



A STUDY OF STRESS AMONG THE LEARNERS OF INTERNATIONAL AND CBSE BOARD

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ABSTRACT

Background: Stress is affecting almost each and every individual irrespective of age class race caste religion. It is highly individualistic in nature. In student life children crave a certain amount of Novelty excitement and stimulation in their lives. Studies reveal that any event or happening in the student life has the potential to be a stress or a major cause of stress.

Research Purpose: To study the stress among learners of international/ Cambridge and CBSE board.

Materials and Method's: 200 each IB/Cambridge and CBSE Board school learners were selected randomly from (NCR) National Capital Region.

The selected subjects of the boards were divided into two groups i.e. one was IB/Cambridge Board learners and second was CBSE Board school learners. The age of the subjects was ranged between 14 to 18 years. The questionnaire SSS- AZ (Students Stress Scale) by Dr. Zaki Akhtar (ISBN 93-86616-00-9) was taken.

Results: After conducting the research on 200 each CBSE and IB board learners it was found that there is difference between both groups. Mean difference between both groups is -12.86.

Conclusions: This shows that IB board students had higher stress scores when compared to CBSE board learners.

Key Words: Stress, CBSE, IB Board, Learners and Physical Education.

INTRODUCTION

Stress is a feeling of emotional or physical tension, which can come through and event, situation, over burden of studies/work etc. or through that makes you feel frustrated, angry, and nervous or stress is your body's reaction to challenge or demand. The present century has been rightly referred as "The century of fear" & "The Age of Anxiety & stress" by thinkers like Albert Campus and W.H. Auden. Stress has become a common symptom of the present day man, therefore, attracted the attention of teachers, social workers, physicians, parents, psychologists and a variety of other people. Today's man is facing the danger of war, economic, hardships, communal and racial prejudices, ecological imbalance and environmental pollution and above all, a fast changing social structure that is becoming more complex day by day. All these problems make man increasingly stressful prone. Coping with stress and anxiety is an everyday requirement for normal human growth and development. Going to school, or into a new job, for the first time, being separated from parents or loved ones, doubting one's own adequacy in relations with other people, job pressures and deadlines, speaking or entertaining in public are among the many potential sources of stress. Now a day, stress is not confined to adults alone but also affects children and adolescents. 4 There are so many conditions in educational field, which are stressful to the child like negative consequences of failures, future life, too much homework, cut throat competition etc. Academic stress increase day by day because of various situations and conditions in schools and colleges and influence so many factors like anxiety, time management, leisure satisfaction. Achievement motivation learning style and study habit but proposed study aims to study the relationship of academic stress on achievement motivation and study habit. Proposed study aims to study the "Relationship of academic stress on achievement motivation and study habit among higher secondary students". No attempt has been made to study relationship of academic stress on achievement motivation and study habit. For this purpose researcher undertake the proposed investigation. The concept and definition of the variables to be studied in the proposed investigations are explained underneath.

Table -1 Group Statistics

| | Groups | N | Mean | Std. Deviation | Std. Error Mean |
|------------|---------------|----------|-------------|-----------------------|------------------------|
| SSS | CBSE | 200 | 161.0650 | 22.85371 | 1.61600 |
| | IB | 200 | 173.9300 | 20.38290 | 1.44129 |

Table 1 shows the mean and standard deviation of scores for stress scale in CBSE and IB; 161.065 + 22.85 and 173.93 + 20.38 respectively.

