AN ANALYSIS OF STRESS LEVEL OF SENIOR SECONDARY STUDENTS OF DIFFERENT STREAMS AND ITS MANAGING STRATEGIES

B.P. Singh, Ph. D.

Associate Professor, MLRS College of Education, Charkhi Dadri (Haryana).

Abstract

This paper examines the level of stress among senior secondary school students and stress managing strategies to overcome stress. Manage appropriate level of stress among students in order to make him constructive and productive citizen of the country. The main objectives were to find out the stress level among different streams of students as well as bring to light measures to counteract the effect of stress in students. A quantitative method was used in gathering and analyzing the data. For this purpose, Singh's personal stress sources inventory (SPSSI) was distributed among students of different streams to get mean, S.D. and C.R. values. The results obtained show the medium level of stress among different streams of students. Factors responsible for stress are school environment, physical changes, relationship and family conditions. Major findings are : (i) no significant difference in stress level of male and female students of different streams (ii) significant difference in stress level of male students of different streams. (iii) significant difference exists in stress level of female students of different streams. (iv) urban students have more stress level than rural students. (v) students studying in private school experience more stress level than government school students. Stress can be managed by enough sleep, creative games, meditation, yoga, spiritual talk, continuous monitoring the stress level, creating conducing teaching learning environment at school as well as at home and developing good relationship among peers.

Keywords:- Stress, level of stress, secondary school students, different streams.

Outward situation like physical, mental and behavioural changes causes stress. Stress is generated in our brain. It may be constructive or destructive. Less stress can help an individual to increase the latent potential and ignite inspiration. Stress is generally observed in the form of headache, fast heart beat, tension, irritability and not in a position to give some solid decision. When a person observed stress, some chemical reaction secretes chemicals in our blood

which inspires the person to do useful work and some time demotivates to do some negative work in the form of anger etc. According to **Abolarin** (2010) adolescence stage is defined as the time when individuals begin to function independently of their parents. It is a period of **"storm and stress"** as large number of psychological and physiological changes occur in the body of adolescent. According to **Kai-wen** (2010) students at this level may experience

incompatibility of their mental development with their physical / social / family or school environment. A publication on stress by the **University of New York** (Retrieved March 14, 2016) buttresses the notion that, extreme levels of stress can hinder studies effectiveness and lead to poor academic performance and attrition. It is found that students who experienced stressful life events also reported worse health outcomes and reduced quality of life. **Kai-wen** (2010) identified following four sources of stress among students.

1. **Physical / mental factor:** Adolescents are concerned about their physical appearance. **Feng** (1992) in **Kai-wen** (2010) pointed out that setting high goals, being a perfectionists and comparing self with others and self degradation may all causes stress and result in depression.

2. **School factor:** Students face number of problems related to school, too much homework, preparation for examination, lack of interest in a particular subject, grade pressure, concentration and performance. One of the main cause of stress is test anxiety.

3. **Relationship factor:** Every child wants to belong and recognized by their peers. They want to establish relationship with opposite sex. "Giving up or changing new friendships and developing new ones is often a stressful activity associated with college life." (**Greenberg,** 1996, p. 280).

4. **Family factor:** Some families lay stress on their wards to get good grades in exams. Families with constant conflicts are identified by less communication and less understanding among parent-child.

Rational of the study: The present study has been proposed to examine stress level of the students and its managing strategies. Though some of these variables have been investigated earlier, still there is dearth of empirical research on different streams of students at senior secondary level. The paucity of research encouraged the investigator to initiate to analyse the stress level of senior secondary students of different streams as these students are not aware about their physical changes, emotional and social relations.

