

**COMPARATIVE STUDY OF STRESS AND PARENTS ANNOYANCE OF
SECONDARY SCHOOL STUDENTS STUDYING IN GOVERNMENT AND
PRIVATE SCHOOLS OF PANCHKULA**

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ABSTRACT:

Stress and strain have become an inseparable part of today's world. Students at different levels of education are facing stress due to various reasons. Parent's annoyance is major cause of stress among students. Their frustrated and impatient behavior creates a shell for their growth. In the present study researcher studied annoyance of Parents in particular towards their young children. Various factors causing annoyance were explored in this study. The study aimed to find the stress among secondary school students related with parent's annoyance in government and private schools of Panchkula. A sample of 300; comprising of 100 students, 100 mothers and 100 fathers were taken from one Government and one private school using stratified random sampling. Results showed that stress factor was comparatively higher in government school sample as compared to private school; similar results were found for annoyance as well.

Keywords: Stress and Parents Annoyance

INTRODUCTION

In the recent times, stress level is exponentially on the rise among school children. There are various factors such as parent's annoyance, worrying about school, various responsibilities like sports, issues with friends, harassment , or peer pressures, developing negative emotions, experiencing bodily changes in adolescent period, divorced or separated parents, financial crisis, relationship between parent and child, lack of social support, isolation that causes stress in children. Parenting plays very important role in development of child in different stages of life when children are fresh and are yet to develop their cognitive and social abilities fully. It plays greater role in the primary phase of school. Like the behavior of parents shapes the attitude of the

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child, at the same time parent's annoyance, ignorance can create the stress in the child. In the modern world children are more stressed as compared to the earlier time. In the Cities the Children from the nuclear families are more prone to stress problems. The parents are only their friends outside the school. Therefore, parents should try to spend quality time with their children to reduce the stress in their daily life. They should understand the problem of child according to his age.

In this study, we will deal with parent's annoyance which we think is the primary factor contributing child stress.

THEORETICAL ASPECT OF VARIABLES

STRESS

The concept of stress has physiological, psychological and social aspects. Stress refers to two things: the psychological perception and the body's reaction to pressure, involving multiple systems, starting from metabolism to muscles followed by memory (*Psychology Today*, 2019). Bector (1995) described that stress is imposition of extra demand on a child's ability of coping something new and different.

ANNOYANCE

Annoyance is one of the most widespread responses to children behavior by parents. It is a broader term for several negative emotions such as irritation, dissatisfaction, or rage, which appear when children disturb parent's daily routine activities, disobey them, talk back to them or defy them. Annoyance is the feeling that you get when someone makes you feel fairly angry or impatient.(Collins English Dictionary ,2018). Presumably, annoyance is a high frequency, high intensity emotion experienced by parents during their care taking role.

REVIEW OF RELATED LITERATURE

STUDIES RELATED TO STRESS

Kai-wen (2010) explored sources of stress on college students of Taiwan. A semi structured questionnaire comprising two sections, namely "basic data" and "stress sources" was developed.

5 point-scale was employed on students from four colleges in Taiwan using convenience sampling technique. Findings of research highlighted stress felt by male students was stronger from family factor compared to females; students from higher grades feel more stressed by physical/mental, school, and emotional factors.

Bhutani (2016) examined the relation of involvement of parents and emotional competency with academic stress among senior secondary school students". A sample of 300 students from 10 schools from Rohtak District was taken. Data was analyzed using descriptive survey method, results showed that students experienced higher level of academic stress when there is increase in parental involvement. Whereas there is a negative relationship of emotional competency with academic stress among the senior secondary school students.

STUDIES RELATED TO PARENTS ANNOYANCE

Berg (2011) examined the consequences of parenting style on children of pre-school age on a sample of 14 parents and explored the dependency of social emotional development of children and identification of parenting styles authoritarian and permissive and resulted that parents following authoritative parenting practices had children scoring highest on the social emotional development screening tool.

Nangia (2019) studied stress among primary school students in relation to parent's annoyance on a sample of 100 students and their parents. The results highlighted that the parental annoyance was greater experienced by the students of government schools as compared to private schools. The study also highlighted that regular counseling's of parents helps to reduce the inappropriate behaviour.

