SUMMARY

Adolescence numbering over 190 million comprises nearly 1/5 of the total population of India. This stage has been regarded as one of the most important period of life in all the societies of the world, may it be primitive or modern. This is a period which begins with puberty and ends with the general recession of growth. Moreover, adolescence is a phase between childhood and adulthood when the individual is confronted by a series of developmental challenges, for example, achieving growing independence from the family or fulfilling new social roles with peers. The experience of adolescents during teen years would vary considerably according to the cultural and social values of the network of social identities they grow in. In fact this is the age, which has stirred up an enormous amount of anxiety in the minds of parents, and rightly has it also exercised a great stress on the adolescents themselves.

In the life cycle of a homosapien organism, adolescence is a period of transition from childhood to adulthood. It is characterized by rapid physical, biological and hormonal changes resulting in to psychosocial, behavioural and sexual maturation between the ages of 10-19 years in an individual. Adolescence is often described as a phase of life that begins in biology and ends in society. It means that physical and biological changes are universal and take place due to maturation but the psychosocial and behavioural manifestations are determined by the meaning given to these changes within a cultural system. The experience of adolescents during teen years would vary considerably according to the cultural and social values of the network of social identities they grow in. This is a period which begins with puberty and ends with the general recession of growth. Puberty is a psychological process, which is seen in all the societies. This is a period of ‘puberty growth spurt’ as regards physical development is concerned. Adolescence is not a universal concept. Adolescence is not a monolithic universal experience. It differs in different societies. Adolescence, as a transition between childhood and adulthood, is an invention of industrial revolution. Adolescence in traditional societies was different than in a post-industrial society.
Adolescence has been regarded as one of the most important period of life in all the societies of the world, may it be primitive or modern. This is the period, which has stirred up an enormous amount of anxiety in the minds of parents, and rightly has it also exercised a great stress on the adolescents themselves. Adolescere, (to grow) is a transitional stage of physical and mental human development that occurs between childhood and adulthood. This transition involves biological (i.e. pubertal), social, and psychological changes, though the biological or physiological ones are the easiest to measure objectively. Adolescence is the time or phase in the life of an individual when he comes to see a spurt in his growth and development in all aspects. Adolescence is considered to be a period of rapid growth and development in an individual’s life. It is the bridge over the gulf between childhood and adulthood. After having lived the golden time, a carefree playful period of childhood the child steps into adolescence. This period is considered to be the most important and crucial phase of individual development. Adolescents have to face various difficulties. In this period revolutionary changes occur in their physical, mental, social, moral and spiritual growth and development. The adolescent period has been associated with dramatic changes and life challenges. Many teenagers deal with puberty, problems related to parents, the transition from primary to secondary school and pressure to perform academically.

Adolescence in recent year has been called the 'TERRIBLE TEENS'. The concept of adolescence, characterized by Hall's writings and of many others down to the present, can be summarized in three generalizations. In the first place, adolescence was considered to be a period when marked and rapid changes occur in all aspects of personality. Rather, suddenly the child becomes a new being and develops a totally new outlook. Adolescence is a “New Birth”. In the second place, these developments were thought to be biologically generated. They were presumably promoted by the maturity of certain instincts, which result in the flowering of new and curiously wonderful behaviour patterns. A child was then pre-destined to experience adolescence change by his very biological make-up. And third, it was thought that the period of adolescence this period of new birth was essentially erratic, vacillating, unpredictable and stressful.
6.1 Concept of Academic Stress

The existing literature on stress in adolescence reveals several sources of stress to which adolescents find themselves vulnerable in their ongoing social interactions. The stressors emanating from the family, school and peer groups are of particular importance (Ficula, 1983; Garzarelli et al. 1987; Hansel, 1985; Tolor & Murphy, 1985; Yamamoto et al., 1987). It is in these three spheres of life that adolescents spend most of their time and in which most of their stressful events occur (Siddique & D'Arcey, 1984). Since the family, school and peer group form the major socializing influences on adolescents, the expectations or demands they make may convert into stressors. Further, adolescents may perceive these expectations as limiting their behaviour counterto their own predispositions which may increase the impact of such stressors. A large body of research suggests that parents have a particularly strong influence on their child’s education in a variety of ways. Studies conducted with western samples have found that parents may have high expectations for their child’s future, hold positive beliefs about their child’s abilities and involve themselves in their child’s education (Eccles, Jacobs, & Harold, 1990; Jodl, Michael, & Malanchuk, 2001). Studies conducted with East Asian immigrant families have identified other ways in which parents may be involved in their child’s education. For instance, researchers have found that many parents make financial and social adjustments to their lifestyle in order to advance their child’s academic and professional outcomes or create an environment that promotes academic achievement (Kim, 1993; Schneider & Lee, 1990). While Indian parents are known to be deeply involved in their children’s education (Larson, Verma & Dworkin, 2000), at present, little is known about the role of parents in the student’s experience of academic stress and adolescent distress. Research studies suggest that academic stress can have serious consequences for students.

6.2 Concept of Coping

People respond to perceptions of threat, harm and loss in diverse ways, many of which receive the label ‘coping’. Some prefer to limit the concept of coping to voluntary
responses (Compas et al. 2001); others include automatic and involuntary responses within the coping construct (Eisenberg et al. 1997, Skinner & Zimmer-Gembeck 2007). Of course, distinguishing between voluntary and involuntary responses to stress is not simple; indeed, responses that begin as intentional and effortful may become automatic with repetition. Coping can be defined as thoughts, behaviours or may be strategies that are used to manage a negative or stressful event like an academic failure (Lazarus and Folkman, 1984; Kamins and Dweck, 1999; Folkman and Moskowitz, 2004). Students cope with an academic failure in three stages. In the first stage, students define the event as an obstacle to their goals. In the second stage, students think about the possible strategies to handle the negative event and choose one of them. In the third stage, students apply the decided solution (Lazarus and Folkman, 1987; Folkman and Lazarus, 1988).

There are various coping strategies that people can use when they face a difficulty. Tero and Connel (1984) classified coping strategies under the four categories; positive coping, projective coping, denial coping and non-coping. Positive copers may ask for help and try to find out what went wrong when they face an academic failure. On the other hand, projective copers blame other people, like their teacher, for their failure. Thirdly, denial copers try to forget, or ignore the failure. Lastly, non-copers blame themselves.

Some of the coping strategies are related to positive outcomes, while others are related to negative outcomes. Therefore, researchers also classified coping strategies as adaptive and maladaptive strategies. Trying again, studying more or finding errors and help seeking are examples of adaptive or positive coping. On the other hand, accusing others or ignoring the mistakes are examples of maladaptive or negative strategies (Kaplan and Midgley, 1999; Friedel, Cortina, Turner and Midgley, 2007). In Tero and Connel’s classification, while positive coping refers to adaptive coping because of their relation to positive outcomes, projective, denial and non-coping refer to maladaptive coping because of their relation to negative outcomes (Kaplan and Midgley, 1999).

Additionally, using a coping strategy is a personal choice; that is reactions to a stressful event can vary from person to person. For instance, while some students persist at the difficult task in science, others can give up quickly (Lazarus and Folkman, 1987;
Folkman, Lazarus, Gruen and DeLongis, 1986; Folkman, Lazarus, Dunkel, Schetter, DeLongis, and Gruen, 1986; Lazarus, 1990). Besides, there are many factors that may influence students’ use of coping strategies. Although, relevant literature suggests gender as one of the demographic factors that influence coping styles (Feldman, Fisher, Ransom, and Dimiceli, 1995), there are few studies that examined gender differences in students’ coping strategy use for academic failure (Altermatt, 2007). These studies revealed that girls tend to use maladaptive coping strategies more than boys and tend to blame their ability for the failure. In general, they tend to use maladaptive coping strategies when they face an academic failure (Altermatt, 2007; Hampel and Petermann, 2005). According to the Thinklin (2003), girls value education and tend to be better prepared more than boys (Lawrance, Ashford, and Dent, 2006). However, there is a large difference in the performance tests of science (Meece and Jones, 2001). These may be because society gives different roles to girls and boys (Piko, 2001). For example, science is known as more male dominant field. Much science oriented occupations like physical sciences and engineering are chosen by males since the tradition lead them in that way. On the other hand, girls tend to choose occupations that can help society like teachers or nurses (Eccles, 1994). Hence, girls tend to think that their ability is inadequate in the domains such as science and math and they tend to blame themselves when they face an academic failure in these domains. In contrast, boys tend to blame other external factors or study harder for the next time instead of blaming their ability.

