
CHAPTER: 1

INTRODUCTION

1.1 Introduction

Stress is a psychological condition where a person feels tension and anxiety. An individual under stress is not able to have harmonious relations with the society. He may have also difficulty to control himself. This undue stress may also cause hyper-tension and depression.

Sometime before, college or school days were considered the best years of one's life. These days used to be relaxed and tension free but now-a-days students' face depicts a different story. They are now not care free. During the time of examination, a special cell is constructed to help and counsel the students. In addition, there are reports in newspapers about suicides of students before and after the examination. There may be different reasons for increasing cases of stress. Technological development and fast life style have aggravated the condition. The researcher has in this study tried to know about various facts related with stress.

1.2 Stress at Adolescence Level/ Stage

The students of 11th and 12th standards belong to adolescent stage of human span of life. Adolescence is a transitional period and it is the bridge between childhood and adulthood. It is the time of rapid development of growing to sexual maturity, discovering one's physical self, defining personal value and finding one's vocational and social direction. Age of adolescence is the age of identity formation where occupational, educational and personal contexts develop. During this period social expectation of the individual is drastically under modification.

World Health Organization (1997) defined adolescence as the age between 10-19 years. The National Council of Educational Research and Training (1999) defined adolescence as a period of physical, psychological and social maturity from childhood to adulthood. It is the period extending from puberty to the attainment of full reproductive maturity. Physical changes occur during adolescence due to spurt in

growth and development. Entire body goes through metamorphosis both externally and internally in structure as well as function. Adolescent reaches an important milestone of sexual development known as puberty and he is capable of reproduction. At this stage, an individual begins to develop secondary sex characteristics as hormone balance shift towards an adult state. Female adolescents have their first menstrual period. In general, the physical changes of adolescents occur most rapidly from age 12 to 14 years girls and between 13 and 15 years boys. In addition to or perhaps because of their bodies' rapid changes, adolescents tend to be extremely self conscious and typically assume that everyone is always staring at them. Every pimple, unwanted curve or lack of curves, can be a source of misery and stress. Changes in body proportions appear rather unevenly. As a result of such changes an adolescent feels embarrassed. Some mature early and some mature late. A delay may be perfectly normal and in some families sexual maturation tends to occur later. The adolescents are typically uncomfortable about being different from their peers; the boys in particular are likely to feel psychological stress and embarrassment from delayed puberty. In everybody's life adolescence has been manifested with many qualities like vigorous energy, high aspirations, idealism, and spirit of adventure, creative thinking and keenness to assume responsibility. Though the adolescents are considered as a significant category in the population, they are quite often neglected and their families and society do not understand their special needs. They are very conscious of themselves, having wondering ideas and fluctuating emotions. It is therefore, very important that they have vital energy and should be taken care of. The adolescents express emotional tensions, suicidal thoughts, rebelliousness, destructiveness, non-conformity and defiance at marked degree. Adolescents spend most part of their day attending school, engaging in extracurricular activities and doing homework. School environment influences overall development through the academic demands of formed curricula and through exposure to teachers who emphasize academic achievement, motivation to learn and self improvement. The high school introduces new view for the future to the adolescents. It plays a vital role in the development of adolescents. School environment includes relationships among and between administrators, teachers, parents, students and community.

Adolescents' life revolves round school, work and socializing. These compete with an increase in their biological need for sleep. The result is, sleep deprivation another, often silent, source of stress. Acne Vulgarise is a very common disease in adolescents, affecting over 90 per cent of males and 80 per cent of females in all ethnic groups. A significant association between stress and severity of acne papulopustulosa was found especially in males (**Yosipovitch *et al.*, 2007**). Even the most well adjusted adolescents face a major source of stress in their relationships with their parents. That is because every adolescent has to struggle between the need to belong and to be taken care of and the need for independence and freedom.

1.3 Meaning of Stress

Stress is simply the body's non-specific response to any demand made on it. Stress is not by definition synonymous with nervous tension or anxiety. Stress provides the means to express talents and energies and pursue happiness; it can also cause exhaustion and illness, either physical or psychological attacks and accidents when the stress is aggravated.

1.4 Indicators of Stress

The following are the indicators that one may be experiencing stress.

- General irritability
- Elevated heart rate
- Increased blood pressure
- Increased accident proneness
- Floating anxiety-anxious feeling for no specific reason
- Trembling
- Insomnia
- Indigestion
- Pain in neck and lower back
- Changes in appetite or sleep pattern
- Speaking loudly

-
- Remaining silent or aloof
 - Quarrelling or abusing
 - Disturbed eating patterns

1.5 Statement of the Problem

A Study of the Mental Stress of Higher Secondary Students in relation to certain variables.

1.6 Explanation and Operationalisation of the terms

The term that is of prime importance to the study are explained below

➤ Stress

Stress is a non-specific demand on the individual's body or mind to adapt a change physically or psychologically.

Operationalisation

In this research, the researcher is concerned with the mental stress of the higher secondary students in relation to the following variables.

- Peer group pressure
- Teacher's pressure
- Parent's pressure

1.7 Objectives of the Study

The objectives of the study are depicted below.

1. To identify the factors causing stress among higher secondary students
2. To study stress among higher secondary students due to academic pressure
3. To study stress among higher secondary students due to peer group pressure
4. To study stress among higher secondary students due to parents' pressure

-
5. To compare stress among students English medium schools
 6. To compare stress level among students of Gujarati Medium schools
 7. To compare stress level among students of English and Gujarati medium schools

1.8 Research Questions

The researcher made attempt to answer the following research questions.

1. Which types of stress do the students feel due to academic pressure?
2. Which types of stress do the students feel due to peer group pressure?
3. Which types of stress do the students feel due to parents' pressure?
4. What is the stress level among the students of Gujarati medium schools?
5. What is the stress level among the students of English medium schools?

1.9 Rationale of the Study

The researcher himself as a student had undergone stress and as a teacher has seen many students suffering from stress or tension. That is why the researcher wanted to know the reasons of stress of higher secondary students so that after diagnosis, steps can be taken to rectify the problem.

The researcher himself is also a teacher. The researcher has observed many stress related problems among the students like nervousness, worry, tension, anger, loneliness and quarrelsome nature. Sometimes the students try to commit suicide due to too much stress.

1.10 Scheme of Chapterisation

Chapter-1 Introduction It includes introduction to the theme of the research study, operationalisation of the terms, research objectives, research questions, and rationale of the study.

Chapter-2 Conceptual Framework It contains the conceptual framework or theoretical background of the study undertaken.

Chapter-3: Review of Related Literature The chapter begins with introduction, followed by review of the studies conducted on stress in relation with certain psychological variables, and review of the studies related with different factors influencing stress.

Chapter-4: Methodology of Investigation The chapter focuses on the methodology adopted in the present study. It describes in detail the research design selected for the present study, the tools used and the procedure adopted for data collection as well as data analysis.

Chapter-5: Data Analysis, Interpretation and Discussion In this chapter the collected data have been analyzed and presented in a tabular form. Interpretations based on the findings have been presented and discussed in the light of the present study undertaken.

Chapter-6: Findings, Suggestions and Educational Implications The last chapter of the dissertation deals with the conclusions drawn from the present study. It also presents some suggestions for the future studies that can be undertaken in the field.

Thus, this chapter presented different psychological variables related with stress among higher secondary students. This chapter will be followed by the next chapter, 'The Conceptual Framework.'

CHAPTER-2

CONCEPTUAL FRAMEWORK

2.1 Introduction

Stress exists from the changes in an individual's thinking and his life style now-a-days. Now the individuals have changed in their perceptions and the way they interpret life.

According to Zulkifli (1988), teenagers always face problems in adjusting. Teenagers especially those who are students always face learning problems, career management and also problems in solving personal and social matters. These are the factors that contribute to stress in life. Students are starting to shift from a life that is dependent on others to a life that needs them to release the dependency and start carrying their own responsibilities.

Many people experience stress as they combine busy lives and the demands of study and or work while trying to also save time for friends and family. For some people stress becomes almost a way of life. We can all experience episodic stress-getting ready for a major exam, completing an important paper, perhaps getting ready for an important interview.

To a scientist, stress is any action or situation that special physical or psychological demands upon a person, anything that can unbalance his individual equilibrium. And while the physiological response to such demand is surprisingly uniform, the forms of stress are innumerable. Stress may be even but unconscious like the noise of a city or the daily chore of driving the car. Perhaps the one incontestable statement that can be made about stress is that it belongs to everyone-to businessmen and professors, to mother and their children, to factory workers. Stress is a part of fabric of life. Nothing can isolate stress from human beings as is evident from various researches and studies. Stress can be managed but not simply done away with. Today, widely accepted ideas about stress are challenged by new research, and conclusions once firmly established may be turned completely around. The latest evidence suggested (Ogden Tanner, 1979) Some stress is necessary to the well being and a lack can be

harmful. Stress definitely causes some serious ailments. Severe stress makes people accident prone.

2.2 Concept of Stress

Stress is a complex phenomenon. It is very subjective experience. What may be challenge for one will be a stressor for another? It depends largely on background experiences, temperament and environmental conditions. Stress is a part of life and is generated by changing situations that a person must face. The term stress refers to an internal state, which results from frustrating or unsatisfying or unsatisfying conditions. A certain level of stress is unavoidable. Because of its complex nature stress has been studied for many years by researchers in psychology, sociology and medicine.

The concept of stress was first introduced in life sciences by Selye (1956). The concept was borrowed from the natural sciences. It was derived from the Latin word "Stringere". Stress was popularly used in 17th century to mean hardship, strain, adversity or affliction. It was used in 18th and 19th centuries to denote force, pressure, strain or strong effort with reference to an object or person. Stress is a normal universal human experience. 'Stress' is either an external event or an internal drive which threatens the normal functioning of an individual, resulting in impaired health or altered behaviour. The word 'stress' is defined by the Oxford Dictionary as "a state of affair involving demand on physical or mental energy".

A condition or circumstance (not always adverse), which can disturb the normal physical and mental health of an individual. In medical parlance 'stress' is defined as a perturbation of the body's homeostasis. This demand on mind-body occurs when it tries to cope with incessant changes in life. 'Stress' is defined as the way our bodies and minds react to life changes.

Stress is caused by a multitude of demands(stressors), such as an inadequate fit between what we need and what we are capable of, and what our environment offers and what it demands of us (Levi, 1996).

Stress is the combination of psychological, physiological and behavioural reactions that people have in response to events that threaten challenged them.

Selye (1956) – “Any external event or any internal drive which threatens to upset the organismic equilibrium is stress”.

Rutter (1956) “The concept of stress has proven to be extremely enduring one that continues to have strong appeal to lay person and professional alike”.

2.3 Meaning of Stress

The word stress is derived from the Latin word, ‘stringi’, which means, ‘to drawn tight.’ Stress can be defined as follows:

1. In medical terms, stress is described as, ‘a physical or psychological stimulus that can produce mental tension or psychological reactions that may lead to illness.’ When you are under stress, your adrenal gland releases corticosteroids, which are converted to cortisol in the blood stream. Cortisols have an immune suppressive effect in your body.
2. According to Richard S Lazarus, ‘Stress is a feeling experienced when a person thinks that ‘the demands exceed the personal and social resources, the individual is able to mobilize.’

Your body tries to adjust to different circumstances or continually changing environment around you. In this process, the body is put to extra work resulting in ‘tear and wear.’ In other words, your body is stressed. Stress disturbs the body’s normal way of functioning.

Without stress, there would be no life. However, excessive or prolonged stress can be harmful. Stress is unique and personal. A situation may be stressful for others but the same situation may be challenging for others. For example, arranging a world level symposium may be challenging for one person but stressful to another. Some persons have habit of worrying unnecessarily.

The term was used to refer hardship, strain adversity or affection. Stress is an integral part of natural fabric of life. It refers both to circumstances that place physical or psychological demands on an individual and to the emotional reactions experiences in these situations (Hazards, 1994). Although, the adverse effects of stress on physical health and emotional well being are increasingly recognised, there is little agreement among experts on the definitions of stress.

2.4 Definition of Stress

A difficulty for the study is that the term ‘Stress’ has a different meaning for researchers in various disciplines. In the biological literature, it is used in relation to single organisms, populations of organisms, and ecosystems. Biologists refer to things such as heat, cold and inadequate food supply as being sources of stress. Human biologists add to this microbial infection and taking of toxic substances. Social scientists, for their part, are more concerned about peoples’ interaction with their environment and the resulting emotional disturbance that can sometimes accompany it. (Hinkle, 1987)

- “Stress, in addition to being itself, and the result of itself, is also the cause of itself.” **(Ellis & Thompson, 1983)**
- “Stress is the most grandly imprecise term in the dictionary of science.” **(Soderberg, 1967)**
- “The term ‘stress’ had been considerably trivialised and lost an important part of its meaning.” **(Fontaine & Salah, 1991)**
- “Stress is something which is not naturally occurring but is a manufactured concept which has now become a social fact” **(Pollock, 1988)**
- “As a particular research domain matures, we expect the concept to help us fine tune the theory and to guide us towards sharper differentiation from other concepts and towards more precise measurements. However, it does not appear that in this sense the concept of ‘stress’ has continued to be useful with the greater maturity of the stress and health research domain.” **(Kasl, 1996)**
- “Stress to us is a very general term that means somewhat different though related things at different levels of analysis... Each of the levels of stress

analysis is partially independent in that it refers to different conditions, concepts, and processes.” **(Lazarus & Launier, 1978)**

- “Stress has sometimes been described as an increase in catecholamine levels, a change in adrenal weight, or as a score on a life event scale or subjective reaction index.” **(Steinberg & Ritzmann)**
- “Psychological stress requires a judgement that environmental and/or internal demands exceed the individual’s resources for managing them.” **(Holroyd & Lazarus, 1982)**
- “Stress is ‘perception.’ It is the demands that are imposed upon us because there are too many alternatives. Stress is caused by being conscientious and hardworking.” **(Selye, 1979)**
- “There is a general agreement that stress refers to a response of the organism to a noxious or threatening condition.” **(Pearlin, 1982)**
- “Stress seems to refer to things that people are exposed to, that they are under (experience?), but in general it seems to be characteristic of situations.” **(Mandler, 1984)**
- “Stress is a cerebral reaction of a particular individual to a stimulus event.” **(Skinner, 1985)**
- “Stress is part of a complex and dynamic system of transaction between the person and his environment.” **(Cox, 1985)**
- “Stress is any extra demand made on the system” **(Arbetter, Current Health, 1992)**
- “Stress comes in all shapes and sizes, and has become so pervasive, that it seems to permeate everything and everybody..... Stress is an unavoidable consequence of life. Without stress, there would be no life”. **(The American Institute of Stress, 1998)**
- “Stress is a subset of emotion.” **(Lazarus, 1993)**
- “Stress is caused by a multitude of demands (stressors), such as an inadequate fit between what we need and what we are capable of, and what our environment offers and what it demands of us.” **(Levi, 1996)**
- “Stress is a useless term for pragmatic researchers, because it represents different things to different people, reality is different for each of us, and most

importantly, often cannot be measured with any significant degree of accuracy.” **(Rosch, 1996)**

- “Stress is nature’s way of putting your body on red alert- something that can come in handy if, for instance, a lion has just taken a large chunk out of your backside.” **(Forbes Magazine, 1995)**
- “Stress is the body’s automatic response to any physical or mental demand placed upon it. When pressures are threatening, the body rushes to supply protection by turning on ‘the juices’ and preparing to defend itself. It’s the ‘flight or fight’ response in action”. **(Bowman, natural therapist, 1998)**
- “Stress is a wonderful word to describe what happens when we humans assaulted by a difficult, frightening, unpleasant, or anxiety provoking situation.” **(Mindell, 1997)**
- “Stress is unique and personal to each of us. What is relaxing to one person may be stressful to another. One person may find ‘taking it easy’ at the beach relaxing while another may find it boring.” **(University of Texas Counselling Services, 1998)**

2.5 Theories of Stress

2.5.1 Biological Theories of Stress

These theories explain psychological disorders in terms of specific weakness or hyperactivity of an individual organic system as and when she or he responds to a stressful experience. The fundamental assumption of somatic-weakness theory is that weak bodily organs are pre-disposed to generate a specific kind of stress, leading to a particular psycho physiological disorder. A particular organ system may remain weak in view of several factors vis-à-vis genetic deficiency, undetected juvenile illness or diet imbalance deficiency etc. These factors may cumulatively disrupt a particular organ system making it weak and vulnerable to stress. According to specific-reaction theory, no hard and fast explanation can be categorically branded as the prime mover or shaker of stress. Different individuals respond to stress differently and every organic system has its own idiosyncrasies way to cope up with ongoing situational pressures .This theory maintains that the body system that is the most responsive may most likely become the locus of a particular psycho-physiological disorder **e.g.,** high blood – pressure may be more amenable to hypertension.

