

“A Study Stress among High School Students in Aurangabad City”

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Abstract

Objective of study: To study stress among male / female of school. Hypothesis: There will be no significant difference between male/female with respect to exam stress. Sample: 20 samples were selected to present study of stress. Among them, 10 students were male and 10 students were girls. The age range of students 14/15 yrs. Non probability purposive in sampling was used in present study. Tools: 1. Student stress test. Conclusion: Female students have significantly high stress than male students.

Keywords: Stress, High School Students, Aurangabad City.

Introduction:

Stress and tension in kids and adolescents are similarly as common as in grown-ups. Carelessness of guardians, high desires in scholarly or different exhibitions, manhandled adolescence, growing up pressures and interest for familial obligation and so forth the primary driver of youth and teenager stress. Guardians who are not sincerely accessible for their kids or need positive ways of dealing with stress themselves, often spike stress in their offspring. Stressed youngsters give indications of passionate handicaps, forceful conduct, bashfulness, social fear and often need enthusiasm for generally charming exercises. In an examination Dawood (1995) found that students stress influences their scholastic execution. He further demonstrated that the most as often as possible referenced stressor by students was school and dread related stressors. Numerous youngsters will in general become non-conventionalist and fall prey to high school misery because of an assortment of growing up nerves. Notwithstanding, stress prompted fears and nervousness in youngsters unfavorably influences kids' exhibitions at different levels. Hodge (1996) explored that predominance of stress were found especially among those students who were by their inclination inclined to uneasiness.

Tung and Chahal (2005) inspected connection among stress and modification and found no significant causal connection among stress and the alteration. Anyway heading of the outcomes inferred that degree of alteration impacts the quantity of stress full occasions and measure of stress experienced by them. Every day we looked with new circumstances that requests choices include change in both our inside state and our outside condition. The procedure of alteration includes an individual's endeavor to adapt to and rise above such difficulties. This working definition gives a beginning stage for getting alteration. Be that as it may, changes are not constantly unequivocal. Neither it is correct or wrong nor do they fundamentally have clear beginning stages or endings. This mix of inquiries can make the idea of change hard to get a handle on. As indicated by Aggrawal (2004) the alteration of pre-adult particularly relies upon the satisfaction of their huge explicit needs that comprise of physical needs, enthusiastic needs, social needs, educated needs, moral needs and professional needs. It might be useful, thusly, to give somewhat more space to two significant characteristics of modification. In the first place, it is a procedure that includes ceaseless changes and the subsequent individuals create reliable example of acclimation to these consistent changes. Students make numerous changes during their long periods of schooling: from home to school, center to high school, and high school to school or work. These advances are normally significant occasions in the lives of students and guardians. The stresses made by these changes can be limited when the new condition is receptive to every specific age gathering. This summary exhibits a concise diagram of a portion of the issues engaged with the progress from rudimentary to center school and give proposals to change projects and exercises.

In an investigation Isakson et al, (1999) utilized a transient longitudinal plan to evaluate the modification of youths as they move from middle school to high school and found that the young people experienced noteworthy changes during the underlying progress into high school that were identified with feeling of school enrolment, saw support from guardians was additionally identified with teenagers acclimation to the progress. Keeping in see the developing issue of scholastic stress among school students the investigation was attempted to look at the degree of scholarly stress among high school students and its plausible effect on the general change among them. The speculations are as per the following: 1. Level of scholarly stress among state funded school students will be altogether higher than the Government school students. 2. Change level of state funded school students will be fundamentally not quite the

same as Government school students. 3. There will be reverse connection between scholastic stress and generally speaking modification among high school students.

Review of Literature:

Numerous analysts considered the stress experienced by students and the statistic factors influencing it. The investigation of Hamaideh (2011) meant to recognize stress and responses to stress among college students and look at the relationships between's understudy stressors and study factors. The outcome demonstrated that the highest gathering of stressors experienced by students was willful stressors pursued by pressure. Subjective reactions were seen as the highest reactions to stressors experienced by students. Chen, Wong, Ran and Gilson (2009) directed an examination to portray the connection between school stress, adapting technique and mental prosperity, they utilized (342) students in (6) colleges. The examination has demonstrated that mental prosperity has a negative association with school stress and a positive adapting methodology has critical buffering consequences for mental medical issues. Likewise they found that the male students revealed higher degree of stress, more awful mental prosperity, and having less tendency towards utilizing positive adapting methodologies.