6.3 Concept of Personality

Mischel, Shoda and Smith (2004) state that the term personality has many definitions, but no single meaning is accepted universally. In popular usage, personality is often equated with social skill and effectiveness. In this usage, personality is the ability to elicit positive reactions from other people in one’s typical dealings with them. Some definitions by known personality psychologists are presented below:

Cattell (1950) thinks that personality is a predicting agent who will tell what a person will do under certain circumstances and covers all those behaviours which are manifested in his actions as well as hidden ones.
Hall & Lindzey (1998) state that personality may be defined in terms of attributes or qualities, that are highly typical of an individual and is an important part of the overall impression created on others.

Pervin (1997) describes that personality is the complex organisation of cognitions, affects and behaviours that gives direction and pattern (coherence) to the person’s life. Like the body, personality consists of both structures and processes and reflects both nature (genes) and nurture (experience). In addition, personality includes the effects of the past, including memories of the past, as well as constructions of the present and future.

### 6.4 Concept of Home Environment

Children grow up in several environments. Home, school and community are the setting for social and intellectual experiences from which they acquire and develop the skills, attitudes and attachments which characterise them as individuals and shape their choice and performance of adult roles (Morrison and McIntyre, 1973). During childhood and adolescence most of the social influences upon individual can be categorised as being associated either with home or with school environments. In the early years the family is the most potent source of influence, but once children have entered school, new opportunities are created for adults and for peers and older pupils to influence individual development. It is well known fact that most of those who become successful in life have come from homes where parental attitudes towards them were favourable and where a wholesome relationship existing between parents and children produces happy and friendly children who are constructive and affectionate members of the group. By contrast, those who are unsuccessful in life usually come from homes where the parent-child relationship is unfavourable.

During the past few decades home environment had been identified as being a contributing factor in a child’s educational, cognitive and affective development. Researchers typically separate elements of the home environment into two major categories; social and physical (Casey, Bradley, Nelson & Whaley, 1988; Wachs, 1989). Crow and Crow (1965) describes that home is the primary societal unit. Family relationships play an important role in an individual’s life pattern from early childhood through adulthood. Much of an individual’s personality patterning originates at home. Not only does the child inherit certain family potentialities, but during his developing
years, his attitudes, beliefs, ideals and overt behaviour reflects the influences on him of home experiences. Crow and Crow (1965) state that, the fulfillment of a child’s basic psychological and physical needs is the primary responsibility of his or her family. The degree of successful adjustment achieved by the child in his family relationships depends on various factors of influence. Of these, special attention is diverted towards traditional parental attitudes toward child rearing (rigid versus permissive), emotional reactions of family members (emotionally stable versus disturbed) and the socioeconomic status of the home (middle and upper versus lower class).

6.5 Academic Stress and Personality

Personality influences the frequency of exposure to stressors, the type of stressors experienced and appraisals (Vollrath 2001). Neuroticism predicts exposure to interpersonal stress and tendencies to appraise events as highly threatening and coping resources as low (Bolger & Zuckerman 1995, Grant & Langan-Fox 2007, Gunthert et al. 1999, Penley & Tomaka 2002, Suls & Martin 2005). Conscientiousness predicts low stress exposure (Lee-Baggley et al. 2005, Vollrath 2001), probably because conscientious persons plan for predictable stressors and avoid impulsive actions that can lead to financial, health or interpersonal problems. Agreeableness is linked to low interpersonal conflict and thus less social stress (Asendorpf 1998). Extraversion, conscientiousness and openness all relate to perceiving events as challenges rather than threats and to positive appraisals of coping resources (Penley & Tomaka 2002, Vollrath 2001). Unsurprisingly, high neuroticism plus low conscientiousness predicts especially high stress exposure and threat appraisals and low neuroticism plus high extraversion or high conscientiousness predicts especially low stress exposure and threat appraisals (Grant & Langan-Fox 2007, Vollrath & Torgersen 2000).

6.6 Coping Strategies and Personality

Coping has been described as “personality in action under stress” and theorists have suggested that “coping ought to be redefined as a personality process”. These ideas have been supported by evidence that personality and coping have a shared genetic basis and by correlations between personality and coping exceeding. However, the magnitude and even direction, of correlations between personality and coping has varied across
studies, with many studies failing to demonstrate expected relations despite adequate statistical power and use of reliable and valid measure. This inconsistency suggests that relations between personality and coping may be more modest than has been assumed or that moderators such as stressor severity, the focus or reporting timeframe of the coping measure or demographic factors influence relations.

Personality may affect coping strategy selection directly, by constraining or facilitating use of specific strategies or indirectly, by influencing the nature and severity of stressors experienced or the effectiveness of coping strategies. Direct effects of personality on coping may begin in early childhood, with biologically based appetitive, defensive and attentional systems providing the framework in which coping develops. By facilitating approach to rewards, withdrawal from threats and engagement or disengagement of attention, these biological tendencies may affect coping selection throughout the lifespan. Personality may also indirectly affect coping. Because coping is motivated by stress-exposure, stress-reactivity and situational demands, the influence of personality on the frequency, intensity and nature of stressors experienced may partially explain relations between personality and coping. Individuals who experience numerous stressors or are highly stress reactive may disengage to tame their own unpleasant arousal, whereas individuals who experience few stressors, are low in stress reactivity, and generate positive appraisals may be better positioned to use engagement coping.

6.7 Academic Stress and Home Environment

Children's success in their educational endeavours and their general socioemotional adjustment are influenced by a variety of personal characteristics and environmental experiences. One of the most powerful determinants of children's developmental course is the social context in which they live. One of the important sources of academic stress in school children is the great expectation of parents for achieving good marks in their examination. Students now have more home work than ever before and if the child fails to do home work as per the expectations of their teachers, the results is the cumulative academic stress. The home environment and the treatment of the child by the parents can severely stress the intellectual functioning or psychological stability of the child.
One of the saddest things to see is a child who doesn't grow into their full potential due to an incredibly stressful home life. Family should be the stabilizing factor around a child, the ones they can count on for love and security, but this is not always the case. There are many children who are extremely intelligent, above average in intellectual ability, yet never succeed in the classroom because of the things that is going on within their immediate families. When a child lives in a home that is unstable, there is often intense emotion in the air. This can lead to nightmares or even night terrors that are disruptive to sleep. The child will not be able to get proper rest for their physical and mental health which leaves them unable to perform well in the classroom.

The family and the various relationship dynamics and interaction patterns therein, serve as a very important context for the psychological development of adolescents at a time when the latter are attempting to discover their personal sense of self and are struggling to establish themselves as independent, self-governing individuals. At the same time, the adolescents’ attempts toward individuation may affect parent-child relationship (Sharma, 2009) and unbalance the family environment leading to conflicts thereby thwarting the cohesiveness and organization of the family leading to stress and anxiety (Sharma, 2008).

6.8 Coping Strategies and Home Environment

Skinner and Wellborn (1994) offer four ways in which the family, particularly one’s parents, might influence the individual’s development of effective coping strategies. First, the family can be an objective source of stress for the child and particularly the adolescent, which necessitates that the individual find some means of dealing with such a salient stressor. Second, the family functions from the earliest moments of life as a buffer, filtering to the child only those stressors that the child is developmentally capable of managing. Third, typically, the child first begins to acquire his or her coping strategies, both adaptive and maladaptive, from direct observation of family members. Finally and especially during adolescence, family members may serve as a safety net by acting as a social support network to which the individual can turn for assistance and support as he or she attempts to cope with stressors. Although the adolescent appears to rely upon his or her peer groups for support and help in coping with
the challenges of this period as independence from his or her parents develops, the coping strategies employed by the adolescent are still quite firmly influenced by his or her family. For example, Lohman and Jarvis (2000) demonstrated the strong positive relationship between the adolescents’ chosen coping strategies and those of their parents.

Thus, the adolescent who frequently used acceptance is likely to have a parent who also endorsed frequent use of acceptance strategies. Coping strategies have been linked to family environment to the extent that the family provides the context in which the individual first experiences various coping strategies. Furthermore, the individual can then begin to test coping strategies with family members. Finally, the individual can return to the family for particular types of coping such as advice-seeking and social support. It follows, then, that one’s chosen coping strategies are likely to be influenced by the conflict or cohesion that characterises his or her family environment (Compas, 1987; De Anda et al., 2000; Lohman & Jarvis, 2000; Phelps & Jarvis, 1994; Skinner & Wellborn, 1994; Stern & Zevon, 1990).

