Study of Stress in Relation to Locus of Control and Type of Institution at Secondary Stage

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Abstract

The present paper deals with secondary school students with a motive to study the stress in relation to locus of control, type of institution of secondary school students. Stress is an important factor which considerably influences the mental and physical impact of human being. Locus of control is cognitive style refer to the degree to which an individual perceives that happen to him or her are depend upon his or her own behavior or are the results of fate, luck, chance or powers beyond one’s personal understanding and stress creates significant over the cognitive style, understanding and perception of an individual. Adolescence is the age of stress and strain and researcher in this regard decides to study the effect of stress over the cognitive style of adolescence. For this purpose ‘Descriptive Survey Method’ was used it deals with the relationship between the variables and testing of hypotheses 2x2 factorial design has been employed with two levels each of type of institution and locus of control

INTRODUCTION

STRESS

Stress is a problem that is encountered by every person in this world. It affects our lives dramatically, making us excited under certain circumstances, possibly tired under other circumstances or even sick. However perhaps the greatest problem with stress is the fact that most people do not understand its far-reaching implications and therefore do not know how to manage their stress adequately.

Stress is a very complex problem that affects individual physically as well as mentally and that cannot be controlled with medicines. Stress is a common occurrence among people causing health hazards, laziness, disinterest and lack of physical and mental vitality.

Selye (1956) defined stress as “the non specific response of the body to any demand made upon it.”

Dunham (1984) defines stress as “a process of behavioural, emotional, mental and physical caused by prolonged, increasing or new pressures which are significantly greater than coping resources.”

In general, the term stress is a reaction to an event. It can be sensibly defined as perceptual phenomena arising from a comparison between the demand of the person and his ability to cope with.
LOCUS OF CONTROL

Locus of control is an important cognitive style. Simply stated Internal-External Locus of Control refer to the degree to which an individual perceives that happen to him or her are dependent upon his or her own behavior or are the results of fate, luck, chance or powers beyond one’s personal understanding.

Locus of Control refers to the relatively stable beliefs of individual concerning their abilities affect their experiences. That some person with extremely fatalistic outlooks may not believe that there is anything that they can do which will affect the circumstances in their lives.

Peterson (1987) in dealing with a theoretical classification of the concept of Locus of Control defined Internal Locus of Control as the perception that an individual has of being able to influence the occurrence of reinforcement around him by his behavior. In the same way, the External Locus of Control express the perception of an individual who believes that influencing reinforcement around him is not with in his control. A detailed study of Internal-External Locus of Control literature reveals that a typical internal is one who actively comes to grip with the world. Compared to an External and Internal is resistant to social pressure and dedicated to pursuit of excellence.

The children whose Locus of Control is internal are more likely to attempt to solve problems and strives towards distant goals than are children who believe there is little they can do affects the events in their life. External Locus of control is learned in childhood and is directly related to parental behavior. Control beliefs were likely to be expressed by children reared in homes without an adult male role model. Also External control beliefs tended to increase with the number of siblings. Thus researcher concluded that children in large single parent families headed by women are more likely to develop an External Locus of Control. Parents of children who possessed an Internal Locus of Control were found to be consistent in their discipline.

OBJECTIVES

The study was designed to attain the following objectives

1 To study the stress among students of government and private schools.
2 To study the effect of Locus of Control on stress.
3 To study the interactional effect of Locus of Control and type of institution on stress.

HYPOTHESES

The study was designed to test the following hypotheses.
1. There exist no significant difference in the stress scores of the government and private school students.
2. There exists no significant difference in the stress scores of the students with internal and external locus of control.
3. There exists no significant interactional effect of locus of control and type of institution on stress.

RESEARCH DESIGN

For the present investigation 2x2 factorial design has been employed with two levels each of type of institution and locus of control

METHOD AND PROCEDURE

The present study was aimed to study the “Stress in relation to Locus of Control and Type of Institution”. For this purpose ‘Descriptive Survey Method’ was used it deals with the relationship between the variables and testing of hypotheses.

SAMPLE

For target population out of all the 12 districts of Himachal Pradesh only Kangra district was selected. A sample of 200 students 9th class were selected from six school affiliated to Himachal Pradesh education board. Out of which three schools were government and three were private.

