### CONTENTS

#### CHAPTER - I
**INTRODUCTION**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.0 INTRODUCTION</td>
<td>1-1</td>
</tr>
<tr>
<td>1.2.0 STRESS</td>
<td>1-3</td>
</tr>
<tr>
<td>1.3.0 CAUSES OF STRESS</td>
<td>3-4</td>
</tr>
<tr>
<td>1.4.0 TYPES OF STRESS</td>
<td>4-6</td>
</tr>
<tr>
<td>1.5.0 STRESS REACTION</td>
<td>6-7</td>
</tr>
<tr>
<td>1.6.0 SYMPTOMS OF STRESS</td>
<td>7-9</td>
</tr>
<tr>
<td>1.7.0 COPING WITH STRESS</td>
<td>9-9</td>
</tr>
<tr>
<td>1.8.0 NEED OF COPING WITH STRESS</td>
<td>9-10</td>
</tr>
<tr>
<td>1.9.0 COPING STRATEGIES</td>
<td>10-19</td>
</tr>
<tr>
<td>1.10.0 EXAMINATION STRESS</td>
<td>20-20</td>
</tr>
<tr>
<td>1.11.0 CAUSES OF EXAMINATION STRESS</td>
<td>20-21</td>
</tr>
<tr>
<td>1.12.0 ACTION PLAN FOR COPING</td>
<td>21-22</td>
</tr>
<tr>
<td>1.13.0 STRESS REDUCTION MODEL</td>
<td>23-23</td>
</tr>
<tr>
<td>1.13.1 EFFECT</td>
<td>23-23</td>
</tr>
<tr>
<td>1.13.1 (A) INSTRUCTIONAL EFFECTS</td>
<td>23-23</td>
</tr>
<tr>
<td>1.13.1 (B) NUTURENT EFFECTS</td>
<td>23-24</td>
</tr>
<tr>
<td>1.13.2 SYNTAX</td>
<td>24-25</td>
</tr>
<tr>
<td>1.13.3 APPLICATION OF STRESS REDUCTION MODEL</td>
<td>26-26</td>
</tr>
<tr>
<td>1.13.3 (A) PHASE-WISE TRANSCRIPT OF STRESS REDUCTION MODEL</td>
<td>26-32</td>
</tr>
<tr>
<td>1.13.3 (B) MODE OF PRESENTATION OF INSTRUCTIONS OF STRESS REDUCTION MODEL</td>
<td>33-33</td>
</tr>
<tr>
<td>1.13.3 (C) DISCUSSION</td>
<td>33-33</td>
</tr>
<tr>
<td>1.13.4 SOCIAL SYSTEM</td>
<td>33-33</td>
</tr>
<tr>
<td>1.13.5 PRINCIPAL OF REACTION</td>
<td>33-33</td>
</tr>
<tr>
<td>1.13.6 SUPPORT SYSTEM</td>
<td>33-34</td>
</tr>
</tbody>
</table>
1.14.0 RATIONALE 34-36
1.15.0 STATEMENT OF PROBLEM 36-36
1.16.0 OBJECTIVES 36-38
1.17.0 HYPOTHESES 38-41
1.18.0 DELIMITATIONS 41-41

CHAPTER-2
REVIEW OF RELATED LITERATURE

2.1.0 INTRODUCTION 42-42
2.2.0 EFFECTIVENESS OF RELAXATION THERAPIES 42-53
2.3.0 COMPARISON OF RELAXATION THERAPIES 53-78
2.4.0 RELAXATION THERAPIES AND GENDER 78-85
2.5.0 PAIRING OF RELAXATION EXERCISE 85-86
2.6.0 EFFECT OF RELAXATION THERAPIES ON DIFFERENT VARIABLES 87-94
2.7.0 SUM UP 94-103

CHAPTER-III
METHODOLOGY

3.1.0 INTRODUCTION 104-104
3.2.0 SAMPLE 104-105
3.3.0 EXPERIMENTAL DESIGN 106-107
3.4.0 TOOLS 107-107
3.4.1 EXAMINATION STRESS 107-107
3.4.2 ANXIETY 108-109
3.4.3 TENSION 109-109
CHAPTER-IV
TOOL CONSTRUCTION

