Chapter 3
Research Method
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RESEARCH METHOD

This chapter deals with methodology (methods and means) for the successful conduct of the research study. The main focus was on the type of study conducted along with data collection tools and procedures and various parameters used to evaluate the quality of research.

3.1 Orientation of Research

There are three different orientations (paradigms) in the literature relating to the ontological and epistemological assumptions of a researcher which are positivist, interpretive and critical determining the manner in which the research is conducted. A positive paradigm is used in case of experimental and scientific research and relies on quantifiable and objective research data. Interpretive orientation addresses education to be a process as well as an experience where knowledge is gained through inductive hypothesis or theory generating model suggesting a broader philosophical perspective. Critical paradigm assumes education to be social institution designed for social and cultural reproduction and transformation.

The purpose of this investigation was to examine the impact of stress management on academic performance. Based on previous research studies, it is indicated that the students experience high stress and anxiety, which adversely affects their academic performance. Therefore, all three paradigms more adopted as the research is experimental and it covered the structural institutions of the concerned schools in India.

3.2 Research Design

The research design of the study was a Comparative Survey involving two groups i.e. Experimental group and Control group to describe the research question and for data collection to explain the importance/significance of stress management techniques are considered to be important for adolescents to reduce their academic stress.
3.3 Sampling Design

The sample was drawn from five schools of Delhi. A two stage random sampling method was used. Five schools were used at random and the sample was selected from these schools. Schools were quite homogeneous about methods of teaching and evaluating and having the same syllabi, but belonging to different socio economic levels. Relatively larger sample for the present study was helpful to pick up students who were pursuing their academic studies with high degree of stress. School population was preferred over college population in order to get larger variability in stress related studies.

Adolescents from XII class were selected in the present study because of CBSE Board Examination, which is stressful. Moreover, classroom as the unit was taken in this study instead of age criteria in the reality of the Indian school system where experimentation in laboratory conditions is impracticable and social situation itself needs to be taken for the conduct of the study. Thus the sample size was 250 students in Experimental group (Boys -128), (Girls - 122) and 250 in control group (Boys - 146), (Girls - 104). So n=500 as shown in the Table 3.1 below.

<table>
<thead>
<tr>
<th></th>
<th>Experimental Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>128</td>
<td>146</td>
</tr>
<tr>
<td>Girls</td>
<td>122</td>
<td>104</td>
</tr>
<tr>
<td>Total Adolescents</td>
<td>250</td>
<td>250</td>
</tr>
</tbody>
</table>

Source: Primary Data

Inclusion Criteria

Students, who have the working knowledge of English and were able to read, write and understand English.

3.4 Data Collection

3.4.1 Primary Data

Primary data is the original data, which is collected at source such as survey data. Accordingly, original was obtained by asking questions (interviews) or observing and
experimental data, was obtained in a controlled situation by conducting experiments. In this study, primary data was obtained by quantitative method initially by administrating questionnaires to all the students (boy + girls) to find out their stress level. Later on, stress management workshops were conducted on students of Experimental Group. Components of the stress management were developed, based on the assessment of data and the relevant literature on students studying in senior secondary schools.

3.4.2 Secondary Data

The secondary data already exists as books, documents (for example, published statistics and annual reports), journals, business periodicals, documentary films and news releases to supplement the primary data. The internet, another significant source of information was used for conducting exhaustive research related to this area. Secondary data was sourced from books, newspapers, journals, industry portals, government agencies, academic associations, monitoring education news and developments and through access to databases. The following keywords were used for the search strategy: Stress, Coping, Academic Stress, Factors Related to Stress. The main parameters chosen for the literature review from various databases and journal from its advent in 1998 to current 2015.

A thorough literature review was conducted to identify multiple sources of secondary data related to the topic - Developing stress coping model for stress management in adolescents. A snowball approach to literature research was adopted where one list of relevant references leads to the next. The published data was analyzed to find out what was already known about stress management, identify gaps in the available literature, define areas of weakness, identify trends in research activity and develop course of action to provide recommendations and draw conclusions.

3.5 Quality of Research

According to Yin exploratory study designs, tools must consider the following parameters: validity and reliability.

