

## An Empirical Study on Stress Management for Higher Secondary Students in Salem District-Tamil Nadu

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### *Abstract*

*Stress is fact of every human life in day today activities. Stress is normal psychological reaction when the brain recognizes threats of life. Stress is both positive and negative stressors. It can help to cope with life challenges. The study mainly focuses on higher education students. The students suffer from stress on some level. It mainly based on empirical study. The samples include higher education students. The research instruments are questionnaire method. This research focuses on stress perception stressful experiences and stress management in studies of students. It is important topic rather studied in psychology development of stress management strategies in education. The learning strategies required to manage stressful situations in order to improve their performance.*

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**Keyword:** *Stress Management, Psychological, Stress Reduction*

### **1. Introduction**

Stress is the body's General response to any intense physical, emotional or mental demand placed on it by on self or others. Anything can be stressor if it last long enough

is perceived as stress. Stress is any situation that evokes negative thoughts and feelings in a person. Being a student can be the most interesting time of one's life. New friends, new places, new challenges can make a student life stress full. Most students will feel the effect of stress at some point in their studies and a small number of students may feel stressed or depressed for most of the time. Financial worries, dept, exam pressure, burden of course work and relationship problem create lot of pressure on students.

Stress management encompasses techniques to equip a person with effective coping mechanisms for dealing with physiological stress. Stress management involves techniques include self-management, conflict resolution, positive attitude, self-talk, breathing, meditation, exercise, diet and rest. Effective stress management involves learning to set limits for the issues that create stress. The project make and attempt to study whether the students perceiving higher

secondary education in Salem district are subject to stress and to what extent they are affected by stress full events occurring during important part of their life.

According to McGrath (1970) stress is perceived as an imbalance between demand and response capability under the condition where failure to meet demands has important consequences.

Johnson. J defined stress as ‘a sudden gust of passion, a transient of fear, an unexpected piece of intelligence-in short, a strong emotion of mind, will cause the heart to palpitate, the muscles to tremble, the digestive organs to suspect their functions, and the blood to rush in vague and irregular current through the living machine’.

Extreme stress levels and frequent stress conditions can have a serious impact on one’s health and productivity. Therefore stress needs to be controlled or managed effectively. The idea of intervention program is to alleviate the harmful effects of stress and help one to manage stress.

### 1.1 Stress in Today’s World

“It was the best of times, it was the worst of times,” Charles Dickens wrote of 18<sup>th</sup> century France in his masterpiece A Tale of Two Cities. Could the same be said for you, today’s college student? Never before have college students been faced with such vast opportunities, such freedom of choice, and such an array of information. Yet these opportunities, these many choices, and this information overload can be the factors that leave you feeling overwhelmed and stressed.

Will this be the best of times or the worst of times for you? As you will learn in the chapters to come, the decision is yours. With the right skills and the right information, you will be in control of your destiny.

## 2. Review of literature

A critical issue concerning stress among students is its effect on learning. The Yorkers-Dodson law (1908) Postulates that individual under low high stress least and that those under moderate stress learn the most. A study supports the idea that excessive stress is harmful to students’ performance.

Another model (Lazarus 1966) states that stressful events can be appraised by an individual as challenging or threatening events. When students consider their education as a challenge, stress can bring a sense of confidence and an increased capacity to learn.

Hirsch and keniston, 1970, estimated 50% of students entering college finish their degree four years later.

Falk, 1975, Hirsch and Keniston, 1970, Katz and other 1969, opined that the “Fight or Fight” formulae distance themselves from the source of stress.

Wendy Moore, estimate that more than half of the students 53% are more stressed since starting university life (Student Living Report 2002).

Stress advisor Dr.MalcolmVanddenBurg wounded that the first mention of the term stress came in 1955 at a conference run by Royal Society of Medicine, and now it has got worse.

