



A Study of the Depression of Higher Secondary Science Stream Students due to Overburden in Education

DR. MITESH D. DAVE
Associate Professor,
Akar Adhyapan Mandir (M.Ed. College)
Ognej, Gota, Ahmedabad

1. Introduction

As we know that education is the backbone in the development of any nation, it is a fact that the countries with an effective system of education lead the world, both socially and economically. Good education system is key to development.

Word “Education” arrived from Greek word, which means to draw out. Draw out capability, ability & hidden power of student. But today Student life is not as easier as it seems. They are involved in such type of activities which neither giving Education nor drawing out their hidden capacity.

The purpose of early education is to induce in to the students an interest of education but children are taught by untrained teachers in their early stage, so they lose interest in education. The high expectation of families and absence of guidance affects the ability of the students. Even Students are evaluated in our institutions not on the basis of their abilities but on the basis of their class. This disheartens students who have weak financial/social backgrounds. Also, our examination system evaluates students not on the basis of their cognitive abilities but is more of a rote memory test. All these are simply due to non applicability of modern evaluation techniques.

Our institutes have lack of learning aids like audio or visual aids. The only way to learn is the monotonous lecture given by teacher, which is also boring & dry, ultimately results into loss of interest of student in studies. Students are subjected to inappropriate textbooks, which in the absence of appropriate reference books makes the situation worst. Libraries are filled with irrelevant books, which too are kept under lock & key out of the reach of students. The cost of books and references are very high which cannot affordable to all.

Due to all above situations students find him/her in the state of confusion, overburdened and faced many depressions. This is the reason why researcher has selected such problems for research.

2. Statement of the problem

It is necessary to clear the subject. The study of subject is very important to know the depression of overburden of the science stream students of higher secondary school of Ahmedabad City. The statement of present research is ‘A Study of the Depression of Higher Secondary Science Stream Students due to Overburden in Education.’

In present research the study has been conducted to know the depression of the students of Science Stream of Higher Secondary School in context to various variables like Gender, Educational Achievement and types of school Management.

3. Defining the Key Words of the Problem

3.1 Depression

According to David Fontana “Depression is a demand made upon the adaptive capacities of the mind and body”.

The term depression refers to interval state, which result from unsatisfying conditions. A certain level of depression is unavoidable. A physical or psychological stimulus that can produce depression reaction that may lead to illness.

Depression is the body's reaction to a change that requires a physical, mental or emotional adjustment or response. Depression can come from any situation or thought that makes you feel frustrated, angry, nervous or anxious.

In present research depression means the response received by the students of higher secondary school on opinionnaire.

3.2 Overburden

According to Merriam Websters learners dictionary Overburden simply means to give someone or something too much. When the person cannot fulfil his day-to-day work and feel stress one can say he/she is overburden.

3.2.1 Operational Definition

The marks students achieved on opinionnaire is overburden.

4. Variables of the Study

In present study the following variables were selected

Table 1: Table showing types of variable and its level

Sr.	Types of variables	Variables	Level
1	Dependent	Depression due to overburden	---
2	Independent	Gender	1.Boys 2.Girls
3	Independent	Types of Management	1.Granted 2.Self Finance
4	Independent	Educational Achievement	1.Higher 2.Lower

5. Objectives of the Research

The objectives of the present study are as under.

1. To study the depression of science stream students of Higher Secondary school due to overburden in education of Ahmedabad city.
2. To study depression due to overburden in education in context to Gender.
3. To study depression due to overburden in education in context to Types of Management.
4. To study depression due to overburden in education in context to Educational Achievement.

6. Hypothesis of the Research

The null hypothesis formed by researcher are as follows.

- Ho₁** There is no significant difference between the mean score of Boys and Girls students on opinionnaire.
- Ho₂** There is no significant difference between mean score of students of Granted and Self finance Higher Secondary School on opinionnaire.
- Ho₃** There is no significant difference between students having Higher and Lower Achievement on opinionnaire

7. Area of the Research

In present research researcher measured depression due to overburden of science stream students of Higher Secondary students of Ahmedabad city, so the area of the research is Educational Psychology.

8. Types of Research

The present research followed the present situation, so the present research is Applied Research.

9. Importance of the Research

The importance of present research is as under.

9.1 For Students

It helps the students to relief from anxiety and depression due to overburden. The students can solve their depression with the help of educational implications suggested in this research.

9.2 For parents

It also helps parents a lot because parents also suffer when their child feel tension or depression due to overburden in education.

9.3 For School

It will be possible for Schools to enable to guide their students accordingly. This research helps the teachers to guide their students that how to plan their study.

9.4 For Society

Healthy child construct healthy society. If students are free from anxiety, tension or overburden they can create powerful society.

10. Limitation of Research

The following are the delimitations of the study

- Present research is limited to English medium students
- Present research is limited to the 12th standard science stream students.
- Present research limited to the students of GSEB only

11. Origin of the Problem

Researcher is a teacher teaching in science stream school of GSEB English Medium. Maximum students are facing the depression due to overburden. Teachers are not able to teach students with their fullest efforts as students are not taking keen interest because of overburden. Parents are in dilemma because they are paying lots of fees and getting not satisfaction. Students in society at large have now started reducing their interest in science field as they are finding it difficult to perform. This is affecting the nation as ratio of students in science will change.

