Chapter - VI
Discussion
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DISCUSSION

6.1.0 INTRODUCTION

The Results along with their Interpretations have been presented in the previous chapter. Findings arrived at have been given in this chapter. Further, these are being discussed in this chapter and presented under different captions.

6.2.0 FINDINGS

The following were the findings of this study.

1. Stress Reduction Model was found to be significantly superior to Traditional Method in decreasing Examination Stress, Anxiety, Tension, and improving Self-Confidence of students when each of these variables were taken as covariate separately.

2. Examination Stress, Anxiety, Tension and Self-Confidence were found to be independent of Gender when each of these variables was taken as covariate.

3. Examination Stress, Anxiety and Tension were found to be independent of Intelligence when Pre-Examination Stress, Anxiety and Tension were separately taken as covariate. But students with Above Average Intelligence were found to have higher Self-Confidence in comparison to their counterparts of Below Average Intelligence when Pre-Self-Confidence was taken as covariate.

4. Examination Stress and Anxiety were found to be independent of interaction between Treatment and Gender when each of these variables separately was taken as covariate. Stress Reduction Model was found to suit more to Males than Females in managing Tension and improving Self-Confidence when each of these variables separately were taken as covariate.

5. Examination Stress, Anxiety and Tension were found to be independent of interaction between Treatment and Intelligence when Pre-Examination Stress, Anxiety and Tension separately were taken as covariate. Stress Reduction Model improved Self-Confidence of Above
Average Intelligent students than Below Average Intelligent students when Pre-Self-Confidence was taken as covariate.

6. Examination Stress, Anxiety, Tension, and Self-Confidence were found to be independent of interaction between Gender and Intelligence when Pre-Examination Stress, Anxiety, Tension and Self-Confidence separately were taken as covariate.

7. Examination Stress and Tension was found to be independent of interaction among Treatment, Gender and Intelligence when Pre-Examination Stress and Tension separately were taken as covariate. In comparison to Traditional Method, Stress Reduction Model was found to reduce Anxiety significantly of Males with different levels of Intelligent and Females with Below Average Intelligence when Pre-Anxiety was taken as covariate. Stress Reduction Model was found to benefit both Males and Females irrespective of their level of Intelligence in improving Self-Confidence of students when Pre-Self-confidence was taken as covariate. Further Males and Females of above Average Intelligence benefited more from Stress Reduction Model than their counterparts of Below Average Intelligence when Pre-Self-Confidence was considered as covariate.

8. Students studying in Private Schools were found to have significantly lower Examination Stress, Tension and higher Self-Confidence as compared to those studying in Government Schools when Pre-Examination Stress, Tension, and Self-Confidence separately were taken as covariate. Anxiety was found to be independent of Management of School when Pre-Anxiety was taken as covariate.

9. Examination Stress, Anxiety and Tension were found to be independent of interaction between Treatment and Management of School when Pre-Examination Stress, Anxiety and Tension separately were taken as covariate. Self-Confidence of students studying in both Private and Government Schools benefited more from Stress Reduction Model than Traditional Method when Pre-Self-Confidence was taken as covariate. Further the students of Private Schools benefited more from Stress Reduction Model when Pre-Self-Confidence was taken as covariate.

10. Examination Stress, Anxiety and Self-Confidence were found to be independent of interaction between Management of School and
Intelligence when Pre-Examination Stress, Anxiety and Self-Confidence separately were taken as covariate. Below Average Intelligent students from Private Schools and Above Average Intelligent students from Government schools were found to have lower Tension as compared to their counter parts when Pre-Tension was taken as covariate.

11. Examination Stress, Anxiety and Self-Confidence were found to be independent of interaction among Treatment, Management of School and Intelligence when Pre-Examination Stress, Anxiety and Self-Confidence separately were taken as covariate. Stress Reduction Model was best suited to Private Schools students with below Average Intelligent and Government Schools students with above Average Intelligent in managing Tension when groups were matched with respect to Pre-Tension.

12. Examination Stress and Anxiety were found to be independent of Board of School when Pre-Examination Stress and Anxiety were separately taken as covariate. UP Board students were found to possess significantly higher Tension and lower Self-Confidence than CBSE Board students when groups were matched in respect of Pre-Tension and Self-Confidence separately.

13. Examination Stress and Tension were found to be independent of interaction between Treatment and Board of School when Pre-Examination Stress and Tension separately were taken as covariate. Irrespective of types of School, Stress Reduction Model was found to help students in managing their Anxiety as well as Self-Confidence significantly better than Traditional Method. Further Anxiety of students studying in Schools affiliated to CBSE Board was significantly lower but Self-confidence was higher when treated through Stress Reduction Model than those of UP Board affiliated schools when Pre-Anxiety and Self-confidence separately were taken as covariate.

14. Examination Stress, Anxiety, Tension and Self-Confidence were found to be independent of interaction between Board of School and Intelligence when Pre-Examination Stress, Anxiety, Tension and Self-confidence separately were taken as covariate.

15. Examination Stress, Anxiety, Tension and Self-Confidence were found to be independent of interaction among Treatment, Board of School and
Intelligence when Pre-Examination Stress, Anxiety, Tension and Self-Confidence separately were taken as covariate.

16. Rural Students were found to have significantly lower Examination Stress and Anxiety but higher Tension in comparison to Urban Students when Pre-Examination Stress, Anxiety and Tension separately were considered as covariate. Both Urban and Rural students were found to possess Self-Confidence to the same extent when Pre-Self-Confidence was taken as covariate.

17. Examination Stress, Anxiety and Self-Confidence were found to be independent of interaction between Treatment and Residential Background when Pre-Examination Stress, Anxiety and Self-Confidence separately were taken as covariate. Stress Reduction Model was found to help both Rural and Urban students in reducing their Tension in comparison to Traditional Method when Pre-Tension was taken as covariate. Also Urban students benefited more from Stress Reduction Model than those belonging to Rural area when Pre-Tension was taken as covariate.