Content validity: Content validity refers to systematic examination of the test content to determine if it covers a representative sample of behavior domain to be measured. It
indicates how well a test or an instrument measures what it is supposed to measure. The items should cover essential aspects of the study. Content validity is of great concern for exploratory approach where causal relationships need to be established where certain conditions are shown to lead to other conditions and appropriate content should be there to tap the concept.

**Face validity:** Refers to the relevance or transparency of a measuring instrument, as they appear to test participants. In other words a test can be said to have face validity if it looks like it is going to measure what it is supposed to measure. People who are expert with the target groups are usually the good judges of face validity. In order to ensure face validity and content validity of the questionnaires, ten people who have the relevant experience in target field evaluated the item pool. They were requested to evaluate the questionnaire for accuracy, appropriateness and relevance measuring impact of stress management on student’s academic performance.

### 3.5.3 Internal Consistency

Reliability refers to the ability of a questionnaire to measure the consistency of an attribute and how well the items correlate and fit together, conceptually. Internal consistency describes the homogeneity of all the items of the questionnaire. Cronbach has measured this using SPSS software version 20. According to Cronbach α value range from (zero) 0 to 1 and a score of 0.7 or higher is acceptable. This was calculated for the whole questionnaire i.e. entire scale and individually for the different sections of the questionnaire i.e. subscales.

### 3.5.4 Split Half Reliability

Measures internal consistency by dividing the scale into two halves, which may be first half of the questionnaire versus last half or even items of the questionnaire versus odd items of the questionnaire. Scores of the two halves are then correlated. A high correlation score indicates that the two sets have consistent information, which means that if a subject scores high on one set of items that would also score high on second set. This shows that the items are measuring the same concept. Therefore, this was measured using SPPS software for the questionnaire.
3.6 Analysis Methods

- Likert scale to construct the questionnaires
- Item analysis to refine the questionnaires
- Internal reliability of the questionnaires was tested with Cronbach’s alpha using SPSS software version 20.
- Split half reliability of the questionnaires was tested using SPSS version 20.
- Face validity and content validity of the questionnaires was measures with expert attitude
- The data from questionnaires was prioritized using Multiple Attribute Decision Making (MADM) approach

3.7 Tools Used

This is an exploratory research. First step in this study was the development of tools for data collection. Questionnaires related to Degree of stress and Levels of stress were developed as per the student’s perspective considering stress management in relation to academic stress. Based on theoretical analysis and objectives of the study, the following data collection tools were used in order to conduct the study:-

(a) Socio Demographic Data Sheet.
(b) Self Structured Questionnaire.
(c) Self Structured Rating Scale.
(d) Inventory of College Student’s Recent Life Experience, Kohn et.al.
(e) Coping Check List, Subramaniam Rao
(f) Self Assessment Form

For the present study, the technique of data collection used was self administered structured questionnaire and rating scale. The following tools were developed in order to generate the data:

3.7.1 Socio Demographic Data Sheet (Appendix-I)

A socio demographic data sheet was developed to collect information regarding socio demographic details of the participants. It included the details of the participants like
name, age, sex, course, father’s name, address and phone number. It also included the
details of the family like type of family, number of members in the family, total income
of the family, education and occupation of mother and father, number of brothers and
sisters and birth order of the participants. The socio demographic sheet had 10
statements to assess the area of difficulty perceived by the students. For nine questions,
the participant had to answer in yes or no format and the last one was open-ended
asking to list any other cause of difficulty in his/her studies.

3.7.2 Description of Structured Questionnaire to assess the Stress Scores related to
Studies (Annexure – II)

The researcher herself developed this scale. The student stress inventory was used to
determine the major sources of stress among school going students. The inventory
consisted of 25 potentially stressful situations. The respondents considered to be giving
them Mild, Moderate or Severe stress or alternatively No Stress at all. On a four point
rating scale, based upon the likert scale, if the respondent felt that the stress trigger, the
researcher gave “no stress”. If she thought, it gave ‘mild stress’ then 1 mark was given.
If she thought, it gave ‘moderate stress’ then 2 marks were given and lastly 3 marks
were given for “severe stress”. Three equal divisions of maximum possible stress scores
were made. The degree of stress was categorized as follows in Table 3.2.

