REVIEW OF
RELATED LITERATURE
REVIEW OF RELATED LITERATURE

Any worthwhile study in any field of knowledge requires an adequate familiarity with the work that has already been done in that area. It is essential that the researcher should acquire up to date information about what has been thought and done in particular area by review of related literature. “The review of related literature involves the systematic identification, location and analyzing of documents containing information related to the research problem” (Gay, 1996).

The major purpose of reviewing literature is to determine what was already been done that relates to the problem under investigation. The review tells the researcher what has been done and what needs to be done. Without the review of related literature it would be difficult to build a body of accepted knowledge on an educational topic. Hence review of related literature forms an inevitable part of any research study.

Fickova and Korcova (2014) tested 310 high school students (14-18 years) in England using COPE, and noted that the females preferred often the strategies of emotional social support, positive re-interpretation, instrument and social support and acceptance. Males on the other hand have preference for positive re-interpretation, planning, active coping and acceptance, and both have little acceptance for drug use, behavioural disagreement, religion and denial. The females ranked emotional social support as number one strategy, while the males ranked it tenth.

Seiffge Krenke and Klessinger (2013) in a prospective study of 250 teenagers found that those using avoidance. Coping showed more depressive symptoms, independent of gender and time. It is also true that only a small subgroup have used avoidance coping rigidly, while most teenagers are adaptive coppers.
Taolse, *et al.*, (2013) tested 420 first year students in Bangalore, and noted that during the first semester, all students experienced over all similar level of social support. The coping strategies of social support and adjustment are found related to each other in a dynamic fashion. Males and females of class X with different expectations, and males of class XI and XII and Females of class XII with same expectations tend to focus more on the positive aspect of examinations, such as testing one’s ability to work persistently than their counter parts. Autolectic students who can restructure their daily activities to suit the emergent needs of the tasks and are more confident about outcome of their taking of examinations, indicating the importance of their individual dispositions. Males in class X and XI and females in class X and XII having same expectations chose passive strategies, like not cope, more than their counter parts. When there is no difference in expectations, there is little challenge to undertake active coping.

Kraaij, *et al.*, (2013) observed that cognitive coping strategies have important role in the relationship between negative life events and depressive symptoms in adolescence. The use of self blame, rumination, etastrophising, positive refocusing and positive re appraisal are related to depressive symptoms, while self blame, rumination, and positive re appraisal also moderate the relationship between the amount of stress experienced and depressive symptoms.

Hannoum (2013) used 2 coping styles and 6 coping strategies. They report that adolescents from different nations chose different coping strategies. The Palestinian and Colombian youth utilised more the strategies- seek to belong, focus on the positive action, solving the problem, seeking spiritual support and worry than the German or Australian adolescents. In all communities, adolescents used work hard and problem solving strategies. Research would do better by incorporating in their investigations on coping
the issues related to goals of the individuals, such as the information on types, temporal relevance and controllability of goals, and then identify the active psychosocial process that determine the dynamics of Person environment Fit

Howard, et.al., (2012) conducted a study on adolescents attachment and coping with stress. The study revealed that adolescent’s attachment security was positively related to family communication and negatively related to negative avoidance behaviours such as drinking or using drugs. Attachment insecurity was positively related to negative avoidance. Parent and child attachment ratings were related for secure and preoccupied but not fearful or dismissing style.

Bjorck, et.al., (2010) developed Adolescent Religious Coping Scale and used its seven subscales to examine the relationship between religious coping and emotional functioning. A cross-sectional research design was used with both a validation sample of Christian school students (Sample 1, N = 500, ages 12-19) and a cross-validation sample of Christian youth group attenders (Sample 2, N = 62, ages 11-18). Emotional functioning was assessed positively (life satisfaction) and negatively (hopelessness). Factor analyses supported factorial validity, and alpha levels supported reliability of the seven religious coping subscales (Positive God-Focused Coping, Seeking Religious Support, Constructive Distraction, Questioning, Avoidance, Denial, and Deferring). For both samples, religious coping was significantly related (unique variance) to religious support, parental support, and emotional functioning, respectively. In general, positive religious coping strategies were related to more support and better functioning, whereas the reverse was true for negative religious coping strategies. Moreover, many of these results were maintained even after controlling for variance due to age, gender, and religious attendance. As such, clinicians working with religious adolescents should consider encouraging these teens to optimize use of positive religious
coping strategies and minimize reliance on negative ones as part of a holistic approach to handling stress.

Jeremy and Sullivan (2010) developed an Academic Coping Strategies Scale (ACSS), which was designed to assess college students coping strategies within the context of a specific academic stressor. Results suggest that item can be grouped in to three easily interpretable factors i.e., approach, Avoidance and Social support and that preliminary psychometric data are mostly favorable.

