

Study of Mental Stress Among Government and Non Government of Senior Secondary School Students

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Abstract

The mental stress students attending both government and non-government schools. The two groups' mental health results were compared using an independent samples t-test. Students' mental health is a major concern, and educational institutions have a significant impact on how they feel. Research shows that students at government school have poor mental health and high levels of mental stress, while students at non-government schools have both low levels of mental stress and excellent levels of mental health. While other unrelated factors may influence their mental health, but the study's exclusive focus is on the mental stress and mental health of the educational institutions they attend.

Keywords: Mental Stress, Government And Non-Government Schools, Senior Secondary, Gender

INTRODUCTION

"The internal state which can be caused by physical demands on the body or by environmental and social situations which are evaluated as potentially harmful, uncontrollable, or exceeding the individual's resources for coping" is how stress is defined. Stress is a psychological sensation or physical circumstance that can be either conscious or unconscious. This follows as a result of "positive or negative pressure" on the body or mind to surpass adaptive capacities. There are two ways that the term "stress" has been employed in psychology. It is first described as a state of psychological distress or imbalance in a person. One significant element influencing the variance in academic achievement is stress. It also contributes to serious mental health risks, including physical and mental illnesses linked to stress. Children's academic performance is negatively predicted by stress, which is a major factor in predicting future school success. **Hussain's** components of academic stress are as follows. According to **Gupta and Khan** (1987), academic stress is mental stress related to some expected irritation linked with academic failure or merely the awareness of the possibility of such behavior.

Mental health can be significantly impacted by parental expectations, especially when it comes to academic performance and potential employment opportunities. Knowing the effects of parental expectations is crucial for advancing kids' wellbeing in the senior secondary school setting, where there is more pressure to perform academically and make important decisions about the future.

Among students in senior secondary school, Johnson and Johnson (2018) discovered a strong correlation between symptoms of anxiety and depression and high parental academic pressure. Conflicts between teenage goals and parental job expectations were linked to higher levels of perplexity and identity crisis

among senior secondary school students, according to Smith and Jones (2019). Lee and Wu (2018) Research has demonstrated that among some ethnic groups, increased parental pressure is a result of cultural beliefs that place a premium on academic success and filial piety.

NEED AND SIGNIFICANCE OF THE PROBLEM

Students attending non government school students have been found to experience higher levels of academic stress than those attending government schools. Compared to male and female students reported higher levels of academic stress. The demand has to do with meeting an academic objective. Thus, academic is associated with the accomplishment of an academic objective. Male has undoubtedly made great strides and achieved his goals, but in the process of this progress, he has fallen victim to several illnesses, some of which he himself caused. High expectations and a high degree of aspiration are always present among parents and teachers. It is their constant expectation that every child will perform well in school. Children who have these views continue to experience stress, particularly academic stress. In light of this, the researcher has undertaken the academic stress research problem. Children's school choices and, eventually, their professional choices may be influenced by their parents' expectations.

OBJECTIVES

- To compare between mental stress level of government and non-government school's students.
- To compare the mental stress level of senior secondary school students attending government schools.
- To compare the mental stress levels of senior secondary school students attending non government schools.

