**RELATIONSHIP BETWEEN PARENT CHILD RELATIONSHIP AND STRESS COPING SKILL OF HIGHER SECONDARY**

**SCHOOL STUDENTS**

###### JASMINE. K.P

### **Dissertation**

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## DECLARATION

 I, **JASMINE, K.P.**, do hereby declare that this dissertation, “**RELATIONSHIP BETWEEN PARENT CHILD RELATIONSHIP AND STRESS COPING SKILL OF HIGHER SECONDARY SCHOOL STUDENTS**”, has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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## CERTIFICATE

 I, **Dr. MUMTHAS. N.S**, do hereby certify that this dissertation, “**RELATIONSHIP BETWEEN PARENT CHILD RELATIONSHIP AND STRESS COPING SKILL OF HIGHER SECONDARY SCHOOL STUDENTS”** is a record of bonafide study and research carried out by **JASMINE. K.P,** under my supervision and guidance. The report has not been submitted by her for the Award of any Degree, Diploma, Title or Recognition before.

Farook Training College **Dr. MUMTHAS. N.S**

Date: (*Supervising Teacher*)

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Date:

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INTRODUCTION

 Education may be defined as a process designed to inculcate knowledge, skill and attitudes necessary to enable individual to cope effectively with their environment. Education makes an individual vocationally self dependent, intellectually mature, socially efficient, culturally refined, morally virtuous and spiritually advanced. Achieving this goal requires understanding of and commitment to the truth that education is a primary instrument for social and economic advancement and human welfare. Thus all experience in life become educative in nature and the process of education continuous in all personal and social situations. Education in this sense would certainly include all efforts for inculcation of values, attitudes and skills that the society desires to be imparted to children.

 Two functions of education have been very much emphasized in the past, one, the intellectual and cognitive development of pupils and other the promotion of life with emotional and social adjustment. eventhough all educators believe that the development of the mental powers is of immense importance, they are affected very much by the total state of the pupil, by the physical, emotional and social aspects of his/her personality. The pupil comes to the school with more than his/her mind. If he/she is sick, emotionally disturbed or socially maladjusted optimum development of various aspects of his/her personality can not take place. This point of view emphasizes education for living and education for adjustment.

 Psychological stress is one of the most insidious phenomena of our time and it effects people in all walks of life. From the time of admission to school to the time of leaving, the child is viewed as an achiever. Then the process of education itself creates educational stress in the student. Stress implies pressure, tension of worry resulting in problems in all walks of life.

**A. NEED AND SIGNIFICANCE**

 In the modern world, life has become so impersonal, mechanical and fast which reveals that a number of people find themselves depressed or anxious. The extreme complexities of the present world describes the dangerous trends in the mental health level of our youngsters. The increasing rate of suicides, crimes, alcoholic drug addictions, malpractices etc. in our state point out the deadly involvement of our youths.

 Adolescence is described as ‘upsetting’ full of turmoil, intense, troubling or difficulty (Gormly and Brodzinsky, 1993). It provides an important life transition as young people move from the security of the simpler world of childhood to social, vocational and athletic functions of high school (Papalia and Olds, 2003).

 Adolescence can be thought of as a second revolution in human development. It is the period of turmoil and turbulence. They need the gratification of their needs for their well being. It is the period of lightened sensibility for rapid learning and of critical acquisitions, which determines the future of life. It is the turning point in everbody’s life.

 Adolescence is that period in one’s life when intelligence is at its peak, setting of permanent personality traits begins, decision regarding future profession is made and also a period marked by extreme emotional instability. This is a period of identity crisis, physical sexual and spiritual. The young child is trying to cope up with the rapid changes in body growth and maturation and became comfortable with his/her own emerging sexuality against a backdrop of societal norms and parental expectation.

 Life today is becoming increasingly complex. Stress is an inevitable part of life. Stress can be experienced from a variety of sources. Students perceive academic life as demanding and stressful (Hammer, Grigsby & Woods, 1998). They have emotional and cognitive reactions to this stress, especially due to external pressures and self imposed expectations. The perception of high stress level in students can lead to poor academic performance, depression and serious health problems (Misra & Mckenu, 2000). Coping plays a significant role in the process of adapting to stressful situations.

 Most of the adolescents today report difficulty in coping with stressful situation at home or at school. For some, stress can lead to internalized disorders such as anxiety, depression, headache, undigestion. For others the consequences of stress are externalized in behaviour and conduct problems manifested in smoking alcohol and drug abuse.

 The family plays a vital role in the development of child’s personality. His attitudes, values and all depend upon how he is nurtured by parents and other important members of the family.

 As far as the Kerala family set up is concerned, both the parents are involved in making livelihood. Many fathers are working away from home in abroad, while many of the mothers also seek employment outside the home to earn income. The effect is that, they often give less importance to the relations with their own children. Hence a lot of human qualities are deprived of them and they can not cope up with the stressful situations in their life. Such families where exists poor Parent Child Relationship will adversely affect the children.

 It is therefore worth to note that, children who lack normal parental love and affection became emotionally underdeveloped. They are restless and demand constant attention. The parental duty is not only to feed and cloth the child, but to create the best home environment for the promotion of health and growth of the whole child.

 The parents are required to maintain cordial relationship with the children by providing happy and friendly home environment in which the child is being accepted, his need, and grievances are duly considered and becomes self reliant and self confident.

 From psychological and sociological point of view, children’s behaviour depends upon the parent’s behaviour. A child spends only five or six hours in the school, rest of the time is spent in his home. Hence a great responsibility for his/her adjustment lies upon home rather than any other agency. Therefore it makes sense to inquire the role of parents regarding the coping of child in stressful situations.

**B. STATEMENT OF THE PROBLEM**

 The study is entitled as “RELATIONSHIP BETWEEN PARENT CHILD RELATIONSHIP AND STRESS COPING SKILL OF HIGHER SECONDARY SCHOOL STUDENTS”.

**C. DEFINITION OF KEY TERMS**

**1. Parent Child Relationship**

 Parent child Relationship is ‘the relatively stable set of feelings which parents and child have established toward each other, the behaviour of the child to the parent and the parent to the child as this behaviour is modified through interaction, (Good, 1973).

 In the present study, Parent Child Relationship is the total of the scores of Mother Child Relationship and Father Child Relationship obtained from the Parent Child Relationship Scale.

**2. Stress Coping Skill**

 The term coping has been used to denote the way of dealing with stress, or the effort to master conditions of harm, threat or challenge when a routine or automatic response is not readily available (Lazarus, 1974).

 Stress Coping Skill operationally defined as the total score obtained for the seven components viz., Reactivity to stress, Resourcefulness, Ability to relax, Self reliance, Pro-active attitude, Adaptability and Flexibility and Ability to assess situation.

**D. VARIABLES OF THE STUDY**

 Present study is designed with two types of variables viz., independent variable and dependent variable. The independent variable is parent child relationship of higher secondary school students and the dependent variable is stress coping skill of higher secondary school students.

**E. OBJECTIVES OF THE STUDY**

 Following are the objectives set for the present study

1. To find out the extent of Parent Child Relationship and Stress Coping Skill of higher secondary school students.
2. To find out the extent of relationship of Parent Child Relationship with Stress Coping Skill and its components of higher secondary school students in the total sample and in the relevant subsamples based on,
	1. Gender
	2. Locality of Residence, and
	3. Type of School Management
3. To find out whether there is any significant difference in the extent of relationship of Parent Child Relationship with Stress Coping Skill of higher secondary school students between the sub samples based on,
	1. Gender
	2. Locality of Residence, and
	3. Type of School Management

# F. HYPOTHESES OF THE STUDY

#  The following are the hypotheses formulated for the present study,

# There exists significant relationship between Parent Child Relationship and Stress Coping Skill and its components of Higher Secondary school students in the total sample and in the relevant subsamples based on,

* 1. Gender
	2. Locality of Residence, and
	3. Type of School Management

# There exists significant difference in the extent of relationship of Parent Child Relationship with Stress Coping Skill of higher secondary school students between the subsamples based on,

# Gender

* 1. Locality of Residence, and
	2. Type of School Management

**G. METHODOLOGY**

 It deals with the precise description of sample used for the study, tools and statistical techniques used.

**Sample**

 The study is proposed to be on a sample of 600 higher secondary school students belonging to various higher secondary schools in Malappuram and Kozhikode districts, drawn by stratified sampling technique giving due representation to different strata viz., gender, locality of school and type of school management.

**Tools**

 The following tools are used in this study.

1. Parent Child Relationship Scale (Mumthas and Nabeel, 2006)
2. Scale on Stress Coping Skill (Mumthas and Jasmine, 2011)

**Statistical Techniques Used**

 The following statistical techniques are used for analysis of data

1. Pearson’s Product Moment Coefficient of Correlation (r)
2. Test of significance of difference between two r’s

**H. SCOPE AND LIMITATIONS OF THE STUDY**

 The present study is an attempt to find out the relationship of parent child relationship with stress coping skill of higher secondary school students. The study was conducted on a sample of 600 higher secondary students drawn from 12 higher secondary schools in Malappuram and Kozhikode district. The investigator selected the sample by stratified sampling technique giving due representation to factors like gender of the pupils, Locale of school and type of school management. Parent Child Relationship Scale and Scale on Stress Coping Skill are the tools used for the study. In the present study Parent Child Relationship has four dimensions viz., Democratic-Autocratic, Acceptance-Rejection, Encouragement-Discouragement and Trust-mistrust. Stress Coping Skill has seven components viz., Reactivity to stress, Resourcefulness, Ability to relax, self reliance, pro-active attitude, Adaptability and flexibility and Ability to assess situation.

 Eventhough the investigator tried his best to make the study a perfect one, certain limitations are there.

1. The sample for the present study is chosen from Malappuram and Kozhikode districts only. The limited time and inconveniences forced the investigator to restrict the sample from a wider sample.
2. The sample was selected from only one stages of education viz., higher secondary education.

 Inspite of the above limitations the investigator hopes that the study will yield valid findings leading to scientific and objective conclusions.

**I. ORGANIZATION OF THE REPORT**

 The report has been presented in five chapters.

 **Chapter I** presents a brief introduction to the problem, its need and significance, definition of key terms, objectives, methodology, scope and limitations of the study.

 **Chapter II** presents the theoretical overview of the concerned variables and review of related studies.

 **Chapter III** gives an account of the methodology in detail used in the present study. it contains objectives, hypotheses, variables, description of tools employed for data collection, sample drawn, data collection procedure, scoring and statistical techniques used.

 **Chapter IV** describes the analysis part of the study as per the objectives of the study and tenability of hypotheses.

 **Chapter V** presents a summary of the study, major findings, educational implications of the study and suggestions for the further research in this area.

REVIEW OF RELATED LITERATURE

 Review of related literature is an important aspect of any investigation. A proper study of related literature would enable the investigator to locate and go deep into the problem.

 Review of the related literature helps the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research. It enables the researcher to delimit and define his problem. The knowledge of related literature brings the researcher up-to-date on the work which others have done and thus to state the objectives clearly and concisely.

 Thus a thorough examination of the related literature will help a researcher to understand the significance of present study and to build a new approach to the same.

 The present study is an attempt to find out the relationship between parent child relationship and stress coping skill. To have an understanding of the nature of study in this area, the researcher have gone through relevant literature.

 The review is presented here under the following headings.

1. THEORETICAL OVERVIEW
2. SURVEY OF RELATED STUDIES

**A. THEORETICAL OVERVIEW**

 The theoretical overview of stress coping skill and Parent-Child Relationship is given below.

**1. Stress Coping Skill**

 Stress is an internal state which can be caused by physical demands on the body by environmental and social situations which are evaluated potentially harmful, uncontrollable or exceeding our resources for coping life events and pressure of everyday life.

 Stress is a part of life and everyone experiences it. It may range from mild to secure. Stress has been defined as “the state manifested by the specific syndrome, which consists of all the non-specific induced changes in a biological system” (Selye, 1974).

 The term stress is originated from the discipline of physics. It refers to a force exerted on a system that deforms, destroys, or alters the structure of the system.

 Individuals and organisms can not remain in a continuous state of tension. Coping traits refers to a disposition to respond in a specific way in a situation that is stressful. Coping traits are thus stable characteristics of person that transcend with many types of situation in which he comes in a state of tension.

 Coping strategies are active efforts to manage a stressful situation. Coping refers to efforts on the part of an individual to deal with taxing situations. Lazarus and Folkman (1984) defined coping as constantly changing cognitive and behavioural efforts to manage specific external or internal elements that are appraised as taxing or the resources of the individual. According to Monat and Lazarus (1977) coping refers to efforts to master conditions that tax or exceed adaptive resources.

**Coping Strategies**

 Moos and Billings (1982) identified three types of coping strategies namely, Appraisal focused coping, problem focused coping and emotion focused coping.

**Appraisal focused coping**

 It involves attempt to define the meaning of a situation and includes such strategies as logical analysis and cognitive redefinition.

**Problem Focused Coping**

 This seeks to modify or eliminate the source of stress to deal with the tangible consequences of a problem or activity change the self and develop a more satisfying situation.

**Emotion Focused Coping**

 This includes responses whose primary function is to manage the emotions aroused by stressors and thereby maintain effective equilibrium.

 Maddi and Kobasa (1984) talked about two forms of coping namely Transformational coping and regressive approach.

**Transformational coping**

 It involves altering the events so they are less stressful.

**Regressive Approach**

 It includes a strategy where in one thinks about the events pessimistically and acts evasively to avoid contact with them.

 Lazarus (1975) has suggested two types of coping, namely direct action and palliative mode.

**Direct action**

 Includes behaviour or actions which when performed by the organism in face of a stressful situation is expected to bring about a change in stress causing environment.

**Palliative Mode**

 This refers to those thoughts or actions whose purpose is to relieve the organism of any emotional impact of stress.

 Pareek (1983) suggested two types of coping, reactive strategy and proactive strategy.

**Reactive Strategy**

 This category consists of person who decide to suffer from, accept or deny the experienced stress or put the blame on somebody (self or others) or something being in that stressful situation.

**Proactive Strategy**

 In this the person facing the realities of stress consciously and taking some action to solve the problems themselves or with the help of other people.

 The related literature helps the investigator to focus on the seven components of Stress Coping Skill viz., Reactivity to stress, Resourcefulness, Ability to relax, Self reliance, Proactive attitude, Adaptability and flexibility and Ability to assess situation.

**i) Reactivity to Stress**

 It is the reaction to a state of strain whether physical or psychological. Reactivity to stress means the usual set of patterns of vegetative, emotional, cognitive and behavioural responses to situations perceived as potentially harmful, dangerous or unpleasant. Reactivity and regulation are central mediators and modulators of stress. Reactivity is governed by context, behaviour and biological aspects.

**ii) Resourcefulness**

 It is the ability of acquiring special knowledge or skills and could act as a consultant or advisor to a group. Resourcefulness can be a virtue that opens the door to greater accomplishment. Spirit of resourcefulness is grounded in making it happen, making it fit and making it work. Resourcefulness is about human capital or talent management. It is another form of critical thinking.

**iii) Ability to relax**

 It is the ability to gain a state of low tension with an absence of strong emotion. Ability to attain a tension free state of body and mind. The ability to relax is important in effectively managing stress and anxiety. Without the ability to relax, chronic stress or anxiety can lead to burnout, anger, irritability, depression etc. This is the body’s ability to experience a decrease in heart rate, respiration rate, blood pressure, muscle tension and oxygen consumption, Relaxation exercise is a powerful weapon against stress.