Krypel, et.al (2010) investigated the undergraduate students make of their education and how these meanings relate to students' perceived stress, styles of coping with stress, and optimism. Participants completed a meaning of education questionnaire, the Perceived Stress Scale, the COPE (a measure of coping styles), and the Life Orientation Test-Revised. As expected, optimists were less likely, and students who used disengagement coping styles were more likely, to see education as a source of stress or as an escape. Emotion-focused coping positively predicted several meanings of education, including seeing the university experience as providing opportunities for social connections, for learning and for self-development.

Antioniou, et.al., (2009) investigated the specific work related stressors affecting special educational needs teachers in Greece and the coping strategies applied by them. 158 special education teachers participated in the study. Pilot interviews were conducted inorder to generate a scale for measuring specific source of stress in Greek special education teachers. The result identified five key stressors loading mainly on to the domains of working conditions, workload and organisational problems, which appear to have an impact of teachers on of special educational needs in students in Greece. A number of key coping strategies were identified by the teachers, as a means of dealing with work related stress.
Doron, et.al., (2009) investigated Dweck's Socio cognitive model of achievement motivation to better understand how students cope with examinations. It was expected that student implicit theories of academic ability would be related to their use of particular coping strategies to deal with exam related stress. Perceived control over exams act as a mediator between implicit theories of ability and coping. Students completed measures of coping, implicit theories of academic ability and perception of control over academic examinations during regular classes in the first term of the university year. Multiple regression analyses revealed that incremental beliefs of ability significantly and positively predicted active coping, planning venting of emotions, and seeking social support for emotional and instrumental reasons. Whereas entity beliefs positively predicted behavioural disagreement and negatively predicted active coping and acceptance. Exam related coping varies as a function of students beliefs about the nature of academic ability and their perceptions of control.

Giannotta, et.al., (2009) investigated the effectiveness of an expressive writing intervention in a sample of Italian early adolescents on internalizing and post traumatic stress symptoms and coping strategies. Participants were 153 Italian adolescents attending 7th grade. Results revealed that level of peer victimization moderated the effect of the intervention on coping strategies. Such that victimized youth in the intervention showed increases in cognitive restructuring and avoidance coping, relative to other groups.

Kohler Giancola (2009) investigated a comprehensive stress model posits appraisal (cognitive evaluation) and coping as mediators between stressors\inter role conflict and psychological outcomes. The model proposes that higher levels of stressors\inter role conflict will be associated with lower positive and higher negative appraisals. The model also predicts that positive and negative appraisal will predict specific adaptive and maladaptive coping
behaviours. Adaptive coping results in positive outcomes where as negative coping leads to negative outcomes. The results support appraisal and coping as partial mediators with positive appraisal and adaptive coping have the hypothesized positive effects. Family school conflict and school work conflict and work stressors, in particular emerge as key stressors for the adult student.

Konishi, et.al., (2009) examined the stress buffering roles of coping and social support in reducing the likelihood of bullying in response to stress. Students in grade 5-7 completed questionnaires assessing stress levels (daily hassles, stressful events), coping strategies (active, avoidance, distraction, support seeking), social support (from peers, family, teachers) and bullying. Co relational analyses indicated that stress is significantly related to self reported bullying but not peer assessed bullying. Regression analyses revealed that family support moderated and distraction coping amplified the stress bullying relationship.

Kostenius, et.al., (2009) describe and develop an understanding of children’s lived experiences of coping with stress. 23 Swedish children, ages 10-12, wrote open letters and were interviewed. Results revealed that depending on oneself, others and the world around, choosing to be a doer and being in the here and now. Children’s lived experiences of coping with stress as them being relaxed and powerful. The children chose to be active doers or in active beings and their relationships, as well as their surroundings, helped or hindered their coping.

Palmer, et.al., (2009) found that significant positive relationships between mindfulness and rational coping and significant negative relationships with emotional and avoidant coping perceived stress. Regression analyses revealed that avoidant coping and perceived stress predicted 38.2% of the variance of mindfulness scores.
Radhika Taroor (2009) found that the child probably will need to have special attention in the school and at home at some unhealthy ways students try to cope with stress are frequent illness, sleep, overeating, starving. These strategies suggest a permanent withdrawal or avoidance rather than a time out. Some healthy ways of coping with stress are take a break when need, take some deep breaths and slow down, relax body by stretching muscles and time management skills.

Seiffge, et.al., (2009) investigated the interplay between developmental changes in stress and coping during early and late adolescence. Using a longitudinal design, stress perception and coping styles of 200 adolescents in 7 different stressful situations were investigated. Multilevel piecewise latent growth curve models show that stress perception decreased during late adolescence, whereas active and internal coping increased continuously from age 12-19. Adolescents high levels of perceived stress in a particular situation were associated with a high level of active coping but a low level of internal coping in that same situation. Withdrawal was associated high levels of perceived stress, independent of situation. Developmental changes in individual adolescents stress perception and coping were in most cases situation specific.