STATEMENT OF THE PROBLEM

The title of study is "COMPARATIVE STUDY OF STRESS AND PARENTS ANNOYANCE OF SECONDARY SCHOOL STUDENTS STUDYING IN GOVERNMENT AND PRIVATE SCHOOLS OF PANCHKULA"

OBJECTIVES OF THE STUDY

The following objectives have been formulated in the present study:

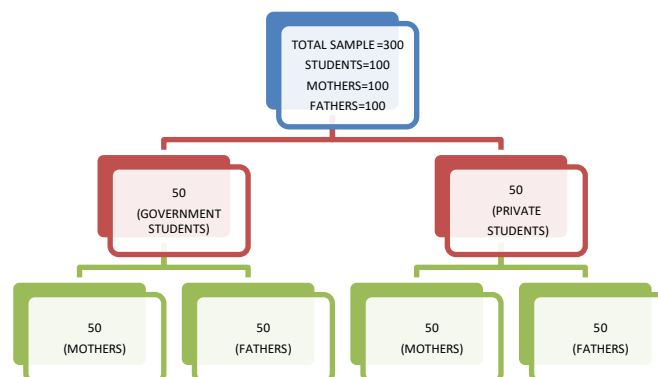
1. To compare stress among secondary school students studying in government and private schools.
2. To compare the annoyance of mothers of secondary school students studying in government and private schools.
3. To compare the annoyance of fathers of secondary school students studying in government and private schools.
4. To compare the stress among secondary students with high and low levels of their parents' annoyance.

HYPOTHESES OF STUDY

1. There is no significant difference in the stress among secondary school students studying in government and private schools.
2. There is no significant difference in the annoyance of Mothers of secondary school students studying in government and private schools.
3. There is no significant difference in the annoyance of Fathers of secondary school students studying in government and private schools.
4. There is no significant difference in the stress among secondary school students with high and low levels of annoyance of fathers
5. There is no significant difference in the stress among secondary school students with high and low levels of annoyance of mothers

SAMPLE OF THE STUDY

Figure 2.1 Pictorial representation of the Sample



Two schools were selected using stratified random sampling from the government and private schools situated in the Panchkula (Haryana) affiliated to CBSE. One school from each sector government and private were selected. From the shortlisted schools, two samples were taken for the present study. The first sample consisted of total 100 secondary school students, 50 students from government and 50 from private secondary school that were taken randomly. The second sample comprised of parents of the secondary school students selected in the first sample. Parents (Mothers and Fathers) were taken separately to study their level of annoyance.

TOOLS

1. Stress Inventory for school students (SISS) by Seema Rani and Dr. Basant Bahadur Singh (2008).
2. Parents Annoyance Inventory by Dr. Anita Nangia and Dr. Seema Sareen (2016)

PROCEDURE

To obtain data for the present study the investigator randomly selected two schools from the list of government and private schools affiliated to CBSE situated in Panchkula by using stratified random sampling technique. Investigator visited the schools to discuss the study in detail with school principal and highlighted the importance of the study. After the principals consent researcher contacted parents for their consent. The data was gathered for the study.

DESIGN OF THE STUDY

The study employs descriptive survey method for data collection.

STATISTICAL TECHNIQUES EMPLOYED

Data was analyzed by applying t-test.

ANALYSIS AND DATA INTERPRETATION

Hypothesis 1:

Analysis revealed Mean and SD of secondary school students of government school is 123.03 and 14.84 respectively and of private school is 108.06 and 15.67 respectively. The t-value

between stress of secondary school students of government and private school is found to be 3.707 which is significant at 0.05 level.

Table 1 Mean SD and t value of Stress of Secondary School Students of Government and Private schools.

| | Government (n=50) | | Private (n=50) | | t value | Level of Significance |
|---------------|----------------------|-------|-------------------|-------|---------|-----------------------|
| | Mean | SD | Mean | SD | | |
| Stress | 123.03 | 14.84 | 108.06 | 15.67 | 3.707 | .05 |

It may, therefore be said that the level of stress is greater in students studying in government schools as compared to students studying in private schools

Hypothesis 2:

The mean scores of mothers of secondary school students studying in government school is 22.40 which is higher than that of the mothers of primary students studying in private school which is 23.22. It may, therefore be said that the level of annoyance is greater in mothers of primary students studying in government schools as compared to secondary school students studying in private schools.