2.5.2 Psychological Theories of Stress

These theories explain the development of various psycho-physiological disorders in terms of such factors as; unconscious emotional states, personality traits, cognitive appraisal and specific styles of coping with stress. Psychoanalytic theories explaining the development of stress undermine the role of conscious – emotional states specific to each disorder. Cognitive and behavioural theories explained stress as a function of cognitive and behavioral factors. The perceptions and experiences stimulate sympathetic system activity. However, psychological resentments and regrets are too embedded to be easily tossed out of one's system.

2.6 Causes of Stress

There are several factors causing stress. Recently, Desai (1999) classified stressors into three major categories viz.

2.6.1 Physiological Causes

The physiological category includes genetic and congenital factors, life experience, biological rhythms, sleep, posture, diet, fatigue, muscular tension, and diseases of adaptation.

2.6.2 Psychological Causes

The psychological causes comprised nine elements; perception, emotion, situation, experience, sensation, decisions, memory, motivation, cognition and appraisal.

2.6.3 Environmental Causes

This category of stressors consists of those factors which originate from the environment like ambient environment, physical events, social events, and biotic events.

2.7 Students' Stress

Students' age is considered as synonymous of care free stage where students are not worried about any problem but they have to concentrate only on their studies. But due to rat race of competition, this has changed. Now students have multiple pressures.

They have pressures of preparing well in the examination which creates many psychological problems and causes stress and anxiety. Now-a-days students do not study for pleasure and for developing their mental and moral standards but merely to pass the examination. There have been thousand of causes when students committed suicide as they were not able to handle the pressure caused by parents, teachers or peers.

Students in their teens are the ones who are going through the transitional phase, which is an intermediate of childhood and adulthood. During the teen years, a lot of biological, physical, mental and emotional changes are happening. We can also find changes in their responsibility and role. In order to stabilize these changes, these students are always confronting with problems and conflicts. (Asri, 2002) For some students who are not capable of dealing with it, the changes will create stress and tension to them. If it is not dealt with in the early stages, the student may experience mental problems. (Newman, 2005)

Stress is believed to be caused by various problems that exist such as problems at school, financial problems, family problems and problems in their surroundings. Teenagers also experience stress because they are sometimes trapped between making decisions which is to follow rules and orders or to be free and discover the world like they should. Teenagers in the past were trained for things that were suitable with their age so that they could use it to manage their lives. But now, teenagers have to follow their parents' desire which is preparing them to compete in the social system where the society is scrambling towards modernization so that they are not left behind. If it is not managed well, stress can ignite psychological disturbances among them when they are grown up. These disturbances will cause stress to the teenagers in the future if they are not overcome now.

2.8 Relationship between adolescence and stress

Psychologist Erik Erickson has pointed out that adolescents are driven by a need to come to grip with their own individual identities and part of this process involves understanding their origins. This involves simply knowing their family history, where their parents grown up, how they met and so on. But the more difficult part of the task involves understanding their parents as human beings, who grew up in a particular

place and time and who were shaped by complex emotions and relationships. This sort of understanding is difficult to come by. It is hard enough for an average teenager from a family with both parents living together but when parents live far apart or when one or both are unknown (due to abandonment or death) the task becomes even more stressful.

The nature of structure of family to a large extent has been associated with the causation of stress among adolescents. The family size was negatively and significantly related indicating that as the family size increased the academic stress decreased among adolescents and also type of family was significantly related to academic stress indicating that students from the joint family had more academic stress than nuclear families (**Kadapatti & Khadi, 2006**). **Masten *et al.* (2006)** recognized that disadvantaged children, with less positive family qualities were generally less competent and more likely to be disruptive with high stress levels. It is rightly indicated that the most part of the turbulent of adolescents is associated with stressful events, which are largely caused by family variables. The cause of adolescent stress is centered on the reason that the parents still see the need to exert control over children. As they regard them as dependent and immature. In this sense the adolescents feel that they are treated like a child and prefer to think themselves as adults in defence against their parents' behaviour. This pattern of behavioural interaction between the adolescents and parents in variably leads to stressful experiences. The outcome of this stress, which gets perpetuated further would lead to the situations when parents interact with their children and the children are found to become every time argumentative and hostile, any discrepancy in their feeling with that of parents behaviour as not considering their level of maturity and intelligence for acting independently will lead to stress among adolescents, as still they are preferring to continue with childhood relationship of security. Decision making is another important area in which adolescents stress is very well associated. The adolescents who have no say in the family decision making process are bound to be rebellions and show negative importance to the decisions of the parents.

The academic pressures mount during high school, particularly the last two years. Although many parents recognize that academic struggle to avoid failing is an important course can be quite stressful. It may be the common experience that

academically capable students who feel the greatest pressure as they find themselves competing for score. **Tatar (1995)** found that parents' choice for high grades and desire to pursue higher education as major actual or potential source of stress among their adolescents.

School related stress is the most prevalent, untreated cause of academic failure in our schools. It is believed to afflict an alarming 6 to 10 million children a year (**Barker, 1987**). In a classroom of 25 students, between one and three students are of high risk for developing stress related problems which would probably interfere with learning. **Kapalan et al. (2005)** found that for students in high stress school environments, an increase in academic expectations may serve to increase their school related stress and impede their academic performance. Academic achievement has become the sole yardstick of self worth and success and students are made feel unworthy for performing low at school. Very high academic achievement is the need of day to secure desired course, otherwise one has to face frustration, humiliation and disappointment. Moderate classroom environment and low stress level yielded higher global achievement. **Needlman (2009)** affirmed that most academically capable students feel the greatest pressure as they find themselves competing for scores. Adolescents' success in their educational endeavours and their general socio-emotional adjustments are influenced by a variety of personal characteristics and environmental experiences.

Peer relationship tends to be highest during middle school years, but adolescents who do not find at least a minimal degree of acceptance at that time in their lives are likely to suffer lasting consequences, isolation, low self-esteem and stress.

One of the most powerful determinants of children's developmental course is the social context in which they live. Since Stanley Hall's characterization of the adolescent period as one of storm and stress, many theorists have portrayed adolescence as a troubled and unique period of life cycle. It has been noted that at various points of life the individual experiences stressful events which cause distress and serious concern. The degree to which the individuals are able to cope with stress reflects on their sense of self. If he copes well, he seeds a positive light; on the other

hand, if he fails to cope well, his self-esteem suffers and further feels incompetent and worthless. If individual fails to cope with stress repeatedly, his general sense of worthiness suffers.

Young people who fail to cope will frequently describe home settings and school settings that are continuously stressful. However, not all stress is bad; stress can be an important motivation, if it operates best under moderate stress. Too much stress however is not good. It leads to physical and psychological distress. However it is worthwhile to note that the occurrence of major life transitions in adolescence is often source of stress for young people, their ability to cope with significant life events will reflect on their own sense of personal self worth and on their ability to cope with subsequent stress. Adolescents are highly prone to get being influenced highly by the emotions. **Anjali (2005)** reports conflicts in family, unbalanced nutrition, separated father and mother, extreme protection and punishment, lack of proper sexual education and hormonal changes are responsible for the stress. **Pastey and Aminbhavi (2006)** concluded adolescents with high emotional maturity have significantly high stress and self confidence. **Nemith *et al.* (2008)** indicated that stress and low self esteem are related to avoidant coping and depressive mood.

Stressors for adolescents are compounded because they are fast developing the skills to deal with life stresses and are going through many physical, emotional and social changes. As the adolescent matures, peer-related issues begin to grow in importance. Teens have a strong need to fit in with their peer group. At the same time, the youth is gaining independence, his or her thought process is changing and they are beginning to develop their values. Along with these changes, it is common for adolescents to experience crises, which may affect the teen's physical, social, emotional and psychological development (**Elkind, 1986**). In the present era the phenomenon of stress is not confined to adults alone but also affects children and adolescents (**Katyal & Vasudeva, 1998**).

Although these survey researchers provide a global context, they do not identify specific everyday circumstances where subjective stress is most likely to be experienced and therefore do not pin point areas for intervention.

In this research, an attempt is made to identify situation specific stressors experienced by the students of high school.

Also in India, there are very few studies on stressors among the students of high school in relation to nativity and gender. Therefore the present study is an attempt to focus on “Stressors among the Students of High School” with the following objectives.

1. To develop stress scale.
2. To study the relationship between selected demographic variables and stress
3. To identify the level of stress among the students of 11th and 12th standards
4. To understand the differential effect of nativity on stress
5. To know the differential effect of gender on stress
6. To analyse the differential effect of standards on stress
7. To identify stressors among adolescents

2.9 Students’ stress due to different pressures

1. Parents’ pressure
2. Peer groups’ pressure
3. Teachers’ pressure
4. Self pressure

1. Pressure from Parents

Generally we observe that the parents keep too many expectations from the children and that leads them to the serious causes. The way of socialization of the child creates stress mentally and breaks the physical competencies. Parents want their children to fulfill their unfulfilled dreams. So they compare them with others. They are never satisfied with the performance of their children. They always want their children to be high achiever. In thinking so, they sometimes forget that every child is unique and the child may not have much interest in academics but may be good in cooking, singing, dancing, painting, gardening, sports etc. It is necessary to allow the students to develop their talents to the fullest extent. Today's world is competitive and as a result many parents apply academic pressure. They want to see their child succeed in

school/college, get a good job, and be successful. Researchers at **John Hopkins University** did a study to see how parents' beliefs about achievement and success affected their children and the level of pressure their children felt. Researchers found that children of parents who emphasized external standards of performance such as getting high test scores, high grades, and winning awards felt the most pressure. Those students whose parents focused more on internal standards, "predominantly their child understands of material and improvement in performance," felt the least amount of pressure. Although many of these students still get high academic standards. When parents balance external and internal standards as well as provide academic support and direction their child is less likely to feel pressure. But will still realize the importance of academic achievement.

2. Pressure from Peers

Students in their formative years are much influenced by peers. They do not want to remain inferior to their peers. Due to some researches if they are not able to perform as well as others do, they suffer from anxiety. Due to competition they are under pressure and start feeling anxiety.

3. Pressure from Teachers

There is sometimes also pressure from teachers. Pressure of giving good results sometimes forces the teachers to be strict with students. They sometimes punish and physically abuse the students. This creates many psychological problems among students.

4. Self Pressure

Sometimes students decide high goal and are not able to fulfil that. This creates feeling of inferiority and anxiety among them. Realistic goals are required.

2.10 Types of Stress

2.10.1 Acute Stress

Acute stress is usually for short time and may be due to work pressure, meeting, deadliness pressure or minor accident, over exertion, increased physical activity, searching something but you misplaced it or similar things.

Acute stress is common in people who take too many responsibilities and are overloaded, disorganized always in a hurry and never in workplace and stressful is inherent in them.

2.10.2 Chronic Stress

This type of stress is the most serious of all the two stress types. Chronic stress is a prolonged stress that exists for weeks, months or even years. This stress is due to poverty, broken or stressed families and marriages. People suffering from this type of stress get used to it and may even not realize that they are under chronic stress. It is very harmful to their health.

2.11 Symptoms of Stress at different levels

1. Physical Level

- | | |
|--------------------|--------------------------------------|
| ➤ Headache | Accident-prone |
| ➤ Fatigue | Teeth grinding |
| ➤ Insomnia | Restlessness |
| ➤ Weight change | Increased alcohol, drug, tobacco use |
| ➤ Colds | Neck and shoulders tighten up/ ache |
| ➤ Digestive upsets | Pounding heart |

2. Mental Level

- | | |
|----------------------|--------------------|
| ➤ Forgetfulness | Confusion |
| ➤ Dull senses | Lethargy |
| ➤ Poor Concentration | No new ideas |
| ➤ Low Productivity | Boredom |
| ➤ Negative attitude | Quarrelsome nature |
| ➤ Loneliness | |

3. Emotional Level

- | | |
|-----------------|--------------------|
| ➤ Anxiety | Irritability |
| ➤ The 'blues' | Depression |
| ➤ Moods swings | Nervousness |
| ➤ Bad temper | Worrying |
| ➤ Crying spells | Easily discouraged |

4. Social Level

- | | |
|---------------|-----------------------------|
| ➤ Isolation | Lowered sex drive |
| ➤ Resentment | Nagging |
| ➤ Loneliness | Fewer contacts with friends |
| ➤ Lashing out | Using/ manipulating people |
| ➤ Clamming up | |

2.12 Various factors causing Stress among students

According to **Lazarus and Folkman (1984)**, stress is a mental or physical phenomenon formed through one's cognitive appraisal of the stimulation and is a result of one's interaction with the environment. The existence of stress depends on the existence of the stressor. **Feng (1992)** and **Volpe (2000)** defined stressor as anything that challenges an individual's adaptability or stimulates an individual's body or mentality. Stress can be caused by environmental factors, psychological factors, biological factors, and social factors. It can be negative or positive to an individual, depending on the strength and persistence of the stress, the individual's personality cognitive appraisal of the stress and social support. According to Chang's Dictionary of Psychology Terms, stress is "a state of physical or mental tension that cause emotional distress or even feeling of pains to an individual" The sources of stress are summarized as follow:

2.12.1 Physical/ mental factors

Adolescents are mostly concerned about their physical appearances than about other aspects. Many of them are even dissatisfied with their physical appearances (**Siegel and Lane, 1982**). **Wang and Ko (1999)** pointed out that girls feel upset more easily than boys, mainly because of their concerns about physical appearances. Girls may perceive themselves as "very ugly", feel they are too fat, too short, too high, or dislike their hair colour or skin colour. **Lan (2009)** mentioned that some physiological

symptoms such as headache were signals of a mental overload. Other signals included fatigue, depression, anxiety, dissatisfaction with certain interpersonal relations, change of the current sleeping habit, and a drastic gain/loss of body weight. **Feng (1992)** pointed out that setting high goals, being a perfectionist, and comparing the self with others, and self-degradation may all cause stress and result in depression.

2.12.2 Family factors

Families with constant conflicts are characterized by a lack of parent-child communication and in-depth understanding of each other's expectations (**Liu and Chen 1997**). Totalitarian parents seldom show their care about their children. The control or punishment they impose will only increase the psychological stress on their children.

2.12.3 School factors

Chiang (1995) proposed that school is one of the main sources of stress among adolescents. Such stress comes from too much homework, unsatisfactory academic performance, preparation for tests, lack of interest in a particular subject, and teacher's punishment. Generally, parents are very concerned about their children's academic achievement and moral behaviours. Parents expect their children not only to respect teachers and follow moral norms but also become elite in the future. (**Liu and Chen, 1997**)

The educationalist Dewey once said "Education is a pursuit of a perfect life". However, school teachers and parents in Taiwan usually use academic achievement as the sole criterion for evaluating a student's performance at school. This criterion causes double stress on adolescents. Stress from high expectations of teachers, parents, and self is usually an agony for students studying in schools. (**Cheng,1999**).

2.12.4 Relationship factor

Most adolescents are urgent to develop a relationship with the opposite sex. As there are no absolute ways for making friends with the opposite sex, many of them usually do not know what to do when in face of the opposite sex. Besides, adolescents often suffer stress induced by "a sense of insecurity" when they are dating someone. They

are worried that they may lose their dates parents or friends may have negative views of their dates. Therefore, developing a heterosexual relationship is a challenge and also a stressor for adolescents.

2.12.5 Social factor/s

With the progress of human civilization and increasing plurality of our society, people need to play more roles. In the workplace, people may be a subordinate, a supervisor, a boss, a colleague to other employees, a member of an organization or a leader; at home, people need to be the wife or husband to our spouse, mother or father to our children or daughter or son to our parents. Even in our leisure life, people may need to be a friend to others. Therefore, stress is ubiquitous in modern life. Formation of stress is highly associated with the social environment. Stress arises not only in a complicated and competitive environment but also in a monotonous and stimulus-less one. (Feng,1992).

2.13 Conclusion

Thus this chapter presented various factors related with stress among higher secondary students. This chapter is followed by the third chapter, 'The Review of Related Literature.'

CHAPTER-3

REVIEW OF RELATED LITERATURE

3.1 INTRODUCTION

In the first chapter the nature of the problem and objectives of the investigation were discussed and in the second chapter the conceptual frame were discussed. Here, an attempt is made to review some of the relevant researches conducted in this area. It may be noted that most of the studies reviewed here are, related to stress among adolescent students owing to certain variables. The purpose is to have guidelines and insights for developing the design for the present study.

