

A STUDY ON THE STRESS LEVEL OF HIGHER SECONDARY
SCHOOL STUDENTS IN AIZAWL DISTRICT

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**A STUDY ON THE STRESS LEVEL OF HIGHER SECONDARY
SCHOOL STUDENTS IN AIZAWL DISTRICT**

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Submitted

**In partial fulfillment of the requirement of the Degree of Master of
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CERTIFICATE

This is to certify that Ms. Lalremsangi has prepared the dissertation titled “A Study on the Stress Level of Higher Secondary School Students in Aizawl District” under my guidance and supervision for Master of Philosophy degree in Education, School of Education and Humanities, Mizoram University. In preparing the dissertation, Ms. Lalremsangi has complied with all the requirements as laid down in the M.Phil. regulations of the University. This dissertation is the original work of the scholar and has not been submitted for any degree to any other University.

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Dated: 28th February, 2022

DECLARATION

Mizoram University

February, 2022

I, Lalremsangi, hereby declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the dissertation has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University for the degree of Master of Philosophy in Education.

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LIST OF ABBREVIATION

UK	-	United Kingdom
RAJRAS	-	Rajasthan Administrative Services
MBSE	-	Mizoram Board of School Education
WHO	-	World Health Organisation
et al.	-	and others
CBSE	-	Central Board of School Education
PSS	-	Perceived Stress Scale
ICT	-	Islamabad Capital Territory
KSA	-	Kingdom of Saudi Arabia
N	-	Number of students
R	-	Correlation Coefficient
SD	-	Standard Deviation
SED	-	Standard Error of Deviation
df	-	Degrees of freedom
IES	-	Integrated Evaluation Scheme

CHAPTER I

CONCEPTUAL FRAMEWORK

1.1.0 STRESS

The word stress is taken from the Latin word “strictus”, meaning “tight” or “narrow” and its verb form “stringere”, meaning “to tighten”(Jin, 2012).

Psychologists have viewed the concept of “Stress” in different ways. The first study of stress was in early 1950, where Selye (1950; as cited in UKEssays, 2018) defined stress as “the non-specific response of the body to any demand.”

Lazarus (1966; as cited in Rupashree,2012, p.27) defined stress as “stress is a condition or feeling experienced when a person perceives that “demands exceed the personal and social resources the individual is able to mobilize”.

According to Pearlin et al. (1981; as cited in Rupashree,2012, p.27), “Stress, refers to a response of the organism to a noxious or threatening condition”. Lovallo (1997), Singer and Davidson (1986) and Trumbull and Appley (1986) also expressed their stress “is experienced in the condition in which person- environment transactions lead to perceived discrepancy between the physical or psychological demands of a situation and the resources of the individual’s biological, psychological, or social systems”.(Rupashree, 2012, p. 27).

Roz Brody and Dwyer (2002;as cited in UKEssays, 2018)also defined stress as “a state of physiological and physical tension produced, according to the transactional model, when there is a mismatch between the perceived demands of a situation (the stressor) and the individual’s perceived ability to cope. The consequent state of tension can be adaptive or maladaptive”.

Fred Luthans (as cited in RAJRAS, 2019) defined stress as “an adaptive response to an external situation that results in physical, psychological, and/or behavioural deviations for organizational participant”.

Ibrahim (1998; as cited in Thawabieh&Qaisy,2012) defined stress as “a severe emotional response resulted from internal or external change”. According to

Greenberge and Hussien and Hussien (2006; as cited in Thawabieh & Qaisy, 2012) defined stress as “the situation by which the individual suffers from physical and psychological hyper tension resulted from factors that can’t be handled and exceeds human ability to cope with”.

Based on the definitions given above, stress can be understood as a psychological condition and body discomfort. It is a common incident associated with a feeling of emotional or physical tension. When a person experiences a constraint inhibiting the accomplishment of desire and demand for accomplishment, it leads to potential stress. Every individual experiences stress in our everyday life.

Stress is a necessary and unavoidable part of our daily life, because without some stress we would be apathetic creatures. The ability of handling stress by an individual depends on whether an event is considered as a challenge or a threat. Challenging stimulus can have a positive result leading to motivation and improved task performance while distress can lead to mental health issues in a person.

1.1.1 Types of Stress

Rupashree (2012, p. 38-40) highlighted different types of stress which can be qualitative and or quantitative in nature, and the classification is made mostly to describe the condition rather than designating core differences among them. The different types of stress proposed by Rupashree (2012) are as shown below:

- a) Eustress (from the Greek eu=good,) conveys the meaning of ‘good stress’-usually a result of desired wanted event-motivates you, activates you, inspires you for dynamic action generally accompanied with positive feelings e.g., joy, pleasantness.
- b) Neutress- a neutral stress- neither good nor bad- in which you remain indifferent. It may not be a stress like condition. Thought of concern may occupy your mind but may not cause serious apprehension or arousal, may be in response to a news typhoon hitting barren land.
- c) Distress- (from the Latin dis=bad) “bad” stress- conveys most common ‘meaning’ of stress, usually undesired unwanted, accompanied with negative feelings e.g., sorrow, frustration, grief, may arise in situations such as failure, death of some loved one, inevitable catastrophe.

- d) Hyperstress- excess of stress subjective feeling of high stress, commonly accompanied with fatigue, strain, may be experienced when under time pressure; This specifies quantitative dimension of stress; may be an aspect of eustress or distress.
- e) Hypostress- deficient stress; this also designates quantitative dimension of stress, used to indicate amount of stress; may be an aspect of eustress or distress, may accompany with inertia dullness.
- f) Acute Stress- also called short-term stress; is the most common stress. This designates quantitative dimension-duration of the stress; may be an aspect of eustress or distress. This is usually a reaction to an immediate threat- may come from demands and pressures of the recent past or immediate future. Stressors such as noise, crowding, isolation, or infection may result in acute stress.
- g) Episodic stress - is similar to the above one. The individual suffers from acute stress frequently. For example, some people are always in rush but always late and remain under stress time and again.
- h) Chronic Stress: also called long-term stress. This is an ongoing long-term stress situations that are not short lived; this also designates duration of the stress. This is generally a crushing stress; destroys mind, body and life- overall well beingness of the individual. Highly pressured work, strained long-term interpersonal relationships, long lasting loneliness etc. are a few examples of chronic stressors. The person does not see a way out; finds highly painful. Chronic stress may lead to violence-suicide, killings, or heart attack and the like.

1.1.2 Sources of Stress

RAJRAS (2019) suggested that stress can be generated from wide range of events and conditions such as :

- a) *Type of Personality*: Each individual have their own personal qualities. Some people are sensitive, emotional, competitive in nature others may be relaxed, carefree, patient and less serious. Individuals belonging to first type of personality are more prone to stress while that of second type feel less (no) stress. Thus, individual basic dispositions can also be the reason for potential stress.
- b) *Demographic differences*: Demographic differences such as age, health, education and occupation are some of the reasons causing stress in individuals.

- Health: Sound health enables a person to cope up stress better than an unhealthy person. Physical condition of individual like illness, disability leads to potential stress.
 - Age: Age is positively related to stress. As a person grows older, his/her expectations and responsibilities also increase and if he/she is unable to find avenues to realize expectations, one feels stressed.
 - Education: Better education allows an individual to understand things in a better manner. So better educated persons are less prone to stressed condition.
 - Occupation: The nature of the occupation and stress are related. Certain occupations are naturally stressful than the other occupations.
- c) *Life Style*: Life Style is also an important factor that causes stress. Inactive life styles, individuals experiencing certain unique situations, and faster career changes lead to stress.
- d) *Physical Environment*: The origin of stress can be any variation in physical surrounding conditions like high temperature, absence of comfortable sitting arrangement in school, noise etc.
- e) *Hassles*: Existence of several nuisances in the environment can have an effect on the human state of mind. When an individual is subjected to hassles for significant period of time, it produces stress. The personal stresses we bear as a person mainly because of the things that happen in our daily life are too much noise around us, commuting, irritating neighbors, shortage of electricity and waters, too much traffic jams etc.
- f) *Life Events*: Major life events that disturb our routine and cause trouble can be stressful, if a number of these major life events that are planted or unforeseen occur within a short period of time, then it may leads to stress.
- g) *Traumatic Events*: Traumatic events will include involving in different kinds of disastrous events such as fire, road traffic accident, robbery, earthquake etc. The immediate effects of these tragic events may not be known early but they usually occur after some lapse of time and sometimes may remain as symptoms of anxiety, flashback, posttraumatic stress disorder (PTSD)etc.

Shrivastava (2008, p. 36-40) on the other hand identified the sources of stress in frustration, conflicts and pressures:

- a. **Frustration:** Frustration results when our motives are thwarted, either by some obstacle that blocks or impedes our progress toward a desired goal, or by the absence of an appropriate goal. For example, overly-restrictive parents would be a source of frustration for the adolescence who wanted to go to school party. Frustration may be minor, or they may be serious threats to welfare, they may arise from outer or inner source.
- **External Frustration:** External frustration might be both physical and social, which can lead to frustration of our needs and efforts. Famines, droughts, storms, fires, earthquakes, injuries, accidents and the death of loved ones are major sources of thwarting in the physical environment. In addition, there are the more commonly experienced minor frustrating situations such as car trouble when we are in a hurry or rain when we wish to do outdoor activities.
 - **Internal Frustration:** On the other hand, internal frustration may be caused due to internal factors. Personal limitations kin the form of physical handicaps, insufficient ability or lack of social charm, may all become sources of frustration in the fiercely competitive struggle for social recognition, success, martial partners, and status. Failures resulting from personal limitations and mistakes are likely to be serous sources of self-devaluation and frustration, particularly when such failures involve our key motives and purposes. Many internal frustrations arise out of psychological barriers in the form of reality and ethical controls. Biological conditions such as fatigue and disease are common and important source of stress.
- b. **Conflict:** Sometimes conflict plays an important role in the causation of frustration. Often the frustration comes not from a single obstacle but from a conflict between two needs or valued goals, in which choosing either alternative means frustration with regard to the other. Complete sexual gratification may involve lowered self-esteem and social disapproval, or an early marriage may mean foregoing a college degree. Such incompatible action systems usually require a decision on the part of the individual and, as we shall see, may play an important part in the development of mental illness.
- c. **Pressure:** Pressure often makes individual's adjustment poor which leads to stress. Problems of adjustment may stem not only from frustrations and conflicts but also from pressures that complicate our strivings. Parents who have made sacrifices to send their children to school may exert a great deal of pressure on

him/her for high achievement, and he may feel under considerable pressure not to let them down. Pressures, like frustrations, may stem from inner or outer sources.

- **Inner Pressure:** Inner pressures typically involve our self-ideal and level of aspiration. Often we strive to live up to unrealistically high standards of ethical behaviour, courage and social responsibility-to fit the picture of ourselves as we think, we could and should be. Many of us drive ourselves mercilessly toward high levels of achievement. We are determined to get to the top, to be the best, to 'succeed'. In our highly competitive society, such aspirations can subject us to continuous and severe pressure and considerable discomfort.
- **Outer Pressure:** Many pressures arise from environmental demands which are called outer pressure. Parents may exert pressure on their children to get good grades; wives may exert pressure on their husbands to make more money; children may make severe demands on their parents' time and energy. Education, marriage, parenthood, occupation, and civil responsibilities all exert pressures. Sometimes the sheer details of living subject put us to considerable pressure, and we feel confronted by a never-ending stream of problems to be solved, decisions to be made, and deadlines to be met.

1.1.3 Symptoms of Stress

The way an individual shows respond to stress differs based on his/her personality, their bringing up in life and their experiences. No two individuals show similar pattern of responding to stress. Marks(2021) highlighted different symptoms of stress which are as follows:

Emotional symptoms of stress include:

- Becoming easily agitated, frustrated, and moody
- Feeling overwhelmed, like you are losing control or need to take control
- Having difficulty relaxing and quieting your mind
- Feeling bad about yourself (low self-esteem), lonely, worthless, and depressed
- Avoiding others

Physical symptoms of stress include:

- Low energy
- Headaches
- Upset stomach, including diarrhea, constipation, and nausea
- Aches, pains, and tense muscles
- Chest pain and rapid heartbeat
- Insomnia
- Frequent colds and infections
- Loss of sexual desire and/or ability
- Nervousness and shaking, ringing in the ear, cold or sweaty hands and feet
- Dry mouth and difficulty swallowing
- Clenched jaw and grinding teeth

Cognitive symptoms of stress include:

- Constant worrying
- Racing thoughts
- Forgetfulness and disorganization
- Inability to focus
- Poor judgment
- Being pessimistic or seeing only the negative side

Behavioral symptoms of stress include:

- Changes in appetite -- either not eating or eating too much
- Procrastinating and avoiding responsibilities
- Increased use of alcohol, drugs, or cigarettes
- Exhibiting more nervous behaviors, such as nail biting, fidgeting, and pacing.

1.1.4 Effects of Stress:

An individual experiences stress through psychological emotions and is dispersed through physiological breakdown or biological changes. However stress is not always negative but also has positive consequences known as “eustress”. Stress can be good or bad; however the type of stress is much depend on the person who face it.

Eustress is the level of stress which is good and is one of the individual best assets for achieving high level performance and management of minor crisis. Few of the Eustress effects include:

- **Motivation:** The body’s metabolic and biological rates are elevated by mild stress. The increase in the metabolism leads to increase in force for achievements.
- **Performance:** It enhances job performance, leads to excellence and provides motion to work hard and perform better.
- **Speed:** Mild stress stimulates body and increase reactivity. It helps individual complete tasks in a rapid way.
- **Decision-Making:** Better perception in the decision-making can be obtained from eustress.
- **Creativity:** Creativity as well as interpersonal communications and certain managerial jobs, will be benefited by stress, which leads to positive performances.

However, eustress can be transformed into distress which is the ultimate demonstration of stress. The result of distress often leads to negative consequences that poses problems in four major areas namely:

a) Emotional Effects - Individual who suffers from stress are most likely to experience mood swings and exhibit behaviors which are unpredictable and this may make them distant themselves from family and friends. Emotional effects are shown in terms of some psychological symptoms such as anger, anxiety, depression, nervousness, irritation, tension, boredom, aggressiveness, moodiness, hostility and poor concentration.

b) Physiological Effects - The biological system of human being is greatly influenced by stress. When the human body is put under physical or psychological

stress, there is an increase in the production of certain hormones namely adrenaline and cortisol. Production of these hormones causes marked changes in the heart rate, levels of blood pressure, metabolism and physical activities. Even though, this kind of physical reaction usually helps us become more effective in our function when we are placed under pressure for short period of time, it can be severely damaging to the body if it is for long term. Stress causes increase in heart rate, constriction of blood vessels, increase in the level of blood pressure and increase in breathing rate which may lead to malfunctioning of internal glands and ultimately leads to body disorder.

c) Cognitive Effects - If there is continuous pressure because of stress, an individual can suffer from mental overload. When the person suffers from high level of stress, they tend to lose their ability to make proper judgment and decision. Poor concentration and reduce short term memory capacity are the cognitive effects of stress.

d) Behavioral Effects - A person's behavior is greatly affected by stress which can be seen in the form of eating less or bingeing food, excessive intake of stimulants such as caffeine, alcohol, cigarettes, drugs etc. There are times when stress causes anxiety, depression, apathy and other emotional disorder which can lead to reckless and aggressive behavior. Stress can also produce distinctive behaviors such as disrupted sleep patterns, increased absenteeism, and reduced work performance (RAJRAS, 2019).

1.1.5 Nature of Stress:

The cause of stress is not something that settles in person or the environment, instead it is rooted in an ongoing process that involves individuals dealing with their socio-cultural environments.

Stressors: Different factors can cause stress and those factors are called stressors. The factors can range from physical illness to financial problems, to change of work, to loss of somebody close to us, to social situations. Some of the most common stressors include, Emotional stressors, Family stressors, Social stressors, Change stressors, Chemical stressors, Work stressors, Decision stressors, Commuting stressors, Phobia stressors, Physical stressors, Disease stressors, Pain stressors, Environmental stressors.

Dimensions of Stressors: The stresses which people experience may differ in terms of

- Intensity – low intensity vs. high intensity
- Duration – short-term vs. long-term
- Complexity – less complex vs. more complex
- Predictability – unexpected vs. predictable

Resources: The stress experienced by a person can differ from person to person. They are usually determined by the person's resources which include money, social skills, support networks, coping style, etc.

Personality Characteristics:

- Physiological: The physiological strength of a person depends on the experiences of the individual. Thus, a person who is physically weak would be more helpless than an individual who is with good health and strong foundation.
- Psychological: Psychological factors such as mental health, temper, and self concept are directly related to the experience of stress.
- Cultural: The cultural framework where we live often determines the meaning of any event and also defines the nature of reaction that is expected under different conditions.

Stress Appraisal: The perception of stress depends upon an individual's cognitive appraisal of events and the resources accessible to deal with them. The reaction of an individual to a stressful situation mostly depends upon the professed events and the way they are appraised or interpreted. Lazarus (1991, as cited in RAJRAS, 2019) differentiated two types of appraisal ,i.e. Primary and Secondary:

- Primary Appraisal: Primary appraisal refers to the perception of a new or changing environment as positive, neutral or negative in its consequences.
- Secondary Appraisal: When one perceives an event as stressful, they are likely to make a secondary appraisal, which is the assessment of one's coping abilities and resources and whether they will be sufficient to meet the harm, threat or challenge of the event. These resources may be mental, physical,

personal or social. If one thinks one has a positive attitude, health, skills and social support to deal with the crises, he or she will feel less stressed.

1.1.6 STRESS AND ADOLESCENTS

Adolescence is a period when both the immediate and long-term effects towards attitudes and behavior are significant. It is a period of physical and psychological changes along with rapid mental developments. This change yields to requirement of mental adjustments essential for establishing new ideas and attitudes, interests and values. Adolescents insist to have freedom. They have the feeling that they have a well-planned path paved for themselves to achieve their dreams and live their life contentedly. However, adolescents are not yet fully matured physically or mentally to handle the realities and responsibilities of life. There are many expectations they have to meet and restrictions they have to abide to that are imposed upon them by the society, culture and home. High expectations and stringent restrictions can result in stress and anxiety for the adolescents.

Parents' expectations, sibling rivalry, status issues, peer pressure, education, financial issues, etc. are among the factors which can lead to stress among adolescents. Many adolescents create a fantasy world as a means to escape from reality which in turn curbs their capacity to face and deal with real life problems, thus resulting in a lot of stress when they have to deal with such trying situations. It is therefore imperative that they learn to address these issues to avoid the consequences it can have on their lives.

Most of the youngsters are hesitant to share their problems with their parents or other responsible adults which often results in stress, anxiety and sometimes depression too. Stress and depression are the serious issue for a youngster in which stress is categorized by feelings of tension, frustration, worry, sadness and withdrawal, which commonly last for few days. Depression is both severe and longer lasting and is characterized by more extreme feelings of hopelessness, sadness, isolation, worry, withdrawal and worthlessness that last two weeks or more.

In an educational setting, many adolescents experience difficulties in educational, social, environmental and psychological adjustment when they are exposed to new campus atmosphere. This issue may affect their achievement and

overall success. When students are brought in to a new education system, they experience differences in the methods of teaching, academic requirements, type of relations between faculties and even relations among peer students which can all contribute to stress in the students (Thawabieh & Qaisy, 2012). Stress seems to be very common in higher secondary students because at their stage, students need to ensure their academic survival and prepare themselves for further or higher studies which ultimately signifies a road to maturity.

Finally, during this crucial period of development, it is important that parents, teachers and adults are aware of the nature and patterns of stress in the children so that accurate identification of student stress level can be carried out and interventions be rendered before the issue gets out of control.

1.1.7 STRESS AMONG HIGHER SECONDARY SCHOOL STUDENTS IN MIZORAM

Stress among students is often neglected especially when they reach adolescence. Parents and guardians often fail to understand the psychological and physical needs of the students as they no longer need to be tended and looked after. Sometimes, even the students themselves are unable to recognize their needs both in their studies and their life because of the physical and psychological changes. This leads to the students being stressed out due to the responsibilities they have as a student, which in turn affects their studies. Stress is a critical issue in every aspect of a students' life. It is the process that occurs in response to events that dislocate or threaten to disrupt physical or psychological performance.

Higher secondary stage is a very important period in the life of an adolescent. Many a time, they are exposed to increase rate of stressful life experiences which brings stressors in every steps of their life. "Stressors have a major influence upon mood, our sense of well-being, behavior, and health. Acute stress responses in young, healthy individuals may be adaptive and typically do not impose a health burden. However, if the threat is unremitting, particularly in order or unhealthy individuals, the long-term effects of stressors can damage health". (Schneiderman et al., 2005).

The higher secondary schools in Mizoram consist of schools run by Private, Deficit and the Government. Private schools are purely owned and run by individuals for educational as well as business purpose. Although the management is under the authority of the owner, these schools need to be registered under the Mizoram Board of School Education (MBSE) abiding to their guidelines and norms. Deficit schools refer to those institutions administered by various concerned denomination, commonly known as Mission school or institutions, which are partially funded by the state government. Government schools are the schools or institution which are completely managed and run by the state government.

The level of stress experienced by the students attending these schools may vary depending on the management as well as the organizational climate of the school. Stress can be caused by various factors which can be negative or positive to an individual, depending on the strength and persistence of the stress, the individual's personality, cognitive appraisal of the stress and social support. Hence, the possible sources of stress for higher secondary students in Mizoram can be discussed as below:

1. Personal Complexes:

Personal complex may include the self-perception which mainly deals with the attitude developed by a person observing their own behavior and its consequences. Higher secondary students are mostly concerned about their physical appearances and abilities which in turn becomes a factor for stress. Research done by Preet and Ahluwalia in 2019 observed that “personal complexes of students with respect to their counterparts” are also a factor contributing to the stress level. However, though the study is not done in Mizoram, as it is a world-wide phenomenon the stressors and problems among adolescents across the state may be similar with that of adolescents around the world.

Personal complexes can often lead to emotional and behavioral symptoms of stress overlapping with those of mental health conditions like anxiety or depression which results in a lot of internal pressures. Feng (1992) pointed out that “setting high goals, being a perfectionist and comparing the self with others and self-degradation may all cause stress and result in depression”.

2. Family factor :

In a community where the parents are always considered to be right, the opinion of the child or student is often neglected. Therefore, home can also be a center that has an effect on the stress level of students. This may lead to the students being insecure about themselves in whatever they do which in turn affect their studies. There are parents who pressure their children to opt according to their preferences without knowing the interest and aptitude of their child, in spite of this they have high expectation from the child which lead them to study overnight causing both mental and physical stress. The burden of living up to parents' expectation can take a toll on the students stress and become entangled in the grip of insecurity. Moreover, they have the fear of losing the trust of their near and dear ones if the expectations from them cannot be fulfilled. The additional burden caused by failure of meeting the expectations of parents, friends, teachers, etc. not only results in physical and mental stress but also affected the emotional stress of the students.

Financial instability is also a primary cause of student stress. Students from low income families may face problems in meeting their basic requirements needed for their studies. Moreover, if the parents are unable to help their children at home, the need for taking extra tuition classes arises which again requires additional financial support. All these financial constraints experienced by the students in their educational endeavor affects the mental and psychological state of the child. On the other hand, some youngsters are over-ambitious, setting unrealistic goals and demands beyond the financial capacity of their family. The desire to attain things that the financial condition of their family is not capable of providing also becomes one major stressor for these children.

In addition, other issues and problems within the family can result in negligence or less involvement of parents in the education of their children. Also, the children are mentally affected when there are problems in the family and sometimes even blame themselves for certain problems that the family may experience. These experiences have a negative impact on their mental state and reduce the interest and passion which are essential for their educational achievement. Hence, the environment within the family can be a critical stress factor that leads to mental problems and sufferings, chronic depression cases and may even leads to suicide.

