Chapter – II

REVIEW OF RELATED LITERATURE

Review of related literature is carried out basically for finding out the nature and status of the research work, previously done in the field of investigator’s interest. It also gives the researcher an in-depth knowledge of the research work which has already been done in a particular field so as to avoid duplication of work. The study of the related literature not only helps the investigator in avoiding duplication of work, but it also provides the knowledge regarding the methods and procedure followed and conclusions arrived at in the similar types of studies.

For this careful review of research journals, dissertations, thesis and other sources of information on the problem to be investigated becomes one of the important steps in planning of any research study, after the problem has been selected and defined.

Best (1986) writes that a familiarity with the literature in any problem area helps the students to discover what is already known, what methods have been found to be promising or disappointing and what problem remains to be solved.

In the words of E.M.Good, “The orientation provided by the survey of related literature is helpful in making a straightforward statement of the need for the investigation avoiding two extremes of an apologetic attitude and exaggerated claim or bashfulness”.

“The survey of the literature is a crucial aspect of planning of the study and time spent in such a survey invariably is a wise investment”. Mouly(1982)

An essential aspect of research project is the review of the related literature. The phrase ‘Review of Literature’ consists of two words: Review and Literature. The term ‘Review’ means to organize the knowledge to the specific area of research to evolve an edifice of knowledge to show that the proposed study would be an addition to this field. In research methodology the term ‘Literature’ refers to the knowledge of a particular area in investigation of any discipline, which includes theoretical, practical and its research studies.
Scanning and review of related literature gives an insight in the problem, the knowledge of the related research designs, variables, tools, techniques and methods of analysis. It helps the researcher to identify the gaps in the previous studies in the same area. On the basis of the above foresightedness and knowledge, the objectives of the research study may be formulated.

The survey of the related literature not only helps in avoiding the unnecessary duplications but also in choosing the right sample and tools. Review of the literature helps in developing a clear-cut conceptual framework of the concepts and principles.

An attempt has made to review some of the studies carried out directly or indirectly on the proposed study of the subject.

**Lawrence A. Kurdek (1987)** conducted a study on, “Gender Differences in the Psychological Symptomatology and Coping Strategies of Young Adolescents”. This study examined gender differences in 298 seventh and ninth graders' self-reported psychological symptoms, coping strategies, and the relation between psychological symptoms and coping strategies. The most notable gender differences occurred in the area of symptomatology. For boys, the most frequently reported symptom was "Feeling uneasy when people are watching or talking about you"; for girls, it was "Worrying too much about things." Six symptoms were common to the 10 most frequent symptoms reported by boys and by girls. For both, boys and girls, the most frequently endorsed coping strategies were "Listen to music" and "Watch TV." Five other strategies were among the 10 most frequent strategies reported by both boys and girls. For both boys and girls, frequent use of ventilation as a coping strategy was positively but weakly related to psychological symptomatology.

**Charles E. Burt, et.al. (1988)** conducted a study namely, “Perceived Family Environment as a Moderator of Young Adolescents' Life Stress Adjustment”. A longitudinal design was employed to test the main and stress-moderating effects of young adolescents' perceived family environment (Family Environment Scales; FES; Moos & Moos, 1981) on their depression, anxiety, and self-esteem. This study was part of a larger longitudinal project (L. Cohen, Burt, & Bjorck, 1987) that demonstrated the significant cross-sectional effects of the young adolescents' controllable and uncontrollable negative
events, and the significant longitudinal effects of the former. The cross-sectional study demonstrated the hypothesized main effects of the FES scores; families perceived as cohesive, organized, and expressive were related to positive psychological functioning, whereas families perceived as conflict-ridden and controlling were related to negative functioning. However, in general these effects were no significant in the longitudinal analyses. Although there were a number of significant Negative Events × FES interactions, in no instance did the pattern support the hypothesized stress buffering role of positive family climate.

**Compas, B. E., Malcarne, V. L., & Fondacaro, K. M. (1988)** studied coping with stressful events in older children and young adolescents and clinical psychology, both the capacity to generate alternative solutions to cope with stressful events and the strategies actually used to cope with interpersonal and academic stressors were examined in a sample of junior high school age youngsters. Subjects were moderately consistent in the generation and use of problem- and emotion-focused coping with the two types of events, and they adjusted the number of problem-focused alternative solutions they generated to match their appraisals of the controllability of the cause of interpersonal stressors. The number of alternative solutions generated and strategies used for interpersonal stressors was related to both self-reports and maternal reports of internalizing and externalizing emotional/behavioral problems. Specifically, the problem-focused alternatives generated and strategies used were negatively related to emotional/behavioral problems, whereas the emotion-focused alternatives generated and strategies used were positively related to emotional/behavioral problems. Coping with academic stress was not related to emotional/behavioral problems. Self-reported emotional/behavioral problems varied as a function of the match between perceived control and the generation of problem-focused alternatives for coping with social stressors but did not vary as a function of the match between perceived control and other coping strategies.

**Davis et al. (1988)** studied a meta-analysis of 119 studies demonstrates that “stress is sometimes more frequent and usually more intense across the lifespan and across domains in females compared to males.” Davis also found that the stress differential was widest with regard to interpersonal stress, and suggested that because many women are
taught to be more relationship-oriented than men; they may also be more at risk for internalizing negative social experiences.

Bird and Harris (1990) found adolescent females handle problems and personal stressors in a more diplomatic fashion. They use peaceful, less violent methods of coping with stress, such as utilizing social support networks in lieu of ventilation strategies. In contrast, males are reported to be aggressive and to act as pillars of strength and to ventilate their feelings through the use of swearing, and taking anger out on others. In addition, other studies indicated that females are more inclined than males to rely on support networks as a coping strategy (Frydenberg & Lewis, 1991; Stark, Spirito, Williams, & Guevermont, 1989).

The purpose of this study was to examine the relation between adolescent coping strategies and self-esteem. Although research on the relation between these two variables is meager, existing research indicates that adolescents with higher self-esteem deal more directly in solving problems than adolescents with lower self-esteem (Chan, 1977; Colletta, Hadler & Gregg, 1981; Moos, 1990). Chan found that people who have higher levels of self-esteem will attempt to change a situation to benefit themselves because they believe in their competence to do so. In addition, Moos reported that adolescents with higher levels of self-confidence relied more on coping strategies directed at solving the problem, whereas those who selected avoidance strategies demonstrated less self-confidence.

Based on the research cited, it was predicted that adolescents with a higher self-esteem would use more proactive strategies to cope with problems, whereas those with lower self-esteem would use more reactive-types of coping strategies. In addition, it was predicted that adolescents would rely more on themselves to solve problems as they increase in age, and that females would report the utilization of social support coping styles more frequently than males.

Niall Bolger (1990) conducted a study namely, “Coping as a Personality Process: A Prospective Study”. The study tested the proposition that coping is personality in action under stress. Using a stressful medical school entrance examination, the study examined (a) whether neuroticism emerged in coping patterns over time and (b) whether the
influence of neuroticism on coping accounted for changes in anxiety and examination performance. Fifty premedical students reported their coping efforts at 35 days before, 10 days before, and 17 days after the examination. They provided daily reports of anxiety for 35 days surrounding the examination. Neuroticism influenced coping efforts and increases in daily anxiety under stress. Two types of coping (wishful thinking and self-blame) explained over half the relationship between neuroticism and increases in pre-examination anxiety. Consistent with previous research, neither neuroticism nor specific coping efforts influenced examination performance.

**Marilyn Stern and Michael A. Zevon (1991)** conducted a study on, “Stress, Coping and Family Environment”. This study extended previous research by assessing the specific coping responses of adolescents as a function of age, type of stressor, and quality of family environment. The findings demonstrated that adolescents employ a range of coping strategies in response to stressors within and external to the family. These strategies varied as a function of age, type of stressor, and perceptions of the quality of the family environment. Specifically, among those who identified interpersonal conflicts as their primary stressor, younger adolescents were more likely to use emotion-based coping strategies than were older adolescents. Using emotion-based strategies, however, was associated with less adaptive family functioning. Further, these coping strategies were orderable on the dimension of preference. The findings underscored the importance of examining moderating factors and individual differences when studying coping responses to stressful situations.

**Halstead, M., Johnson, S.B. & Cunningham, W. (1993)** measured coping in adolescents: an application of the ways of coping checklists. They administered a modified version of the ways of coping checklist to 306 adolescents to examine the reproducibility of a five factor structure that had been previously established using adults. Four of these factors were confirmed: problem focused, seeks social support, wishful thinking, and avoidance. However, the factor blamed self was not supported. Adolescents typically identified stressful situations involving school, family, and social contexts, whereas they in frequently depicted issues related to health and recreational activities. Subjects commonly identified issues concerning themselves or their parents and less frequently described stressful situations regarding a boyfriend/girlfriend, peer, or
supervisor. Females tended to employ seeks social support and wishful thinking coping strategies, whereas males used more avoidance. African-American children used more coping strategies than did Caucasian children and more frequently appraised a stressful episode as one that could be changed.