18. Females from Rural area had lower Examination Stress in comparison to Males while Males from Urban area had lower Examination Stress in comparison to Females when Pre-Examination Stress was taken as covariate. Anxiety, Tension and Self-Confidence were found to be independent of interaction between Gender and Residential Background when Pre-Anxiety, Tension and Self-Confidence separately were taken as covariate.

19. Examination Stress, Anxiety and Tension were found to be independent of interaction between Treatment, Gender and Residential Background when Pre-Examination Stress, Anxiety and Tension separately were taken as covariate. Both Males and Females belonging to Urban and Rural area benefited more from Stress Reduction Model than Traditional Method. Further Stress Reduction Model was found to be more beneficial for Urban Males and Rural Females than their counterparts when Pre-Self-Confidence was taken as covariate.

20. Examination Stress, Anxiety and Tension were found to be independent of Adjustment when Pre-Examination Stress, Anxiety and Tension separately were taken as covariate. Above Average adjusted students
were found to possess significantly higher Self-Confidence than Below Average adjusted students when Pre-Self-Confidence was taken as covariate.

21. Examination Stress and Tension were found to be independent of interaction between Treatment and Adjustment when Pre-Examination Stress and Tension separately were taken as covariate. Irrespective of Adjustment, Stress Reduction Model could significantly reduce the Anxiety of subjects in comparison to Traditional Method when Pre-Anxiety was taken as covariate. Further, Stress Reduction Model was found to benefit more to subjects having Below Average Adjustment when Pre-Anxiety was taken as covariate. Stress Reduction Model was found to be more beneficial for all students irrespective of their level of Adjustment. Further students with Above Average Adjustment were found to benefit more from Stress Reduction Model when Pre-Self-Confidence was taken as covariate.

22. Examination Stress, Anxiety, Tension and Self-Confidence were found to be independent of interaction between Gender and Adjustment when Pre-Examination Stress, Anxiety, Tension and Self-Confidence separately were taken as covariate.

23. Examination Stress and Tension were found to be independent of interaction among Treatment, Gender and Adjustment when Pre-Examination Stress and Tension separately were taken as covariate. Stress Reduction Model was found to benefit all Males irrespective of their Adjustment but Stress Reduction Model benefited more to Females having Below Average Adjustment than those having Above Average Adjustment when Pre-Anxiety was taken as covariate. Irrespective of Gender and Adjustment Stress Reduction Model was found to improve the Self-Confidence of students. Further Stress Reduction Model was found to improve Self-Confidence of Males and Females having Above Average Adjustment than their counterparts having Below Average Adjustment when Pre-Self-Confidence was taken as covariate.

24. Examination Stress, Anxiety and Tension were found to be independent of interaction between Gender and Management of School when Pre-Examination Stress, Anxiety and Tension separately were taken as covariate. Female students studying in Private Schools and Male Students of Government Schools were found to have higher Self-
Confidence in comparison to their counterparts when Pre-Self-Confidence was taken as covariate.

25. Examination Stress, Anxiety and Self-Confidence were found to be independent of interaction among Treatment, Gender and Management of School when Pre-Examination Stress, Anxiety and Self-confidence separately were taken as covariate. Stress Reduction Model was found to suit to Males of both Private as well as Government Schools and Females of Private School in managing Tension of students when Pre-Tension was taken as covariate.

26. Students treated through Stress Reduction Model were found to have significantly favorable Reaction towards Stress Reduction Model.

6.3.0 COMPARISON OF STRESS REDUCTION MODEL WITH TRADITIONAL METHOD IN TERMS OF EXAMINATION STRESS, ANXIETY, TENSION, AND SELF-CONFIDENCE SEPARATELY

The Stress Reduction Model individually as well as in comparison to Traditional Method has the potentiality in reducing Examination Stress, Anxiety, Tension and improving self-confidence of students significantly when respective variable at Pre-stage was taken as covariate. This finding is supported by Paul and Shannon (1966); Taylor (1971); Mullins (1994); Lazar et al. (1972); Ballou (1973); Abrams and Siegel (1978); Ferguson (1978); Diskin (1977); Hopkins and Hopkins (1977); Seiler and Renshow (1978); Hammer (1996); Strauser (1997); Kumaraiah and Murthy (1975) and Sharma (2004) who found different strategies, like, Yoga, Stress Reduction Model, Transcendental Meditation, Desensitization, Progressive Muscle Relaxation, Cognitive-Behavioral Strategies, Autogenesis, etc. were effective in reducing Anxiety, Tension, Stress, etc. Generally, the students are under Examination Stress due to desire of being on the top, burden of studies, or examination fear of failure, such situations may give rise to Anxiety, Examination Stress, and Tension among students. Under such situation, muscles get tensed unconsciously. The Stress Reduction Model helps progressively and systematically in relaxing different sets of muscles right from feet to forehead, either by first tensing and then relaxing (tense and relax).
or simply by letting go (Moving Focus Relaxation). Among this it includes focusing and passively observing the breathing, discussion and feedback sessions. All these exercises ultimately make the person feel relaxed, full of energy, strength and vigor. This results in sound mind and healthy body which in turn provoked healthier mind set with a more complete mental map for learning how to relax, feel good and calm themselves and increase attention span to concentrate on tasks, behavior and learning. All these might have increased motivation to develop reading habit with better concentration and awakening of students interest which result in mastering new tasks and materials more quickly. Consequently, efforts result in better output and hence reduced Examination Stress.

When the persons are Anxious and Tensed, their body is likely to produce high blood pressure, increased pulse rate, and increased blood circulation to the large muscles resulting in tension on those muscles. Other symptoms might be rapid, shallow breathing and cold sweaty palms. Thus, when a person feels anxious or tense he or she experiences an accompanying sense of threat, physical tension, emotional inadequacies and tautness. After practicing the Stress Reduction Model students might have established calmness in body and mind. These techniques decrease the body’s consumption of Oxygen, help in attaining normal breathing, normal heart rate, normal blood pressure and increase brain wave activity. All these increase energy, decrease fatigue, headache, negatively, and hence reduce Anxiety and Tension.

