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CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	PROFESSIONAL COMMITMENT IN HIGHER EDUCATION: AN EMPIRICAL STUDY <i>H. SHAMINA & DR. VIJILA KENNEDY</i>	1
2.	STRESS MANAGEMENT IN RELATION TO SOCIO ECONOMIC STATUS OF SECONDARY SCHOOL STUDENTS <i>DR. DEEPA. P & SUJA. P.V</i>	5
3.	PREDICTIVE ANALYTICS: A WAY TO PROACTIVE ACTIONS IN HUMAN RESOURCE MANAGEMENT <i>VIKAS BANSAL</i>	7
4.	CAPITAL STRUCTURE AND ITS IMPACT ON PROFITABILITY: EVIDENCE FROM SRI LANKAN LISTED BANKS <i>V. A. SUBRAMANIAM & RAVIVATHANI THURAISSINGAM</i>	10
5.	VALUE ADDITION IN FISHERY MARKETING, GAINS AND LOSSES ALONG THE SUPPLY CHAIN IN INDIA <i>SHIFERAW MITIKU TEBEKA, EMMANUEL ZIVENGE, USHADEVI K.N & K. JESY THOMAS</i>	14
6.	A STUDY ON PRE-PURCHASE BEHAVIOR OF TWO WHEELER MOTORCYCLE USERS IN NELLORE DISTRICT, ANDHRA PRADESH, INDIA <i>DR. D. V. RAMANA, DR. P. SUBBIAH & P. V. L. NARASIMHA RAO</i>	17
7.	A FRAMEWORK OF AUDIT REPORT IN BANK AUDIT: STUDY ON LFCAR, GHOSH & JILANI AND BASEL COMMITTEE REPORT <i>DR. AKHIL MISHRA & NEHA JAISWAL</i>	25
8.	DEVELOPMENT OF SELF HELP GROUPS IN TAMIL NADU <i>J. PAVITHRA & DR. M GANESAN</i>	30
9.	PROBLEMS OF PAIN AND PALLIATIVE CARE VOLUNTEERS IN KERALA <i>DR. SANTHA S.</i>	38
10.	MICRO-FINANCE: A BOON TO THE SELF-HELP GROUP MEMBERS IN SIVAGANGAI DISTRICT, TAMIL NADU, INDIA <i>CAPT. DR. JEYA KUMAR, KR. & DR. SREEDEVI.N</i>	44
11.	POLICY HOLDERS AWARENESS AND ADOPTION OF INFORMATION COMMUNICATION TECHNOLOGY OF LIFE INSURANCE CORPORATION OF INDIA <i>S. RANI LAKSHMI & DR. P. SANTHI</i>	51
12.	HRM AND ETHICAL BEHAVIOUR: REVIEW AND CONCEPTUAL ANALYSIS <i>DR. SUPRIYA CHOUDHARY</i>	56
13.	WOMEN ENTREPRENEURIAL OPPORTUNITIES IN FOOD INDUSTRY: A CASE OF CREMICA PRODUCTS <i>VANIKA CHUGH & MANISH JHA</i>	60
14.	FACTORS INFLUENCING BRAND SWITCHING IN TELECOM INDUSTRY: WITH SPECIAL REFERENCE TO LUDHIANA CITY <i>PREETI THAKUR, KARAN JOSHI & PRACHI KAPIL</i>	65
15.	ROLE OF FINANCIAL INSTITUTIONS IN DEVELOPMENT OF MSME AND AGRICULTURAL SECTOR IN INDIA: A VISION FOR YEAR 2020 <i>AMOGH TALAN & GAURAV TALAN</i>	73
16.	IMPACT OF MONETARY POLICY ON BSE BANK STOCKS <i>MANISHA LUTHRA & SHIKHA MAHAJAN</i>	78
17.	MOBILISATION AND MANAGEMENT OF FINANCIAL RESOURCES BY URBAN LOCAL BODIES <i>YASHODA</i>	80
18.	AN EMPIRICAL ANALYSIS OF FACTORS AFFECTING INTERNET BANKING IN PUNJAB STATE (INDIA) <i>RITU SEHGAL</i>	83
19.	RUPEE DOWNFALL: A THEORETICAL OUTLOOK <i>GEORGE PAULY & ARUN B CHANDRAN</i>	90
20.	A COMPARATIVE STUDY ON THE PERFORMANCE OF SELECTED MUTUAL FUND TAX SAVING SCHEMES: AN IMPLICATION OF SHARPE'S MEASURE <i>RAJIB DEB</i>	95
21.	AN ANALYSIS OF CASE STUDY PROPRIETORSHIP AND SATURATION - CASE STUDY SOURCE FROM 'DHURVA INSTITUTE OF MANAGEMENT HYDERABAD INDIA': INTERNATIONAL CASE STUDY COMPETITION, AUTHOR: DR.JAGADEESHA.M <i>ESAYAS DEGAGO & TESFAYE HAILU</i>	103
22.	EXPLORING THE FACTORS LEADING TOWARDS STUDENT DEVELOPMENT: A STUDY OF UNIVERSITY STUDENTS OF PAKISTAN <i>HINA AFFANDI, NAHEED RAZA & ANUM AFFANDI</i>	105
23.	CUSTOMERS' PERCEPTION TOWARDS ONLINE ADVERTISEMENT AND ITS IMPACT ON PURCHASE BEHAVIOUR <i>VIJIN KUMAR</i>	110
24.	LOK ADALAT IN JAMMU AND KASHMIR: AN EMPIRICAL ANALYSIS <i>UNANZA GULZAR</i>	114
25.	DISCLOSING NONFINANCIAL INFORMATION LEADS TO THE SHAREHOLDERS' WEALTH MAXIMIZATION: EVIDENCE FROM BANGLADESHI LISTED FINANCIAL COMPANIES <i>SALEH MOHAMMED MASHEHDUL ISLAM</i>	117
26.	MAHATMA GANDHI: DEMOCRATIC LEADERSHIP AND HIS ECONOMIC VISION <i>NEHA BOTHRA</i>	124
27.	ANALYSIS OF EMPLOYMENT DISCRIMINATION OF SCs AND STs IN NATIONAL RURAL EMPLOYMENT GUARANTEE SCHEME (NREGS) <i>SIDDHARTH RATHORE</i>	128
28.	EUROPEAN UNION AS A GLOBAL SECURITY ACTOR <i>H.S VENKATESHA</i>	134
29.	FINANCIAL INCLUSION: A STUDY OF CANARA BANK <i>AMANJOT SINGH</i>	139
30.	THE POPULATION GROWTH AND ECONOMIC DEVELOPMENT <i>SANGHARSHA BALIRAM SAWALE & NEHA RAKESH NAMDEO</i>	143
	REQUEST FOR FEEDBACK & DISCLAIMER	146

