ORIGINAL RESEARCH PAPER

Management

# EVALUATION OF STRESS MANAGEMENT AMONG THE HIGHER SECONDARY STUDENTS WITH REFERENCE TO CHENNAI- AN EMPIRICAL ANALYSIS

KEY WORDS:

**Dr.D.Rajasekar** Associate Professor, AMET Business School,AMET University Kanathur, Chennai – 603112

## INTRODUCTION

Stress is the body's General reaction to any extreme physical, passionate or mental request set on it by on self or others. Anything can be a stressor on the off chance that it keep going sufficiently long is seen as stress. Stress is any circumstance that brings out pessimistic musings and sentiments in a man. Being an understudy can be the most fascinating a great time. New companions, new places, new difficulties can make an understudy life stretch full. Most understudies will feel the impact of worry sooner or later in their reviews and few understudies may feel pushed or discouraged for more often than not. Monetary stresses, Dept, exam weight, weight obviously work and relationship issue make a parcel of weight on understudies.

Push administration envelops procedures to furnish a man with viable methods for dealing with stress for managing physiological anxiety. Push administration includes systems incorporate self administration, struggle, determination, uplifting state of mind, self talk, breathing, contemplation, exercise, eating regimen and rest. Viable anxiety administration includes figuring out how as far as possible for the issues that make a push. The venture makes and endeavor to think about whether the understudies seeing higher auxiliary training in CHENNAI area are liable to stretch and to what degree they are influenced by stress full occasions happening amid vital piece of their life.

## REVIEW OF LITERATURE

A basic issue concerning worry among understudies is its impact on learning. The Yorkers-Dodson law (1908) Postulates that person under low high anxiety slightest and that those under direct anxiety take in the most. A review backings over the top anxiety is destructive to understudies' execution.

Another model (Lazarus 1966) states that distressing occasions can be evaluated by a person as trying or undermining occasions. At the point when understudies consider their instruction as a test, stress can bring a feeling of certainty and an expanded ability to learn.

Hirsch and keniston, 1970, evaluated half of understudies entering school complete their degree four years after the fact.

Falk, 1975, Hirsch and Keniston, 1970, Katz and other 1969, opined that the "Battle or Fight" formulae remove themselves from the wellspring of stress.

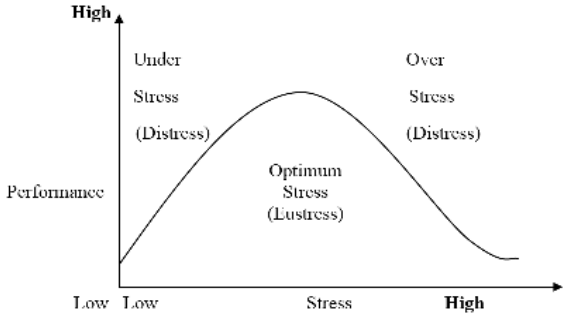
Wendy Moore, gauge that the greater part of the understudies 53% are more worried since gazing college life (Student Living Report 2002).

Stretch consultant Dr.Malcolm VanddenBurg injured that the principal say of the term push came in 1955 at a meeting keep running by Royal Society of Medicine, and now it has deteriorated.

Leslie S.Kaplan proposed some methods for adapting to stress which incorporate the accompanying

- 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

### Selye's Stress and Job Performance Model




The model shows that when there is no stress the performance tends to be low. As stress increases performance tends to increase. It is a healthy stimulus that encourages employees to responds to challenges if stress becomes high performance begins to decline and the performance will be affected. The model is also applicable to students; medium level stress will optimize the performance level.

## ORIGIN OF THE RESEARCH PROBLEM

Stress is the part of the student's life. The students concentrate especially higher optional are having a sort of dread in their psyche about what next? The guardians constrain their wards to perform exceptionally and enter either designing or medication. The scholastic weight made without anyone else's input, Parents and the general public influence the well being of the teenager ages and they experience abnormal state of worry amid their reviews. Further, the students are questionable about the placement tests and an excessive number of selection tests and arrangement for the same make a level of stress which higher auxiliary students can't fathom. Is it conceivable to assess the worry among the higher auxiliary students? In the event that yes, what are the strategies or methods to be embraced to lessen stretch and enhance execution of the students in the examination

## AIM

To assess the stress level among the students of the higher secondary students in Chennai, Tamil Nadu and to suggest strategies for stress reduction.