As evident from the preceding chapters that there were two groups. One group was given exercises for managing Stress through Stress Reduction Model and another group continued through day-to-day routine activities. By practicing Stress Reduction Model students were able to relax, control their breathing and intake of oxygen, improve general awareness and concentration, enhance mental functioning, etc. On the whole it helped students in modification of behavior in the most desirable direction. The excitement and aggression was brought to the normal level. This might have gone a long way in improving the Self-Confidence.

In Control Group, students continued with routine activities which included attending prayer and classes as per school timetable. Teachers taught students as usual through Lecture Method and other activities. All these did not
provide any opportunity to students to release their tension and consequently students could not get any relief from Stress, Anxiety and Tension. Routine activities do not promote active learning. There is hardly any scope of interaction between teacher and student, student and student, and material. In the absence of interaction, there is no scope of joyful learning and scope of developing, the Self-Confidence. All this might have been responsible for the superiority of Stress Reduction Model in comparison to Traditional approach.

### 6.4.0 INFLUENCE OF GENDER ON EXAMINATION STRESS, ANXIETY, TENSION & SELF-CONFIDENCE

Gender did not significantly influence Examination Stress, Anxiety, Tension, and Self-Confidence when Pre-Examination Stress, Anxiety, Tension, and Self-Confidence separately were taken as covariate. These days both Males and Females get equal opportunity and attention both at home as well as in school. The educational opportunities are also equal. Job opportunities are equal for both Gender. Different activities and facilities are equally opened to both Males and Females. Males and Females are equally motivated by their parents and teachers. Both want to excel in their life and contribute for the development and progress of society. On the whole students were not differentiated on the basis of Gender and not given a differential treatment for their development and progress. Further it is common observation that in Indian context Female are working hard and trying to overtake Males in all spheres of life. There were many areas where Females were not allowed but this barrier has been broken and both Males and Female are given equal opportunities to excel. Due to this, the Gender difference might not have surfaced in respect of Examination Stress, Anxiety, Tension & Self-Confidence when Pre-Examination Stress, Anxiety, Tension, and Self-Confidence separately were taken as covariate.

### 6.5.0 INFLUENCE OF INTELLIGENCE ON EXAMINATION STRESS, ANXIETY, TENSION & SELF-CONFIDENCE

Intelligence did not significantly influence Examination Stress, Anxiety and Tension when Pre-Examination Stress, Anxiety and Tension separately were taken as covariate. These days for students of every level of Intelligence there are equal opportunity, best books and best methods of teaching available. There are many remedial teaching methods available for every student. This is Computer
era where different activities and facilities are equally opened to all students of every level of Intelligence. This might be the reason for the present finding.

On the other hand, students from above average Intelligence were found to possess higher Self-Confidence in comparison to below average Intelligence when group were matched with respect of pre self confidence. This might be because students with above average Intelligence have better Reasoning, understanding of the content, Problem Solving Ability, better articulation of ideas, etc. This might have strengthened their relationship with other classmates. The students belonging to above Average Intelligence might have been inspired and get motivated. This might have been the reason for the present finding.

6.6.0 INFLUENCE OF INTERACTION BETWEEN TREATMENT & GENDER ON EXAMINATION STRESS, ANXIETY, TENSION & SELF-CONFIDENCE

Examination Stress and Anxiety were found to be independent of interaction between Treatment and Gender when each of these variables separately were taken as covariate. Stress Reduction Model was found to suit more to Males than Females in managing Tension and improving Self-Confidence when each of these variables separately were taken as covariate.

There was no differential influence of interaction between Treatment and Gender on Examination Stress and Anxiety when Pre-Examination and Anxiety separately were taken as covariate. These days’ both Males and Females within a family get equal treatment, environment and equal opportunity at home. Parents don’t differentiate between boys and girls in a family. Parents provide them equal opportunities to develop and grow. Both Boys and girls are treated at par at home. All these might have been responsible for present finding.

Stress Reduction Model was found to suit more to Males than Females in managing Tension and improving Self-Confidence when Pre-Tension and Self-Confidence separately were taken as covariate. Stress Reduction Model is not Gender biased. It was not developed keeping Gender in the mind. Males might have done the exercise seriously. Further by nature Males are more carefree and have better Self-Confidence than Females. But this model can be used by any
one irrespective of Gender, SES, Residential Background, Family background, etc.

6.7.0 EFFECT OF INTERACTION BETWEEN TREATMENT AND INTELLIGENCE ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE

This study revealed that the interaction between Treatment and Intelligence did not affect significantly Examination Stress, Anxiety, and Tension when Pre-Examination Stress, Anxiety, and Tension separately were taken as covariate. It shows that students belonging to different levels of Treatment as well as Intelligence were found to exhibit the same level of Examination Stress, Anxiety and Tension when Pre-Examination Stress, Anxiety and Tension separately were taken as covariate. Further it indicates that Stress Reduction Model as well as Traditional Method were found to benefit equally irrespective of level of Intelligence. The reason might be that the phases of Stress Reduction Model did not vary with respective to level of Intelligence of students. Further, nature of exercise and instruction were the same for all levels of Intelligence. This might be one of the explanations of the present finding.

On the other hand Stress Reduction Model was found to be beneficial for improving Self-Confidence of above average Intelligence students when Pre-Self-Confidence was taken as covariate. It may be possible that above average Intelligent students might have been more aware about the benefit of Relaxation therapies. Above average Intelligence students might have understood different phases of Stress Reduction Model in comparison to their counterparts of Below Average Intelligence when Pre-Self-Confidence was taken as covariate. These days Yoga is very popular. Above Average Intelligent students might have read about such therapies and found it helpful. Stress Reduction Model is one such therapies. Students when got opportunity to practice Stress Reduction Model might have taken exercises seriously and regularly. This may be the reason of present finding.

