

## **International Journal of Research Publication and Reviews**

Journal homepage: www.ijrpr.com ISSN 2582-7421

# **Stress Full Behavior of High School Students**

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#### ABSTRACT

Investigating the stress full behavior of high school students in Cuddalore area is the chief aim of this research study. The descriptive survey research design was used in order to accomplish this. A sample consisting of 100 students was chosen using the random sampling technique. Stress Rating Scale (SRS) by the Balamurugan, M., & Kumaran, D. (2008) was used in this study. This scale contains 35 items in 5 dimensions like in Physiological Stress, Emotional Stress, Social Stress, Examination Stress & Behavioral Stress with 7 - point scale (ED = Every Day, OT = Once in 2/3 Days, OW = Once In a Week, OF = Once in Fortnight (15 days), OM = Once in a Month, R = Rarely, N = Never). The validity and reliability of the scale was 0.88 and 0.93, respectively. According to research, the high school students stress full behavior score is low. The study also showed that there are notable differences in the stress full behavior depending on the Mothers qualification. The prediction model contained one of the eleven predictors and was reached in one step with 10 variables removed. The model was statistically significant, f (1, 98)=5.899, *p* < .001, and accounted for approximately 6 % of the variance of stress full Behaviour ( $r^2$ =0.047). Stress full Behaviour is primarily predicted by achievement. The achievement uniquely accounted for approximately 24%, of the stress full Behaviour. Inspection of the structure coefficient suggests that, the achievement was relatively strong indicators of stress full Behaviour of high school children.

Key words: High School Students, Stress Full Behavior.

### INTRODUCTION

This study aims to investigate the prevalent stress-related behaviors exhibited by high school students, examining the factors contributing to their stress levels, including academic pressure, social expectations, family dynamics, and extracurricular commitments, while also exploring the various coping mechanisms employed by students to manage their stress and the potential impact on their academic performance and overall well-being.". Emphasize how stress is a common issue faced by adolescents navigating the challenges of high school. Briefly explain what constitutes stress-related behaviors, such as changes in sleep patterns, irritability, poor concentration, substance use, or withdrawal. Discuss the potential negative consequences of high stress levels on academic achievement, mental health, and overall development. Briefly state the key research questions your study will address, such as identifying the most common stressors, examining gender differences in stress levels, and exploring effective coping strategies. "By analyzing data from a sample of high school students, this study will shed light on the specific stressors impacting their daily lives and identify potential areas for intervention to promote better stress management practices and support their overall well-being."

## SIGNIFICANCE OF THE STUDY

A study of stressful behavior in high school students is significant because it can identify key factors contributing to stress during this crucial developmental stage, allowing for targeted interventions to improve students' mental health, academic performance, and overall well-being by addressing the root causes of stress, such as academic pressure, social anxieties, or family issues; ultimately aiming to prevent potential negative impacts on their future development and life choices. High school is a critical period where stress can significantly impact students' lives, so understanding these stressors early allows for proactive measures to be taken. Stress can negatively affect concentration, learning abilities, and study habits, leading to poor grades and academic setbacks. Chronic stress in adolescents can contribute to the development of mental health issues like anxiety, depression, and low self-esteem. Studies can pinpoint specific factors contributing to stress among different student demographics, like socioeconomic status, gender, or academic pressure. Research can inform the development of tailored stress management strategies, including relaxation techniques, mindfulness practices, and support systems. Findings can inform school policies and practices aimed at reducing student stress, like workload management, flexible deadlines, and access to mental health services.

#### NEED OF THE STUDY

A study on the stressful behaviors of high school students is necessary because excessive stress during this critical developmental stage can significantly impact their academic performance, mental health, and overall well-being, potentially leading to negative consequences like decreased motivation, poor concentration, anxiety, depression, and even substance abuse, making it crucial to understand the factors contributing to stress and develop effective interventions to mitigate its effects; this research can also inform school policies and support systems to better address student needs. High stress levels can lead to poor grades, difficulty learning, procrastination, and increased absenteeism, hindering academic achievement. Chronic stress can contribute to the development of mental health issues like anxiety, depression, and low self-esteem, particularly in vulnerable adolescents. Stress can manifest physically through headaches, stomachaches, sleep disturbances, weakened immune system, and increased risk of chronic diseases. Stress can negatively affect relationships with peers and family, impacting social interactions and overall quality of life. Research can pinpoint specific stressors within the high school environment, like academic pressure, social expectations, family dynamics, and life events, allowing for targeted interventions. Understanding the nature of stress in high school students enables the development of effective stress management strategies, including mindfulness practices, relaxation techniques, and access to mental health support. Research can inform school policies and practices aimed at reducing student stress, such as workload management, flexible deadlines, and improved access to counseling services.

