CHAPTER - III

STATEMENT OF THE
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The Review of the Literature on the study of stress and coping in children presented in the previous chapter indicates the following.

1. The study of stress and coping in children has become contemporary topical and research in this area is slowly growing, in India.

2. The studies on children stress have not been many as most of studies being on Adolescent subjects. As stress is a universal Phenomeana, it is necessary to find out the effects of stress in children.

3. Thus it is important at this juncture to emphasize the importance of stress free childhood and so we need to know the intensity and sources of stress in children if we want to create stress free childhood.

4. The study of the role of personality, general ability on stress is of great potential in understanding the perception of stress and in the choice of coping mechanisms.

5. In childrens stress research coping has until recently received less than complete treatment. The researches have been primarily concerned with the relationship between stressor and stress rather than researching into type of mechanisams children use to overcome them. Thus there is an urgent need to identify the various coping machanisms used by children in overcoming specific kinds of stress.
6. In developing country like India children do face a good lot of stress. It would be a great advantage to identify the various sources of stress in children and their coping strategies in an Indian setting.

It is in the context of the foregoing observations that a need was felt to analyse the sources of stress in children and how they cope to stress, as well as we examine how stress and coping are related itself are to, personality, general ability and level of school, which are considered as mediaters which affect the quality and quantity of stress and coping behaviour. Accordingly the present study was undertaken with 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 childrens intelligence and personality.
6. To study whether the coping mechanisms used by the children depend upon their intelligence and personality.
HYPOTHESES

Sex role typing influences the behaviour and self evaluations of children. In appearance, clothing and even in mannerisms, children try to create the impression of sex appropriateness (Rekers and associates 1977). Boys for example are expected to aspire higher academically and vocationally than girls. This means that they learn to expect higher grades in school than girls (Barnett 1975). Which is called sex antagonism, an outgrowth of sex role typing. Even in the development of interests, children are expected to develop only those interests that are regarded sex-appropriate. This is encouraged by exposing them to areas in which interests are appropriate for their sex group. These situations lay foundation for the children to perceive different situations in different manner. Thus to test this the following hypothesis was framed.

1. The gender of the child influence the degree of reported experience of stress intensity.

To achieve a place in the social group children must accomplish the developmental tasks that society expects them to master at that time. No longer is the mastery of developmental tasks the sole responsibility of parents. Now it has become the
responsibility of the teachers also, and to a lesser extent, the peer group. Thus the type of guidance for a upper primary school children is bound to be different from High school children. Added to this the school environment in the above said schools also varies and the expectations from the children are also different, therefore it was hypothesised that.

2. The nature and intensity of stress experienced by children depends upon the level of the education

Adaption to the physical and social environment is intelligence, intelligence is also referred an "ability" to what a person can do at a time or capability to do in future on the strength of information gathered in the present. Here we talk about a persons his potential level of performance. Thus it is assumed that intelligence has a role on children perception of stress, to test this assumption it was hypothesised.

3 "The intelligence level of child influences its stress experience".

Just as one would expect that sources of perceived stress vary with gender. The nature of coping to stress may also depend on gender to test this assumption it was hypothesised that:
4. There are significant gender differences in coping to stress.

From a purely commonsense point of view it would appear that the level of education influences the perception of stress in children. It is not a surprise that the level of education also influences the child's coping mechanisms. To test this assumption it was hypothesized that.

5. To a certain degree the children's level of education influences their coping to stress.

Just as we expected that intelligence of an individual influences his stress experience and an intelligence child may also profit from experience and over come some difficulties To test this assumption it is hypothesized.

6. The children's intelligence level influence their coping behaviour.

As the childrens social horizons broaden and when they enter school new factors begin to influence their behaviour and change their self perception and one such factor is personality of various factors. As a result they frequently revise their self concepts. This in turn may also have impact on their intelligence.
Thus intelligence and personality might influence the behaviour of children. Different children experience different types and amounts of stress. Not all children experience stress equally. It may be conjectured that individuals predisposed to anxiety are more likely to report stress. Similarly a child's general ability or certain personality factors may mediate in the perception of stress.

Therefore it was hypothesised that.

7. There is an association between general ability, personality characteristics on the reported experience of stress by children. When we say that general ability and personality would relate itself to successful coping to stress. There are some studies in adult literature that seem to support a relation ship between personality characteristic and types of coping to stress. (Anderson 1977; Coyne, Aldwin and Lanzares 1981). In turn with these observations it may be expected that, even in children, both general ability and personality characteristics may be related to coping mechanisms. Therefore to test this it was hypothesised.

8. The children's general ability personality and age influence to a certain degree the coping mechanisms used by the children.