

A Study on the Aptitude and Stress Level of Grade V Students Regarding the 6th Sainik School Entrance Syllabus

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Abstract

The present study is an attempt to examine “A study on the Aptitude and stress level of grade V students regarding the 6th sainik school Entrance Syllabus”.

A researcher requires tools which many vary in their Complexities, design, and administration and scoring, the present study attempts to deal with Variables namely aptitude and Stress developed by on sample 100 (BOYS- 60 & GIRLS-40) 6th Sainik entrance children through the interview. Samplings techniques from various governments, private schools and coaching centers student in Vizianagaram at time of entre collected data pre entrance exam and post entrance exam. 4th January -2026 conducted by AISSEE.

Keywords: Sainik School Entrance Examination, Aptitude, Stress, Students, Syllabus

Introduction:

The all India Sainik school entrance examination (AISSEE) is conducted by the NTA for admissions to class 6 and 9th with mathematics, English, Intelligence and General Knowledge. Structure of Class 6th exams have 125 questions (300Marks) and Eligible students must pass with at least 25% in each subject and 40% aggregate (No minimum for SC, ST.)

Sainik Schools Society is an autonomous organization running under the Ministry of Defense, Govt of India .This Society runs Sainik Schools. They are English medium residential schools affiliated to CBSE which prepare Cadets to join the National Defence Academy (NDA), Indian Naval Academy and other Training Academies for officers. At present there are a total of 33 Sainik Schools across the country.

Sainik school entrance examination conducted this academic year for admissions to grade 6th and grade 9th of the 33 Sainik Schools is through a written exam called AISSEE. Admissions are based on the achievement of candidates in the All India Sainik Schools Entrance Examination .

The admission of candidates will be filled on the basis of e-counseling as per their rank in the School wise, gender wise, category wise Merit List of AISSEE., medical fitness approved by appropriate medical authorities and verification of original documents.

Admission to the approved New Sainik Schools for the Academic Year 2026-27 follows the All India Sainik School Entrance Examination pattern, with 69 schools offering admission for class 6th and 19 approved schools for class 9th respectively.

There are two channels of admission to approved NSS: 1.Category-A- 40% route Minimum 40% will be filled on the basis of the rank secured in the All India Merit List

2. Category 'B. Upto 60% of the seats in NSSs will be filled by those who are currently studying in any of the approved NSSs.

Review of Related Literature:

Previous research has examined the impact of competitive examinations and academic pressure on students' psychological well-being.

- Putwain (2007) reported that examination-related stress negatively affects students' performance and emotional health, especially when students experience pressure from parents and educational institutions.
- Stress Impact on Applicants Trying to Gain Entrance to Public Universities (2012) - Examines how anxiety affects student performance in competitive admissions.
- Deb, Strodl, and Sun (2015) conducted a study on academic stress among school students and found that high academic expectations and competitive examinations significantly increase stress levels among adolescents.
- Effects of test stress during an objective structured clinical examination (2015) - Shows high stress (distress) negatively impacts performance.
- A study by Singh and Kumar (2019) indicated that students attending coaching centers for competitive examinations often experience higher levels of stress compared to those relying
- .Test anxiety: Is it associated with performance in high-stakes examinations? (2022) - Discusses the relationship between anxiety and scores.
- Depression, anxiety, and stress among graduate adults preparing for competitive exams (2025) - Analyzes stress in competitive environments.
- Objectives of the study:
 - To study the significant difference in between boys' and girls' respondents in their perception towards their Aptitude and stress level of grade V students regarding the 6th sainik school Entrance Syllabus.
 - To study the significant difference in between Rural and Urban respondents in their perception towards their Aptitude and stress level of grade V students regarding the 6th sainik school Entrance Syllabus.
 - To study the significant difference in between schools and Coaching Centers respondents in their perception towards their Aptitude and stress level of grade V students regarding the 6th sainik school Entrance Syllabus.
- **Hypothesis:**
 - There is No significant difference in between boys' and girls' respondents in their perception towards their Aptitude and stress level of grade V students regarding the 6th sainik school Entrance Syllabus.
 - There is No significant difference in between Rural and Urban respondents in their perception towards their Aptitude and stress level of grade V students regarding the 6th sainik school Entrance Syllabus.
 - There is No significant difference in between schools and Coaching Centers respondents in their perception towards their Aptitude and stress level of grade V students regarding the 6th sainik school Entrance Syllabus.

