



THE EFFICIENCY OF CLASSROOM MANAGEMENT IN REDUCING STUDENTS STRESS

K.VIJAYA SANGEETHA

M.Ed., Scholar,

Sri Raaja Raajan College of Education for Women, Karaikudi, Sivagangai- District.

Dr.S.SUMITHRA,

M.Sc., M.Ed., M.Phil., SET.Ph.D

Assistant Professor,

Sri Raaja Raajan College of Education for Women, Amaravathiputhur, Karaikudi-630301,
Sivagangai- District.

Abstract

The present study focuses on the Efficiency of Classroom management in Reducing Students Stress. The investigator adopted the survey for the present study. The High school students in Sivagangai district constitute the sample of the present investigation. As per the objectives framed in the present investigation, the 300 students with different variables were selected as a sample of the present study by using simple random sampling technique. A questionnaire with open ended items has been established as a tool for the present study. The measures of central tendency mean and differential studies such as S.D. and 't' – test were used as the statistical techniques for the present study. Then the researcher interpreted the findings and drew a conclusion on the basis of findings. Result revealed that there is a wide scope for improving Different classroom strategies for reducing stress among students.

Keywords: stress, class room management

INTRODUCTION

Stress is a fact of Life, Wherever we are and whatever we are doing. We cannot avoid stress, but we can learn to manage it so it doesn't manage us.

Learning to do this takes time, and although we cannot avoid stress, the good news is that we can minimize the harmful effects of stress, such as depression or hypertension. Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel frustrated, angry or nervous. Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class.

Effective Classroom management Establishes and sustains an orderly environment in the classroom. Increases meaningful academic learning and facilitates social and emotional growth. Stress is your body's reaction to a challenge or demand. In short bursts, stress can be positive, such as when it helps you avoid danger or meet a deadline.

NEED AND SIGNIFICANCE FOR THE STUDY

Stress is one of the most common things in everyone's life. It can be associated with any moment of life. It is any physical, chemical, or emotional factor that causes bodily or mental unrest. It produces a number of symptoms which vary from person to person. Despite stress often being thought of as a subjective experience, levels of stress are readily measurable using various

physiological tests and measures can be taken to reduce it. Moreover it is a notable fact that an absolute elimination of stress is unrealistic, so it is very important to manage the stress for those undergoing through it. All this had led to the emergence of concept of "Stress Management", which is now days proved to be a most needed soft skill in such a competent and fast running world.

Classroom management system are effective because they increase student success by creating an orderly learning environment that enhances students' academic skills and competencies, as well as their social and emotional development. **STATEMENT OF THE PROBLEM**

The present study is designed to find out the High School Level students stress. To reduce the students stress and develop congenial classroom environment, the investigator felt that the study may be a useful one. Until and unless the student stress identified and solved, the student don't live in peaceful mind in school environment and avoid the stressful situation by considering this idea the research topic for the present study.

TITLE OF THE STUDY

The researcher for the present investigation stated as "The Efficiency of Classroom Management in reducing Students stress"

OBJECTIVES OF THE STUDY

1. To find out the efficiency of classroom management reducing stress among high school students in intervening variables.
2. To find out the correlation in the classroom management reducing stress among high school students.

HYPOTHESES OF THE STUDY

- i. There is no significant difference between male and female students in reducing stress.
- ii. There is no significant difference between Rural and Urban students belongs to reducing stress.
- iii. There is no significant difference between Government and private school students belongs to reducing stress.
- iv. There is no significant difference between Tamil medium school and English medium school students belongs to reducing stress.
- v. There is no significant difference between the students of educated parents & uneducated parents belongs to reducing stress.
- vi. There is no correlation in reducing stress between male and female students at high school level.

DELIMITATION OF THE STUDY

In the study, the questionnaire was administered for 9th std & 10th std students. The sample was collected only from Private and Government schools located in and around Karaikudi.

METHODOLOGY

In order to realize the objectives normative survey method was employed in the present study.

SELECTION OF THE SAMPLE

The sampling procedure is used to select the data is simple random sampling. The investigator collected 300 samples only from students of high schools located in and around Karaikudi.

TOOLS USED FOR THE STUDY

The present study used the following Tool class room management reducing stress.

HYPOTHESES TESTING**Table 1**

There is no significant difference between male and female students in reducing stress.

