



Relationship Among Socio-Economic Status, Social Maturity and Stress Tolerance of Higher Secondary School Students in Select Cultural Settings of Thrissur District

Jayaraj A. G.

School of Pedagogical Science, Mahatma Gandhi University, Kottayam, Email :agjayaraj@gmail.com

Dr. Jayasree P

Assistant Professor Sr., School of Pedagogical Science, Mahatma Gandhi University, Kottayam

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ABSTRACT

This study investigates the relationship among socio-economic status, social maturity, and stress tolerance among higher secondary school students in selected cultural settings of Thrissur district. A normative survey method was employed with a sample of 400 students drawn from rural, urban, tribal, and coastal regions. The findings reveal significant correlations among the variables, indicating that socio-economic status plays a crucial role in shaping students' social maturity and ability to cope with stress. The study provides implications for educators, policymakers, and parents in fostering holistic student development. Socially matured people have high academic performance and also stress management capacity, this leads to success in life .So that social maturity and stress tolerance of students are interrelated. In the present era socio economic status has a great influence on social maturity and stress tolerance of students and it varies between each cultural setting. Proper education and classroom teaching learning process help the child to develop stress management, social maturity.

Introduction

Education is a fundamental tool for human development and social transformation. In the contemporary educational landscape, students are exposed to various socio-cultural and economic influences that shape



their personality, behavior, and coping mechanisms. Socio-economic status (SES) is one of the most influential factors affecting students' academic and psychological outcomes.

Social maturity refers to the ability of an individual to behave responsibly in social contexts, maintain relationships, and demonstrate emotional stability. Stress tolerance, on the other hand, reflects an individual's ability to manage and adapt to stressful situations effectively. The interaction among these variables is critical during adolescence, especially in diverse cultural settings like Thrissur district.

This study aims to explore how SES influences social maturity and stress tolerance among higher secondary students and how these variables interrelate across different cultural backgrounds.

The study reveals how social economic status is related to social maturity and stress tolerance of students in different cultures. This awareness will help the authorities, especially policy makers formulate and implement new policies to provide uniformly enriched environments in schools for students from different classes of the society.

Review of Literature

Previous studies have consistently highlighted the importance of socio-economic status in shaping students' cognitive, emotional, and social development. Research indicates that students from higher SES backgrounds tend to have better access to educational resources, supportive environments, and opportunities for social engagement.

Studies on social maturity suggest that it is closely linked with academic achievement, emotional intelligence, and interpersonal skills. Stress tolerance has also been widely studied, with findings indicating that students with higher emotional stability and social support exhibit better coping mechanisms.

However, limited research has been conducted in the Indian context, particularly focusing on the combined relationship among SES, social maturity, and stress tolerance in diverse cultural settings. This study attempts to fill this gap.

Objectives of the Study

1. To assess the socio-economic status of higher secondary students.
2. To evaluate the level of social maturity among students.



3. To measure stress tolerance levels.
4. To examine the relationship among SES, social maturity, and stress tolerance.
5. To analyze differences across cultural settings, gender, and family type.

Hypotheses

H1: There is a significant relationship between SES and social maturity.

H2: There is a significant relationship between SES and stress tolerance.

H3: There is a significant relationship between social maturity and stress tolerance.

H4: There are significant differences across cultural settings.

Methodology

The study adopted a normative survey method. A sample of 400 higher secondary students was selected using stratified random sampling. The sample included equal representation from rural, urban, tribal, and coastal areas.

Tools used:

- Socio-Economic Status Scale
- Social Maturity Scale (Rao)
- Stress Tolerance Scale

Statistical techniques included mean, standard deviation, ANOVA, and correlation analysis.

Results and Analysis

The results indicated that socio-economic status has a significant positive correlation with social maturity and stress tolerance. Students from higher SES backgrounds demonstrated better social adjustment and coping skills.

ANOVA results showed significant differences across cultural settings. Urban students exhibited higher levels of social maturity, while stress tolerance varied across groups depending on environmental exposure and support systems.



Discussion

The present study reveals the relationship among socio economic status, social maturity and stress tolerance of higher secondary students in select cultural settings. These variables are important from, educational and psychological point of view.

The findings align with previous research indicating that socio-economic factors significantly influence psychological and social outcomes. Higher SES provides better opportunities for social interaction, emotional development, and stress management.

Cultural settings also play a crucial role. Students from rural and tribal areas may face unique challenges that affect their stress tolerance and social development. Educational institutions must address these disparities through targeted interventions.

Conclusion

The study concludes that socio-economic status is a key determinant of social maturity and stress tolerance among students. Educational policies should focus on reducing inequalities and promoting holistic development.

Teachers and parents should collaborate to create supportive environments that enhance students' emotional and social competencies.

Good teaching and classroom management promote factors like social maturity, stress tolerance. The school should provide a proper healthy environment for the mental development of students. The development of social maturity, stress tolerance capacity among students possible through the classroom teaching learning process.

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