CHAPTER - VI

SUMMARY AND CONCLUSIONS
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The investigator reported in the foregoing pages had the following objectives:

1. To identify the sources of stress in children.
2. To identify the type of coping mechanisms used by children.
3. To investigate whether the nature and intensity of stress in children is influenced by their gender and level of the school.
4. To examine whether the coping mechanisms used by the children varies with gender and level of the school.
5. To find out whether the nature and intensity of stress depend upon children intelligence and personality.
6. To study whether the coping mechanisms used by the children depend upon their intelligence and personality.

To realise the above mentioned objectives, the following hypotheses were set up for testing.

1. The gender of the child influence the degree of reported experience of stress intensity.
2. The nature and intensity of stress experienced by children depends upon the level of the education.
3. The intelligence level of the child influence the stress experience.
4. There are significant gender differences in coping to stress.
To a certain degree, the children level of education influences their coping to stress.

6. The children intelligence level influence their coping behaviour.

7. There is an significant association between general ability, personality characteristics on the reported experiences of stress by children.

8. The children general ability, personality and gender influence significantly the coping mechanisms used by the children.

Successful experiences in different areas such as physical, psychological, educational and social factors and coping behaviour in response to stressful problems were studied through stress coping behaviour inventory. The children intelligence was measured by Ravens progressive matrices and the personality was measured by 14PF (Form - A).

The sample for the study consisted of 400 school going children of various school levels and different age groups. There were 195 boys from primary and secondary school level, and 205 girls from primary and secondary school level, age groups ranging from 10 years to 15 years. The entire sample was drawn from Tirupati, Nellore and Kadapa (rural and urban) areas in Andhra Pradesh, India. The sample was collected
from private, government schools and municipal schools using multi-stage random sampling technique. The subjects were tested individually in two sessions.

The intensity of sources of stress in primary school level and secondary school level was initially examined followed by level of school differences and intelligence in the sources of stress. Multiple Regression Analysis (MRA) was carried out to assess the role of contributing factors such as gender, intelligence and personality to the intensity of stress. A similar analysis was also done with regard to the contributing to the frequency of coping behaviour.

The following conclusions were drawn from the results of the study, whose implications are to be considered within the limitations of the study.

1. Girls have experienced more stress due to physical problem than boys.

2. Level of school has no influence on stress experience of children.

3. The children with intelligence have experienced more stress due to physical problems.

4. Boys have experienced more stress due to psychological problems than girls.
5. Level of school has no influence to stress experience of children due to psychological problems.

6. Children with higher intelligence have experienced more stress due to psychological factors.

7. Gender of children did not have impact on educational factor as a source of stress.

8. Primary school children have experienced more stress than secondary level children due to educational problems.

9. Children with higher intelligence have experienced more stress due to educational factor.

10. Social factors have contributed to stress more in boys than girls.

11. Level of school has no impact on the stress in experience of children due to social problems.

12. Children with high range of intelligence have experienced more stress due to social problems.

13. Boys have used more of appraisal focused coping than girls.

14. Secondary level children have used more of appraisal focused coping than primary level children.

15. The average level intelligent children have used more of appraisal focused coping.

16. Boys at primary level and boys and girls at secondary level have used more of problem focused coping.
17. Children with high intelligence have used more of problem focused coping.

18. Gender does not contribute to usage of emotional focused coping.

19. Children at secondary level have used more of emotional focused coping.

20. Intelligence does not influence the emotional coping of children.

21. Personality factor contributed more towards stress experience due to physical factor compared to gender and intelligence.

22. Personality factor contributed more to stress experience due to psychological factors compared to gender and intelligence.

23. Intelligence has contributed to stress on educational factor followed by personality factor.

24. Intelligence, followed by personality factor has contributed to stress experience due to social factor.

25. Intelligence of children has contributed more to appraisal focused coping followed by personality factor.

26. Personality factor has contributed more to problem focused coping than gender and intelligence.

27. Personality factor has contributed more to emotional focused coping rather than gender and intelligence.