Graphical Representation

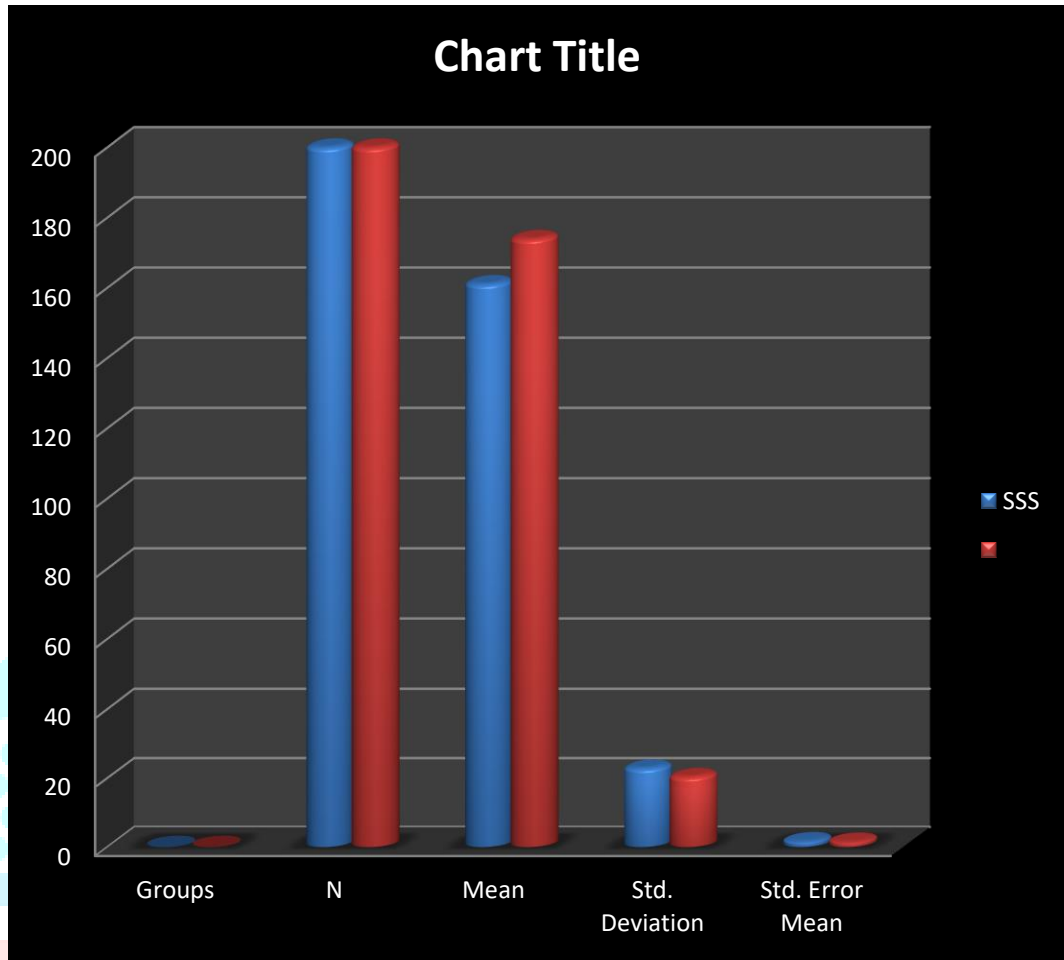


Figure no. 01

Table- 02 Levene's Test for Equality of Variances

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | |
|-----|-----------------------------|---|----------|------------------------------|---------|---------|-----------------|
| | | F | p- value | t | df | p-value | Mean Difference |
| SSS | Equal variances assumed | .587 | .444 | -5.941 | 398 | .000 | -12.865 |
| | Equal variances not assumed | | | -5.941 | 392.901 | .000 | -12.865 |

To test the equality of variances, Levene test was used. The F-value was insignificant as the p-value (0.444) was more than 0.05. Thus, the null hypothesis of equality of variances might be accepted, and it was concluded that the variances of the two groups were equal.

It is clear that the t-value for Pre SSS is significant because p value 0.000 is less than 0.05. Thus, the null hypothesis of no difference among the adjusted means for the data on SSS may be rejected at 5% level.

