

Comparison of Students Stress Between Government and Private School Going Adolescents

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Abstract:

Adolescence is the important phase of overall all development of any human being. Stress in the stage of adolescence, especially for the adolescent going to school for their future development is very dangerous. In the present era, students stress is increasing due to many reason, but the study on students stress is very negligible, especially in developing and under developed countries. Therefore, the present study was planned to find out the level of stress in school going adolescent comparing both male and female from government and private schools. A total of (N=120; n1=60 from Private i.e. English medium and n2=60 from Government) school going adolescents were participated in the study. The researchers used Raven's Colored Progressive Matrices (1998) was administered to measure the IQ level of the participants and to find out a matching group to test the stress levels for both government and private school. Further, after collection of a matched group of sample from both government and private setting, the researchers used the Students Stress Scale Indian version developed by Akhtar, (2010) (Indian version) to find out and to compare level of stress of participants between government and private school going students followed by both male and female. The results of the present study indicate that, private school going adolescent are more stressed than to the government school going adolescents ($p=0.003^{**}$) and the stress in males are more common than to their female counterparts ($p=0.024^*$). So from the present study it can be said that stress in school going adolescent is a increasing factor and early management can help to reduce the stress in school going adolescent for their better future development.

Keywords: School going adolescents, Student's stress, Stress management, Private schools, Government Schools.

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Stress the concept is common for all whether children or old. The age of school going children is the stage of learning and development. It is important to say that school going children are not free from stress especially in metro cities. The causes may be high pressure of parents and teachers or may be due to overloading of school activities or the environmental diversity from home to school. Newman, (2005) stated that childhood and adolescence is a phase of life in which an individual goes through innumerable transitions. They come to terms with their changing physicalities, evolving intelligence, progressing psyche and developing socio-cultural aspects. They view themselves in an ever-changing environment which leads them to identify themselves as either 'Fit' or 'Misfit'.

Children and adolescents are very sensitive to any changes in their lives. Often these changes and events produce great amounts of stress for them. The levels of the stress largely depend upon the nature of the stressors, the intelligence level and the coping ability of the individuals (Soppler, Marks & Edwards, 2012). Some of the major stressors experienced are cataclysmic events, chronic stressors, life changes, illness, hassles, occupation/academic burnout, frustration and conflict, domestic problems, academic difficulties, social incompatibility, health problems, physical and mental disabilities, natural disasters, technological disasters, accidents, wars, physical assault, sexual abuse, etc (Kessler, et.al, 1995).

The causes of stress and their effects are not always similar for the children and adolescent and neither do they have the same effect on the individuals even in the same situation. Ordinary stress experienced by a young individual is healthy since it helps the individual perform better but the problem begins when ordinary stress brings high levels of anxiety and transforms itself into a physiological, psychological or social reactions which can harm the individual (Gadzella, 1994). The common complaints registered amongst children and adolescents suffering with stress include headaches, stomach aches, nervousness, insomnia, anxiety, aggressiveness and various concurrent infections. Therefore, if stress is not reduced or relieved, it may result in any healthy individual life's momentum from good to bad; bad to worse and further worse to worst. Stress not only affects the individual but also disrupts the entire equilibrium of any domestic establishment, educational institution converting all the healthy factors of life into anxiety ridden atmosphere (Morris, 1990).

The neglected individuals are generally confused, suffer with unsteady thought processes and fluctuating emotions which results in them being stressed, emotionally distraught, depressive, low self esteem, evident, rebellious in nature, destructive in actions, non-confirming to social dictate, defiant in behavior and sometimes suicidal too. Nemith et al, (2008) claimed that the young individuals who fail to cope

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with stress often describe their home settings and the school environments as stressful, disturbing and neglectful.

The parents' academic choices for the children to achieve high grades and higher education are proving as a potentially lethal cause of stress amongst the children. Barker, (1987) computed that the unchecked mounting academic pressure, academic struggle and further academic failure are untreated causes of stress amongst the children and would afflict an alarming 6 to 10 million students every year across the globe. It was observed that the children in schools with high stress levels found it difficult to cope and perform, leading to decreased academic performance and increased stress levels since academic performance is considered the only yardstick for measuring the intelligence, worth, success and performance in school.

The children and the adolescents spend a large part of their day attending school, taking part in extra-curricular activities, playing sports and managing their class work. The school environment aims at developing an all-round development of every student based on a planned multiple-intelligence based curriculum which is provided through a trained panel of teachers and facilitators. While the primary teaching aims at developing the students' cognitive capabilities, gross and fine motor development, socio-emotional development and various other learning skills; the middle school emphasizes on a multiple-level based learning based on the concept of multiple-intelligence; finally in high school, the learning is narrowed down to facilitate the young individuals specific learning based on their interest and aptitude in which they would like to excel and further initiate as a vocational learning for their future.

The school environment along with imparting a platform for learning also propels the young individuals towards practicing relationship skills with their peers, teachers, students and the community also. Through all the hectic demands of the everyday life, a young individual is all the time competing with time and the available resources. (Erickson, 1993) stated that these demands often leads to the children and adolescents ending up worrying and anxious to meet up with the demands put upon them which start developing into symptomatic stress related problems.

