EFFECT OF STRESS MANAGEMENT PROGRAMME ON LEARNED HELPLESSNESS IN MATHEMATICS AND MENTAL HEALTH OF ADOLESCENTS

Background:

The incompetence behaviour shown by adolescents at school is the cause of static trait termed as ‘Learned Helplessness’. Learned helplessness is generally found in mathematics, because it is the only subject in which adolescents frequently achieve less marks. In extension to this learned helpless trait, adolescent were also found showing cognitive depletion and reduced awareness and belief, which, leads them to cause various mental disorders. To reduce the problem of learned helplessness and mental health it is important to provide them intervention though stress management programme.

Objectives:

This study aimed at determining the effect of stress management programme on learned helplessness in mathematics and mental health of adolescents.

Materials and methods:

The pre-test post –test control group design was used in this study, for which a sample of 200 learned helpless adolescents were selected which were then further divided into experimental and control groups having 100 learned helpless adolescents in each group. Data gathering instrument used were scale of learned helplessness in mathematics (LHM) and mental health questionnaire (MHQ). Stress management programme consisted of i) technique of changing thoughts, ii) technique of changing behaviour, iii) technique of learning to relax and iv) overall stress management programme, was carried out for four months (one month for each technique). After, four months post test was carried out on both the groups. Statistical techniques such as t-test and ANOVA were used to interpret and analyse the data.

Results:

t- ratios showed a significant difference (p<.01) in the mean scores of learned helplessness in mathematics and mental health after each technique of stress management programme i.e. after each technique of stress management programme learned helplessness of adolescents in mathematics decreased and mental health of learned helpless adolescents increased to a significant level. ANOVA also show that each success technique of stress management is better to reduce learned helplessness in mathematics and mental health.
**Conclusions:**

The result of the study depicts that stress management programme is effective to reduce learned helplessness in mathematics and improve mental health of adolescents. So, it is highly recommended to conduct these programmes, which are both economical and safe, at school level.