Shankland, et.al., (2009) found that the alternative school students develop more problem focused coping styles. The study was conducted on 80 traditional school students and 50 alternative school students, during their last secondary school year, using the coping inventory for stressful situations. (Endler & Parker 1990a). Researcher also assessed psychological factors which can influence coping styles measures (anxiety & depression) using the State Trait Anxiety Inventory and the Beck depression Inventory. The proportion of problem focused coping strategies was compared in traditional and alternative settings, adjusting for potential confounding factors using
logistic regression. Results show that the proportion of students using predominantly problem focused coping strategies is higher in the population of alternative schools.

Valiente and carlos, *et.al.* (2009) investigated children’s coping and involuntary stress responses as mediators of the relations between parenting or children’s effortful control and adjustment. The results revealed that there was zero order relations between parents affective emotions and on children’s effortful control, (problem behaviours and academic competence), engagement coping, disengagement coping, involuntary stress responses, and adjustment. Children’s engagement coping and involuntary stress responses mediate the relations between parenting or effortful control and adjustment.

Gould, *et.al.* (2008) reported that the way in which adolescents cope with stressors in their lives has been established as an important correlate of adjustment. The psychometric properties of a newly developed measure, the Adolescent Coping Process Interview (ACPI) that is more in line with transactional and developmental models of coping. Results indicate that the ACPI displays good psychometric properties, captures significant intra-individual variability in coping over the process and points to emotional arousal as informing several coping adjustment relationships. Moreover, the ACPI and similar approaches may help promote the development of more adaptive patterns of coping in adolescents by helping to identify specific points with the coping process at which to intervene.

Kraag, *et.al.* (2008) examined the effects of a universal stress management program on stress coping anxiety and depression in the fifth and sixth grade children. Fifty schools participated in a clustered randomized controlled trait positive effects were found for emotion focused coping at post test and increased stress awareness at both time points. After practising meditation by stress awareness the results showed the program significantly
reduced stress symptoms and anxiety at post test. Universal prevention programs that address stress and coping in children are warranted to given the high prevalence of stress given and the relationship between stress, on the one hand and health complaints and pathology on the other. The results indicate that the school based program "Learn your children fair" may be valuable program for reducing stress in children.

Li-ming-hui (2008) noted that, college students often live stressful lives. Some college students appear to adapt better than their peers in similar situations. Active coping appears to be a vital factor that contributes to a stressful adaptation. This study explored relative effectiveness among stress, secure attachment and the trait of resilience in predicting active in high, general and low stress situations. General stress situations are referred to as a combination of high and low stress situations. Multiple regressions were applied to explore effective predictor's active coping. Whereas stress was not significantly correlated with active coping, the trait of resilience was the most effective predictor of active coping in high, general and low stress situations. No interaction effect of stress and resilience on active coping was found. Findings suggest that counsellors can help college students to actively cope with stressful situations by enhancing more students' resilience than their source attachment, regardless of students stress levels.

Rajkumari and Hemalatha Nastesan (2008) found that the major causes of stress reported by the entire sample were heavy academic work pressure and strict rules and regulations. The other causes reported by most of the sample were poor concentration, peer group pressure, inadequate place for study, sickness, distraction, class tests and constant family conflicts. The most common symptoms of stress were headache, irritability, worry indecisiveness pre occupation with negative thoughts and fatigue.

Initially the entire sample had very high stress 95%
High stress (5%).
There was a significant reduction in the mean stress of the entire sample from very high before treatment (Assessment 1) to High after treatment for 4 weeks (Assessment 2) and to low after treatment for 8 weeks (Assessment 3), providing the efficacy of positive therapy in the management of stress.

Sontaj, et.al., (2008) the study investigated the impact of social stress on symptoms of psychopathology at the entry in to adolescence 111 girls. They examined whether peer stress and pubertal timings were associated with internalising distress and aggression, and whether responses to stress and cortisol reactivity mediated or moderated these associations. Responses to stress mediated the association between social stress and symptoms of internalising distress and aggression specifically, early matures and girls with higher levels of peer stress exhibited more problematic responses to stress, in turn demonstrating higher levels of internalizing distress and aggression. Significant moderation efforts also emerged. Findings identify coping strategies that may be used in evidence based programming to help girls transition more successfully in to adolescence.

A study by Witkow, et.al., (2007), on 700 tenth grade students found relationship between achievement goals and grade point average and intrinsic value of schools were examined, and adolescent’s interpretations of daily school experiences and feelings were found to mediate their relationships. Together, these findings suggests that experience in adolescents daily lives help explain the relationship between goals and achievement outcomes. Those who are weak and unable to deal with this problem properly may exhibit physical and psychological symptoms. Those who are emotionally healthy they grow in a better way even when problem arises.