#### STATEMENT OF THE PROBLEM

The area of the study selected by the investigator is "A Study Of Stress Full Behavior Of High School Students."

#### **OPERATIONAL DEFINITION**

- High school Students: High school students are individuals enrolled in an educational institution at the secondary education level, typically covering grades 9 through 10 in many educational systems. These students are generally between the ages of 14 and 16, though this can vary depending on the country, educational system, and the specific age at which students begin their schooling.
- Stress Full Behavior: The score obtained by the high students in Students' Stress Rating Scale

## **OBJECTIVES:**

- 1. To evaluate the total stress full behavior of high school students.
- 2. To measure the stress full behavior of high school students and their relationship with subsamples.
- 3. To find the Correlation between personal variables and Stress full Behaviour
- 4. To predict stress full behavior of high school students
- 5. To identify the dominant stress full behavior of high school students.

### HYPOTHESIS:

- 1. The totals stress full behavior of high school students is high.
- 2. There is no significant relation between stress full behavior of high school students and their relationship with subsamples.
- 3. There is no significant Correlation between personal variables and Stress full Behaviour.
- 4. There is no significant predictor of stress full behavior of high school students.
- 5. There is no significant dominant stress full behavior of high school students.

#### **METHODOLOGY:**

Normative survey method is used in the present study. This method of research attempts to describe and interpret what exist at present in the form of conditions, practices, process, trends and effects. In brief it is an attempt to analyze, interpret and report the present level of Stress of high school students. Stress Rating Scale (SSRS) by the Balamurugan, M., & Kumaran, D. (2008) was used in this study. This scale contains 35 items in 5 dimensions like Physiological Stress, Emotional Stress, Social Stress, Examination Stress & Behavioral Stress with 7 -point scale (**ED** = Every Day, **OT** = Once in 2/3 Days, **OW** = Once In a Week, **OF** = Once in Fortnight (15 days), **OM** = Once in a Month, **R** = Rarely, **N** = Never). The reliability of the Stress Rating Scale was found with the help of Cronbach's Alpha method and, the reliability of the scale was 0.880 and validity of the scale was 0.93. The pupils enrolled in the Cuddalore district high schools make up the study's population. In the Cuddalore district, there are approximately 10,000 students enrolled in 205 high schools in Cuddalore District. 100 pupils from several high schools in the Cuddalore district were selected using random sample techniques. There are 100male students participating in this study across these 100 samples. Descriptive analysis, Differential analysis, Multiple correlation and Regression analysis were cried out with the help of IBMSPSS23.

#### Hypothesis:1 The totals stress of high school students are high.

TABLE 1       PERCENTAGE ANALYSIS OF STRESS FULL BEHAVIORSCORE OF THE TOTAL         SAMPLE							
S.No	Stress Full Behavior	Score	Ν	Percentage			
1	Negligible	below 35	0	0			
2	Very Low	36-70	0	0			
3	Low	70-105	86	86			
4	Moderate	106-140	14	14			
5	Above Moderate	141-175	0	0			
6	High	176-210	0	0			
7	Very high	211-240	0	0			

The above table 1 shows that 86 % of high school students stress full behavior score is low (70-105) and 14 % of high school students stress full behavior score is moderate (106-140). Thus, the high school students stress full behavior score is low.

### ANALYSIS OF THE LEVEL OF STRESS FULL BEHAVIOR SCORE OF ENTIRE SAMPLE

Evaluating the degree of high school students **Stress Full Behavior** for the full samples is one of the study's key goals. For that, the mean Standard deviation values have been computed.

Table 2.         MEAN AND STANDARD DEVIATION OF							
STRESS FULL BEHAVIOROF TOTAL SAMPLE							
Variable N Mean STD							
STRESS FULL BEHAVIOR         100         101.37         3.99							

The above table 2 shows the mean score and standard deviation of high school students stress full behavior are found to be 101.37 and 3.99 respectively. It is concluded that the high school students stress full behavior are Low (70-105).

#### Hypothesis:2 There is no significant relation between stress full behavior of high school students and their relationship with subsamples

TABLE	Ξ3								
DESCR	RIPTIVE ANALYSIS (	)F							
THE STRESS FULL BEHAVIOROF TOTAL SAMPLE									
S.No	Variables     N     Mean     Std.								
1		13	45	100.93	3.75	989	NS		
1	Age	14	55	101.73	4.18				
2	Fathers Qualification	School	89	101.27	4.13	731	NS		
		College	11	102.18	2.68				
2	Parantal Income	0-50K	54	101.48	3.77	301	NS		
3	r arentai income	50k-1L	46	101.24	4.28				
4	Family Mombors	3	48	101.42	4.17	112	NS		
+	Failing Wienders	4	52	101.33	3.86				
	Family Type	Nuclear	48	101.42	4.17	112	NG		
5		Joint	52	101.33	3.86		IND		

According to the computed t-value, there isn't much of a no difference in total Stress full Behaviour between 13 years and 14 years high school students. The calculated t-value of -.989 indicates that it is not significant at the 5% level. Consequently, the null

hypothesis is accepted and the alternative hypothesis is rejected. Therefore, it may be concluded that there is no difference between 13 years and 14 years high school students in total Stress full Behaviour.