6.9 Rationale of the Study

It is clear from the literature that adolescence is a period during which great differentiation takes place on the social terrain (Rose, 2005). Although adolescents are still close to their parents, they spend increasingly more time with their friends. Their physical and emotional dependence on their parents decreases and they move closer to the peer group. During this time, the personality development of adolescents (specifically identity formation) reaches a crisis point and the development of a unique and stable personality is often a very difficult aspect to deal with (Ryan & Deci, 2003). Cognitive, emotional and attitudinal changes which are characteristic of adolescence, often take place during this period and this can be a cause of conflict, stress and depression on one hand and positive personality development on the other. Because the adolescents are experiencing various strong cognitive and physical changes, for the first time in their lives they may start to view their friends, their peer group, as more important and influential than their parents/guardians.

Similar to Stanley Hall’s characterisation of the adolescent period as one of storm and stress, many other theorists have also portrayed adolescence as a troubled and unique period of the life cycle. Adolescence is a time of turbulence, when youths go through
biological, psychological and social changes as they grow from childhood to adulthood. For many youths, rapid physical changes often outpace their social and emotional maturity, yet social expectations increase because they are viewed by some as more like adults than like children. So, they live in a state of ambiguity. Moreover, now-a-days, stress is becoming a common problem in everyday life and especially life for many young people is a painful tug of war filled with mixed messages and conflicting demands from parents, teachers, coaches, employers, friends and oneself. Growing up negotiating a path between independence and reliance on others is a tough business. It creates stress and it can create serious depression for young people ill-equipped to cope, communicate and solve problems. Teenagers may lead to other negative consequences such as poor academic performance, low self-esteem and low well-being. Their consequences, in turn can lead to other problems and issues. There is no opposition to the fact that a limited academic stress is motivation for the student to study more and more. However, in the same breadth, it has to be accepted that post-optimum stress is harmful as it results in several psycho-somatic abnormalities.

Various adolescents use different kind of strategies to cope with all these problems and stress of life. Coping efforts are a manifestation of an individual’s struggle for existence. In other words, because prolonged stress has the potential to cause physical and psychological damage, coping efforts are directed towards saving oneself from such damages. Research studies suggest that academic stress which is often not taken seriously can have serious consequences for students and they may find it difficult to cope up with this. This is a particularly interesting moment in Indian history in which to explore the issue, because there has been significant social change in India since the early 1990s.

Personality also influences coping in many ways, however, some of which occur prior to coping. Even prior to coping, personality influences the frequency of exposure to stressors, the type of stressors experienced and appraisals. Neuroticism predicts exposure to interpersonal stress and tendencies to appraise events as highly threatening and coping resources as low. Conscientiousness predicts low stress exposure, probably because conscientious persons plan for predictable stressors and avoid impulsive actions that can lead to financial, health or interpersonal problems. Agreeableness is linked to low interpersonal conflict and thus less amount of stress. Extraversion, conscientiousness and
openness all relate to perceiving events as challenges rather than threats and to positive appraisals of coping resources. Unsurprisingly, high neuroticism plus low conscientiousness predict especially high stress exposure and threat appraisals and low neuroticism plus high extraversion or high conscientiousness predicts especially low stress exposure and threat appraisals.

According to a study conducted by Bolger & Zuckerman (1995) personality may affect coping strategy selection directly, by constraining or facilitating use of specific strategies, or indirectly, by influencing the nature and severity of stressors experienced or the effectiveness of coping strategies. Direct effects of personality on coping may begin in early childhood, with biologically based appetitive, defensive, and attentional systems providing the framework in which coping develops (Derryberry, Reed, & Pilkenton-Taylor, 2003). Personality may also indirectly affect coping. Because coping is motivated by stress-exposure, stress-reactivity, and situational demands, the influence of personality on the frequency, intensity, and nature of stressors experienced may partially explain relations between personality and coping. De Longis & Holtzman (2005) found that personality traits may influence the effectiveness of coping strategies, with strategies that are beneficial for some individuals being less effective, or even harmful, for those with different personality traits. Further, a study on personality development will help the teachers, parents, administrators, curriculum planners and policy makers to coordinate in an effective way so that our students can have a sound personality and better academic achievement resulting in less academic stress.

Adolescents’ growth and development is also closely linked with his/her adjustment to home. It usually follows that an adolescent who experiences a normal and well-integrated home and school life carries over into all his other associations a similar wholesomeness of attitude and control of behaviour. (Verma and Sangita, 1991; Field et al, 1995; Kokko and Pulkkinen, 2000 and Lai and Mcbride-Chang, 2001). Moreover, the cause of an adolescent's social maladjustment often can be traced to a home environment in which the teenager has had little or no opportunity to experience cooperative group living. In fact, home environment is the quality and quantity of the cognitive, emotional and social support that has been available to the child within the home and connotes the psychological environment of home. The total home environment refers to both positive
and negative conditions which interact with each other, either favourably or unfavourably, to determine home environment to be 'better' or 'poor'.

Shah and Sharma (1984) found if parents want their children to achieve better, they should provide and maintain in the family, highly congenial atmosphere. Albers et al. (1986) showed that disturbed family functioning predicted poor quality of later intimate relationships among adolescents. Lau and Kwok (2000) concluded that a cohesive, orderly and achieving family environment is conductive to more positive development among adolescents. Williamson (2006) observed that college students possessing strong positive feeling towards recollection of early childhood family influences also possessed greater confidence in themselves and in others as well as greater perceptions of academic self-efficacy. Poor home environment has been reported to have long term effects on adolescents' life style (Albers et al. 1986; Olsson et al., 1999; Lai and McBride-Chang, 2001; Madu and Malta, 2004; Powell, 2006; and Lee et al. 2006). As the above mentioned researches indicate the importance of home environment for individuals’ development, the researcher, found it interesting to explore the influences of different indices of home environment on students’ academic stress and coping strategies.

The investigator could lay hands on only a few studies conducted abroad which intended to see the relationship of coping strategies and stress in general but the relationship of other variables like personality and home environment with academic stress and coping strategies has not been investigated so far. Moreover, in India there is a dearth of studies on academic stress itself though some studies have been conducted on stress in general. Despite best efforts, the investigator could not trace research studies investigating the relationship of academic stress and coping strategies with adolescents’ personality and home environment. Taking cognizance of the facts stated above, the present investigator visualized a need to investigate on the present problem which is delineated as under:

6.10 Statement of the Problem
6.11 Operational Definition of terms used

Academic stress: Academic stress refers to the unpleasant psychological situations that occur due to the educational expectations from parents, teachers, peers and family members, pressure of parents for academic achievements, present educational and examination system, burden of home work, coaching etc.

Coping Strategy: Any effort or strategy made by an individual to eliminate or master the stressful situation so that his physical and psychological survival is ensured is called coping strategy.

Adolescents: It is the period of development and adjustment during the transitional period between childhood and adulthood. This period emerges from childhood and merges into adulthood. The students of 11th and 12th grade are taken as sample for this study.

Personality: Hall & Lindzey (1991) state that personality may be defined in terms of attributes or qualities, that are highly typical of an individual and is an important part of the overall impression created on others.

Home Environment: Home Environment stands for all those circumstances at home, which assert their influence on the child since conception to death. It is the environment where he/she learns how to talk, eat, wear cloths, cooperation, goodwill and social virtues etc.

6.12 Objectives of the Study

The main objectives of the study are:

1. To find out the relationship of academic stress with personality traits of adolescents in case of total sample.

2. To find out the relationship of academic stress with personality traits of adolescent girls.
3. To find out the relationship of academic stress with personality traits of adolescent boys.

4. To find out the relationship of academic stress with home environment of adolescents in case of total sample.

5. To find out the relationship of academic stress with home environment of adolescent girls.

6. To find out the relationship of academic stress with home environment of adolescent boys.

7. To find out the relationship of coping strategies with personality traits of adolescents in case of total sample.

8. To find out the relationship of coping strategies with personality traits of adolescent girls.

9. To find out the relationship of coping strategies with personality traits of adolescent boys.

10. To find out the relationship of coping strategies with home environment of adolescents in case of total sample.

11. To find out the relationship of coping strategies with home environment of adolescent girls.

12. To find out the relationship of coping strategies with home environment of adolescent boys.

13. To identify the predictors of academic stress from among the independent variables of personality and home environment in case of total sample.

14. To identify the predictors of coping strategies from among the independent variables of personality and home environment in case of total sample.