Methodology:

Research Design:

The researcher adopted a **descriptive survey method** to examine the present study..

Sample:

Researcher selected **100 students**(Boys – 60 ,Girls – 40) **preparing for the AISSEE Class VI entrance examination** .They were selected from **government schools, private schools, and coaching** in Vizianagaram District, Andhra Pradesh.

Sampling Technique:

The Researcher was used **convenience sampling method** to collect data from students who appeared for the AISSEE examination conducted on **January 4, 2026**.

Tools Used:

The researcher used the following tools: **Aptitude Scale , Stress Scale** developed by the researcher. **And Interview method** for collecting responses from students.

Statistical Techniques

The collected data were analyzed using :1. Mean 2.Standard Deviation 3.t-test

Table-1

To study the significant difference in between boys’ and girls’ respondents in their perception towards their Aptitude and stress level of grade V students regarding the 6th sainik school Entrance Syllabus.

Dimension	Gender	n	mean	SD	T Value	P Value
Aptitude	Boys	60	3.74	0.43	0.99	0.32
	Girls	40	3.90	0.38		
Stress	Boys	60	3.72	0.44	1.98	0.05
	Girls	40	4.05	0.37		

1. Aptitude (Boys vs Girls)

- **Boys:** Mean = 3.74, SD = 0.43
- **Girls:** Mean = 3.90, SD = 0.38
- **t-value = 0.99, p-value = 0.32**

Interpretation:

Although girls have a slightly higher mean aptitude score than boys, the difference is **not statistically significant** because the p-value (0.32) is greater than the conventional level of 0.05.

This means the observed difference could be due to chance, and we **cannot conclude that gender affects aptitude** in this sample.

2. Stress (Boys vs Girls)

- **Boys:** Mean = 3.72, SD = 0.44
- **Girls:** Mean = 4.05, SD = 0.37
- **t-value = 1.98, p-value = 0.05**

Interpretation:

Girls have a higher mean stress score compared to boys. The p-value (0.05) is **at the threshold of statistical significance**.

This suggests a **statistically significant difference (marginal/significant at 0.05 level)** in stress between boys and girls.

Overall Conclusion:

1. **Aptitude:** No significant gender difference.
2. **Stress:** There is a **significant difference**, with girls reporting higher stress than boys.

Table-2

To study the significant difference in between Rural and Urban respondents in their perception towards their Aptitude and stress level of grade V students regarding the 6th sainik school Entrance Syllabus

Dimension	Areas	n	mean	SD	T Value	P Value
Aptitude	Rural	60	3.76	0.43	0.13	0.90
	Urban	40	3.77	0.43		
Stress	Rural	60	3.67	0.36	2.98	0.003
	Urban	40	3.44	0.39		

1. Aptitude (Rural vs Urban)

- **Rural :** Mean = 3.76, SD = 0.43
- **Urban:** Mean = 3.77, SD = 0.43
- **t-value = 0.13, p-value = 0.90**

Interpretation:

Although Uraban students have a slightly higher mean aptitude score than Rural, the difference is **not statistically significant** because the p-value (0.90) is greater than the conventional level of 0.05. This means the observed difference could be due to chance, and we **cannot conclude that Area affects aptitude** in this sample.

2. Stress (Rural vs Urban)

- **Rural :** Mean = 3.67, SD = 0.36
- **Urban:** Mean = 3.44, SD = 0.39
- **t-value = 2.98, p-value = 0.003**

Interpretation:

Rural students have a higher mean stress score compared to Uraban . The p-value (0.003) is at the threshold of statistical significance.

