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Effect of School Stress Inoculation Training (SSIT) on Stress Management and well-being of Middle School Children

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Abstract

School Stress Inoculation Training (SSIT) tailored to the needs of middle school students was formulated with the intention of equipping them with stress coping skills and thereby enhancing their overall well-being terms of reduced stress levels, improved academic performance, and desired attitude change towards better quality of life. Field experimental research with 588 children of one government and one private school (experimental group – 238 and control group – 350) was carried out with a trivia of tools. SSIT was statistically found to be effectual in lessening the stress level of students. Also the intervention after two follow ups was found to persuade the well-being of the experimental middle school students, in terms of enhanced academic performance and a better quality of life. The study has also brought out the fact that the improved well-being of the students was retained even after six months. The gender and institution specific differences were also explored.

Keywords: School Stress Inoculation Training, well-being, stress level, academic performance, quality of life and retention potential.

Introduction

Call it pressure. Call it great expectations. Whatever its name the result is the same - School stress. It starts as soon as kindergarten. It turns play into competitive sport. It turns the joy of learning into a struggle to excel. It turns friends into social connections and charitable acts into a line on a resume. Students are put in a position of feeling that they just must not stop. They are put in an environment where they are not accepted for themselves but only for what they are going to achieve. All this builds stress.

As educational requirements get more stringent in all levels of education, students everywhere experience considerable school stress. Like adolescents in East Asia, Indian adolescents face a highly competitive examination system. Verma et al has observed in his study that the adolescents spend one-third of their waking time in school related activities[1]. School work generates negative subjective states as reflected in low affect state, below average activation levels, lower feeling of choice, and higher social anxiety. Schools are, by their nature, stressful situations.

The figures of student suicide in India clearly indicate that there is heavy academic and social stress that results in negative emotional states and more internalizing problem[1]. In many studies of deliberate harm, academic stress was found to be associated with suicidal ideas and occurrence of deliberate self-harm[1-3].

Amongst the various schooling levels, the middle school is of particular concern to the present study as well as to the educators and public policy makers because many state, national and international tests indicate low performance and decreases in academic achievement during these school years[4]. Research has found that middle school academic achievement scores make a consistent, independent contribution to whether students' graduate from or drop out of school[5,6].

Early intervention assumes importance in addressing chronic stress symptoms and the studies need to be targeted at a group where corrective measures can bring about an impact. Therefore the present study examined the levels of stress of adolescents in their 6th, 7th and 8th classes and carried out a corrective measure of incorporating coping skills in a way that the intervention addresses both the current and future stressors.

A detailed literature pertaining to stress management and training programmes were reviewed and examined to identify one intervention that could suit the adolescents in their early stage, who are not really exposed to stress as of now. But at the same time they perceive stress as something dangerous and will be exposed to stress very sooner as they get close to the public exam system. By looking at various angles the investigator found that Stress Inoculation Training (SIT) is a different approach of having 'Inoculation' aspect within it. It is this intervention that focussed on tasks that must be performed in conditions quite unlike those encountered in the training classroom. Its primary goal is to prepare any individual to maintain effective performance in high stress environment along with ensuring acquisition of required knowledge, skill practice and retention. Whereas with other stress interventions, only the acquisition of knowledge and skill practice would be the goal.

Hence SIT is found to be an intervention to enhance familiarity with the criterion environment and teach the skills necessary to maintain effective task performance under stress conditions.

Scope of the Study: Hence the intervention of the present study termed as School Stress Inoculation Training (SSIT) was formulated with the intention of equipping the school students with stress coping skills and thereby enhancing their overall well-being terms of reduced stress levels, improved academic performance, and desired attitude change towards better quality of life.

Operational Definitions: *Student Stress Inoculation Training (SSIT)* is an approach to stress management exclusively designed for school students. As the term 'inoculation' implies, this intervention is designed to impart skills to enhance resistance to stress. SSIT is defined by a three stage intervention: i. Conceptualization or education phase – to better understand the nature of stress, its triggers and effects, ii. Skill acquisition and rehearsal – develop and practice a repertoire of coping skills, iii. Application and follow through – application and generalization of learnt coping skills.

Well-being is operationally defined as what the individual is speculatively able to do and to be. It was used as a measure to find out the effect of CSSIP not only in terms of stress reduction and management but also in terms of i. Academic performance – the report cards of these students predicts their academic performance, ii. Quality of life – envisaged by the perception of these students of how they consider their life to be at present.

The objectives were: i. Design and implement an intensive training session on Student Stress Inoculation Training (SSIT) exclusively for the selected school students. ii. Assess the effectiveness of SSIT in reducing stress level of the selected students, iii. To appraise the effect of SSIT on the well-being of the selected students, iv. To observe the retention potential of SSIT.

