

STRESS MANAGEMENT AMONG SENIOR SECONDARY STUDENTS IN RELATION TO THEIR SOCIAL MATURITY AND FAMILY RELATIONSHIP

Dr. Rohit Bhandari (Asst. Prof) Dev Samaj College of Education, Sector 36-B, Chandigarh	Ms. Harnoor Kaur Sekhon (Student) M.A. Education, IGNOU, New Delhi.
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Abstract

Adolescence is a critical developmental stage marked by rapid physiological, psychological, and social transitions that can heighten stress levels. Effective management of stress at this stage is the key to academic success, emotional balance, and normal social life. Psychosocial variables such as family relationships and social maturity exert significant effect on coping strategies of the adolescents. The adverse stress can be alleviated by supportive family settings, and social maturity provides adolescents with adaptive and responsible practices that can enable them to be resilient. The current research paper discusses the way in which senior secondary students handle stress in relation to their social maturity and family relationships. There were 200 adolescents (100 boys and 100 girls) selected at random as a total sample of the population of senior secondary schools (government and privately owned) in Mohali, Punjab. Standardized tools the Stress Management Scale (Kaushik & Arora, 2011), Family Relationship Inventory (Sherry & Sinha, 2000) and Social Maturity Scale (Shrivastava, 1998, adapted) were employed. Data were processed using mean, standard deviation and t-tests. Findings from the combined analyses revealed no significant gender differences in stress management, social maturity, or family relationships. Students of government schools were more stress-managing and those of the private school were more socially mature. The relationship between family relationships and stress management was positive but not significant according to school type. These

results point out why the contextual elements especially school environment are important in adolescent stress coping, and emphasize the need to support family environments and facilitate social maturity development in adolescents by providing educational interventions.

Introduction

Adolescence is the most difficult stage of growth and development which connects childhood and adulthood. The time is also endowed with drastic physiological, cognitive, and socio-emotional developments that can cause a high level of stress. Among senior secondary students, stress due to rigorous curriculum, competitions, peer pressure and parental expectations add to the daily stress. Such stress might result in academic deterioration, behavioural issues, anxiety and depression in case it is not controlled. On the other hand, good stress management skills can bring about resilience, emotional stability and healthy adaptation. Stress management can be described as the thoughts, emotions and actions applied in dealing with stress. In education, the students who have more abilities to deal with stress have a better concentration, academic performance, and interpersonal functioning. The crucial and most lasting emotional development structure is the family relationship. Families that are warm, cohesive, communicate easily and have a disciplined relationship can cushion the impact of stress but conflictual or neglectful relationships can increase the impact. Social maturity is the ability to be responsible and cooperative, control emotions, express, and adjust to the changing social needs. Adaptive coping is usually enhanced by socially mature adolescents being more competent in problem-solving and peer interactions. Even though past studies have studied independently stress management, family, and social maturity, empirical studies particularly in Indian setting have not been done to establish how the three interact to affect the future ability of senior secondary students to cope. This knowledge on these relationships can inform the formulation of school-based programs, life-skills lessons, and parental education programs to enhance the resilience of adolescents. Accordingly, the present study evaluates the level of stress management among senior secondary students and explores its relationship with both their family relationships and social maturity.

Review of Literature

Studies related to Stress Management

Musson and Loomis (2025) researched the relationship between teacher burnout and teacher supervision and quality of student-teacher relationships in the realms of closeness and conflict among early childhood teachers. Their findings showed that students with similar racial and ethnic backgrounds with their teachers had relationship that were closer ($p = 0.003$), whereas the results on conflict were not significant. Increased teacher burnout was associated with reduced satisfaction with day-to-day activities and job related stress, and reduced supervision. Findings showed that the intercept of the closeness ($p = 0.234$) or conflict ($p = 0.418$) could not be predicted using satisfaction with task supervision. Similarly, satisfaction with stress-related supervision did not predict the intercept for student-teacher conflict ($p = 0.350$) or conflict ($p = 0.598$). Further, there was no moderation between supervision and stress, suggesting that satisfaction with task or stress-related supervision did not buffer the influence of burnout on student-teacher relationships.