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STRESS MANAGEMENT IN RELATION TO SOCIO ECONOMIC STATUS OF SECONDARY SCHOOL STUDENTS**DR. DEEPA. P****PRINCIPAL****SREE NARAYANA COLLEGE OF TEACHER EDUCATION****CHELANNUR****SUJA. P.V****ASST. PROFESSOR****SREE NARAYANA COLLEGE OF TEACHER EDUCATION****CHELANNUR****ABSTRACT**

This paper is an attempt to study the relationship between Stress Management and Socio Economic Status of Parents. Using convenient sampling technique 450 secondary school students were selected for the study. Statistical techniques used for the study include descriptive statistics like mean and standard deviation, Inferential statistics like Karl Pearson's product moment co-efficient of correlation, Fisher's t-test and test of significance of difference between two r's. Findings of the study show significant relationship between the variables under the study for the total sample and sub sample based on gender.

KEYWORDS

Stress Management, Socio Economic status.

INTRODUCTION

 Stress prevents students from focussing and enjoying learning from behaving harmoniously and from unfolding their unique talents. Accumulated stress causes frustration, depression and anxiety that can lead to attention deficit, hyper activity disorder, antisocial behavior and even violence. Hence the teaching of stress has been considered as one of the major issues in our society. Now it has become common among the students and it can be controlled by applying psychological techniques. The feeling of stress in any student can have both positive and negative consequence if not managed systematically.

Stress management is the ability to reduce stress around or to cope in a competent manner with stressors. If the stressors are not properly managed the chronic stress can develop into various types of physical and psychological problem. If the stress is balanced correctly it can be a positive element in our lives.

A healthy or moderate level of stress motivates one to take action, develop new skills and achieve performance and fulfill one's potential. Stress is not considered as a part of school, it becomes a part of life; learning how to anticipate, recognize and successfully manage stress is a important life skill.

Today students are faced with a number of problems and issues at school, home and their surroundings. The feeling of stress among the students has become a routine affair as far from home, school and community. The young students are found higher level of stress at home, School, peers etc. Here comes the significance of socio economic status like education, occupation, and income of parents.

Socio economic status is an Index of power and prestige of the family, it would therefore be ranking of a student by the society he lives in terms of his maternal belongings and cultural possessions along with the degree of respect power and influence of students wields. The socio economic class in which student is born has a great impact on difficult aspects of students life activities. The socio cultural environment of the students is assumed to be responsible for the superior educational performance of the students. In order to erase the aversive effects of the daily hassles hardship problem or stressors the students have to find the ways and means to alternate the stressor or devices of strategies to overcome the negative effect of stress. This kind of thinking helps in coping with stress.

