

A STUDY OF SOCIAL STRESS LEVEL AMONG BOYS AND GIRLS OF SECONDARY SCHOOLS

Abstract:-

The objective of the study was to examine the social stress level among boys and girls of secondary schools. Another objective was to examine the social frustration level, social conflict level, social pressure level and social anxiety level among boys and girls of secondary schools. The hypothesis of the study were, girls will have high social stress level than boys, boys and girls do not differ on social frustration level, boys and girls do not differ on social conflict level, girls will have high social pressure level than boys, and girls will have high social anxiety level than boys. This study was completed on secondary school students in 10th standard in pundharpur taluka. The purposive sampling method was used for the study. The study one hundred fifty students were selected..



The study student's gender such as, boys and girls were independent variable and social stress level as well as social frustration, social conflict, social pressure, and social anxiety were dependent variables. Bisht Battery of Stress Scales developed by Dr.(Km) Abha Rani Bisht was used for the study. The results were analyzed and it was found that there is significant difference between boys and girls in terms of their social stress level ($t=5.170 > 0.01$), social pressure level ($t=3.681 > 0.01$), and social anxiety level ($t=3.142 > 0.01$). Gender difference is vital key point social stress level, social pressure level, social anxiety level. Because, Girls have high social stress level, social pressure level, social anxiety level than boys. But, there is not significant difference between boys and girls in terms of their social frustration level ($t=0.178 < 0.05$) and social conflict level ($t=1.408 < 0.05$). So, Gender difference is not vital key point social frustration level and social conflict level.

Keywords:

Social Stress Level, Boys and Girls of secondary schools.

U. V. Bhosale

Head and Associate Professor, Department of
Psychology. Yashwantrao
Chavan Mahavidyalaya, Karmala,
Dist-Solapur(M.S.)

INTRODUCTION

Stress is effect on human's physical and mental health. Stress is a condition or feeling experience. According to psychology stress is the mental and physical response. Stress is adaptation by our bodies to the real or perceived changes and challenges in our lives. In Freudian theory unpleasant feeling of tension or worry experienced by individuals in reaction to unacceptable wishes or impulses; increased arousal accompanied by generalized feeling of fear or apprehension. Stress is the process that occurs in response to situation or events that disrupt, or psychological functioning. "According to Brown a McGill in 1989, stress as stemming from negative events in our lives, positive events such as getting married or receiving an unexpected job promotion can also produce stress." According to psychologist, Stress as a body physiological response to a stressor, which is any event or change that requires adaption. The process that occurs in response to events that disrupts, or threaten to disrupt, our physical or psychological functioning.

Frustration is the condition of deficient something and not getting it, or not wanting something and having it forced on you.

American Psychological Association, 2000; Bush & Griffin-Sobel, 2002; Noyes, Holt, & Massie, 1998; Vitek, Rosenzweig, & Stollings, 2006; Shahrokh & Hales, 2003, Anxiety is an emotional or / and Phylogical response to know or / and unknow causes that may range from a normal reaction to extreme dysfunction affect decision-making and adherence to treatment and impair functioning and /or affect quality of life.

In this study, researcher has studied significant difference in social stress among boys and girls of secondary schools. In the study researcher, has examined difference in social frustration, social conflict, social pressure, and social anxiety level between boys and girls of secondary schools.

OBJECTIVES OF THE STUDY:

- 1)To study the social stress level among boys and girls.
- 2)To study the social frustration level among boys and girls.
- 3)To study the social conflict level among boys and girls.
- 4)To study the social pressure level among boys and girls.
- 5)To find out the significant difference between boys and girls in term of their social anxiety level.

HYPOTHESIS OF THE STUDY:

- 1.Girls will have high social stress level than boys.
- 2.Boys and girls do not differ on social frustration level.
- 3.Boys and girls do not differ on social conflict level.
- 4.Girls will have high social pressure level than boys.
- 5.Girls will have high social anxiety level than boys.

PROCEDURE:

Variables of the Study:

In the present research, Type of gender such as boys and girls was independent variable and social stress level such as, social frustration level, social conflict level, social pressure level, social anxiety level were dependent variables. It is showed as follows.

Independent Variables	Dependent variables
Type Gender :	1. Social Stress level
1) Boys	2. Social Frustration level,
2) Girls	3. Social Conflict level,
	4. Social Pressure level,
	5. Social Anxiety level.