Tajularipin, Vizata and Saifuddin (2009) found that (29%) of the students experienced medium stress, and there is a noteworthy contrast in the degree of stress credited to sexual orientation, and between students in provincial and urban optional schools, the outcomes likewise showed that there are numerous components impact students' stress, for example, child rearing style, and guardians instruction foundation. Laurence, Williams, and Eiland (2009) led a study of (453) graduate students, (25%) revealed raised burdensome side effects, the investigation showed the tests, dread of falling, lack in clinical time, decline in selfesteem and brief decrease in time spent in recreational action have been related with higher stress levels. The motivation behind Iglesias et al (2008) study was to acquire observational proof of the impacts of a stress the board program on undergrad Pharmacy and Biochemistry students. This program comprised of (2) principle organizes, the main stage was to assess convictions, scholarly abilities and individual stress contribution issues. The subsequent stage was to structure a stress the executives test case program (SMPP), this program included psycho-instructive assets. The outcomes proposed that SMPP has a promising relevance to manage high degrees of stress, improving the understudy scholastic execution and wellbeing.

Kranz (2008) study used to assess stress levels experienced by students in a drug store educational program. Information were gathered utilizing an individual meeting that comprised of both a statistic and stress survey. The outcomes showed that: students evaluated stress to be normal to better than expected, with a mean score of 3.8 out of 5, as to approaches used to oversee stress, (70.5%) revealed some type of dynamic methodology, for example, working out, playing b-ball or swimming. Wong, Cheung, Chan and Tang (2006) led an electronic overview of wretchedness, tension and stress in first year tertiary instruction students in Hong Kong, the outcomes showed that (27.5%) of the example (7915 students) had a moderate seriousness or above of melancholy, uneasiness and stress.

Research methodology:**Objective of study:**

To study stress among male / female of school.

Hypothesis:

There will be no significant difference between male/female with respect to exam stress.

Sample:

20 samples were selected to present study of stress. Among them, 10 students were male and 10 students were girls. The age range of students 14/15 yrs. Non probability purposive in sampling was used in present study.

Variable:

Independent variable: Male and female (IV)

Dependent variable: Stress (DV)

Controlled variable: Age (CV)

Tools:

1. Student stress test.
2. There were 20 questionnaires'.
3. Items presented YES/NO.

Statistics:

tvalue used for present study.

Data collection:

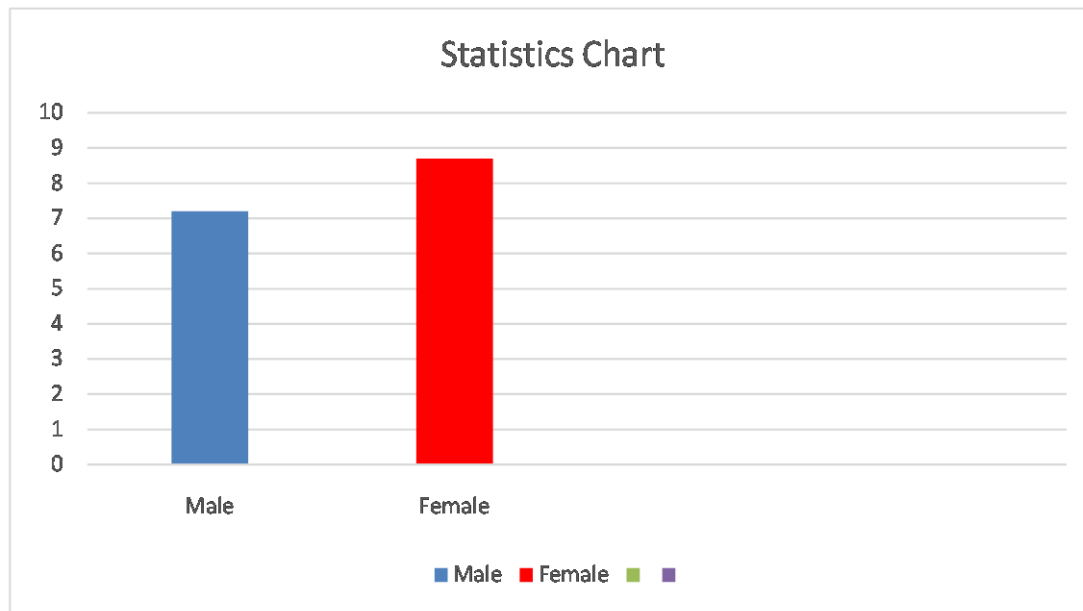
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20 students were taken as the research participants in which 10 were boys and 10 were girls. They were given brief description about the purpose of data collection.

Statistical Interpretation and discussion:

Mean, SD and t value among male/female on dimension to study exam stress.

Gender	Mean	SD	N	DF	t
Male	7.20	2.86	10	18	1.30
Female	8.70	2.26	10		

**Discussion:**

The mean value of stress of male is 7.20 and of female is 8.70. SD of male 2.86 and female 2.26. On dimension of that t value is 1.30. The two mean values highly significant at both levels.

Conclusion:

Female students have significantly high stress than male students.

Reference:

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