

## IMPACT OF CHRONIC STRESS TOWARDS SELF-DESTRUCTION ATTITUDE

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### ABSTRACT

Students in education settings face a wide range of stress related to academic, physical, financial and mental level. Previous research indicates that academic-related stress can reduce academic achievement, decrease motivation and increase the risk of school dropout. The longer-term impact would reduce the likelihood of sustainable employment each year. This study presents the impact of chronic stress related to academic and physical problem that makes you feel stressed and the ways to overcome from stressful thoughts and through stress busters.

### INTRODUCTION

In today's highly competitive world, students face various academic problems including exam stress, disinterest in attending classes and inability to understand the subject. Examination stress is the feeling of anxiety or apprehension over one's performance in the exams. It can lead the students not able to perform to the best of their abilities in exams. Academic stress is the major source of stress among adolescents and it may lead to low self-esteem. Many psychological problems such as depression and suicide occur as a result of low self-esteem.

Stress is generally defined as the body's nonspecific response or reaction to demands made on it, or to disturbing events in the environment. Stress can also be defined as any change in the body's equilibrium. Any negative stress is also known as distress. Distress occurs while performing a task or throughout a day to day activity and tension builds up, there is no longer any fun in it and there seems to be no relief. This may lead to poor decision making. The general characteristics of the person in distress are, over-aroused, tense, unable to relax, touchy, easily upset, irritable, easily startled, nervy, jumpy, fidgety and intolerant of interruption or delay. As mentioned earlier, excessive stress results in increased prevalence of psychological problems like depression, anxiety, substance abuse and suicide

Higher secondary school education is a very important turning point in the academic life of the individual. It is similar of GCE a level of schooling in the countries like Great Britain. At this stage, the academic performance of the youth/adolescents plays a crucial role in deciding about next higher stage of education, and probably career too. Academic stress is 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 burden/load, 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 parent's academic expectations.

This study will find the self-immolation attitude among secondary school student due to academic and personal stress as well this study brings out the solution for the above mentioned problem.

### STATEMENT OF THE PROBLEM

The causes of academic stress can be classified mainly into seven categories i.e. the stress due to teachers, stress due to exams and test, stress due to peer, stress due to parental and social, stress due to time management and infrastructure, and stress due to self-inflicted factors. These can

arise from different school based sources of stress, such as school work, discipline and classroom management procedure, extracurricular activities, and public performance. Hence the study has been undertaken with respect to chronic stress which effects the school student and leads to self-distraction thoughts. Based on this problem following objectives were framed.

### OBJECTIVES

- To analyse the level of chronic stress among the school student.
- To study the reason for the problem that makes to feel stress.
- To analyse reasons through which students can overcome from stressful thoughts

### SCOPE OF THE STUDY

Students stress level is the existing problem faced by the society and government in finding the ways and means to solve the societal problem. The study will help the government in framing the policy to find solution to the pertinent problem.

### SAMPLING METHOD

This study focuses on the stress level of the students. The main aim of the study is to find out the sources and reasons for the stress among the students. The sample population are the secondary and higher secondary school students at Pollachi Taluk. This study uses both primary data & secondary data. Sample population is selected through Random Sampling Method. A sample of 35 respondents from various school students in Pollachi Taluk, has been taken as sample. Random sampling method is used.

### METHOD OF DATA COLLECTION

Primary data will be collected by using a structured Questionnaire from the various secondary and higher secondary school students at Pollachi Taluk. Secondary data will be collected from books and web sources. The primary data collected during the study through questionnaire Schedule. First part of Questionnaire consists of Demographic profile and second part consists of Academic stress which affects the physical Health, mental health and change in behaviour. The secondary data are those which have already been passed through the statistical Process. In case of secondary data, the nature of data collection work is merely that of compilation. In this study secondary data was collected from earlier records such as E-Resources, Internet, Journals Books, Magazines.

### LITERATURE REVIEW

The perception of education as a threat, however, brings with it a sense of hopelessness and a worrying sense of loss, leading to a drop in school results. Stress is considered a part of student life and can influence student coping strategies according to university life demands. Academic work is actually always done with stressful activities student **Agolla et al (2009)**

Undergraduate students reported that stress was the most common factor among all the health factors that affect their academic performance, since stress affects physical and psychological health (**Dwyer & Cummings, 2001**)

The academic stress and mental health are correlated and that students are cramped with the academic structure. Parents and schools pressurize the student's way too much for the higher grades that disheartens the students, further to add on there is not enough support from the parents and school in terms of guidance. The students are mentally healthy when they perform constructively in the academic forums. They also propounded that students from private schools are more pressurized as compared to students from government schools due to the excess of homework and other academic related assignments. Significant difference in mental health of students from private and government schools was found. He asserted that students from private schools have a different

nurturing and vast exposure as compared to government school students who belong to poor socio economic background and lack of exposure. This is one of the reasons for the escalation of stress. Subramanian and Kadhiravan (2017)