Leslie S.Kaplan suggested some ways of coping with stress which include the following

- Change the source of the stress
- Confront the source of the stress
- Talk about the source of stress
- Shift your perspective
- Learn skills and attitudes that make tasks easier and more successful.
- Take time out for enjoyable activities
- Ignore the source of the stress
- Get regular physical exercise and practice sound nutrition

**Shwu-yong L. Huang, Hersh C. Waxman (2009)** A supportive school environment is crucial to the enhancement of student teaching experiences. This study assesses student teachers' perceptions of secondary school environments, and then relates the perceptions to their satisfaction with school experiences and teaching commitment. The results show that considerable disparities between student teachers' perceptions of actual and preferred school environments and suggest certain directions for improvement. Student teachers' perceptions about their school environments, especially in the areas of professional interest and staff freedom, were positively associated with their satisfaction. Several school environmental aspects influenced the total years they planned to teach and their intention to teach at the placement schools.

**Shannon L. Currie, Patrick J. McGrath, Victor Day (2010)** Internet-based intervention programs can improve mental health outcomes, and may offer a novel medium for reducing emotional distress in post-secondary students. This paper describes the development and

usability testing of a new cognitive behavioral therapy-based program, "Feeling Better" designed to reduce symptoms of emotional distress in post-secondary students. Three cycles of participant feedback and feedback from counseling centre staff was coded and used to iteratively modify the interface.

### 3. Importance of the Study

This two-year education stage is important because for about half of those entering it, it represents the terminal point of formal schooling, not the terminal point of education because learning is a lifelong process, and the formal, non-formal and informal learning systems must be geared to facilitate that process. But quantitatively the numbers involved who will not be continuing. Continuously their schooling after this higher secondary stage is large and impressive they number around 8, 00,000. For this substantial group, the learning experience at this stage of education becomes important for their living and decisive for their living gainful lives.

### 4. Scope of the Study

The study has been made to find out the stress on the higher secondary education students with special reference to Salem City. The study provides information about the various problems faced by the students. Its aim is essentially to prepare the student for matriculations education or higher secondary students or for professional studies. This is also the phase of the educational systems in which there is a built-in continuity with the past, the main innovation being learning acquired from socially useful productive

work.

## 5. Origin of the Research Problem

Stress is the part of the student's life. The students studying particularly higher secondary are having a kind of fear in their mind about what next? The parents compel their wards to perform outstandingly and enter either engineering or medicine. The academic pressure created by self, parents and the society affect the health of the teen ages and they undergo high level of stress during their studies. Further, the students are uncertain about the entrance examinations and too many entrance examinations and preparation for the same create a level of stress which higher secondary students cannot comprehend. Is it possible to evaluate the stress among the higher secondary students? If yes, what are the methods or techniques to be adopted to reduce stress and improve performance of the students in the examination?

## 6. Objectives of the study

- To estimate the level of stress in higher secondary students studying in Salem District, Tamil Nadu.
- To identify various strategies for reducing stress.
- To evaluate the effectiveness of stress management programs.
- To determine the change of attitude after the stress management programs.
- To evaluate the efficacy of advocating stress management programs for the students of higher secondary.

## 7. Methodology

### 7.1 Research Design

The research study is descriptive in nature. Describing the characteristics of a

particular individual or a group studies concerned with specific descriptive research studies. This study on stress among +2 students is descriptive in nature.

#### 7.1.1 Area of the Study

The data collected for this study covers Salem city only.

#### 7.1.2 Tools for Collection and Analysis

Collected a method is used to collect the primary data four point scale Secondary information was collected from records, journal, and books.

#### 7.1.3 Sample Size

Keeping in mind all the constraints, the size of the Sample of the study was selected as 100.

#### 7.1.4 Sampling Unit

Salem city Due to nature of study, we also visited various different higher secondary schools of Salem District.

#### 7.1.5 Sampling Technique

The Stratified, convenient sampling. All the students, teachers were taken into consideration. Research was conducted on clear assumptions that the respondents would give frank and fair answers in a pragmatic way and without any bias.

#### 7.1.6 Sampling Description

In order to understand the nature and characteristics of various respondents in this study, the information was collected and analyzed according to their socio economic background which included the characteristic of their respondents like education, age marital status and monthly income. This description shows that respondents included in this survey belong to different backgrounds and this turn increase the scope of the study.

## 7.2 Analysis

Collected data were arranged in logical of sequential order. To analysis the data percentage analysis has been made simple bar diagrams pie charts, has been used for diagrammatic representation of data. Chi-square was used to test the data, hypothesis were framed to have a meaningful study of stress management among student in Salem city.