Sethi (2023) examined the relationship between *Emotional Intelligence and Academic Stress among undergraduate college students*. A total number of 300 undergraduate students between the age group of 18-24 (150 boys and 150 girls) from the colleges of Balasore locality were selected randomly for the purpose. To evaluate Emotional Intelligence and Academic Stress, Shutte's Emotional Intelligence Test (SSREIT), and Students' Academic Stress Scale (SASS) of B. Rao (2008) was used respectively. For the analysis of obtained data, Pearson correlation and t-tests were employed. The result indicates that there is no significant relationship between emotional intelligence and academic stress. Similarly, the result of t-test shows that there is no statistically significant difference in emotional intelligence with respect to gender. Further, there were no statistically significant differences in academic stress with respect to gender.

Kumar and Bawthra (2020) found that the stress mainly comes from academic tests, and career exploration. Such stress may usually cause psychological, physical, and behavioral

problems. This study finds the causes of stress among youth and management strategies to overcome the stress.

Studies related to Social Maturity

Umamaheswari and Karthikeyan (2024) investigated the social maturity of higher secondary students and its relationship with their academic achievement. The study involved Normative Survey Method in which 950 higher secondary school students from Government, Government Aided and Private schools in Dharmapuri district were selected through random sampling technique. The results of the study revealed that the social maturity and academic achievement of higher secondary students was moderate. Additionally, a significant positive correlation was found between students' social maturity and their academic success.

Shanmuganathi (2020) conducted a study to find out *the level of Social Maturity among B.Ed. Student-Teachers* in the College of Education. This study involves to Normative Survey Method. The size of the sample in the study was 200 students- teachers who were selected through the Random Sampling Technique. The Major findings of the study were i) The level of Social Maturity among B.Ed. Student- Teachers in Colleges of Education are average. ii) Both Male and Female B.Ed. Student teachers are having a similar level of Social Maturity. iii) Both Rural and urban B.Ed. Student teachers are having a similar level of Social Maturity and iv) Both Arts and Science B.Ed. Student teachers are having a similar level of Social Maturity.

Purohit (2020) examined social maturity in college students with gender and faculty differences in mind. The research involved the Comprehensive for Social Maturity developed by Dr. Roma Pal (1986). The sample size was 120 students of Banaskantha District but was evenly represented by both boys and girls, with 20 students in Arts, Commerce and Science faculties each. The results showed that there was a significant difference in social maturity between the male and female students with girls showing higher social maturity as compared to their counterparts. But there was no noticeable difference in the social maturity of students belonging to the Arts, Commerce and Science

faculty. Also, gender and faculty had no significant interaction effect on the social maturity scores.

Studies related to Family Relationship

He, Zhao and Liu (2025) examined the potential to enhance work creativity by positive family experience like positive affect of spouse. The survey was designed as a multi-wave, multisource survey that allowed the researcher to obtain data in relation to 238 employee-spouse-supervisor triads. The findings revealed that spousal positive affect fosters employee work creativity by augmenting energy, whereas housework diminishes work creativity by draining energy. In addition, employee mindfulness enhances the pathway through which spousal positive affect increases work creativity via energy but mitigates the pathway through which housework reduces work creativity.

Habib (2020) conducted a study to assess the *relationship between family relationship and emotional intelligence* among 100 college going girls between the age range of 18 to 22 years. Sample was taken from local degree colleges of Ara (Bihar) by the purposive random sampling method. The questionnaire was used –family relationship scale and emotional intelligence scale. The study showed a significant moderate positive correlation between family relationship and emotional intelligence, indicating that those college going girls having average level of family relationship were found to have average level of emotional intelligence while girls having poor range of family relationship have low level of emotional intelligence.

Yadav (2017) conducted a study on *academic achievement of senior secondary school students in relation to their emotional intelligence, creativity and family relationship*. The findings of the study revealed that academic achievement of senior secondary school students differ significantly in relation to their high and low emotional intelligence. It was also found that senior secondary school students having high emotional intelligence possess high academic achievement and those senior secondary school students having low emotional intelligence possess low academic achievement. Similarly, academic achievement of senior secondary school students differs significantly in relation to their

healthy and poor family relationships. Senior secondary school students having healthy family relationships possess high academic achievement and those senior secondary school students having poor family relationships possess low academic achievement.