**iv) Self reliance**

 It is the trust or confidence on one’s own resources. Self reliance is a strong belief that we are capable of successfully dealing with the challenges in life and that we are able to take guidance from ourselves rather than other people or other things. A self reliant person therefore realizes and accepts that he is completely responsible for their life and if he wants something done, then he must do it himself. Self reliance means a strong belief in one’s own ability to achieve success and happiness in life.

**v) Proactive Attitude**

 Creating or controlling a situation by taking initiative. Being proactive means using our power to control those things we can control. Pro active (self starters) persons take control of a situation and initiate change aimed at improving a situation or self or both. They don’t give up their efforts when faced with hurdles. The persons with proactive behaviour are self initiated, anticipatory, forward looking and they are able to taking control and causing change.

**vi) Adaptability and Flexibility**

 It is the ability to react changed circumstances or demands and ability to change with changing situation. It is the ability to make appropriate responses to changing circumstances. Adaptation is not a simple matter, where the ideal phenotype evolves for a given external environment. Adaptation help the organisms to survive.

 Flexibility deals with the relative capacity of an organism to maintain themselves in different habitats. An organism is developmentally flexible if when it is raised or transferred to new conditions, it develops so that it is better fitted to survive in the new circumstances.

**vii) Ability to Assess Situation**

 Ability to measure the quantity and the quality of the stimulus pattern upon which a given perception is based. It includes such strategies as logical analysis and cognitive redefinitions. Situation assessment is a key element in command and control. It provides the cues and content which enable effective decision making.

**2. Parent-Child Relationship**

 Parental Involvement plays a crucial role in the development of both social and mental competence in children. “Parenting is a complex activity that includes many specific behaviours that work individually and together to influence childhood behaviour outcomes”. Parents play an important role in the health, development, safety and well being of children.

 The two distinctive roles of parents include both fathering and mothering. The proper blending of masculine supervision and feminine tenderness seems to be of utmost importance in the upbringing of a child for the normal growth, but inadequate patterns of the parenting may lead to despair and self devaluation of the personality of the individual.

 How a child performs usually depends on the various parenting styles by which they are treated. It was found that good relation with parents tend to show better social adjustment, emotional adjustment and self esteem development (Lewis, 1945). Faulty parent child relationship and deprivation of parents ends in child’s maladjustments and denotes the process of adjustment (Eirckson, 1963). Loving and accepting parents provide healthy medium for the child to grow his energies into proper channels and exercise his potentials to the maximum (Kiran and Singh, 1982).

 Parents of high achievers found to be more trusting, rewarding and loving and showed more tolerance towards their children than their parents of low achievers (Kang, Sibia and Gill, 1995).

 Family systems theorists could argue that what is important in a child’s socialization is not any particular parental dimensions of behaviour but the overall combination of these behaviours. The parenting styles, viz., authoritative, permissive and uninvolved are composed of different combinations of the warm-responsive/rejecting-unresponsive, and the restrictive-demanding/permissive-undemanding dimensions. Researchers have explored the relationship between each parenting style and children’s emotional, social and cognitive development (Hetherington, 2003).

 The dimensions of parent child Relationship are described below.

**1. Democratic-Autocratic**

 Democracy is a home is characterzed by joint planning and policy making, verbal explanations to the child, absence of arbitrary decision and general permissiveness plus emotional restraint. In a democratic home, the child is accorded equal status as a person with the adult members of the family. In making discussions, parent consult the child, consider his preferences, explain the reasons for the rules and modify them on occasion to suit the wishes or needs of that particular child.

 Authoritarianism in this dimension is broadly defined as parental efforts to set and enforce roles of behaviour to impose necessary restrictions and to inhibit the child’s development of individuality and autonomy (Tiwari, 1987).

**2. Acceptance-Rejection**

 This is empirically identified by Baldwin Kiahorn and Breese (1945) as a principal dimension of parent child relationship. Acceptance is conceptualized as representing one extreme of a bipolar continuum, epitomized by parental behaviours oriented toward encouraging the child to interact fully and freely with the environment with in a context of parental approval and support with minimal reliance upon techniques of coercive control. The accepted child is generally socialized, co-operative, friendly, loyal, emotionally stable and cheerful.

 Rejection, representing the opposite pole of the continuum, is viewed as defined by parental behaviours oriented towards constructing and limiting the child’s inclinations to freely the physical, interpersonal and ideational aspects of the environment and communicated heavy, parental commitment to coercive techniques like intimidation, punishment and other far inducing behaviours (Tiwari, 1987).

**3. Encouragement-Discouragement**

 Parental encouragement means an attitude on the part of the parents which is characterized by keen interest, love and affection for the child. At the other end of the continuum is discouraging attitude of unwillingness to encourage the child for whatever he does. Discouragement is characterized by indifference towards the child.

 An encouraging parent encourage freedom of emotional expression. He values the unique make up of the child and does things to foster that uniqueness. He loves his child unconditionally (Porter, 1954). A discouraging parent does not appreciate the child the way he is emphasizes his faults and defects, has no faith in him.

**4. Trust-Distrust**

 Trust seems to develop when the infant is almost totally accepted by his parents and when he lives in a partially consistent, safe and comfortable world. Distrust develops when trust promoting experience are inadequate when the baby has to wait too long for comfort, when he is handled harshly or capriciously. Distrust arises out of discomfort, disappointment, anxiety, inability to explore, discriminate and cope with the world.

**B. SURVEY OF RELATED STUDIES**

 The reviewed studies were abstracted below

**1. Studies Relating to Stress Coping Skill**

 Compass *et al*. (1988) examined both the capacity to generate alternate solution cope with stressful events and the strategies actually used to cope with interpersonal and academic stressors in sample of Junior high school age youngsters. Subjects were moderately insistent in the generation and use of problem focused and emotion focused coping with two type of events. The problem focused alternatives generated and strategies used were negatively related to emotional behavioural problems, whereas the emotional focused alternatives generated and strategies used were positively related to emotional/behavioural problems.

 Albuquerque *et al*., (1990) studied the coping behaviour of 421 undergraduate college students in reaction to life stress and strain. It was found that college students experienced four to five life events in a year. The majority of the events experienced were in the area of education. Male experienced greater number of life events and strain and more distress than females. Problem solving response and acceptance were the more frequently adopted way of coping. Gender differences in the ways of coping behaviours were also found.

 Griffith *et al*. (1999) reported that cognitive vulnerability to teacher stress relation specifically to individual differences in coping style. In their study “An investigation of coping strategies associated with Job Stress in teachers”. They questioned 780 primary and secondary school teachers, aiming to assess the association between stress coping response and social support. High levels of stress were associated with low social support and the use of disengagement and suppression of competing activities as coping strategies.

 Rao *et al*. (2000) reported in their study “Appraisal of stress and coping” behaviour in college students that the students perceived both the academic and interpersonal situation being moderately to severely stressful. There is no significant difference with regard to appraisal of the stressors.

 The study conducted by Pandey and Shipra (2000) aimed to investigate the role of Job category and the type of family in coping with work stress among female personnel working in Railways, Band and teaching institutions. A sample of 96 females (16 in each cell) participated in this study. Results showed that job category and type of family had influence in work stress and coping styles. Findings indicates that groups varied on active coping style. Teachers expressed significantly better on active coping than the bank and railway employees. This trend was more clear among teachers belonging to nuclear families. Group did not differ significantly in adaptive and maladaptive coping style.

 Rao, Apte and Subbakrishna (2003) examined the role of work selected factors, availability of support and coping styles as predictors of well beings. 60 married working women were individually interviewed with regard to reason for employment and support availability. The study revealed that greater user of social support seeking and less use of denials as coping styles, absence of multiple role strain, working to be financially independent availability of support and refusal of job promotion were significant predictors of well being.

 Khad and Kadappat (2004) examined academic stress and management among pre university students. The result revealed that arts and commerce students of first year had lesser stress than second year students of arts and commerce.

 Bhatia, Sushila and Sudeep (2006) studied “Gender differences in coping styles and life satisfaction of teachers in higher education”. The sample contains 66 university and college teachers. The results showed that teachers in higher education irrespective of their gender/sex subjectively perceive their life as satisfied as well as the mean values are moderately high for both the sexes.

 Rajakumari and Hemalatha (2007) conducted a study ‘Management of stress in adolescents through positive therapy”. 75 boys and 75 girls were selected from X and XII standards as sample. The findings of the study were there was a significant reduction in the mean stress of the entire sample after the treatment, proving efficiency of positive therapy in the management of stress.

 Shibu (2007) studied “certain pre-disposing factors of stress and coping: A comparative study among working and non-working woman in a sample consists of 661 women including both working and non-working. The result showed that there will be significant relationship among the variables of personality, hostility, stress and coping skills. Women belonging to low educational status feel high social stress than the higher educational group. Working women follows minimization suppression, seeking succorance, replacement mapping and reversal for coping with stress. But in the case of non-working women mostly they prefer blame as their coping skill.

 Kumar and Kadhiravan (2008) studied the influence of cognitive styles on stress coping in which he examined the relationship between cognitive style and stress coping. The sample consists of 267 higher secondary students. The results showed that the male and female students differ significantly in their approach coping, female students use more approach coping than male students. Females have better coping than males. The parent’s level of education do not influence the stress coping of higher secondary students and cognitive styles of students have significant influence on their stress coping skill.

 Anuraja and Joseph (2008) conducted a study ‘Interpersonal Relationship and Stress Coping Ability of Teacher Trainees’ the sample consisted of 86 teacher trainees. Major findings of the study is there is no significant difference in male and female teacher trainees in their interpersonal relationship and stress coping ability.

**2. Studies Relating to Parent Child Relationship**

 Sarkar (1979) conducted a study on a sample of 400 school children to find out the relationship between children’s mental health and their family characteristics, family structure and family tension. The findings showed that the mentally unhealthy group of children had higher family tension than the healthy group.

 Compar (1987) found the importance to rich and rewarding relationship with mothers for the physical and mental health of the child. A mother who gives affective and security to her children contributes to their mental health whereas mother who is nervous, tensed or self-centred, over protective or rejecting, dominating or inconsistent in disciplinary practices is laying the foundation of mental inadequacy or ill health.

 Pareschandra (1992) explored how adolescents’ perception of parental behaviour is related to their own frustrations. A sample of 334 eight grade rural secondary school children were administered the sarkar Parent Behaviour Description Inventory and the reaction to Frustration Test. Findings indicated significant relationship between the different dimensions of parental behaviour and adolescents behaviour.

 Andrew and Sandra (1995) investigated the independent and combined effects of perceived parental support and social problem solving skills in children’s adjustment. Thirty children served as the sample. The result revealed that perceived parental support was significantly related to measures of competence and self-worth but social problem solving skills were not significantly related to perceived Parental Support.

 Fuhrman and Holmbeek (1995) found that when the effective nature of parents adolescent relationship was positive, adolescent adjustment was more likely to be positive when adolescents reported less rather than more emotional autonomy. When family environments were stressful, emotional autonomy was positively associated with adolescent adjustment.

 Babu and Mummoorthy (2000) conducted a study on the family environment of higher secondary students. Sample contains 900 first year higher secondary students. The findings of the study revealed that the majority of the higher secondary students were said to live in conducive family environment and there is a significant difference between the higher secondary students from nuclear family and from joint family in respect of their family environment.

 Khadi (2004) studied the influence of family functioning on adolescent’s adjustment. The sample of the study were the first and second year pre-university students of Karnataka state. The study concluded that family functions was significantly related to adjustment of adolescents. Higher grade students are well adjusted both emotionally and at home. Boys were socially and educationally well adjusted.

 Barber (2006) investigated the association among three dimensions of parenting and measures of adolescent depression, delinquency and academic achievement in a sample of African, American youth. The findings revealed several association between parenting dimensions and youth outcomes, including negative relationship between parental support and behavioural control and parental support and delinquency.

 Nabeel (2006) conducted a study “Interaction effect of parental child relationship and parental employment on mental health of secondary school students”. The study revealed that parent child relationship has significant main effect on mental health of secondary school pupils and the interaction effect of parent child relationship and parental employment on mental health is not significant.

 Brooke and Michael (2007) conducted a study to examine mediators of the association between childhood attention deficit/hyperactivity disorder and adolescent cigarette use. The sample contains 142 adolescents without ADHD. The results showed that among probands adaptive coping skills were fewer and parental support was lower coping and support partially mediated the ADHD association with smoking.

 Chandrasekaran (2007) conducted a study on a sample of 200 Adolescent Boys and Girls to find out the influence of parenting style in emotional intelligence. The findings showed that the parenting style is relatively a more important predictor of emotional quotient and fathers play a very significant role than mother in the development of emotional quotient.

**CONCLUSION**

From the review of related studies the investigator can understood that most of the studies are in the area of Stress Coping Strategies. Studies related to Stress Coping Skill are done in the sample of teachers and other workers. Studies related to the Stress Coping Skill of students are rare and no studies by relating the variables Parent Child Relationship and Stress Coping Skill. Considering this fact the investigator made an attempt to study the relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students.

METHODOLOGY

 Methodology is a process which reveals all the methods and techniques followed by the researcher during the course of research work. The success of any research work depends largely upon the suitability of the methods, tools and techniques followed by the researcher in collecting and processing data. Thus the role of methodology is to carry on the research work in a scientific and valid manner.

 The present study is an attempt to find out the relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students. The methodology of the study is presented below under the following heads, viz.,

1. VARIABLES
2. OBJECTIVES
3. HYPOTHESES
4. TOOLS EMPLOYED
5. SELECTION OF SAMPLE
6. DATA COLLECTION PROCEDURE AND CONSOLIDATION OF DATA
7. STATISTICAL TECHNIQUES USED FOR ANALYSIS

 The detailed description of each of the above is given below.

# A. VARIABLES

The present study involves two types of variables, independent variable and dependent variable. The independent variable in the study is Parent Child Relationship and the dependent variable is the Stress Coping Skill of higher secondary school students.

 Gender, Locality of Residence and Type of Management of Institution are considered as classificatory variables.

# B. OBJECTIVES

 Following are the objectives set for the present study

1. To find out the extent of Parent Child Relationship and Stress Coping Skill of higher secondary school students.
2. To find out the extent of relationship of Parent Child Relationship with Stress Coping Skill and its components of higher secondary school students in the total sample and in the relevant subsamples based on,
	1. Gender
	2. Locality of Residence, and
	3. Type of School Management
3. To find out whether there is any significant difference in the extent of relationship of Parent Child Relationship with Stress Coping Skill of higher secondary school students between the sub samples based on,
	1. Gender
	2. Locality of Residence, and
	3. Type of School Management

# C. HYPOTHESES

#  The following are the hypotheses formulated for the present study,

# There exists significant relationship between Parent Child Relationship and Stress Coping Skill and its components of Higher Secondary school students in the total sample and in the relevant subsamples based on,

* 1. Gender
	2. Locality of Residence, and
	3. Type of School Management

# There exists significant difference in the extent of relationship of Parent Child Relationship with Stress Coping Skill of higher secondary school students between the subsamples based on,

# Gender

* 1. Locality of Residence, and
	2. Type of School Management

# D. TOOLS EMPLOYED

#  Collection of relevant data is an important aspect of any research work. The selection of suitable tool is of vital importance for a successful research. For the present study the investigator used the following tools.

1. Scale on Stress Coping Skill (Mumthas and Jasmine, 2011)
2. Parent Child Relationship Scale (Mumthas and Nabeel, 2006)

#  Detailed description of each of these tool is given below.

# Scale on Stress Coping Skill

 This tool is prepared and standardized by the investigator with the assistance of her supervising teacher. The procedure followed in the construction of the tool is described below.