6.8.0 EFFECT OF INTERACTION BETWEEN GENDER & INTELLIGENCE ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE
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6.7.0 EFFECT OF INTERACTION BETWEEN TREATMENT AND INTELLIGENCE ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE

This study revealed that the interaction between Treatment and Intelligence did not affect significantly Examination Stress, Anxiety, and Tension when Pre-Examination Stress, Anxiety, and Tension separately were taken as covariate. It shows that students belonging to different levels of Treatment as well as Intelligence were found to exhibit the same level of Examination Stress, Anxiety and Tension when Pre-Examination Stress, Anxiety and Tension separately were taken as covariate. Further it indicates that Stress Reduction Model as well as Traditional Method were found to benefit equally irrespective of level of Intelligence. The reason might be that the phases of Stress Reduction Model did not vary with respective to level of Intelligence of students. Further, nature of exercise and instruction were the same for all levels of Intelligence. This might be one of the explanations of the present finding.

On the other hand Stress Reduction Model was found to be beneficial for improving Self-Confidence of above average Intelligence students when Pre-Self-Confidence was taken as covariate. It may be possible that above average Intelligent students might have been more aware about the benefit of Relaxation therapies. Above average Intelligence students might have understood different phases of Stress Reduction Model in comparison to their counterparts of Below Average Intelligence when Pre-Self-Confidence was taken as covariate. These days Yoga is very popular. Above Average Intelligent students might have read about such therapies and found it helpful. Stress Reduction Model is one such therapies. Students when got opportunity to practice Stress Reduction Model might have taken exercises seriously and regularly. This may be the reason of present finding.

6.8.0 EFFECT OF INTERACTION BETWEEN GENDER & INTELLIGENCE ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE
This study revealed that the interaction between Gender and Intelligence did not affect significantly Examination Stress, Anxiety, Tension and Self-Confidence when Pre-Examination Stress, Anxiety, Tension and Self-Confidence separately were taken as covariate. It shows that Male and Female students with different levels of Intelligence were found to exhibit the same level of Examination Stress, Anxiety, Tension and Self-Confidence when Pre-Examination Stress, Anxiety, Tension and Self-Confidence separately were taken as covariate. Students irrespective of their Gender and Intelligence are treated equally both at home and schools. They are allowed to take part in any activity. Males and Females irrespective of their level of Intelligence have equal freedom to go in any field. These days there are Males and Females even in Military, Police, Executives in private firms, Politician, Pilot, Teachers, etc. Further during examination irrespective of level of Intelligent, both Males and Females have Examination Stress as both want to excel. The Anxiety, Tension and Self-Confidence are also the same for both Males and Females irrespective of their level of Intelligence. This might be one the explanations of the present finding.

6.9.0 EFFECT OF INTERACTION AMONG TREATMENT, GENDER & INTELLIGENCE ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE

Examination Stress and Tension were found to be independent of interaction among Treatment, Gender and Intelligence when Pre-Examination Stress and Tension separately were taken as covariate. It indicates that Stress Reduction Model and Traditional Method were found to benefit equally irrespective of Gender and Intelligence of students. The reason might be that the phases of Stress Reduction Model did not vary with respect of Gender and Intelligence. Males and Females belonging different levels of Intelligence were given the same nature of exercise, instruction, duration of treatment, conditions under which the treatment etc. As mentioned earlier, Stress Reduction Model was found to reduce Examination Stress and Tension when Pre-Examination Stress and Tension were taken as covariate separately. This means that Stress Reduction Model can be used for managing Examination Stress and Tension irrespective of Gender and level of Intelligence. This might be one of the explanations of present finding in respect of Examination Stress and Tension.
Further in comparison to Traditional Method, Stress Reduction Model was found to reduce Anxiety significantly of Males with different levels of Intelligence and Females with below average Intelligence when Pre-Anxiety was taken as covariate. One of the reasons might be because Males belonging to all levels of Intelligence were more aware of the benefits of different Relaxation therapies. They might be practicing Yoga. These days there are Gyms and most of the boys might have taken the membership of such Gym. Stress Reduction Model also involves physical exercises. It might have helped Males irrespective of their level of Intelligence. Stress Reduction Model helped Females with below average Intelligence in managing their Anxiety. This might be because of their level of Intelligence, Females might not be over confidence and had an open mind during the treatment through Stress Reduction Model. Females with above average Intelligence might be over confidence and did not take Stress Reduction Model seriously. They might not have been involved whole heartedly as below average Intelligent Females. This might be one of the explanations of the present finding.

Stress Reduction Model was found to benefit both Males and Females irrespective of their level of Intelligence in improving Self-Confidence of students when Pre-Self-Confidence was taken as covariate. Further, Males and Females of above average Intelligence benefitted more from Stress Reduction Model than their counterparts of below average Intelligence when Pre-Self-Confidence was taken as covariate. The reason might be that both Males and Females are aware of the benefits of relaxation therapies. Males and Females of above average Intelligence might have been more aware of benefits of Relaxation therapies than Below Average Intelligent students. Above average Intelligent students might have been more serious and alert during Stress Reduction Model. This might have helped Males and Females of above average Intelligence to benefit more from Stress Reduction Model than their counterparts of below average Intelligence when Pre-Self-Confidence was taken as covariate.

6.10.0 INFLUENCE OF MANAGEMENT OF SCHOOL ON EXAMINATION STRESS, ANXIETY, TENSION & SELF-CONFIDENCE

Students studying in Private Schools were found to have significantly lower Examination Stress, Tension and higher Self-Confidence as compared to
those studying in Government Schools when Pre-Examination Stress, Tension, and Self-Confidence separately were taken as covariate. Anxiety was found to be independent of Management of School when Pre-Anxiety was taken as covariate. The reason for this finding may be that the Private Schools provide good infrastructure, learning material, environmental and capable teachers. On the other hand in Government schools condition are not good. There is shortage of teachers; overcrowded classes, poor physical facilities, less competition among students, poor family support, etc. might be reasons of this finding.

