



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2016; 2(12): 235-238
www.allresearchjournal.com
Received: 05-10-2016
Accepted: 06-11-2016

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Stress management in relation to socio-economic status

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Abstract

The main objective of the present study was to find out the relationship between Stress Management and Socio-Economic Status of Government Secondary School Students. To achieve this objective, Stress Management Scale (SES) by Dr. Pushpraj Singh and Dr. Anjali Srivastva (2001) and Self-made Socio-Economic Status Scale (SES) developed by the investigator were used. The sample consisted of 100 Government Secondary School students selected randomly from Moga District of Punjab, India. The sample was equally categorized between Boys- Girls and Rural- Urban students. The results revealed that there exists no significant relationship between Stress Management and Socio-Economic Status of Government Secondary School Students. It means that Socio-Economic Status does not affect the Stress Management of Government Secondary School students.

Keywords: Stress management, socio-economic status, secondary school students

Introduction

The adolescent begins to have a sharpened sense of his/her own dignity. He/she sees himself/herself as someone who may not be browbeaten, humiliated and deprived of the right to independence. The type of relationship with adults that existed during childhood becomes unacceptable to him/her as not corresponding to his/her assessment of the level of his/her own maturity. At that stage, the life of an adolescent contains many contradictions. They strive for recognition; but do not get it! Consequently – they cling to their own age group – peers play the most important role in their lives! They suffer from an identity crisis! What am I? What will I be? – are the questions that bother them. Due to these crises they remain in stress. To minimize stress, we as adults, should guide them for stress management. Stress management refers to a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress for the purpose of everyday living. Stress management is the ability to reduce stress around or cope in a competent manner with stressors (Geridano, 1997) [2]. Yoga, humour and reading are simple effective methods to help reduce stress among adolescents (Rizzolo, 2009) [11].

In adolescence period adolescents significantly suffer by Socio-Economic status. Socio-Economic status refers to a cluster of factors which include occupation, income and cultural features of the home (Stephan, 1980) [15]. Socio-economic status is determined to a extent by the type of occupation one holds. It may also be based upon differences of birth, wealth, occupation, political power, race and intellectual attainment (Good, 1959) [3]. Thus socio-economic status is obviously a blending of two statuses that is social status and economic status though none of the two can exist without each other. Social status is the position of an individual within the social relationships whereas economic status refers to the financial conditions and facilities possessed by the parents. So with regard to the socioeconomic status of adolescents more comprehensive studies were conducted by varied authors (Bowden, 2010; Okoye, 2009 & Yang, 2003) [1, 9, 16]. So keeping in view the discussion made in preceding paragraphs, the researcher made an attempt to study stress management and socio-economic status of adolescents.

Stress Management

Stress is a normal psychological and physical reaction to the demands of life. Unfortunately, the nonstop stress of modern life means that our alarm system rarely shuts off.

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That is why stress management is so important and gives the tools to reset our alarm system. Stress management is a large family of techniques ranging from methods to reduce the occurrence of stress to techniques which can be used by people who feel overwhelmed by stress. A number of approaches are currently being used to treat and control stress responses. Major methods include Stress Management, Relaxation techniques, Meditation, Biofeedback, Drugs and Yoga that all can have therapeutic psychological effects.

Socio - Economic Status

Socio Economic status may refer to the individuals past and involve a study over a period of time concerning the socio-economic conditions of his home. Socio economic status refers to social and economic standing. A person who has high standing in the community has good income and lives in a well-furnished house of good quality is said to have a good socio economic status. Socio- economic status comprises of some variables such as Education, Income and Occupation. Socio - Economic status of a family influences to a good extent the development of child's personality.

Objectives

The study was carried out with the following Objectives:

1. To study the Stress Management of Government Secondary School Students with respect to gender.
2. To study the Stress Management of Government Secondary School Students with respect to locale.
3. To study the Socio-Economic Status of Government Secondary School with respect to gender.
4. To study the Socio-Economic Status of Government Secondary School Students with respect to locale.
5. To study the relationship between Stress Management and Socio Economic Status of Government Secondary School Students.