Ellis P. Copeland, Robyn S. Hess (1995) examined the differences in young adolescents’ coping strategies based on gender and ethnicity. The differences in young adolescent coping responses were investigated to determine whether their reported differences in strategies would vary by gender and/or ethnicity (Anglo or Hispanic). Two hundred forty-four ninth-grade adolescents completed the Adolescent Coping Orientation for Problem Experiences (A-COPE) to provide a measure of their self-reported coping strategies. The subjects' responses were factor analyzed and a factor structure of 13 variables was constructed that appeared to reflect the developmental level of the subjects. A MANOVA indicated that there were significant differences across gender and ethnicity on these individual factors. Females reported engaging in social relationships and creating change either in actual or cognitive terms more frequently, whereas males tended to rely on stress reduction activities or diversions. Ethnic differences supported the more frequent use of social activities and seeking spiritual support among Hispanics when faced with difficulties. Implications for these results and their usefulness in intervention programs are discussed.

Olah, Attila (1995), conducted a study on, “Coping Strategies among Adolescents: A Cross-Cultural Study”. The investigator studied influence of culture on coping behaviour of youngsters in anxiety-provoking situations. Applied a situation-reaction inventory to late adolescents (n=721) from India, Italy, Hungary, Sweden, and Yemen. Consistent results showed adolescents at low-medium anxiety levels employed constructive and assimilative coping and at high anxiety levels used avoidance.

Herman-Stahl and Petersen (1999) explored the effects of direct and interactive coping strategies, family relations, and personal control of the levels, current and future, of depressive symptoms during adolescence. They specifically assessed adolescents’ beliefs in their own skills to manage new or challenging situations through mastery and optimism. An assessment of skills in peer relations was also included. All three
variables predicted depressive symptoms and buffer stress symptoms. Adolescents’ beliefs about their personal control efficacy appeared to reduce the effects of stress on depressive symptoms, and their beliefs about personal control and family relations significantly predicted depressive symptoms later on, having controlled it at an earlier stage. The indirect measures of family relations did not have a moderating effect. The coping strategies measures indicated a general adaptation style, whereas their capacity to reduce the effects of stress is revealed by examining the interaction between a specific stressful event and present coping strategies in relation to the event.

**Paula L. Chapman, Ronald L. Mullis (1999)** studied on adolescent coping strategies and self esteem and found the relations between self-esteem and coping strategies of adolescents for 361 male and female adolescents in grades 7 through 12. Coping strategies were assessed by the adolescent coping orientation for problem experiences (Patterson & McCubbin, 1986) and self-esteem was assessed by the Coopersmith's self-esteem inventory (Coopersmith, 1987). Multivariate analyses revealed that adolescents with lower self-esteem utilized more avoidance coping strategies than adolescents with higher self-esteem. In addition, males reported utilizing avoidance coping strategies more frequently than females; females were found to utilize social and spiritual supports more frequently than males. No age differences in coping strategies or self-esteem were found for this study. Self-esteem differences are discussed in terms of intervention strategies.

**Vladislav V. Ruchkin, Martin Eisemann, and Bruno Hagglof (1999)** studied on coping styles in delinquent adolescents and controls: the role of personality and parental rearing. The aim of the present study was to compare coping styles in delinquent adolescents (n=178) versus matched controls (n=91) from the Arkhangelsk region in Northern Russia and to test for possible interrelations with personality traits and parental rearing factors. The samples were assessed by means of the Coping Scale for Children and Youth (CSCY), the Temperament and Character Inventory (TCI), and the EMBU questionnaire on parental rearing. The delinquents differed significantly from the controls on most aspects of the coping styles under investigation. Furthermore, some specific correlational patterns between coping styles and both personality dimensions and parental rearing factors emerged. The findings are discussed in the light of the interactive nature of relations between personality and parental rearing in the development of coping styles.
**Bowker, Bukowski, Hymel and Sippola (2000)** tried to determine whether adolescents use certain strategies for coping with daily “hassles” at the beginning of adolescence. They defined each hassle by measuring the amount of perceived control to determine whether this acted as a mediator. Perceived control varied according to experience with peers and gender but its role of mediator was not established. The fit between the degree of perceived control and the chosen coping strategies was established and is rather adaptive in that there were no maladaptive coping strategies; however, aggressive adolescents, tending towards a higher perception of control, could be overestimating their skills. Adolescents with less perceived control had a more precise perception of themselves even underestimating their skills in certain cases.

**Connor-Smith, J. K., et al (2000)** examined responses to stress in adolescence: measurement of coping and involuntary stress responses. The development of a measure of coping and involuntary stress responses in adolescence is described. The Responses to Stress Questionnaire (RSQ) reflects a conceptual model that includes volitional coping efforts and involuntary responses to specific stressful events or specified domains of stress. The psychometric characteristics of the RSQ were examined across 4 domains of stress in 3 samples of adolescents and parent reports obtained in 2 samples. The factor structure of the RSQ was tested and replicated with an adequate degree of fit using confirmatory factor analysis across 3 stressors in 2 samples. Internal consistency and retest reliability for the 5 factors were adequate to excellent. Concurrent validity was established through correlations with another measure of coping, heart rate reactivity, and correlations of self- and parent-reports. Significant correlations with both adolescents’ and parents’ reports of internalizing and externalizing symptoms were consistent with hypotheses.

**Frydenberg and Lewis (2000)** examined adolescents’ productive coping strategies through problem solving, non-productive coping strategies, and coping strategies by reference to others. The first two coping strategies change over time. Between 12 and 14 years old, female and male adolescents report stable levels of weak coping strategies; however boys report weak coping strategies two years later, whereas girls report even weaker coping strategies at 16 years old. Five strategies, representing a combination of functionality and dysfunctionality, remain stable between 12 and 14 years but increase
significantly after: seeking social support, problem solving, self-blame, keeping to oneself, tension reduction. Self-blame and seeking social support diminish between 12 and 14 years old before reappearing at 16 years at the same level as at 12 years in boys, whereas girls use these same strategies moderately between 12 and 14 years and more between 14 and 16 years. Social action and spiritual support as well as physical recreation follow a similar decrease between 12 and 14 years and thereafter remain stable. Seeking professional support is lower at 14 years than at 12 years and toward 16 years for both boys and girls. The gender gap increases with age; girls tend to use more dysfunctional strategies and claim to be less capable of coping than do boys between 14 and 16 years old.

Griffith, Dubow, and Ippolito (2000) presented coping as approach and avoidant strategies. Female adolescents reported using approach strategies when faced by family, school, and peer stressors. Avoidant coping strategies were used by female adolescents for two stressors (family, peers), and anxiety. They used more coping strategies than male adolescents.

Lohman, B.J. and Patricia A. Jarvis (2000) studied adolescent stressors, coping strategies, and psychological health studied in the family context. The present study examined adolescents' stressors, coping, and psychological health in the family context in 42 adolescents, ranging in age from 11 to 18. Perceptions of intergenerational stressors and coping strategies were examined for congruence by comparing adolescents' self-reports to parents' reports on their adolescents. Adolescents' reports on their parents were also compared to parents' reports on themselves. This study also specified family environment dynamics in relation to the study variables. Hypotheses that more congruent adolescent and parent perceptions about each other's stressors and coping were related to more cohesive family environments and more adaptive copings were generally supported. Family environment variables and congruent coping were related to psychological health symptoms as well. The findings contribute to current knowledge about the study variables examined in the context of the family.

Seiffge-Krenke (2000) traced 20 coping strategies in eight possible problematic domains: studying, teachers, parents, peers, loving relationships, self, activity time, and
the future. At 15 years old, adolescents begin using adaptive and efficient coping strategies; however female adolescents seem to react more to stress by internalized symptoms whereas male adolescents react with externalized symptoms. Adolescents report school stress in a homogeneous way, whereas family stress is perceived as more complex and stressful. Different models were developed: a secure internal model (positive towards self and others), a destructive model (negative towards others) or a preoccupied model (constantly subjected to high stress).

Williams Kristin and Ann McGillicuddy-De Lisi (2000) studied that children and adolescents report that they experience stress in their lives and that they attempt to cope with that stress. Although most research on stress and coping has focused on adults, recent attention to adolescents suggests there are developmental changes in coping during adolescence and that particular coping strategies vary with gender and the type of stressors adolescents’ experience. This study examined coping strategies used by male and female students in early, middle, and late adolescence when they were coping with two different types of stressors: daily hassles and major life events. Older adolescents used a greater variety coping strategies and used methods that directly reduce the impact of the stressor and involved a cognitive component (e.g., planful problem solving; reappraisal) more often than younger adolescents. Adolescents in all age groups varied their strategies in relation to the type of stressor, but there were no significant gender differences. The findings suggest that significant changes during a relatively short period during adolescence may affect adaptive processes and have implications for intervention efforts aimed at reducing the negative effects of stress during this period of development.

Bettina Piko (2001) conducted a study namely, “Gender Differences And similarities In Adolescents' Ways of Coping”. The study was focused on the interrelationships between the ways of coping and some health-related variables in adolescence. Data were collected among secondary school students (n = 1039) in Szeged, Hungary: Factor analysis of the shortened and adapted version of the Ways of Coping Questionnaire gave a four-factor solution: passive coping, problem-analyzing coping, risky coping, and support-seeking coping. Passive and support-seeking ways of coping were more common among girls, however, this latter way of coping proved to be a more significant correlate of psychosocial health among boys. Both among boys and girls, passive and risky coping
factors played a negative role, and problem-analyzing and support seeking coping factors played a positive role in psychosocial health. Findings suggested that maladaptive coping and psychosocial health problems might form a vicious circle in which risk-taking as a way of coping might play a central role in adolescence.