Hypothesis set were: i. SSIT did not have an impact on the stress level of the selected students, ii. SSIT did not have any effect on the well-being of selected students in terms of academic performance, iii. SSIT did not have effect on the well-being of selected students in terms of quality of life.

Methodology

A field experiment research was undertaken through multi-stage sampling and zeroing in six schools within five kilometer radius from the centre of Coimbatore district. Out of these six schools two schools (one private and one government) were selected for the experimental research.

A check list to assess the stress level of middle school students was devised with reliability ambit of 0.74 and 0.83 to secure adequate information on stress from school children. Initially, the data was collected from the population sample of 588 middle school children of both the selected schools (Private school – 343 and Government school – 235). The intervention phase of the study started with identifying experimental schools and categorizing the experimental and control group of sample (one section of each of the 6^{th}, 7^{th} and 8^{th} classes comprised the experimental group of students. The remaining students of other section of the experimental school constituted the control group). Before initiating the intervention the rating scale to adjudge the quality of life was administered to the experimental and control group. At the same time the marks obtained by these students during the half yearly exams conducted in the month of Dec 2012 were collected from the records of the school. SSIT part of intervention was carried out by a three stage intervention namely conceptualization or education phase, skill acquisition and rehearsal and application and follow through for 136 private school children and (boys – 95 and girls – 41), and 102 government school children (boys – 44 and girls – 58).

The training programme was conducted in three batches of approximately 40-50 students in each batch in both the experimental private and government school. An orientation programme scheduled for one day initiated the intervention followed by the actual three days training programme. After the completion of the three day intervention in both the private and government school for all the batches, the first follow up (post – 1) session was held for every experimental batch separately for a period of three hours. This session was conducted after three weeks of intensive training. The second follow-up (post- 2) was conducted after a period of four months.

The necessary tools were re-administered to the experimental and control group of both the schools after the first follow-up. Also the academic performance of the experimental and control group of students in their annual exam conducted during the month of April 2013 was gauged. However the rating scale on quality of life was again administered to the experimental and control participants and the marks obtained in their quarterly exam of next grade (September 2013) was assessed after the second follow-up.

Results and Discussion

The analysed data and corresponding discussions were presented below:

Stress Level of the Selected Students after SSIT: The objective of this analysis was two-fold. First was to establish the impact of SSIT on the stress level among the student subjects (trainees). The second objective was to examine the extent to which the effectiveness of SSIT varied as a function of factors such as the type of school and gender. The results of these analyses would identify the conditions under which SSIT was effective and provide practical guidelines for effective future training implementation. The impact made by SSIT among the students was hammered as below.

Categorization of the experimental group based on their stress level before and after SSIT: The Table-1 and Figure-1 depicts the number and percentage comparisons of the student trainees being categorized into the defined levels of stress, namely low, moderate and high based on their stress score both prior and after SSIT intervention.

Emphasis was made to set up a specific overall objective for each of the three phases of training. For example in a situation, where in two unit tests had been called for, two assignment deadlines notified and only one evening left over for a student, the SSIT for this environment addressed the particular stressor (i.e., time pressure) relevant to that situation in Phase – I of the training; it involved skills training relevant to the task (e.g. decision making and time sharing)in the Phase – II; and it provided practice of these skills in an environment that stimulates these conditions in Phase – III.

It was apparent from the table that 52 student subjects (Private – 21 and government – 31) who had been pigeonholed under high level of stress prior the intervention considerably declined after SSIT to only 10 in total (equally shared by both the schools) i.e., from 21.8 per cent to 4.2 per cent in total. A noteworthy number of students (42 out of 52), who had perceived themselves to be suffering from high stress prior SSIT, could either shift themselves to moderate level of stress by practicing and applying the coping repertoires to an extent or took SSIT at a stride and possessed at their disposal a repertoire of stress inoculation techniques to implement and thereby reported low to moderate level of stress.

Table-1
Categorization of the experimental group based on the level of stress–pre and post SSIT

Category	Private				Government				Total			
	Pre		Post		Pre		Post		Pre		Post	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Low (<=25)	23	16.9	23	16.9	2	1.9	20	19.6	25	10.5	43	18.1
Moderate (26-50)	92	67.6	108	79.4	69	67.7	77	75.5	161	67.7	185	77.7
High (51-75)	21	15.5	5	3.7	31	30.4	5	4.9	52	21.8	10	4.2
Total	136	100	136	100	102	100	102	100	238	100	238	100