This suggests a statistically significant difference (marginal/significant at 0.05 level) in stress between rural and urban students.

Overall Conclusion:

1. **Aptitude:** No significant Area difference.
2. **Stress:** There is a **significant difference**, with rural and urban students

Table-3

To study the significant difference in between schools and Coaching Centers respondents in their perception towards their Aptitude and stress level of grade V students regarding the 6th sainik school Entrance Syllabus.

Dimension	Types of Management	n	mean	SD	T	P Value
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					Value	
Aptitude	Gov and Private School.	40	3.72	0.35	0.40	0.67
	Coaching center	60	3.64	0.43		
Stress	Gov and private Schools	40	3.95	0.43	3.70	0.0004
	Coaching center	60	3.64	0.38		

1. Aptitude (Gov and Private Schools vs Coaching Center)

- Gov and Private Schools Mean = 3.72, SD = 0.35
- Coaching center: Mean = 3.64, SD = 0.43
- t-value = 0.40, p-value = 0.67

Interpretation:

Although Gov and private schools have a slightly higher mean aptitude score than Coaching center, the difference is **not statistically significant** because the p-value (0.67) is greater than the conventional level of 0.05.

This means the observed difference could be due to chance, and we **cannot conclude that gender affects aptitude** in this sample.

2. Stress (Gov and Private Schools vs Coaching Center)

- Gov and Private Schools: Mean = 3.95, SD = 0.43
- Coaching center: Mean = 3.64, SD = 0.38
- t-value = 3.70, p-value = 0.0004

Interpretation:

Gov and Private Schools have a higher mean stress score compared to Coaching center. The p-value (0.0004) is **at the threshold of statistical significance**.

This suggests a **statistically significant difference (marginal/significant at 0.05 level)** in stress between Gov and Private Schools and Coaching center

Overall Conclusion:

1.Aptitude: No significant Gov and Private schools vs Coaching Center difference.

2.Stress: There is a **significant difference**, with Gov and Private Schools reporting higher stress than Coaching Center.

Findings and Discussion:

The analysis revealed the following findings:

- There is No significant difference in between boys' and girls' respondents in their perception towards their Aptitude of grade V students regarding the 6th sainik school Entrance Syllabus.
- There is significant difference in between boys' and girls' respondents in their perception towards their stress of grade V students regarding the 6th sainik school Entrance Syllabus
- There is No significant difference in between Rural and Urban respondents in their perception towards their Aptitude of grade V students regarding the 6th sainik school Entrance Syllabus.
- There is significant difference in between Rural and Urban respondents in their perception towards their stress level of grade V students regarding the 6th sainik school Entrance Syllabus.

- There is No significant difference in between schools and Coaching Centers respondents in their perception towards their Aptitude and stress level of grade V students regarding the 6th sainik school Entrance Syllabus.
- There is significant difference in between schools and Coaching Centers respondents in their perception towards their Aptitude and stress level of grade V students regarding the 6th sainik school Entrance Syllabus.

Conclusion:

The study concludes that while the AISSEE entrance syllabus does not significantly affect students' aptitude, Sainik entrance syllabus significantly influences their stress levels. Students attending government and private school students tend to experience higher stress during preparation for the examination. The findings highlight the need for balanced academic preparation and psychological support for young learners appearing for competitive entrance examinations.

Suggestions:

Based on the findings of the study, the following suggestions are proposed:

- Teachers should adopt **child-friendly engaging teaching strategies** to minimize stress.
- Educational institutions must prioritize **on conceptual understanding in subjects like Mathematics**.
- Coaching centers should integrate **counseling se and stress management in to** competitive examinations.
- Parents should offer consistent emotional support and maintain realistic, balanced expectation
- To ensure Special academic support provided to **rural students**

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