The Impact Of Stress On Students' Social Behaviour In Secondary Schools In Buea Municipality

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ABSTRACT

This research "*The impact of stress on students' social behaviour in some secondary schools in Buea municipality*" has as an objective to find out the role stress can play on students social behaviour in general with particular attention to students within the Buea municipality. Four main indicators (time management, parental pressure, students' academic environment and school curriculum) were used to ascertain the effects of stress on students. In a bid to produce better results, a total of 100 questionnaires were distributed to three secondary schools of different academic settings (that is one government school and two lay private schools) all located in the university town of Buea, South West Region of Cameroon. The research design used was the survey research design based on findings. The sample used for this study was a two stage simple random sampling technique with no returned questionnaire out of the one hundred questionnaires administered. The data was analyzed using the descriptive statistics and the overall results show that students tend to be positive and can perform well academically when they are stress up.
Key Words: Stress, Eustress, Social Behaviour, Time Management, Parental Pressure, Environment, School Curriculum

INTRODUCTION

According to health experts, stress in general is the way your body responds to any kind of demand. It can be caused by both good and bad experiences and its impact on the behaviour of students could either be positive or negative. Generally, when students are in a competition for academic grades, in relationships which may result to diseases like AIDS, in need for better career choices, have parental pressure on their studies or cannot manage their time alongside extracurricular activities and many other reasons, they turn to be stress up. The impact of this could either be negative or positive on their social behaviour. Its negative impacts ranges from nagging, negative attitudes, constant worry, headache etc. this also play a negative role on their social behaviour and consequently academic performance.

However, before condemning stress out rightly, we need to understand that stress is only harmful when it is excessive. Therefore stress also has positive effects on the social behaviour of students for example students turn to be motivated during stress and it also enhances their cognitive reasoning. Most students who usually feel they are stressful have also experience significant academic success. In reality, the challenges of life tend to be stressful and an attempt to avoid stress competently would lead to a rather boring existence.

Therefore the problem is not for students to avoid stress at all but rather not to experience too much stress.

BACKGROUND OF THE STUDY

According to Mandler (1984), stress is the physical pressure and strain that result from the demands or changes in the environment. Generally stress is the weighing down of an individual psychologically, emotionally, culturally, physically and socially.

In another sense, stress is seen as the unpleasant feeling one has after a tiring event. This can be seen in two domains; that is, good and bad stress that can be a greater motivating force. Stress is not necessarily a bad thing in and by itself. This is to say stress may be terribly difficult to one person and to another person it may make him feel interested and alive. An example is meeting new people to some persons can be a very stressful situation.

According to Kobasa et al, (1979) since never making any new friends or getting a job or leaving home is much worse than stress, we have to go ahead and do these things. In fact in these cases, stress turns out to be a good thing because it keeps the body going, and this in turn, keeps us moving towards a new goal. In theory, stress from doing home work is good in the long run because one learns. When stress is "good" leading to something desirable, it is called eustress.

According to S. Cohen, (1980), negative effects of stress are great. These include confusion, inability to make decisions, avoidance of people, as well as, eventually leading to physical or psychological illness. So whether stress is bad or good has a lot to do with how we view particular problem. For instance moving to another city, can be seen as a chance to make a new and better life for ourselves, or it can be seen as a hassle and a loss making up your mind to make the best of what you have to do can produce wonders-even though this is often easier to say than to do. When stress is bad it is termed distress.

However, it is seen that when students are stressed they cannot interact well with others. They tend to argue every bit of anything around them so with bad stress in relation to student's social behaviour their relationships are strained and students then have difficulties in communication amongst their peers or maintaining pleasant relationship and lead to lack of concentration on students learning ability.

According to Hans Selye's Model (1936), stress was borrowed from the field of physics by one of the fathers of stress research. He began using the term stress after completing his medical training at the University of Montreal in the 1920s. he noticed that no matter what his hospitalized patients suffered from, they all had one thing in common. According to Hans Selye (1936) they were all under physical stress. Selye (1936) proposed that stress was a non specific strain on the body caused by irregularities in normal body functions. Stress resulted

in the release of stress hormones. Selye (1936) called this the General Adaptation Syndrome (GAS). Looking at the General Adaptation Syndrome we talk of our body short term reactions to stress and long term reactions to stress. Selye (1936) pioneered the field of stress and provided convincing arguments that stress impacted health.