## OBJECTIVES OF THE STUDY

- To estimate the level of stress in higher secondary students studying in CHENNAI 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.

## HYPOTHESIS

1. There is no significant difference between the higher secondary students regarding the level of stress before stress management program.

2. There is no significant difference between the higher secondary students regarding the level of stress after stress management program.

## METHODOLOGY

### 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.

### Area of the Study

The data collected for this study covers Chennai city only.

### Tools for Collection and Analysis

For this study both primary as well as secondary information users collected a method is used to collect the primary data four point scale and secondary information was collected from records, journal and books.

### Sample Size

Keeping in mind all the constraints the size of the Sample of the study was selected as 110.

### Sampling Unit

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

### Sampling Technique

The 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.

### 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.

### Data Analysis

Collected data were arranged in logical of sequential order. To analysis the data the Chi-square was used to test the data, hypothesis were framed to have a meaningful study of stress management among student in Chennai city.

## CHI-SQUARE TEST

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

| | | Group | | | | Total |
|---|---|---|---|---|---|---|
| | | Biology | Math's | Vocational | Computer science | |
| Gender | Male | 14 | 18 | 5 | 0 | 37 |
| | Female | 18 | 31 | 12 | 2 | 63 |
| Total | | 32 | 49 | 17 | 2 | 100 |

**Null Hypothesis:**

There is no association between Gender and group wise classification of the respondents

**Table No: 1.1a 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**

| | | Group Stress | | | | Total |
|---|---|---|---|---|---|---|
| | | Biology | Math's | Vocational | Computer science | |
| Group | Biology | 18 | 12 | 2 | 0 | 32 |
| | Math's | 37 | 12 | 0 | 0 | 49 |
| | Vocational | 8 | 6 | 0 | 3 | 17 |
| | computer science | 0 | 2 | 0 | 0 | 2 |
| Total | | 63 | 32 | 2 | 3 | 100 |

**Null Hypothesis:**

There is no association between Gender and group wise classification of the respondents

**Table No: 2.a 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**

| | | Hour spend | | Total |
|---|---|---|---|---|
| | | 1-3 | 4-6 | |
| Group | Biology | 14 | 18 | 32 |
| | Math's | 28 | 21 | 49 |
| | Vocational | 15 | 2 | 17 |
| | Computer science | 2 | 0 | 2 |
| Total | | 59 | 41 | 100 |

**Null Hypothesis:**

There is no association between Gender and group wise classification of the respondents

**Table No: 3.a 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: 3.4 Association between Group and affected stress**

| | | Affected stress | | | Total |
|---|---|---|---|---|---|
| | | Parents | Teachers | Peer group | |
| group | Biology | 20 | 12 | 0 | 32 |
| | Math's | 23 | 24 | 2 | 49 |
| | Vocational | 2 | 15 | 0 | 17 |
| | Computer science | 0 | 2 | 0 | 2 |
| Total | | 45 | 53 | 2 | 100 |

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

**Table No: 3.4a 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: 3.5 Association between Group and stress felt**

| | | stress felt | | | | | Total |
|---|---|---|---|---|---|---|---|
| | | Memory loss | Fearness and health problem | Outsider Disturbance | other | 11.00 | |
| group | Biology | 8 | 16 | 6 | 2 | 0 | 32 |
| | math's | 16 | 21 | 10 | 0 | 2 | 49 |
| | Vocational | 9 | 2 | 6 | 0 | 0 | 17 |
| | computer science | 0 | 2 | 0 | 0 | 0 | 2 |
| Total | | 33 | 41 | 22 | 2 | 2 | 100 |

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

**Table No: 3.5a 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=17.594of likelihood ratio=20.174along 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: 3.6 Association between Stress Felt and Writing**

| | | Writing | | | | Total |
|---|---|---|---|---|---|---|
| | | Shorting memory | Over writing | Talk supervisor given disturb to students | other | |
| stress felt | Memory loss | 25 | 8 | 0 | 0 | 33 |
| | Fearness and health problem | 25 | 4 | 6 | 6 | 41 |
| | Outsider Disturbance | 6 | 16 | 0 | 0 | 22 |
| | other | 4 | 2 | 0 | 0 | 4 |
| Total | | 60 | 30 | 6 | 6 | 100 |

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

**Table No: 3.6a 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.

## SUGGESTIONS

- The school students ought to assume a dynamic part in stress administration. On one hand, they can take in different anxiety adapting measures from different channels and change uneasiness or disappointment caused by insufficient adjustment to stretch.
- On the other, they ought to likewise upgrade their feelings administration capacities, screen their feelings, and fabricate their own particular feelings administration models.
- If any anxiety emerges, they ought to investigate the reasons for the worry from a positive point of view and look for arrangements or support from expert establishments.
- Family support is useful for students confronted with stress, regardless of how they are versatile to the anxiety.
- While school students ought to exploit family bolster, their relatives ought to attempt to comprehend their interests, claims to fame, and capacities in order to abstain from having too elevated requirements of them and causing them extra anxiety.

