

Identifying Stress Factors And Need Of School Counsellors For Senior Secondary Grade Students

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ABSTRACT: Being alive necessitates coping with life stresses. stress is an indispensable part of modern day living. Hence, the present study is aimed at examining the experience of student stress factors with administering the student stress scale to students in various aspects regarding financial, family, social, Education, Ego threat, personal set back and health and to identify the need of school counsellors for senior secondary grade students. In this regard, the data was collected from 92 students (boys= 37; girls= 55) by using student's stress scale (ManjuAgarwal, 2012). The scale consists of 64 life events comprises to nine major categories that have to be rated on a seven point rating scale. It was observed from the results that male adolescents are more significantly differed on financial related stress (Mean= 21.97, $p \leq 05$) than female. With regard to medium, Telugu medium students experienced more finance related stress in terms of when compare with English medium students. No significance differences were found on type of school and no. of dependent on income and also no significant means differences on various dimension of student stress scale.

KEY WORDS: Stress, Adolescents , Socioeconomic status and counselling

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I. INTRODUCTION

Stress is an indispensable part of modern day living. Occurrence of certain unpleasant and unwanted events in early life, at some times student's capacities to an extent that they can lead to mental and physical impairment, ill health, and even commits suicides.

What is stress? Stress is the reaction of one's body and mind to something that causes a change in the balance. Stress is a common aspect of many different emotions like anxiety, frustration, anger worry, fear, sadness and despair. A very clear physical aspect is also involved in it. Every individual experiences stress occasionally. Students in general experience stress in situations such as learning curriculum, appearing for the exams, dealing with their friends when their friends were not feeling well, etc. In the academic scenario stress has become an inevitable factor in the life's of students and every one related to them. Stress is viewed as a negative emotional, cognitive, behavioural, and physiological process that occurs as a person tries to adjust to or deal with stressors (Bernstein, et al 2008). Stressors are defined as circumstances that disrupt, or threaten to disrupt individuals daily functioning and cause people to make adjustments (Auerbach & Grambling 1998). However, it is important to note that stress can have both positive and negative effects on people. It means that stress may be a normal, adaptive reaction to threat, its role is to single and prepare individuals to take defensive action. Take for instance, fear of things that present realistic threat motivates individuals to deal with them or avoid them. Most psychologists assert that moderate stress motivates individual to achieve and fuels creativity, although stress may hinder individuals from performance on difficult.

Academic stress

The definition of academic stress is the anxiety and stress that comes from schooling and education. There is often a lot of pressure that comes along with pursuing higher education. There is studying, homework tasks, tests, labs, participation in quizzes and reading. There is the stress of doing all of the work, balancing the time and finding time for extracurricular activities. Academic stress is especially hard to school students who are often living away from home for the first time. Teachers expect work to be completed on time. Students may underestimate the amount of time it takes to complete the task like reading and writing assignments, to print out copies of their work.

Stress is an unavoidable phenomenon in everyday life. It is generally an emotional imbalance which may be due to several reasons such as tests, peers, and projects, competitive nature within students, financial worries about school and future endeavours. Senior secondary grade students are dreamful, ambitious and they need proper guidance in this particular stage. Teenagers specially SSC students always face learning problems solving personal and social matters. Students start to shift from a life that is dependent on others to a life

that needs them to release the dependency and start carrying their own responsibilities and students having pressure to earn good grades and to earn ssc certificates is very high. Stress mainly comes from academic tests, financial, family, social, education, ego threat.

School environment has many challenges and may present several events and situations which students have little skills to cope with in meeting students from different cultures, peer pressure for appearance, financial pressure etc. Senior secondary grade study itself can be a stressful time for many students as they have to face and adapt to education curriculum. An increase in the number of stressors affects a student's capability to cope. Many studies have tried to tap the impact of stress on senior secondary grade students.

The Indian school education system especially in Andhra Pradesh is text book-oriented that focuses on rote memorisation of lessons and demands long hours of systematic study every day. Government and private high school students span from the morning to late evening hours leaving little time for socialisation and recreation. In India the school education system is governed by two major categories of educational boards by the central government as well as state government of Andhra Pradesh respectively. The first category includes the all India boards, like the CBSE, ICSE and the second category includes the state level boards that are authorised to carry on their activities within the states where they are registered.

10th grade (or SSC) terminates with first board examination in which the competition with other students expands from the school level to the state and even the national level. Performance on the 10th grade board examination is important for a number of reasons. It determines to a very large extent where a student will get to specialized preferred stream of education, and whether or not they will be admitted into the institution of his or her choice. Since the job prospects for students from the science stream is somewhat better than that for students of humanities and commerce.