3.2 Studies Conducted on Stress in Relation with Certain Psychological Variables

D'Souza, G (2010) conducted a study on 'A Study of Stress in students of Standard 11 in relation to their Locus of Control' The objectives of the study were: To ascertain the relationship of Total Stress in students with their locus of control: In case of (1) boys (2) Girls (3) Total number of students, To ascertain gender differences in the following variables (1) Total stress, Achievement stress, Examination stress and social stress. (2) Locus of control in students of standards 11 and 12.

The tools used were: (1) Stress Rating Scale (2) Locus of Control Scale

The findings of the study suggest that school could work towards identifying their students in accurate self-beliefs and design and implement appropriate interventions to alter them. Since the aim of education must transcend the development of academic competence, schools need to become aware of their added responsibility of preparing self-assured and fully- functioning individuals capable of pursuing their hopes and their ambitions instead of being vulnerable to the devastating effects of examination stress. Most importantly, this study suggests that helping students themselves to come to terms with the invaluable worth of an internal locus of control would lead them to believe that they are in control of their own lives, possessing values and worth, hence deserving high self-regard and possessing a healthy measure of built in self-esteem. It would teach them not to hide behind a mask of self-doubt or insecurity but instead,

learn to take criticism in their stride, not get overwhelmed by feelings and never over react to stressful situations.

Verma, J. (1992) studied achievement motivation, anxiety and learning style in relation to ecological variables like age, gender, caste, residence and SES of parents. Gender made differences in achievement motivation and anxiety, residence, in learning style, and parents' educational level in achievement motivation.

Bhargava, S. (1989) conducted a study on 'A Psychological Study of anxiety and Conflicts in Relation to Rigidity, Flexibility and Level of Aspiration' and turned her attention to anxiety and conflicts taken in relation to rigidity-flexibility and level of students. Anxiety seemed to be related to rigidity and unrealistic goal setting but conflict was not related to either the variables considered.

Dubli, K. (1986) conducted a study on 'Relation of Various Types of Materials under Various cue situations in Relation to Anxiety- Level and Personality Characteristics' the objectives of the study were: To find out if neurotics and extraverts differ in their memory of verbal materials, To test whether low or high scores on neuroticism and extra version dimensions performed differently on the retention test, To find out if the sex of the subjects affected retention, To examine if taboo, less frequent words were retained with differential ease by the subjects, To find out if memory was facilitated by cue and to ascertain whether different cues facilitated memory differentially, to find out the effect to interaction among anxiety, sex, words and cues on the memory subjects. The relevant data were collected by employing the Eysenck Maudsley personality inventory and Sinha's comprehensive anxiety scale.

The major findings of the study were that significant differences were observed in the retention behavior extraverts and neurotics, Females excelled interaction power of males, Interaction among all the five factors, i.e. personality, anxiety level, sex, words and cues was found to be significant, those subjects, those subjects that were high on anxiety were found to retain better than low anxiety subjects.

Mohanty, C. (1985) conducted a study on 'Effect on State- Trait Anxiety on Classroom Learning and Personal Adjustment of Elementary School Pupils' The objectives of the study were: To investigate the incident of state-trait anxiety in elementary school children, To explore the relationship between pupils' anxiety and

their adjustment, intelligence and achievement, To formulate instructional materials and apply them to reduce pupil-anxiety in the classroom, to find out the effect of intervention on anxiety adjustment, intelligence and achievement.

The tools used were: An Oriya version of the state trait Anxiety inventory for children by Spielberger, An Oriya version of the General anxiety scale for children developed by Sarason.

The major findings of the study were: The anxiety scales, A- Trait, A-State, GASC and TASC showed a high degree of split—half reliability, children at the elementary school stage distinctly showed experience of trait and state anxiety. Trait anxiety among children was noted to all educational levels. There was also the difference between these anxiety scores of children at various educational levels, There was no interaction between general and test anxiety and educational level. Trait and state anxiety were negatively related to academic achievement. The anxiety level of the experimental group fell as a result of interaction.

Gyanoni, T.C. (1984) conducted a study on ‘Frustration Reactions as Functions of Achievement Motivation and Anxiety at Different Age Levels’ The objectives of the study were: To find out the nature and extent of relationship of need achievement anxiety and age with frustration reactions, to establish the regression equations between various frustration reactions as criterion variables and need achievement, anxiety and age in determining the frustration reactions of individual. Find out the role of need achievement and anxiety in determining the frustration reactions of individual, Find out the role of need achievement and anxiety in determining the frustration reaction of the individuals at different levels of age.

The tools used were: A self-prepared controlled projective type frustration reaction test, A self-prepared projective type n-achievement test, self-Prepared Test anxiety questionnaire, Sinha’s W.A. self-analysis from of trait Anxiety.

The major findings of the study were: All the groups the percentage of E and ‘E-D’ frustration reactions, the students with a high level of anxiety were found to be more intro punitive and obstacle dominant, whereas the low level anxiety boys were more impunitive and need persistent, Ego defensive and frustration decreased reactions to

frustration decreased as the subjects advanced in age but their need-persistent reactions significantly increased with increase in their age.

3.3 Studies Related with Different Factors Influencing Stress

3.3.1 Age of students

3.3.2 Gender of student

3.3.3 Socio Economic Status of Parents

3.3.4 Sibling Relationship

3.3.5 Psychological context

3.3.6 Academic context

3.3.1 Age and Stress

Stress emerges for young people as they enter adolescence, a transition that brings rapid emotional changes. Teens must confront the challenges of developing healthy relationships with peers, meet the expectations of school and the responsibilities of family, and negotiate life in their neighbourhoods. Stress left unchecked or unmanaged, can have a profound impact on an adolescent's physical and mental well-being, leading to illnesses such as depression.

Devaraj (2001) examined “The Influence of Examination Stress on Cholesterol Level of X, XII, M.Sc. and Vocational Group Students”. Samples comprised of 25 students from each stream. Students’ cholesterol was estimated by the Parek and Jung method and examination stress questionnaire was used. Results revealed that cholesterol levels were significantly higher in the students from all classes just before the examination as compared to relaxed state and examination stress influence cholesterol levels of students.

Masih and Gulrez (2004) studied “Age and Gender difference on Stress”. Samples consisted of 346 students that is 177 youths and 169 adolescents, Students Stress Inventory (SSI) was used. Results revealed that there was no significant difference in terms of age as far as students stress is concerned.

Shan Cham (2004) examined “Stress Reactions and Coping Resources Mobilized by Children Under Shelling and Evacuation”. The sample consisted of 102 children evacuated from their shelled town having 37 the boys and 65 the girls age ranged between 7-19 years. Structured individual interviews with open ended question devised by researcher and ‘BASIC PH’ coping resiliency model were used. The results revealed that the bell shaped phenomenon exists with the correlation between age and emotional, physiological and behavioural stress reactions that is in the age group 6-9 there is a low level of physiological stress reactions, which increases at the 9-12 age group and decreases at adolescence. No correlation was found between children’s age and mobilization of coping resources.

Vijayalakshmi and Lavanya (2006) conducted a study on “Relationship Between Stress and Mathematics Achievement among Intermediate Students”. A sample of 180 intermediate students was selected by stratified random sampling procedure and survey method was adapted to carry on the investigation. The findings showed that senior intermediate students have more stress than juniors. The results of the studies on age and stress revealed that there are controversial effects of age on stress.

3.3.2 Gender and Stress

Society expects different type of behaviour from the boys and the girls. The girls are supposed to be submissive, well mannered, docile, while the boys are supposed to be aggressive and independent. Those who cannot conform to their respective roles are looked down upon by parents and peers and may get isolated. The boys in general have more problems especially during adolescents because very rigid demands are placed on the boys regarding their career and expectation, as would be supporter of the family in future. On the other hand, they are restless owing to higher metabolic rate and cannot adjust to school/college routine. All these high expectations from family and low performance of the adolescent lead to stressful experience.

Masih and Gulrez (2004) studied “Age and Gender Differences on Stress”. Sample consisted of 346 students of 180 females and 166 males. Students Stress Inventory (SSI) was used. Results revealed that there is no significant difference in terms of gender, so far as students stress is concerned.

Guszkowska (2005) studied on “Physical Fitness as a Resource in Coping with Stress”. The sample consisted of 253 High School students (82 the boys and 171 the girls; mean age=-15.4). The International Physical Fitness Test, profiles of mood states and questionnaire, Self-assessed Psychological Well-being and Physical health were used. The results revealed significant interactions between physical fitness and gender for both sexes. The girls not only less favourably assessed their health, experienced more somatic complaints but also manifested more marked negative mood states.

Latha and Reddy (2006) conducted a study on “Patterns of Stress, Coping Styles and Social Supports among Adolescents”. The sample comprised of 100 students that is 50 males and 50 females with the age ranged between 16-19 years from Mangalore. Adolescents Stress Scale and semi structured interview and A Self report Coping Scale was used. The results indicated that female students had greater stress scores related to college attendance, uncertainty about the future and the total score than males. The common coping strategies reported by males were praying to god and thinking of alternatives and by females were praying, consulting relatives, friends and counsellors.

Mathew (2006) examined “Parent Disciplinary Practices on Academic Stress and Mental Health among Adolescent Children”. Sample consisted of 55 the boys and 55 the girls of age group 12-15 years from Kerala. Mohsin Parent Children Inventory, PGI general wellbeing measures and Student Academic Stress Scale were used. Results suggested that parent disciplinary practice is not significantly related to academic stress in both the boys and the girls, whereas it is related to mental health of the girls but not of the boys. The girls experienced significantly more academic stress than the boys.

Pastey and Aminbhavi (2006) conducted a study on “Impact of Emotional Maturity on Stress and Self Confidence of Adolescents”. Sample of the study consisted of 105 adolescents studying in XI and XII class from Dharwad. Emotional maturity, Self Confidence Inventory and Students Stress Scale were administered. The findings

revealed that the adolescent the boys tend to have significantly higher stress than the girls and the girls tend to have significantly higher self confidence.

Mathew and Jayan (2006) studied on “Academic Stress and Coping Styles among Plus Two Students”. The sample consisted of 50 the boys and 50 the girls of age group 15-17 years. Student Academic Stress Scale and AECOM Coping Scale were used for data collection. The results revealed that both the boys and the girls are experiencing same kind of academic stress but there are no significant differences between them and they are using similar types of copying mechanism to deal with their academic stress.

Shih *et al.* (2006) conducted a study on “Differential Exposure and Reactivity to Interpersonal Stress Predict Sex Differences in Adolescent Depression”. The samples consisted of 414 the boys and 402 the girls with the mean age of 15 years, 2 months. Semi Structured Interview was carried out. Findings indicated that adolescent the girls experienced higher levels of total and interpersonal episodic stress, whereas the boys experienced higher levels of chronic stress.

Vijayalakshmi and Lavanya (2006) conducted a study on “Relationship between Stress and Mathematics Achievement among Intermediate Students”. A sample of 180 intermediate students was selected and survey method was adopted. The findings showed that male students had more stress when compared to female students.

Nielsen *et al.* (2007) examined “Association between Adolescents, Health, Stress and Sense of Coherence”. Sample consisted of 3258 adolescents. Self reported illness and symptoms and a questionnaire were used. The results revealed that the girls with a low sense of coherence who were exposed to stress reported recent illness twice as often as unstressed the girls did. For the boys, there was no such significant interaction. For both the girls and the boys, there were no significant interactions on symptoms.

Groux *et al.* (2007) examined “Adolescent Stress and Coping: a Longitudinal Study”. The data was collected from 167 subjects through Adolescents Life Change Event Scale (ALCES) and open ended questionnaire for ways of coping was used. The

results revealed that the girls generally reported more life events associated with interpersonal and family relationships. Both the girls and the boys reported coping with stress mostly through active distraction techniques such as exercise.

Huan *et al.* (2008) conducted a study on “The Impact of Adolescent Concerns on their Academic Stress”. The Adolescent Concerns Measure and the Academic Expectations Stress Inventory were used. Results obtained showed that only the scores on the personal concerns subscale were positively associated with the academic stress arising from self and other expectations, in both adolescent the boys and the girls. For the girls, school related concerns were also predictive of academic stress arising from other expectations. They also obtained significantly higher scores on the Academic Expectations Stress Inventory than the boys did. The results of the studies on gender differential effect on stress revealed that the girls experience more stress compared to males, whereas some studies revealed that male experience more stress but some were contrary to these results which reported no significant difference in terms of gender as far as stress is considered.

3.3.3 Socio Economic Status (SES) of Parents and Stress

Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position relative to others, based on income, education, and occupation. Income refers to wages, salaries, profits, rents, and any flow of earnings received. Income can also come in the form of unemployment or workers compensation, social security, pensions, interests or dividends, royalties, trusts, governmental, public, or family financial assistance. Educational attainment is preferable to analyze for SES because it can be figured for all individuals. A person's educational attainment is considered to be the highest level (grade or degree) of education they have completed. Occupational as one component of SES, encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Social disadvantage is associated with increased stress among adolescents and worse health. Recent work suggests that the relationship between SES and stress is present throughout the socio-economic gradient

Srivastava (2003) conducted a study on “Stress among the Upper and the Lower Caste College the girls”. Samples consisted of 300 unmarried semi-urban female college students from Varanasi. Stress was assessed with the help of Bisht Battery of Stress Scale. The findings suggested that family stress was significantly higher in lower caste female students than upper caste which can be attributed to lack of education, poor socio-economic conditions, lack of respectable outlook towards female and suppression of female in the family.

Goodman et al. (2005) conducted a study on “Social Disadvantage and Adolescent Stress”. Samples consisted of 1209 non-hispanic black and white 7th-12th grades from a single Mid-western metropolitan Public School District. Each student completed a questionnaire and parents provided SES information, Race/ethnicity was obtained from school records. Results revealed that stress was higher among black students, those from lower SES families and those with lowered perceived SES. In subgroup analysis, neither race nor SES maintained their independent associations with stress among socially disadvantaged groups. Black race was not associated with stress among those without a college-educated parent, and parent education did not influence stress among black students. The contrast, among more socially advantaged groups, both SES and race explained variation in adolescents stress.

Masten et al. (2006) examined “Competence and Stress in School Children: the Moderating Effects of Individual and Family Qualities”. Sample consisted of 205 children aged 8-13 years. Life event questionnaire, teacher ratings, peer assessments and school record data were used. Results revealed that disadvantaged children, with lower IQ and SES and less positive family qualities were generally less competent and more likely to be disruptive at high stress levels. Advantaged children were more competent and with stress were less positively engaged in school, but were not likely to be disruptive.

Kadapatti and Khadi (2006) conducted a study on “Factors Influencing for Academic Stress among Pre-University Students”, 360 PU students of both the boys and the girls were randomly selected as samples from Dharwad. Stress Event Test, Aspiration Scale, Socio- Economic Status Scale and Study Habits Schedule, Study

Habit Inventory was used. The findings were, academic stress was related to many of the socio-economic status factors variables viz., mother education, sibling, family size and type of family. As the mothers' education increased academic stress decreased. As the sibling size increased academic stress also increased. Family size was negatively and significantly related indicating that as the family size increased the academic stress decreased. Type of the family was significantly related to academic stress indicating that students from the joint family had more academic stress than nuclear families.

Finkelstein *et al.* (2007) conducted a study on "Socioeconomic Differences in Adolescent Stress. The Role of Psychological Resources". Sample consisted of 1167 nonhispanic black and white, junior and senior high school students from a Midwestern Public School District. Results suggested that relative to adolescents from families with a professionally educated parent, adolescents with lower parent education had higher perceived stress and optimism partially mediates the inverse SES stress relationship.

Kar *et al.* (2007) examined "Post Traumatic Stress Disorder in Children and Adolescents one Year after a Super-Cyclone in Orissa, India, Exploring Cross Cultured Validity and Vulnerability Factors". Sample consisted of 447 children and adolescents with age range of 7-17 years (mean age 12.9 years). A Symptoms Checklist based on International Classification of Mental and Behavioural Disorders and a Semi structured questionnaire for disaster related experiences were used. Results revealed that high exposure, lower educational level and middle socioeconomic status significantly predicted the outcome of posttraumatic stress disorder. The results of the studies on socio-economic status and stress revealed that the adolescents with lower socio-economic status experienced more stress as compared to the adolescents with higher socio-economic status.

3.3.4 Sibling status and Stress

The sibling relationship has been described as the most enduring of all familial relations, and, despite its significance, it remains unique and influential. The sibling relationships include warmth and siblings' involvement in each other's lives, as well

as conflict and rivalry, and are best described as emotionally ambivalent (Deater-Deckard and Dunn, 2002) with age, sibling relationships undergo developmental transformations and become more egalitarian and more symmetrical (Buhermester and Furman, 1990).