Maslure (2007) examine the experience of international graduates to find out how they perceived their new learning environment in Singapore, and to explore the strategies by employed to adjust to, manage and construct
meaning out their learning situation. It was found that adjustments for students were most difficult in the first 6 to 12 months from entry into the new cultural context, largely due to the influence of previous educational and cultural experiences on expectations. Four major themes were identified in the student experiences those of marginalisation: student/supervisory relationships, academic/organisational marginalisation, social marginalisation and advantaging. The coping strategies identified were those of self-determination, collegial support and examination strategies. The importance of collegial support as a key coping strategy for international student adjustment was confirmed in the study. Collegial support strategy consists of collegial emotional support in academic, supervisory and personal problems, collegial experiential support for presentations, question and answer session and seminars.

Ollfors, et.al., (2007) investigated self-theories (theories of intelligence, confidence in one's intelligence, internal attribution of failure, academic self-efficacy), specific control, and experiencing of stress by means of a questionnaire for 915 Swedish high school students. Factor analysis yielded 6 stress domains (Workload, Psychosocial Problems, and Uncertainty, Problems in Close Relationships, Demands to be met, and Problems of the Physical Environment). The balance between control and stress was measured by the Control-Stress Index. Most of the adolescents' stress appeared to be connected with their schoolwork. Female students, especially in academic programs, experienced greater stress and greater deficit of control than male students. Sequential regression analyses showed that final grades could be predicted to 28% from demographic variables, self-theories, and stress. The contribution of stress was 4%.

Smith, et.al., (2007) examined potential predictors of the academic-related stress experienced by college students. In particular, the relationships
among the coping strategies used by college students, social support, the parenting style used by college students' mothers and fathers, college students' experience of anxiety, and academic-related stress were examined. Ninety-three undergraduate students enrolled in a psychology course at a large southeastern university completed a series of self-report questionnaires that measured the variables under study. Results suggested that anxiety, problem-focused coping, and support from significant others may serve as potentially important predictors of the academic-related stress experienced by college students. Thus, identifying college students' experience with these variables and addressing these variables in practical settings may help college students alleviate their experience of academic-related stress and have a less stressful, and possibly more fulfilling, college career.

Wręźniewski, et.al., (2007) conducted a study on assessment of coping styles and strategies with school related stress. A review of the relevant literature indicates a lack of measurement techniques for coping styles and strategies with school related stress. This study presents the procedure of constructing, “The coping with school related stress Questionnaire” (CSSQ), which makes it possible to investigate dispositional as well as situational aspects of coping. Theoretical assumptions are based on the interactive model of coping with stress, which distinguishes styles and strategies of coping with school related stress.

Rafnsson, et.al., (2006) investigated the relationships of coping strategies, drinking motives and stressful life events on emotional and behavioural problems, and academic functioning's among a sample from Atlantic youth with mean age 18.9 years. They found that, the major stressful life events and negative daily events were associated with youth maladjusted across multiple domains of functioning. Coping motives for drinking predicted both alcohol use and alcohol problems. Emotion focused coping
was a strong predictor of depressed affect, and task oriented coping was treated inversely to emotional and behavioural problems. They also suggested the need for more focused interventions on coping strategies and maladjustment among youth.

Murberg and Bru (2006) investigated the role of neuroticism and perceived school related stress in somatic symptoms among a sample of 327 students; found that both neuroticism and perceived school related stress were found to be significantly associated with somatic symptoms. Though most of the subjects (81-95%) had reported of experiencing various symptoms initially, after undergoing positive therapy for 4 weeks, 62-71% reported the symptoms were as after 8 weeks only 27-47% continued to have the symptoms. Auto suggestion helped to instil positive personality traits, such as courage, confidence, cheerfulness, optimism, etc. There by enabling them to get rid of their symptoms such as anger, indecisiveness and worry. Relaxation therapy helped to relax the whole body and brain, removing headache, fatigue and irritability in most of the sample. As the focus was on breathing unwanted thoughts were eliminated helping the subjects to relax and avoid preoccupation and worry. Deep breathing practice helped to improve their attention, concentration, thinking, reasoning and forgetfulness.

Fok and Wung (2006) conducted a study to enhance positive behaviour in early adolescents to help them cope with stress. Their findings support the view that an early prevention programme for promoting positive coping behaviour to adolescents is useful. Cognitive restructuring helped to change their negative conditions. Tension releasing exercise helped to remove their tension, fear, anxiety and worries.