<table>
<thead>
<tr>
<th>Degree of Stress</th>
<th>Stress Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild Stress</td>
<td>Below 25</td>
</tr>
<tr>
<td>Moderate Stress</td>
<td>26-50</td>
</tr>
<tr>
<td>Severe Stress</td>
<td>51-75</td>
</tr>
</tbody>
</table>

Source: Primary Data

Scoring was done on the basis of total number of responses given by the subject the
scale addressed interpersonal, academic and environmental sources of stress. The items
in the scale were classified as either daily hassles or major life events. For details,
please see Annexure II.
Content Validity of the Tool

The content validity of the tool was established by giving it to 10 experts in the field of stress management. A request letter was sent to the Principals of the Schools mentioning statement of problem, objective and criteria for rating scale. Based on expert’s suggestions, necessary modifications were made. Hence, the Tool was found to be valid for the purpose of the present study.

Pilot Study

After obtaining formal administrative permission from the concerned authorities, the structured questionnaire was administrated to thirty 12th class students in order to find out the clarity, relevance and nature of responses as well as the average time taken for answering the questionnaire. Overall, the instrument was found appropriate, clear, unambiguous and appropriate. The average time taken by the each student to complete the questionnaire was about 25-30 minutes.

Reliability of the Tool

After the successful tryout on thirty, 12th class students, reliability of the tool was established by using Cronbatch’s Alpha Internal Consistency Test for the tool. The reliability coefficient obtained by using Cronbatch’s Alpha was .722 for the stress related to interpersonal, intrapersonal, academic and environmental sources of stress. The tool was found reliable.

3.7.3 Description of Structured Rating Scales to Assess Psychological and Physical Stress Reactions in Adolescents (Annexure- III)

The researcher herself developed this scale. Items pertaining to stress reactions were included in this part. This part consisted of 46 items related to physical and psychological stress reactions. It was a four point rating scale, via, Frequently (3), Occasionally (2), Rarely (1) Never (0). If the respondent felt that a certain stress reactions occurred frequently then she had given three marks, if the subject felt stress reaction occurred only occasionally, then two marks were given. If Stress reactions were found rarely, then one mark was given and finally if the subject never experienced stress, then zero was given. For details, please see Annexure - III.
In order to interpret the scores obtained by respondents, they were categorized as per the following in Table 3.3.

**Table 3.3: Stress Reaction Scores**

<table>
<thead>
<tr>
<th>Frequency of Occurrence of Stress Reactions</th>
<th>Stress Reaction Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely</td>
<td>1-46</td>
</tr>
<tr>
<td>Occasionally</td>
<td>47-92</td>
</tr>
<tr>
<td>Frequently</td>
<td>93-138</td>
</tr>
</tbody>
</table>

Source: Primary Data

**Content Validity of Tool**

The content validity of the tool was established by giving it to ten experts in the field of stress management. A request letter was sent to the concerned authorities of the schools, addressing the problems, objectives and criteria for rating scale was made. Based on expert’s suggestions, necessary modifications were made. As a result, the Tool was found valid for the purpose of the study.

**Pilot Study**

After obtaining formal administrative permission the structured rating scale was administrated to thirty 12th class students along with the questionnaire in order to find out the clarity, relevance and nature of responses as well as the average time taken for answering the same. Overall, the instrument was found appropriate, clear, unambiguous and appropriate. The average time taken by the each student to complete the scale was about 25-30 minutes.

**Reliability of the Tool**

After the successful tryout on thirty 12th class students, reliability of the tool was established by using Cronbatch’s Alpha Internal consistency test. The reliability coefficient obtained by using Cronbatch’s Alpha Internal Consistency Test was .657 for physical and psychological stress reactions. The tool was found reliable.
3.7.4 Inventory of College Student’s Recent Life Experiences (ICSRLE; Kohn & Frazer (1990); Annexure - IV)

It was a designed and standardized tool, used to identify individual exposure to sources of stress or hassles experienced over the past month. There were total of 49 items with seven factors; the subscales were leveled as Developmental Challenge, Time Pressure, Academic Alienation, Romantic Problems, Assorted Annoyance, General Social Mistreatment and Friendship Problems. The inventory was developed uniquely for adolescents. The items were rated on 4 point scale where zero (0) was equivalent to the situation where stress was not at all part of any student life and three (3) was equivalent when the student experience stress as very much part of the life. The total score is obtained by adding all the scores. The score range from 0-47; reflecting higher the score greater the stress.