Enel and Akkok (1995) conducted a study on “Stress Level and Attitudes of Normal Siblings of Children with Disabilities”. 60 subjects participated in the study 30 of them were siblings of children with disability (SCD) and 30 of them siblings of normal children (SNC). Hulroyd’s questionnaire on Resource and Stress and Attitudes Towards Disabled Person Scale was used. Results revealed a significant difference between the stress level of SCD and SNC. However, no significant difference was found between two sibling group attitudes towards disability.

Chandra and Batada (2006) conducted a study on “Exploring Stress and Coping among Urban African American Adolescents: The Shifting the Lens Study”. Sample consisted of 26 teen participants from East Baltimore – A questionnaire, Audio journal, pile sort activity and personal social support network maps were used. Results revealed that teens noted younger siblings were frequent source of stress, yet the boys indicated slightly more worry about younger sibling stress than the girls.

Pastey and Aminbhavi (2006) examined “Impact of Emotional Maturity on Stress and Self Confidence of Adolescents”. Sample consists of 105 adolescents studying in XI and XII class from Dharwad. Emotional Maturity Scale, Self Confidence Inventory and Student Stress Scale were used. Findings revealed that adolescents with less number of siblings do not differ significantly in their stress experience.

Kadapatti and Khadi (2006) examined “Factors Influencing for Academic Stress among Pre-University Students”. Samples were 360 PU students of both the boys and the girls from Dharwad. Stress Event Test, Aspiration Scale, Socioeconomic Status Scale, Study Habits Schedules and Study Habit Inventory was used. The results showed as the sibling size increased academic stress also increased. The studies on the role of status of siblings in development of stress highlighted that the increase in number of siblings supported and promoted the level of stress.

3.3.5 Psychological process and Stress

The adolescents face a number of psychological and emotional problems such as that of identity, inadequate self-concept and variety of role expectations. At this stage, an individual is neither a child nor an adult. This leads to emotional conflict among adolescents. Psychological conflict is a common phenomenon in adolescents' life. It is a specific state of adolescents being and is produced by external or internal pressure or strain.

Chang (2001) examined "Life Stress and Depressed Mood Among Adolescents: Examining a Cognitive – Affective Mediation Model". A sample of 268 high school students was selected. The results revealed that life stress was found to be a significant predictor of depressed mood even after controlling for the influences of clarity of self concept and self esteem.

Cadwell et al. (2004) conducted a study on "Reciprocal Influences among Relational Self Views, Social Disengagement and Peer Stress During Early Adolescence". Participants were 605 early adolescents of mean age 11.7 years. As a part of a 3 wave longitudinal study adolescents reported on self-views and stress and teachers reported on social disengagement. As hypothesized, negative self views predicted social disengagement, which contributed to peer stress. Stress predicted subsequent disengagement and negative self views.

Wilburn and Smith (2005) conducted a study on "Stress, Self Esteem and Suicidal Ideation in Late Adolescents". Sample consisted of 88 students that is 79 females and 9 males. The Life Experience Survey, the Rosenberg Self-Esteem Scale and the Suicidal Ideation Questionnaire were used for the study. The results revealed that both stress and self-esteem were significantly related to suicidal ideation and low self esteem and stressful life events significantly predict suicidal ideation.

Moeini et al. (2008) examined "Perceived Stress, Self Efficacy and its Relations to Psychological well Being Status in Iranian Male High School Students". 148 adolescents recruited from midtown high schools in Tehran who studied in 12th grade were selected as sample who completed 3 questionnaires for assessing perceived

stress, general self-efficacy and psychological well being. Results revealed that greater stress was associated with lower general self efficacy and lower mental health status.

Nemeth *et al.* (2008) conducted a study on “The Relationships among Self-Esteem, Stress, Coping, Eating Behaviour and Depressive Mood in Adolescents”. Samples consisted of 102 high school students. Results suggest that stress and low self-esteem were related to avoidant coping and depressive mood and that low self esteemed and avoidant coping were related to unhealthy eating behaviour.

Seiffge Krenke *et al.* (2009) conducted a study on “Changes in Stress Perception and Coping during Adolescence: The Role of Situational and Personal Factors”. Stress perception and coping styles of 200 adolescents in 7 different stressful situations were investigated. Multilevel piecewise latent growth curve models showed that stress perception decreased during late adolescence, whereas active and internal coping increased continuously from ages 12 to 19 years. Adolescents high levels of perceived stress in a particular situation were associated with a high level of active coping but a low level of internal coping in that same situation. The findings of the studies on psychological process and stress revealed that self-esteem, self-concept, emotional maturity, self-efficacy and perception of stress were the moderators of stress among the adolescents.

3.3.6 Academic performance and Stress

School constitutes a large part of adolescent’s existence. Adolescents face a number of problems including fear of going to school, truancy, dropping out, and academic underachievement. Academic achievement has become a sole yard stick of self worth and success. Students are made to feel unworthy for performing low at school. Academic pressures mount during high school, particularly the last two years. Many parents know that academic struggle to avoid failing an important course can be quite stressful. Poor performance in school can easily lead to problems with self-esteem, behavioural problems and depression.

Kumar and Singh (2004) conducted a study on “Stress State and its Relationship with Academic Performance among Students”. Sample consisted of 40 students of class X and XII from Varanasi. Stress State Questionnaire and Academic Performance Task were used to collect information. The results revealed that psychological stressors significantly influence academic performance of the students. The students with high and low stress state levels significantly differ in relation with academic performance, which indicated that the level of stress among the students interfered with the performance in examination, test *etc.*

Kaplan *et al.* (2005) conducted a study on “School Related Stress in Early Adolescence and Academic Performance Three Years Later: The Conditional Influence of Self Expectations”. Samples consisted of 1034 students during junior high school and 3 year later during high school supported the hypothesis that early adolescent school related stress both independently and in interaction with high academic expectation, negatively affected academic performance 3 years later. The results suggested that for students in high stress school environments, and increase in academic expectations would serve to increase their school related stress and impeded their academic performance.

Vijayalakshmi and Lavanya (2006) conducted a study on “Relationship between Stress and Mathematics Achievement among Intermediate Students”. A sample of 180 intermediate students was selected. The data were gathered with the help of Stress Inventory and marks obtained by the students in mathematics were considered for achievement. The finding showed that students who achieved more in mathematics felt less stress. There exists negative relationship between stress and mathematics achievement.

Mathew and Jayan (2006) conducted a study on “Academic Stress and Coping Styles among Plus Two Students”. 100 students of the age group 15-17 years from 2 higher secondary schools were selected randomly Students Academic Stress Scale and AECOM Coping Scales were used. The finding suggested that there was no difference between the boys and the girls with respect to their academic stress means

both are experiencing more or less similar level of academic stress. The boys and the girls with academic stress are using similar kinds of coping styles.

Kadapatti and Khadi (2006) conducted a study on “Factors Influencing for Academic Stress among Pre-University Students”. Samples consisted of 360 PU students of both the boys and the girls from Dharwad. Stress Event Test, Socio-Economic Status Scale, Aspiration Scale, Study Habits Schedule, Study Problems Schedule were used to gather data. Findings suggest that high aspiration, poor study habits, more study problems, change in the medium of instruction and low socio-economic conditions were the factors that significantly influenced academic stress.

Huan *et al.* (2008) conducted a study on “The Impact of Adolescent Concerns on their Academic Stress”. Data was obtained using two self-reported measures the Adolescent Concerns Measure and the Academic Expectations Stress Inventory. Results obtained showed that only the scores on the personal concerns subscale was positively associated with the academic stress arising from self and other expectations, in both the boys and the girls. The results of the studies on academic performance and stress supported that high pressure and stress mediate for poor academic performance.

3.4 CONCLUSION

Thus this chapter presented different psychological variables related with stress among higher secondary students. This chapter will be followed by the next chapter, ‘The Methodology of Research’

CHAPTER – 4

METHODOLOGY OF RESEARCH

4.1 Introduction

This chapter on methodology describes the methods and procedures adopted to conduct the study. A sound methodology with effective procedure is vital for conducting the investigation for any research, leading the researcher to achieve his/her goal. 'Planning of the work estimates the resources, manpower and time required to accomplish the task' **Sing 1992**. For the present study, the researcher tried for planning and procedure and took care as much as possible. The methods, tools, population, sample, data collection, and data analysis are discussed in this chapter.

4.2 Research Type

The present study is a descriptive study as the researcher has collected data through a **survey**. The purpose of the research is to study the different stress levels among the higher secondary students.

Descriptive research attempts to describe and explain conditions of the present. It relies on qualitative and quantitative data collected from written documents, personal interviews, surveys, etc. The purpose of descriptive research in education is to study the present problems of the students, vis-a-vis teachers, administration, curriculum, teaching learning process, and the need for considering this aspect in education.

Descriptive research includes surveys and fact finding inquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. The methods of research utilized in descriptive research are survey methods of all kinds, including comparative and correlation methods.

4.3 Population

The population of the study comprises all the Higher Secondary Students of Kheda district in Gujarat.

4.4 Sample

The researcher has selected the sample through stratified random sampling. The researcher has selected 20 students from each of the three English medium schools and 20 students from each of the three Gujarati medium schools of Nadiad Taluka.

Table No: 4.1 Names of the Six Schools

Sr.	Name of the Schools	Medium	No. of Students
1.	New English School	Gujarati	20
2.	St. Mary's School	Gujarati	20
3.	Jivan Vikas Education Academy	Gujarati	20
4.	St. Mary's High School	English	20
5.	St. Anne's High School	English	20
6.	English Teaching School	English	20

4.5. Stratified Random Sampling

The researcher collected names of all English Medium and Gujarati Medium Schools of Nadiad Taluka. Names of English and Gujarati Medium Schools were put in separate boxes. Then through lottery, names of three English Medium and three Gujarati Medium Schools were taken out. The researcher selected the students through random sampling as he took the students having odd numbers in the attendance register as the sample.

4.6 Tools and Preparation Procedure

For the present study the researcher used the following self-constructed tools:

1. Questionnaire -

- 1) Questionnaire for Students
- 2) Questionnaire for Teachers
- 3) Questionnaire for Parents

4.6.1 Questionnaire for Students, Teachers and Parents.

Questionnaire means a set of questions prepared for drawing the responses from the subjects for research work.

(1) Questionnaire for Students

(1) Close Ended Questions

They were about stress level of the higher secondary students. There were 35 close ended questions in which the students had to tick mark the answer 'Yes' or 'No' in the questionnaire

(2) Open ended Questions

They were ten questions related to different stress levels of the students in which they had to present their own ideas and experience about stress.

In this questionnaire for students multiple choice types of 35 questions and 10 open ended questions were given. These questions were related to students' stress in the higher secondary schools. In the present study the researcher gave the questionnaire to the 20 students from three English Medium schools each and 20 students from three Gujarati Medium schools each.

(2) Questionnaire for Teachers

This questionnaire consisted of ten open ended questions. These questions were related to teachers' observation and experience about the students' stress in the Higher Secondary Schools of both the mediums. The researcher got the questionnaire filled up by the ten teachers from Higher Secondary Schools in general.

(3) Questionnaire for Parents

This questionnaire consisted of ten open ended questions. These questions were related to parents' observation and experience about the students' stress in the Higher Secondary Schools of both the mediums. The researcher got the questionnaire filled up by the ten parents.

4.7 Construction of Tools

(1) Questionnaire for Students (1) Open ended questions

(2) Close ended questions

1. The researcher discussed some important elements regarding the questionnaire and observation schedule with experts. The researcher read books, journals and research studies related to the topic for construction of tools. The researcher also talked to the students about their stress and problems.
2. The researcher constructed a list of questions related to his study. The questionnaire consisted of 45 close ended questions and 15 open ended questions.
3. After that the researcher discussed this with his guide who modified, suggested and reframed the questions of questionnaire. Some text items were removed from the original draft.
4. The questionnaire was checked by some other experts, too, and their suggestions and comments were also incorporated.
5. After the modifications, the questionnaire was ready to be administered.

(2) Questionnaire for Parents

1. The researcher discussed some important elements regarding the questionnaire with experts. The researcher read books, journals and research studies related to the topic for construction of tools. The researcher also talked with the students about their stress and problems.
2. The researcher constructed a list of questions related to his study. The questionnaire consisted of 10 open ended questions.
3. The questionnaire was modified in the light of discussion with the guide and other experts.
4. After the modifications, the questionnaire was ready to be administered.

(3) Questionnaire for Teachers

1. The researcher discussed some important elements regarding the questionnaire and observation schedule with experts. The researcher read books, journals and research studies related to the topic for construction of tools. The researcher has also talked with the students about their stress level and problems.

-
2. The researcher has constructed a list of questions related to his study. The questionnaire consists of 8 open ended questions.
 3. As in case of the other two questionnaires, in this case too, there were discussions with the guide and other experts following which modifications were made in the questionnaire.
 4. After the modifications, the questionnaire was ready to be administered.

4.8 Data Collection Procedure

The researcher started data collection in the month of December 2012.

Stage – 1

The researcher prepared the tools for data collection and validated the same. The tools were shown to the experts and thereby their suggestions and comments were incorporated and tools were validated.

Stage – 2

The researcher started the data collection in the month of December 2012. The researcher personally visited and sought permission from three English Medium schools and three Gujarati Medium schools namely (1) New English School, (G.M) (2) English Teaching School, (E.M) (3) Jivan Vikas Education Academy, (G.M) (4) St. Anne's High School, (E.M) (5) St. Mary's High School, (E.M) (6) At. Mary's High School, (G.M)

Stage – 3

The researcher administered the questionnaire to students of Higher Secondary Schools of Gujarati and English Medium

Stage – 4

The researcher administered the questionnaire to parents whose children are studying in Higher Secondary Schools of Gujarati and English Medium.

Stage – 5

The researcher administered the questionnaire to teachers who teach in Higher Secondary Schools of Gujarati and English Medium.

Table No: 4.2 Day wise Procedure for Data Collection

Day	Name of the school	Procedure
Day 1	The New English School, (G.M)	The Researcher went to the New English School and gave instructions to the students about filling of the close ended and open ended questionnaires. In close ended questionnaire, they were asked to select the right option and tick before it. In open ended questionnaire, they had to write about their opinion.
Day-2	The English Teaching School (E.M)	The Researcher went to the English Teaching School and gave instructions to the students about filling of the close ended and open ended questionnaires. In close ended questionnaire, they were asked to select the right option and tick before it. In open ended questionnaire, they had to write about their opinion.
Day -3	Jivan Vikas Education Academy (G.M)	The Researcher went to the Jivan Vikas Education Academy and gave instructions to the students about filling of the close ended and open ended questionnaires. In close ended questionnaire, they were asked to select the right option and tick before it. In open ended questionnaire, they had to write about their opinion.
Day 4	St. Mary's High School (G.M)	The Researcher went to the St.Mary's High School and gave instructions to the students about filling of the close ended and open ended questionnaires. In close ended questionnaire, they were asked to select the right option and tick

		before it. In open ended questionnaire, they had to write about their opinion.
Day-5	St. Mary's High School (E.M)	The Researcher went to the St.Mary's High School and gave instructions to the students about filling of the close ended and open ended questionnaires. In close ended questionnaire, they were asked to select the right option and tick before it. In open ended questionnaire, they had to write about their opinion.
Day 6	St. Anne's High School	The Researcher went to the St. Anne's High School and gave instructions to the students about filling of the close ended and open ended questionnaires. In close ended questionnaire, they were asked to select the right option and tick before it. In open ended questionnaire, they had to write about their opinion.
Day 7	Teachers	The Researcher took the interview of the teachers. The interview was structured as the questions were already decided. The researcher asked the questions and simultaneously noted the answers.
Day 8	Parents	The Researcher took the interview of the parents. The interview was structured as the questions were already decided. The researcher asked the questions and simultaneously noted the answers.

4.9 Data Analysis

Data were analyzed and interpreted through content analysis and frequency counting and converting them into percentage. The subsequent chapter focuses on data analysis, interpretation and discussion.

CHAPTER – 5

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

5.1 Introduction

Once the data are collected and organized in a precise way, the next step in research process is the analysis and interpretation of the same in order to get a meaningful picture out of the raw information collected.

Analysis of data involved the breaking down of existing complex factors into simpler parts and combining the parts into new arrangements for the purpose of interpretation. Data have been studied from as many angles as possible, to find newer facts.

Interpretation of data is the process by which the analyzed data are given meaning, significance to find out whether or not the answer to the original problem is obtained. Careful and critical thinking is essential to safeguard against misinterpretation. In the present study, the researcher analyzed the data with the help of content and percentage analysis.

5.2 Analysis of the Questionnaire for Students of Higher Secondary Schools of English Medium.

Table No: 5.1

(1) English Teaching School: (Close Ended Questions) (Eng. Med.)

