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CHAPTER VII

FINDINGS, SUGGESTIONS, IMPLICATIONS AND CONCLUSION

7.1 Introduction

In the previous chapter, the data analysis and interpretation of the quantitative aspect of the study have been done. The data regarding the stressors and ways of coping are collected both quantitatively and qualitatively. Qualitative data is analysed by thematic coding. Quantitative data is analysed with Statistical Package of Social Sciences (SPSS, Version 20). In this chapter, the findings of the qualitative and quantitative dimensions of the study are stated. The mixed methodology adopted in this research study and the study findings in the light of mixed methodology are explained in detail in this chapter. Regarding the data analysis in the light of mixed methodology, the qualitative data and quantitative data are connected at the interpretation stage through description. Various suggestions regarding management of stress, building up of resources to combat stress and development of problem-focused and proactive coping skills among adolescent students are mentioned in detail in this chapter. The study poses various implications in the field of social work practice, social work education, social work research and social policy formulation. The various implications of the research in each of the above mentioned fields are explained in detail in this chapter. The scope for further research is also stated.

7.2 Major Findings Related to the Qualitative Study

For the qualitative dimension of the study, the data was collected by Focus group interview. Focus group interview was done among students on stressors among adolescent students and Ways of Coping used by adolescent students. The researcher transcribed the data, translated into English and grouped the data into various dimensions based on the review of literature. The validity and reliability of the translation and coding were assessed by experts in the field of psychology, social work, counselling and counselling psychology. Coding system served as a detailed conceptual map of stressors and Ways of Coping with stressors among adolescent students.
7.2.1 Stressors among Adolescent Students

Regarding stressors among adolescent students, the coding system is embodied in a list of distinct topics from the focus group interview responses, each of which are located into one of the five broad themes, such as Stressors related to school, peer group, home, intrapersonal and social life.

Stressors related to school are classified as Stressors related to academics, Stressors related to teacher’s behaviour, Stressors related to physical environment of the school, Stressors related to school rules, Stressors related to administrative aspects in schools. Stressors related to peer group includes Stressors related to relationship with peer group and Stressors related to romantic relationships. Stressors related to home is divided into Stressors related to locality of residence, Stressors related to physical structure of house, Stressors related to Parents such as Stressors related to parent child relationship, Stressors related to Conflicts between parents, Stressors related to restriction of parents, Stressors related to mother–father relationship, Stressors related to siblings and relatives, Stressors related to changes in family, Stressors related to substance use of family members and Stressors related to other family members/relatives.

Intra personal stressors include Stressors related to physical appearance, Stressors related to self-esteem, Stressors related to personal belongings, Stressors related to future goals, Stressors related to mishaps in personal life, Stressors related to loss, Stressors related to injuries related to self, Stressors related to rest and recreation, Stressors related to goal attainment issues, Stressors related to poor social support and Stressors related to difficulties in decision making. Stressors related to social life include Stressors related to financial issues, Stressors related to certain beliefs regarding society and Stressors related to availability of social support.

The fear and anxiety about exams and making a decision regarding the choice of a career were the main causes of stress for all the students who participated in the focus group interview, irrespective of gender. Comparisons between students made by teachers and teachers scolding the students in the classroom, restriction of freedom by parents were significant causes of stress for the participants of the focus group interview. Concerns related to personal appearance such as concerns related to loss or gain of weight, concerns related to height, concerns related to physical
development were the other significant causes of stress for the participants of the focus group interview.

7.2.2 Ways of Coping among Adolescent Students

Consistency in the transcribed text of the focus group interview on Ways of Coping with stressors indicated that the participants of the focus group interview were drawing on a limited number of familiar dialogues or interpretative repertoires when giving their accounts on ways of coping with stressors. The thematic coding of the qualitative data received from the focus group interview gave an in depth idea about the categories and sub categories of ways of coping among adolescent students. Regarding Ways of Coping among adolescent students, responses of focus group interview were grouped together into Problem-focused Coping and Emotion-focused Coping. The responses are further classified, categorised, and compared with the dimensions of coping based on the review of literature on theoretical framework of coping. At the end of the coding process, a refined, interpretive structure on the ways of coping among adolescent students is obtained. The validity and reliability of the coding is assessed by experts in the field of psychology, social work and counselling and counselling psychology.

Ways of Coping among adolescent students are grouped as Problem-focused coping and Emotion-focused coping. In the category of problem focused coping, the various sub categories identified were: Acceptance, Active Coping, Planning, Positive interpretation and Social support for instrumental reasons. In the category of emotion-focused coping, the various sub dimensions identified were: Expression of emotions, Social support for emotional reasons, Social withdrawal, Wishful thinking, Self Blame, Substance use, Turning to religion, Use of Humour, Use of Distraction, Problem Avoidance and Denial. Use of distractions, turning to religion and expression of emotions, were the most preferred ways of coping among the participants of the focus group interview.

7.3 Major Findings- Quantitative Dimension of the Study

An adolescent student faces different stressors in his life related to his developmental needs, developmental demands, education and related to life events. The Ecological Systems theory (Bronfenbrenner, 1979), Person in Environment
theory (Caplan, 1983), Stress and Coping theory (Folkman &Lazarus, 1984) were taken into consideration in the study on stressors. The stressors related to life events and academics were considered for study as aspects contributing to perceived stress among adolescent students. Self-esteem was chosen as personality variable. The perceived stress of adolescent students is evaluated. The relationship of socio demographic variables with perceived stress is studied. The intrapersonal factor assessed in the study is self-esteem. The relationship of self-esteem and perceived stress is analysed. Coping and proactive coping of the adolescent students were evaluated. The Stress and Coping theory by Folkman &Lazarus (1984) and Carver, Scheir & Weinthrob (1989) were taken into consideration in the aspect of coping. The conceptual clarification of Proactive coping formulated by Greenglass (1999) and Schwarzer’s Proactive Coping theory (1999) were considered in the study of Proactive coping. The interrelationship of the dimensions of proactive coping among the adolescent students was explored. The relationship between the socio demographic variables with proactive coping was assessed. Major findings related to the objectives of the study and verification of hypotheses is explained in this section.

7.3.1 Socio demographic Profile of the Respondents

Among the respondents, 26.4 percent have 16 years of age, 52.7% have 17 years, 19.6% have 18 years of age and remaining 1.3 percent have the age of 19 years.

Among the respondents, 48.7% are males and 52.3 % are females.

Among the respondents, 33.3% of the total respondents in each category belong to each category of Government school, Aided school and Unaided school.

Among the respondents, 46.9% of the respondents study for Plus 0ne, whereas 53.1% study for Plus Two.

In the study, 33.6% of the respondents study in Science stream, whereas 33.1% of the respondents are in Humanities stream and 33.3% study in Commerce stream.

In this study, 45.3% of the respondents belonged to Christians, 48.7% are Hindus and 6% are Muslims.

Among the respondents, 37.3% belonged to joint family whereas 62.7% of the respondents live in joint family.

Considering the educational qualification of fathers of respondents, 2% hold Professional Degree, 6.7% and 30% are Postgraduates and Graduates respectively. For 32%, of the fathers of respondents, the educational qualification is Predegree. 24.9% of
the fathers of respondents have studied up to SSLC/High school. The educational qualification of 4.4% of the fathers of respondents is only Primary school.

The fathers of 17.8% of the respondents have a Government job. Fathers of 26.7% of the respondents work in private firms. 21.6% are engaged in business. For 16.7% of the fathers of respondents, the source of livelihood is agriculture. 10.7% is daily wagers. 4.4% are working overseas. For the fathers of 2.2% of the respondents, have no job at all.

Considering the educational qualification of mothers of respondents, 6% of the mothers of respondents hold professional degrees, 6% are post graduates, 38.2% are graduates, and 38.9% are pre-degree. For 12.7%, the educational qualification is SSLC/High school. 2.7% of the mothers of the respondents have attended only Primary school.

Among the mothers of the respondents, 14.4% are employed in Government sector and 33.3% work in Private Sector. 4.2% of the mothers of respondents is engaged in business, 5.3% in agriculture. 1.1% of the mothers are working overseas. Among the mother’s 0.37% earn daily wages. The remaining 33.3% are housewives.