3.7.5 Coping Checklist (Rao, Subbukrishna and Prabhu, 1989 (Annexure - V)

The coping checklist consists of 76 items describing broad range of behavioral, emotional and cognitive responses that are used to handle stress. The items are answered as Yes or No indicative of presence or absence of a particular coping behavior. The scale has already been standardized for high school students with the sound knowledge of English. It has been divided into 7 sub scales-problems such as “Positive Focused Distraction”, “Negative Focused Distraction”, “Acceptance/Redefinition”, “Religion/Faith”, “Denial/ Blame” and “Social Support”. The score was range from 0-76; here the high score indicated the better coping.

3.7.6 Self Assessment Form. (Annexure – VI)

A Self Assessment Form/Performa was also developed by the investigator/researcher to identify the time management and evaluate study skills of the participants. It has 60 statements out of which 23 statements were related to time management whereas 37 statements were related to study skills. All the statements were related to the time management and study related skills, which were practiced by students. The participant had to choose from the options such as rarely, sometimes and often. The items were scored as “rarely =1”, “sometimes=2”, “often=3”. Some of the items were negatively
stated and their scoring was done vice versa such as “rarely=3”, “sometimes=2”, “often=1”. The total score was obtained by adding all the scores. The score ranged from 0-186. High scores indicate good time management and effective study skills.

3.8 Development of Guidelines for Coping with Stress Related to Studies

The guidelines for students for enhancing coping with stress related to studies were developed based on review of literature and objectives of the present study. The steps adopted in the development of guidelines included:

1. Development of content outline
2. Preparation of guidelines
3. Content validation of guidelines
4. Preparation of the final draft

Development of Content Outline

The first step adopted for the development of content area is formulation of criteria for rating scale. A list of criteria was prepared after reviewing extensive research and non-research material according to the need of students and in consultation with the experts in the field concerned.

Preparation of Guidelines

The guidelines were developed based on review of literature, present study objectives, findings and informal discussion with school principals, school teachers, school counselors and school administrators. Some of the important factors considered while developing the guidelines were simplicity of language, content covering all selected problem areas, appropriateness of the available resources and practicability to implement these guidelines.

Content Validation of Guidelines

The prepared guidelines were submitted to ten experts for validation. Out of 14 criteria statements in the rating scale, twelve (12) were fully met as reported by seven (100%) experts. The remaining two criteria statements were marked as mostly met 5 (100%)
experts and 2 (30%) experts as fully met. The expert suggested few additions in the content which were duly incorporated.

**Preparation of the Final Draft**

Finally, the guidelines were made by keeping in view all the above factors. Initially the researcher made a rough draft. After considering the same with a second thought, a final draft was proposed.

**3.9 Procedure of Study**

Five schools from Delhi were randomly selected for the study. Principals of the schools were explained the nature and rationale of the study and permission was obtained to conduct the study. The dates were fixed for pre-assessment according to the convenience of the school authorities. Students of XII class were selected as subjects. In order to obtain free and frank/fair responses from subjects, as a researcher, I explained the nature of the study and their expected participation in the study. Subjects were assured about the confidentiality of their responses. Students were told about the study and consent was taken from the students.

**Pre Assessment Phase**

After having taken the consent from the students, the data was collected with the help of developed tools before the start of the stress management program with a view to assess their present level of stress. Both the groups i.e. Experimental as well as Control Group students had participated and both the groups were assessed by all the five tools such as Socio Demographic Data Sheet, Structured Questionnaire, Structured Rating Scale, Inventory of College Student Recent Life Experience (ICSRLE) Kohn & Frazer (1990); Coping Check List (Rao, Subbukrishna and Prabhu, 1989) along with a Self Assessment Form and the data was collected and the scoring was done with the help of established scoring key.