Kraag, et.al., (2006) based on their study on children and adolescents, concluded that school programmes targeting stress management or coping skills are effective in reducing stress symptoms and enhancing coping skills.
Clarke, et.al., (2006) examines the relationship between active coping and psychosocial health among youth. Results from 40 studies of coping with interpersonal stress were synthesized using a random-effects model. Four areas of psychosocial functioning were examined: externalizing and internalizing behaviour problems, social competence, and academic performance. The magnitude of the relationship between active coping and psychosocial functioning was small, with correlations ranging from 0.02 for internalizing behaviour to 0.12 for academic performance. Mean effects were moderated by stressor controllability: youth who used active coping in response to controllable stressors had fewer externalizing problems and higher social competence, as compared to those who used active coping in response to uncontrollable stressors.

A research carried out by Newman, et.al., (2005) found when school children are harassed by peers, it sometimes is necessary to seek help from a teacher. The authors investigated student’s perception of harassment and help seeking, examining whether student’s perception is related to popularity and whether perception of students and teachers differ. Findings suggest that unpopular children are at risk when teachers do not share their sensitivity regarding danger and the need for help.

Benzur, et.al., (2005) conducted a study which focuses on a common academic stressor and identifies how emotional appraisal of failure is associated with healthy and unhealthy forms of emotional coping. Given the rise in student stress and the negative health outcomes associated with high levels of academic stress, helping students handle academic stress effectively may become an increasingly important part of psychosocial mentoring. This study suggests that helping students who are ashamed of academic failure reappraise their situation and encouraging them to seek social support will help them manage their situation in emotionally healthy ways. In this way
analysis provides some insight to aid instructors in their attempts to mentor students.

Chan, David.W. (2005) enquired into emotional intelligence, social coping, and psychological distress among Chinese Gifted students in Hong Kong. The results indicated that the medium effect model provided an adequate and good fit, suggesting that the effects of self relevant and other relevant emotional intelligence on psychological distress were mediated by avoidant coping and social interaction coping, respectively. Implications of the findings for enhancing emotional intelligence of students and in promoting the use of adaptive social coping strategies for their psychological well being are discussed.

Hampel, et.al., (2005) investigated age and gender effects of children's and adolescents' coping with common stressors in 3 age groups (late childhood, early, and middle adolescence). Furthermore, age and developmental differences in situation-specific coping with 2 stress domains were examined. N = 1,123 participants (ages 8 to 13 years) were asked to complete the German Coping Questionnaire for Children and Adolescents (Hampel et al., 2001) in response to both an interpersonal and an academic stressor. Adolescent boys and girls, as well as girls from all age ranges scored lower on adaptive and higher on maladaptive coping strategies. With regard to interaction effects, female early adolescents coped maladaptive with common stressors, showing a decreased employment of adaptive (e.g., distraction, positive self-instructions) and an enhanced use of maladaptive coping strategies (e.g., rumination, aggression). Situation-specific coping did not differ consistently with age and gender.

Kariv, et.al., (2005) The study examined the relationships between stress and coping strategies among 283 college students. Participants completed questionnaires relating to their stress perceptions, actual academic
loads and their coping strategies. The main objective was to explore the effect of stress perceptions on coping behaviour while accounting for objective loads and demographic parameters. Multilevel analyses revealed several indications: first, students' coping behaviour could be predicted from their reported stress perceptions and their appraisals of their academic-related stress levels; second, students employed mainly task- and emotion-oriented coping strategies; and finally, students' age was a significant factor in determining their coping behaviour. Findings suggest that, in stressful environments, each of the coping strategies functions independently, with the type of strategy adopted depending largely on the specific profile of each student's stress perceptions and demographic characteristics.

Pope, *et al.*, (2005) conducted a study on help for stressed students. The authors argue that increased focus and pressure for high academic achievement, particularly among more highly motivated and successful students, may have serious negative consequences. They present a number of strategies designed to help reduce both causes and consequences associated with academic stress and improve student's mental and physical health and wellbeing.

A study conducted by Heimana and Karivb (2004) examined the coping strategies among 130 undergraduate college and university students with learning disabilities and 146 students without learning disabilities. Student completed self reported instruments designed to measure stress, support and coping strategies. The findings revealed that students with learning disabilities used more emotional coping strategies than non learning disability students. Differences were also obtained regarding gender and age. Comparisons between the results of each group of students by gender suggested that within the learning disability group women used more emotion oriented and avoidance oriented coping strategies and men used higher task
oriented strategies. No significant differences were obtained for gender in the non learning disability group and also showed that the younger students who reported on higher academic stress used more emotion oriented strategies.

According to Sarid, et.al., (2004) the most common conceptualisation of coping refers to the cognitive, emotional and behavioural efforts to manage internal and external demands presented in a specific situation. Often, the appropriateness of the coping strategies and styles employed was defined in terms of the absence of undesirable outcomes such as distress or ill health.

Antony Selvaraj (2004) trained 60 male students (6th standard) in self confidence and human relationship 3 months training and a follow up of 3 months were used. Personality development index was used for assessment including second, midterm and annual marks. The conclusion is that personality development training was effective in improving study skills and enhancing the self confidence, communication skills, value and culture, emotional adjustment, social concern and stress coping ability and not effective in improving the human relationship. The training improved the academic achievement.