Feenstra, et.al. (2001) conducted a study on, “students’ adaptation to college: The role of family variables and individual coping”. Feenstra and colleagues (2001) examined the role of family environment and family and individual coping strategies in relation to adaptation to college in first-year students. The family environments, as measured by level of familial conflict, of these late adolescents (mean age: 18.1 years) were found to be significantly related to their successful adaptation to college, as measured by such things as self-report of depressive and anxiety-related symptomatology, comfort with the new environment, and academic success. In addition, family and individual coping strategies were positively related to adaptation to college. How frequently the family as a whole deals with internal conflicts among its members as well as external pressures was positively related to successful adaptation to college. More active individual coping strategies were also positively related to successful adaptation to the subjects’ new college environment. The researchers concluded that individual coping serves as a mediator between family coping behaviour and the college students. Successful adaptation to college such that the individual’s efforts to cope with stress account for the relationship between the way the family as a whole manages difficulty and successful adaptation to college.

Sharma, Ekta & Jaswal, S. (2001), conducted a study on, “Parental Aspirations and Attitudes as Determinants of Academic Stress among Adolescent-s”. The investigation was undertaken to study the relationship of Academic Stress with parental aspirations and parental attitudes. Differences among boys and girls in science and humanities stream were studied with regard to academic stress and aspirations and attitudes of the parents of the adolescents. The sample of the study comprised of 120 students of both the sexes studying in twelfth grade in four selected senior secondary schools of Ludhiana city. The results revealed that science and humanities students do not differ significantly as far as academic stress is concerned. Parental aspirations were found to be similar for all
adolescents irrespective of their stream of study or gender whereas parental attitude was found to be more positive towards the education of boys studying science as compared to girls.

**Murphy, Attila & Elizabeth, Caroline (2002)** studied coping strategies, family environment, and interpersonal fear: a study of congruence between college students and their parents. The current study built upon work by Lohman and Jarvis (2000) by examining the relationships among coping, family environment, and the congruence between college students in their late adolescent years and their parents in reporting these dynamics in relation to the adolescents’ psychological health. Rather than using a general measure of psychological health, however, the current study examined the adolescents’ interpersonal fear, which has been established as a salient concern for individuals in this age range (Gullone, 2000; Ollendick & King, 1994). Students reported on their coping strategies, perceptions of family environment, interpersonal fear, and attachment to their parents and peers. Parents reported estimates of their child’s interpersonal fear and coping strategies, as well as on their own coping strategies and perceptions of their family environment. Numerous significant relationships exist among coping, family environment, fears, and attachment. Parent-student dyads were relatively congruent on their reports of the students’ coping strategies, their family environments, and the students’ interpersonal fear, but congruence between students’ and parents’ coping reports was significant only in predicting family cohesion. Students’ interpersonal fears were associated with increased use of avoidant coping, strong attachment to parents, and low family cohesion. Active coping strategies were related to high family cohesion and strong attachment to peers. It appears that college students in their late adolescence are strongly influenced by family and peer environments and their choice of active, rather than avoidant coping. Limitations and directions for future research are discussed.

**Olah (2002)** studied coping strategies among adolescents: a cross-cultural context. He studied the influence of culture on coping behaviour of youngsters was studied across different types of anxiety-provoking situations. A situation-reaction inventory, in which the situational scale describes the most frequent threats and negative emotion-provoking life events of late adolescent boys and girls, was applied. The reaction scales of the inventory measured anxiety intensity and coping strategies (assimilative, accommodative
and avoidance). Subjects were 17-18-years-old Indian, Italian, Hungarian, Swedish and Yemenite boys \((n = 349)\) and girls \((n = 372)\). Consistent results in all cultures and for both sexes showed that adolescents at low and medium anxiety level employed constructive and assimilative ways of coping, whereas at high anxiety level they used avoidance. Across cultures girls reported significantly more accommodative, emotion-focused solutions than boys, whereas boys significantly more often mentioned problem-focused or assimilative strategies. Adolescents in European countries more frequently reported assimilative coping strategies than boys and girls in India and in Yemen, who preferred emotion-focused solutions. Results confirmed that culture as a general background forms the learning of different coping styles in the case of adolescents. However, concrete experiences in connection with the special stressors seem to influence the choice of coping strategies more effectively.

**Sailaja, C., et.al. (2002)** conducted a study on, “Cultural Differences in Stress and Coping Strategies of Adolescents”. The study was undertaken to analyse the stress and coping level in adolescents of 12th standard. The study was conducted in purposively selected Hyderabad city of Andhra Pradesh and Hisar city of Haryana State. A list of all the schools of Hyderabad city and Hisar city was prepared and then one school each from the lists was selected randomly. Forty adolescents from each setting or school were randomly selected. A self-structured, pretested interview schedule, A Life Stress Scale for University students by Agarawal and Naidu (1986) and revised version of Coping Questionnaire by Folkman and Lazarus (1985) were used to collect the data. Comparative analysis revealed that students of Hyderabad city were more stressful but students of Hisar city reflected better adoption of coping styles. ‘t’ test was applied and results showed that there were significant differences in few aspects of stress like educational stress and financial stress of adolescents in both settings.

**Elgar, Arlett and Groves (2003)** conducted a study namely, “Stress, coping, and behavioural problems among rural and urban adolescents”. They studied the differences between rural and urban adolescents and gender differences related to stress levels, coping strategies and behavioral problems. Four major results were found. First, they found no differences between rural and urban adolescents in terms of stress levels and
behavioral problems, but urban adolescent boys reported more conflictual problems than did girls and urban boys reported having more external problems than did rural boys and girls. Second, rural adolescents were more affected by higher unemployment, poverty and emigration but did not differ significantly from urban adolescents in terms of stress levels or coping strategies. Third, even though conflict levels and behavior problems seemed to be similar between rural and urban adolescents, rural adolescents seemed to have a closer relationship between these two variables as well as between conflict and coping strategy in this same group. Fourth, the approach strategy did not act as a moderator in the relationship between stress and behavioral problems.

Babar T. Shaikh et.al. (2004) conducted a study namely, “Students, Stress and Coping Strategies: A Case of Pakistani Medical School”. The study wanted to assess the perception of stress amongst medical students and their coping strategies. A cross sectional study using a semi-structured self administered questionnaire was carried out over four weeks, using a small sample of students of all categories and classes of a medical college. A total of 264 students out of 300 (88%) filled in the questionnaire. Inability to cope, helplessness, increased psychological pressure, mental tension and too much workload are ‘stress factors’ for students. A considerable majority (490%) think that they have been stressed at one time or another. Ninety-four per cent of males have experienced stress. The senior students of the fourth and final year feel more stressed (95% and 98% respectively). Low moods, inability to concentrate, loss of temper are most common symptoms. Females report more symptoms. Academics and exams are the most powerful stressors. Sports, music, hanging out with friends, sleeping or going into isolation are various coping mechanisms. Stress can affect the academic performance. If needed, students prefer to talk to a peer. They demand more recreational activities on campus, revised schedule of academics and exams, better counselling facilities and improvement in student-teacher relationship.

Gala Jigisha and Chaudhary Sangeeta (2004) conducted a study namely, “Coping with Stress among Indian Adolescents Belonging to the High Income Group”. The study penetrates and depicts adolescents’ perceptions about the different ways of coping employed by the adolescents to cope with stress in general and under specific situations. These perceptions are compared across gender. The study covers seventeen to eighteen-
year-old adolescents belonging to high-income group. In-depth interview schedule consisting four hypothetical situations is used as a tool to amass data. Qualitative analysis of the data reveals that academics is the major stressor for most adolescents. Although adolescents cope with stress in distinct ways, there are general patterns in their coping behaviors. There were two major ways to cope with stress. One way is problem solving. This involves trying to deal with the problem. Another way of handling stress is managing emotions. This involves wielding the thoughts and feelings caused by the problem. Adolescents use both methods, and both can be effective, depending on the situation. Gender differences as well as similarities in coping ways of adolescents are noted which also vary from situation to situation. Gender Analysis Framework discloses that differences in gender arise due to varying temperament, preferred activities and societal expectations. Most adolescents seek help from their parents, as the parents are perceived to be understanding and supportive.

Natalie J. Vercruysse and Louis A. Chandler (2004) studied on coping strategies used by adolescents in dealing with family relocation overseas. This study investigates: (a) the types of coping strategies adolescents commonly employ in response to family relocation overseas; and (b) whether sex, age, self-concept, behavioural adjustment, and previous history of moves affect the types of strategies used by these sojourners. For this purpose, we selected a widely used model of coping which distinguishes between approach and avoidance strategies and a sample of teenagers whose families had recently relocated in Belgium. Four assessment instruments were utilized: the background information data sheet, the stress response scale, the Piers—Harris Children's Self-Concept Scale, and the Coping Responses Inventory — Youth Form. Results indicated that adolescent sojourners selected both approach and avoidance strategies to cope with family relocation overseas. Co-relational analyses further showed that females and older teenagers tended to rely significantly more on approach strategies than on avoidance strategies. Self-concept and behavioral adjustment were also found to be related to the type coping strategies employed, while the history of previous relocation was not.

Washburn-Ormachea (2004) primarily focused on how eighth-grade and ninth-grade public junior high school students coped with peer-related stressful incidences. Overall, same-sex arguments and/or fights were reported as the most frequent and stressful
situation encountered among the students. In addition, the study found that gender-role orientation, not gender, was the highest predictor of what type of coping strategy the students used. This may lead to an argument that social factors rather than genetic factors underlie preferences for certain coping mechanisms. In general, Feminine-typed boys and girls employed more emotion-focused coping strategies than did undifferentiated-typed or masculine-typed students. This is due to societal expectations placed on children at a young age. Females are expected to express their emotions, whereas, males are supposed to actively solve their problems and suppress emotions.