3. School factor:

School plays an important role for the learners and is said to be a miniature society. But, on the other hand, it can become one of the main sources of stress among adolescents. Such stress come from excessive homework, class work, exam, assignments, unsatisfactory academic performance, preparation for test, lack of interest in a particular subject and teachers punishment. Lack of proper time management is also one of the reasons for students' stress in which lack of prioritization leads to last minute rush in meeting set deadlines for task and assignments.

Management and fee structure of the institution can be a part of the school factor. This may not be a problem for students attending government and deficit institutions as minimal to zero fees are charged in these schools, while monthly fees are required and paid by the students in private schools, the amount of the fees may differ based on the schools. Therefore, monthly fees often become a problem that causes stress in the family especially for those with unstable job as well as those who work daily to make ends meet, which in turn again can be stressor for the students.

Lack of extra-curricular activities in the school management and daily routine of the students also create stress among adolescence. As adolescence is a period where they develop and learn about themselves, students often need to widen their mind and body to certain area, not only in the academic field. Often a students' potential is considered good only if he/she strives best in his/her studies which pressurizes the student to focus only in their academic activity.

4. Relationship factor :

Relationship is also one of the main factors that causes stress especially among adolescents as most of the students are curious and eager to involve in romantic relationship. Youngsters find it difficult to handle relationships problems and get involved in a useless controversy and most of them want to show their immensity to their opposite sex just to grasp their attention which again adds to the level of stress. Therefore, developing a heterosexual relationship is a challenge and also a stressor for adolescents. (Wang and Ko,1999). Besides, adolescents often suffer stress induced by 'a sense of insecurity' when they are dating someone. They are being worried of losing their dates and think that their parents or friends may have negative views on such circumstances.

Moreover, pressure to maintain friendship or broken relationship with friends result in students stress. They are not able to discuss those issues with their parents and thus keep cribbing over it. The most common of these stresses are- Break up with boy/girlfriend, increased or continuous arguments with parents, trouble with siblings, increased arguments between parents, change in economic status, family members suffering from serious illness or injury, conflict with classmates, other academic burden, problems or failure in academic fields etc.

5. Social factor:

Social stress can be said as the feelings of discomfort or anxiety that individuals may experience in social situations. It is typically the most frequent type of stressor that people experience in their daily lives and affects people more intensely than other types of stressors. Social pressures are usually caused by people who have too much demand on others and it is a vast problem faced by many students, but often overlooked.

For adolescents, there are common ways which create stressors in their social lives such as the concern of not having enough friends, not being in the same class with friends, not being able to keep up with friends in one particular area or another, interpersonal conflicts as well as peer pressure.

Stress can be created by social pressure in a community where the life of individual differ based on the societal environment which becomes a very tiring aspect especially for students as they feel the need to maintain their social image. So, when students feel the pressure from others with regards to their academic or social life, it leads them to have a feeling of insecurity and self-doubt which drives them to adversity. In reality, adolescents cannot fully grasp the meaning of life yet, so they just tend to be driven or feel defeated based on what people say or think about them.

Further, many of the achievements are often based on what people and the society think at their time. Thus, students with little or no friends feel more stress than those who are sociable or socialize as they do not have many people to validate their achievements. Living in a society that support us or one that stresses us out, it is important to understand that some of these issues provide important opportunity for

growth. However, if not handled with care, it can often lead to anxiety and depression.

Taking into consideration that stress cause chaos in the emotional equilibrium as well as physical health, it is necessary to learn the skills of managing stress effectively. Parents and teachers should make themselves aware regarding the coping strategy with stress in healthy ways as they have equal responsibilities for providing sound education and sound knowledge on moral training of their children. Hence, they can start by identifying the reason of stress and even adopt some strategies for coping with this particular silent illness, and further teach the way to control their own reaction as well as how to focus their mind on something that makes them feel calm and in control. In this way, students/ adolescents will have the ability to overcome the said issues by educating themselves on how to break down the individual stressors in their life.

In conclusion, it should be noted that stress can be considered as a fact of nature and the force from outside which we should learn to identify, assess and implement.

1.2 RATIONALE OF THE STUDY

Stress is a normal part of life which is not necessarily bad as it is often assumed to be. It can be converted to positive energy to overcome obstacles and solve problems. However, as evident in the behavior of a person, when the stress has been going on for too long or is getting worse, it is destructive rather than empowering. The negative nature of stress can result in minor to severe psychological, behavioral or physical problems. Therefore, an understanding on the stress level of a person and finding ways to tackle it becomes necessary to ensure physical, mental, psychological and emotional well-being of an individual.

Academic learning can be said as one of the main source of stress among adolescents and is associated with mental health problems. It adversely affects students' personal, emotional and physical well-being as well as their learning and performance levels. Students in secondary education face a wide range of ongoing stressors related to academic demands, and find it difficult to concentrate on their studies when they are stressed out.

In India, the average age group of higher secondary school students is 15-17 years. This age group comes under the category of what we called Adolescence age group. World Health Organisation (2020) defines ‘Adolescents’ as “individuals in the 10-19 years age group”. Oxford dictionary defines Adolescent as- “a young person who is developing from a child into an adult”. The period of transition from childhood to adulthood involves a lot of physical, psychological and social changes happening at the same time, which are of paramount importance for the future well-being of the student, also involving health. Physically, the students of this age group are in the puberty age group. They undergo a lot of physical changes, development of their secondary sexual characteristics. The female students have also reached the reproductive age group.

Apart from all these new physical changes and challenges faced, the psychological issues faced by the students of this age group are immense. This period is a very crucial stage for the development of social and mental well-being in human. Many of this development begin, including development of healthy sleeping patterns, development of certain problem solving skills and coping skills, and interpersonal relationships. They are very vulnerable to a lot of stress, at home, in educational institutions as well as in the community. The stress factor could be due to unhealthy family relationships, peer pressure, study pressures and difficulties in identifying their sexualities. According to WHO (2020), estimated amounts of 10-20% of all adolescents suffer from mental health issues, which are either neglected or undiagnosed. Therefore, supporting environment is needed for the students at the community, at home and importantly at educational institutions as they spend majority of their time in a day within the campuses of educational institutions where majority of learning take place. Hence, identifying problems of the students by the teachers and further guidance for overcoming the problems is needed as students are considered to be the future pillars who take the responsibilities to take our country to the next phase they should be in a better way.

Students of higher secondary stage as adolescents are exposed to a wide variety of stressors from school, home and peer groups etc. The culture and traditions as well as the nature of the Mizo society exposed adolescents to a wide variety of stress causing factors which in addition to the intensity of school life is bound to have an impact on the stress level of students in higher secondary school.

The pressure to perform better and achieve higher in academic is sure to cause stress in this highly competitive academic field. The stress level of students belonging to different streams of study is also a factor that needs to be addressed due to the nature of the subjects as well as the preconceived ideas about the difficulty of certain subjects of study. Therefore, a comparative study on the stress level of Higher secondary school students in different streams of study will help to find out their stress levels as well as bring confirmation on whether there is a relation between the stress levels of students and their academic streams.

The study will also cover stress relating to family, peers and other factors. The distribution of roles in the Mizo family, environment and expectations from home on the adolescents can be a huge factor contributing to the stress levels of students. Moreover, the transition from childhood to adulthood at this age brings confusion psychologically, which affects their ability to respond to challenges and changing roles, thereby stressing them out.

From the beginning, parents are the primary persons involved in raising children in every society and thus the family is recognized as an important agent of socialization. The child's capability to succeed in school depends on how successfully the child is managed by his/her parent in the environment. It is important to note that not every child comes from a home that could provide them with the requisite educational resources necessary for their academic success which in turn could lead to stress on their children. In agreement with that, apparent socioeconomic status plays a significant role in providing these educational resources and appears to impose the greater impact on the child's educational outcomes.

However, all these issues can also be either the negative or positive effect based on their locality where students from rural areas may have higher chance of being stressed rather than the students from urban areas. Children in lower-income families may have worse cognitive, social-behavioral as well as poor health condition which could be the outcome of stress among students. Moreover, the level of education that the parents received may also be a contributing factor towards the stress level of the students. Higher levels of parental education lead to higher levels of optimistic educational aspirations or educational attainment, or more prestigious occupational status in adulthood, whereas lower level of parental education may results in the poor academic performance of the child. Therefore, the importance of parents' occupation and education as well as the locality of the students cannot be neglected or cannot be

overemphasized. Thus, the study will determine whether these factors add to the stress levels of Higher secondary school students.

The investigator therefore finds it necessary to take up the study in order to highlight the stress levels of Higher secondary school students in Aizawl District. Also to create awareness and hopefully provide findings that is useful for necessary interventions to help students cope with stress. The investigator is also interested to take up this study to add to the existing body of knowledge and contribute towards the minimal research in this specific area.

1.3 STATEMENT OF THE PROBLEM

The statement of the problem is entitled '*A Study on the Stress Level of Higher Secondary School Students in Aizawl District*'.

1.4 OPERATIONAL DEFINITION OF THE TERMS USED

Study: The term study in the present study refers to a detailed investigation and analysis of a subject or situation.

Stress Level: Stress level in the present study refers to the level of stress obtained by a student in the Students Stress Scale which includes different circumstances such as educational, emotional, family and social aspect.

Higher Secondary School: Higher Secondary Schools in the present study includes Government, Private and Deficit Schools in which learning of Class XI & XII students take place.

Students: In the present study, students refer to persons studying Class XI & Class XII at higher secondary schools in Aizawl District.

Aizawl District: Aizawl district is one of the eleven districts of Mizoram state in India. The district occupies an area of 3,577 square kilometres with 108 villages. It is also the capital of Mizoram where the investigator conducted the research.

1.5 RESEARCH QUESTIONS OF THE STUDY

1. What is the stress level of Higher secondary school students in Aizawl District?
2. Is there any significant difference in the stress level of male and female Higher secondary school students in Aizawl District?
3. Is there any significant difference in the stress level of rural and urban Higher secondary school students in Aizawl District?
4. Is there any significant difference in the stress level of Higher secondary school students of Aizawl District with respect to type of school management?
5. Is there any significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their stream of study?
6. Is there any significant difference in the stress level of Higher secondary school students of Aizawl District whose parents are government servant and non-government servant?
7. Is there any significant difference in the stress level of Higher secondary school students of Aizawl District whose parents are graduate and under-graduate?

1.6 OBJECTIVES OF THE STUDY

1. To find out the stress level of Higher secondary school students in Aizawl District.
2. To compare the stress level of male and female Higher secondary school students in Aizawl District.
- ~~3.~~ 3. To compare the stress level of Higher secondary school students of Aizawl District with respect to locale.
4. To compare the stress level of Higher secondary school students with respect to type of school management.
5. To compare the stress level of Higher secondary school students with respect to stream of study.
6. To compare the stress level of Higher secondary school students with respect to their parents' occupation.
7. To compare the stress level of Higher secondary school students of Aizawl District with respect to their parents' educational qualification.

1.7. NULL HYPOTHESES OF THE STUDY

1. There is no significant difference in the stress level of male and female Higher secondary school students of Aizawl District.
2. There exists no significant difference in the stress level of rural and urban Higher secondary school students of Aizawl District.
3. There is no significant difference in the stress level of Deficit and Govt. Higher secondary school students in Aizawl District.
4. There exists no significant difference in the stress level of Deficit and Private Higher secondary school students in Aizawl District.
5. There exists no significant difference in the stress level of Govt. and Private Higher secondary school students in Aizawl District.
6. There is no significant difference in the stress level of Arts and Science Higher secondary school students in Aizawl District.
7. There exists no significant difference in the stress level of Arts and Commerce Higher secondary school students in Aizawl District.
8. There is no significant difference in the stress level of Science and Commerce Higher secondary school students in Aizawl District.
9. There is no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their fathers' occupation.
10. There is no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their mothers' occupation.
11. There exists no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their fathers' educational qualification.
12. There exists no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their mothers' educational qualification.

CHAPTER-II

REVIEW OF RELATED LITERATURE

A literature review is a scholarly paper, which includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic. Literature reviews are secondary sources, and do not report new or original experimental work. This chapter presents the related literature and studies after the thorough and in-depth search done by the researchers. This will also present the synthesis of the art, theoretical and conceptual framework to fully understand the research to be done and lastly the definition of terms for better comprehension of the study.

It is very important for the researcher to have comprehensive and relevant sources of supporting materials to his research work. It provides insightful knowledge towards the theoretical and conceptual background of the study. It furnishes the rationale of the framework of the study. For an instance, the theoretical framework is obtained or formulated through the literature search.

Reviewing of related articles or literatures helps the researcher to gather relevant and valuable data and innovative ideas that can guide the scholars in their research work. It also plays a very important role in preparing the reader to have a better convinced and understand the concepts of the study, and gives a summary picture of the quality of readings that the researchers have done in assisting of their study.

2.1. STUDIES CONDUCTED IN INDIA

Sanjiv et al. (2010) carried out “Depression, anxiety and stress among adolescent students belonging to affluent families: A school-based study”. It was observed that depression was more on females than males but the scores of anxiety and stress were found to be insignificant based on gender.

Agarwal (2011) had conducted a research on “Impact of Academic Stress upon Academic Achievement and Mental Health of the Adolescents” and found no significant difference between academic stress of secondary school students in relation to gender.

Nandamuri and Gowthami (2011) carried out “Sources of Academic Stress- A Study on Management Students” and found that 86% of the management students felt that daily class work, regular classes to attain minimum attendance requirements and achieving academic goals are the major factors of academic stress.

Kaur (2012) conducted “Impact of Academic Stress on Mental Health: A Study of School going Adolescents” and observed that significant differences exist in mental health of adolescent with regard to level of academic stress they experienced. Further, significant difference is also found in the mental health of students in relation to their gender in terms of high and low level of academic stress.

Vardhini and Karunakaran (2013; as cited in Sasikala et al. 2017) in their study “A Study on Stress among Intermediate Students, Innovative Thoughts” found that majority of boys expressed high level of stress and moderate stress compared to girls whereas majority of girl students exhibited low level of stress compared to boys.

Waghachavare et al. (2013) carried out “A Study of Stress among Students of Professional Colleges from an Urban area in India” and found out that there was a statistically significant association between stress and the field of education as well as gender.

Bartwal and Raj (2014) investigated “Academic Stress among School Going Adolescents in Relation to their Emotional Intelligence” and the findings revealed that academic stress experienced by both male and female adolescents is same. High score on Emotional Intelligence can deal in a better way with the academic stress.

Deb et al. (2015) studied “Academic Stress, Parental Pressure, Anxiety and Mental Health among Indian High School Students” and found that 63.5% of the students are having stress due to academic pressure, however; there is no significant differences in relation to gender, age, grade and several other personal factors.

Patriat et al. (2014) carried out “Stress Levels of College Students: Interrelationship between Stressors and Coping Strategies” and found that majority of the participants were having very low stress. Family expectations and teacher expectations contributed the most for causing academic stress and were highly correlated with social and financial stress, Positive coping strategies like meditation, prayer and sleep was found to be very helpful to reduce academic stress.

Khan et al. (2015) studied “The Level of Stress in Male and Female School Students” and the result of the study showed that boys are having much more stress in comparison to girls.

Prabu (2015) conducted “A Study on academic Stress among Higher Secondary Students” and found that the higher secondary students are having moderate level of academic stress. Significant difference is found in relation to gender where male students’ academic stress is higher than female student. The urban students’ academic stress is higher than rural student. The Government school students’ academic stress is less than private school student. The science subject students’ academic stress is higher than arts student and the students whose parents’ education as literate level academic stress is higher than their counter part.

Razia (2016) carried out “Academic stress of adolescents in Government and Private Schools” and the finding revealed that significant difference exists in the Academic stress of adolescents in relation to gender where female adolescents have higher Academic stress than male adolescents. Adolescents studying in Government and Private schools differ in their level of Academic stress. Adolescents of private schools have more academic stress than their counterparts in government schools. Significant difference was also observed in the Academic stress of male and female adolescents in Government schools but not observed in the case of Private schools.

Sharma et al. (2016) carried out “Academic Stress, Anxiety, Remedial Measures Adopted and Its Satisfaction among Medical Student: A Systematic Review” and found that female students have more academic stress as compared to male students, and academic stress was significantly higher among the Private school students as compared to Government schools.

Sonali (2016) investigated “Impact of academic stress among adolescents in relation to gender, class and type of school organization” and found that no significant difference exists in the academic stress of students in relation to gender, while significant differences exist with regards to class and type of school organization. Students of class 12 of Central Board of Secondary Education (CBSE), New Delhi and Bihar School Examination Board (BSEB) affiliated schools have more academic stress than that of 11. Students studying in CBSE affiliated school have more academic stress than that of BSEB affiliated school.

Veena and Shastri (2016) conducted “Stress and Academic Performance” and the study revealed that majority of the students’ perceived education as more stressful. High and low academic performing students, pure and applied science course students as well as gender differed significantly on sources of stress.

Kaur (2017) carried out a research on “Study of Stress among Adolescent Students in Relation to Working Status of their Mothers and Family Environment”. It was found that stress score of adolescent students of working mother is higher than the score of adolescent students of non-working mothers. It was found that adolescent students with poor family environment have higher scores of stresses than the adolescent with rich family environment. It was also found that, stress of adolescent students of working mothers belonging to rich family environment is higher than the score of adolescent students of non-working mothers belonging to rich family environment.

Kumar and Akoijam (2017) studied about “Depression, anxiety and stress among higher secondary school students of Imphal, Manipur”. The study found out that the prevalence of depression, anxiety, and stress was high. Stress was significantly higher among females, whereas prevalence of depression and stress were significantly higher among 12th standard students.

Another research “A Study of Academic Stress among Higher Secondary School Students” in Bareilly District was carried out by Sagar and Singh (2017) and found out that there exists high significant difference between the academic stress of male and female participants of higher secondary school students, but no significant difference was found among academic stress of arts, science and commerce stream students. It was also found that there was no significant difference between academic stresses of government aided and self-finance school students and rural and urban area school students.

Another study “Academic Stress and Mental Health among High School Students” was conducted by Subramani and Kadiravan (2017) in Tamil Nadu and found out that students from private school have higher academic stress than that of government school students, and private school students have higher mental health status than their counterpart. It was also found that academic stress had significant relationship with the mental health of high school students.

“A Comparative study on academic Stress among Government and Private Higher Secondary Students” was conducted by Akeela and Ashok (2018) and the study revealed that students belonging to Government schools were experiencing more stress. Further, the study revealed that there is no gender difference in the experience of stress.

Chacko et al. (2018) investigated “The Prevalence of Stress among High School Students of Government and Central Board of School Education (CBSE) Schools”. It is observed that there is significant difference in prevalence of stress among high school students from CBSE and government high schools. Result also revealed that girls show more stress in high schools than boys.

Kamble and Minchekar (2018) conducted “Academic Stress and Depression among College Students” and found that there is significant difference in gender where females have higher level of stress than males. There is a significant positive relation between academic stress and depression among college students in which the level of academic stress is significantly affected by students’ depression.

Majinder (2018) conducted “A Study of Academic Stress Among 8th Grade School Students in Relation to Intelligence And Demographic Factors” and found that there exist no significant difference in the academic stress of average and low I.Q. school students, urban and rural school students and government vs private school students. However, significant difference was found in relation to gender where girls are having more stress than boys.

Reddy et al. (2018) carried out “Academic Stress and its Sources Among University Students” and found that 48.80% of students fall under the category of average to high stress levels, and there is no significant difference in academic stress in relation to gender. Relating to stream of study i.e. commerce, management, science and humanities, commerce stream is found to have the highest stress level and humanities stream has reported the least academic stress.

Sathiya and Malathi (2018) studied “A Study on academic Stress among higher Secondary School Students and its impact on their Academic Achievement”, in Coimbatore District. The study revealed that there is no difference between academic stress in relation to locality of school, gender, medium, type of family and type of management among higher secondary school students.

Sonali (2018) conducted “A Comparative Study of Stress Among Adolescent of Government and Private School Students of Raipur” and found that girls have experienced more stress than boys and the government school students has high stress compared to private schools.

2.2. STUDIES CONDUCTED ABROAD

Misra and Kean (2000) conducted “College Students’ Academic Stress and Its relation to their Anxiety, Time Management, and Leisure Satisfaction” and found that there exists significant difference in relation to gender among all the measures. Females had more effective time management behaviors than males, but also experienced higher academic stress and anxiety. Males benefitted more than females from leisure activities.

Walton (2002) carried out “A Comparison of Perceived Stress Levels and Coping Styles of Junior and Senior Students in Nursing and Social Work Programs” and found that social work students have significantly higher perceived stress levels than nursing students. Nursing students identified more reliance on approach coping responses, while social work students identified more reliance on avoidance coping responses.

Radcliff and Lester (2003) carried out “Undergraduate medical Education. Perceived Stress during undergraduate medical training, A qualitative study” and found that pressure of work, especially in terms of preparing for examinations and acquiring professional knowledge, skills and attitudes were reported as the most stressful aspects of medical training. Transition periods, particularly between school and medical school, preclinical and clinical training, and clinical training to approaching qualification were highlighted as particularly stressful. A perceived lack of support from the medical school authorities also appeared to add to student stress level.

Matud (2004) carried out “Gender differences in stress and coping styles” and found that women suffer more stress than men and their coping style is more emotion-focused than that of men.

Hampel and Peterman (2006) carried out a research on “Perceived stress, coping, and adjustment in adolescents” and found that girls evaluated a higher amount of perceived interpersonal stress and used more social support with compared to that of boys. In addition, girls scored higher on maladaptive coping

strategies and emotional distress and scored lower on distraction than boys. Problem-focused and emotional focused coping were negatively related to emotional and behavioral problems, whereas perceived stress and maladaptive coping was positively associated with adjustment problems. These relations were stronger in female than in male adolescents.

Huan et al. (2006) investigated “The influence of dispositional optimism and gender on adolescents’ perception of academic stress” and the results showed a significant negative relationship between optimism and academic stress in students. Gender was not a significant predictor of academic stress and no two-way interactions were found between optimism and gender of the participants.

Mathew and Jayan (2006; as cited in Sagar & Singh, 2017) carried out “Academic Stress and coping styles among plus-two students” and found no difference between boys and girls of the age group of 15-17 years with respect to their Academic stress. Both experienced more or less similar level of academic stress and employed similar kinds of coping styles.

Wong et al. (2006) conducted “Web-based survey of depression, anxiety and stress in first year tertiary education students in Hong Kong”. The results indicated that (27.5%) of the sample (7915 students) had a moderate severity or above of depression, anxiety and stress.

Bayram and Bilgel (2008) conducted “The prevalence and socio-demographic correlations of depression, anxiety and stress among a group of university students” and found that depression, anxiety and stress levels of moderate severity or above were found in 27.1, 47.1 and 27% of the respondents. Anxiety and stress scores were higher among female students. First and second year students had higher depression, anxiety and stress scores than the others. Students who were satisfied with their education had lower depression, anxiety and stress scores than those who were not satisfied.

Chen et al. (2009) conducted a study “Stress among Shanghai University Students” and found that psychological well-being has a negative relationship with college stress and a positive coping strategy has significant effects on psychological health problems. It was also observed that the male students reported higher level of

stress, worse psychological well-being, and having less inclination towards using positive coping strategies.

Kai-Wen (2009) conducted on “A study of stress sources among college students in Taiwan”. The researcher found that male students feel stronger stress from family factor than female ones; students in higher grades feel more stress from physical/mental, school, and emotional factors; students who take a student loan also feel more stress from physical/mental, school, and emotional factors than those who do not.

Sulaiman et al. (2009) carried out “The level of stress among students in urban and rural secondary schools in Malaysia” and found that majority of the students’ experienced low stress. It was also found that there are significant differences in level of stress for gender and between students in rural and urban secondary school.