Considering the financial category of the respondents, 67.1% of the respondents belong to Above Poverty Line (APL) category, whereas 32.9% are Below Poverty Line (BPL).

7.3.2 Various Stressors among Adolescent Students

The stressors mentioned by the respondents were categorized and coded into different areas related to school, home, peer group, intrapersonal and social life. Anxiety about making a decision for choosing a career was the main cause of stress among adolescent students irrespective of the gender. For the respondents belonging to both male and female genders, the fear and anxiety about exams is the stressor which ranks second in the list. This implies that aspects related to choosing a career and exams are the most significant stressors among adolescent students. For boys and girls, restriction of freedom by parents was a cause of stress for both adolescent boy students and adolescent girl students. This stressor is ranked 3 for boys and 4 for girls.

For the adolescent students, the feeling of not having good skills and capabilities was the cause of stress which ranks six. The feeling that one is not good looking as compared to friends/siblings and the feeling that the height/weight/certain body features were not good which are grouped together as Worry about personal appearance. This is the
stressor which ranks six among adolescent girls. This implies that aspects related to the feeling of low self esteem were significant stressors among adolescent students.

**7.3.3 Academic Stress among Adolescent Students.**

The level of academic stress among the respondents is assessed. 11.6% of the respondents have low academic stress. 67.8% of the respondents have medium level of academic stress. For, 20.7%, the academic stress is high. The regression coefficient of the different factors in causing academic stress such as Pressure from study, workload, worry about grades, self expectation, and despondency is analysed. Worry about grades with regression coefficient 0.631 is the most influencing factor for academic stress followed by Pressure from study with regression coefficient 0.521.

**7.3.4 Perceived Stress among Adolescent Students**

Among the respondents, 0.9% of respondents have low perceived stress. 5.1% of the respondents have average perceived stress, and 94% have high Perceived stress.

**7.3.5 Self-esteem and Perceived Stress among Adolescent Students**

Among the respondents, 10.7% have high self-esteem. 64% of the respondents have medium self-esteem and 25.3% of the respondents have low self-esteem.

Pearson Correlation is done to ascertain the relationship between perceived stress and self-esteem among respondents. The r value is -0.778. Hence, there exists a negative relationship between perceived stress and self-esteem among the respondents.

**7.3.6 Ways of Coping of Adolescent Students in Dealing with Stressors.**

The Means and Standard Deviation of each of 14 items of the Ways of Coping of adolescent students mentioned in the Brief COPE(Carver,1997) scale(Carver,1997), such as Acceptance, active coping, planning, positive reframing, use of instrumental support, humour, religion, use of emotional support, venting, denial, self blame, self-distraction, behavioural disengagement and substance use are calculated. The mean value of Self distraction is 6.4 and that of religion is 5.79. Self distraction and religion is used mostly by the respondents. Substance use with a mean value of 2.03 is used least as a Way of Coping with stressors by the respondents.
The Mean and Standard Deviation of Problem-focused Coping is 26.73 and 2.76 respectively. The Mean of Emotion-focused Coping is 43.09 and Standard Deviation is 4.13. The Mean Percentage Score of Problem-focused Coping is 66.83. The Mean Percentage Score of Emotion-focused Coping is 59.85. From these values, it is understood that the students use more of Problem-focused coping than Emotion-focused Coping.

7.3.7 Proactive Coping among Adolescent Students

Among the respondents, 8.7% have high Proactive Coping, 85.6% of the respondents have medium Proactive Coping and 5.8% of the respondents have low Proactive Coping.

In the Structural Equation Model of Proactive Coping, the regression coefficients of the different dimensions of Proactive Coping such as Proactive coping, Reflective coping, Strategic coping, Preventive coping, Instrumental support seeking, Emotional support seeking and Avoidance coping are analysed. The Proactive coping dimension with regression coefficient 0.864, Preventive coping dimension with regression coefficient 0.781 and Emotional support seeking dimension with regression coefficient 0.726 significantly influences the proactive coping. The regression coefficient of reflective coping is 0.672. The regression coefficient of instrumental support seeking and strategic coping are 0.547 and 0.514 respectively. Hence the three dimensions such as reflective coping, instrumental support seeking and strategic coping also have some influence on proactive coping.

7.3.8 Sociodemographic Variables and Academic Stress

*z* test is done to test the association of gender, course of study, type of family and financial category of family with perceived stress of the respondents. One way ANOVA is done to test the association of stream of study, religion, education and occupation of parent’s of respondents with academic stress of the respondents. The *p* value is greater than 0.05. There is significant difference in academic stress in relation with the type of school. There is no significant difference in academic stress in relation with the characteristics of participants like age, gender, course and stream of study, religion, type of family, ordinal position in family, financial category of family,
education and occupation of parents. One way ANOVA is done to test the association of type of school with academic stress of the respondents.

7.3.9 Sociodemographic Variables and Perceived Stress

z test is done to test the association of gender, course of study, type of family and financial category of family with the perceived stress of the respondents. One way ANOVA is done to test the association of stream of study, type of school, religion, education and occupation of parent’s of respondents with the perceived stress of the respondents. There is no significant difference in the perceived stress in relation with the characteristics of participants like age, gender, course and stream of study, type of school, religion, ordinal position in family, financial category of family, education and occupation of parents.

7.3.10 Sociodemographic Variables and Proactive Coping

z test is done to test the association of gender, course of study, type of family and financial category of family with the proactive coping of the respondents. The p value is greater than 0.05. One way ANOVA is done to test the association of stream of study, type of school, religion, education and occupation of parents of respondents with proactive coping of the respondents. The p value is greater than 0.05. So it is concluded that, there is no significant difference in the proactive coping, in relation with the characteristics of participants like age, gender, course and stream of study, religion, type of family, ordinal position in family, financial category of family education and occupation of parents of the respondents.

7.3.11 Gender and Ways of Coping

z test is done to assess any significant difference in use of humor as a Way of Coping with respect to the gender of the respondents. The p value is less than 0.001 which is less than 0.05. This shows that there exists a significant difference in use of humour as a Way of Coping with respect to the gender of the respondents.

z test is done to assess any significant difference in use of religion as a Way of Coping with respect to the gender of the respondents. The p value is 0.009
which is less than 0.05. This shows that there exists a significant difference in of
religion as a Way of Coping with respect to the gender of the respondents.

7.3.11 Verification of Research Hypotheses

7.3.11.1 Research Hypothesis-There exists high perceived stress among
adolescent students.

To test the hypothesis, one sample z test is done. The calculated value of z is
4.10 and is greater than 1.675 which indicates that the test is significant. So it is
concluded that the perceived stress among the adolescent students is at high level.
Hence the research hypothesis is accepted.

7.3.11.2 Research Hypothesis-There exists a significant difference in academic
stress in relation with the type of school.

One way ANOVA is conducted to compare the variable of academic stress,
with respect to type of school. The p value is 0.006. Since the p value is less than
0.05, the result shows that there is significant difference in academic stress of the
respondents with respect to the type of school. The conclusion is that, the research
hypothesis is accepted.

7.3.11.3 Research Hypothesis-There exists a significant relationship between
perceived stress and self-esteem.

Pearson Correlation is done to ascertain the relationship between perceived
stress and self-esteem among adolescent students. The r value is -0.778. This value
shows a negative correlation between self-esteem and perceived stress. z test is done
to ascertain the association between perceived stress and self esteem among
adolescent students. The z value is -26.170 and the p value is less than 0.001. Hence it
is concluded that there is significant negative relationship between perceived stress
and self-esteem. Hence the research hypothesis is accepted.

7.3.11.4 Research Hypothesis-There exists a significant difference in problem-focused coping among adolescent students based on gender.

Independent sample z test is done to ascertain any significant difference in the
variables of Problem-focused coping among the adolescent students with respect to
the gender of the respondents. The z value is 2.139. The z value is greater than 1.96.
The p value related to problem focused coping is 0.033, which is less than 0.05. Hence the research hypothesis is accepted. The conclusion is that there is significant difference in problem focused coping among the adolescent students based on gender.