Binachi (2004) explained that coping is intimately linked with stress because stressful situations are, to a great extent determined by the individual’s ability to adapt. Coping can be defined as active or passive attempts to deal with a situation perceived as stressful. The aim of coping can be modifying problem or reducing the emotional discomfort. Individual strategies as well as organisation strategies contribute to minimise negative effects of stress.

Frydenberg, et.al., (2004) Children and adolescents today face a plethora of stressful problems, including family and relationship conflict, death of close family members or friends, and academic and social pressures.
Such problems have been found to contribute to an increased risk of various emotional-social-cognitive difficulties in adolescence. These include academic failure, social misbehaviour, interpersonal problems, and depression. Programmes that promote coping with normative stress, delivered to the whole population, have been considered to represent a promising direction for the prevention of social emotional difficulties. The Best of Coping: Developing Coping Skills Program (Frydenberg & Brandon, 2002) was introduced in two school settings on four separate occasions. Evaluation of the results provides modest support for coping skills enhancement but provide a warning about the need for caution when implementing and evaluating the Programme. First, it appeared to have some opposing effects on males and females. Second, improvements in students' coping responses were apparently related to the authenticity of implementation of the Programme. The findings are discussed with regard to the need to implement programmes through which we can teach adolescents coping responses, which include optimism and problem-solving skills, so that they may handle problems and stressors more effectively. Additionally, an important feature of such programmes is a focus on the reduction of the use of non-productive coping skills. With an increase in psycho-social problems, the need to provide school-based programmes is discussed, with emphasis placed on programme implementation. In particular, the probable need for ongoing involvement of psychologically trained school counsellors with teachers, through the life of the programme.

Kouzma and Kennedy (2004) found that the main source of stress reported by 423 Australian final year high school students using the academic stress questionnaire were school related, as expected. The highest source of stress were examinations and outcomes, too much to do, worry over future, making choice about career, studying for examinations, about to learn, need to do well, imposed by others and self imposed to do well.
It is interesting to note that subjects underwent positive therapy for 4 weeks, there was a reduction in the percentage of subjects reporting stress due to the same causes. After undergoing positive therapy for 8 weeks, poor concentration (98%), peer group pressure (97%), inadequate place for study (93%) were reported only by 35% 30% and 26% respectively. All these clearly indicate the benefits of positive therapy.

Stanley, et.al., (2004) at least four academic clinical trials have demonstrated the utility of cognitive behaviour therapy (CBT) for older adults with generalized anxiety disorder (GAD). These data may not generalize, however, to more heterogeneous and functionally impaired patients and the medical settings in which they typically receive care. A recent pilot project suggested the potential benefits of a new version of CBT for GAD among older patients in primary care. The manual developed and tested in this pilot project is presented here. Treatment components include motivation and education, relaxation skills, cognitive therapy, problem-solving-skills training, exposure exercises, and sleep-management-skills training. Procedures are designed to be administered flexibly to maximize attention to individual patient needs.

Washburn, et.al., (2004) conducted a study on gender and gender role orientation differences on adolescents coping with peer stressors. Factor analysis of the COPE revealed 4 distinct coping factors: active, avoidant, acceptance, and emotion focused. The most frequently reported stressful event was arguments/ fights with same sex friends. Girls reported more arguments/ fights with opposite sex friends. Boys reported more physical fights and threats. Students rating of how much the situation mattered were used as a covariate in MANCOVA to compare coping by gender and gender role orientation, to control for perceived stressfulness of situations. Significant gender role orientation differences were found for active,
acceptance and emotion focused coping.

Bouchard and Theriault (2003) argued that coping strategies and defence mechanisms are used to describe people's responses to stressful situations. The concept of coping strategies comes from the social psychological tradition, where as the concept defence mechanism comes from the psychoanalytic tradition. According to the traditional view, the two concepts are very different. However recently, a growing number of researchers suggested that coping strategies and defence mechanism are more inter related that was assumed previously.

Cater, et.al., (2003) observed that coping with the help of drugs, analgesics, alcohol, smoking and eating actually are counterproductive and may worsen the stress. Stress can be best managed by regular exercise, meditation or other relaxation techniques, structured time outs, and learning new coping strategies to create predictability in our lives.

Giavrimis, et.al., (2003) conducted a study with the aim of to explore immigrant students self concept and the coping strategies they use when compared with native students profile. According to the findings, it is not worthy that both groups (native and immigrants) use the same coping strategies when confronted with stressful events, with no statistically significant differences. Native and immigrant students prefer to use the following coping strategies more frequently when dealing with stressful events “family support”, “avoidance”, “problem solving” and “revision re-organisation”. They rarely make use of “isolation”, and “assistance seeking” strategies. No difference between the two groups (native and immigrants) were found with respect to coping strategies statistically significant differences between boys and girls in the immigrant group were found in the area of coping strategies. Girls used “problem solving” and “revision” coping strategies more often than boys did.
Hojat, *et al.*, (2003) found that those students who were better able to cope with adversity, had a more positive personality profile, reported less physical illness and performed better academically.

