Chapter-1

Introduction
Today, while India gropes with the achievement of a target “Education for All”, another set of problems concerning educationalists in the country are issues related to academic stress, problems, examination anxiety, and their effect on students’ learning process, well-being and mental health. Indian adolescents face a highly competitive examination system that determines their college entrance and access to desirable career choices. Teens respond in a variety of ways to academic competition. Some thrive on the intensity and use it as a motivating force while other youth step aside and are wary of the increasing pressure. Many students perceive more intense competitive feelings during the college application process. During preparation time, competition may become more intense, and students often compare grades and standardized test scores. Some students may become forlorn by performance they perceive to be substandard. Others may become increasingly motivated to work harder to improve their grades. Reactions to these events are entirely individual.

1.1 THE INDIAN EDUCATIONAL SYSTEM

In ancient India, education was imparted by distinguished men of learning in their hermitage or gurukuls, wherein rigorous codes of conduct applied equally to children from different social backgrounds (Dube, 1981). Student learning was a combination of acquisition of knowledge and skills required in future life. Kumar (1991) argues that the present-day pedagogy and curricula adopted in schools carries the marks of the “stress that colonial rule had put upon Indian society and culture”. With the spread of the colonial system of education and its focus on examinations, “the school curriculum became totally dissociated from the Indian adolescent’s everyday reality and milieu”. Gandhi’s “basic education” was based on the cultural tenets of Indian society with the introduction of a productive handicraft, related skills, and knowledge systems in the school curriculum; however, it failed to make a long-term impact on the existing educational system in India. Under British influence, education in India became textbook-oriented both for the teacher and the students, demanding that students memorize class material for reproduction in examinations. Being thorough in covering the content of textbook it was seen as a way of preparing the students for major examinations and for a secure life afterwards (Kumar, 1991).
In the current educational system in India, major examinations are held at the end of each school year that determine whether a student gets promoted to the next grade; critical board examinations, prepared and graded by outside examiners, occur at the end of the 10th and 12th year. Competitive examinations are the gateway for students' admissions to prestigious colleges and universities which begin after board examinations are over. Additional weekly and monthly examinations in school and homework assignments prepare students for these larger exams. The pressure to excel in this academic system is vividly depicted in the style and content of the textbooks and guidebooks designed to help adolescents pass the examinations: they focus exclusively on the students' ability to reproduce facts and information (National Advisory Committee Report, 1993). In classrooms, too, teachers become intent on covering the syllabus, often disregarding the comprehension level of students (Raina, 1983). School success has such an important role in determining an adolescent's future; it has come to be a critical measure of self-worth for young Indians; thus students and parents place major importance on the adolescents' academic work (Verma, 1998).

This academic/examination system is believed to take a high toll on students. A newspaper article read, “The awe of examinations is such that many children have not slept well for days and others have not been able to eat well” (Tribune, Mar. 8, 1999). The pressure of preparation for examinations creates high degrees of anxiety in many students, especially in those who are unable to perform at a level that matches the potential they have shown in less stressful situations (Raina, 1983). Mental health problems are frequent (Narang, 1994 & Verma & Singh, 1998). Psychiatrists have expressed concern at the emergence of education as a serious source of stress for school-going adolescents, leading to an incidence of suicide deaths (D’Mello, 1997). Many adolescents in India are referred to hospital psychiatric units for school-related distress, exhibiting symptoms of depression, high anxiety, frequent academic refusal, phobia, physical complaints, irritability, weeping spells, and decreased interest in academic work (Chawla, 1997). Fear of failure is reinforced both by teachers and parents, resulting in children losing interest under too much pressure (Verma & Gupta, 1990). Indian parents report removing their TV cable connections and vastly cutting down on their own social lives in order to monitor their ward's academic work/homework (Tribune, Mar. 8, 1999). Such expressions and feelings are read and
heard often in India, raising questions regarding the effects of the academic system on the total well-being of young people.

The effects of this type of "do-or-die" academic/examination system on adolescents' time use has been documented in East Asia, where adolescents have been found to spend much larger portions of their waking hours doing academic work and much less time in leisure activities (Lee, 1994, NHK Public Opinion Research Division, 1991 & Nishino, 1997) than those in the US (Fuligni & Stevenson, 1995) and Europe (Alsaker & Flammer, 1999). Research conducted in the US, Korea, and Japan indicates that, generally, adolescents experience lower than average emotional states and intrinsic motivation while doing academic work. They report feeling sad, irritable, bored, and self-conscious; and they strongly wish they were doing something else (Nishino, 1997), with negative experience being particularly acute for those who spend larger amounts of time in academic work (Lee, 1994). Studies cited earlier reveal that academic pressure is associated with general measures of anxiety, psychosocial disorders, and concomitant difficulties in the learning situation. However, one knows little about how this pressure is manifest in the daily subjective states of adolescents.

In examining the influence of school on adolescents' lives, it is important to look at the different contexts in which adolescents do academic work. As in, India many middle-class adolescents are enrolled in after-school coaching classes or "tuitions". Originally tuitions were meant for students who were lagging behind in the syllabus due to sickness, change of school, change of education boards, or other factors. But over time, as admission to various professional colleges has become more competitive and sought after, tuitions have become a normal pursuit for adolescents (Verma, 1998).

1.2 COACHING INSTITUTES IN INDIAN EDUCATION SYSTEM

The system of coaching institutes has been inexistence in India for a fairly long time. During the pre-independence period and early post-independence period, the system was largely meant for the students who could not enroll themselves in regular schools and colleges either because of non-availability of facilities within a reasonable distance from their place of living or because of financial constraints or
social taboos (Gafoor & Sunnummel, 2007). In the case of regular students, coaching was a rare phenomenon as there was a general impression that only academically weak and dull student's received tuition to make up their deficiencies. Apprehending negative publicity about their caliber, the students receiving tuition preferred to hide the fact from their classmates and teachers (Arora, 2002).

The coaching (private tuition) scenario has undergone a sea change during the last three decades, in tune with changing composition and character of society. Earlier it was an urban phenomenon and the students of board classes only thought of receiving tuition; but nowadays children start tuition from early classes onwards even in small towns. Instead of being perceived as an indicator of “dullness” it is now perceived as a matter of necessity of all students, a symbol of pride and social prestige as reported by Gafoor & Sunnummel (2007). Coaching has become near universal, particularly among the middle class in urban and semi-urban areas.

In recent years, there has been a phenomenal increase in the number of coaching institutes (private tuition classes) in India. They operate outside the system of formal education, i.e., the education given in government owned or non-government schools and colleges. These teaching places exist parallel to the regular schools. Some schools themselves allow private tuition, though not overtly. It has become a part of the educational environment to such an extent that nobody readily questions its existence. The trend of coaching institutes increases because most adolescents want admission in professional course. As every Indian is familiar with the “admission mania”, adolescents struggle to cope with the great demand-supply hiatus in-so-far as seats in prestigious engineering, medical and general colleges are concerned.

The private tuition nourishes the culture of spoon-feeding among the students. Adolescents depend upon the readymade notes supplied by the tuition teachers. Students cram these notes and reproduce them in the examinations. There remains a very little scope for self activity. These tuition products cannot withstand the vagaries of the real life when they enter the practical life. The notes are short-cut. The students in the whole span of their studentship do not see the reference books prescribed in their syllabi. Thus the seeds of imagination, insight and curiosity never get the favourable conditions even to germinate. Alien pregrown trees (in the form of notes)
when planted in the brains of the students give a bumper harvest in the form of marks in the examination and then fade away leaving behind barren brain lands. Purpose of studies is lost. "Studies", as in the words of France's Bacon, "Serve for delight, for ornament, and for ability". Their chief use for delight is in private ness and retiring; for ornament, is in disposition and for ability, is the judgment and disposition of business." In the presence of private tuition's the habit of studies among the students may not be cultivated.

The coaching class-room is packed with students frowning in concentration as they try to understand the problem being worked out by the teacher on the blackboard. There appear to be no shirkers or pupils mooning around and looking out of the window – everyone is full of attention and focused on the task at hand. This is perhaps the picture of coaching institute located in three small rooms cramped in the middle of busy shopping complex in one of the city in India. Often these coaching centers have poor ventilation and limited facilities. The parents of these students have paid significant sums for the privilege of this tuition, and the students are acutely conscious of the need to take advantage of it as best they can (Ghosh, 2008). Adolescents who are preparing for admission in professional courses regularly sit down with private tutors. They typically pay much more for such tuition than they do for the regular school fees. The practice is now so widespread that, among the elites and middle classes, not going in for private tuition (coaching institutes) is seen as something abnormal. Even among poorer families, there are tremendous pressures on parents to engage coaching institutes once the adolescent starts preparation for professional courses. One of the more remarkable features of the school education system is the way it has allowed and even encouraged the proliferation of private tuition outside the regular school system. This is something relatively unique to India, as it is not found to this extent even in countries where education is completely commercialized and privatized, like Singapore (Ghosh, 2008). Newspapers in urban areas regularly advertise the merits of different tutorial colleges (coaching institutes); those who succeed in competitive examinations as well as in school board examinations proudly thank these teaching shops or their individual tutors when they are interviewed by the media. There are entrance tests for the admission in coaching classes and the really weak students desirous of taking extra coaching hardly get a chance. On the other hand, the coaching class makes the students over-dependent on
will become nuisance to other classmates and often for teachers in the school (Kenny 
& Faunce, 2004).