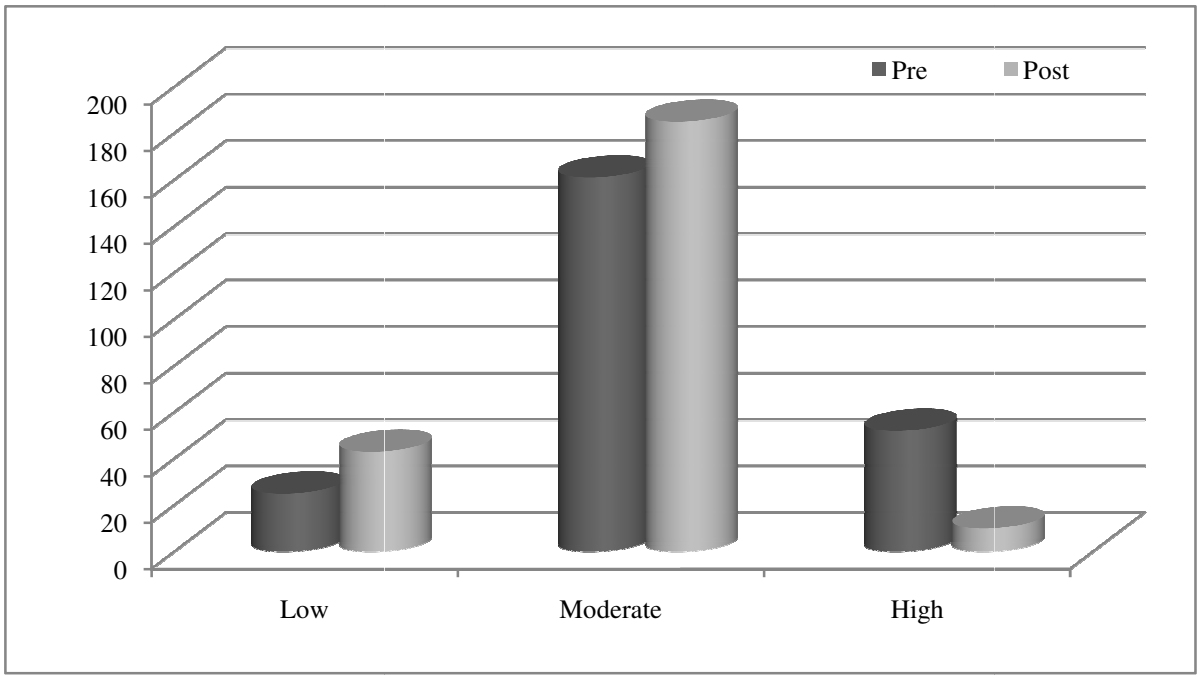

Figure-1
Pre and post SSIT overall categorization of the experimental group

Therefore the need based individually tailored SSIT designed for the middle school students was found to be effective in reducing the stress level of at least 18percent of highly stressed individuals. This finding in turn supports the assumption that repeated follow –up sessions will dwarf the number of students in the category of moderate stress and completely erase the number in the high stress. Looking into the data of the government school, the number of respondents in the category of low level of stress has seen a dramatic rise - i.e., from 2 to 20 and the number has increased considerably from 69 to 77 for the category of moderate stress. However the percentage of private school respondents remain unchanged in the low level category but with a striking increase of 108from 92 respondents and a remarkable shrinking to 5 from 21 respondents perceiving themselves to be under moderate and high level of stress respectively.

Hence SSIT has bolstered the students' preparedness and developed a sense of mastery over the usage of coping repertoires, which undoubtedly authenticates the efficacy of the three tiers SSIT intervention provided to them. Thereby the hypothesis numbered one, which states that 'the SSIT would not have an impact on the stress level of the selected students' stands rejected. Consequently, this study has produced results which corroborates the findings of a great deal of previous work in the field of SIT as a stress treatment programme[7-9].

Comparison of pre and post stress level mean scores between control and experimental group: The Table-2 and Figure-2 depicts the mean stress scores and standard deviations for experimental and control participants with special focus on the type of school and gender both prior and post SSIT intervention.

In recognition with the previous hypothesis that has been rejected, the table and figure above had lucidly demonstrated remarkable lower mean score on the stress level checklist post intervention among the students who participated in the intervention compared with controls, irrespective of the type of school and gender.

Post training assessment was conducted during the last week of the academic year that immediately proceeded the final examination period. School students in general find exam taking[10], assignment submission and the events leading up to those like teachers rushing up with portions, notes writing lead them more stressed. These observations hold true for our present study especially with private school participants. Whereas the government school moved out leisurely the same time because all of their teachers were busy with the board exam and supervision and the students were left with one or two teachers to look after them and the work given during the class hours for these students was only to revise the previously completed portions.

However the finding of the experimental group in both the schools helps to propose that the SSIT intervention had insulated both the private and government participants from experiencing the detrimental effects of stress as indicated by their decreased stress mean score and significant't' value as compared with controls.

