

# Relationship between stress and adjustment of secondary school students

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**Abstract:** *The purpose of this study is to find out correlation of Stress and Adjustment of secondary school students. The sample consists of 506 IX Standard students of English and Marathi medium aided and unaided secondary school located in Mumbai Suburban. Researcher used Standardized tool of Stress Rating scale By S. Sathiyagirirajan (SRS) in English and Marathi Language and Standardized tool of Adjustment- Inventory By Bell's of Dr. R. K. OJHA (BAI) in English and Marathi Language. Results of the study reveal that the overall correlation between Stress and Adjustment is significant.*

**Key Words:** *Stress, Adjustment, Secondary school students.*

## 1. INTRODUCTION:

The Stress and Adjustment faced by the adolescents in current situation is gigantic. Research studies show that various psychosocial factors and Life Skills deficits are the mediating factors resulting in behavioural, psychological and health related problems among adolescents. However stress, poor adjustment were found to be linked with delinquency, smoking, drug abuse, suicidal thoughts and health problems are the other common problems found. The adolescents need to learn how to set goals, prioritize their needs and balance their lives.

## 1.2. NEED AND JUSTIFICATION OF THE STUDY:

The current scenario of adolescent is revealed by increased stress, increased suicidal rates, increased drug use is the clear indication of the challenges the adolescents are facing. Information overload, mixed, messages from media, press, teachers, and family and from society at large add to the confusing scenario of the assimilating young mind. No doubt that they are at risk because they lack social support to seek accurate information and services.

Even though the students have an enlightened brain, it will not be beneficial to the society if they are unskilled with regard to social and individual life. Therefore it is important to test the stress and adjustment of the students. This information will help us to check the efficiency of our education system with respect of dealing with stress and adjustment problems. Through the present study, we can get information about the differences if any in the stress and adjustment of students with regards to gender and type of school management. A review of the related literature shows that a large body of investigation have been carried out in the area of Stress and adjustment on an individual level. Less research have examined the relation of stress with respect to adjustment. Hence the researcher felt the necessity of studying the causal relationship of Stress and Adjustment of secondary school students with respect to gender and type of school.

## 1.3. TITLE OF THE PROBLEM:

“ Relationship between Stress and Adjustment of secondary school students”

## 1.4. OBJECTIVE OF THE STUDY:

To find out relation between Stress and Adjustment among secondary school students.

## 1.5. HYPOTHESIS OF THE STUDY:

There is no correlation between Stress and Adjustment among secondary school students.

## 1.6. SCOPE OF THE STUDY:

The study will focus on Relationship between Stress and Adjustment of secondary school students. It was undertaken with a belief that a systematic and intensive research in this area will be a great help for understanding relation between life skills, stress and adjustment of secondary school students and also this concept would tend to sensitize school, teachers parents and society where not much attention is given to life skills, stress and adjustment of secondary students. Hence with all its limitation the present investigation would be useful to gain some insight in to the relationship of the mentioned variables.

### 1.7. DE-LIMITATION OF THE STUDY:

- The study is limited to quantitative approach.
- The study is limited to secondary school of private aided and private unaided schools affiliated to SSC board situated in Mumbai Suburban.
- The study is limited to IXth standard English and Marathi medium students of secondary schools.

### 1.8. OPERATIONAL DEFINITION OF THE TERMS:

#### STRESS:

It is been operationally defined as the sum total of all acute stress, episodic stress and chronic stress.

##### A. Acute Stress:-

It refers to body's immediate reaction to a new challenge, event, or demand.

##### B. Episodic Stress:-

It refers to when acute stress happens frequently, it's episodic stress.

##### C. Chronic Stress:-

It refers to when active stress isn't resolved and begins to increase or lasts for long periods of time, it become chronic stress.

#### ADJUSTMENT:

It is the extent to which the students are in harmony with personal, biological, social, psychological needs with demands of the physical environment.

Each of the dimensions is defined as follows:

##### A. Home:-

It refers to the extent to which the students are in harmony with their family members.

##### B. Health:-

It refers to the extent to which the students are in harmony with general health problems.

##### C. Social:-

It refers to the extent to which the students are in harmony with the friends, relatives and other people in social environment.

##### D. Emotional:-

It refers to the extent to which the students are in harmony with his/her emotions like anxiety, fear, anger, jealousy and unhappiness.

## 2. RESEARCH DESIGN AND METHODOLOGY:

'Descriptive survey' method was used.

### 2.1. POPULATION:

The population in this study refers to IX standard English and Marathi medium private aided and unaided students of SSC board from Mumbai Suburban.

### 2.2. SAMPLE:

The researcher selected 506 IXth standard students randomly from 10 English and Marathi medium secondary schools as final sample size for the present study. Out of total sample of 506, Girls were 237 and Boys were 269 and 300 were from English medium and 206 from Marathi medium. Similarly 175 from aided and 331 from Unaided schools.

### 2.3. SAMPLING TECHNIQUE:

In the present study Stratified random sampling is used.

### 2.4. TOOLS:

The instruments employed by the researcher for the present study were:

- Standardized tool of stress Rating scale By S. Sathiyagirirajan (SRS) in English and Marathi Language.
- Standardized tool of Adjustment- Inventory By Bell's of Dr. R. K. OJHA (BAI) in English and Marathi Language.

### 2.5. PROCEDURE OF COLLECTION OF DATA:

In the present investigation the data has been collected from different regions of Mumbai Suburban. Therefore the researcher had a good time meeting IX Std. Students of different schools. In order to collect the required data, Firstly the researcher sought permission of the principal, coordinators of the school and asked them to grant

permission to collect data the IX Std. students to conduct the investigation. After that the subjects (students) were approached and were explained the purpose of the present study. This way a good rapport was established with the student. Prior administrating the tools the researcher clears out the instructions and gave necessary guidelines regarding the patterns of response to be made in each tool. When it was sure that they have understood the mode of recording their responses.

During the process of compilation, it was found that four of the respondents have filled the items incompletely, thus these four were rejected. And the rest i.e. 506 data were analyzed.

### 3. ANALYSIS OF THE DATA:

All the data of 506 students were send to Tata Institute of Social Science and with the help of SPSS software available at TISS, the task of analysis and interpretations of collected data has been completed.

#### 3.1. TESTING OF HYPOTHESIS:

There is no correlation between Stress and Adjustment among secondary school students.

#### TABLE SHOWING CORRELATION BETWEEN STRESS AND ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS.

N=506

Variables	Pearson's co-efficient correlation 'r' value	Tabulated Value	'r'	Remark
Stress & Adjustment	0.365	0.082		Significant at 0.01 level

#### 3.2. INTERPRETATION:

A Pearson's product moment correlation was calculated to find and the correlation between Stress and Adjustment among Secondary school student. From the Table, it can be observed that the Pearson's co-efficient correlation between Stress and Adjustment among secondary school students is 0.365. The result indication that the r value 0.365 is greater than the table value 0.082. In the light of this the hypothesis, 'There is no correlation between Stress and Adjustment among Secondary school student is Rejected.' So, there is correlation between stress and Adjustment among secondary school students.

#### 4. MAJOR FINDING:

'There is no correlation between Stress and Adjustment among secondary school student is rejected'. So there is correlation between Stress and Adjustment among Secondary schools students.

#### 5. CONCLUSION:

#### PERTAINING TO THE CORRELATION BETWEEN STRESS AND ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS.

The study has established that there exists significant-correlation 0.365 between overall stress and Adjustment among Secondary school students is significant. The student with high Stress has high Adjustment difficulty and vice-versa.

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