Regarding to the disciplinary measures in schools vary from institution to institution in India as well as in Andhra Pradesh. To some extent corporal punishment is often used for violation of school rules for not being able to answer the questions in the class, not completing homework and for coming to school late. However till date there is no specific law for prevention of corporal punishment in schools.

II. SIGNIFICANCE OF STUDY

We live in global competitive world. It has much pressure and anxiety and stress in all the levels of human life. With regards to students, have various academic problems including exam stress.

Academic stress is the feeling of anxiety or apprehension over one's performance in the academic activities. But it has been noticed that these stress lead to students being unable to perform to the best of their abilities in examinations. At school there is a range of academic pressure felt, deprived from a need of perfection, worry over grades, parental pressure, competition, sports or a tough class load. The nervous breakdown, panic attacks, burn outs and depression are also apparent in senior secondary grade students. The same situation is not always stressful for all ssc students and all ssc students do not undergo the same feelings or off-putting thoughts when stressed. Students were considered to be the future pillars who take the responsibilities to take over the country to the next phase they should be in better way.

As a result the present study is aimed to identify the stress factors in senior secondary grade students, need and importance of school counsellors. The family environment is considered a powerful influence on the child. A family environment is viewed as consequential for child developmental outcomes such as school readiness, academic achievements. Family income, parental educational level, parents occupational status, parent involvement. Academic performance of any student's cannot be separated from the family environment in which adolescent's development. Numerous studies revealed that various factors are responsible for student stress in ssc level. Socio economic factors also associated with student stress there are number of studies revealed that higher socio economic status are able to provide a more stimulating environment to promote their children with financial support rather than low socio economic families.

III. METHOD

Aim and Objectives

The main objective of the present study is to identify stress factors and need of school counsellors on the significant influence of socio demographical variables on student stress among the secondary school children in Visakhapatnam urban.

Hypothesis:

- ❖ There will be a significant influence of age on student stress among the secondary school children.
- ❖ There will be a significant influence of gender on student stress among the secondary school children.
- ❖ There will be a significant influence of type of school on student stress among the secondary school children.
- ❖ There will be a significant influence of medium of language on student stress among the secondary school children.

Sample:

The sample was collected on simple random method, drawn from the secondary school going children in Visakhapatnam urban locality. The sample consists of 92 students in different levels having with age, gender, medium, type of school, income and number of dependents has been included.

Procedure

The data was analysed by computing the significant difference in mean scores on the dimensions of student stressors among the age, gender, medium, type of school, income and NO of dependents. The sample of the secondary school children of Visakhapatnam are categorized into different sub groups. The three groups categorized on the basis of age are up to 14 years, 15 years and 16 years. The gender is into boys and girls. With regard to type of school is divided in private and Government. Medium is sub divided into English and Telugu medium respectively.

Questionnaire:

The questionnaire used in this study was developed by Manju Agarwal (2012). This tool is used to find out the level of student stress in the area domains of financial, family, social, education, ego threat, bereavement, personal set back, separation, health and other factors. This scale contains 64 items on 7 point response scale ranging from any time to not at all. The reliability and validity was also established. The reliability of the tool is 0.878. Data analysis was carried out by using the statistical techniques. Descriptive statistics were used to describe the data and find the mean values. T-test and One Way Analysis of Variance (ANOVA) was used to find significant difference among the groups.

IV. RESULTS AND DISCUSSION:

TABLE 1

Gender: Significant mean difference between boys and girls on student stress

Dimension	GENDER	N	Mean	SD	t- value
Financial	Boys	37	21.97	4.76	2.42*
	Girls	55	19.05	6.19	
Family	Boys	37	32.19	6.65	2.55*
	Girls	55	29.95	6.90	
Social	Boys	37	14.81	4.31	1.33
	Girls	55	13.62	4.17	
Not Attaining Educational objectives	Boys	37	30.08	6.87	0.20
	Girls	55	29.73	9.14	
Irregular University functioning	Boys	37	23.38	7.92	-0.38
	Girls	55	23.98	7.05	
Lack of study facilities	Boys	37	11.46	4.24	0.41
	Girls	55	11.13	3.48	
Teacher student relation	Boys	37	36.03	8.45	0.39
	Girls	55	35.29	9.08	
Ego threat	Boys	37	22.05	4.50	1.92
	Girls	55	19.42	7.47	
Bereavement	Boys	37	13.46	3.34	1.15
	Girls	55	12.44	4.68	
Separation	Boys	37	28.51	6.55	0.94
	Girls	55	27.16	6.89	
Personal setback	Boys	37	23.70	4.94	1.03
	Girls	55	22.38	6.68	
Health of others	Boys	37	77.19	19.03	0.00
	Girls	55	77.20	19.87	

