

STRESS PATTERNS AND SCHOOL ADJUSTMENT OF HIGH SCHOOL STUDENTS

By

***Emina Gladys, J., & **Shirlin, P.**

**M.Ed. Scholar, M.E.T. College of Education, Chenbagaramanputhur, Kanyakumari District, Tamil Nadu, India.*

***Associate Professor in M.Ed. Department of Education, M.E.T. College of Education, Chenbagaramanputhur, Kanyakumari District, Tamil Nadu, India.*

Abstract

The present study investigated the relationship between stress patterns and school adjustment among high school students. The objectives of the study were 1) to find out the level of stress patterns among high school students. 2) To find out the level of school adjustment among high school students. 3) To find out the relationship between stress patterns and school adjustment among high school students. The investigator used the normative survey method. The samples of the study were 300 high school students from Kanyakumari District. Tools used for the study were the Stress Patterns Scale (developed by Anusha and Sreeletha, 2019) and the School Adjustment Scale (developed by Emina Gladys and Shirlin, 2024). The statistical techniques employed were percentage analysis and Pearson's product-moment correlation analysis. The major findings of the study revealed that 1) the level of stress patterns among high school students was at a moderate level. 2) the level of school adjustment among high school students was moderate. 3) the relationship between stress patterns and school adjustment among high school students had a negligible correlation.

Keywords: *stress patterns, school adjustment and high school students.*

Introduction

Adolescence is a crucial stage of human development marked by rapid physical, emotional, cognitive, and social changes. High school students, in particular, experience a variety of stressors related to academic

demands, peer pressure, family expectations, and the process of identity formation. These stressors can significantly influence their overall adjustment to school life.

School adjustment refers to a student's ability to cope with the academic,

social, and emotional demands of school. It encompasses aspects such as classroom behaviour, relationships with peers and teachers, participation in school activities, and overall academic performance. High levels of stress can disrupt this adjustment, leading to behavioural issues, academic failure, absenteeism, and even mental health problems such as anxiety and depression.

Understanding the patterns of stress experienced by high school students is essential for educators, parents, and counselors. It helps in identifying the sources and intensity of stress and their impact on students' school adjustment. By recognizing these patterns, interventions and support systems can be designed to promote healthier coping mechanisms and improve students' academic and social outcomes.

This study aims to explore the relationship between stress patterns and school adjustment among high school students. It seeks to identify the common stressors affecting students, examine how these stressors influence their adjustment to school, and suggest

strategies for better management and support.

Need and Significance of the Study

High school students today face increasing levels of stress due to the growing demands of academic performance, competitive examinations, peer pressure, parental expectations, and social challenges. If left unrecognized or unmanaged, this stress can lead to emotional imbalances, poor academic performance, behavioural issues, and difficulties in adjusting to the school environment.

The need for this study arises from the observable impact of stress on students' day-to-day functioning, especially in terms of their academic engagement, classroom behaviour, interpersonal relationships, and emotional stability. School adjustment plays a vital role in shaping a student's educational journey and overall personality development. A failure to adjust well can result in absenteeism, lack of motivation, reduced self-esteem, and even dropout in severe cases.

Understanding the patterns of stress, such as their sources, intensity, frequency, and coping mechanisms, can help educators, counselors, and policymakers design effective strategies to enhance students' adjustment skills. Moreover, early identification of stress-related issues can lead to timely interventions that foster a healthier, more supportive school environment.

School students face many problems in their school adjustment, social adjustment, and emotional adjustment with peers, and at home with parents or siblings due to many reasons, like shyness, less social development, and aggressiveness. So, the investigator attempted to study the school adjustment of high school students and also their stress patterns. Hence, the researcher has selected this problem for investigation.

Statement of the Problem

The statement of the problem is entitled "Stress Patterns and School Adjustment of High School Students."

Objectives

1. To find out the level of stress patterns among high school students.
2. To find out the level of school adjustment among high school students.
3. To find out the relationship between stress patterns and school adjustment of high school students.

Hypotheses

1. The level of stress patterns among high school students is at a moderate level.
2. The level of school adjustment among high school students is at a moderate level.
3. There is no significant relationship between stress patterns and school adjustment of high school students.

Delimitations of the Study

- The population is confined to only high school students in the Kanyakumari district.
- The sample for the study is limited to only 300 high school students.

- The study is limited to only 10 schools in the Kanyakumari district.
- The tool used for the present study is the stress patterns scale and school adjustment.

Review of Literature

Studies Related to Stress

Anusha and Sreeletha (2020) conducted a study on stress patterns and school adjustment of higher secondary students. The objectives of the study were a) to find out the level of stress patterns and school adjustment. b) to find out the relationship between stress patterns and school adjustment. The investigator used the normative survey method. The samples of the study were 400 higher secondary students. The tools used were the Stress Pattern Scale and the School Environment Scale. The statistical techniques employed were percentage analysis, mean, standard deviation, t-test, ANOVA and Pearson's Product Moment Correlation. The findings of the study revealed that a) the level of stress pattern and school adjustment is at a

moderate level. b) There existed a low positive correlation between stress and school adjustment of higher secondary students.