Whitty (2003) noted that according to psychoanalytic theorist, individual unconsciously employ defence mechanisms to avoid stress. In contrast, cognitive theorist state that coping is a conscious response, where by people utilizes thoughts and actions to manage the demands of stressful transaction. In this article the author also observed that men are socialised to use more problem focused, direct and effective coping strategies compared to women. In contrast, women tend to employ more emotion focused coping strategies than men, such as avoiding confrontation, relying on social support.

According to Carroll, *et al.*, (2002) coping refers to the strategies used to deal with the negative impact of stress. Styles of coping have been classified in many different ways. However, a useful way of classifying strategies for coping with pain or stress in to active and passive dimensions. Active coping refers to those coping strategies that involve taking responsibility for pain management and include attempts to control the pain or function in spite of pain. Passive coping refers to strategies that involve giving responsibility for pain management to an outside source or allowing other areas of life to be adversely affected by pain. Passive coping is generally found to be associated with increased variety of depression, higher levels of activity, limitation and helplessness. Active coping has been found to be associated with less severe depression, increased activity level and less functional impairment, but to be un related to pain severity. In coping with pain individuals may use various levels of both passive and active strategies.

Cunningham, *et al.*, (2002) noted that in essence, problems in psychological functioning reflect difficulties in coping with the concerns and stresses of everyday living. Coping strategies are frequently grouped in to
coping styles that may be broadly considered as either adaptive or maladaptive. There is convincing evidence that coping styles are important predictors of distress.

Landolt, et.al., (2002) conducted a study among paediatric patients, in this study it was found that paediatric patients used a wide variety of coping strategies, irrespective of diagnosis and gender. Age of the child and functional status were the most important predictors of coping strategy selection. They also pointed out that the evidences suggests that problem focused coping is related to better adjustment, where as avoidant coping and coping that on the self (self blame) are related to poorer adjustment . The study found that no specific pattern of coping for different groups of patients, older children were more likely to use active coping strategies than younger children and there are no significant differences between boys and girls regarding the use of specific coping strategies.

Smith, et.al., (2002) reported significant relationship between negative affect coupled with high levels of performance approach goals orientation and low levels of handicapping strategies. As the students progress to higher classes, performance-avoidance goal orientations, and self handicapping strategies, while the performance approach goal orientation and academic self efficacy decrease.

Tiroumourougane (2002) studied the relationship between personality development and academic development of high school and higher secondary students. He concluded that there is significant relationship between the personality development and academic achievement. Assertiveness was positively related, social concern, communication skills, self awareness, interpersonal relationship and stress coping ability were negatively related.

A very high level of perceived academic stress among 1st year students
in Nigerian and Ofoeghu (2001) most of which has been found related to in adequate provision of accommodation and admission practices. Students high on control are able to solve more problems, report less anxiety than low controlled, and are higher on task oriented coping, and lower on emotion oriented coping.

Gonzales, et.al., (2001) found that avoidance coping was positively associated with higher depression and poor grades at low level of stress, but that it was associated with more adaptive functioning, ie, lower depression and better grades at higher levels of stress.

Edwards, et.al., (2001) pointed out the ways that student cope with academic stress can have a negative effect on their emotional well being, as well as their chances for academic stress.

Frydenberg, et.al., (2001) compared 39 adolescents in the age group of 14-18 years from free communities (Colombian, Irish and Australian) on coping strategies used in relation to 4 social issues of pollution, discrimination, fear of global war, and community violence. They reported community and gender related differences in the use of coping strategies. In all communities female used the tension reduction strategies the most, while relaxing, diversion, physical recreation ignore the problem, and keep to self, are the less likely used strategies.

Hancock (2001) in a study of post secondary students noted that students perform poorly and are less motivated when exposed to highly evaluative classrooms. They suggested that teachers should lessen their control over classroom procedures, and give attention to the impact of highly evaluative educational environments on student achievement.

Iswaki (2001) has advocated the use of coping strategies of leisure and slow paced activity as these are likely to significantly predict greater
immediate coping outcomes. Males in class X and XI, and females in all classes having different expectations are found to invest more in friends. Males of class X and XI, and females of class X and XII having similar expectations found strong relations with friends as sources of emotional strength.

