



Academic stress and Academic Achievement among Government and Private secondary school students

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Abstract

The school is a powerful agency in the development of behaviour of the child. It is a miniature of society in which children live, make interactions, get all round development, get socialized and perform mostly function under the supervision of their teachers or instructors. The school is a formal socializing institution which differs from the family. The development of child is influenced by various factors of school like physical development, moral development, emotional development, intelligence level, environment, population, socio economic condition, nutrition, age, type of schools, language, customs, beliefs, rituals, caste, religion, colour and most importantly its social culture & festivals. The present study was undertaken to study the academic stress and academic achievement of government and private secondary school students. The sample of the study comprised of 300 (150 from government and 150 from private) secondary school students which were selected randomly from 12 schools of district Patna, Bihar. For Academic stress, Statements was used and For Academic Achievement, aggregate percentage of marks obtained in previous examination was used for data collection. Results revealed that private secondary school students differ significantly on 'Acceptance' dimension of academic achievement while as on composite score both government and private secondary school students differ significantly. Further, private secondary school students showed secondary academic performance rather than government school students.

Keywords: Secondary school, Patna, Academic stress, Academic Achievement, Government Schools, Private schools

INTRODUCTION

Stress is a general locution applied to different mental and Psychological pressures encounter by human being perceive in their lives. Stress is a obligatory and unavoidable concomitant of circadian living requisite because unescorted some stress we would be listless and apathetic creatures and inevitable because it relates to any external incident be it pleasurable or consternation producing Stress can be positive or negative, stress can be positive when the circumstances offers an opportunity for a person to procure something. It acts as a motivator for top performance. Stress can be negative when a person faces social, physical, moral, linguistic, cultural,

organizational, environmental, intellectual and emotional problems. Stress can approach from any state of affairs or thought, notion, and conception that compels you feel frustrated, demolished, calm less, angry, nervous and anxious. Stress may be expounded as it is the body's reaction to a reshape that requires a physical, mental, psychological, social, intellectual, and emotional adjustment or response. Moderate level of stress is a common occurrence for students, if such students are to shine in their academic effort. The term stress had none of its immediate connotations before the 1920s. It was a conformation of the Middle English distress, derived via old French from the Latin Stringer, "to draw tight". It had long been in use in Physics to refer to the internal dissemination of a force exerted on a material stuff, resulting in strain. In the 1920s and 1930s the term was now and then being used in Biological and Psychological circles to refer to a mental strain, unbidden happening or more curatively a detrimental environmental emissary that could cause illness.

Academic Stress:

When humans talk about academic stress, they are generally talking about pressure to perform well in academics and school that you put on yourself or that others imposed on you. Taking lots of hard classes, feeling the need to get good grades in academics, worrying about in to college, or the right college, it can all be academic stress. If you are worrying a lot about school, talk to a trusted adult.

Academic stress can be caused by lack of confidence in ability to do something good demanded of you. In this respect going through university, particularly upper year courses increase not only your ability to deal with stress but also lowers it because it increases the amount and quality of work you are confident in your ability to complete. This assumes it eventually work stops increasing faster than your perceived ability level. Academic pressures associated with exam periods mostly.

Sources of academic stress may vary from leaving home; illness; jobless; sexual assault; commuting to school; living with a roommate; great disaster; love; meeting new people; dealing with multiple priorities- like getting your school work done, socializing, working; to meeting family demands and getting good grades; meeting the expectations of parents, teachers, and friends; not having enough time to get everything done; and being exposed to different values, rituals, beliefs, customs, cultures, lifestyles and temptations etc.

Psychiatrists have expressed concern at the emergence of education as a serious source of stress for school-going children - causing high incidence of deaths by suicide. Many adolescents in India are referred to hospital

psychiatric units for school-related distress – exhibiting symptoms of depression, high anxiety, frequent school refusal, phobia, physical complaints, irritability, weeping spells, and decreased interest in school work. Fear of school failure is reinforced by both the teachers and the parents, causing children to lose interest in study. This is similar to the scenario in the East Asian countries where psychiatrists use the terms ‘high school senior symptoms’ or ‘entrance examination symptoms’ to indicate mental health problems among students.

Academic Achievement

School and classroom Environment play a vital role in overall development of the students. The quality of education in the classroom is of great importance to students and creating an environment which respects diversity and appreciates individual differences contributes to student achievement and success. ‘Academic’ those activities related to studies in learning context, be it formal, non-formal and informal. ‘Achievement’ is to obtain some specific outcomes in learning activities. For good academic achievement students need proper education, training, environment and healthy relationship among his known person such as family members, friends, Teachers and locality. School and family should provide a sound and healthy environment for students so that they could get all round development of their personality. It refers to the average marks obtained by a student in the final examination. To meet the fate of life, it is the learning environment that determines how a student performs and interacts. Academic performance includes both curricular and co-curricular performance of students.