The coaching system negatively affect the adolescents who are preparing for 
admission in professional courses, first only reading notes dictated by ones tuition 
master is the worst way for preparing for entrance exams. When a tuition master 
dictates notes, at best what it implies is that he/she has read the material from one or 
more places, hopefully understood it, and has made a summary of it. When someone 
else (a student taking tuition) just reads those notes one does not develop the same 
level of understanding as one would have developed if one had read the original 
material in the books himself/herself. Similarly, by only reading examples of solved 
problems (or listening to a tuition master explaining a solved problem) one does not 
develop the skill to solve problems. Unfortunately, almost all plus two students take 
multiple tuitions (physics, mathematics chemistry/biology) where their tuition masters 
dictate notes, and go through solved examples; they do not have time or energy left to 
read the text book and develop their own understanding and solve problems on their 
own to develop the problem solving skill.

'It is a matter of shame that private tuitions existed at the primary stage of 
education in India’, Nobel laureate and noted economist Amartya Sen said as quoted 
by (Satokar, 2005). It is unheard of in China, Japan, Indonesia the US and in 
European countries. Private tuition leads to social discrimination and there ought to be 
strong awareness about the status of education in other countries where this is rather 
unheard.

This is something which is very clearly evident in India, especially among 
middle class households, whose children are geared from an early age to take part in 
very competitive national examinations for admission into professional courses. But 
the urge to invest in private tuitions, and the growing dependence of pupils upon it, 
seems to have spread even to rural areas. The Annual Survey of Education Report 
2007, brought out by the Pratham Foundation, as quoted by Ghosh (2008) that at least 
one-quarter of all school students rely on private tuitions in addition to attending 
classes at school. It is sometimes argued that this reflects the poor quality of education 
in schools, such that adolescents are forced to take on private tuition because they do
not learn anything otherwise. While it is not as well documented, the problem is probably even more intense.

At the plus two level students from rural and semi urban areas are at a great disadvantage because coaching facilities are the best in metros or selected cities. There is an universal perception in India that private tuition is a necessity to succeed in entrance tests and also to better one’s performance in board examinations. Due to the wide syllabus and different preparation requirements of both the examinations, formal school education has taken a back seat almost becoming redundant. Some of the teachers even manipulate to get the students to attend private classes. After matriculation most of the students go into hibernation to prepare fully for entrance tests. They pay less attention to the board examination. Some coaching institutes insist that their students should not attend family/social functions nor pursue extra-curricular activities; as such distractions would affect their concentration.

In the sixties the alumni (IIT/CPMT) took the competitive examination a few days after the board examinations without any extra preparation. Thus the preparation for the board examinations was sufficient for the competitive examinations. This is how it should be as the spirit of a common entrance test is not to subject the candidates to extra preparation but to grade these adolescents on a common scale.

Besides IIT, The central board of secondary education started PMT for select medical college in the country and now AIEEE for admissions to national institutes of technology (NITs) formerly Regional Engineering Colleges, thus each aspirant is forced to take at least three to four tests resulting in considerable difficulty, anxiety, cost, clash of dates, often limiting their choices. The limited time gap forces them to fly at a high cost. Psychological pressure on the student is sadly telling. In many students one can see a perceptible change in attitudes during these days. They are often dehumanized owing to the totally competitive mercenary attitude. Today many academicians are raising doubts since the performance in professional colleges often is not in tune with the ranking in board exams.

There are entrance tests for admission to popular coaching centers and even coaching classes for such entrance test. A few cities have become famous for such coaching centers and students, often few parents shift to those cities for two years,
because coaching centers in these cities are more focused towards the aim of students. There are associated boarding, lodging and shopping facilities. A whole flourishing service industry becomes evolved in such cities.

It is alleged that some coaching centers have deals with some local private schools that admit their students and give mandatory attendance, without attending classes, at a price. The student attends the coaching centers on a full time basis and the private schools operate as dummies to provide attendance and conduct the board examination.

Sarwal (2004) stated that their lives especially of those who are even remotely anxious about their careers revolve only around one thing—tuition and more tuition. Instead of the leisurely early morning and late evening walks, these youngsters are now seen riding their cycles, mopeds, scooters and even cars with grim swollen and anxious faces to their favourite tuition haunts at these unearthly times. Even during the holidays they are studying as much, if not more, as during the working days in the school. The only good riddance for them is the dull and uninspiring school classes which, if at all, they are forced to attend for the sake of meeting the conditions of their attendance requirement. Just as with their studies, so with their examinations, what matter are not the marks obtained in the annual examinations but their performance at the competitive examinations. These are now conducted by almost all the universities and boards for selecting prospective candidates for professional colleges in the medical and technical stream, or for that matter any professional course. The young ones adapt to new situations and they have no other way but to accept the new realities of the tuition “yug”. Most students feel that they have molded their lives accordingly and tuition have now become an essential part of their education. Student becomes dependent upon tuitions right from their lower classes. The need for tuition is especially felt at plus two level for science students. These days, parents, before admitting their adolescent, to college admit him or her in the tuition class of the best teacher so that the seats there may not be over. The rush for tuition is so great that many teachers are now conducting tests for admission to their tuition classes. Earlier tuitions were meant for weak students now they are compulsory for the brilliant and the intelligent ones. The weak students are in fact, not admitted for tuition class. Since there are entrances test for tuition the really weak students desirous of taking extra
coaching hardly get a chance. Tuitions have become a craze these days especially in the large cosmopolitan cities. So much so that the students even miss their regular classes to attend their tuition classes.

According to The Hindu (24 Jan., 2005), for nearly 2000 IIT seats, 2 lakh students appear for JEE. Only one out of 100 is selected. Thus JEE is a rejection process and not a selection process. The 18 NITs put together may have about 7000 seats. Thus seats in premier technical institutions are around 10,000 to which nearly 4 lakh students aspire. Among the 2 lakh student taking JEE at least top 10 percent or 20,000 deserve to be in IIT like institutions. According to Murthy (2005) this scarcity has created cut-throat competition. The lure of IIT is such that a large segment of student attempt the JEE more than once and recent data shows that more than 30% of the selected candidates have succeed in the second attempt.

The dominance of private tuition may reflect a peculiar academic culture, whereby competitive pressure and high aspirations combine to create a milieu in which it is seen as not only the norm, but even as a minimal requirement for any kind of academic achievement. It is true that coaching education increases the burden of academic work on adolescent.

This practice is likely to be difficult to uproot simply because of the widespread acceptance, and even complicity, of all those involved. As Amartya Sen has noted, a dependence on private tuitions is one of the most important features militating against better quality in the school system, causing parents to expect and demand less in terms of actual teaching in school and reducing the incentives for teachers within the school as well (Satokar, 2005).

In addition, it places a significant additional financial burden on parents. Significantly, even poor households in slum areas try to make resources available for such tuition for their adolescents, often by restricting the consumption of necessities. As a result, education is effectively no longer free even for poor families in backward rural areas or urban slums.

There have been public interventions designed to combat this tendency. For example, several times, the state government officially banned private tuition in West
Bengal. It also promised to take the necessary legal action to ensure the ban. This ban was also supported by the teachers' associations (Satokar, 2005). However, obviously the ban has not been implemented effectively, as even the most recent evidence indicates the persistence of widespread dependence on private tuitions. Obviously, if this is to change, the country need more than legal measures. One needs a complete overhaul of not just the school system, but even more importantly, the examination systems of School Boards as well as competitive examinations.

As a result of the present education system in India, adolescents are under stress to deal not only with the academic work demands of the school but also with the demand of their coaching institutes. It is expected that time spent at tuitions is related to a similar profile of stressful states as in class. These academic stresses affect the life of young students.

1.3 STRESS

Stress and tension form part of human life in today's world. Life is lived through different phases. It is generally considered that getting education is one of the paramount phases of human life because it is the education, which opens the door of success and develops qualities of a good citizen. By and large it is accepted that success and quality in life are predicted upon the individual’s performance. The performance is valued through examinations. Therefore, examination becomes a powerful instrument of certifying the quality or potential of an individual. The worth of an individual is considered on the basis of getting admission in desirable courses having employment potential. Due to limited employment opportunities and less number of lucrative jobs competition has shot up to an undesirable level resulting in stressful situation globally. India is no exception. As a result, students stress out about their educational careers enormously, and it's been going on for years.

As far as Indian education system is concerned, the examination system has been considered a bane since independence due to its numerous shortcomings. Recently a new dimension is added to it, which is related to stress. Stress has compounded the problems stirring the whole socio-political system of the country. In fact it has become such a menace that some of the students appearing in board examination have been resorting to extreme steps like suicides. This situation is a
matter of grave concern for every body including students, parents, schools authorities, the government and the like. These suicides taking place at an alarming rate and have attracted the attention of society as a whole. Not only this, the problem has attained such frightened proportions that the government is forced to address this issue and take necessary measures to wipe it out. Educational experts unanimously agreed that the present structure of board and competitive examination and needs to be replaced with a system friendly to students (Singh, 2005). Something needs to be done to reduce the huge load of entrance examination stress on students but without lowering the quality of education. Thus stress is a buzzword. It has emerged as an issue, which needs to be discussed threadbare.