Taylor and Owusu (2010) conducted “Stress Among Part-Time Business Students: A Study in Ghanaian University Camps” and the study revealed that change in sleeping habits, change in eating habits, and combining job and schooling were the three most common sources of stress reported by the students. The students also are reported that they perceived the part-time program to be stressful.

Bataineh (2013) carried out “Academic stress among undergraduate students: the case of education faculty at King Saud University” and found out that academic overloads, course awkward, inadequate time to study, workload every semester, exams awkward, low motivation, and high family expectations were factors that give moderately stress among students. It was also found that fear of failure is the major source of stress among undergraduate students. Moreover, the study found that there were positive correlation between religiosity sources and academic stress. Lastly, the study found that there were no significant differences in academic stress among students with different level of study and specializations.

Banke et al. (2012) studied “Stress among Academic Staff in South West Nigeria” and the result indicated that there is no significant difference in the level of stress perceived by male and female lectures irrespective of their years of experience as lecturers. The findings also revealed that there is no significant difference in the level of perceived stress by married and divorced lecturers. However, there is a

significant difference between the level of stress perceived by married and single lecturers.

Khan et al.(2013) conducted “Effect of Perceived Academic Stress on Students’ Performance” and found that there is significant effect of academic stress on students’ performance. There was no significant difference between male and female university students on scores on the Perceived Stress. Significant difference is found between junior and senior students was found on the PSS. Academic stress was found to be higher in younger students than older students. There was a non-significant difference on PSS scores among students when stress was measured at the beginning and at the end of the semester.

Akande et al. (2014) carried out “A Study of Level and Sources of Stress among Secondary School Students” in the Federal Capital Territory (ICT), Abuja, Nigeria. The results indicated that secondary school students had a medium level of stress and some of the significant sources of stress include; academic, intra-personal and environment. There was a significant gender difference in the level of stress and also some sources of stress among secondary school students.

Bhosale (2014; as cited in Yikealo et al. 2018) carried out “A study of academic stress and gender difference” and found out that there is no significant difference between male and female students on academic stress.

Azila-Gbettor et al. (2015) conducted “Stress and Academic Achievement: Empirical Evidence of Business Students in a Ghanaian Polytechnic” and found that there is significant difference between male and female students in which male students rated their level of stress higher than female and no significant were found between stress and academic performance.

Dawit et al. (2018) conducted “The Level of Stress among College Students: A Case in the College of Education, Eritrea Institute of Technology” and the study revealed that there was a moderate level of stress among the students. Out of the five domains, academic and environmental stressors were found contributing most to the students’ level of stress. Besides, the students’ levels of stress were found to have no statistically significant associations with their gender and grade point average.

Another study “A Study on Stress Level and Coping Strategies among Undergraduate Students” was carried out by Ganesan et al. (2018). The study revealed that scores were moderate and high stress levels were present in majority of the students.

Maria et al. (2018) studied “Stress in High School Students: A Descriptive Study” and found that most of the students reported normal (54%) or lower (39%) stress levels, but women reported significantly higher stress levels than men. The main sources of stress were examinations, choosing a career path, and family troubles. The students’ main responses to stress were listening to music, talking with someone about the problem, and exercise.

Al-Qahtani and Alsubaie (2020) carried out “Investigating Stress and Sources of Stress among Female Health Profession Students in a Saudi University” and found that a high level of stress was observed in 42.7% of the students, and a moderate stress level was observed in 41.5% of the students. The major source of stress experienced by students was related to the academic domain. High stress levels were not found to be associated with students’ age and academic performance.

AlAteeq et al. (2020) carried out “Perceived stress among students in virtual classrooms during the COVID-19 outbreak in KSA” and found that majority of the participants showed moderate levels of stress (55%), while 30.2% registered high levels. Females and university students showed a significant association with stress level.

2.3. STUDIES CONDUCTED IN MIZORAM

Lalramropuii (2014) taken up “Students’ Stress among Class-IX students in deficit school in Aizawl City” and found that most of the student falls under the category of moderate stress, and there is no significant difference between boys and girls.

Lalramzauvi (2015) conducted “A comparative study of stress between boys and girls with special reference to higher secondary students of Mizoram Institute of Comprehensive Education” and the study revealed that there is a significant difference in the level of stress among Class-XI boys and girls.

Lalchhanchhuahi (2019) studied “A Study of Anxiety, Depression and Stress among Secondary School Students in Aizawl city” and found that the overall stress

level of the students fall under normal stress level. There is no significant difference in the stress level based on gender, class, age, day scholar and hosteller, as well as based on their fathers' occupation.

Lalventluanga (2019) carried out "A study on the stress level of Deficit Higher Secondary School Students in Aizawl City" and found that the overall stress level falls in the moderate stress level. In addition, there is no significant difference on the stress level in relation to parents' occupation and stream of study; however, there exists significant difference on the stress level in relation to gender where female students have higher level of stress than male students.

Ralte (2019) conducted "A study of Stress among Higher Secondary School Students in Aizawl City" and the findings revealed that higher secondary school students did not have a high level of stress as well as majority of the female students fell under very low stress where 24% of the male students fell under moderate stress. Moreover, there is no significant difference on the stress level of Government and Private school students based on gender and stream of study. However, there is significant difference on the stress level based on type of management in which Private school students have higher stress level than that of the Government school.

2.4. OVERVIEW

The investigator reviewed 55 literature related to the present study and these are collected from various different sources such as printed books, journals, research paper, unpublished dissertation etc. All the literature reviewed in the study is conducted within the span of 20 years i.e. 2000-2020. The literature is reviewed from Abroad, India and Mizoram which are sum up as below.

A large number of studies in which Prabu (2015), Wong et al. (2006), Bayram and Bilgel (2008), Akande et al. (2014), Dawit et al. (2018), Maria et al. (2018), AlAteeq et al. (2020), Lalramropuii (2014), Lalventluanga (2019), Ralte (2019), and Lalchhanchhuahi (2019) found that the overall stress level of students fall under moderate stress.

However, findings from other reviews such as Patriat et al. (2014) observed that majority of the students fall under very low stress. Mathew and Jayan (2006), Sulaiman et al. (2009) discovered that stress level of majority of the students fall under low stress.

Moreover, studies conducted by Reddy et al. (2018), Al-Qahtani and Alsubaie (2020) found that the overall stress level of students fall under high level of stress.

Findings from various study conducted by Bartwal and Raj (2014), Sanjiv et al. (2010), Agarwal (2011), Deb et al. (2015), Sonali (2016), Sathiya and Malathi (2018), Akeela and Ashok (2019), Reddy et al. (2006), Mathew and Jayan (2006), Banke et al. (2012), Khan et al. (2013), Bhosale (2014), Dawit et al. (2018), Lalramropuii (2014), Ralte (2019), Lalchhanchhuahi (2019) revealed that there is no significant difference on the stress level based on gender.

However, Sagar and Singh (2017), Sulaiman et al. (2009), Akande et al. (2014), Lalramzauvi (2015) in their studies concluded that there is significant difference on the stress level of male and female students.

The studies conducted by Razia (2016), Sharma et al. (2016), Kumar and Akoijam (2017), Chacko et al. (2018), Kamble and Minchekar (2018), Majinder (2018), Misra and Kean (2000), Matud (2004), Hampel and Peterman (2006), Bayram and Bilgel (2008), Sulaiman et al. (2018), Sonali (2018), AlAteeq et al. (2020) and Lalventluanga (2019) found that females have higher level of stress than males where studies conducted by Vardhni and Karunakaran (2013), Khan et al. (2015), Prabu (2015), Chen et al. (2009), Kai-Wen (2009), Azila-Gbetteor et al. (2015) found that boys have higher stress level than that of the girls in their studies.

Studies carried out by Sagar and Singh (2017), Majinder (2018), Sathiya and Malathi (2018) found that there is no significant difference on the stress level of rural and urban students. However, Sulaiman et al. (2009) discovered that there exists significant difference on the stress level of rural and urban students. Moreover, Prabu (2015) on his research found out that students from urban areas have higher stress level than that of the students from rural areas.

From all the reviews collected, Prabu (2015), Subramani and Kadiravan (2017), Razia (2016), Sharma et al. (2016) and Ralte (2019) in their studies found out that students from private schools have higher stress level than students from Government schools where Sonali (2018), Akeela and Ashok (2018) discovered that Government school students have higher stress level than Private school students

where Chacko et al. (2018) found that the high school students from CBSE have higher level of stress than students from Government schools. However, Pratibha and Bijender (2017) and Majinder (2018) found no significant difference on the stress level in relation to type of management.

Sagar and Singh (2017), Lalventluanga (2019) and Ralte (2019) in their studies discovered that there exists no significant difference on the stress level of students in relation to stream of study where Prabu (2015) found out that students from science stream have higher level of stress than arts students and Reddy et al. in their findings revealed that commerce students have higher stress level than that of their counterparts.

In relation to parents' occupation, Sathiya and Malathi (2018), Lalchhanchhuahi (2019) and Lalventluanga (2019) in their studies found no significant difference on the stress level of students based on their parents' occupation. However, Kaur (2017) in his studies discovered that students having working mother have higher stress level than the students having non-working mothers.

Prabu (2015) in his studies revealed that students having literate parents have higher level of stress than students having illiterate parents.

CHAPTER III

METHODOLOGY AND PROCEDURE

Methodology occupies an important place in any type of research. Research methodology simply means a way of solving a research problem systematically to attain valid and reliable results that address the research aims and objectives. It also ensures how the researcher will collect data, who to collect it from which is called the sampling design, how to collect it i.e. the data collection method and how to analyze the data.

The methodology chapter justifies the design choices, by showing that the chosen methods and techniques are the best fit for the research aims and objectives, and that it will provide valid and reliable results. Hence, the present chapter on methodology and procedure consist of various issues such as:

- 1) Method of the Study.
- 2) Population of the Study
- 3) Sample of the Study
- 4) Tools Used
- 5) Procedure of Data Collection.
- 6) Statistical Techniques Used.

3.1 METHOD OF THE STUDY:

The investigator studied the stress level among Higher secondary school students of Arts, Commerce and Science in Government, Private and Deficit schools of Aizawl District. Hence the researcher used Descriptive Research method which means a study in which information is collected without changing the environment. It is used to obtain information concerning the current status of the phenomena to describe what exists with respect to variables or conditions in a situation.

3.2 POPULATION OF THE STUDY:

A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type, or more restricted part of that group.

The population of the present study comprised of all students of Government, Private and Deficit higher secondary schools in Aizawl District. According to the statistical data; Department of School Education, Government of Mizoram, there are total number of 13175 higher secondary school students out of which 4214 Government higher secondary school students, 2118 Deficit higher secondary school students and 5399 Private higher secondary school students during the year 2020.

3.3 SAMPLE OF THE STUDY:

The sample of the present study comprised of 600 higher secondary school students from Government, Deficit and Private higher secondary schools in Aizawl District. The data were collected using Stratified Random Sampling Method.

Stratified Random Sampling divides a population into subgroups. Samples are taken randomly in the same proportion to the population from each of the groups or strata.

Detail sample of the present study is presented in the following table:

Table 3.1
Sample of the Study

		Arts	Commerce	Science	Total
DEFICIT	Male	40	10	16	150
	Female	40	30	14	
GOVERNMENT	Male	50	14	40	220
	Female	50	26	40	
PRIVATE	Male	51	20	44	230
	Female	49	20	46	
Total		280	120	200	600

3.4 TOOLS USED:

The researcher used Students Stress Scale developed by Dr. Zaki Akhtar (Jamshedpur), published by National Psychological Corporation, Agra; to elicit the level of stress among the respondents of age between 13 to 18 years in which the scale has 51 Questions.

The prepared questionnaire provided with a five-point scaling system i.e., questionnaire came along with five options which indicated the intensity of the occurrence dealt within question. These options are scored from one to five starting from Never, Rarely, Sometimes, Often and Always.

Reliability of the test- Reliability of the test was established by using Split half and Test-retest method as shown under:

Method	N	R	Index of reliability
Split-half	512	0.64	0.78*
Test-retest	462	0.61	0.71*

* Significant at .01 level of significance.

Validity of the test- The Scale has construct validity of .72. Validity was established by using test developed by Agarwal and Naidu in India to measure the life stress scale for students.

Scoring of the Test- There are 51 items in the Student Stress Scale and each has been provided with 5 options, which are Always, Often, Sometimes, Rarely and Never. The five-point rating scale has been followed and hence starting from Never to Always score is given from 1-5. So that the strength of the indicator i.e., its high occurrence is shown by a large sum and vice-versa. There are some negative items which have been scored from Never up to Always which is given 5-1. The maximum score on Student Stress Scale would be 255 and minimum 51. Therefore, the range of Student Stress Scale is 51-255. The percentile norms and interpretation of stress level given in the manual is shown in Table No. 3.2..

Table 3.2
Percentile Norms and Interpretation of Stress level

Percentile	Raw Score		Stress Level
	BOYS	GIRLS	
P ₉₅	204	210	Very High Stress
P ₉₀	192	203	
P ₈₅	186	199	
P ₈₀	180	196	
P ₇₅	177	194	High Stress
P ₇₀	172	191	
P ₆₅	166	189	
P ₆₀	164	188	Moderate Stress
P ₅₅	161	184	
P ₅₀	159	180	
P ₄₅	157	178	
P ₄₀	153	175	
P ₃₅	151	169	Low Stress
P ₃₀	148	165	
P ₂₅	141	161	
P ₂₀	138	160	Very Low Stress
P ₁₅	135	156	
P ₁₀	127	150	
P ₀₅	115	141	

3.5 PROCEDURE OF DATA COLLECTION

Due to Covid-19 pandemic, data was not collected personally from the sample students since all schools were closed. Therefore, the investigator conducted the test through online mode using Google Form after obtaining permission from the selected school Principals and Headmasters. The questionnaire was sent out on 28th October, 2020 and the response was closed on 10th November, 2020.

3.6 STATISTICAL TECHNIQUES USED

The following statistical techniques are used for analyzing the data -

i) *Simple Percentage.*

Simple Percentage is used to represent raw streams of data as a percentage for better understanding of collected data that fall into different level of stress. It is applied to create a contingency table from the frequency distribution and represent the collected data for better understanding.

ii) *Mean.*

Mean is used to measure the average or to represent the entire data set with a single value that describes the "middle/mid-point" or "average" value of the entire set or scores. It gives about the central tendency or average of the data being collected.

iii) *Standard Deviation.*

Standard Deviation is used to measure the amount of variability or dispersion around an average or mean of the score. Dispersion is the difference between the actual and the average score value.

iv) *'t'- test.*

't'-test is used to determine whether there is a significant difference between the means of the two groups that are compared in the study.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

The present chapter describes analysis and interpretation of the data. Analysis refers to the application of statistical techniques to describe, illustrate and evaluate the data where interpretation denotes the explanation of the table. Thus, analysis and interpretation in the present study deals with evaluation of the collected data through appropriate statistical tools and giving meaningful information so as to prove the hypotheses and determining conclusion, significance and implication of the findings.

The data were collected from 600 Higher secondary school students within Aizawl District to find out their level of stress and comparison was done by applying t-test in which the mean score and standard deviation of the two scores were tested. Scores of the students were analyzed on the basis of gender, locale, type of management, stream of study, parents' occupation and parents' educational qualification. The findings were interpreted according to the norms of the test where the raw score of male and female were given separately on the table.

Analysis and interpretation of the study was done in accordance with the objectives of the study as follows:

4.1.0 Objective No.1: To find out the stress level of Higher secondary school students in Aizawl District.

The scores obtained from the students stress scale were analyzed and interpreted in order to find out the overall stress level of the students and the findings are presented in the following table.

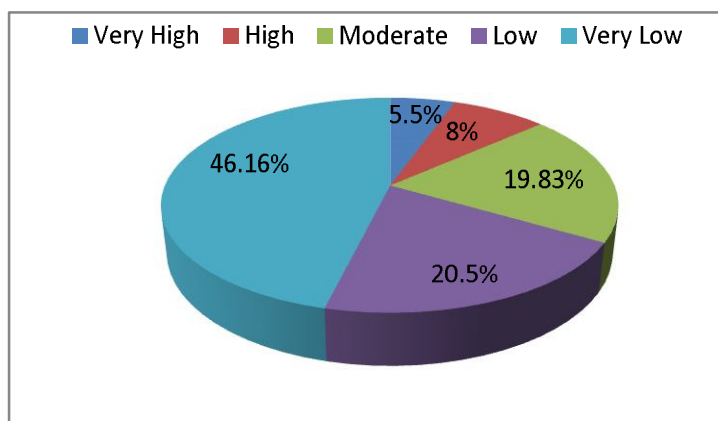
Table - 4.1

Overall stress level of Higher secondary school students

Level of stress	No. of Students	Percentage
Very high	33	5.5 %
High	48	8 %
Moderate	119	19.83 %
Low	123	20.5 %
Very low	277	46.16 %
Total	600	

Figure 4.1

Overall stress level of Higher secondary school students



The above Table No - 4.1 and figure 4.1 reveals that out of 600 Higher secondary school students, 33 (5.5%) students have very high stress, 48 (8%) students have high stress where 119 (19.83%) students fall under moderate stress. However, 123 (20.5%) students are in the category of low stress and most of the students i.e. 277 (46.16%) students have very low stress. Therefore, the highest percent of respondents are found to have very low level of stress which is followed by respondents with low, moderate, high and very high level of stress respectively.

4.1.1. Stress level of male and female Higher secondary school students in Aizawl District.

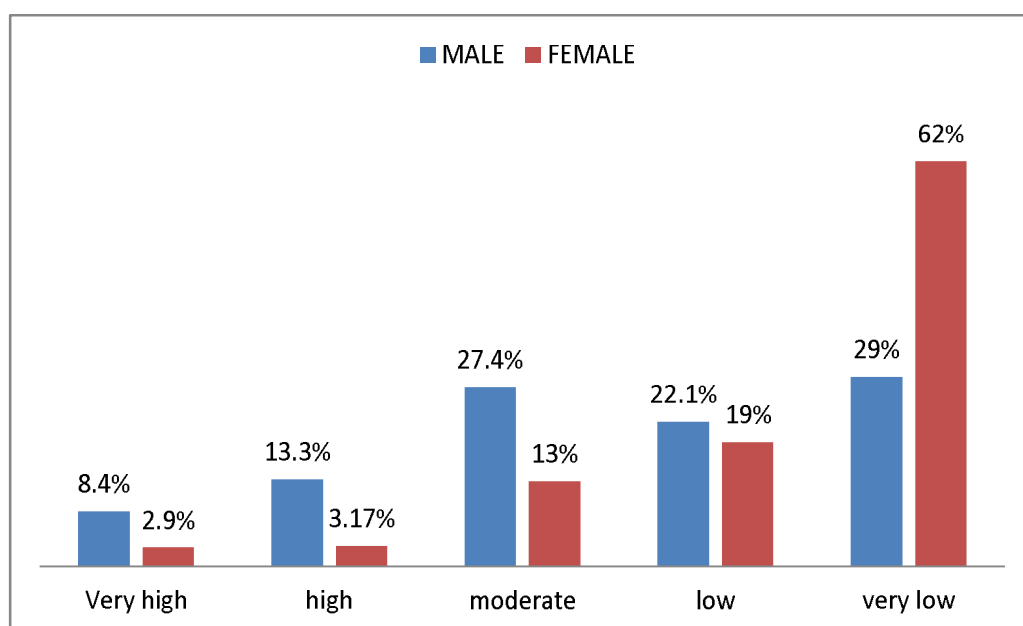
In order to find out the stress level of male and female Higher secondary school students, the scores obtained from the students stress scale were analyzed and

interpreted in accordance with the norms provided in the manual and the findings are presented in the following table.

Table 4.2
Level of stress of male and female Higher secondary school students

Level of stress	Female	Percentage	Male	Percentage
Very high	9	2.9%	24	8.4%
High	10	3.17%	38	13.3%
Moderate	41	13%	78	27.4%
Low	60	19%	63	22.1%
Very low	195	62%	82	29%
Total	315		285	

Figure 4.2
Level of stress of male and female Higher secondary school students



A perusal of Table No-4.2 and figure 4.2 indicates that 9 (2.9%) female and 24 (8.4%) male students have very high stress level. 10 (3.17%) female and 38 (13.3%) male students are under the category of high stress level where 41 (13%) female and 78 (27.4%) male students fall under moderate stress level. However, 60 (19%) female and 63 (22.1%) male students have low stress and majority of female

students i.e. 195 (62%) are under very low level of stress where 82 (29%) of male students have very low stress.

4.1.2. Stress level of rural and urban Higher secondary school students in Aizawl District.

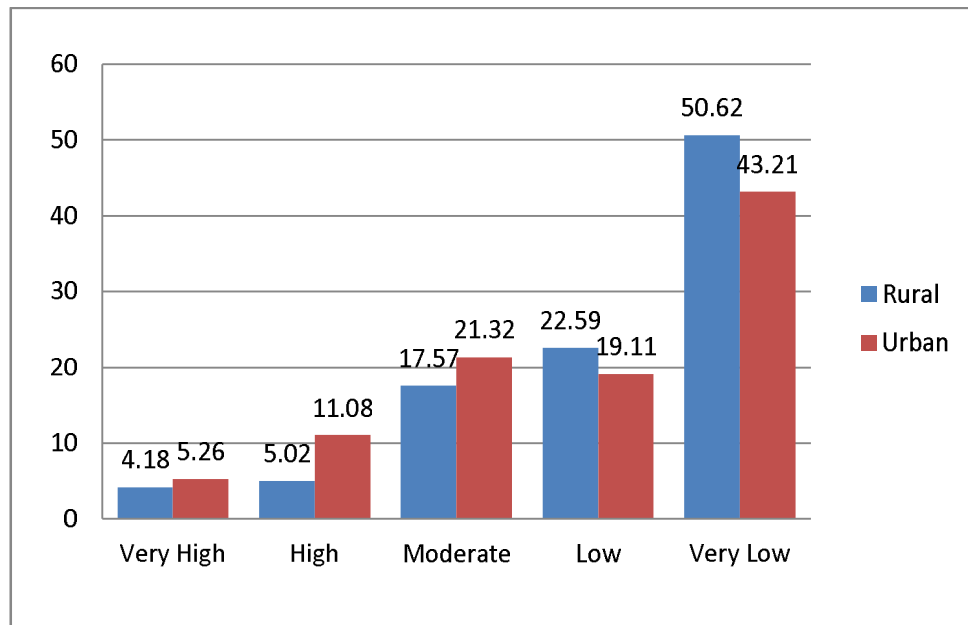
The percentage of students' stress level from rural and urban areas were analyzed and interpreted based on the scores obtained from the students stress scale and the findings are presented in the following table.

Table 4.3
Stress level of rural and urban Higher secondary school students

Level of stress	Rural	Percentage	Urban	Percentage
Very high	10	4.18%	19	5.26%
High	12	5.02%	40	11.08%
Moderate	42	17.57%	77	21.32%
Low	54	22.59%	69	19.11%
Very low	121	50.62	156	43.21%
Total	239			361

Figure 4.3

Stress level of rural and urban Higher secondary school students



A glance at Table No-4.3 and figure 4.3 reveals that among the students from rural areas, 10(4.18%) students have very high stress level, 12(5.02%) are under high stress level and 42(17.57%) students are having moderate stress level where 54(22.59%) students fall under low stress level. However, majority of the students i.e. 121(50.62%) are having very low stress level.

19(5.26%) students from urban areas are having very high stress level while 40(11.08%) students have high stress level. 77 (21.32%) students are under moderate stress level, 69(19.11%) students fall under the category of low stress and 156 (43.21%) students are having very low stress level.

