Chapter VI

SUMMARY OF THE STUDY, CONCLUSIONS AND SUGGESTIONS

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SUMMARY OF THE STUDY, CONCLUSIONS AND SUGGESTIONS

6.1 THE STUDY IN RETROSPECT

The present study has been designed to understand the facilities given and activities conducted in the schools for reducing Academic Stress, and to understand Academic Stress of Higher Secondary School Students. It also intended to prepare a Package Based on Coping Strategies for reducing Academic Stress among Higher Secondary School Students. The details of the study are presented below.

6.1.1 OBJECTIVES OF THE STUDY

1. To understand the facilities and programmes provided to the higher secondary school students to reduce academic stress.

2. To find out the Academic stress among higher secondary school students for the total sample and relevant sub sample Viz;
   a) Gender (Boys/Girls)
   b) Locale (Rural/Urban)
   c) Type of management of School (Govt./Aided/Unaided)
   d) Subject (Science/Commerce/Humanities)

3. To compare the Academic stress among the higher secondary school students on the basis of
   a) Gender (Boys/Girls)
   b) Locale (Rural/Urban)
   c) Type of management of School (Govt./Aided/Unaided)
   d) Subject (Science/Commerce/Humanities)
4. To develop a package based on coping strategies for reducing academic stress among higher secondary school students.

5. To test the effectiveness of the prepared package based on coping strategies for reducing academic stress among higher secondary school students.

6. To compare the effectiveness of the prepared package based on coping strategies over the present stress coping approach with respect to academic stress and coping ability of higher secondary school students.

7. To compare the effectiveness of the prepared physical stress coping strategy with that of the present stress coping approach with respect to physical stress of students at higher secondary level.

8. To compare the effectiveness of the prepared psychological stress coping strategy with that of the present stress coping approach with respect to psychological stress of students at higher secondary level.

9. To compare the effectiveness of the prepared Emotional stress coping strategy with that of the present stress coping approach with respect to Emotional stress of students at higher secondary level.

10. To compare the effectiveness of the prepared cognitive stress coping strategy with that of the present stress coping approach with to Cognitive stress of students at higher secondary level.

11. To compare the effectiveness of the prepared Exam stress coping strategy with that of the present stress coping approach with respect to Exam stress of students at higher secondary level.
12. To compare the effectiveness of the prepared classroom stress coping strategy with that of the present stress coping approach with respect to classroom stress of students at higher secondary level.

13. To compare the effectiveness of the prepared conflict resolution strategy with that of the present stress coping approach with respect to conflict stress of students at higher secondary level.

14. To compare the effectiveness of package based on coping strategies with that of the present stress coping approach in enhancing retention capacity of higher secondary school students for the total sample and sub samples based on gender and subject.

6.1.2 HYPOTHESES FOR THE STUDY

1. The facilities and programmes given to higher secondary school students to reduce academic stress are meagre.

2. Higher secondary school students have high academic stress with respect to
   a) Gender
   b) Locale
   c) Type of management of school
   d) Subject

3. There exists significant difference in academic stress among the higher secondary school students with respect to
   a) Gender
   b) Locale
   c) Type of management of school
   d) Subject
4. The prepared package based on coping strategies will be effective for reducing academic stress among higher secondary school students.

5. Physical Stress Coping Strategy is more effective than the Present stress coping approach in reducing physical stress of higher secondary school students.

6. Psychological Stress Coping Strategy is more effective than the Present stress coping approach in reducing psychological stress of higher secondary school students.

7. Emotional Stress Coping Strategy is more effective than the Present stress coping approach in reducing Emotional stress of higher secondary school students.

8. Cognitive Stress Coping Strategy is more effective than the Present stress coping approach in reducing cognitive stress of higher secondary school students.

9. Exam Stress Coping Strategy is more effective than the Present stress coping approach in reducing Exam stress of higher secondary school students.

10. Classroom Stress Coping Strategy is more effective than the Present stress coping approach in reducing class room stress of higher secondary school students.

11. Conflict resolution Strategy is more effective than the Present stress coping approach in reducing conflict stress of higher secondary school students.

12. The retention capacity of higher secondary school students trained using Package based on Coping Strategies will be enhanced
significantly as compared to those students trained using Present Stress Coping Approach for their total samples and subsamples based on Gender and Subject.

6.1.3 METHODOLOGY IN BRIEF

The present study was conducted on a final sample of 900 students and 200 teachers from six districts of Kerala, selected on the basis of stratified random sampling technique. Relevant data were collected from the subjects under study, using adequate tools and techniques like Questionnaire, Standardized Academic Stress Scale, Standardized Stress Coping Scale and Delayed memory Stress Coping Scale. Based on the findings, a Package Based on Coping Strategies was prepared in the Academic Stress Categories. The effectiveness of the prepared Package Based on Coping Strategies was tested using Experimental and Control groups. Appropriate statistical techniques were used for comparing the Academic Stress and Coping ability of Experimental and Control groups.

6.2 MAJOR FINDINGS

The important findings that have emerged from the study are presented under appropriate heads

6.2.1.1 Facilities provided in the Schools for reducing Academic Stress

1. Non availability of various facilities for students may be assessed as a major hurdle in solving psychological problems among higher secondary school students (Help desk 8.5%, Souhrida club 2.5%, Drop box 1%, Student forum 17%, Antidrug club 12%, Jaagratha Samithi 5% and Doubt box 6%).

2. Response of the teachers revealed that talk by senior police officers to reduce crime is not provided to the students.
3. Response of the teachers revealed that no precautions are taken to prevent misuse of mobile phone and internet among higher secondary school students (awareness about cyber crime 0%, danger of cyber sex 0%, skits 0% and video shows 0%).

4. The study found that majority of the teachers under study are not organizing various programs to prevent drug addiction and alcoholism among the students (service of counselors 28%, psychologists 0%, psychiatrist 0% and social servers 0%).

5. Only 27% of the teachers under study admitted that they always conducted carrier guidance programs to students.

6. The study reveals that the availability of counseling programs in the higher secondary school students is very meager (21% available and 79% unavailable).

7. Response of the teachers revealed that measures adopted to reduce stress due to over load in assignments and seminars are not effective.

8. The study also reveals that majority of the teachers (81%) under study use lecture method for teaching. Other new strategies like critical pedagogy, concept mapping, and Brain based learning problem focused learning and co-operative learning method is not used by any of the teachers. Only a small percentage of the teachers (32.5%) are using activity method occasionally.

9. The study found that majority of the teachers under study does not take any measures to reduce mental stress of students due to continuous examination.
10. The study found that learning facilities provided in the schools for adolescents are very little (sufficient classroom 57%, language lab 7%, sick and rest room 5% and wellness room 6%).

11. Majority of the teachers (46%) revealed that sanitary facilities provided in the school to meet various needs of adolescents are poor.

12. It is also found that very little time is available for co-curricular activities (Available 10%, not available 90%).

13. Response of the teachers revealed that majority of the teachers are not given enough time to submit assignments and seminars (one day 28%, two days 25%, three days 34% and one week 13%).