7.3.11.5 Research Hypothesis - There exists a significant difference in emotion focused coping among adolescent students based on gender.

Independent sample z test is done to ascertain any significant difference in emotion-focused coping among the adolescent students with respect to the gender of the respondents. The z value related to emotion-focused coping is 0.730. The z value is less than 1.96. The p value is 0.466, which is greater than 0.05. The conclusion is that there is no significant difference in the variable of emotion focused coping among the adolescent students based on the gender. Hence the research hypothesis is rejected.

7.4 Mixed methodology - Data Analysis, Interpretation and Findings

7.4.1 Mixed Methodology

The purpose of the study is to explore the previous experiences of the adolescent students related to the stressors faced by adolescent students and the coping strategies used by them in dealing with stress. The research design used in this study is Mixed methodology- Triangulation design. The purpose of this Triangulation Design Mixed Methods Design (Creswell & Plano Clark, 2007) is to explore the stressors among adolescent students and the ways of coping with stressors among adolescent students. Findings generated from the qualitative study stressors among adolescent students and the ways of coping are analysed. In the quantitative phase of the study, the stressors and the ways of coping with stressors are assessed.

7.4.2 Mixed methodology - Data Analysis

7.4.2.1 Timing, Weighting, and Integration

Typologies are classification schemes used to describe various mixed methods designs. The typologies include implicit rules, procedures and criteria for mixing. Teddlie and Tashakkori (2009) listed seven criteria commonly used in mixed methods research design typologies; number of approaches and number of strands, implementation, stages of integration, priority, function and ideological perspective. Leech and Onwuegbuzie (2009) presented a three dimensional topology
based on time orientation (concurrent versus sequential); the emphasis of approaches, (partially mixed or fully mixed) and emphasis of approaches (equal status or dominant status). Most current classifications address at least four of three core issues: priority (QUAN or QUAL dominant or equal), implementation (parallel, sequential, conversion, multilevel or combination), integration and theoretical perspective, implicit or explicit and related to purpose or research questions (Creswell, Plano Clark, Suttmann & Hanson, 2003).

7.4.2.1.1 Timing

In the triangulation design, timing refers to the sequence of the data analysis (Creswell & Plano Clark, 2007). This can occur either concurrently or sequentially (Morse, 1991). When a researcher collects, analyses and interprets both types of data at roughly the same time, the design is considered to be one phase or concurrent (Creswell (2009), Creswell & Plano Clark (2007), Morse, 1991). Conversely, when one source of data is collected, analyzed and interpreted before the collection, analysis, and interpretation of the other source of data, the timing is considered to be two phase or sequential (Creswell, 2009; Creswell & Plano Clark, 2007, Morse, 1991). In this study, the researcher collected, analysed and interpreted both the qualitative and quantitative data roughly at the same time. Hence, the design is considered to be one phase.

7.4.2.1.2 Weighting

Weighting refers to the importance or emphasis given to the two forms of the data within the study (Creswell & Plano Clark, 2007). Morgan (1998) refers weighting as the priority decision. Priority can be given to one form of data over the other, or both forms of data can be weighed equal so that they play an equally important role in the study. According to Creswell and Plano Clark (2007), the weighting is influenced by the goals, the research questions, and the use of procedures from research traditions such as quantitative experimental designs or qualitative case study design. Other factors that influence weighting decisions include the researcher’s familiarity with one method over the other, resources and the intended audience (Creswell, 2009).

In this study, the stressors among adolescent students and ways of coping with stressors among adolescent students are collected and analysed both by qualitative
and quantitative methods. Each method is grounded in its own distinct goals, research questions and procedures. The researcher is similarly familiar with both qualitative and quantitative methods. The data received through the qualitative dimension of the study, helped the researcher to explore the stressors among the adolescent students and ways of coping with stressors among adolescent students. Based on the criteria on weighting formulated by Creswell and Plano Clark (2007) and Creswell(2009), the qualitative data and quantitative data in this study could be considered to be weighted equally for several reasons. The researcher is able to get an in depth understanding about the stressors among adolescent students and Ways of Coping with stressors among adolescent students through the qualitative and quantitative aspects of the study. In this study, the qualitative data and quantitative data on stressors among adolescent students and Ways of Coping among adolescent students are given equal importance. Hence the mixed methodology of the triangulation model in this study is denoted as QUAL + QUAN.

7.4.2.1.3 Mixing

In the mixed research design, the researcher must consider how to mix the two differ types of data sets. According to Creswell and Plano Clark (2007), a study that includes both quantitative and qualitative methods and explicitly mixing the data derived from each is simply a collection of multiple methods. A rigorous and strong mixed methods design addresses the decision of how to mix the data, in addition to timing and weighting. The authors go on to explain that the two data sets can be merged, one embedded in the other or connected. Triangulation design is a mixed methods design in which one data set provides a supportive, secondary role in a study primarily based on other data type. The first section of this study is a qualitative exploration of stressors among adolescent students and Ways of Coping among adolescent students for which focus group interviews were done to collect data. Data generated from the qualitative study is thematically coded and analysed. The analysis, interpretation and findings of the qualitative study are shown in Chapter-5.

The second section of the study is the quantitative aspect. In the quantitative study, the socio economic profile of the respondents is stated. The quantitative study is aimed at explicating the stressors related to life events among adolescent students. The stress related to academics and the perceived stress faced by adolescent students are also analysed. The proactive coping are also assessed. The relationship and
interrelationship of the various variables such as socioeconomic variables, academic stress, perceived stress and proactive coping are evaluated. The data obtained from the quantitative study are analysed and interpreted and the findings are explained in Chapter-6.

The quantitative data regarding the stressors among adolescent students and ways of coping among adolescent students is collected both qualitatively and quantitatively. Here the data collected both qualitatively and quantitatively provides a mutual supportive role study in the study. Only the data related to the stressors among adolescent students and Ways of Coping among adolescent students are mixed at the analysis level. In the current study, the data is connected at the analysis stage. The data from the qualitative and quantitative dimensions of the study are mixed at the analysis and interpretation stage through discussion. This mixing of the data provides a more complete description of the variables studied.

7.5 Mixed Methodology-Data Analysis, Interpretation and Findings

With the increasing pressures of achievement and competition for entrance to university studies, particularly in a community with higher parental expectations and a long standing history of academic excellence, exploring stress through the eyes of the adolescent students living the experience is needed. The various causes of stress among adolescent students, is analysed in detail in the light of mixed methodology in this section. The stressors mentioned in the qualitative and quantitative dimension of the study is categorised to belong to different areas such as related to school, home, peer group, intrapersonal and social life. In the quantitative dimension of the study, the samples were also asked to mention the stressful life experiences they had experienced in the past month and to state the effect of the stressor as slightly stressful, somewhat stressful, very much stressful, and extremely stressful.

7.5.1.1 Mixed Methodology Findings- Stressors Related to School among Adolescent Students

The qualitative data and quantitative data findings on stressors related to school among adolescent students are compared. In the quantitative study, the Stressors related to academics reported by the respondents were difficulty in understanding and studying certain subjects (Mean Percentage Score 8.94), Feel fear and anxiety about exams (Mean Percentage 43.33). In the qualitative study, all the
students (100%) expressed concern about the feeling of fear and anxiety about exams. In the quantitative study, Partiality shown by the teacher/s (Mean Percentage Score 0.17) were a stressor among adolescent students. In the qualitative study, Comparisons made by teachers between students and teachers scolding in the classroom in the midst of other students were the stressors mentioned. In the qualitative study, many participants expressed their concern about fear and anxiety about examinations.

7.5.2 Mixed Methodology Findings- Stressors related to Peer Group among Adolescent Students

The qualitative data and quantitative data findings on stressors related to peer group among adolescent students are compared. In the quantitative study, the main stressors related to peer group reported by the respondents were: Not having good friend/s (Mean Percentage Score 6.39), Friends compel to do things that I don’t like to do (Mean Percentage Score 4.72) Feels jealous about the achievements of classmates (Mean Percentage Score 26.17). In the quantitative study, many respondents expressed their concern of “Feeling jealous about the achievements of classmates.”. In the qualitative study, none of the respondents mentioned the same.

