STRESS IN RELATION TO LOCUS OF CONTROL AND GENDER

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ABSTRACT

The present study was conducted in 10 schools of Block Nurpur in Dist. Kangra (H.P.) The purpose of the study was to study the difference and interactive effect of stress scores of the gender and locus of control of government school students. It is the descriptive study and researcher has taken 200 students using purposive sampling technique. For analysis and interpretation of the data the investigator has used 2x2 ANOVA. The obtained results show that there is no significant and interactional effect of stress scores on Gender (Male & Female) and Locus of Control (Internal & External) of secondary school students.

KEYWORDS: Stress, Locus of Control and Gender

INTRODUCTION

Human beings have many psychological and social needs. When these needs are not satisfied they experience stress. Besides these needs there many challenges in human life and they are likely to produce stress. The word stress is used in psychology in at least two different words. First it is defined as the state of psychological upset or disequilibrium in human being caused by frustration, conflicts and other internal as well as external strain and pressure. In the second way stress is regarded as a class stimulus, which threaten are the factors or causes that lead to mal-adaptation and disorganization of the behavior. Hans Selye (1956) defined stress as “the non specific response of the body to any demand made upon it”. The general adaptation syndrome (GAS) propounded by Selye describes the progress of stress three stages:-Alarm Stage, Adaptation Stage, Exhaustion Stage. The stress is a common experience we may feel stress when we are busy, have important deadline to meet or have little time to finish all our tasks. The high level of stress causes there are mainly three types of problems:- Physical Problem, Psychological Problem and Behavioral Problem. Lazarus R.S. (1966) conducted a study on psychology stress and coping stress: stress is an inharmonious fit between person and environment, one in which the person’s resource are taxed or exceeded forcing persons to struggle usually in complete ways and too cope with.
Locus of control (LOC): is an expectancy variable which refers to person’s beliefs about what causes the good or bad results in his or her life, either in general or in a specific area such as health or academics. Locus of control was formulated with the framework of Rotter’s “social learning theory of personality.” The social learning theory suggests that behavior is influenced by social or environmental factor alone, but the psychological situation represents the individual’s unique combination of potential behaviors and their value to him or her. It is the psychological situation that a person’s expectations and values interact with the situational constraint to exert with the situational constraints to the exert a powerful influence on behaviors. Rotter’s Theory (1954) suggests that the people are distributed along an internal external continuum. People along the internal end of continuum feel that their abilities, skills, personal efforts, competence and similar variables control their destiny. The three basic constructs in rotter’s social learning theory are: -a) behavior potentialb) expectancy c) reinforcement value. Locus of control in learned in childhood and s directly related to parental behavior. External control beliefs were likely to be expressed by children reared in homes without an adult male role model. Chance, J.E.(1965) found that some of the familial determinant of locus of control. Parent who exhibit warm protective and positive child rearing practice help the child to develop an internal locus of control.

**Need and significance of the study**

The stress is problem that is faced by every person in this world. It affect individual physically as well as mentally. Stress reduces the efficiency of doing work also reduce the capacity of learning. Student life coincides with adolescence and stress can manifest in children as a reaction to the change in life in addition to academic pressure. Children become more self aware and self conscious and their thinking become more critical and complex. At the same time children often lack in academic motivation and performance, as their attention is divided among a lot of many things, especially creating an identity for them. The school students of today are under constant pressure of fulfilling parents and teacher’s expectations as well as trying to cope with excessive and complex syllabi in classroom. The pressure is turning leads in complexities in behavior due to which perception gets changed. Locus of control involved individual perceived control over events occurring in his life. Locus of control is also a factor which influences the stress. Internal locus of control perceives that an individual as of being able to influence the occurrence of reinforcement around in 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 within his control.

The present study is an attempt to study stress in relation of locus of control and gender.

Objectives of the study:

- To study the stress among the students at government school.
- To study the effect of locus of control on stress.
- To study the interactional effect of locus of control and gender on stress.

Hypotheses of the study:

- There exists no significant difference in the stress scores of the male and female government school students.
- There exists no significant difference in the stress scores of students with internal and external locus of control.
- There exists no significant interactional effect of locus of control and gender on stress.