TOOLS

In order to collect the relevant data, the following tools were used

1. Hansnain and Joshi’s locus of control.
2. Adaptation of scale of academic stress from Bisht Battery of stress of scale

STATISTICAL TECHNIQUE USED

The 2x2 ‘Analysis of Variance’ was employed for studying the main effects and interactional effect of types of institution and locus of control and stress scores of secondary school students.

DELIMITATIONS OF THE STUDY

The following were the delimitations of the present study.

1. The study had been delimited to the Kangra district of Himachal Pradesh.
2. The present study had been delimited to the government and private schools only.
3. The present study had been delimited to 9th class students only.
4. The present study had been confined with respect to study stress in relation to the locus of control and type of institution only.

ANALYSIS AND INTERPRETATION

Analysis and interpretation of data refers to that part of study which is associated with the drawing of the inferences from collected facts. The 2x2 ‘Analysis of Variance’ was employed for studying the main effect and interactional effects of type of institution and locus of control on stress scores.

Table 1.1

SUMMARY OF ANOVA FOR 2X2 FACTORIAL DESIGN ON STRESS SCORES

<table>
<thead>
<tr>
<th>S.NO.</th>
<th>Source of variation</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Scores</th>
<th>F-Ratio</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Type of Institution (A)</td>
<td>2080.70</td>
<td>1</td>
<td>2080.70</td>
<td>10.895</td>
<td>S*</td>
</tr>
<tr>
<td>2</td>
<td>Locus of Control (B)</td>
<td>316.407</td>
<td>1</td>
<td>316.407</td>
<td>1.675</td>
<td>NS</td>
</tr>
<tr>
<td>3</td>
<td>Interpretation (AxB)</td>
<td>209.412</td>
<td>1</td>
<td>209.412</td>
<td>1.0968</td>
<td>NS</td>
</tr>
<tr>
<td>4</td>
<td>(WSS) With IN Sum of Squares</td>
<td>29791.325</td>
<td>156</td>
<td>190.97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Total</td>
<td>32397.84</td>
<td>159</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

S*---Significant at the 0.01 and 0.05 levels of confidence.
NS---Not significant at the 0.01 and 0.05 levels of confidence.

MAIN EFFECTS

TYPE OF INSTITUTION (A) It may be observed from table 1.1 that the F-Ratio for the main effect of types of institution on stress scores comes out to be 10.895 which is significant at 0.05 level of confidence for 1/156 degree of freedom. From this it may be inferred that there is significant difference in stress of government and private school students. so the first hypothesis, “there exist no significant difference among stress scores of government and private school students” rejected.

LOCUS OF CONTROL (B) From table 1.1 it can be observed that the computed F-Ratio for the main effect of locus of control on stress has come out to be 1.675 which is not significant at 0.05 and 0.01 level of confidence for 1/156 degree of freedom. From this it may be inferred that there is no significant difference in the stress scores of the
students with internal locus of control and external locus of control. Hence our second hypothesis, “there exist no significant difference in the stress scores of students with internal locus of control and external locus of control” accepted.

TWO WAY INTERACTION (AxB)

TYPE OF INSTITUTION AND LOCUS OF CONTROL (AxB)

Table 1.1 shows that computed value of F-Ratio for the interaction of type of institution and locus of control on stress have come out to be 1.096 which is not significant at 0.05 and 0.01 level of confidence for 1/156 degree of freedom. From this it may be inferred that there is no significant interactional effect of type of institution and locus of control on stress of school student. Hence our hypothesis “there exist no significant interactional effect of type of institution and locus of control on” accepted.

EDUCATION IMPLICATIONS

The present investigation can have the following educational implications

1. Home work should be restructured with interesting and innovatives activities. Instead of monotonous repeating class work something different should be designed as home work.
2. Arts, music, dance and library should be given equal importance in the school time table in order to reduce the stress among students.
3. Sports and games should be made compulsory in the school curriculum.
4. Yoga and Meditation like practical subjects should be included in the time table to make students free from stress.
5. There should be less class size as possible. In the small size of class the teacher interacts with maximum students and solves their problems.
6. There should be special lectures on the mental health in school and colleges to reduce the level of stress.
7. New educational policies should be framed to restructure the existing educational system in order to reduce the stress level of the students.

BIBLIOGRAPHY