Hampel and Peterman (2005) examined adolescents’ coping strategies. Emotionally focused coping strategies varied with development. Internal control augmented whereas distraction/recreation diminished. Problem focussed coping strategies remained stable whereas maladaptive strategies were divided between those that increased (resignation, rumination, aggression) and those that did not change (passive avoidance). Generally speaking, there is a lack of coping strategies at the beginning and middle of adolescence. The authors emphasized that the beginning of adolescence is a time of increased normative stress. It is therefore important to have specific preventive programs according to gender; female adolescents need to acquire coping strategies such as distraction or positive self talk and adolescent males need to develop more pro-social behaviour.

Hampel and Peterman (2006) found that adolescent girls perceived more interpersonal stress, used more maladaptive coping strategies, and had more internalized problems than did adolescent boys. They did not differ from boys in regard to externalized problems, which was rather surprising. Interpersonal stress was also related to anger management problems and emotional distress in female adolescents. The authors confirmed that adaptive coping strategies are inversely related to adjustment problems and maladaptive strategies. Problem focused coping strategies are less associated with poor adjustment problems, which support the notion that active strategies or approach strategies are a protective factor relative to internal disorders. Emotional coping strategies are related to less anxiety/depression and aggression problems. Maladaptive coping strategies constitute a risk factor. Adolescent girls react strongly to interpersonal stressors and make more efforts to adapt to social stressors than boys do.
Latha KS, DHRL, Hanumanth Reddy (2006) conducted a study entitled, “Patterns of Stress, Coping Styles and Social Supports among Adolescents”. This study aimed to assess the nature of stress, social support systems and coping styles among adolescents. 100 students in Pre University College (II year) of both genders in the age range of 16-19 years were assessed with the Adolescent Stress Scale, a semi-structured interview to elicit social support, and a self-report coping scale. The main sources of stress in both genders were getting up early in the morning, pressure to study, having to concentrate for too long during college hours, not having enough money to buy things, and long college hours. Prayer was the main coping strategy used by both genders. Males had larger social network than females.

Lawrence, Julia, Ashford, Kelly & Paul Dent (2006) conducted a study entitled, “Gender differences in coping strategies of undergraduate students and their impact on self-esteem and attainment”. This study sought to investigate differences in the coping strategies adopted by male and female first year students in a higher education environment and the extent to which such strategies had an impact on self-esteem and attainment. Results revealed significant differences between males and females in terms of engagement in coping strategies and academic attainment. Specifically, males exhibited greater ability to detach themselves from the emotions of a situation, were more inclined to demonstrate emotional inhibition or ‘bottling up’ of emotions and reported higher self-esteem. In addition, it was observed that females attained at a significantly higher level than males. Practical implications and recommendations for future research are identified.

Connor-Smith, Jennifer & Flachsbart Celeste (2007) studied on relations between personality and coping: a meta-analysis. The study of this meta-analysis has implications for understanding the joint role of personality and coping in determining vulnerability to distress. Coping-mediated models assume that the link between personality and distress can be explained by the selection of ineffective coping strategies; by comparison, coping moderated models suggest that personality and coping interact, with coping effectiveness dependent on personality traits. Because direct effects of personality on coping are typically small, coping is unlikely to fully mediate relations between personality and distress. However, tests of coping moderation have indicated that strategies that are
effective for some individuals are useless, or even harmful, to others. In particular, daily report and laboratory studies suggest that individuals high in sensitivity to threat may either benefit from disengagement or be harmed by engagement in the short term, with the opposite pattern appearing for individuals low in threat sensitivity. Further investigation of the ways personality and coping interact to predict distress is important to understanding the development of coping. Personality may influence coping both by shaping the strategies that are easiest for an individual child to implement and by influencing the success of those strategies. Greater insight into the interplay of personality and coping will aid in the design of more effective intervention and prevention programs by making it possible to tailor programs to fit the unique needs of individuals.

Dubat, K., Punia, S. and Goyal, Rashmi (2007) conducted a study namely, “A Study of Life Stress and Coping Styles among Adolescent Girls”. The study was undertaken purposively in Hisar city of Haryana State and Hyderabad city of Andhra Pradesh State. Two schools (one CBSE and one State Board Education) were selected at random each from Hyderabad and Hisar. In all 80 students of 12th standard 20 each from both the affiliated schools of selected cities were taken at random. In the process of investigation, a life stress scale, General role stress scale and coping questionnaire were used. Results highlight that most of the adolescent respondents experienced moderate stress followed by high level of stress in the categories of family stress, ego threat, bereavement, personal set back and health of others. Most of the adolescents adopted moderate to low level of negative coping styles and moderate to high levels of positive coping styles.

Ganesh, M.P. & Magdalin, Sujaritha (2007) conducted a study entitled, “Perceived Problems and Academic Stress in Children of Disrupted and Non-disrupted Families”. The purpose of the study was to compare children from disrupted families (institutionalized) and children from non-disrupted families in terms of academic stress and perceived problems. A sample of 80 boys, 40 from disrupted families (institutionalized) and 40 from non-disrupted families were matched in their age and socio economic status. Tools used were as follows: i) Mooney’s Problem Checklist, and ii) Rajendran’s Academic Stress Questionnaire. Results indicate that children from non-
disrupted families have higher academic stress than children from disrupted families. Similarly, with regard to perceived problems, significant difference was found between the two major groups in the following sub-scales: Health and Physical Development, Finance, Living Conditions and Employment, Social- Psychological Relations, Personal Psychological Relations, Courtship, Sex and Marriage, Adjustment to School Work, Future: Vocational and Educational.

**Garfield Bester (2007)** conducted a study namely, “Personality development of the adolescent: peer group versus parents”. The aim of the study was firstly to determine if peers and parents had a different impact on the personality development of the adolescent. A second aim was to determine if gender played a role in this regard. An empirical investigation was carried out involving 98 learners from Grades 8 to 11 (53 boys and 55 girls). The respondents completed instruments measuring parent-child relationship, relationship with peers, self-concept, and personality characteristics. The results indicated that the peer group, when compared with parents, had a stronger relationship with the personality development of the adolescent. This stronger relationship was more prominent in boys than in girls. Gender did, therefore, play a role.

**Heike Eschenbeck, et. al. (2007)** studied on gender differences in coping strategies in children and adolescents. The present study focuses on gender effects and interactions between gender, type of stressful situation, and age-group in coping strategies in childhood and adolescence. The sample consisted of $N = 1990$ children and adolescents (957 boys, 1033 girls; grade levels 3–8). Participants responded to a coping questionnaire (Fragebogen zur Erhebung von Stress und Stressbewältigung im Kindes- und Jugendalter, SSKJ 3–8; Lohaus, Eschenbeck, Kohlmann, & Klein-Heßling, 2006) with the five subscales: seeking social support, problem solving, avoidant coping, palliative emotion regulation, and anger-related emotion regulation. Repeated measures ANOVAs with Gender and Grade Level as the between-subject factors and Situation (social, academic) as the within-subject factor were performed separately for each of the subscales. In general, girls scored higher in seeking social support and problem solving, whereas boys scored higher in avoidant coping. These three main effects were further modified by significant Gender × Situation interactions and for both seeking social support and avoidant coping by significant Gender × Situation × Grade Level interactions.
interactions. Compared to the academic situation (homework), gender differences were more pronounced for the social situation (argument with a friend), especially in adolescence. The results are discussed with respect to a gender-specific development of coping strategies.

**Lauren A. Gentry et.al. (2007)** conducted a study entitled, “Gender Differences in Stress and Coping among Adults living in Hawaii”. Stress has been recognized as a public health problem. However, little research has been done on gender differences in sources of stress and coping strategies in Hawaii. In this study, the investigators hypothesized that: 1) women will report higher levels of stress than men; 2) women will report being stressed by family and health related stressors while men will report stress related to finances and work-related issues; 3) women will report using adaptive coping strategies more frequently while men will report using maladaptive and avoidance strategies more frequently; 4) there will be no gender differences in the readiness to use stress management strategies. A statewide cross-sectional telephone-survey of 1518 participants was conducted during the spring and summer of 2006. Women reported higher overall perceived stress levels, but there was no difference in the experienced social stressors and health stressors between genders. Men perceived more stress from personal factors. There were no gender differences in the perceived ability to cope with stress. However, women were more likely to use adaptive coping strategies, whereas men were more likely to use maladaptive and avoidance coping strategies. There were no significant gender differences in stages of change for stress management.

**Melanie J. Zimmer-Gembeck, Elizabeth M. Locke (2007)**, conducted a study namely, “The socialization of adolescent coping behaviours: Relationships with families and teachers”. A motivational theory of children’s coping identified aspects of relationships—involvement, structure and autonomy support—that are expected to determine whether coping will be characterized by approach (active) or avoidance. Associations between adolescents’ (N ¼ 487, Age M ¼ 14) relationships with families and teachers, and coping behaviours were examined. Whether a Family Primacy Model or a Context-Specific Model best explained the findings was also determined. A Family Primacy Model received predominant support; adolescents with more positive family
relationships used more active coping with problems at home and school. Positive relationships with teachers predicted more active coping behaviours, especially at school. **Choudhary, Harender and Tejpreet Kaur Kang (2008)** conducted a study namely, “Family environment of urban adolescents”. They studied the family environment of urban adolescents (16-18 years). A sample of 200 adolescents (100 males and 100 females) was drawn purposively from senior secondary schools in Ludhiana city. Socio-economic status scale by Bhardwaj (2001) and Family Environment Scale by Bhatia and Chadha (1993) were used to assess the Socio-Economic Status and Family Environment of the adolescents respectively. Results indicated that none of the subject perceived high level of expressiveness, acceptance and caring, independence, active recreational orientation and control in their respective families. There were no-significant gender difference existed in all the dimensions of family environment.