Table-2
Comparison of pre and post stress means score

Variables	Stress level mean score			S.D			
	Pre	**Post**	**Number**	**Pre**	**Post**	**df**	**'t' value**
Private school							
Control group							
Boys	36.48	38.05	135	13.12	12.41	134	0.968 ^{Ns}
Girls	36.66	38.84	82	10.33	10.93	81	1.355 ^{Ns}
Experimental group							
Boys	36.41	30.96	95	12.43	9.31	94	3.421 *
Girls	38.17	30.80	41	13.94	12.75	40	2.498 *
Government school							
Control group							
Boys	48.85	45.44	61	9.73	9.43	60	1.905 ^{Ns}
Girls	45.99	43.24	72	10.24	12.59	71	1.444 ^{Ns}
Experimental group							
Boys	47.89	34.75	44	9.05	10.57	43	6.960 **
Girls	42.47	33.24	58	8.43	9.96	57	5.279 **

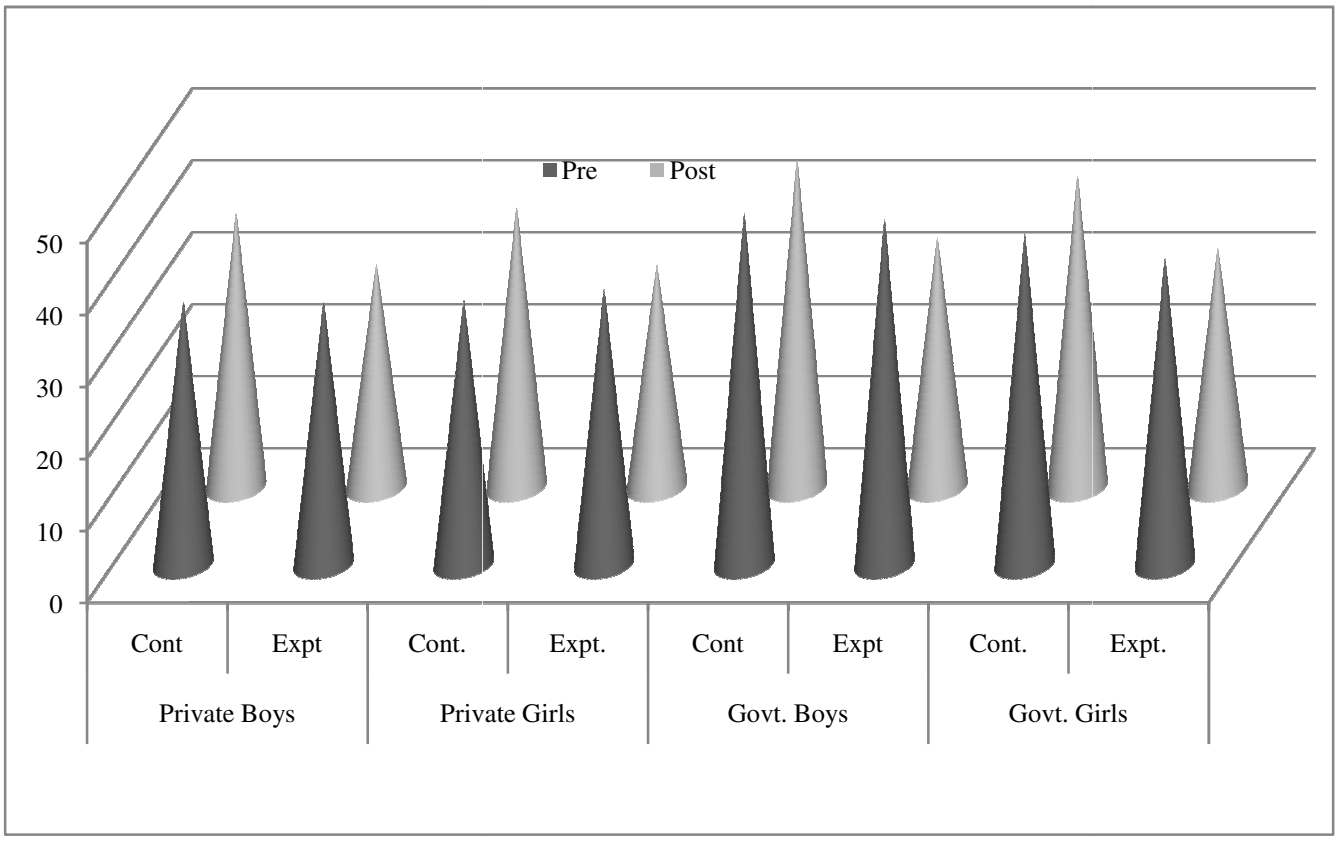

Figure-2
Institution and gender specific comparison of pre and post stress mean score of experimental and control group

The figure vividly portrays the difference between the prior and the post SSIT stress mean score among the control and experimental students. The experimental government boys and girls who had higher stress mean score could tremendously bring down their level of stress as evident by their stress mean score i.e., government boys' stress mean score reduced from 47.89 to 34.75 ('t' value-6.960, df-43, and p<.01) and government girl subjects' score condensed from 42.47 to 33.24 ('t' value-5.27, df-57 and p <.01). The same pattern was observed with the private boys and girls experimental participants, however the 't' value was significant at five per cent level(i.e., private boys – 36.41 to 30.96, 't' value 3.421, df-94 and p <.05; and private girls – 38.17 to 30.80, 't' value 2.498, df-40 and p <.05.