On the other hand Anxiety was found to be independent of Management of School when Pre-Anxiety was taken as covariate. It means students studying in both Government and Private schools were found to have the Anxiety to the same level when Pre-Anxiety was taken as covariate. The reason might be the students of Private schools and Government schools belonged to the same age group, similar family environment and parents’ expectation, etc. Students might not be matured enough to take problems seriously which might increase their Anxiety. These may the reasons for this finding.

6.11.0 EFFECT OF INTERACTION BETWEEN TREATMENT & MANAGEMENT OF SCHOOL ON EXAMINATION STRESS, ANXIETY, TENSION & SELF-CONFIDENCE

Examination Stress, Anxiety and Tension were found to be independent of interaction between Treatment and Management of School when Pre-Examination Stress, Anxiety and Tension separately were taken as covariate. It shows that students belonging to different levels of Treatment as well as Management of School were found to have the same level of Examination Stress, Anxiety and Tension when Pre-Examination Stress, Anxiety, and Tension separately were taken covariate. As stated earlier, Stress Reduction Model was found to be superior to Traditional Method. It means that Stress Reduction Model can be used by teachers teaching in Private as well as Government Schools for managing Examination Stress, Anxiety and Tension. So Stress Reduction Model has an implication for Schools.

Self-Confidence of students studying in both Private and Government Schools benefited more from Stress Reduction Model than Traditional Method when Pre-Self-Confidence was taken as covariate. Further the students of Private
Schools benefited more from Stress Reduction Model than Traditional Method when Pre-Self-Confidence was taken as covariate. The reason might be that the students of Private Schools might have done the exercises seriously. Parents might have motivated their children by telling them about the benefits of such exercises. Also students got feedback from peers as well as investigator about their feelings, sensations, experiences etc. about which they might not have been aware of. This might have strengthened their relationship with other classmates.

6.12.0 EFFECT OF INTERACTION BETWEEN MANAGEMENT OF SCHOOL AND INTELLIGENCE ON EXAMINATION STRESS, ANXIETY, TENSION & SELF-CONFIDENCE

Examination Stress, Anxiety and Self-Confidence were found to be independent of interaction between Management of School and Intelligence when Pre-Examination Stress, Anxiety and Self-Confidence separately were taken as covariate. Below Average Intelligent students from Private Schools and Above Average Intelligent students from Government schools were found to have lower Tension as compared to their counter parts when Pre-Tension was taken as covariate.

This study revealed that the interaction between Management of School and Intelligent did not affect significantly Examination Stress, Anxiety, Self-Confidence when Pre-Examination Stress, Anxiety, Self-Confidence separately were taken as covariate. It shows that students with different Intelligence studying in Private and Government Schools were found to exhibit the same levels of Examination Stress, Anxiety, and Self-Confidence when Pre-Examination Stress, Anxiety, Self-Confidence separately were taken as covariate. The activities of Private and Government schools are not organized differently for students with different Intelligence. Schools normally do not focus on the management of Examination Stress, Anxiety and Self-Confidence. Communality of Private and Government Schools activities for students with different Intelligence might have been responsible for the present finding.

Below Average Intelligent students from Private Schools and Above Average Intelligent students from Government schools were found to have lower Tension as compared to their counter parts when Pre-Tension was taken as covariate. The reason for this might be because Below Average Intelligent students from Private schools and Above Average Intelligent student from Government schools are more conscious for their achievement and progress.
They might be working hard and did not bother about the end result. Their parents might be supporting them and tell them not to worry too much about their achievement. All this might have helped them to have low Tension.

6.13.0 EFFECT OF INTERACTION AMONG TREATMENT, MANAGEMENT OF SCHOOL AND INTELLIGENCE ON EXAMINATION STRESS, ANXIETY, TENSION & SELF-CONFIDENCE

Examination Stress, Anxiety and Self-Confidence were found to be independent of interaction among Treatment, Management of School and Intelligence when Pre-Examination Stress, Anxiety and Self-Confidence separately were taken as covariate. It indicates that Stress Reduction Model and Traditional Method were found to benefit equally irrespective of Management of School and Intelligence of students. The reason might be that the phases of Stress Reduction Model did not vary with respect to Management of Schools and Intelligence. The duration of Treatment, nature of exercise and instruction were same for Private and Government schools students belonging to different levels of Intelligence. This might be one of the explanations of present finding.

Stress Reduction Model was best suited to Private Schools students with Below Average Intelligence and Government Schools students with Above Average Intelligence in managing Tension when groups were matched with respect to Pre-Tension. The reason for this might be because Below Average Intelligence students of Private schools and Above Average Intelligent students of Government schools are more conscious for their achievements, progress and performance. In Private Schools teachers pay more attention to students with Below Average Intelligence so that they do better in examination. Also Government Schools, students with Above Average Intelligence are taken care of. They are more aware of the benefits of Relaxation therapies. This might be one of the explanations of the present finding.

6.14.0 INFLUENCE OF BOARDS OF SCHOOL ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE

Examination Stress and Anxiety were found to be independent of Boards of School when Pre-Examination Stress and Anxiety were separately taken as
covariate. It means that students studying in UP Board Schools and CBSE Board Schools were found to have Examination Stress and Anxiety to the same level. The reason for this finding may be that every Board prepares their syllabus, system of examination, course as per need of the students, demand and supply in society or in the country. Also these days the curriculum of different Boards does not differ much. This is because students have to appear in different examinations for admission in the higher education. In schools majority of teachers use the same methods of teaching. The questions in the Board examination are of the similar difficulty level. All these might have been responsible for creating similar Examination Stress and Anxiety among students.

Further UP Board students were found to possess significantly higher Tension and lower Self-Confidence than CBSE Board students when Pre-Tension and Self-Confidence separately were taken as covariate. One of the reasons might be the quality of students studying in UP Board Schools might be lower than those studying in CBSE affiliated Schools. In UP Board schools available facilities might be poorer as compared to those of CBSE affiliated schools. In UP Board schools the Teachers are generally involved in other work than teaching. Due to this generally teachers are not able to take classes regularly. Teachers might be completing the course hurriedly without devoting sufficient time for the topic. They might be leaving some topics for students to study at home. So students might be feeling tensed for their course and study. Due to Tension, students might loose their Self-Confidence. Tension and Self-Confidence are closely related. All these might be the possible reason for the finding.