Selection of the Sample:

In the present research, sample consisted of one hundred fifty students of secondary schools from Pandharpur taluka. Out of one hundred fifty students, seventy five were boys selected and seventy five were girls. The study done on boys and girls of secondary school students in the 10th standard. Their age was between 13 to 15 years. Purposive sample method was used for the study.

Limitations of the Study:

- 1.The study was conducted on only students of 10th standard from Pandharpur taluka.
- 2.The study was conducted on only secondary school students.
- 3.The sample age range was between 13 to 15 years.

Scopes of the Study:

- 1.The present study was conducted on students of secondary schools in terms of their social stress level such as, social frustration level, social conflict level, social pressure level, social anxiety level.
- 2.The present study was done on one hundred fifty boys and girls of secondary schools.

Study Materials:

Bisht Battery of Stress Scales: BBSS

This scale is developed by Dr. (Km)Abha Rani Bisht. The scale normative data were collected from a sample of 300 students of 9th and 10th Classes. This battery has 13 sub scales. In the research social stress scale was used. This scale 84 items.

STATISTICAL INTERPRETATION:

Following tables No.1 to 5 shows the boys and girls social stress level of four areas such as social frustration level, social conflict level, social pressure level, social anxiety level. Researcher has used mean, SD and 't' test for statistical analysis and interpretation of the data.

H:1: Girls will have high social stress level than boys.

Table No.1. Showing the difference among boys and girls in social stress level.

Variable	Gender	Mean	S.D.	N	't'	P
Social Stress Level	Boys	345.83	22.58	150	5.170	Sig. at 0.01
	Girls	364.88	22.54			

From the above table No.1. it is observed that, the boys mean value is 345.83 and SD is 22.58. Like that the girls mean value is 364.88 and SD is 22.54. So, obtained 't' Value is 5.170 on social stress level. Which is significant at 0.01 level. Calculated 't' value is more than table 't' value. So, there is significant difference among boys and girls in term of their social stress level. So that the hypothesis no. 1. Girls will have high social stress level than boys is accepted. So, gender difference is vital key point in social stress level Because, gender difference has impact on social stress level of secondary schools students. Girls have high social stress level than boys.

Graph: 1: Showing the social stress level among boys and girls.



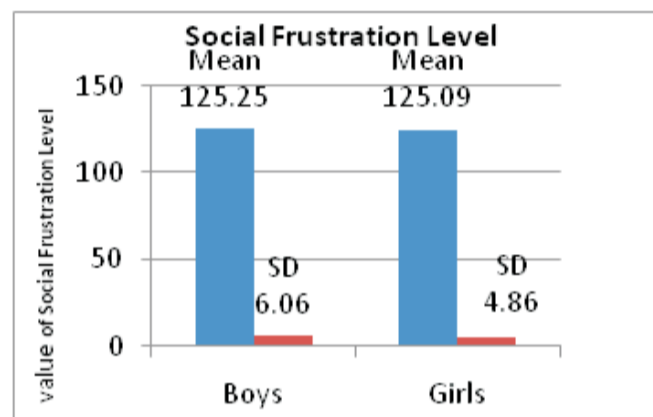
H:2: Boys and girls do not differ on social frustration level.

Table No.2. Showing the difference among boys and girls in social frustration level.

Variable	Gender	Mean	S.D.	N	't'	P
Social Frustration Level	Boys	125.25	6.06	150	0.178	N 0.05
	Girls	125.09	4.86			

With reference to the above table No.2. it is observed that, the boys mean value is 125.25 and SD is 6.06. Therewith the girls mean value is 125.09 and SD is 4.86. It shows that the mean value of boys is more than girls. But, Obtained 't' Value is 0.178 on social frustration level. Which is not significant at 0.05 level. Table 't' value is high than calculated 't' value. So, there is no significant difference between boys and girls on social frustration level. So that the hypothesis no.2. Boys and girls do not differ on social frustration level is accepted. So, gender difference is not vital key point in social frustration level. Gender difference has not impact on social frustration level of secondary schools students.

Graph:2: Showing the social frustration level among boys and girls.