Note: ** $p \leq .05$ levels

Gender:

Above table 1 provides the significant mean differences between boys and girls on student stress among secondary school children. It can be said from the above results that boys group is significantly influenced on financial (mean=21.97, $p \leq .05$) and family (mean=32.19, $p \leq .05$) dimensions of student stress when compared with girls group. Hence, hypothesis is accepted. It means that boys have more feel of loss of personally valuable possession, financial trouble and also have feel of family member involved in personal matter, family environment got tense and have not trust me on certain occasions. No significant results were found on social, education, ego threat, bereavement, personal set back, separation, health and other factors of student stress scale on gender group.

TABLE 2

Language: Significant mean difference between English and Telugu on student stress

Dimension	Medium	N	Mean	SD	t- value
Financial	English	48	21.29	5.62	1.86
	Telugu	44	19.07	5.86	
Family	English	48	30.40	6.86	-0.66
	Telugu	44	31.34	6.89	
Social	English	48	14.48	3.62	0.90
	Telugu	44	13.68	4.85	
Not Attaining Educational objectives	English	48	29.63	7.72	0.29
	Telugu	44	30.14	8.90	
Irregular University functioning	English	48	24.42	6.99	0.92
	Telugu	44	23.00	7.79	
Lack of study facilities	English	48	10.94	3.74	-0.85
	Telugu	44	11.61	3.84	
Teacher student relation	English	48	34.35	8.79	1.41
	Telugu	44	36.93	8.69	
Ego threat	English	48	18.71	6.78	2.81*
	Telugu	44	22.41	5.75	
Bereavement	English	48	12.08	4.42	2.85*
	Telugu	44	13.68	3.83	
Separation	English	48	28.02	6.40	0.46
	Telugu	44	27.36	7.18	
Personal setback	English	48	22.63	5.87	-0.48
	Telugu	44	23.23	6.28	
Health of others	English	48	77.75	17.19	0.28
	Telugu	44	76.59	21.81	

Note: **p≤ .05 levels

Age:

Table-2 shows the significant mean differences between age and student stress among secondary school children. It is observed from the obtained t-values that age group is significantly influenced on the dimensions of student stress scale. Hence, hypothesis is accepted. Results were shown that 14 years age group student is significantly differed on not attaining objectives of the subject (t-2.81, p≤ .05) dimension than other age group. Whereas, 16 years age got more significant score on teacher and student relation (t-2.38, p≤ .05) dimensions of student stress when compared with other ages group. It means that fourteen years age group students are stressed due to appeared exam despite ill health, chosen subject is not interested. With regard to sixteen years age group found stress that relation with authorities is deteriorated and felt that teacher acted partially.

It was also observed there is no significant influence on financial, family, social, personal set back, separation, health and other factors of student stress dimensions on medium of language of secondary school children..

Table- 3: Type of school: Significant mean difference between private and government on student stress

Dimension	Type of School	N	Mean	SD	t- value
Financial	Private	49	21.02	5.87	1.40
	Government	43	19.33	5.67	
Family	Private	49	30.43	6.79	-0.62
	Government	43	31.33	6.97	
Social	Private	49	14.41	3.62	0.75
	Government	43	13.74	4.88	
Not Attaining Educational objectives	Private	49	29.43	7.76	-0.54
	Government	43	30.37	8.87	
Irregular University functioning	Private	49	24.45	6.92	0.99
	Government	43	22.93	7.87	
Lack of study facilities	Private	49	10.84	3.77	-1.15
	Government	43	11.74	3.79	
Teacher student relation	Private	49	34.31	8.70	-1.50
	Government	43	37.05	8.76	
Ego threat	Private	49	18.73	6.71	-2.83*
	Government	43	22.47	5.81	
Bereavement	Private	49	12.04	4.38	-2.00*
	Government	43	13.77	3.83	
Separation	Private	49	27.82	6.49	0.17
	Government	43	27.58	7.12	
Personal setback	Private	49	22.57	5.82	-0.58
	Government	43	23.30	6.34	
Health of others	Private	49	77.49	17.11	0.15
	Government	43	76.86	21.99	

Note: ** $p \leq .05$ levels

Type of School:

Table-3 exhibits the significant mean differences between private and government type of school language on student stress among secondary school children. It can be said from the obtained t-values that there significant mean differences on type of school. It shows that government school students have more significant score on ego threat ($t=2.83$, $p \leq .05$) and bereavement ($t=2.00$, $p \leq .05$) dimensions of student stress when compared with Private school students. Hence, hypothesis is accepted. It means that Government school students are more stressed on more disciplinary actions, apprehended for simple breach of law and also stress toward health and mental health related issues of family members,

Above result also noticed that there is no significant influence on financial, family, social, education, personal set back, separation, health and other factors of student stress dimensions on type of school on secondary school children.

