Summary
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.

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 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).
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).

The coaching (private tuition) scenario has undergone a sea change during the last three decades, in tune with changing composition and character of society. 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.

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. 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.

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 and Kapur 2000).

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.

6.1 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.

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 effect their feeling of well-being. Therefore, the investigator felt particularly keen in studying the impact of pressure on well-being among these adolescents.

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 and Asher1992, 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. All these problems affect their happiness and satisfaction. Thus the investigator is keenly interested to study the influence of stress on the mind set and well-being of the adolescents.

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In the present study the investigator wants to study the influence of academic pressure 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 and carry out her research on the topic entitled.

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

6.2 OBJECTIVES

- To study the demographic characteristics of adolescents studying in coaching institutes.
- To assess the stress of adolescents studying in coaching institutes.
- To study the problems of adolescents studying in coaching institutes.
- To assess the sense of well-being among adolescents studying in coaching institutes.
- To study the differential stress, problems and well-being of adolescents in extreme groups.
- To study the interrelationship between problems, well-being and stress of adolescents studying in coaching institutes.
- To study the association between problems, well being and stress of adolescents studying in coaching institutes.
- To study the involvement of adolescents studying in coaching institutes in different recreational activities.

6.3 HYPOTHESES

- There is no difference in the demographic background of the adolescents studying in coaching institutes.
- There is no difference in the stress of adolescents studying in coaching institutes.
- There is no difference in the problems of adolescents studying in coaching institutes.
There is no difference in the well-being of adolescents studying in coaching institutes.
There is no difference in the stress problems and well-being of adolescents in extreme groups.
There is no interrelationship between problem and well-being of adolescents studying in coaching institutes.
There is no interrelationship between problems and stress of adolescents studying in coaching institutes.
There is no significant association between problems and stress of adolescents studying in coaching institutes.
There is no association between problems and well-being of adolescents studying in coaching institutes.
There is no association between stress and well-being of adolescents studying in coaching institutes.
There is no difference in the recreational involvement of adolescents studying in coaching institutes.

6.4 METHODOLOGY

6.4.1 Method of the Study

Keeping the objectives and nature of the study in view the survey method of research was adopted.

6.4.2 Selection of the Sample

6.4.2.1 Population of the study: The population of the study was those adolescents who had joined coaching institutes of Agra for their admission in professional courses.

6.4.2.2 Selection of the institutes: First of all a list of coaching centers in Agra was obtained from Joint Director Office (Education) Rakabganj Agra. The list includes 410 registered coaching centers from which 257 placed in Agra. Out of these coaching institutes, those institutes which were giving coaching for medical and engineering entrance examination, in all the
three subjects that is physics, chemistry mathematics/biology under one roof were selected. Such institutes were 18 in number. From these 18 coaching institutes the researcher randomly selected eight coaching institutes by lottery chit method. The investigator individually met the Director of each coaching institute and obtained permission to collect data from the students of their institutes. One institute was finally dropped from the selected eight institutes due to their unwillingness.

6.4.2.3 **Sample selection criteria:** The criteria for sample selection was

- The adolescents between the age ranges of 16 - 19 years were selected.
- The sample comprised of adolescents who had passed their X class and were studying in class XI or XII.
- The selected subjects were the one who were living in hostels (those living as paying guest or with relatives were not selected).
- Only those adolescents who were taking full time coaching and were neglecting regular school classes were selected in the sample.
- The adolescents of XII class were the ones who had joined coaching from XI standard.

6.4.2.4 **Sampling Technique** - The sample has been restricted to randomly selected seven coaching institutes of Agra city. It was seen that there were two entry levels in coaching institutes. Class XI entry was addressed as Foundation courses and that of XII class as Fresher courses. In the present study only those students were selected who had joined coaching at foundation level. In each coaching institutes there were two to six batches of XI and XII class in foundation courses. The number of batches depended upon the strength of the coaching institutes. Every class consisted of forty to fifty students. From each coaching institute the researcher selected four batches (two batches from XI class and two from XII class of foundation courses) by lottery chit method. Among these batches the researcher identified those students who fulfilled the selection criteria. The researcher selected every alternate student among these identified students.
6.4.2.5 **Size of the sample**: A sample of 300 adolescent boys and girls between 16 to 19 years of age has been selected as the sample of the study.