6.15.0 EFFECT OF INTERACTION BETWEEN TREATMENT & BOARD OF SCHOOL ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE

Examination Stress and Tension were found to be independent of interaction between Treatment and Board of School when Pre-Examination Stress and Tension separately were taken as covariate. It indicates that Stress Reduction Model as well as Traditional Method were found to benefit students equally Board of schools. The reason might be that the phases of Stress Reduction Model did not vary with respect to Board of schools. The duration of Treatment, nature of exercise and instruction were same for students of UP
Board and CBSE Board schools. Stress Reduction Model is independent of the Board of the school as it is independent of the curriculum, method of teaching, examination system, etc. In spite of this finding, it is better to use Stress Reduction Model for managing Examination Stress and Tension of students as Stress Reduction Model was found to significantly reduce Examination Stress and Tension as compared to Traditional Method when Pre-Examination Stress and Tension separately were taken as covariate.

Irrespective of types of School, Stress Reduction Model was found to help students in managing their Anxiety as well as Self-Confidence significantly better than Traditional Method. Further Anxiety of students studying in Schools affiliated to CBSE Board was significantly lower and Self-confidence was higher when treated through Stress Reduction Model than those of UP Board affiliated schools when Pre-Anxiety and Self-confidence separately were taken as covariate. This might be because Stress Reduction Model was practiced in a group setting. Also students got feedback from investigator about their feeling, sensations, experience, etc. about which they might not have been aware of. This might have strengthened their relationship with other classmates and they got motivated. Further CBSE Board students are more conscious of their achievement, progress and performance. They might have understood the benefits of Relaxation therapies and might have practiced even at home.

6.16.0 EFFECT OF INTERACTION BETWEEN BOARD OF SCHOOL AND INTELLIGENCE ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE

Examination Stress, Anxiety, Tension and Self-Confidence were found to be independent of interaction between Board of School and Intelligence when Pre-Examination Stress, Anxiety, Tension and Self-confidence separately were taken as covariate. It shows that students belonging to different Board of schools and Intelligence level were found to have same level of Examination Stress, Anxiety, Tension and Self-Confidence when Pre-Examination Stress, Anxiety, Tension and Self-Confidence separately were taken as covariate. The reason might be that students studying in UP Board and CBSE Board schools treat students equally. The schools have many sections. Mostly students are randomly allotted the section. Majority of teachers use Lecture Method. The examination pattern does not differ much from UP Board and CBSE Board. Even
the curriculum followed in UP Board and CBSE Board schools differ to a less extent. This might be one of the reasons for the present finding.

6.17.0 EFFECT OF INTERACTION AMONG TREATMENT, BOARD OF SCHOOL & INTELLIGENCE ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE

There was no significant effect of interaction among Treatment, Board of School and Intelligence on Examination Stress, Anxiety, Tension and Self-Confidence when Pre-Examination Stress, Anxiety, Tension and Self-Confidence separately were taken as covariate. It indicates that Stress Reduction Model and Traditional Method were found to benefit equally irrespective of Board of School and Intelligence of students. But Stress Reduction Model was to be more effective in managing Examination Stress, Anxiety, tension and Self-Confidence in comparison of Traditional method as has already been mentioned in caption 6.3.0. So Stress Reduction Model may be used for managing Examination Stress, Anxiety, tension and Self-Confidence irrespective of Intelligence of students and affiliation of Board of School. This is because Stress Reduction Model can be used by any students irrespective of his Intelligence. One only needs to remember the phases of this model. One can use even recorded instruction of Stress Reduction Model. It does not require any specific setting. Different schools can easily implement the Stress Reduction Model as it is independent of curriculum, cast, gender, etc. The use of Stress Reduction Model can help students to remain calm and composite even under stress condition. This might be the explanation of present finding.

6.18.0 INFLUENCE OF RESIDENTIAL BACKGROUND ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE

Rural Students were found to have significantly lower Examination Stress and Anxiety but higher Tension in comparison to Urban Students when Pre-Examination Stress, Anxiety and Tension separately were considered as covariate. Students from Rural area are mostly care free. They normally do not worry about examination. They normally study in the school and at home they are involved in house hold works. The parents are also not worry about the studies of their children as they themselves are illiterate. They may not be aware about the value of education as majority of students might be dropouts and still
working in fields. This may lead to less Examination Stress and Anxiety. Rural students had higher Tension because of home environment. Mostly at home there might be tension due to financial position, repayment of loans, legal litigation, etc. Some time parents might be beating or scolding their children on petty matters. Apart from these the schools might be giving them home work which they might not be doing. The students might be afraid of teachers because of not doing home work. The tests are conducted by teachers. The students may be afraid of these tests and may not do well. Due to this teachers may rebuke students, give physical punishment, etc. Further students from Rural area do have different facilities, like, academic help, conducive environment, instructional material other than textbooks, etc. which students from Urban area have. All this may be the explanation of the present finding.

Both Urban and Rural students were found to possess Self-Confidence to the same extent when Pre-Self-Confidence was taken as covariate. Students from Urban and Rural areas have lots of family support. The students may not be taking their independent decision. They might be guided or helped by their parents. Thus teachers support and family support might be responsible for inculcating Self-Confidence in both Urban and Rural area students to the same extent. These might be the reason for this finding.