Talking about Seyle's view on physiological stress as a non-specific phenomenon not all researchers agreed on that. Other researchers ask questions like what about psychological stress that is the loss of loved ones, frustration, tending to an ill child, or work problems. They asked could these situations also be stressful many physicians, psychologists and researchers thought so. Over the next 30 years researchers conducted experiments showing that although the type of stress resulting in the release of stress hormones are different for everyone there are common elements to situations that elevate stress hormones in everyone. In essence they discovered the recipe for stress N.U.T.S which stands for Novelty, Unpredictability, Threat to the ego and Sense of control "stress" is now so integrated into our thoughts that it sometimes feels it has always been there. In fact stress as we currently think of it, is a relatively new concept and is one that continues to evolve. The eighteenth and nineteenth centuries were associated with intense scientific and industrial progress. The physical sciences most notably engineering began to use terms like stress, to describe the effects of materials. After Seyle had talked about stress by 1956, he added to the developing ideas about stress by putting forward a three stage process known as the General Adaptation Syndrome (GAS) he came out with all these in response to some external stressors we first react by mobilizing our physical resources to deal with or escape from the stressor. Seyle called this the *"alarm"* stage. The second stage called *"resistance"* involved ways of coping with the alarm stage by trying to reverse it. Thirdly, the stage of *"exhaustion"* occurs if an individual is repeatedly exposed to the stressor and is unable to escape. Since Seyle actively avoided using the term stress, in terms of accuracy, it was Walter Cannon who actually developed the term "stress" in his work relating to the flight-or-flight response in 1932. Today, the term stress can be used in different ways and for different purposes. In relating stress to social behaviour students cannot interact well and thus make students to involve in unnecessary arguments.

THE CONCEPT OF STRESS

This concept x-rays the general attitude of students as far as stress, is concerned. Stress can be define as the way human beings react both physically and mentally to changes, events, and Situations in their lives. Students, experience stress in different ways and for different reasons. The reaction is based on their individual perception of an event or situation. If you view a situation negatively, you will likely feel distressed; overwhelmed, oppressed, or out of control. Distress is the more familiar form of stress. The other form, Eustress, results from a "positive" view of an event or situation, which is why it is also called "good stress." Eustress helps you rise to a challenge and can be an antidote to boredom because it engages focused energy. That energy can easily turn to distress however, if something causes you to view the

situation as unmanageable or out of control. Many people regard public speaking, marketing or airplane flights as very stressful causing physical reactions such as an increased heart rate and a loss of appetite while others look forward to the event. It's often a question of perception: A positive stressor for one person can be a negative stressor for another. .Most students may find that the demands of college life can create stressful situations there by influencing their social behaviour in one way or the other some of the most common stressors for college students include:

Increased academic demands, Being on their own in a new environment, Changes in family relations, Financial responsibilities, Changes in social life, Exposure to new people, ideas, and temptations, Awareness of your sexual identity and orientation, Preparing for life after graduation.

Some students are more prone to stress than others, irrespective of events. Appraisals of potential stressful events are influenced by two factors; *the controllability of events and the predictability of events.*

Events are more stressful when they turn to be uncontrollable or unpredictable as opposed to when they are predictable and controllable. For example when coping outcomes are positive like accepting the death of a relative or passing an exam, psychological adjustments or adaptation takes place - resulting to less stress. But when coping outcomes are negative, for example unexpected readjustment on examination timetable or unexpected examination failure could leads to anxiety, depression, or even exacerbates other physical or mental diseases.

A situation can be stressful or not pending on students' perception about the events. A response to stress can be effective or not depending on your resources and coping strategies. For stress to be better manage by students in relation to their social behaviour the following must be considered;
- Stress can never be eliminated so students should avoid eliminating stress.
- Students should see stress as a motivator for academic performance and positive social behaviour.