**a) Planning of the Scale**

 The first step in the construction and standardization of a scale is planning of the scale. It was decided to develop a Likert Type Scale with five responses, viz., ‘Always’, ‘Often’, ‘Sometimes’, ‘Rarely’ and ‘Never’. The scale is prepared to measure the extent of stress coping skill of higher secondary school students.

 The investigator reviewed the literature and identified the seven components viz., Reactivity to stress, Resourcefulness, Ability to relax, self reliance, Pro-active attitude, Adaptability and flexibility and Ability to assess situation as the core components of the variable Stress Coping Skill.

 Description of each of these components is given below.

**i) Reactivity to Stress**

 It is a reaction to a state of strain whether physical or psychological. Reactivity to stress means the usual set of patterns of vegetative, emotional, cognitive and behavioural responses to situations perceived as potentially harmful, dangerous or unpleasant. Reactivity and regulation are central mediators and modulators of stress. Reactivity is governed by context, behaviour and biological aspects.

 Item numbers 1 to 7 are included under this category.

Eg: I behave very badly whenever I feel mentally not good.

**ii) Resourcefulness**

 It is the ability of acquiring special knowledge or skills and could act as a consultant or advisor to a group. Resourcefulness can be a virtue that opens the door to greater accomplishment. Spirit of resourcefulness is grounded in making it happen, making it fit, and making it work. Resourcefulness is about human capital or talent management. It is another form of critical thinking.

 Item numbers 8 to 13 are come under this category.

 Eg: I can solve the problems of others.

**iii) Ability to relax**

 It is the ability to gain a state of low tension with an absence of strong emotion. Ability to attain a tension free state of body and mind. The ability to relax is important in effectively managing stress and anxiety. Without the ability to relax, chronic stress or anxiety can lead to burnout anger, irritability, depression etc. This is the body’s ability to experience a decrease in heart rate, respiration rate, blood pressure, muscle tension and oxygen consumption. Relaxation exercise is a powerful weapon against stress.

 Item Numbers 14 to 20 are included under this category.

 Eg: I am able to ease my mental strain by engaging in entertainments.

**iv) Self reliance**

 It is the trust or confidence on one’s own resources. Self reliance is a strong belief that we are capable of successfully dealing with the challenges in life and that we are able to take guidance from ourselves rather than other people or other things. A self reliant person therefore realizes and accepts that he is completely responsible for their life and if he wants something done, then he must do it himself. Self reliance means a strong belief in one’s own ability to achieve success and happiness in life.

 The items from 21 to 28 are included in this category.

 Eg: I am able to nurture my artistic abilities.

**v) Proactive Attitude**

 Creating or controlling a situation by taking initiative. Being proactive means using our power to control those things we can control. Pro active (self starters) persons take control of a situation and initiate change aimed at improving a situation or self or both. They don’t give up their efforts when faced with hurdles. The persons with proactive behaviour are self initiated, anticipatory, forward looking and they are able to taking control and causing change.

 There are 8 items in this category (29 to 36)

 Eg: Often I inform concerned person about the problem inside the classroom

 **vi) Adaptability and Flexibility**

 It is the ability to react changed circumstances or demands and ability to change with changing situation. It is the ability to make appropriate responses to changing circumstances. Adaptation is not a simple matter, where the ideal phenotype evolves for a given external environment. Adaptation help the organisms to survive.

 Flexibility deals with the relative capacity of an organism to maintain themselves in different habitats. An organism is developmentally flexible if when it is raised or transferred to new conditions it develops so that it is better fitted to survive in the new circumstances.

 Items from 37 to 43 are come under this category.

 Eg: I can not study well whenever I am away from my home.

**vii) Ability to Assess Situation**

 Ability to measure the quantity and the quality of the stimulus pattern upon which a given perception is based. It includes such strategies as logical analysis and cognitive redefinitions. Situation assessment is a key element in command and control. It provides the cues and content which enable effective decision making.

 Items from 44 to 50 are come under this category.

 Eg: Every scolding of teacher, I believe, is for my betterment.

**b) Preparation of the Scale**

 Based upon the above mentioned components, the investigator developed the Scale on Stress Coping Skill. The draft scale consists of 50 items, 30 items are positive and 20 items are negative.

 A copy of the draft tool ‘Scale on Stress Coping Skill’ (Malayalam and English version) and Response Sheet are given as Appendices I, II & III respectively.

**Scoring Procedure**

 As the present scale is a Likert type scale, responses can be made in a five point scale as Always, Often, Sometimes, Rarely and Never. Subjects have to decide how far each statement in the Scale is true to their case. For a positive statement the score given is 5, 4, 3, 2 and 1 for the options, Always, Often, Sometimes, Rarely and Never respectively. Scoring scheme is reversed for negative statements. The scores on all the items are added to get the total score on Stress Coping Skill.

**c) Try Out of the Preliminary Scale**

 The purpose of the try out of the scale is to select the items for the final scale by empirically testing the item characteristic. The procedure of the item analysis is described below.

 The preliminary scale was administered to a sample of 370 higher secondary school students selected by stratified sampling techniques giving due representation to gender of the pupils, Locality of School, Type of School Management.

 The 370 response sheets obtained were scored and the total score for each sheet was calculated. Then these were arranged in ascending order of the total score and the highest and lowest 27 percentage of the 370 sheets (100 sheets) were separated.

 The mean and standard deviation of the scores obtained for each items for the upper and lower group were calculated separately. The critical ratio for each items were calculated using the following formula.

 t =  (Best and Khan, 2002)

where,

 - Mean of the upper group (for an item)

 - Mean of the lower group

σ1 - S.D. of the upper group

σ2 - S.D. of the lower group

N1 - Sample size of the upper group

N2 - Sample size of the lower group

 The critical ratio obtained for each item together with means and variances of the scores of the two groups are given as Table 1

**TABLE 1**

**Data Showing t-values of the Items**

| **No.**  |  |  | **12** | **22** | **t** |
| --- | --- | --- | --- | --- | --- |
| 1. | 3.44 | 4.30 | 1.22 | 0.88 | 5.94 |
| 2. | 2.76 | 3.71 | 1.21 | 1.02 | 6.36 |
| 3. | 3.13 | 4.16 | 2.11 | 0.90 | 5.93 |
| 4. | 3.35 | 4.36 | 1.50 | 0.55 | 7.04 |
| 5. | 2.75 | 3.20 | 2.27 | 2.32 | 2.09\* |
| 6. | 2.68 | 3.34 | 1.27 | 1.52 | 3.95 |
| 7. | 2.76 | 3.86 | 1.44 | 1.01 | 7.03 |
| 8. | 3.01 | 3.81 | 0.99 | 0.84 | 5.89 |
| 9. | 3.46 | 4.04 | 1.32 | 1.13 | 3.70 |
| 10. | 3.16 | 3.63 | 1.35 | 1.29 | 2.89 |
| 11. | 3.19 | 3.92 | 1.69 | 1.27 | 4.24 |
| 12. | 3.17 | 4.32 | 1.44 | 0.93 | 7.48 |
| 13. | 2.88 | 3.77 | 1.29 | 0.95 | 5.94 |
| 14. | 3.12 | 3.77 | 2.35 | 1.69 | 3.23 |
| 15. | 3.36 | 3.87 | 2.01 | 1.75 | 2.63 |
| 16. | 1.93 | 2.47 | 1.38 | 2.03 | 2.93 |
| 17. | 3.49 | 3.76 | 2.11 | 2.63 | 1.24\* |
| 18. | 2.61 | 3.75 | 2.12 | 1.46 | 6.02 |
| 19. | 2.78 | 3.79 | 2.07 | 1.97 | 5.03 |
| 20. | 2.60 | 3.48 | 1.68 | 1.97 | 4.61 |
| 21. | 2.34 | 2.66 | 2.45 | 2.65 | 1.42\* |
| 22. | 2.93 | 3.71 | 2.13 | 1.50 | 4.09 |
| 23. | 2.74 | 4.25 | 2.32 | 1.30 | 7.94 |
| 24. | 2.61 | 3.52 | 1.82 | 2.00 | 4.65 |
| 25. | 3.00 | 3.90 | 2.42 | 1.72 | 4.42 |
| 26. | 3.17 | 4.44 | 1.92 | 0.91 | 7.54 |
| 27. | 2.63 | 4.11 | 1.31 | 0.80 | 10.18 |
| 28. | 2.80 | 3.90 | 1.49 | 1.02 | 6.93 |
| 29. | 2.52 | 3.64 | 1.94 | 1.51 | 6.03 |
| 30. | 3.80 | 4.56 | 1.66 | 0.61 | 5.04 |
| 31. | 3.16 | 3.39 | 1.69 | 1.86 | 1.22\* |
| 32. | 2.93 | 3.92 | 1.52 | 1.65 | 5.56 |
| 33. | 2.68 | 3.94 | 1.53 | 1.13 | 7.72 |
| 34. | 1.96 | 3.18 | 1.43 | 2.05 | 6.53 |
| 35. | 3.45 | 4.25 | 1.60 | 0.81 | 5.14 |
| 36. | 2.37 | 3.24 | 1.73 | 1.90 | 4.57 |
| 37. | 2.66 | 3.21 | 1.64 | 1.94 | 2.90 |
| 38. | 2.23 | 3.03 | 1.84 | 2.23 | 3.96 |
| 39. | 2.99 | 4.19 | 1.69 | 1.36 | 6.86 |
| 40. | 3.94 | 4.52 | 1.77 | 0.87 | 3.56 |
| 41. | 2.92 | 3.77 | 2.62 | 2.16 | 3.88 |
| 42. | 2.79 | 3.36 | 2.51 | 2.91 | 2.44\* |
| 43. | 2.76 | 3.33 | 2.16 | 3.11 | 2.48\* |
| 44. | 3.09 | 4.27 | 1.34 | 0.62 | 8.43 |
| 45. | 3.66 | 4.63 | 1.88 | 0.96 | 5.75 |
| 46. | 3.12 | 4.59 | 2.16 | 9.21 | 4.35 |
| 47. | 3.26 | 4.65 | 2.25 | 0.89 | 7.83 |
| 48. | 2.84 | 3.44 | 2.38 | 3.07 | 2.56\* |
| 49. | 3.06 | 3.76 | 2.40 | 2.18 | 3.27 |
| 50. | 2.56 | 2.24 | 2.41 | 2.02 | 1.52\* |

*\* Indicates the Rejected items*

**d) Finalization of the Scale**

 Items with critical ratio greater than 2.58, the tabled value of ‘t’ at 0.01 level of significance were selected for the final scale. Thus from the total 50 items, 42 items were selected for the final scale, in which 24 items are positive and 18 items are negative.

 A copy of the final version of the tool Scale on Stress Coping Skill (Malayalam & English version) and Response Sheet are appended as Appendices IV, V and VI respectively.

**Reliability**

 Reliability of the test is its ability to yield consistent result from one set of measures to another. According to Best and Khan (2001), Reliability is the degree of consistency that instrument on procedure demonstrates whatever it is measuring it does so consistently.

 The reliability of the scale was estimated by test retest method. The scale was administered to a group of 40 higher secondary school students and again repeated in the same group of students with an interval of 3 weeks. The scores obtained from the first test was correlated with that of the re-test. The reliability coefficient was found to be 0.75, which suggests that the scale is highly reliable.

**Validity**

 An index of validity shows the degree to which a test measures what it intends to measure when compared with accepted criterion. Validity as the quality of a data gathering instrument or procedure that ensures to measure what is supposed to measure (Best and Khan, 2001).

 The validity of the present scale was ensured through face validity and content validity.

 A test is said to have face validity when it appears to measures whatever the author had in mind, namely what he thought he was measuring’ (Garret, 1981). The items in the present scale were phrased in the least ambiguous way and the meaning of all the terms were clearly defined, so that the subjects responded to the items without differently and misunderstanding. Hence the scale possesses face validity.

 To ensure content validity, the investigator determined the areas of content domain of stress coping skill and the present scale was compared with the structure of the content domain. Thus the present scale adequately covered the following components, reactivity to stress, Resourcefulness, Ability to relax, Self reliance, Proactive attitude, Adaptability and Flexibility and Ability to assess situation.

**2. Parent child Relationship Scale**

 This scale is prepared and standardized by Mumthas and Nabeel (2006) for assessing the Parent Child Relationship of Secondary School Students. There are 40 items in the scale which were classified under the four heads. Autocratic vs Democratic, Acceptance vs Rejection, Encouragement vs. Discouragement and Trust vs. Distrust.

**Scoring Procedure**

 This is a five point scale with the responses, viz., ‘Absolutely True’, ‘Sometimes True’, ‘Do not know’, ‘False’ and ‘Absolutely False’. Both positive and negative statements are included in the scale.

 The scores given are 5, 4, 3, 2 and 1 respectively for the responses Absolutely true, Sometimes true, Do not know, False and Absolutely false in case of positive statements. For negative statements the scoring is reversed.

**Reliability**

 The reliability of the scale was estimated by test-retest method. The reliability co-efficient of this scale is 0.73 which suggests that the scale is highly reliable.

**Validity**

 The validity of the present scale was ensured through face validity and content validity and concurrent validity. The coefficient of correlation between the present scale and the external tool was found to be 0.89, which shows that the present scale possesses a high degree of validity.

**E. SELECTION OF SAMPLE**

 Selection of the sample is an important aspect of any research. A sample is a small proportion of a population selected for observation (Best and Khan, 1995). The initial sample for the present study constitutes 650 higher secondary school students which were selected from 12 higher secondary schools in Malappuram and Kozhikode district. The samples were selected under stratified sampling technique by giving due representation to the factors like gender of the pupils, locale of the school and type of the school management.

**a) Gender**

 Gender has great influence on findings of research. Since it has been found that sex difference exists in many of the psychological variables, the investigator decided to give due weightage to male and female students.

**b) Locale of the School**

 The number of higher secondary schools in rural areas are more than the number of higher secondary schools in urban area. The ratio of higher secondary schools in rural area to urban area is 5:1 (Deputy Directorate of Education). So the investigator decided to give due weightage to the locale of the school.

**c) Type of School Management**

 The existing schools in Kerala fall into three broad categories as Government schools which are directly managed by the Government, Aided Schools, which are managed by private agencies with Government aid and unaided schools which are approved by Government. Since there are more government schools than Aided and Unaided schools it was decided to give proper weightage to type of school management.

 Details of the schools selected for the data collection is given as Appendix VII.

**F. DATA COLLECTION PROCEDURE AND CONSOLIDATION OF DATA**

**a. Administration of the Tools**

 For the collection of data, the investigator personally contacted the heads of the institutions for obtaining permission for data collection. After getting the permission the investigator met the students and explained the purpose and ensured their co-operation to make the study as successful as possible. After that copies of the tools were distributed and collected back.

**b. Scoring and Consolidation of Data**

 The response sheets were scored according to the scoring procedure and were consolidated and tabulated for further statistical analysis. While scoring, incomplete response sheets were rejected and have the final sample size is reduced from 650 to 600. The break up of the final sample is given in Table 2.

**TABLE 2**

**Details of the Final Sample**

|  |  |  |
| --- | --- | --- |
| **Gender**  | **Locale of School** | **Type of School Management**  |
| Male  | Female  | Urban  | Rural  | Government  | Aided  | Unaided  |
| 300 | 300 | 150 | 450 | 258 | 208 | 134 |
| 600 | 600 | 600 |

**G. STATISTICAL TECHNIQUES USED FOR ANALYSIS**

#  Apart from the preliminary analysis, the objectives and hypotheses warranted the use of the following statistical techniques in analyzing the data.