Unfortunately, it is not that simple for most. Where there's fun, there are responsibilities and expectations that kick in. The homework piles up on desks, textbooks are flipped through and testing deadlines dreaded. Schoolwork has to be done; there are financial worries that can add pressure, as well as family issues back home, relationships, friends, work, health, and worrying about getting a job. Kuethe (1971) found that the student is subjected to a variety of stresses in addition to examinations; these include the general atmosphere of competition, the student’s doubt about his vocational choice, and often his fears of acceptance into medical, engineering and other graduate school. The major stress of adjusting to a new environment is especially critical for the many students who are away for the first time. Other stresses such as deciding whether or not to continue school, to change major subjects may also affect students. All of this and more (sports, extra-curricular activities, etc.) can put the burgeoning stress on even the smartest, straight- student. Blaine (1963) states that "stress can be particularly acute for students because of their stage of development". It has also been found that adolescents are more vulnerable to stress than adults and younger children. Ordinary stresses can be monumental at this stage of development". Practically everyone has it; it is not uncommon but the steps which students are taking because of stress are very dangerous. Mittal (2008) reported that in 2006, 5,857 students (i.e. 16 students per day) committed suicide across India due to stress and these are just the official figures. These numbers are horrifying in themselves and one would have not believed these had they not appeared as official numbers in a national daily Mittal (2008). Behind these numbers, however, is hidden the even larger tragedy of what the education system has become. In addition to those
who take the extreme step of ending their lives, there are hundreds of others who run away from homes or just live the best years of their lives in fear and stress.

The life of an average student is hard enough right from primary levels, what with weekly and monthly tests keeping children perpetually in a state of stress, but come class 10th and the treadmill really gets deadly. For three long years the student eats, breathes and lives academics. It's a never ending cycle of tests and exams where not only the adolescent but the entire family lives in a state of siege mentality. Between preparing for the board exams and preparing for the entrance exams the student is left with no stress-free time where he/she can relax and just be. The daily routine of the entire family revolves around the examinations. Family holidays are deferred and relatives and friends warned against any visits.

Demented as this way of life, may sound things are only worse for those students who are not academically gifted or inclined. They still have to prove themselves against the formidable standards set by the better performing students. Caught in the mass hysteria that grips the nation every year around this time, they too do the endless rounds of tuitions and coaching classes in the hope of getting that magical entrance to a prestigious course. Given the number of students in country and the woefully limited number of seats up for grab, it is hardly surprising that the whole nation goes ape. Even ordinary courses in local colleges tend to have high cut off marks. This brings us to the problems students face when they prepare for entrance examination.

1.3.1 Concept of Stress

The word 'stress' is defined in the Oxford Dictionary as "a state of affair involving demand on physical or mental energy". A condition or circumstance (not always adverse), which can disturb the normal physical and mental health of an individual. In medical parlance 'stress' is defined as a disturbance of the body's homeostasis. This demand on mind-body occurs when it tries to cope with incessant changes in life. A 'stress' condition seems 'relative' in nature. Extreme stress conditions are detrimental to human health but in moderation stress is normal and, in many cases, proves useful.
Generally stress is perceived as ‘the body response to anything one perceives as dangerous, demanding or demoralizing’. Medeiros et al. (1983) explained stress as a curious phenomenon. According to Selye (1977) stress is a generalized response of body to demands placed on it, whether they are pleasant or unpleasant. Selye a psychologist has been considered as father of stress such as its intensity and its impact on the stresses on students.

Stress refers to any environmental demand that creates a state of tension or threat and requires change or adaptation. According to Morris (1990) stress is not limited to dangerous situation or even to unpleasant situations. Good things can cause stress because they “require change or adaptation if any individual is to meet his or her needs”. A survey in UK conducted by Buck et al. (1994) found decreasing psychological well-being due to stress.

In technical terms stress is the body’s reaction to a real threat. The stressors are the stress causers. Those events that cause one’s body to release a flood of adreline, cortisol and other stress hormone that produce powerful changes; one’s heart rate and breathing rate goes up, one’s muscle becomes tense and one’s stomach produce more acid, one is ready to fight or flight, a vestige of one’s lives thousand of years ago, but in today’s world, it can lead to physical, mental, emotional and behavioral problems. For over so many years researches have been studying the relationship between stress and disease and have found that stress can lower the production of antibodies in the body which makes him more susceptible to diseases.

There are other viewpoints as well in respect of defining stress. Some define it in terms of external demand or stimuli i.e. the thing present in environment causing stress, while others define stress as a person’s reaction or response to such external thing or stimuli. On the other hand a third definition brings both aspects of stimuli and response together. Thus these three types of definitions are prevalent in academic field.

The first definition is known as stimulus definition, which clarifies that stress is inherent in stimuli. Those who accept this definition regard stimuli are the stressors. It is just like defining stress in physics. Stress is defined in physics as subjecting an
object to pressure from external forces. Psychologically also it is thought that if a lot
of pressure is put on one individual it will strain him immensely and cause stress.

The second definition is response definition, which emphasizes psychological
and physiological responses to environmental situations. Selye was of the opinion that
body’s reaction to stressors is a complex one and that it involves a cluster of
responses (Landy, 1987). The third definition of stress is neither stimuli specific nor a
response to stimuli specific. It is rather an outcome of interaction of the two factors
which are the perception of events and internal changes in body and psyche. This
definition lays emphasis on both external and internal variables.

Stress is a term that refers to the sum of the physical, mental, and emotional
strains or tensions on a person and has different symptoms. Some physical symptoms
which students experience are heart pounding, headaches, sweaty palms, indigestion,
sleeplessness, and tight stomach; things likely to prevent one from attending class,
bad dreams, loss of appetite, irregular eating, fatigue, listlessness, low energy,
muscular aches and pains, difficulty in breathing, frequent urge to urinate and
vomiting. Emotional symptoms include being irritable, depressed, anxious, hostile,
nervous, fidgety or restless behavior, impatience, easily provoked to anger,
moodiness, loss of interest in usual activities or friends, behaving differently,
rebelliousness and suicidal tendencies, things that make it difficult to work with
others. The academic symptoms of stress include poor marks, lack of interest in
studies, low levels of concentration while studying, procrastination, not wanting to
begin studying, performance related tensions during tests. The mental symptoms of
stress are as forgetfulness, loss of concentration, poor judgment, disorganization,
confusion, and negative self talk. The presence of any of the above signs is a warning,
more signs should set alarm bells ringing and immediate action is warranted. Feelings
of stress in adolescents result from interactions between persons and their
environment that are perceived as straining or exceeding their adaptive capacities and
threatening their well-being. The element of perception indicates that human stress
responses reflect differences in personality as well as differences in physical strength
or health.

Definitions of stress mentioned in the preceding paragraph clarify as to how
the stress is caused. It is worthwhile to examine as to what would be the stimuli as an
external factor to a student to react and create a response for it in the academic process.

Academics are one of the major stressors for students appearing in the examination particularly in the board exam. By the large students perceive academics as dangerous, demanding and demoralizing. It appears as a challenging stimulus that creates stress. Generally the stress occurs mainly at the three stages viz. school examination, public examination conducted by the education boards and entrance examination for admission to professional courses conducted by IITs, engineering and medical colleges etc. These examination cause anxiety which leads to stress in students. Apart from this, it is coupled with the pressure from the parents, peer group and society, which is also responsible for the stress and exam fever.

The challenge of exam fever lies in the pass-fail system, which is responsible for this perception. However, getting pass marks also is not enough. It is only the high percentage of marks that satisfies the ambitious students. The education system also does not prepare the students well to face the situations in which they are placed. The situations relating to either how to score good marks or how to cope with stress or workload and time management are also not taken care of properly in schools. Undue emphasis is laid only on achievement in scholastic area and the areas pertaining to co-scholastic aspects are more or less neglected. As a result they do not learn the values like tolerance, discipline, emotional stability and diligence which are helpful in performing well in the academics as well as coping with stress.

Another important dimension of the whole problem of stress is the crucial age of the students. These students are adolescents. The characteristic of this age is reflected in their energetic, semi mature and ambitious behaviour. However, as far as their self-esteem is concerned they easily get hurt even with a slight or trivial matter because they feel that they have become mature. Therefore the prospect of failure makes them more anxious as compared adults studying in universities. As far as these adolescents are concerned they perceive academics/examination as a challenge that adds to their miseries.

Every student has his own needs, demands, motives, interests, likings etc. These combined together make psychological variables responsible for causing stress.
among the students preparing for entrance examinations. If these are not fulfilled up to the satisfactory level it may develop psychological stressors or types of the stress. In the present study stress is measured with the following stressors.

Psychological stressors are expressed in one or the following forms: -

1.3.1.1 **Frustration:** - Frustration is the outcome of blocking of needs or motives of the individual. Adolescents impede their efforts related to achieving their demands and targets and become the source of both frustration and stress.