Sub variables	N	Mean	S.D	't'- value	Level of significance
Male	150	143.00	6.08	3.24	Significant at 0.01
Female	150	140.66	9.01		

The calculated 't' value (3.240) is greater than the table value (2.58) with corresponding to the 0.01 level of significance. Hence the null hypothesis is rejected. Therefore it is concluded that there is a significant difference reducing stress between male and female students in high school level with respect of their classroom management. Thus the result reveals that the mean scores of female student (140.66) is less than male students (143.00) with respect of their facing stress of students in higher school level.

FIGURE-1

Bar diagram showing the significant difference in reducing stress between the mean score of male and female higher secondary school students

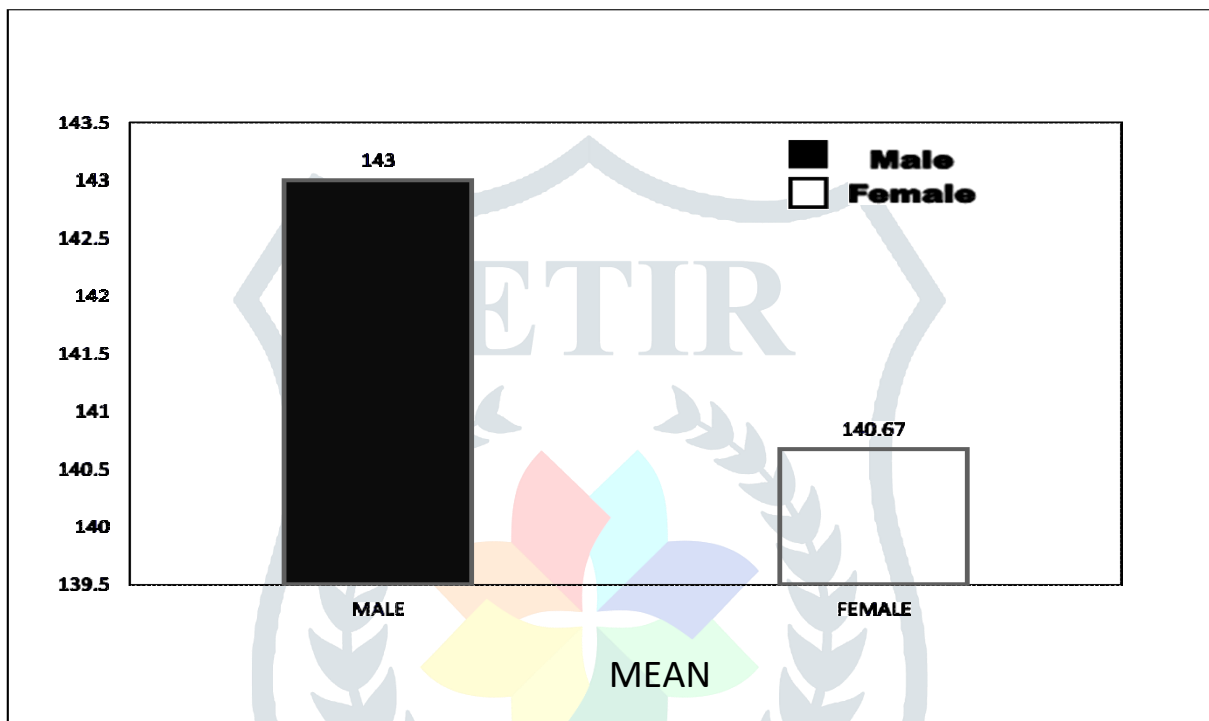


Table 2

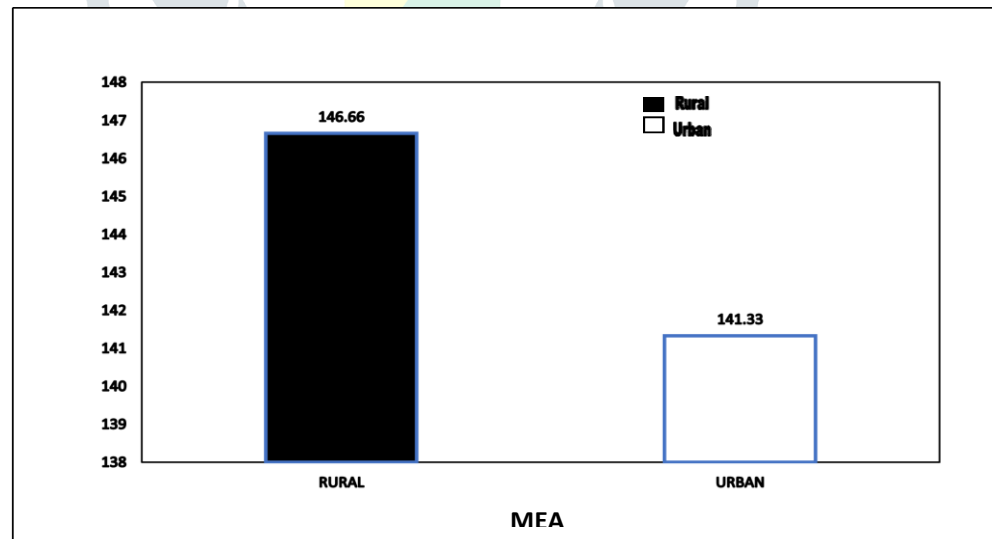
There is no significant difference in reducing stress between the mean scores of Rural and urban area high school students.

