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RESEARCH ARTICLE

STRESS MANAGEMENT PRACTICES ADOPTED BY SENIOR SECONDARY STUDENTS

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ABSTRACT

Stress is the emotional and physical strain caused by our response to present from the outside world. Stress is a part of today living. In our daily lives we are often exposed to situations that produce stress. However if our stress level is too high it can result in serious medical and social problems. Any event or Stress at work resulting from increasing complexities of work and its divergent demand has become a prominent and pervading feature of the modern organization. Stress as opined by Robinson (2007) is a pressure of adverse influence, circumstance that disturbs the natural physiological balance of the body. The research entitled Study of stress management practices adopted by senior secondary students was formulated with the objective to study the stress management strategies adopted by the students. The sample consisted of 100 class 12th female students studying in Saraswati Vidyamandir, Lakhimpur Kheri (U.P). The tool used for the study was a self structured stress scale consisting items on stress management practices. The result was analyzed on the basis of frequency and percentage. The study concluded that most of students were found using physical exercise like; yoga, walk, sports and dance for reducing the stress level. Some of them were also found taking help of meditation, listening to music, talking to others and drawing and painting. All of them accepted that crying helps them to become stress free.

INTRODUCTION

"Stress is the emotional and physical strain caused by our response to present from the outside world"

Stress is a part of today living. In our daily lives we are often exposed to situations that produce stress. The interpretation and reaction to event that make stress are different for different people. For example, speaking in public can be stressful for some people and relaxing for other. However if our stress level is too high it can result in serious medical and social problems. Any event or circumstance that strains or exceeds an individual ability to cope is called stress (Lacey, 2004). There have long been researched stress among students stressor identified by researchers include too many assignment, competition among students, poor relationship with peers or lecturers and failures (Fair, 2003). When stress is revealed negatively or become excessive, student develops physical and psychological impairment. The term "stress" can be defined in many ways. Generally, a layperson may define stress in terms of pressure, tension, unpleasant external forces or an emotional response (Ogden, 2004). In fact, layman definition of stress and the range of stress are very confusing and very multidimensional. Stress is an abnormality in behavior, psychology, emotional outburst, restraint in performing day-to-day routine work or physiological changes in human being.

Stress is viewed as a negative emotional, cognitive, behavioral and physiological process that occurs as a person tries to adjust to or deals with stressor are defined as circumstances that disrupt, threaten to disrupt, individual's daily functioning and cause people to make adjustment (Auerbach and Grambling, 1998). Auerbach and Grambling (1998) stated stress as an unpleasant state of emotional and physiological arousal that individuals experience in situations that they perceive as dangerous or threatening to their well-being. However, stress is perceived in different ways and may mean different things to different individual. It is perceived as events or situation that cause individual to feel tension, pressure, or negative emotional including anxiety and anger. Moreover, other people define stress as the response to existing situations which includes physiological changes (increased heart rate and muscle tension), emotional and behavioral changes (Bernstein, et al., 2008). Stress is always regarded as a psychological process that involves an individual personal interpretation and response to any threatening events. The word, stress is defined by the oxford dictionary as "a state of affairs involves on physical or mental energy". In medical parlance stress is defined as a perturbation of the body's homeostasis extreme stress conditions are detrimental to human health. Stress at work resulting from increasing complexities of work and its divergent demand has become a prominent and pervading feature of the modern organization stress as opined by

Robinson (2007) is a pressure of adverse influence, circumstance that disturbs the natural physiological balance of the body. Strategic management as a term and concept is not new. The term was first used in the 1970's and it meant that a staff of strategic planner more or less thought up strategic programs and then tried to see then to decision makers. In the 1990's the views of strategic planning and strategic management is much different. Goodstein, Nolan and Pfeiffer's definition of strategic planning takes us away from the nation that strategic planning is a staff job and focus is more on a process that requires the senior secondary school of an organization to set its strategic direction. Stress management is the attempt to cope with negative effect of stress thought the reduction of the stress response. The wide spectrum of techniques and psychotherapies aimed at controlling a person's stress level especially chronic stress. It is important to remember that regardless of the source, most of the stress that students experience can be viewed as serving positive ends. Personality variables also affect people's reactions to potential stressors. Some people are simply not bothered by situations that other perceives to be stressful (Glavin et al, 1991). Stress management is the ability to maintain and control when situation, people and events make excessive demands. While stress is often talked about in negative terms, a healthy or moderate level of stress motivates one to talk action, develop new skills, and achieve performance and fulfill one's potential.

Rationale of the study

In today's highly competitive world, student faces various academic problems including exam stress, disinterest in attending classes and inability to understand the subject. Stress is the feeling of anxiety or aspersion over one's performance in the academic activity. It can lead to student beings unable to perform to the best of their abilities in examinations. Students are considered to be the future pillars who take the responsibility to take our country to the next phase. Stress becomes more sever when faced by adolescents. The researcher got curious to know about stress management practices adopted by senior secondary students.