Table 2 Mean SD and t-value of Annoyance of Mothers of Secondary School Students of Government and Private schools.

| | Government (n=50) | | Private (n=50) | | t value | Level of Significance |
|--------------------------------|----------------------|------|-------------------|------|---------|-----------------------|
| | Mean | SD | Mean | SD | | |
| Annoyance (Mothers) | 22.40 | 4.16 | 23.22 | 4.17 | 0.98 | Not Significant |

The t-value between annoyance of mothers of primary students of government and private school is found to be .98 which is not significant at 0.05 level.

Hypothesis 3:

Table 3 Mean SD and t-value of Annoyance of Fathers of Secondary School Students of Government and Private schools.

| | Government (n=50) | | Private (n=50) | | t value | Level of Significance |
|--------------------------------|------------------------------|-----------|---------------------------|-----------|----------------|----------------------------------|
| | Mean | SD | Mean | SD | | |
| Annoyance (Fathers) | 22.54 | 4.40 | 22.24 | 4.21 | 0.34 | Not Significant |

The Mean scores and SD of fathers of Secondary Schoolstudents of government school is 22.54 and 4.40 respectively which is higher than fathers of private school students i.e. 22.24 and 4.21 respectively. This implies that there is a significant difference in mean scores of annoyance of fathers of Secondary Schoolstudents of government and private schools. It may, therefore be said that the level of annoyance is greater in fathers of secondary school students studying in government schools as compared to secondary school students studying in private schools.

Hypothesis 4 :

Table 4 Mean, SD and t-value of Stress among secondary school Students with High and Low levels of Annoyance of Fathers.

| | High Annoyance (Fathers) | | Low Annoyance (Fathers) | | t value | Level of Significance |
|---------------|-------------------------------------|-----------|------------------------------------|-----------|----------------|----------------------------------|
| | Mean | SD | Mean | SD | | |
| Stress | 116.33 | 15.97 | 123.70 | 14.51 | 1.56 | Not Significant |

Mean and SD of fathers with high level of annoyance is 116.33 and 15.97 respectively whereas mean and SD of fathers with low level of annoyance is 123.70 and 14.51 respectively. The t-value between stress of secondary school students and high and low levels of annoyance of fathers is found to be 1.56 which is not significant. This implies that there is no significant difference in the stress among primary students with high and low levels of annoyance of fathers.

Hypothesis 5:

Table 5 Mean, SD and t-value of Stress among Secondary School Students with High and Low levels of Annoyance of Mothers.

| | High Annoyance (Fathers) | | Low Annoyance (Fathers) | | t value | Level of Significance |
|---------------|-----------------------------|-------|----------------------------|-------|---------|--------------------------|
| | Mean | S | Mean | SD | | |
| Stress | 110.10 | 17.95 | 120.35 | 14.43 | 2.31 | Not Significant |

Mean and SD of mothers with high level of annoyance is 110.10 and 17.95 respectively whereas mean and SD of mothers with low level of annoyance is 120.35 and 14.43 respectively. The t-value between stress of secondary school students and high and low levels of annoyance of mothers is found to be 2.31 which is not significant. This implies that there is no significant difference in the stress among secondary school students with high and low levels of annoyance of mothers.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The results highlighted that stress level of secondary school students studying in government schools is greater than that of students studying in private schools. It suggests that some workshops or awareness camps should be organized in government schools to make them aware of the causes of stress and means and ways of coping with stress. It helps them to lead stress free life or at least help them to lower their stress. Further, level of annoyance was found to be higher in the mothers and fathers of secondary school students studying in government schools. It implies that the frequent counseling session and parents teacher meets should be organized to make mothers and fathers understand why their child’s habit and behavior is annoying, because child may fall back when they are stressed, bored, tired, frustrated, unhappy etc.

To conclude it has been observed that “parents play prominent role in teaching children about various expressions, regulations and experiences” (Eyberg, et al., 1999). By teaching children managing stress-which is a fact of life- they get tools that help them for the rest of their live.

SUGGESTIONS FOR FURTHER STUDY

In the light of present research and its result, it is suggested to follow a wider approach in order to bring in the focus the variables and areas, which have not been incorporated in this study.

1. The present research is limited to only two schools of Panchkula. The further research may be repeated on a large sample to get more reliable results by collecting samples from different areas by using different tools.
2. The study can also be undertaken by taking sample from different levels of education.
3. The present study can be conducted on different areas like rural and urban.
4. Present study focused on relationship of only three variables i.e. stress and annoyance similarly if a study conducted in future it should explore inclusion of more variables such as emotional intelligence, frustration, tolerance, parenting style, etc.

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