Study related to School Adjustment

Lessly Saral (2024) conducted a study on emotional intelligence and school adjustment of high school students in Tirunelveli District. The objectives of the study were a) to find out the level of school adjustment of high school students. b) to find out the relationship between emotional intelligence and school adjustment of high school students. The investigator used the normative survey method. The samples of the study were 300 higher secondary students. The tools used were the Emotional Intelligence Scale and the School Scale. The statistical techniques employed were percentage analysis, Mean, standard deviation, t-test, ANOVA, and pearson's product moment correlation. The findings of the study revealed that a) the level of school adjustment is at a moderate level. b) There existed a high positive correlation between emotional intelligence and school adjustment of high school students.

Research Design and Methodology

Method

The descriptive survey method was used.

Population

The population in this study refers to all high school students from the Kanyakumari district.

Sample

The sample of the investigation included 300 high school students from the Kanyakumari district.

Sampling Technique

Stratified random sampling technique.

Tools

- 1) Stress Patterns Scale (Developed by Anusha and Sreeletha 2020)
- 2) School Adjustment Scale (Developed by Emina Gladys and Shirlin 2024)

Statistical Techniques

- 1) Percentage analysis
- 2) Pearson’s product moment correlation

Analysis of the Data

Hypothesis 1

The level of stress patterns among high school students is at a moderate level.

Table 1. Percentage analysis of stress patterns among high school students

Variable	Total		Low		Moderate		High	
	N	%	N	%	N	%	N	%
Stress Patterns	300		45	15	214	71.3	41	13.7

Table 1 showed that 15% of high school students have shown low, 71.3% of high school students have shown moderate, and 13.7% of high school students have high levels of Stress Patterns.

Hypothesis 2

The level of school adjustment among high school students is at a moderate level.

Table 2. Percentage analysis of school adjustment among high school students

Variable	Total		Low		Moderate		High	
	N		N	%	N	%	N	%
School Adjustment	300		49	16.3	207	69	44	14.7

Table 2 showed that 16.3% of high school students have shown low, 69% of high school students have shown moderate, and 14.7% of high school students have high level of School adjustment.

Hypothesis 3

There is no significant correlation between stress patterns and School adjustment among high school students.

Table 3. Correlation between stress patterns and school adjustment of high school students

Variables correlated	N	r-value	Verbal interpretation	Remark
Stress Patterns and School Adjustment	300	0.117	Slight or negligible correlation	Significant

Table 4.03 shows there is a negligible relationship between stress patterns and school adjustment of prospective teachers.

- 1) The level of stress patterns of high school students was at a moderate level.
- 2) The level of school adjustment of high school students was at a moderate level.

Findings

Findings based on level of stress patterns and school adjustment

Findings based on correlation

- 3) There existed a slight or negligible correlation found between stress patterns and school adjustment of high school students.

Conclusion

From the result of the level of analysis, it was found that the stress patterns of high school students is at a moderate level and school adjustment of high school students is at a moderate level.

From the result of the pearson product moment correlation, there is a slight or negligible correlation between stress patterns and school adjustment. From this, it is inferred that stress patterns influenced the school adjustment of high school students.

In conclusion, the need to study stress patterns and their impact on school

adjustment among high school students is both timely and essential. With increasing academic and social pressures, students are more vulnerable to stress-related challenges that can hinder their overall development and school performance. Recognizing and addressing these issues can lead to the creation of supportive educational environments that foster better coping strategies, emotional resilience, and healthy adjustment.

This study is significant as it not only highlights the critical areas of concern in students' lives but also provides a foundation for effective intervention and guidance programs. By understanding the root causes and effects of stress, educators, parents, and policymakers can work together to ensure the holistic development and well-being of high school students.

References

Anastasi, A., & Arbinia, S. (2009). *Psychological Testing* (7th edition). New Delhi: Prentice Hall of India Pvt. Ltd.

Anusha R. (2020). Stress Patterns and School Adjustment of Higher Secondary Students. *Unpublished M.Ed. Dissertation*, M.E.T. College

of Education, Kanyakumari District, Tamil Nadu.

Adjustment of High School Students in Tirunelveli District. *Unpublished M.Ed. Dissertation*, M.E.T. College of Education, Kanyakumari District.

Henry, E. Garrett. (2005). *Statistics in Psychology and Education*, Paragon International Publishers, New Delhi.

Sindhu, K. S. (2006). *Methodology of Research in Education*. New Delhi: Sterling Publication Pvt.Ltd.

Lessly Saral. E. (2024). A Study on Emotional Intelligence and School

To cite this article

Emina Gladys, J., & Shirlin, P. (2025). Stress Patterns and School Adjustment of High School Students. *John Foundation Journal of EduSpark*, 7(3), 32-39.

ABOUT THE AUTHORS



Emina Gladys J. is a M.Ed. Scholar at M.E.T. College of Education, Kanyakumari District, Tamil Nadu, India. She holds an M.A. degree in English Literature and is currently pursuing her M.Ed. degree at M.E.T. College of Education. She has participated in various seminars, conferences, and workshops at the regional, national, and international levels.



Dr P. Shirlin is working as an Associate Professor in the Department of M.Ed. at M.E.T. College of Education, Chenbagaramanputhur, Kanyakumari District, Tamil Nadu, India. She completed her Doctorate in Education in 2016. She has over 15 years of experience in teaching, training, and research. She has guided many students pursuing M.Ed. and has participated in and presented papers at various seminars, conferences, and workshops at the regional, national, and international levels.