1.3.1.2 **Pressure:** - Pressure is a common source of stress which occurs when one feels forced to speed up, identify or shift direction in one’s behavior or one feels compelled to meet a higher standard of performance. Pressure may come from within as when one pushes himself to reach personal standards of excellence and this internal pressure may either be constructive or destructive. It can also be caused when a person attempts to improve his performance to meet higher demands of significant others. Pressure may exist for a short or long duration, which determines the magnitude of the stress. Some of the pressure building situation may be aspirations and life goals, desire for highest achievement in the examination, change in syllabi or style of question paper as reported by Singh (2005).

1.3.1.3 **Anxiety:** - It is the one’s uneasy mental state concerning impending or anticipated ill. It is marked by apprehension, uneasiness and foreboding from which the individual cannot escape.

1.3.2 **Common Stresses among Adolescents**

The major stresses identified among adolescents are discussed below: -

1.3.2.1 **Self-Inflicted Stress**

Perhaps only those people suffer from self inflicted stress who are either high achievers or very career conscious. The student makes his own targets and works towards meeting them. As a result his day begins at 4 am and goes on till midnight. This stress starts because of uncertainty and insecurity about their future academic
and professional life. They pressurize themselves to achieve better and better because of high competition and limited number of jobs of their choice available.

Perusing academic work with this pressure affects physical as well as psychological well-being. The typical victim of self-inflicted pressure suffers loss of concentration at work and this pressure may bring changes in appetite, sleep pattern and can also inhibit learning. In coaching institutes the frequency of examination is very high. If he does will, he is hardly able to feel satisfied and happy with his performance because the next exam is close at heels. This high frequency of examination keeps him in stress. Serious pressure is however distinguished from mild pressure by presence of feeling of sadness, hopelessness, loss of interest in life, irritability, mood swings, lack of pleasure in formally enjoyed activities and sometimes thoughts of suicide. Due to these reasons he experiences happiness over his achievements for a limited time only. Also, due to high frequency of examination in coaching institutes he has to face another exam to test his worth, which pressurizes him not only to put in additional effort but also to improve his previous performance. Perhaps the pressure to improve one's own performance each time is the strongest in adolescents of coaching institute. This type of pressure may be very useful for them, because it motivates them for better achievement. According to Cohen and Hoberman (1983) stressed individual are benefited by improving their achievement if this pressure does not exceed the optimum level. Adolescents do not want to disappoint their parents and themselves as well so they overwork and do everything to reach the goals no matter how much stress it produces.

1.3.2.2 Peer Inflicted Stress

Peer inflicted stress (peer pressure) can be defined as stress exerted by peers to do something or to keep from doing something else no matter if one personally wants to or not. The central issue of peer inflicted stress is that individuals are motivated to act and think in certain ways because they have been urged, encouraged, or pressurized by peers to do so. There may be positive and negative effects to peer inflicted stress. If good grades are an influence to one and one’s friends that is positive peer inflicted stress. On the other hand if the group thinks that it is fine to steal and one steals that is negative peer inflicted stress.
Moreover, students want to get good grades and want to have higher scores than their friends since the course evaluation is based on the statistics. The stress happens when desires are not the same. They have an intense need to fit in and to be accepted by their friends. The serious competitive environment makes the students try hard to adapt themselves stressfully.

Peer inflicted stress is most common, fellow classmates, dorm residents, and friends around campus can be an enormous influence and can interfere with one’s studies. Peer persuasion is the key tactic as they manipulate others to go out with them to have a little fun. This causes many of them to veer off the right path and fall behind in academics, failing courses and even worse.

During adolescence, most students experience peer inflicted stress to improve their grades or at least to maintain their academic status and also to be able to maintain and/or improve one’s reputation as a student in the eyes of teachers. This stress is perceived not only by the low achievers but also by the high achievers. This peer inflicted stress is beneficial if maintained up to an optimum level but may be harmful if it becomes too high. When it is perceived very strongly the adolescent is forced to speed up and is compelled to reach a high standard of performance which may be beyond one’s capabilities.

When low achievers see that the students in their environment are performing better than them, they feel pressurized and insecure. At the same time they are afraid to lose the support of their teachers as they feel that the teachers pay attention to the better performers. The parents play an indirect role in creating peer inflicted stress by comparing the children with their peer groups/friends. This peer inflicted stress created by parents and sometimes supported by teachers is taken by the low achievers in two ways. A few take it positively and it gives them incentive to work hard but it can also effect negatively, in that continued failures and perception of poor competitive ability they give up, their efforts, perhaps leaving everything on charge of God. Therefore, due to this stress, the former are motivated to study hard and improve, whereas the latter deviate from studies and get engaged in other activities which may ruin their future.
Peer inflicted stress also affects the high achievers. They are under stress due to high expectations of their teachers, parents and significant others in their environment. They themselves also put in hard labour to maintain their academic position.

Students are known to be frequently pressurized by other students, and more so when there is a little or no parental support. They are thus at increased risk of stress due to peer group. Although all students face a lot of stress, yet, they are only too willing to give academic support to each other, solving minor doubts helping each other in time of personal difficulty, which perhaps helps to reduce the peer inflicted stress.

1.3.2.3 Parent Inflicted Stress

In the Indian context parents play a dominant role in shaping the child’s future and giving them a sense of direction. But majority of adolescents are deprived from it. Simultaneously due to the explosion of knowledge, diversification of curriculum, emergence of new technology, socio-economic changes and corresponding rise in people’s aspirations and awareness, the number of youth enrolled in coaching institutes has also registered a phenomenal growth. Expectation of the parents and society as a whole has developed a competitive feeling among adolescents to excel in their competitive examinations so as to attain a goal of becoming a doctor or an engineer. This psychological stress adds to their already accentuated anxiety and tension, thus shooting up their anxiety level.

In these circumstances the parents also try to exert pressure on students so that they secure a high percentage of marks. Moreover, parents also make them feel that a lot of money has been spent on their studies by way of school expenses combined with expenditure on coaching. Therefore the student is under constant pressure to the extent that he develops a sense of guilt and tries to cope with the situation. Consequently a feeling is developed that if he fails in exams it is the end of life for him. Moreover, there are other situations as well. Sometimes the parents do not try to estimate the adolescent’s capabilities before targeting their ambitions. Modern period is the age of competitions in which intellectual capabilities of individuals are assessed by the scholastic achievement. The scholastic achievement is dependent on lots of
factors like intelligence, motivation, interest and living in an environment conductive to learning.

A student lives in an environment where everyone expects the adolescent to achieve more and more. Thus he is constantly pressurized by parents and teachers to improve his performance. Parents from double income nuclear families tend to be soft on their wards; perhaps they bear a sense of guilt for not spending enough time with their children. However, these very parents in dealing with academic matters tend to be very demanding and impose high expectations. All parents pressurize their adolescents to use all skills and abilities to achieve the best outcomes. They expect high standards of achievements and often express frustration and disappointment if the adolescent fails to excel. Researches indicate that all children of all cultures and income do better when their parents are involved positively (Anderson, 1994 & Blythe and Faulker, 1995). They expect their wards to perform well in both the entrance test and boards but the syllabus of board examination and PMT and engineering entrance test is quite different. They are confused and often find it difficult to set their mind towards everything simultaneously.

The child also perceives the stress of his parents which makes him more stressful. As parents they often forget the individual difference that exists and indulge in making favorable/ unfavorable comparison with other siblings or their friends. This may no doubt increase his desire to achieve, but at the same time it also increases the stress.

Thus the total environment is very demanding. The environmental expectations are translated to the children by his parents. He hardly gets any time for relaxation, making friends and stress relieving. There are children who have a high tolerance level and can go on working under these circumstances. Yet, in spite of high tolerance level they may reach their high elastic limit and break down.

The academic transition in a unknown city results in higher frequency of problems among adolescents and they experiences many problems i.e. academic problems, psycho-emotional problems, peer and living condition related problems and food and financial problem which further increase the severity of stresses.
1.4 PROBLEMS

Youngsters entering a new academic world are confronted with multiple transition challenges. The challenges are compounded when the transition also involves recent arrival to a new city and culture. In the short run, failure to cope effectively with these challenges can result in major learning and behavior problems; in the long run, the psychological and social impacts may be devastating (Cárdenas et al., 1993). National Institute of Health (2001) also reported that young people have mental, emotional, and behavioral problems that are real, painful, and costly.

During adolescence, as in any other stage, the adolescent faces many problems, but since a number of problems seem to be faced simultaneously he feels particularly stressed. Due to his immaturity and future uncertainties he seems not to have any control over the situation. Epidemiological studies done in Indian context have given a wide range of prevalence rate from 2% to 30% for the problems among adolescents (Sethi et al., 1972, Rozario 1988, Rao 1978, Dalal 1989 & Bhola & Kapur, 2000).