6.4.3 **Measuring Techniques**

For the present study the investigator prepared the following tools (measures).

- **Adolescent stress questionnaire (ASQ)**: The questionnaire of stress assessment is based on Bisht Battery of stress, a standardized tool prepared by Bisht (1971). The coverage of stress ensured by three components of stress which are self-inflicted stress, peer inflicted stress and parent inflicted stress. It consists of 30 items.

- **Well-being questionnaire for adolescents (WQA)**: This questionnaire was prepared by the investigator to assess the level of well-being among adolescents. Preparation and classification of components of the well-being scale are mainly based on the classification of well-being given by Ryff (1989) and Deiner (1992). This questionnaire was assessing well-being on the five components which are out of home adaptation, happiness, physical health status, teaching satisfaction and recreational activities. It consists of 50 items.

- **Problem checklist for adolescents (PCA)**: This was prepared by the investigator in order to assess problems of adolescents. The prepared checklist was based on the problem checklist for adolescent’s by Pandey & Joshi (1988). The problem checklist was focused on four broad categories of problems which are academic problems, psycho-emotional problems, peer and living condition related problems and food and financial problems. Final draft of the checklist consisted of 55 statements.

6.4.4 **Statistical Techniques**

- The student t-test was used to compare the stress, problems and well-being on the basis of different demographic characteristics.

- An interrelationship between stress, problems and well-being was assessed by using correlation methods.

- To know the recreational involvement and prevalence of stress, problems and well-being among adolescents percentage were calculated.
Quartile deviation was calculated to identify the adolescents ranking high and low on stress, problems and well-being.
Chi-square ($X^2$) was calculated to study the association between stress, problems and well-being of adolescents.

6.5 FINDINGS OF THE STUDY

6.5.1 To assess the stress of adolescents studying in coaching institutes

✓ Adolescents of two age groups do not significantly differ with regard to components of stress.
✓ Boys and girls show significant difference on two components of stress namely peer inflicted stress ($t=3.292$) and parent inflicted stress ($t=2.825$) out of the three components of stress studied. Boys and girls of the present study also show significant difference on total level of stress ($t=3.433$) and girls have scored higher than boys on all components of stress.
✓ Adolescents of XI class show significant difference on parent inflicted stress and total stress as compared to adolescents of XII class. The obtained 't' values on parent inflicted stress and total stress are 2.539 and 2.204 respectively. Results show that adolescents of XII class have higher parent-inflicted stress and total stress as compared to adolescents of XI class.
✓ Hindi and English medium adolescents show significant difference on self inflicted stress ($t=3.224$) and total level of stress ($t=2.702$). Adolescents from English medium background scored lower on self inflicted stress and total stress.
✓ The aspirants of engineering and medical streams are significantly different with regard to self inflicted stress ($t=3.215$). The aspirants of medical scored higher on self inflicted stress.
✓ The result shows that adolescents who scored more or less than 60% in their tenth class board examination show no difference on all components of stress.
✓ The adolescents according to their birth order were listed under different groups like first born (1) second born (2) and third and onwards born (3). The adolescents of (1) & (2) group and (2) & (3) group show insignificant
difference on all components of stress. The result reveal that adolescents of (3) group obtained higher scores for self inflicted stress, peer inflicted stress and total stress as compared to the adolescents of (1) group. The calculated ‘t’ value on self inflicted stress (2.262), peer inflicted stress (1.975) and total stress (2.239) are significant at 0.05 level.

✓ The adolescents with different number of siblings were assessed according to number of siblings as (A) no siblings, (B) 1-2 sibling, (C) 3-4 siblings and (D) above 4 siblings. The adolescents of (A) & (B) group, (A) & (D) group and (B) & (D) group show insignificant difference on all components of stress. The result reveals that adolescents of (C) group obtained higher scores for self inflicted stress, parent inflicted stress and total stress as compared to the adolescents of (A) group. The calculated ‘t’ value on self inflicted stress (3.357), parent inflicted stress (2.679) and total stress (3.259) are significant at 0.01 level. The adolescents of (B) and (C) group show significant difference on all components of stress. Adolescents of (C) group scored higher on all components of stress. The adolescents of (C) and (D) group are also significantly different with regard to stress.