Stress may be good or bad depending how it affects the individual in his/her daily life. Some stress can be good since they motivate the individual to perform better; however some forms of stress can be bad for any individual. These bad stressors lead to major health problems and can often be life-threatening. Stress is broadly categorized into Eustress, Distress, Hyperstress and Hypostress (Wright, 2009). However, the levels of stress can be categorized as Acute and Chronic. The effects of stress could lead to depression among the young individuals along with eating disorders, dissociative disorders, panic disorder, phobias, attention deficit disorder, behavioural disorders, anxiety disorders, etc (Corsini, 1994). The young individuals often face the dilemma of disturbing ideologies and memories of the stressors, pessimism about themselves and the future, avoidance, behavioural re-enactment, emotional insecurity physiological pains and constant need to suspect and be on guard.

The stress in relation of gender especially in school going children is one of the important areas of research in the field of psychology and education. In this concern the study of Gautam, and Pradhan, (2017) stated that school going male students are more prone to stress than to their female counterparts. The reason might be due to too much homework, unsatisfactory academic performance, preparation for tests, lack of interest in a particular subject, and teacher's punishment (Chiang, (1995). Further, Chiang, (1995) affirmed that, as parents are very concerned about their children's academic achievement and moral behaviors and parents expect their children not only to respect teachers and follow moral norms but also become elite in the future for that their children come under stress what is directly or indirectly affects different developmental process. In an other study related to student's stress Chang and Lu (2007) suggested that academic institutions have different work settings compared to nonacademic and therefore one would expect the difference in symptoms, causes, and consequences of stress. In this concern Stevenson and Harper (2006) affirmed that stress in academic institutions can have both positive and negative consequences if not well managed by the teachers and parents in appropriate stage. For the management of student's stress, Goodman (1993) if the academic institutions will be able to manage the stress of the student's by integrating the expectation, goals and values then the possibility of stress among school going student's can be better managed.

I. METHODOLOGY

Objectives:

To find out the difference of level of students stress between Private and government school going adolescents in Delhi NCR, India.

To find out the difference of level of students stress between male and female school going adolescents from both Private and government school setting in Delhi NCR, India

Hypothesis:

- 1) There will be a significant difference of students stress between government and private school going adolescents.
- 2) There will be a significant difference of student's stress between male and female participants from private and government school setting

Sample:

A total of (N=120; n1=60 from Private i.e. English medium and n2=60 from Government) school going adolescents were participated in the study. Further, the information related to student's stress were collected equally dividing 30 participants each following male and female gender from both private and government school setting of Delhi, NCR region. The age group of the participants were 12-16 years and the median age will be 14 years of age. The grade level was VIIth grade to Xth grade from both the government and private English medium schools. For the collection of information related to students stress, the researchers

included adolescents having Average or Above Average IQ. Besides that the researchers, excluded the adolescents having the problem of mental retardation, learning disabilities and/or any sorts of sensory impairments.

Materials:

- Raven’s Colored Progressive Matrices (1998) was administered to measure the IQ level of the participants and to find out a matching group to test the stress levels.
- The Students Stress Scale Indian version developed by Akhtar, (2010) (Indian version) was used to assess the level of stress of participants.
- Other relevant material will be employed following the situation and conditions of the study.

Setting:

The entire study was conducted at the home or school setting according to the availability of the participants in their leisure time.

Design:

A single case research design was followed at for the assessment of IQ test and Stress level measurement. But finally, for the comparison purpose the researchers used the group data related to student’s stress level.

Procedure:

Before the collection of data, the researchers established a warm relation with each and every participants for the smooth and honest collection of information related to student’s stress. After the proper rapport established between the researchers and the participants, the researchers, instructed to fill the items of the tools used in the present study according to the respective manuals of Intelligence test followed by Raven’s Colored Progressive Matrices and Student’s Stress Scale. Initially the researchers used Raven’s Colored progressive Matrices to find the matching group of the participants from both government and Private school populations. Then after getting a matching group of participants from both government and private school setting, the researchers collected the information related to the student’s stress scale providing appropriate rest interval.

As the data were collected from 60 government and 60 private school setting and the participants were selected following a randomized procedure, The researcher used the parametric statistics i.e. student’s ‘t’ test for the comparison of stress level between the government and private school students. Further, for comparison of students stress between male and female participants from both private and government school setting were analyzed using One Way Analysis of Variance (ANOVA). Besides that the percentage of data, mean, and the standard deviation were calculated for both the data collected from participants selected from both government and private school setting in the process of data collection.