Hypotheses

1. There will be no significant difference in the mean scores of Stress Management of Government Secondary School students with respect to gender.
2. There will be no significant difference in the mean scores of Stress Management of Government Secondary School students with respect to locale.
3. There will be no significant difference in the mean scores of Socio- Economic status of Government Secondary School students with respect to gender.
4. There will be no significant difference in the mean scores of Socio- Economic status of Government Secondary School students with respect to locale.
5. There will be no significant relationship between Stress management and Socio- Economic Status of Government Secondary School students.

Delimitations

The study was carried out with the following Delimitations:

1. The study was delimited to Moga District of Punjab, India only.
2. The study was delimited to Government Secondary Schools only.
3. The study was delimited to 100 students of Government Senior Secondary School only.
4. The study was delimited to 50 Boys and 50 Girls only.
5. The study was delimited to 50 Rural and 50 Urban students only.

Method

Keeping in view the nature of the study, the descriptive research method was used in the present study.

Sample

The present study was conducted on sample of 100 Government Secondary School Students of Moga District of Punjab, India. The sample was selected by simple random method of probability sampling. The sample was equally categorized between Boys- Girls and Rural- Urban students.

Tools Used

- Stress Management Scale (SES) by Singh and Srivastva (2001)
- Socio-Economic Status Scale (SES) by developed by the Investigator.

Statistical Techniques Used

Statistical techniques viz. Mean, Standard Deviation (S.D.), Critical Ratio (t-test) and Co-efficient of Correlation (r) were used to analyse and interpret the collected data.

Analysis and Interpretation

The results of the present study are elucidated as below:

Table I: Showing the Mean, Standard Deviation (S.D.), Standard Error of Difference (S.Ed.) and 't' ratio of Stress Management of Boys and Girls of Government Secondary School students

| Group | N | Mean | S.D. | S.Ed. | t-value | Level of Significance |
|-------|----|-------|------|-------|---------|---|
| Boys | 50 | 94.52 | 7.01 | 1.35 | 1.51 | Non-Significant at 0.05 and 0.01 levels of significance |
| Girls | 50 | 92.47 | 6.53 | | | |

From Table I it is found that 't'-value of Stress Management of 50 Boys and 50 Girls is 1.51 which is Non- significant at 0.05 level and 0.01 level of significance. Hence, there is no significant difference in the mean scores of Stress Management of Boys and Girls of Government Secondary School students. Hence the Hypothesis, "There will be no significant difference in the mean scores of Stress Management of Government Secondary School Students with respect gender" is accepted.

Table II: Showing the Mean, Standard Deviation (S.D.), Standard Error of Difference (S.Ed.) and 't' ratio of Stress Management of Rural and Urban of Government Secondary School Students

| Group | N | Mean | S.D. | S.Ed. | t-value | Level of Significance |
|-------|----|------|------|-------|---------|---|
| Rural | 50 | 94.0 | 7.3 | 1.38 | 1.08 | Non-Significant at 0.05 and 0.01 levels of significance |
| urban | 50 | 92.5 | 6.5 | | | |

From Table II it is found that 't'-value of Stress Management of 50 Rural and 50 Urban is 1.08 which is Non- significant at 0.05 level and 0.01 level of significance. Hence, there is no significant difference in the mean scores of Stress Management of Boys and Girls of Government Senior Secondary School students. Hence the Hypothesis, "There will be no significance difference in the mean scores of Stress Management of Government secondary School Students with respect to locale" is accepted.