4.1.3. Stress level of Higher secondary school students with respect to type of school management

The scores obtained from the students stress scale were analyzed and interpreted in order to find out the stress level of Higher secondary school students with respect to type of school management and the findings are presented in the following table.

Table 4.4

Stress level of Higher secondary school students with respect to type of school management

Level of stress	Deficit		Government		Private	
	No. of Students	Percentage	No. of students	Percentage	No. of students	Percentage
Very high	10	6.66%	9	4.09%	10	4.34%
High	19	12.66%	14	6.36%	18	7.82%
Moderate	34	22.66%	45	20.45%	40	17.39%
Low	26	17.33%	44	20%	54	23.47%
Very low	61	40.66%	108	49.09%	108	46.95%
Total	150		220		230	

Figure 4.4

Stress level of Higher secondary school students with respect to type of management

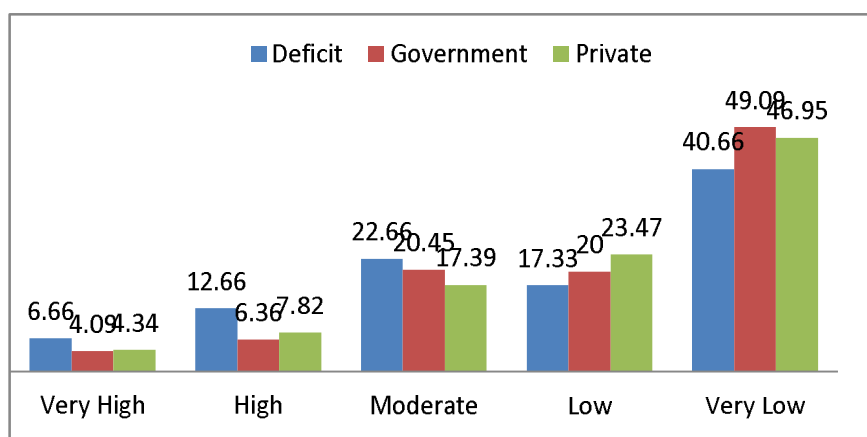


Table No-4.4 and figure 4.4 shows the stress level of Higher secondary school students with respect to type of management. Out of 150 deficit school students, 61(40.66%) have very low stress level, 26(17.33%) are having low stress level and 34(22.66%) have moderate stress level. 19(12.66%) students have high stress level and the rest 10(6.66%) falls under the category of very high stress.

Out of 220 students from Government schools, 108(49.09%) have very low stress level, 44(20%) have low level of stress and 45(20.45%) falls under moderate stress. 14(6.36%) students are having high stress level and 9(4.09%) students have very high stress level.

Out of 230 Private school students, 108(46.95%) students are having very low stress level where 54(23.47%) have low level of stress and 40(17.39%) students fall under the category of moderate stress. However, 18(7.82%) are having high stress level and 10(4.34%) students have very high stress level.

4.1.4. Stress level of Higher secondary school students with respect to stream of study

In order to find out the stress level of Higher secondary school students with respect to stream of study, the scores obtained from the students stress scale were analyzed and interpreted in accordance with the norms provided in the manual and the findings are presented in the following table.

Table 4.5

Stress level of Higher secondary school students with respect to stream of study

Level of stress	Arts		Commerce		Science	
	No. of students	Percentage	No. of students	Percentage	No. of students	Percentage
Very high	10	3.57%	6	5%	13	6.5%
High	27	9.64%	6	5%	19	9.5%
Moderate	56	20%	21	17.5%	42	21%
Low	54	19.28%	20	16.66%	49	24.5%
Very low	133	47.5%	67	55.83%	77	38.5%
Total	280		120		200	

Figure 4.5

Stress level of Higher secondary school students with respect to stream of study

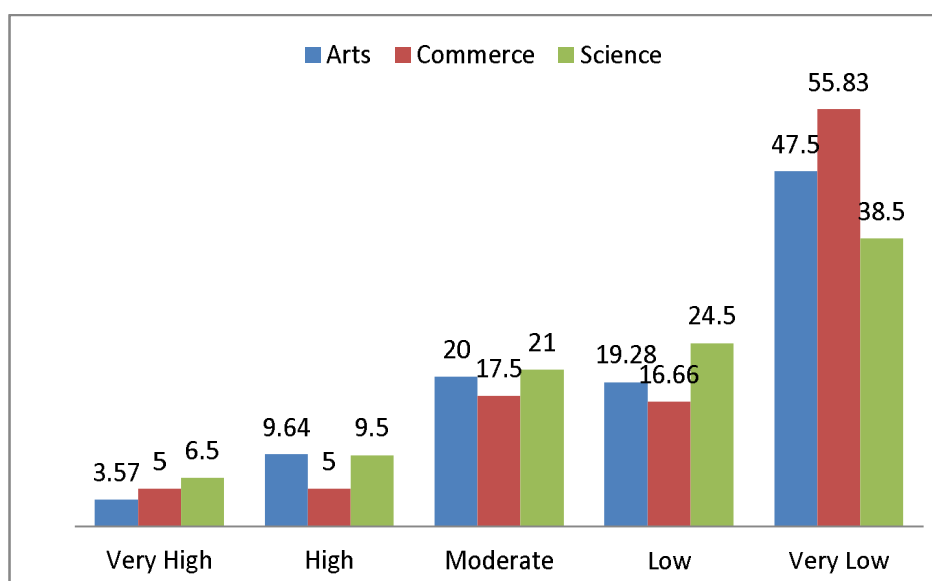


Table 4.5 and figure 4.5 shows the stress level of Higher secondary school students with respect to stream of study. Out of 280 students from arts stream, 133(47.5%) have very low stress level, 54(19.28%) are having low level of stress and 56(20%) have moderate stress level. However, 27(9.64%) students have high level of stress and the rest 10(3.57%) falls under the category of very high stress level.

Out of 120 students from commerce stream, 67(55.83%) have very low stress level, 20(16.66%) have low level of stress and 21(17.5%) falls under moderate stress level. 6(5%) students are having high stress level while 6(5%) have very high stress level.

Out of 200 students from Science stream, 77(38.5%) students are having very low level of stress where 49(24.5%) have low level of stress and 42(21%) students fall under moderate stress level. However, 19(9.5%) are having high stress level and 13(6.5%) students have very high stress level.

4.1.5. Stress level of Higher secondary school students with respect to their fathers' occupation.

The scores obtained from the students stress scale were analyzed and interpreted in order to find out the stress level of Higher secondary school students with respect to their fathers' occupation and the findings are presented in the following table.

Table 4.6
Stress level of Higher secondary school students with respect to their fathers' occupation

Level of Stress	Government Servant		Non-Government Servant	
	No. of students	Percentage	No. of students	Percentage
Very high	11	4.56%	18	5.01%
High	19	7.88%	33	9.19%
Moderate	42	12.03%	77	21.44%
Low	52	21.57%	71	19.77%
Very Low	117	48.54%	160	44.56%
Total	241		359	

Figure 4.6
Stress level of Higher secondary school students with respect to their fathers' occupation

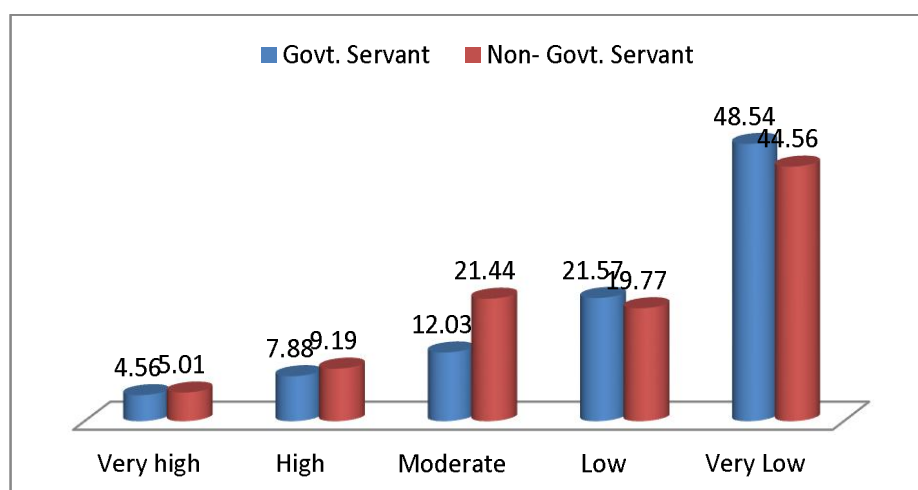


Table 4.6 and figure 4.6 shows the number and percentage of the stress level of Higher secondary school students based on their fathers' occupation i.e. government and non-government servant. Out of 241 students whose fathers are government servant, 117 (48.54%) have very low level of stress, 52 (21.57%) are having low level of stress and 42(12.03%) have moderate stress level. Another 19 (7.88%) have high stress level and only 11 (4.56%) are having very high stress level.

With a total number of 359 students whose fathers are non-government servant, 160 (44.56%) are having very low level of stress, 71 (19.77%) have low level of stress and 77 (21.44%) falls under moderate stress level. However, 33 (9.19%) are having high stress level and 18 (5.01%) students are at very high level of stress.

4.1.6. Stress level of Higher secondary school students with respect to their mothers' occupation.

The percentage of higher secondary students' stress level with respect to their mothers' occupation were analyzed and interpreted based on the scores obtained from the students stress scale and the findings are presented in the following table.

Table 4.7
Stress level of Higher secondary school students with respect to their mothers' occupation

Level of Stress	Government Servant		Non-Government Servant	
	No. of students	Percentage	No. of students	Percentage
Very high	4	4.44%	25	4.90%
High	8	8.88%	44	8.62%
Moderate	18	20%	101	19.80%
Low	22	24.17%	103	20.23%
Very Low	39	43.33%	238	46.75%
Total	91		509	

Figure 4.7
Stress level of Higher secondary school students with respect to their mothers' occupation

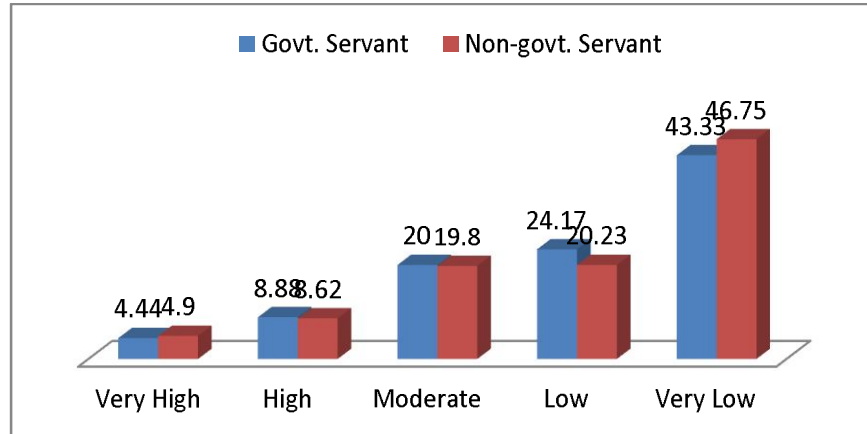


Table 4.7 and figure 4.7 shows the number and percentage of the stress level of Higher secondary school students based on their mothers' occupation i.e. government and non-government servant. Out of 91 students whose mothers are government servant, 39 (43.33%) have very low level of stress, 22 (24.17%) are having low level of stress and 18(20%) have moderate stress level. Another 8 (8.88%) have high stress level in which only 4 (4.44%) are having very high stress level.

With a total number of 509 students whose mothers are non-government servant, 238(46.75%) are having very low level of stress, 103 (20.23%) have low level of stress and 101(19.80%) fall under moderate stress level. 44 (8.62%) have high stress level and 25 (4.90%) students have very high stress level.

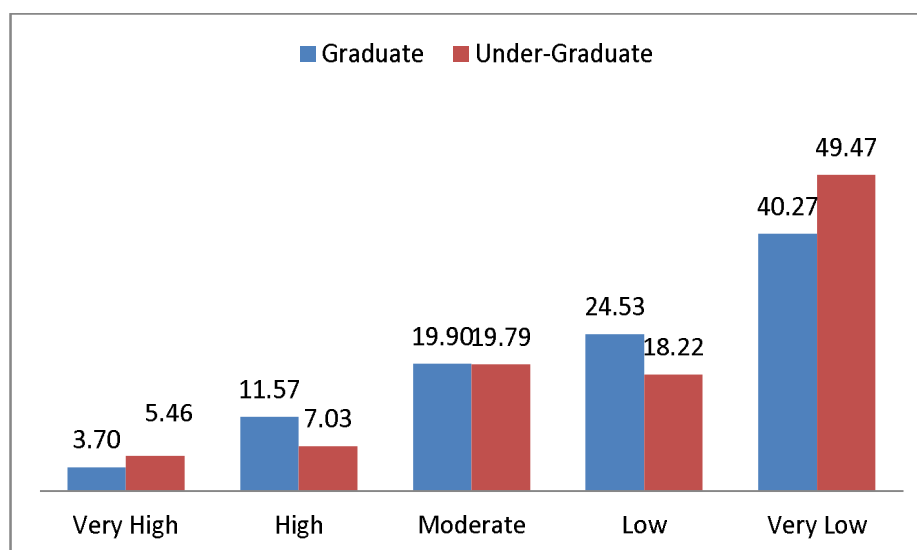
4.1.7. Stress level of Higher secondary school students with respect to their fathers' educational qualification

In order to find out the stress level of Higher secondary school students with respect to their fathers' educational qualification, the scores obtained from the students stress scale were analyzed and interpreted in accordance with the norms provided in the manual and the findings are presented in the following table.

Table 4.8
Stress level of Higher secondary school students with respect to their
fathers' educational qualification

Level of Stress	Graduate		Under-Graduate	
	No. of students	Percentage	No. of students	Percentage
Very high	8	3.70%	21	5.46%
High	25	11.57%	27	7.03%
Moderate	43	19.90%	76	19.79%
Low	53	24.53%	70	18.22%
Very Low	87	40.27%	190	49.47%
Total	216		384	

Figure 4.8
Stress level of Higher secondary school students with respect to their fathers'
educational qualification



A perusal of Table No-4.8 and figure 4.8 shows the number and percentage of the stress level of Higher secondary school students based on their fathers' educational qualification i.e. graduate and under-graduate. Out of 216 students having graduate fathers, 87 (40.27%) have very low level of stress, 53(24.53%) are having low level of stress and 43(19.90%) have moderate stress level. Another 25(11.57%) have high stress level in which only 8(3.70%) are having very high stress level.

With a total number of 384 students whose fathers are under-graduate, 190(49.47%) are having very low level of stress, 70(18.22%) have low level of stress and 76(19.79%) fall under moderate stress level. 27(7.03%) have high stress level and 21(5.46%) students have very high level of stress.

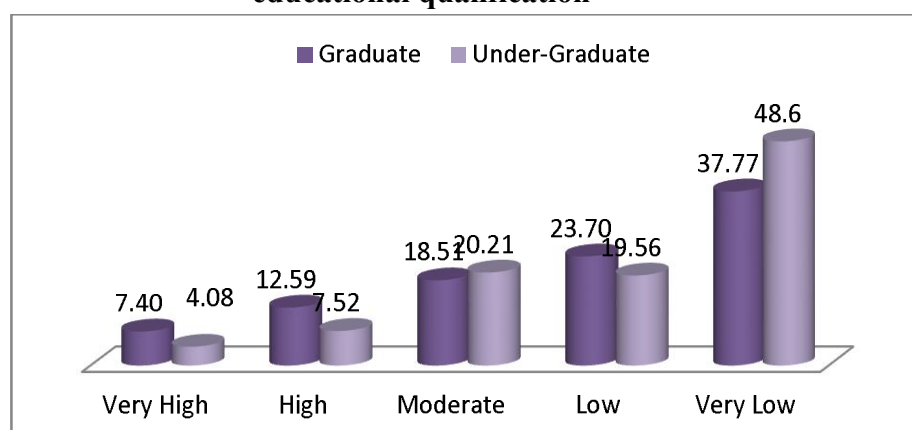
4.1.8. Stress level of Higher secondary school students with respect to their mothers' educational qualification

An analysis of the stress level of Higher secondary school students with respect to their mothers' educational qualification was done from the scores obtained and interpreted in which the findings are presented in the following table.

Table 4.9
Stress level of Higher secondary school students with respect to their mothers' educational qualification

Level of Stress	Graduate		Under-Graduate	
	No. of students	Percentage	No. of students	Percentage
Very high	10	7.40%	19	4.08%
High	17	12.59%	35	7.52%
Moderate	25	18.51%	94	20.21%
Low	32	23.70%	91	19.56%
Very Low	51	37.77%	226	48.60%
Total	135		465	

Figure 4.9
Stress level of Higher secondary school students with respect to their mothers' educational qualification



A perusal of Table No-4.9 and figure 4.9 shows the number and percentage of the stress level of Higher secondary school students based on their mothers' educational qualification i.e. graduate and under-graduate. Out of 135 students whose mothers are graduate, 51(37.77%) have very low level of stress, 32 (23.70%) are having low level of stress and 25(18.51%) have moderate stress level. Another 17(12.59%) have high stress level in which only 10(7.40%) are having very high level of stress.

With a total number of 465 students whose mothers are under-graduate, 226(48.60%) are having very low level of stress, 91(19.56%) have low level of stress and 94(20.21%) fall under moderate stress level. 35(7.52%) have high stress level and 19(4.08%) students have very high level of stress.

4.2 Objective No.2: To compare the stress level of male and female Higher secondary school students in Aizawl District.

Hypothesis no. 1 states that there is no significant difference in the stress level of male and female Higher secondary school students in Aizawl District.

The stress level of Higher secondary school students were found and compared with respect to their gender. For this, the mean and standard deviation of the scores were obtained. The mean difference were tested by applying 't' test and the details are presented in the following table.

Table 4.10
Comparison on the Stress level of male and female students

Gender	No. of Students	Mean	SD	SED	df	t-value	Significant level
Male	285	150.74	20.75	0.18	598	0.70	Not Significant
Female	315	152.04	23.92				

The following analysis is derived from the comparative statistic.

The above Table No-4.10 shows the comparison done between male and female Higher secondary school students. It can be observed from the table that out of 285 male students, the mean score is 150.74 and standard deviation is 20.75.

While the mean score of the female i.e. 315 students is 152.04 and standard deviation is 23.92 respectively. The SED shown on the table is 0.18 in which the degrees of freedom is 598, and the calculated value of 't' is 0.70.

It is also shown that the calculated 't' value is 0.70, whereas the required 't' value to declare the difference as significant is 1.96 at 0.05 level of confidence. Since the calculated 't' value is smaller than the critical 't' value, it can be concluded that there is no significant difference in the stress level of male and female Higher secondary school students. Hence, the null hypothesis, "There is no significant difference in the stress level of male and female Higher secondary school students of Aizawl District" is accepted.

However; it is observed from their mean score that female students have higher level of stress than the male students.

4.3 Objective No.3: To compare the stress level of Higher secondary school students of Aizawl District with respect to locale.

Hypothesis no.2 states that there exists no significant difference in the stress level of rural and urban Higher secondary school students in Aizawl District.

The stress level of Higher secondary school students were observed and compared with respect to their locality. The rural students in the present study refer to those students who come from the rural areas to pursue higher studies in Aizawl city. For this, the mean and standard deviation of the scores were obtained. The mean difference were tested by applying 't' test and the details are presented in the following table.

Table No-4.11 illustrates the comparison of the stress level of rural and urban Higher secondary school students.

Table-4.11

Comparison on the stress level of rural and urban higher secondary students

Locality	No. of Students	Mean	SD	SED	df	t-value	Significant level
Rural	239	148.24	22.13	1.85	598	2.94	Significant at 0.01
Urban	361	153.53	22.46				

The following analysis is derived from the comparative statistic.

The above Table No-4.11 shows the comparison done between rural and urban Higher secondary school students. It can be observed from the table that out of 239 students coming from rural areas, the mean score is 148.24 and standard deviation is 22.13. While the mean score of the students from urban areas i.e. 361 students is 153.53 and standard deviation is 22.46 respectively. The SED shown on the table is 1.85 in which the degrees of freedom is 598, and the calculated value of 't' is 2.94.

Since the calculated 't' value is 2.94 which is greater than the critical 't' value at 0.01 level, it shows that there is significant difference in the level of stress between rural and urban students. , the null hypothesis, "There exists no significant difference in the stress level of rural and urban Higher secondary school students of Aizawl District" cannot be accepted since the two groups differed significantly at 0.01 level of confidence. A comparison of their mean score shows that the mean score of students coming from urban areas is higher than students coming from rural areas. Therefore, the result indicates that students coming from urban areas have higher level of stress than students coming from rural areas.

4.4.0 Objective No 4: To compare the stress level of Higher secondary school students with respect to type of school management

The stress level of Higher secondary school students were found and compared with regard to their type of school management. For this, the mean and standard deviation of the scores were obtained. The mean difference were tested by applying 't' test and the details are presented in the following tables.

4.4.1 Difference in the stress level of Deficit and Government Higher secondary school students

Hypothesis no.3 states that there is no significant difference in the stress level of Deficit and Government Higher secondary school students in Aizawl District.

The following Table No-4.12 shows the comparison of the stress level of Deficit and Government Higher secondary school students.

Table 4.12

Comparison on stress level of Deficit and Government Higher secondary school students

School	No. of Students	Mean	SD	SED	df	t-value	Significant level
Government	220	149.52	22.57	2.34	468	2.94	Significant at 0.01
Deficit	150	156.49	21.93				

The following analysis is derived from the comparative statistic.

The above Table No-4.12 shows the comparison done between Deficit and Government Higher secondary school students. It can be observed from the table that out of 150 Deficit school students, the mean score is 156.49 and standard deviation is 21.93. While the mean score of the students from Government school i.e. 220 students is 149.52 and standard deviation is 22.57 respectively. The SED shown on the table is 2.34 in which the degrees of freedom is 468, and the calculated value of 't' is 2.94.

The calculated 't' value is 2.94 which is greater than the critical 't' value at 0.01 level which shows that there is significant difference in the stress level of Deficit and Government school students. Hence, the null hypothesis, "There is no significant difference in the stress level of Deficit and Govt. Higher secondary school students in Aizawl District" cannot be accepted since the two groups differed significantly at 0.01 level of confidence. A comparison of their mean score shows that the mean score of Deficit school students is higher than students from Government school. Hence, the result indicates that Deficit school students have higher level of stress than Government school students.

4.4.2 Difference in the stress level of Deficit and Private Higher secondary school students.

Hypothesis no. 4 states that there exists no significant difference in the stress level of Deficit and Private Higher secondary school students in Aizawl District.

Table No-4.13 illustrates the comparison of the stress level of Deficit and Private Higher secondary school students.

Table-4.13

Comparison on the stress level of Deficit and Private Higher secondary school students

School	No. of Students	Mean	SD	SED	df	t-value	Significant level
Deficit	150	156.49	21.93	2.31	378	2.81	Significant at 0.01
Private	230	149.93	22.30				

The following analysis is derived from the comparative statistic.

The above Table No-4.13 shows the comparison done between Deficit and Private Higher secondary school students. The table reveals that out of 150 Deficit school students, the mean score is 156.49 and standard deviation is 21.93. While the mean score of the students from Private school i.e. 230 students is 149.93 and standard deviation is 22.30 respectively. The SED shown on the table is 2.31 in which the degrees of freedom is 378, and the calculated value of 't' is 2.81.

Since the calculated 't' value is 2.81 which is greater than the critical 't' value at 0.01 level, it reveals that significant difference was found on the stress level between Deficit and Private school students where Deficit school students have higher stress level than the Private school students.

Hence the null hypothesis, “There exists no significant difference in the stress level of Deficit and Private Higher secondary school students in Aizawl District” is rejected since the two groups differed significantly at 0.01 level of confidence.