**Intervention Schedule**

After the completion of the Pre Assessment Phase, the researcher approached the same students of the Experimental group (Boys - 128, Girls - 122) for giving them the Interventions like (Relaxing therapy, Laughter Therapy, Games, Yoga, Study skill Training and Group Discussion).
After pre assessment, dates were finalized for conducting workshops in the schools, selected for experimental group. The instructions written on title page in each questionnaire were readout. The components of the stress management were developed based on the assessment of data and the literature on student and the components based on cognitive behavioral strategies for stress management. The module included time management, relaxation, study skills which included study environment, study methods and task management memorization techniques, good habits, coping, cognitive restructuring and reappraisal, social relations, problem solving, dealing with failure etc.

The method used for the workshop was through lectures using slide projector, group discussion and playing games. The workshops were carried out by the researcher. At the end of the workshop, Feedback was taken from the participants. The feedback form prepared to evaluate the workshop consisted of rating content of the workshop, method, effectiveness of presentations etc. Content wise the students did not have any additions to make and they felt all the important areas of concern were fully covered.

Intervention schedule was as following:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Interventions</th>
<th>Time Schedule</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yoga</td>
<td>30 Mins</td>
<td>Surya Namaskar, Aalom Vilom, Stretching</td>
</tr>
<tr>
<td>2</td>
<td>Relaxing Therapy</td>
<td>20 Mins</td>
<td>Deep Breathing (5 Mins), Cycling Exercise (5 Mins), Matasya Aasan (5 Mins),</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Shav Aasan (5 Mins)</td>
</tr>
<tr>
<td>3</td>
<td>Laughter Therapy</td>
<td>10 Mins</td>
<td>With the help of Expert / Trainer.</td>
</tr>
<tr>
<td>4</td>
<td>Study SkillTraining</td>
<td>30 Mins</td>
<td>Through Discussion panel regarding Effective Reading Habits, Effective Learning Habits, Concentration.</td>
</tr>
<tr>
<td>5</td>
<td>Games</td>
<td>30 Mins</td>
<td>Balloon Game, Pairs, Beach Ball</td>
</tr>
<tr>
<td>6</td>
<td>Group Discussion</td>
<td>30 Mins</td>
<td>Discussion regarding Time Management Skills and How the adolescents reduce stress.</td>
</tr>
</tbody>
</table>

Source: Primary Data
Yoga

This was the first intervention held at the beginning of the session. Three exercises were part of this Yoga Activity namely – Surya Namaskar, Aalom Vilom and Kapalbhati.

**Surya Namaskar:** The exercise started with standing at the edge of mat, keeping feet together and maintaining the balance weight equally on both the feet. Then expand the chest and relax the shoulders. Students were told that as they breathe in, lift both arms up from the sides and as they exhale, bring palms together in front of the chest in a prayer position. Breathing in, lift the arms up and back. In the same pose, the effort was to stretch the whole body up from the heels to the tips of the fingers ensuring they were reaching up with the fingers rather than trying to bend backwards. Breathing out, bend forward from the waist, keeping the spine erect. As they exhale completely, bring the hands down to the floor, beside the feet. Breathing in, push your right leg back, as far back as possible. Bring the right knee to the floor and look up. As they breathe in, take the left leg back and bring the whole body in a straight line. Gently bring knees down to the floor and exhale. Take the hips back slightly, slide forward, rest the chest and chin on the floor. Raise posterior a little bit. The two hands, two feet, two knees, chest and chin (eight parts of the body touch the floor). Slide forward and raise the chest up into the Cobra posture. Students were allowed to keep the elbows bent in this pose, the shoulders away from the ears. Look up. Breathing out, lift the hips and the tail bone up, chest downwards in an 'inverted V' posture. Breathing in, bring the right foot forward in between the two hands, left knee down to the floor, press the hips down and look up. Breathing out, bring the left foot forward. Keep the palms on the floor. Bend the knees, if necessary. Breathing in, roll the spine up, hands go up and bend backwards a little bit, pushing the hips slightly outward. As they exhale, first straighten the body, then bring the arms down and Relax.