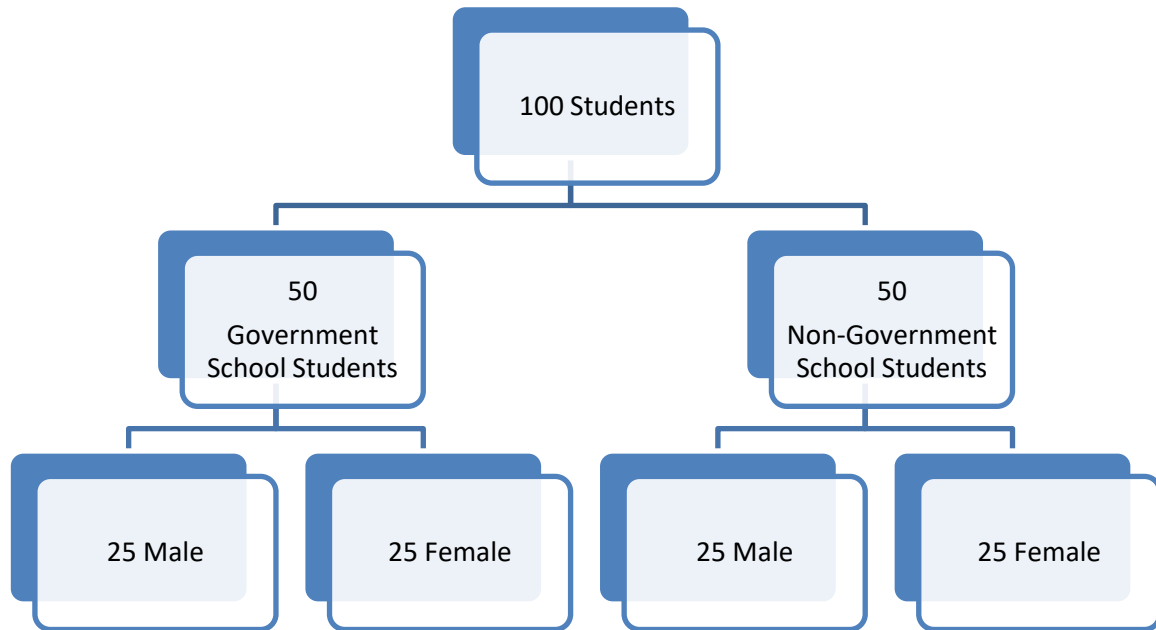
HYPOTHESES

- There is no significant difference between mental stress level of government and non-government school's students.
- There is no significant difference in the mental stress level of male and female senior secondary school students attending government schools.
- There is no significant difference in the mental stress level of male and female senior secondary school students attending non-government schools.

METHODOLOGY

Sample

The study was conducted on a group of (100) senior secondary school students from two schools – one government and one non-government school in Sikar town. Out of 100 students, 50 were taken from government school (25 male + 25 female) and the remaining 50 were taken from non-government school (25 male + 25 female).



Sampling method

Simple random sampling will be employed in this investigation.

Statistical techniques

Statistical analysis was done by applying Mean (M), Standard Deviation (SD) and t-test.

Variables

1. **Dependent variable:** Mental stress.
2. **Independent variables:** Students of Government and non-government school

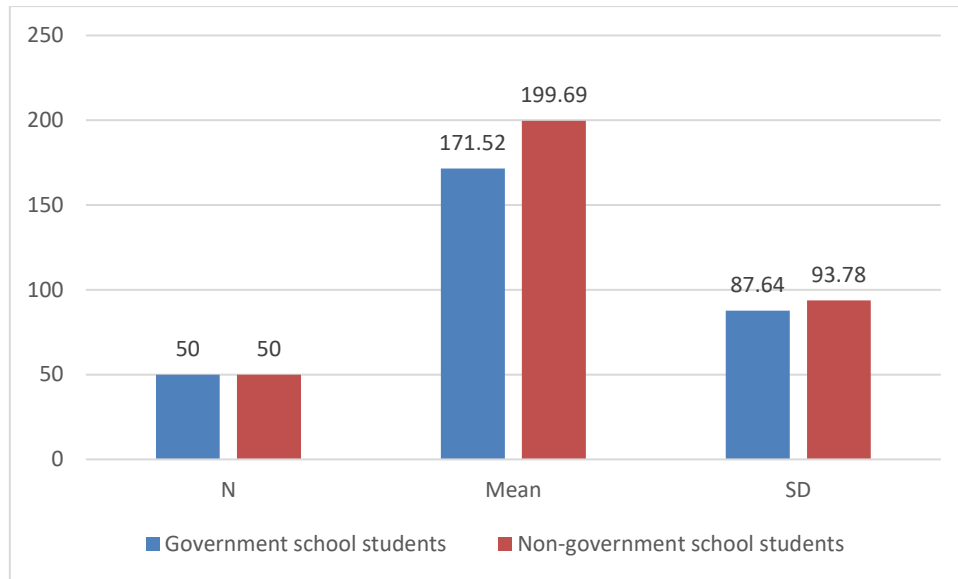
RESULT AND DISCUSSION

The data were examined in order to achieve the study's goal and validate the hypotheses that were developed. SD was computed in order to fulfill the study mean's objectives. To determine whether there was a significant difference between the group means, the 't' value was computed.

Table 1: To compare between mental stress of government and non-government schools.

Group	N	Mean	SD	t- value	Level of significance	Result
Government school students	50	171.52	87.64	2.17	0.05	Hypothesis is not accepted
Non-government school students	50	199.69	93.78			