6.2.1.2 Activities conducted in the Schools for reducing Academic Stress

The study found that activities conducted in the schools for reducing academic stress are very few. The conclusion is substantiated by the following findings

14. Majority of the teachers under study reported that they are not organizing various programs to reduce academic stress. Only a small percentage of the subjects reported that they are organizing various programs for students to reduce academic stress (awareness classes 14.5%, skill development classes 14%, and morality development classes 4.6%, classes of eminent personalities 4%)

15. Response of the teachers revealed that only a negligible percentage of the teachers under study are providing various exercise to reduce students stress (physical exercise 26%, mental exercise 0%, breathing exercise 0%, yoga 2.5%, meditation 0% and minor games 3.5%).
16. Only a small number of teachers under study responded that they are organizing arts and sports fest (35%), workshops (8.5%), camps (7%), and exhibitions (6%) to provide mental pleasure to students.

17. The study found that majority of the teachers under study is not organizing various programs to reduce exam stress (self help technique 0%, time oriented study technique 0%, rethinking technique 0%). Only a small number of teachers are organizing teacher pupil discussion (56%), teacher parent group discussion (18%), and expert’s classes (6%).

18. None of the teachers under study reported that they are using get perspective strategy, give a voice to the feelings and support yourself strategy to reduce conflict among students. Only a small number of teachers stated that they are using speak person to person strategy (12%), really listen (1%), and show respect (9%) to reduce conflict among students.

19. It is found that majority of the teachers under study are not organizing various programs to develop team spirit among students.

20. Response of the teachers revealed that no precautions are taken to prevent drug abuse and sexual exploitation among students (discussion based on various news 0%, value based education 0% and exemplary life of parents and teachers 0%). Only a small number of teachers under study responded that they organize health awareness program (6%), psychologists classes 2%), seminars and debates (15%) and classes which help to increase discriminative capacity (3%).

21. It is found that majority of the teachers under study do not provide necessary instruction to reduce mental crisis of adolescents.
22. Results of the study revealed that none of the teachers under study reported that they organize cognitive therapy, interpersonal therapy and play therapy to overcome negative thoughts among students.

6.2.2 Academic Stress of Higher Secondary School Students

1. Assessment of Academic Stress of Higher Secondary School Students – as a whole sample
   
i. It is found that majority of the students under study have high academic stress.

   ii. A negligible number of students under study have moderate academic stress.

   iii. Only a small number of students under study have low academic stress.

2. Assessment of Academic Stress of Higher Secondary School Students – Sub samples
   
i. The study found that 76% of the boys and 80% of the girls have high academic stress and only a small number of boys (15%) and girls (13%) have average academic stress. Only a negligible percentage of the boys (9%) and girls (7%) have low academic stress.

   ii. The study found that 80% of the urban and 76% of rural students have high academic stress and only a small number of urban students (16%) and rural students (11%) have average academic stress. Only a negligible percentage of the students under study have low academic stress (urban 4%, rural 12%).

   iii. The study also found that 69% of the government, 80% of the aided and 85% of the unaided school students have high academic stress. Only a
small number of students under study have average academic stress (government 11%, aided 17%, unaided 14%). Only a negligible percentage of the government (20%), aided (3%), and unaided (1%) school students have low academic stress.

iv. The study found that 83% of the science students, 79% of the commerce students and 72% of the humanities students have high academic stress. Only a small number of science (16%), commerce (19%) and humanities (7%) students have average academic stress. Only a negligible percentage of students under study have low academic stress (science 1%, commerce 2% and humanities 21%).

6.2.3 Comparison of Academic Stress of Higher Secondary School Students on the basis of Gender/Locale/Type of management of school and Subjects

1. The total Academic stress of higher secondary school students vary in different pairs such as gender (boys, girls), locale (rural, urban), type of management of school (government, aided and unaided) and subject (science, commerce and humanities).

i. It is found that the test of significance of the mean score of total academic stress of different pairs of gender (boys, girls) and locale (rural and urban) shows that girls have more academic stress than that of boys (CR= 10.59; p < 0.01), students from urban schools have more academic stress than students from rural school (CR= 11.71; p < 0.01).

ii. In the type of management of school total academic stress is high among the students studying in the unaided schools followed by students studying in aided and government higher secondary schools. (F=121.88; P<0.01). Scheffe multiple comparison reveals that the
total academic stress of students from aided higher secondary school is higher than those from government school ($F=74.8; P<0.01$). Findings also show that students from unaided higher secondary school have higher total academic stress than those from government higher secondary school ($F=114.1; P<0.01$) and also it was found that students from unaided higher secondary school have significantly higher total academic stress than those from aided higher secondary school ($F=17.7; P<0.01$).

iii. In the subject total academic stress is high among the students from science subject followed by students from commerce and humanities subject ($F=131.45; P<0.01$). Scheffe multiple comparison reveals that the total academic stress of students from Commerce subject is higher than those from Humanities subject ($F=72.0; P<0.01$). Findings also show that students from Science subject have higher total academic stress than those from humanities subject ($F=110.8; P<0.01$) and also it was found that students from Science subject have significantly higher total academic stress than those from Commerce ($F=16.2; P<0.01$).

2. The stress due to School environment of higher secondary school students vary in different pairs such as gender (boys, girls), locale (rural, urban), type of management of school (government, aided and unaided) and subject (science, commerce and humanities).

i. It is found that the test of significance of the mean score of Stress due to School Environment of different pairs of gender (boys, girls) and locale (rural and urban) shows that girls have more Stress due to School Environment than that of boys (CR= 4.39; $p < 0.01$), students from urban schools have more Stress due to School Environment than students from rural school (CR= 12.98; $p < 0.01$).
ii. In the type of management of school, Stress due to School Environment is high among the students studying in the unaided schools followed by students studying in aided and government higher secondary schools. (F=113.82; P<0.01). Scheffe multiple comparison reveals that the Stress due to School Environment of students from aided higher secondary school is higher than those from government school (F= 14.1; P<0.01). Findings also show that students from unaided higher secondary school have higher Stress due to School Environment than those from government higher secondary school (F=102.4; P<0.01) and also it was found that students from unaided higher secondary school have significantly higher Stress due to School Environment than those from aided higher secondary school (F=37.2; P<0.01).

iii. In the subject, Stress due to School Environment is high among the students from science subject followed by students from commerce and humanities subject (F=133.1;P<0.01). Scheffe multiple comparison reveals that the Stress due to School Environment of students from Commerce subject is higher than those from Humanities subject (F= 69.0; P<0.01). Findings also show that students from Science subject have higher Stress due to School Environment than those from humanities subject (F=114.2; P<0.01) and also it was found that students from Science subject have significantly higher Stress due to School Environment than those from Commerce (F=18.4; P<0.01).
3. The stress due to Teacher Pupil Relationship of higher secondary school students vary in different pairs such as gender (boys, girls), locale (rural, urban), type of management of school (government, aided and unaided) and subject (science, commerce and humanities).

i. It is found that the test of significance of the mean score of Stress due to Teacher Pupil Relationship of different pairs of gender (boys, girls) and locale (rural and urban) shows that Boys have more Stress due to Teacher Pupil Relationship than that of Girls (CR= 13.34; p < 0.01), students from urban schools have more Stress due to Teacher Pupil Relationship than students from rural school (CR= 9.21; p < 0.01).