Adolescents experience a lot of problems when they join coaching classes for the preparation of professional courses. During the period of adolescence self awareness, self-realization, self-assertion and changes in interest occur gradually. The adolescents find themselves taking interest in social and recreational activities and even the books of a type that one formally scorn. According to Moser and Moser (1963), general problems of personal nature as found in students besides the academic problems are finances, undesirable habits and lack of self-sufficiency. According to Ausubel (1977) problems include personality difficulties like those of adjustment, emotional problems as those of irritability, restlessness, swings of temperament, hesitancy, negativism, self-consciousness, feelings of embarrassment and inadequacy. Conflicts related to emotional upsets, indecision, crisis of purpose and meaning of life are some of the other situations, which lead to problems. Children during mid and late adolescence period are concerned with the problems relating to academic grades, ability to graduate, how to study effectively, selecting a career, training needed and opportunities available etc. Robbinson (1950) described the problems of adolescents as those related to adjustment, which may be personal, curricular, vocational and...
financial, skill problems and maturity problems. Cole (1954) has grouped adolescent problems into different interest and activity areas i.e. emotional maturity, general social maturity, emancipation from home control, intellectual maturity, the beginning of economic independence, adequate use of leisure time and the establishment of an interest in general principles of conduct.

These adolescents face many challenges initially. The most obvious demands are the academic requirements that a student must successfully fulfill such as tests and assignments. In meeting those demands the adolescent must face time constraints and deadlines for completing homework and assignments and preparing for examinations, which requires him or her do allocate time and energy effectively and to develop efficient study habits, sometime under difficult conditions (Zeidner, 1992). Perhaps most of these adolescents fail to manage their time and energy effectively therefore they face many problems. Students have difficulty in adjusting to the academic demands of coaching institutes. Compared to high school, the courses of intermediate and competitive examinations, typically involve more reading and exams and papers cover more material. For some students, adding a heavy workload to a confusing and lonely social environment is more than they can bear. Problem can come from a variety of sources both inside and outside of school and coaching institutes, from heavy workload and difficulty managing one’s time to financial problems and difficulty with family.

One of the greatest make or break factor in the whole coaching education experience is the person or people with whom adolescents share their accommodation. Most students who move to the other city for coaching find rooms and apartments near coaching institutes which they share with others mostly to cut the cost of living. However having to accommodate with the roommate is the greatest problem. The hostels are residence halls where most students share facilities and common areas, such as bedroom, bathroom, kitchen, dining area, study room and television room. The bedrooms can be single or double, or, to accommodate a large number of students may be dormitory style with up to 14 students (Barakat, 1987). These all contributes to the high roommate related problems among adolescents. Student living in hostels is a distinct group of students who have unique needs and problems. They have particular physical, social and emotional characteristics. They are away from home
for the first time and have to learn to manage their own affairs, and adjust to new conditions of living without a family member of greater experience to guide them (University health services, 1966 & Bush et al., 1985). Also students who live independently are subject to less parental control that can inhibit unhealthy behaviour. Such students are more prone to poor eating habits, lack of sleep, or the acquisition of new habits, such as smoking. All these factors do not contribute positively to the development of a healthy lifestyle (Pender et al., 1987).

Due to lack of coaching institutes in small cities, students have to migrate to other cities. In a new city or a new situation he/she has to face many problems. How he faces these problems and how maturely he attacks on them is very important. Of the many problems that adolescent must face, the severity of each will be influenced by the adolescent pattern of living, whether he is living with his family or away from home (Adams, 1964, Anderson, 1960, Khulen, 1963 & Wheeler, 1963).

When he joins a coaching institute he leaves the secure world of school where everything runs and works in an organized predetermined pattern, to a world where he is more independent, working less predictably and less uniformly. He has to share his room with peers who he seldom trusts, at least initially. He has to develop a study routine which is drastically different from the one he has followed in the last ten years.

Living away from home bring with it additional stress related to catering to one’s daily needs. Things that were done by his mother are now handled by him independently. He now has to himself ensure that breakfast is made, clothes are washed, room is cleaned, etc. Getting up at the desired time is also his own responsibility he seldom sleeps peacefully because he feels that if he does not get up in time his works will suffer. Students have been found to be a population that does not get as much sleep as the typical adult population (Buboltz et al., 2001). This finding is important because it indicates that students do not take into account the repercussions of sleep deprivation. Some of the repercussions may include inability to concentrate and a lower overall grade point average in school (Trockel et al., 2000). In a study done on sleep length and grade point average, it was found that students with higher grade point averages reported sleeping longer than those with lower grade point averages (Kelly et al., 2001). Kelly et al. (2001) categorized students according
to self-report on a survey into three groups which are short sleepers, average sleepers, and long sleepers. They concluded that longer sleepers reported higher grade point averages than short sleepers. Kelly et al. (2001) attributed this finding to decreased ability to focus on schoolwork for short sleepers and they often feel sleepy in class. Abel and Gingles (1965), Adams (1964), Bailey (1964) and Bath (1962) have revealed that the problems of adolescent are numerous and for the most part, center around health, plans for future – including education, choice of vocation and finances. Many adolescents are not willing to discuss their problems with parents, friends and siblings. They fear that their problems will not be understood or in discussing them they will lose their independence if they seek help from others. The more serious the problem, the less willing is the adolescent to seek help in solving it (Dubbe, 1965 & Garrison, 1966). Urivi Vikram Charitable Trust (2001) found in a survey that 73% of students felt that they cannot talk to their parents about their problems, while 56% felt that they cannot talk to their friends, 31% did not understand much in class and 28.5% students did not know how to study effectively. Forty percent students found it difficult to concentrate on their studies and 37% expressed examination fear and fear of failure which increases the severity of the adolescent problems.

Until adolescent has solved his problems to his satisfaction, he will be preoccupied with his problems. Furthermore he will suffer from the feeling of inadequacy and inferiority which, in many cases, he will try to hide by a cocky self assurance. If the adolescent is able to deal with these problems without too much inner turmoil, he will develop self confidence and inadequacy which may leave permanent psychological scars (Teicher & Jacobs, 1996). It is a common feature to read about adolescent suicide cases in newspapers which are mainly due to the lack of adjustment or the inability to solve the problems they are faced with. This is particularly true of the students preparing for competitive examinations, who get frustrated because of the workload imposed by the teachers and factors like competition and high ambitions. This vulnerability sometimes leads to ill-health, negative symptoms or suicides.

Many adolescent feel that they are misunderstood by their families, teachers and friends. This intensifies their problems and results in psychological isolation from possible sources of help in meeting their problems. When however, they discover that
others have problems similar to theirs, their attitude change and they attack the problem more aggressively. Some adolescents learn how to solve their problems they encounter with increasing success with each passing year and this affects their level of well-being.

1.5 WELL-BEING

The concept of "good-life" varies considerably among individuals. For some time, the ideal state is one of wealth and luxury, for others it is attained through meaningful relationships with friend and family; for still others or one can say students, the physical comfort, happiness and satisfaction with teaching are foremost determinants of well-being WB. Well-being is associated with wellness and can be described as a state that combines health and happiness. Thus those factors that contribute to being healthy and happy also will be contributing to being well. In order to achieve a state of wellness one has to work on its determinants. The determinants of wellness are better understanding of concepts like destiny, health practices, health services, family, environment, work, money, security, social support and leisure (Rona, 2006). Wellness is generally used to mean a healthy balance of the mind and body that results in an overall feeling of well-being.

The field of well-being comprises the scientific analysis of how people evaluate their lives both at the moment and for longer period such as for the past year. These evaluations include people’s emotional reaction to events, their mood and judgment they form about their satisfaction and fulfillment (Diener et al., 2003). Well-being can be simply defined as the individual’s current evaluation of her happiness. Such an evaluation is often expressed in affective terms; when asked about well-being, participants will often say, “I feel good” (Schwartz & Strack, 1999). Well-being is thus, at least in part, a proxy for a global affective evaluation. Well-being is a relatively complex notion with a variety of components that may contribute to it. The dimensions of well-being are autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self-acceptance as reported by Ryff (1989). All of these factors can be considered as key components that make up the definition of psychological well-being. Therefore, adolescents who exhibit strength in all area of well-being will be in a state of good well-being, while adolescents who
struggle in these areas will be in a state of low well-being. There are various factors that affect adolescents’ level of well-being. Several studies have shown that the quality of relationship within families, especially with parents is a major determining factor of well-being in adolescents (Shek, 1997, Sastre & Ferriere, 2000 & Van-Wel et al., 2000). Some other key factors that may contribute to a higher or lower level of well-being in adolescents are stress (Siddique & D’Arcy, 1984) physical health (Mechanic & Hansell, 1987) and both popularity and intimacy in peer relationships (Townsend et al., 1988).

Cantor and Sanderson (1999) have suggested that the way students approach their goals influences their well-being. In addition, researchers have suggested that having a coherent sense of one’s personality and acting in accordance with that personality are positively related to well-being (Donahue et al., 1993 & Sheldon et al., 1997). Diener and Suh (1998) suggested that well-being (WB) is one of three ways to assess the quality of life along with economic and social indicators. Well-being is essential for excellence in any act of competition that involves concentration and retrieval of information from the mind’s backyard. In such testing times, the students have to keep in mind that every TEST involves four clinching factors such as T (Techniques), E (Energies), S (Stress) and T (Time) (The Hindu, 30 Apr., 2007) which can affect their well-being.