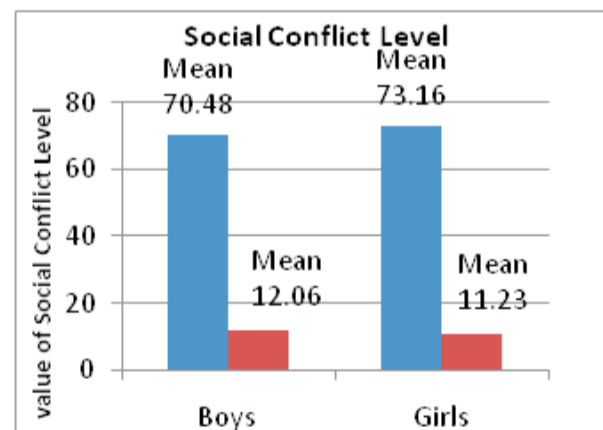
H:3: Boys and girls do not differ on social conflict level.

Table No.3. Showing the difference among boys and girls in social conflict.

Variable	Gender	Mean	S.D.	N	't'	P
Social Conflict Level	Boys	70.48	12.06	150	1.408	N 0.05
	Girls	73.16	11.23			

From the above table No.3. it is observed that, the boys mean value is 70.48 and SD is 12.06. Like that the girls mean value is 73.16 and SD is 11.23. But, Obtained 't' Value is 1.408 on social conflict level. Which is not significant at 0.05 level. So, there is no significant difference among boys and girls in term of their social conflict level. So that the hypothesis no. 3. Boys and girls do not differ on social conflict level is accepted. So, gender difference is not vital key point in social conflict level of secondary school students. Gender difference has not impact on social conflict level on students.

Graph:3: Showing the social conflict level among boys and girls.



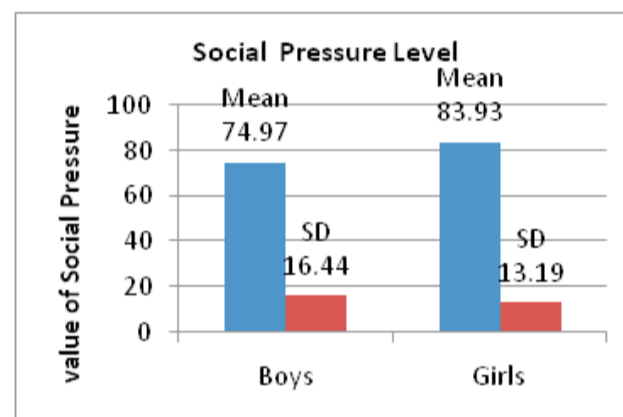
H:4: Girls will have high social pressure level than boys.

Table No.4. Showing the difference among boys and girls in social pressure level.

Variable	Gender	Mean	S.D.	N	't'	P
Social Pressure Level	Boys	74.97	16.44	150	3.681	Sig. at 0.01
	Girls	83.93	13.19			

With reference to the above table No.4, it is observed that, the boys mean value is 74.97 and SD is 16.44. Therewith the girls mean value is 83.93 and SD is 13.19 on social pressure. It shows that the mean value of girls is more than boys. Obtained 't' Value is 3.681 on social pressure. Which is significant at 0.01 level. Calculated 't' value is high than table 't' value. So, there is significant difference between boys and girls on social pressure level. So that the hypothesis no.4 Girls will have high social pressure level than boys is accepted. So, gender difference is vital key point in social pressure level. Gender difference has impact on social pressure level on students of secondary schools. Because, Girls have high social pressure level than boys.

Graph:4: Showing the social pressure level among boys and girls.



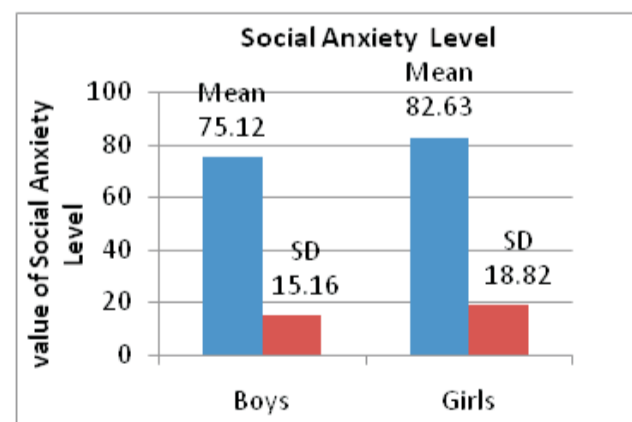
H:5: Girls will have high social anxiety level than boys.

Table No.5. Showing the difference among boys and girls in social anxiety level.