### 8. Limitation of the Study

1. Since it is a qualitative study the

research faced various difficulties in defining the objectives and framing the questionnaires.

2. The researcher faced difficulties in the data collection. Because the study has to elicit the personal information.

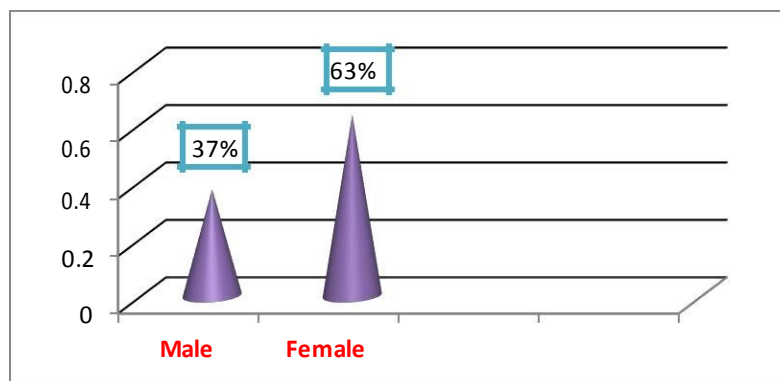
3. The area of study is limited to Salem only.

4. Validity & Reliability of the data obtained depends on theresponses from the respondent.

5. The time at the disposal of the researcher was limited. The size of the sample comparing to the population is very less.

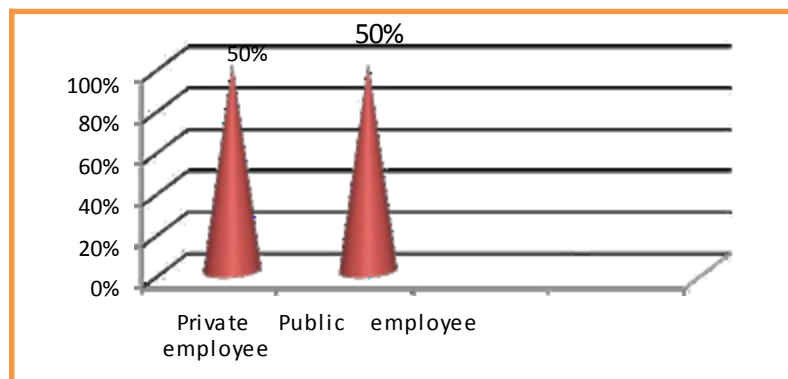
### 9. Analysis and Interpretation

Chart No 1: Gender wise classification



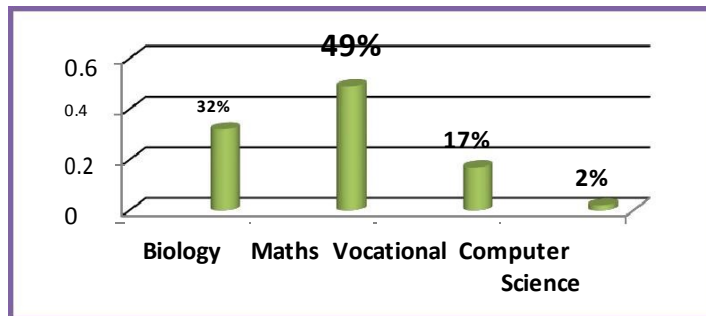
**Inference:** From the above table, it reveals that 37% of the respondents are belongs to male category, 63% of the respondents are belongs to female category.