Whilst meddling into the data of control participants, the government school respondent's stress mean score declined to a value of 2-3, for which the informal discussion with the control participants revealed the reason. These participants out of curiosity and excess leisure time as mentioned earlier urged the experimental group to share certain exercises and activities they rehearsed in the intervention and practice some of them when needed to confront their own stress. However the controls of the private school showed an augmented stress mean score from pre training to post training.

The study done by Fontana, Hyra, Godfrey and Cermak has concluded that students who participated in the SIT programme demonstrated lower level of stress (indicated by heart rate) at post treatment and follow-up assessment periods compared with controls[11]. Viewed in this manner, the experimental group's participation in the intervention served to inoculate them against the effects of stress, which was consistent with the assumption that underlie SIT[12]. In other words, when stressed, instead of feeling overwhelmed the experimental group had at their disposal a gamut of coping skills to implement. Controls on the other hand were more susceptible to stressors and experienced higher level of stress because they lacked the skills and knowledge to effectively manage stress. This has proved that SSIT intervention possibly alleviated stress among the selected middle school students. This outcome further supports the refutation of Hypothesis numbered one as per the previous table and its discussion.

Impact of SSIT based on institution specific and gender differences: Displayed in Table-3 were the descriptive statistics for the comparisons of stress mean scores post assessment between the two main independent variables namely the gender and the type of school. This analysis was performed with the aim of finding out the difference in the level of change if any observed among the students with reference to variables.

Table-3
Comparison of pre and post SSIT stress mean score between the variables –type of school and gender

Variable	Mean	S.D	No.	'f'- value
Private Experimental group				
Boys	30.96	9.31	95	0.073^{Ns}
Girls	30.80	12.75	41	
Government Experimental group				
Boys	34.75	10.57	44	0.252^{Ns}
Girls	33.24	9.96	58	
Between type of school (Overall)				
Boys	33.89	10.21	102	0.117^{Ns}
Girls	33.51	10.10	136	
Between gender (Overall)				
Boys	33.53	9.72	139	0.076^{Ns}
Girls	33.89	10.71	99	

ANOCOVA was conducted with the post assessment stress mean score to evaluate the difference in the effectiveness of SSIT among the respondents as per the independent variables. It has already been proved that the SSIT intervention carried out among the student participants was effective in alleviating the stress level, instilling confidence and capacity to generalize coping skills in confronting the stressors and even reducing the frequency and number of indicators experienced in response to stress. However the objective of carrying out ANACOVA was just to probe, if the SSIT intervention could produce different results for different variables, so that future interventions through SSIT can be tailored differently for different group of students.

It was clearly evident from the table that the difference in stress mean score post assessment between the variables – the type of school and gender was negligible. Consequently ANOCOVA value was also not significant. Hence the SSIT framed for the local needs of high school students need not differ on its content or the method of training for different groups among themselves. In sum, the SSIT intervention has proved its efficacy by evidently showing reduced stress levels among the experimental group of students.

SSIT Outcome and Retention Potential on Well-Being Indicators: The well-being of the school children of the present study was assessed with two indicators namely the academic performance and the quality of life as perceived by these children. The outcome of the SSIT intervention as a whole was assessed by comparing the pre and the post intervention data on both the indicators, whereas the retention potential was investigated by comparing the post SSIT with follow up data collected after a period of six months. The SSIT outcome and the retention potential were discussed under the following heads.

Impact of SSIT on academic performance: The Table-4 and Figure-3 distinctly compares the number of students of the experimental and the control group under each category of mean percentages prior, post-1 and post-2 of SSIT pertinent to the type of school.

A part of the table lucidly explains the augmentation in the number of experimental students of both the private and the government in the category of 60-80 per cent and 80-90 percent from prior to post-1 of SSIT and then again to post-2 of SSIT (Private- 60-80%- 50 to 63 and again 69 students, 80-100% - 9 to 12 and again to 14 students; Government - 60-80%- 40 to 53 and again 59 students, 80-100% - 6 to 8 and again to 12 students respectively).