**Jaroslav Clupny (2008)** conducted a study on, “Coping Strategies and their Measurement in Relation to Personality Characteristics”. This study dealt with interactive approach to determination of coping strategies. Interactive approach presumes that choice of coping strategy is determined just by interaction of personality characteristics and situation-cognitive evaluation. Primary goal of this paper was to verify correlation between personality characteristics and determination of coping strategies. Secondary goal was to verify correlation between situation-cognitive evaluation of situation and determination of coping strategies. For measurement of personality characteristics the investigator used MBTI questionnaire, which is based on Jung’s personality typology. Coping strategies we identified with Tobin Coping Strategies Inventory (CSI). CSI also enables evaluation of situation-cognitive characteristics. From these characteristics we selected only dimension solvability unsolvability. The sample included 180 respondents, all from Masaryk University. Both questionnaires were presented by electronic form on internet. The results have confirmed influence of personality characteristics to determination of coping strategy. Results have also confirmed correlation between perceived solvability and determination of problem solving strategy. Finally we can say that in our research was fully confirmed presumption of interactive approach.
Kumar, Venkatesh, G. (2008) conducted a study namely, “Psychological Stress and Coping Strategies of the Parents of Mentally Challenged Children”. Parenting a mentally retarded child is not an easy task. Parents having a mentally retarded child experience a variety of ‘psychological stress’ related to the child’s disability. Parents especially mothers need every help and encouragement possible in their difficult task, which is, indeed, easier for them while the child is still a baby. The birth of a handicapped child is likely to be one of the most traumatic events experienced by the family. Parents and other children in the family must undergo a variety of profound changes to adapt to the presence of a disabled member. Research has indicated that families who are successful in coping with having a mentally retarded child, are able to mobilize their internal and external means of support to deal effectively with the special needs of their child. A total of 62 parents including both father and mother of the mentally retarded child i.e., 32 fathers and 30 mothers had been studied. Two way ANOVA was employed to find out the significance of difference between gender, educational level on psychological stress and coping strategies. In the present study, gender and educational levels are treated as Independent variables, and psychological stress and coping scores as dependent variables. The analysis of the results showed that the relationship between psychological stress and coping strategies of the parents of mentally retarded children was negative and highly significant.

Rachel DeDeyn (2008) conducted a study entitled, “A Comparison of Academic Stress among Australian and International Students”. This study is based on previous research from Misra and Castillo (2004). It looks at the differences between the levels of academic stress in Australian and international students living in an international dorm in Melbourne, Australia. 85 students from 21 countries were surveyed using Gadzella’s Student-Life Stress Inventory (1994). The results indicated that overall there was no significant difference between the amount of academic stress experienced by Australian students and the amount of academic stress experienced by international students. There was a significant difference found in the subcategory of pressure related stress between Australian and international students. International students reported experiencing less pressure related stress than Australian students.
Agolla, Joseph E. & Ongori, Henry (2009) conducted a study namely, “An assessment of academic stress among undergraduate students: The case of University of Botswana”. This research finding is based on the responses obtained from the undergraduate students at a higher learning institution (University) in Botswana. This paper investigated the stressors, symptoms and effects that are likely to be experienced by the undergraduate students in higher institutions (Universities). Stressors related to time, academic pressure, and academic environments were explored. A total of 320 students participated in this study. Data was collected through self administered questionnaires that were randomly distributed to the students during lecture time. Data obtained was analysed using descriptive statistics and Tables. The open ended question was thematically analysed and the result presented in a systematic manner. It was found out that, academic workload, inadequate resources, low motivation, poor performance in academic, continuous poor performance in academic, overcrowded lecture halls, and uncertainty of getting job after graduating from the university lead to stress among students.

Julie Doron, Yannick Stephen, Julie Boiche and Christine Le Scanff (2009) studied on coping with examinations: Exploring relationships between students’ coping strategies, implicit theories of ability, and perceived control. This study applied Dweck's socio-cognitive model of achievement motivation to better understand how students cope with examinations. It was expected that students' implicit theories of academic ability would be related to their use of particular coping strategies to deal with exam-related stress. Additionally, it was predicted that perceived control over exams acts as a mediator between implicit theories of ability and coping. Multiple regression analyses revealed that incremental beliefs of ability significantly and positively predicted active coping, planning, venting of emotions, seeking social support for emotional and instrumental reasons, whereas entity beliefs positively predicted behavioural disengagement and negatively predicted active coping and acceptance. In addition, analyses revealed that entity beliefs of ability were related to coping strategies through students' perception of control over academic examinations. These results confirm that exam-related coping varies as a function of students' beliefs about the nature of academic ability and their perceptions of control when approaching examinations.
Phyllis Diana Ivery (2009) conducted a study on, “The moderational effects of coping strategies on the associations of stress, depression, and perceived family conflict with risky sexual behaviour among adolescents living with a chronic illness”. The purpose of the study was to examine self-reported levels of stress, depression, perceived family conflict, and coping strategy (i.e., active, support seeking, distraction, avoidance) as predictors of engagement in risky sexual behaviour among adolescents living with a chronic illness. The study proposed that coping strategy serves as a moderator of the relationship between the predictor variables (stress, depression, and perceived family conflict) and engagement in risky sexual behavior. The study also examined the associations of participants' age, gender, and ethnicity with their self-reported levels of (a) risky sexual behaviour, (b) depression, (c) stress, and (d) coping strategies. Participants in this study included 56 chronically ill adolescents (16 African American and 40 non-Hispanic White American) ages 12-17. Results of Pearson Product Moment correlations revealed that levels of stress, depression, or perceived family conflict were not significantly associated with engagement in risky sexual behaviour. Multiple regression analyses revealed that levels of stress, depression, and perceived family conflict were not significant predictors of chronically ill adolescents' engagement in risky sexual behaviour. Additionally, hierarchical multiple regression analyses were performed to determine if coping strategy would moderate the relationship between (a) levels of depression, stress, and perceived family conflict and (b) engagement in risky sexual behaviour. The results revealed that active coping was a significant predictor of sexual risk behaviour, accounting for 39.9% of the variance. A significant depression x active coping interaction was found as well as a significant perceived family conflict x active coping interaction. Finally, a multivariate analysis of covariance was performed to test the associations of participants' age, gender, or ethnicity with their self-reported levels of (a) risky sexual behaviour, (b) depression, (c) stress, and (d) coping strategies. Findings indicated significant differences in distraction coping as a function of ethnicity and a significant difference in depression as a function of a gender x ethnicity interaction. Results of the study suggest that interventions designed to address risky sexual behaviour should incorporate increasing the use of active coping strategies which would prove
particularly relevant in situations where adolescents are depressed and/or are experiencing conflict within their family.

Redhwan AAN (2009) conducted a study namely, “Stress and Coping Strategies among Management and Science University Students: A Qualitative Study”. This study aimed to explore the associated factors related to causes of stress and coping strategies among university students. Materials and Methods: As a focus group discussion, it was universal sampling, conducted among 39 of Medical Science and Biomedicine students on their second semester from Management and Science University (MSU), Shah Alam, Malaysia. Three issues were discussed: firstly, how they define the stress; secondly, what the most important causes of stress in their life are; and thirdly, how they cope with stress. Verbal consent was obtained from all participants. Due to the small sample size, the data was analyzed manually. Results: Total of participants were 39 students, their age ranged from 21 to 26 years. Seventeen (43.6%) of the students were 21 years old and the majority were female 31 (79.5%). The most important causes of stress reported by the students were financial, lack of sleep, and family problems. In terms of coping with stress, the students were able to describe a variety of strategies to cope with their stressful situations. These included counseling services, doing meditation, sharing of problems, getting adequate sleep, and going out with friends. Conclusion: Most of the students defined stress as “a mental condition”. Lack of sleep, financial, and family problems were the most causes of stress among students. The students were able to identify some strategies to cope with stress.

Carver S., Charles & Connor-Smith, Jennifer (2010) studied on, “Personality and Coping. In the study following points have been summarized: a) Biological (temperament) and goal based views of human nature specify basic processes that underlie coping, b) A fundamental distinction is between engagement coping and disengagement coping, c) Trait optimism predicts engagement coping (positively) and disengagement coping(inversely), d) The five-factor traits of extraversion, conscientiousness, and openness relate to more engagement coping; neuroticism to more disengagement coping; and conscientiousness and agreeableness to less disengagement coping, e) Relations between traits and coping are often moderated by other variables (age, severity of stressor, and the time between coping and report of coping), f) Future
research must test for greater complexity in associations (e.g., interactions) among personality traits, coping, and outcomes.

**Grace Fayombo (2010)** conducted a study on, “The Relationship between Personality Traits and Psychological Resilience among the Caribbean Adolescents”. This cross-sectional study investigated the relationships between the big five personality traits: (conscientiousness, agreeableness, neuroticism, openness to experience, extraversion) and psychological resilience among 397 Caribbean secondary school adolescents. Pearson Product Moment Correlation and Stepwise Multiple Regressions were conducted to analyse the data. Results revealed statistically significant positive relationships between the personality traits (conscientiousness, agreeableness, openness to experience, extraversion) and psychological resilience, while neuroticism was negatively correlated with psychological resilience. The personality traits also jointly contributed 32% (R square = 0.324) of the variance being accounted for in psychological resilience and this was found to be statistically significant with conscientiousness being the best predictor while agreeableness, neuroticism and openness to experience were other significant predictors, however, extraversion did not contribute significantly. These results are discussed in the light of healthy personality beefing up and promoting adolescents’ psychological resilience.