# 1. Pearson’s Product Moment Coefficient of Correlation (r)

#  The most often used and most pre use co-efficient of correlation is the Pearson’s Product Moment Coefficient of Correlation (r).

#  The degree of relationship is measured and represented by the coefficient of correlation which can be calculated using the formula.

r =  (Garret, 1981)

# where, ΣX – Sum of the X scores

#  ΣY – Sum of the Y scores

#  ΣX2 – Sum of the squared X scores

#  ΣY2 – Sum of the squared Y scores

#  ΣXY – Sum of the product of paired X and Y scores

#  N – Number of paired scores.

#  In this study correlation coefficient ‘r’ is used to find out the extent of relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students.

# 2. Test of Significance of Difference between two r’s (Garret, 1979)

#  t =

# N1 and N2 = The sample size of I and II groups

# and = Fisher’s Co-efficient of correlation corresponding to correlation r1 of the first group and r2 of the second group.

ANALYSIS AND

INTERPRETATION OF DATA

 The present study is to find out the relationship between Parent Child Relationship and stress coping skill of higher secondary school students. This chapter deals with the analysis and interpretation of the data as per the following objectives.

1. To find out the extent of parent child relationship and stress coping skill of higher secondary school students.
2. To find out the extent of relationship of parent child relationship with stress coping skill and its components of higher secondary school students in the total sample and in the relevant subsamples based on,
	1. Gender
	2. Locality of Residence, and
	3. Type of School Management
3. To find out whether there is any significant difference in the extent of relationship of Parent Child Relationship with Stress Coping Skill of Higher Secondary School Students between the subsamples based on,
	1. Gender
	2. Locality of Residence, and
	3. Type of School Management

 The analysis and discussion of Results with regard to the above objectives are described in section A, B, C and D respectively.

**A. PRELIMINARY ANALYSIS**

 The details of preliminary analysis done are as follows.

 To know the nature of distribution of the variables Parent Child Relationship and Stress Coping Skill, the descriptive statistics like mean, median, mode, standard deviation, skewness and kurtosis are computed. The statistical values are presented in Table 3.

**TABLE 3**

**Descriptive Statistics of the Variables**

**Parent Child Relationship and Stress Coping Skill**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **Median** | **Mode** | **Standard Deviation** | **Skewness** | **Kurtosis** |
| Parent Child Relationship  | 328.56 | 332 | 330 | 35.95 | -0.68 | 0.21 |
| Stress Coping Skill | 141.38 | 141 | 133 | 16.69 | 0.06 | 0.27 |

 Table 3 reveals that the values of mean, median and mode of the variable Parent Child Relationship are approximately equal. The values of Skewness and Kurtosis for Parent Child Relationship indicates that the distribution is slightly negatively skewed and leptokurtic.

 From Table 3 it was found that the measures of central tendency viz., mean, median and mode were almost equal for the variable stress coping skill. The values of skewness and kurtosis for Stress Coping Skill indicates that the distribution is slightly positively skewed and platykurtic.

**B. THE EXTENT OF PARENT CHILD RELATIONSHIP AND STRESS COPING SKILL IN THE TOTAL SAMPLE**

 The extent of Parent Child Relationship and Stress Coping Skill of higher secondary school students in the total sample were established by calculating the mean score and the percentiles.

**a) Extent of Parent Child Relationship**

 The maximum score obtainable for Parent Child Relationship in the scale is 400 and the minimum score is 80. The obtained mean score is 328.56 which is greater than the medium value on the scale 200. So it can be interpreted that satisfactory Parent Child Relationship exist among higher secondary school students.

**Percentile Norm of Parent Child Relationship for the Total Sample**

 Percentiles P10, P20, P30, P40 P50, P60, P70, P80 and P90 were computed for the total sample. They are presented in Table 4.

**TABLE 4**

**Percentile Norm of**

**Parent Child Relationship for the Total Sample**

|  |  |
| --- | --- |
| **Percentile**  | **Value**  |
| P90 | 372.90 |
| P80 | 360.80 |
| P70 | 351.00 |
| P60 | 341.00 |
| P50 | 332.00 |
| P40 | 323.00 |
| P30 | 313.00 |
| P20 | 302.00 |
| P10 | 280.20 |

 Table 4 revealed that the 10th percentile of the Parent Child Relationship score of higher secondary students is 280.20. That means the Parent Child Relationship scores of 10 percent of higher secondary school students lies below the score 280.20. The 50th percentile of the Parent Child Relationship score is 332. That means below and above the Parent Child Relationship score 332, an equal number of students lies. In similar way we can interpret all other percentiles.

**b) Extent of Stress Coping Skill**

 The mean score of stress Coping Skill of higher secondary school students is 141.38. The maximum score obtained for stress coping skill in the scale is 250. The obtained mean score is 141.38 which is greater than the medium value on the scale, 125. So it can be interpreted that the stress coping skill of higher secondary school students is satisfactory.

**Percentile Norm of Stress Coping Skill for the Total Sample**

 Percentiles P10, P20, P30, P40, P50, P60, P70, P80 and P90 were computed for the total sample. They are presented in Table 5.

 **TABLE 5**

**Percentile Norm of**

**Stress Coping Skill for the Total Sample**

|  |  |
| --- | --- |
| **Percentile**  | **Value**  |
| P90 | 162.90 |
| P80 | 155.00 |
| P70 | 150.00 |
| P60 | 145.00 |
| P50 | 141.00 |
| P40 | 137.00 |
| P30 | 133.00 |
| P20 | 128.00 |
| P10 | 120.10 |

 Table 5 revealed that the 10th percentile of the Stress Coping Skill Score of higher secondary school students is 120.10. That means, the stress coping skill scores of 10 percent of higher secondary students lies below the score 120.10. Also from Table 5 P50 = 141, which means below and above the stress Coping Skill Score 141 an equal number of higher secondary students lies. In similar way we can interpret all other percentiles.

**C. ESTIMATION OF THE EXTENT OF RELATIONSHIP OF PARENT CHILD RELATIONSHIP WITH STRESS COPING SKILL AND ITS COMPONENTS OF HIGHER SECONDARY SCHOOL STUDENTS**

 The collected data has been analyzed to find out the extent of relationship of Parent Child Relationship with Stress Coping Skill and its components of higher secondary school students. The extent of relationship between the variables is estimated using Pearson’s Product Moment Coefficient of Correlation (r).

**a) Estimation of the extent of relationship of Parent Child Relationship with Stress Coping Skill**

 The coefficient of correlation between the two variables obtained for total sample and the relevant subsamples are presented in Table 6.

**TABLE 6**

**Pearson’s ‘r’ between Parent**

**Child Relationship and Stress Coping Skill of Higher**

**Secondary Students for the Total Sample and Relevant Subsamples**

|  |  |  |
| --- | --- | --- |
| **Sample**  | **N** | **r** |
| Total  | 600 | 0.36\*\* |
| Male  | 300 | 0.43\*\* |
| Female  | 300 | 0.35\*\* |
| Government | 258 | 0.26\*\* |
| Aided  | 208 | 0.45\*\* |
| Unaided  | 134 | 0.38\*\* |
| Urban  | 146 | 0.44\*\* |
| Rural  | 454 | 0.34\*\* |

*Note: \*\* Indicates significant at 0.01 level*

 Table 6 shows that the coefficient of correlation between the variables Parent Child Relationship and Stress Coping Skill of higher secondary students for the total sample is 0.36, which indicates that the relationship between these two variables is positive but low. The relationship is significant at 0.01 level.

 The coefficient of correlation between the variables Parent Child Relationship and Stress Coping Skill of higher secondary school male students is 0.43, which indicates that the relationship between these two variables is positive and moderate. This relationship is significant at 0.01 level.

 The coefficient of correlation between the variables Parent Child Relationship and Stress Coping Skill of higher secondary school female students is 0.35 which indicates that the relationship between these two variables is low, but positive and significant at 0.01 level.

 The coefficient of correlation between the variables Parent Child Relationship and Stress Coping Skill of government higher secondary school students is 0.26. It shows that the relationship between these two variables of government higher secondary school students is low but positive and significant at 0.01 level.

 The coefficient of correlation between Parent Child Relationship and stress coping skill for aided higher secondary school students is 0.45 which indicates that the relationship between the variables is positive and moderate. This relationship is also significant at 0.01 level.

 The coefficient of correlation between the variables Parent Child Relationship and Stress Coping Skill of unaided higher secondary school students is 0.38 which indicates that the relationship is positive and low. This relationship is significant at 0.01 level.

 The coefficient of correlation between the variables Parent Child Relationship and Stress Coping Skill of higher secondary school Urban students is 0.44. This shows that the relationship between the two variables is positive and significant at 0.01 level, but moderate.

 The coefficient of correlation between the variables Parent Child Relationship and Stress Coping Skill of Higher Secondary School Rural Students is 0.34. Which indicates that the relationship between the two variables is positive low, but significant at 0.01 level.

**Comments**

 Significant, low positive relationship exist between Parent Child Relationship and stress coping skill of higher secondary school students for the total sample and all the subsamples except in male, aided and Urban subsamples. In these subsamples the relationship is moderate and positive. This further implies that an increase in the extent of Parent Child Relationship will bring about a corresponding increase in the Stress Coping Skill of Higher Secondary School Students.

**b) Estimation of the Extent of Relationship of Parent Child Relationship with the Components of Stress Coping Skill**

 The coefficient of correlation between Parent Child Relationship and the components of Stress Coping Skill for the total sample and the relevant subsamples are presented in Table 7.

**TABLE 7**

**Pearson’s ‘r’ between**

**Parent Child Relationship and the**

**Components of Stress Coping Skill of Higher Secondary**

**School Students for the Total Sample and the Relevant Subsamples**

|  |  |
| --- | --- |
| **Sample** | **Pearson’s ‘r’ between Parent Child Relationship and Components of Stress Coping Skill** |
| **Reactivity to Stress** | **Resource-fulness** | **Ability to relax** | **Self reliance** | **Proactive attitude** | **Adaptability and Flexibility** | **Ability to assess situation** |
| Total  | 0.26\*\* | .29\*\* | 0.11\* | 0.28\*\* | 0.16\* | 0.08 | 0.36\*\* |
| Male  | 0.33\*\* | 0.28\*\* | 0.19\*\* | 0.29\*\* | 0.22\*\* | 0.14\* | 0.33\*\* |
| Female  | 0.24\*\* | 0.32\*\* | 0.12\* | 0.30\*\* | 0.09 | 0.08 | 0.38\*\* |
| Government  | 0.24\*\* | 0.35\*\* | 0.12 | 0.26\*\* | 0.06 | -0.03 | 0.19\*\* |
| Aided  | 0.28\*\* | 0.35\*\* | 0.14\* | 0.33\*\* | 0.21\*\* | 0.13\* | 0.44\*\* |
| Unaided  | 0.21\* | 0.36\*\* | 0.03 | 0.23\*\* | 0.20\* | 0.17\* | 0.53\*\* |
| Urban  | 0.34\*\* | 0.43\*\* | 0.22\* | 0.33\*\* | 0.19\* | 0.12 | 0.33\*\* |
| Rural  | 0.23\*\* | 0.25\*\* | 0.09 | 0.27\*\* | 0.15\*\* | 0.06 | 0.37\*\* |

*\*\* Correlation is significant at 0.01 level*

*\* Correlation is significant at 0.05 level*

 Table 7 reveals that the coefficient of correlation between Parent Child Relationship and Reactivity to Stress (The first component of Stress Coping Skill) in total sample is 0.26. It shows that the relationship between the two variables is low but positive and significant at 0.01 level.

 The coefficient of correlation between Parent Child Relationship and Reactivity to Stress of male and female higher secondary school students is 0.33 and 0.24 respectively. It shows that the correlation between the two variables is positive and low. These relationships are significant at 0.01 level.

 The coefficients of correlation between Parent Child Relationship and Reactivity to Stress of Government, Aided and Unaided higher secondary school students are 0.24, 0.28 and 0.21 respectively. It shows that the extent of relationship between the two variables of government, aided and unaided higher secondary students is low but positive. All the relationships except unaided subsample are significant at 0.01 level. Significant Low Positive Relationship exist between Parent Child Relationship and Reactivity to Stress of Higher secondary school urban and rural students.

 The coefficient of correlation between Parent Child Relationship and Resourcefulness (Second component of Stress Coping Skill) of higher secondary school students in the total sample is 0.29. It indicates that the relationship between the variables is positive and low. This relationship is significant at 0.01 level.

 The coefficient of correlation between Parent Child Relationship and Resourcefulness of higher secondary school students in all the subsamples except Urban subsample are positive and low. The relationship in Urban subsample is moderate. All the relationships are significant at 0.01 level.

 The coefficient of correlation between Parent Child Relationship and Ability to relax (Third component of stress coping skill) of higher secondary school students in total sample and in all subsamples except in the subsample urban is negligible. But the coefficient of correlation between the two variables in higher secondary school urban students is low and positive. The relationships of male and urban subsampls are significant at 0.01 level and others are significant at 0.05 level.

 Significant low positive relationship exists between Parent Child Relationship and self reliance (Fourth component of Stress Coping Skill) of higher secondary school students in the total sample and in the relevant subsamples. The relationship is significant at 0.01 level.

 The relationship between Parent Child Relationship and Proactive attitude (fifth component of stress coping skill) of higher secondary school students in the total sample and in the subsamples except the subsamples, male, aided and unaided are negligible. But the relationship between Parent Child Relationship and Proactive attitudes of subsamples male, Aided and Unaided is low but positive. The relationship of male, aided and rural subsamples are significant at 0.01 level. The relationships of total, unaided and urban samples are significant at 0.05 level. Other relationships are not significant.

 The relationship between Parent Child Relationship and Adaptability and Flexiblity (sixth component of Stress Coping Skill) of higher secondary school students in the total sample and in all the relevant subsamples are negligible. In the case of government higher secondary schools students, the relationship is negative. That means an increase in the extent of Parent Child Relationship will bring about a corresponding decrease in the adaptability and flexibility of higher secondary students. Only the relationships of male, aided and unaided subsamples are significant at 0.05 level.

 The relationship between Parent Child Relationship and Ability to assess situation (Seventh component of stress skill) of higher secondary school students in the total sample and in the sub samples except aided and unaided subsamples is low, significant and positive. The relationship between Parent Child Relationship and Ability to assess situation of unaided and aided higher secondary school students are moderate. The relationship is significant at 0.01 level of significance.

**Comments**

 In most of the samples the relationship between Parent Child Relationship and the components of Stress Coping Skill of higher secondary school students is significant and positive but low. The relationship between Parent Child Relationship and Resourcefulness of higher secondary urban students is moderate positive and significant. There is significant, moderate and positive relationship and Ability to assess situation of aided and unaided higher secondary school students.

**D. COMPARISON OF ‘r’s BETWEEN PARENT CHILD RELATIONSHIP AND STRESS COPING SKILL OF HIGHER SECONDARY SCHOOL STUDENTS OBTAINED FOR THE RELEVANT SUBSAMPLES**

 Values of correlation coefficient obtained and the results of test of significance of difference between r’s for the relevant subsamples are given in Table 8.