ii. In the type of management of school, Stress due to Teacher Pupil Relationship is high among the students studying in the unaided schools followed by students studying in aided and government higher secondary schools. (F=87.42; P<0.01). Scheffe multiple comparison reveals that the Stress due to Teacher Pupil Relationship of students from aided higher secondary school is higher than those from government school (F= 54.8; P<0.01). Findings also show that students from unaided higher secondary school have higher Stress due to Teacher Pupil Relationship than those from government higher secondary school (F=70.2; P<0.01) and also it was found that students from unaided higher secondary school have significantly higher Stress due to Teacher Pupil Relationship than those from aided higher secondary school (F=6.3; P<0.01).

iii. In the subject, Stress due to Teacher Pupil Relationship is high among the students from science subject followed by students from commerce and humanities subject (F=91.1;P<0.01). Scheffe multiple comparison reveals that the Stress due to Teacher Pupil Relationship
of students from Commerce subject is higher than those from Humanities subject (F = 33.1; P < 0.01). Findings also show that students from Science subject have higher Stress due to Teacher Pupil Relationship than those from humanities subject (F = 83.4; P < 0.01) and also it was found that students from Science subject have significantly higher Stress due to Teacher Pupil Relationship than those from Commerce (F = 9.2; P < 0.01).

4. The stress due to Examination Pressure of higher secondary school students vary in different pairs such as gender (boys, girls), locale (rural, urban), type of management of school (government, aided and unaided) and subject (science, commerce and humanities).

i. It is found that the test of significance of the mean score of Stress due to Examination Pressure of different pairs of gender (boys, girls) and locale (rural and urban) shows that girls have more Stress due to Examination Pressure than that of boys (CR = 12.86; p < 0.01), students from urban schools have more Stress due to Examination Pressure than students from rural school (CR = 19.40; p < 0.01).

ii. In the type of management of school, Stress due to Examination Pressure is high among the students studying in the unaided schools followed by students studying in aided and government higher secondary schools. (F = 132.46; P < 0.01). Scheffe multiple comparison reveals that the Stress due to Examination Pressure of students from aided higher secondary school is higher than those from government school (F = 69.1; P < 0.01). Findings also show that students from unaided higher secondary school have higher Stress due to Examination Pressure than those from government higher secondary school (F = 115.0; P < 0.01) and also it was found that students from unaided higher secondary school have significantly higher Stress due
to Examination Pressure than those from aided higher secondary school (F=24.3; P<0.01).

iii. In the subject, Stress due to Examination Pressure is high among the students from science subject followed by students from commerce and humanities subject (F=140.1; P<0.01). Scheffe multiple comparison reveals that the Stress due to Examination Pressure of students from Commerce subject is higher than those from Humanities subject (F= 68.4; P<0.01). Findings also show that students from Science subject have higher Stress due to Examination Pressure than those from humanities subject (F=113.1; P<0.01) and also it was found that students from Science subject have significantly higher Stress due to Examination Pressure than those from Commerce (F=20.15; P<0.01).

5. The stress due to Unhealthy Peer Relationship of higher secondary school students vary in different pairs such as gender (boys, girls), locale (rural, urban), type of management of school (government, aided and unaided) and subject (science, commerce and humanities).

i. It is found that the test of significance of the mean score of Stress due to Unhealthy Peer Relationship of different pairs of gender (boys, girls) and locale (rural and urban) shows that boys have more Stress due to Unhealthy Peer Relationship than that of girls (CR= 10.92; p < 0.01), students from urban schools have more Stress due to Unhealthy Peer Relationship than students from rural school (CR= 10.44; p < 0.01).

ii. In the type of management of school, Stress due to Unhealthy Peer Relationship is high among the students studying in the unaided schools followed by students studying in aided and government
higher secondary schools. \((F=75.31; \ P<0.01)\). Scheffe multiple comparison reveals that the Stress due to Unhealthy Peer Relationship of students from aided higher secondary school is higher than those from government school \((F= 30.5; \ P<0.01)\). Findings also show that students from unaided higher secondary school have higher Stress due to Unhealthy Peer Relationship than those from government higher secondary school \((F=83.4; \ P<0.01)\) and also it was found that students from unaided higher secondary school have significantly higher Stress due to Unhealthy Peer Relationship than those from aided higher secondary school \((F=18.9; \ P<0.01)\).

iii. In the subject, Stress due to Unhealthy Peer Relationship is high among the students from science subject followed by students from commerce and humanities subject \((F=84.9; \ P<0.01)\). Scheffe multiple comparison reveals that the Stress due to Unhealthy Peer Relationship of students from Commerce subject is higher than those from Humanities subject \((F= 12.4; \ P<0.01)\). Findings also show that students from Science subject have higher Stress due to Unhealthy Peer Relationship than those from humanities subject \((F=69.6; \ P<0.01)\) and also it was found that students from Science subject have significantly higher Stress due to Unhealthy Peer Relationship than those from Commerce \((F=45.6; \ P<0.01)\).

6. The stress due to High Parental Expectation of higher secondary school students vary in different pairs such as gender (boys, girls), locale (rural, urban), type of management of school (government, aided and unaided) and subject (science, commerce and humanities).

i. It is found that the test of significance of the mean score of Stress due to High Parental Expectation of different pairs of gender (boys, girls) and locale (rural and urban) shows that girls have more Stress due to
High Parental Expectation than that of boys (CR= 10.50; p < 0.01), students from urban schools have more Stress due to High Parental Expectation than students from rural school (CR= 16.16; p < 0.01).

ii. In the type of management of school, Stress due to High Parental Expectation is high among the students studying in the unaided schools followed by students studying in aided and government higher secondary schools. (F=82.61; P<0.01). Scheffe multiple comparison reveals that the Stress due to High Parental Expectation of students from aided higher secondary school is higher than those from government school (F= 39.5; P<0.01). Findings also show that students from unaided higher secondary school have higher Stress due to High Parental Expectation than those from government higher secondary school (F=69.6; P<0.01) and also it was found that students from unaided higher secondary school have significantly higher Stress due to High Parental Expectation than those from aided higher secondary school (F=15.8; P<0.01).

iii. In the subject, Stress due to High Parental Expectation is high among the students from science subject followed by students from commerce and humanities subject (F=110.6; P<0.01). Scheffe multiple comparison reveals that the Stress due to High Parental Expectation of students from Commerce subject is higher than those from Humanities subject (F= 54.2; P<0.01). Findings also show that students from Science subject have higher Stress due to High Parental Expectation than those from humanities subject (F=96.3; P<0.01) and also it was found that students from Science subject have significantly higher Stress due to High Parental Expectation than those from Commerce (F=24.2; P<0.01).
7. The stress due to Experiencing Failure of higher secondary school students vary in different pairs such as gender (boys, girls), locale (rural, urban), type of management of school (government, aided and unaided) and subject (science, commerce and humanities).