## CONCLUSION

The student group in higher optional schools takes after some unfortunate approaches to adapt to worry by choosing negative techniques to stay away from disappointment, pointing too low, over booking day by day life and so on., A review to assess the worry among higher auxiliary students and compelling administration of worry in Chennai will be a general public situated venture remembering the necessities of the students in reverse region. The examination of worry inside the student group is genuine reason for stress and the issue of worry among students must be tended to promptly.

## REFERENCES

[1] Aaronson, A. Stephen (1981), The Stress Management Work Book, New York, Appleton-Century-Crofts.
[2] Beech H. Rburnsl.e and Pandey (1963), "Behavioural Approach by the Management of Stress", A Practical Guid to techniques Scheffield Great-ratain.
[3] Birgit A. Greiner, Nikolas Krause, Journal of Occupational Health Psychology, Vol.11, No.1, 1989, pgs. 38-51.
[4] Booth, Allene and Lezarus B (1965), "Identifying Stress in Bank Employees", Briton Journal for Banking Behaviour, Vol.20, pgs. 149-152.
[5] Cox and Tom (1978), Stress, London Macmillan Bailey.
[6] Dr. Avinash Kumar Srinivasan R, "Stress Management", Role of Stress Management and aging in the organization Jan -2006.
[7] Eimer M.de croon, Judith K.Sluiter, Monique H. W. Frings-Dresen, Journal of Psychosomatic Research, Vol.55, No.4, October 1986, pgs.331-339.
[8] Gary Weans, Accident Analysis and Prevention, Vol.26, No.2, April 2001, pgs. 181-193.
[9] Giulia Mura, Vincenza Bonsignore, Davide Diamantini, Procedia - Social and Behavioral Sciences, Volume 2, Issue 2, 2010, Pages 2402-2408.
[10] Helenrose Fives, Doug Hamman, Arturo Olivarez, Teaching and Teacher Education, Volume 23, Issue 6, August 2007, Pages 916-934.
[11] J. Ramon Lewis, Shlomo Romi, Xing Qui, Yaacov Katz, Teaching and Teacher Education, Volume 21, Issue 6, August 2005, Pages 729-741.
[12] Jean-Mare Weller, Sociologies due Travail, Vol.47, Supplement 1, December 1994, pgs. 17-35.
[13] Jennifer Carson, Julian Barling, Nick Turne, Group Dynamics, Volume 11, Issue 1, March 2007, Pages 31-41.
[14] Jennifer M. Ragsdale, Terry A. Beehr, Simone Grebner, Kyunghee Han, International Journal of Stress Management, Volume 18, Issue 2, May 2011, Pages 153-180.
[15] John and Wane Storm, "Employee Stress", Jota MC Grew 1998.
[16] Lisa Dorn, Brain Brown Safety Science, Vol.41, No.10, December 1982, pgs.837-859.
[17] Nurit Gal, Teaching and Teacher Education, Volume 22, Issue 3, April 2006, Pages 377-393.
[18] Shannon L. Currie, Patrick J. McGrath, Victor Day , Computers in Human Behavior, Volume 26, Issue 6, November 2010, Pages 1419-1426.
[19] Shwu-yong L. Huang, Hersh C. Waxman, Teaching and Teacher Education, Volume 25, Issue 2, February 2009, Pages 235-243.
[20] Shwu-yong L. Huang, Hersh C. Waxman, Teaching and Teacher Education, Volume 25, Issue 2, February 2009, Pages 235-243.
[21] Sureeporn Pumping, Helen Ross cities, Vol.18, No.1, February 1997.
[22] Van Harrison (19850, Organisational Behaviour", Human Behaviour of work, International Edition, Tata McGrew Hill Publishing Company, New York.
[23] www.stress.org
[24] www.stresstips.com
[25] www.google.com
[26] www.yahoo.com
[27] www.sciencedirect.com
[28] www.google.com