**TABLE 8**

**Details of Correlation Coefficient**

**and Critical Ratio Obtained for the Relevant Subsamples**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl. No.** | **Groups Compared** | **N** | **r** | **Critical Ratio** |
| 1. | Male | 300 | 0.43 | 0.37 |
| Female | 300 | 0.35 |
| 2. | Government | 258 | 0.26 | 2.25\* |
| Aided  | 208 | 0.45 |
| 3. | Aided  | 28 | 0.45 | 0.72 |
| Unaided  | 134 | 0.38 |
| 4. | Government  | 258 | 0.26 | 1.21 |
| Unaided  | 134 | 0.38 |
| 5. | Urban  | 146 | 0.44 | 1.26 |
| Rural  | 454 | 0.34 |

*\* the relationship is significant at 0.05 level*

1. **Comparison of r’s obtained for male and female subsamples**

The correlation coefficient between the variable Parent Child Relationship and Stress Coping Skill for male and female higher secondary school students are compared using the test of significance of difference between r’s. Table 8 reveals that the obtained critical ratio 0.37 is less than 1.96, the value required for significance at 0.05 level. That is significant difference does not exists in the relationship of Parent Child Relationship and Stress Coping Skill of higher secondary school students between groups based on gender.

**2. Comparison of r’s Obtained for Government and Aided Subsamples**

 The correlation coefficient between the variables Parent Child Relationship and Stress Coping Skill of Government and Aided higher secondary school students are compared using the test of significance of difference between r’s. Table 8 reveals that the obtained critical ratio 2.25 is greater than 1.96, the value required for significance at 0.05 level. So there exists significant difference in the relationship of Parent Child Relationship and Stress Coping Skill between Government and Aided higher secondary school students.

**3. Comparison of r’s Obtained for Aided and Unaided Subsamples**

 The critical ratio obtained for aided and unaided subsamples is 0.72 which is less than 1.96, the value required for significance at 0.05 level. That is significant difference does not exists in the relationship of Parent Child Relationship and Stress Coping Skill of aided and unaided higher secondary school students.

**4. Comparison of r’s Obtained for Government and Unaided Subsamples**

 Table 8 reveals that the critical ratio obtained for this group is 1.21 which is less than 1.96, the value required for significance at 0.05 level. That means significant difference does not exists in the relationship of Parent Child Relationship and Stress Coping Skill of Government and Unaided higher secondary school students.

**Comments**

 The coefficient of correlation between the variables Parent Child Relationship and Stress Coping Skill of higher secondary school students for relevant subsamples are compared using the test of significance of difference between r’s. The obtained critical ratios of all subsamples except government and aided subsample is less than 1.96, the value required for significance at 0.05 level. There exist significant difference in the relationship of Parent Child Relationship and Stress Coping Skill of government and aided higher secondary school students at 0.05 level.

**Conclusion**

 The relationships between Parent Child Relationship and Stress Coping Skill of higher secondary school students for the total sample and relevant subsamples except male, aided and urban subsamples are significant and positive but low. The relationships in male, aided and urban subsamples are moderate, positive and significant. That means and increase in the extent of Parent child Relationship will bring about a corresponding increase in the stress coping skills of higher secondary school students. In most of the samples the relationships between Parent Child Relationship and the components of stress coping skill are low Positive and significant. There is no significant difference in the relationship of Parent Child Relationship and Stress Coping Skill of higher secondary school students for all the groups except the group government and aided. There exists significant difference in the relationship of Parent Child Relationship and Stress Coping Skill of government and aided higher secondary school students.

**E. TENABILITY OF HYPOTHESES**

1. The **First Hypothesis** states that “There exists significant relationship between Parent Child Relationship and Stress Coping Skill and its components of higher secondary school students in the total sample and in the relevant subsamples based on gender, locality of residence and type of school management”.

 The result of the study showed that Significant, low positive relationship exist between Parent Child Relationship and stress coping skill of Higher Secondary School students for the Total sample and all the subsamples except in Male, Aided and Rural subsamples. In these subsamples the relationship is Moderate and Positive. Also in most of the samples the relationship between Parent Child Relationship and the components of Stress Coping Skill of Higher Secondary School Students is significant and positive but low. The relationship between Parent Child Relationship and Ability to relax of Unaided Higher Secondary School Students and Higher Secondary Rural students are negligible.

 **So the First Hypothesis is partially substantiated**.

1. The **Second Hypothesis** states that “There exists significant difference in the extent of relationship of Parent Child Relationship with Stress Coping Skill of higher secondary school students between the subsamples based on Gender, Locality of Residence and Type of School Management”.

 The Result showed that the Critical Ratios obtained in the test of significance of difference between correlation for all the groups except the group Government and Aided are not significant even at 0.05 level. There exists significant difference in the relationship of Parent Child Relationship with Stress Coping Skill of Government and Aided Higher Secondary School Students at 0.05 level.

 Hence the **Second Hypothesis** is only partially substantiated.

SUMMARY,

CONCLUSION AND SUGGESTIONS

 This chapter provides a retrospective view of the study, Major findings, Educational Implications and Suggestions for further research area.

**A. STUDY IN RETROSPECT**

 The present investigation was entitled “**RELATIONSHIP BETWEEN PARENT CHILD RELATIONSHIP AND STRESS COPING SKILL OF HIGHER SECONDARY SCHOOL STUDENTS**”.

**B. VARIABLES**

 The dependent variable in the study is Stress Coping Skill of Higher Secondary School Students. The independent variable is Parent Child Relationship of Higher Secondary School Students.

**C. OBJECTIVES**

 The objectives set for the present study were the following

1. To find out the extent of Parent Child Relationship and Stress Coping Skill of Higher Secondary School students.
2. To find out the extent of relationship of Parent Child Relationship with Stress Coping Skill and its components of Higher Secondary School students in the total sample and in the relevant subsamples based on,
	1. Gender
	2. Locality of Residence, and
	3. Type of School Management
3. To find out whether there is any significant difference in the extent of relationship of Parent Child Relationship with Stress Coping Skill of Higher Secondary School students for the sub samples based on,
	1. Gender
	2. Locality of Residence, and
	3. Type of School Management

# D. HYPOTHESES OF THE STUDY

#  The hypotheses of the present study were the following,

# There exists significant relationship between Parent Child Relationship and Stress Coping Skill and its components of Higher Secondary School students in the total sample and in the relevant subsamples based on,

* 1. Gender
	2. Locality of Residence, and
	3. Type of School Management

# There exists significant difference in the extent of relationship of Parent Child Relationship with Stress Coping Skill of Higher Secondary School Students for the subsamples based on,

# Gender

* 1. Locality of Residence, and
	2. Type of School Management

**E. METHODOLOGY**

**i) Sample**

 The study was conducted on a sample of 600 students of higher secondary schools. The sample selection was done by stratified sampling technique giving due representation to the factors like Gender of the pupils, Locale of the school and Type of the school management.

**ii) Tool**

 The following tools were used in this study.

1. Scale on Stress Coping Skill (Mumthas and Jasmine, 2011)
2. Parent Child Relationship Scale (Mumthas and Nabeel, 2006)

**iii) Statistical Techniques Used**

1. Pearson’s Product Moment Coefficient of Correlation (r)
2. Test of significance of difference between two r’s

**F. MAJOR FINDINGS OF THE STUDY**

 Important findings of the study are presented below:

* 1. Percentile norms obtained for the variables Parent Child Relationship and Stress Coping Skill of higher secondary school students in the total sample is given below.

|  |  |  |
| --- | --- | --- |
| Percentile Norm of Parent Child Relationship |  | Percentile Norm of Stress Coping Skill |
| P90 – 372.90P80 – 360.80P70 – 351.00P60 – 341.00P50 – 332.00P40 – 323.00P30 – 313.00P20 – 302.00P10 – 280.00 |  | P90 – 162.90P80 – 155.00P70 – 150.00P60 – 145.00P50 – 141.00P40 – 137.00P30 – 133.00P20 – 128.00P10 – 120.00 |

* 1. Estimation of the extent of relationship of Parent Child Relationship with Stress Coping Skill of higher secondary school students for the total sample and the relevant subsamples.
		1. Relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students for the total sample is low significant and positive (r= 0.36, N=600).
		2. There exists significant, positive and moderate relationship between Parent Child Relationship and Stress Coping Skill of Higher Secondary Male Students (r = 0.43, N=300)
		3. There exists significant, but low and positive relationship between Parent Child Relationship and Stress Coping Skill of Higher Secondary School students for female sample (r = 0.35, N = 300).
		4. There exists significant, low but positive relationship and Stress Coping Skill of Higher Secondary School students for government sample (r = 0.26, N=258) and unaided sample (r= 0.38, N=134).
		5. Relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students for the aided sample is moderate, significant and positive (r = 0.45, N= 208).
		6. There exists significant positive and moderate relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students for Urban Sample (r = 0.44, N = 146).
		7. Relationship between Parent Child Relationship and Stress Coping Skill of Higher Secondary School Students for the rural sample is low. Significant and positive (r= 0.34, N = 454).

 The relationships between Parent Child Relationship and Stress Coping Skill of Higher Secondary School students for the total sample and for the subsamples Female, Government, Unaided and Rural are low but significant and positive. There exist significant, moderate and positive relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students for Male, Aided and Urban subsamples.

* 1. Estimation of the extent of relationship of Parent Child Relationship with the components of Stress Coping Skill.
		1. Relationship between Parent Child Relationship and Reactivity to stress of Higher Secondary School students for the total sample is low, positive and significant (r = 0.26, N= 600).
		2. Relationship between Parent Child Relationship and Reactivity to Stress of Higher Secondary School students for the male sample (r=0.33, N =300) low, significant and positive.
		3. Relationship between Parent Child Relationship and Reactivity to Stress of Higher Secondary School Students for the Government sample (r = 0.24, N= 258), aided sample (r = 0.28, N = 208) and unaided sample (r = 0.21, N= 134) is low significant and positive.
		4. There exists significant, positive and low relationship between Parent Child Relationship and Reactivity to Stress for Urban sample (r = 0.34, N = 146) and Rural sample (r = 0.23, N= 454).
		5. The relationship between Parent Child Relationship and resourcefulness of higher secondary school students for the total sample and relevant subsamples except urban sample is low. Significant and positive (r = 0.43, N=146).
		6. Relationship between Parent Child Relationship and Ability to relax of Higher Secondary School students for the total sample and relevant subsamples is negligible.
		7. Relationship between Parent Child Relationship and Self Reliance of Higher Secondary School students for the total sample and all the subsamples is low, significant and positive.
		8. Relationship between Parent Child Relationship and Proactive Attitude of Higher Secondary Students for total sample and relevant subsamples except male sample, Aided sample, and unaided sample is negligible. The relationship of male sample, Aided sample and unaided sample is significant and low but positive.
		9. Relationship between Parent Child Relationship and Adaptability and flexibility of higher secondary students for the total sample and subsamples except government sample is negligible. Relationship of government sample is negative.
		10. Relationship between Parent Child Relationship and Ability to assess situation of higher secondary students for the total sample and subsamples except aided and unaided sample is low, significant and positive. Relationship of aided and unaided sample is moderate.

 In most of the samples the relationship between Parent Child Relationship and the components of Stress Coping Skill of higher secondary school students is significant and positive but low. The relationship between Parent Child Relationship and Resourcefulness of higher secondary urban students is moderate, positive and significant. The Parent Child Relationship and Ability to assess situation of aided and unaided higher secondary school students is moderate, significant and positive.

* 1. Test of significance of difference between r’s obtained for relevant subsamples.
		1. Significant difference does not exists in the relationship of Parent Child Relationship and Stress Coping Skill of Higher Secondary School Students between Male and Female subsamples (t = 0.37).
		2. Significant difference exists in the relationship of Parent Child Relationship and Stress Coping Skill of Higher Secondary School students between government and aided subsamples (t = 2.25).
		3. Significant difference does not exists in the relationship of Parent Child Relationship and Stress Coping Skill of Higher Secondary School students between aided and unaided subsamples (t = 0.72).
		4. Significant difference does not exists in the relationship of Parent Child Relationship and Stress Coping Skill of higher secondary students between government and unaided subsamples (t = 1.21).
		5. Significant difference does not exists in the relationship of Parent Child Relationship and Stress Coping Skill of Higher Secondary School students between Urban and Rural subsamples (t= 1.26).

 There exists significant difference in the relationship of Parent Child Relationship and Stress Coping Skill of higher secondary school students between Government and Aided subsamples. There is no significant difference between all other subsamples.

**EDUCATIONAL IMPLICATIONS**

 The major findings of the study helped the investigator to put forward the following suggestions for the improvement of educational practices at higher secondary level.

 Stress is an inevitable part of life especially in adolescents. In the present era, stress coping of the young is an important aspect. Parents and teachers have great responsibility in developing better coping skills in children. One of the significant findings of the study is that the relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students is low but positive. That means an increase in the extent of Parent Child Relationship will bring a corresponding increase in the extent of Stress Coping Skill of higher secondary school students. Parents should give proper attention to maintain good relationship with their children.

 When we consider male and female students the relationship between Parent Child Relationship and Stress Coping Skill is greater in male sample than their counterparts. The relationship between parent child relationship and Stress Coping Skill of Urban students is greater than that of Rural Students. So the Stress Coping Skills of Male and Urban students are more influenced by Parent Child Relationship than Female and Rural Students. So the parents should be democratic and encouraging their children.

 Out of the components of Stress Coping Skill reactivity to stress, Resourcefulness, Self-reliance and Ability to assess situation are significantly related to Parent Child Relationship. Also the relationship is positive. That means an increase in the extent of Parent Child Relationship will bring an increase in the abilities, Reactivity to stress, Resourcefulness, Self reliance and Ability to assess situation. So the parent should keep a cordial relationship with their children to develop these abilities. Then they can cope up with stressful situations in their life.

 Another finding of the study is that the component Adaptability and Flexibility is related negatively with Parent Child Relationship in Government Higher Secondary school students. That means an increase in the extent of Parent Child Relationship will bring a corresponding decrease in the Adaptability and Flexibility of Higher secondary school students. So, if the parents are more worried about their children they cannot adapt with changing circumstances.

 For developing Stress Coping Skill, the following measures are suggested by the investigator.

* Parents should be aware about the relationship between Parent Child Relationship and Stress Coping Skill.
* Parents should try to maintain a cordial relationship with children. That will lead to develop Resourcefulness, Self reliance and Ability to assess situation of children.
* Counselling classes should be organized for parents to make them aware of the importance of Parent Child Relationship and how it related to Stress Coping Skill of children.
* Parents should give adequate freedom to their children in order to foster the adaptability and flexibility.
* Parent should be more democratic and consider their children.
* Parent should give proper attention in providing support in all walks of life of their children.
* Parents and teachers should give training and help to children in Coping with stressful situations.
* Make the parents aware of evil effects of stress.
* Parent should be aware about the developmental characteristics (Physical, Mental, Emotional, Intellectual etc.) of adolescence and act accordingly.

**SUGGESTIONS FOR FURTHER RESEARCH**

 The findings of the study helped the investigator for suggesting the areas of further research.

1. Replication of present study with state wide sample.
2. The effect of Socio-Economic Status on the stress Coping Skill of Higher Secondary school students.
3. Influence of ‘Child Rearing Practices’ on Stress Coping Skill of higher secondary and secondary school students.
4. Influence of certain familial and sociological variables on stress coping skill of secondary and higher secondary school students.

SUMMARY,

CONCLUSION AND SUGGESTIONS

 This chapter provides a retrospective view of the study, Major findings, Educational Implications and Suggestions for further research area.

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**B. VARIABLES**

 The dependent variable in the study is Stress Coping Skill of Higher Secondary School Students. The independent variable is Parent Child Relationship of Higher Secondary School Students.