II. STATEMENT OF THE PROBLEM

“Academic stress and Academic Achievement among Government and Private secondary schools students”.

III. OBJECTIVES OF THE STUDY

1. To find out the difference between academic stress of students of Government and Private secondary schools students.
2. To find out the difference between academic achievement of students of Government and Private secondary schools students.

IV. HYPOTHESES

1. There is no significant difference between academic stress of government and private secondary school students.
2. There is no significant difference between academic achievement of government and private secondary school students.

V. OPERATIONAL DEFINITION

1. Academic achievement is a measure of a person's desire to succeed and subtracting their fear of failure. High achievers have a great desire to succeed and are not put off by the fear of failure. It includes both curricular and co curricular activities of students.
2. Academic stress is a state of psychological imbalance resulting from the disparity between academic achievement and the individual's ability and motivation to meet those achievements.
3. Private school refers to those schools which are run, managed and administered by private agencies. It belongs to a specific person or group which cannot be shared by others.
4. Government schools refer to those schools which are run, managed and administered by government. It belongs to every citizen of the country not personal.

VI. SAMPLE

A sample of 300 students (150 Governments and 150 Private) was drawn through stratified random sampling technique from different secondary schools of Patna district, Bihar, India. The students enrolled in 9th and 10th classes were considered for the sample.

VII. METHOD

Researcher used **2 X 2 X 2** factorial design / Method. It means he has three independent variables with each having two levels. So basically he has eight conditions in his study that the unique combination of all levels with two genders, two types of school and two levels of academics and so forth.

FD technique was introduced by fisher in 1926. It is applied in optimization technique.

VIII. TOOL

A scale for Assessing Academic stress is developed by Verma & Gupta in 1997. It is an instrument designed to measure Academic stress perceived by students.

Academic Achievement- Aggregate percentage of previous marks obtained in 9th and 10th class examination was considered as academic achievement.

IX. STATISTICAL TECHNIQUES USED

The collected data was analyzed by using -

Mean,

Standard deviation and

t- Test.

X. ANALYSES, INTERPRETATION AND DISCUSSION

Hypothesis Testing

1. **Hypothesis 1:** There is no significant difference between academic stress of government and private secondary school students.

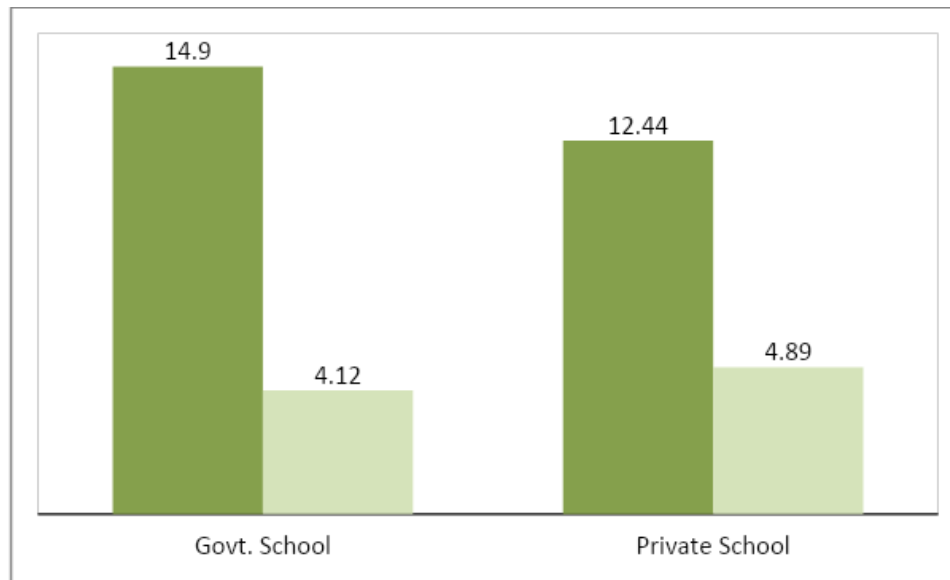
TABLE 1

Mean, S.D. and 't' value of academic stress of students of govt. and private secondary school students.

Group	Govt. School	Private School
Mean	14.9	12.44
S.D	4.12	4.89
T	1.83	

**** significant at 0.01**

FIGURE 1



The data presented in Table 01 show that there is mean difference between govt. and private secondary school students on Academic stress. The mean of govt. $M=14.9$ and private $M=12.44$. The calculated t value which comes out to be 1.83 is insignificant at 0.01 level ($t_{(258)} < 2.58$). The table reveals that there is insignificant difference between govt. and private secondary school students. The level of academic stress was not found among the govt. school students and private school students. So the H_0 1 which states that **“There is no significant difference between academic stress of government and private secondary school students”** is accepted. The difference was so marginal that it could be found statistically insignificant as the 't' value was 1.83. Kohlon's (1983) study revealed that lack of parental assistance, congenial evaluation system, living up to the family expectation, attitude, aptitude, interest, and creativity of teachers and fear of examination were the stress causing agents. Every student must cope up with these situations to be success.