Sub variables	N	Mean	S.D	't'- value	Level of significance
Rural	150	146.66	7.57	4.680	Significantat 0.01
Urban	150	141.33	9.01		

The calculated value (4.68) is greater than the table value (2.58) with corresponding to the 0.01level of significance. Hence the null hypothesis is rejected. Therefore it is concluded that the result reveals that the mean score of urban area (141.33) is less than the rural area (146.6) in respect of their stress reducing students in high school level.

FIGURE-2

Bar diagram showing the significant difference in reducing stress between the mean score of Rural and Urban area higher secondary schoolstudents

Table 3

There is no significant difference is reducing stress between the meanscore of Government and private high school students.

Sub variables	N	Mean	S.D	't'-value	Level of significance
Government	150	140.00	10.00	3.42	Significant at 0.01
private	150	142.33	7.505		

The calculated 't' value (3.42) is greater than the table value (2.58) with corresponding to the 0.01 level of significance. Hence the null hypothesis is rejected. Hence it is concluded that the results reveals that the mean score of Private school (142.33) is higher than government school (140.00) is respect of their reducing stress of students studying in high school level.

FIGURE .3

Bar diagram showing the significant difference in reducing stress between the mean score of Government and Private higher secondaryschool students.

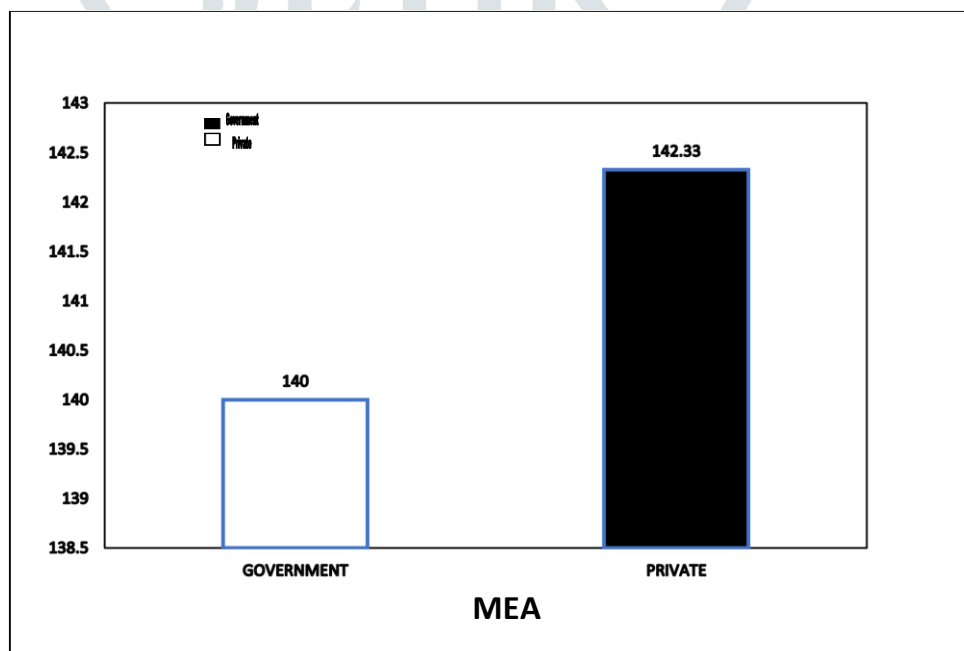


Table 4

There is no significant difference in classroom management reducing stress between the mean score of educated and Un-educated parental students of high school level.