✓ Adolescents living in independent room and shared room show significant difference on total stress and its two components i.e. self inflicted stress and parent inflicted stress. No such difference is seen on peer inflicted stress. Adolescent who occupied a shared room scored higher on stress than their counterparts.

✓ Adopters and non adopters of parental occupation show insignificant difference on total stress and on its all components.

✓ Adolescents of working and non working mothers do not significantly differ with regard to stress.

✓ Adolescents of different income groups do not significantly differ with regard to all components of stress.

6.5.2 To study the problems of adolescents studying in coaching institutes

✓ Adolescents of up to 17 years of age and above 17 years do not significantly differ with regard to problems.
Boys and girls of the present study significantly differ with regard to academic problems (t= 2.119), psycho-emotional problems (t= 3.405), peer and living condition related problems (t= 3.453), food and financial problems (t= 2.922) and total problems (t=3.129). The adolescent girls have more problems as compared to boys.

Adolescents XI and XII class show insignificant difference on all assessed areas of problem.

Adolescents from Hindi and English medium background do not significantly differ with regard to problems.

Aspirants of medical and engineering field do not significantly differ on academic problems, psycho-emotional problems, peer and living condition related problems food and financial problems and total problems.

Adolescents scored below 60% and 60% and above show insignificant difference on all the assessed areas of problem.

The adolescents according to their birth order were assessed in different groups like first born (1), second born (2) and third and onwards born (3). The adolescents of (1) & (2) group show significant difference on psycho-emotional problems (t=2.364) and total problems (t= 2.094) where adolescents of (2) group scored higher. Adolescents of (1) & (3) group show significant difference on all areas of problems i.e. academic problems (t= 3.231), psycho-emotional problems (t= 2.894), peer and living condition related problems (t= 3.477), food and financial problems (t= 3.100) and total problems (t=3.766). The adolescents of (2) and (3) group show significant difference only on peer and living condition related problems where the obtained ‘t’ value is significant at 0.05 level. Adolescents of (3) group scored higher on all assessed areas of problems as compared to adolescents of (1) and (2) group.

The adolescents with different number of siblings were assessed according to number of siblings as (A) no sibling, (B) 1-2 sibling, (C) 3-4 sibling and (D) above 4 siblings. The adolescents of (B) & (D) group and (C) & (D) group show insignificant difference on all areas of problem. The result reveals that adolescents of (B) group had higher food and financial problems as compared to the adolescents of (A) group. The calculated ‘t’ value on food and financial problems (2.335) is significant at 0.05 level. No such difference is seen on other areas of problems. The adolescents of (A) and (C) group show...
significant difference on food and financial problems ($t=3.930$) and total problems ($t=1.997$). The adolescents of (A) & (D) group significantly differ with regard to food and financial problems. Adolescents of (B) and (C) group show significant difference on academic problems and total problem scores with the 't' value of 2.581 and 2.079 for academic problems and total problems respectively. Adolescents of (C) group scored higher on academic problems, psycho-emotional problems, food and financial problems and total problem as compared to adolescents of other groups.

✓ Adolescents living in independent and shared room show non significant difference on all assessed areas of problems.

✓ Adopters and non adopters of parental occupation do not significantly differ on any assessed area of problem.

✓ Adolescents of working and non working mothers do not significantly differ on academic problems, psycho-emotional problems, peer and living condition related problems, food and financial problems and total problems.

✓ Adolescents of different parental income group show insignificant difference on all assessed areas of problem.

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

✓ Adolescents of two age groups (up to 17 years and above 17 years) do not significantly differ on any component of well-being.

✓ Boys and girls show significant difference on out of home adaptation ($t=5.091$), happiness ($t=3.618$), physical health status ($t=3.624$) and total well being ($t=5.569$). Boys scored higher on all components of well-being.