i. It is found that the test of significance of the mean score of Stress due to Experiencing Failure of different pairs of gender (boys, girls) and locale (rural and urban) shows that girls have more Stress due to Experiencing Failure than that of boys (CR= 11.80; p < 0.01), students from urban schools have more Stress due to Experiencing Failure than students from rural school (CR= 12.69; p < 0.01).

ii. In the type of management of school, Stress due to Experiencing Failure is high among the students studying in the unaided schools followed by students studying in aided and government higher secondary schools. (F=92.26; P<0.01). Scheffe multiple comparison reveals that the Stress due to Experiencing Failure of students from aided higher secondary school is higher than those from government school (F= 32.6; P<0.01). Findings also show that students from unaided higher secondary school have higher Stress due to Experiencing Failure than those from government higher secondary school (F=83.5; P<0.01) and also it was found that students from unaided higher secondary school have significantly higher Stress due to Experiencing Failure than those from aided higher secondary school (F=10.9; P<0.01).

iii. In the subject, Stress due to Experiencing Failure is high among the students from science subject followed by students from commerce and humanities subject (F=94.49; P<0.01). Scheffe multiple comparison reveals that the Stress due to Experiencing Failure of students from Commerce subject is higher than those from
Humanities subject (F = 55.8; P<0.01). Findings also show that students from Science subject have higher Stress due to Experiencing Failure than those from humanities subject (F=70.7; P<0.01) and also it was found that students from Science subject have significantly higher Stress due to Experiencing Failure than those from Commerce (F=8.4; P<0.01).

8. The stress due to Over Academic Expectation of higher secondary school students vary in different pairs such as gender (boys, girls), locale (rural, urban), type of management of school (government, aided and unaided) and subject (science, commerce and humanities).

i. It is found that the test of significance of the mean score of Stress due to Over Academic Expectation of different pairs of gender (boys, girls) and locale (rural and urban) shows that girls have more Stress due to Over Academic Expectation than that of boys (CR= 12.98; p < 0.01), students from urban schools have more Stress due to Over Academic Expectation than students from rural school (CR= 6.71; p < 0.01).

ii. In the type of management of school, Stress due to Over Academic Expectation is high among the students studying in the unaided schools followed by students studying in aided and government higher secondary schools. (F=82.34; P<0.01). Scheffe multiple comparison reveals that the Stress due to Over Academic Expectation of students from aided higher secondary school is higher than those from government school (F= 36.8; P<0.01). Findings also show that students from unaided higher secondary school have higher Stress due to Over Academic Expectation than those from government higher secondary school (F=70.1; P<0.01) and also it was found that
students from unaided higher secondary school have significantly higher Stress due to Over Academic Expectation than those from aided higher secondary school (F=6.7; P<0.01).

iii. In the subject, Stress due to Over Academic Expectation is high among the students from science subject followed by students from commerce and humanities subject (F=108.9; P<0.01). Scheffe multiple comparison reveals that the Stress due to Over Academic Expectation of students from Commerce subject is higher than those from Humanities subject (F=53.4; P<0.01). Findings also show that students from Science subject have higher Stress due to Over Academic Expectation than those from humanities subject (F=98.8; P<0.01) and also it was found that students from Science subject have significantly higher Stress due to Over Academic Expectation than those from Commerce (F=18.5; P<0.01).

9. The stress due to Inadequate School Facilities of higher secondary school students vary in different pairs such as gender (boys, girls), locale (rural, urban), type of management of school (government, aided and unaided) and subject (science, commerce and humanities).

i. It is found that the test of significance of the mean score of Stress due to Inadequate School Facilities of different pairs of gender (boys, girls) and locale (rural and urban) shows that girls have more Stress due to Inadequate School Facilities than that of boys (CR=11.38; p<0.01), students from urban schools have more Stress due to Inadequate School Facilities than students from rural school (CR=10.42; p<0.01).

ii. In the type of management of school, Stress due to Inadequate School Facilities is high among the students studying in the unaided schools
followed by students studying in aided and government higher secondary schools. (F=62.54; P<0.01). Scheffe multiple comparison reveals that the Stress due to Inadequate School Facilities of students from aided higher secondary school is higher than those from government school (F= 29.5; P<0.01). Findings also show that students from unaided higher secondary school have higher Stress due to Inadequate School Facilities than those from government higher secondary school (F=61.6; P<0.01) and also it was found that students from unaided higher secondary school have significantly higher Stress due to Inadequate School Facilities than those from aided higher secondary school (F=9.7; P<0.01).

iii. In the subject, Stress due to Inadequate School Facilities is high among the students from science subject followed by students from commerce and humanities subject (F=67.82; P<0.01). Scheffe multiple comparison reveals that the Stress due to Inadequate School Facilities of students from Commerce subject is higher than those from Humanities subject (F= 8.4; P<0.01). Findings also show that students from Science subject have higher Stress due to Inadequate School Facilities than those from humanities subject (F=35.8; P<0.01) and also it was found that students from Science subject have significantly higher Stress due to Inadequate School Facilities than those from Commerce (F=19.4; P<0.01).

10. **The stress due to Unhealthy Friendship of higher secondary school students vary in different pairs such as gender (boys, girls), locale (rural, urban), type of management of school (government, aided and unaided) and subject (science, commerce and humanities).**

i. It is found that the test of significance of the mean score of Stress due to Unhealthy Friendship of different pairs of gender (boys, girls) and locale (rural and urban) shows that girls have more Stress due to
Unhealthy Friendship than that of boys (CR = 7.08; p < 0.01), students from urban schools have more Stress due to Unhealthy Friendship than students from rural school (CR = 7.9; p < 0.01).

ii. In the type of management of school, Stress due to Unhealthy Friendship is high among the students studying in the unaided schools followed by students studying in aided and government higher secondary schools. (F = 60.58; P < 0.01). Scheffe multiple comparison reveals that the Stress due to Unhealthy Friendship of students from aided higher secondary school is higher than those from government school (F = 25.9; P < 0.01). Findings also show that students from unaided higher secondary school have higher Stress due to Unhealthy Friendship than those from government higher secondary school (F = 56.8; P < 0.01) and also it was found that students from unaided higher secondary school have significantly higher Stress due to Unhealthy Friendship than those from aided higher secondary school (F = 5.1; P < 0.01).

iii. In the subject, Stress due to Unhealthy Friendship is high among the students from science subject followed by students from commerce and humanities subject (F = 36.98; P < 0.01). Scheffe multiple comparison reveals that the Stress due to Unhealthy Friendship of students from Commerce subject is higher than those from Humanities subject (F = 5.3; P < 0.01). Findings also show that students from Science subject have higher Stress due to Unhealthy Friendship than those from humanities subject (F = 28.7; P < 0.01) and also it was found that students from Science subject have significantly higher Stress due to Unhealthy Friendship than those from Commerce (F = 14.7; P < 0.01).
11. The stress due to Poor Family Atmosphere of higher secondary school students vary in different pairs such as gender (boys, girls), locale (rural, urban), type of management of school (government, aided and unaided) and subject (science, commerce and humanities).

i. It is found that the test of significance of the mean score of Stress due to Poor Family Atmosphere of different pairs of gender (boys, girls) and locale (rural and urban) shows that girls have more Stress due to Poor Family Atmosphere than that of boys (CR= 13.47; p < 0.01), students from urban schools have more Stress due to Poor Family Atmosphere than students from rural school (CR= 16.65; p < 0.01).