Meijer (2001) has argued that the presence of evaluative stress interest in a test situation evaluates anxiety. In fact the evaluative stress can be elicited by giving achievement oriented instructions even before administering the task, as the emphasis is on time limits, relaxation between test performance and general intelligence and the importance of doing well as compared to others. The high anxiety is caused because students feel that the quality of their performance will be judged and compared to others and it result in lower quality of performance than under relatively acquiescent conditions. For low anxious students performance under stress may be high. The debilitating fear of failure and need achievement are not significantly correlated, and there is no relation between state anxiety and performance, as it pre-empts cognitive capacity and thus diminishes part of the cognitive resources in the educational setting fear of failure operates a more generalised component of stress.

Test anxiety has been considered as a trait by Koegh and French (2001) predisposing one to react negatively to tests/ examinations. One of its effects is an increased susceptibility to distraction from test relevant response cues. A specific susceptibility to distraction from threats has been noticed among high test anxious students who received evaluation related stressor and used focused attention, with distracters being varied in terms of valence and relevance to examinations. It disturbed their performance as they have not been able to ignore the threatening material, when attempting to focus on attention resources.
Wilson and Mutton (2001) found that gender differences among undergraduates related that emotion oriented coping was significantly positive predictor of distress in both males and females, but no gender differences were found regarding lower levels of social support and social avoidance coping.

Anda, et. al., (2000) surveyed 313 adolescents from 10th and 11th grade to find the degree of experienced stress, most frequently encountered stressors and the specific strategies used effectively. They found nearly 1/3 having a high level of stress concerned about future goals, followed by school related problems. Adolescents valuing of academic goals and their decision making competency are found to be the best predictors of their achievement behaviour. The extent to which they take pride in their academic success they would strive for it and approach tests/ examinations positively. Older male adolescents show lower achievement striving than younger male and older female adolescents.

Aseline and Gore (2000) have observed difference in coping strategies to deal with different types of stressors (inter personal problems, role strains, illness and transitional experiences). Control has been considered an important factor in the use of coping strategies.

Byrne (2000) have also reported an inverse relationship between anxiety and self esteem. Fear of evaluation and criticism, of losing friends, having no friends, moving to a new school, all have been found genuine and important stressful events to adolescents and in need of coping.

Endler, et. al., (2000) the highly controlled participants are able to solve more problems and thus demonstrate higher coping efficacy and less anxiety than those having lower control. The former are also higher on task oriented coping and low on emotion oriented coping.
Griffith et al. (2000) tested 148 7th graders, 124 9th graders and 103 12th graders. They have found high use of avoidance than approach for family stressors, but more of approach for school and peer stressors. Coping is found stressor specific and approach coping increases in higher grades.

Griffith, Dubow and Ippolito (2000) noted that adolescents used development as well as situation specific coping strategies. They tested 148 students in 7th grade, 124 in 9th grade and 103 in 12th grade, and found them using more of avoidance than approach strategies for coping with school and peer stressors. The use of approach coping showed a consistent increase over the three grades, and the use of coping strategies changed according to the stressor type.

Mullis and Chapman (2000) noted that those having higher self esteem chose more problems focused coping strategies and less emotion focused strategies. They did not find age and gender meaningful. More males in class X and XII have made use of physical recreation. In class X it has however been the group having similar than different expectations, against the group in class XII having different than similar expectations. Physical recreation has been used more frequently by the females in class X having different expectations, and in class XI and XII by the females having same expectations. Male of class XII and female of class XI with different expectations have been the main users of the strategy of relaxation. They must relax to keep up with the pressures of examinations, either by listening to music or by socializing and networking with friends. Those spend more time in leisure and other recreational activities are found to experience fewer symptoms of depression.

Ngai and Cheung (2000) tested 2142 secondary school students (12-19) years and found them reeling under the stress of environmental strains, parental expectations of academic study, quarrels, worry over finances, family
support, parental and sibling hassles. Failure in an examination or a task has been considered distressing, and in fact one needs to consider three factors to understand whether failure stimulates/impairs motivated behaviour, namely, the relevance of failure to self definition, and the substitutability of the task in the service of striving for a self definition, and Pearson’s commitment to pursue the respective self definition.

Rao, et.al., (2000) conducted a study on appraisal of stress and coping behaviours in a group of 258 male and female undergraduates. Stressors in the academic and interpersonal domain were presented in the form of situation vignettes. For academic stressor and interpersonal stressor, the coping responses were a combination of problem and emotion focused strategies including support utilisation. Female preferred distress reducing strategies and social support utilisation, male favoured active behavioural methods including high risk coping behaviours as far as emotion focused strategies were concerned.

Tabolt (2000) reported that the academic environment imposes considerable stress on community college faculty members with few individual and institutional strategies available to cope. Humour is one personal strategy available for dealing with academic stress. Respondents using humour as a coping mechanism reported a higher sense of personal accomplishment. According to the author humour is one strategy that has been show to promote physical and psychological health, foster social and collegial relationships, and reduce stress in the work place.