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 The objectives set for the present study were the following

1. To find out the extent of Parent Child Relationship and Stress Coping Skill of Higher Secondary School students.
2. To find out the extent of relationship of Parent Child Relationship with Stress Coping Skill and its components of Higher Secondary School students in the total sample and in the relevant subsamples based on,
	1. Gender
	2. Locality of Residence, and
	3. Type of School Management
3. To find out whether there is any significant difference in the extent of relationship of Parent Child Relationship with Stress Coping Skill of Higher Secondary School students for the sub samples based on,
	1. Gender
	2. Locality of Residence, and
	3. Type of School Management

# D. HYPOTHESES OF THE STUDY

#  The hypotheses of the present study were the following,

# There exists significant relationship between Parent Child Relationship and Stress Coping Skill and its components of Higher Secondary School students in the total sample and in the relevant subsamples based on,

* 1. Gender
	2. Locality of Residence, and
	3. Type of School Management

# There exists significant difference in the extent of relationship of Parent Child Relationship with Stress Coping Skill of Higher Secondary School Students for the subsamples based on,

# Gender

* 1. Locality of Residence, and
	2. Type of School Management

**E. METHODOLOGY**

**i) Sample**

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1. Pearson’s Product Moment Coefficient of Correlation (r)
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 Important findings of the study are presented below:

* 1. Percentile norms obtained for the variables Parent Child Relationship and Stress Coping Skill of higher secondary school students in the total sample is given below.

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| --- | --- | --- |
| Percentile Norm of Parent Child Relationship |  | Percentile Norm of Stress Coping Skill |
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* 1. Estimation of the extent of relationship of Parent Child Relationship with Stress Coping Skill of higher secondary school students for the total sample and the relevant subsamples.
		1. Relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students for the total sample is low significant and positive (r= 0.36, N=600).
		2. There exists significant, positive and moderate relationship between Parent Child Relationship and Stress Coping Skill of Higher Secondary Male Students (r = 0.43, N=300)
		3. There exists significant, but low and positive relationship between Parent Child Relationship and Stress Coping Skill of Higher Secondary School students for female sample (r = 0.35, N = 300).
		4. There exists significant, low but positive relationship and Stress Coping Skill of Higher Secondary School students for government sample (r = 0.26, N=258) and unaided sample (r= 0.38, N=134).
		5. Relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students for the aided sample is moderate, significant and positive (r = 0.45, N= 208).
		6. There exists significant positive and moderate relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students for Urban Sample (r = 0.44, N = 146).
		7. Relationship between Parent Child Relationship and Stress Coping Skill of Higher Secondary School Students for the rural sample is low. Significant and positive (r= 0.34, N = 454).

 The relationships between Parent Child Relationship and Stress Coping Skill of Higher Secondary School students for the total sample and for the subsamples Female, Government, Unaided and Rural are low but significant and positive. There exist significant, moderate and positive relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students for Male, Aided and Urban subsamples.

* 1. Estimation of the extent of relationship of Parent Child Relationship with the components of Stress Coping Skill.
		1. Relationship between Parent Child Relationship and Reactivity to stress of Higher Secondary School students for the total sample is low, positive and significant (r = 0.26, N= 600).
		2. Relationship between Parent Child Relationship and Reactivity to Stress of Higher Secondary School students for the male sample (r=0.33, N =300) low, significant and positive.
		3. Relationship between Parent Child Relationship and Reactivity to Stress of Higher Secondary School Students for the Government sample (r = 0.24, N= 258), aided sample (r = 0.28, N = 208) and unaided sample (r = 0.21, N= 134) is low significant and positive.
		4. There exists significant, positive and low relationship between Parent Child Relationship and Reactivity to Stress for Urban sample (r = 0.34, N = 146) and Rural sample (r = 0.23, N= 454).
		5. The relationship between Parent Child Relationship and resourcefulness of higher secondary school students for the total sample and relevant subsamples except urban sample is low. Significant and positive (r = 0.43, N=146).
		6. Relationship between Parent Child Relationship and Ability to relax of Higher Secondary School students for the total sample and relevant subsamples is negligible.
		7. Relationship between Parent Child Relationship and Self Reliance of Higher Secondary School students for the total sample and all the subsamples is low, significant and positive.
		8. Relationship between Parent Child Relationship and Proactive Attitude of Higher Secondary Students for total sample and relevant subsamples except male sample, Aided sample, and unaided sample is negligible. The relationship of male sample, Aided sample and unaided sample is significant and low but positive.
		9. Relationship between Parent Child Relationship and Adaptability and flexibility of higher secondary students for the total sample and subsamples except government sample is negligible. Relationship of government sample is negative.
		10. Relationship between Parent Child Relationship and Ability to assess situation of higher secondary students for the total sample and subsamples except aided and unaided sample is low, significant and positive. Relationship of aided and unaided sample is moderate.

 In most of the samples the relationship between Parent Child Relationship and the components of Stress Coping Skill of higher secondary school students is significant and positive but low. The relationship between Parent Child Relationship and Resourcefulness of higher secondary urban students is moderate, positive and significant. The Parent Child Relationship and Ability to assess situation of aided and unaided higher secondary school students is moderate, significant and positive.

* 1. Test of significance of difference between r’s obtained for relevant subsamples.
		1. Significant difference does not exists in the relationship of Parent Child Relationship and Stress Coping Skill of Higher Secondary School Students between Male and Female subsamples (t = 0.37).
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		4. Significant difference does not exists in the relationship of Parent Child Relationship and Stress Coping Skill of higher secondary students between government and unaided subsamples (t = 1.21).
		5. Significant difference does not exists in the relationship of Parent Child Relationship and Stress Coping Skill of Higher Secondary School students between Urban and Rural subsamples (t= 1.26).

 There exists significant difference in the relationship of Parent Child Relationship and Stress Coping Skill of higher secondary school students between Government and Aided subsamples. There is no significant difference between all other subsamples.

**EDUCATIONAL IMPLICATIONS**

 The major findings of the study helped the investigator to put forward the following suggestions for the improvement of educational practices at higher secondary level.

 Stress is an inevitable part of life especially in adolescents. In the present era, stress coping of the young is an important aspect. Parents and teachers have great responsibility in developing better coping skills in children. One of the significant findings of the study is that the relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students is low but positive. That means an increase in the extent of Parent Child Relationship will bring a corresponding increase in the extent of Stress Coping Skill of higher secondary school students. Parents should give proper attention to maintain good relationship with their children.

 When we consider male and female students the relationship between Parent Child Relationship and Stress Coping Skill is greater in male sample than their counterparts. The relationship between parent child relationship and Stress Coping Skill of Urban students is greater than that of Rural Students. So the Stress Coping Skills of Male and Urban students are more influenced by Parent Child Relationship than Female and Rural Students. So the parents should be democratic and encouraging their children.

 Out of the components of Stress Coping Skill reactivity to stress, Resourcefulness, Self-reliance and Ability to assess situation are significantly related to Parent Child Relationship. Also the relationship is positive. That means an increase in the extent of Parent Child Relationship will bring an increase in the abilities, Reactivity to stress, Resourcefulness, Self reliance and Ability to assess situation. So the parent should keep a cordial relationship with their children to develop these abilities. Then they can cope up with stressful situations in their life.

 Another finding of the study is that the component Adaptability and Flexibility is related negatively with Parent Child Relationship in Government Higher Secondary school students. That means an increase in the extent of Parent Child Relationship will bring a corresponding decrease in the Adaptability and Flexibility of Higher secondary school students. So, if the parents are more worried about their children they cannot adapt with changing circumstances.

 For developing Stress Coping Skill, the following measures are suggested by the investigator.

* Parents should be aware about the relationship between Parent Child Relationship and Stress Coping Skill.
* Parents should try to maintain a cordial relationship with children. That will lead to develop Resourcefulness, Self reliance and Ability to assess situation of children.
* Counselling classes should be organized for parents to make them aware of the importance of Parent Child Relationship and how it related to Stress Coping Skill of children.
* Parents should give adequate freedom to their children in order to foster the adaptability and flexibility.
* Parent should be more democratic and consider their children.
* Parent should give proper attention in providing support in all walks of life of their children.
* Parents and teachers should give training and help to children in Coping with stressful situations.
* Make the parents aware of evil effects of stress.
* Parent should be aware about the developmental characteristics (Physical, Mental, Emotional, Intellectual etc.) of adolescence and act accordingly.

**SUGGESTIONS FOR FURTHER RESEARCH**

 The findings of the study helped the investigator for suggesting the areas of further research.

1. Replication of present study with state wide sample.
2. The effect of Socio-Economic Status on the stress Coping Skill of Higher Secondary school students.
3. Influence of ‘Child Rearing Practices’ on Stress Coping Skill of higher secondary and secondary school students.
4. Influence of certain familial and sociological variables on stress coping skill of secondary and higher secondary school students.

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**RELATIONSHIP BETWEEN PARENT CHILD RELATIONSHIP AND STRESS COPING SKILL OF HIGHER SECONDARY**

**SCHOOL STUDENTS**

###### JASMINE. K.P

### **Synopsis of the Dissertation**

**Submitted to the University of Calicut**

**in partial fulfillment of the**

**requirements for the Degree of**

# MASTER OF EDUCATION

#### FAROOK TRAINING COLLEGE

UNIVERSITY OF CALICUT

**2011**

## CONTENTS

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INTRODUCTION

 Education may be defined as a process designed to inculcate knowledge, skill and attitudes necessary to enable individual to cope effectively with their environment. Education makes an individual vocationally self dependent, intellectually mature, socially efficient, culturally refined, morally virtuous and spiritually advanced. Achieving this goal requires understanding of and commitment to the truth that education is a primary instrument for social and economic advancement and human welfare. Thus all experience in life become educative in nature and the process of education continuous in all personal and social situations. Education in this sense would certainly include all efforts for inculcation of values, attitudes and skills that the society desires to be imparted to children.

 Two functions of education have been very much emphasized in the past, one, the intellectual and cognitive development of pupils and other the promotion of life with emotional and social adjustment. eventhough all educators believe that the development of the mental powers is of immense importance, they are affected very much by the total state of the pupil, by the physical, emotional and social aspects of his/her personality. The pupil comes to the school with more than his/her mind. If he/she is sick, emotionally disturbed or socially maladjusted optimum development of various aspects of his/her personality can not take place. This point of view emphasizes education for living and education for adjustment.

 Psychological stress is one of the most insidious phenomena of our time and it effects people in all walks of life. From the time of admission to school to the time of leaving, the child is viewed as an achiever. Then the process of education itself creates educational stress in the student. Stress implies pressure, tension of worry resulting in problems in all walks of life.

**NEED AND SIGNIFICANCE**

 In the modern world, life has become so impersonal, mechanical and fast which reveals that a number of people find themselves depressed or anxious. The extreme complexities of the present world describes the dangerous trends in the mental health level of our youngsters. The increasing rate of suicides, crimes, alcoholic drug addictions, malpractices etc. in our state point out the deadly involvement of our youths.

 Adolescence is described as ‘upsetting’ full of turmoil, intense, troubling or difficulty (Gormly and Brodzinsky, 1993). It provides an important life transition as young people move from the security of the simpler world of childhood to social, vocational and athletic functions of high school (Papalia and Olds, 2003).

 Adolescence can be thought of as a second revolution in human development. It is the period of turmoil and turbulence. They need the gratification of their needs for their well being. It is the period of lightened sensibility for rapid learning and of critical acquisitions, which determines the future of life. It is the turning point in everbody’s life.

 Adolescence is that period in one’s life when intelligence is at its peak, setting of permanent personality traits begins, decision regarding future profession is made and also a period marked by extreme emotional instability. This is a period of identity crisis, physical sexual and spiritual. The young child is trying to cope up with the rapid changes in body growth and maturation and became comfortable with his/her own emerging sexuality against a backdrop of societal norms and parental expectation.

 Life today is becoming increasingly complex. Stress is an inevitable part of life. Stress can be experienced from a variety of sources. Students perceive academic life as demanding and stressful (Hammer, Grigsby & Woods, 1998). They have emotional and cognitive reactions to this stress, especially due to external pressures and self imposed expectations. The perception of high stress level in students can lead to poor academic performance, depression and serious health problems (Misra & Mckenu, 2000). Coping plays a significant role in the process of adapting to stressful situations.

 Most of the adolescents today report difficulty in coping with stressful situation at home or at school. For some, stress can lead to internalized disorders such as anxiety, depression, headache, undigestion. For others the consequences of stress are externalized in behaviour and conduct problems manifested in smoking alcohol and drug abuse.

 The family plays a vital role in the development of child’s personality. His attitudes, values and all depend upon how he is nurtured by parents and other important members of the family.

 As far as the Kerala family set up is concerned, both the parents are involved in making livelihood. Many fathers are working away from home in abroad, while many of the mothers also seek employment outside the home to earn income. The effect is that, they often give less importance to the relations with their own children. Hence a lot of human qualities are deprived of them and they can not cope up with the stressful situations in their life. Such families where exists poor Parent Child Relationship will adversely affect the children.

 It is therefore worth to note that, children who lack normal parental love and affection became emotionally underdeveloped. They are restless and demand constant attention. The parental duty is not only to feed and cloth the child, but to create the best home environment for the promotion of health and growth of the whole child.

 The parents are required to maintain cordial relationship with the children by providing happy and friendly home environment in which the child is being accepted, his need, and grievances are duly considered and becomes self reliant and self confident.

 From psychological and sociological point of view, children’s behaviour depends upon the parent’s behaviour. A child spends only five or six hours in the school, rest of the time is spent in his home. Hence a great responsibility for his/her adjustment lies upon home rather than any other agency. Therefore it makes sense to inquire the role of parents regarding the coping of child in stressful situations.

**STATEMENT OF THE PROBLEM**

 The study is entitled as “RELATIONSHIP BETWEEN PARENT CHILD RELATIONSHIP AND STRESS COPING SKILL OF HIGHER SECONDARY SCHOOL STUDENTS”.

**DEFINITION OF KEY TERMS**

**1. Parent Child Relationship**

 Parent child Relationship is ‘the relatively stable set of feelings which parents and child have established toward each other, the behaviour of the child to the parent and the parent to the child as this behaviour is modified through interaction, (Good, 1973).

 In the present study, Parent Child Relationship is the total of the scores of Mother Child Relationship and Father Child Relationship obtained from the Parent Child Relationship Scale.

**2. Stress Coping Skill**

 The term coping has been used to denote the way of dealing with stress, or the effort to master conditions of harm, threat or challenge when a routine or automatic response is not readily available (Lazarus, 1974).

 Stress Coping Skill operationally defined as the total score obtained for the seven components viz., Reactivity to stress, Resourcefulness, Ability to relax, Self reliance, Pro-active attitude, Adaptability and Flexibility and Ability to assess situation.

**VARIABLES OF THE STUDY**

 Present study is designed with two types of variables viz., independent variable and dependent variable. The independent variable is parent child relationship of higher secondary school students and the dependent variable is stress coping skill of higher secondary school students.

**OBJECTIVES OF THE STUDY**

 Following are the objectives set for the present study

1. To find out the extent of Parent Child Relationship and Stress Coping Skill of higher secondary school students.
2. To find out the extent of relationship of Parent Child Relationship with Stress Coping Skill and its components of higher secondary school students in the total sample and in the relevant subsamples based on,
	1. Gender
	2. Locality of Residence, and
	3. Type of School Management
3. To find out whether there is any significant difference in the extent of relationship of Parent Child Relationship with Stress Coping Skill of higher secondary school students between the sub samples based on,
	1. Gender
	2. Locality of Residence, and
	3. Type of School Management

# HYPOTHESES OF THE STUDY

#  The following are the hypotheses formulated for the present study,

# There exists significant relationship between Parent Child Relationship and Stress Coping Skill and its components of Higher Secondary school students in the total sample and in the relevant subsamples based on,

* 1. Gender
	2. Locality of Residence, and
	3. Type of School Management

# There exists significant difference in the extent of relationship of Parent Child Relationship with Stress Coping Skill of higher secondary school students between the subsamples based on,

# Gender

* 1. Locality of Residence, and
	2. Type of School Management

**METHODOLOGY**

 It deals with the precise description of sample used for the study, tools and statistical techniques used.