Df= 98, 't' value is 1.98 at the 0.05 level of significance

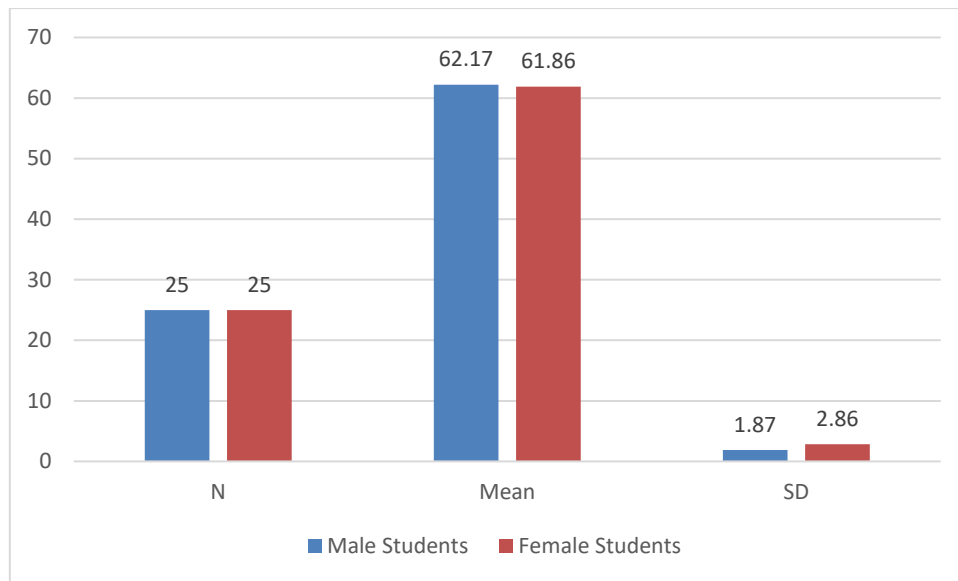


Data analysis and interpretation:-The mean mental stress score for senior secondary pupils attending government schools was 171.52 with standard deviation 87.64, whereas the mean score for those attending non-government schools was 199.69 with standard deviation 93.78. By using the standard deviation and the mean to compute the t-test, the value of t turned out to be 2.17. At a significance level of 0.05, the critical value with 98 degrees of freedom is 1.98. On a measure of mental stress, it can be concluded that there are notable differences between the groups being studied. Similar to the findings of Hussain et al. (2008), it is evident that young pupils attending non-government schools experience higher levels of mental stress than their counterparts attending government public schools. Hypothesis is not accepted.

Table 2. To compare the mental stress levels of male and female senior secondary school students attending government schools.

Group	N	Difference	Mean	SD	t-value	Level of significance	Result
Male Students	25	0.31	62.17	1.87	2.16	0.05	Hypothesis is not accepted
Female Students	25		61.86	2.86			

Df= 48, 't' value is 2.01 at the 0.05 level of significance

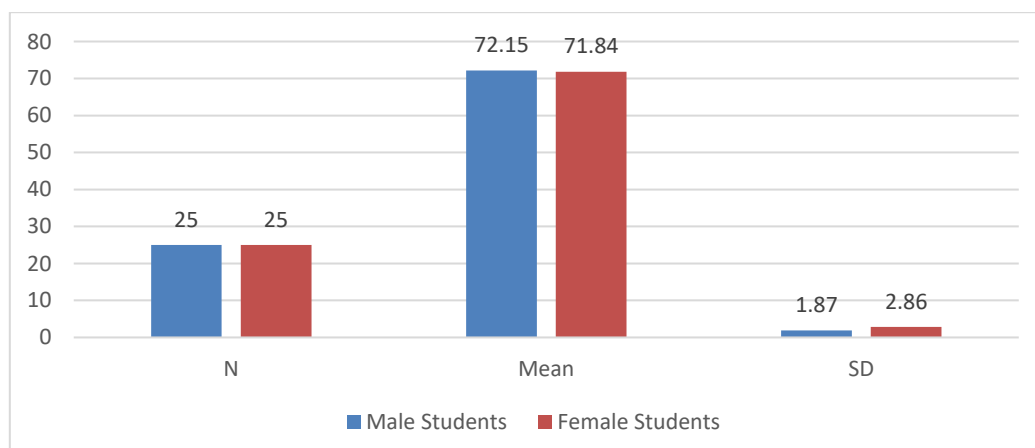


Data interpretation and analysis:- The mean score for 25 male students is 62.17, while the mean score for 25 female students is 61.86. The difference between the two is 0.31. Male students have a standard deviation of 1.87, whereas female students have a standard deviation of 2.86. According to the table shown above, the mean difference between male and female is 0.31. The analysis and description of each fact in the for mentioned table, the 't' value is 2.16, which is greater than the critical value 2.01 at significance level of 0.05. Hypothesis is not accepted

Table 3. To compare the mental stress levels of male and female senior secondary school students attending non government schools.

Group	N	Difference	Mean	SD	t-value	Level of significance	Result
Male Students	25	0.31	72.15	1.87	1.96	0.05	Hypothesis is accepted
Female Students	25		71.84	2.86			

Df= 48, 't' value is 2.01 at the 0.05 level of significance



Data interpretation and analysis: - There is a 0.31 mean difference between the mean scores of 25 male students (72.15) and 25 female students (71.84). Male students have a standard deviation of 1.87, while female students have a standard deviation of 2.86. According to the table shown above, the mean difference between male and female is 0.31. Following an analysis and description of each fact in the aforementioned table, the "t" value is 1.96, which is lower than the critical value 2.01 at significance level of 0.05. hence the Hypothesis is accepted

CONCLUSION

Students attending private schools reported higher levels of mental stress than those attending public schools. It is also possible to draw the conclusion from the data that male students were more stressed about their studies than their female colleagues.

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