Students are willing to sacrifice their present pleasures in an effort to achieve the target for future success. They sacrifice sleep, enjoyment, family and other recreation today and prepare themselves academically to ensure selection in white collar jobs. For some a self perception of growth in this direction promotes a feeling of well-being. He has perhaps achieved nothing today, but hopes to achieve a lot for his future. Momentary factors such as current mood and even current weather condition can affect the well-being (Schwarz and Strack, 1991), although they are temporary and do not have a long term impact. Well-being is most commonly used in philosophy to describe what is non-instrumentally or ultimately good for a person.

Study of well-being is an attempt to understand adolescent’s evaluation of lives. These evaluations may consist of measuring the frequency with which people experience pleasant emotion (satisfaction) and unpleasant emotions (depression). Thus it is clear that well-being shows a mental or psychological state of students and
can be measured with distinct components or affected by the following components (i) out of home adaptation (ii) physical health status (iii) happiness (iv) teaching satisfaction (v) recreational interests.

1.5.1 Out of Home Adaptation

"There’s no place like home", "Home is where the heart is", and "You can never go home again" are all popular sayings about the importance of home. Leaving home is a universal developmental milestone. The homesickness associated with this event is usually mild, but the distress and level of impairment among some homesick persons can become extreme. It is an ancient phenomenon, mentioned in both the Old Testament book of exodus and homer’s odyssey. Poor out of home adaptation or one may say homesickness is a general term that represents grieving, feeling sad, feeling loss of meaning, fearing change, anticipating disappointment, being lonely, feelings of anxiety about separation from loved ones or anxiety about one’s performance, feelings of isolation, feeling different from others, feeling depressed with low motivation to study or make friends can also be experienced as part of homesickness. Yearning for a connection to someone who will “take the pain away and make things seem alright” is a common reaction as is constantly thinking of home itself. While homesickness can be painful, it also presents an opportunity to grow beyond what one was and to expand one’s comfort zone. It presents a chance to take charge of life and learn new skills for dealing with emotions and with others. In fact, most students experience some degree of poor out of home adaptation or homesickness (the longing for home, family, friends or familiar environment) when they first come to join coaching institute. A large academic setting is different from most students’ previous experiences. Sometimes it can become a more serious depression if the person cannot begin to meet his/her needs for love and belonging with new people. In those incidences, a new student (or an experienced student feeling homesick) may want to seek out professional help to talk through his/her concerns.

These students are leaving the nest, but often not quite ready to make their own way. Finding themselves in a totally new environment, students can often feel overwhelmed and panicky. For some, this process is long and painful, and they may require the help of a counselor. Some students get caught in the excitement of new
friends and activities and seem to forget about their former life entirely. Other students are very excited in the beginning only after several weeks, they start to miss what was familiar and wish for a visit with friends and family. Still others dread the unfamiliar surroundings from the beginning and are sad and somewhat miserable for a period of time ranging from a few days to an entire year.

With high goals and big dream adolescents set out to achieve their aim. In the beginning they start with never ending energy brimming with hope and passion, but soon they come to face a number of problems. First and the foremost is homesickness. For the first time adolescents are out of their nests. In the beginning they may enjoy their coveted independence but soon begin to taste the delicacies of competitive world. There is, as said cut-throat competition, left by themselves, they realize living by self is not easy. After about a month majority of the students begin to long for parental care, family food and old friends. Some may begin to lose interest in studies and when unsuccessful may astray from their real aim, their studies. With so many things in mind he often needs to talk to, but the most trusted most dependable person (parents) of his life till now is often away from him or is unable to help him. This may make him turn to friends for help. This is no doubt helpful for the adolescent, but there is also a possibility that the friend whose support he is seeking has already gone astray. If this happens one may lead one’s life towards a disastrous end, where academic performance becomes poor and success is sought in delinquent acts. This may become one possible outcome of stress, unrealistic aspiration, bad company or unsupervised guidance. However, this is only one outcome, most adolescent are able to do reasonably well according to their skill, effort, motivation and aspiration level.

1.5.2 Happiness

The notion that frequent positive affect is the hallmark of happiness has strong empirical support. Diener et al.(1991) found that the relative proportion of time that people felt positive relative to negative emotions was a good predictor of self-reports of happiness, whereas the intensity of emotions was a weaker predictor. That is, happy people feel mild or moderate positive affect the majority of the time; they do not appear to experience frequent intense positive states. A student experiencing happiness is encountering circumstances that one interprets as desirable. Happiness
signifies that life is going well, one’s goals are being met, and resources are adequate (Cantor et al., 1991, Carver & Scheier, 1998 & Clore et al., 2001). In these circumstances, as Fredrickson (1998, 2001) has so lucidly described, people are ideally situated to “broaden and build.” In other words, because all is going well, individuals can expand their resources; they can take the opportunity to build their repertoire of skills for future use; or they can rest and relax to rebuild their energy after expending high levels of effort. The characteristics related to positive affect include confidence, optimism, self-efficacy, likeability and positive construal of others, sociability, activity, energy; pro-social behavior, immunity and physical well-being, effective coping with challenge and stress, originality and flexibility. The success of happy people rests on two main factors. First, because happy people experience frequent positive moods, they have a greater likelihood of working actively toward new goals while experiencing those moods. Second, happy people are in possession of past skills and resources, which they have built over time during previous pleasant moods (Fredrickson, 1998, 2001). Instead of being the happiest and most constructive period in life, adolescence is frequently spoiled by parents and studies who make the period more difficult. The adolescent develops feeling of insecurity, uncertainty, inadequacy and this affects their self concept. He aspires to be the top performer in his class at school as well as the coaching institutes. He aspires to have abilities that would win recognition for him and above all he would like to be known for his academic or scholastic achievements. Feeling of insecurity and unpopularity due to poor achievement are the outstanding unpleasant memories of adolescent (Horowitz, 1962).

Adolescent’s unhappiness may come from better personal as well as environmental causes. Many have unrealistically high level of aspiration for themselves. When their achievement falls below their level of expectation they feel unhappy. When this occurs repeatedly adolescents develop a failure complex. When this happens, their unhappiness increases many fold and may even make them depressed.

Adolescents often assess themselves and try to gauge the possibility of success in achieving the goal they set for themselves. Further, the cut throat competition and the need to excel to exist makes one perceive small stumbling blocks as big failures.
Thus small failures can make so much difference that one may perceive his existence worthless making him utterly unhappy.

The second cause of unhappiness is being unable to fulfill the aspiration of parents. Often adolescents are also motivated by parents to strive for a career which is one of their parents liking. Parents in turn insist on their ward to fulfill their own unfulfilled career dreams. Thus most often the career aims are thrust on the adolescents rather than being chosen by him. Under such circumstances the aims and abilities, may often be mismatched. They often fail to convince their parents in favour of their own choices as parents often work through an emotionally charged atmosphere which sees no logics. Under such circumstances when his achievement falls he develops unhappiness.

Thus it expected that only when the achievement needs of the adolescent are met and satisfied to the level of his expectation, he will be happy.

1.5.3 Physical Health Status

Physical health status is an aspect of life that is essentially one of the most important factors in basic human performance. Humans suffer from many diseases and ailments that, in many cases, hinder their functioning. Health contributes to general well-being and overall lifestyle. In order for a person to enjoy a quality life, good health habits must be achieved because basic health determines what a person can and cannot do. Adolescence is a very healthy stage of life cycle but the adolescent who attends coaching institutes distributes his working hours, in an imbalanced fashion in favour of sedentary table chair jobs rather than on physical activity. Paik et al. (2000) found that stressful academic examination significantly increases cell derived cytokines (cell-mediated) humeral immunity and macrophage activities and may decrease macrophage cellular immunity. This means that academic exams increase the amount of work that the immune system must do to defend the body against sickness. Stress also keeps the immune system from fighting sickness efficiently. Adolescent frequently experiences digestive upsets caused by indiscrete eating, carelessness or lack of proper precautions, eye troubles, stomach upsets, headaches, ear aches and sleeplessness are a few of the common health disorder one experiences. Changes in study pattern leads to the development of faulty food habits.
This may result in obesity/underweight. The underweight condition is more a result of inactivity than of overeating; on the other hand the condition of overweight occurs due to irregularity of taking meals. Also because many students are living away from home they depend on mess for food which is not a good substitute for home food.

Sleep is another major aspect in a student’s physical health status. Sleep is a natural state for living beings when they are tired. For students, one of the biggest challenges is getting adequate sleep. Most people do best with between 6-8 hours sleep a night. Having irregular sleep cycles and staying awake late at night may increase fatigue and illness. Past research in the area of health and the ability to perform concluded that for students who were deprived of sleep for 24 hours were “not only increasing their feelings of sleepiness during the day, thus decreasing their ability to pay attention in class, but are also negatively affecting their ability to perform on exams” (Pilcher & Walters, 1997). A person who is deprived of sleep cannot function properly because his body has not been refreshed. Therefore if the body itself is tired then the person cannot successfully complete his day-to-day functions because the body has not been restored. If the body is tired then the mind is tired because the body functions as a whole.

