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Sarita Kumari
Research Scholar, Department
of Education, LNMU,
Darbhanga, Bihar, India

Dr. Md Afaque Hashmi
Associate Professor, Dr. Zakir
Hussain Teachers' Training
College, Darbhanga, Bihar,
India

Stress and adjustment of Govt. school & public-school students

Sarita Kumari and Dr. Md Afaque Hashmi

Abstract

The current study is an attempt to conduct a comparative study of stress levels, home adjustment, and health adjustment of class 10 Govt. school students and public-school students in Bihar's Purnia district. The sample size is 100 students (50 from Govt. school and 50 from public school). They were chosen at random and were given the Glazer behaviour Rating scale variable to assess Type A and Type B behaviour (stress level) Shamshad and Mohsin The adjustment inventory was used to assess home and health adjustment. The results show that there are ten excessive Type A students in public school and only four in government school. Despite the fact that there is no difference in the average Type B student of both schools. In terms of adjustment level, a student from a government school ranks PR60 in home adjustment and PR40 in health adjustment. PR55 in home adjustment and PR30 in health adjustment for public schools. We can say that there is an inverse or negative relationship between stress and adjustment.

Keywords: Stress, adjustment, govt. school, public-school students

Introduction

Stress is a popular topic these days. Many of us are stressed out in today's fast-paced society. We are constantly under pressure to do more and more in less and less time. Air and noise pollution, traffic congestion, crime, and an excessive workload are all becoming more prevalent in our daily lives. Stress can cause unpleasant emotions such as anxiety or depression. It can also cause minor and severe physical illness. However, people's reactions to stressful events vary greatly. Some people experience serious psychological or physical problems as a result of a stressful event, whereas others experience no problems and may even find the event challenging and interesting.

Behavioural medicine or health psychology is the study of how stress and other social, psychological, and biological factors interact to cause illness.

When people are confronted with events that they perceive as endangering their physical or psychological well-being, they experience stress. These occurrences are commonly referred to as stressors, and people's reactions to them are referred to as stress responses. Anxiety, anger, and aggression are common psychological reactions to stress, as are apathy, depression, and cognitive impairment, such as difficulties with concentration and performance.

The fight and flight responses are the body's physiological responses to stress. The sympathetic nervous system increases heart rate, blood pressure, dilates pupils, and induces the liver to release more sugar. Adrenocorticotrophic hormone, which is released by the adrenal cortical system, promotes the blood's production of cortisol. These reactions prime the blood for battle or flight.

Stress can have both direct and indirect effects on health. Stress can have a direct impact on health by causing chronic over arousal of the sympathetic nervous system or the adrenal cortical system, or by impairing the immune system. Stress may have an indirect effect on health by decreasing positive health behaviour while increasing negative behaviour. When we are stressed, we frequently fail to take proper care of ourselves. Stress causes people to stop exercising and become sedentary. Each of these health behaviours has an impact on the body's ability to fight disease as well as its overall functioning.

Correspondence Author:
Sarita Kumari
Research Scholar, Department
of Education, LNMU,
Darbhanga, Bihar, India

Many other studies have shown that personality traits serve as an important stress buffer, reducing the impact of major life stressors on physical and mental health. Control, commitment, and challenge are personality traits that make it easier for a person to deal with stress. Kobasa (1979)^[5] refers to these characteristics as hardiness.

The term adjustment refers to a person's natural or acquired ability to act in a certain way that results in a satisfying relationship and growth. Individuals must play a more active role in adjustment (J. Atkinson 1988)^[7]. Psychologists prefer the term "adjustment" because their research focuses on individuals' responses to social or interpersonal pressures rather than just adaptation to the physical world (Hussain 1985, Lazarus 1961)^[8, 2]. The efficiency of adjustment is determined by how well a person manages his or her changing circumstances; successful adjustment in individuals denotes a sort of inner harmony in that they are content with themselves and have harmonious relationships with others they are affiliated with (Hurlock 1978)^[9]. In other words, adjustment involves the interaction of both personal and environmental elements.

The requirement for screening adolescents with behavioural issues at the school level has become more critical right now because of the complex socio-cultural context and demanding demands of the environment that affect their mental health and adjustment.

Hypothesis

1. There should be a significant difference in the stress levels of students attending public and private schools.

2. There will be a significant difference in the home and health adjustment of students from public and private schools.
3. The stress level and adjustment will have a negative or inverse relationship.

Method

Sample: The sample consist of 100 students' studies in 10 class of Government schools and private schools of Purnia district. 50 students were selected from government school and 50 from private school, selected randomly.

Research tools

1. Mohsin, Shamshad Adaptation (1987) of Bell's adjustment inventory (1934).
2. Glezer Behaviour Rating scale was used for measuring stress level in terms of grading.
3. Personal data sheet used to know personal information regarding samples.

Procedure

This test was administered individually in a calm setting. All selected students were given these inventories with proper instruction and collected after completing the test response sheet with the promise that confidentiality would be maintained.

Result

Table 1: Stress level of students (Govt. and private school)

Behaviour Pattern (stress Level)	Govt. School Student	Private school Student
Type B (40-50)	02	01
Average Type B (51-60)	05	05
Balance between type A&B (61-80)	30	20
Average Type A stressful (81-100)	10	15
Excessive Type A very Stressful (101-140)	03	09

Table 2: Adjustment level of students

Adjustment	Govt. School Student	Private School student
Home Adjustment	PR 55	PR 50
Health Adjustment	PR 50	PR 40

According to the data in the table -1, there is a significant difference in the stress levels of students attending public and private schools. The temperamental difference between the modes of teaching in both schools may be the common cause of the fins difference in stress level. Private schools may differ due to overly strict school discipline, long hours of teaching with no breaks, an overemphasis on curricular activities to the exclusion of extracurricular ones, the pressure of doing never-ending homework and project assignments, and the administration of periodic tests.

According to the data in table 2, government school students adjust better than private school students. There is only a minor difference in both schools' home adjustment. The greatest source of satisfaction and security for its members is family. The relationship and behaviour of family members play a significant role in the individual's adjustment. When it comes to health adjustment, there is a significant difference between public and private school students.

These findings, in my opinion, are the result of increased awareness about career development. The majority of students are stressed about their careers. It is more likely than any other type of stress to have a negative impact on health. Previously, students in their twenties were affected by career stress. However, due to IT (Information Technology), the age has now shifted downward to adolescence. Individual adjustment is heavily influenced by his family environment, society, and some of his own biological make-up. As a result, we should identify the specific areas that are causing students' career stress and try to restructure the environment in such a way that it can help students reduce or minimise their stress level and increase their adjustment. We can say that there is an inverse or negative relationship between stress and adjustment.

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