✓ Adolescents studying in XI and XII class do not significantly differ on components of well-being.

✓ Adolescents from Hindi and English medium backgrounds show significant difference on happiness where result is in favour of Hindi medium students.

✓ Aspirants of medical and engineering stream show significant difference on physical health status ($t=2.251$) and teaching satisfaction ($t=3.434$). Aspirants of engineering scored higher on physical health status where as aspirants of medical scored higher on teaching satisfaction.
✓ Adolescents who scored 60% and above marks and below 60% marks show significant difference on happiness (t=4.346), teaching satisfaction (t=3.999) and total well being (t= 3.508). Adolescents having high percentage scored higher on happiness, teaching satisfaction and total well being.

✓ The adolescents according to their birth order were listed under different groups like first born (1), second born (2) and third and onwards born (3). The adolescents of (1) & (3) group show insignificant difference on all components of well being. Adolescents of (1) & (2) group show significant difference on out of home adaptation (t= 2.512) and total well being (t= 2.341). Result is in favour of adolescents of (1) group. The adolescents of (2) and (3) group show significant difference only on one component of well being and total well being where the obtained ‘t’ value is significant at 0.05 level.

✓ The adolescents with different number of siblings were assessed according to the number of siblings as (A) no sibling, (B) 1-2 sibling, (C) 3-4 siblings and (D) above 4 siblings. The adolescents of (A) & (D) group and (C) & (D) group show insignificant difference on all components of well being. The result reveals that adolescents of (A) group obtained higher scores on out of home adaptation as compared to the adolescents of (B) group. The calculated ‘t’ value on out of home adaptation (3.125) is significant at 0.01 level. No such difference is seen on other components of well being. The adolescents of (A) and (C) group also show significant difference on out of home adaptation (t=2.850). The result is in being in favour of adolescents of (A) group. The adolescents of (B) & (C) group significantly differ with regard to happiness, teaching satisfaction and total well being. Adolescents of (C) group scored higher on well being. Adolescents of (B) and (D) group show significant difference only on teaching satisfaction (t=1.975).

✓ Adolescents living in shared and independent room are significantly different with regard to out of home adaptation (t=2.387). Adolescents who lived in independent room scored higher on out of home adaptation. Remaining components of well being show insignificant difference between two groups.

✓ Adopters and non adopters of parental occupation do not significantly differ with regard to components of well being i.e. out of home adaptation, happiness, physical health status and teaching satisfaction.
Adolescents of working and non working mothers show significant difference on teaching satisfaction \( t=3.093 \) where as out of home adaptation, happiness and physical health status shows insignificant difference. The result are in favour of adolescents of non working mothers.

According to parental income adolescents were listed in three groups like up to 2 lakh (1), above 2 to 3.99 lakh(2) and above 3.99 lakh (3).the adolescents of (1) and (2) group shows insignificant difference on all components of well being. Adolescents of (1) and (3) group show significant difference on happiness and total well being with the \( t \) value of 3.372 and 2.462 respectively. The adolescents of (1) group scored higher on happiness and total well being. Adolescents of (2) and (3) group show significant difference only on total well being with the \( t \) value of 2.384. Adolescents of (2) group scored higher as compared to adolescents of (3) group.

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

Adolescents having high and low stress shows significant difference on out of home adaptation \( t=4.455 \), physical health status \( t=2.036 \) and total well-being \( t=3.236 \). Adolescents of low stress group scored higher on well being, physical health status and out of home adaptation.

Adolescents of high and low well being group are significantly different with regard to peer inflicted stress \( t=3.064 \), parent inflicted stress \( t=2.383 \) and total stress \( t=2.581 \). Adolescents who have low level of well being scored higher on stress.

Adolescents having more and less problem significantly differ with regard to self inflicted stress \( t=3.537 \), peer inflicted stress \( t=12.506 \), parent inflicted stress \( t=8.997 \) and total stress \( t=12.317 \). Adolescents having less number of problems also scored lower on all components of stress.