4.0.1 INTRODUCTION 120-120
4.1.0 OPERATIONAL DEFINITION OF EXAMINATION STRESS 120-120
4.2.0 SYMPTOMS OF EXAMINATION STRESS 120-121
4.3.0 ITEM WRITING 121-121
4.5.0 PRE TRYOUT 121-121
4.6.0 FINAL TRYOUT 121-121
4.7.0 ITEM ANALYSIS 121-123
4.8.0 FINAL FORM OF THE TEST 123-123
4.9.0 RELIABILITY 124-124
4.10.0 VALIDITY 124-124
4.11.0 ADMINISTRATION 124-124
4.12.0 SCORING 124-124
4.13.0 NORMS 125-126
CHAPTER - V
RESULTS AND INTERPRETATION

5.0.0 INTRODUCTION 127-127

5.1.0 COMPARISON OF ADJUSTED MEAN SCORES OF EXAMINATION STRESS OF STRESS REDUCTION MODEL AND TRADITIONAL METHOD GROUPS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 127-128

5.2.0 COMPARISON OF ADJUSTED MEAN SCORES OF ANXIETY OF STRESS REDUCTION MODEL AND TRADITIONAL METHOD GROUPS BY TAKING PRE-ANXIETY AS COVARIATE 128-129

5.3.0 COMPARISON OF ADJUSTED MEAN SCORES OF TENSION OF STRESS REDUCTION MODEL AND TRADITIONAL METHOD GROUPS BY TAKING PRE-TENSION AS COVARIATE 129-130

5.4.0 COMPARISON OF ADJUSTED MEAN SCORES OF SELF-CONFIDENCE OF STRESS REDUCTION MODEL AND TRADITIONAL METHOD GROUPS BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE 130-131

5.5.0 EFFECT OF TREATMENT, GENDER, INTELLIGENCE AND THEIR VARIOUS INTERACTIONS ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 131-132

5.5.1 EFFECT OF TREATMENT ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 132-132

5.5.2 EFFECT OF GENDER ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 132-132
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5.3</td>
<td>Effect of Intelligence on Examination Stress by Taking Pre-Examination Stress as Covariate</td>
</tr>
<tr>
<td>5.5.4</td>
<td>Effect of Interaction between Treatment and Gender on Examination Stress by Taking Pre-Examination Stress as Covariate</td>
</tr>
<tr>
<td>5.5.5</td>
<td>Effect of the Interaction between Treatment and Intelligence on Examination Stress by Taking Pre-Examination Stress as Covariate</td>
</tr>
<tr>
<td>5.5.6</td>
<td>Effect of Interaction between Gender and Intelligence on Examination Stress by Taking Pre-Examination Stress as Covariate</td>
</tr>
<tr>
<td>5.5.7</td>
<td>Effect of Interaction among Treatment, Gender and Intelligence on Examination Stress by Taking Pre-Examination Stress as Covariate</td>
</tr>
<tr>
<td>5.6.0</td>
<td>Effect of Treatment, Gender, Intelligence and Their Various Interactions on Anxiety by Taking Pre-Anxiety as Covariate</td>
</tr>
<tr>
<td>5.6.1</td>
<td>Effect of Treatment on Anxiety by Taking Pre-Anxiety as Covariate</td>
</tr>
<tr>
<td>5.6.2</td>
<td>Effect of Gender on Anxiety by Taking Pre-Anxiety as Covariate</td>
</tr>
<tr>
<td>5.6.3</td>
<td>Effect of Intelligence on Anxiety by Taking Pre-Anxiety as Covariate</td>
</tr>
<tr>
<td>5.6.4</td>
<td>Effect of Interaction between Treatment and Gender on Anxiety by Taking Pre-Anxiety as Covariate</td>
</tr>
<tr>
<td>5.6.5</td>
<td>Effect of the Interaction between Treatment and Intelligence on Anxiety by Taking Pre-Anxiety as Covariate</td>
</tr>
</tbody>
</table>
5.6.6 EFFECT OF INTERACTION BETWEEN GENDER AND INTELLIGENCE ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 136-138