**Sample**

 The study is proposed to be on a sample of 600 higher secondary school students belonging to various higher secondary schools in Malappuram and Kozhikode districts, drawn by stratified sampling technique giving due representation to different strata viz., gender, locality of school and type of school management.

**Tools**

 The following tools are used in this study.

1. Parent Child Relationship Scale (Mumthas and Nabeel, 2006)
2. Scale on Stress Coping Skill (Mumthas and Jasmine, 2011)

**Statistical Techniques Used**

 The following statistical techniques are used for analysis of data

1. Pearson’s Product Moment Coefficient of Correlation (r)
2. Test of significance of difference between two r’s

**SCOPE AND LIMITATIONS OF THE STUDY**

 The present study is an attempt to find out the relationship of parent child relationship with stress coping skill of higher secondary school students. The study was conducted on a sample of 600 higher secondary students drawn from 12 higher secondary schools in Malappuram and Kozhikode district. The investigator selected the sample by stratified sampling technique giving due representation to factors like gender of the pupils, Locale of school and type of school management. Parent Child Relationship Scale and Scale on Stress Coping Skill are the tools used for the study. In the present study Parent Child Relationship has four dimensions viz., Democratic-Autocratic, Acceptance-Rejection, Encouragement-Discouragement and Trust-mistrust. Stress Coping Skill has seven components viz., Reactivity to stress, Resourcefulness, Ability to relax, self reliance, pro-active attitude, Adaptability and flexibility and Ability to assess situation.

 Eventhough the investigator tried his best to make the study a perfect one, certain limitations are there.

1. The sample for the present study is chosen from Malappuram and Kozhikode districts only. The limited time and inconveniences forced the investigator to restrict the sample from a wider sample.
2. The sample was selected from only one stages of education viz., higher secondary education.

 Inspite of the above limitations the investigator hopes that the study will yield valid findings leading to scientific and objective conclusions.

**MAJOR FINDINGS OF THE STUDY**

Important findings of the study are presented below:

* 1. Percentile norms obtained for the variables Parent Child Relationship and Stress Coping Skill of higher secondary school students in the total sample is given below.

|  |  |  |
| --- | --- | --- |
| Percentile Norm of Parent Child Relationship |  | Percentile Norm of Stress Coping Skill |
| P90 – 372.90P80 – 360.80P70 – 351.00P60 – 341.00P50 – 332.00P40 – 323.00P30 – 313.00P20 – 302.00P10 – 280.00 |  | P90 – 162.90P80 – 155.00P70 – 150.00P60 – 145.00P50 – 141.00P40 – 137.00P30 – 133.00P20 – 128.00P10 – 120.00 |

* 1. Estimation of the extent of relationship of Parent Child Relationship with Stress Coping Skill of higher secondary school students for the total sample and the relevant subsamples.
		1. Relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students for the total sample is low significant and positive (r= 0.36, N=600).
		2. There exists significant, positive and moderate relationship between Parent Child Relationship and Stress Coping Skill of Higher Secondary Male Students (r = 0.43, N=300)
		3. There exists significant, but low and positive relationship between Parent Child Relationship and Stress Coping Skill of Higher Secondary School students for female sample (r = 0.35, N = 300).
		4. There exists significant, low but positive relationship and Stress Coping Skill of Higher Secondary School students for government sample (r = 0.26, N=258) and unaided sample (r= 0.38, N=134).
		5. Relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students for the aided sample is moderate, significant and positive (r = 0.45, N= 208).
		6. There exists significant positive and moderate relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students for Urban Sample (r = 0.44, N = 146).
		7. Relationship between Parent Child Relationship and Stress Coping Skill of Higher Secondary School Students for the rural sample is low. Significant and positive (r= 0.34, N = 454).

 The relationships between Parent Child Relationship and Stress Coping Skill of Higher Secondary School students for the total sample and for the subsamples Female, Government, Unaided and Rural are low but significant and positive. There exist significant, moderate and positive relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students for Male, Aided and Urban subsamples.

* 1. Estimation of the extent of relationship of Parent Child Relationship with the components of Stress Coping Skill.
		1. Relationship between Parent Child Relationship and Reactivity to stress of Higher Secondary School students for the total sample is low, positive and significant (r = 0.26, N= 600).
		2. Relationship between Parent Child Relationship and Reactivity to Stress of Higher Secondary School students for the male sample (r=0.33, N =300) low, significant and positive.
		3. Relationship between Parent Child Relationship and Reactivity to Stress of Higher Secondary School Students for the Government sample (r = 0.24, N= 258), aided sample (r = 0.28, N = 208) and unaided sample (r = 0.21, N= 134) is low significant and positive.
		4. There exists significant, positive and low relationship between Parent Child Relationship and Reactivity to Stress for Urban sample (r = 0.34, N = 146) and Rural sample (r = 0.23, N= 454).
		5. The relationship between Parent Child Relationship and resourcefulness of higher secondary school students for the total sample and relevant subsamples except urban sample is low. Significant and positive (r = 0.43, N=146).
		6. Relationship between Parent Child Relationship and Ability to relax of Higher Secondary School students for the total sample and relevant subsamples is negligible.
		7. Relationship between Parent Child Relationship and Self Reliance of Higher Secondary School students for the total sample and all the subsamples is low, significant and positive.
		8. Relationship between Parent Child Relationship and Proactive Attitude of Higher Secondary Students for total sample and relevant subsamples except male sample, Aided sample, and unaided sample is negligible. The relationship of male sample, Aided sample and unaided sample is significant and low but positive.
		9. Relationship between Parent Child Relationship and Adaptability and flexibility of higher secondary students for the total sample and subsamples except government sample is negligible. Relationship of government sample is negative.
		10. Relationship between Parent Child Relationship and Ability to assess situation of higher secondary students for the total sample and subsamples except aided and unaided sample is low, significant and positive. Relationship of aided and unaided sample is moderate.

 In most of the samples the relationship between Parent Child Relationship and the components of Stress Coping Skill of higher secondary school students is significant and positive but low. The relationship between Parent Child Relationship and Resourcefulness of higher secondary urban students is moderate, positive and significant. The Parent Child Relationship and Ability to assess situation of aided and unaided higher secondary school students is moderate, significant and positive.

* 1. Test of significance of difference between r’s obtained for relevant subsamples.
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**EDUCATIONAL IMPLICATIONS**

 The major findings of the study helped the investigator to put forward the following suggestions for the improvement of educational practices at higher secondary level.

 Stress is an inevitable part of life especially in adolescents. In the present era, stress coping of the young is an important aspect. Parents and teachers have great responsibility in developing better coping skills in children. One of the significant findings of the study is that the relationship between Parent Child Relationship and Stress Coping Skill of higher secondary school students is low but positive. That means an increase in the extent of Parent Child Relationship will bring a corresponding increase in the extent of Stress Coping Skill of higher secondary school students. Parents should give proper attention to maintain good relationship with their children.

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 Out of the components of Stress Coping Skill reactivity to stress, Resourcefulness, Self-reliance and Ability to assess situation are significantly related to Parent Child Relationship. Also the relationship is positive. That means an increase in the extent of Parent Child Relationship will bring an increase in the abilities, Reactivity to stress, Resourcefulness, Self reliance and Ability to assess situation. So the parent should keep a cordial relationship with their children to develop these abilities. Then they can cope up with stressful situations in their life.

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* Make the parents aware of evil effects of stress.
* Parent should be aware about the developmental characteristics (Physical, Mental, Emotional, Intellectual etc.) of adolescence and act accordingly.

**SUGGESTIONS FOR FURTHER RESEARCH**

 The findings of the study helped the investigator for suggesting the areas of further research.

1. Replication of present study with state wide sample.
2. The effect of Socio-Economic Status on the stress Coping Skill of Higher Secondary school students.
3. Influence of ‘Child Rearing Practices’ on Stress Coping Skill of higher secondary and secondary school students.
4. Influence of certain familial and sociological variables on stress coping skill of secondary and higher secondary school students.

Appendix I

FAROOK TRAINING COLLEGE

**SCALE ON STRESS COPING SKILL (2011)**

**(DRAFT)**

**Dr. N.S. Mumthas Jasmine, K.P.**

Associate Professor M.Ed. Student

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12. ITn\m[zm\w sNt¿­nhcnIbmsW¦nepw A[ym]IÀ \nÀtZin¡p¶ {]hÀ¯\§Ä GsäSp¡m³ F\n¡v km[n¡pw.
13. ho«nse {]iv\§Ä ]cnlcn¡m³ F\n¡v Ignbmdp­v.
14. hnjaap­mIpt¼mÄ F\n¡v hnt\mZ§fnÂ GÀs]«v am\knI ]ncnapdp¡w Ipd¡m³ Ignbmdp­v.
15. Fsâ {]iv\§Ä Iq«pImcpambn ]¦psh¡p¶Xv Rm³ CjvSs¸Sp¶nÃ.
16. F¶nÂ\n¶v Hcp A\_²w kw`hn¨mÂ Rm³ AXns\¡pdn¨pXs¶ Nn´n¨psIm­ncn¡pw.
17. ]co£bnÂ amÀ¡v IpdªXv Fsâ ]cnanXn sIm­msW¶v Rm³ hnizkn¡p¶p.
18. Fs¶ hnjan¸n¡p¶ Imcy§Ä a\ÊnÂ \ns¶mgnhm¡m³ F\n¡v km[n¡mdp­v.
19. Fs´¦nepw hnjaap­mbmÂ F\n¡v BtcmSpw kwkmcn¡m³ km[n¡mdnÃ.
20. Iq«pImcpsS AhKW\ Rm³ Imcyam¡mdnÃ.
21. ¢mknÂ sshInsb¯p¶Xn\v A[ym]I³/A[ym]nI hg¡v ]dªmÂ AsXs¶ \nc´cw Ae«mdnÃ.
22. \¶mbn ]Tn¨n«ps­¦nepw A[ym]I³ tNmZn¡pt¼mÄ F\n¡v ]dbm³ km[n¡mdnÃ.
23. aäpÅhÀ Ifnbm¡psa¶p t]Sn¨v Rm³ ¢mknÂ kwibw tNmZn¡mdnÃ.
24. Fsâ Iem]camb IgnhpIÄ t]mjn¸n¡m³ F\n¡v Ignbmdp­v.
25. \¶mbn ]Tn¨n«nsÃ¦nepw ss[cy]qÀÆw ]co£sb A`napJoIcn¡m³ F\n¡v km[n¡mdp­v.
26. A[ym]IÀ Fs´¦nepw D¯chmZnXzw GÂ]n¨mÂ IgnhXpw AXnÂ\n¶v Hgnªpamdm³ {ian¡mdp­v.
27. ¢mknÂ \S¡p¶ NÀ¨IfnÂ FtâXmb A`n{]mb§Ä apt¶m«v sh¡mdp­v.
28. ]T\hpambn \_Ôs¸« FÃm {]iv\§fpw F\n¡v A`napJoIcn¡m³ km[n¡pw.
29. ¢mÊnse {]iv\§Ä \_Ôs¸«hsc Adnbn¡m³ ap³Is¿Sp¡mdp­v.
30. A]IS¯nÂ s]« hyànsb asäm¶pw Nn´n¡msX c£s¸Sp¯m³ Rm³ X¿mdmIpw.
31. A[ym]IcpsS A`mh¯nÂ ]mtTyXc {]hÀ¯\§Ä kwLSn¸n¡m³ Rm³ ap³Is¿Sp¡mdnÃ.
32. NÀ¨IÄ \S¡pt¼mÄ ]T\kw\_Ôamb A`n{]mb§Ä D¶bn¡mdnÃ.
33. ¢\_v {]hÀ¯\§Ä kwLSn¸n¡p¶XnÂ Rm³ ap³Is¿Sp¡mdp­v.
34. ¢mknÂ A[ym]IcnÃm¯ kab¯v ¢mkv A[ym]Is\ Rm³ hnhcadnbn¡mdp­v.
35. kl]mTnIfpsS {]iv\§Ä ]cnlcn¡m³ Rm³ ap¶n«nd§mdp­v.
36. A[ym]IcpsS A`mh¯nÂ ¢mkvdqansâ A¨S¡w \nb{´n¡p¶XnÂ ap³Is¿Sp¡mdp­v.
37. ASp¯ Iq«pImcpsS ]ncnªpt]m¡v Fsâ ]T\s¯ \_m[n¡mdp­v.
38. Fsâ Iq«pImcpsS s]s«¶pÅ kz`mhamäw Fs¶ Ae«mdp­v.
39. ]co£ {]Xo£n¨Xnepw \_p²nap«mbmÂ ASp¯ ]co£Isf \_m[n¡msX t\m¡m³ F\n¡v km[n¡mdp­v.
40. A[ym]I³/A[ym]nI \S¯m³ \nÝbn¨ ¢mkv ]co£IÄ hyàamb ImcWw IqSmsX amänsh¨mÂ At¶ Znhkw F\n¡v ¢mÊnÂ {i²n¡m³ IgnbmdnÃ.
41. ho«nÂ\n¶v hn«p \nÂ¡pt¼mÄ F\n¡v ]Tn¡m³ km[n¡mdnÃ.
42. Hcp kvIqfnÂ\n¶pw asämcp kvIqfnte¡v amtd­nhcp¶ kmlNcys¯ HmÀ¡m³ t]mepw Rm³ CjvSs¸Sp¶nÃ.
43. ¢mknse ]pXnb Iq«pImcpambn CS]gIp¶XnÂ \_p²nap«v tXm¶mdnÃ.
44. ]T\kw\_Ôamb Imcy§Ä IrXy\njvTtbmsS sNbvXv ]T\w BkzmZyIcam¡m³ Ignbmdp­v.
45. A[ym]I³/A[ym]nI hg¡p ]dbp¶Xv Fsâ \·¡v th­nbmsW¶v Rm³ hnizkn¡p¶p.
46. amXm]nXm¡Ä ]Tn¡m³ \nÀ\_Ôn¡p¶Xv Fs¶ Atemkc s¸Sp¯mdp­v.
47. ¢mkv So¨dpsS \n\_Ô\IÄ Ft¶mSpÅ tZjyw sIm­msW¶v F\n¡v tXm¶mdp­v.
48. apXnÀ¶hcpsS D]tZiw F\n¡v Aklyambn tXm¶mdnÃ.
49. aäpÅhcnÂ\n¶pw Xpd¶ A`n{]mb§Ä kzoIcn¡p¶XnÂ Rm³ aSn ImWn¡mdnÃ.
50. kplrZv\_Ôw \ne\nÀ¯nsIm­pt]mIm³ km[n¡m¯Xv Fsâ IgnhptISmsW¶v Rm³ hnizkn¡p¶p.

Appendix II

FAROOK TRAINING COLLEGE

**SCALE ON STRESS COPING SKILL (2011)**

**(DRAFT)**

**Dr. N.S. Mumthas Jasmine, K.P.**

Associate Professor M.Ed. Student

# INSTRUCTIONS

 Some statements related to stress in your daily life and how will you respond in these situations are given below. Read each statement carefully. A separate response sheet will be provided to mark your responses like ‘**Always’ ‘Often’, ‘Sometimes’ ‘Rarely’** and ‘**Never’** are given to each question. By using the symbol ‘✓’ you have to mark your response in the response sheet.

