



**A STUDY TO AESS THE EFFECTIVENESS OF STUDY PEAR DISCUSSION
TO REDUCE LEVEL OF STRESS SCHOOL STUDENTS IN SELECTED
SCHOOL OF DAMOH M.P.**

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Academic stress refers to the pressure to perform well in final school examinations and competitive examinations experienced by upper secondary school students. For some students, experiencing academic stress leads to a sense of distress, which generally manifests itself in various psychological and behavioral problems.

It is important to note that this issue affects a small portion of India's youth, i.e. those fortunate enough to attend and graduate from higher secondary school, its approximately 12-15 million students annually in 2012. Mental health professionals in India, however, identified academic pressure as an acute stressor that leads to mental distress and, in extreme cases, to suicide.

Psychologist Dr. Matthew Kurien says, "they are under pressure to lead in school; they are under pressure to appear for competitive exams". Around exam time and when exam results are announced, when academic stress is very high, suicide hotlines are set up in many cities across the country. suicide of youth however, it is only the tip of the iceberg that masks the generalized anxiety and depression experienced by many high school students. Lee & Larson, et al., (2009) conducted a study in Korea and Japan and found that students who experience academic stress express their distress in a variety of ways, including depression, anxiety, and somatic symptoms. The study indicated that there are many sources of academic stress. Students may feel stressed, and consequently despair, about their own high academic expectations. The study's findings

discussed that sources of academic stress include parents, teachers, school administrators, and broader social backgrounds.

Stress can be defined as "any challenge to homeostasis" or the body's internal sense of balance.¹ It can manifest as either eustress or distress. Eustress, literally translated as 'good stress', is a positive form of stress that motivates individuals to continue working. Stress manifests itself when this stress is no longer tolerable and/or manageable. Anxiety or "bad stress" is the point at which good stress becomes too much to bear or cope with. Some signs that this change has occurred are when the tension starts to build and the challenge is no longer fun or there seems to be no relief or end in sight. This kind of stress is well known and can lead to poor decision making. General characteristics of a person in distress are: excessive excitement; tense or unable to relax; sensitive, easily upset or irritable; easily startled or restless and showing intolerance of any interruption or delay. Excessive stress results in an increased prevalence of psychological problems such as depression, anxiety, substance abuse and suicidal thoughts.

OBJECTIVES

- To assess the pretest stress level and coping strategies among the higher secondary school students.
- To assess the posttest stress level and coping strategies of study skill techniques to reduce stress and improve coping strategies among higher secondary school students.
- To compare pretest and posttest of stress level & coping strategies
- Among higher secondary school students.
- To association of the effectiveness of study skill techniques to reduce stress and to improve coping strategies among higher secondary school students with demographic variables.

HYPOTHESIS

All Hypothesis are at 0.05 level of significance

H₁: There will be a significant difference between the pretest and posttest score of

stress and coping strategies by study skill techniques.

H₂: There will be Association of the effectiveness of study skill techniques to reduce stress and to improve coping strategies among higher secondary school students with demographic variables

SUMMARY

This study was conducted to assess the level of academic stress and coping strategies during the examination period in senior secondary school students. A quasi-experimental one-group pretest & posttest design was used for this study. A total of 240 upper secondary school students who met the inclusion criteria were selected from the upper gymnasium in Damoh using a simple random sampling method (lottery method). The investigator first introduced her to the students and developed a relationship with them. Secondary school students were selected and an individual assessment was carried out. Demographic data of senior secondary students were collected using a questionnaire and Academic Stress Scale & Simplified Coping Style Questionnaire to assess the level of academic stress and coping strategies of senior secondary students in the selected school Damoh M.P.

CONCLUSION

In the pre-test, academic stress 0 out of 240 students (60%) were in moderate level of academic stress, (40%) were in severe level of academic stress. For Coping strategies (73.3%) were in low coping strategies, (26.7%) in moderate coping strategies. In the posttest, academic stress (93.3%) was in moderate academic stress, (6.7%) was in moderate academic stress. coping strategies (10%) had a medium level of coping strategies, (90%) had a high level of coping strategies. Data were analyzed using descriptive and inferential statistical analysis. The assessment was conducted using the Academic Stress Scale, a simplified coping style questionnaire, to analyze the level of academic stress and coping strategies in senior high school students. The level of academic stress among senior secondary students in a selected school in Damoh shows that pre-test stress - post-test stress was present in senior students than (mean-51.85000, standard deviation 25.98684), post-test coping - pre- test was present in university students (mean - 27.40000, standard deviation 6.15946),

significant at $p < 0.05$

RECOMMENDATIONS:

Based on the research findings of study the following recommendations can be made:

A study can be done in large group

- A comparative study to assess the academic stress level among Higher secondary school students in urban and rural.
- A descriptive study to assess the prevalence rate of academic stress.
- A comparative study to assess the academic stress and coping strategies among male and female.
- A study to assess the effectiveness of planned teaching program on creating awareness regarding adolescent academic stress and coping strategies among parents can be conducted

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