4.4.3 Difference in the stress level of Government and Private Higher secondary school students.

Hypothesis no.5 states that there exists no significant difference in the stress level of Government and Private Higher secondary school students in Aizawl District.

The following Table No-4.14 shows the comparison of the stress level between Government and Private Higher secondary school students.

Table-4.14

Comparison on the stress level of Government and Private Higher secondary school students

School	No. of Students	Mean	SD	SED	df	t-value	Significant level
Government	220	149.52	22.57	2.11	448	0.19	Not Significant
Private	230	149.93	22.30				

The following analysis is derived from the comparative statistic.

The above Table No-4.14 shows the comparison done between Government and Private Higher secondary school students. It can be observed from the table that out of 220 Government school students, the mean score is 149.52 and standard deviation is 22.57. While the mean score of the students from Private school i.e. 230 students is 149.93 and standard deviation is 22.30 respectively. The SED shown on the table is 2.11 in which the degrees of freedom is 448, and the calculated value of ‘t’ is 0.19.

It can also be observed that the calculated ‘t’ value is 0.19, whereas the required ‘t’ value to declare the difference as significant is 1.97 at 0.05 level of

confidence. Since the calculated 't' value is smaller than the critical 't' value, it can be concluded that there is no significant difference in the stress level of Government and Private Higher secondary school students in Aizawl District. Hence the null hypothesis that assumes, "There exists no significant difference in the stress level of Govt. and Private Higher secondary school students in Aizawl District" is accepted.

4.5.0 Objective No 5: To compare the stress level of Higher secondary school students with respect to stream of study.

The stress level of Higher secondary school students were found and compared with regards to their stream of study i.e. Arts, Science and Commerce. For this, the mean and standard deviation of the scores were obtained. The mean difference were tested by applying 't' test and the details are presented in the following tables.

4.5.1 Difference in the stress level of Arts and Science Higher secondary school students

Hypothesis no.6 states that there is no significant difference in the stress level of Arts and Science Higher secondary school students in Aizawl District.

The following Table No-4.15 shows the comparison of the stress level between arts and science Higher secondary school students.

Table 4.15
Comparison of Arts and Science Higher secondary school students

Stream	No. of Students	Mean	SD	SED	df	t-value	Significant level
Arts	280	149.07	23.06	2.08	478	2.73	Significant at 0.01
Science	200	154.81	22.22				

The following analysis is derived from the comparative statistic.

A perusal of the result vide Table No-4.15 shows the comparison done between Government and Private Higher secondary school students. It can be

observed from the table that out of 200 science students, the mean score is 154.81 and standard deviation is 22.22. While the mean score of arts students i.e. 280 students is 149.07 and standard deviation is 23.06 respectively. The SED shown on the table is 2.08 in which the degrees of freedom is 478, and the calculated value of 't' is 2.73.

The calculated 't' value is 2.73 which is greater than the critical 't' value at 0.01 level which shows that there is significant difference in the stress level of science and arts students. Hence, the null hypothesis, "There is no significant difference in the stress level of Arts and Science Higher secondary school students in Aizawl District" cannot be accepted since the two groups differed significantly at 0.01 level of confidence. A comparison of their mean score shows that the mean score of students from science stream is higher than students from arts stream. Hence, the result indicates that science students have higher level of stress than arts students.

4.5.2 Difference in the stress level of Arts and Commerce Higher secondary school students.

Hypothesis no.7 states there exists no significant difference in the stress level of Arts and Commerce Higher secondary school students in Aizawl District.

The following Table No-4.16 shows the comparison of the stress level between arts and commerce Higher secondary school students.

Table-4.16
Comparison of Arts and Commerce Higher secondary school students

Stream	No. of Students	Mean	SD	SED	df	t-value	Significant level
Arts	280	149.07	23.06	2.34	398	0.90	Not Significant
Commerce	120	151.27	20.84				

The following analysis is derived from the comparative statistic.

An examination of data vide Table No-4.16 shows the comparison done between arts and commerce Higher secondary school students. The table reveals that out of 280 arts students, the mean score is 149.07 and standard deviation is 23.06. While the mean score of commerce students i.e. 120 students is 151.27 and standard deviation is 20.84 respectively. The SED shown on the table is 2.34 in which the degrees of freedom is 398, and the calculated value of 't' is 0.90.

The calculated 't' value is 0.90, whereas the required 't' value to declare the difference as significant is 1.97 at 0.05 level of confidence. Since the calculated 't' value is smaller than the critical 't' value, it can be concluded that there is no significant difference in the stress level of Arts and Commerce Higher secondary school students in Aizawl District. Hence the null hypothesis that assumes, "There exists no significant difference in the stress level of Arts and Commerce Higher secondary school students in Aizawl District" is accepted.

However, a comparison of their mean score shows that although there is no significant difference in the stress level, commerce students have higher mean score than the arts students.

4.5.3 Difference in the stress level of science and commerce Higher secondary school students.

Hypothesis no.8 states that there is no significant difference in the stress level of Science and Commerce Higher secondary school students in Aizawl District.

Table No-4.17 illustrates the comparison between the stress level of science and commerce Higher secondary school students.

Table-4.17

Comparison of science and commerce Higher secondary school students

Stream	No. of Students	Mean	SD	SED	df	t-value	Significant level
Science	200	154.81	22.22	2.46	318	1.41	Not Significant
Commerce	120	151.27	20.84				

The following analysis is derived from the comparative statistic.

A perusal of Table No-4.17 shows the comparison done between science and commerce students. It shows that out of 200 science students, the mean score is 154.81 and standard deviation is 22.22. While the mean score of commerce students i.e. 120 students is 151.27 and standard deviation is 20.84 respectively. The SED shown in the table is 2.46 in which the degrees of freedom is 318, and the calculated value of 't' is 1.41.

It is observed that the calculated 't' value is 1.41, whereas the required 't' value to declare the difference as significant is 1.97 at 0.05 level of confidence. Since the calculated 't' value is smaller than the critical 't' value, it can be concluded that there is no significant difference in the stress level of Science and Commerce Higher secondary school students in Aizawl District. Hence the null hypothesis that assumes, "There is no significant difference in the stress level of Science and Commerce Higher secondary school students in Aizawl District" is accepted.

A comparison of their mean score shows that although there is no significant difference, science students have higher mean score than that of commerce students.

4.6.0 Objective No 6: To compare the stress level of Higher secondary school students with respect to their parents' occupation.

The stress level of Higher secondary school students based on their parents' occupation were found and the mean and standard deviation of the scores were obtained. The mean differences were tested by applying 't' test and the details are presented in the following tables.

4.6.1 Difference in the stress level of Higher secondary school students with respect to their fathers' occupation

Hypothesis no.9 states that there is no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their fathers' occupation.

The following Table No-4.18 shows the comparison of the stress level of Higher secondary school students whose fathers are government and non-government servant.

Table-4.18
Comparison on the stress level of Higher secondary school students with
respect to their fathers' occupation

Fathers' Occupation	No. of Students	Mean	SD	SED	df	t-value	Significant level
Govt. Servant	241	148.53	24.01	1.90	598	2.54	Significant at 0.05
Non-govt. Servant	359	153.36	21.17				

The following analysis is derived from the comparative statistic.

An examination of data vides Table No-4.18 shows the comparison done between Higher secondary school students on the basis of their fathers' occupation. The mean score of students with fathers' occupation of government servant is 148.53 and standard deviation is 24.01. Whereas the mean score of students having non-government servant fathers is 153.36 and standard deviation is 21.07 respectively. The SED shown on the table is 1.90 in which the degrees of freedom is 598, and the calculated value of 't' is 2.54.

Since the calculated 't' value is 2.54 which is greater than the critical 't' value at 0.05 level of confidence, the null hypothesis, "There is no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their fathers' occupation" is rejected since the two groups differed significantly at 0.05 level of confidence. A comparison of their mean score shows that the mean score of students whose father are non-government servants is higher than students who have government servant father. Thus, the result indicates that students who have non-government servant father have higher stress level than students having government servant father.

4.6.2 Difference on the stress level of Higher secondary school students with respect to their mothers' occupation

Hypothesis no. 10 states that there is no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their mothers' occupation.

The following Table No-4.19 shows the comparison of the stress level of Higher secondary school students whose mothers are government and non-government servant.

Table-4.19
Comparison on the stress level of Higher secondary school students with respect to their mothers' occupation

Mothers' Occupation	No. of Students	Mean	SD	SED	Df	t-value	Significant level
Govt. Servant	91	150.81	24.15	2.71	598	0.28	Not Significant
Non-govt. Servant	509	151.53	22.18				

The following analysis is derived from the comparative statistic.

A perusal of Table No- 4.19 shows the comparison done between Higher secondary school students on the basis of their mothers' occupation. The table reveals that the mean scores of Higher secondary school students with mothers' occupation of government servant is 150.81 and standard deviation is 24.15. While the mean score of students with mothers' occupation of non-government servant is 151.53 and standard deviation is 22.18 respectively. The SED shown in the table is 2.71 with degrees of freedom 598, and the calculated value of 't' is 0.28.

The calculated 't' value is 0.28, whereas the required 't' value to declare the difference as significant is 1.96 at 0.05 level of confidence. Since the calculated 't' value is smaller than the critical 't' value, it can be concluded that there is no significant difference in the stress level of Higher secondary school students whose

mothers are government and non-government servant. Hence, the null hypothesis that assumes, “There is no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their mothers’ occupation” is accepted.

Although the finding is not significant, a comparison of the mean score however shows that students having non-government servant mothers have higher mean score than that of the students with government servant mothers.

4.7.0 Objective No 7: To compare the stress level of Higher secondary school students of Aizawl District with respect to their parents’ educational qualification.

The stress level of Higher secondary school students based on their parents’ educational qualification were found and the mean and standard deviation of the scores were obtained. The mean differences were tested by applying ‘t’ test and the details are presented in the following tables.

4.7.1. Difference on the stress levels of Higher secondary school students with respect to their fathers’ educational qualification

Hypothesis no.11 states that there exists no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their fathers’ educational qualification.

The following Table No-4.20 shows the comparison of the stress level of Higher secondary school students whose fathers are graduate and under-graduate.

Table 4.20
Comparison on the stress levels of Higher secondary school students
with respect to their fathers’ educational qualification

Fathers’ education	No. of Students	Mean	SD	SED	df	t-value	Significant level
Graduate	216	151.79	22.15	1.89	598	0.29	Not Significant
Under-graduate	384	151.22	22.67				

The following analysis is derived from the comparative statistic.

As per table No-4.20, the mean score of Higher secondary school students whose father are graduate is 151.79 and standard deviation is 22.15 respectively. Whereas the mean score and standard deviation of students with under-graduate father is 151.22 and 22.67 respectively. The SED shown in the table is 1.89 with degrees of freedom 598, and the calculated value of 't' is 0.29.

The calculated 't' value is 0.29, whereas the required 't' value to declare the difference as significant is 1.96 at 0.05 level of confidence. Since the calculated 't' value is smaller than the critical 't' value, it can be concluded that there is no significant difference in the stress level of Higher secondary school students whose fathers' educational qualifications are graduate and under-graduate. Therefore, the null hypothesis, "There exists no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their fathers' educational qualification" is accepted.

4.7.2 Difference on the stress level of Higher secondary school students with respect to their mothers' educational qualification

Hypothesis no.12 states that there exists no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their mothers' educational qualification.

The following Table No-4.21 shows the comparison of the stress level of Higher secondary school students whose mothers are graduate and under-graduate.

Table 4.21
Comparison on the stress level of Higher secondary school students with respect to their mothers' educational qualification

Mothers' education	No. of Students	Mean	SD	SED	df	t-value	Significant level
Graduate	135	156.04	22.65	2.20	598	2.72	Significant at 0.01
Under-graduate	465	150.08	22.25				

The following analysis is derived from the comparative statistic.

A glance at the result vide Table No-4.21 reveals the mean score and standard deviation of Higher secondary school students on the basis of their mothers' educational qualification. It is observed that the mean score and standard deviation of students having graduate mother is 156.04 and 22.65 respectively. Whereas the mean score of students with under-graduate mother is 150.08 and standard deviation is 22.25 respectively. The SED shown in the table is 2.20 with degrees of freedom 598, and the calculated value of 't' is 2.72.

Since the calculated 't' value is 2.72 which is greater than the critical 't' value at 0.01 level of confidence, the null hypothesis, "There exists no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their mothers' educational qualification" is rejected since the two groups differed significantly at 0.01 level of confidence. A comparison of their mean score shows that the mean score of students having graduate mother is higher than students who have under-graduate mother. Therefore, the result indicates that students who have graduate mother have higher stress level than students having under-graduate mother.

CHAPTER-V

MAJOR FINDINGS, DISCUSSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

The present chapter deals the major findings, discussions and suggestions for further studies.

5.1.0 MAJOR FINDINGS

The following are the major findings of the present study:

5.1.1 Overall stress level of Higher secondary school students in Aizawl District

- (i) 46.16% of higher secondary students have very low stress and 20.5% of the students have low stress.
- (ii) 19.83% of the students fall under the category of moderate stress.
- (iii) Few of the students i.e. 5.5% of students have very high stress, 8% of students have high stress level.

5.1.2 Comparison in the Stress level of male and female Higher secondary school students

- (i) There is no significant difference in the stress level of male and female Higher secondary school students.
- (ii) The mean score of female students is slightly higher than the male students.

5.1.3 Comparison in the Stress level of Higher secondary school students with respect to locale

- (i) There exists a significant difference in the stress level of rural and urban Higher secondary school students in which urban students are found to possess higher stress level at 0.01 level of confidence.

5.1.4 Comparison in the stress level of Higher secondary school students with respect to type of school management.

- (i) There is a significant difference in the stress level of Deficit and Government Higher secondary school students in Aizawl District where the deficit school students have higher stress level at 0.01 level of confidence.
- (ii) There exists a significant difference in the stress level of Deficit and Private Higher secondary school students in Aizawl District and the difference in which deficit school students are having higher stress level at 0.01 level of confidence.
- (iii) There is no significant difference between Government and Private Higher secondary school students in Aizawl District with regard to their stress level.

5.1.5 Comparison in the stress level of Higher secondary school students with respect to streams of study.

- (i) There exists a significant difference in the stress level of arts and science Higher secondary school students in Aizawl District and science higher secondary school students are found to have higher stress level at 0.01 level of confidence.
- (ii) There is no significant difference in the stress level of arts and commerce Higher secondary school students in Aizawl District.
- (iii) There exists no significant difference in the stress level of Science and Commerce Higher secondary school students in Aizawl District.

5.1.6 Comparison in the stress level of Higher secondary school students with respect to their parents' occupation.

- (i) There exists a significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their fathers' occupation in which students whose fathers are non-

government servant have higher stress level at 0.05 level of confidence.

- (ii) There is no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their mothers' occupation.

5.1.7 Comparison in the stress level of Higher secondary school students with respect to their parents' educational qualification

- (i) There exists no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their fathers' educational qualification.
- (ii) There is a significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their mothers' educational qualification in which students having graduate mothers are found to possess higher stress level at 0.01 level of confidence.

5.2.0 DISCUSSION ON THE FINDINGS OF THE PRESENT STUDY

5.2.1 Discussion on the findings with respect to the overall stress level of higher secondary school students.

It was found that majority of the Higher secondary school students in Aizawl district have below moderate stress level in which 20.5% of students fall under the category of low stress and 46.16% of students have very low stress level.

Discussion: This finding is similar to the previous research undertaken by Patriat et al. (2014) who observed that majority of the students fall under very low stress level. Mathew and Jayan (2006), Sulaiman et al. (2009) also discovered that the stress level of majority of the students fall under low level of stress. But, it is contradictory with the findings of previous research done by Reddy et al. (2018), Al-Qahtani and Alsubaie (2020) who found that the overall stress level of students fall under the category of high level. Prabu (2015), Wong et al. (2006), Bayram and Bilgel (2008), Akande et al. (2014), Dawit et al. (2018), Maria et al. (2018), Deemah et al. (2020),

Lalramropuii (2014), Lalventluanga (2019), Ralte (2019), and Lalchhanchhuahi (2019) also found that the overall stress level of students fall under moderate stress.

From the findings, it was observed that many of the Higher secondary school students are found to have very low stress level. The reason behind this could be due to the school as well as home environment that the students are exposed to. Good student-teacher relationship and teaching-learning process experienced at school and free from family responsibility may also have an impact on the stress level of students. Relationship can also be a factor contributing to this finding, especially when they have infatuation with their fellow students or opposite sex or their teacher. It gives pleasure to be a part of the school environment as well as having relationship with friends in school with whom they can share their problems.

Demographic factors can also be one of the reasons for the students' low stress level where resources needed for their studies as well as daily lives are mostly available and accessible in Aizawl District. In addition to this, implementation of Integrated Evaluation Scheme (IES) can also reduce the education related stress level where 20% of the marks can be achieved from internal examination and the other 80% of the marks are obtained from the external exams.

Apart from these, different youth programs are organized for encouraging and motivating adolescents and hence these programs can also become one of the factors for the low stress level of Higher secondary school students. The practice of annual sports and other games and creative activities in most of the higher secondary schools can also be attributed for providing entertainment to the students, hence leading to a lower stress level.

However, few students were found to have high and very high stress level and the reason for this is difficult to pin point but it is suggested not to neglect as it can lead to serious physical as well as mental health problems such as depression, anxiety and personal disorder.

5.2.2 Discussion on the findings with regards to significance of differences in the stress level of male and female students.

The comparison on the stress level of male and female higher secondary school students discovered that there is no significant difference between the two groups.

Discussion: The present study is backed up by the findings of Bartwal and Raj (2014), Sanjiv et al. (2010), Agarwal (2011), Deb et al. (2015), Sonali (2016), Sathiya and Malathi (2018), Akeela and Ashok (2019), Reddy et al.(2006), Mathew and Jayan (2006), Banke et al. (2012), Khan and Altaf (2013), Bhosale (2014), Dawit et al. (2018), Lalramropuii (2014), Ralte (2019), Lalchhanchhuahi (2019).

However, the findings is contradictory with the previous research conducted by Razia (2016), Sharma et al. (2016), Kumar and Akoijam (2017), Chacko et al. (2018), Kamble and Minchekar (2018), Majinder (2018), Misra and Kean (2000), Matud (2004), Hampel and Peterman (2006), Bayram and Bilgel (2008), Sulaiman et al.(2018), Sonali (2018), Deemah et al. (2020), and Lalventluanga (2019) who found that females have higher level of stress than males, whereas studies conducted by Vardhini and Karunakaran (2013), Khan et al.(2015), Prabu (2015), Chen et al. (2009), Kai-Wen (2009), Azila-Gbettor et al. (2015) found that boys have higher stress level than girls.

It was observed from the findings that gender does not have any influence on the stress level of Higher secondary school students. The plausible reason for this finding could be that Mizo society is an open society where males and females enjoy equal freedom, equal opportunity as well as given equal treatment in the teaching learning process without any discrimination and wherein female students can also pursue higher education without any burden. This finding reflects the status of female students in Mizoram to a great extent as well. The non-discriminative home environment as well as the perception of society on the educational process of both male and female students must be a contributing factor. Moreover, in today's world, many of the students have their mobile phones and computers where they can watch and enjoy whatever they like, chat with their friends through different apps in social media and online games, which in turn relieve their stress to some extent.

5.2.3. Discussion on the findings with regards to significance of difference in the stress level of rural and urban higher secondary students.

It was found that there exists significant difference in the stress level of rural and urban Higher secondary school students where urban students have higher level of stress than the students of rural areas.

Discussion: Factors for the higher stress level of urban students can be due to the home environment or more complex lifestyle in the urban area. Parents of many urban students are working whether it is a government job or business line, which often leads to less family time and problems in family well-being. Hence, the child's level of stress can be increased or arise when the expectation of care and affection from parents are not met.

Another factor could be the easy access in the information and communication technology through whatsapp, facebook and instagram, etc, students are assumed to have early experience on relationship, sex, intoxication of drugs and critical thinking with perceptions of the world and society. This may also lead to higher stress level among the urban students.

Peer pressure in social life as well as parents' expectation to perform better in their academic performance can also lead to the higher stress level among urban students. Moreover, inadequate space or lack of space due to overcrowding in urban areas can also be the factors where the students may face difficulty in having full concentration on their studies.

This finding is also backed up by the previous research conducted by Prabu (2015) who also found that students from urban areas have higher stress level than that of the students from rural areas.

However, the findings is opposing to the findings of studies carried out by Sagar and Singh (2017), Majinder (2018), Sathiya and Malathi (2018) who found that there is no significant difference on the stress level of rural and urban students. However, Sulaiman et al. (2009) discovered that there exists significant difference on the stress level of rural and urban students.

5.2.4. Discussion on the findings with regards to significance of difference in the stress level of Higher secondary school students with respect to type of management.

The present study found that there was a significant difference in the stress level of Deficit and Government Higher secondary school students as well as Deficit and Private Higher secondary school students where students from Deficit schools are found to have higher stress level than that of the Government and Private school students. It was also found that there exists no significant difference in the stress level of Government and Private Higher secondary school students.

Discussion: The reason for the higher stress level of deficit school students can be assumed by saying that deficit schools in Aizawl district are under the administration of different denomination of churches where there is better implementation of rules and regulations. Further, Deficit schools in Aizawl District, most of them being prestigious, are assumed to generally have diligent students in which the competition among the students is also higher comparing with private and government schools which may results in the higher stress level among students.

Though similar findings is not found in the previous research, it is contradictory with the findings of Prabu (2015), Subramani and Kadiravan (2017), Razia (2016), Sharma et al. (2016) and Ralte (2019) that students from private schools have higher stress level than students from Government schools whereas Sonali (2018), Akeela and Ashok (2018) discovered that Government school students have higher stress level than Private school students whereas Chacko et al. (2018) found that the high school students from CBSE have higher level of stress than students from Government schools. However, Sagar and Singh (2017) and Majinder (2018) found no significant difference on the stress level in relation to type of management.

It was also observed that there was no difference to be found in the stress level of Private and Government Higher secondary school students. The reason is not clearly known, but it could be assumed that many teachers, especially in the government school, may have neglected the academic performance of the learners since it does not affect their pay or salary. This may results in lesser

competition among the students which in turn could influence the stress level among the students.

5.2.5. Discussion on the findings with regards to significance of difference in the stress level of Higher secondary school students with respect to streams of study.

There exists a significant difference in the stress level of higher secondary Arts and Science students where Science students were found to have higher stress level than Arts students.

It was also discovered that there is no significant difference between the stress level of Arts and Commerce as well as Science and Commerce Higher secondary school students.

Discussion:Of all the streams, it was found that students from science stream have highest level of stress in comparison to arts and commerce students. It was also observed that significant difference was found in the stress level of arts and science students. The reason behind this finding can be the heavy work load of science subject with vast syllabus which also involves arithmetic skill and practical works. Especially in Mizo society, science is more valued and regarded higher than other streams, as most of the students taking up this stream are aiming to proceed further in medical or engineering line. Then, there are also many parents who force their children to take up science without first exploring their interest and aptitude level but simply by making decision through the high score in matriculation, which they fail to notice, can be achieved through rote learning or memorization and that, the lack of interest in the subject can lead to emotional and behavioral problems, psychological problems etc. which could also be a factor contributing to the higher stress level of science students.

Apart from these, lack of trained and quality teacher who has mastery over the subject as well as the method of teaching, which may sometimes leads to lack of innovative techniques and strategies to be applied and practiced at the right time, could also result in higher stress level of the students. Further, failure of completing the courses or syllabus in time can hamper the preparation of students which again can create stress among them as the subject needs more concentration and effort than the other streams.