Chart No 2: Occupation Wise Classification



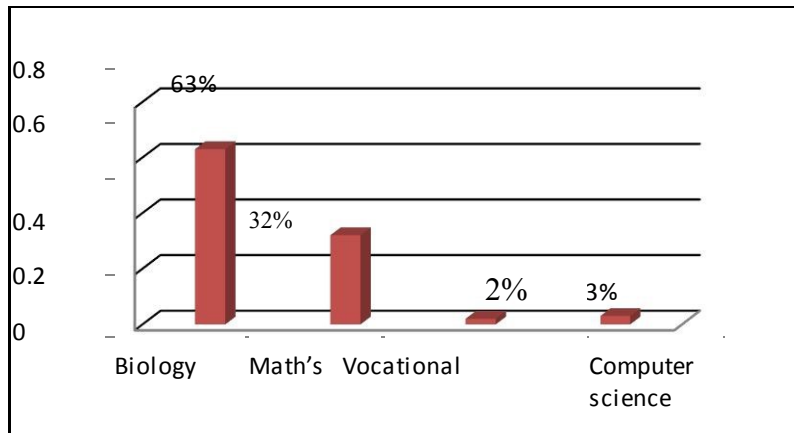
**Inference:** From the above table, it shows that 50% of the respondents are belongs to Private employee category, 50% of the respondents are belongs to Public employee category.

Chart No 3: Group wise classification of the respondents



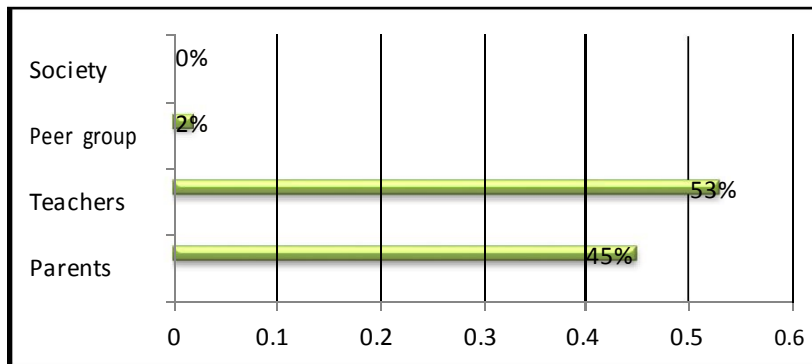
**Inference:** From the above table, it denotes that 32% of the respondents are belongs to Biology category, 49% of the respondents are belongs to Maths category, 17% of the respondents are belongs to Vocational category, 2% of the respondents are belongs to Computer Science category.

**Chart No 4: Group Stress Wise Classification**



**Inference:** From the above table, it can be inferred that 63% of the respondents are belongs to Biology category, 32% of the respondents are belongs to Maths category, 2% of the respondents are belongs to Vocational category, 3% of the respondents are belongs to Computer Science category.

**Chart No 5: Affected by stress wise classification**



**Inference:** From the above table, it shows that 45% of the respondents are belongs to Parents category, 53 of the respondents are belongs to Teachers category, 2 of the respondents are belongs to Peer group category, 50% of the respondents are belongs to Society category.

**Chi-square Test**

**Table No 1: Gender and group wise classification**

**Null Hypothesis:** There is no association between Gender and group wise classification of



the respondents.

**Table No 1a: Chi-Square Tests**

	Value	do	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.222	3	.528
Likelihood Ratio	2.896	3	.408
Linear-by-Linear Association	1.850	1	.174
N of Valid Cases	100		

a 2 cells (25.0%) have expected count less than 5. The minimum expected count is .74.

**Inferences:** The chi-square test denotes that the Pearson chi-square value=2.222 of likelihood ratio=2.896 along with linear-by-linear associations 1.850. The probabilistic in the above mentioned statistics are significant at 5% level. It is concluded that null hypothesis is rejected and there is an association between gender and group.

**Table No 2: Association between Group and Group stress**

**Null Hypothesis:** There is no association between Gender and group wise classification of the respondents.

**Table No 2a: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.405	9	.002
Likelihood Ratio	22.966	9	.006
Linear-by-Linear Association	2.399	1	.121
N of Valid Cases	100		

A 10 cells (62.5%) have expected count less than 5. The minimum expected count is .04.

**Inferences:** The chi-square test denotes that the Pearson chi-square value=26.405 of likelihood ratio=22.966 along with linear-by-linear associations 2.399. The probabilistic in the above mentioned statistics are significant at 5% level. It is concluded that null hypothesis is rejected and there is an association between gender and group.

**Table No 3: Association between Group and hour spend**

**Null Hypothesis:** There is no association between Gender and group wise classification of the respondents.

**Table No 3a: Chi-Square Tests**



	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.543	3	.014
Likelihood Ratio	12.271	3	.007
Linear-by-Linear Association	9.685	1	.002
N of Valid Cases	100		

a 2 cells (25.0%) have expected count less than 5. The minimum expected count is .82.