Objectives: The main objectives of the study were:

1. To find out the difference in stress level of male and female arts, science and commerce students.

2. To find out the difference in stress level of male arts, science and commerce students.

3. To find out the difference in stress level of female arts, science and commerce students.

4. To find out the difference in stress level of rural and urban students of different streams.

5. To find out the difference in stress level of government and private school students of different streams.

Hypotheses: The main hypotheses of the study were:

1. There is no significant difference in the stress level of male and female arts, science and commerce students.

2. There is no significant difference in the stress level of male arts, science and commerce male students.

3. There is no significant difference in the stress level of female arts, science and commerce female students.

4. There is no significant difference in the stress level of rural and urban students.

5. There is no significant difference in the stress level of government and private school students.

Research Methodology: The study has been conducted through normative testing survey method and the cross sectional approach has been followed:

Sample: Two districts, Bhiwani and Charkhi Dadri were selected to administer the personal stress sources inventory. It was planned to select three urban and two private class XII students of different streams. Out of these students 200 students were selected randomly i.e. 94 arts, 82 science and 24 commerce students. 105 urbran , 95 rural students and 109 government school students and 91 private school students selected randomly for the study.

Tool Used: Singh personal stress source inventory (SPSSI) marketed by Prasad Psycho corporation was used to assess the stress of the students. It contains 35 items. It is standardised by Arun Kumar Singh, Ashish Kumar Singh and Arpana Singh.

Procedure: The present study was designed to assess the stress level of senior secondary students of Bhiwani and Charkhi Dadri district. Singh personal stress sources inventory was administered on these students as per the direction given in the manual. Scores so obtained were analyzed to get mean, SD and C.R. value.

Results and discussion: A comparison of the stress level of male and female students of different streams was made to test the significant difference in their stress levels.

Table–1: Comparison of stress level of male and female students of different streams.

Variable	Sample size	Mean	SD	CR
Male arts	82	58.15	10.24	
Female arts	12	62.35	7.87	1.66*
Male science	44	90.38	6.91	
Female science	38	98.74	4.98	6.38
Male commerce	07	85.12	5.73	
Female commerce	17	88.23	5.95	1.35*

* Significant at 0.05 level.

Table- 1 reveals that (i) scores of mean for female arts students is slightly higher than male arts students. The C.R. value is 1.66 which is smaller than table value at .05 level (1.96). Hence, it shows that there is no significant difference in the stress level of male and female arts students. (ii) scores of mean of female science students is higher than male science students. C.R. of male and female science students is 6.38 which is higher than table value both at .05 level (1.96) and at .01 level (2.60). This shows that the hypothesis, "there is no significant difference in the stress level of male and female science students" is rejected. Stress level of female science students are more than male science students. Female students are more nervous and sincere towards various responsibilities. (iii) mean scores of female commerce students is 88.23 which is slightly higher than male students. C.R. value is 1.35 which is smaller than table value at .05 level (1.96). Hence, the hypothesis, "there is no significant difference in the stress level of male and female commerce students" is accepted.

Table-2 : Comparison of stress level of male students of different streams.

Variable	Sample size	Mean	S.D.	C.R.
Male arts	82	58.15	10.24	
Male science	44	90.38	6.91	21.4
Male science	44	90.38	6.91	
Male commerce	07	85.12	5.73	2.19*
Male commerce	07	85.12	5.73	
				13.43
Male arts	82	58.15	10.24	

*Significant at .05 level.

Table-2 reveals that (i) mean scores of stress level of male science students is 90.38 while that of arts male students is 58.15. It reflects that stress level of science students are more because science subjects need regular and continuous study of physics, chemistry, maths & biology. C.R. value of science and arts students is 21.4 which is higher both at .05

level (1.96) and .01 level (2.60) of significance. Hence the hypothesis, "there is no significant difference in stress level of male students of arts and science" is rejected. (ii) mean scores of science students is 90.38 while that of commerce is 85.12. Commerce students are less worried about stress than science students. C.R. value is 2.19 which is significant at .05 level. Hence, the hypothesis is rejected. (iii) mean scores of commerce students is 85.12 while that of arts student is 58.15. Commerce students have greater stress level than arts students. Hence the hypothesis, "there is no significant difference in stress level of male students of commerce and arts" is rejected because C.R. value is 13.42. It is significant both at .05 level (1.96) and .01 level (2.60).

Table-3 Comparison of stress level of female of different streams.