Adolescents having more and less problem significantly differ with regard to components of well being i.e. out of home adaptation \( t=3.071 \), happiness \( t=2.685 \), physical health status \( t=2.220 \), teaching satisfaction \( t=3.521 \) and total well-being \( t=4.625 \). Results are being in favour of adolescents with less number of problems.
6.1.5 To study the interrelationship between problems, well-being and stress of adolescents studying coaching institutes

✓ Problems of adolescents show insignificant correlation with well-being in case of boys where as in case of girls problem shows negative and significant correlation with physical health status, teaching satisfaction and total well-being.

✓ Problems of adolescents show significant and negative correlation with physical health status and total well-being in case of medical aspirants where as in case of engineering aspirants problem shows negative and significant correlation with out of home adaptation, happiness, teaching satisfaction and total well-being.

✓ Problems of adolescents studying in XI class show significant and negative correlation with out of home adaptation, happiness, teaching satisfaction and total well-being, the problems of adolescents studying in XII class shows negative and significant correlation with out of home adaptation, physical health status, teaching satisfaction and total well-being.

✓ Problems of adolescent boys and girls are positively and significantly correlated with all components of stress.

✓ Problems of medical and engineering aspirants are positively and significantly correlated with all components of stress.

✓ Problems of adolescents studying in XI class and adolescents studying in XII class are positively and significantly correlated with all components of stress.

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

✓ Among adolescent boys and girls significant association between problem and stress has been found.

✓ Among adolescents living in independent room and adolescents living in shared room the association between problem and stress has been found significant.
Among medical and engineering aspirants, the association between problem and stress has been found significant.

Among girls, significant association has been found between problems and well being where as in case of boys insignificant association has been obtained.

Among adolescents living in independent room and adolescents living in shared room the association between problem and well-being has been found significant.

Among engineering aspirants significant association has been found between problems and well being where as in case of medical aspirants insignificant association has been obtained.

Among girls, significant association has been found between stress and well being where as in case of boys insignificant association has been obtained.

Insignificant association has been found between stress and well being in case of adolescents living in independent and shared room.

Insignificant association has been found between stress and well being in case of medical and engineering aspirants.

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

Girls were less involved in listening music, playing game on mobile phone, relaxing in park, exercising, active games and movies. They are also more satisfied with their means of entertainments as compared to boys.

Girls were less involved in computer related recreational activities like playing game, surfing and listening music as compared to boys.

Girls were more interested in reading magazines than boys. More boys were interested in reading daily news paper as compared to girls.

Adolescents of the present study have radio, music system, television and indoor/outdoor games equipment as a means of recreation. Only 6.33% adolescents have in door games whereas only 7% adolescents have outdoor games. More or less same number of adolescents has television and cell phones as a means of entertainment.
6.6 CONCLUSION

In the end it can be concluded that adolescents who have joined coaching institutes for admission in professional courses experience self-inflicted stress, peer inflicted stress and parent inflicted stress. These adolescents are also affected by academic, psycho-emotional, food, financial and living condition related problems. These adolescents have low score on out of home adaptation, happiness, physical health status, and teaching satisfaction and are less involved in recreational activities. The highly competitive education and the learning processes are affecting their state of well-being. There is a need of an open environment in which adolescents can express and experiment with their original and novel ideas.

6.7 LIMITATIONS

➤ This study is confined to the students studying in the coaching institutes of Agra city.
➤ Sample consisted of adolescents between 16-18 years of age.
➤ Only those coaching institutes were selected which were giving the coaching of all the subjects (physics, chemistry, biology/mathematics) under one roof and were registered with Joint Director Office (Education).
➤ Only those adolescents who were taking full time coaching and had negligible school attendance were selected.
➤ Several other aspects could be studied like adjustment, self concept, self esteem, competitiveness, level of aspiration, need for achievement but the investigator wanted to do a comprehensive study therefore the investigator limited her-self only to three aspects to ensure an in depth study.
➤ A very important component of well-being “out of home adaptation” is actually the opposite of homesickness. But a negative term like homesickness was not used deliberately since the investigator wanted to use a neutral term having a dimensional quality as has been used for other components of well-being (happiness, teaching satisfaction, physical health status and recreation).