ii. In the type of management of school, Stress due to Poor Family Atmosphere is high among the students studying in the unaided schools followed by students studying in aided and government higher secondary schools. (F=34.52; P<0.01). Scheffe multiple comparison reveals that the Stress due to Poor Family Atmosphere of students from aided higher secondary school is higher than those from government school (F= 12.7; P<0.01). Findings also show that students from unaided higher secondary school have higher Stress due to Poor Family Atmosphere than those from government higher secondary school (F=23.6; P<0.01) and also it was found that students from unaided higher secondary school have significantly higher Stress due to Poor Family Atmosphere than those from aided higher secondary school (F=18.2; P<0.01).

iii. In the subject, Stress due to Poor Family Atmosphere is high among the students from science subject followed by students from commerce and humanities subject (F=52.01; P<0.01). Scheffe multiple comparison reveals that the Stress due to Poor Family
Atmosphere of students from Commerce subject is higher than those from Humanities subject (F= 15.2; P<0.01). Findings also show that students from Science subject have higher Stress due to Poor Family Atmosphere than those from humanities subject (F=43.0; P<0.01) and also it was found that students from Science subject have significantly higher Stress due to Poor Family Atmosphere than those from Commerce (F=26.4; P<0.01).

6.2.4 Effectiveness of the Package Based on Coping Strategies in reducing Academic Stress among Higher Secondary School Students

Prepared Package Based on Coping Strategies is more effective than the Present Stress Coping Approach in reducing Academic Stress among Higher Secondary School Students. The conclusion is substantiated by the following findings.

6.2.4.1 Total Sample

1. The means of the Post Test scores of students in the Experimental and Control groups differ significantly (CR= 9.07, p < 0.01. The Experimental group is superior to the Control group (ME=246.8, MC = 174.6).

2. The Analysis of Variance of the Pre-Test and Post Test scores of students in the Experimental and Control groups are Fx= 1.27, p > 0.05 and Fy= 628.1, p < 0.01 respectively. This shows that the Post Test Scores of the Experimental and Control groups differ significantly.

3. The Analysis of Co-variance of the Pre-Test and Post Test scores of students in the Experimental and Control Groups (F = 912.98; p<0.01) shows that there is significant difference between the Means of the Post-Test scores of the two groups.
4. The Adjusted Y Means of the Post Test scores of students in the Experimental and Control groups differ significantly ($t = 15.72$, $p<0.001$). The Experimental group is superior to the Control group ($Myx_E = 238.3$, $Myx_C = 190.6$). Thus it is clear that the students trained with the help of prepared Package based on Coping Strategies attained more coping ability than the students trained in the Present Stress Coping Approach.

6.2.4.2 Gender Sub Samples

A. Boys

1. The means of the Post Test scores of students in the Experimental and Control groups differ significantly ($CR = 7.60$, $p < 0.01$). The Experimental group is superior to the Control group ($ME = 258.3$, $MC = 196.8$).

2. The Analysis of Variance of the Pre-Test and Post Test scores of students in the Experimental and Control groups are $F_x = 0.04$, $p > 0.05$ and $F_y = 46.50$, $p < 0.01$ respectively. This shows that the Post Test Scores of the Experimental and Control groups differ significantly.

3. The Analysis of Co-variance of the Pre-Test and Post Test scores of students in the Experimental and Control Groups ($F = 534.02$; $p<0.01$) shows that there is significant difference between the Means of the Post-Test scores of the two groups.

4. The Adjusted Y Means of the Post Test scores of students in the Experimental and Control groups differ significantly ($t = 17.98$, $p<0.001$). The Experimental group is superior to the Control group ($Myx_E = 262.8$, $Myx_C = 200.02$). Thus it is clear that the students trained with the help of prepared Package based on Coping Strategies
attained more coping ability than the students trained in the Present Stress Coping Approach.

B. Girls

1. The means of the Post Test scores of students in the Experimental and Control groups differ significantly (CR= 7.32, p < 0.01. The Experimental group is superior to the Control group (ME=236.8, MC = 179.5).

2. The Analysis of Variance of the Pre-Test and Post Test scores of students in the Experimental and Control groups are Fx= 1.12, p > 0.05 and Fy= 45.28, p < 0.01 respectively. This shows that the Post Test Scores of the Experimental and Control groups differ significantly.

3. The Analysis of Co-variance of the Pre-Test and Post Test scores of students in the Experimental and Control Groups (F = 395.12; p<0.01) shows that there is significant difference between the Means of the Post-Test scores of the two groups.

4. The Adjusted Y Means of the Post Test scores of students in the Experimental and Control groups differ significantly (t = 13.37, p<001). The Experimental group is superior to the Control group (MyxE =226.42, MyxC = 184.17). Thus it is clear that the students trained with the help of prepared Package based on Coping Strategies attained more coping ability than the students trained in the Present Stress Coping Approach.

6.2.4.3 Subject Sub Samples

A. Science Students

1. The means of the Post Test scores of students in the Experimental and Control groups differ significantly (CR= 18.62, p < 0.01. The
Experimental group is superior to the Control group (ME=267.3, MC = 198.2).

2. The Analysis of Variance of the Pre-Test and Post Test scores of students in the Experimental and Control groups are Fx= 2.02, p > 0.05 and Fy= 110.74, p < 0.01 respectively. This shows that the Post Test Scores of the Experimental and Control groups differ significantly.

3. The Analysis of Co-variance of the Pre-Test and Post Test scores of students in the Experimental and Control Groups (F = 179.82; p<0.01) shows that there is significant difference between the Means of the Post-Test scores of the two groups.

4. The Adjusted Y Means of the Post Test scores of students in the Experimental and Control groups differ significantly (t = 16.18, p<001). The Experimental group is superior to the Control group (MyxE =260.56, MyxC = 201.98). Thus it is clear that the students trained with the help of prepared Package based on Coping Strategies attained more coping ability than the students trained in the Present Stress Coping Approach.

B. Commerce Students

1. The means of the Post Test scores of students in the Experimental and Control groups differ significantly (CR= 18.71, p < 0.01. The Experimental group is superior to the Control group (ME=245.4, MC = 174.3).

2. The Analysis of Variance of the Pre-Test and Post Test scores of students in the Experimental and Control groups are Fx= 1.92, p > 0.05 and Fy= 102.97, p < 0.01 respectively. This shows that the Post Test Scores of the Experimental and Control groups differ significantly.
3. The Analysis of Co-variance of the Pre-Test and Post Test scores of students in the Experimental and Control Groups ($F = 104.61; p<0.01$) shows that there is significant difference between the Means of the Post-Test scores of the two groups.

4. The Adjusted Y Means of the Post Test scores of students in the Experimental and Control groups differ significantly ($t = 16.63, p<0.01$). The Experimental group is superior to the Control group ($M_{yE} = 240.11, M_{yC} = 171.24$). Thus it is clear that the students trained with the help of prepared Package based on Coping Strategies attained more coping ability than the students trained in the Present Stress Coping Approach.