This finding is backed up the previous research done by Prabu (2015) who found that students from science stream have higher level of stress than arts students whereas it is contradictory with the studies carried out by Sagar and Singh (2017), Lalventluanga (2019) and Ralte (2019) who discovered that there exists no significant difference in the stress level of students in relation to stream of study, whereas Reddy et al. (2018) in their findings revealed that commerce students have higher stress level than that of their counterparts.

5.2.6. Discussion on the findings with regards to significance of differences in the stress level of Higher secondary school students with respect to their parents' occupation.

It was observed that there exists a significant difference in the stress level of Higher secondary school students with regards to their fathers' occupation where students having non-government servant fathers have higher stress level than students having government servant fathers. On the other hand, no significant difference was found in the stress level with regards to their mothers' occupation.

Discussion: The reason behind the higher stress level of students having non-government servant fathers may be because of the financial instability of the family which may lead to lack of parents' support on their child's learning financially. This finding is contradictory to the previous research conducted by Lalchhanchhuahi (2019) and Lalventluanga (2019) that no significant difference was found on the stress level of students based on their parents' occupation.

However, no significant difference was found on the stress level of students based on their mothers' occupation which is contradictory with the findings of Kaur (2017) who discovered that students having working mother have higher stress level than the students having non-working mothers.

This result may implicate the cause of stress in the student mainly originate from their personal problems and if it comes from mothers, may be dependent on the parenting style and the ability to cope with their stressors and not from the occupation. Mothers', whether they are government or non-government workers are seems to have ample of time or enough quality time to spent with their children and that their occupation does not have much effect on the stress level of the students.

This finding indicates that no matter the type of profession the parents are into, or the financial status that comes with such profession, mothers ensure a healthy home environment that helps in creating minimum stress among the students.

Hence, we can say that both the findings is also a reflection of the Mizo society that the roles and responsibilities of both the parents are differed where fathers hold higher position in looking after and providing the needs of the whole family, the profession of mothers is not a defining factor or an identifying factor for the children, hence exerting less impact on the students and their perceptions of themselves and of others.

5.2.7. Discussion on the findings with regards to significance of differences in the stress level of Higher secondary school students in relation to their parents' educational qualification.

There exists no significant difference on the stress level of Higher secondary school students on the basis of their fathers' educational qualification. However, the study found significant difference with reference to their mothers' educational qualification where students having graduate mother were found to possess higher level of stress than the students having undergraduate mother.

Discussion: Analysis of the parental educational qualification indicated that there is no significant difference on the stress level of students on the basis of their fathers' educational qualification. No similar findings are found on the previous research.

However, it was also observed that there exists significant difference on the students' stress level based on their mothers' educational qualification which is similar to the finding of Prabu (2015) that students having literate parents have higher level of stress than students having illiterate parents.

The reason behind this finding can be stated as the roles and responsibilities of the child's learning is mostly in the hands of mothers' and that, fathers' educational qualification does not make much difference on their child's stress level. In addition, home environment can be a factor contributing to the higher stress level of students in which graduated mothers seems to have high expectation and high pressure to perform better in whatever activities they carry out as well as in their

academic performance. In such a case, the fear of failure or incapability to become in line with the expectation and the failure to perform or do things at the right time or stipulated time can be one of the stressors for the students.

5.3.0. RECOMMENDATIONS BASED ON THE FINDINGS

- 1) Qualified school counselor should be recruited in every school to identify the students who are in need of counseling and to maintain a good relationship among the teachers, students as well as parents.
- 2) Parent Teachers Association (PTA) must be set up in every school so as to build good relationship among the stakeholders for sharing of information, discussion on the performance as well as for giving awareness to the parents who faced difficulty in decision making for their child's future.
- 3) More awareness programme should be organized among parents on their role and responsibilities of determining their child's future. It is also suggested that parents should be more concerned and get in touch with teachers and give ample time on their child's learning with having careful observations on their aptitude and Intelligence level rather than pressurizing them.
- 4) Since science subjects are generally practical based, it is recommended to take up practical class more seriously in every school which will make it easier to understand the said subjects in order to reduce the stress level.
- 5) Government should recruit only trained and qualified teachers since lack of quality teacher, mastery over the subject as well as appropriate method of teaching can also contribute to higher stress level of the students. So, recommendations of recruiting trained teachers especially in Private Schools can be very helpful in decreasing the stress level of students.

5.4.0.SUGGESTIONS FOR FURTHER STUDIES

The present study only deals with the stress level of Higher secondary school students in Aizawl District; therefore, in the light of the findings the following suggestions are made for further studies:

1. A study on the stress level of Higher secondary school students in Mizoram.
2. A comparative study on the stress level of Higher secondary school students between two different states in the North East.

3. A comparative study on the stress level of secondary, higher secondary, graduate and post graduate students in Mizoram.
4. A study on the stress level of secondary school students of Mizoram in relation to their emotional intelligence and problem solving ability.
5. A study on the stress level of higher secondary school science students in relation to their academic achievement in science of Aizawl District.

CHAPTER-VI

SUMMARY AND CONCLUSION

6.1. SUMMARY

The word stress is taken from the Latin word “strictus”, meaning “tight” or “narrow” and its verb form “stringere”, meaning “to tighten”(Jin, 2012).

Psychologists have viewed the concept of “Stress” in different ways. The first study of stress was in early 1950, where Selye (1950; as cited in UKEssays, 2018) defined stress as “the non-specific response of the body to any demand.”

Lazarus (1966; as cited in Rupashree,2012, p.27) defined stress as “stress is a condition or feeling experienced when a person perceives that “demands exceed the personal and social resources the individual is able to mobilize”.

According to Pearlin et al. (1981; as cited in Rupashree,2012, p.27), “Stress, refers to a response of the organism to a noxious or threatening condition”.Lovallo (1997), Singer and Davidson (1986) and Trumbull and Appley (1986) also expressed their stress “is experienced in the condition in which person- environment transactions lead to perceived discrepancy between the physical or psychological demands of a situation and the resources of the individual’s biological, psychological, or social systems”.(Rupashree, 2012, p. 27).

Fred Luthans (as cited in RAJRAS, 2019) defined stress as “an adaptive response to an external situation that results in physical, psychological, and/or behavioural deviations for organizational participant”.

Ibrahim(1998; as cited in Thawabieh&Qaisy,2012) defined stress as “a severe emotional response resulted from internal or external change”. According to Greenberge and Hussien and Hussien (2006; as cited in Thawabieh & Qaisy, 2012) defined stress as “the situation by which the individual suffers from physical and psychological hyper tension resulted from factors that can’t be handled and exceeds human ability to cope with”.

Based on the definitions given above, stress can be understood as a psychological condition and body discomfort. It is a common incident associated with a feeling of emotional or physical tension. When a person experiences a constraint inhibiting the accomplishment of desire and demand for accomplishment, it leads to potential stress.

Adolescence is a period when both the immediate and long-term effects towards attitudes and behavior are significant. It is a period of physical and psychological changes along with rapid mental developments. This change yields to requirement of mental adjustments essential for establishing new ideas and attitudes, interests and values. Adolescents insist to have freedom. They have the feeling that they have a well-planned path paved for themselves to achieve their dreams and live their life contentedly. However, adolescents are not yet fully matured physically or mentally to handle the realities and responsibilities of life. There are many expectations they have to meet and restrictions they have to abide to that are imposed upon them by the society, culture and home. High expectations and stringent restrictions can result in stress and anxiety for the adolescents.

Parents' expectations, sibling rivalry, status issues, peer pressure, education, financial issues, etc. are among the factors which can lead to stress among adolescents. Many adolescents create a fantasy world as a means to escape from reality which in turn curbs their capacity to face and deal with real life problems, thus resulting in a lot of stress when they have to deal with such trying situations. It is therefore imperative that they learn to address these issues to avoid the consequences it can have on their lives.

In an educational setting, many adolescents experience difficulties in educational, social, environmental and psychological adjustment when they are exposed to new campus atmosphere. This issue may affect their achievement and overall success. When students are brought in to a new education system, they experience differences in the methods of teaching, academic requirements, type of relations between faculties and even relations among peer students which can all contribute to stress in the students (Thawabieh & Qaisy, 2012). Stress seems to be very common in higher secondary students because at their stage, students need to

ensure their academic survival and prepare themselves for further or higher studies which ultimately signifies a road to maturity.

Finally, during this crucial period of development, it is important that parents, teachers and adults are aware of the nature and patterns of stress in the children so that accurate identification of student stress level can be carried out and interventions be rendered before the issue gets out of control.

The higher secondary schools in Mizoram consist of schools run by Private, Deficit and the Government. The level of stress experienced by the students attending these schools may vary depending on the management as well as the organizational climate of the school. Stress can be caused by various factors which can be negative or positive to an individual, depending on the strength and persistence of the stress, the individual's personality, cognitive appraisal of the stress and social support. Hence, the possible sources of stress for higher secondary students in Mizoram can be Personal Complexes, Family Factor, School Factor, Relationship factor and Social factor.

Rationale of the study:

Students of higher secondary stage as adolescents are exposed to a wide variety of stressors from school, home and peer groups etc. The culture and traditions as well as the nature of the Mizo society exposed adolescents to a wide variety of stress causing factors which in addition to the intensity of school life is bound to have an impact on the stress level of students in higher secondary school.

The pressure to perform better and achieve higher in academic is sure to cause stress in this highly competitive academic field. The stress level of students belonging to different streams of study is also a factor that needs to be addressed due to the nature of the subjects as well as the preconceived ideas about the difficulty of certain subjects of study. Therefore, a comparative study on the stress level of higher secondary school students in different streams of study will help to find out their stress levels as well as bring confirmation on whether there is a relation between the stress levels of students and their academic streams.

The study will also cover stress relating to family, peers and other factors. The distribution of roles in the Mizo family, environment and expectations from home on the adolescents can be a huge factor contributing to the stress levels of students.

Moreover, the transition from childhood to adulthood at this age brings confusion psychologically, which affects their ability to respond to challenges and changing roles, thereby stressing them out. Moreover, the importance of parents' occupation and education as well as the locality of the students cannot be neglected or cannot be overemphasized. Thus, the study will determine whether these factors add to the stress levels of higher secondary school students.

Statement of the Problem:

The statement of the problem is entitled '*A Study on the Stress Level of Higher Secondary School Students in Aizawl District*'.

Operational definition of the terms used:

Study: The term study in the present study refers to a detailed investigation and analysis of a subject or situation.

Stress Level: Stress level in the present study refers to the level of stress obtained by a student in the Students Stress Scale which includes different circumstances such as educational, emotional, family and social aspect.

Higher Secondary School: Higher Secondary Schools in the present study includes Government, Private and Deficit Schools in which learning of Class XI & XII students take place.

Students: In the present study, students refer to persons studying Class XI & Class XII at higher secondary schools in Aizawl District.

Aizawl District: Aizawl district is one of the eleven districts of Mizoram state in India. The district occupies an area of 3,577 square kilometres with 108 villages. It is also the capital of Mizoram where the investigator conducted the research.

Research questions of the study:

1. What is the stress level of Higher secondary school students in Aizawl District?
2. Is there any significant difference in the stress level of male and female Higher secondary school students in Aizawl District?
3. Is there any significant difference in the stress level of rural and urban Higher secondary school students in Aizawl District?

4. Is there any significant difference in the stress level of Higher secondary school students of Aizawl District with respect to type of school management?
5. Is there any significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their stream of study?
6. Is there any significant difference in the stress level of Higher secondary school students of Aizawl District whose parents are government servant and non-government servant?
7. Is there any significant difference in the stress level of Higher secondary school students of Aizawl District whose parents are graduate and under-graduate?

Objectives of the study:

1. To find out the stress level of Higher secondary school students in Aizawl District.
2. To compare the stress level of male and female Higher secondary school students in Aizawl District.
3. To compare the stress level of Higher secondary school students of Aizawl District with respect to locale.
4. To compare the stress level of Higher secondary school students with respect to type of school management.
5. To compare the stress level of Higher secondary school students with respect to stream of study.
6. To compare the stress level of Higher secondary school students with respect to their parents' occupation.
7. To compare the stress level of Higher secondary school students of Aizawl District with respect to their parents' educational qualification.

Null hypotheses of the study:

1. There is no significant difference in the stress level of male and female Higher secondary school students of Aizawl District.
2. There exists no significant difference in the stress level of rural and urban Higher secondary school students of Aizawl District.

3. There is no significant difference in the stress level of Deficit and Govt. Higher secondary school students in Aizawl District.
4. There exists no significant difference in the stress level of Deficit and Private Higher secondary school students in Aizawl District.
5. There exists no significant difference in the stress level of Govt. and Private Higher secondary school students in Aizawl District.
6. There is no significant difference in the stress level of Arts and Science Higher secondary school students in Aizawl District.
7. There exists no significant difference in the stress level of Arts and Commerce Higher secondary school students in Aizawl District.
8. There is no significant difference in the stress level of Science and Commerce Higher secondary school students in Aizawl District.
9. There is no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their fathers' occupation.
10. There is no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their mothers' occupation.
11. There exists no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their fathers' educational qualification.
12. There exists no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their mothers' educational qualification.

Method of the study:

The investigator used Descriptive Research method for the present study. The population of the present study comprised of all students of Government, Private and Deficit higher secondary schools in Aizawl District. The sample of the present study comprised of 600 students in which 150 students are taken from Deficit schools, 220 and 230 students from Government and Private schools where 280, 120 and 200 students are collected from each stream i.e., Arts, Commerce and Science.

The researcher used a Students Stress Scale developed by Dr. Zaki Akhtar (Jamshedpur), published by National Psychological Corporation, Agra. In order to have a suitable analysis and interpretation of the data, various statistical techniques

such as Mean, Standard Deviation, Simple Percentage and t-test have been employed.

Major findings:

The present study found that many of the students i.e. 46.16% of higher secondary students were having very low stress and 20.5% of the students were found to have low stress.

Few of the students i.e. 5.5% of students were found to have very high stress, 8% of students have high stress level and 19.83% of the students fall under moderate stress.

It was found that there exists no significant difference in the stress level of male and female students of higher secondary school students. However, it was observed that there exists significant difference on the stress level of rural and urban higher secondary school students where urban students have higher level of stress than the students of rural areas.

The present study also found significant difference on the stress level in relation to type of management where deficit school students have highest stress level than their counterparts. It was observed that there exists significant difference between Deficit and Government higher secondary school students where students from Deficit schools are found to have higher stress level than that of the Government school students. It was also found out that there exists significant difference on the stress level of Deficit and Private higher secondary school students in which Deficit students have higher level of stress than the students from Private schools, whereas no significant difference was found on the stress level of Government and Private higher secondary school students.

It was also observed that there exists significant difference on the stress level of higher secondary Arts and Science students where Science students were found to possess higher stress level than Arts students. However, significant difference was not found on the stress level of Arts and Commerce students as well as Commerce and science students. In the analysis of the parents' occupation, students having non-government servant father are found to possess higher stress level whereas the occupation of mothers have no influence on the stress level of the students.

Moreover, fathers' educational qualification have also no influence on the stress level of higher secondary school students whereas significant difference was found only on the basis of mothers' educational qualification in which students having graduate mother have higher stress level than that of students having under-graduate mother.

6.2. CONCLUSION

Most of the common stressors of higher secondary school students are mainly found to be high pressures and high expectation from parents, teachers as well as high competition among peers. The expectation to perform better in their academic achievement, anticipation of success and scoring good marks to outshine among their competitors, too much assignments and heavy work load as well as emotional imbalance is also found to be one of the stressors for the students. The findings of the study revealed the present scenario of the stress level of higher secondary school students in Aizawl District in which it is fortunate that many of the students are under very low stress; however, some students who are found to possess high and very high level of stress cannot be neglected.

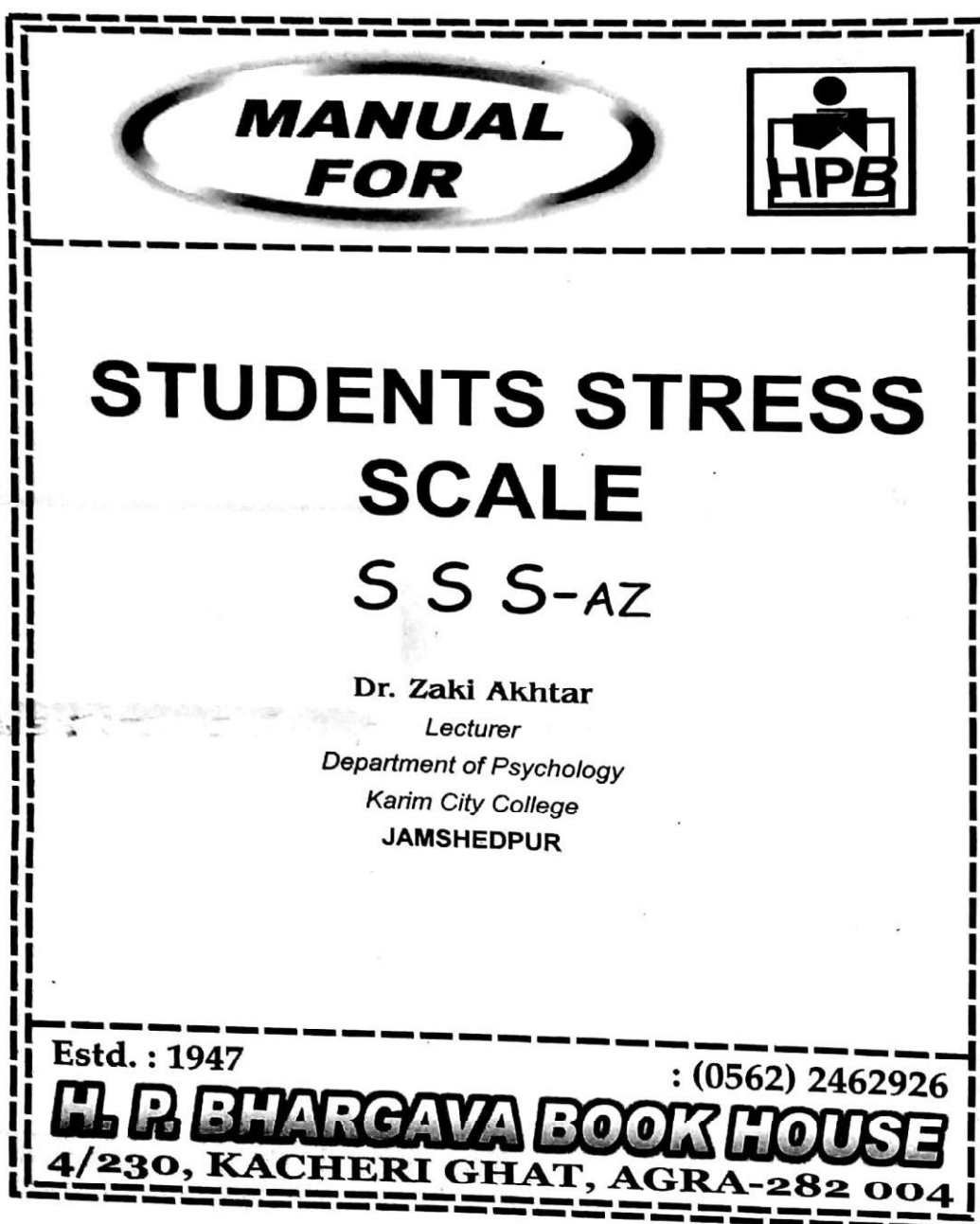
From the observation, the roles and responsibilities of teachers and parents are critically important in which the effort and commitment as well as negligence can either have positive or negative effect on the students. Parents are the primary educators and have major influence on their child's learning since birth and there is no clear cut line between the transition of the parents' and the teachers' input. Therefore, many parents of the Mizo society need to know their child's interest and aptitude and not enforce on selecting the courses or stream; instead, they must let them make their own choices whether good or bad and make them responsible for their actions and decision. Moreover, the involvement of teachers in school or on the teaching learning process can reduce the stress level by creating conducive learning environment. It is noteworthy that the emotional imbalance or the inability to cope with new situations or new things can adversely affect the students' mental which in turn put them under more stress. Thus, making learning in group can give positive outcomes for the students to clear their doubts with their friends quickly and the presence of their peers helps the students in boosting their psychological problems in times of stress.

Moreover, as they are at the stage of adolescence, they are in need of support from any level such as physical, mental, finance and emotional support to deal with different kinds of stressors. In addition, absence or lack of proper guidance and counselor to show the right path leads to no or less direction for proper goals in the future which in turn make insecure or inferiority complex among the students that lead to stress. Therefore, it is notable for the stakeholders to provide proper counseling or career guidance in times of need where the students are in a position of frustration while selecting their courses. Furthermore, the home environment should also be pleasant and the learning process should be made more enjoyable and parents should avoid making it as stressful event for adolescents in order to progress in their academic life and attain their goal.

APPENDICES

APPENDIX-I

MANUAL FOR STUDENTS STRESS SCALE



**Manual
for**

STUDENTS STRESS SCALE

S S S-AZ

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INTRODUCTION

The present era is well known as age of stress and anxiety. Stress is affecting almost each and every individual irrespective of age, class, sex, race, caste, religion etc. It is highly individualistic in nature. Some individual experience more stress and others may not. In student life, children crave a certain amount of novelty, excitement, and stimulation in their lives. Students can thrive on certain amount of uncertainty, anxiety and pressure. It motivates them to get things done, to be successful and achieve something in life. Their ability to focus and push themselves just that bit further increases. This phenomenon is called eustress (Greek prefix eu=good), meaning good stress. This may be attributed to positive stress. This enhances the efficiency of the student in their daily life. Even though life may be placing demands upon them, they feel in control of those challenges. If these demands get to a point where they feel losing or have lost the ability to cope. Such situation is called distress. It is derived from Greek prefix dys which means bad. Therefore, the distress (distress) means bad pressure. When students experience distress, they tend to feel overwhelmed and their life become out of control with too much pressure, fear, panic and concern about how terrible they are feeling.

Studies reveal that any event or happening in the student life has the potential to be a stressor or major cause of stress. They can quickly become distressed and experience the sign and symptoms of stress. No matter what the event quite positive situation can be distressing if they allow them to become so. It is not so much what is happening; it is more the reaction to that happening. The makeup of the personality characteristics of each of them is generally the critical factor and how well they cope with any situation in life (Grant Brecht, 1996). According to Akhtar (2004) intelligent students are effective and vigilant in managing the potential in their lives. They neither want to rust out or burnt out. Rust out is associated with being under-stimulated, lethargic and lacking challenges. Whereas burntout is associated with being over stimulated, distressed, emotionally exhausted and distancing themselves from others.

According to Akinboye (1985) the poor academic performance has attributed to lack of adequate teaching facilities, unqualified teachers, students' poor study habits, psychological adjustment problems such as anxiety stress and depression.

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Reddy (1989) conducted research to find out the adjustment in the school. Result showed that most of the problems concentrated on academic anxiety regarding their future.

Verma and Gupta (1990) explored the cause of basic academic pressure burdening the school going adolescents. Results revealed that academic stress was caused due to examination system, burden of home work and attitude of parents and teachers.

Dawood (1995) found in his study that students' stress affects their performance. He further showed that the most frequently mentioned stressors by students was school and fear related stressor. Many teenagers tend to become non-conformist and fall prey to teenage depression in response to a variety of growing up anxieties. However, induced fears and anxiety in children adversely affect students' performance at various levels.

Hodge (1996) in his study found that prevalence of stress were found particularly among those students who were, by their nature prone to anxiety.

Pramod (1996) found in his study with reference to Indian culture, that boys manifested more futuristic orientation than girls and therefore boys have more academic anxiety than girls.

Howard and Medway (2004) found in their study that adolescence is a stressful time for many youth and these stresses can potentially lead to serious disorders.

Gorsay and Yildiz (2005) found in their study that the anxiety, the children and adolescents go through differ according to the properties of the age they are in. In adolescences, the dimension of anxiety caused by identity confusion during this period may be the kind of anxiety encountered most.