7.5.3 Mixed Methodology Findings-Stressors Related to Home among Adolescent Students

The qualitative data and quantitative data findings on stressors related to home among adolescent students are compared. In both the qualitative and quantitative study, the stressors related to home reported by the adolescent students were: Financial difficulties at home, Conflict between parents causing stress for children and Freedom being restricted by parents. The students opined that parents were “strict regarding my study timings”, “restrict to join in extracurricular activities”, “restrict watching television”, “do not permit me to go out with friends”. Expectations of parents about studies and future are a significant stressor among adolescent students. In the qualitative study, one stressor mentioned by the participants was the expectations of parents about admission to professional course. In the focus group interview, many students expressed their worry that their fathers are not spending time with them at home. Many students expressed their worry that,
although mothers are present at home, they do not talk with the children. Use of alcohol by father is a stressor expressed by some adolescent students in the qualitative study. In the quantitative study, the Mean Percentage Score of stress related to alcohol use of father is 10.56. Grandfather’s use of alcohol and quarrelling in home after the alcohol consumption was mentioned as a stressor by one adolescent student during the focus group interview.

7.5.4 Mixed methodology Findings- Intra personal Stressors

The Mixed methodology findings on intrapersonal stressors among adolescent students are shown in Table 7.1.

Table 7.1

*Intra personal stressors –Comparison of data from quantitative and qualitative study*

<table>
<thead>
<tr>
<th>Intra personal stressors</th>
<th>Intra personal stressors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantitative study</strong></td>
<td><strong>Qualitative study</strong></td>
</tr>
<tr>
<td><strong>Stressors related to physical appearance</strong></td>
<td><strong>Stressors related to physical appearance</strong></td>
</tr>
<tr>
<td>Worry about personal appearance</td>
<td>Worried about own weight</td>
</tr>
<tr>
<td>(Feeling not good looking as friends/siblings, feeling the height/weight/certain body features are not good)</td>
<td>Worried about own height</td>
</tr>
<tr>
<td>Mean Percentage Score 18.83</td>
<td>Worried about physical appearance</td>
</tr>
<tr>
<td></td>
<td>Worried about loss of weight</td>
</tr>
<tr>
<td></td>
<td>Worried about gain of weight</td>
</tr>
<tr>
<td></td>
<td>Feel not as good looking as friends.</td>
</tr>
<tr>
<td><strong>Stressors related to self-esteem</strong></td>
<td><strong>Stressors related to self-esteem</strong></td>
</tr>
<tr>
<td>Feel not having good skills and capabilities</td>
<td>Do not have faith in own strengths and skills</td>
</tr>
<tr>
<td>Mean Percentage Score 20.17</td>
<td>Think being laughed at or made fun of</td>
</tr>
<tr>
<td><strong>Stressors related to personal belongings</strong></td>
<td><strong>Stressors related to personal belongings</strong></td>
</tr>
<tr>
<td>Desire to own better technological gadgets</td>
<td>Worried that clothes are not as good as</td>
</tr>
</tbody>
</table>
like mobile, laptop  
Mean Percentage Score  30.94  
that of friends.  
Wish to have fashionable clothes  
Wish to own latest mobile phone  
Desire to possess a laptop

<table>
<thead>
<tr>
<th>Stressors related to future goals</th>
<th>Stressors related to future goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxious about making a decision regarding the choice of a career</td>
<td>Unable to decide about future career (100%)</td>
</tr>
<tr>
<td>Mean Percentage Score  50</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Stressors related to difficulties in decision making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often find difficulty in decision making</td>
</tr>
<tr>
<td>difficult to accept what others think as right.</td>
</tr>
</tbody>
</table>

In Table 7.1 comparison of the quantitative and qualitative data on intrapersonal stressors among adolescent students are given. All the students who participated in the focus group interview expressed their concern and anxiety about choosing a career. Considering the quantitative data, anxiety about choosing a career is a significant cause of stress among adolescent students. This implies that aspects related to career decision are significant stressors among adolescent students. This highlights the need for conducting career guidance programmes and career aptitude tests in schools.

In both the qualitative and quantitative study, the feeling of not having good skills and capabilities, the feeling of not being good looking as friends, feeling of not being good looking as siblings are certain stressors expressed by the adolescent students. The feelings that own height/weight/certain body features are not good are sources of stress among adolescent students in both quantitative and qualitative study. This implies that aspects related to feeling of low self-esteem are significant stressors among adolescent students. Some participants in the focus group interview expressed their worry about having not sufficient time for rest and recreation. Some adolescent students mentioned about not liking to eat food and have difficulty in sleeping. Few adolescents were stressed related to difficulty in achieving a greatly
desired goal. Some participants in the qualitative study mentioned the occurrence of stressors related to difficulties in decision making such as the feeling that what is thought as right by them is quite different from what the elders think, feeling of often finding it difficult to accept what others think as right. None of the respondents in the quantitative study mentioned stressors related to difficulties in decision making. In the focus group interview, one student each mentioned stressors related to mishaps in personal life such as being suspected of stealing, stress related to loss of loving pet and stress related to loss of expensive article. Three students mentioned stressors related to sustained injury to self associated to an accident. Some participants of the focus group interview expressed the feeling of loneliness, especially when in problems.

7.5.5 Mixed methodology Findings- Stressors Related to Social Life

The findings of the qualitative data included Stressors related to financial issues, Changes in ways of thinking/ideas related to society and Stressors related to availability of social support. The stressors related to economic issues mentioned in the focus group interview were, the feeling that friends enjoy their life better than me, as they have more money and that the world is there only for rich people. Certain beliefs regarding society such as the society is unjust to the poor were stressful to two respondents. The meaninglessness of the religious faith practiced is stressful to one respondent. The situation in life that there is no body available to discuss the problems when worried is a source of stress to few students. In the quantitative dimension of the study, one respondent mentioned that it is difficult to live related to injustice and corruption in the society. No other respondents mentioned the occurrence of a stressor related to social life.

7.6 Mixed methodology Findings-Ways of Coping with Stressors among Adolescent Students

The Mixed methodology findings on stressors Ways of Coping among adolescent students are described in this section. Lazarus & Folkman’s theory of coping suggests that coping is two dimensional: Problem focused and Emotion focused.
7.6.1 Mixed Methodology Findings- Dimensions of Problem-focused Coping and Emotion-focused Coping among Adolescent Students

Problem-focused Coping is aimed at changing the situation or managing the problem causing the stress. Emotion-focused Coping aims at adjusting or controlling the emotions related to the problem.

7.6.1 Mixed Methodology Findings- Ways of Problem-focused Coping among Adolescent Students

In the qualitative study, in the first stage of data analysis, the data is classified into two: Problem-focused and Emotion-focused. In the next stage, the researcher grouped similar topics together and classified. The data is categorised and analysed and interpreted. The data is then rearranged under newly developed thematic content by referring the theoretical framework of coping put forward by Lazarus & Folkman (1984), Coping Orientation of Problem Experiences (COPE) by Carver, Schier & Weinthrob, 1989 and Coping Check List((Rao, Subbakrishna & Prabhu, 1989).

In the quantitative study, Mean and Standard Deviation of each of the items of the Ways of Coping of adolescent students mentioned in Brief COPE is assessed. Acceptance, active coping, planning, positive reframing and use of instrumental support are considered as sub dimensions of Problem-focused coping. Use of humour, turning to religion, use of emotional support, Focus on and venting of emotions, denial, self blame, Use of self-distraction, behavioural disengagement and substance use are considered as sub dimensions of Emotion-focused coping. In the quantitative study, the Mean of each items in the Problem-focused Coping and Mean of items in the Emotion-focused Coping are computed respectively.

7.6.1.1 Dimensions of Problem-focused Coping - Comparison of quantitative and qualitative study

The findings of the qualitative study and the quantitative study regarding the Ways of Coping related to Problem-focused Coping are compared in this section.
The responses made by the participants in the focus group interview are mentioned according to dimension to which they are grouped. In the quantitative study, the maximum score for a dimension is 8, and the minimum score is 2.