5.6.7 EFFECT OF INTERACTION AMONG TREATMENT, GENDER AND INTELLIGENCE ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 137-139

5.7.0 EFFECT OF TREATMENT, GENDER, INTELLIGENCE AND THEIR VARIOUS INTERACTIONS ON TENSION BY TAKING PRE TENSION AS COVARIATE 139-140

5.7.1 EFFECT OF TREATMENT ON TENSION BY TAKING PRE-TENSION AS COVARIATE 140-140

5.7.2 EFFECT OF GENDER ON TENSION BY TAKING PRE-TENSION AS COVARIATE 140-140

5.7.3 EFFECT OF INTELLIGENCE ON TENSION BY TAKING PRE-TENSION AS COVARIATE 141-141

5.7.4 EFFECT OF INTERACTION BETWEEN TREATMENT & GENDER ON TENSION BY TAKING PRE-TENSION AS COVARIATE 141-142

5.7.5 EFFECT OF INTERACTION BETWEEN TREATMENT & INTELLIGENCE ON TENSION BY TAKING PRE-TENSION AS COVARIATE 143-143

5.7.6 EFFECT OF INTERACTION BETWEEN GENDER & INTELLIGENCE ON TENSION BY TAKING PRE-TENSION AS COVARIATE 143-143

5.7.7 EFFECT OF INTERACTION AMONG TREATMENT, GENDER AND INTELLIGENCE ON TENSION BY TAKING PRE-TENSION AS COVARIATE 143-144

5.8.0 EFFECT OF TREATMENT, GENDER, INTELLIGENCE AND THEIR VARIOUS INTERACTIONS ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE 144-144

5.8.1 EFFECT OF TREATMENT ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE 145-145

5.8.2 EFFECT OF GENDER ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE 145-145
5.8.3 EFFECT OF INTELLIGENCE ON SELF-CONFIDENCE
BY TAKING PRE- SELF CONFIDENCE AS COVARIATE 145-146

5.8.4 EFFECT OF INTERACTION BETWEEN TREATMENT & GENDER
ON SELF-CONFIDENCE BY TAKING PRE- SELF-CONFIDENCE
AS COVARIATE 146-147

5.8.5 EFFECT OF INTERACTION BETWEEN TREATMENT & INTELLIGENCE ON
SELF-CONFIDENCE BY TAKING PRE- SELF-CONFIDENCE
AS COVARIATE 147-149

5.8.6 EFFECT OF INTERACTION BETWEEN GENDER & INTELLIGENCE ON
SELF-CONFIDENCE BY TAKING PRE- SELF-CONFIDENCE
AS COVARIATE 149-149

5.8.7 EFFECT OF INTERACTION AMONG TREATMENT, GENDER &
INTELLIGENCE ON SELF-CONFIDENCE BY TAKING
PRE- SELF-CONFIDENCE AS COVARIATE 149-151

5.9.0 EFFECT OF TREATMENT, MANAGEMENT OF SCHOOL,
INTELLIGENCE AND THEIR VARIOUS INTERACTIONS ON
EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 151-152

5.9.1 EFFECT OF TREATMENT ON EXAMINATION STRESS
BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 152-152

5.9.2 EFFECT OF MANAGEMENT OF SCHOOL ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 152-153

5.9.3 EFFECT OF INTELLIGENCE ON EXAMINATION STRESS
BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 152-153

5.9.4 EFFECT OF INTERACTION BETWEEN TREATMENT AND MANAGEMENT OF SCHOOL ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 153-153

5.9.5 EFFECT THE INTERACTION BETWEEN TREATMENT AND INTELLIGENCE ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 153-154
5.9.6 EFFECT OF INTERACTION BETWEEN MANAGEMENT OF SCHOOL & INTELLIGENCE ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 154-154

5.9.7 EFFECT OF INTERACTION AMONG TREATMENT, MANAGEMENT OF SCHOOL AND INTELLIGENCE ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 154-154

5.10.0 EFFECT OF TREATMENT, MANAGEMENT OF SCHOOL, INTELLIGENCE AND THEIR VARIOUS INTERACTIONS ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 155-155