6.19.0 INFLUENCE OF INTERACTION BETWEEN TREATMENT & RESIDENTAIL BACKGROUND ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE

Examination Stress, Anxiety and Self-Confidence were found to be independent of interaction between Treatment and Residential Background when Pre-Examination Stress, Anxiety and Self-Confidence separately were taken as covariate. It shows that students belonging to Urban and Rural were found to benefit equally from Stress Reduction Model and Traditional Method in managing Examination Stress, Anxiety and Self-Confidence of students. Also it was found that in comparison to Traditional Method, Stress Reduction Model could help significantly more in managing Examination Stress, Anxiety and Self-Confidence of students. So Stress Reduction Model can be used by students belonging to both Rural and Urban area as it does not have any requirement which is based on residential area of students. Stress Reduction Model steps are simple and any one can use it in any position and time. Thus, Stress Reduction
Model can be used by both Urban and Rural students for managing Examination Stress, Anxiety and Self-Confidence.

Further Stress Reduction Model was found to help both Rural and Urban students in reducing their Tension in comparison to Traditional Method when Pre-Tension was taken as covariate. Also Urban students benefited more from Stress Reduction Model than those belonging to Rural area when Pre-Tension was taken as covariate. One of the reasons might be that students from Urban might have understood its importance and might be using it at home. Parents from Urban area might have encouraged their children to use it regularly. Thus family support might be missing in Rural area which is a must in the beginning. Further Urban students might have been more serious about Stress Reduction Model so they benefited more than rural students.

6.20.0 INFLUENCE OF INTERACTION BETWEEN GENDER & RESIDENTIAL BACKGROUND ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE

Females from Rural area had lower Examination Stress in comparison to Males while Males from Urban area had lower Examination Stress in comparison to Females when Pre-Examination Stress was taken as covariate. Females from Rural area and Males from Urban area are more serious about their studies. They study regularly and do home work given by teachers. They do not wait till the examination comes on their head. Some students normally start preparing for the examination one month in advance. But students doing regular study might not be afraid of examination and they are composed. This may be one of the reasons of the present study.

Anxiety, Tension and Self-Confidence were found to be independent of interaction between Gender and Residential Background when Pre-Anxiety, Tension and Self-Confidence separately were taken as covariate. These days students of both male and female with in a family get equal treatment, environment and equal opportunity to develop. Parents don’t differentiate between boys and girls in the family. Parents provide them equal opportunities to develop and grow. Both boys and girls are treated at par at home. This might have been one of the reasons of this finding.
6.21.0 INFLUENCE OF INTERACTION AMONG TREATMENT, GENDER AND RESIDENTIAL BACKGROUND ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE

Examination Stress, Anxiety and Tension were found to be independent of interaction between Treatment, Gender and Residential Background when Pre-Examination Stress, Anxiety and Tension separately were taken as covariate. The reason might be that the phases of Stress Reduction Model did not vary with respect to Gender and Residential Background. The duration of Treatment, nature of exercise and instruction were same for Males and Females belonging to Urban and Rural area. Further Stress Reduction Model was found to be significantly superior to Lecture Method in terms of Examination Stress, Anxiety and Tension when Pre-Examination Stress, Anxiety and Tension separately were taken as covariate. It indicates that Stress Reduction Model can be used for managing Examination Stress, Anxiety and Tension of Males and Females belonging to Urban and Rural area. This might be one of the explanations of present finding.

Both Males and Females belonging to Urban and Rural area benefited more from Stress Reduction Model than Traditional Method. Further Stress Reduction Model was found to be more beneficial for Urban Males and Rural Females than their counterparts when Pre-Self-Confidence was taken as covariate. Urban Males and Rural Females are more conscious about their Self-Confidence and they do not leave any stone un-turn for improving Self-Confidence. Stress Reduction Model is easy to use and its benefits are many.

6.22.0 INFLUENCE OF ADJUSTMENT ON EXAMINATION STRESS, ANXIETY, TENSION & SELF-CONFIDENCE

Examination Stress, Anxiety and Tension were found to be independent of Adjustment when Pre-Examination Stress, Anxiety and Tension separately were taken as covariate. The students were from medium class and might have got Examination Stress, Anxiety and Tension to the same extent. Parents help children to have better adjustment. With better adjustment, one can be calm, composed, concentrate well, seek help whenever required, etc. These days for students of every level of Adjustment there are equal opportunity, and best teaching methods available for every student. This is computer era where...
different activities and facilities are equally opened to all students of every level of Adjustment. All these might have helped students with different Adjustments to have same degree of Examination Stress, Anxiety and Tension when groups were matched with respect to Pre-Examination Stress, Anxiety and Tension.

Above Average adjusted students were found to possess significantly higher Self-Confidence than Below Average adjusted students when Pre-Self-Confidence was taken as covariate. This may be because Above Average adjusted students might be taking part in different activities and do not hesitate in taking risk. This might have improved their Self-Confidence.

6.23.0 INFLUENCE OF INTERACTION BETWEEN TREATMENT AND ADJUSTMENT ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE

Examination Stress and Tension were found to be independent of interaction between Treatment and Adjustment when Pre-Examination Stress and Tension separately were taken as covariate. This indicates that Stress Reduction Model and Traditional Method were found to help in managing Examination Stress and Tension to the same extent of students with Above Average Adjustment and Below Average Adjustment. The reason might be that the phases of Stress Reduction Model did not vary with respect of Adjustment. The duration of Treatment, nature of exercise and instruction were same for students belonging to different levels of adjustment. Stress Reduction Model was found to help in reducing significantly Examination Stress and Tension of students in comparison to Traditional Method. Thus Stress Reduction Model can be used in schools for managing Examination Stress and tension of students.

Irrespective of Adjustment, Stress Reduction Model could significantly reduce the Anxiety of subjects in comparison to Traditional Method when Pre-Anxiety was taken as covariate. Further, Stress Reduction Model was found to benefit more to subjects having Below Average Adjustment when Pre-Anxiety was taken as covariate. Stress Reduction Model was found to improve Self-Confidence of all students irrespective of their level of Adjustment. Further students with Above Average Adjustment were found to benefit more from Stress Reduction Model when Pre-Self-Confidence was taken as covariate. So Stress Reduction Model was found to increase Self-Confidence and reducing
Anxiety of students belonging to both levels of adjustment when Pre-Anxiety and Self-Confidence separately were taken as covariate. This might be because Stress Reduction Model was practiced in group setting. Also students got feedback from peers as well as investigator about their feeling, sensations, experience etc. about which they might not have been aware of. This might have strengthened their relationship with other classmates and they got motivated from this. This may be one of the reasons for this finding.