Variable	Gender	Mean	S.D.	N	't'	P
Social Anxiety Level	Boys	75.12	15.16	150	3.142	Sig. at 0.01
	Girls	82.63	14.09			

From the above table No.5, it is observed that, the boys mean value is 75.12 and SD is 15.16. Like that the girls mean value is 82.63 and SD is 14.09 social anxiety level. The girls mean score is higher than boys on social anxiety level. Obtained 't' Value is 3.142 on social anxiety level. Which is significant at 0.01 level. Calculated 't' value is more than table 't' value. So, there is significant difference in social anxiety level among boys and girls. So that the hypothesis no. 5. Girls will have high social anxiety level than boys is accepted. So, gender difference is vital key point in social anxiety level. Gender difference has impact on social anxiety level on students of secondary schools. Because, girls have high social anxiety level than boys.

Graph:4: Showing the social pressure level among boys and girls.



FINDINGS:

- 1) Significant difference among boys and girls on social stress level. Gender difference has impact on students social stress level. Because, Girls have high social stress level than boys ($t=5.170 > 0.01$).
- 2) No significant difference among boys and girls on social frustration level ($t=0.178 < 0.05$). So, gender difference is not vital key point in social frustration level of students.
- 3) No significant difference among boys and girls in the terms of their social conflict level. ($t = 1.408 < 0.05$). So, gender difference has not impact on student's social conflict level.
- 4) Significant difference among boys and girls on social pressure level. Gender difference is vital key point in social pressure level of students. Because, Girls have high social pressure level than boys ($t = 3.681 > 0.01$).
- 5) Significant difference among boys and girls in the terms of their social anxiety level. Gender difference has impact on student's social anxiety level. Because, girls have high social anxiety level than boys ($t = 3.142 > 0.01$).

CONCLUSION:

In short, there is significant difference between boys and girls in terms of their social stress level, social pressure level, and social anxiety level. Gender difference is vital key point social stress level, social pressure level, social anxiety level. Because, Girls have high social stress level, social pressure level, social anxiety level than boys. But, there is not significant difference between boys and girls in terms of their social frustration level and social conflict level. So, Gender difference is not vital key point social frustration level and social conflict level.

REFERNCES:

1. Clifford, T. Morgan, Richard A. King., John R. Weinz, & John Schopler., (1993). Introduction to Psychology. 38 th Reprint. Tata McGraw Hill Education Private
2. Colman, Andrew M. (2009), Oxford Dictionary of Psychology, Third Edition, New York, Oxford University Press Lnc.. Pp. 1 to 882.
3. David, H. Barlow., & V. Mark, Durand, (2008). Abnormal Psychology second Reprint. New Delhi, Cengage Learning India Private Ltd. India Print by Baba Barkha Nath.
4. Dr. Borude, R.R.: Sanshodhan Padhatishashtra, (2008), Pune, Vidharthi Gruha Prakashan.
5. Dr. Km. Bisht, Abha Rani.: Bisht Battery of Stress Scales, Agra, National Psychological Corporation.
6. Dr. Patil, V.B.: Research Methodology, (2006), First Edition, Pune Prashant Publications.
7. http://www.nasponline.org/resources/intonline/anxiety_huberty.pdf
8. <http://www.ons.org/Research/PEP/media/ons/docs/research/outcomes/anxiety/definitions.pdf>
9. http://www.pearsonhighered.com/donatelle1einfo/myhealth/assets/images/other/Donatelle_Ch03.pdf
10. <http://www.viterbo.edu/uploadedFiles/services/recsports/Oct%20Webpage.pdf>
11. <http://www.working-well.org/articles/pdf/Frustration3.pdf>
12. Kothari, C. R. : Research Methodology, (2004) Second Revised Edition, New Delhi, New Age International (p) Limited, Publishers.
13. Robert S. Feldman (2004) Understanding Psychology, Eighth Reprint, 2009., New Delhi, Published by Tata McGraw Hill Education Private Limited.
14. Robert, A. Baron, (2000). Psychology, (Third Edition) New Delhi, Prentice-Hall of India Private Limited.
15. Robert, A. Baron, (2001). Psychology, (Fifth Edition) India, Dorling Kindersley Pvt. Limited, Licensees of Pearson Education in south Asia.
16. Wayne Weiten, Margaret A. Lloyd, (2011): Psychology Applied to Modern Life-Adjustment in the 21st Century, Second Indian Reprint, 2011., New Delhi. Cengage Learning Indian Privet Limited.
17. [www.google.co.in/Wikipedia, the free encyclopedia](http://www.google.co.in/Wikipedia,the%20free%20encyclopedia)
18. www.google.com.in