Stress is an abnormality in behavior, psychology, emotional tension, unpleasant external forces or an emotional response to event or Stress at work resulting from increasing complexities of work and its divergent demand has become a prominent and pervading feature of the modern organization. Stress as opined by Robinson (2007) is a pressure of adverse influence, circumstance that disturbs the natural physiological balance of the body. The research entitled Study of stress management practices adopted by senior secondary students was formulated with the objective to study the stress management strategies adopted by the students. The sample consisted of 100 class 12th female students studying in Saraswati Vidyamandir, Lakhimpur Kheri (U.P). The tool used for the study was a self structured stress scale consisting items on stress management practices. The result was analyzed on the basis of frequency and percentage. The study concluded that most of students were found using physical exercise like; yoga, walk, sports and dance for reducing the stress level. Some of them were also found taking help of meditation, listening to music, talking to others and drawing and painting. All of them accepted that crying helps them to become stress free.

Stress is viewed as a negative emotional, cognitive, behavioral and physiological process that occurs when a person tries to adjust or deals with stressor are defined as circumstances that disrupt, threaten to disrupt, individual’s daily functioning and cause people to make adjustment (Auerbach and Grambling, 1998). Auerbach and Grambling (1998) stated stress as an unpleasant state of emotional and physiological arousal that individuals experience in situations that they perceive as dangerous or threatening to their well-being. However, stress is perceived in different ways and may mean different things to different individual. It is perceived as events or situation that cause individual to feel tension, pressure, or negative emotional including anxiety and anger. Moreover, other people define stress as the response to existing situations which includes physiological changes (increased heart rate and muscle tension), emotional and behavioral changes (Bernstein, et al., 2008). Stress is always regarded as a psychological process that involves an individual personal interpretation and response to any threatening events. The word, stress is defined by the oxford dictionary as “a state of affairs involves on physical or mental energy”. In medical parlance stress is defined as a perturbation of the body’s homeostasis extreme stress conditions are detrimental to human health. Stress at work resulting from increasing complexities of work and its divergent demand has become a prominent and pervading feature of the modern organization stress as opined by
Review of literature

- Dixon, Wajne, Heppner, Paul, Anderson and Wayne (1993) undertook a research on 154 students and result showed significant interaction between stress and hopelessness. Hopelessness was strongly related to depression score under high level of stress.
- Sarmany (1994) studied the load and stress among students. Result should that student with grade point average (GPA) used less effective stress coping strategies and assumed test situation as being significant more stressful girls showed higher level of stress than boys. A significant negative correlation between GPA and actual duration of sleep was observed.
- Hystad, Eid Laberg, and Johnson (2009) explored capacity of personality hardiness to buffer the relationship between academic stress and health. Result showed that hardiness was negatively associated with both academic stress and numbers of health complaints and showed that hardiness moderated the associated between academic stress and health.
- Lazarus, 1966, states that stressful events can be appraised by an individual as challenging or threatening events. When students consider their education as a challenge, stress can bring a sense of confidence and an increased capacity to learn.
- Hirsch and Keniston, 1970, estimated 50% of students entering college finish their degree four years later.
- Wendy Moore, estimate that more than half of the students 53% are more stressed since starting university life (Student Living Report 2002).
- Stress advisor Dr. Malcolm Vandden Burg wounded that the first mention of the term stress came in 1955 at a conference run by Royal Society of Medicine, and now it has got worse.
- Shwu-yong L. Huang, Hersh C. Waxman (2009) A supportive school environment crucial to the enhancement of student teaching experiences. This study assesses student teachers' perceptions of secondary school environments, and then relates the perceptions to their satisfaction with school experiences and teaching commitment. The results show that considerable disparities between student teachers' perceptions of actual and preferred school environments and suggest certain directions for improvement. Student teachers' perceptions about their school environments, especially in the areas of professional interest and staff freedom, were positively associated with their satisfaction. Several school environmental aspects influenced the total years they planned to teach and their intention to teach at the placement schools.
- Gaan, (2008) investigated “Stress, Social Support, Job Attitudes and Job Outcome across Gender” to study stress about work, social support, job attitudes and job outcome crosswise gender among 240 IT professionals. Author concludes the result that women experience more role ambiguity and supervisory support. There is no difference in job attitudes and job outcome across gender. Also found that role vagueness is positively and significantly related to organizational devotion and work satisfaction.
- Halamanadis and Power (1999) studied the relationship between personality variables (extraversion; eroticism, and achievement motivation), perceived, social support and overall psychosocial adjustment to university life (measured by absence of loneliness and overall subjective satisfaction). The authors also investigated the relationship between coping with exam stress, psychosocial adjustment and academic performance and predicted psychosocial adjustment to university life from demographic 54 personality, coping and social support and psychosocial adjustment to university life. Emotion focused coping correlated positively with neuroticism and problem focused coping correlated with achievement motivation. Several correlations were reported between personality and the different ways of coping with exam stress. Personality stress was the only variable that significantly correlated with academic performance.
- Leo Wilton and Madonna Constantine (2003) examined cultural adjustment and psychological distress issues in 190 Asian and Latin American international college students. Findings revealed that Latin American students reported higher levels of psychological distress than did their Asian peers. Moreover, length of
residence in the U.S. was negatively associated with psychological distress symptoms, and acculturative distress and intercultural competence concerns were positively related to psychological distress in both groups.