1. Active coping

In Qualitative study, the responses of the focus group interview participants grouped as those related to Active coping were: Tried harder to change the situation, Tried to improve the situation by attempting to perform better, Doubled the efforts to solve the problem, Put aside other activities in order to concentrate better on the current problem. In Quantitative study, in the Brief COPE scale, the statements corresponding to Active coping were: I concentrate my efforts on doing something about the situation I am in. I take action to try to make the situation better. Mean score is 5.62.

2. Use of instrumental support

In Qualitative study, the responses of the focus group interview participants grouped as those related to Use of instrumental support were: Talked to someone to know something more about the situation, Talked to someone who could give help in solving the problem, Tried to get advice from someone about what to do, Consulted other person/s who had similar experiences and asked what they did in dealing with the situation. In Quantitative study, in the Brief COPE scale, the statements corresponding to Use of instrumental support were: I get help and advice from other people, I try to get advice or help from other people about what to do. Mean score is 5.07.

3. Positive Reframing

In Qualitative study, the responses of the focus group interview participants grouped as those related to Positive interpretation were: Tried to look at the bright side of things, Compared with others and felt better off, Felt that what has happened is for own good, Consoled self that things were not very bad and could have been worse. In Quantitative study, in the Brief COPE scale, statements corresponding to Positive Reframing were: I try to see it in a different light, to make it seem more positive. I look for something good in what is happening. Mean score is 5.59.
4. Planning
In Qualitative study, the responses of the focus group interview participants grouped as those related to Planning were: Analysed the problem in mind and tried to understand it. Thought of ways to best handle the problem better. Made a plan for action and followed it. Made a change in the action plan. In Quantitative study- in the Brief COPE scale, the statements corresponding to Planning were: I try to come up with a strategy about what to do. I think hard about what steps to take. Mean Score is 5.37.

5. Acceptance
In Qualitative study, the responses of the focus group interview participants grouped as those related to Acceptance were: Accept the problem since nothing can be done about it. In Quantitative study, in the Brief COPE scale, the statements corresponding to Acceptance were: I accept the reality of the fact that it has happened. I learn to live with it. Mean score is 5.09.

7.6.2 Mixed Methodology Findings- Ways of Emotion-focused Coping among Adolescent Students

The comparison of dimensions of Emotion-focused Coping of quantitative and qualitative study is mentioned in this section. The responses made by the participants in the focus group interview are mentioned according to dimension to which they are grouped. In the quantitative study, the maximum score for a dimension is 8, and the minimum score is 2.

1. Use of distraction

In Qualitative study, the responses of the focus group interview participants grouped as those related to Use of distractions were: Tried to get distracted by other thoughts and activities, Ate and/or drank more than usual, Slept more than usual, Engaged in physical exercises, Engaged in games, Watched television, Played videogames, Engaged in a hobby, Listened to music, Became active in social media, Saw more movies than usual, Practiced meditation, Practiced yoga, Wrote poetry/stories, Read magazines/story books, Wrote diary/report about the stressful situation.
In Quantitative study, in the Brief COPE scale, the statements corresponding to Self distraction were: Tried to get distracted by other thoughts and activities, Turn to work or other activities to take my mind off things do something to think about it less. The mean score is 6.40.

2. Denial

In Qualitative study, the responses of the focus group interview participants grouped as those related to Denial were: Tried to forget the whole stressful situation. In Quantitative study, in the Brief COPE scale, the statements corresponding to Denial were: I say to myself that the situation is not real, I refuse to believe that it has happened. The mean score is 4.50.

3. Substance use

In Qualitative study, the responses of the focus group interview participants grouped as those related to Substance abuse were: Consumed minor analgesics not on medical advice, Consumed chewing gum to relieve tension. In Quantitative study, in the Brief COPE scale, the statements corresponding to Substance use were: I use alcohol or drugs to make myself feel better, I use medicines to help me get through the difficult situation. The mean score is 2.03. All the respondents scored one for the first statement.

4. Social support for emotional reasons

In Qualitative study, the responses of the focus group interview participants grouped as those related to Social support for emotional reasons were: Discussed the worries with someone, Let someone know the difficulty in dealing with the situation, Tried to get sympathy and understanding from someone. In Quantitative study, in the Brief COPE scale, the statements corresponding to Social support for emotional reasons were: I get emotional support from others. I get comfort and understanding from someone. The mean score is 5.00.

5. Behavioural disengagement

In Qualitative study, no responses of the focus group interview participants were grouped as those related to Behavioural disengagement. In Quantitative study, in the Brief COPE scale, the statements corresponding to Behavioural
disengagement were: I give up the attempt to cope, I give up trying to deal with it. The mean score is 4.7

6. Venting of emotions

In Qualitative study, the responses of the focus group interview participants grouped as those related to Venting of emotions were: Let the feelings go by crying, Become angry at others, Become angry and shouted at others. In Quantitative study, in the Brief COPE scale, the statements corresponding to Focus on and Venting of emotions were: I say things to let my unpleasant feelings escape. I express my negative feelings. The mean score is 5.30

7. Use of Humour

In Qualitative study, the responses of the focus group interview participants grouped as those related to Use of Humour were: Laughed about the situation, Made jokes about the situation. The respondents who made these responses were all males. In Quantitative study, in the Brief COPE scale, the statements corresponding to Use of Humour were: I make jokes about it. I make fun of the situation. The mean score is 4.00.

8. Self blame

In Qualitative study, the responses of the focus group interview participants grouped as those related to Social support for emotional reasons were: Blamed self for what has happened, Felt that the problem has occurred due to own mistake, hence has to bear the consequences. In Quantitative study, in the Brief COPE scale, the statements corresponding to Self blame were: I blame myself for things that had happened. I blame myself for things that had happened. The mean score is 5.37.

9. Turning to religion

In Qualitative study, the responses of the focus group interview participants grouped as those related to Turning to religion were: Prayed to God, Prayed more than usual. Performed special prayers/ poojas, Attended religious talks, Read religious books, Visited places of pilgrimage, Gave special offerings at places of worship, Wore religious symbols, Talked to religious persons. In Quantitative 
study, in the Brief COPE scale, the statements corresponding to Turning to religion were: I try to find comfort in my religion or spiritual beliefs. I pray. The mean score is 5.79.

10. Wishful thinking

In Qualitative study, the responses of the focus group interview participants grouped as those related to Wishful thinking were: Hoped that a miracle would happen, Day dreamed about the situation, Wished deeply that I could change what had happened, Wished that the situation had never occurred, Wished that the situation would somehow be over, Thought about fantasies or unreal things to feel better, Hoped that time would remedy things, Wore lucky symbols. In Quantitative study, in the Brief COPE scale, there were no statements corresponding to Wishful thinking.

11. Social withdrawal

In Qualitative study, the responses of the focus group interview participants grouped as those related to Social withdrawal were: Tried to keep the feelings to self, Did not talk to other people about the problem, Spent more time alone. In Quantitative study, in the Brief COPE scale, there were no statements corresponding to Social withdrawal.

12. Problem Avoidance

In Qualitative study, the responses of the focus group interview participants grouped as those related to Problem Avoidance were: Avoided being with people, Tried not to think about the stressful situation too much, Avoided the person who was the cause of the problem. In Quantitative study, in the Brief COPE scale, there were no statements corresponding to Problem Avoidance.

In Section 7.6.1, the comparison of data from the quantitative and qualitative study on the dimension of Problem-focused Coping is shown. In Section 7.6.2, the comparison of data from the quantitative and qualitative study on the dimension of Emotion-focused Coping is shown. In the quantitative study, by comparing the Mean and Standard Deviation of each of 14 items, the Ways of Coping used mostly by adolescent students is identified. The mean value of Self distraction is 6.4 and that of turning to religion is 5.79. Self distraction and turning to religion is used mostly by
the respondents. Substance use with a mean value of 2.03 is used least as a way of coping with stressors by the respondents. Use of distractions, turning to religion and expression of emotions, are the most preferred Ways of Coping among the participants of the focus group interview. Comparison of the classification from the quantitative and qualitative study that forms the sub dimensions of Problem-focused Coping and Emotion-focused Coping are shown in Table 7.2.