Objectives

1. To study and compare stress management, social maturity and family relationship among adolescent Boys and Girls.
2. To study and compare stress management, social maturity and family relationship among adolescents studying in Government and Private schools.
3. To study stress management among adolescents in relation to social maturity.
4. To study stress management among adolescents in relation to family relationship.

Hypotheses

1. There will be no significant difference in stress management among adolescent Boys and Girls
2. There will be no significant difference in stress management among adolescents studying in Government and Private schools.
3. There will be no significant difference in social maturity among adolescent Boys and Girls.
4. There will be no significant difference in social maturity among adolescents studying in Government and Private schools
5. There will be no significant difference in family relationship among adolescent Boys and Girls.
6. There will be no significant difference in family relationship among adolescents studying in Government and Private schools
7. There will be no significant difference in stress management among adolescents in relation to social maturity.
8. There will be no significant difference in stress management among adolescents in relation to family relationship.

Methodology

Design

The present investigation employed a **descriptive survey design** as recommended by Best and Kahn (2008). This design is appropriate for examining the existing status of **stress management** among senior secondary students and its relationship with their **social maturity** and **family relationships** without manipulating any variables. The study is cross-sectional in nature and focuses on measuring naturally occurring differences across gender and type of school (government and private) and assessing interrelations among constructs.

Sample

The sample of the study comprised of **200 senior secondary students** selected from government and private schools of Mohali district. An equal number of boys ($n = 100$) and girls ($n = 100$) were included to ensure equal gender representation. Stratified random sampling was used based on gender and school type.

Tools Used

1. Stress Management Scale by Kaushik & Arora Charpe (2011).
2. Social Maturity Scale by Shrivastava (1998, adapted version).
3. Family Relationship Inventory by Sherry & Sinha (2000).

Statistical Techniques

The responses obtained were computed and interpreted according to the respective manuals. Data analysis involved Descriptive statistics i.e., mean, median and standard deviation to study the nature and describe distribution of the variables under study. Inferential Analysis i.e. t-test was applied to analyze significant differences across gender and school type.

Results

The analysis of data was carried out in relation to the hypotheses formulated for the study. The results are presented with corresponding tables and interpretations.

Hypothesis 1: There will be no significant difference in stress management among boys and girls.

Table 1: Mean, SD, and t ratio for Stress Management among adolescent Boys (N=100) and Girls (N=100) school students.

Stress Management	Boy /girl	N	Mean	SD	t	Level of significance
	Boys	100	130.1000	5.448	.470	Not significant
	Girls	100	129.7000	6.529		

The t-value for stress management of adolescent boys and girls is 0.470. This clearly indicates that there is no significant difference in stress management among adolescent boys and girls, although both the genders are good at managing their stress levels.

Therefore hypothesis 1 stating, “There is no significant difference in stress management among adolescent boys and girls” is accepted.

Hypothesis 2: There will be no significant difference in stress management among government and private school adolescents.

Table 2: Mean, SD, t-ratio for Stress Management among adolescent Government (N=100) and Private (N=100) school students.

Stress Management	Govern ment /private	N	Mea n	S D	T	Level of significanc e
	Govern ment	100	131.0000	4.798	2.630	Significant at 0.01
	Private	100	129.9000	6.850		

The findings revealed that there is significant difference in stress management among adolescent students studying in government and private schools as the t- value 2.630 was found significant at 0.01 level. Although both the government and private school students are good at managing their stress levels, government school students are better at managing their stress as compared to the private school students.

Therefore hypothesis 2 stating, “There will be no significant difference in stress management among adolescent students studying in government and private schools” is rejected.

Hypothesis 3: There will be no significant difference in social maturity among adolescent boys and girls.

Table 3: Mean, SD, t ratio for Social Maturity among adolescent Boys (N=100) and Girls (N= 100).

Social Maturity	Boys/ girls	N	Mea n	SD	t	Level of significance
	Boys	100	52.7900	3.947	.2342	Not significant
	Girls	100	54.0900	3.903		

The t-value for social maturity of adolescent boys and girls is 0.2342. This indicates that There is no significant difference in social maturity among adolescent boys and

girls.