C. Humanities Students

1. The means of the Post Test scores of students in the Experimental and Control groups differ significantly ($CR= 17.57, p < 0.01$). The Experimental group is superior to the Control group ($M_{E} = 230.4, M_{C} = 162.1$).

2. The Analysis of Variance of the Pre-Test and Post Test scores of students in the Experimental and Control groups are $F_x = 2.75, p > 0.05$ and $F_y = 100.23, p < 0.01$ respectively. This shows that the Post Test Scores of the Experimental and Control groups differ significantly.

3. The Analysis of Co-variance of the Pre-Test and Post Test scores of students in the Experimental and Control Groups ($F = 102.69; p<0.01$) shows that there is significant difference between the Means of the Post-Test scores of the two groups.

4. The Adjusted Y Means of the Post Test scores of students in the Experimental and Control groups differ significantly ($t = 15.65,$
p<0.01). The Experimental group is superior to the Control group (MyxE = 244.8, MyxC = 164.2). Thus it is clear that the students trained with the help of prepared Package based on Coping Strategies attained more coping ability than the students trained in the Present Stress Coping Approach.

6.2.5 Effectiveness of category wise Stress Coping Strategies to reduce Academic Stress of Higher Secondary School Students

6.2.5.1 Physical Stress Coping Strategies

1. The means of the Post Test scores of students in the Experimental and Control groups differ significantly (CR= 12.42, p < 0.01. The Experimental group is superior to the Control group (ME=64.2, MC = 52.1).

2. The Analysis of Variance of the Pre-Test and Post Test scores of students in the Experimental and Control groups are Fx= 0.54, p > 0.05 and Fy= 162.18, p < 0.01 respectively. This shows that the Post Test Scores of the Experimental and Control groups differ significantly.

3. The Analysis of Co-variance of the Pre-Test and Post Test scores of students in the Experimental and Control Groups (F = 626.7; p<0.01) shows that there is significant difference between the Means of the Post-Test scores of the two groups.

4. The Adjusted Y Means of the Post Test scores of students in the Experimental and Control groups differ significantly (t = 21.13, p<0.01). The Experimental group is superior to the Control group (MyxE =64.88, MyxC = 52.62). Thus it is clear that the students trained with the help of prepared Physical Stress Coping Strategies
attained more coping ability than the students trained in the Present Stress Coping Approach.

6.2.5.2 Psychological Stress Coping Strategies

1. The means of the Post Test scores of students in the Experimental and Control groups differ significantly (CR= 15.42, p < 0.01. The Experimental group is superior to the Control group (ME=69.6, MC = 49.0).

2. The Analysis of Variance of the Pre-Test and Post Test scores of students in the Experimental and Control groups are Fx= 0.54, p > 0.05 and Fy= 159.72, p < 0.01 respectively. This shows that the Post Test Scores of the Experimental and Control groups differ significantly.

3. The Analysis of Co-variance of the Pre-Test and Post Test scores of students in the Experimental and Control Groups (F = 668.6; p<0.01) shows that there is significant difference between the Means of the Post-Test scores of the two groups.

4. The Adjusted Y Means of the Post Test scores of students in the Experimental and Control groups differ significantly (t = 22.98, p<001). The Experimental group is superior to the Control group (MyxE =70.92, MyxC = 49.31). Thus it is clear that the students trained with the help of prepared Psychological Stress Coping Strategies attained more coping ability than the students trained in the Present Stress Coping Approach.

6.2.5.3 Emotional Stress Coping Strategies

1. The means of the Post Test scores of students in the Experimental and Control groups differ significantly (CR= 17.75, p < 0.01. The
Experimental group is superior to the Control group (ME=73.2, MC = 51.9).

2. The Analysis of Variance of the Pre-Test and Post Test scores of students in the Experimental and Control groups are Fx= 0.59, p > 0.05 and Fy= 165.21, p < 0.01 respectively. This shows that the Post Test Scores of the Experimental and Control groups differ significantly.

3. The Analysis of Co-variance of the Pre-Test and Post Test scores of students in the Experimental and Control Groups (F = 677.21; p<0.01) shows that there is significant difference between the Means of the Post-Test scores of the two groups.

4. The Adjusted Y Means of the Post Test scores of students in the Experimental and Control groups differ significantly (t = 23.15, p<001). The Experimental group is superior to the Control group (MyxE =72.88, MyxC = 51.56). Thus it is clear that the students trained with the help of prepared Emotional Stress Coping Strategies attained more coping ability than the students trained in the Present Stress Coping Approach.

6.2.5.4 Cognitive Stress Coping Strategies

1. The means of the Post Test scores of students in the Experimental and Control groups differ significantly (CR= 12.02, p < 0.01. The Experimental group is superior to the Control group (ME=66.4, MC = 50.3).

2. The Analysis of Variance of the Pre-Test and Post Test scores of students in the Experimental and Control groups are Fx= 0.54, p > 0.05 and Fy= 157.79, p < 0.01 respectively. This shows that the Post Test Scores of the Experimental and Control groups differ significantly.

3. The Analysis of Co-variance of the Pre-Test and Post Test scores of students in the Experimental and Control Groups (F = 631.91; p<0.01)
show that there is significant difference between the Means of the Post-Test scores of the two groups.

4. The Adjusted Y Means of the Post Test scores of students in the Experimental and Control groups differ significantly \((t = 20.11, p < 0.01)\). The Experimental group is superior to the Control group \((\text{MyxE} = 66.21, \text{MyxC} = 50.12)\). Thus it is clear that the students trained with the help of prepared Cognitive Stress Coping Strategies attained more coping ability than the students trained in the Present Stress Coping Approach.

6.2.5.5 Exam Stress Coping Strategies

1. The means of the Post Test scores of students in the Experimental and Control groups differ significantly \((CR = 18.33, p < 0.01)\). The Experimental group is superior to the Control group \((\text{ME} = 66.9, \text{MC} = 47.2)\).

2. The Analysis of Variance of the Pre-Test and Post Test scores of students in the Experimental and Control groups are \(F_x = 0.58, p > 0.05\) and \(F_y = 182.0, p < 0.01\) respectively. This shows that the Post Test Scores of the Experimental and Control groups differ significantly.

3. The Analysis of Co-variance of the Pre-Test and Post Test scores of students in the Experimental and Control Groups \((F = 685.11; p < 0.01)\) shows that there is significant difference between the Means of the Post-Test scores of the two groups.

4. The Adjusted Y Means of the Post Test scores of students in the Experimental and Control groups differ significantly \((t = 22.68, p < 0.001)\). The Experimental group is superior to the Control group \((\text{MyxE} = 66.8, \text{MyxC} = 46.24)\). Thus it is clear that the students trained with the help of prepared Exam Stress Coping Strategies attained more
coping ability than the students trained in the Present Stress Coping Approach.

6.2.5.6 Conflict resolution Strategies

1. The means of the Post Test scores of students in the Experimental and Control groups differ significantly (CR= 15.38, p < 0.01. The Experimental group is superior to the Control group (ME=69.6, MC = 59.3).

