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### **Abstract**

The present research article is investigating about the self-immolation attitude among school students due to academic and personal on acute stress with the reference of 34 respondents from various schools in Pollachi Taluk. Today's lifestyle has made a stress as daily occurrence. Acute stress that occurred for a brief time had a serious impact on the student population, such as anxiety and despair, which cause students to think emotionally. Only when stress is under control will it be healthy. However, it becomes more difficult for students to concentrate and complete tasks when stress, worry, and anxiety start to overpower them. This study analyses the relationship between the stress level (Acute stress) of the students, reasons for their stress, steps to overcome from their stress and from the self-immolation thoughts occur due to stress.

**Keywords:** Stress level, Acute stress, Self-immolation thoughts, reasons and steps to overcome stress

### **Introduction**

People often believe that students are least influenced by stress or other issues. But because of different internal and external expectations placed on school students, nowadays stress has become a part of their academic and personal lives. Mental health issues such as despair and anxiety are the effects of stress and it should be brought under control. However, it becomes more difficult for students to concentrate and complete tasks when stress, worry, and anxiety start to overpower them. In today's educational environments, students deal with a variety of normative stress which cause inconveniences in academic obligations. The pressure to achieve high marks, worries about receiving poor grades, homework deadlines, exam anxiety, health crises, family problems, and other related issues are examples of academic-related stress that secondary and higher secondary students frequently report. It creates tension among students which make them to depart from their studies and trap them towards self-destructive impulses. As part of this the present study was carried out to find the stress level of the school student and its causes and effect among themselves.

### **Statement of the problem**

Students are affected due to stress for various academic and personal reasons. Stress has become a part of the student's life nowadays due to their academic and personal problems. Acute stress has led to a sharp rise in the number of attempted suicides and the incapacity of students to control their stress levels. Stress become a common word which was used and felt by all students nowadays. This study throws a light on the reasons and problems which create stress among the students.

### **Objectives**

- To study the impact of acute stress among the gender of the school students.
- To study the main reasons of the stress and its impact.
- To know how the students overcome from stress and self-immolation attitude.

### **Scope of the study**

Students stress level is the existing problem faced by the society and government is finding the way and means to solve the societal problem. Stress has become an unavoidable part of everyone's life, even though learning to manage it is crucial. Students felt more stressed for a variety of personal and academic reasons, which leads to self-immolation thoughts. The study will assist the government in formulating the strategy to address the relevant issue.

**Sampling method**

This study focuses on the stress level of the students. The data was collected from 34 respondents from various schools in Pollachi Taluk using the random sampling method.

**Method of data collection**

Primary data was collected by using a structured Questionnaire from the various secondary and higher secondary school students at Pollachi Taluk. Secondary data was collected from books and web sources.

**Analysis and interpretation**

**TABLE 1:**

Association between Gender of the students and reason for stress in school

**Null Hypothesis(H0):** There is no association between gender and reason for stress in school.

GENDE R	REASON FOR STRESS						TOTA L
	STRIC T TEAC HER	UNFRIEN DLY CLASSM ATE	ACADE MIC PRESSU RE	DOMINAT ION /BULLIES	HEAVY PORTIO NS	DUE TO EXAM S	
MALE	1	2	1	2	5	1	12
FEMAL E	1	1	10	4	1	5	22
TOTAL	2	3	11	6	6	6	34

CHI-SQUARE TESTS			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.774 <sup>a</sup>	5	.038

Source: Primary data S/NS: Significant/Non significant

Table 1 depicts cross tabulation of gender of the students and reason for stress in school during the study period. From the above table it is found that the calculated value P is .38 which is statistically significant and lesser than the 0.05 level. Hence, the Null hypothesis is rejected. Alternative hypothesis is accepted. Hence it can be calculated that there is an association between gender of the students and reason for stress in school.

**TABLE 2:**

Association between school type and process followed to overcome from self-immolation thoughts

**Null Hypothesis(H0):** There is no association between school type and process followed to overcome from self-immolation thoughts.