12. Population of Study

In the present study all the Higher Secondary school students studying in science stream English medium schools of Ahmedabad city in GSEB are the population of study.

13. Sampling

To constitute the sample the researcher has got the list of higher secondary school affiliated with GSEB from DEO office. Then she divided schools in granted and self finance school. Next the researcher selected 2 English medium schools randomly by lottery method. one granted school and one self finance school were selected from population. All the students present on the day of data collection were the sample of the present research. Thus, the researcher used stratified random sampling technique to select the sample. Researcher selected 130 secondary school students in sample.

14. Research Methodology

In the present study the researcher has applied the survey method. It is the most popular and most widely used researcher method in education researcher can gather information in terms of individual scores by a standardized test.

15. Tools of the Study

In present research researcher has used self made opinionnaire in association with Guide and Experts of the field to know the depression due to overburden in education of higher Secondary school students. Following steps was followed to construct the opinionnaire.

16. Steps for construction and standardisation of

1. Collection of statements
2. Classification of statements
3. Experts' Opinions
4. Selection of statements and General Instruction

The classifications of statements collected from various sources are shown as under in table -2

Table 2: Section wise Number of Questions

Sr. No.	Name of Sections	positive	negative	Total
Section-1	Educational Problems	11	09	20
Section-2	Social Problems	04	02	06
Section-3	Financial Problems	03	05	08
Section-4	Emotional Problems	04	05	09
	Total	22	21	43

The opinionnaire contains with five options i.e. strongly agree, agree, neutral, disagree and strongly disagree. For positive statements the marking was 5,4,3,2 and 1 while for negative statements 1,2,3,4, and 5 accordingly. The minimum marks can be 43 and maximum it would be 215.

17. Data Collection of the Study

In the present study the researcher used self made opinionnaire. Researcher first took the permission of Principals from selected schools and personally went to the schools. Then she gave information about her research work and necessary instruction about opinionnaire filling. Researcher also took the help of School teachers. She collected all the data and gratitude her thanks to the students, teachers and principal for their cooperation in data collection.

18. Statistical Techniques Used

The test of the significance of the difference between two mean is known as t value. In the present study, researcher used t value because there is comparison between two variables.

19. Analysis and Interpretation of the data

Table 3: Classification of depression due to overburden

Sr.No.	Class Interval	Level of depression due to overburden	Students
1	160 and above	Level A = High level	50
2	100-160	Level B = Middle level	64
3	below 100	Level C = Lower level	16
Total			130

From the above table. It is found that from 130 students, 50 students possess (level-A) high level depression due to overburden as they are in class interval of 160 and above, 64 students possess (level-B) middle level depression due to overburden as they are in class interval 100 to 160 and 16 students possess (level-C) lower-level depression due to overburden, that is class interval below 100 of standard 12th science stream students.

20. Analysis and Interpretation of scores in context to Gender

The analysis and interpretation of scores on opinionnaire of science stream higher secondary school students in relation to Gender is as follow.

Table 4: Statistics of Boys and Girls

Gender	N	Avarage	SD	SED	t-score	Significance level
Boys	62	45.18	11.47	0.32	3.46	0.01
Girls	68	44.07	11.22			

In above table 4 we can see that mean values of Boys and Girls are 45.18 and 44.07 respectively. The S.D. value is 11.47 and 11.22. SED is 0.32. with the help of all these values computed t is 3.46 which is higher than the tabulated value 2.58 at 0.01 level so null hypothesis

Ho₁ “There is no significant difference between the mean score of Boys and Girls students on opinionnaire”. is not accepted. Therefore, we can say that there is significant difference between the average score of Boys and Girls on opinionnaire. Depression faced due to overburden by Boy's students are higher than that of Girls students. It means there is an effect of gender on depression faces due to overburden in education.

Standard Error of Mean, t-value and significant level of scores on opinionnaire of students of Granted and Self finance Schools

The standard error of mean, t-value and the significant level of score opinionnaire of students of Granted and Self finance schools are computed for testing the null hypothesis. This detail is given in below Table-5.

Table 5: Statistics of students of Granted and Self finance Schools

Group	N	Average	Standard Deviation	Standard Error of mean	t-score	Significance level
Granted	43	43.91	11.51	0.46	0.77	NS
Self finance	87	44.27	11.35			

In above table 5 we can see that mean values of students of Granted and Self finance schools are 43.91 and 44.27 respectively. The S.D. value is 11.51 and 11.35. SED is 0.46. With the help of all these values computed t is 0.77 which is not higher than the tabulated value 1.96 at 0.05 level so null hypotheses

Ho₂ “There is no significant difference between mean score of students of Granted and Self finance Higher Secondary School on opinionnaire” is accepted. Therefore, we can say that there is no significant difference between the average score of students of Granted and Self finance on opinionnaire. It means there is no effect of area on depression due to overburden. The depression due to overburden found to be equal for both students of Granted and Self finance schools.