**Anulom Vilom:** All the students were told to close the eyes and sit in Padmasana and rest their hands on the knees. Then, close the right nostril with the right thumb. Inhale slowly through the left nostril, inhale the oxygen as much as they can to fill the lungs with air. Remove thumb from right nostril and as they remove their thumb from right nostril just exhale. When exhale use middle finger to close left nostril then inhale with our right nostril and remove thumb from right nostril then exhale. Repeat this process for 10 minutes. Be focused and concentrate in breathing.
Kapalbhati: Kapalbhati pranayama is the only physical and breathing technique useful for mind detoxification and purification. In all of the cleansing routines of yoga, kapalbhati is the only one, which can cleanse both the mind and the body using only breath. As a de-stressing tool, kapalbhati breathing has shown remarkable results. Some of the more prominent yoga gurus have worked hard to popularize this technique all over the world. It is this reason that the technique is often also known as baba Ramdev kapalbhati. While kapalbhati is a great way to improve both your body and mind and effectively beat stress, it is not recommended for everyone. Kapalbhati pranayama steps are usually very straightforward. However, it is important to ensure that everyone should perform it properly. In this, students were asked to Sit straight with spine erect with crosslegs. They were told to take deep breath and exhale quickly and suddenly making a puffing sound while doing it. Focus on exhaling forcefully and not on the inhalation. When exhale, draw abdominal muscles inward simultaneously. Abdomen should rise when inhale and fold when exhale. Continue for 10 breaths and then take a break.

Relaxation Therapy

The following exercises were used as relaxation therapy:

Deep Breathing: The students were asked to lie down on the mattress with palms of the hand open and facing the roof. Then to leave the body free that is feet, knees, waist, hands, shoulders and neck would not be tight and tense. The students were asked to take
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deep breath but in a special way by not to expand their chest but to fill air into the stomach. This technique is more popular as “diaphragmatic breathing”. In this, the mouth remains close and air is inhaled and exhaled through the nostrils. Students were instructed to fill in the air in a very gradual manner like one blow a balloon. Further, told them to remain in that position for about 20 to 30 seconds depending upon their ability. After this, the students were asked to speak the word Relax. This whole process was repeated five times. The gradual filling and releasing of air gave cognitive control and allows the subject to collect their disturbances for some while.

**Cycling:** In this exercise, the students were instructed to lie down flat on the back with the palms down and fold their legs and bring the knees right up to the stomach. Then, they were informed to hold the knees with both hands, i.e., right leg with right hand and left leg with left hand in the way that knees should not move ahead half way from the stomach. After this, the students were required to put their hands down and palms facing downwards and then start making circular moments with the legs as if they were cycling with taking care of the breath. The hands pressed on the stomach held this position of lying down with folded legs. The researcher called it “**Embryonic position**”. The subject was remained in the same posture until the breath became normal. This is also known as **Pawanmuktasana**. This exercise brings out the changes in circulatory process. It also gives self-confidence to students that can control their body. After making, they understand the activity took five mins.

**Matasya Asan:** In this the students were told to lie flat on their back making sure their legs were together and hands were placed comfortably beside the body such that the palms were facing the ground. Then bring the elbows closer to each other placing them close to waist. Then to cross the legs such that the feet cross each other at body’s middle, thighs, and knees placed flat on the floor. After being in that position, Breathe in and one need to lift the chest up such that the head also lifted and crown touches the floor by making sure the weight of body is on elbows and not on head. Then the students were told to hold the position until they were comfortable and breathe normally. Then, Exhale and release the position, lifting the head first then dropping the chest to the ground. Untangle the legs and relax. Precautions were taken as if someone has had a back injury, they were strongly recommended to avoid this asana.
**Shavasan:** Students were instructed to lie flat on the back. With closing eyes, they were told to keep legs comfortable apart and let feet and knees relax completely, toes facing to the sides. Giving the attention to different body parts one by one, slowly relax entire body. Keep breathing slowly, gently, deeply and allow breath to relax you more and more. The incoming breath energizes the body while the outgoing breath brings relaxation. Drop all sense of hurry or urgency or any need to attend to anything else. Just be with the body and the breath. Surrender the whole body to the floor and let go. Make sure you do not fall asleep.

**Laughter Therapy**

Laughing is an excellent way to reduce stress in our lives and can help to cope with and survive a stressful lifestyle. Laughter provides a full-scale workout for your muscles and unleashes a rush of stress-busting endorphins. Since our bodies cannot distinguish between real and fake laughter, anything that makes you giggle will have a positive impact. You do not need to be happy or have a sense of humor to benefit from a good laugh. Laughter Yoga includes four things: Clapping in rhythm to ‘ho-ho-ha-ha-ha’, Breathing and stretching, Child-like play and Laughter exercises. Students were asked to follow the four steps and the whole exercise took place for 10 minutes.

