

A Study of the Level of Stress of Senior Secondary Students Belonging to U.P. Board and C.B.S.E.



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Abstract

This study examines the level of stress among secondary school students. The data of the study are collected from two C.B.S.E. school and two U.P. Board school of Saharanpur. The sample consisted of 200 senior secondary students (100 C.B.S.E. and 100 U.P. Boards) studying in XI standards of C.B.S.E. and U.P. Board co-ed schools have been selected through stratified random sampling technique. While selecting the sample care is also taken to maintain equal balance between boys and girls. The difference of means between U.P. Board & C.B.S.E. students as also between boys and girls is estimated by the application of 't' test which showed a difference in stress between students of U.P. Board & C.B.S.E. Board as also between boys & girls.

Keywords: Stress, C.B.S.E. Students, U.P. Board students.

Introduction

Secondary school education occupies a very unique position in the educational system in India, because it is that level determine the academic and professional career of students. According to the National education police of 1986, the boards aims of secondary education within the overall objectives are preparing students for useful living within the society and preparing them for higher education.

Precisely the aims of secondary education is to provide opportunity for qualitative education for primary school leavers, cater for the difference in talents of the pupils, develop country heritage, produce a generating of people who respect the dignity of labour, foster country unity and to inspire its with the desire for achievement and self improvement both at school and in later life. It must be stated that only the provision of qualitative education can guarantee the accomplishment of the above-stated goals. The extent to which the secondary school system is able to accomplish its objectives determines its effectiveness.

School effectiveness in this study refers to the extent to which secondary schools achieve its goals by produing students who have sound Mental Health and without stress, who are disciplined and have developed appropriate skills and moral value system that can make them good in academic achievement. Over the years, the cognitive approach has been the only criterion used to measure the effectiveness of a school system.

Experience has also shown that some of the products of today's secondary school system in India can neither usefully live in the society nor move into higher institutions because of poor academic performance. It appears some of the products of the secondary schools do not respect the students labour, but have the desire for things that will give them quick money.

The ineffectiveness of the secondary schools could be attributed to several factors but this study was restricted to parents' involvement in school administration as a potential factor in academic achievement. It appears in some cases, parents are no longer allowed to participate in school programmers and parents are no longer allowed to visit their children in school regularly to see how they fare.

Beside these the important requirements for my study are the methodology of my research process like population, sample, tools, data collection and their interpretation and the in finding based on those interpretation which helps for the academicians, educationists, stakeholders, policy makers and researchers in the field of education as well as for the society in general also.

Aim of the Study

The objectives of the present study were as

1. To compare the level of stress of male and female senior secondary students of C.B.S.E.
2. To compare the level of stress of male and female senior secondary students of U.P. Board.
3. To compare the level of stress of senior secondary students of C.B.S.E. and U.P. Board.
4. To compare the level of stress of male senior secondary students of C.B.S.E. and U.P. Board.
5. To compare the level of stress of female senior secondary students of C.B.S.E. and U.P. Board.

Hypotheses

According to the objectives, following null hypothesis have been constructed.

1. No significant difference exists between the level of stress of male and female senior secondary students of C.B.S.E and U.P. Board.
2. There is no significant difference between the level of stress of male and female senior secondary students of U.P. Board.
3. No significant difference exists between the level of stress of senior secondary student of C.B.S.E. and U.P. Board.
4. There is no significant difference between the level of stress of male senior secondary student of C.B.S.E. and U.P. Board.
5. There is no significant difference between the level of stress of female senior secondary student of C.B.S.E. and U.P. Board.

Method

Present study is based on normative survey method⁴ of descriptive research.

Sample

For the present study, a sample of 200 senior secondary students (100 C.B.S.E. and 100 U.P. Boards) studying in XI standards of C.B.S.E. and U.P. board co-ed schools have been selected through stratified random sampling technique.

Table- 1
Showing Significance of Difference Between Means of Stress of Male & Female Senior Secondary Students of C.B.S.E.