**Inferences:** The chi-square test denotes that the Pearson chi-square value=10.543of likelihood ratio=12.271along with linear-by-linear associations 9.685. The probabilistic in the above mentioned statistics are significant at 5% level. It is concluded that null hypothesis is rejected and there is an association between gender and group.

**Table No 4: Association between Group and affected stress**

**Null Hypothesis:** There is no association between Gender and group wise classification of the respondents.

**Table No 4a: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.789	6	.015
Likelihood Ratio	18.309	6	.006
Linear-by-Linear Association	10.960	1	.001
N of Valid Cases	100		

a 6 cells (50.0%) have expected count less than 5. The minimum expected count is .04.

**Inferences:** The chi-square test denotes that the Pearson chi-square value=15.789of likelihood ratio=18.309along with linear-by-linear associations 10.960. The probabilistic in the above mentioned statistics are significant at 5% level. It is concluded that null hypothesis is rejected and there is an association between gender and group.

**Table No 5: Association between Group and stress felt**

**Null Hypothesis:** There is no association between Gender and group wise classification of the respondents.

**Table No 5a: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.594	12	.129
Likelihood Ratio	20.174	12	.064
Linear-by-Linear Association	.114	1	.736
N of Valid Cases	100		

a 12 cells (60.0%) have expected count less than 5. The minimum expected count is .04.

**Inferences:** The chi-square test denotes that the Pearson chi-square value=17.594 of likelihood ratio=20.174 along with linear-by-linear associations .114. The probabilistic in the above mentioned statistics are significant at 5% level. It is concluded that null hypothesis is rejected and there is an association between gender and group.

**Table No 6: Association between Stress Felt and Writing**

**Null Hypothesis:** There is no association between Gender and group wise classification of the respondents.

**Table No 6a: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.695	12	.000
Likelihood Ratio	51.135	12	.000
Linear-by-Linear Association	.179	1	.672
N of Valid Cases	100		

a 14 cells (70.0%) have expected count less than 5. The minimum expected count is .12.

**Inferences:** The chi-square test denotes that the Pearson chi-square value=47.695 of likelihood ratio=51.135 along with linear-by-linear associations .179. The probabilistic in the above mentioned statistics are significant at 5% level. It is concluded that null hypothesis is rejected and there is an association between gender and group.

## 5. Suggestions

1. If the students are taking an exam “they don’t get stressed out”, they have to create a picture of someone which is stressed out. If you say, “I feel calm and relaxed, I am confident and alert” then you are creating an image of someone who is

relaxed and confident.

2. Make affirmations and visualizations emotional. The students may imagine to be happy, successful, powerful, self-assured. Visualize yourself experiencing these emotions.

3. Understanding the personal work and stress reaction styles. If we work to understand our reactions more completely, we can learn to identify behavior patterns that are no longer working effectively for us. Once we have identified them, we can go about changing those patterns.

5. The school students should play an active role in stress management. On one hand, they can learn various stress coping measures from various channels and transform anxiety or frustration caused by inadequate adaptation to stress. On the other, they should also enhance their emotions management abilities, monitor their emotions, and build their own emotions management models. If any stress arises, they should analyze the causes of the stress from a positive perspective and seek solutions or support from professional institutions.

6. Family support is helpful for students faced with stress, no matter how they are adaptable to the stress. While school students should take advantage of family support, their family members should try to understand their interests, specialties, and abilities so as to avoid having too high expectations of them and causing them additional stress.

## 6. Conclusion

The student community in higher secondary schools follows some unhealthy ways to cope with stress by selecting negative strategies to avoid failure, aiming too low, over scheduling

daily life etc., A study to evaluate the stress among higher secondary students and effective management of stress in Salem District will be a society oriented project keeping in mind the needs of the students in backward area. The examination of stress within the student community is real cause for worry and the issue of stress among students has to be addressed immediately.

## Future Scope of the Student

- Evaluation of stress management among the women schools students
- Evaluation of stress management among the higher education students
- Evaluation of stress management among the rural area students

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