



AN INVESTIGATION OF STRESS AMONG HIGHER SECONDARY SCHOOL GOING STUDENTS IN THANJAVUR DISTRICT

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Abstract: Stress is what people feel when they are uncomfortable about something that is happening. School stress can include anxiety about workload, grades, and relationships with peers. Sixty school going students from various higher secondary schools in Thanjavur district were selected by simple random sampling. The present research involved a questionnaire survey. Data were gathered using a two-part questionnaire. The first part of the questionnaire includes demographic information, while the second includes questions about academic stress, lifestyle coping mechanism and Stress management. The data computation process was assisted by a software packaging for social science (SPSS). The findings of the current study is that the students are getting academic stress mainly due to pressure to perform well on exam and also experience pressure to compete with peers based on academics. Students suggest that playing sports can be an effective way to reduce stress and improve overall well-being. Schools should provide guidance and support stress management among the school students through various counseling programs and to include more sports and game store fresh mind, body and soul.

Index Terms: Stress, academic stress, higher secondary school going students

I INTRODUCTION

In India, the education system is highly competitive, and students often face significant stress due to academic expectations (Bhardwaj, 2014).

Academic stress is a mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic demands, for example, school examination, answering questions in the class, showing progress in school subjects. Understanding what the teacher is teaching, competing with other class mates, fulfilling teachers and parents academic expectations (Smritikana M G., 2016)

Academic stress involves mental distress regarding anticipated academic challenges or failure or even an awareness of the possibility of academic failure. During the school years, academic stressors may show in any aspect of the child's environment: home, school, neighborhood, or friendship. The impact of academic stresses so far-reaching: high levels of academic stress have led to poor outcomes in the areas of exercise, nutrition and self-care. Furthermore academic stress is a risk factor for psychopathology. (Sibnath Deb et al., 2015).

II METHODOLOGY

The methodology pertaining to the study “**An Investigation of Stress among Higher Secondary School Going Students in Thanjavur District**” is given under the following headings:

2.1 Selection of Areas and Size: Sample size: 60 school-going students from various schools in Thanjavur district.

2.2 Selection of the Respondents: The Respondents for the study were school-going students from various schools in Thanjavur district. The selection criteria included:

2.2.1. Age: 16-18 years

2.2.2. Academic level: Higher Secondary Student (11th and 12 th)

2.2.3. School: Students from various schools in Thanjavur district.

2.3 Statement of the Problem: Stress among higher secondary school-going students has become a pressing concern in recent years. In Thanjavur district, higher secondary students face unique challenges, including:

2.3.1. Academic pressure: The pressure to perform well academically can be overwhelming, particularly in a competitive educational environment.

2.3.2. Social and peer pressure: Experience pressure to compete with peers academically.

2.4 Sampling Technique: Simple random sampling

2.5 Data Collection Tool: Structured questionnaire with two components

- Demographic information
- Questions about academic stress, social and peer pressure, and stress management

2.6 Data Analysis: SPSS analysis was used to analyse the data.

III RESULT AND DISCUSSION

3.1 Demographic Information

3.2 Academic stress

3.3 Social and peer pressure

3.4 Stress Management

3.1 Demographic Information

Table 3.1. Represent the Demographic Information

General Information	Variable	Frequency	Percent
Gender	Male	43	72
	Female	17	28
	Total	N=60	100
Grade	11 th	18	30
	12 th	42	70
	Total	N=60	100
Group	Arts	33	55
	Science	27	45
	Total	N=60	100
Family type	Nuclear	40	67
	Joint	20	33
	Total	N=60	100

Table 3.1 provides a detailed breakdown of general information for a sample of 60 individuals, categorized into four main variables: Gender, Grade, Group, and Family Type. The gender category shows that 43 individuals (72%) are male, while 17 (28%) are female. The grade category indicates that 18 students (30%) are in 11th grade, whereas 42 students (70%) are in 12th grade. In terms of academic groups, 33 students (55%) belong to the Arts group, while 27 students (45%) are in the Science group. Lastly, the Family Type category reveals that 40 individuals (67%) come from nuclear families, while 20 (33%) belong to joint families. The total number of individuals for each category sums up to 60, ensuring completeness in the data representation.