The Concept of Students' Social Behaviour
The behaviour of students in our society today is a direct reflection of their stress pattern as noted above, negative stress will provoked certain negative social behaviours on students for example; isolation and excessive alcohol intake while positive stress which is good stress may go a long way to boast their academic performance. In any case it depends on the stress management ability of the individual student. Students should avoid those activities that promise to, release from stress while actually adding to it. Drinking alcohol, drinking caffeine, smoking, using narcotics (including marijuana), and overeating all add to the body's

stress in addition to their other harmful effects. Here are some other strategies for students in dealing with stress which can improve their social behaviour:

- Schedule/respect time for vacation, breaks in your routine, hobbies, and fun activities.
- Try to arrange for uninterrupted time to accomplish tasks that need your concentration, Arrange some leisure time during which you can, do things that you really enjoy.
- Avoid scheduling too many appointments, meetings, and classes back-to-back. Allow breaks to catch your breath. Take a few slow, deep breaths whenever you feel stressed. Breathe from the abdomen and, as you exhale, silently say to yourself, "I feel calm."
- Become an expert at managing your time. Read books, view videos, and attend seminars on time management. Once you cut down on time wasters, you'll find more time to recharge yourself.
- Learn to say "no." Setting limits can minimize stress spend time on your main responsibilities and priorities rather than allowing other people's priorities or needs to dictate how you spend your time.
- Exercise regularly to reduce muscle tension and promote a sense: of well-being.
- Tap into your support network. Family, friends, and social groups can help when dealing with stressful events.

It should be noted that certain social behavioral changes, noticed on students are also expressions of stress. They can include: Irritability, Disruptive eating patterns (overeating or under eating), Harsh treatment of others, Increased smoking or alcohol consumption Isolation, Compulsive shopping.

Statement of the Problem

As students' minds developed, their ability to think and act correctly also emerged. As a result, most students turn to have over crowded minds due to the fact that they are thinking or attempting to provide solutions to their different worries. It could be academic, family, career or financial worries. This often results to stress but the problem is whether this stress situation plays a role on their social behaviour. The overall impression about this is that stress is a bad thing and will definitely play a negative role on the social attitude of students. In attempt to solve the problem of stress, most students believe that a stress free situation could boast their social behaviour while others simply think stress is normal for a good social conduct. In any case, the problem lies on students' ability to manage stress. Most often students who are stressed up tend to engage themselves into activities out of school work as a way of managing stress. Such activities include clubbing, partying and gambling. This may expose students to certain crimes and acts of illegality like smoking, drunkenness, rape and sexual harassment which may even worsen their stress level as compared to the previous state. Therefore the issue of stress management also plays a significant role on students' social behaviour. Though stress may have negative consequences on students' social conduct, it is important to measure the degree of stress in relation to students' academic performance since it is a motivating factor to student's success.

Research Objectives
General Objective

The general objective of this study was to find out the extent to which stress can affect students' social behaviour.

Specific Objectives

Specifically, this study intent to investigate the following;

- To find out whether time management influence students' social behaviour.
- To investigate whether parental pressure influence students' social behaviour.
- To verify whether environment influences students' social behaviour.
- To examine whether school curriculum affects students' social behaviour.

Research Design

The design used for this study was the descriptive design. This design was chosen because it enabled the researcher to deal with a few number of students instead of the entire student population which was too large and equally used to obtain information on peoples' social behaviour. It also enabled respondents to provide information on self report in their natural setting relationship (Treecs and Treesc, 1986).

Population of the Study

The target population of this study comprised 3 secondary schools (two lay private and one government secondary). These schools were selected because the researcher intended to find out the effects of stress on the social conduct of these students both at the pre-examination classes (Form 4) and examination classes (Form 5). The researcher's reason for dealing with both private and government secondary schools was because the stress pattern of students could vary depending on the academic environment and given the fact that lay private schools have different academic environment when compared to government owned secondary schools. The researcher chose to work with students of form 4 (pre-examination) and 5(examination) of Summerset Bilingual Secondary College, St. Therese International Bilingual Comprehensive Secondary School and Bilingual Grammar School Molyko.

