In this chapter the investigator has dealt with a detailed description of the method used in research work, which provides information of scientific steps taken in conducting the present research. This chapter gives an outline of the method used in the study i.e. the design of the study, sample selection, the tools and various measures used to assess the variables, procedure for scoring and the statistical techniques used.

The function of the research method is also to inform the reader as to what is done to solve the problem. Meticulous care is exercised to report it in such a manner that the criterion of reliability is satisfied. It should be possible for another investigator to reproduce the research, to reanalyze the data, or to arrive at unambiguous results. So the method of the research has an important role to play.

**HYPOTHESES:** The following hypotheses were formulated.

1. There exists a negative relationship between family social support and stress among adolescents.
2. There exists a relationship between family social support and coping strategies among adolescents.
3. There is a significant relation between life style and stress among adolescents.
4. There exists a relationship between life style and coping strategies among adolescents.
5. There exists a relationship between peer group effect and stress among adolescents.
6. There exists a relationship between peer group effect and coping strategies among adolescents.
7. There is a significant relation between parental pressure and stress among adolescents.
8. There exists a relationship between parental pressure and coping strategies among adolescents.
VARIABLES:

Predictor variables:
Life style
Parental pressure
Peer group effect
Family Social Support

Criterion variables:
Stress
Coping strategies

Relevant variables:
Gender
Type of School
Age
Education
Socio economic status

SAMPLE:

The sample of the study consisted of 300 college students (girls and boys); within the age range of 12-19 years. The sample was taken randomly from different schools and colleges of Agra city. It consisted of 150 girls and 150 boys. The socio-economic status of the subjects was at least middle class. Their parents’ income per month was between 25,000 to 45,000 per month.
Age wise distribution of the sample

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 –19</td>
<td>50</td>
<td>55</td>
<td>105</td>
</tr>
<tr>
<td>15 – 17</td>
<td>55</td>
<td>45</td>
<td>100</td>
</tr>
<tr>
<td>12 – 14</td>
<td>45</td>
<td>50</td>
<td>95</td>
</tr>
<tr>
<td>Grand Total</td>
<td>150</td>
<td>150</td>
<td>300</td>
</tr>
</tbody>
</table>

Education wise distribution of the sample

<table>
<thead>
<tr>
<th>Educational Details</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>30</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>Intermediate</td>
<td>35</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td>High School</td>
<td>35</td>
<td>40</td>
<td>75</td>
</tr>
<tr>
<td>VI to IX</td>
<td>50</td>
<td>35</td>
<td>85</td>
</tr>
<tr>
<td>Grand Total</td>
<td>150</td>
<td>150</td>
<td>300</td>
</tr>
</tbody>
</table>

Parental Income wise distribution of the sample

<table>
<thead>
<tr>
<th>Socio- Economic Status (Income Per Month)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>35,000 – 45,000</td>
<td>85</td>
<td>95</td>
<td>175</td>
</tr>
<tr>
<td>25,000 - 34,000</td>
<td>65</td>
<td>55</td>
<td>125</td>
</tr>
<tr>
<td>Grand Total</td>
<td>150</td>
<td>150</td>
<td>300</td>
</tr>
</tbody>
</table>

**DESIGN:**

“Research Design is a plan, structure and a strategy of investigation conceived so as to obtain answers to research questions and to control variance” (Kerlinger, 1964).
Correlational design was used to study the relation among life style, parental pressure, peer group effect, family social support, stress and coping of adolescents (girls and boys). In the present research a Correlational design was made to study the contribution of life style (factors: Food Intake Behavior, Control on Alcohol Consumption Behavior, Physical Activity, Sleeping Behavior, and Spiritual Behavior), Parental Pressure, Peer Group Effect and Family Social Support, in the determination of stress also coping.

DESCRIPTION OF TOOLS:

(1) LIFE STYLE SCALE:

For measuring Life Style ‘Life Style Scale’ prepared by the investigators (Chaudhary & Das 2008) was used: The life Style Scale consisted of 45 items in Hindi language with maximum score= 135 and minimum score= 45. It has 5 sections.

Section 1. Food Intake Behavior: It has total 15 items, maximum score= 45 and minimum score =15. Scoring: Each item has three types of response: always, occasionally, and never, which were scored as 1, 2, 3. Items 1,2,3,4,7,8,10,11,12,13,14,15 were also scores in this way. Items 5,6 and 9 had negative scoring and the responses were therefore scored as 3, 2 and 1. Test-Retest Reliability of this section is good. .99 and internal consistency is .83.

Section 2. Control on Alcohol Consumption Behavior: It has total 6 items, maximum score= 18 and minimum score=6. Scoring: Each item has 3 types of responses: always, occasionally and never. Which were scored as 1, 2 and 3. Items 1, 2, 3,4,5,6 were scored in this way. No items had negative scoring in this section. Test-Retest Reliability is .98 and internal consistency is .67.
Section 3. Physical Activity: It has total 9 items, maximum score= 27 and minimum score=9.

Scoring: Each item can be responded in terms of any one of the 3 types of timing, which were scored as 1,2 and 3. Items 1, 3 and 4 were also scored in this way. For example: in item 1, the responses 0>30 min, 30min> 1\(\frac{1}{2}\) hour and 1\(\frac{1}{2}\)>3 hour were scored as 1, 2 and 3. Items 2, 5, 6,7,8,9 had negative scoring and the responses were therefore scored as 3, 2 and 1. Test- Retest Reliability is .99 and internal consistency is .71.

Section 4. Sleeping Behavior: It has total 7 items, maximum score=21 and minimum score=7.

Scoring: Each item has 3 types of response: always, Occasionally and never, which were scored as 1,2 and 3. Items 3, 4, 5 and 6 were also scored in this way. Items 1, 2 and 7 had negative scoring and the responses were therefore scored as 3,2 and 1. Test-Retest Reliability is .98 and internal consistency is .55.

Section 5. Spiritual Behavior: It has total 8 items, maximum score= 24 and minimum score= 8.

Scoring: Each item has 3 types of responses: always, occasionally and never, which were scored as 3, 2 and 1. All 8 items were scored in this way. No items had positive scoring in this section. Test- Retest Reliability is .69 and internal consistency is .72.

(2) COPING STRATEGIES SCALE: Multidimensional coping inventory was developed by Carver, Scheier and Weintraub (1989) to assess the different ways in which people respond to stress.

(3) PARENTAL PRESSURE: It was prepared by the investigator herself and is described in Chapter III.

(4) PEER GROUP EFFECT: It was constructed by the investigator herself and is described in Chapter III.
(5) FAMILY SOCIAL SUPPORT SCALE: It was constructed by the investigator herself and is described in Chapter III.

(6) STRESS SCALE FOR TEENAGERS: It was constructed by the investigator herself and is described in Chapter III.