- According to the computed t-value, there isn't much of a no difference in total Stress full Behaviour between Fathers Qualification of high school students. The calculated t-value of -.731 indicates that it is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. Therefore, it may be concluded that there is no difference between Fathers Qualifications of high school students in total Stress full Behaviour
- According to the computed t-value, there isn't much of a no difference in total Stress full Behaviour between Parental Income of high school students. The calculated t-value of -.301 indicates that it is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. Therefore, it may be concluded that there is no difference between Parental Income of high school students in total Stress full Behaviour.
- According to the computed t-value, there isn't much of a no difference in total Stress full Behaviour between Number of Family Members of high school students. The calculated t-value of -.112 indicates that it is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. Therefore, it may be concluded that there is no difference between Number of Family Members of high school students in total Stress full Behaviour.
- According to the computed t-value, there isn't much of a no difference in total Stress full Behaviour between Family type of high school students. The calculated t-value of -.112 indicates that it is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. Therefore, it may be concluded that there is no difference between Family type of high school students in total Stress full Behaviour.

TABLE 4.       DESCRIPTIVE ANALYSIS OF         THE STRESS FULL BEHAVIOROF TOTAL SAMPLE								
S.No	Variables		N	Mean	Std.	f	Result	
6	Mothers Qualification	Illiterate	22	99.82	3.50	4.052	S	
		School	74	102.04	3.95	4.955		
		College	4	97.50	3.42			
7	Parental Occupation	Self- Employment	28	100.21	4.75	2.500	NS	
		Business	69	101.70	3.62			
		Government	3	104.67	0.58			
8	Half Yearly Marks	31-35	9	103.00	3.64	2.233		
		36-40	21	102.10	4.01		NS	
		41-45	36	101.81	3.79		110	
		46-50	34	100.03	4.06			

- The obtained f-value indicates that high school student's level of Total Stress full Behaviour and their Mothers qualification differ significantly. The calculated f-value (4.953) is significant at the 5% level. Consequently, the alternative hypothesis is accepted. As a result, high school students from various Mothers qualification have different level of Total Stress full Behaviour.
- The obtained f-value indicates that high school student's level of Total Stress full Behaviour and their Parental Occupation not differ significantly. The calculated f-value (2.500) is not significant at the 5% level. Consequently, the Null hypothesis is accepted. As a result, high school students from various Parental Occupation have same level of Total Stress full Behaviour.
- The obtained f-value indicates that high school student's level of Total Stress full Behaviour and their Academic Achievement not differ significantly. The calculated f-value (2.233) is not significant at the 5% level. Consequently, the Null hypothesis is accepted. As a result, high school students from various Academic Achievement have same level of Total Stress full Behaviour.

Hypothesis:3 There is no significant Correlation between personal variables and Stress full Behaviour.

 Table 5
 CORRELATION BETWEEN PERSONAL VARIABLES AND

S.No	Personal variables	Correlation Score
1	Age	.099
2	Mothers Qualification	.098
3	Fathers Qualification	.072
4	Parental Occupation	.214*
5	Parental Income	030
6	Family Type	011
7	No of Family Members	011
8	Achievement	238*

Table 5 showed that the coefficient of correlation between the Stress Full Behaviour of high school students and their Age, Mother Qualification, Father Qualification, Parental income, Family members, Family Type, Number of Family Members is found to be 0.099, 0.098, 0.072, -0.030, -0.011 and -0.011 are not significantly correlated at 0.05% level. The coefficient of correlation between the Stress Full Behaviour of high school students and their Parental Occupation and Achievement found to be 0.214 and 0.238 are significantly negatively correlated at 0.05% level. It is concluded that there is significant negative correlation between Stress Full Behaviour of high school students and their Parental Occupation and Achievement.

Hypothesis:4. There is no significant predictor of stress full behavior of high school students

TABLE 6         STEPWISE REGRESSION OF TOTAL STRESS FULL BEHAVIOUR									
AND ITS PERSONAL VARIABLES									
Mode	4	Unstandardized Coefficients		Standardized Coefficients	r	Sr <sup>2</sup>	Structure Coefficient		
		В	Std. Error	Beta					
	(Constant)	104.300	1.268						
1	Achievement	.409	238	238	0.057	.238			
Note. The dependent variable- Stress Full Behaviour, $R^2=0.057$ , Adjusted $R^2=0.047$ , $Sr^2$ is squared semi-partial correlation, $F(1, 98)= 5.899$ .									