Sub variables	N	Mean	S.D	't'- value	Level of significance
Educated Parents	85	73.33	12.58	0.32	Significant at 0.05 level
Un educated parents	215	200.00	15.00		

The calculated ' t ' value (0.32) is less than the table value (1.96) with corresponding to the 0.05 level of significance. Hence the null hypothesis is accepted. Hence it is concluded that the result reveals that the mean score of uneducated parents (200.00) is greater than educated parents (73.33) in respect of their stress reducing of classroom management in high school students.

FIGURE.4

Bar diagram showing the mean score in reducing stress between educated and uneducated parents

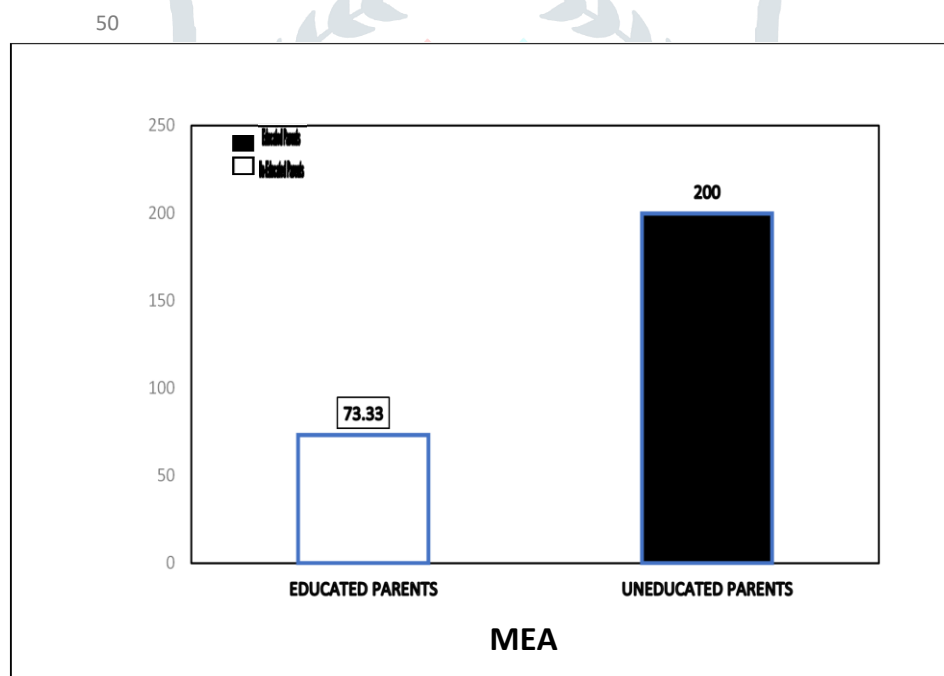


Table 5

There is no significant difference in classroom management reducing stress between the mean score of Tamil medium and English medium high school students.

Sub variables	N	Mean	S.D	't'-value	Level of significance
Tamil medium	150	140.00	10.00	4.87	Significant at 0.05 level
Englishmedium	150	147.33	14.18		

The calculated 't' value (4.87) is greater than the value (1.96) with orresponding to the 0.05 level of significance. Hence it is concluded that the result reveals that the mean score of English medium (147.33) is higher than Tamil medium students (140.00) in respect of their classroom management reducing stress at high school students.

FIGURE.5

Bar diagram showing the significant difference in reducing stress between the mean score of Tamil medium and English medium highersecondary school students.