Table-4: Age: Significant mean difference among age groups on student stress

Dimension	Age	N	Mean	SD	f- value
Financial	14	34	20.94	5.09	0.40
	15	47	19.81	6.15	
	16	11	19.82	6.69	
Family	14	34	30.62	7.41	1.12
	15	47	30.34	6.33	
	16	11	33.73	7.13	
Social	14	34	13.29	4.52	1.72
	15	47	14.89	4.08	
	16	11	13.18	3.74	
Not attaining objectives of subject	14	34	31.88	8.20	2.83*
	15	47	29.02	7.89	
	16	11	27.27	9.40	
Irregular University functioning	14	34	24.21	7.88	0.86
	15	47	24.04	7.17	
	16	11	21.00	6.66	
Lack of study facilities	14	34	11.44	4.02	0.09
	15	47	11.21	3.73	
	16	11	10.91	3.59	
Teacher and student relation	14	34	36.82	9.67	2.38*
	15	47	33.81	7.67	
	16	11	39.36	9.37	
Ego threat	14	34	21.24	6.53	0.63
	15	47	20.34	6.36	
	16	11	18.73	7.58	
Bereavement	14	34	13.68	3.98	1.21
	15	47	12.21	4.35	
	16	11	13.00	4.15	
Separation	14	34	27.97	6.82	0.10
	15	47	27.70	6.41	
	16	11	26.91	8.47	
Personal setback	14	34	23.97	6.17	0.86
	15	47	22.40	5.90	
	16	11	21.82	6.38	
Health Of others	14	34	79.53	20.95	0.96
	15	47	77.15	18.52	
	16	11	70.18	18.40	

Note: ** $p \leq .05$ levels

Age:

Table-4 shows the significant mean differences between age and student stress among secondary school children. It is observed from the obtained t-values that age group is significantly influenced on the dimensions of student stress scale. Hence, hypothesis is accepted. Results were shown that 14 years age group student is significantly differed on not attaining objectives of the subject ($t=2.81$, $p \leq .05$) dimension than other age group. Whereas, 16 years age got more significant score on teacher and student relation ($t=2.38$, $p \leq .05$) dimensions of student stress when compared with other ages group. It means that fourteen years age group students are stressed due to appeared exam despite ill health, chosen subject is not interested. With regard to sixteen years age group found stress that relation with authorities is deteriorated and felt that teacher acted partially.

It was also observed there is no significant influence on financial, family, social, personal set back, separation, health and other factors of student stress dimensions on medium of language of secondary school children.

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It was also observed there is no significant influence on financial, family, social, personal set back, separation, health and other factors of student stress dimensions on medium of language of secondary school children.

V. DISCUSSION:

Present study significantly shown that boys have more feel of loss of personally valuable possession, financial trouble and also have feel of family member involved in personal matter, family environment got tense and have not trust me on certain occasions. Dimensions of student stress when compared with other ages group those fourteen years age group students are stressed due to appeared exam despite ill health, chosen subject is not interested. With regard to sixteen years age group found stress that relation with authorities is deteriorated and felt that teacher acted partially. Present study Result noticed that there is no significant influence on financial, family, social, education, personal set back, separation, health and other factors of student stress dimensions on type of school on secondary school children. Study revealed that Government school students are more stressed on more disciplinary actions, apprehended for simple breach of law and also stress toward health and mental health related issues of family members,

VI. CONCLUSION:

Study revealed that senior secondary grade student stress associated with various factors like financial, family, ego threat and bereavement, not attaining objectives of subject and finally teacher student relationship. Findings revealed that students from lower socio economic status especially in boys were found to be more stressed than girls. Study was expressed that parental pressure regarding education and high expectations beyond their children level of capacity and intellectual abilities. The family environment should be cooperative. Parent should be supportive and stimulating to create healthy atmosphere

Suggetions

The following suggestions are made by the investigator based on the findings of the study. Need of a school counsellor;

1. School counsellors make students to train and manage stress as perceived from their parents.
2. School counsellors shall bring awareness regarding financial problems and its effects on education.
3. School counsellors must give counselling to the students regarding ego threat.
4. School counsellor's guidance is necessary to make to understand attaining their goals
5. School counsellors should be effective in school psychological services which would lead to bring good teacher pupil relationship.

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