FINDINGS

General Information about the Respondents

This section presents information which was analyzed to ascertain the impact of stress on students' social behaviour based on their responses from questions posed by section one of the questionnaire. It dealt particularly with demographic information after examining the academic level of these students (classes) and the nature of their school. This section found out who they lived with. This information was important in assessing the impact of stress on students' social conduct.

Demographic Data

Table 1: Demographic data consist of the participant's gender.

Gender	Number of respondents	Percentage of respondents
Male	28	28%
Female	72	72%
Total	**100**	**100%**

From the above information a total of 100 questionnaires were distributed, 28 males responded and 78 females. Giving a percentage of 28% and 72 % respectively.

Table 2: Who do you live with?

Answers	Frequency	percentages
Parents	5	5%
Relative	61	61%
Guardian	20	20%
Alone	12	12%
Friends	2	2%

This question intended to know if the living condition of students at home was one of the major factor which contribute to stress effects on students social attitude. In a normal logical way of reasoning, who the student live with could be a major cause of stress or better still affect their social behaviour. From the question, majority of these students live with relatives; 61% and minority of them live alone 2%. The result shows that only 5% of students actually live with their parents and 20% live with guardians and 12% live alone. It therefore indicates that majority of students within the secondary school age live either with relatives or guardians and are therefore exposed to some kind of stress; and only about 5% of the students live with parents. In fact minority live alone or with friends.

Findings on assessing the role time management play on stress
Section two of the questionnaire, relates to the way students manage their time in relationship to stress.

Table 3: Do you have a daily program of activity?

Answers	Frequency	Percentages
Yes	53	53%
No	47	47%
Total	**100**	**100%**

This question verified students program for their extracurricular activities or a program of activity that guide them and which could intend reduce stress. Though 53 out of the 100

students had their program of activity and about 47 out of 100 students did not even know nor had a guiding diary and program of activity.

Table 4: Who draws up your daily schedule?

Answers	Frequency	Percentages
Parents	11	11%
Counselor	14	14%
Relative	2	2%
Friend	0	0%
Myself	77	77%

The overall answer was positive as a greater majority of the students about 77% of the students drew their program of activity alone, 14% by counselors 11% by their parents, 2% by relatives and 0% by friends. Surprisingly, though most students lived with relatives only about 2% out of 100% of these students had their calendar of activities drawn by relatives. From table 1, 5% of the students lived with parents but as per table 4, 11% of parents draw program of activity for their children in secondary schools. An indication that 6% of students who do not live with their parents have their activities program by their parents though they do not live together.

Table 5: Are you comfortable with this schedule?

Answers	Frequency	Percentages
Yes	90	90%
No	10	10%
Total	**100**	**100%**

As seen above, 77 out of 100 students draw their program of activity on their own, table 5 above confirm this by indicating that 90 out of 100 students in this survey were comfortable with their program. Only 10% of the survey population was not comfortable with their program of activity.

Table 6: How often do you respect this program of activity?

Answers	Frequency	Percentages
As often as possible	75	75%
Once in a while	23	23%
Never	**2**	**2%**

As a continuation of table 4, it is still very clear that students program of activity has little to do with stress or better still on their social behaviour at the secondary school level. 75 out of 100 students respect their program of activity as often as possible.

In summary section two of the questionnaire reveals that most students planned their program of activity, majority of them are also comfortable with this program and 75% of them actually respect this program as often as possible. This seems to suggest that students can better manage their time and so their program of activity has little contribution on their stress pattern.

Parental Pressure and Stress

Section three of questionnaire was designed to find out the extent to which parental pressure could induce stress on students and consequently affects their social behavior.

Table 7: Are you comfortable or stress up with the subjects you are specialized in at school?

Answers	Frequency	Percentages
Comfortable	72	72%
Stress up	8	8%
No idea	20	20%
Total	**100**	**100%**

From table 7 above it was realized that 72% of students were comfortable with their program, 20% had no idea whether they are comfortable or not and only 8% indicated that they were stress up as a result of wrong choices.

Table 8: Is your choice of academic program influence by your parents?