15. To identify the predictors of academic stress from among the independent variables of personality and home environment in case of adolescent girls.
16. To identify the predictors of coping strategies from among the independent variables of personality and home environment in case of adolescent girls.

17. To identify the predictors of academic stress from among the independent variables of personality and home environment in case of adolescent boys.

18. To identify the predictors of coping strategies from among the independent variables of personality and home environment in case of adolescent boys.

19. To compare the academic stress of adolescents having high and low score on different personality traits.

20. To compare the academic stress of adolescents having high and low score on different dimensions of home environment.

21. To compare the coping strategies of adolescents having high and low score on different personality traits.

22. To compare the coping strategies of adolescents having high and low score on different dimensions of home environment.

6.13 Hypotheses of the Study

On the basis of above mentioned objectives, following null hypotheses have been framed for verification:

$H_0^1$ No relationship exists between academic stress and personality traits of adolescents in case of total sample.

$H_0^2$ No relationship exists between academic stress and personality traits of adolescent girls.

$H_0^3$ No relationship exists between academic stress and personality traits of adolescent boys.

$H_0^4$ No relationship exists between academic stress and home environment of adolescents in case of total sample.
H°5 No relationship exists between academic stress and home environment of adolescent girls.

H°6 No relationship exists between academic stress and home environment of adolescent boys.

H°7 No relationship exists between coping strategies and personality traits of adolescents in case of total sample.

H°8 No relationship exists between coping strategies and personality traits of adolescent girls.

H°9 No relationship exists between coping strategies and personality traits of adolescent boys.

H°10 No relationship exists between coping strategies and home environment of adolescents in case of total sample.

H°11 No relationship exists between coping strategies and home environment of adolescent girls.

H°12 No relationship exists between coping strategies and home environment of adolescent boys.

H°13 None of the independent variables of personality and home environment would contribute significantly in predicting the academic stress among adolescents independently or conjointly in case of total sample.

H°13-1 None of the independent variables of personality and home environment would contribute significantly in predicting the cognitive factor of academic stress among adolescents independently or conjointly in case of total sample.

H°13-2 None of the independent variables of personality and home environment would contribute significantly in predicting the affective factor of
academic stress among adolescents independently or conjointly in case of total sample.

H\textsuperscript{13-3} None of the independent variables of personality and home environment would contribute significantly in predicting the physical factor of academic stress among adolescents independently or conjointly in case of total sample.

H\textsuperscript{13-4} None of the independent variables of personality and home environment would contribute significantly in predicting the social/interpersonal factor of academic stress among adolescents independently or conjointly in case of total sample.

H\textsuperscript{13-5} None of the independent variables of personality and home environment would contribute significantly in predicting the motivational factor of academic stress among adolescents independently or conjointly in case of total sample.

H\textsuperscript{14} None of the independent variables of personality and home environment would contribute significantly in predicting the coping strategies of adolescents independently or conjointly in case of total sample.

H\textsuperscript{14-1} None of the independent variables of personality and home environment would contribute significantly in predicting the confrontive coping strategy of adolescents independently or conjointly in case of total sample.

H\textsuperscript{14-2} None of the independent variables of personality and home environment would contribute significantly in predicting the distancing coping strategy of adolescents independently or conjointly in case of total sample.

H\textsuperscript{14-3} None of the independent variables of personality and home environment would contribute significantly in predicting the self-controlling coping strategy of adolescents independently or conjointly in case of total sample.
$H_{14-4}$ None of the independent variables of personality and home environment would contribute significantly in predicting the seeking social-support coping strategy of adolescents independently or conjointly in case of total sample.

$H_{14-5}$ None of the independent variables of personality and home environment would contribute significantly in predicting the accepting responsibility coping strategy of adolescents independently or conjointly in case of total sample.

$H_{14-6}$ None of the independent variables of personality and home environment would contribute significantly in predicting the escape avoidance coping strategy of adolescents independently or conjointly in case of total sample in case of total sample.

$H_{14-7}$ None of the independent variables of personality and home environment would contribute significantly in predicting the planful problem solving coping strategy of adolescents independently or conjointly in case of total sample.

$H_{14-8}$ None of the independent variables of personality and home environment would contribute significantly in predicting the positive reappraisal coping strategy of adolescents independently or conjointly in case of total sample.

$H_{15}$ None of the independent variables of personality and home environment would contribute significantly in predicting the academic stress among adolescent girls independently or conjointly.

$H_{15-1}$ None of the independent variables of personality and home environment would contribute significantly in predicting the cognitive factor of academic stress among adolescent girls independently or conjointly.
H_{15-2} None of the independent variables of personality and home environment would contribute significantly in predicting the affective factor of academic stress among adolescent girls independently or conjointly.

H_{15-3} None of the independent variables of personality and home environment would contribute significantly in predicting the physical factor of academic stress among adolescent girls independently or conjointly.

H_{15-4} None of the independent variables of personality and home environment would contribute significantly in predicting the social/interpersonal factor of academic stress among adolescent girls independently or conjointly.

H_{15-5} None of the independent variables of personality and home environment would contribute significantly in predicting the motivational factor of academic stress among adolescent girls independently or conjointly.

H_{16} None of the independent variables of personality and home environment would contribute significantly in predicting the coping strategies of adolescent girls independently or conjointly.

H_{16-1} None of the independent variables of personality and home environment would contribute significantly in predicting the confrontive coping strategy of adolescent girls independently or conjointly.

H_{16-2} None of the independent variables of personality and home environment would contribute significantly in predicting the distancing coping strategy of adolescent girls independently or conjointly.

H_{16-3} None of the independent variables of personality and home environment would contribute significantly in predicting the self-controlling coping strategy of adolescent girls independently or conjointly.

H_{16-4} None of the independent variables of personality and home environment would contribute significantly in predicting the seeking social-support coping strategy of adolescent girls independently or conjointly.
H°16-5 None of the independent variables of personality and home environment would contribute significantly in predicting the accepting responsibility coping strategy of adolescent girls independently or conjointly.

H°16-6 None of the independent variables of personality and home environment would contribute significantly in predicting the escape avoidance coping strategy of adolescent girls independently or conjointly.

H°16-7 None of the independent variables of personality and home environment would contribute significantly in predicting the planful problem solving coping strategy of adolescent girls independently or conjointly.

H°16-8 None of the independent variables of personality and home environment would contribute significantly in predicting the positive reappraisal coping strategy of adolescent girls independently or conjointly.

H°17 None of the independent variables of personality and home environment would contribute significantly in predicting the academic stress among adolescent boys independently or conjointly.

H°17-1 None of the independent variables of personality and home environment would contribute significantly in predicting the cognitive factor of academic stress among adolescent boys independently or conjointly.

H°17-2 None of the independent variables of personality and home environment would contribute significantly in predicting the affective factor of academic stress among adolescent boys independently or conjointly.

H°17-3 None of the independent variables of personality and home environment would contribute significantly in predicting the physical factor of academic stress among adolescent boys independently or conjointly.

H°17-4 None of the independent variables of personality and home environment would contribute significantly in predicting the social/interpersonal factor of academic stress among adolescent boys independently or conjointly.
H°17-5 None of the independent variables of personality and home environment would contribute significantly in predicting the motivational factor of academic stress among adolescent boys independently or conjointly.

H°18 None of the independent variables of personality and home environment would contribute significantly in predicting the coping strategies of adolescent boys independently or conjointly.

H°18-1 None of the independent variables of personality and home environment would contribute significantly in predicting the confrontive coping strategy of adolescent boys independently or conjointly.

H°18-2 None of the independent variables of personality and home environment would contribute significantly in predicting the distancing coping strategy of adolescent boys independently or conjointly.

H°18-3 None of the independent variables of personality and home environment would contribute significantly in predicting the self-controlling coping strategy of adolescent boys independently or conjointly.

H°18-4 None of the independent variables of personality and home environment would contribute significantly in predicting the seeking social-support coping strategy of adolescent boys independently or conjointly.

H°18-5 None of the independent variables of personality and home environment would contribute significantly in predicting the accepting responsibility coping strategy of adolescent boys independently or conjointly.

H°18-6 None of the independent variables of personality and home environment would contribute significantly in predicting the escape avoidance coping strategy of adolescent boys independently or conjointly.
H°18-7  None of the independent variables of personality and home environment would contribute significantly in predicting the planful problem solving coping strategy of adolescent boys independently or conjointly.

H°18-8  None of the independent variables of personality and home environment would contribute significantly in predicting the positive reappraisal coping strategy of adolescent boys independently or conjointly.