1. I can keep my study without being affected by the bad condition of my home.
2. I behave very badly whenever I feel mentally not good.
3. Academical struggle leads to physical difficulties.
4. I try my level best to enquire more about the lesson which is not clear to me.
5. I would seek my friends to survive from the solitude of my home.
6. I often get raged by the unexpected responds of my friends.
7. In certain situations I can not control myself.
8. I can solve the problems of others.
9. I can be in the right position to guide and instruct my friends whenever they are facing mental torture.
10. I can not solve the academical doubts of my friends.
11. My suggestions are well considered in my home.
12. Eventhough it requires a hard work, I am able to undertake every activities suggested by teachers.
13. I can resolve the domestic problems.
14. I am able to ease my mental strain by engaging in entertainments.
15. I don’t like to share my problems with my friends.
16. I will brood over the fault that I have committed once.
17. I believed that it is because of my limitations that reduce the mark in examinations.
18. I can easily give up the matters which very difficult in my mind.
19. I can not speak to whenever I am facing a problem.
20. I don’t mind being neglected by my friends.
21. Eventhough my teacher scolds me for being a late comer, I never be haunted by it.
22. Eventhough I have studied everything well I can not answer to the question of my teacher.
23. Afraid of being ridiculed by others, I don’t rise questions in the classroom.
24. I am able to nurture my artistic abilities.
25. I can face exam eventhough I didn’t prepare well.
26. I try my level best to get away from all tasks that my teacher assigned to me.
27. I used to put forward my opinion in class discussions.
28. I am able to face all my academic huddles.
29. Often I inform concerned person about the problems inside the classroom.
30. Without a second thought, I would always been ready to save life from accident.
31. I never advance to conduct co-curricular activities in the absence of teachers.
32. I never put forward academic opinion in the discussions.
33. I have always been a step forward to conduct club activities.
34. I inform class teacher that the class is left without teacher.
35. I advance to solve the problems of my friends.
36. I try to keep the discipline of classroom in the absence of my teachers.
37. The parting of intimate friends badly affects my study.
38. I am always being haunted by the unexpected variations of my friends behaviour.
39. I can keep all other examination without being affected eventhough the last was extremely difficult to me.
40. I am not able to concentrate in class when my teacher postpones the exam without a solid reason.
41. I can not study well whenever I am away from my home.
42. I can never even think to be transferred from one school to another.
43. I don’t feel any hindrance to mingle with new friends in the classroom.
44. By following academic punctuality I am able to enjoy my study.
45. Every scolding of teacher, I believe, is for my betterment.
46. I get depreciated whenever my parents force me to study.
47. I feel the teacher is getting raged to me as he/she follows the strict instructions.
48. I have never been irritated by instruction of grownup people.
49. I don’t hesitate to accept other’s opinion.
50. I believe it is my weakness that I am not able to maintain a good friendship for a long time.

Appendix III

FAROOK TRAINING COLLEGE

# SCALE ON STRESS COPING SKILL (2011)

# (DRAFT)

## RESPONSE SHEET

Name :............................................................... Class:...........................……………

School:.............................................................. Locality of Residence: Urban/Rural

Type of School: Govt./Aided/Unaided Male/Female:....................…….….

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| Sl. No | Always | **Often** | Sometimes | Rarely | Never |  | **Sl. No.** | Always | **Often** | Sometimes | Rarely | Never |
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Appendix IV

FAROOK TRAINING COLLEGE

**SCALE ON STRESS COPING SKILL (2011)**

**(FINAL)**

**Dr. N.S. Mumthas Jasmine, K.P.**

Associate Professor M.Ed. Student

# \nÀt±i§Ä

\nXyPohnX¯nse ]ncnapdp¡w D­mIp¶ kµÀ`§fnÂ \n§Ä F§s\ {]XnIcn¡p¶psh¶v kqNn¸n¡p¶ {]kvXmh\IfmWv Xmsg sImSp¯ncn¡p¶Xv. Hmtcm {]kvXmh\bpw hmbn¨Xn\p tijw \n§Ä¡pÅ {]XnIcWw **FÃmbvt¸mgpw, an¡t¸mgpw, Nnet¸msgms¡, A]qÀÆambn, Hcn¡epanÃ** F¶hbnteXmtWm AXv ‘✓’ ASbmf ap]tbmKn¨v {]tXyIw X¶ncn¡p¶ D¯c¡SemknÂ tcJs¸Sp¯pI.

 \n§fpsS {]XnIcW§Ä clkyambn kq£n¡p¶Xpw KthjWm hiy¯n\pam{Xw D]tbmKn¡p¶XpamWv.

1. ho«nse tamiamb A´co£w ]T\s¯ \_m[n¡msX t\m¡m³ F\n¡v Ignbmdp­v.
2. am\knI ]ncnapdp¡w A\p`hs¸Spt¼mÄ Rm³ aäpÅhtcmSv tamiambn s]cpamdmdp­v.
3. ]T\kw\_Ôamb \_p²nap«pIÄ imcocnIamb {]bmk§Ä¡v ImcWamImdp­v.
4. ]mT`mK§Ä a\Ênembn«nsÃ¦nÂ AXns\Ipdn¨v IqSpXÂ At\zjn¡m³ {ian¡mdp­v.
5. Iq«pImcnÂ \n¶p­mIp¶ {]Xo£n¡m¯ {]XnIcWw s]s«¶v Fs¶ tZjys¸Sp¯mdp­v.
6. Nne kµÀ`§fnÂ F\n¡v kzbw \nb{´n¡m³ IgnbmsX hcmdp­v.
7. aäpÅhcpsS hnja§Ä eLqIcn¡m³ F\n¡v km[n¡mdp­v.
8. Iq«pImÀ¡v ]cnapdp¡ap­mIp¶ kµÀ`§fnÂ Ah ]cnlcn¡m\pÅ D]tZi \nÀtZi§Ä \ÂIm³ km[n¡mdp­v.
9. Iq«pImcpsS ]mTykw\_Ôamb kwib§fnÂ Ah ]cnlcn¡m\pÅ D]tZi \nÀt±i§Ä \ÂIm³ km[n¡mdp­v.
10. ho«nÂ Fsâ A`n{]mb§Ä¡v {]tXyI ]cnKW\ e`n¡mdp­v.
11. ITn\m[zm\w sNt¿­nhcnIbmsW¦nepw A[ym]IÀ \nÀtZin¡p¶ {]hÀ¯\§Ä GsäSp¡m³ F\n¡v km[n¡pw.
12. ho«nse {]iv\§Ä ]cnlcn¡m³ F\n¡v Ignbmdp­v.
13. hnjaap­mIpt¼mÄ F\n¡v hnt\mZ§fnÂ GÀs]«v am\knI ]ncnapdp¡w Ipd¡m³ Ignbmdp­v.
14. Fsâ {]iv\§Ä Iq«pImcpambn ]¦psh¡p¶Xv Rm³ CjvSs¸Sp¶nÃ.
15. F¶nÂ\n¶v Hcp A\_²w kw`hn¨mÂ Rm³ AXns\¡pdn¨pXs¶ Nn´n¨psIm­ncn¡pw.
16. Fs¶ hnjan¸n¡p¶ Imcy§Ä a\ÊnÂ \ns¶mgnhm¡m³ F\n¡v km[n¡mdp­v.
17. Fs´¦nepw hnjaap­mbmÂ F\n¡v BtcmSpw kwkmcn¡m³ km[n¡mdnÃ.
18. Iq«pImcpsS AhKW\ Rm³ Imcyam¡mdnÃ.
19. \¶mbn ]Tn¨n«ps­¦nepw A[ym]I³ tNmZn¡pt¼mÄ F\n¡v ]dbm³ km[n¡mdnÃ.
20. aäpÅhÀ Ifnbm¡psa¶p t]Sn¨v Rm³ ¢mknÂ kwibw tNmZn¡mdnÃ.
21. Fsâ Iem]camb IgnhpIÄ t]mjn¸n¡m³ F\n¡v Ignbmdp­v.
22. \¶mbn ]Tn¨n«nsÃ¦nepw ss[cy]qÀÆw ]co£sb A`napJoIcn¡m³ F\n¡v km[n¡mdp­v.
23. A[ym]IÀ Fs´¦nepw D¯chmZnXzw GÂ]n¨mÂ IgnhXpw AXnÂ\n¶v Hgnªpamdm³ {ian¡mdp­v.
24. ¢mknÂ \S¡p¶ NÀ¨IfnÂ FtâXmb A`n{]mb§Ä apt¶m«v sh¡mdp­v.
25. ]T\hpambn \_Ôs¸« FÃm {]iv\§fpw F\n¡v A`napJoIcn¡m³ km[n¡pw.
26. ¢mÊnse {]iv\§Ä \_Ôs¸«hsc Adnbn¡m³ ap³Is¿Sp¡mdp­v.
27. A]IS¯nÂ s]« hyànsb asäm¶pw Nn´n¡msX c£s¸Sp¯m³ Rm³ X¿mdmIpw.
28. NÀ¨IÄ \S¡pt¼mÄ ]T\kw\_Ôamb A`n{]mb§Ä D¶bn¡mdnÃ.
29. ¢\_v {]hÀ¯\§Ä kwLSn¸n¡p¶XnÂ Rm³ ap³Is¿Sp¡mdp­v.
30. ¢mknÂ A[ym]IcnÃm¯ kab¯v ¢mkv A[ym]Is\ Rm³ hnhcadnbn¡mdp­v.
31. kl]mTnIfpsS {]iv\§Ä ]cnlcn¡m³ Rm³ ap¶n«nd§mdp­v.
32. A[ym]IcpsS A`mh¯nÂ ¢mkvdqansâ A¨S¡w \nb{´n¡p¶XnÂ ap³Is¿Sp¡mdp­v.
33. ASp¯ Iq«pImcpsS ]ncnªpt]m¡v Fsâ ]T\s¯ \_m[n¡mdp­v.
34. Fsâ Iq«pImcpsS s]s«¶pÅ kz`mhamäw Fs¶ Ae«mdp­v.
35. ]co£ {]Xo£n¨Xnepw \_p²nap«mbmÂ ASp¯ ]co£Isf \_m[n¡msX t\m¡m³ F\n¡v km[n¡mdp­v.
36. A[ym]I³/A[ym]nI \S¯m³ \nÝbn¨ ¢mkv ]co£IÄ hyàamb ImcWw IqSmsX amänsh¨mÂ At¶ Znhkw F\n¡v ¢mÊnÂ {i²n¡m³ IgnbmdnÃ.
37. ho«nÂ\n¶v hn«p \nÂ¡pt¼mÄ F\n¡v ]Tn¡m³ km[n¡mdnÃ.
38. ]T\kw\_Ôamb Imcy§Ä IrXy\njvTtbmsS sNbvXv ]T\w BkzmZyIcam¡m³ Ignbmdp­v.
39. A[ym]I³/A[ym]nI hg¡p ]dbp¶Xv Fsâ \·¡v th­nbmsW¶v Rm³ hnizkn¡p¶p.
40. amXm]nXm¡Ä ]Tn¡m³ \nÀ\_Ôn¡p¶Xv Fs¶ Atemkc s¸Sp¯mdp­v.
41. ¢mkv So¨dpsS \n\_Ô\IÄ Ft¶mSpÅ tZjyw sIm­msW¶v F\n¡v tXm¶mdp­v.
42. aäpÅhcnÂ\n¶pw Xpd¶ A`n{]mb§Ä kzoIcn¡p¶XnÂ Rm³ aSn ImWn¡mdnÃ.

Appendix V

FAROOK TRAINING COLLEGE

**SCALE ON STRESS COPING SKILL (2011)**

**(FINAL)**

**Dr. N.S. Mumthas Jasmine, K.P.**

Associate Professor M.Ed. Student

# INSTRUCTIONS

 Some statements related to stress in your daily life and how will you respond in these situations are given below. Read each statement carefully. A separate response sheet will be provided to mark your responses like ‘**Always’ ‘Often’, ‘Sometimes’ ‘Rarely’** and ‘**Never’** are given to each question. By using the symbol ‘✓’ you have to mark your response in the response sheet.

1. I can keep my study without being affected by the bad condition of my home.
2. I behave very badly whenever I feel mentally not good.
3. Academical struggle leads to physical difficulties.
4. I try my level best to enquire more about the lesson which is not clear to me.
5. I often get raged by the unexpected responds of my friends.
6. In certain situations I can not control myself.
7. I can solve the problems of others.
8. I can be in the right position to guide and instruct my friends whenever they are facing mental torture.
9. I can not solve the academical doubts of my friends.
10. My suggestions are well considered in my home.
11. Eventhough it requires a hard work, I am able to undertake every activities suggested by teachers.
12. I can resolve the domestic problems.
13. I am able to ease my mental strain by engaging in entertainments.
14. I don’t like to share my problems with my friends.
15. I will brood over the fault that I have committed once.
16. I can easily give up the matters which very difficult in my mind.
17. I can not speak to whenever I am facing a problem.
18. I don’t mind being neglected by my friends.
19. Eventhough I have studied everything well I can not answer to the question of my teacher.
20. Afraid of being ridiculed by others, I don’t rise questions in the classroom.
21. I am able to nurture my artistic abilities.
22. I can face exam eventhough I didn’t prepare well.
23. I try my level best to get away from all tasks that my teacher assigned to me.
24. I used to put forward my opinion in class discussions.
25. I am able to face all my academic huddles.
26. Often I inform concerned person about the problems inside the classroom.
27. Without a second thought, I would always been ready to save life from accident.
28. I never put forward academic opinion in the discussions.
29. I have always been a step forward to conduct club activities.
30. I inform class teacher that the class is left without teacher.
31. I advance to solve the problems of my friends.
32. I try to keep the discipline of classroom in the absence of my teachers.
33. The parting of intimate friends badly affects my study.
34. I am always being haunted by the unexpected variations of my friends behaviour.
35. I can keep all other examination without being affected eventhough the last was extremely difficult to me.
36. I am not able to concentrate in class when my teacher postpones the exam without a solid reason.
37. I can not study well whenever I am away from my home.
38. By following academic punctuality I am able to enjoy my study.
39. Every scolding of teacher, I believe, is for my betterment.
40. I get depreciated whenever my parents force me to study.
41. I feel the teacher is getting raged to me as he/she follows the strict instructions.
42. I don’t hesitate to accept other’s opinion.

Appendix VI

FAROOK TRAINING COLLEGE

# SCALE ON STRESS COPING SKILL (2011)

# (FINAL)

## RESPONSE SHEET

Name :............................................................... Class:...........................……………

School:.............................................................. Locality of Residence: Urban/Rural

Type of School: Govt./Aided/Unaided Male/Female:....................…….….

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Sl. No | Always | **Often** | Sometimes | Rarely | Never |  | **Sl. No.** | Always | **Often** | Sometimes | Rarely | Never |
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APPENDIX VII

## Details of the Schools Selected for Collection of Data

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| --- | --- |
| **Sl. No.** | Name of the School |
|  | Malappuram  |
| 1. | VPKMMHSS, Puthur Pallikkal |
| 2. | GVHSS, Chelari |
| 3. | NEMHSS, Chemmad  |
| 4. | GHSS, Peruvallur |
| 5. | HMYHSS, Manjeri |
| 6. | PPMHSS, Kottukara |
| 7. | St. Paul’s Higher Secondary School, Kohinoor |
|  | Kozhikode  |
| 8. | GGVHSS, Feroke |
| 9. | GVHSS, Cheruvannur |
| 10. | GVHSS, Meenchanta |
| 11. | NSS Higher Secondary School, Meenchanta |
| 12. | SPBHSS, Ramanattukara |