Graphical Representation

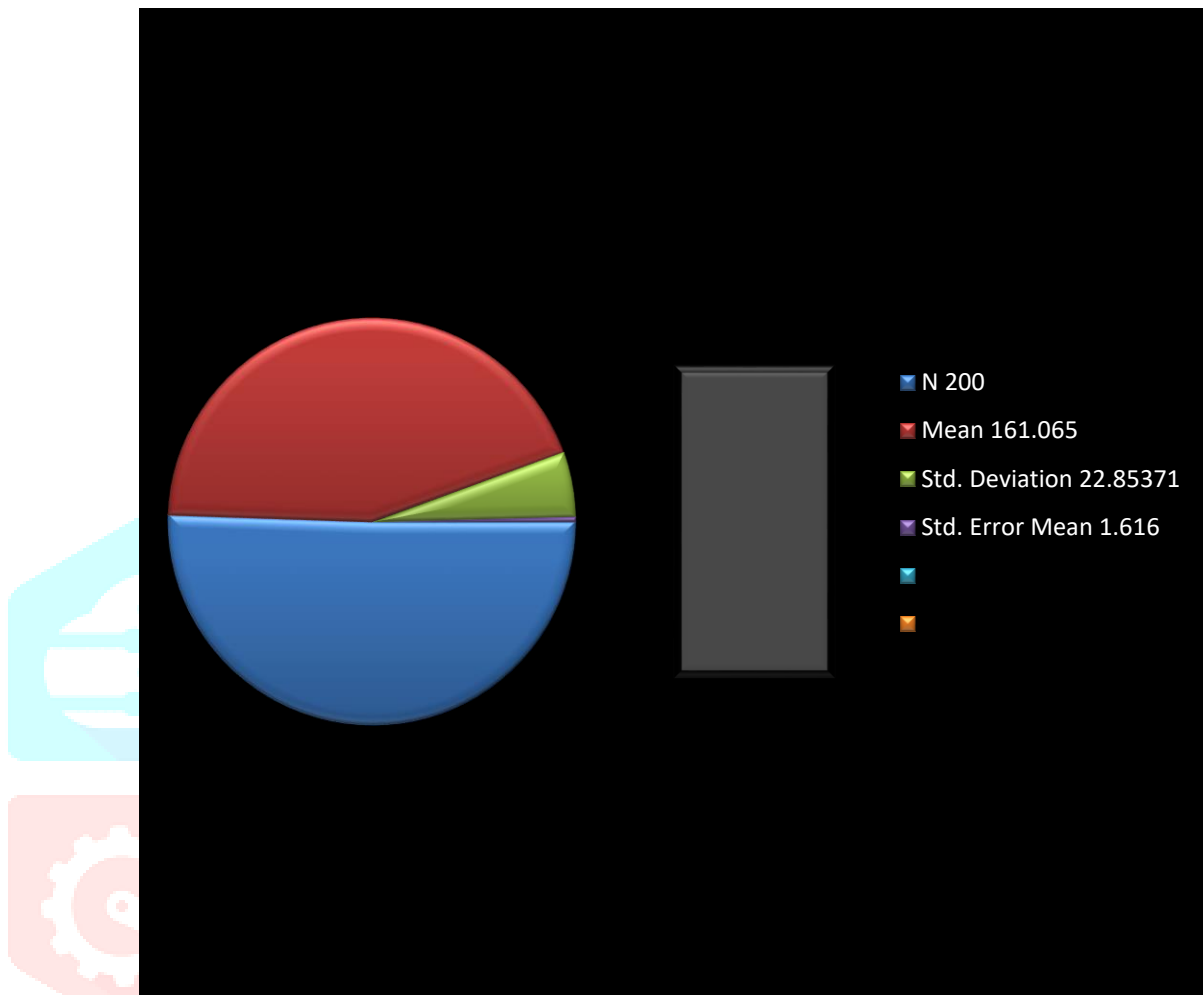


Figure no 2

Discussion

Stressful life experience can have significant effects on a variety of physiological systems, including the autonomic nervous system, the hypothalamic-pituitary-adrenal axis, and the immune system. These relationships can be bidirectional; for example, immune cell products can act on the brain, altering mood and cognition, potentially contributing to depression. **Kemeny, M. E. (2003)** similarly Academic stress positively correlated with parental pressure and psychiatric problems, while examination-related anxiety also can be cited positively related to psychiatric problems. Academic stress is a serious issue which affects nearly two thirds of senior high school students. **Deb, S., Strodl, E., & Sun, H. (2015)**. In the same series of examining the role of paternal support in the relation between academic stress and the mental health of primary school children in Hong Kong. Results indicated that academic stress was a risk factor that heightened student anxiety levels and that parental emotional support was a protective factor that contributed to better mental health among children. However, paternal informational support delivered to children during times of high academic stress appeared to heighten student anxiety levels. **Leung, G. S.,**

Yeung, K. C., & Wong, D. F. (2010). So from above cited some previous studies we can reach on some statement that parental support, low expectation level and academic pressure plays key role in heightening and lowering the stress among children.

CONCLUSION

Stress is affecting almost each and every individual irrespective of age, class, race, caste and religion. It is highly individualistic in nature. In student life children crave a certain amount of novelty, excitement and stimulation in their lives. Studies reveal that any event or happening in the student life has the potential to be a stress or a major cause of stress. No matter what the event quite positive situation can be distressing if they allowed them to become so. After conducting the research on 200 CBSE and IB board learners it was found that there is difference between both groups. Mean difference between both groups is -12.86. This showed that IB board students had higher stress scores when compared to CBSE board learners. Above discussion direct us to a conclusion that it might be possible that IB board students might not have that much parental support and lower academic load in comparison to CBSE students, which depicted higher stress in IB board students.

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