H°19  Hypotheses related to Academic Stress of Adolescents and their Personality traits.

H°19-1  Adolescents having activity and passivity trait of personality do not differ significantly on their academic stress.

H°19-2  Adolescents having enthusiastic and non-enthusiastic trait of personality do not differ significantly on their academic stress.

H°19-3  Adolescents having assertive and submissive trait of personality do not differ significantly on their academic stress.

H°19-4  Adolescents having suspicious and trusting trait of personality do not differ significantly on their academic stress.

H°19-5  Adolescents having depressive and non-depressive trait of personality do not differ significantly on their academic stress.

H°19-6  Adolescents having emotional instability and emotional stability trait of personality do not differ significantly on their academic stress.

H°20  Hypotheses related to Academic Stress of Adolescents and their Home Environment.

H°20-1  Adolescents having high and low scores on control factor of home environment do not differ significantly on their academic stress.

H°20-2  Adolescents having high and low scores on protectiveness factor of home environment do not differ significantly on their academic stress.

H°20-3  Adolescents having high and low scores on punishment factor of home environment do not differ significantly on their academic stress.

H°20-4  Adolescents having high and low scores on conformity factor of home environment do not differ significantly on their academic stress.
H\textsuperscript{20}-5 Adolescents having high and low scores on social isolation factor of home environment do not differ significantly on their academic stress.

H\textsuperscript{20}-6 Adolescents having high and low scores on reward factor of home environment do not differ significantly on their academic stress.

H\textsuperscript{20}-7 Adolescents having high and low scores on deprivation of privileges factor of home environment do not differ significantly on their academic stress.

H\textsuperscript{20}-8 Adolescents having high and low scores on nurturance factor of home environment do not differ significantly on their academic stress.

H\textsuperscript{20}-9 Adolescents having high and low scores on rejection factor of home environment do not differ significantly on their academic stress.

H\textsuperscript{20}-10 Adolescents having high and low scores on permissiveness factor of home environment do not differ significantly on their academic stress.

H\textsuperscript{21} Hypotheses related to Coping Strategies adopted by Adolescents and their Personality traits.

H\textsuperscript{21}-1 Adolescents having activity and passivity trait of personality do not differ significantly on different dimensions of coping strategies.

H\textsuperscript{21}-2 Adolescents having enthusiastic and non-enthusiastic trait of personality do not differ significantly on different dimensions of coping strategies.

H\textsuperscript{21}-3 Adolescents having assertive and submissive trait of personality do not differ significantly on different dimensions of coping strategies.

H\textsuperscript{21}-4 Adolescents having suspicious and trusting trait of personality do not differ significantly on different dimensions of coping strategies.

H\textsuperscript{21}-5 Adolescents having depressive and non-depressive trait of personality do not differ significantly on different dimensions of coping strategies.

H\textsuperscript{21}-6 Adolescents having emotional instability and emotional stability trait of personality do not differ significantly on different dimensions of coping strategies.

H\textsuperscript{22} Hypotheses related to Coping Strategies adopted by adolescents and their Home Environment.

H\textsuperscript{22}-1 Adolescents having high and low scores on control factor of home environment
environment do not differ significantly on different dimensions of coping strategies.

H\(^{0.22-2}\) Adolescents having high and low scores on protectiveness factor of home environment do not differ significantly on different dimensions of coping strategies.

H\(^{0.22-3}\) Adolescents having high and low scores on punishment factor of home environment do not differ significantly on different dimensions of coping strategies.

H\(^{0.22-4}\) Adolescents having high and low scores on conformity factor of home environment do not differ significantly on different dimensions of coping strategies.

H\(^{0.22-5}\) Adolescents having high and low scores on social isolation factor of home environment do not differ significantly on different dimensions of coping strategies.

H\(^{0.22-6}\) Adolescents having high and low scores on reward factor of home environment do not differ significantly on different dimensions of coping strategies.

H\(^{0.22-7}\) Adolescents having high and low scores on deprivation of privileges factor of home environment do not differ significantly on different dimensions of coping strategies.

H\(^{0.22-8}\) Adolescents having high and low scores on nurturance factor of home environment do not differ significantly on different dimensions of coping strategies.

H\(^{0.22-9}\) Adolescents having high and low scores on rejection factor of home environment do not differ significantly on different dimensions of coping strategies.

H\(^{0.22-10}\) Adolescents having high and low scores on permissiveness factor of home environment do not differ significantly on different dimensions of coping strategies.

6.14 Delimitations of the Study
1. Sample of the study was confined to the senior secondary schools of Faridabad district.

2. The study was restricted to only these variables i.e. Academic Stress, Coping Strategies, Personality and Home Environment.

3. Only 400 students of XI and XII grades were considered for the study.

4. The study was delimited to the following tools:

   - Ways of Coping Questionnaire by Folkman & Lazarus (Hindi version-2008 adapted by Dr. Anirudh, Dept. of Psychology, MDU, Rohtak)
   - Scale for Assessing Academic Stress (SAAS) by Uday K. Sinha, Vibha Sharma & Mahendra K. (2001)
   - Dimensional Personality Inventory by Mahesh Bhargava (2006)
   - Home Environment inventory by Dr. Karuna Shankar Mishra (1989)

6.15 Variables of the Study

To bring clarity of understanding in the objectives and corresponding hypotheses, it was thought essential to report the independent and dependent variables of the study. The present investigation was conducted including the following dependent variables:

- Academic Stress
- Coping Strategies

The independent variables of the present investigation were:

- Personality
- Home Environment

6.16 Sample of the Study

On some occasions, an entire population of individuals may be included in a research study but in many educational research studies it is simply not feasible to include all members of a population. A sample is a small proportion of population selected for gathering data and performing its analysis. To do this, the researcher wants the sample or the individuals that are actually involved in the research, to be
representative of the larger population. Thus, by observing the sample, certain inferences may be made about the population.

400 adolescents studying in 11th and 12th class from various senior secondary schools of Haryana constituted the universe of the study. In order to draw a representative sample, eight senior secondary schools from Faridabad district of Haryana State were selected. The selection of the schools was done randomly by the investigator and the subjects within the schools were also selected on the basis of randomization technique of sampling.

6.17 Tools and Techniques used in the Study

Like other disciplines various tools are used in educational research too. Selection of appropriate tools enables the researcher to accomplish the objectives in an effective manner; otherwise it will distort the entire findings of the study. Generally, selection of tools depends upon the objectives of the study and the size and nature of the sample. Gathering specific information on variety of topics and sub topics from a large number of samples which are available at one place is possible only with the help of appropriate tools.

The researcher has used the following tools for data collection:

2. Ways of Coping Questionnaire by Folkman & Lazarus (Hindi version-2008, adapted by Dr. Anirudh, Dept. of Psychology, MDU, Rohtak)
3. Dimensional Personality Inventory by Mahesh Bhargava (2006)

6.18 Statistical Techniques Used

The following statistical techniques were used for analyzing the data:

1. Mean, Standard Deviation and ‘t’ test.
2. Pearson’s Product Moment Coefficient of Correlation.
3. Stepwise Multiple Regression.
SPSS for windows was the statistical software program used to perform all procedures. The obtained results were tabulated for analysis, interpretation and discussion of results vis-à-vis findings of other researchers in the subsequent chapter.

6.19 Findings of the Study

Findings of Section-I

1. No significant correlation was found between activity-passivity, enthusiastic-non enthusiastic and assertive-submissive traits of personality and all factors of academic stress (cognitive, affective, physical, social/interpersonal and motivational) of adolescents.

2. Positive and significant correlation was found between suspicious-trusting trait of personality and all factors except affective factor of academic stress of adolescents.

3. Positive and significant correlation was found between depressive-non depressive and emotional instability-emotional stability traits of personality and all factors of academic stress of adolescents.

4. No significant correlation was found between activity-passivity and enthusiastic-non enthusiastic traits of personality and all factors of academic stress of adolescent girls.

5. No significant correlation was found between assertive-submissive trait of personality and all factors except cognitive factor of academic stress of adolescent girls.

6. Positive and significant correlation was found between suspicious-trusting trait of personality and all factors except affective factor of academic stress of adolescent girls.

7. Positive and significant correlation was found between depressive-non depressive trait of personality and all factors of academic stress of adolescent girls.

8. Positive and significant correlation was found between emotional instability-emotional stability trait of personality and all factors except motivational factor of academic stress of adolescent girls.
9. No significant correlation was found between activity-passivity and assertive-submissive traits of personality and all factors of academic stress of adolescent boys.