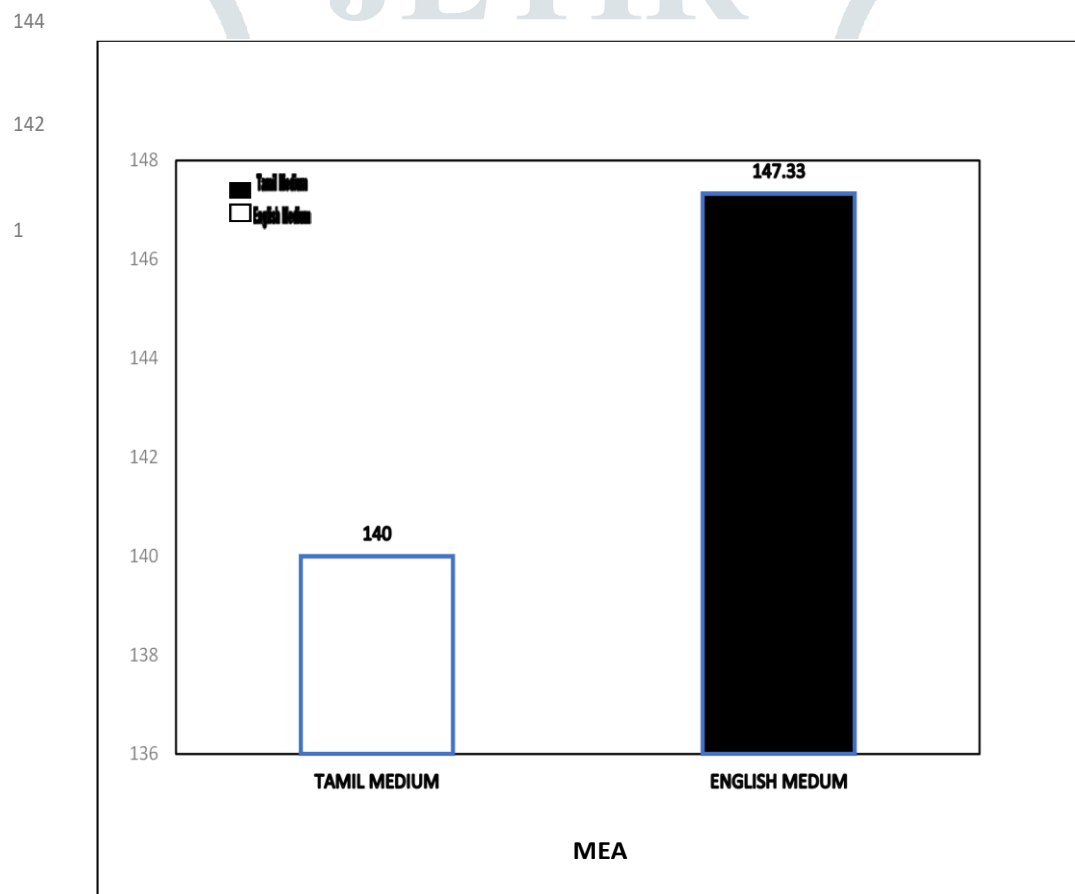


Table 6

There is no correlation in classroom management reducing stress between male and female high school students.

Sub variables	N	'r'-value	Level of significance
Male	150	0.85	Significant at 0.01
Female			

The calculated 'r' value (0.85) is less than the table value (2.58) with corresponding to the 0.01 level of significance. Hence the null hypothesis is accepted. Hence it is concluded that there is no correlation in classroom management reducing stress between male and female school students.

CONCLUSION

The research study concluded that the high school students faced Stressful Situation that is related to their Classroom Management. The results obtained show that students need to be given effective techniques to cope with stress while they are studying.. Stress can be managed through the stress management course and engaging in extracurricular physical and mental activities. These management techniques are easy to learn and practice, with excellent results in individuals with sound health or even those with health issues. They are beneficial and very helpful for both students and teachers. The stress-reduction techniques in order to establish their usefulness in the prevention and stress management during studies.

REFERENCES

Amaral, A. P., Soares, M. J., Pinto, A. M., Pereira, A. T., Madeira, N., Bos, S. C., ... Macedo, A. (2017). Sleep difficulties in college students: The role of stress, affect and cognitive processes. *Psychiatry Research*, 260, 331–337. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/29227897> [Crossref], [PubMed], [Web of Science®], [Google Scholar]

H.W.Krohne, Stress and Coping theories, available online - <https://ru.scribd.com/document/56298659/Krohne-Stress-26-Mei-2011> ,2002, pp.1-2.

G. Essel and P. Owusu, Causes of students' stress, its effects on their academic success, and stress management by students, Case study at Seinäjoki University of Applied Sciences, Finland, Thesis, <https://www.theseus.fi/bitstream/handle/10024/124792/Thesis%20Document.pdf?sequence=1> , 2017, pp.15-34.

L. Dusselier, B. Dunn, W. Yongyi, II M. Shelley & D. Whalen, Personal, health, academic, and environmental predictors of stress in residence halls. *Journal of American College Health*, 54(1), 2005, pp.15–24.

Z. A. Cordner, K. L. K. Tamashiro, Effects of chronic variable stress on cognition and Bace1 expression among wild-type mice. In: *Translational Psychiatry*, 6, doi: 10.1038/tp.2016.127, 12. July 2016.

S. Vogel, L. Schwabe, Learning and memory under stress: implications for the classroom. In: *npj Science of Learning* 1, doi: 10.1038/npjscilearn.2016.11, June 2016.