5.10.1 EFFECT OF TREATMENT ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 155-155

5.10.2 EFFECT OF MANAGEMENT OF SCHOOL ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 156-156

5.10.3 EFFECT OF INTELLIGENCE ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 156-156

5.10.4 EFFECT OF INTERACTION BETWEEN TREATMENT AND MANAGEMENT OF SCHOOL ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 156-156

5.10.5 EFFECT OF INTERACTION BETWEEN TREATMENT & INTELLIGENCE ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 157-157

5.10.6 EFFECT OF INTERACTION BETWEEN MANAGEMENT OF SCHOOL & INTELLIGENCE ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 157-157

5.10.7 EFFECT OF INTERACTION AMONG TREATMENT, MANAGEMENT OF SCHOOL, INTELLIGENCE ON EXAMINATION STRESS BY TAKING PRE-ANXIETY AS COVARIATE 157-157

5.11.0 EFFECT OF TREATMENT, MANAGEMENT OF SCHOOL, INTELLIGENCE AND THEIR VARIOUS INTERACTIONS ON TENSION BY TAKING PRE-TENSION AS COVARIATE 158-158

5.11.1 EFFECT OF TREATMENT ON TENSION BY TAKING PRE-TENSION AS COVARIATE 158-158
5.11.2 EFFECT OF MANAGEMENT OF SCHOOL ON TENSION BY TAKING PRE-TENSION AS COVARIATE 159-159

5.11.3 EFFECT OF INTELLIGENCE ON TENSION BY TAKING PRE-TENSION AS COVARIATE 159-159

5.11.4 EFFECT OF INTERACTION BETWEEN TREATMENT & MANAGEMENT OF SCHOOL ON TENSION BY TAKING PRE-TENSION AS COVARIATE 159-160

5.11.5 EFFECT OF THE INTERACTION BETWEEN TREATMENT & INTELLIGENCE ON TENSION BY TAKING PRE-TENSION AS COVARIATE 160-160

5.11.6 EFFECT OF INTERACTION BETWEEN MANAGEMENT OF SCHOOL & INTELLIGENCE ON TENSION BY TAKING PRE-TENSION AS COVARIATE 160-161

5.11.7 EFFECT OF INTERACTION AMONG TREATMENT, MANAGEMENT OF SCHOOL AND INTELLIGENCE ON TENSION BY TAKING PRE-TENSION AS COVARIATE 162-164

5.12.0 EFFECT OF TREATMENT, MANAGEMENT OF SCHOOL, INTELLIGENCE AND THEIR VARIOUS INTERACTIONS ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE 164-165

5.12.1 EFFECT OF TREATMENT ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE 165-165

5.12.2 EFFECT OF MANAGEMENT OF SCHOOL ON SELF-CONFIDENCE BY TAKING PRE-SELF CONFIDENCE AS COVARIATE 165-166

5.12.3 EFFECT OF INTELLIGENCE ON SELF-CONFIDENCE BY TAKING PRE-SELF CONFIDENCE AS COVARIATE 166-166

5.12.4 EFFECT OF INTERACTION BETWEEN TREATMENT & MANAGEMENT OF SCHOOL ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE 166-167
5.12.5 EFFECT THE INTERACTION BETWEEN TREATMENT & INTELLIGENCE ON SELF CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.12.6 EFFECT OF INTERACTION BETWEEN MANAGEMENT OF SCHOOL & INTELLIGENCE ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.12.7 EFFECT OF INTERACTION AMONG TREATMENT, MANAGEMENT OF SCHOOL, AND INTELLIGENCE ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE.