Consequently, a decline in the number of students of the experimental group in the categories of 20-40 per cent and 40-60 per cent has been observed in the private as well as government school from pre to post-1 and post-1 to post-2 (Private - 20-40%- 19 to 12 and again 10 students, 40-60% - 58 to 50 and again to 43 students; Government - 20-40%- 9 to 2 and none, 40-60% - 47 to 39 and again to 31 students).

This finding undoubtedly demonstrates that the SSIT has not only made a positive tremendous impact on the academic performance of student but also established the retention potential of the intervention even after six months. Therefore the hypothesis numbered two that stated 'SSIT do not have any effect on the well being of selected children in terms of academic performance' was strongly refuted.

Table-4(A)
Academic performance of the control and the experimental students prior, post-1 and post-2 of SSIT based on the type of school

Stages of assessment	Private															
	Control (217)								Experimental (136)							
	20-40		40-60		60-80		80-100		20-40		40-60		60-80		80-100	
	30		50		70		90		30		50		70		90	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Pre	42	19	74	35	83	38	18	8	19	14	58	43	50	37	9	6
Mean	57.10								57.21							
S.D	17.69								16.03							
Post – 1	44	20	72	33	86	40	15	7	12	9	50	36	63	46	12	9
Mean	56.64								60.95							
S.D	17.50								15.47							
Post - 2	43	20	69	32	89	41	16	7	10	7	43	32	69	51	14	10
Mean	57.19								62.79							
S.D	17.60								15.28							

Table-4(B)
Academic performance of the control and the experimental students prior, post-1 and post-2 of SSIT based on the type of school

Stages of assessment	Government															
	Control (133)								Experimental (102)							
	20-40		40-60		60-80		80-100		20-40		40-60		60-80		80-100	
	30		50		70		90		30		50		70		90	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Pre	22	17	52	39	39	29	20	15	9	9	47	46	40	39	6	6
Mean	58.57								58.43							
S.D	18.72								14.67							
Post – 1	20	15	49	37	43	32	21	16	2	2	39	38	53	52	8	8
Mean	59.77								63.14							
S.D	18.62								12.98							
Post - 2	17	13	47	35	47	35	22	17	-	-	31	30	59	58	12	12
Mean	58.19								66.27							
S.D	18.26								12.44							