**ANALYSIS AND INTERPRETATION**

**Null Hypothesis:** There is a no association between gender of the student and problem make you felt stress.

**TABLE: 1 Association between Gender and Problem that makes you to feel stressed**

Gender	Problem makes you feel stressed					Total
	Strict Teacher	Unfriendly	Academic pressure	Domination /Bullies	Heavy portions	
Male	1	3	3	5	5	17
Female	1	5	5	3	5	19
<b>Total</b>	2	8	8	8	10	36

**Chi-square Test**

	Value	Df	ASYMP.SIG
Person Chi-Square	1.393	4	.845

Table 1 shows the association between Gender and Problem that makes you to feel stressed. From the above table it is found that calculated value p is .845 which is statistically insignificant which is greater than 0.05 Level. Hence Null hypothesis is accepted and alternate hypothesis is rejected. Hence it is concluded that there is no association between gender and Problem that make you to feel stress.

**Null Hypothesis:** There is a no association between gender and overcome from stressfull thoughts.

**TABLE: 2 Association between Gender and Overcome from stressfully thoughts.**

Gender	Overcome from stressfull thoughts					Total
	Discussing with friend	Consulting psychologist	Making yourself busy	Mediation	Discussing with parents/Sibling	
Male	2	1	10	3	1	17
Female	4	1	7	6	1	19
<b>Total</b>	6	2	17	9	2	36

**Chi-Square Test**

	VALUE	DF	Asymp.sig (2-sided)
Pearson Chi-Square	2.091	4	.719

Table 2 shows the association between Gender and overcome from stressful thoughts. From the above table it is found that calculated value p is .719 which is statistically insignificant which is

greater than 0.05 Level. Hence Null hypothesis is accepted and alternate hypothesis is rejected. Hence it is concluded that there is no association between gender and overcoming from stressful thoughts.

**Null Hypothesis:** There is a no association between Current Class level and Problem make you to feel Stressed

**TABLE:3 Association between Current class level and Problem makes you to feel stressed.**

Current class level	Problem make you feel stressed					Total
	Strict teacher	Unfriendly	Academic pressure	Domination /Bullies	Heavy portions	
8 <sup>th</sup>	0	1	1	0	0	2
9 <sup>th</sup>	0	1	1	0	0	4
10 <sup>th</sup>	0	2	2	8	8	15
11 <sup>th</sup>	1	2	2	2	2	10
12 <sup>th</sup>	2	2	2	0	0	5
<b>Total</b>	2	8	8	10	10	35

**Chi-Square Test**

	VALUE	DF	Aysmp.sig
Person Chi-Square	17.400	16	.360

Table 3 shows the association between Gender and Problem that makes you to feel stressed. From the above table it is found that calculated value p is .360 which is statistically insignificant which is greater than 0.05 Level. Hence Null hypothesis is accepted and alternate hypothesis is rejected. Hence it is concluded that there is no association between gender and Problem that makes you to feel stress

**Null Hypothesis:** There is No association between Student age and Stress buster

**TABLE:4 Association between Student age and stress buster.**

Student Age	Stress buster				Total
	Going out with friends	Watching TV	Spending time with family	Using mobile	
13	1	3	0	0	4
14	0	0	2	0	2
15	3	6	0	10	10
16	8	4	1	14	14
17	1	2	2	6	6
<b>Total</b>	13	15	5	35	35

### Chi-Square Test

	Value	DF	Asymp.sig.(2sided)
Person Chi-square	22.460	12	.033

Table 4 depicts the cross tabulation of students age and stress buster. From the above table it is founded that the calculation value 0.033 which is statistically significant and it is less than 0.05 level. Hence, the Null hypothesis is rejected and alternate hypothesis is accepted. Hence it is concluded that there is association between Student Age and Stress Buster.

### CONCLUSION

The main source of stress for the students is the inadequacy of right support. There is a standard evaluation procedure which does not give enough scope to the students to experiment and push the boundaries to excel. There are many personal and social factors that lead to stress among students. Lack of clarity and unavailability of right career counsellors lead to directionless goals, and even after graduating, students are clueless with their careers and are insecure regarding an of Management. has increased beyond comparison. Parents expect their children to be a part of rat race and outshine their competitors, to enhance their own social status in the society. The results show that there is an association between the Current class level, students age and stress buster activities. Students should learn to know how to come out from stress buster.

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