- Hocking and Lochman (2003) examined the literature on psychosocial factors associated with adjustment to sickle cell disease and insulin-dependent diabetes mellitus in children through the framework of the transactional stress and coping (TSC) model. The transactional stress and coping model views adaptation to a childhood chronic illness as mediated by several psychosocial factors. This review examines the utility of the model in explaining adjustment in two different childhood diseases, identifies needed research and intervention targets, as well as highlights potential changes to the model. The major conclusions of this review suggest that, in addition to child-specific factors, family functioning is an area that interventions should address in sickle cell disease and insulin-dependent diabetes mellitus.

- Akbar Hussain, Ashutosh Kumar and Abid Husain (2008) examined the level of academic stress and overall adjustment among Public and Government high school students and also to see relationship between the two variables (academic stress and adjustment). For that purpose 100 students of class IX were selected randomly from two different schools out of which 50 were taken from Public and the remaining 50 were taken from Government school Sinha. And Sinha scale for measuring academic stress was used to see the magnitude of stress and Sinha and Singh Adjustment Inventory for school students was used to examine level of adjustment among the students. Results indicated that magnitude of academic stress was significantly higher among the Public school students where as Government school students were significantly better in terms of their level of adjustment. However, inverse but significant relationships between academic stress and adjustment were found for both the group of students and for each type of school.

- Masten et al. (2006) examined “Competence and Stress in School Children: the Moderating Effects of Individual and Family Qualities”. Sample consisted of 205 children aged 8-13 years. Life event questionnaire, teacher ratings, peer assessments and school record data were used. Results revealed that disadvantaged children, with lower IQ and SES and less positive family qualities were generally less competent and more likely to be disruptive at high stress levels. Advantaged children were more competent and with stress were less positively engaged in school, but were not likely to be disruptive.

- Finkelstein et al. (2007) conducted a study on “Socioeconomic Differences in Adolescent Stress. The Role of Psychological Resources”. Sample consisted of 1167 nonhispanic black and white, junior and senior high school students from a Midwestern Public School District. Results suggested that relative to adolescents from families with a professionally educated parents, adolescents with lower parent education had higher perceived stress and optimism partially mediates the inverse SES stress relationship

**Objective:** To study the stress management practices adopted by senior secondary students.

**Delimitation:** The study was delimited to the female senior secondary students studying in Saraswati Vidyamandir, Lakhimpur Kheri, (U.P.)

**METHODOLOGY**

- **Locale of the study:** Lakhimpur Kheri (U.P)
- **Sample size:** 100 girls studying in senior secondary school, Saraswati Vidyamandir, Lakhimpur Kheri,(U.P.)
- **Tool:** Self structured scale on stress consisting 30 close ended items.
- **Method of data collection:** The permission of school administration was obtained and administration of self structured scale was done.
- **Analysis of data:** The score on self structured scale was analyzed on frequency and percentage basis.

**RESULTS AND CONCLUSION**

The study concluded that most of students we found using physical exercise like, yoga(71%), walk(80%), sports(66%), and dance(70%) for reducing the stress level. Some of them were also found taking help of meditation (55%), listening to music (60%), talking to others, drawing and painting (64%). All of them accepted that crying helps them to become stress free.

**REFERENCES**


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