Note – percentages were rounded off

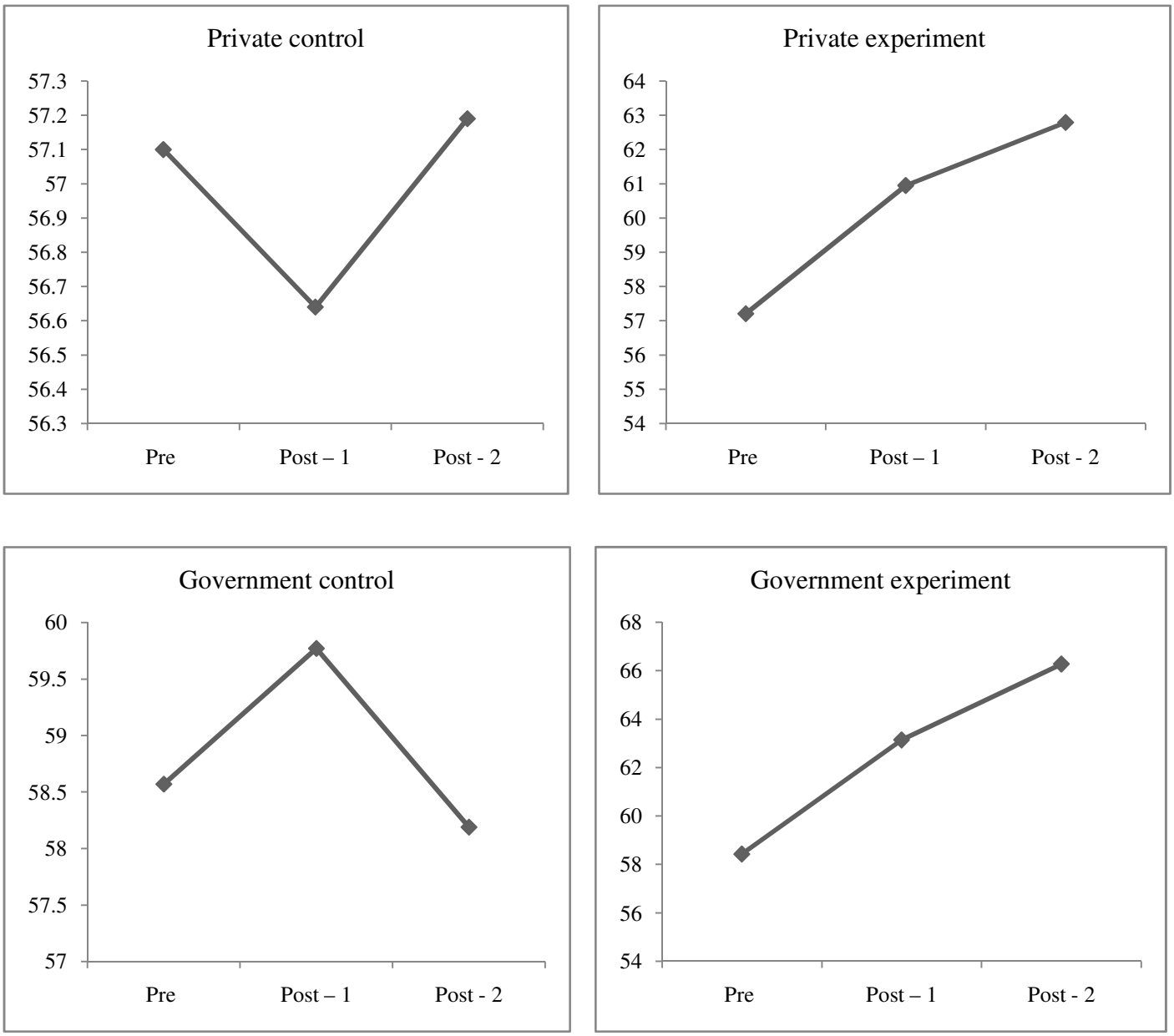

Figure-3
Mean mark percentages of control and experimental group based on the type of school

The mean marks corresponding to the median of every category were calculated for both the experimental and control group with reference to the type of schools and plotted in the Figure-3. On the whole, the mean marks of the private school respondents were 56 to 57 and government school respondents were 58 and 60 during pre, post-1 and post-2 of SSIT.

Whereas, the experimental group had shown an augmentation of their mean marks from pre to post-1 and from post-1 to post-2 of SSIT (private – 57.21 to 60.95 to 62.79; government 58.43 to 63.14 to 66.27).

The line plot of the graph obviously shows that the mean marks of prior, post-1 and post-2- of the control group of both the type of schools do not follow a steady pattern of rise or decline. Whereas, the experimental group followed a predictable pattern of steady rise in the mean marks. This finding further proves that the improvement in the academic performance of the students who underwent the intervention was only due to SSIT.

Impact of SSIT on the quality of life: The Table-5 and Figure-4 describes the mean scores of the control and the experimental group in relation to pre, post -1 and post-2 of SSIT on the ten item rating scale on Quality of life.

Table -5
Quality of life score of the control and the experimental students prior, post-1 and post-2 of SSIT based on the type of school

	Private						Government					
	Control			Experiment			Control			Experiment		
Stages of assessment	**Pre**	**Post-1**	**Post-2**	**Pre**	**Post-1**	**Post-2**	**Pre**	**Post-1**	**Post-2**	**Pre**	**Post-1**	**Post-2**
Mean	24.87	25.23	24.27	26.07	38.96	41.01	27.41	27.40	27.85	25.86	37.82	40.24
S.D	2.75	4.03	2.25	4.80	3.72	3.32	5.55	5.55	5.15	4.45	3.15	2.85
't'-value for pre and post - 1	0.344^{ns}		-	22.906**		-	1.420^{ns}		-	21.495**		-
't'-value for post-1 and post - 2	-	0.312^{ns}		-	14.400**		-	0.928^{ns}		-	13.109**	