Answers	Frequency	Percentages
Yes	27	27%
No	73	73%
Total	**100**	**100%**

From the above question it is very certain that most students are comfortable with their program. 73% of the students agreed that their parents did not choose their school program.

Table 9: How do your parents usually react when you fail?

Answers	Frequency	Percentages
Too angry	56	56%
Never angry	44	44%
Total	**100**	**100%**

Table 8, suggest that though parents do not influence the choice of students school program, they however react too angrily or show a negative reaction towards students failure. 56% of students indicated that their parents are usually too angry when their results are below expectation. Only about 44% of the students did not face this problem because their parents are never too angry at them when they come home with bad results. This therefore means that parents usually do not guide students or better orientate them on which programs to take or on a better career path way instead they only express their bitterness on poor results. This makes students to take wrong courses in school and to meet up parents' satisfaction by avoiding poor results stress up in school. This is better explained by the question below;

Table 10: Do you feel stress up by the reaction of your parents?

Answers	Frequency	Percentages
Yes	72	72%
No	28	28%
Total	**100**	**100%**

The above question illustrated that parents play a role on the level of stress on students. 71% of the students are usually stress up by the reaction of their parents when it comes to poor examination results only about 28% are not stress up as a results of poor results and parents reaction. This brings out the significant level of the relationship between parents expectation and stress on students.

Environmental Stress and Social Behaviour

Environmental factors play an essential role on students stress and social behaviour. Therefore the relationship between students' academic and social environment and stress is too close. In addition most students are stress up as a result of domestic environment. Table 11 below sought to examine this.

Table 11

Response	Positive (Yes)	Negative (No)	Positive (Yes)	Negative (No)
Gender	**Male**		**Female**	
Percentages	%	%	%	%
Q1. How can you rate your overall social conduct when you are stress up?	18	17	39	20
Q2.Have you ever achieved something good as a result	31	13	32	24

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of the fact that you are stress up?				
Q3.Have you encounter stress as a result of change of academic environment?	24	13	48	13
Q4. Are you coping with your studies though you still feel stressed up at times?	34	5	56	10

From the table above, it is justified that there exist negative and positive stress. Positive stress occurs when students achieved something as a result of stress. Majority of the female students indicated that their overall social conduct are always positive when they are stressed up as seen in question one of table 11. 18% of male students and 39% of females rated positive when assessing their overall social conduct. Therefore a total of 57 students have a positive social conduct when they are stressed up and only 43 students had negative attitude towards stress. To further indicate that positive stress is good, 63% of respondents agreed that they had achieved something good due to stress. Most students especially female encounter stress as results of change in environment. From the survey; 24% of boys plus 48% (72%) of the respondents have been affected as a result of change in environment resulting to stress. However the data collected indicated that most of these students cope with studies despite the stress 34 males and 56 females indicated that they can cope with academic and environmental stress. Therefore 90 out of 100 students can cope with their studies though they are still stressed up at times.

In summary stress is generally not a bad thing especially for secondary schools students. Students can perform well in school or have some positive social attributes as a result of stress especially if well managed. Therefore when students' academic environment is positive, they turn to enjoy positive stress thereby exhibiting positive social behaviour. So weather stress is positive or negative it depends on environmental factors.

School Curriculum
The last section of the questionnaire was to examine how school curriculum could cause students to stress up

Table 12: Which of this is most likely to make you stressed up during your school program and affects your performance?

Answer	Frequency	Percentages
Time	22	22%
Limited resources	39	39%
Too much work load	39	39%
Total	**100**	**100%**

Question one in this section examined factors most likely to cause stress during students school program or in their school curriculum. As earlier indicated in previous tables too much work load and limited resources needed to support secondary school students while in school sometimes cause them to stress. For example 39% of students responded that due to limited financial and material resources they turn to stress up in school. This keeps them worried and at times causes them not to be able to meet up with parents' expectation a stressing factor to most students. In addition too much work load and poor curriculum design also cause them to stress. 'For example this second term we never had holidays and attended classes every day from 7:30 am till 5:30pm' remarked a secondary school student in form five. This explained why 39% of students turn to be stress due to too much work load. About 22% responded that poor school timing also cause them to be stressed up because this makes them too charged and cannot grab some of the concepts so well.

