

Academic Stress among High School Students: A Comparative Study Based on Type of School Management

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ABSTRACT

Academic stress is a growing concern among adolescents, particularly during high school years when academic demands and expectations intensify. This study aims to explore and compare the levels of academic stress experienced by high school students across different types of school management—namely, government, government-aided, and private institutions. The research focuses on identifying whether the administrative and educational practices of these management types influence the stress levels of students. A stratified random sampling method was employed to select a representative sample of high school students from each school type. Data were collected using a standardized academic stress scale, and statistical techniques such as ANOVA were used to analyze the differences across groups. The findings revealed significant variations in academic stress levels among students based on the type of school management, with students from government institutions reporting higher stress levels compared to their peers in private and aided schools. These results highlight the need for school administrators and policymakers to implement targeted stress-reduction strategies tailored to the specific pressures associated with each management type. The study underscores the importance of creating a balanced academic environment that prioritizes student mental health and well-being.

Keywords: Academic Stress, High School Students, School Management, Student Well-being

Introduction

Academic stress has become a significant challenge faced by high school students, often impacting their mental health, academic performance, and overall well-being. During adolescence, students are expected to meet high academic standards while also coping with emotional, social, and developmental changes. These pressures can lead to increased levels of stress, particularly in competitive academic environments. The type of school management—whether government, government-aided, or private—can influence the intensity of academic expectations and support systems available to students. All schools, often driven by performance-oriented goals, may exert more pressure on students. This study seeks to examine the variations in academic stress among high school students across different types of school management. By identifying patterns and differences, the research aims to inform educators, parents, and policymakers about the need for school-specific strategies to manage academic stress and foster a supportive learning atmosphere for students.

Objective of the study

To study the significant difference in Academic Stress among High School Students based on the type of school management (Government, Government-Aided, and Private Schools).

Hypothesis

There is no significant difference in Academic Stress of High School Students owing to difference in Type of School Management.

Analysis of Data and Testing of Hypothesis

H1: There is no significant difference in Academic Stress of High School Students owing to difference in Type of School Management.

Table.1 showing the difference in academic stress of high school students owing to difference in type of school management.

Variables	Category	Sub-category	N	Mean	SD
Academic Stress	Type of School Management	Government	150	58.87	9.625
		Government Aided	150	50.45	17.062
		Private	200	51.73	12.416

The above table.1 shows that the mean scores of Government School Students is 58.87 with standard deviation 9.625 and the mean scores of Government Aided School Students is 50.45 with standard deviation of 17.062. Similarly, the mean score of Private School Students is 51.73 with standard deviation of 12.416.

Table.1 (a) one-way ANOVA showing the difference in academic stress of high school students owing to type of school management

Variable	Category	ANOVA	Sum of Squares	df	Mean Square	F	Sig. Level
Academic Stress	Type of School Management	Between Groups	6339.001	2	3169.501	17.930	0.000 S
		Within Groups	87855.927	497	176.772		

The above table.1 (a) shows that P value 0.000 which is less than the P value 95% of confidence level 0.01 at 498 degree of freedom. The hypothesis which is assumed that there is no significant difference in academic stress of high school students owing to the difference in type of management is not accepted. Therefore it is concluded that there is significant difference in academic stress of high school students owing to the difference in type of management.

Since F is significant for type of management, Post Hoc tests were used to analyze between the sub groups and the results are presented in table.1 (b).

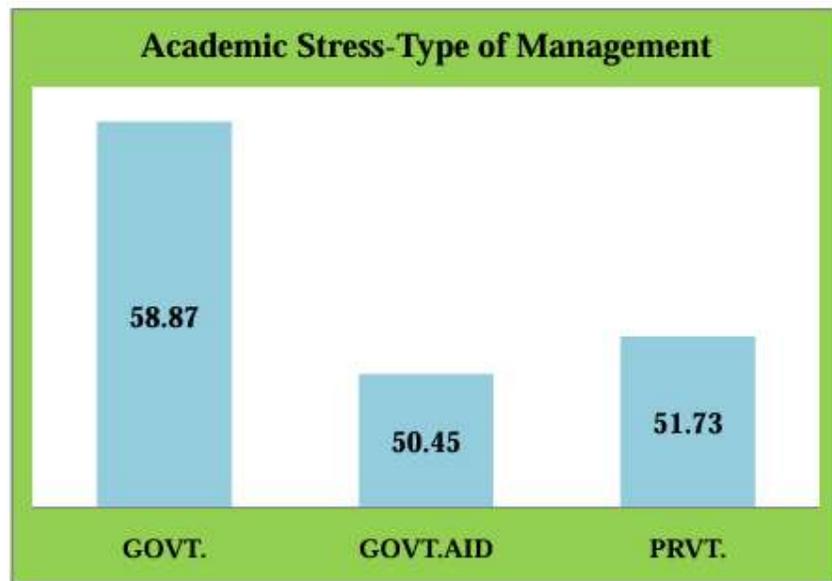
Table.1 (b) showing the post hoc test analysis between the sub groups

Dependent Variable	Sub-groups	Mean Difference	Standard Error	Sig. Level
Academic Stress	Government Vs Government Aided	8.41333*	1.53524	0.000 S
	Government Vs Private	7.13667*	1.43609	0.000 S
	Government Aided Vs Private	1.27667	1.43609	0.374 NS

From the above table.1 (b) it was found that there is significant difference in the academic stress among government school students and government aided school students and also between government school students and private school students.

The computed mean difference indicates that academic stress of government school students was more than government aided school students and private school students.

Figure.1 Bar Diagram Showing the Mean Difference in Academic stress of High School Students owing to Type of management



Findings of the study

- There is significant difference in academic stress of high school students owing to the difference in type of management.
- It was found that there is significant difference in the academic stress among government school students and government aided school students and also between government school students and private school students.
- The computed mean difference indicates that academic stress of government school students was more than government aided school students and private school students

Conclusion

The study clearly reveals a significant difference in academic stress among high school students based on the type of school management. The findings indicate that students from government schools experience higher levels of academic stress compared to their counterparts

in government-aided and private schools. Statistical analysis supports this difference, highlighting that the mean academic stress scores of government school students are significantly higher. These results suggest that factors related to school management, such as availability of resources, teaching methods, academic expectations, and support systems, may contribute to varying levels of stress among students. The notably higher stress levels in government schools may reflect systemic challenges that need to be addressed to create a more balanced and supportive academic environment. Hence, targeted interventions and reforms in government schools are essential to reduce academic stress and promote the mental well-being of students. Further research could explore specific stressors contributing to these differences.

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