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## *An Empirical study on Managing stress among higher secondary school students in Theni district- an analytical study*

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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. This study is mainly based on higher education school students (i.e.) 8th to +2. The research instruments are questionnaire method were used to collect the data. Percentage analysis and chi-square tests were used to evaluate the data. The study revealed that there is no significant association between their class and works they have.*

*Keywords: stress management, Higher Secondary School students.*

### I. INTRODUCTION

Stress is a necessary and unavoidable concomitant of daily living- necessary because without some stress we would be listless and apathetic creatures and unavoidable because it relates to any external event, be it pleasurable or anxiety producing. A person's response towards stress depends on whether an event is appraised as a challenge or a threat (Lazarus & Folkman, 1984). 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.

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’.

#### Stress in Today's World

“It was the best of times, it was the worst of times,” Charles Dickens wrote of 18th 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.

## II. 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.

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

1. Change the source of the stress.
2. Confront the source of the stress.
3. Talk about the source of stress.
4. Shift your perspective.
5. Learn skills and attitudes that make tasks easier and more successful.
6. Take time out for enjoyable activities.
7. Ignore the source of the stress.
8. 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.

Jayakumar (2014) the author says that stress is fact of every human life in day-to-day activities. Stress is both positive and negative stressors. Percentage analysis and chi-square tests were used to analyze the data. The study concluded and suggested that the examination of stress within the student community is real cause for worry and the issue of stress among students has to addressed immediately.

## III. SCOPE OF THE STUDY

The study has been made to find out the stress on the higher secondary education students with special reference to Theni district. 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.

## IV. STATEMENT OF THE PROBLEM

Stress is the part of the student's life. The students studying mostly higher secondary are having a kind of fear in their Mind about what next? The parents force their wards to achieve excellently and enter either industrial or medication. But now a days students are not interested to enter into the engineering courses. 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 understand. 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 presentation of the students in the investigation?

## V. OBJECTIVES OF THE STUDY

1. To study the level of stress in higher secondary school students studying in Theni district.
2. To suggest the ways to reduce the stress and to overcome from the stress.

## VI. RESEARCH METHODOLOGY

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 8th to +2 students is descriptive in nature. The data collected for this study covers Theni district only, primary data were used to collect the data, keeping in mind all the constraints, the size of the Sample for the study was 50. The Stratified, and convenient sampling. All the students 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.

## VII. LIMITATION OF THE STUDY

The researcher faced difficulties in the data collection. Because the study has to elicit the personal information. The area of study is limited to Theni district only. Validity & Reliability of the data obtained depends on the responses from the respondent.

## VIII. ANALYSIS AND INTERPRETATION

**Table: 1 Classification of respondents based on demographic variables.**

| S.No | Demographic variables | option           | percentage |
|------|-----------------------|------------------|------------|
| 1.   | Age                   | 15-17            | 72%        |
| 2.   | Gender                | Female           | 44%        |
| 3.   | Class                 | 10 <sup>th</sup> | 48%        |

Source: primary data

Inference:

The above table depicts the demographic variables of the higher secondary school students in the sample area.

### Table: 2

**H<sub>0</sub>**: There is no significant association between class and I feel there is too much to do with tuition and school homework, I am tired and sleeping less than normal hours, I feel insecure because of other's performance is better than me.

**H<sub>a</sub>**: There is significant association between class and I feel there is too much to do with tuition and school homework, I am tired and sleeping less than normal hours, I feel insecure because of other's performance is better than me.

| S.No | Null hypothesis  | value  | DF | Asymp.sig | Significant/Not significant |
|------|--|--------|----|-----------|-----------------------------|
| 1.   | There is no significant association between class and I feel there is too much to do with tuition and school homework, | 24.301 | 8  | .002      | Significant                 |
| 2.   | There is no significant association between class and I am tired and sleeping less than normal hours,.                 | 58.232 | 16 | .000      | Significant                 |
| 3.   | There is no significant association between class and I feel insecure because of other's performance is better than me | 88.576 | 16 | .000      | Significant                 |

Source: primary data

Inference: As calculated chi-square value is less than the table value 0.05 level, there is no significant association between the variable class and I feel there is too much to do with tuition and school homework, I am tired and sleeping less than normal hours, I feel insecure because of other's performance is better than me. Hence Null hypothesis is rejected.

### IX. FINDINGS AND SUGGESTIONS

1. 72 percentage of the respondents are belongs to the age group of 15-17 years.
2. 44 percentage of the gender are female in this study.
3. 34 percentages of the respondents are studying 10<sup>th</sup> .
4. There is no significant association between the variable class and I feel there is too much to do with tuition and school homework, I am tired and sleeping less than normal hours, I feel insecure because of other's performance is better than me. Hence Null hypothesis is rejected. Family support is helpful for students faced with stress, no matter how they are adaptable to the stress. Even school students take the 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.

### X. CONCLUSION

The student group in the higher secondary schools follows some unusual ways to cope with pressure by choosing bad plans to avoid disappointment, aiming too low, over preparation daily life etc.,. The examination of stress within the student group is real cause for worry and the issue of stress among students has to be addressed immediately.

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