Results and Discussion:

The results of the present study followed the comparison of student’s stress between government and private school going adolescent using Student’s ‘t’ test. The average mean

score of private school going adolescents is 64.20±9.80 and the average mean score of government school going adolescent is 55.97±10.97. The comparison result of student stress between private and government school going adolescent indicates a significant difference (df=118, t=3.07, P=0.003). In this context, the first hypothesis of the present study-There will be a significant difference of students stress between government and private school going adolescents is accepted. In other words it can be said that, adolescent from private school setting are more stresses than to their government school counterparts. In this concern, some of the previous studies related to student’s stress (e.g Chang, & Lu. 2007 and Gautam, & Pradhan, 2017) confirmed that due to the parental pressure and school pressure, heavy workload and other non-academic assignments, students from private school setting suffers more stress than to their government school going students counterparts.

Table-1: Comparison of Students Stress between Private and Government School going Adolescents (df=118)

Categories	Mean	Std. Deviation	Std. Error Mean	t Value	P Value
Private	64.20	9.80	1.79	3.07	0.003**
Government	55.97	10.97	2.00		

Comparison of Students Stress between Male and Female Participants from both Private and Government School going Adolescents: The Mean score of student stress scale of private male participants is 64.53±11.08. The Mean score of student stress scale of private female participants is 63.87±8.71. The Mean score of student stress scale of government male participants is 54.10±9.97. The Mean score of student stress scale of government female participants is 57.83±11.93. The mean comparison results of Student stress scale between four groups indicate no significant difference (df=F³₁₁₆=13.40 p=0.024).

Table-2: Descriptive Results of Students Stress of Male and Female Participants from both Private and Government School going Adolescents.

Categories	Numbers of Participants	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Private Male	30	64.53	11.08	2.86	50.19	84.70
Private Female	30	63.87	8.71	2.25	48.24	82.35
Government Male	30	54.10	9.97	2.57	35.29	68.27
Government Female	30	57.83	11.94	3.08	35.29	76.47
Total	120	60.08	11.12	1.44	35.29	84.70

Table-3: Comparison Results of Students Stress of Male and Female Participants from both Private and Government School going Adolescents (F^3_{116})

Variables	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1124.02	3	374.67	13.40	.024
Within Groups	6166.99	116	110.13		
Total	7291.01	119			

Further, the Post hoc comparison result of Student Stress Scale between male and female participants from both private and government school setting indicates that, there is no mean difference of student’s stress between Private Male and private Female which is also not significant ($MD= 0.66, P=1.000$). The mean difference between Private Male and Government Male only indicates a significant difference ($MD= 10.43, P=0.052^*$) at $\alpha 0.05$ level of significance but it is not significant at a 0.01. The mean difference between Private Male and Government Female indicates no significant difference ($MD= 6.70, P=0.516$). Similarly the mean difference between Private Female and Government Male indicates no significant difference ($MD= 9.77, P=0.081$). The mean difference between Private Female and Government Female indicates no significant difference ($MD= 6.04, P=0.725$). Finally the mean difference between Government Male and Government Female also indicate no significant difference ($MD= 3.73, P=1.000$). In this context it can be said that the second hypothesis of the present study- there will be a significant difference of student’s stress between male and female participants from private and government school setting is partially accepted. In this concern the study of Gautam, and Pradhan, (2017) and confirm that male students are more prone to academic stress than to the female school going students. The reason may be that especially in developing and underdeveloped countries the expectation of parent and teachers from male students for future professional purpose is quite more than to the female students. Because most of the developing and underdeveloped countries are still economically female dominated and the household responsibility of male child is quite more than to the female child.

Table-4: Post Hoc Comparison of Students Stress between Male and Female Participants from both Private and Government School going Adolescents ($n1=n2=n3=n4=30$)

(I) point	(J) point	Mean	Std.	Sig.
		Difference (I-J)	Error	
Private Male	Private Female	0.66067	3.83188	1.000
	Government Male	10.42733	3.83188	.052*
	Government Female	6.69600	3.83188	.516

Private Female	Private Male	-0.66067	3.83188	1.000
	Government Male	9.76667	3.83188	.081
	Government Female	6.03533	3.83188	.725
Government Male	Private Male	-10.42733	3.83188	.052*
	Private Female	-9.76667	3.83188	.081
	Government Female	-3.73133	3.83188	1.000
Government Female	Private Male	-6.69600	3.83188	.516
	Private Female	-6.03533	3.83188	.725
	Government Male	3.73133	3.83188	1.000

II. CONCLUSION

As stress among school aged children are less influential and more harm full especially for the academic other overall all development, the finding of the present study can suggest the effective early intervention for the stress management for the school aged adolescent by the respective school authorities, government and the parents. The results of the present study indicates that, private school children are more stress prone than to their government school counterparts because of heavy workload, and other unnecessary assignments. Besides that the present study also confirm that male students are more stresses than to the female school going adolescents due to their future expectation for job and other social responsibility. In this concern the parental counselling, educational programme, proper career guidance and effective vocational and skilled based training can be suggested to minimize the future work frustration among the male school going adolescents. Finally from the present study, it can be concluded that school going students are not free from stress and the stress in school going students are increasing in nature. The results of the present study suggesting to practice some of the effective early intervention programme for school going adolescent irrespective of type of school for the future better development of the school going adolescent as they are the future of any nation, especially for developing and under developed countries.

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