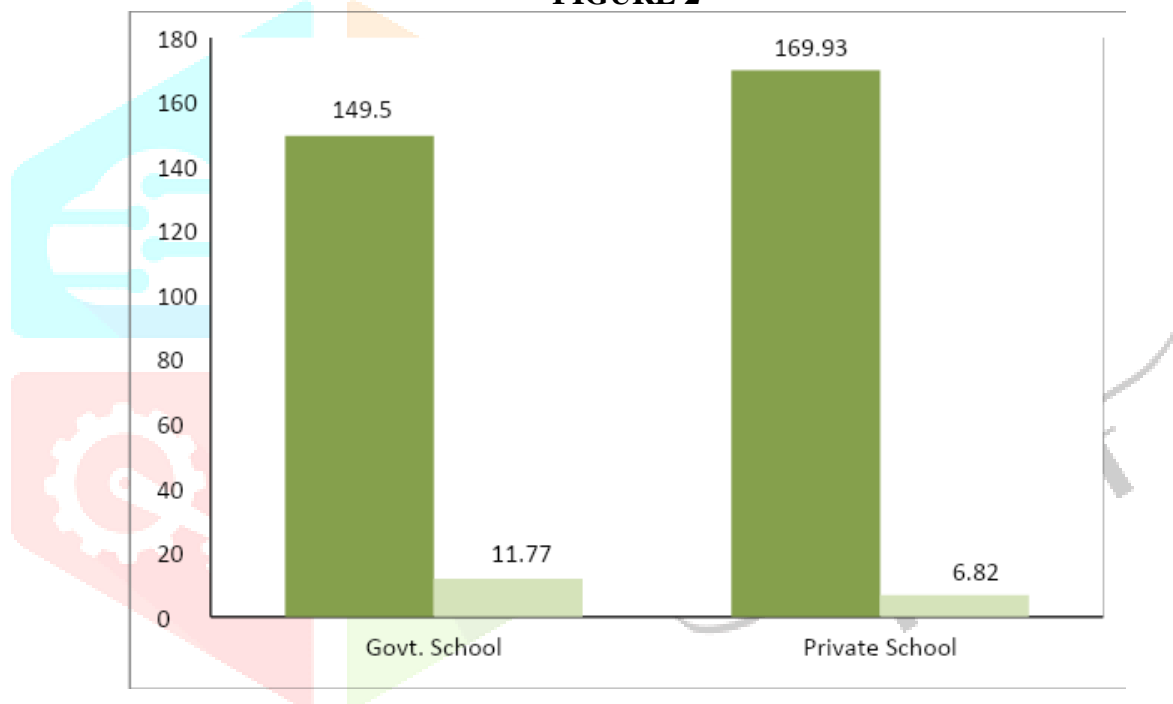
TABLE-2

Mean, S.D and 't' scores of academic achievement of govt. and private secondary school students.

Group	Govt. School	Private School
Mean	149.50	169.93
S.D	11.77	6.82
T	7.63	

**** Significant at 0.01**

FIGURE 2



In order to test hypothesis II mean and S.D of scores on academic achievement was computed separately for the govt. and the private school students and results were given in table no. 2. The mean of govt. $M=149.50$ and mean of private $M=169.93$. The calculated t-value which comes out to be 7.63 is secondary than tabulated value and is significant at 0.01 level (>2.58). Thus, there is a significant difference between academic achievement of govt. and private secondary school teachers. The above results clearly revealed that academic level was secondary among the private school students than the govt. school counterparts. The mean score indicates that the private school students show good study habits and planning for exam rather than Government school students. So the H_0 2 which states that “There is no significant difference between government and private high school students in their academic achievement” is rejected.

CONCLUSION

The present study concludes that there is a need to look why government school students show poor performance and get stress as these schools have highly qualified, experienced and trained teachers as compared to private schools. There are many factors like parental involvement, intelligence, school environment, motivation, socio-economic conditions, individual differences, language, culture, first generation schooling, emotional intelligence which needs to be explored. Teachers in govt. schools should be made accountable as they take the job for granted. There should be strict supervision in govt. schools for both teachers and administrators. A body should be established on the pattern of NAAC (National Assessment and Accreditation Council) which will evaluate the performance of schools, students and teachers so that the teachers could work in these schools properly and efficiently with honesty & loyalty will increase the academic performance of the students.

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