No.	Questions	Yes	No
1	Do you feel stress as you have difficulty in coping with the studies and homework?	95%	05%
2	Are you able to manage your time satisfactorily?	40%	60%
3	Do you get enough time to relax and enjoy?	45%	55%
4	Do you get time to play with your friends daily?	05%	95%
5	Do you get time to watch movies once in a month?	40%	60%
6	Do you take food at a proper time?	75%	25%
7	Do you not feel hungry at examination time?	50%	50%
8	Do you have headache often?	35%	65%

9	Have you made a good combination of studies and play?	45%	55%
10	Given a chance, will you leave your studies?	10%	90%
11	Do your parents compare you with your better performing friends?	70%	30%
12	Do your teachers compare you with your better performing friends?	60%	40%
13	Do you want to study due to your interest?	90%	10%
14	Do you study due to the pressure of parents?	10%	90%
15	Do you study due to the pressure of teachers?	10%	90%
16	Do you get enjoyment in your study?	85%	15%
17	Do you get stress in your study?	45%	55%
18	Do you get stress during exams?	60%	40%
19	Do you get enough time studies?	55%	45%
20	Do your parents think that you are performing satisfactorily in studies?	75%	25%
21	Do your teachers want you to study more?	85%	15%
22	Are you satisfied with your performance?	35%	65%
23	Do you like to perform in exams like your friends?	45%	55%
24	Have you a fixed goal about life?	100%	0%
25	Do your parents want you to study harder?	70%	30%
26	Are your teachers satisfied with your performance?	35%	65%
27	Do you think that you should only study?	10%	90%
28	Do you think that your parents should not scold you about studies?	55%	45%
29	Do you think that your teachers should not scold you about studies?	50%	50%
30	Do you think that your parents are unnecessarily angry with you?	35%	65%
31	Do you think that your teachers are unnecessarily angry with you?	35%	65%
32	Do you think that syllabus is very tough?	55%	45%
33	Do you think that studying makes you tense?	35%	65%
34	Do you think that your teachers should motivate you?	95%	05%
35	Do you think that your parents should motivate you?	95%	05%

Table No: 5.2**(2) St. Anne's High School: (Close Ended Questions) (Eng.Med.)**

No.	Questions	Yes	No
1	Do you feel stress as you have difficulty in coping with the studies and homework?	65%	35%
2	Are you able to manage your time satisfactorily?	60%	40%
3	Do you get enough time to relax and enjoy?	65%	35%
4	Do you get time to play with your friends daily?	40%	60%
5	Do you get time to watch movies once in a month?	80%	20%
6	Do you take food at a proper time?	70%	30%
7	Do you not feel hungry at examination time?	50%	50%
8	Do you have headache often?	40%	60%
9	Have you made a good combination of studies and play?	40%	60%
10	Given a chance, will you leave your studies?	35%	65%
11	Do your parents compare you with your better performing friends?	60%	40%
12	Do your teachers compare you with your better performing friends?	65%	35%
13	Do you want to study due to your interest?	75%	25%
14	Do you study due to the pressure of parents?	15%	85%
15	Do you study due to the pressure of teachers?	20%	80%
16	Do you get enjoyment in your study?	55%	45%
17	Do you get stress in your study?	40%	60%
18	Do you get stress during exams?	80%	20%
19	Do you get enough time studies?	70%	30%
20	Do your parents think that you are performing satisfactorily in studies?	80%	20%
21	Do your teachers want you to study more?	75%	25%
22	Are you satisfied with your performance?	50%	50%
23	Do you like to perform in exams like your friends?	75%	25%
24	Have you a fixed goal about life?	50%	50%
25	Do your parents want you to study harder?	95%	05%
26	Are your teachers satisfied with your performance?	35%	65%
27	Do you think that you should only study?	25%	75%

28	Do you think that your parents should not scold you about studies?	25%	75%
29	Do you think that your teachers should not scold you about studies?	30%	70%
30	Do you think that your parents are unnecessarily angry with you?	10%	90%
31	Do you think that your teachers are unnecessarily angry with you?	30%	70%
32	Do you think that syllabus is very tough?	60%	40%
33	Do you think that studying makes you tense?	55%	45%
34	Do you think that your teachers should motivate you?	85%	15%
35	Do you think that your parents should motivate you?	95%	05%

Table No: 5.3

(3)St. Mary's High School: (Close Ended Questions) (Eng. Med.)

No.	Questions	Yes	No
1	Do you feel stress as you have difficulty in coping with the studies and homework?	55%	45%
2	Are you able to manage your time satisfactorily?	65%	35%
3	Do you get enough time to relax and enjoy?	65%	35%
4	Do you get time to play with your friends daily?	25%	75%
5	Do you get time to watch movies once in a month?	75%	25%
6	Do you take food at a proper time?	70%	30%
7	Do you not feel hungry at examination time?	20%	80%
8	Do you have headache often?	35%	65%
9	Have you made a good combination of studies and play?	70%	30%
10	Given a chance, will you leave your studies?	10%	90%
11	Do your parents compare you with your better performing friends?	65%	35%
12	Do your teachers compare you with your better performing friends?	70%	30%
13	Do you want to study due to your interest?	85%	15%
14	Do you study due to the pressure of parents?	10%	90%
15	Do you study due to the pressure of teachers?	25%	75%
16	Do you get enjoyment in your study?	95%	05%
17	Do you get stress in your study?	30%	70%
18	Do you get stress during exams?	60%	40%
19	Do you get enough time studies?	65%	35%

20	Do your parents think that you are performing satisfactorily in studies?	85%	15%
21	Do your teachers want you to study more?	95%	05%
22	Are you satisfied with your performance?	55%	45%
23	Do you like to perform in exams like your friends?	80%	20%
24	Have you a fixed goal about life?	80%	20%
25	Do your parents want you to study harder?	90%	10%
26	Are your teachers satisfied with your performance?	40%	60%
27	Do you think that you should only study?	15%	85%
28	Do you think that your parents should not scold you about studies?	40%	60%
29	Do you think that your teachers should not scold you about studies?	45%	55%
30	Do you think that your parents are unnecessarily angry with you?	30%	70%
31	Do you think that your teachers are unnecessarily angry with you?	30%	70%
32	Do you think that syllabus is very tough?	50%	50%
33	Do you think that studying makes you tense?	45%	55%
34	Do you think that your teachers should motivate you?	90%	10%
35	Do you think that your parents should motivate you?	95%	05%

5.3 Analysis of the Questionnaire for Students of Higher Secondary Schools of Gujarati Medium.

Table No. 5.4

(1)English Teaching School: (Close Ended Questions) (Guj. Med.)

No.	Questions	Yes	No
1	Do you feel stress as you have difficulty in coping with the studies and homework?	50%	50%
2	Are you able to manage your time satisfactorily?	75%	25%
3	Do you get enough time to relax and enjoy?	45%	50%
4	Do you get time to play with your friends daily?	30%	70%
5	Do you get time to watch movies once in a month?	85%	15%
6	Do you take food at a proper time?	75%	25%
7	Do you not feel hungry at examination time?	25%	75%

8	Do you have headache often?	20%	80
9	Have you made a good combination of studies and play?	75%	25%
10	Given a chance, will you leave your studies?	15%	85%
11	Do your parents compare you with your better performing friends?	65%	35%
12	Do your teachers compare you with your better performing friends?	45%	55%
13	Do you want to study due to your interest?	90%	10%
14	Do you study due to the pressure of parents?	05%	95%
15	Do you study due to the pressure of teachers?	05%	95%
16	Do you get enjoyment in your study?	80%	20%
17	Do you get stress in your study?	40%	60%
18	Do you get stress during exams?	45%	55%
19	Do you get enough time studies?	75%	25%
20	Do your parents think that you are performing satisfactorily in studies?	85%	15%
21	Do your teachers want you to study more?	85%	15%
22	Are you satisfied with your performance?	30%	70%
23	Do you like to perform in exams like your friends?	65%	35%
24	Have you a fixed goal about life?	85%	15%
25	Do your parents want you to study harder?	80%	20%
26	Are your teachers satisfied with your performance?	40%	60%
27	Do you think that you should only study?	10%	90%
28	Do you think that your parents should not scold you about studies?	25%	75%
29	Do you think that your teachers should not scold you about studies?	25%	75%
30	Do you think that your parents are unnecessarily angry with you?	05%	95%
31	Do you think that your teachers are unnecessarily angry with you?	20%	80%
32	Do you think that syllabus is very tough?	45%	55%
33	Do you think that studying makes you tense?	40%	60%
34	Do you think that your teachers should motivate you?	85%	15%
35	Do you think that your parents should motivate you?	95%	05%

Table No: 5.5**(2) St.Mary's High School: (Close Ended Questions) (Guj. Med.)**

No.	Questions	Yes	No
1	Do you feel stress as you have difficulty in coping with the studies and homework?	75%	25%
2	Are you able to manage your time satisfactorily?	45%	55%
3	Do you get enough time to relax and enjoy?	60%	40%
4	Do you get time to play with your friends daily?	40%	60%
5	Do you get time to watch movies once in a month?	50%	50%
6	Do you take food at a proper time?	85%	15%
7	Do you not feel hungry at examination time?	25%	75%
8	Do you have headache often?	55%	45%
9	Have you made a good combination of studies and play?	30%	70%
10	Given a chance, will you leave your studies?	15%	85%
11	Do your parents compare you with your better performing friends?	55%	45%
12	Do your teachers compare you with your better performing friends?	45%	55%
13	Do you want to study due to your interest?	75%	25%
14	Do you study due to the pressure of parents?	20%	80%
15	Do you study due to the pressure of teachers?	25%	75%
16	Do you get enjoyment in your study?	85%	15%
17	Do you get stress in your study?	35%	65%
18	Do you get stress during exams?	70%	30%
19	Do you get enough time studies?	50%	50%
20	Do your parents think that you are performing satisfactorily in studies?	70%	30%
21	Do your teachers want you to study more?	90%	10%
22	Are you satisfied with your performance?	50%	50%
23	Do you like to perform in exams like your friends?	60%	40%
24	Have you a fixed goal about life?	95%	05%
25	Do your parents want you to study harder?	90%	10%
26	Are your teachers satisfied with your performance?	45%	55%
27	Do you think that you should only study?	05%	95%

28	Do you think that your parents should not scold you about studies?	70%	30%
29	Do you think that your teachers should not scold you about studies?	45%	55%
30	Do you think that your parents are unnecessarily angry with you?	30%	70%
31	Do you think that your teachers are unnecessarily angry with you?	35%	65%
32	Do you think that syllabus is very tough?	55%	45%
33	Do you think that studying makes you tense?	45%	55%
34	Do you think that your teachers should motivate you?	85%	15%
35	Do you think that your parents should motivate you?	85%	15%

Table No: 5.6

(3) Jivan Vikas Education Academy:(Close Ended Ques.)(Guj. Med.)

No.	Questions	Yes	No
1	Do you feel stress as you have difficulty in coping with the studies and homework?	65%	35%
2	Are you able to manage your time satisfactorily?	65%	35%
3	Do you get enough time to relax and enjoy?	50%	50%
4	Do you get time to play with your friends daily?	35%	65%
5	Do you get time to watch movies once in a month?	55%	45%
6	Do you take food at a proper time?	90%	10%
7	Do you not feel hungry at examination time?	40%	60%
8	Do you have headache often?	35%	65%
9	Have you made a good combination of studies and play?	60%	40%
10	Given a chance, will you leave your studies?	0%	100%
11	Do your parents compare you with your better performing friends?	55%	45%
12	Do your teachers compare you with your better performing friends?	35%	65%
13	Do you want to study due to your interest?	85%	15%
14	Do you study due to the pressure of parents?	05%	95%
15	Do you study due to the pressure of teachers?	0%	100%
16	Do you get enjoyment in your study?	100%	0%1
17	Do you get stress in your study?	40%	60%
18	Do you get stress during exams?	35%	65%
19	Do you get enough time studies?	80%	20%

20	Do your parents think that you are performing satisfactorily in studies?	75%	25%
21	Do your teachers want you to study more?	95%	05%
22	Are you satisfied with your performance?	75%	25%
23	Do you like to perform in exams like your friends?	35%	65%
24	Have you a fixed goal about life?	90%	10%
25	Do your parents want you to study harder?	85%	15%
26	Are your teachers satisfied with your performance?	65%	35%
27	Do you think that you should only study?	35%	65%
28	Do you think that your parents should not scold you about studies?	45%	55%
29	Do you think that your teachers should not scold you about studies?	55%	45%
30	Do you think that your parents are unnecessarily angry with you?	10%	90%
31	Do you think that your teachers are unnecessarily angry with you?	25%	75%
32	Do you think that syllabus is very tough?	25%	75%
33	Do you think that studying makes you tense?	25%	75%
34	Do you think that your teachers should motivate you?	90%	10%
35	Do you think that your parents should motivate you?	100%	0%

5.4 Analysis of the Questionnaire for Students of Higher Secondary Schools of English Medium.

Table No: 5.7

(1) English Teaching School: (Open Ended Ques.) (Eng. Med.)

No.	Question	Per %
1	How do you feel when your friends score more marks than you?	
	1. Feel jealous	05%
	2. Feel happiness	20%
	3. Feel encouraged	30%
	4. Feel the desire to work hard	05%
	5. Feel bad	40%
2	How do you feel when your peers laugh at you when you are unable to answer correctly?	

	1. Feel bad	50%
	2. Feel angry	10%
	3. Feel shame	15%
	4. Feel embarrassed	10%
	5. Think to work hard	15%
3	How do you feel when you come late and are not allowed to enter the class?	
	1. Feel bad	45%
	2. Feel to come early	15%
	3. Feel shame	40%
4	How do you feel when you are scolded by the teacher in the classroom for not doing homework?	
	1. Feel bad	50%
	2. Feel to be careful next time	05%
	3. Feel shame	20%
	4. Give proper reason	05%
	5. Feel angry	10%
	6. Feel good	10%
5	How do you feel when teachers praise you in the classroom?	
	1. Feel bad	10%
	2. Feel happiness	40%
	3. Feel pride	25%
	4. Feel embarrassment	05%
	5. Get inspiration	20%
6	What do you want to do in your future life?	
	1. To be successful person	15%
	2. To be doctor	30%
	3. To serve the people	10%
	4. To be engineer	15%
	5. To be manager	10%
	6. To get good job	20%

7	How do you feel when you commit many mistakes in homework?	
	1. Feel bad	25%
	2. Feel good	05%
	3. Feel angry	15%
	4. Feel to be attentive	15%
	5. Get inspiration to do homework	05%
	6. Try to improve the mistakes	35%
8	What do you feel when you forget to bring your homework?	
	1. Feel bad	45%
	2. Feel fear	10%
	3. Feel angry	15%
	4. Feel shame	05%
	5. Try to be careful	25%
9	What do you feel when you get marks less than your expectation?	
	1. Feel bad	60%
	2. Feel nervousness	15%
	3. Feel angry	05%
	4. Feel repent	10%
	5. Feel to work hard	10%
10	According to you, what is the importance of studies?	
	1. To get name, fame and job	35%
	2. To fulfil dream and achieve knowledge	15%
	3. To get prosperity and live happily	25%
	4. Life is more important without education	20%
	5. To serve the needy people	05%

Table No: 5.8**(2) St. Anne's High School: (Open Ended Ques.) (Eng. Med.)**

Q.no.	Question	Per %
1	How do you feel when your friends score more marks than you?	
	1.Feel jealous	30%
	2.Feel happiness	25%
	3.Feel encouragement	10%
	4.Feel to work hard	10%
	5.Feel bad	25%
2	How do you feel when your peers laugh at you when you are unable to answer correctly?	
	1. Feel bad	40%
	2. Feel angry	15%
	3. Feel shame and insulting	20%
	4. Feel embarrassed	10%
	5. Think to work hard	15%
3	How do you feel when you come late and are not allowed to enter the class?	
	1. Feel bad	35%
	2. Feel to come early	20%
	3. Feel shame	15%
	4. Feel guilty	15%
	5. Feel angry	15%
4	How do you feel when you are scolded by the teacher in the classroom for not doing homework?	
	1. Feel bad	40%
	2. Feel to be careful next time	15%
	3. Feel shame and guilty	30%
	4. Give proper reason	10%
	5. Feel angry	05%

5	How do you feel when teachers praise you in the classroom?	
	1. Feel bad	10%
	2. Feel happiness	40%
	3. Feel pride	25%
	4. Feel embarrassment	05%
	5. Get inspiration	20%
6	What do you want to do in your future life?	
	1. To be C.A	20%
	2. To achieve prosperous life	10%
	3. To be good human being	20 %
	4. To be engineer	45%
	5. To be teacher	05%
7	How do you feel when you commit many mistakes in homework?	
	1. Feel bad	25%
	2. Feel shame	20%
	3. Feel angry	10%
	4. Try to improve the mistakes	45%
8	What do you feel when you forget to bring your homework?	
	1. Feel bad	25%
	2. Feel fear	15%
	3. Feel angry	10%
	4. Feel shame	25%
	5. Try to be careful and work hard	10%
	6. Ready to accept mistakes	15%
9	What do you feel when you get marks less than your expectation?	
	1. Feel bad	55%
	2. Feel nervousness	10%
	3. Feel angry	10%
	4. Feel repent	05%

	5. Feel to work hard	20%
10	According to you, what is the importance of studies?	
	1. To get name, fame and job	25%
	2. To fulfil dream and achieve knowledge	25%
	3. To get prosperity and live happily	25%
	4. Life is more important without education	20%
	5. To serve the needy people	05%

Table No: 5.9

(3) St. Mary's High School: (Open Ended Ques.) (Eng. Med.)