Table 6 shows Type of school, Age, Gender, Medium, Mother Qualification, Father Qualification, Parental occupation, Family Type, Family members, Family Type Achievement and Stress Full Behaviour were used in a stepwise multiple regression analysis to predict Stress Full Behaviour of the high school students. The correlation of variables is shown in table.4.12. As can be seen correlations with Parental Occupation, Achievement and Stress Full Behaviour were statistically significant. The prediction model contained one of the eleven predictors and was reached in one-steps with 10 variables removed. The model was statistically significant, F (1, 98)=5.899, p < .001, and accounted for approximately 6% of the variance of Stress Full Behaviour ( $R^2$ =0.057, Adjusted  $R^2$ =0.047). Stress Full Behaviour is primarily predicted by Achievement. The raw and standardized regression coefficient of predictors together with their correlation with stress full Behaviour, their squared semi-partial correlations, and their structure coefficients are shown in table-6. The Achievement received the strongest weightage in model. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively high. the Achievement uniquely accounted for approximately 24%, of the Stress Full Behaviour. Inspection of the structure coefficient suggests that, the Achievement was relatively strong predictor of Stress Full Behaviour of High school children.

Hypothesis: 5. There is no significant dominant stress full behavior of high school students.

TAB	TABLE 7         STEPWISE REGRESSION OF TOTAL STRESS FULL BEHAVIOUR AND								
ITS SUB SCALES									
Model		Unstandardized Coefficients		Standardized Coefficients	r	Sr <sup>2</sup>	Structure		
		В	Std. Error	Beta			Coefficient		
	(Constant)	3.908E-14	0.000						
1	Psychological Stress	1.000	0.000	.317	.798	1.00	.798		
2	Examination Stress	1.000	0.000	.329	.793	1.00	.793		
3	Emotional Stress	1.000	0.000	.323	.554	1.00	.554		
4	Social Stress	1.000	0.000	.370	.797	1.00	.797		
5	Behavioral Stress	1.000	0.000	.125	.091	1.00	.091		

Note. The dependent variable- Stress Full Behaviour,  $R^2=0.637$ , Adjusted  $R^2=0.633$ ,  $Sr^2$  is squared semi-partial correlation, F(5, 94)= 2875.47.

Table 7 shows Physiological Stress, Emotional Stress, Social Stress, Examination Stress & Behavioral Stress and Stress Full Behaviour were used in a stepwise multiple regression analysis to predict Stress Full Behaviour of the high school students. The prediction model contained four of the five predictors and was reached in five steps with no variables removed. The model was statistically significant, F(5, 94)= 2875.47, p < .001, and accounted for approximately 63 % of the variance of Stress Full Behaviour ( $R^2=0.637$ , Adjusted  $R^2=0.633$ ). Stress Full Behaviour is primarily predicted by Physiological Stress, Examination Stress, Emotional Stress, Social Stress, and followed by Behavioral Stress. The raw and standardized regression coefficient of predictors together with their correlation with Stress Full Behaviour, their squared semi-partial correlations, and their structure coefficients are shown in table-7. Physiological Stress, Examination Stress and Social Stress, received the strongest weightage and Emotional Stress and Behavioral Stress received least weightage in model. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation stress, Social Stress, and Behavioral Stress Full Behaviour. Inspection of the structure coefficient suggests that, the Physiological Stress, Examination Stress and Social Stress were relatively dominant factors of Stress Full Behaviour Emotional Stress and Behavioral Stress and Behavioral Stress were relatively poor factors of Stress Full Behaviour fully accounted for approximately 80%, 80%, 55%, 80% and 10% of the Stress Full Behaviour. Inspection of the structure coefficient suggests that, the Physiological Stress, Examination Stress and Social Stress were relatively dominant factors of Stress Full Behaviour Emotional Stress and Behavioral Stress were relatively poor factors of Stress Full Behaviour of High school children.

## CONCLUSION

In the Cuddalore district, a male student, who attends a Private school in English medium, is the child of school level educate parents, government servants who earn between Rs 1 to Rs 50,000/- per month, and Achieves between 30-35 marks demonstrates stress full Behaviour in high school. Mother Qualification have some bearing on the stress full Behaviour of high school students. Students achievement predicts the stress full Behaviour of the high school students. Among the factors of stress full Behaviour Physiological Stress, Examination Stress and Social stress are high in high school students. Emotional Stress and Behavioral Stress are very low in high school children. So, students should be given proper training to handle their Physiological Stress, and Social stress and regular practice and meaningful learning to reduce Examination Stress.

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