Table III: Showing the Mean, Standard Deviation (S.D.), Standard Error of Difference (S.Ed.) and 't' ratio of Socio Economic Status of Boys and Girls of Government Secondary School Students

| Group | N | Mean | S.D. | S.Ed. | t-value | Level of Significance |
|-------|----|--------|------|-------|---------|---|
| Boys | 50 | 118.01 | 20.1 | 4.22 | 4.74** | Significant at 0.05 and 0.01 levels of significance |
| Girls | 50 | 138.05 | 22.2 | | | |

From Table III it is found that 't'-value of Socio-Economic Status of 50 Boys and 50 Girls of Government Secondary school students is 4.74 which is significant at 0.05 level and 0.01 level of significance. Hence, there is significant difference in the mean scores of Socio-Economic Status of Boys and Girls of Government Secondary School students. Hence the Hypothesis, "There will be no significant difference in the mean scores of Socio-Economic Status of Government secondary School Students with respect to gender" is rejected.

Table IV: Showing the Mean, Standard Deviation (S.D.), Standard Error of Difference (S.Ed.) and 't'-ratio of Socio - Economic Status of Rural and Urban of Government Secondary School Students

| Group | N | Mean | S.D. | SEd | t-Ratio | Level of Significance |
|-------|----|-------|------|------|---------|---|
| Rural | 50 | 125.7 | 20.5 | 4.35 | 3.79** | Significant at 0.05 and 0.01 levels of significance |
| Urban | 50 | 142.2 | 23.0 | | | |

From Table-IV it is found that 't'-value of Socio-Economic Status of 50 Rural and 50 Urban Government Secondary school students is 2.76 which is significant at 0.05 level and 0.01 level of significance. Hence, there is significant difference in the mean scores of Socio-Economic Status of Rural and Urban Government Secondary School students. Hence the Hypothesis, "There will be no significant difference in the mean scores of Socio-Economic Status of Government Secondary School Students with respect to locale" is rejected.

Table V: Showing the Co-efficient of correlation (r) between Stress Management and Socio- Economic Status of Government Secondary School Students

| Variable | N | r | Level of Significance |
|-----------------------|-----|-------|---|
| Stress Management | 100 | 0.016 | Non-Significant at 0.05 and 0.01 levels of significance |
| Socio-Economic Status | 100 | | |

Table V represents the co-efficient of co-relation between Stress Management and Socio-Economic Status of Govt. Secondary School Students. It comes out 0.016 which is non-significant at 0.05 level and 0.01 level of significance. Hence there is no significant relationship between Stress Management and Socio-Economic Status of Government Secondary School Students. Hence the Hypothesis, "There will be no significant relationship between Stress Management and Socio-Economic Status of Government Secondary School Students" is accepted.

Findings of the Study

1. There exists no significant difference in the mean scores of the Stress Management of Boys and Girls of Government Secondary School students.

2. There exists no significant difference in the mean scores of Stress Management of Rural and Urban Government Secondary School students.
3. It is found that there exists significant difference in the mean scores of Socio- Economic Status of Boys and Girls of Government Secondary School students.
4. It is also found that there exists significant difference in the mean scores of Socio- Economic Status of Rural and Urban Government Secondary School Students.
5. There exists no significant relationship between Stress Management and Socio- Economic Status of Government Secondary School Students.

Conclusion

In the present study the investigator found that there is no significant relationship between Stress Management and Socio-Economic Status of Government Secondary School students. It means Socio-Economic status does not play significant role in managing stress of Government Secondary School students.

Educational Implications

- The present study will helps the teachers in the development of new methods of teaching based on ICT to make teaching- learning process effective so that teachers can solve all types of problems of adolescents.
- These results will helps in the formulation of good policies and development of curriculum for adolescents.
- There exists no significant relationship between stress management and socio-economic status of Government secondary school students. This means socio economic status does not affect the stress management of adolescents. So, parents and teachers should take care of another factors like family environment, school environment, parent-child relationship, parental encouragement, teacher-taught relationship which are responsible for stress management among adolescents.
- The study will help the teachers and parents in the nourishment of harmonious personality of adolescents.

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