10. No significant correlation was found between enthusiastic-non enthusiastic trait of personality and all factors except affective factor of academic stress of adolescent boys.

11. No significant correlation was found between suspicious-trusting trait of personality and all factors except motivational factor of academic stress of adolescent boys.

12. Positive and significant correlation was found between depressive-non depressive trait of personality and all factors of academic stress of adolescent boys.

13. Positive and significant correlation was found between emotional instability-emotional stability trait of personality and cognitive, physical and motivational factor of academic stress but no significant correlation was found with affective and social/interpersonal factors of academic stress of adolescent boys.

14. No significant correlation was found between control and permissiveness dimensions of home environment and all the factors of academic stress of adolescents.

15. Negative and significant correlation was found between protectiveness, reward and nurturance dimensions of home environment and cognitive, social/interpersonal and motivational factors of academic stress of adolescents. Although no significant correlation was found between protectiveness, reward and nurturance dimensions of home environment and affective and physical factors of academic stress of adolescents.

16. Positive and significant correlation was found between deprivation of privileges and rejection dimensions of home environment and cognitive and motivational factors of academic stress of adolescents. Although no significant correlation was found between deprivation of privileges and rejection dimensions of home environment and affective, physical and social/interpersonal factors of academic stress of adolescents.
17. No significant correlation was found between punishment dimension of home environment and all the factors of academic stress of adolescents except one i.e. affective factor.

18. No significant correlation was found between conformity dimension of home environment and all the factors of academic stress of adolescents except one i.e. cognitive factor.

19. No significant correlation was found between social isolation dimension of home environment and all the factors of academic stress of adolescents except one i.e. physical factor.

20. No significant correlation was found between punishment, conformity, social isolation, reward and deprivation of privileges dimensions of home environment and all the factors of academic stress of adolescent girls.

21. No significant correlation was found between control and rejection dimension of home environment and all the factors of academic stress of adolescent girls except one i.e. cognitive factor.

22. Negative and significant correlation was found between protectiveness dimension of home environment and cognitive and motivational factors of academic stress of adolescent girls. Although no significant correlation was found between protectiveness dimensions of home environment and affective, physical and social/interpersonal factors of academic stress of adolescent girls.

23. Negative and significant correlation was found between nurturance dimension of home environment and cognitive, social/interpersonal and motivational factors of academic stress of adolescent girls. Although no significant correlation was found between protectiveness dimensions of home environment and affective and physical factors of academic stress of adolescent girls.

24. Negative and significant correlation was found between permissiveness dimension of home environment and social/interpersonal and motivational factors of academic stress of adolescent girls. Although no significant correlation was found between
permissiveness dimensions of home environment and cognitive, affective and physical factors of academic stress of adolescent girls.

25. No significant correlation was found between control dimension of home environment and all the factors of academic stress of adolescent boys.

26. No significant correlation was found between protectiveness and punishment dimension of home environment and all the factors of academic stress of adolescent boys except one i.e. affective factor.

27. No significant correlation was found between conformity dimension of home environment and all the factors of academic stress of adolescent boys except one i.e. physical factor.

28. No significant correlation was found between social isolation and nurturance dimension of home environment and all the factors of academic stress of adolescent boys except one i.e. motivational factor.

29. Negative and significant correlation was found between reward dimension of home environment and cognitive, physical and motivational factors of academic stress of adolescent boys. Although no significant correlation was found between reward dimensions of home environment and affective and social/interpersonal factors of academic stress of adolescent boys.

30. Positive and significant correlation was found between deprivation of privileges and rejection dimension of home environment and cognitive and motivational factors of academic stress of adolescent boys. Although no significant correlation was found between deprivation of privileges and rejection dimensions of home environment and affective, physical and social/interpersonal factors of academic stress of adolescent boys.

31. No significant correlation was found between activity-passivity, enthusiastic-non-enthusiastic and suspicious-trusting dimension of personality and all the dimensions of coping strategies (confrontive, distancing, self-controlling, seeking social support,
accepting responsibility, escape avoidance, planful problem solving and positive reappraisal) of adolescents.

32. No significant correlation was found between assertive-submissive dimension of personality and all the dimensions of coping strategies of adolescents except two i.e. distancing & seeking social support.

33. No significant correlation was found between depressive-non depressive and emotional instability-emotional stability dimension of personality and all the dimensions of coping strategies of adolescents except one i.e. escape avoidance.

34. No significant correlation was found between enthusiastic-non enthusiastic and suspicious-trusting dimension of personality and all the dimensions of coping strategies of adolescent girls.

35. No significant correlation was found between activity-passivity, depressive-non depressive and emotional instability-emotional stability dimension of personality and all the dimensions of coping strategies of adolescent girls except one i.e. escape avoidance.

36. Positive and significant correlation was found between assertive-submissive dimension of personality and confronting, distancing, seeking social support and positive reappraisal dimensions of coping strategies of adolescent girls.

37. No significant correlation was found between assertive-submissive dimension of personality and self-controlling, accepting responsibility, escape avoidance and planful problem solving dimensions of coping strategies of adolescent girls.

38. No significant correlation was found between activity-passivity, assertive-submissive and emotional instability-emotional stability dimension of personality and all the dimensions of coping strategies of adolescent boys.

39. No significant correlation was found between suspicious-trusting and depressive-non depressive of personality
and all the dimensions of coping strategies of adolescent boys except one i.e. escape avoidance.

40. No significant correlation was found between enthusiastic-non enthusiastic dimension of personality and all the dimensions of coping strategies of adolescent boys except one i.e. accepting responsibility.

41. No significant correlation was found between control, protectiveness, reward and nurturance dimensions of home environment and all the dimensions of coping strategies of adolescents.

42. No significant correlation was found between punishment and conformity dimension of home environment and all the dimensions of coping strategies of adolescents except one i.e. self-controlling.

43. Positive and significant correlation was found between social isolation dimension of home environment and all the dimensions of coping strategies of adolescents except two i.e. distancing & self-controlling.

44. Positive and significant correlation was found between deprivation of privileges dimension of home environment and seeking social support, escape avoidance and positive reappraisal of adolescents. Although no significant correlation was found between deprivation of privileges dimensions of home environment and confronting, distancing, self-controlling, accepting responsibility and planful problem solving dimensions of coping strategies of adolescents.

45. No significant correlation was found between control, protectiveness, punishment, conformity, nurturance and permissiveness dimensions of home environment and all the dimensions of coping strategies of adolescent girls.

46. No significant correlation was found between social isolation and reward dimension of home environment and all the dimensions of coping strategies of adolescent girls except one i.e. seeking social support.
47. No significant correlation was found between deprivation of privileges dimension of home environment and all the dimensions of coping strategies of adolescent girls except one i.e. escape avoidance.

48. No significant correlation was found between rejection dimension of home environment and all the dimensions of coping strategies of adolescent girls except one i.e. distancing.

49. No significant correlation was found between control, reward and nurturance dimensions of home environment and all the dimensions of coping strategies of adolescent boys.

50. No significant correlation was found between protectiveness and conformity dimension of home environment and all the dimensions of coping strategies of adolescent boys except one i.e. self-controlling.

51. Positive and significant correlation was found between punishment dimension of home environment and confronting, self-controlling, escape avoidance and positive reappraisal dimensions of coping strategies of adolescent boys. Although no significant correlation was found between punishment dimension of home environment and distancing, seeking social support, accepting responsibility and planful problem solving dimensions of coping strategies of adolescent boys.

52. No significant correlation was found between social isolation, deprivation of privileges, rejection and permissiveness dimensions of home environment and all the dimensions of coping strategies of adolescent boys except one i.e. escape avoidance.

Findings of Section-II

1. Independent variable of depressive-non depressive personality trait has been found to be the most significant
predictor of cognitive factor of academic stress of adolescents followed by protectiveness and rejection (dimensions of home environment).

2. Independent variable of depressive-non depressive personality trait has been found to be the most significant predictor of affective factor of academic stress of adolescents followed by punishment (dimension of home environment).

3. Independent variable of depressive-non depressive personality trait has been found to be the most significant predictor of physical factor of academic stress of adolescents followed by social isolation (dimension of home environment).

4. Independent variable of depressive-non depressive personality trait has been found to be the most significant predictor of social/interpersonal factor of academic stress of adolescents followed by nurturance (dimension of home environment).

5. Independent variable of suspicious-trusting personality trait has been found to be the most significant predictor of motivational factor of academic stress of adolescents followed by nurturance, deprivation of privileges (dimensions of home environment) and depressive-non depressive personality trait.