CHI-SQUARE TESTS			
	Value	df	Asymp. Sig. (2-sided)

OVERCOME FROM IMMOLATION THOUGHTS							
SCHOOL TYPE	DISCUSSING WITH FRIENDS	CONSULTING PSYCHOLOGIST	MAKING YOURSELF BUSY	MEDITATION	DISCUSSING WITH PARENTS/SIBLINGS	NULL	TOTAL
GOVERNMENT SCHOOL	0	1	1	1	0	1	4
GOVERNMENT AIDED	0	0	1	1	0	0	2
PRIVATE SCHOOL	3	3	9	4	1	8	28
<b>TOTAL</b>	<b>3</b>	<b>4</b>	<b>11</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>34</b>

Source: Primary data S/NS: Significant/Non significant

Table 2 depicts the cross tabulation of school type and process followed to overcome from self-immolation thoughts. From the above table it is found that the calculated value P is .045 which is statistically significant and lower than the 0.05 level. Hence, the Null hypothesis is rejected and alternative hypothesis is accepted. Hence it can be calculated that there is an association between school type and process followed to overcome from self-immolation thoughts.

**TABLE 3:**

Association between age and stress bursting activities.

**Null Hypothesis(H<sub>0</sub>):** There is no association between age of the students and stress bursting activities.

AGE	STRESS BUSTERS				TOTAL
	GOING OUT WITH FRIENDS	WATCHING TV	SPENDING TIME WITH FAMILY	USING MOBILE	
13 YEARS	0	1	1	1	3
14 YEARS	2	1	0	3	6
15 YEARS	1	3	0	4	8
16 YEARS	4	2	2	0	8

17 YEARS	1	3	4	1	9
TOTAL	8	10	7	9	34

CHI-SQUARE TESTS			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.546 <sup>a</sup>	12	.168

Source: Primary data S/NS: Significant/Non significant

Table 3 depicts the cross tabulation of age of the students and stress bursting activities. From the above table it is found that the calculated value P is .168 which is statistically not significant and higher than the 0.05 level. Hence, the Null hypothesis is accepted. Hence it can be calculated that there is no association between age of the students and stress bursting activities.

**TABLE 4:**

Association between class and reason for stress in school.

**Null Hypothesis(H<sub>0</sub>):** There is no association between class and reason for stress in school.

CLASS	REASON FOR STRESS IN SCHOOL						TOTAL
	STRICT TEACHER	UNFRIENDLY CLASSMATE	ACADEMIC PRESSURE	DOMINATION /BULLIES	HEAVY PORTIONS	DUE TO EXAMS	
8 <sup>TH</sup>	0	0	1	1	0	1	3
9 <sup>TH</sup>	1	0	1	1	1	0	4
10 <sup>TH</sup>	CHI-SQUARE TESTS						12
11 <sup>TH</sup>	Pearson Chi-Square		22.223 <sup>a</sup>	20	.329		
12 <sup>TH</sup>	1	0	4	3	1	0	9
TOTAL	2	3	11	6	6	6	34

Source: Primary data S/NS: Significant/Non significant

Table 4 depicts the cross tabulation of class and reason for stress in school. From the above table it is found that the calculated value P is .329 which is statistically not significant and higher than the 0.05 level. Hence, the Null hypothesis is accepted. Hence it can be calculated that there is no association between class and reason for stress in school.

### **FINDINGS**

- There is an association between gender of the students and reason for stress in school. Hence, Null hypothesis is rejected. (P= .038)
- There is an association between school type and process followed to overcome from self-immolation thoughts. Hence, Null hypothesis is rejected. (P= .045)
- There is no association between age of the students and stress bursting activities. Hence, Null hypothesis is accepted. (P= .168)
- There is no association between class and reason for stress in school. Hence, Null hypothesis is accepted. (P= .329)

### **CONCLUSION**

Stress became a common factor which was felt and experienced by each and everyone. Stress creates self-immolation attitude among the students as they unable to manage the stress level among themselves. Stress is common but coping up with the stress matters more. Hence, in this study the stress level of students is analysed and founded that there is a association between school type of the students and the steps followed by them to overcome from Self-immolation attitude and also analysed that there is no association with the class of the students and the reason for stress. Reason for stress vary from gender to gender and activities done to burst out the stress also vary from gender to gender. A balanced mind set and coping strategies will help the students to manage the stress level among themselves.

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