2. The Analysis of Variance of the Pre-Test and Post Test scores of students in the Experimental and Control groups are Fx= 0.59, p > 0.05 and Fy= 186.0, p < 0.01 respectively. This shows that the Post Test Scores of the Experimental and Control groups differ significantly.

3. The Analysis of Co-variance of the Pre-Test and Post Test scores of students in the Experimental and Control Groups (F = 689.22; p<0.01) shows that there is significant difference between the Means of the Post-Test scores of the two groups.

4. The Adjusted Y Means of the Post Test scores of students in the Experimental and Control groups differ significantly (t = 16.91, p<001). The Experimental group is superior to the Control group (MyxE =69.92, MyxC = 53.01). Thus it is clear that the students trained with the help of prepared Conflict resolution Strategies attained more coping ability than the students trained in the Present Stress Coping Approach.

6.2.5.7 Classroom Stress Coping Strategies

1. The means of the Post Test scores of students in the Experimental and Control groups differ significantly (CR= 18.83, p < 0.01. The Experimental group is superior to the Control group (ME=63.6, MC = 45.9).
2. The Analysis of Variance of the Pre-Test and Post Test scores of students in the Experimental and Control groups are $F_x = 0.54$, $p > 0.05$ and $F_y = 160.01$, $p < 0.01$ respectively. This shows that the Post Test Scores of the Experimental and Control groups differ significantly.

3. The Analysis of Co-variance of the Pre-Test and Post Test scores of students in the Experimental and Control Groups ($F = 641.23; p < 0.01$) shows that there is significant difference between the Means of the Post-Test scores of the two groups.

4. The Adjusted Y Means of the Post Test scores of students in the Experimental and Control groups differ significantly ($t = 19.48$, $p < 0.01$). The Experimental group is superior to the Control group ($My_{xE} = 64.12$, $My_{xC} = 45.02$). Thus it is clear that the students trained with the help of prepared Classroom Stress Coping Strategies attained more coping ability than the students trained in the Present Stress Coping Approach.

6.2.6 Reflections on the Package appraisal questionnaire from the students and experts to reveal the application categories of the study

6.2.6.1 The reflections of the package appraisal questionnaire from the students reveal that they are highly satisfied with the Package based on Coping Strategies and they strongly recommended the Package based on Coping Strategies for other students of their age. This conclusion is arrived at from the following findings of the study.

1. 96% of students revealed that they realized the importance and need for managing their Academic stress after the implementation of Package based on Coping Strategies.
2. 97% of the students agreed that they can identify specific stress symptoms much clearer after attending the Package.

3. 91% of students accepted that the various stress coping strategies used for the delivery of the package are appropriate and effective.

4. 92% of students agreed that they can experience personal transformation of Stress coping ability after the implementation of Package based on Coping Strategies.

5. 99% of students accepted that the stories and the various activities in the package are effective and interesting.

6. 96% of students accepted that the language used in this package is simple and communicative.

7. 89% of students opined that they felt comfortable in reflecting and sharing their personal experiences.

8. 93% of students agreed that they could understand the stress symptoms of their participant friends in the package program and help to maintain a healthy relationship with them.

9. 98% of students pointed that after the Package based on Coping Strategies training they have developed a habit of regularly assessing their stress level and to take measures to cope with the same.

10. 90% of students have the opinion that they can now adjust with their parents, teachers, friends, brothers and sisters in a comfortable stress level than before.

11. 94% of students strongly argue that they are ready to monitor and inform their development with regard to coping with academic stress.
12. 99% of students strongly recommended this package for other students of their age.

6.2.6.2 The reflections of the package appraisal questionnaire from experts reveal that they are of the opinion that Academic stress of a student can be reduced by a training package and they recommended the Package based on Coping Strategies with the appropriate improvisation after the experiment for the general application as part of the formal education. This conclusion is substantiated by the following findings.

1. 92% of experts agree that the academic stress of students can be reduced by a training package.

2. 96% of the experts have a feeling that the present stress coping approach followed in the higher secondary school is inadequate for coping the academic stress of the students.

3. 97% of experts suggest that the present proposed package based on Coping Strategies in this research study is effective to equip the students to be aware of their stress and to cope them.

4. 92% of experts agree that the activities in this package are compatible.

5. 90% of experts agree that the training tools suggested in this Package based on Coping Strategies are effective for the higher secondary school students.

6. 97% of experts propose that the various strategies in this package are easy for students to understand the various categories of stress coping and effective for teachers, who handle this package.
7. 98% of experts are satisfied with the sequence in which the different phases in this package are arranged.

8. 89% of experts have an opinion that the package should also make the involvement of parents, teachers and peer group in the ongoing process of the enhancement of a student's coping ability on continuing basis.

9. 91% of experts have an opinion that the Package based on Coping Strategies along with other training and facilitation on handling conflict and managing emotions shall be of accelerating phases, appropriately in terms of adolescent and youth hood phase.

10. 95% of experts recommended this Package based on Coping Strategies with the appropriate improvisation after the experiment phase for the general application as part of the formal education.

6.2.7 The prepared Package based on Coping Strategies are more effective than the Present Stress Coping Approach in enhancing Retention Capacity of Higher Secondary School Students for their total sample and sub samples based on Gender and subjects.

The conclusion is based on the following findings.

1. **Total Sample**

   Retention Capacity of the Experimental group is very high ($r=0.941$), whereas that of the Control group is low ($r=0.418$).

2. **Gender Sub sample**

   i. **Boys**

   Retention Capacity of the Experimental group is very high ($r=0.942$), whereas that of the Control group is low ($r=0.342$).
ii. Girls

Retention Capacity of the Experimental group is very high \((r = 0.928)\), whereas that of the Control group is low \((r = 0.321)\).

3. Subject Sub sample

iii. Science

Retention Capacity of the Experimental group is very high \((r = 0.961)\), whereas that of the Control group is low \((r = 0.321)\).

iv. Commerce

Retention Capacity of the Experimental group is very high \((r = 0.930)\), whereas that of the Control group is low \((r = 0.319)\).

v. Humanities

Retention Capacity of the Experimental group is very high \((r = 0.898)\), whereas that of the Control group is low \((r = 0.314)\).

6.3 Tenability of the Hypothesis

1. The first hypothesis is that the facilities given and activities conducted in the schools for reducing academic stress of higher secondary school students are meagre.

   The major findings (5.2.1.1 and 5.2.1.2) show that the facilities given and activities conducted in the schools for reducing academic stress of higher secondary school students are very limited. Hence the above hypothesis is accepted.

2. The second hypothesis is that the higher secondary school students have high academic stress.
The major findings (5.2.2) show that the higher secondary school students have high academic stress. Hence the above hypothesis is accepted.

3. The third hypothesis is that there exists significant difference in academic stress among the higher secondary school students with respect to Gender, Locale, and Type of management of school and Subject.

The major findings (5.2.3) show that the academic stress of higher secondary school students vary in accordance with Gender, Locale, Type of management of school and Subject. Hence the above hypothesis is accepted.

4. The fourth hypothesis is that the package based on coping strategies prepared would be effective in reducing academic stress among higher secondary school students.