Methodology of the study:

In the present study ‘Descriptive Survey Method’ was used.

Sample for the study:

For target population out of all 12 districts of Himachal Pradesh, only Kangra District and Block Nurpur was selected. A sample of 200 students of 9th class was selected from 10 government schools of Block Nurpur. The purposive sampling technique was used in present study.

Tool used:

The tools used for this study were Hasnain and Joshis Locus of Control and adaptation of scale of academic stress from Bisht Battery of Stress Scale (1987)

Statistical technique used:

The data was statistically analyzed by Mean, Standard Deviation And 2x2 Analysis of Variance.

Analysis and interpretation:

Summary of ANOVA for 2x2 Factorial Design on Stress Scores (Table 1.1)

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Source of Variance</th>
<th>df</th>
<th>Sum of squares</th>
<th>Mean Scores</th>
<th>F-Ratio</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Gender(A)</td>
<td>1</td>
<td>708.05</td>
<td>708.05</td>
<td>1.79</td>
<td>NS</td>
</tr>
<tr>
<td>2.</td>
<td>Locus of Control(B)</td>
<td>1</td>
<td>24.95</td>
<td>24.94</td>
<td>0.06</td>
<td>NS</td>
</tr>
<tr>
<td>3.</td>
<td>Interaction(AxB)</td>
<td>178</td>
<td>288.04</td>
<td>119.02</td>
<td>0.30</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Error</td>
<td></td>
<td>69614.36</td>
<td>395.53</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Total</td>
<td>179</td>
<td>70585.4</td>
<td>179</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NS-Not Significant at the 0.01 and 0.05 level of confidence
Main Effect:

Gender (A) – It can be observed from the table 1.1 that F-Ratio for the main effect of gender on stress scores comes out to be 0.06 which is not significant at 0.05 level of confidence for 1/176 degree of freedom. From this it may be inferred that there is no significant difference in stress of male and female government school students. So the first hypothesis “there exists no significant difference in the stress scores of the male and female government school students” was accepted.

Locus of Control (B)– From Table 1.1 it can be observed that computed F-Ratio for the main effect of locus of control on stress has come out be 1.79 which is not significant at 0.05 and 0.01 level of confidence for 1/176 degree of freedom from this it may be inferred at there is no significant difference in the stress score of the students with internal locus of control and external locus of control. Hence our second hypothesis “there exists no significant difference in the stress scores of students with internal locus of control and external locus of control” was accepted.

Two Way Interaction Gender and locus of control (AXB)

Table 1.1 shows that computed value of r-ratio for the interaction of gender and locus of control on stress have come out to be 0.60 which is not significant at 0.05 and 0.01 level of confidence for 1/176 degree of freedom. From this it may be inferred that there is no significant interactional effect of gender and locus of control on the stress of school students. Hence our third hypothesis “there exists no significant interactional effect of gender and locus of control on stress” was accepted.

Findings of the study:

Hypothesis are accepted and found that there is no significant difference in the stress scores and internal & external locus of control of the male and female government school students it shows they all feel more stressed. There exists no significant interactional effect of locus of control and gender on stress.

Educational implications:

The present investigation can have the following educational implications: the most wanted thing for stress free education is to make the parents stress free eight right thinking and correct view of education”
There should be less class size as possible. In the small size of class the teachers interacts with maximum students and solve their problems.

Homework should be restructured with interesting and innovative activities. Instead of monotonously repeating class work, something different should be designed as homework.

Art music dance and library should be given equal importance. There are the areas where the children enjoy recreation.

Sports and games should be making compulsory for more time. Play fields are antidote for stress.

Yoga and meditation should be given due place in timetable. These are the only two ways to make children free from stress easily.

Regulation, relaxation and respiration are three important techniques, which are request is taught to the younger generation.

Attention should be diverted towards extensive reading skills, in writing, cartooning, dramas, social and science club activities and projects, model parliaments scouting, Red Cross, NCC and so no.

Periodical meeting and participation of teachers, pupils, heads of institutions and parents should be arranged to understand the children better.

New educational policies should be framed to restructure the existing educational system in order to reduce the stress level of the students.

Teacher should be motivated the students before machining so that students take interest in teaching learning process.

References