Q.no.	Question	Per %
1	How do you feel when your friends score more marks than you?	
	1. Feel jealous	25%
	2. Feel happiness	40%
	3. Feel encouragement	10%
	4. Feel to work hard	10%
	5. Feel bad	15%
2	How do you feel when your peers laugh at you when you are unable to answer correctly?	
	1 Feel bad	50%
	2 Feel angry	15%
	3 Feel shame and insulting	20%
	4 Feel embarrassed	10%
	5 Think to work hard	05%
3	How do you feel when you come late and are not allowed to enter the class?	
	1. Feel bad	45%
	2. Feel to come early	25%
	3. Feel guilty	10%
	4. Feel angry	20%

4	How do you feel when you are scolded by the teacher in the classroom for not doing homework?	
	1. Feel bad	45%
	2. Feel to be careful next time	15%
	3. Feel shame and guilty	25%
	4. Feel fear and confusion	10%
	5. Feel angry	05%
5	How do you feel when teachers praise you in the classroom?	
	1. Feel happiness	60%
	2. Feel confidence	15%
	3. Feel pride	15%
	4. Feel insulted	10%
6	What do you want to do in your future life?	
	1. To be C.A	35%
	2. To be manager	15%
	3. To be good human being	30 %
	4. To be fashion designer	05%
	5. To be teacher	05%
	6. To be social worker	10%
7	How do you feel when you commit many mistakes in homework?	
	1. Feel bad	10%
	2. Feel shame	10%
	3. Feel angry	05%
	4. Try to improve the mistakes	50%
	5. Feel upset and nervous	15%
	6. Try to be attentive	10%
8	What do you feel when you forget to bring your homework?	
	1. Feel bad	35%

	2. Feel fear	10%
	3. Feel angry	20%
	4. Feel shame	10%
	5. Try to be careful and work hard	10%
	6. Ready to accept mistakes	15%
9	What do you feel when you get marks less than your expectation?	
	1. Feel bad	25%
	2. Feel nervousness	15%
	3. Feel angry	10%
	4. Feel repent	15%
	5. Feel to work hard	35%
10	According to you, what is the importance of studies?	
	1. To be good citizen	20%
	2. To achieve knowledge and goals	25%
	3. To fulfil ambition	15%
	4. To get good job	20%
	5. To get identity in society	10%
	6. To live prosperous life	10%

5.5 Analysis of the Questionnaire for Students of Higher Secondary Schools of Gujarati Medium.

Table No. 5.10

(4) New English School: (Open Ended Ques.) (Guj. Med.)

Q. no.	Question	Per %
1	How do you feel when your friends score more marks than you?	
	1. Feel jealous	20%
	2. Feel happiness	30%
	3. Feel encouragement	10%
	4. Feel insulted and shame	15%

	5. Feel bad	25%
2	How do you feel when your peers laugh at you when you are unable to answer correctly?	
	1. Feel bad	50%
	2. Feel angry	05%
	3. Feel shame and insulting	20%
	4. Feel embarrassed	10%
	5. No such experience	15%
3	How do you feel when you come late and are not allowed to enter the class?	
	1. Feel bad	30%
	2. Feel to come early	20%
	3. Feel guilty	10%
	4. Feel angry	10%
	5. Feel insulted	10%
	6. Feel embarrassing	20%
4	How do you feel when you are scolded by the teacher in the classroom for not doing homework?	
	1. Feel bad	40%
	2. Feel to be careful next time	10%
	3. Feel shame and guilty	20%
	4. Feel fear and confusion	10%
	5. Feel insult	20%
5	How do you feel when teachers praise you in the classroom?	
	1. Feel happiness	65%
	2. Feel confidence	05%
	3. Feel pride	25%
	4. Feel insulted	05%
6	What do you want to do in your future life?	
	1. To be C.A	40%
	2. To be manager	10%

	3. To be good human being	25 %
	4. To be computer engineer	20%
	5. To be architecture	05%
7	How do you feel when you commit many mistakes in homework?	
	1. Feel bad	45%
	2. Feel shame	10%
	3. Feel good	10%
	4. Try to improve the mistakes	20%
	5. Feel upset and nervous	15%
8	What do you feel when you forget to bring your homework?	
	1. Feel bad	55%
	2. Feel fear	05%
	3. Feel angry	05%
	4. Feel shame and guilty	15%
	5. Try to be careful and work hard	10%
	6. Seek forgiveness	10%
9	What do you feel when you get marks less than your expectation?	
	1. Feel bad	60%
	2. Feel nervousness	15%
	3. Feel angry	10%
	4. Feel shame	05%
	5. Feel to work hard	10%
10	According to you, what is the importance of studies?	
	1. To be good citizen	15%
	2. To achieve knowledge and goals	25%
	3. To fulfil ambition	15%
	4. To get good job	20%
	5. To get identity in society	05%
	6. To live prosperous life	20%

Table No: 5.11**(5) St. Mary's High School: (Open Ended Ques.) (Guj. Med.)**

Q.no.	Question	Per %
1	How do you feel when your friends score more marks than you?	
	1.Try to work hard	20%
	2.Feel happiness	20%
	3.Feel encouragement	25%
	4.Feel shame	15%
	5.Feel bad	20%
2	How do you feel when your peers laugh at you when you are unable to answer correctly?	
	1. Feel bad	50%
	2. Feel angry	15%
	3. Feel shame and insulting	20%
	4. Feel embarrassed	05%
	5. Feel to take revenge	10 %
3	How do you feel when you come late and are not allowed to enter the class?	
	1. Feel bad	40%
	2. Feel to come early	25%
	3. Accept the mistake	15%
	4. Feel to go back home	10%
	5. Feel shame	05%
	6. Feel angry	05%
4	How do you feel when you are scolded by the teacher in the classroom for not doing homework?	
	1. Feel bad	40%
	2. Feel to be careful next time	20%
	3. Feel shame and guilty	10%
	4. Feel to accept the mistake	10%
	5. Feel angry	05%

	6. Feel to be regular in homework	15
5	How do you feel when teachers praise you in the classroom?	
	1. Feel happiness	65%
	2. Feel confidence	05%
	3. Feel pride	30%
6	What do you want to do in your future life?	
	1. To be C.A	35%
	2. To be musician	05%
	3. To be good human being	20%
	4. To be an engineer	15%
	5. To be doctor	20%
	6. To be teacher	05%
7	How do you feel when you commit many mistakes in homework?	
	1. Feel bad	30%
	2. Feel shame	10%
	3. Feel repent	15%
	4. Try to improve the mistakes	25%
	5. Feel upset and nervous	15%
	6. Feel angry	05%
8	What do you feel when you forget to bring your homework?	
	1. Feel bad	50%
	2. Feel pride	05%
	3. Feel shame	25%
	4. Feel angry	05%
	5. Try to remember next time	15%
9	What do you feel when you get marks less than your expectation?	
	1. Feel bad	40%

	2. Feel nervousness	20%
	3. Feel angry	05%
	4. Feel shame	05%
	5. Feel to work hard	20%
	6. Accept the result happily	10%
10	According to you, what is the importance of studies?	
	1. To be good citizen	10%
	2. To achieve knowledge and goals	25%
	3. To live prosperous life	20%
	4. To get good job	40%
	5. To get identity in society	05%

Table No: 5.12

(6) Jivan Vikas Education Academy: (Open Ended Ques.) (Guj. Med.)

Q.no.	Question	Per %
1	How do you feel when your friends score more marks than you?	
	1.Try to work hard	20%
	2.Feel happiness	05%
	3.Feel encouragement	30%
	4.Feel jealous	15%
	5.Feel bad	25%
	6. Feel proud	05%
2	How do you feel when your peers laugh at you when you are unable to answer correctly?	
	1. Feel bad	40%
	2. Feel angry	15%
	3. Feel hesitation to answer	05%
	4. Feel courageous	10%
	5. Feel embarrassed	15%
	6. Feel to work hard	15%
3	How do you feel when you come late and are not allowed to enter the class?	

	1. Feel bad	45%
	2. Feel to come early	15%
	3. Accept the mistake	15%
	4. Feel to go back home	10%
	5. Feel shame	15%
4	How do you feel when you are scolded by the teacher in the classroom for not doing homework?	
	1. Feel bad	60%
	2. Feel to explain the proper reason	05%
	3. Feel to repent	15%
	4. Feel to improve the mistake	15%
	5. No such experience	05%
5	How do you feel when teachers praise you in the classroom?	
	1. Feel happiness	75%
	2. Feel encourage	15%
	3. Feel pride	10%
6	What do you want to do in your future life?	
	1. To be engineer	25%
	2. To be doctor	15%
	3. To be good human being	15%
	4. To save the country	10%
	5. To get good job	35%
7	How do you feel when you commit many mistakes in homework?	
	1. Feel bad	40%
	2. Feel shame	10%
	3. Feel repent	05%
	4. Try to improve the mistakes	40%
	5. Try to be very careful	05
8	What do you feel when you forget to bring your	

	homework?	
	1. Feel bad	35%
	2. Feel inattentive	25%
	3. Try to be careful	20%
	4. Feel shame	15%
	5. Feel angry	05%
9	What do you feel when you get marks less than your expectation?	
	1. Feel bad	35%
	2. Feel tension and fear	15%
	3. Feel angry	05%
	4. Feel shame	05%
	5. Feel to work hard	30%
	6. Try to find out the reason	10%
10	According to you, what is the importance of studies?	
	1. To be good citizen	20%
	2. To achieve knowledge and goals	25%
	3. To live prosperous life	20%
	4. To get good job	10%
	5. To get name and fame in society	25%

5.6 Analysis of the Questionnaire for Students of three English Medium Higher Secondary Schools.

Table No: 5.13

(1) Close Ended Questions of Three English Medium Schools

No.	Questions	Yes	No
1	Do you feel stress as you have difficulty in coping with the studies and homework?	70.66%	29.34%
2	Are you able to manage your time satisfactory?	55%	45%
3	Do you get enough time to relax and enjoy?	58.33%	41.67%
4	Do you get time to play with your friends daily?	26.33%	73.67%

5	Do you get time to watch movies once in a month?	65%	35%
6	Do you take food at a proper time?	71.66%	28.34%
7	Do you not feel hungry at examination time?	40%	60%
8	Do you have headache often?	46.62%	53.38%
9	Have you made a good combination of studies and play?	51.66%	48.34%
10	Given a chance, will you leave your studies?	18.33%	81.67%
11	Do your parents compare you with your better performing friends?	65%	35%
12	Do your teachers compare you with your better performing friends?	65%	35%
13	Do you want to study due to your interest?	83.33%	16.67%
14	Do you study due to the pressure of parents?	11.66%	88.34%
15	Do you study due to the pressure of teachers?	18.33%	81.67%
16	Do you get enjoyment in your study?	78.33%	21.67%
17	Do you get stress in your study?	38.33%	61.67%
18	Do you get stress during exams?	66.66%	33.34%
19	Do you get enough time studies?	63.33%	36.67%
20	Do your parents think that you are performing satisfactorily in studies?	80%	20%
21	Do your teachers want you to study more?	85%	15%
22	Are you satisfied with your performance?	46.66%	53.34%
23	Do you like to perform in exams like your friends?	66.66%	33.34%
24	Have you a fixed goal about life?	76.66%	23.34%
25	Do your parents want you to study harder?	85%	15%
26	Are your teachers satisfied with your performance?	36.33%	63.67%
27	Do you think that you should only study?	16.66%	83.34%
28	Do you think that your parents should not scold you about studies?	40%	60%
29	Do you think that your teachers should not scold you about studies?	41.66%	58.34%
30	Do you think that your parents are unnecessarily angry with you?	25%	75%
31	Do you think that your teachers are unnecessarily angry with you?	31.66%	68.34%
32	Do you think that syllabus is very tough?	55%	45%
33	Do you think that studying makes you tense?	45%	55%
34	Do you think that your teachers should motivate you?	90%	10%
35	Do you think that your parents should motivate you?	95%	05%

5.7 Analysis of the Questionnaire for Students of three Gujarati Medium Higher Secondary Schools.

Table No: 5.14

(1) Close Ended questions of Three Gujarati Medium Schools

No.	Questions	Yes	No
1	Do you feel stress as you have difficulty in coping with the studies and homework?	63.33%	36.67%
2	Are you able to manage your time satisfactory?	61.66%	38.34%
3	Do you get enough time to relax and enjoy?	51.66%	48.34%
4	Do you get time to play with your friends daily?	35%	65%
5	Do you get time to watch movies once in a month?	63.33%	36.67%
6	Do you take food at a proper time?	83.33%	16.67%
7	Do you not feel hungry at examination time?	30%	70%
8	Do you have headache often?	36.66%	63.34%
9	Have you made a good combination of studies and play?	55%	45%
10	Given a chance, will you leave your studies?	10%	90%
11	Do your parents compare you with your better performing friends?	58.33%	41.67%
12	Do your teachers compare you with your better performing friends?	41.66%	58.34%
13	Do you want to study due to your interest?	83.33%	16.67%
14	Do you study due to the pressure of parents?	10%	90%
15	Do you study due to the pressure of teachers?	10%	90%
16	Do you get enjoyment in your study?	88.33%	11.67%
17	Do you get stress in your study?	38.33%	61.67%
18	Do you get stress during exams?	50%	50%
19	Do you get enough time studies?	68.33%	31.67%
20	Do your parents think that you are performing satisfactorily in studies?	76.66%	23.34%
21	Do your teachers want you to study more?	90%	10%
22	Are you satisfied with your performance?	51.66%	48.34%
23	Do you like to perform in exams like your friends?	53.33%	46.67%

24	Have you a fixed goal about life?	90%	10%
25	Do your parents want you to study harder?	85%	15%
26	Are your teachers satisfied with your performance?	50%	50%
27	Do you think that you should only study?	16.66%	83.34%
28	Do you think that your parents should not scold you about studies?	46.66%	53.34%
29	Do you think that your teachers should not scold you about studies?	41.66%	58.34%
30	Do you think that your parents are unnecessarily angry with you?	15%	85%
31	Do you think that your teachers are unnecessarily angry with you?	26.66%	73.34%
32	Do you think that syllabus is very tough?	41.66%	58.34%
33	Do you think that studying makes you tense?	36.66%	63.34%
34	Do you think that your teachers should motivate you?	86.66%	13.34%
35	Do you think that your parents should motivate you?	93.33%	6.67%

5.8 Analysis of the Questionnaire for Students of all six English Medium and Gujarati Medium Higher Secondary Schools.

Table No: 5.15

(1) Close ended Questions of all Six English and Gujarati Medium Schools

No.	Questions	Yes	No
1	Do you feel stress as you have difficulty in coping with the studies and homework?	66.99%	33.01%
2	Are you able to manage your time satisfactory?	58.33%	41.67%
3	Do you get enough time to relax and enjoy?	54.99%	45.01%
4	Do you get time to play with your friends daily?	43.83%	56.17%
5	Do you get time to watch movies once in a month?	64.17%	35.83%
6	Do you take food at a proper time?	77.49%	22.50%
7	Do you not feel hungry at examination time?	35%	65%
8	Do you have headache often?	41.64%	58.36%
9	Have you made a good combination of studies and play?	53.33%	46.67%