The present culture of competition has brought drastic change in human psyche. It is the state of mind which feels and affects the student's performance. Various studies show that depression and stress are serious problems among a food number of teenagers. It also reveals that majority of the students are depressed and seem to handle their problems not in constructive ways. The young students rely on passive or negative behaviour in their attempt to deal with the problems. Thus the investigators through this paper are trying to find the significance of stress management in relation to socio economic status of secondary school students.

REVIEW OF LITERATURE

Prasad (2001) conducted a study on stress management training of outstation college students living in Chennai. The study reveals that there was significant reduction in stress level and improvement in stress control. There was no significant difference between the post graduate and undergraduate students before and after stress management training.

Njeri Kariuki (2003) conducted a study on the impact of stress management programmes on four students in secondary schools in Kenya and found that there is stress influence on the students in their academic performance. The researcher recommends that schools need effective management programmes to enable students to cope effectively with stress.

Krag et al. (2006) conducted a study on "School programmes targetting stress management in children and adolescent." The study tentatively concluded that school programmes targetting stress management or coping with skills are effective in reducing stress symptoms and enhancing coping skills.

Kumar Sunil (2009) studied the role of emotional intelligence in managing stress and anxiety at work place" Result of the study indicates that there was a significant relationship between emotional intelligence and the variables of stress and anxiety. Stress management component and anxiety component emerges as statistically significant with respect to the relationship with emotional intelligence.

Fabeem and Praveen (2012) studied the influence of socio economic status on achievement in science of secondary school students and found that there was a significant difference in science achievement scores of upper and lower socio economic status class students. It was also found that there was much difference in the achievement of students belonging to upper and middle class socio economic status.

OBJECTIVES OF THE STUDY

1. To assess the level of stress management among secondary school students.
2. To test the significance of the relationship between stress management and socio economic status of parents based on gender.
3. To compare the relationship of stress management with socio economic status of parents based on gender.

HYPOTHESES

1. There exists different level of stress management among secondary school students.
2. There exists significant relationship between stress management and socio-economic status of parents among secondary school students based on gender.
3. There exists significant difference in the correlation of stress management with socio-economic status of parents based on gender.

As a first step the investigator classified the sample into high, average and low based on the scores of stress management scale.

For this the investigator used the classificatory procedure of ' σ ' distance from the Mean Students having scores above $M+1\sigma$ ie, 108 were treated as the group having high stress management. The group having scores below. $M-1\sigma$ ie, 87 were treated as the group having low stress management. The scores between $M+1\sigma$ and $M-1\sigma$ were treated as the group having average stress management.

The result obtained are given in Table 1

TABLE 1: DATA AND RESULT OF THE LEVEL OF STRESS MANAGEMENT FOR THE TOTAL SAMPLE OF SECONDARY SCHOOL STUDENTS.

Variable	Category	Total No.	Percentage
Stress Management	High	86	19.11
	Average	313	69.56
	Low	51	11.33
		450	100

DISCUSSION

The table reveals that majority of the secondary school students are moderate in their stress in management level. It suggests that the number of high stress management students is greater than the number of low stress management students. As a whole it can be said that the level of stress management is average or satisfactory.

TABLE 2: DATA AND RESULT OF TEST OF SIGNIFICANCE OF COEFFICIENT OF CORRELATION BETWEEN STRESS MANAGEMENT AND SOCIO ECONOMIC STATUS BASED ON GENDER

Gender	N	r	Critical ratio
Boys	220	0.48	8.02
Girls	230	0.32	5.08

DISCUSSION

Table 2 reveals that in case of boys when tested for significance the obtained t-value is 8.02. Which exceeds the table value 2.58, the required value for significance at 0.01 level.

In case of girls, the obtained t-value is 5.08 which exceeded the table value 2.58, the value required for significance at 0.01 level. This shows that in both the cases when the independent variable socio-economic status increases the dependent variables stress management also increases.

TABLE 3: RESULT OF THE TEST OF SIGNIFICANCE OF DIFFERENCE IN 'R'S OF STRESS MANAGEMENT AND SOCIO-ECONOMIC STATUS OF SECONDARY SCHOOL STUDENTS BASED ON GENDER

Gender	N	r	Zr transformation	Critical ratio
Boys	220	0.48	0.52	2.00
Girls	230	0.32	0.33	

DISCUSSION

From the above table the critical ratio was found to be greater than 1.96, the required value for significance at 0.05 level. This shows that there is a significant difference in the correlation of stress management and socio economic status of Boys and Girls. Table 3 further shows that Boys exhibit higher correlation than that of Girls.

All these discussions lead the investigator to conclude that relationship exists between stress management and socio economic status of parents among secondary School students. Socio economic class in which student is born has a great impact on different aspects of student's life.

CONCLUSION

The present study reveals that stress management has a relation with socio economic status of parents. This throws light on the need for giving proper guidance and counselling to students which help them to reduce stress and enhance their future efficiency.

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