3.2 Academic stress

Table 3.2 Represent the Pressure to perform well in Exam

Academic stress	Variable	Frequency	Percent
Pressure to Perform well in Exam	Yes	49	81.7
	No	11	18.3
	Total	N=60	100

Table 3.2 shows data on the pressure students feel to perform well on exams, based on a sample of 60 individuals. According to the table, 49 students (81.7%) reported experiencing pressure to perform well, while 11 students (18.3%) stated that they do not feel such pressure. The total sample size sums up to 60, ensuring a complete representation of the responses. This data highlights that a significant majority of students feel pressured in their exams.

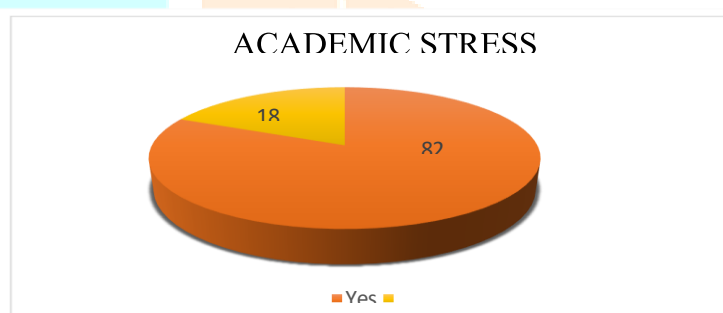


Fig.1

3.3 Social and Peer Pressure

Table 3.3. Represent the Experience Pressure to compete with Peers in Academic Performance

Social and Peer Pressure	Variable	Frequency	Percent
Experience pressure to compete with peers in Academic Performance	Yes	44	73.3
	No	16	26.7
	Total	N=60	100

Table 3.3 presents data on the pressure experienced by individuals to compete with their peers in academics among 60 respondents. It shows that 44 individuals (73.3%) reported feeling pressure to compete academically with their peers, while 16 individuals (26.7%) indicated that they

do not experience such pressure. This indicates that the majority of respondents feel a significant amount of pressure to compete academically with their peers.

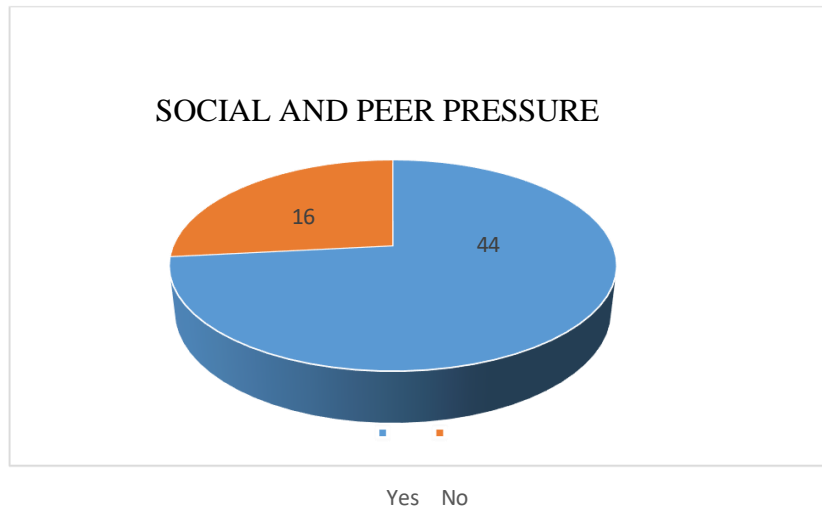


Fig.2

3.4 Stress Management

Table 3.4 Represent the Mode of Reducing Stress

Stress Management	Variable	Frequency	Percent
Mode of Reducing Stress	Sports	40	66.7
	Cultural	2	3.3
	Tours	18	30
	Total	N=60	100

The table 3.4 illustrates different methods of stress management, showing that sports (66.7%) are the most effective way to reducing stress, followed by tours (30%), while cultural activities (3.3%) are the least preferred among the 60 respondents.



Fig. 3

IV CONCLUSION

The study highlights the significant pressure faced by higher secondary school students in Thanjavur district to perform well on exams and compete with peers in academics. The findings suggest that schools should provide support systems to help students manage stress and anxiety. Encouraging sports and physical activities can be an effective way to reduce stress and promote overall well-being. Schools can also organize frequent counseling sessions for social, personal, and academic issues, tours, and cultural activities to provide a break from academic pressures. By addressing the pressing issue of student stress, schools can encourage a healthier and more supportive learning environment.

References

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