Table 13: How often do you have clashes on your timetable?

Answers	Frequency	Percentages
Too often	76	76%
Not too often	20	20%
Never	04	04%
Total	**100**	**100%**

Most students especially those of the examination classes have clashes on their timetables too often 76% of the respondents agreed that this cause them to be stress up.

Table 14: Does this dash affect your performance?

Answer	Frequency	percentages
Yes	31	31%
No	17	17%
I can't tell	52	52%
Total	**100**	**100%**

Though most of the respondents about 52% cannot tell if these clashes sometimes affect their performance, it is clear that they are stress up as a result of these clashes. In fact 31% of students indicated that this affects their academic performance.

Table 15: Do you feel inferior studying in the same class with your other mates of the opposite sex?

Answer	Frequency	Percentages
Never	60	60%
Sometimes	10	10%
Always	30	30%
Total	**100**	**100%**

In order to get a better result on how the school environment and curriculum could cause students to be stress up, the researcher did not include any single sex institution on this survey. All the three secondary school were co-educational institutions (of both sexes). The last question therefore sought to find out if students feel inferior (a stressful factor) studying with mates of the opposite sex. It was realized that 60% of students never felt shy or inferior being in the same classroom with their peers of the opposite sex. About 10% sometimes felt inferior and 30% are always inferior studying under this condition. This is likely to stress them up if they are not well orientated.

Discussion of Findings

Stress and Time Management

One of the reasons why most students are stressed up is poor time management. Academic timing is too important for any student who may not like to work under pressure as a result of poor timing thereby avoiding stress. Surprisingly, this research discovered that most students at the secondary school level, can effectively manage their time and this has gone a long way to reduce their stress level and produce positive results.

From findings, it is shown that secondary school students within the Buea municipality can better managed their time and so they are not too stressed up when it comes to time management. In fact 53 out of 100 students have a daily program of activity and also 77 out of 100 students draw up this program of activity by themselves without the help of a counselor, relative or parent. This number is however very comfortable with this schedule (90 out of 100 students) and they respect it as often as possible (75 out of 100 students).

Schafer (1996) observed that the most irritating daily hassles were usually school-related stressors such as constant pressure of studying, too little time, writing term papers, taking tests, future plans, and boring instructors. Stress associated with academic activities has been linked to various negative outcomes, such as poor health (Greenberg, 1981; Lesko & Summerfield, 1989).

However, there is a paradigm shift from this insufferable view that secondary school students are always stress up due to their inability to better manage time to a more venerable stand that time management could hardly cause stress to secondary school students who are too time conscious these days.

Parental Pressure and Stress

Leung (2007) examined the moderating and mediating mechanisms through which parental support and children's resourcefulness might modify stress outcomes. Parental pressure sometimes put students under stressful conditions in a bit to meet up with the expectations of their parents. From this study it is revealing that students are only stress up when their results to meet the expectations of parents are not attained. This is because most parents are hard on students' poor results. Ironically parents do not put students under too much stress like choosing a particular field of study for their children. Baumrind's studies (1971, 1973) have found that authoritarian pattern is high in demanding and low in parental responsiveness.

Most students are very comfortable in their chosen subjects at school. In fact 72 out of 100 students are comfortable with their specialized subjects and 73% indicated that their parents have no influence on these subjects. From the survey the pressure from parents during school periods is not so felt by students since most parents do not decide their choice of academic program. This therefore reduces stress on students while in school. However students are stress up if by the end of the day they cannot go home with good results. In fact 56% of students indicated that their parents are too angry if they do not come home with good results and 71% of the students say they are stress up by the reaction of their parents as a result of this.