10	Given a chance, will you leave your studies?	14.17%	85.83%
11	Do your parents compare you with your better performing friends?	61.67%	38.33%
12	Do your teachers compare you with your better performing friends?	53.33%	46.67%
13	Do you want to study due to your interest?	83.33%	16.67%
14	Do you study due to the pressure of parents?	10.83%	89.17%
15	Do you study due to the pressure of teachers?	14.17%	85.83%
16	Do you get enjoyment in your study?	83.33%	16.67%
17	Do you get stress in your study?	38.33%	61.67%
18	Do you get stress during exams?	58.33%	41.67%
19	Do you get enough time studies?	65.83%	34.17%
20	Do your parents think that you are performing satisfactorily in studies?	78.33%	21.67%
21	Do your teachers want you to study more?	87.50%	12.50%
22	Are you satisfied with your performance?	49.16%	50.84%
23	Do you like to perform in exams like your friends?	59.995	40.01%
24	Have you a fixed goal about life?	83.33%	16.67%
25	Do your parents want you to study harder?	85%	15%
26	Are your teachers satisfied with your performance?	43.17%	56.83%
27	Do you think that you should only study?	16.66%	83.34%
28	Do you think that your parents should not scold you about studies?	43.33%	56.67%
29	Do you think that your teachers should not scold you about studies?	41.66%	58.34%
30	Do you think that your parents are unnecessarily angry with you?	20%	80%
31	Do you think that your teachers are unnecessarily angry with you?	29.16%	70.83%
32	Do you think that syllabus is very tough?	48.33%	51.67%
33	Do you think that studying makes you tense?	40.83%	59.17%
34	Do you think that your teachers should motivate you?	88.33%	11.67%
35	Do you think that your parents should motivate you?	94.17%	5.83

5.9 Interpretation of the Questionnaire for Students from both English medium and Gujarati medium Schools:

- (1) 66.99% students feel stress while coping up with the studies whereas 33.01% students do not feel stress while coping with the studies. 70.66% students of English medium schools feel stress in coping with their study and homework whereas 63.33% students of Gujarati Medium Schools feel stress in coping with their study and homework.
- (2) 58.33% students are able to manage their time satisfactorily whereas 41.67% students are not able to manage their time satisfactorily.
55% students of English medium schools manage their time satisfactorily whereas 61.66% students of Gujarati Medium Schools manage their time satisfactorily.
- (3) 54.99% students get enough time to relax and enjoy whereas 45.01% students do not get enough time to relax and enjoy. 58.33% students of English medium get enough time to relax and enjoy whereas 51.66% students of Gujarati medium get enough time to relax and enjoy
- (4) 43.83% students get enough time to play with their friends daily whereas 56.17% students do not get enough time to play with their friends daily. 26.33% students of English medium get enough time to play with their friends daily whereas 35% students of Gujarati medium get enough time to play with their friends daily
- (5) 64.17% students get enough time to watch movies once in a month whereas 35.83% students do not get enough time to watch movies once in a month. 65% students of English medium get enough time to watch movies once in a month whereas 63.33% students of Gujarati medium get enough time to watch movies once in a month
- (6) 77.49% students take food at a proper time whereas 22.50% students do not take food at a proper time. 71.66% students of English medium take food at a proper time whereas 83.33% students of Gujarati medium take food at a proper time
- (7) 35% students feel hungry at examination time whereas 65% students do not feel hungry at examination time. 40% students of English medium feel

hungry during the time of exam whereas 30% students of Gujarati medium schools feel hungry during the time of exam.

- (8) 41.64% students feel headache often whereas 58.36% students do not feel headache often.46.62% students of English medium schools feel headache often whereas 36.66 students of Gujarati medium feel headache often.
- (9) 53.33% students have made a good combination of studies and play whereas 46.67% students have not made a good combination of studies and play.51.66% students of English medium schools have made a good combination of studies and play whereas 55% students of Gujarati medium schools have made a good combination of studies and play.
- (10) 14.17% students are ready to leave their studies if they are given the chance whereas 85.83% students are not ready to leave their studies if they are given the chance.18.33% students of English medium schools wish to leave the study if the chance is given whereas 10% students of Gujarati medium schools wish to leave the study if the chance is given.
- (11) 61.67% students are compared with their better performing friends by their parents whereas 38.33% students are not compared with their better performing friends by their parents.65% students of English medium schools are compared with their better performing friends by their parents whereas 58.33% students of Gujarati medium schools are compared with their better performing friends by their parents.
- (12) 53.33% students are compared with their better performing friends by their teachers whereas 46.67% students are not compared with their better performing friends by their teachers. 65% students of English medium schools are compared with their better performing friends by their teachers whereas 41.66% students of Gujarati medium schools are compared with their better performing friends by their teachers.
- (13) 83.33% students want to study due to their own interest whereas 16.67% students do not want to study due to their own interest.83.33% students of English medium schools and Gujarati medium schools want to study due to their interest
- (14) 10.83% students study due to the pressure of their parents whereas 89.17% students do not study due to the pressure of their parents.11.66% students of

-
- English medium schools study due to the pressure of parents whereas 10% students of Gujarati medium schools study due to the pressure of parents.
- (15) 14.17% students study due to the pressure of their teachers whereas 85.83% students do not study due to the pressure of their teachers. 18.33% students of English medium schools study due to the pressure of teachers whereas 10% students of Gujarati medium schools study due to the pressure of teachers.
- (16) 83.33% students get enjoyment in their study whereas 16.67% students do not get enjoyment in their study. 78.33% students of English medium schools get enjoyment in their study whereas 88.33% students of Gujarati medium schools get enjoyment in their study.
- (17) 38.33% students get stress in their study whereas 61.67% students do not get stress in their study. 38.33% students of English medium schools as well as Gujarati medium schools feel stress in their study.
- (18) 58.33% students get stress during exam whereas 41.67% students do not get stress during exam. 66.66% students of English medium schools feel stress during exam whereas 50% students of Gujarati medium schools feel stress during exam.
- (19) 65.83% students get enough time for studies whereas 34.17% students do not get enough time for studies. 66.33% students of English medium schools get enough time for studies whereas 68.33% students of Gujarati medium schools get enough time for studies.
- (20) 78.33% parents think that they are performing satisfactorily in studies whereas 21.67% parents think that they are performing satisfactorily in studies. 80% students' parents of English medium schools think that they are performing satisfactorily in studies whereas 76.66% students' parents of Gujarati medium schools think that they are performing satisfactorily in studies.
- (21) 87.50 % students' teachers want them to study more whereas 12.50% students' teachers do not want them to study more. 85% students' teachers of English medium schools want them to study more whereas 90% students' teachers of Gujarati medium schools want them to study more.
-

-
- (22) 49.16% students are satisfied with their performance whereas 50.84% students are not satisfied with their performance. 46.66% students of English medium schools are satisfied with their performance whereas 51.66% students of Gujarati medium schools are satisfied with their performance.
- (23) 59.99% students want to perform like their friends whereas 40.01% students do not want to perform like their friends. 66.66% students of English medium schools like to perform in exams like their friends whereas 53.33% students of Gujarati medium schools like to perform in exams like their friends
- (24) 83.33% students have a fixed goal about life whereas 16.67% students do not have a fixed goal about life. 76.66% students of English medium schools have a fixed goal about life whereas 90% students of Gujarati medium schools have a fixed goal about life.
- (25) 85% students' parents want them to study harder whereas 15% students' parents do not want them to study harder. 85% students' parents of English medium schools as well as Gujarati medium schools want them to study harder.
- (26) 43.17% students' teachers are satisfied with their performance whereas 56.83% students' teachers are not satisfied with their performance. 36.33% students' teachers of English medium schools are satisfied with their performance whereas 50% students' teachers of Gujarati medium schools are satisfied with their performance.
- (27) 16.66% students should only think to study whereas 83.34% students should not only think to study. 16.66% students of English medium schools and Gujarati medium schools think to study only.
- (28) 43.33% students' parents should not scold them about studies whereas 56.67% students' parents should scold them about studies. 40% students' parents of English medium schools do not scold them about studies whereas 46.66% students' parents of Gujarati medium schools do not scold them about studies.
- (29) 41.66% students' parents should not scold them about studies whereas 58.34% students' parents should scold them about studies. 41.66% students' teachers of English medium schools as well as Gujarati medium schools do not scold them about studies.
-

-
- (30) 20% students' parents are unnecessarily angry with them whereas 80% students' parents are not unnecessarily angry with them. 25% students' parents of English medium schools do not unnecessarily get angry with them whereas 15% students' parents of Gujarati medium schools do not unnecessarily get angry with them.
- (31) 29.16% students' parents are unnecessarily angry with them whereas 70.83% students' parents are not unnecessarily angry with them. 31.66% students' teachers of English medium schools do not unnecessarily get angry with them whereas 26.66% students' teachers of Gujarati medium schools do not unnecessarily get angry with them.
- (32) 48.33% students think that their syllabus is very tough whereas 51.67% students do not think that their syllabus is very tough. 55% students of English medium schools think that the syllabus is very tough whereas 41.66% students of Gujarati medium schools think that the syllabus is very tough
- (33) 40.83% students think that studying makes them tense whereas 59.17% students think that studying does not make them tense. 45% students of English medium schools think that studying makes them tense whereas 36.66% students of Gujarati medium schools think that studying makes them tense.
- (34) 88.33% students think that their teachers should motivate them whereas 11.67% students think that their teachers should not motivate them. 90% students of English medium schools think that their teachers should motivate them whereas 86.66% students of Gujarati medium schools think that their teachers should motivate them.
- (35) 94.17% students think that their parents should motivate them whereas 5.83% students think that their teachers should not motivate them. 95% students' of English medium schools think that their parents should motivate you whereas 93.33% students of Gujarati medium schools think that their parents should motivate you.

5.10 Analysis of the Questionnaire for Students of three English Medium Higher Secondary Schools

Table No: 5.16 Open Ended Questions of Three English Medium Schools

Q.no.	Question	Per %
1	How do you feel when your friends score more marks than you?	
	1. Feel jealous and bad	46.66%
	2. Feel happy and encouraged	44.99%
	3. Feel the desire to work hard	8.33%
2	How do you feel when your peers laugh at you when you are unable to answer correctly?	
	1. Feel bad, angry, shame, insulting, embarrassed	88.32%
	2. Think to work hard	11.66%
3	How do you feel when you come late and are not allowed to enter the class?	
	1. Feel bad, shame, guilty and angry	79.98%
	2. Feel to come early	20%
4	How do you feel when you are scolded by the teacher in the classroom for not doing homework?	
	1. Feel bad, shame, guilty and angry	77.50%
	2. Feel to be careful next time	10%
	3. Give proper reason	7.5%
	4. Feel good	10%
5	How do you feel when teachers praise you in the classroom?	
	1. Feel bad, insulted, embarrassed	13.32%
	2. Feel happy	46.66%
	3. Feel pride and confidence	26.66%
	4. Get inspiration	13.33%
6	What do you want to do in your future life?	
	1. To be successful person and good human	21.68%

	being	
	2. To be doctor and engineer	30%
	3. To serve the people	6.66%
	4. To be a manager and C.A	26.66%
	5. To be a teacher	3.33%
	6. To achieve prosperous life and get good job	10%
	7. To be a fashion designer	1.67%
7	How do you feel when you commit many mistakes in homework?	
	1. Feel bad, shame and angry	40%
	2. Get inspiration to do homework	1.67%
	3. Try to improve the mistakes and be attentive	58.30%
8	What do you feel when you forget to bring your homework?	
	1. Feel bad, angry, shame and fear	74.99%
	2. Try to be careful and work hard	34.99%
9	What do you feel when you get marks less than your expectation?	
	1. Feel bad, nervousness, angry and repent	78.32%
	2. Feel to work hard	21.66%
10	According to you, what is the importance of studies?	
	1. To get name, fame and job	30%
	2. To fulfil dream and achieve knowledge	26.66%
	3. To get prosperity and live happily	20%
	4. Life is not important without education	13.33%
	5. To serve the needy people	10%

5.11 Analysis of the Questionnaire for Students of three Gujarati Medium Higher Secondary Schools

Table No: 5.17 Open Ended Questions of Three Gujarati Medium Schools

Q.no.	Question	Per %
1	How do you feel when your friends score more marks than you?	
	1. Feel jealous, bad, shame, insulted	44.99%
	2. Feel happiness, encouraged and proud	41.66%
	4. Try to work hard	13.33%
2	How do you feel when your peers laugh at you when you are unable to answer correctly?	
	1. Feel bad, angry, shame, insulting and embarrassed	91.65%
	2. Think to work hard and be courageous	4.66%
	3. Feel to take revenge	03%
3	How do you feel when you come late and are not allowed to enter the class?	
	1. Feel bad, shame, guilty, insulted and angry	63.31%
	2. Feel to come early	20%
	3. Feel to accept the mistake	10%
	4. Feel to go back home	6.66%
4	How do you feel when you are scolded by the teacher in the classroom for not doing homework?	
	1. Feel bad, shame, guilty, fear, confusion and repent	65.69%
	2. Feel to be careful next time and improve the mistakes	32.62%
	3. Feel to explain the proper reason	1.66%
5	How do you feel when teachers praise you in the classroom?	
	1. Feel happy and encouraged	73.33%
	2. Feel confidence and pride	24.99%

	3. Feel insulted	1.66%
6	What do you want to do in your future life?	
	1. To be C.A and manager	28.33%
	2. To be good human being and get good job	31.66%
	3. To be engineer and doctor	31.65%
	4. To be architecture and musician	3.32%
	5. To be teacher	1.66%
	6. To save the country	3..33%
7	How do you feel when you commit many mistakes in homework?	
	1. Feel bad, shame, angry, upset, nervous, repentant	66.65%
	2. Feel good	3.33%
	3. Try to improve the mistakes and be attentive	29.99%
8	What do you feel when you forget to complete your homework?	
	1. Feel bad, fear, angry, shame and guilty	64.98%
	2. Try to be careful and work hard	25%
	3. Seek forgiveness	5%
	4. Feel pride	5%
9	What do you feel when you get marks less than your expectation?	
	1. Feel bad, angry, shame	55.66%
	2. Feel nervousness and tension	16.6%
	3. Feel to work hard	19%
	4. Feel to accept the result happily	8%
10	According to you, what is the importance of studies?	
	1. To be good citizen and live prosperous life	30%
	2. To achieve knowledge and goals	25%
	3. To fulfil ambition and get good job	35%
	4. To get identity in society	10%

5.12 Analysis of the Questionnaire for Students of three English Medium Higher Secondary Schools.

Table No: 5.18 Open Ended Questions of all six English and Gujarati Medium Schools

Q.no.	Question	Per %
1	How do you feel when your friends score more marks than you?	
	1. Fell jealous, shame and bad	45.83%
	2. Feel happy and encouraged	42.49%
	3. Feel the desire to work hard	10.83%
	4. Feel proud	0.83%
2	How do you feel when your peers laugh at you when you are unable to answer correctly?	
	1. Feel bad, shame, angry, insulting, hesitating, embarrassed	87.83%
	2. Think to work hard and be courageous	7.72%
	3. Feel to take revenge	4%
3	How do you feel when you come late and are not allowed to enter the class?	
	1. Feel bad, angry, guilty, insulted, embarrassed, shame	71.66%
	2. Feel to come early	20%
	3. Accept the mistake	5%
	4. Feel to go back home	3.34%
4	How do you feel when you are scolded by the teacher in the classroom for not doing homework?	
	1. Feel bad, shame, guilty, insulted, angry, fear, confusion and repent	71.25%
	2. Give proper reason	4.58%
	3. Feel good	5%
	4. Feel to accept the mistake and be regular next time	19.17%
5	How do you feel when teachers praise you in the	

	classroom?	
	1. Feel bad, embarrassed, insulted	7.5%
	2. Feel happy and encouraged	66.67%
	3. Feel pride and confidence	25.83%
6	What do you want to do in your future life?	
	1. To be C.A, manager and architecture	28.33%
	1. To be doctor, engineer and teacher	28.33%
	2. To be good human being and save the country	32.88%
	3. To be musician	0.83%
	4. To get good job	9.17%
7	How do you feel when you commit many mistakes in homework?	
	1. Feel bad, shame, angry and repentant	48.23%
	2. Feel good and to be attentive	10%
	3. Try to improve the mistakes	35.83%
	4. Get inspiration to do home work	5.94%
8	What do you feel when you forget to bring your homework?	
	1. Feel bad, angry, shame and fear	69.17
	2. Try to be careful and accept mistake	20%
	3. Feel pride	10.83%
9	What do you feel when you get marks less than your expectation?	
	1. Feel bad, nervousness, angry, tension, fear and repentant	69.17%
	2. Try to work hard	25.83%
	3. Accept the result happily	5%
10	According to you, what is the importance of studies?	
	1.To get name & fame	27.5%
	2.To live prosperous life and fulfil ambition	26.67%

	3. To be good citizen	16.67%
	4. To get good job	29.16%

5.13 Interpretation of Open ended questions for Students from both English medium and Gujarati medium Schools

1. 45.83% students of English medium and Gujarati medium schools feel jealous, shame and bad. 42.49% students feel happiness and encouraged. 10.83% students feel the desire to work hard and 0.83 students feel proud when their friends score more marks than them.
2. 87.83% students of English medium and Gujarati medium schools feel bad, shame, angry, insulting, hesitating and embarrassed, 7.72% students think to work hard and be courageous and 4% students feel to take revenge when their peers laugh at them when they are unable to answer correctly.
3. 71.66% students of English medium and Gujarati medium schools feel bad, angry, guilty, insulted, embarrassed and shame, 20% students feel to come early, 5% students feel to accept the mistake and 3.34% students feel to go back home when they come late and are not allowed to enter the class.
4. 71.25% students of English medium and Gujarati medium schools feel bad, shame, guilty, insulted, angry, fear, confusion and repentant, 4.58% students think to give proper reason, 5% students feel good and 19.17% students feel to accept the mistake and be regular next time when they are scolded by the teacher in the classroom for not doing the homework.
5. 7.5% students of English medium and Gujarati medium schools feel bad, embarrassed and insulted, 66.67% students feel happiness and encouraged, 25.83% students feel pride and confidence when their teachers praise them in the classroom.
6. 28.33% students of English medium and Gujarati medium schools want to be C.A, manager and architecture, 28.33% students want to be doctor, engineer

and teacher, 32.88% students want to be good human being and save the country, 0.83% students want to be musician and 9.17% students want to get the good job

7. 48.23% students from English medium and Gujarati medium schools feel bad, shame, angry and repentant, 10% students feel good and to be attentive, 35.83% students try to improve their mistakes whereas 5.83% students get inspiration to do homework from others when they commit many mistakes in homework.
8. 69.17% students of English medium and Gujarati medium schools feel bad, angry, shame and fear, 20% students try to be careful and accept the mistakes whereas 10.83% students feel pride when they forget to bring their homework.
9. 69.17% students of English medium and Gujarati medium schools feel bad, nervousness, angry, tension, fear and repentant, 25.83% students try to work hard whereas 5% students accept the result happily when they get marks less than their expectations.
10. 27.5% students of English medium and Gujarati medium schools want to get name and fame, 26.67% students want to live prosperous life and fulfil their ambition, 16.67% students want to be good citizen whereas 29.16% students want to get good job in their life.