**Iffat, Saeed (2010)** studied on, “Daily Stressors, Coping Strategies and Adjustment of Adolescents”. This study was initiated to identify the daily stressors, coping strategies and adjustment of adolescents. It was a two phased study. In Phase I, a pilot study was conducted on thirty two adolescents who were between 14 to 18 years of age, to establish the applicability of the instruments to be used for the final study and also to have a preliminary sense of the qualitative and quantitative aspects of the research. In Phase II, two studies were conducted. In Study A, Situational COPE (Carver & Scheier, 1982), was used to identify daily stressors and coping strategies. Perceived Self Efficacy Scale (Jerusalem & Schwarzer, 1979) was used as an indicator of adjustment. 435 (249 females, 186 males) school/college students participated in this study. Their age ranged between 14 and 19 years (M= 16.84). Content analysis of reported stressors revealed four major stressful domains: Academics, Interpersonal, Intrapersonal and Socio-
environmental. Religious Coping, Planning, Positive Reinterpretation and Growth, Focus on and Venting of Emotions emerged as the most dominant coping strategies. The less opted strategies were Substance Use and Humor. Problem-Focused coping dominated over Emotion-Focused or Dysfunctional coping types. Frequency of stressors demonstrates that females were more stressed in the domains of academics and interpersonal relations and males were more stressed in socio-environmental domain. Intrapersonal stressors were reported equally by both genders. Likewise, intrapersonal stressors were less in early adolescents and high in mid adolescents; interpersonal stressors were reported equally by all age groups. Similarly, academic stressors were more pronounced in early adolescents and less in older adolescents; socio-environmental stressors, however, increased with age. Analysis of variance (ANOVA) was conducted, to see the main effects of gender on different COPE scales. Significant gender differences were found on four sub-scales: Religious Coping [F(1,434)= 3.86, p< .05], Humor [F(1,434)= 6.45, p=.05], Behaviour Disengagement [F(1,434)= 5.95, p< .05], and Substance Use [F(1,434)= 4.49, p< .05]. Females scored high on Religious Coping and Behavioural Disengagement and males scored high on Humor and Substance Use. ANOVA was also computed to see age effects and significant differences were found on three COPE sub-scales. On Focus on and Venting of Emotions, adolescents in their mid years vented off their emotions more [F(2,434)= 3.35, p< .05], Denial [F(2,434)=3.45, p< .05] was more among older adolescents and Acceptance [F(2,434)= 4.34, p< .05] increased with age. The perceived Self-efficacy among adolescents was also high and it was positively correlated with Problem-focused coping. In Study B, thirty participants (15 males, 15 females), 17 to 19 years of age were studied repeatedly for six weeks. Initially Dispositional COPE (Carver & Scheier, 1982) was given to them to see their usual coping pattern. Then, diary method was used to identify their daily stressors and Situational COPE was used to assess coping. A qualitative analysis was carried out, individual patterns emerged and each pattern did not match largely with the reported dispositional style coping of those individuals, hence preference for certain coping strategies did emerge. Gender comparison was also done and both males and females exhibited coping with stressful situations in a variety of ways. Active coping, Planning, Acceptance, Religious Coping, Mental or Behavioural Disengagement, Focus on and
Venting of Emotions were the most dominant coping strategies for stressors related to academics, interpersonal, intrapersonal and socio-environmental domains.

Katsuyuki Yamasaki, Kanako Uchida and Lisa Katsuma (2010) studied re-examination of the effects of the “finding positive meaning” coping strategy on positive affect and health. This study examined the effects of “finding positive meaning” coping on positive affect (PA) and health with methodological modifications to overcome limitations in Yamasaki et al. (2009). Participants in the intervention group (14 men and 15 women) reported the most stressful event during the past three days and its positive meaning, while those in the control group (16 men and 15 women) reported only the most stressful event. Both groups reported twice a week for nine successive weeks via e-mails. Four self-report questionnaires measuring the intervention effects were administered to all participants. Results showed that PA and two of the health variables (social dysfunction and depression) were improved in both men and women by this intervention. Furthermore, hierarchical regression and mediation analyses showed that the enhanced coping following intervention increased PA, which in turn improved mental health status. Study limitations and possibilities for a self-control type of primary prevention were discussed.

M. Hachaturova (2010) conducted a study namely, “The Role of Personality Traits in Choosing of Coping Strategies in an Organizational Conflict”. The research deals with such personality traits as empathy, locus of control, anxiety, self-appraisal and temperament. The researcher examines the influence of gender, age, working and managerial experience of an employee on the choice of coping strategies. Findings indicate that the most common types of coping strategies are cognitive and behavioural strategies. A one-way analysis of variance was used to gather data of the interrelation of personality traits and the choice of coping strategy in dealing with organizational conflicts. The statistical analysis showed that the choice of coping strategies is connected with such personality traits as empathy, self appraisal and locus of control. An employee with the high level of empathy chooses emotional coping strategies in business interactions. Empathy is the capability to share another being's emotions and feelings by showing sympathy. However, if an employee chooses cognitive or behavioural coping strategies, they are characterized by cognitive analysis and accuracy of actions. This
study investigated the relationship between internal and external locus of control and the choice of strategies of behaviour. Internal controllers choose cognitive and behavioural coping strategies in conflict, while the majority of external controllers choose emotional coping strategies. The reason for this might be that an employee who relies on himself in a conflict situation (internal controller) will try to reflect on the situation, undertake some actions to resolve the conflict. The external controller will try to resolve the conflict by showing his emotions, blaming others in his problems instead of dealing with conflict in a constructive way. Subjects with high or adequate self-appraisal prefer cognitive and behavioural coping strategies in dealing with conflict, while people with low self-appraisal choose emotional coping strategies. The fact that employees with high or adequate self-esteem are more inclined to control the situation than employees with low self-esteem accounts for this difference. Findings indicate that there is no correlation between the choice of coping strategies of behaviour in a conflict situation and such personality traits as temperament and the level of anxiety.

Maria Chong Abdullah (2010) conducted a study namely, “Relationship between Coping and University Adjustment and Academic Achievement amongst First Year Undergraduates in a Malaysian Public University”. This study aimed to investigate the relationship between coping efforts amongst first year undergraduates and their university adjustment and academic achievement. 250 first year students attending various undergraduate programs at a Malaysian public university participated in this study. The study employed a correlation design and data was analyzed using descriptive and inferential statistics to address the research objectives. Findings from this study showed that there is a significant and positive relationship between students’ coping and their overall university adjustment, academic adjustment, social adjustment, personal-emotional adjustment, students’ attachment to the university, and academic achievement. Results also indicated that throughout a period of one semester, students’ overall adjustment and academic achievement was found to be significantly predicted by their coping strategies.

Raikhy, Charu and Kaur, Sukhminder (2010) conducted a study entitled, “Corporal Punishment: Coping Strategies Adopted by the Adolescents”. The study aimed to find out the coping strategies adopted by the adolescents to combat corporal punishment at
school. A sample of 200 adolescents both boys and girls (12-16 years) from co-educational Government Senior Secondary Schools of Ludhiana city was studied. Data were collected using Personal Information Sheet, a self structured Interview schedule relating to corporal punishment and coping strategies adopted by the adolescents. Eighty one per cent of the adolescents reported to have experienced varying intensities of corporal punishment at school; 9.50 per cent of them suffered severe punishment. Adolescents adopted various coping strategies to combat punishment by the teachers at school.

Sharma, Anita, Jagriti and Malhotra, Dalip (2010) studied on, “The Learnt Factors in Stress: The Role of Family Environment”. The study examined the role of family environment in stress and anxiety of adolescents. The sample of 200 adolescents (100 male and 100 female) was taken from Shimla District of Himachal Pradesh. Step-wise regression analysis was done to find out the main predictors of adolescents’ stress and anxiety. The main findings point to the following facts: (i) In females sample, conflict (+), expressiveness (-), cohesion (-) and achievement orientation (+) have significantly contributed 32% of variance in state anxiety collectively, whereas, in trait anxiety, organization (-), conflict (+) and control (+) have turned out to be the significant predictors contributing 20% of variance in totality. (ii) On psycho-social stress, conflict (+), moral religious emphasis (-), control (+) and organization (-) have contributed 48% significant variance in females sample, whereas, on life-events stress only cohesion (-) and moral religious emphasis (-) have significantly contributed 36% of variance. In males sample, cohesion (-), conflict (+) and independence (+) are the significant predictors of state anxiety as these variables have collectively shown 31% of variance, whereas, in trait anxiety, conflict (+), control (+) and organization (-) have explained 23% of significant variance. (iii) On psycho-social stress, conflict (+) moral-religious emphasis (-) and organization (-) are the significant predictors showing 21% of variance and in life events stress, cohesion (-), moral-religious emphasis (-) and organization (-) are the significant predictors contributing 36% of variance in totality. (iv) The results further reveal the commonness of conflict and cohesion in predicting the anxiety and stress of adolescents.