Review of literature

- Dixon, Wajne, Heppner, Paul, Anderson and Wayne (1993) undertaken a research on 154 students and result showed significant interaction between stress and hopelessness. Hopelessness was strongly related to depression score under high level of stress.
- Sarmany (1994) studied the load and stress among students. Result should that student with grade point average (GPA) used less effective stress coping stragies and assumed test situation as being significant more stressful girls showed higher level of stress than boys. A significant negative correlation between GPA and actual duration of sleep was observed.
- Hystad, Eid Laberg, and Johnson (2009) explored capacity of personality hardiness to buffer the relationship between academic stress and health. Result showed that hardiness was negatively associated with both academic stress and numbers of health complaints and showed that hardiness moderated the associated between academic stress and health
- 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 staring university life (Student Living Report 2002).
- Stress advisor Dr. Malcolm Vandden Burg 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.
- Shwu-yong L. Huang, Hersh C. Waxman (2009) A supportive school environment 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.
- Gaan, (2008) investigated "Stress, Social Support, Job Attitudes and Job Outcome across Gender" to study stress about work, social support, job attitudes and job outcome crosswise gender among 240 IT professionals. Author concludes the result that women experience more role ambiguity and supervisory support. There is no difference in job attitudes and job outcome across gender. Also found that role vagueness is positively and significantly related to organizational devotion and work satisfaction.
- Halamandaris and Power (1999) studied the relationship between personality variables (extraversion; eroticism, and achievement motivation), perceived, social support and overall psychosocial adjustment to university life (measured by absence of loneliness and overall subjective satisfaction). The authors also investigated the relationship between coping with exam stress, psychosocial adjustment and academic performance and predicted psychosocial adjustment to university life from demographic 54 personality, coping and social support and psychosocial adjustment to university life. Emotion focused coping correlated positively with neuroticism and problem focused coping correlated with achievement motivation. Several correlations were reported between personality and the different ways of coping with exam stress. Personality stress was the only variable that significantly correlated with academic performance.
- Leo Wilton and Madonna Constantine (2003) examined cultural adjustment and psychological distress issues in 190 Asian and Latin American international college students. Findings revealed that Latin American students reported higher levels of psychological distress than did their Asian peers. Moreover, length of

residence in the U.S. was negatively associated with psychological distress symptoms, and acculturative distress and intercultural competence concerns were positively related to psychological distress in both groups.

- Hocking and Lochman (2003) examined the literature on psychosocial factors associated with adjustment to sickle cell disease and insulin-dependent diabetes mellitus in children through the framework of the transactional stress and coping (TSC) model. The transactional stress and coping model views adaptation to a childhood chronic illness as mediated by several psychosocial factors. This review examines the utility of the model in explaining adjustment in two different childhood diseases, identifies needed research and intervention targets, as well as highlights potential changes to the model. The major conclusions of this review suggest that, in addition to child-specific factors, family functioning is an area that interventions should address in sickle cell disease and insulin-dependent diabetes mellitus.
- Akbar Hussain, Ashutosh Kumar and Abid Husain (2008) examined the level of academic stress and overall adjustment among Public and Government high school students and also to see relationship between the two variables (academic stress and adjustment). For that purpose 100 students of class IX were selected randomly from two different schools out of which 50 were taken from Public and the remaining 50 were taken from Government school Sinha. And Sinha scale for measuring academic stress was used to see the magnitude of stress and Sinha and Singh Adjustment Inventory for school students was used to examine level of adjustment among the students. Results indicated that magnitude of academic stress was significantly higher among the Public school students where as Government school students were significantly better in terms of their level of adjustment. However, inverse but significant relationships between academic stress and adjustment were found for both the group of students and for each type of school.
- Masten *et al.* (2006) examined "Competence and Stress in School Children: the Moderating Effects of Individual and Family Qualities". Sample consisted of 205 children aged 8-13 years. Life event questionnaire, teacher ratings, peer assessments and school record data were used. Results revealed that disadvantaged children, with lower IQ and SES and less positive family qualities were generally less competent and more likely to be disruptive at high stress levels. Advantaged children were more competent and with stress were less positively engaged in school, but were not likely to be disruptive.
- Finkelstein *et al.* (2007) conducted a study on "Socioeconomic Differences in Adolescent Stress. The Role of Psychological Resources". Sample consisted of 1167 nonhispanic black and white, junior and senior high school students from a Midwestern Public School District. Results suggested that relative to adolescents from families with a professionally educated parents, adolescents with lower parent education had higher perceived stress and optimism partially mediates the inverse SES stress relationship

Objective: To study the stress management practices adopted by senior secondary students.

Delimitation: The study was delimited to the female senior secondary students studying in Saraswati Vidyamandir, Lakhimpur Kheri, (U.P.)

METHODOLOGY

Locale of the study: Lakhimpur Kheri (U.P)

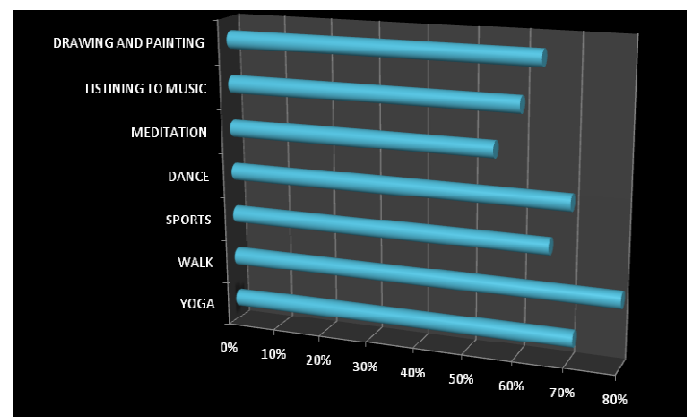
Sample size: 100 girls studying in senior secondary school, Saraswati Vidyamandir, Lakhimpur Kheri,(U.P.)

Tool: Self structured scale on stress consisting 30 close ended items.

Method of data collection: The permission of school administration was obtained and administration of self structured scale was done.

Analysis of data: The score on self structured scale was analyzed on frequency and percentage basis.

RESULTS AND CONCLUSION



The study concluded that most of students we found using physical exercise like, yoga(71%), walk(80%), sports(66%), and dance(70%) for reducing the stress level. Some of them were also found taking help of meditation (55%), listening to music (60%), talking to others, drawing and painting (64%). All of them accepted that crying helps them to become stress free.

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