Trivedi and Ojha (2005) found in their study that boys had higher academic anxiety as compared to girls.

Tung and Chahal (2005) examined relationship between stress and adjustment and found that no significant causal relationship between stress and the adjustment. However direction of the results implied that level of adjustment influences the number of stressful events and amount of stress experienced by them.

Eldelekioglu (2006) stated that one of the most common psychological problems of adolescents is anxiety.

Bhansali and Trivedi (2008) studied the academic anxiety among boys and girls. The result revealed that girls have considerable more amount of academic anxiety in comparison to boys.

Hussain et al (2008) in their study found that the level of overall adjustment among school student revealed that overall adjustment of public school students was more poor than the government school students.

Ghaderi et al. (2009) studied the depression, anxiety and stress among the Indian and Iranian students. The result revealed that the depression, anxiety and stress level of Indian students are significantly higher than those of Iranian students. Further more, gender difference was not found significant.

Brief Description

This test has been developed to check for the major kind of stresses prevalent in the adolescent's student life from 13 to 18 years age in the contemporary world. At first a number of questions were prepared which are kept as diverse as possible so that it covers up all kinds of situations deals with. The prepared questionnaire provided with a five point scaling system i.e. the questionnaire came along with five options which indicated the intensity of the occurrence dealt with-in question. These options are scored from one to five starting from Never so that a large sum shown the higher occurrence of a stressor.

Item Analysis

The preliminary form of the questionnaire had a total of 80 items ranging from Always, Often, Sometimes, Rarely, and Never. By doing item analysis 51 items were found to be of good discrimination value. For item analysis the inventory was administered to a selected sample of seven hundred students from different schools. The items were analyzed by Davis (1949) method of item analysis.

Seven hundred respondents were chosen from various schools of Jamshedpur who composed of the sample. They were given the questionnaire to complete within a specific time period in keeping their own experiences in their life. This test is performed to find out the stress in an individual. Also the test determines the dominant stressor in the testee. This test was conducted by following the simple steps mentioned below :

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1. A five point scale questionnaire with 51 items which are relevant to the stressors was prepared.
2. Students who fulfilled the criterion for the required sample were selected and were visited.
3. The selected respondents were requested to perform the test.
4. The respondents were asked to come at a calm state and have total concentration.
5. The respondents were given knowledge and were provided with an explanation about the test.
6. The respondents were asked to solve the questionnaires.
7. After the data were collected from respondents, assurance of the secrecy of their choice was given to them.
8. After this data were evaluated with the help of mathematical analysis and the dominant stressor was found out.
9. The conclusions of the test were drawn and the result was discussed with the help of graphical representation.

1. **Levels**—The scale has been developed for school students.

2. **Main features**—The objective of the stress scale is to find out the amount of and the kind of stress encountered by school students, the scale consist of 51 items describing undesirable experiences and events likely to occur in the lives of school students. There are **41 positive** and **10 negative** items which are as follows :

TABLE 1
Positively and Negatively Worded Items

Items	ITEM NO.	Total
Positive	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 38, 39, 41, 42, 43, 44, 45, 47, 48, 49, 51	41
Negative	5, 14, 17, 21, 22, 35, 37, 40, 46, 50	10
Total Number of Items		51

3. This is five point rating scale ranging from Always to Never.

4. **Uses**—Advancement and current problems in educational setup of our

country, the student stress scale will help to explore the basic academic pressures burdening the school going children. This will also help to identify flaws in the educational system.

5. Reliability—Two types of reliability are important for evaluating scale. First internal consistency or coefficient alpha reliability was estimated. This refers to how well items of the scale are related to one-another. High internal consistency reflects the assessment of the same. Internal consistency or coefficient alphas from a sample of six hundred students who completed the questionnaire. This coefficient alpha was established 0.78 and is significant at .01 level of significance.

The second test-retest reliability reflects stability over time. The test-retest reliability of the scale over an interval of four weeks was 0.71.

Method	N	R	Index of reliability
Split-half	512	0.64	0.78*
Test-retest	462	0.61	0.71*

*Significant at .01 level of significance

6. Validity—The scale has construct validity of .72. Validity was established by using test developed in India to measure life stress scale for students by Agarwal and Naidu.

Use of Norms

The scoring of the Test—There are 51 items in the Student Stress Scale and each has been provided with 5 options, which are Always, Often, Sometimes, Rarely and Never. These five options have been scored in order to get a mathematical result from the test. The five point rating scale has been followed and hence starting from Never to Always score is given from 1-5. So that the strength of the indicator i.e. its high occurrence is shown by a large sum and vice-versa. There are some negative items which have been scored from Never up to Always which is given 5-1. The maximum score on Student Stress Scale would be 255 and minimum 51. Therefore, the range of Student Stress Scale is 51-255.

The norms of the students stress scale have been developed on 690 students from private and government schools of Jamshedpur.

A very high score above the 75th percentile is found to be very high level of stress. Such conditions may lead to total emotional and physical exhaustion which may further cause burnout. Moderate levels of stress above 50th percentile need

immediate attention. Low score below, 25th percentile is found to be low level of stress which have cause for some concern. The person concern must have close look and there are things he needs to be aware of.

Percentile Norms separately for boys and girls and interpretation of stress levels have been given in Table 2.

TABLE 2

Percentile Norms and Interpretation of Stress level

Percentile	Raw Score		Stress Level
	BOYS	GIRLS	
P ₉₅	204	210	} Very High Stress
P ₉₀	192	203	
P ₈₅	186	199	
P ₈₀	180	196	
P ₇₅	177	194	} High Stress
P ₇₀	172	191	
P ₆₅	166	189	
P ₆₀	164	188	} Moderate Stress
P ₅₅	161	184	
P ₅₀	159	180	
P ₄₅	157	178	
P ₄₀	153	175	
P ₃₅	151	169	} Low Stress
P ₃₀	148	165	
P ₂₅	141	161	
P ₂₀	138	160	} Very Low Stress
P ₁₅	135	156	
P ₁₀	127	150	
P ₀₅	115	141	

	Mean	SD	N
Boys	159.27	26.77	340
Girls	178.11	23.00	350

HOW TO INTERPRETE THE RESULTS

1. Very High Stress : P₇₆ and above

If the stress level is more than P₇₅, there are some major concerns and the subject is in need of some professional help to sort out the causes of stress, and counselling to overcome the stress and solve the problems causing stress.

2. High Stress : P₆₁ to P₇₅

This stress level needs immediate attention towards the problems causing stress. Help from some professional will prove useful.

3. Moderate Stress : P₄₀ to P₆₀

In moderate stress level the subject needs to resolve some of the issues causing stress.

4. Low Stress : P₂₅ to P₃₉

The subject may have some issues to be resolved.

5. Very Low Stress : P₂₄ and below

There is nothing serious issues causing stress.

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APPENDIX - II

QUESTIONNAIRE

	Consumable Booklet of S S S-AZ (English Version)
Dr. Zaki Akhtar (Jamshedpur)	

Please fill up the following informations : Date

Name _____

Father's Name _____

Date of Birth _____ Sex : Male ☐ Female ☐

School/College _____

Rural ☐ Urban ☐ Class _____

Father's Occupation _____

INSTRUCTIONS

On the following pages 51 statements have been given which you can look up representative changes in your life and see how much stress value each of these changes is adding to your life.

You are supposed to give your reply on any of the five options given for each statement by putting a ☒ in the appropriate ☐ box. The options are : **Always, Often, Sometimes, Rarely** and **Never**.

Kindly reply to all the 51 statements.

Your responses will be kept confidential.

Scoring Table

	Raw Score			z-Score	Percentile	Level of Stress
Page	2	3	4			
Score						
Total Score						

Estd. 1938

☎:(0562) 2601080

H. P. Bhargava Book House

LG-1 & 2, Nirmal Heights, Near Mental Hospital, Agra-282 007

2.1 Consumable Booklet of SSS-AZ

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Often	Sometimes	Rarely	Never	
1.	Do Traffic Jams in cities causes irritation to you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	Does noise pollution near the house causes lack of concentration in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	Does death of a very close person brings dismay to your mind ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	Does the routine maintenance of diet not create uneasiness ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	Does tension of completing a target in a short span of time causes stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	Does a strained relationship with a friend/ teacher cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	Does the scorching heat of May disturb efficiency in your work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	Does getting stuck on the roads due to heavy rains make you tensed ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	Does playing in a final match put you in a lot of pressure ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	Does any political tension in town such as Bandh or curfew cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	Does the choice of whether to study arts or science or commerce brings in mental conflict in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	Does the extremes in the climates cause discomfort in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	Does restrictions led down by parents cause anger in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	Does the failure in the examination not cause frustration in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	Does the disturbances by naughty students in the class affect your concentration ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16.	Does shortage of finance create so much of stress in your mind ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	Does the ragging by the seniors in the institution not increase your stress level ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	Does the sudden insult in any situation affect your mental peace ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Score

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Often	Sometimes	Rarely	Never	
19.	Does the rude/ill behaviour of your near and dear one's affect you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	Does sudden proposal of marriage has a negative impact on your study ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	Does the sudden disclosure of your affair among the family members not affect your stress level ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/> <input type="text"/>
22.	Does the frequent conflict between your parents and talks of divorce not affect your concentration level ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/> <input type="text"/>
23.	Does failure to get admission in your institution of choice affect your stress level ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	Does the pressure of your household work increase your stress level ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	Do you experience stress due to personal loss or illness ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	Does getting late during examination increase your tension ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	Does the surprise checking of vehicles by cops create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	Does not getting appropriate things at right time create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	Does the feeling of inferiority create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.	Does the progress of your rival students create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
31.	Does the arrival of guests at the time of exams cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
32.	Does load shedding during examinations cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
33.	Does the change of school affect your performance ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
34.	Does the experience of chronic diseases such as asthma, cancer, T. B. etc. cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Score

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Sr. No.	STATEMENT	RESPONSE					Score
		Always	Often	Sometimes	Rarely	Never	
35.	Does the change in sleeping habits/insufficient sleep not cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>
36.	Does the rivalry among siblings cause you stress ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
37.	Does the betrayal by the girl friend/boy friend not cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>
38.	Do you experience stress of facing examination without full preparation ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
39.	Does the rude punishment by the teacher cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
40.	Does separation of the best friend not cause stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>
41.	Does strained relationship with an authority (hostel warden, teacher etc.) create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
42.	Does parents favouring other siblings increase your stress level ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
43.	Does indifferent behaviour of people towards you increase mental conflict in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
44.	Does parents not trusting you at certain occasions create stress in your mind ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
45.	Does misunderstanding by people/friends create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
46.	Does any family member/close friend being imprisoned not create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>
47.	Does comparison between you and others make you feel inferior ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
48.	Does without any fault of yours, if you are alleged create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
49.	Does the courses in classes not completed in time hamper your preparation ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
50.	Does dishonour of your family/dear ones by others not increase your stress level ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="radio"/>
51.	Does any family member developing physical/mental illness create stress in you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Score

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APPENDIX-III













Document Proof of Plagiarism Check



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W	URL: https://www.researchgate.net/publication/344667879_Correlational_Study_of_Academic_Stress_and_Suicidal_Ideation_among_Students Fetched: 2020-11-03T14:46:25.0630000		2
W	URL: https://jru-a.com/HTMLPaper.aspx?Journal=Journal%20of%20Ravishankar%20University;PID=2020-26-1-4 Fetched: 2021-03-05T09:25:37.0400000		2
W	URL: https://ijrar.org/papers/IJRAR19D1049.pdf Fetched: 2021-03-12T12:05:16.6070000		1
W	URL: http://www.sci-int.com/pdf/636398815979774997.pdf Fetched: 2020-12-25T11:10:34.9470000		1
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W	URL: https://www.sciencedirect.com/science/article/pii/S1658361220301128 Fetched: 2020-11-12T13:36:30.1630000		2

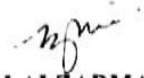
APPENDIX-IV

CERTIFICATE ON PAPER PRESENTATION IN WEBINAR

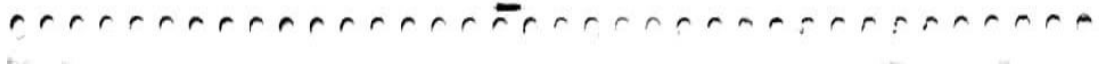
MIZORAM EDUCATIONAL FOUNDATION

CERTIFICATE

This is to Certify that **Ms. Lalremsangi**, Research Scholar, Institute of Advanced Studies in Education, Aizawl, has presented a paper titled "**A Study on the Stress Level of Deficit Higher Secondary School Students in Aizawl City**" in the Two Day National Webinar on '**Contemporary Issues and Trends in Indian Education – II**', Organized by Mizoram Educational Foundation on 18th and 19th November, 2020.


(Dr. LALZARMAWII)
Gen. Secretary


(Prof. LALBIAKDIKI HNAME)
President



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Head of Department

**A STUDY ON THE STRESS LEVEL OF HIGHER
SECONDARY SCHOOL STUDENTS IN AIZAWL DISTRICT**

ABSTRACT

Submitted By

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ABSTRACT

INTRODUCTION

The word stress is taken from the Latin word “strictus”, meaning “tight” or “narrow” and its verb form “stringere”, meaning “to tighten”(Jin, 2012).

Psychologists have viewed the concept of “Stress” in different ways. The first study of stress was in early 1950, where Selye (1950; as cited in UKEssays, 2018) defined stress as “the non-specific response of the body to any demand.”

Lazarus (1966; as cited in Rupashree,2012, p.27) defined stress as “stress is a condition or feeling experienced when a person perceives that “demands exceed the personal and social resources the individual is able to mobilize”.

According to Pearlin et al. (1981; as cited in Rupashree,2012, p.27), “Stress, refers to a response of the organism to a noxious or threatening condition”. Lovallo (1997), Singer and Davidson (1986) and Trumbull and Appley (1986) also expressed their stress “is experienced in the condition in which person- environment transactions lead to perceived discrepancy between the physical or psychological demands of a situation and the resources of the individual’s biological, psychological, or social systems”.(Rupashree, 2012, p. 27).

Fred Luthans (as cited in RAJRAS, 2019) defined stress as “an adaptive response to an external situation that results in physical, psychological, and/or behavioural deviations for organizational participant”.

Ibrahim(1998; as cited in Thawabieh&Qaisy,2012) defined stress as “a severe emotional response resulted from internal or external change”. According to Greenberge and Hussien and Hussien (2006; as cited in Thawabieh & Qaisy, 2012) defined stress as “the situation by which the individual suffers from physical and psychological hyper tension resulted from factors that can’t be handled and exceeds human ability to cope with”.

Based on the definitions given above, stress can be understood as a psychological condition and body discomfort. It is a common incident associated with a feeling of

emotional or physical tension. When a person experiences a constraint inhibiting the accomplishment of desire and demand for accomplishment, it leads to potential stress.

Adolescence is a period when both the immediate and long-term effects towards attitudes and behavior are significant. It is a period of physical and psychological changes along with rapid mental developments. This change yields to requirement of mental adjustments essential for establishing new ideas and attitudes, interests and values. Adolescents insist to have freedom. They have the feeling that they have a well-planned path paved for themselves to achieve their dreams and live their life contentedly. However, adolescents are not yet fully matured physically or mentally to handle the realities and responsibilities of life. There are many expectations they have to meet and restrictions they have to abide to that are imposed upon them by the society, culture and home. High expectations and stringent restrictions can result in stress and anxiety for the adolescents.

Parents' expectations, sibling rivalry, status issues, peer pressure, education, financial issues, etc. are among the factors which can lead to stress among adolescents. Many adolescents create a fantasy world as a means to escape from reality which in turn curbs their capacity to face and deal with real life problems, thus resulting in a lot of stress when they have to deal with such trying situations. It is therefore imperative that they learn to address these issues to avoid the consequences it can have on their lives.

In an educational setting, many adolescents experience difficulties in educational, social, environmental and psychological adjustment when they are exposed to new campus atmosphere. This issue may affect their achievement and overall success. When students are brought in to a new education system, they experience differences in the methods of teaching, academic requirements, type of relations between faculties and even relations among peer students which can all contribute to stress in the students (Thawabieh&Qaisy, 2012). Stress seems to be very common in higher secondary students because at their stage, students need to ensure their academic survival and prepare themselves for further or higher studies which ultimately signify a road to maturity.

Finally, during this crucial period of development, it is important that parents, teachers and adults are aware of the nature and patterns of stress in the children so that accurate identification of student stress level can be carried out and interventions be rendered before the issue gets out of control.

The higher secondary schools in Mizoram consist of schools run by Private, Deficit and the Government. The level of stress experienced by the students attending these schools may vary depending on the management as well as the organizational climate of the school. Stress can be caused by various factors which can be negative or positive to an individual, depending on the strength and persistence of the stress, the individual's personality, cognitive appraisal of the stress and social support. Hence, the possible sources of stress for higher secondary students in Mizoram can be discussed as below:

1. *Personal Complexes:*

Personal complex may include the self perception which mainly deals with the attitude developed by a person observing their own behavior and its consequences. Higher secondary students are mostly concerned about their physical appearances and abilities which in turn becomes a factor for stress. Research done by Preet and Ahluwalia in 2019 observed that “personal complexes of students with respect to their counterparts” are also a factor contributing to the stress level. However, though the study is not done in Mizoram, as it is a world-wide phenomenon the stressors and problems among adolescents across the state may be similar with that of adolescents around the world.

Personal complexes can often lead to emotional and behavioral symptoms of stress overlapping with those of mental health conditions like anxiety or depression which results in a lot of internal pressures. Feng (1992) pointed out that “setting high goals, being a perfectionist and comparing the self with others and self degradation may all cause stress and result in depression”.

2. Family factor:

In a community where the parents are always considered to be right, the opinion of the child or student is often neglected. Therefore, home can act as a center that has an effect on the stress level of students. This may lead the students on being insecure about themselves in whatever they do which in turn affect their studies. There are parents who pressure their children to opt for their own preferences without considering the interest and aptitude of their kids, but in turn they are expected to perform better in studies each time which make them to study overnight, hence causing both mental and physical stress for the student.

Financial instability is also a primary cause of student stress. Students from low income families may face problems in meeting their basic requirements needed for their studies. Moreover, if the parents are unable to help their children at home, the need for taking extra tuition classes arises which again requires additional financial support. All these financial constraints experienced by the students in their educational endeavour affects the mental and psychological state of the child. In addition, other issues and problems within the family can result in negligence or less involvement of parents in the education of their children. Moreover, the children are mentally affected when there are problems in the family and sometimes even blame themselves for certain problems that the family may experience.

3. School factor:

School plays an important role for the learners and is said to be a miniature society. But, on the other hand, it can become one of the main sources of stress among adolescents. Such stress come from excessive homework, class work, exam, assignments, unsatisfactory academic performance, preparation for test, lack of interest in a particular subject and teachers punishment. Lack of proper time management is also one of the reasons for students' stress in which lack of prioritization leads to last minute rush in meeting set deadlines for task and assignments.

Management and fee structure of the institution can be a part of the school factor. This may not be a problem for students attending government and deficit institutions as minimal to zero fees are charged in these schools, while monthly fees are required

and paid by the students in private schools in which the amount of the fees may differ based on the schools. Therefore, monthly fees often become a problem that causes stress in the family especially for those with unstable job as well as those who work daily to make ends meet, which in turn again can be stressor for the students.

4. Relationship factor:

Relationship is also one of the main factors that causes stress especially among adolescents as most of the students are curious and eager to involve in romantic relationship. Youngsters find it difficult to handle relationships problems and get involved in a useless controversy and most of them want to show their immensity to their opposite sex just to grasp their attention which again adds to the level of stress. Therefore, developing a heterosexual relationship is a challenge and also a stressor for adolescents. (Wang and Ko,1999). Besides, adolescents often suffer stress induced by 'a sense of insecurity' when they are dating someone. They are being worried of losing their dates and think that their parents or friends may have negative views on such circumstances.

Moreover, pressure to maintain friendship or broken relationship with friends result in students stress. They are not able to discuss those issues with their parents and thus keep cribbing over it. The most common of these stresses are- Break up with boy/girlfriend, increased or continuous arguments with parents, trouble with siblings, increased arguments between parents, change in economic status, family members suffering from serious illness or injury, conflict with classmates. other academic burden, problems or failure in academic fields etc.

5. Social factor:

Social stress can be said as the feelings of discomfort or anxiety that individuals may experience in social situations. For adolescents, there are common ways which create stressors in their social lives such as the concern of not having enough friends, not being in the same class with friends, not being able to keep up with friends in one particular area or another, interpersonal conflicts as well as peer pressure.

Further, many of the achievements are often based on what people and the society think at their time. Thus, students with little or no friends feel more stress than those who are sociable or socialize as they do not have many people to validate

their achievements. However, even living in a society that support us or one that stresses us out, it is important to understand that some of these issues provide important opportunity for growth, if not handled with care, it can often lead to anxiety and depression.

Rationale of the study

According to World Health Organisation (2020), estimated amounts of 10-20% of all adolescents suffer from mental health issues, which are either neglected or undiagnosed. Therefore, a lot of supporting environment is needed for the students at the community, at home and importantly at educational institutions as they spend majority of their time in a day within the campuses of educational institutions, and also majority of learning happen inside the campuses within the school hour from the teachers. Hence, identifying problems of the students by the teachers and further guidance for overcoming the problems is needed as students were considered to be the future pillars who take the responsibilities to take our country to the next phase they should be in better way.

Students of higher secondary stage as adolescents are exposed to a wide variety of stressors from school, home and peer groups etc. The culture and traditions as well as the nature of the Mizo society exposed adolescents to a wide variety of stress causing factors which in addition to the intensity of school life is bound to have an impact on the stress level of students in higher secondary school.

The pressure to perform better and achieve higher in academic is sure to cause stress in this highly competitive academic field. The stress level of students belonging to different streams of study is also a factor that needs to be addressed due to the nature of the subjects as well as the preconceived ideas about the difficulty of certain subjects of study. Therefore, a comparative study on the stress level of higher secondary school students in different streams of study will help to find out their stress levels as well as bring confirmation on whether there is a relation between the stress levels of students and their academic streams.

The present study also covered stress relating to family, peers and other factors. The distribution of roles in the Mizo family, environment and expectations from home on the adolescents can be a huge factor contributing to the stress levels of students. Moreover, the transition from childhood to adulthood at this age brings confusion psychologically, which affects their ability to respond to challenges and

changing roles, thereby stressing them out. Moreover, the importance of parents' occupation and education as well as the locality of the students cannot be neglected or cannot be overemphasized. Thus, the study will determine whether these factors add to the stress levels of higher secondary school students.

The investigator therefore finds it necessary to take up the study in order to highlight the stress levels of higher secondary school students in Aizawl District. Also to create awareness and hopefully provide findings that is useful for necessary interventions to help students cope with stress. The investigator is also interested to take up this study to add to the existing body of knowledge and contribute towards the minimal research in this specific area.

Statement of the Problem

The statement of the problem is entitled 'A Study on the Stress Level of Higher Secondary School Students in Aizawl District'.

Operational definition of the terms used

Study: The term study in the present study refers to a detailed investigation and analysis of a subject or situation.

Stress Level: Stress level in the present study refers to the level of stress obtained by a student in the Students Stress Scale which includes different circumstances such as educational, emotional, family and social aspect.

Higher Secondary School: Higher Secondary Schools in the present study includes Government, Private and Deficit Schools in which learning of Class XI & XII students take place.

Students: In the present study, students refer to persons studying Class XI & Class XII at higher secondary schools in Aizawl District.

Aizawl District: Aizawl district is one of the eleven districts of Mizoram state in India. The district occupies an area of 3,577 square kilometres with 108 villages. It is also the capital of Mizoram where the investigator conducted the research.