Table 7.2
*Dimensions of Problem-focused Coping and Emotion-focused Coping: Comparison of quantitative and qualitative study*

<table>
<thead>
<tr>
<th>Ways of Coping</th>
<th>Qualitative study</th>
<th>Quantitative study (As in Brief COPE Scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem-focused Coping</strong></td>
<td>Acceptance, Active Coping, Planning, Positive interpretation, Use of instrumental support</td>
<td>Acceptance, Active Coping, Planning, Positive reframing, Use of instrumental support</td>
</tr>
<tr>
<td><strong>Emotion-focused Coping</strong></td>
<td>Expression of emotions, Use of emotional support, Self Blame, Substance use, Turning to religion, Use of Humour, Use of distractions, Denial, Social withdrawal, Wishful thinking</td>
<td>Venting, Use of emotional support, Self Blame, Substance use, Religion, Humour, Self distraction, Denial, Behavioural disengagement</td>
</tr>
</tbody>
</table>

In Table 7.2, the comparison of the data from the quantitative and qualitative study to form the sub dimensions of Problem-focused Coping and Emotion-focused coping is shown. As per categorisation of the data received from the qualitative study, the dimensions of Problem-focused coping are: Acceptance, active coping, planning, positive reframing and use of instrumental support. The dimensions of emotion focused coping are: Use of humour, turning to religion, use of emotional support, expression of emotions, denial, self blame, use of distractions, behavioural disengagement, substance use, social withdrawal and wishful thinking. In Brief
COPE, the tool used for data collection in the quantitative study, Acceptance, active coping, planning, positive reframing and use of instrumental support are considered as sub dimensions of Problem-focused Coping. humour, religion, use of emotional support, venting, denial, self blame, self distraction, behavioural disengagement and substance use are considered as sub dimensions of Emotion-focused Coping.

7.7 Mixed Methodology- Major Findings

A rich and varied data on the stressors among adolescent students and ways of coping with stressors among adolescent students is obtained through the qualitative and quantitative study. Hence, in this study, equal weightage is given to the data received from both the qualitative and quantitative aspect of the study.

7.7.1 Stressors Among Adolescent Students

Considering the quantitative data and qualitative data, anxiety about choosing a career is a significant cause of stress among adolescent students. The fear and anxiety about exams is also a main cause of stress for the students who participated in the study. This implies that aspects related to career decision and exams are significant stressors among adolescent students. This highlights the need for conducting of career guidance programmes, aptitude tests and exam preparation workshops in schools. Programmes that foster self awareness, self confidence, self esteem enhancing strategies and problem solving strategies should be conducted for students. Restrictions imposed by parents were a significant cause of stress among the samples. Positive parenting workshops should be organised in schools and both parents should be encouraged to participate in it. The parents should set reasonable limits for the use of the internet, watching television, recreation and spending time with friends. The schools should provide a supportive and nurturing environment for the students.

7.7.2 Ways of Coping with Stressors among Adolescent Students

A rich and varied data on the ways of coping with stressors among adolescent students is obtained through the qualitative study. Different ways of distractions used by the adolescent students were mentioned by the participants of the focus group interview. Use of distractions, religious coping and expression of emotions, are the
most preferred ways of coping among the participants of the focus group interview. In the quantitative study, Self distraction and turning to religion is used mostly by the respondents in the attempt to cope with stressors. Substance use is used least as a way of coping with stressors by the respondents.

7.8 Suggestions

Adolescent stress is clearly implicated in the development of mental health problems. Coping by young people is integral for their current and future well-being. Hence it is very important to help the adolescents to prevent stress, manage stress and promote successful coping. The suggestions derived from the analysing the data of the study are mentioned in this section. The insights gained from the review of literature and recommendations given by professionals working with children in different fields such as education, psychology, psychiatry and counselling regarding stress management and coping among students are also incorporated in formulating the suggestions. The suggestions to students to prevent and control stress are given. The suggestions to teachers and parents to help the children in managing stress are also mentioned. Suggestions for the society and the media to safeguard the privacy and confidentiality of the child under stress, and to help him cope with stress is mentioned.

Suggestions to students to prevent and control stress

Career awareness and Career guidance programmes should be conducted in schools for students and parents. Managing exam stress is a serious concern for many students. Students should be facilitated to develop proper study habits and manage time economically for studies well prior to exams. Additional help from peers, teachers or relatives could be sought for studying difficult subjects. Toll free numbers to discuss the stressors and issues of children should be made known to all the students.

Programmes that foster self awareness, self confidence, self esteem enhancing strategies and problem solving strategies should be conducted for students. The students should be facilitated with measures to improve assertiveness and life skills. The students should be helped to be realistic in their expectations.
The students should be facilitated with measures to improve time management skills. Dealing with deadlines to avoid stress is a matter of setting up priorities, scheduling time accordingly, and making an effort to stick to both priorities and schedule.

Attempting to learn new skills would help in venting the stress. Trying to develop a good network of friends would also help the individual to handle stress and prevent stress. Students should set reasonable limits in the use of internet regarding the duration of use and the social relationships across the net.

Students should find regular time for recreation, exercise and practice of hobbies. It is good to try to do something that can be enjoyed such as development of hobbies, managing cultivation, handling pets. The person can spend some time by doing voluntary activities in religious organisations, youth clubs or social service forums.

Students should try to develop positive relationship with parents. Students should try to strengthen the family bonds.

Students could be facilitated for daily diary writing. This would help in better stress management and in experiencing low perceived stress. Indications of motives for diary-keeping and the material entered in diaries suggests the behaviour is a means of organizing one's life and provides an outlet for expressing thoughts, feelings, and emotions.

According to Cox (1978), an alteration in the cognitive appraisal would help the student to deal with stress. The alteration of the actual demand could be attempted. Under stress, the actual ability of the child to cope may be thwarted. The existing abilities to cope should be supported.

Suggestions related to school environment in prevention and control of stress among students

In the schools with positive climate characterised by warm, close and caring relationships among students and staff members, it is seen that the student
achievement and behaviour tend to exceed expectations (Rutter, 1979; Brookover, 1978). The school should provide a student friendly environment to the students.

The schools should provide a supportive and nurturing environment for the students. Nurturing the students is very important to raise and maintain their self concept and self esteem through the educational process and for improving their ability to cope with feelings. The effective strategies for nurturing include teachers nurturing students, students nurturing students, teachers nurturing teachers. Mutual nurturing focuses the attention to the affective needs of the students and staff members in the school settings. This nurturing environment would help to alleviate stress and improve coping among adolescent students.

There is need for the development of curriculum giving emphasis to the attainment of life skills for students and increasing the positive personality attributes among the adolescent students. The students should be given opportunities to talk freely, about the sorts of responses from their teachers and peers that encourage and discourage them to learn. The students should be given opportunities to ventilate their feelings through interpersonal communication.

The students should be facilitated with measures to improve self esteem. The students with high self-esteem showed significantly more positive attitude towards school and positive perceptions of their academic performance (DeMello & Imms, 1999). Self esteem building strategies should be facilitated in schools.

The schools should provide a supportive environment to boost up and maintain the self esteem of the students. This environment would create a learning environment to the students. This would also provide the child with an arena to alleviate stress and facilitate coping.

The students should be facilitated with measures to improve assertiveness, self confidence, time management and problem solving skills. Time management training, Study habits training and Exam stress relieving workshops should be provided for students. Programmes that foster self awareness, self-confidence and problem solving strategies should be conducted for students. Positive parenting workshops should be organised by schools.
The internet-delivered stress-prevention program for adolescents is a possible alternative or a supplement for school-based implementation of mental health promotion. Numerous techniques such as transcendental meditation, transactional analysis and autogenic training, progressive muscular relaxation, are helpful for stress management. These methods could be taught by professionals to the students who are highly stressed.

Stress inoculation training should be given to the students as a preventive measure to prevent stress. Stress inoculation training involves three phases. In the first phase, the individual is given an idea on the conceptual framework of understanding the nature of stressful reactions. A number of behavioural and cognitive coping skills are offered to the individual to practice in the second phase. The client is given an opportunity to practise coping skills during exposure to a variety of stressors in the final phase (Meichenbaum, Turk &Burstein, 1975).