Therefore hypothesis 3 stating, “There will be no significant difference in social maturity among adolescent boys and girls” is accepted.

Hypothesis 4: There will be no significant difference in social maturity among adolescent students studying in government and private schools.

Table 4: Mean, SD, t ratio for social maturity among adolescents Government (N=100) and Private (N=100) school students.

Social Maturity	Govern ment / private	N	Mea n	SD	T	Level of significance
	Govern ment	100	52.6 500	3.49 7	2.95 5	At 0.01 level
	Private	100	54.2 300	4.26 3		

The t-value for social maturity of government and private school adolescents is 2.955. This indicates that there is significant difference in social maturity among adolescents studying in government and private schools as t-ratio was found to be significant at 0.01 level.

Therefore hypothesis 4 stating “There will be no significant difference in social maturity among adolescent students studying in government and private schools” is rejected.

Hypothesis 5: There will be no significant difference in family relationship among adolescent boys and girls.

Table 5: Mean, SD, t ratio for Family Relationship among adolescent Boys (N =100) and Girls (N=100) school students.

Family Relationship	Boys/girls	N	Mean	SD	t	Level of significance
	Boys	100	120.9500	5.523	1.05	Not significant
	Girls	100	120.0900	7.036	7	

It is revealed that there is no significant difference in family relationship among adolescent boys and girls as t-ratio 1.057 was found to be insignificant at 0.01 level.

Therefore hypothesis 5 stating, “There will be no significant difference in family relationship among adolescent boys and girls” is accepted.

HYPOTHESIS 6: There will be no significant difference in family relationship among adolescent students studying in government and private schools

Table 6: Mean, SD, t ratio for Family Relationship among adolescent Government (N=100) and Private (N=100) school students.

Family Relationship	Government /private	N	Mean	SD	t	Level of significance
	Government	100	120.4000	6.498	.151	Not significant
	Private	100	120.5300	6.191		

It is revealed that there is insignificant difference in family relationship among adolescent students studying in government and private schools as the t - value (0.151) was found insignificant.

Therefore hypothesis 6 stating, “There is insignificant difference in family relationship among adolescent students studying in government and private schools” is accepted.

Hypothesis 7: There will be no significant difference in stress management among adolescents in relation to social maturity.

Table 7: Mean, SD, t ratio for Stress Management due to low and high scores of Social Maturity.

Stress Management	Social maturity	N	Mean	SD	t	Level of significance
	High	54	129.7963	6.159	.756	Not significant
	Low	54	130.5926	4.684		

The results reveal that there exists no significant difference in stress management among adolescents in relation to social maturity as t- ratio 0.756, which was found to be insignificant. It shows that stress management among adolescents with high and low social maturity levels is almost same.

Therefore, hypothesis 7 stating, “There will be no significant difference in stress management among adolescents in relation to social maturity” is accepted.

Hypothesis 8: There will be no significant difference in stress management among adolescent in relation to family relationship.

Table 8: Mean comparison for Stress Management in relation to the components of Family Relationship.

Stress Management	Family relationship	N	Mean	SD	T	Level of significance
	Acceptance	54	130.0926	7.188	0.065	Not significant
	Avoidance	54	130.0185	4.280		

It is revealed that there is no significant difference in stress management among adolescents in relation to family relationships as t ratio ($t=0.065$) was found to be insignificant. It shows that stress management among adolescents with acceptance attitude of parents and avoidance attitude of parents is almost the same.

Therefore, hypothesis 8 stating “There will be no significant difference in stress management among adolescent in relation to family relationship” is accepted.

Discussion

The present study examined stress management among senior secondary students in relation to their social maturity and family relationships. Findings demonstrated that adolescent boys and girls did not significantly differ in stress management, social maturity, or family relationships. This aligns with previous research (Shanmuganathi, 2020) which

reported similar social maturity levels across genders, suggesting that gender may no longer be a decisive factor in adolescents' coping abilities or interpersonal competence, possibly due to equal educational exposure and changing social roles.