Research questions of the study

1. What is the stress level of Higher secondary school students in Aizawl District?
2. Is there any significant difference in the stress level of male and female Higher secondary school students in Aizawl District?
3. Is there any significant difference in the stress level of rural and urban Higher secondary school students in Aizawl District?
4. Is there any significant difference in the stress level of Higher secondary school students of Aizawl District with respect to type of school management?
5. Is there any significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their stream of study?
6. Is there any significant difference in the stress level of Higher secondary school students of Aizawl District whose parents are government servant and non-government servant?
7. Is there any significant difference in the stress level of Higher secondary school students of Aizawl District whose parents are graduate and under-graduate?

Objectives of the study

1. To find out the stress level of Higher secondary school students in Aizawl District.
2. To compare the stress level of male and female Higher secondary school students in Aizawl District.
3. To compare the stress level of Higher secondary school students of Aizawl District with respect to locale.
4. To compare the stress level of Higher secondary school students with respect to type of school management.
5. To compare the stress level of Higher secondary school students with respect to stream of study.
6. To compare the stress level of Higher secondary school students with respect to their parents' occupation.

7. To compare the stress level of Higher secondary school students of Aizawl District with respect to their parents' educational qualification.

Null hypotheses of the study

1. There is no significant difference in the stress level of male and female Higher secondary school students of Aizawl District.
2. There exists no significant difference in the stress level of rural and urban Higher secondary school students of Aizawl District.
3. There is no significant difference in the stress level of Deficit and Govt. Higher secondary school students in Aizawl District.
4. There exists no significant difference in the stress level of Deficit and Private Higher secondary school students in Aizawl District.
5. There exists no significant difference in the stress level of Govt. and Private Higher secondary school students in Aizawl District.
6. There is no significant difference in the stress level of Arts and Science Higher secondary school students in Aizawl District.
7. There exists no significant difference in the stress level of Arts and Commerce Higher secondary school students in Aizawl District.
8. There is no significant difference in the stress level of Science and Commerce Higher secondary school students in Aizawl District.
9. There is no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their fathers' occupation.
10. There is no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their mothers' occupation.
11. There exists no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their fathers' educational qualification.
12. There exists no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their mothers' educational qualification.

REVIEW OF RELATED LITERATURE

The investigator reviewed 55 literatures related to the present study and these were collected from various different sources such as printed books, journals, research paper, unpublished dissertation etc. All the literatures reviewed in the study were conducted within the span of 20 years i.e.2000-2020. Out of 55 literatures reviewed, 26 reviews were collected from India, 24 reviews were from abroad and 5 reviews were collected from Mizoram.

RESEARCH METHODOLOGY AND PROCEDURE

The research methodology used for the present study, population and sample of the study as well as procedure of data collection and analysis are as under:

Method of the study

The investigator used Descriptive Research method and studied the stress level among Higher Secondary School students of Arts, Commerce and Science in Government, Private and Deficit schools of Aizawl District.

Population of the study

The population of the present study comprised of all students of Government, Private and Deficit higher secondary schools in Aizawl District. According to the statistical data; Department of School Education, Government of Mizoram, there are total number of 13175 higher secondary school students out of which 4214 Government higher secondary school students, 2118 Deficit higher secondary school students and 5399 Private higher secondary school students during the year 2020.

Sample of the study

The sample of the present study comprised of 600 higher secondary school students from Government, Deficit and Private higher secondary schools in Aizawl District. The data were collected using Stratified Random Sampling Method.

Stratified Random Sampling divides a population into subgroups. Samples are taken randomly in the same proportion to the population from each of the groups or strata.

Detail sample of the present study is presented in the following table:

Table 3.1
Sample of the Study

		Arts	Commerce	Science	Total
DEFICIT	Male	40	10	16	150
	Female	40	30	14	
GOVERNMENT	Male	50	14	40	220
	Female	50	26	40	
PRIVATE	Male	51	20	44	230
	Female	49	20	46	
Total		280	120	200	600

Tool used

The researcher used Students Stress Scale developed by Dr. ZakiAkhtar (Jamshedpur), published by National Psychological Corporation, Agra; to elicit the level of stress among the respondents of age between 13 to 18 years in which the scale has 51 Questions.

The prepared questionnaire provided with a five-point scaling system i.e., questionnaire came along with five options which indicated the intensity of the occurrence dealt within question. These options are scored from one to five starting from Never, Rarely, Sometimes, Often and Always.

Reliability of the test- Reliability of the test was established by using Split half and Test-retest method as shown under:

Method	N	R	Index of reliability
Split-half	512	0.64	0.78*
Test-retest	462	0.61	0.71*

* Significant at .01 level of significance.

Validity of the test– The Scale has construct validity of .72. Validity was established by using test developed by Agarwal and Naidu in India to measure the life stress scale for students.

Scoring of the Test- There are 51 items in the Student Stress Scale and each has been provided with 5 options, which are Always, Often, Sometimes, Rarely and

Never. The five-point rating scale has been followed and hence starting from Never to Always score is given from 1-5. So that the strength of the indicator i.e., its high occurrence is shown by a large sum and vice-versa. There are some negative items which have been scored from Never up to Always which is given 5-1. The maximum score on Student Stress Scale would be 255 and minimum 51. Therefore, the range of Student Stress Scale is 51-255. The percentile norms and interpretation of stress level given in the manual are as under.

Table 3.2
Percentile Norms and Interpretation of Stress level

Percentile	Raw Score		Stress Level
	BOYS	GIRLS	
P ₉₅	204	210	Very High Stress
P ₉₀	192	203	
P ₈₅	186	199	
P ₈₀	180	196	
P ₇₅	177	194	High Stress
P ₇₀	172	191	
P ₆₅	166	189	
P ₆₀	164	188	Moderate Stress
P ₅₅	161	184	
P ₅₀	159	180	
P ₄₅	157	178	
P ₄₀	153	175	
P ₃₅	151	169	Low Stress
P ₃₀	148	165	
P ₂₅	141	161	
P ₂₀	138	160	Very Low Stress
P ₁₅	135	156	
P ₁₀	127	150	
P ₀₅	115	141	

Procedure of data collection

Due to Covid-19 pandemic, data was not collected personally from the sample students since all schools were closed. Therefore, the investigator conducted the test through online mode using Google Form after obtaining permission from the selected school Principals and Headmasters. The questionnaire was sent out on 28th October, 2020 and the response was closed on 10th November, 2020.

Statistical techniques used

The following statistical techniques are used for analyzing the data -

- i) *Simple Percentage.*
- ii) *Mean.*
- iii) *Standard Deviation.*
- iv) *'t'- test*

MAJOR FINDINGS OF THE STUDY

The following are the major findings of the present study:

1. Overall stress level of Higher secondary school students in Aizawl District

- (i) 46.16% of Higher secondary students have very low stress and 20.5% of the students have low stress.
- (ii) 19.83% of the students fall under the category of moderate stress.
- (iii) Few of the students i.e. 5.5% of students have very high stress, 8% of students have high stress level.

2. Comparison in the Stress level of male and female Higher secondary school students

- (i) There is no significant difference in the stress level of male and female Higher secondary school students.
- (ii) The mean score of female students is slightly higher than the male students.

3. Comparison in the Stress level of Higher secondary school students with respect to locale

- (i) There exists a significant difference in the stress level of rural and urban Higher secondary school students in which urban students are found to possess higher stress level at 0.01 level of confidence.

4. Comparison in the stress level of Higher secondary school students with respect to type of school management.

- (i) There is a significant difference in the stress level of Deficit and Government Higher secondary school students in Aizawl District where the deficit school students have higher stress level at 0.01 level of confidence.
- (ii) There exists a significant difference in the stress level of Deficit and Private Higher secondary school students in Aizawl District and the difference in which deficit school students are having higher stress level at 0.01 level of confidence.
- (iii) There is no significant difference between Government and Private Higher secondary school students in Aizawl District with regard to their stress level.

5. Comparison in the stress level of Higher secondary school students with respect to streams of study.

- (i) There exists a significant difference in the stress level of arts and science Higher secondary school students in Aizawl District and science higher secondary school students are found to have higher stress level at 0.01 level of confidence.
- (ii) There is no significant difference in the stress level of arts and commerce Higher secondary school students in Aizawl District.
- (iii) There exists no significant difference in the stress level of Science and Commerce Higher secondary school students in Aizawl District.

6. Comparison in the stress level of Higher secondary school students with respect to their parents' occupation.

- (i) There exists a significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their fathers' occupation in which students whose fathers are non-

government servant have higher stress level at 0.05 level of confidence.

- (ii) There is no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their mothers' occupation.

7. Comparison in the stress level of Higher secondary school students with respect to their parents' educational qualification

- (i) There exists no significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their fathers' educational qualification.
- (ii) There is a significant difference in the stress level of Higher secondary school students of Aizawl District with respect to their mothers' educational qualification in which students having graduate mothers are found to possess higher stress level at 0.01 level of confidence.

DISCUSSION ON THE FINDINGS OF THE PRESENT STUDY

Discussion on the findings in relation to the overall stress level of higher secondary school students.

It was found that majority of the higher secondary school students in Aizawl district have below moderate stress level in which 20.5% of students fall under the category of low stress and 46.16% of students have very low stress level.

Discussion: This finding is similar to the previous research undertaken by Patriat et al. (2014) who observed that majority of the students fall under very low stress level. Mathew and Jayan (2006), Sulaiman et al. (2009) also discovered that the stress level of majority of the students fall under low level of stress. But, it is contradictory with the findings of previous research done by Reddy et al. (2018), Al-Qahtani and Alsubaie (2020) who found that the overall stress level of students fall under the category of high level. Prabu (2015), Wong et al. (2006), Bayram and Bilgel (2008), Akande et al. (2014), Dawit et al. (2018), Maria et al. (2018), Deemah et al. (2020),

Lalramropuii (2014), Lalventluanga (2019), Ralte (2019), and Lalchhanchhuahi (2019) also found that the overall stress level of students fall under moderate stress.

From the findings, it was observed that many of the higher secondary school students are found to have very low stress level. The reason behind this could be due to the school as well as home environment that the students are exposed to. Good student-teacher relationship and teaching-learning process experienced at school and free from family responsibility may also have an impact on the stress level of students. Relationship can also be a factor contributing to this finding, especially when they have infatuation with their fellow students or opposite sex or their teacher. It gives pleasure to be a part of the school environment as well as having relationship with friends in school with whom they can share their problems.

Demographic factors can also be one of the reasons for the students' low stress level where resources needed for their studies as well as daily lives are mostly available and accessible in Aizawl District. In addition to this, implementation of Integrated Evaluation Scheme (IES) can also reduce the education related stress level where 20% of the marks can be achieved from internal examination and the other 80% of the marks are obtained from the external exams.

Apart from these, different youth programs are organized for encouraging and motivating adolescents and hence these programs can also become one of the factors for the low stress level of higher secondary school students. The practice of annual sports and other games and creative activities in most of the higher secondary schools can also be attributed for providing entertainment to the students, hence leading to a lower stress level.

However, few students are found to have high and very high stress level and the reason for this is difficult to pin point but it is suggested not to neglect as it can lead to serious physical as well as mental health problems such as depression, anxiety and personal disorder.

Discussion on the findings with regard to significance of differences in the stress level of male and female students.

The comparison on the stress level of male and female higher secondary school students discovered that there is no significant difference between the two groups.

Discussion: The present study is backed up by the findings of Bartwal and Raj (2014), Sanjiv et al. (2010), Agarwal (2011), Deb et al. (2015), Sonali (2016), Sathiya and Malathi (2018), Akeela and Ashok (2019), Reddy et al.(2006), Mathew andJayan (2006), Banke et al. (2012), Khan and Altaf (2013), Bhosale (2014), Dawit et al. (2018), Lalramropuii (2014), Ralte (2019), Lalchhanchhuahi (2019).

However, the findings is contradictory with the previous research conducted by Razia (2016), Sharma et al. (2016), Kumar and Akoijam (2017), Chacko et al. (2018), Kamble and Minchekar (2018), Majinder (2018), Misra and Kean (2000), Matud (2004), Hampel and Peterman (2006), Bayram and Bilgel (2008), Sulaiman et al.(2018), Sonali (2018), Deemah et al. (2020), and Lalventluanga (2019) who found that females have higher level of stress than males, whereas studies conducted by Vardhini and Karunakaran (2013), Khan et al.(2015), Prabu(2015), Chen et al. (2009), Kai-Wen (2009), Azila-Gbettor et al. (2015) found that boys have higher stress level than girls.

It was observed from the findings that gender does not have any influence on the stress level of higher secondary school students. The plausible reason for this finding could be that Mizo society is an open society where males and females enjoy equal freedom, equal opportunity as well as given equal treatment in the teaching learning process without any discrimination and wherein female students can also pursue higher education without any burden. This finding reflects the status of female students in Mizoram to a great extent as well. The non-discriminative home environment as well as the perception of society on the educational process of both male and female students must be a contributing factor. Moreover, in today's world, many of the students have their mobile phones and computers where they can watch and enjoy whatever they like, chat with their friends through different apps in social media and online games, which in turn relieve their stress to some extent.

Discussion on the findings with regard to significance of difference in the stress level of rural and urban higher secondary school students.

It was found that there exists significant difference in the stress level of rural and urban higher secondary school students where urban students have higher level of stress than the students of rural areas.

Discussion: Factors for the higher stress level of urban students can be due to the home environment or more complex lifestyle in the urban area. Parents of many urban students are working whether it is a government job or business line, which often leads to less family time and problems in family well-being. Hence, the child's level of stress can be increased or arise when the expectation of care and affection from parents are not met.

Another factor could be the easy access in the information and communication technology through whatsapp, facebook and instagram, etc, students are assumed to have early experience on relationship, sex, intoxication of drugs and critical thinking with perceptions of the world and society. This may also lead to higher stress level among the urban students.

Peer pressure in social life as well as parents' expectation to perform better in their academic performance can also lead to the higher stress level among urban students. Moreover, inadequate space or lack of space due to overcrowding in urban areas can also be the factors where the students may face difficulty in having full concentration on their studies.

This finding is also backed up by the previous research conducted by Prabu (2015) who also found that students from urban areas have higher stress level than that of the students from rural areas.

However, the findings is opposing to the findings of studies carried out by Sagar and Singh (2017), Majinder (2018), Sathiya and Malathi (2018) who found that there is no significant difference on the stress level of rural and urban students. However, Sulaiman et al. (2009) discovered that there exists significant difference on the stress level of rural and urban students.

Discussion on the findings with regard to significance of difference in the stress level of higher secondary school students in relation to type of school management.

The present study found that there was a significant difference in the stress level of Deficit and Government higher secondary school students as well as Deficit and Private higher secondary school students where students from Deficit schools are found to have higher stress level than that of the Government and Private school students. It is also found that there exists no significant difference in the stress level of Government and Private higher secondary school students.

Discussion: The reason for the higher stress level of deficit school students can be assumed by saying that deficit schools in Aizawl district are under the administration of different denomination of churches where there is better implementation of rules and regulations. Further, Deficit schools in Aizawl District, most of them being prestigious, are assumed to generally have diligent students in which the competition among the students is also higher comparing with private and government schools which may results in the higher stress level among students.

Though similar findings is not found in the previous research, it is contradictory with the findings of Prabu (2015), Subramani and Kadhiraavan (2017), Razia (2016), Sharma et al. (2016) and Ralte (2019) that students from private schools have higher stress level than students from Government schools whereas Sonali (2018), Akeela and Ashok (2018) discovered that Government school students have higher stress level than Private school students whereas Chacko et al. (2018) found that the high school students from CBSE have higher level of stress than students from Government schools. However, Sagar and Singh (2017) and Majinder (2018) found no significant difference on the stress level in relation to type of management.

It was also observed that there is no difference to be found in the stress level of Private and Government higher secondary school students. The reason is not clearly known, but it could be assumed that many teachers, especially in the government school, may have neglected the academic performance of the learners, hence it does not affect their pay or salary. This may results in lesser competition among the students which in turn could influence the stress level among the students.

Discussion on the findings with regard to significance of difference in the stress level of higher secondary school students in relation to streams of study.

There exists a significant difference in the stress level of higher secondary Arts and Science students where Science students were found to have higher stress level than Arts students.

It was also discovered that there is no significant difference between the stress level of Arts and Commerce as well as Science and Commerce higher secondary school students.

Discussion: Of all the streams, it was found that students from science stream have highest level of stress in comparison to arts and commerce students. It was also observed that significant difference was found in the stress level of arts and science students. The reason behind this finding can be the heavy work load of science subject with vast syllabus which also involves arithmetic skill and practical works. Especially in Mizo society, science is more valued and regarded higher than other streams, as most of the students taking up this stream are aiming to proceed further in medical or engineering line. Then, there are also many parents who force their children to take up science without first exploring their interest and aptitude level but simply by making decision through the high score in matriculation, which they fail to notice, can be achieved through rote learning or memorization and that, the lack of interest in the subject can lead to emotional and behavioral problems, psychological problems etc. which could also be a factor contributing to the higher stress level of science students.

Apart from these, lack of trained and quality teacher who has mastery over the subject as well as the method of teaching, which may sometimes leads to lack of innovative techniques and strategies to be applied and practiced at the right time, could also result in higher stress level of the students. Further, failure of completing the courses or syllabus in time can hamper the preparation of students which again can create stress among them as the subject needs more concentration and effort than the other streams.

This finding is backed up the previous research done by Prabu(2015) who found that students from science stream have higher level of stress than arts students

whereas it is contradictory with the studies carried out by Sagar and Singh (2017), Lalventluanga (2019) and Ralte(2019) who discovered that there exists no significant difference in the stress level of students in relation to stream of study, whereas Reddy et al. (2018) in their findings revealed that commerce students have higher stress level than that of their counterparts.

Discussion on the findings with regard to significance of differences in the stress level of higher secondary school students in relation to their parents' occupation.

It was observed that there exists a significant difference in the stress level of higher secondary school students with regards to their fathers' occupation where students having non-government servant fathers have higher stress level than students having government servant fathers. On the other hand, no significant difference was found in the stress level with regards to their mothers' occupation.

Discussion: The reason behind the higher stress level of students having non-government servant fathers may be because of the financial instability of the family which may lead to lack of parents' support on their child's learning financially. This finding is contradictory to the previous research conducted by Lalchhanchhuahi (2019) and Lalventluanga (2019) that no significant difference was found on the stress level of students based on their parents' occupation.

However, no significant difference was found on the stress level of students based on their mothers' occupation which is contradictory with the findings of Kaur (2017) who discovered that students having working mother have higher stress level than the students having non-working mothers.

This result may implicate the cause of stress in the student mainly originate from their personal problems and if it comes from mothers, may be dependent on the parenting style and the ability to cope with their stressors and not from the occupation. Mothers', whether they are government or non-government workers are seems to have ample of time or enough quality time to spent with their children and that their occupation does not have much effect on the stress level of the students. This finding indicates that no matter the type of profession the parents are into, or the

financial status that comes with such profession, mothers ensure a healthy home environment that helps in creating minimum stress among the students.

Hence, we can say that both the findings are also a reflection of the Mizo society that the roles and responsibilities of both the parents are differed where fathers hold higher position in looking after and providing the needs of the whole family, the profession of mothers is not a defining factor or an identifying factor for the children, hence exerting less impact on the students and their perceptions of themselves and of others.

Discussion on the findings with regard to significance of differences in the stress level of higher secondary school students in relation to their parents' educational qualification.

There exists no significant difference on the stress level of higher secondary school students on the basis of their fathers' educational qualification. However, the study found significant difference with reference to their mothers' educational qualification where students having graduate mother were found to possess higher level of stress than the students having undergraduate mother.

Discussion: Analysis of the parental educational qualification indicated that there was no significant difference on the stress level of students on the basis of their fathers' educational qualification. No similar findings are found on the previous research.

However, it was also observed that there exists significant difference on the students' stress level based on their mothers' educational qualification which is similar to the finding of Prabu (2015) that students having literate parents have higher level of stress than students having illiterate parents.

The reason behind this finding can be stated as the roles and responsibilities of the child's learning is mostly in the hands of mothers' and that, fathers' educational qualification does not make much difference on their child's stress level. In addition, home environment can be a factor contributing to the higher stress level of students in which graduated mothers seems to have high expectation and high pressure to perform better in whatever activities they carry out as well as in their academic performance. In such a case, the fear of failure or incapability to become in

line with the expectation and the failure to perform or do things at the right time or stipulated time can be one of the stressors for the students.

RECOMMENDATIONS BASED ON THE FINDINGS

- 1) Qualified school counselor should be recruited in every school to identify the students who are in need of counseling and to maintain a good relationship among the teachers, students as well as parents.
- 2) Parent Teachers Association (PTA) must be set up in every school so as to build good relationship among the stakeholders for sharing of information, discussion on the performance as well as for giving awareness to the parents who faced difficulty in decision making for their child's future.
- 3) More awareness programme should be organized among parents on their role and responsibilities of determining their child's future. It is also suggested that parents should be more concerned and get in touch with teachers and give ample time on their child's learning with having careful observations on their aptitude and Intelligence level rather than pressurizing them.
- 4) Since science subjects are generally practical based, it is recommended to take up practical class more seriously in every school which will make it easier to understand the said subjects in order to reduce the stress level.
- 5) Government should recruit only trained and qualified teachers since lack of quality teacher, mastery over the subject as well as appropriate method of teaching can also contribute to higher stress level of the students. So, recommendations of recruiting trained teachers especially in Private Schools can be very helpful in decreasing the stress level of students.

SUGGESTIONS FOR FURTHER STUDIES

The present study only deals with the stress level of higher secondary school students in Aizawl District; therefore, in the light of the findings the following suggestions are made for further studies:

1. A study on the stress level of higher secondary school students in Mizoram.
2. A comparative study on the stress level of higher secondary school students between two different states in the North East.

3. A comparative study on the stress level of secondary, higher secondary, graduate and post graduate students in Mizoram.
4. A study on the stress level of secondary school students of Mizoram in relation to their emotional intelligence and problem-solving ability.
5. A study on the stress level of higher secondary school science students in relation to their academic achievement in science of Aizawl District.

CONCLUSION

The findings of the study revealed the present scenario of the stress level of higher secondary school students in Aizawl District in which it is fortunate that many of the students are under very low stress; however, some students who are found to possess high and very high level of stress cannot be neglected.

From the observation, the roles and responsibilities of teachers and parents are critically important in which the effort and commitment as well as negligence can either have positive or negative effect on the students. Parents are the primary educators and have major influence on their child's learning since birth and there is no clear-cut line between the transition of the parents' and the teachers' input. Therefore, many parents of the Mizo society need to know their child's interest and aptitude and not enforce on selecting the courses or stream; instead, they must let them make their own choices whether good or bad and make them responsible for their actions and decision. Moreover, the involvement of teachers in school or on the teaching learning process can reduce the stress level by creating conducive learning environment. It is noteworthy that the emotional imbalance or the inability to cope with new situations or new things can adversely affect the students' mental which in turn put them under more stress. Thus, making learning in group can give positive outcomes for the students to clear their doubts with their friends quickly and the presence of their peers helps the students in boosting their psychological problems in times of stress.

Moreover, as they are at the stage of adolescence, they are in need of support from any level such as physical, mental, finance and emotional support to deal with different kinds of stressors. In addition, absence or lack of proper guidance and counselor to show the right path leads to no or less direction for proper goals in the future which in turn make insecure or inferiority complex among the students that

lead to stress. Therefore, it is notable for the stakeholders to provide proper counseling or career guidance in times of need where the students are in a position of frustration while selecting their courses. Furthermore, the home environment should also be pleasant and the learning process should be made more enjoyable and parents should avoid making it as stressful event for adolescents in order to progress in their academic life and attain their goal.