A coping skills intervention could be created and implemented, to provide adolescents with some tools for coping positively with the stressors they are facing during adolescence. Studies reveal that the adolescent respondents found that the intervention study teaching the use of emotion focused coping strategies to harness the energy produced by their intense emotions, and how to channel them in a positive manner was very beneficial for them.

According to DeMello and Imms (1999), the individuals with high self-esteem and internal locus of control scores used productive problem solving coping style. This research finding implies that for effective use of productive problem solving coping style among students, their self esteem has to be improved.

The intentional cultivation of moment-by-moment non-judgmental focused attention and awareness is termed mindfulness. Sustained mindfulness practice can enhance attention and emotional self-regulation and promote flexibility, pointing toward significant potential benefits for both teachers and students.

Yoga is the oldest system of personal development in the World encompassing the entire body, mind and spirit. Yoga has demonstrated to have led to
a relaxed mental state. Students should be encouraged to practice yoga as it would help in stress prevention and management.

The goal of the curriculum should be personal and professional development. A student who experiences that he is evaluated only on the basis of performance in the examinations may not give importance to develop his life skills, stress tolerance, emotional competence, self-esteem, problem-focused coping skills and proactive coping skills. Schools should give emphasis to improve life skills, problem-focused coping skills and proactive coping skills among the students.

The educational institutions should provide more opportunities to students to get practical exposure to problems and issues in real life and different ways of handling the issues through interactive sessions and workshops. Confidence building programmes, assertiveness training and proactive coping skills enhancement sessions should be given to students in schools to develop their ability to take rational decisions, improve their logical and analytical abilities, problem-focused coping skills and proactive coping skills.

Students, who study in an emotionally balanced classroom environment is able to handle their stressors in a better way, learn to regulate their emotions and involve in the educational sessions in an enhanced way. So the teachers should take necessary steps to reduce the emotional disturbances at schools/classroom. There should be regular communication between the teachers and parents.

Appropriate programmes to improve the life skills, soft skills and social skills should be arranged in the schools. Libraries of the schools should be equipped with books and study materials related to stress management, positive thinking, effective coping e.t.c. The personal life including both the academic and non-academic life of students could be strengthened by enhancing their problem-focused coping skills and proactive coping skills. It is worthwhile to integrate the concept of proactive coping in the school curriculum, making the students, teachers and parents as the practitioners of proactive coping.

In schools, there should be a referral protocol of other professionals. If a student needs services outside the school such as counseling, medical aid, financial
help, family assistance etc. There should be a convergence of departments/ agencies for networking the services.

**Suggestions related to relationship with peer group in prevention and control of stress**

Generally, competition and jealousy play an awkward and destructive role in friendships. Acknowledge the fact that competition, feeling of jealousy, feeling of guilt and feeling of affection, exists between friends. Students should learn to set limits in their dealings with the peers. An individual should try to develop mature and healthy relationships with peers and friends. A cooperative environment must be created among peers and friends, so that the interpersonal relationship is less stressful.

Positive peer influence programmes could be designed to channel peer pressure in positive directions. This would also help to develop and enhance adolescent self esteem and problem solving skills. Peer teaching programmes, designed to provide useful information and skills among adolescents provide the participating youth with meaningful roles and real world responsibilities as well. Peer counselling/facilitating/helping programmes, should be designed to assist young adults in solving problems and coping with some of the challenges with which they are inevitably confronted in the modern society. Family problems and problems in school could be dealt with in these programmes. Peer participation programmes can be designed to provide a link between the world of peers and the world of adults by providing peers with real world tasks and responsibilities with adult guidance in accomplishing them.

**Suggestions to teachers regarding prevention and control of stress among students**

Teachers should try to accept and respect the individual differences of the students and provide positive feedback to the students. Skill Development Programmes should be conducted for teachers. Teachers should be meticulous not to compare students and not to scold them in public. Teachers should observe the students regarding any change in their behaviors, any consistent change in their attention in the class, any consistent decrease in performance in the examinations.
The teachers should encourage the students to talk about their personal matters. Mc Guinnes (1989) opines that the task of the teacher seeking to create a healthy classroom is to ensure high levels of positive feedback for the student’s self image, and to broaden the range of qualities valued in the school projected ideal self for the better coping of the student. The teacher has to scrutinise the socio emotional outcomes of his work for ensuring the psycho social wellbeing of the student.

**Suggestions to parents regarding prevention and control of stress among students**

The parents should maintain healthy relationship with children. The parents should give psychological support to children. The parents should attempt to boost up the self esteem and self confidence of their children. The parents should try to set good example for children. The parents should have communication with the friends of the child. Parents should try to accept and respect the individual differences of their children. Parents should provide positive feedback and positive reinforcement to their children.

Parents should not compare the children with their siblings and other children. Parents should not scold their children in public especially in front of their friends. The parents should set reasonable limits for the use of internet, and watching television, recreation and spending time with friends. The family bonds are to be strengthened. The relationship of children with grandparents and relatives should be encouraged. Positive parenting workshops organised by schools and organisations should be attended by both the parents.

**Suggestions to society regarding prevention of stress among students**

The society should understand that certain specific behaviours and attitudes shown by the adolescents are the resultant of their growing up process. Society should try to help in the transitions of adolescents during the period of life span where they are experiencing stress and strain. Greater public awareness of mental health issues and greater social support for adolescents are essential for effective prevention of emotional distress and mental health problems in adolescents. Voluntary organisations, religious organisations and youth clubs could conduct programmes
for adolescent students to improve their socialization, to build up their social network and to channelise their energy productively.

Protection of adolescent mental health starts from parents, families, schools and communities. Rendering education to these stakeholders about adolescent mental health can help the adolescents enhance their psychosocial competence which in turn facilitate to improve their mental health. Positive parenting workshops should be organised by organisations. Community help desks could be formed by schools in collaboration with the community to help the students who are in crisis or difficult situations. Society has a major responsibility for de stigmatization of the student, who had had a critical stressor in his life and has survived it. In incidents related to conduct of police enquiry from the child/student, the police should maintain privacy and confidentiality of the person. In incidents regarding reporting of incidents related to students, a protocol should be chalked out for media to ensure responsible reporting safeguarding the privacy of the child.

7.9 Implications of the Study to the Field of Social work

The strength of this study is its focus on adolescence, a developmental period in which remarkably little is known about the stressors and coping among adolescent students in Kerala. This study is an attempt to understand the coping with stressors among adolescent students. The model of stress and coping acknowledged in this research is that of Lazarus and Folkman, (1984) which views that the perception of the stress is resultant of a combination or a transaction between the event, the environment and the individual. This has varied implications in the field of social work. This research represents a contribution within the field of social work by empirically demonstrating the importance of stressors, coping and proactive coping among adolescent students. The study has contributed to the extant literature by focusing on the stressors of the adolescent students and their coping. The study poses various implications in the social work research, education and practice. The various implications of the research in each of the above mentioned fields are explained in detail in this chapter.
7.9.1 Implications of the Study to the Field of Social Work Practice

Stress has been documented to occur in virtually all spheres of life including school, family, work and interpersonal relationships. The research on stress and coping is attempted by many across the world. The current study attempts to assess the stressors and ways of coping among adolescent students in Kerala state. The study also analyses the proactive coping among adolescent students. This study has helped to understand the experiences of the stressors among adolescent students. This study revealed that the students are facing different stressors in the educational institution in relation to studies, interpersonal relationships etc. The students are emotionally immature to handle the frustrating situations and this adds stress in their lives.

The study has implications in the management of stress at the individual level and at the organisational level. At individual level of the students, assessment of the student, identification of the stressors, identification of the reaction to stress assessment of levels of social support and assessment of coping resources available could be done. This would help to develop an individually designed programme for the student. The adolescent students could be taught of generic skills to empower and encourage mastery oriented behaviour which would enable them to change the perception of the stressor and their own perception of their ability to handle stressors.

The understanding of coping strategies generally used by adolescents to manage stressors would help school counsellors develop effective programs that capitalise on adaptive coping strategies and discourage maladaptive coping strategies.

