STRESS LEVEL IN RELATION TO ACHIEVEMENT OF SYNDROME STUDENTS IN SPECIAL SCHOOL

Sivakumar Ramaraj, P

Available at: https://works.bepress.com/sivakumar/18/
Abstract

The present study was aims to a study on stress level of syndrome students in special school. For that the researcher selected 500 samples on the basis of stratified random sampling technique. The data were collected using statistical tools and it was analyzed by t’ test were used. There is a significant difference between stress level of syndrome students on the basis of gender. it is concluded there is a significant difference between stress level of syndrome students on the basis of parental education.

Keywords: Stress, Syndrome Students and Special School

Introduction

The word stress is derived from Latin word “Stringers” which means “blind tight”. Working people undergo much stress while they are on the work. Such occupational stress vary from person to person, occupation to occupation and time to time. “Occupational stress is defined as any adjective demand which occurs in the work place by physical, natural or emotional factors that require copying behaviour”. Stress can be defined as a non-specific response of the body to any demand made upon it. Stress is a state produced by a change in the environment that is perceived as a challenging, threatening or damaging to the individual’s dynamic equilibrium. Organizational stress is viewed as a undimensional psychological distress and it has been defined as “ a condition arising from the interaction of people and their jobs and characterized by changes within people that face them to deviate from their normal functioning”.

Concept of stress

Stress has been defined in numerous and diverse ways to the point of confusion (Mc Grath, 1983) Oxford dictionary defines the word stress as a “state of affair involving demand on physical or mental energy a condition or circumstance which can disturb the mental, physiological and psychological functioning of an individual.

Wolf and Godell (1968) saw stress as a dynamic state within an organism in response to a demand for adaptation. Cofer and Apley (1964) started that stress was the state of an organism where he perceived that his well-being was endangered and that he must direct all his energies to its protection. Hans Selye (1950) (father of classical stress theory) defined stress,” non-specific response of the body to any demand made upon it”. Cox and Mackey (1981) defined stress as the result a transaction between the person and his or her situation. All these definition can generally be classified into 3 types viz., stimulus-based, response-based and both stimulus and response based.

Stages of stress

Stress related illness has been described by Seyle in three stages viz., alarm stage, resistance stage, and exhaustion stage.
(a) Alarm stage
The Alarm stage is initial shock phase of lowered resistance and followed by counter attack that occur during which the individual’s defense mechanism is achieved.

(b) Resistance stage
Here occurs maximum adaptations and the individual return to equilibrium. However, if the stressor continues of the defense does not work, individual will move on to the third stage.

(c) Exhaustion stage
This stage occurs on collapse of adaptive mechanisms. If this stage continues, individual is affected physically and mentally. Some psychological changes such as mood change, negative emotion and feeling of helplessness will occur causing the individual’s decision to leave the job and profession.

Need for the study
The child at birth with certain biological heredity alone is not enough to enable him to develop harmoniously in a social culture. The development of desirable habits, skill and attitude which make an individual a good citizen is only education. Parents of syndrome students play the significant role in the process of moulding their child. Each syndrome student have different attitude and interest towards learning subjects. They may get more stress from their environment. Because of these stress will affect their achievement. So parental encouragement bring up children towards a good academic achievement and is a permanent need of all societies and the particular way in which it is done is a cultural pattern of that society. Through proper use of the appropriate aids and the most suitable teaching methods and techniques should try to attract students and should create the right setting for those who have different learning style that their learning to occur. That is way the investigator to examine as to what extent these stress, learning styles, attitude and interest variable influence the achievement of syndrome students.

Objectives of the Study
1. To find out the Stress level of syndrome students.
2. To find out the achievement of syndrome students.
3. To find out the relationship between Stress and Achievement of syndrome students.
4. To find out whether there is any significant difference in stress of syndrome students belonging to different sub samples
   a. Gender
   b. Parents education
5. To find out whether there is any significant difference in achievement syndrome students belonging to different sub samples
   c. Gender
   d. Parents education

Hypotheses of the Study
1. Stress level of syndrome students is low.
2. Achievement of syndrome students is low.
3. There is no relationship between Stress and Achievement of syndrome students.
4. There is no significant difference in stress level of syndrome students belonging to different sub samples
   a. Gender
   b. Parents education
5. There is no significant difference in achievement of syndrome students belonging to different sub samples
   a. Gender
   b. Parents education
Sample of the Study
In the present study, samples of 500 syndrome students in special school in Tamilnadu were selected through purposive random sampling technique.