Bhat, Anita and Aminabhavi, Vijayalaxmi (2011) conducted a study on, “Home Environment and Psychosocial Competence of Adolescents”. The research was an
attempt to study the impact of home environment on the psychosocial competence of adolescents. Data were collected from 100 adolescents studying in IX and X standards in English medium high schools of Dharwad. Home environment was assessed by using Mishra’s Home Environment Inventory (1989), psychosocial competence was measured using Dindigal and Aminabhavi’s Psychosocial Competence Scale(2007). Results revealed that adolescents with high control, social isolation, deprivation of privileges and rejection at home have shown significantly lower problem solving, decision making, coping with emotion, coping with stress and overall psychosocial competence. Children with high protectiveness, punishment, conformity, reward, nurturance and permissiveness have better empathy, critical thinking, empathy, self-awareness, coping with stress, interpersonal relations and effective communication as well as overall psychosocial competence. Findings of the study reveal the significance of home environment in the development of life skills.

**Gupta, Renu, Sharma, Seema and Gupta, Mohan (2011)** conducted a study namely, “A Study of Gender Difference on the Measure of Academic Stress in Adolescent Students”. For studying the gender difference on the measure of academic stress and on its four constituents, frustration, conflict, pressure and anxiety, a sample of 600 IX class students (300 male & 300 female) of UP were subjected to Bisht’s inventory (1987) of Academic Stress and their scores were statistically treated with the calculation of t-Test comparison of Mean of male & female students. It was found that female students are comparatively more predisposed for academic stress and its three constituents namely, frustration, conflict and pressure than their male counterparts. The results have been discussed for addressing the need for greater attention to the harmful psycho-somatic effects of academic stress in the adolescents, especially in girls.

**Jose A. Ramos, & Bernadette Borte (2011)** conducted a study namely, “Graduate Student Stress and Coping Strategies in Distance versus Traditional Education “. The purpose of the study was to explore the differences in perceived stress and coping styles among nontraditional graduate students in both brick-and-mortar and distance-learning institutions. This study used a quantitative causal-comparative design that involved collecting survey data. The sample for this research study were 36 nontraditional graduate students that were enrolled in distance learning classes as well as 36
nontraditional students that attend traditional on-campus courses in a graduate campus. t
 test and multiple linear regression analysis was conducted to simultaneously assess the
effects of group membership and all demographic variables on each of the dependent
variables (stress and each coping style). An alpha level of .05 was used to establish
statistical significance. Overall, the study concluded that there is no significant difference
between the coping styles and the perceived stress levels of graduate nontraditional
students enrolled in distance-learning and in brick-and-mortar institutions.

M Saffari, et.al (2011) conducted a study on Stress, Coping Strategies and Related
Factors in a Sample of Iranian Adolescents. Since the stress and coping are the most
reported problems by adolescents, this study aims to apprise the stressors, coping
strategies and influential factors among male adolescents. The effect of stressors, coping
strategies and some demographics variables were studied in 402 male adolescents in
Tehran, Iran. A self-administered questionnaire was used to collect the data. A multiple
regression was performed to assess factors related to perceived stress. The mean age of
adolescents was 15.44 (SD=0.68) years. The mean value of perceived stress for the whole
sample was 17.99 (SD=6.02). Cognitive/emotional coping was the most frequent coping
style. The findings revealed that there was a significant correlation between perceived
and accumulative stress. In multiple regression analysis, the accumulative stress, social
resources, parent’s education and grade point average were found to be significant
predictors of perceived stress. The findings suggest that increased level of perceived
stress is associated with accumulative stress, social resources and parent’s education that
are modifiable factors. Stress management education might be a solution to overcome
increased perceived stress.

Nurcan Kahraman & Semra Sungur (2011) conducted a study namely, “Investigating
Turkish Middle School Students’ Coping Strategies in Science”. This study aimed at
investigating firstly, whether gender differences exist in Turkish middle school students’
use of coping strategies in science classes, and secondly, whether there are mean level
differences in students’ positive coping, projective coping, denial coping, and non-coping
when they face an academic failure in science. For this purpose Academic Coping
Inventory, were administered to 997 7th grade elementary students. The findings suggest
that there is no significant difference between girls and boys in terms of using coping
strategies when they face an academic failure in science. Further, overall, Turkish middle school students tend to use positive coping strategies or non-coping strategies when they face an academic failure in science. In other words, they try to find what they did wrong, and they study hard for the next time, and they tend to blame themselves for the failure.

Sharma, Mamta and Kaur, Gagandeep (2011) conducted a study on, “Gender differences in Procrastination and Academic Stress among Adolescents”. Recent studies and media reports suggest that Outrageous cut offs and increasing pressure makes today's student a bundle of anxiety and stress. Procrastination on academic tasks is also found to be one of the major causes of stress in students (Ferrari, Johnson & McCown, 1995). Gender also becomes an important factor in the intensity and types of emotional problems faced during adolescence. Assuming this, the study intends to explore gender differences in Procrastination and Academic Stress among adolescents in Indian academic setting. The study was conducted on purposive sampled forty adolescent students. Subjects were administered Procrastination Assessment Scale-Students (Solomon & Ruthblum, 1984), and Academic Stress Scale (Bisht, 1987). The results revealed that Procrastinators experience more academic stress as compared to non procrastinators. Gender difference was not found to be significant in case of Procrastination as a whole, but girls scored significantly higher on Fear of Failure as a causal factor to Procrastination than boys. The results also suggest that the girls scored significantly higher on overall Academic Stress as compared to boys.

Shirazi, M., Khan, M.A, Khan, R.A. (2011) conducted a study on, “Coping Strategies: A cross-cultural study”. The study aims to study coping strategies of students between Sistan and Baluchestan University (Iran) and Aligarh Muslim University (India). A sample of 800 individuals was selected for this project, 400 students from Sistan and Baluchistan University, Iran and 400 students from Aligarh Muslim University” India. One scale namely Coping Inventory for Stressful Situations were administered to all subjects. The obtained scores were analyzed by independent sample t-test, ANOVA and Post hoc. The results of independent t-test showed that there is significant difference between two groups” i.e. Indian students have higher mean scores and showed greater problem focused, emotion focused and avoidance focused coping strategies in
comparison to their Iranian counterparts. The results of two-way ANOVA showed that in problem focused, emotion focused and avoidance focused coping strategies there is not a statistically significant main effect for gender. Also, interaction effect of gender and country in problem focused and emotion focused are not statistically significant, but in avoidance focused coping strategies, interaction effect statistically significant. Indian male and female have reported higher scores on Avoidance focused Coping Strategies in comparison of Iranian male and female. Also, Iranian males have reported higher scores on Avoidance focused Coping Strategies in comparison of Iranian females.

Kadapatti, Manjula G. and Vijayalaxmi, A.H.M. (2012) conducted a study on, Stressors of Academic Stress – A Study on Pre-University Students. The study was conducted to know the stressors of Academic Stress among pre-university students. The sample consisted of 360 pre-university students of both boys and girls drawn using random sampling method from four co-educational colleges. Study habits schedule was developed by combining relevant items selected from the study involvement inventory development and study problems schedule developed by combining relevant items from student’s problems and adjustment inventory developed and student personal problems developed were the scales used to collect the data from students. The results showed that high aspiration, poor study habits, more study problems, change in medium of instruction and low socio-economic conditions are the factors responsible for to academic stress and become stressors for stress among selected respondents.

Levine, Brianne J. (2012) conducted a study on, “A case study examining coping strategies, family environment, functioning, and quality of life in adolescents with juvenile primary fibromyalgia syndrome”. Juvenile Primary Fibromyalgia Syndrome (JPFMS) is characterized by widespread persistent musculoskeletal pain, fatigue, cognitive impairment, stiffness, and sleep disturbance. Adolescence is a crucial developmental stage when children make decisions about their future and prepare for adulthood, such as educational and career goals, social roles, and relationships. Living with constant pain and fatigue can have a significant impact on a child's development and future. The focus of this study was on coping strategies and family environment, and how these important factors in an adolescents' life may be associated with multiple areas of functioning and well-being. Two female adolescents and their mothers completed
questionnaires assessing quality of life, functioning, coping, pain, fatigue, and family environment. Results are reported in a case study format. Both adolescents reported very poor physical functioning, substantial problems with fatigue, keeping up with teens their own age, cognitive functioning, and school functioning. Each adolescent had a very different coping profile and family environment profile.

Maria Forns i Santacana, et.al. (2012) conducted a study namely, “Differences between genders in coping: Different coping strategies or different stressor”? These study analysed gender specificity in coping behaviours by taking into account the types of problem faced by Spanish adolescents attending school. It was focused on the ten problems most frequently reported by participants (828 adolescents, 355 boys, and 473 girls; Mage = 14.07, SD = 1.34), which were classified using a multi-axial classification system. Coping was examined as a two separate measures of approach and avoidance coping, and as a combined measure indicating the predominant use of coping, and total coping effort. A MANCOVA and subsequent univariate tests were conducted to analyse the specificity of coping according to problem and gender, controlled by age. The results showed that the percentage of types of problems reported by adolescents differed according to gender. The influence of gender on coping was scarcely relevant when the type of problem was controlled for. There were no gender differences when the predominant type of coping was considered, but when a total coping effort measure was analysed girls showed more coping efforts than boys to face interpersonal relationship problems and personal illness.