Variable	Sample size	Mean	S.D.	C.R.
Female arts	12	66.35	7.87	
Female science	38	98.74	4.98	13.43*
Female science	38	98.74	4.98	
Female commerce	17	88.23	3.95	8.47*
Female arts	12	58.15	7.87	
Male commerce	17	88.23	3.95	12.22*

Not significant at .05 level.

It is clear from table–3 that mean scores of female science students are higher than arts and commerce students. It reflects that female science students feel more stress than commerce and arts students. Similarly mean scores of commerce students are higher than arts students. C.R. values in different streams were found to be 13.43, 8.47 and 12.22. These values are higher than table value both at .01 level (2.60) and at .05 level (1.96). Hence, the hypothesis, "there is no significant difference in stress level of female students of arts, science and commerce" is rejected.

Table- 4: Comparison of stress level of rural and urban students.

Variable	Sample size	Mean	S.D.	C.R.
Rural students	95	85.8	6.87	11.55*
Urban students	105	95.2	5.72	

Not-significant at .05 level.

It is clear from the table-4 that stress level of urban students are more than rural students. It reveals that urban students have more physical, emotional and relationship problems as compared to rural students. Urban students are more conscious about their careers. There is a constant pressure of their parents on them to get better grade. Their parents are more career oriented than rural parents. Test anxiety is the major cause of stress in urban

students. C.R. value is 11.55 which is higher than table value both at .05 level (1.96) and at .01 level (2.60). Hence, the hypothesis, "there is no significant difference in stress level of urban and rural students" is rejected.

Table-5 : Comparison of stress level of government and private school students.

Variable	Sample size	Mean	S.D.	C.R.
Govt. school students	109	75.8	6.92	
Private school students	91	84.3	5.82	9.45*

* Not-significant at .05 level.

It is evident from the table-5 that stress level of private school students are more than government school students. It reflects that private school students experience more stress of school environment, physical factor, stress of their parents to get good grade and family relationship. Students of government school attend school to get scholarship, and are free from test anxiety, home work, burden of co-curricular activities and grade pressure. C.R. value is 9.45 which is higher than table value at .05 level (1.96). Hence, the hypothesis, "there is no significant difference in stress level of government and private school students" is rejected.

Stress managing strategies: There should be a provision of guidance and counseling unit in the school to solve student's physical, relationship and school environment problems. There should be provision of physical exercises in the school so that students feel relaxed in some periods. Inculcation of the habit of positive attitude, making the learning environment more conducive, teaching / learning should be cordial and tension free. Female students should be guided to help them in resolving their problem from time to time through seminar / workshop. Parents should also develop good rapport with these adolescent students to reduce the level of stress. Stress can make a man more productive and constructive, when it is properly managed. The body can release stress, through physical exertion. As suggested by physicians, indulge in any physical activities as recommended by physicians for the students of different streams/physical health. School should conduct stress level of each student and its impact on him. This leads to prepare suitable strategies for managing the stress. Identifying stressors through continuous monitoring the health of each student and copying strategy for its removal. School should organise stress counseling programme in the school to manage behavioural and emotional stress. Meditation, yoga and spiritual talk should be organized in the school to overcome day to day stress of the students. Good eating habits should be

priority of students in relation to stress management. Make provision of enough sleep and creative games in students time table.

CONCLUSIONS: This study shows medium level of stress. The stress is due to changes in the body, school environment, relationship and family conditions. Students need proper guidance and counseling for the management of stress.

References:

Alande J.A., Olowonirejuaro A.O; Okawara-Kalu C.E. (2014): A study of level and sources of stress among secondary school students. IOSR Journal of Research & Method in Education, Vol. 4, issue 5 (Sept.-Oct. 2014), PP 32-36.

Devi T. Uma (2011) : A study on stress management and coping strategies with reference to IT companies. Journal of information technology and economic development 2(2), 30-48, October 2011.

Essel George and Owusu Patrick (2017): Causes of students' stress, its effect on their academic success, and stress management by students. Thesis abstract. Faculty of school business and culture. Seinaroki University of applied sciences.

Kai-wen, C. (2010): A study of stress sources among college students in Taiwan. Journal of Academic and Business Ethics. 2(1) 35-41.