6. Independent variable of social isolation (dimension of home environment) has been found to be the significant predictor of confrontive coping strategy of adolescents.

7. Independent variable of assertive-submissive personality trait has been found to be the significant predictor of distancing coping strategy of adolescents.

8. Independent variable of punishment (dimension of home environment) has been found to be the significant predictor of self-controlling coping strategy of adolescents.
9. Independent variable of social isolation (dimension of home environment) has been found to be the most significant predictor of seeking social support coping strategy of adolescents followed by depressive-non depressive, emotional instability-emotional stability and assertive-submissive personality traits.

10. Independent variable of social isolation (dimension of home environment) has been found to be the significant predictor of accepting responsibility coping strategy of adolescents.

11. Independent variable of deprivation of privileges (dimension of home environment) has been found to be the most significant predictor of escape avoidance coping strategy of adolescents followed by depressive-non depressive personality trait, control, permissiveness and conformity (dimensions of home environment).

12. Independent variable of social isolation (dimension of home environment) has been found to be the most significant predictor of planful problem solving coping strategy of adolescents followed by activity-passivity personality trait.

13. Independent variable of deprivation of privileges (dimension of home environment) has been found to be the most significant predictor of positive reappraisal coping strategy of adolescents followed by assertive-submissive personality trait.

14. Independent variable of suspicious-trusting personality trait has been found to be the most significant predictor of cognitive factor of academic stress of adolescent girls followed by control (dimension of home environment).

15. Independent variable of emotional instability-emotional stability personality trait has been found to be the most significant predictor of affective factor of academic stress of adolescent girls
followed by assertive-submissive personality trait, deprivation of privileges, control and conformity (dimensions of home environment).

16. Independent variable of depressive-non depressive personality trait has been found to be the significant predictor of physical factor of academic stress of adolescent girls.

17. Independent variable of nurturance (dimension of home environment) has been found to be the most significant predictor of social/interpersonal factor of academic stress of adolescent girls followed by suspicious-trusting personality trait and punishment (dimension of home environment).

18. Independent variable of protectiveness (dimension of home environment) has been found to be the most significant predictor of motivational factor of academic stress of adolescent girls followed by depressive-non depressive personality trait.

19. Independent variable of assertive-submissive personality trait has been found to be the significant predictor of confrontive coping strategy of adolescent girls.

20. Independent variable of rejection (dimension of home environment) has been found to be the significant predictor of distancing coping strategy of adolescent girls.

21. Independent variable of assertive-submissive personality trait has been found to be the most significant predictor of seeking social support coping strategy of adolescent girls followed by reward (dimension of home environment).

22. Independent variable of emotional instability-emotional stability personality trait has been found to be the most significant predictor of escape avoidance coping strategy of adolescent girls.
followed by activity-passivity personality trait, suspicious-trusting personality trait, deprivation of privileges and control (dimensions of home environment).

23. Independent variable of reward (dimension of home environment) has been found to be the most significant predictor of positive reappraisal coping strategy of adolescent girls followed by assertive-submissive personality trait.

24. Independent variable of depressive-non depressive personality trait has been found to be the most significant predictor of cognitive factor of academic stress of adolescent boys followed by rejection (dimension of home environment).

25. Independent variable of depressive-non depressive personality trait has been found to be the most significant predictor of affective factor of academic stress of adolescent boys followed by protectiveness (dimension of home environment).

26. Independent variable of conformity (dimension of home environment) has been found to be the most significant predictor of physical factor of academic stress of adolescent boys followed by depressive-non depressive personality trait.

27. Independent variable of depressive-non depressive personality trait has been found to be the significant predictor of social/interpersonal factor of academic stress of adolescent boys.

28. Independent variable of rejection (dimension of home environment) has been found to be the most significant predictor of motivational factor of academic stress of adolescent boys followed by reward and control (dimensions of home environment).

29. Independent variable of punishment (dimension of home environment) has been found to be the significant predictor of confrontive coping strategy of adolescent boys.
30. Independent variable of punishment (dimension of home environment) has been found to be the most significant predictor of self-controlling coping strategy of adolescent boys followed by social isolation (dimension of home environment).

31. Independent variable of punishment (dimension of home environment) has been found to be the significant predictor of accepting responsibility coping strategy of adolescent boys.

32. Independent variable of deprivation of privileges (dimension of home environment) has been found to be the most significant predictor of escape avoidance coping strategy of adolescent boys followed by depressive-non depressive personality trait and conformity (dimension of home environment).

33. Independent variable of punishment (dimension of home environment) has been found to be the significant predictor of positive reappraisal coping strategy of adolescent boys.

Findings of Section-III

1. Adolescents with active-passive, enthusiastic-non enthusiastic & assertive-submissive traits of personality were found to have no significant difference on their academic stress.

2. Adolescents with suspicious-trusting, depressive-non depressive & emotional instability-emotional stability traits of personality were found to have significant difference on their academic stress. Further mean scores revealed that adolescents having suspicious, depressive and emotional instability personality traits experience more academic stress than their respective counterparts.

3. Adolescents with high and low control, protectiveness, punishment, conformity, social isolation &
permissiveness of home environment were found to have no significant difference on their academic stress.

4. Adolescents with high and low deprivation of privileges and rejection of home environment were found to have significant difference on their academic stress. Further mean scores revealed that adolescents having high deprivation of privileges and high rejection (dimensions of home environment) experience more academic stress than their respective counterparts.

5. Adolescents with high and low reward and nurturance of home environment were found to have significant difference on their academic stress. Further mean scores revealed that adolescents having low reward and low nurturance (dimensions of home environment) experience more academic stress than their respective counterparts.

6. Adolescents with active-passive trait of personality were found to have no significant difference on confrontive, distancing, self-controlling, seeking social support, accepting responsibility and positive reappraisal coping strategies.

7. Adolescents with active-passive trait of personality were found to have significant difference on escape avoidance coping strategy. Further mean score revealed that adolescents having passive personality trait use escape avoidance coping strategy more than their counterparts.

8. Adolescents with active-passive trait of personality were found to have significant difference on planful problem solving coping strategy. Further mean score revealed that adolescents having active personality trait use planful problem solving coping strategy more than their counterparts.
9. Adolescents with enthusiastic-non enthusiastic, assertive-submissive and suspicious-trusting traits of personality were found to have no significant difference on their coping strategies.

10. Adolescents with depressive-non depressive trait of personality were found to have no significant difference on confrontive, distancing, self-controlling, accepting responsibility, planful problem solving and positive reappraisal coping strategies.

11. Adolescents with depressive-non depressive trait of personality were found to have significant difference on seeking social support and escape avoidance coping strategies. Further mean scores revealed that adolescents having depressive personality trait use seeking social support and escape avoidance coping strategies more than their counterparts.

12. Adolescents with emotional instability-emotional stability trait of personality were found to have no significant difference on confrontive, distancing, self-controlling, seeking social support, accepting responsibility, planful problem solving and positive reappraisal coping strategies.

13. Adolescents with emotional instability-emotional stability trait of personality were found to have significant difference on escape avoidance coping strategy. Further mean scores revealed that adolescents having emotional instability trait use escape avoidance coping strategy more than their counterparts.

14. Adolescents with high and low control of home environment were found to have no significant difference on confrontive, distancing, seeking social support, accepting responsibility, escape avoidance, planful problem solving and positive reappraisal coping strategies.

15. Adolescents with high and low control of home environment were found to have significant difference on
self controlling coping strategy. Further mean scores revealed that adolescents having high control (dimension of home environment) use self controlling coping strategy more than their counterparts.

16. Adolescents with high and low protectiveness of home environment were found to have no significant difference on confrontive, distancing, seeking social support, accepting responsibility, escape avoidance and positive reappraisal coping strategies.

17. Adolescents with high and low protectiveness of home environment were found to have significant difference on self controlling and planful problem solving coping strategies. Further mean scores revealed that adolescents having high protectiveness (dimension of home environment) use self controlling and planful problem solving coping strategies more than their counterparts.

18. Adolescents with high and low punishment of home environment were found to have no significant difference on confrontive, distancing, seeking social support, and planful problem solving coping strategies.

19. Adolescents with high and low punishment of home environment were found to have significant difference on self controlling, accepting responsibility, escape avoidance and positive reappraisal coping strategies. Further mean scores revealed that adolescents having high punishment (dimension of home environment) use self controlling, accepting responsibility, escape avoidance and positive reappraisal coping strategies more than their counterparts.