Standard Error of Mean, t-value and significant level of scores on opinionnaire of students having higher and lower achievement

The standard error of mean, t-value and the significant level of score on opinionnaire of students having higher and lower achievement are computed for testing the null hypothesis. This detail is given in below Table-6.

Table 6: Statistics of students of higher and lower achievements

Group	N	Average	Standard Deviation	Standard Error of mean	t-score	Significance level
Higher	89	45.90	11.50	1.25	2.16	0.05
Lower	41	43.20	11.20			

In above table 6 we can see that mean values of students having higher and lower achievement are 45.90 and 43.20 respectively. The S.D. value is 11.50 and 11.20. SED is 1.25. With the help of all these values computed t is 2.16 which is higher than the tabulated value 1.96 at 0.05 level so null hypotheses

H₀₃“There is no significant difference between students having Higher and Lower Achievement on opinionnaire” is rejected. Therefore, we can say that there is significant difference between the average score of students having higher and lower achievement on opinionnaire. It means there is effect of educational achievement on depression due to overburden. The depression due to overburden found more in students with higher achievement than students with lower achievement

21. Findings

The findings of the present study are;

- There is significant effect of Gender on depression due to overburden. The depression due to overburden found higher in boys than girls.
- There is no significant difference in depression due to overburden on types of school management. The depression due to overburden found equal in students of Granted and self finance School.
- There is significant effect of Educational Achievement on depression due to overburden. The depression due to overburden found higher in students with higher achievement than students with lower achievement.

22. Educational Implications

Following are the educational implications for present research

- Teacher should give homework according to the capacity of children. And homework should be given after explanation. More homework stresses the children.
- If possible, there should not be a difference in syllabus in school and classes. There should be specific plan out of syllabus to be covered during specific time and month, by both school and classes.
- The specific method of teaching to be adopted should be decided by education department.
- Teacher must know the capacity of Children and should behave according to their ability and capacity. Ill-treatment always gives negative results; teacher should not forget this.
- It depends on how student manage his/ her time. Some are very smart in managing their time which some loves to be lazy and dull, so it is the duty of teacher to teach student to make better planning and best implementation of the same.
- Some Student love burden, as they can work more powerfully in stress. They used to stay that burden give us inspiration to do more. Teachers should encourage all the children to learn how to work under pressure.
- Socially Girl child are very much cared, much more protected. Teachers of school and classes should consider this fact and should manage time accordingly.
- There are so many bright students who could not manage to get admission in best private schools or personal coaching classes due to their financial position. This type of students should be given priority in admission on the basis of their ability and should be given finance assistance.
- Parents should get in touch with the study of his/ her child. Please evaluate them asking them questions pertaining to syllabus. Just not ask them “Please study” but should also give some free time to relax, meditate and recreation. Parents should teach all these things by their own experience.

23. Suggestions for future Research

- The present research is undertaken for the geographical district of Ahmedabad city. One can take more extensive geographical regions or even focus on complete population for a small region.

- In present research the tool of research is prepared by the researcher. One can use different tool for more comprehensive results.
- The variables under study as considered after review of related literature and on suggestions of experts, however there are still more and different variables that can be considered for the research.
- In the present research type of research is descriptive survey, one can take up a other research method
- Present research measures the depression due to overburden for science stream one can take another stream related to overburden.
- In present research depression due to overburden of higher secondary students are held one can take students of Primary, Secondary, B.Ed., M.Ed. or any other branch level

24. Conclusion

The researcher has tried his best to study the depression of student due to overburden and give his suggestions in the research. Efforts in the direction have been done by many scholars and experts, and are still undergoing by many. Such efforts will continue as long as there is innovation and creativity in the work method of teachers.

References

1. Aggrawal, J.C., (1966). "Educational Research and Introduction," New Delhi: Anya Book Dep.
2. Borg, Walter R. Education Research, Davik McKay Company, New York: Longman Green & Co.
3. Buch, M.B. (1988 – 92). Fifth Survey of Educational Research, Vol. – II, New Delhi: NCERT
4. Good, C.V. (1945) Dictionary of Education, McGraw Hill book Co.
5. Koul, Lokesh (1997). Methodology of Education Research (Third Edition), New Delhi: Vikas Publishing House Pvt. Ltd.
6. Pandey, K.P. (1983). Fundamentals of Education Research, Delhi: Arnitash Prakashans
7. Sidhu, K. B. (1991). Methodology of Research in Education, New Delhi: Sterling Publishers Pvt. Ltd.
8. <http://www. Answers. Com>.
9. <http://www.answers.com/topic/sex>
10. <http://en.wikipedia.org/wiki/Ahmedabad>
11. <http://en.wikipedia.org/wiki/GSEB>
12. <http://in.wikipedia.org/wiki/outcome.based.education>
13. <http://dictionary.reference.com/browse/area>
14. Wikipedia, the free encyclopedia