The coping strategies utilised during adolescence form the foundation for an individual’s adult coping style. According to Plunket, Kimberly & Phanara, (2000), programs which encourage adaptive coping responses would impact the adolescent students as they grow into adults. The quality of experience of the student in the school could be most exactly represented by the inter-relationship between the academic outcomes and the social and emotional outcomes. The relationships among students with individuals such as peers, families and teachers should be supportive. The academic outcomes and the social and emotional outcomes are influenced largely by the quality of the relationships among students with peers, families and teachers (Murray-Harvey & Slee, 2007).
The mixed methodology adopted helped to give a holistic analysis of complex variables in the study. This would advance the development of useful knowledge and provide a richer understanding of the adolescent population. This would delineate new paradigms and directions for school social work practice. The findings of the study would provide descriptive information about the various personal resources and strength of the individual such as self esteem. This information would be useful in planning and rendering life skills education to the adolescent students.

The study findings revealed the relationship and interrelationship between the variables under study such as perceived stress and self esteem. Such information would be useful for justifying the need for the development of effective counselling services in schools. This study can advance the field of school social work and adolescent mental health by providing information and insights regarding stressors among adolescent students, their perceived stress and ways of coping with stressors. This study has contributed to the field of school social work by analysing the various academic factors in the educational system that contributes to the development of academic stress for the adolescent students. This would help in bringing about changes in the academic requirements and evaluation. The interventions for the promotion of child and adolescent mental health are very much required in the contemporary social scenario. Parents and teachers should be provided with a platform for interaction with professionals in the field of child development, psychology, paediatric psychiatry and social work, so that they are able to discuss their issues and clarify their doubts. The suggestions and recommendations given by the professionals in the field would be helpful to the teachers and parents in offering guidance and rendering better care to the children.

7.9.2 Implications of the Study to the Field of Social work Education

There is a dire need to incorporate mixed methods research in detail in the social work curriculum. Social work educators play an important role in ensuring adequate training to do mixed methods research. Qualitative research methods and mixed methodology are to be taught in depth in social work curriculum.
Social work students should be given an opportunity to work with children in different settings such as schools, organisations of the children, voluntary and religious associations of the children such as clubs, juvenile homes, paediatric wards, orphanages, tribal areas, slums and coastal areas. Social work students should be given an opportunity to work with children belonging to different socio demographic background also. The working with children in the diverse and varied setting would give the social work trainees an opportunity to understand their similarities and differences, their needs, problems and aspirations.

The topic of stress management and coping should be included in the social work curriculum. If so the students could develop an idea about the stress and coping processes and its healthy management. Social work students could be given training on various stress management techniques. This knowledge would also enable them to plan and implement effective stress prevention and management programmes for the clients. Seminars and workshops should be conducted by schools of social work in different schools and organisations to disseminate information and offer training regarding stress prevention, stress management and coping skills. Stress management to be included in social work curriculum.

7.9.3 Implications of the study in the field of Social work research

This study is an attempt in the field of social work research by the adoption of mixed methodology. The ability of the qualitative research to simultaneously capture measurable outcomes, context, and participant’s voices adds its value to social work research. The use of qualitative methods for research studies would aid in knowing different perspectives, thereby enhancing the ability of the data to represent complexity and clarity at different levels. The findings of the quantitative study facilitated to get a better view of the situation. The use of mixed methodology in this research study enhance transferability, generalisability and practical significance. Hence the findings of this research in the field of social work are significant in terms of the novel methodology adopted. Moreover, this study is also a proliferation in the field of stress research and coping research.
The research methodology must be grounded in the premise that strengths and weakness are found in both qualitative and quantitative approaches. Social work researches using mixed methodology should be encouraged. There is a need for more research to understand how mixed methods research can be taught in social work curriculum. More researches have to be done in the area of adolescent mental health by social work trainees and professionals. The publications of the social work researches conducted should be encouraged and facilitated.

7.9.4 Implications of the Study to the Field of Social Policy Formulation

Because of the unique characteristics of adolescence, the methods of education should be carefully chosen to facilitate growth. The energy and confusion of this period is to be channelised into productive channels. The educational system should respond to the emerging competencies which adolescents demonstrated.

As stressors are inevitable in day today life, improved ability to successfully cope with stressors are important to attain the personal and social equilibrium. The present research study is an earnest attempt to provide evidence to policy makers regarding the need of strengthening the School Mental Health Programme. The Government should take necessary steps for the introduction of School mental health programme in all schools. A counsellor/school social worker should be appointed in all schools for proper assessment of the needs of the children and ensuring their mental health and psychological wellbeing.

Bullying of students in the school by teachers and peers should be handled by strict legal guidelines. Child rights should be given due importance and the opinions and ideas of students should be given importance in decision making related to all factors pertaining to his academics and future. The consent of the student should be sought in writing prior to the important decisions in his life like further higher studies etc.

Adolescents themselves should also be encouraged to contribute to debates and policy making on adolescent mental health. The present research study provide evidence for the need for strengthening family environment to improve the coping skills of students as the social support given by the family plays an important role in helping to cope with stress. The local governing bodies can initiate programmes and policies to develop and mend the bond in families.
7.10 Scope for Further Research

Close attention could be given to the social and economic contexts in which the adolescents are living and the characteristics of stressful events and conditions with which they attempt to cope. The use of similar measures to measure stress and coping with different populations of children and youth who have been exposed to different types of stress will increase the understanding the influence of individual differences and contextual factors in stress and coping. The in depth study on coping would also help to better understand the coping styles and coping modes of children and adolescents and the effectiveness of their coping efforts.

The effects of individual differences and personality factors on stress and coping could be studied. There is a need to better understand the factors that can influence the perceived stress among adolescent students. The relationship between self esteem, self efficacy, social support on stress and coping could be critically assessed. The emerging database on stressors and coping among adolescent students should in for the development of interventions designed to enhance the ways of coping with stressors among adolescent students.

Considerable research has implicated stress in the aetiology of a variety of illnesses. Further study could be conducted regarding the effect of stress and coping on the health and illness of the individuals. The stress and maladaptive coping plays a critical role in the physical and psychological wellbeing of adolescent students. More research is needed to understand the influence of stressors and coping on various psychosocial correlates and health correlates to understand better the influence on psychopathology and physical health.

Coping is an important factor in well-being during normal everyday life. There is a need to better understand the factors that can influence coping among adolescent students. The coping resources and coping styles of adolescent students is an area that merit further research. Studies are to be done to identify the supports that exist among adolescent students that help them cope, and to recognise additional resources that may be needed to render further support to the adolescent students for better coping.

There is a need to increase consensus in the conceptualisation of coping in childhood and adolescence. There is need for standardisation in the measurement of coping in childhood and adolescence. Age related shifts in the frequency of use of
problem-focused strategies and emotion-focused strategies are a potential area for further study. The emergence of gender differences in coping indicates that, response of a child to stressful situations continues to evolve throughout the course of child development. Hence collection of a longitudinal data on coping with stressors could be an important goal for future investigations. Research in the future should include examination of rural and diverse samples, the use of various sampling procedures, and longitudinal assessments of coping.

7.11 Conclusion

Significant changes during a relatively short period during adolescence would have an effect on adaptive processes and coping. Although some stressful experiences may be inevitable in daily life, the study findings reveal that adolescent students suffer from high perceived stress. This study implies potential for stressors to be compounded as they carry over across time and affect the coping of the adolescents in various domains of functioning. Successful coping with stressors is very important for the psychological and social wellbeing of an individual. The developmental changes and psychosocial problems have implications for intervention efforts aimed at reducing the negative effects of stress during this period of development (Williams & Mc Gillicuddy, 1999). Wellbeing of adolescents can be improved, if adolescents are helped to minimize the use of negative avoidant coping strategies and to increase their use of active coping strategies (Frydenberg, 2009).

It is strongly perceptible that possession of problem solving coping skills and proactive coping skills are very important for achieving psychosocial competence. The growing concern for adolescents, who experience multitude of stressors, emphasises the need for development of evidence based practices to alleviate their perceived stress, to build up their self-esteem and to strengthen their problem solving coping skills and proactive coping skills.