Many of the studies indicate that students do not take into account the seriousness of their health behaviors (Budd & Preston, 2001 & Pilcher & Walters, 1997). Also some of the studies indicate difficulty in academic performance as a result of some unhealthy behavior (Trockel et al., 2000 & Kelly et al., 2001). If basic health is not achieved then students will encounter problems not only physically but mentally as well. Ultimately, if a student’s health is not up to par then that student will not perform to his potential in his studies.

1.5.4 Teaching Satisfaction

Teachers play an important role in providing information and advice to the adolescents. Spectrum of information can range from routine education to career guidance and health advice. The environment of coaching institutes may have a more direct effect on teaching satisfaction. Adolescents perceived less support from teachers. A large number of students report general difficulties with their teachers,
including being partial and even feeling ignored by them. These may be present despite students' perceptions of support from teachers.

Academic courses are more advance and of a level where real hard work and perseverance are required. Academic teaching is hardly individualized; teaching in large group makes it seem like another out of school classroom. Problems with teaching pattern, medium of instruction, specific subject problems are paramount. But at times what may matter is a teacher's ways of speaking and his dialect. Teachers as well as students are from different regional backgrounds. Hindi medium students are the most effected by the language problem because quality literature in all subjects is available in English. Mostly students are critical of their teachers and the way they teach. The satisfaction towards different subjects will be determined by such factors as how well one does in them, how one feels about his teachers for different subjects. Few adolescents see teachers as a source of support which is positively related to mental health and arguably its provision can make an important contribution to individual student's well-being. At the same time it is evident that students are more likely to seek help when they have serious problems from other students. This provides justification for school to encourage the development and employment of peer support and student counseling (Cowie and Sharp, 1996).

Sometimes adolescents develop unfavorable attitudes towards different subjects; they develop into underachievers, working below their tested abilities. Their unfavorable attitude may stem from the situation, such as poor grades or dislike of teachers.

Those students who are weak in the class become weaker because they feel hesitant to get their doubts cleared from the teachers/ faculty. Some researchers suggest that teacher's perceptions, expectations and behaviors are powerful enough to be partly responsible for the under achievement of the student (Ferguson, 1998 & Segieurich & Skrla, 2003). High level competition and ability as well as desire to maintain and in fact better one's performance make him wonder where he is heading for.
1.5.5 Recreational/Leisure Activities

Recreation is a crucial component of a balanced and healthy lifestyle. It is a time when people can do what they want to do, away from work and other commitments. Recreation and leisure play an important role in social well-being by providing people with a sense of identity and personal autonomy. Involvement in leisure time activities adds meaning to individual and community life and contributes to people's overall quality of life. Recreation can encourage personal growth and self-expression and provide increased learning opportunities, satisfying needs not met in people's non-leisure time. Every individual has certain interests of his own and indulges in such activities when he gets free time. By doing such activities one gets satisfaction and feels relaxed. In other words every individual has got talent in some or other field, in which one involves oneself to get self satisfaction. By doing so he/she can refresh himself and can get to his work with better enthusiasm. Thus a person who involves oneself more in leisure activity can attain a higher overall satisfaction and well-being. On the other hand, who does not express his potentials or talents and is always involved in his work cannot derive that pleasure and satisfaction which can be attained by performing leisure activities because leisure activities are freely chosen activities and is optional and there is no binding or targets to achieve to they are informally prescribed goals. Hence, it is assumed that the nature of leisure tasks one chooses determines the kind of actions one carries out and the satisfaction one can experience from it.

For many people, participation in leisure and recreation improves their physical and mental health. Recreation often involves a physical activity or sport. There are many possible ways that leisure time is consumed, ranging from highly structured (e.g. competitive sports teams) to relatively unstructured pursuits (e.g. watching television) and adolescents enjoy a wide variety of recreational activities, including cinema, sports, music, books, and television.

Actually the average student has very little time for leisure. Leisure time or holidays is used in getting personal things done, or just catching up on sleep. Watching TV (in mess or common room) seems to be the current leisure activity. Younger crowd spends some leisure time on the web. But only a small proportion
PLAN to take up leisure activities systematically and only these persons manage to make use of their leisure time.

Leisure and recreational activities engaged in by the majority of students are often passive or non-active, and tend to occur in the home/hostel or room. There is, however, a need for more variety, particularly for activities outside the home. Shortage of time, limited leisure opportunities are the possible reason for poor engagement in leisure and recreational activities by students.

Since the pressure from studies and work is high the amount of leisure time the adolescent has to spend as he pleases is limited. The time spent in academic coaching may prevent students from engaging in other developmental activities such as play, socialization with peers and extracurricular activities necessary for the development of well adjusted and creative adults (Kenny, 1999 & Powers, 1993) As a result, adolescent selects those forms of recreation that give him greatest pleasure either because he excels in them or because he has assessed to them. There is a gradual decline in strenuous physical exercise and in organized games, because of having got accustomed of spending long continuous hours on table and chair, their leisure time is limited, as a result the adolescent has to spend a lot of time alone, perhaps because of non availability of a companion as all adolescents are busy in their academic pursuits. Many adolescents perhaps do listen to the music (song) while they study, in fact some of them claim that music helps them to concentrate better. As a matter of fact it seems, he actually does not listen to it but works with the rhythm of music, which seems to give him pleasure. Adolescent does so while he is dressing, eating and sometimes even when he is studying. It is believed that the effect of listening to music is more intellectual than emotional. His point of view and his attitude towards problems are markedly influenced by what he hears, over the air (Hammerling & Hurst, 1961).

Music seems to be an important source of recreation for adolescent in coaching institutes perhaps it can be enjoyed with the routine activities. He therefore does not have to devote any time specifically to this recreation and suffer from feeling of guilt of wasting time.
Recreational involvement in different activities play an important role and it contributes to satisfaction, quality of life, health and wellness, and that the use of recreation as a diversion may have clinical applications to individuals with chronic pain and other health impairments. Recreational activities have been known to boost energy levels, release tension, prevent illnesses, reduce the risk of heart disease, manage stress, and help a person to sleep better (American Heart Association, 2004). A sample of college students, found that most students did not complete the daily recommended physical activity of thirty minutes per day (Huang et al., 2003) in a recreational task. A study of students’ health habits concluded that students who did not engage in physical activity also had an array of other unhealthy habits, such as poor diet, smoking, and low academic performance (Pate et al. 1996). Also, students who engage in physical type of leisure activity had higher grade point averages and better relationships with their parents (Field et al., 2001). Leisure activities not only promote good physical health but it also aids a person’s psychological health (Department of Health and Human Services & U.S. Department of Agriculture, 2000). This aspect is important to a person’s cognitive performance.

1.6 EMERGENCE OF THE PROBLEM

A huge mass of the adolescent can be seen every year struggling for admission in the coaching institutes providing coaching for admission to professional courses. It was stated in The Tribune (28 Apr., 2001) that every year a mob can be seen in selected cities outside the coaching institutes seeking admission there. Therefore, the fact that large proportion of the student population is diverging towards the coaching institutes, motivated the investigator to select this behaviour of adolescent as the subject of the study. NIEPA (National Institute of Educational Planning and Administration, 2002) also reported that the private tuition is a phenomenon that is yet to receive proper attention of researchers and educational planners. A study report on quality profiles of secondary school by NIEPA observed that an area of future exploration is to review the position of private tuition. “Is private tuition bad in itself”? or “is it the examination orientation that is leading to make private tuition a common practice?” rather than need-based support in special circumstances. If this parallel system with poor facilities and less cost can deliver good education, than why do one need school? Hence the time has come to seriously review policy position on
private tuition. It also has implication for financing secondary education. Should it be free or should parents be made to pay for quality? These issues cannot be resolved as private tuition is a deliberating choice of students and parents as well as a process emerging out of social and economic pressures (NIEPA, 2002). Parents send their wards to well-established institutions little realizing that teachers have fully commercialized studies. If a teacher teaches students well in the class and is always ready to help them with their difficulties and problems, the students would not need tuitions. The investigator is totally disillusioned with the education system. Tuitions have resulted in deterioration in the education system and snapping of the vital link between the teacher and the taught. Hence the study is an attempt to find the effect of coaching institutes on science (Mathematics/Biology) students who have joined coaching for admission in professional courses.

One has just passed school; he/she is dealing with independence for the first time. It may also be the first time one has had to run one’s own finances, practice housekeeping and get known to a new town. The adolescents have to adapt themselves according to the changing situations, they feel nostalgic and on the top of that there are no recreational and physical activities, and there life is confined to table, chair and their books. There is no friend circle to enjoy with and truly speaking there is no one to help or support them. Their life begins from their room to coaching institute and again ends at their room. All this is responsible for creating stress among adolescents. Thus they experience a variety of feelings such as anxiety, apprehension, discomfort, bewilderment or may be obligation to the task or exhilaration at the challenge. Developmentally adolescents are not initially capable of handling much pressure in their lives and it affects their feeling of well-being. The degree of academic stress and the level of well-being vary from individual to individual. The lack of empirical research that could throw light on the relationship between these two variables amongst adolescent joining coaching institutes for admission in professional courses prompted the researcher to take up this problem for research.