5.14 Answers given by the parents during interviews

Table No: 5.19 Responses of Parents

No.	Questions	Per %
1	Do you think 11th and 12th stds. are extremely important for you and your child? Why?	
	1. To enter into the important profession.	30%
	2. It is the base of their future study.	20%
	3. To build their bright career and prosperous life	50%

2	Are you under stress because your son/daughter is in class 11th and 12th stds? Why?	
	1. It spoils mental and physical health.	25%
	2. Feel stress and tension.	30%
	3. Base of future education	05%
	4. Need to work hard.	20%
	5. Their wards diverts their mind due to T.V and internet	10%
	6. Their wards need to have stress	10%
3	What do you feel when your children do not meet your expectations?	
	1. Feel depression and bad	80%
	2. Try to motivate	20%
4	What do you feel when children do not pay attention towards their studies?	
	1. Try to find out reason and solve it.	20%
	2. Feel bad, anger and blame the teachers	70%
	3. Feel to scold their children.	10%
5	What do you feel when your ward gets less mark?	
	1. Feel angry and bad	35%
	2. Try to motivate	30%
	3. Never gets angry	15%
	4. It is necessary to be in competition	20%
6	Do you often give examples of other high scoring students before your children? Why?	
	1. There should be healthy competition.	40%
	2. It is necessary to get high result	20%
	3. Give examples of great people and motivate them	40%
7	How do you motivate your children to study?	
	1. Ask them to study and homework	10%
	2. Try to find out their likes and dislikes	25%
	3. Make them realize the importance of study	35%
	4. Try to give them time and provide all necessities to	15%

	study	
	5. Give the example great people	15%
8	How do you support your son/daughter in his/her study?	
	1. By knowing their problem and trying to solve them	20%
	2. By providing them all necessities and tuition classes	40%
	3. By making them realise the importance of study	15%
	4. By making them get up early for preparation	25%
9	How do you cope with the stress due to your ward's studies?	
	1. By knowing the reasons of their stress	30%
	2. By knowing their capacities to study	20%
	3. By trusting on them and feel cool	10%
	4. By trying to make them tension free	10%
	5. By trying to give them good advice	10%
	6. By trying to make them work hard	20%
10	What are your expectations from your son/daughter regarding his/her career?	
	1. To be a doctor and an engineer	20%
	2. To become a self dependent	25%
	3. To get good education and progress	25%
	4. To get name, fame and good job	15%
	5. To be a responsible person	15%

5.15 Interpretation of questions of parents' interviews

1. 30% parents think that 11th and 12th standards are extremely important for them and their children because it is very important to enter into the most important profession. As 11th and 12th standards are base to go for the higher education. 20% parents think that these standards are the base of their future studies whereas 50% parents think that it is very important to build their bright career and prosperous life.
2. According to the parents' interview about their son/daughter's stress level in the 11th and 12th stds, 25% parents believe that it spoils their mental and physical

-
- health, 30% parents believe that they feel stress and tension, 05% parents believe that it is the base of their future education, 20% parents think that it is necessary to work hard, 10% parents think that their wards diverts their mind due to T.V and internet whereas 10% parents believe that their wards need to have stress.
3. 80% parents feel depression and bad whereas 20% parents try to motivate their children when they do not meet their expectations.
 4. 20% parents try to find out the reason and solve their problems, 70% parents feel bad, anger and blame the teachers whereas 10% parents feel to scold their children when their children do not pay attention towards their studies.
 5. 35% parents feel angry and bad, 30% parents try to motivate them, 15% parents never get angry with their children whereas 20% parents think that it is necessary to be in competition when their wards gets less marks.
 6. 40% parents think that there should be healthy competition, 20% parents believe that it is necessary to get high result, 40% parents try to motivate them and often give examples of other high scoring students before their children.
 7. To motivate their children towards the study, 10% parents think to ask them to study and do the homework regularly, 25% parents try to find out their likes and dislikes, 35% parents try to make them realize the importance of study, 15% parents try to give them time and provide all necessities to study whereas 15% parents give them the examples of great people to motivate them.
 8. To support the children in their study, 20% parents try to know their problem and solve them, 40% parents provide them all necessities and tuition classes, 15% parents think to make them realize the importance of study whereas 25% parents think to make them get up early for preparation.
 9. To cope up with the stress due to their wards' studies, 30% parents try to know the reasons of their stress, 20% parents try to know their capacities to study, 10% parents trust on them and feel cool, 10% parents try to make them tension free, 10% parents try to give them good advice whereas 20% parents try to make them work hard.
 10. 20% parents expect them to be doctor and engineer, 25% parents expect them to become self dependent, 25% parents expect them to get good education and progress, 15% parents want them to get name, fame and good job, 15% parents wish them to be a responsible person.
-

5.16 Answers given by the teachers during the interviews

Table No: 5.20 Responses of Teachers

No.	Questions	Per %
1	How many students feel nervous during exam?	
	1. 25% to 30%	20%
	2. Depends upon subjects	05%
	3. 50% to 55%	10%
	4. 70% to 80%	30%
	5. 60%	35%
2	Do you think students in 11th and 12th std. enjoy studying? What are the indicators?	
	1. Pay attention towards studies	40%
	2. Participation in all activities and enjoy	40%
	3. Feel burden and tension	20%
3	How do the weak students in 11th and 12th std. feel during the year?	
	1. Feel nervousness	25%
	2. Disturb the class	15%
	3. Remain aloof and feel burden	10%
	4. Try to seek the help from others	25%
	5. Try to learn with patience	10%
	6. Feel shy	15%
4	How many students physically healthy in your class?	
	1. 85% students	40%
	2. 95% students	50%
	3. 100%	5%
	4. 80%	5%
5	How many students of 11th and 12th std. suffer from diseases like fever, headache and loss of appetite? What do you think are the reasons?	

	1. Fever and loss of appetite	15%
	2. Headache	15%
	3. Disease due to weather	15%
	4. Unhealthy food	20%
	5. Irregular food	15%
	6. Due to adolescence	20%
6	What are the other indicators of depression among students?	
	1. Do not study seriously	25%
	2. Get excited or burst into tears	15%
	3. Remained reserved and fear ridden	20%
	4. Family disputes and quarrels	05%
	5. Competition among students	20%
	6. Too much stress about study and homework.	15%
7	What do you feel when your students do not pay attention towards study?	
	1. Feel worried and bad	40%
	2. Try to give them guidance	10%
	3. Feel to change the teaching method and technique	25%
	4. Arouse the interest among them	05%
	5. Try to know their problems and solve them	20%
8	What do you do when your students do not complete the homework?	
	1. Inspire them	20%
	2. Punish them	30%
	3. Tell them to write twice	10%
	4. Try to know the proper reason	40%
9	How do you try to help depressed students?	
	1. Feel to motivate them	15%
	2. Advise them to consult the doctor	10%
	3. Try to give them guidance	25%
	4. Feel to solve their problems if possible	15%

	5. Try to counsel them	15%
	6. Give them some interesting activities	20%
10	What are your suggestions to reduce stress among the students of 11th and 12th std.?	
	1. Ask them to develop friendship with others	10%
	2. Ask them to feel motivated	25%
	3. To make them do regular revision	10%
	4. Try to give them practical knowledge	10%
	5. Try to know their problems and solve them	20%
	6. Advise them to have regular food and exercise	15%
	7. Exam pattern should be changed	10%

5.17 Interpretation of questions of teachers' interviews

- 1) 20% teachers think that 25% to 30% students feel nervousness during exam, 5% teachers believe that it depends upon subjects; 10% teachers believe that 50% to 55% students feel nervousness; 30%
- 2) teachers think that 70% to 80% students feel nervousness whereas 35% teachers believe that 60% students feel nervousness during the exam.
- 3) According to the teachers' observation, 40% students pay attention towards study, 40% students participate in all the activities, 10% students feel study as burden whereas 10% students feel tension during their study.
- 4) According to the teachers' observation, 25% weak students of 11th and 12th feel nervousness during the year, 15% weak students disturb the class, 10% weak students remain aloof and feel study as burden, 25% weak students try to seek the help from others, 10% weak students try to learn with patience whereas 15% students feel shy during the year.
- 5) According to 40% teachers, 85% students are physically healthy in some schools, 50% teacher think that 95% students are physically healthy in their schools; 5% teachers think that all students physically healthy in some schools, whereas 5% teachers believe that 80% students are physically healthy.
- 6) According to the teachers' observation, 15% students suffer from fever and loss of appetite, 15% students suffer from headache, 15% students suffer from

different problem due to the change in the atmosphere, 20% students suffer from different diseases due to unhealthy food, 15% students suffer from different diseases due irregular food whereas 20% students suffer from different diseases due to the adolescence age.

- 7) 10% students do not study seriously, 15% students feel depression due to the bad company of friends, 15% students get excited or burst into tears when they are in depression, 20% students remain reserved and fear ridden during depression, 05% students feel depression due to their social background, 20% students feel depression due to competition among students, 15% students feel depression due to too much stress about study and homework.
- 8) When the students do not pay attention towards study, 40% teachers feel worries and bad, 10% teachers try to give them guidance, 25% teachers feel to change the teaching method and technique, 05% teachers arouse the interest among them whereas 20% teachers try to know their problem and solve them.
- 9) When the students do not complete their homework, 20% teachers like to inspire them to do the homework, 30% teachers like to punish them and 10% teachers try to tell them to write the homework twice whereas 40% teachers try to know the proper reason for not bringing the homework.
- 10) 15% teachers like to motivate the students when they are in depression, 10% teachers advise them to consult the doctor, 25% teachers try to give them guidance, 15% teachers feel to solve their problems if possible, 15% teachers try to counsel them whereas 20% teachers give them some interesting activities.
- 11) To reduce the stress among the students of 11th and 12th std, 10% teachers feel to develop friendship with them, 25% teachers motivate them, 10% teachers make them do regular revision, 10% teachers try to give them practical knowledge, 20% teachers try to know their problems and solve them, 15% teachers advise them to have regular food and exercise whereas 10% teachers think to advise them to have regular food and exercise.

Thus, this chapter presented the research procedure used by the researcher. It also focused on the analysis and interpretation of the data collected through interviews and survey. This is followed by the next chapter, Findings, Suggestions and Implications.

CHAPTER –6

FINDINGS, SUGGESTIONS AND IMPLICATIONS

6.1 Introduction

This chapter presents major findings which are derived from the analysis and interpretation of the data collected as part of this research study. The findings are presented here. Suggestions for future research and implications of the results are also mentioned in this chapter.

6.2 Findings

1. Most of the students have difficulties in coping with the studies and homework but they can manage their time to relax and enjoy satisfactorily and get time to play with their friends and watch movies once in a month.
2. Very few students feel hunger and headache during the time of examination.
3. Most of the students study due to their interest and are not ready to leave their studies.
4. Very few students want to study due to their teachers' and parents' pressure.
5. Most of the students get enough time for studies.
6. Most of the students' teachers and parents want them to study harder and are dissatisfied with the performance of the students.
7. Most of the students feel bad and jealous when their friends score more marks.
8. Most of the students think that their parents should motivate them.
9. Very few students think that studying makes them tense.
10. Some of the students think that their parents get unnecessarily angry with them.
11. Very few students think that their parents and teachers should not scold them about studies.
12. Some of the students have fixed goals in their life.
13. Some of the students feel that they should perform like their friends in exams.
14. Very few students like only to study.
15. Very few students think that their teachers are satisfied with their performance.

-
16. According to the teachers, most of the students feel stress and nervousness due to the pressure of studies.
 17. According to the teachers, most of the students enjoy studying.
 18. According to the teachers, some of the students suffer from the diseases like fever, headache and loss of appetite.
 19. According to the teachers, most of the students feel that there should be change in the teaching method and technique.
 20. According to the teachers, most of the students feel depression due to competition among the students and due to remaining reserved and fear-ridden.
 21. Most of the teachers feel to give them guidance and give them some interesting activities when they suffer from depression.
 22. Most of the parents consider higher secondary is an important part of career and they feel stressed and they feel depressed when their children do not meet their expectations.
 23. Many of the parents quote examples of other high scoring students to motivate them.
 24. Most of the parents support and motivate their children. They also help their wards to cope with stress.
 25. Most of the parents feel anger when their wards do not pay attention towards their studies.
 26. Some of the parents want to support their wards in their study by knowing their problem and try to solve them. They try to provide them all necessities and make them get up early in the morning for study.
 27. According to the parents, most of the students should be self dependent and get good job and live prosperous life.

6.3 Suggestions for Further Studies

The study was limited to a population of the English and Gujarati Medium Higher Secondary Schools of Kheda District. So there can be further studies covering population from other areas.

-
1. The present study is delimited to Kheda District only. So population can be extended and this study can be done at the state and national level.
 2. The study can be extended to other areas of Gujarat.
 3. There can be a study of mental stress among the students at the primary level, secondary schools.
 4. There can a study of mental stress among the students at graduate and post graduate level.
 5. There can be a study of the effect of stress on health status of adolescents.
 6. There can be a comparison between stress among the students of rural and urban areas.
 7. There can be a comparison between stress between the male students and female students.
 8. The role of School environment in the development of stress among adolescents can be studied.
 9. The status of stress among children of different age group can be studied.
 10. Prevalence of stress among slum children can be studied.
 11. The status of stress among degree students can be studied.
 12. The status of stress and other personality disorders among adolescents can be studied.

6.4 Implications of the Study

After this study the researcher arrived at following conclusion that most of the students feel stress in their studies but they are able to manage their time, to relax, to play with their friends, to watch movies. Most of them have fixed goals in life. They want to perform as well as their friends. Their parents and teachers want them to study more. They also feel that their parents and teachers are unnecessarily angry with them. Parents and teachers should motivate them more. Many of them are not satisfied with their performance and feel tensed during exam. The Gujarati medium students are better in managing time. The Gujarati medium students feel less stress in the comparison of the English medium students. English medium students feel more headache than Gujarati medium students. Parents and teachers feel that students should study more. They feel dissatisfied with their performance. It may cause stress

among them. As Gujarati medium students feel less stress than English medium schools, it suggests that students feel more comfortable in their mother tongue. Parents and teachers have major role to play in motivating and encouraging the students. They should not scold and causes stress for the children but provide proper counselling to de-stress their children.

6.5 Conclusion

In this way, the study can go a long way to help teachers, parents and even students to help them know about stress at the higher secondary level. The study can help in diagnosis of the students' problems and the possible remediation. It is rightly said that future of a country is seen in the classrooms. If students are satisfied, happy and without tension, then the country will develop. If our students are tensed, nervous and disturbed, the future of the country will also be disturbed. So it is necessary for parents, teachers, leaders and counsellors to work in this direction i.e. to provide suitable and conducive environment for all-round development of children. Too much nervous, exam oriented children face difficulty in life.

The research experience has certainly helped the researcher to develop insights not only into students' behaviour but also some ways of helping them to cope with stress.