On the other hand Stress Reduction Model was best suited to below average adjusted students for managing Anxiety, and above average adjusted students for Self-Confidence when Pre-Anxiety and Self-Confidence separately were taken as covariate. The reason for this might be because below average adjusted students are more conscious for managing their Anxiety and above average adjusted students are more conscious for improving their Self-Confidence. This may result in better satisfaction, achievement, social status, etc. These might be reasons for this finding.

6.24.0 INFLUENCE OF INTERACTION AMONG TREATMENT, GENDER & ADJUSTMENT ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE

Examination Stress and Tension were found to be independent of interaction among Treatment, Gender and Adjustment when Pre-Examination Stress and Tension separately were taken as covariate. Both Males and Females having different degree of Adjustment were found to benefit equally from both Stress Reduction Model and Traditional Method. Further Stress Reduction Model was found to be significantly superior to Traditional Method in managing Examination Stress and Tension of students. This indicates that Stress Reduction Model can be used for helping students in managing Examination Stress and Tension of both Males and Females having different degree of Adjustment. Further the phases of Stress Reduction Model did not vary with respect to Gender and Adjustment.

Stress Reduction Model was found to benefit all Males irrespective of their Adjustment but Stress Reduction Model benefited more to Females having Below Average Adjustment than those having Above Average Adjustment when Pre-Anxiety was taken as covariate. But Stress Reduction Model was best suited
Irrespective of Gender and Adjustment, Stress Reduction Model was found to improve the Self-Confidence of students. Further Stress Reduction Model was found to improve Self-Confidence of Males and Females having Above Average Adjustment than their counterparts having Below Average Adjustment when Pre-Self-Confidence was taken as covariate. On the other hand Stress Reduction Model was best suited to all Males and Females of different levels of Adjustment in improving Self-Confidence when Pre-Self-Confidence was taken as covariate. Males and Females having above average Adjustment were more benefitted from Stress Reduction Model because they might be more aware and conscious for relaxation therapies than below average Adjustment. Both Males and Females having above average Adjustment are more conscious about their Self-Confidence. They will like to improve it with the help of any useful strategy. Stress Reduction Model is one such strategy which can help in improving Self-Confidence of students.

6.25.0 INFLUENCE OF INTERACTION BETWEEN GENDER & MANAGEMENT OF SCHOOL ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE

Examination Stress, Anxiety and Tension were found to be independent of interaction between Gender and Management of School when Pre-Examination Stress, Anxiety and Tension separately were taken as covariate. It shows that Male and Female students belonging to different Management of school exhibited the same level of Examination Stress, Anxiety and Tension when Pre-Examination Stress, Anxiety and Tension separately were taken as covariate. One of the reasons might be that both Private and Government Schools do not have programs and activities separately for Males and Females. All students take part in all activities of school irrespective of their Gender. Both teaching as well as non-teaching activities for Males and Females studying in
Government and Private Schools do not vary. All schools try to deal with both Males and Females in such a way so that they have low Examination Stress, Anxiety and Tension.

Female students studying in Private Schools and Male Students of Government Schools were found to have higher Self-Confidence in comparison to their counterparts when Pre- Self-Confidence was taken as covariate. In Government schools Males are given more importance while Females are taken care of in Private Schools very well. Most of Government schools are in rural area. In rural area Males are valued more than Females. Every one concentrates on the development of Males. On the other hand in Private Schools Females are taken care of and activities are organized in such a way so that they also benefit along with Males. This might have lead to a better Self-Confidence of Female students studying in Private Schools and Male Students of Government Schools.

6.26.0 INFLUENCE OF INTERACTION AMONG TREATMENT, GENDER & MANAGEMENT OF SCHOOL ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE

Examination Stress, Anxiety and Self-confidence were found to be independent of interaction among Treatment, Gender and Management of School when Pre-Examination Stress, Anxiety and Self-confidence separately were taken as covariate. It indicates that Stress Reduction Model and Traditional Method were found to benefit equally irrespective of Gender and Management of school. The reason might be that the phases of Stress Reduction Model did not vary with respect of Gender and Management of School. The duration of treatment, nature of exercise and instruction were same for Males and Females studying in Government and Private schools. This might be one of the explanations of present finding.

Stress Reduction Model was found to suit to Males of both Private as well as Government Schools and Females of Private Schools in managing Tension of students when Pre-Tension was taken as covariate. The reason might be that Males of Private and Government schools and Females of Private schools were more conscious and aware about relaxation exercise and normally they want to be benefitted from Stress Reduction Model for managing tension. This was one of the explanations of present finding.
Students treated through Stress Reduction Model were found to have significantly favorable Reaction towards Stress Reduction Model. The students were found to have favorable reaction towards different aspects of Stress Reduction Model. Aspects of Stress Reduction Model included in the Reaction towards Stress Reduction Model Scale were: proper pause, pitch of voice, utility of cassette, softness of voice, muscle coverage, time of practice, duration of practice, position during practice, instructions during practice, physical facilities, feedback session, reinforcement, concentration, utility of Stress Reduction Model, etc. The reaction towards these different aspects of Stress Reduction Model was assessed at two points of time during the process of experimentation. It was assessed after 30th exercise and at the end of the Treatment. The significant change in favorableness of reaction might have been due to the fact that Stress Reduction Model might have provided them an opportunity to express their feeling, share their experiences, recognize their strengths, and identify their skills, potentials and goals. Moreover, these experiences in a social set up of classmates and investigator helped the students to strengthen their relations with them. Further students might have found the Relaxation Exercise interesting, motivating and useful so they participated in different exercises actively. Therefore, all these might have been responsible for favorable Reaction towards Stress Reduction Model of students.