**Study Skill Training**

In Study Skill Training the students faced an approach, which was focused on goal setting, internalization of positive attitudes towards academics, self-awareness and decision-making. Self concept and focus of control variables were also discussed focusing on how these variables can more productively interact with the decision making model. The rationale of this condition stresses upon the potential efficacy in order to enhance the personal development, study and test taking behavior. A difficulty associated with the use of study skills counseling was that the participants had to put the same behavior into practice even after the treatment session. The following points were kept in mind while preparing the study skill format for students:
1) **Planning and Preparing a Study Schedule:** The whole study was planned because “the plan usually has a mobilizing effect” that intensifies and systematize the realization of a task. The word plan was executed there to connote any written or mentally conceived programme with an intended purpose.

2) **Practicing a Study Plan:** Many students were having excellent intentions and high purposes for carrying out good study resolution and putting them into actual practice. Effective practice of good study technique is very essential. Practice alone makes things perfect. Therefore, Practice is equally important along with the plan.

3) **Concentration:** Practice without concentration does not yield good results. Effective study demands focussed concentration. Learning to concentrate is learning to overcome distractions. The student who wishes to concentrate must eliminate all unnecessary distractions like internal or external, mental or physical to perform creditably well.

4) **Effective Reading Habits:** Effective reading depends upon number of factors that involve utilization of number of skills. Generally, good readers are the most successful students. Good reading is contingent upon individual’s interest in the subject and effective habits of study are essential for achieving desired results in academic circles.

5) **Effective Learning Habits:** It is difficult to separate reading from learning. No dichotomy exists between the two. Both are complementary to each other. At times, the two are overlapping. Infact, learning is considered to be a wider term in a broader perspective when we talk about education. When we read, we are in the process of learning. Learning includes and engulfs all reading. Reading provides content and material for learning. Thus, reading is one of the factors, which facilitates life long learning. Experts in this field are of the opinion that 80% of all learning involves the use of reading materials. Learning is much like the construction of a house on a solid ground or foundation. Every useful idea can serve as another basis to clear understanding about what one reads.

6) **Home Assignments:** It is always better to have a clear notion of the task before beginning the work on any particular study. Assignments given in schools should
be specifically recorded in a definite exercise book and should be checked and revised in the evening when one begins to study. Completing assignments on time is a big virtue of tremendous importance because under the pressure and tension of time limit, one can put better emphasis on work in order to complete that in comparatively less time. Moreover, completing the assigned work within a timeframe and getting that checked by the teacher promotes the learning process and makes the later task easier and simpler.

7) Examination: Cramming activity can be good or bad depending upon what needs to crammed. Student’s success in any examination does not depend upon the last moment preparations rather it depends upon the continuous efforts to make it happen.

Session 1

In the first session, therapist had introduced herself like: I am pursuing research in the area of Stress Management. My purpose of being here is to help you in dealing with your Examination’s fear/anxiety/stress. I shall discuss with you a technique for this purpose. It has been seen in earlier researches that this technique was quite helpful to those students who felt stressful and anxious about their exams and the technique also is expected to help you to improve your performance considerably. It will be a two days session programme and I need your co-operation. Now, that I have given my introduction, you all may kindly introduce yourself one by one.

Student: Answered

Report Formation and Instructions

After a light and pleasant conversation with the students, following instructions were given to them: What is their personal opinion about examinations? Then to make them understand that Tests and Examinations are given to discover student is learning abilities that how well they have learned. A therapist discussed regarding the timetable, reading the material carefully and makes headings and sub headings, suggested them to try to make questions and answers him or herself. Therapists also discussed how to develop the habit of writing and how to review material at regular intervals.
Assignments: Chapters from Science, History, Civics, Commerce were given for assignments.