However, significant differences emerged when comparing students from government and private schools. Government school students demonstrated better stress management, whereas private school students exhibited higher social maturity. This divergence may reflect contextual influences: government school students might develop stronger resilience in managing stress due to fewer performance pressures and a less competitive environment, whereas private school students may have more structured opportunities for interpersonal skill development, which can foster social maturity. Similar findings of context-based differences were observed by Umamaheswari & Karthikeyan (2024) in their study of social maturity.

The study also found that family relationships did not significantly differ by gender or school type and that stress management was not significantly associated with either social maturity or family relationship scores. These findings are somewhat unexpected, given prior evidence (Habib, 2020; Yadav, 2017) showing that healthy family relationships positively influence emotional and academic outcomes. One explanation may be that adolescents in this sample, regardless of family environment, have developed individual coping strategies shaped by peers, media, or school-based programs that partially buffer the impact of family context on stress management. Alternatively, standardized tools may not have captured nuanced aspects of family interactions that indirectly affect stress coping.

Overall, the results highlight that while individual and contextual factors both matter, the type of school environment appears to exert a stronger influence on stress management and social maturity as compared to gender or family relationships. This underlines the importance of school-based interventions aimed at building resilience and life skills, complementing the support provided by families.

Conclusion

The present study examined stress management among senior secondary students in relation to their social maturity and family relationships. Results revealed that adolescent males and females did not significantly differ in stress management, social maturity, or family relationships. It is in total consonance with previous research (Shanmuganathi, 2020) which reported similar social maturity levels across genders, suggesting that gender may no longer be a decisive factor in adolescents' coping abilities, possibly due to equal educational exposure and changes in social roles.

However, highly significant differences were witnessed while comparing different types of schools undertaken under study. Government school students demonstrated better stress management, whereas private school students exhibited higher social maturity. This divergence may reflect contextual influences: government school students might develop stronger resilience in managing stress due to fewer performance pressures and a less competitive environment, whereas private school students may have more structured opportunities for interpersonal skill development, which can foster social maturity.

The research also established that relationships in the family were not considerably different across gender and type of school, and that stress management was not significantly related to both maturity of social and family relationship scores. To some extent, these results come as a surprise, as previously known evidence (Habib, 2020; Yadav, 2017) demonstrated that positive relationships in the family have a positive effect on emotional and academic performance. The possible reason is that the adolescents in this sample, irrespective of the family environment have evolved personal coping mechanisms due to media, peer group or school based programs that partially shield the effect of family context on stress management. Instead, standardized instruments might have missed subtle areas of family dynamics which have an indirect impact on stress coping. In general, the findings demonstrate that both personal and environmental factors are important, but the nature of school environment seems to have a more significant impact on coping with

stress and social maturity than gender or relationship with the family. This shows the significance of school-based interventions of life skills and resilience building to the assistance offered by families.

Conclusion

The study concludes that high school students regardless of their gender depict the same degrees of stress management, social maturity, and family ties. Learners in government schools have better skills in managing stress than those in the private school learning environment, but those in the private school have more development in the area of social maturity. No notable difference was observed between any groups in family relationships and stress management was not significantly associated with any social maturity or family relationships. These results suggest that the environment of the school plays an essential role in shaping adolescents' coping and interpersonal skills. Programmes aimed to enhance stress management and social maturity should hence be implemented at both school and community levels, while also including families to ensure holistic support for adolescents' healthy development.

Educational Implications

- This research will help understand the level of stress among adolescents, which can further guide the development of efficient strategies to reduce stress in this age group.
- The results provide adequate witnesses to think upon the need of social maturity of adolescents, to be developed by educators and counsellors, which ultimately help in the personal development of adolescents.
- The findings will be helpful in understanding adolescents' family relationships and the attitudes of parents toward teenagers, which are crucial for their emotional and psychological well-being.
- School principals and administrators will have a better opportunity to relate with the students in a more knowledgeable and sensitive way.

- The research would help the curriculum developers to design and introduce educational programs that would promote social maturity among the adolescents.
- The teachers and parents will get a deep insight into those factors which affect stress management, social maturity, and family relations in teenagers and will be able to provide more specific assistance.
- The investigation will help identify gender-based differences in stress levels, providing a basis for gender-sensitive interventions and programs.

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