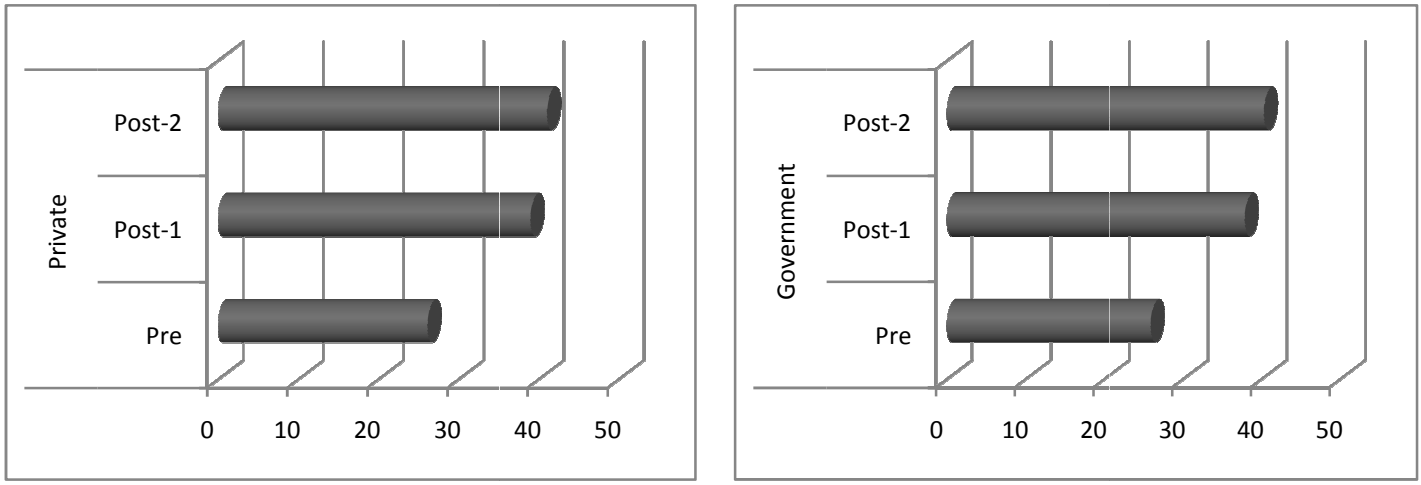

Figure-4
Pre, post-1 and post-2 comparison of mean scores on quality of life of the experimental students

The table presents the mean score on quality of life of both the control and experimental group in the private and government school separately. The comparison of pre and post – 1 of mean score of the control group of both private (24.87 and 25.23) and government school (27.41 and 27.40) did not have much difference and their 't'-value was also found to be not significant. Also the post-1 and post-2 mean scores of the control group of both the schools did not illustrate considerable change and hence an insignificant 't' value was experiential. This finding brings out the fact that the control group remained the same in their perception of how their life was during prior and as well as after SSIT.

Looking into the figure the mean score for the experimental students from pre to post-1 has drastically increased and from post-1 to post-2 the mean scores was however retained and even an increase was noted. The 't'-value of 22.906 and 21.495 significant at one percent level from pre to post -1 of the private and government experimental lot of students respectively proves that SSIT could bring a perceptual change among the students and thereby a satisfaction in their life. The present finding was consistent with the words of Kimura *et al.,* (2013) who had stated that previous researches had empirically demonstrated that stress management practices were beneficial for maintaining and improving a person's quality of life.

Also the 't' value of 14.400 and 13.109 significant at one per cent level from post-1 to post 2 of the private and government experimental students respectively bring out the verity that these students could still retain their coping repertoires and generalize the learnt skills in every stressful situation they acquaint. Therefore the SSIT had established its retention potential among the students.

The significant 't' values of the experimental group of both the private and government school students from prior to post-1 and post -1 to post-2 had provided strong verification for the

researcher to refute the hypothesis numbered three. To conclude, the SSIT intervention has made tremendous change in the perception of the students in relation to the quality of life. Over and above it was also pragmatic that the change for better insight into their quality of life was retained even after six months of intervention.

Put together, the above findings on wellbeing indicators has authentically proved that the SSIT premeditated exclusively for middle school students was efficacious in fostering the wellbeing of the experimental students in terms of improved academic performance and better perception of quality of life.

Conclusion

To conclude, the findings of the present study enlighten the educators, researchers and policy makers that the stress level of the middle school children, their parents and teachers were startling that necessitates immediate consideration. The intervention called SSIT tailored for the level and needs of the middle school children have found to be effectual in lessening the stress level of students. Also SSIT on the whole after two follow ups was found to persuade the well-being of the experimental middle school students, in terms of enhanced academic performance and a better quality of life. The study has also brought out the fact that the improved well-being of the students was retained even after six months.

From the findings, the investigator strongly recommends that SSIT should be made a part of the curriculum for the students of middle school so that the stress management repertoires of these students will be built with a strong foundation. These repertoires of coping skills would certainly address the current as well as future stressors of these students.

The findings of the present study have practical educational implications for parents, teachers, educational planners, and of course for students as mentioned below: i. Students can be rest assured that there is a positive relationship between stress and academic achievement. ii. Parents should be aware of the fact that few related areas of stress are essential for the better performance of their children. They should identify level of stress of their children and should treat them accordingly. iii. Teachers can understand that stress has a positive impact on a students' academic achievement and stress does not always correlate academic achievement negatively. Teachers should not be over concerned of students' academic life. Instead they should help the students to remain concerned on their academic matter seriously. iv. Guidance services should be provided to develop confidence among students for better adjustment in classroom, family and society, to use their potential and talents which would help to achieve success in life. v. There should be adequate planning in academic work such that there would be enough intervals between the periods of examinations and continuous assessment tests.

Taken together, the present study has identified mechanisms through SSIT by which the student could insulate themselves from stress and adapt to the ever-changing environment through practicing the coping skills to encounter even their future stressors. Thus, SSIT can be brought out as a practical programme of study apart from their core subjects and allow the students to undergo the training before they get into public exam system. The training might be spread over a year of short sessions, so that the students will not be burdened of learning something new. It is also expected that these findings would lead to further research and new policies to strengthen the child's stress management repertoires and increase his/her well being.

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