Variable	Sex	N	Mean	S.D	DF	t-Value	Result
Stress C.B.S.E	Male	50	159.1	17.18	98	.74	Insignificant at both level
	Female	50	156.7	15.13			

It is revealed from Table-1 that t- value comes out to be .74, which is not significant. Hence, by accepting null hypothesis, it is concluded that there is no significant difference between the level of stress of senior secondary students of C.B.S.E. and U.P. Board. It may, therefore, be interpreted that to male and female senior secondary students of C.B.S.E. have similar stress.

Table – 2

Showing Significance of Difference Between Means of Stress of Male And Female Senior Secondary Students of U.P. BOARD.

Variable	Sex	N	Mean	SD	DF	t-Value	Result
Stress U.P Board	Boys	50	169.2	10.81	98	.045	Insignificant at both level
	Girls	50	169.3	11.24			

Above table indicates that t- value has been found .045, which is not significant at 0.05 level and

0.01 level of significance. Thus, this null hypothesis is accepted. It may be stated that there is no significant difference between the level of stress of senior secondary male and female students of U.P. Board. Both male and female have almost similar stress.

Table -3
Showing Significance of Difference Between Means of Stress of Senior Secondary Students of C.B.S.E. And U.P. Board.

Variable	Board	N	Mean	SD	DF	T-Value	Result
Stress	C.B.S.E.	100	155.90	162.04	198	.701	Level of insignificant at both levels
	U.P.	100	167.30	11.12			

Table -3 shows that t- value comes out .701, which is not significant at 0.05 level and 0.01 level of significance. Thus, this null hypothesis is accepted. It may be stated that there is no significant difference between the level of stress of senior secondary students Of C.B.S.E. and U.P. Board.

Table – 4
Showing Significance of Difference Between Means of Stress of Male Senior Secondary Students of C.B.S.E. And U.P. Board.

Variable	Board	N	Mean	Sd	DF	t- Value	Result
Stress	C.B.S.E.	50	159.1	17.18	98	3.53	Level of significant at both levels
	U.P. Board	50	169.2	10.81			

Table-4 depicts that t- value comes out to 3.53, which is significant at 0.05 level and .01 level. Hence, by rejecting null hypothesis, it may be interpreted there is a significant difference between the level of stress of male senior secondary students of C.B.S.E and U.P. Board. Also, it is shown from their mean values that the mean value of male senior secondary students of U.P. Board (M= 169.2) is higher than that of male senior secondary students of C.B.S.E. (M= 159.1) Therefore, it may be interpreted that the level of stress of male senior secondary students of U.P. Board are better than that of male senior secondary students of C.B.S.E.

Table – 5
Showing Significance of Difference Between Means of Stress of Female Senior Secondary Students of C.B.S.E. And U.P. Board.

Variable	Board	N	Mean	SD	DF	t- Value	Result
Stress	C.B.S.E.	50	156.7	15.13	98	4.73	Level of significant at both levels
	U.P. Board	50	169.3	11.24			

Table -5 reveals that t-value comes out to 4.73, which is significant at 0.05 level and .01 level. Hence, by rejecting null hypothesis, it may be

interpreted there is a significant difference between the level of stress of female senior secondary students of C.B.S.E and U.P. Board. Also, it is shown from their mean values that the mean value of female senior secondary students of U.P. Board (M= 169.3) is higher than that of female senior secondary students of C.B.S.E. (M= 159.7) Therefore, it may be interpreted that the level of stress of female senior secondary students of U.P. Board are better than that of female senior secondary students of C.B.S.E.

Conclusion

1. No significant difference between the level of stress of male and female senior secondary students of C.B.S.E. has been found. C.B.S.E. male and female students have almost similar stress.
2. No significance difference between the level of stress of male and female senior secondary students of U.P. Board has been found. U.P. Board male and female students have been similar stress.
3. No significance difference between the level of stress of senior secondary students of C.B.S.E. and U.P. Board has been found. Senior secondary students of C.B.S.E. and U.P. Board have almost similar level of stress.
4. The male senior secondary students of C.B.S.E. and U.P. Board differ stress. Male senior secondary U.P. Board students have been found more than stress of male senior secondary of C.B.S.E. students.
5. The female senior secondary students of C.B.S.E. and U.P. Board differ stress. Female senior secondary U.P. Board students have been found more than stress of male senior secondary of C.B.S.E. students.

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