Melanie Marie Ayres, Campbell Leaper (2012) conducted a study namely, “Adolescent Girls' Experiences of Discrimination: An Examination of Coping Strategies, Social Support, and Self-Esteem”. The research examined (a) girls’ responses to personal experiences of gender and/or ethnic/racial discrimination, (b) social support from parents and friends following the discrimination, and (c) the relationship between girls’ reported coping strategies to the discrimination and their self-esteem. Participants were 74 adolescent girls (M = 16.3 years) from diverse ethnic backgrounds in California. Each girl completed an online survey that included open-ended questions about a personal experience of discrimination and self-reported coping strategies, as well as a questionnaire measure of self-esteem. Results indicate that girls’ reported coping
strategies were varied. Avoidance strategies such as ignoring the situation were most common, but many girls also reported use of approach strategies such as confronting the discrimination. Social support from family and friends was related to self-esteem. The study highlights ways in which family and friends may help or hinder girls as they cope with different kinds of discrimination.

**Persike, Malte; Seiffge-Krenke, Inge (2012)** conducted a study on, “Competence in Coping with Stress in Adolescents from Three Regions of the World”. The ways adolescents develop and use strategies to cope with stress vary according to cultural scripts and values. This cross-sectional study tested the impact of region and gender on adolescents' stress perceptions and coping styles. A total sample of 10,941 adolescents (51.3% female) from 20 countries completed questionnaires on stress and coping behaviours in four domains (school, parents, peers, and romantic relationships). Standardized samples of n = 200 were drawn from each country, resulting in a sample of N = 4,000 adolescents (mean age 15.18, SD = 1.76, balanced gender distribution). Based on the results of discriminant analysis, the adolescents could be grouped into three world regions (Western, Eastern/Asian, and Southern). Results revealed that levels of perceived stressfulness of issues in different domains were universally similar among adolescents from all three regions. Parent- and school-related stress received the highest rankings, and peer- and romance-related stress the lowest. Differences emerged with respect to coping style, depending on region and gender. Coping styles characterized by negotiating, seeking support, and emotional outlet were used more often by adolescents from the Western region than those from the Eastern/Asian or Southern regions. Females in all regions had higher rates in the use of negotiating and seeking support than males did. Adolescents from all countries, despite regional variations, exhibited more emotional outlet in response to conflicts with parents than with peers or romantic partners. Overall, adolescents from all regions of the world demonstrated an impressive level of coping competencies, as only about one fifth of all coping responses involved the use of withdrawal and denial. The findings are discussed with respect to how the effects of globalization and changing societal expectations may have contributed to similar levels of perceived stressfulness and increased coping agency in adolescents in different parts of the world.
Sangeeta Rath, Sumitra Nanda (2012) conducted a study on, “Adolescents’ Coping: Understanding the Role of Gender and Academic Competence”. An attempt was made to examine the effect of gender and academic competence on coping processes of adolescents. The study adopted a 2 (academically competent adolescents versus academically less competent adolescents) × 2 (boys versus girls) factorial design. In the present study, two hundred forty adolescents (120 academically competent adolescents securing 80% or more marks and 120 academically less-competent adolescents securing 50% or less mark) are randomly sampled from different urban colleges of Odisha. All the subjects were first year graduate students. The participants of all the four groups were compared with respect to their coping processes. The result indicated that academically competent adolescents adopted more problem-focused coping strategies and academically less-competent adolescents adopted more emotion-focused coping strategies. Again, boys used more problem-focused while girls used more emotion-focused coping strategies.

Savita and Duhan, Krishna (2012) conducted a study namely, “Personality Assessment of Rural and Urban Adolescent Boys from Disorganized Families”. The present investigation was an attempt to study personalities of rural and urban adolescents from disorganized families. The study was conducted in purposively selected Hisar district of Haryana state. Lists of students of disorganized families, within the age group of 13-18 years were prepared and 45 rural and 45 urban respondents were selected randomly. Multidimensional Assessment of Personality Series (MAP Series Form-T) for Teens was used to assess the personality. Results showed that rural adolescents were significantly higher in their boldness, leadership, sensitivity and social warmth. Significant results were also found in the level of general ability, guilt proneness, mental health, self-sufficiency and tension.

Dhull, Indira and Jathol Pargat S. (2013) conducted a study on, “Coping Strategies of Different Personality Types of Adolescents”. This study mainly focused on finding out the difference between coping strategies of different personality types of adolescents. A sample of 100 students aged between 13 and 17 years was drawn from private senior secondary schools of Faridabad. ‘Ways of Coping’ Questionnaire by Folkman & Lazarus and Catell’s 16 PF Personality Test was used to collect the data. Results indicate that
different dimensions of personality types namely extroversion-introversion, low anxiety-high anxiety, tough poise-tender minded and independence and subduedness does not differ significantly when it comes to adopting the various types of coping strategies.

**Jensen TK, Ellestad A, Dyb G (2013)** conducted a study namely, “Children and adolescents' self-reported coping strategies during the Southeast Asian Tsunami”. The objective of this study was to investigate how Norwegian children on holiday in Southeast Asia coped when the tsunami hit December 26, 2004. The goal is to understand more about children and adolescents' immediate coping strategies when faced with a life-threatening situation. Acquiring more knowledge on coping strategies at different points in the recovery process can be useful for gaining insight to the relationship between coping and psychological adjustment. Semi-structured interviews of 56 children aged 6-18 years (36 girls and 20 boys) were conducted in their homes approximately 10 months after the tsunami. The interviews were analysed using qualitative methods. Two primary coping strategies were described and labelled as self-soothing thoughts and behavioural strategies. Self-soothing thoughts were divided into five categories: positive thinking; avoidant thinking; rational thoughts; and thoughts on parental competencies and parental protection. Behavioural strategies were divided into six categories: attachment seeking behaviour; distraction behaviour; helping others; seeking information and comfort; and talking. The children's coping responses point to the developmental aspects of coping and how children are dependent upon adults for guidance and protection. In addition, very few youth reported using problem-focused coping strategies that are normally thought of as helpful in the aftermath of trauma, whereas strategies often thought of as not so helpful such as distraction and avoidance was more predominant. It may be that helpful immediate coping strategies are different from long-term coping strategies, and that coping strategies differ according to the degree of perceived control of the situation.

**Jiandong Sun, et.al. (2012)** conducted a study on, “Educational stress among Chinese adolescents: individual, family, school and peer influences”. Educational stress is common among school children and adolescents, especially in Asian countries. This study aims to identify factors associated with perceived educational stress among students in China. A cross-sectional questionnaire survey was conducted with 1627
students (Grades 7–12) from six secondary schools in rural and urban areas of Shandong Province. A wide range of individual, family, school and peer factors were associated with stress measured using the Educational Stress Scale for Adolescents (ESSA). Rural school location, low school connectedness, perceived poor academic grades, female gender, older age and frequent emotional conflicts with teachers and peers were among the strongest correlates, and most of them are school or study-related. Unexpectedly, family and parental factors were found to have little or no association with children’s perceived educational stress. These findings may offer directions for interventions in secondary school settings.

Muna Al-Bahrani et al. (2013) conducted a study on, “Age and gender differences in coping style across various problems: Omani adolescents' perspective”. This study examined adolescents’ coping styles, with relation to their gender and age and level, of six types of problems. The participants were 1843 adolescents (51.7% female and 48.3% male) from the Sultanate of Oman with a mean age of 15.75. Two scales examining general adaptive and maladaptive coping styles and levels of school, economic, personal, health, family, and emotional problems were administered. The findings showed that adolescents' high levels of perceived problems were associated with higher levels of maladaptive coping styles than those with low levels of problems. Furthermore, female adolescents seem to use maladaptive coping styles (across all levels of the six types of problems) more than males. The use of adaptive and maladaptive coping styles increase with age.

Sanjeev Kumar and J. P. Bhukar (2013) conducted a study on, ” Stress level and coping strategies of college students”. The aim of this study was to investigate the stress levels and coping strategies of professional students belonging to Physical Education and Engineering professions. A sample of 60 subjects was randomly selected from the Physical Education and Engineering Institute, India. Each profession group had 30 subjects (15 boys and 15 girls) with age range of 21±3 years. Stress scores due to: 1) frustration and inhibition, 2) overload and 3) compulsive, time-urgent and aggressive behavior were measured for the selected subjects using the questionnaire developed by Daniel et al. (1979). The second questionnaire developed by George and Everly and used by Heyward (1991) was also administered to the students to measure their coping
strategy. Data were analyzed using SPSS 17 version. Two way analysis of variance (ANOVA) showed that stress due to all the stimuli was significantly higher among girls in comparison to boys of their profession. Coping strategy was higher in boys than girls of their respective profession, but Physical Education girls had higher coping strategy than boys and girls of Engineering. Therefore, it can be concluded that Physical Education students had better coping strategy than engineering students.

**Research Gap**

In India there is a dearth of studies on academic stress though some studies have been conducted on stress in general. A very few studies have been conducted on academic stress even globally but there is scarcity of research in India in this area. Some of the studies have been conducted on childhood stage but the knowledge of academic stress in Indian adolescents is extremely limited which suggests that it requires urgent investigation. Although review of the related literature has explored that a lot of work has been done on relationship between academic stress and variables parental aspirations and parental attitude. But there was no such study which deals with relationship between academic stress and variables like personality and home environment.

Review of related literature has also revealed that research has been done on coping strategies but it has been done mainly in relation to variables like self esteem, ethnicity, gender, locale, economic status, depression, adjustment, stress in general among others. Out of these variables, gender differences have been studied in most of the studies. But the investigator could lay hands on only a few studies conducted abroad which intended to see the relationship of coping strategies with variables like personality and home environment. Also among these, studies on adolescents are even very rare.

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.