Session 2

It was started with reviewing what the students had done and if somebody had not done the assignment then asking them to do in front of the researcher (by saying let us do it together). It was noted that some subjects must not understood and followed instructions given in the first sessions. Few minutes of second session were devoted to review the previous session. Thereafter, some additional instructions were given to the subjects/students to help them in facing the examination situations like:- Many students usually approach exams with dread having acute symptoms of anxiety and forget things they knew, are rattled during an examination. Few students become physically ill before and during examination. This negative approach is reinforced by the fact grade depend so heavily upon examinations. Counseling was made to the students for try and not to develop such feelings as it will only make the students miserable. Moreover, convinced them that if they develop study habits they will approach examinations with more confidence and will have less/no cause to get in a state of anxiety. Made students also realized the fact that Exams that came early in a course, provide an opportunity to assess their preparation, so better to use that opportunity to correct any deficiencies whatever they have.

Games

Balloon Games: In this activity all, the students were given a balloon. The students need to blow the air in the balloon first then they were also handed over the drawing pin. The students were told to put the numbers from 1 to 10 on the balloons. Then they were asked to name the causes of their stress and asked them to note down their area and number of reasons of stress and they had to burst the same balloon on which the same no from (0-10) was written. This activity helped the students to identify their area of stress.

Pairs: It was a game played in pairs. All students were divided in to the pair of two. Then tie a piece of ribbon around each balloon and then tie the ribbon to each foot of the player so as every player should have two balloon’s of his/her team’s color. When
the music played, the students started moving around. The moment the music stops, the players tied to burst the balloons of the opposing team while trying to protect their own. The players who lost their both balloons were getting out from the game one by one. In this way, the team, which was left with the most balloons, was winner.

**Draw and Indentify Yourself**: This was the indoor game played with students where every student needs to draw his/her picture and then start comparing themselves with other things like Flowers, Monsters, animal or any other thing which they thought they have the quality of or they resembles with. In this way, students came out with identifying the best and worst quality in the positive manner. Altogether, the activity was full of fun.

**Group Discussion**

G.D was a half an hour session held with the students. In this, the researcher talked to students face to face and allowed them to speak about their queries and disturbing elements and about the ways students manage their studies and stress. Time management technique was an important and interesting technique, which was discussed under group discussion session. Students were told be creative to find and introduce different ways of doing things. For many students the single biggest obstacle was the successful time management. Establish a new habit of prioritizing the work help in systematize and organize the students in much better way in order to manage the time constraints. Maintain a habit to have an account of your time, really think about how you currently spend your time, is it fine to spend it in the same way, if not, change it immediately start contributing your time and energy into some different activity. Students were advised to make plan accordingly to see what is to do at priority and what to reject. In that way a healthy discussion was held approaching, the ways to reduce stress and started focusing on number ways to be happy and explore happiness.

Note: All six (6) Interventions took place within 3 months of time.

**Post Assessment Phase**

The post assessment was carried out after 3 months with the experimental and control group students. The same students who were participated in Pre assessment were
approached for the post assessment. The only difference here was that the experimental group students were undergone with workshops on stress management and the control group was approached for normal talk only related to their school and social life. At the end all, the five tools along with self-assessment form were given to them and scoring was done in order to find out the desired results.

The students in the experimental group had undergone stress management workshops. The schools were approached in the month of November, 2016. Permission was taken from the principals of the schools to conduct the assessment. The dates were fixed according to the convenience of the schools. At the end of the procedure, feedback form was also taken from the participants. A similar procedure was carried out for control group, the only difference was that instead of conducting workshops, the researcher talked to them about the school life as well as city life. At the end of the procedure, feedback form was also taken from the participants. After the successful completion of the Intervention programs, everyone was again given all the five tools/questionnaire and Scoring was done for both the groups at the post assessment phase.

3.10 Ethical Consideration

The students were informed about the nature and use of the study and informed consent was taken from the students. They were explained about the option to discontinue the study at any point of the time and confidentiality of the information gathered and the identity was ensured. Psychological help and appreciate referrals for those who sought help were offered.

3.11 Data Analysis

The following statistical procedures were employed to analyze the data using SPSS, Descriptive and Inferential statistics such as Mean, Frequency, Standard Deviation were used to describe the data. ANOVA and Multivariate tests were used to assess the difference between the two groups and the pre & post assessment within the groups. The results of the study were discussed and remedial programs for testing with adolescent by future research were suggested accordingly.