Methodology
In this study, the investigator followed normative survey as a method. The normative survey method studies, describes and interprets what exists at present.

Tools Used for the Study
The following is the list of tools used by the investigator for the collection of the data pertaining to this study.

1. Stress scale developed by *(Cyberia Shrink (1984))*

Result and Discussion

**Table:1**
Showing Mean and SD for stress and achievement for syndrome students of total sample

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>SD</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress</td>
<td>89.80</td>
<td>13.1</td>
<td>Average</td>
</tr>
<tr>
<td>Achievement</td>
<td>70.26</td>
<td>4.6</td>
<td>Average</td>
</tr>
</tbody>
</table>

It is inferred that the obtained Mean, SD for stress and achievement of syndrome students. So it is concluded stress of syndrome students is Average and achievement of syndrome students is also average.

**Table:2**
Showing Mean SD, and t-test for stress level of syndrome students on the basis of gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>LS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>384</td>
<td>92.45</td>
<td>12.64</td>
<td>2.45</td>
<td>0.01 (S)</td>
</tr>
<tr>
<td>Female</td>
<td>116</td>
<td>87.16</td>
<td>13.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is inferred that the obtained t-value is significant at 0.01 level. So the null hypothesis is rejected and alternative hypothesis is accepted. Therefore it is concluded there is a significant difference between stress level of syndrome students on the basis of gender.

**Table:3**
Showing Mean SD, and F-value for stress level of syndrome students on the basis of parental Education

<table>
<thead>
<tr>
<th>Parental Education</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F-value</th>
<th>LS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illiterate</td>
<td>87</td>
<td>72.05</td>
<td>10.4</td>
<td>3.26</td>
<td>0.001 (S)</td>
</tr>
<tr>
<td>School</td>
<td>238</td>
<td>98.42</td>
<td>10.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>175</td>
<td>86.9</td>
<td>10.05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is inferred that the obtained F-value is significant at 0.001 level. So the null hypothesis is rejected and alternative hypothesis is accepted. Therefore it is concluded there is a significant difference between stress level of syndrome students on the basis of parental education.

**Table:4**
Showing Mean SD, and t-test for achievement of syndrome students on the basis of gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
<th>LS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>384</td>
<td>67.12</td>
<td>4.10</td>
<td>2.17</td>
<td>0.01 (S)</td>
</tr>
<tr>
<td>Female</td>
<td>116</td>
<td>73.4</td>
<td>5.24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Result shows that the obtained t-value is significant at 0.01 level. So the null hypothesis is rejected and alternative hypothesis is accepted. Therefore it is concluded there is a significant difference between achievement of syndrome students on the basis of gender.
Table 5
Showing Mean SD, and F-value for achievement of syndrome students on the basis of parental education

<table>
<thead>
<tr>
<th>Parental Education</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>F-value</th>
<th>LS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illiterate</td>
<td>87</td>
<td>84.56</td>
<td>9.40</td>
<td>2.94</td>
<td>0.01 (S)</td>
</tr>
<tr>
<td>School</td>
<td>238</td>
<td>75.8</td>
<td>8.16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>175</td>
<td>91.54</td>
<td>8.22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is observed that the obtained F-value is significant at 0.01 level. So the null hypothesis is rejected and alternative hypothesis is accepted. Therefore it is concluded there is a significant difference between achievement of syndrome students on the basis of parental education.

Table 6
Correlation test relationship between stress and achievement

<table>
<thead>
<tr>
<th>Scores</th>
<th>Mean</th>
<th>SD</th>
<th>r' Value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>70.26</td>
<td>4.6</td>
<td>0.95</td>
<td>0.01 Significant</td>
</tr>
<tr>
<td>Stress</td>
<td>89.80</td>
<td>13.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table reveals the correlation result between stress and achievement among the syndrome students. Result indicates that there is a positive and significant correlation between the stress and achievement. It is also significant at 0.01 level. Hence the stated null hypothesis is rejected and alternate hypothesis that there is a significant relationship between stress and achievement is accepted.

Conclusion

The study has brought out the importance of stress level of syndrome students. On the completion of this present study the investigator has been prompted to conclude that the demographic variable and the background variables included in the present study are not influential enough to alter. Therefore the investigator feels that on the completion of the proposed topics of research given here, valid information with regard to may be obtained. Random sampling techniques, t-test and ANOVA were used. The result concluded that there is a significant difference in stress level of syndrome students.

References