20. Adolescents with high and low conformity of home environment were found to have no significant difference on distancing, accepting responsibility, planful problem solving and positive reappraisal coping strategies.
21. Adolescents with high and low conformity of home environment were found to have significant difference on confrontive, self controlling, seeking social support and escape avoidance coping strategies. Further mean scores revealed that adolescents having high conformity (dimension of home environment) use confrontive, self controlling, seeking social support and escape avoidance coping strategies more than their counterparts.

22. Adolescents with high and low social isolation of home environment were found to have no significant difference on distancing and self controlling coping strategies.

23. Adolescents with high and low social isolation of home environment were found to have significant difference on confrontive, seeking social support, accepting responsibility, escape avoidance, planful problem solving and positive reappraisal coping strategies. Further mean scores revealed that adolescents having high social isolation (dimension of home environment) use confrontive, seeking social support, accepting responsibility, escape avoidance, planful problem solving and positive reappraisal coping strategies more than their counterparts.

24. Adolescents with high and low reward of home environment were found to have no significant difference on distancing, self controlling, accepting responsibility, escape avoidance, planful problem solving and positive reappraisal coping strategies.

25. Adolescents with high and low reward of home environment were found to have significant difference on confrontive and seeking social support coping strategies. Further mean scores revealed that adolescents having high reward (dimension of home environment) use confrontive and seeking social support coping strategies more than their counterparts.

26. Adolescents with high and low deprivation of privileges of home environment were found to have no
significant difference on distancing, self controlling and planful problem solving coping strategies.

27. Adolescents with high and low deprivation of privileges of home environment were found to have significant difference on confrontive, seeking social support, accepting responsibility, escape avoidance and positive reappraisal coping strategies. Further mean scores revealed that adolescents having high deprivation of privileges (dimension of home environment) use confrontive, seeking social support, accepting responsibility, escape avoidance and positive reappraisal coping strategies more than their counterparts.

28. Adolescents with high and low nurturance of home environment were found to have no significant difference on confrontive, distancing, self controlling, seeking social support, escape avoidance, planful problem solving and positive reappraisal coping strategies.

29. Adolescents with high and low nurturance of home environment were found to have significant difference on accepting responsibility coping strategy. Further mean scores revealed that adolescents having high nurturance (dimension of home environment) use accepting responsibility coping strategy more than their counterparts.

30. Adolescents with high and low rejection of home environment were found to have no significant difference on distancing, self controlling, accepting responsibility, planful problem solving and positive reappraisal coping strategies.

31. Adolescents with high and low rejection of home environment were found to have significant difference on confrontive, seeking social support, accepting responsibility and escape avoidance coping strategies. Further mean scores revealed that adolescents having high rejection (dimension of home environment) use confrontive, seeking social support, accepting responsibility and escape avoidance coping strategies more than their counterparts.
32. Adolescents with high and low permissiveness of home environment were found to have no significant difference on confrontive, distancing, self controlling, seeking social support, accepting responsibility, planful problem solving and positive reappraisal coping strategies.

33. Adolescents with high and low permissiveness of home environment were found to have significant difference on escape avoidance coping strategy. Further mean scores revealed that adolescents having high permissiveness (dimension of home environment) use escape avoidance coping strategy more than their counterparts.

6.20 Educational Implications
The most outstanding characteristic of any research is that it contributes to the development of the area concerned. As we know that adolescence is the most difficult stage of life, not only for the adolescent himself/herself but also for all the other persons allied with their life i.e. parents, teachers, counsellors etc. Some of the findings of the present investigation carry a message for parents and teachers with regard to handling this most crucial phase adolescence. Following are some of the important implications of the present study:

1. Since emotional instability was found to have a positive correlation with academic stress, parents and teachers should try to develop emotional intelligence among students through their day to day interactions with them. They should try to help the students develop the ability to comprehend and regulate feelings and emotions of the self and others. Adolescents must be encouraged by their parents to express their feelings in a desirable way and to a desirable extent.

2. The identification of the positive link between depressive personality trait and academic stress represents an important step toward developing preventive interventions for adolescents. One target for preventive interventions could certainly be to reduce the burden on adolescents by decreasing their exposure to stress. These might include efforts to reduce stressors in the family environment as well as in the school environment. However, given the limited control that can be gained over
young people's exposure to many forms of stressful situations, an even more important intervention is to increase adolescents' abilities to cope with stress.

3. Suspicious adolescents have been found to have more academic stress. Hence parents should try to generate trust in adolescents by letting them know that they can trust their parents. Parents should always try to convince their children at this stage specifically that the home and neighbourhood is safe, and that he/she is loved and an important member of the family.

4. This study will also help the teachers and parents to enlighten and sensitize regarding appropriate handling of adolescents by avoiding physical punishment and using some psychological measures/techniques to raise healthy, responsible and well-disciplined persons which will be a great contribution of parents and teachers to the society. They must understand and realize that they are the nurturers of love, values and civilization; they are dealing with human beings not with objects.

5. Parents and teachers need to be guided to help the adolescents to develop coping strategies on reality ground to help them to achieve performance near to idealized self. Different stress management techniques such as meditation, support groups, games etc., help in better adoption of coping skills, improved knowledge of stress and enhanced ability to resolve conflicts

6. Awareness campaigns on issues regarding ‘importance of coping strategies formation and adolescents’ should be organised. Problems should be solved via child welfare department; media can also help in this regard.

7. Young adolescents need opportunities to form relationships with adults who understand them and who are willing to support their development. Educational as well as advisory programs and practices can promote an atmosphere of friendliness, concern, and group cohesiveness (Kellough & Kellough, 2008). Moreover, teachers can acknowledge the importance of friendships and help students to understand that shifting allegiances are normal.

8. The result of this study also can inform counsellors about the relationship between various coping strategies adopted by the adolescent and their personality type. With this knowledge, counselors can better identify coping strategies adopted by the students of varied personalities and can tailor counselling interventions to address the
most common problems. Lastly, this study emphasizes the importance for counselors to consider gender issues when developing and implementing adolescent coping skills development programmes.

9. This study would help parents and teachers in understanding the various types of coping strategies which have been used by different personality types of adolescents. It is helpful to parents. They can have a better understanding of that if there is more dominance of control, protectiveness, social isolation, rejection, deprivation of privileges and permissiveness then it might result in academic stress. So the parents should keep these factors in a balanced manner.

10. The media can also make a contribution towards helping students. The focus of media coverage needs to shift towards providing information that allows individuals to take informed decisions. The media can play a role in encouraging parents and teachers to ‘back off’ from creating conditions of academic stress for students. Students, for instance, need to be encouraged to engage in outdoor play rather than spending time in front of the computer, since research suggests that engagement in active leisure (exercise, sports) is associated with better adjustment and fewer symptoms of depression than passive leisure.

11. The present findings also point to the importance of home environment in understanding and predicting coping behaviour. This suggests that there are important distinctions among coping strategies adopted by adolescents having various home environments. So parents should try to provide warm and conducive environment.

6.21 Suggestions for further research

Any study, however, wide it may be, its scope cannot claim to be all inclusive and points out the scope for further investigation with other equally relevant variables. In an attempt for solution of the problem, new problems arise. It is from this point of view, some suggestions are being made for further investigation of some of the important issues that seem to originate from the present work:

1. The study needs to be replicated on a larger sample to confirm the findings of the present study. It was not possible to do so in the current study, but the exploration with a more diverse sample is important for developing a complete understanding of the topic.
2. Further study may be conducted involving other variables like school environment, peer effect, self-esteem and other variables.

3. The associations found between different domains of academic stress with different personality types & home environment should be further elaborated. In particular, longitudinal research allowing the association of academic stress with different personality types & home environment to be assessed and compared over time are suggested. Similar study is also suggested for coping strategies.

4. This study was delimited to the sample of only 11th and 12th grade whereas similar study may be conducted on younger adolescents i.e. grade 9th and 10th.

5. Another major limitation of the study was that it was conducted at the beginning of the school year. Due to this it appears that at least some of the perception of stress was due to the anticipation, rather than the reality, of academic pressure. Had the students been surveyed later in the school year, it is likely that academic stress would have been higher than at the beginning of the school year, and it would also have captured the true experience of academic stress.

6. Further research may be undertaken on adolescents with special needs with the same variables.

7. This study was confined to the state of Haryana only. A similar investigation may also be conducted on students of different states. Infact a comparative analysis of adolescents of different states can be done.

8. A cross cultural study of academic stress and coping strategies among adolescents of different developed and developing countries may also be undertaken.