Previous studies in western countries no doubt reveal a constant upward trend in or at least a considerable presence of adolescents ill-being, such as perceived stress (Natvig et al., 1999), psychosomatic symptoms (Krisjanasdottir, 1997, Natvig et al., 1999 & Rimpela, 2002) and mental disorders (Goodman & Capitman, 2000 &
In addition to the interest in adolescent ill-being, there is also an increasing trend to attribute reasons and responsibilities for adolescent's behaviour and problems. Several study results highlights the importance of a close relationship with parents or significant others and peer relationship as well as academic satisfaction for adolescents' development and well-being (Werner, 1993, Ohanessian & Lerner, 1994, Shucksmith et al., 1995, Treiman & Beck 1996, Natvig et al., 1999, Ahlstrom et al., 2002, Van-Wel et al., 2002 & Paavonen, 2004). Therefore the investigator felt particularly keen in studying the impact of stress on adolescents' well-being.

The study was conducted on coaching institutes which maintains a very high level of academic pressure through high standards of teaching and learning as well as high performance and expectations. The adolescents were usually the good performers at their previous institutions (coaching/schools), however as and when they join the current coaching institute they start competing with the cohort wherein each person was almost the good or best in the previous place of study. So it becomes the competition between the bests. There being a relative grading system someone will have to stand at the lowest rank in a given lot of performers. This creates a lot of cognitive dissonance as to how an erstwhile best can be a lesser mortal now. Things are made worse due to their not so ripe chronological age and expectations running high both at the coaching institutes as well as back home. Such a state of affair creates a psychological situation of existence that is marked by apprehension, uncertainties, anxiety and lower self esteem. Compensatory behaviours align them to manage a brave face on the surface and defensive reactions are not very uncommon. The whole setting puts a tremendous amount of pressure on the person who has to keep siphoning large amounts of physical and psychological energy in order to roll back to the previous performance level or to maintain a consistency in the self concept and this might continue up to two years or even more in isolated/some cases. There is a very high probability that such a state of existence tells upon the psychological well-being of the person and consequently there is a need to understand, predict and control the antecedents and consequences of psychological well-being specific to such a setting which is engaged in the commendable task of preparing some of the brightest future scientists, doctors, technocrats and other agents of social change. It was with this view that the present investigator got motivated to conduct the study.
Being an adolescent can be the most exhilarating time of one’s life. New friend, new places, new challenges can all add up to a huge buzz. But all these things can also make adolescents life seem a total nightmare. There is an increasing amount of pressure on adolescents these days to succeed and do extremely well; especially because their parents have invested a lot of money in their education and so they feel they have to do incredibly well. Students live in a test conscious age, in which lives of many adolescents are greatly influenced by their test performance, hence test and academic anxiety is a pervasive problem among all level of students. They are worried about the studies for both board and entrance examination and on the top of that the parents and teachers add to their worries by pressurizing them to perform equally well in both the examination. This makes their condition from bad to worse. Due to studies they are least involved in the extracurricular activities as a result they are deprived of the development of traits of personality other than intelligence. They are perhaps aware of their abilities in extra curricular activities, but withdraw to excel in educational pursuits which may make them emotionally strained reducing their ability to tolerate frustration, which in any case they will face in academics also. The sudden change to sedentary pattern of life affects their physique and well-being. This may not happen if these changes had to come one by one. Thus the investigator is desirous to know how the adolescents are affected by stress and also wish to study the effect of stress on well-being of adolescents. The ability to cope with stress can not only have long term health implications but may also influence students’ performance. Strong arousal impedes studying for examinations and worsens the performance during the examinations (Calvo & Carreiras, 1993, Fincham et al., 1989 & Huwe etal., 1998). Thus it is hoped that this study’s result will not only contribute to the development of health promotion programs but will also have implication for home scientists, developmentalists and educational psychologists.

The changed educational circumstances and worries about course work create a number of problems among adolescents. For the first time they have to share their room with someone who is not a family member, so they face certain problem with their roommate like cleanliness of the room and the roommate’s attitude and unmatched study habits. Researches have shown that the peer group plays a critical role in student’s lives (Cassidy & Asher, 1992 & Heiman, 2000) and that acts as a normative and comparative reference point and influences its member’s social
behavior attitudes and academic adjustment (Adler & Adler, 1995, Harris, 1995, Heiman, 2000 & Kinderman, 1993). The teaching method in the coaching institutes is very much different from the one they had faced in the past ten years. The teachers are more professional and are rarely bothered about individual’s performance, so they have to change their way of studies and manage everything on their own. At present, this is becoming a major challenge to the parents, teachers, administrators and developmentalists to understand the problem of adolescent. Once the problems of the adolescents are known they can be eliminated or at least minimized. Hence the present study was designed to find out the problems of adolescents who were joining coaching institutes in relation to certain variables. All these problems affect their happiness and satisfaction that is why the investigator was keenly interested to study the influence of stress on the mind set and well-being of adolescents.

The investigator has the view that this study would be an eye opener for policy makers for conducting the entrance examination. As the adolescent has to deal with both the courses of entrance examination and board examination at the same time, so there is least possibility of one’s performing equally well in both, so a different procedure can be implemented which could include the candidate’s board examination marks and rank both.

The investigator is of the view that this study would have profound influences on various sections of academicians, policy makers and other group dealing with students/adolescents. The students discontent, frustration, stress and uncertainty is perceived even by the policy makers no wonder HRD ministry has asked the concerned authorities to make entrance examination more student friendly.

In the present study the investigator wants to study the influence of academic stress and problems on adolescent’s well-being. Since it has a direct relevance to their achievement and their well-being, nothing else can be more important. Therefore, the present investigator felt that an investigation of this nature is most appropriate in today’s scenario.
Statement of the problem

“A study of stress, well-being and problems of adolescents joining coaching institutes for admission in professional courses.”

1.7 OPERATIONAL DEFINITIONS OF THE TERMS

1.7.1 Stress: - Stress is a state that occurs when one perceives events as straining one’s coping capacities and threatening one’s well-being.

1.7.2 Well-being: - Well-being is a feeling which arises from the congruence between individual’s wishes, needs, expectations, abilities and the environmental opportunities and success to fulfill them.

1.7.3 Problems: - A situation in which an organism is motivated to reach a goal but is blocked by some obstacles.

1.7.4 Adolescent: - Adolescence is a period of transition from childhood to adulthood, entered at approximately 11-13 years of age and ending at 20-21 years of age. For the present study boys and girls between 16-19 years of age have been considered as adolescents.

1.7.5 Coaching Institutes: - Coaching institutes are private institutions which give tuitions to the aspirants of medical and engineering entrance examination apart from school education.

1.7.6 Professional Courses: - Professional courses give a professional degree which equips a person to enter a specific profession and become a part of a particular work force. For the present study medical and engineering have been considered as professional courses.

1.8 OBJECTIVES OF THE STUDY

1.8.1 To study the demographic characteristics of adolescents studying in coaching institutes.

1.8.2 To assess the stress of adolescents studying in coaching institutes.
1.8.3 To study the problems of adolescents studying in coaching institutes.

1.8.4 To assess the sense of well-being among adolescents studying in coaching institutes.

1.8.5 To study the differential stress, problems and well-being of adolescents in extreme groups.

1.8.6 To study the interrelationship between problems, well-being and stress of adolescents studying in coaching institutes.

1.8.7 To study the association between problems, well-being and stress of adolescents studying in coaching institutes.

1.8.8 To study the involvement of adolescents studying in coaching institutes in different recreational activities.

1.9 HYPOTHESES OF THE STUDY

1.9.1 There is no difference in the demographic background of the adolescents studying in coaching institutes.

1.9.2 There is no difference in the stress of adolescents studying in coaching institutes.

1.9.3 There is no difference in the problems of adolescents studying in coaching institutes.

1.9.4 There is no difference in the well-being of adolescents studying in coaching institutes.

1.9.5 There is no difference in the stress, problems and well-being of adolescents in extreme groups.

1.9.6.1 There is no interrelationship between problem and well-being of adolescents studying in coaching institutes.
1.9.6.2 There is no interrelationship between problems and stress of adolescents studying in coaching institutes.

1.9.7.1 There is no significant association between problems and stress of adolescents studying in coaching institutes.

1.9.7.2 There is no association between problems and well-being of adolescents studying in coaching institutes.

1.9.7.3 There is no association between stress and well-being of adolescents studying in coaching institutes.

1.9.8 There is no difference in the recreational involvement of adolescents studying in coaching institutes.

1.10 VARIABLES

1.10.1 Independent Variables: Education in coaching institutes and background factors (age, gender, class, medium, stream of education, performance, ordinal position, number of siblings, room sharing status, adoption of parental occupation, working status of mother and annual parental income).

1.10.2 Dependent Variables: Stress, Well-being and Problems of coaching institute’s students.

1.11 DELIMITATIONS OF THE STUDY

- The study has been conducted only on the adolescents, between age group of 16-19 years of age.
- The study has been limited to sample of 300 adolescents only.
- The study has been delimited to investigate stress, well-being and problems of adolescents.
- The study has been delimited to only self-inflicted stress, peer inflicted and parent inflicted stress.
• The study has been delimited to following components of student well-being i.e. satisfaction with teaching, physical health status, happiness, out of home adaptation and engagement in recreational activities.

• The study is delimited to only two professional courses i.e. medical and engineering.