The major findings (5.2.4) show that the prepared package based on coping strategies is more effective in reducing academic stress among higher secondary school students. Hence the above hypothesis is substantiated.

5. The next hypothesis is that the prepared Physical Stress Coping Strategy is more effective than the Present stress coping approach in reducing physical stress of higher secondary school students.

The major findings (5.2.5.1) show that the Physical Stress Coping Strategy is more effective than the Present stress coping approach in reducing physical stress of higher secondary school students. Hence the above hypothesis is substantiated.

6. The next hypothesis is that the prepared Psychological Stress Coping Strategy is more effective than the Present stress coping approach in reducing psychological stress of higher secondary school students.
The major findings (5.2.5.2) show that the Psychological Stress Coping Strategy is more effective than the Present stress coping approach in reducing psychological stress of higher secondary school students. Hence the above hypothesis is substantiated.

7. The next hypothesis is that the prepared Emotional Stress Coping Strategy is more effective than the Present stress coping approach in reducing Emotional stress of higher secondary school students. 

The major findings (5.2.5.3) show that the Emotional Stress Coping Strategy is more effective than the Present stress coping approach in reducing Emotional stress of higher secondary school students. Hence the above hypothesis is substantiated.

8. The next hypothesis is that the prepared Cognitive Stress Coping Strategy is more effective than the Present stress coping approach in reducing cognitive stress of higher secondary school students.

The major findings (5.2.5.4) show that the Cognitive Stress Coping Strategy is more effective than the Present stress coping approach in reducing Cognitive stress of higher secondary school students. Hence the above hypothesis is substantiated.

9. The next hypothesis is that the prepared Exam Stress Coping Strategy is more effective than the Present stress coping approach in reducing Exam stress of higher secondary school students.

The major findings (5.2.5.5) show that the Exam Stress Coping Strategy is more effective than the Present stress coping approach in reducing Exam stress of higher secondary school students. Hence the above hypothesis is substantiated.
10. The next hypothesis is that the prepared Classroom Stress Coping Strategy is more effective than the Present stress coping approach in reducing classroom stress of higher secondary school students.

The major findings (5.2.5.6) show that the Classroom Stress Coping Strategy is more effective than the Present stress coping approach in reducing classroom of higher secondary school students. Hence the above hypothesis is substantiated.

11. The next hypothesis is that the prepared Conflict resolution Strategy is more effective than the Present stress coping approach in reducing conflict stress of higher secondary school students.

The major findings (5.2.5.7) show that the Conflict resolution Strategy is more effective than the Present stress coping approach in reducing Conflict stress of higher secondary school students. Hence the above hypothesis is substantiated.

12. The next hypothesis is that the retention capacity of higher secondary school students trained using Package based on Coping Strategies will be enhanced significantly as compared to those students trained using Present Stress Coping Approach for their total samples and subsamples based on Gender and Subject.

The major findings of the study (5.2.7) show that the retention capacity of higher secondary school students trained using Package based on Coping Strategies will be enhanced significantly as compared to those students trained using Present Stress Coping Approach for their total samples and subsamples based on Gender and Subject. Hence the above hypothesis is substantiated.
6.4.1 CONCLUSIONS BASED ON FINDINGS

The major conclusions that are arrived at in the present study are given below.

The present study brought to light the crucial finding that majority of the higher secondary school students have high academic stress.

The facilities given and activities conducted for reducing academic stress among higher secondary school students are very limited. Additional support for drug and alcohol prevention and treatment is also an effective antiviolence strategy. Schools should develop and implement different types of programs with the goal of preventing and responding to drug abuse. Teachers are important partners in preventing, identifying and responding to student's drug abuse. So schools and administrators should develop creative approaches to organize anti drug club in schools and give message and incorporate lessons related to it in the curricula. Misuse of mobile phone and internet is never acceptable. Schools have a responsibility to provide a safe and supportive environment that protects the emotional and physical wellbeing of students. The counselors, psychologists and psychiatrists can help students to resolve personal concerns that may interfere with their academic progress, social development and satisfaction. They should motivate students to share their problems in a caring and supportive environment. Their service should be designed to enhance student’s ability to fully benefit from the school environment and academic experience. So it can be inferred that psychologist and psychiatrist’s service should be given in a more effective way.

The present study throws light on the fact that the package based on coping with stress strategy was effective for reducing academic stress among higher secondary school students. It also enhances their coping abilities.
Teachers and curriculum planners should give emphasis to Academic stress coping in the educational program. Moreover they need to train the students to regulate, monitor and evaluate their own stress and emotional behaviors. This will motivate students themselves and make the student independent lifelong successful learners and potential citizen to our nation.

6.5 EDUCATIONAL IMPLICATIONS

The main objective of the study was to develop a package based on coping with stress strategy for higher secondary school students for reducing academic stress. The findings of the study have certain educational implication for the school educational program.

1. Findings of the study revealed that the package based on coping with stress strategy is effective in reducing academic stress of higher secondary school students. At present there is no special attention paid in the school to develop stress coping skills to resolve the academic stress of students. Though the school violence and adolescent suicide is a topic for discussion for long in the educational scenario, the present educational institutions are not adequately equipped to handle the academic stress of students. Therefore it highlights the importance of including some aspects of coping with academic stress strategy in the curriculum as a separate subject or being incorporated in subjects. Moreover educational material such as coping with stress strategy may be used for this purpose.

2. The study of the initial awareness of academic stress revealed that most of the students are highly stressed to handle the frustrating situation they face. Therefore school should emphasize the development of coping skills of the students.
3. The home environment of the students is a contributory factor to reduce academic stress of students. It invites the urgent need for conducting parental training on academic stress of higher secondary school students.

4. Students who have emotionally balanced home environment and classroom environment have low level of academic stress as they learn to regulate emotions thereby cognitive activities in a better way.

5. Educational institutions may make arrangements for counseling programs, various activities for stress reduction, awareness about drug addiction and alcoholism, cyber crime and confidence building orientation programs to develop the coping ability and skill in handling feelings and maintaining relationship between students.

6. The school and home have vital responsibility in the elimination of higher academic stress among students. There should be close contact between the members of these two agencies. So appropriate programs on improving coping skill may be arranged by schools to reduce stressful environment which may reduce the academic stress in the students.

6.6 SUGGESTIONS FOR FURTHER RESEARCH

It is hoped that the present study would open new vistas for further research in the areas of ‘Academic Stress’. The investigator wishes to suggest the following desirable areas for further research.

1. The coping with stress strategy was prepared for reducing the academic stress of higher secondary school students. Similar package can be developed for high school and college students.
2. Similar package can be prepared for school teachers, teacher trainees and teacher educators with differentiation.

3. An attempt may be made to prepare a package based on Coping Strategies for disabled and under achievers and also for juvenile delinquents.

4. An attempt could be made to prepare package based on Coping Strategies considering some additional strategies except the 9 strategies for the present study.

5. The effect of package based on coping strategies on other variables can be tested.

6. The relative effectiveness of the package based on coping strategies can be explored in various other localities like scheduled caste and scheduled tribe areas and even schools that follow different educational syllabi.

7. The study cab be repeated for a large sample for longer duration representing all districts in the state to ensure the reliability of result.