Therefore parental pressure do not affect students significantly while they are in school and as such cannot lead to poor academic performance or negative social behaviour. Its effect only comes after school and upon poor results but due to the fact that parents do not choose a particular program for their children, they could be poorly orientated and choose wrong subjects which could still come with its own stress. Researchers like Baumrind (1975), Conger (1977) and Elder (1980) agree that an important dimension of parental behaviour is authority and control, versus autonomy, and the parents' behavioural patterns vary widely across this range. Grolnick et al. (1991) have proposed two dimensions of parenting environment for facilitating inner resources in children this research further confirms their proposals. The two dimensions are: (1) autonomy support versus control and (2) involvement versus non-involvement. Autonomy support versus control is the degree to which parents encourage children to initiate and make their own choices rather than apply pressure and inducements to control the children's behaviour; and involvement versus non-involvement is the degree to which parents are interested in, and spend time relating to their children concerning their activities and experiences such as school work. The results of their study indicated that perceived parental autonomy support and involvement were positively

associated with perceived competence, control understanding, and perceptions of autonomy as reflects the responses of students from section three of the questionnaire.

Environmental Stress and Social Behaviour

College students have a unique cluster of stressful experiences or stressors (Garrett, 2001). According to Ross, Neibling and Heckert (1999), there are several explanations for increased stress levels in college students. First, students have to make significant adjustments to college life. Second, because of the pressure of studies, there is strain placed on interpersonal relationships. Third, housing arrangements and changes in lifestyle contribute to stress experienced by college students. In addition, students in college experience stress related to academic requirements. Studies have investigated the relationship between coping resources and various outcomes among general samples of youth; no research has focused on adolescents who reported high personal standards in comparison to their peers. Research in this area is important considering that such youth often report high stress when attempting to meet their personal standards, particularly as these standards pertain to their academic environment.

In our survey, an attempt was made to investigate if students' social behaviour and overall academic performance could be positive as a result of favorable academic and social environment which is likely to cause them less stress. It was discovered that female students are likely to be stressed up as a result of environmental factors than male students. In addition environmental factors could also favour students who encountered stress. For example 57% of the students indicated that their overall social conduct is positive when there is stress. To further illustrate this 63% of these secondary school students say they have indeed achieved something good as a result of the fact that they are under stress. A change in academic environment could cause some psychological problems to students and most often than not cause them to stress. In fact 72% of students indicated that they have encountered much stress as a result of change in academic environment. However students still cope with their studies though they feel stress up (90% of students as indicated by this survey). Therefore environmental stress instead go a long way to cause students to be conscious thereby improving on their academic performance and overall social conduct.

School Curriculum

The last section of the questionnaire was out to assess how the school curriculum affects students or raises their stress level. Majority of the students stated that they are stressed up in school as a result of limited resources and this has affected their performance (39% of the student population). While another greater majority complained of too much work load on the school program (39% of students). This is very correct because as seen above parents do not put in the required resources for the success of students yet they expect very high thereby causing them stress up in school. Constant clashes on students' time table also lead to too much work load as students stress to meet up with these clashes 76 % of students indicated

that these clashes are too often. Majority of the students (52%) cannot really tell if these clashes affect them but the fact remains that it increases workload and cause stress on students. Since the survey was carried out in mixed educational institutions the researcher attempted to find out if students feel inferior or are shy towards the opposite sex but discovered that 60% of the students are never shy towards the opposite sex which could induce stress psychologically. Therefore the school curriculum sometimes caused students to be stress up especially if poorly organized. Frequent clashes on time tables, too much work load to students than require, limited resources both from parents and from school are some of the factors that cause students within this survey to be stress up and this affects their performance and social attitude.

Conclusion

The research was based on the impact of stress on students' social behaviour, the research indicators; time management, parental pressure, environmental factors and school curriculum were used for findings. Judging from the findings it has been reveal that students turn to be positive and can perform well academically when they are stress up.

Though stress has a negative influence on students' behaviour, the effects of stress are sometimes desirable (SC Kobasa et al 1982).The survey shows that students are more stressful when they turn to be uncontrollable or unpredictable events as opposed to when they are predictable and controllable. For example when coping outcomes are positive like psychological adjustments or adaptation on school timings, it often results to less stress. But when coping outcomes are negative, for example unexpected readjustment on examination timetable or unexpected examination failure and high parental expectation, this could lead to serious stress or even exacerbates other physical or mental diseases.

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