5.13.0 EFFECT OF TREATMENT, BOARD OF SCHOOL, INTELLIGENCE & THEIR VARIOUS INTERACTIONS ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE

5.13.1 EFFECT OF TREATMENT ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE

5.13.2 EFFECT OF BOARD OF SCHOOL ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE

5.13.3 EFFECT OF INTELLIGENCE ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE

5.13.4 EFFECT OF INTERACTION BETWEEN TREATMENT AND BOARD OF SCHOOL ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE

5.13.5 EFFECT THE INTERACTION BETWEEN TREATMENT AND INTELLIGENCE ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE

5.13.6 EFFECT OF INTERACTION BETWEEN BOARD OF SCHOOL & INTELLIGENCE ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE
5.13.7 EFFECT OF INTERACTION AMONG TREATMENT, BOARD OF SCHOOL AND INTELLIGENCE ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 171-172

5.14.0 EFFECT OF TREATMENT, BOARD OF SCHOOL, INTELLIGENCE & THEIR VARIOUS INTERACTIONS ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 172-172

5.14.1 EFFECT OF TREATMENT ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 172-172

5.14.2 EFFECT OF BOARD OF SCHOOL ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 173-173

5.14.3 EFFECT OF INTELLIGENCE ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 173-173

5.14.4 EFFECT OF INTERACTION BETWEEN TREATMENT AND BOARD OF SCHOOL ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 173-174

5.14.5 EFFECT THE INTERACTION BETWEEN TREATMENT & INTELLIGENCE ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 174-175

5.14.6 EFFECT OF INTERACTION BETWEEN BOARD OF SCHOOL AND INTELLIGENCE ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 175-175

5.14.7 EFFECT OF INTERACTION AMONG TREATMENT, BOARD OF SCHOOL AND INTELLIGENCE ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 175-175

5.15.0 EFFECT OF TREATMENT, BOARD OF SCHOOL, INTELLIGENCE & THEIR VARIOUS INTERACTIONS ON TENSION BY TAKING PRE-TENSION AS COVARIATE 175-176

5.15.1 EFFECT OF TREATMENT ON TENSION BY TAKING PRE-TENSION AS COVARIATE 176-176
5.15.2 EFFECT OF BOARD OF SCHOOL ON TENSION BY TAKING PRE-TENSION AS COVARIATE 176-177

5.15.3 EFFECT OF INTELLIGENCE ON TENSION BY TAKING PRE-TENSION AS COVARIATE 177-177

5.15.4 EFFECT OF INTERACTION BETWEEN TREATMENT & BOARD OF SCHOOL ON TENSION BY TAKING PRE-TENSION AS COVARIATE 177-177

5.15.5 EFFECT OF THE INTERACTION BETWEEN TREATMENT AND INTELLIGENCE ON TENSION BY TAKING PRE-TENSION AS COVARIATE 177-177

5.15.6 EFFECT OF INTERACTION BETWEEN BOARD OF SCHOOL AND INTELLIGENCE ON TENSION BY TAKING PRE-TENSION AS COVARIATE 178-178

5.15.7 EFFECT OF INTERACTION AMONG TREATMENT, BOARD OF SCHOOL & INTELLIGENCE ON TENSION BY TAKING PRE-TENSION AS COVARIATE 178-178

5.16.0 EFFECT OF TREATMENT, BOARD OF SCHOOL, INTELLIGENCE & THEIR VARIOUS INTERACTIONS ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE 178-179

5.16.1 EFFECT OF TREATMENT ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE 179-179

5.16.2 EFFECT OF BOARD OF SCHOOL ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE 179-180

5.16.3 EFFECT OF INTELLIGENCE ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE 180-180

5.16.4 EFFECT OF INTERACTION BETWEEN TREATMENT AND BOARD OF SCHOOL ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE 180-181
5.16.5 EFFECT OF INTERACTION BETWEEN TREATMENT AND INTELLIGENCE ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.16.6 EFFECT OF INTERACTION BETWEEN BOARD OF SCHOOL AND INTELLIGENCE ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.16.7 EFFECT OF INTERACTION AMONG TREATMENT, BOARD OF SCHOOL AND INTELLIGENCE ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.17.0 EFFECT OF TREATMENT, GENDER, RESIDENTIAL BACKGROUND AND THEIR INTERACTION ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE

5.17.1 EFFECT OF TREATMENT ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE

5.17.2 EFFECT OF GENDER ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE

5.17.3 EFFECT OF RESIDENTIAL BACKGROUND ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE

5.17.4 EFFECT OF INTERACTION BETWEEN TREATMENT AND GENDER ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE

5.17.5 EFFECT OF INTERACTION BETWEEN TREATMENT AND RESIDENTIAL BACKGROUND ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE

5.17.6 EFFECT OF INTERACTION BETWEEN GENDER AND RESIDENTIAL BACKGROUND ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE

5.17.7 EFFECT OF INTERACTION BETWEEN TREATMENT, GENDER & RESIDENTIAL BACKGROUND ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE
5.18.0 EFFECT OF TREATMENT, GENDER, RESIDENTIAL BACKGROUND AND THEIR INTERACTION ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 186-187

5.18.1 EFFECT OF TREATMENT ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 187-187

5.18.2 EFFECT OF GENDER ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 187-187

5.18.3 EFFECT OF RESIDENTIAL BACKGROUND ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 187-188

5.18.4 EFFECT OF INTERACTION BETWEEN TREATMENT AND GENDER ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 188-188

5.18.5 EFFECT OF INTERACTION BETWEEN TREATMENT AND RESIDENTIAL BACKGROUND ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 188-188

5.18.6 EFFECT OF INTERACTION BETWEEN GENDER AND RESIDENTIAL BACKGROUND ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 188-188

5.18.7 EFFECT OF INTERACTION AMONG TREATMENT, GENDER AND RESIDENTIAL BACKGROUND ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 189-189

5.19.0 EFFECT OF TREATMENT, GENDER, RESIDENTIAL BACKGROUND AND THEIR INTERACTION ON TENSION BY TAKING PRE-TENSION AS COVARIATE 189-190

5.19.1 EFFECT OF TREATMENT ON TENSION BY TAKING PRE-TENSION AS COVARIATE 190-190

5.19.2 EFFECT OF GENDER ON TENSION BY TAKING PRE-TENSION AS COVARIATE 190-190

5.19.3 EFFECT OF RESIDENTIAL BACKGROUND ON TENSION BY TAKING PRE-TENSION AS COVARIATE 190-191
5.19.4 EFFECT OF INTERACTION BETWEEN TREATMENT AND GENDER ON TENSION BY TAKING PRE-TENSION AS COVARIATE

5.19.5 EFFECT OF INTERACTION BETWEEN TREATMENT AND RESIDENTIAL BACKGROUND ON TENSION BY TAKING PRE-TENSION AS COVARIATE

5.19.6 EFFECT OF INTERACTION BETWEEN GENDER AND RESIDENTIAL BACKGROUND ON TENSION BY TAKING PRE-TENSION AS COVARIATE

5.19.7 EFFECT OF INTERACTION BETWEEN TREATMENT, GENDER AND RESIDENTIAL BACKGROUND ON TENSION BY TAKING PRE-TENSION AS COVARIATE

5.20.0 EFFECT OF TREATMENT, GENDER, RESIDENTIAL BACKGROUND AND THEIR INTERACTION ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.20.1 EFFECT OF TREATMENT ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.20.2 EFFECT OF GENDER ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.20.3 EFFECT OF RESIDENTIAL BACKGROUND ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.20.4 EFFECT OF INTERACTION BETWEEN TREATMENT AND GENDER ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.20.5 EFFECT OF INTERACTION BETWEEN TREATMENT AND RESIDENTIAL BACKGROUND ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.20.6 EFFECT OF INTERACTION BETWEEN GENDER AND RESIDENTIAL BACKGROUND ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE
5.20.7 EFFECT OF INTERACTION AMONG TREATMENT, GENDER AND RESIDENTIAL BACKGROUND ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE 196-199

5.21.0 EFFECT OF TREATMENT, GENDER, ADJUSTMENT & THEIR VARIOUS INTERACTIONS ON EXAMINATION STRESS BY CONSIDERING PRE-EXAMINATION STRESS AS COVARIATE 199-200

5.21.1 EFFECT OF TREATMENT ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 200-200

5.21.2 EFFECT OF GENDER ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 200-200

5.21.3 EFFECT OF ADJUSTMENT ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 200-201

5.21.4 EFFECT OF INTERACTION BETWEEN TREATMENT AND GENDER ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 201-201

5.21.5 EFFECT THE INTERACTION BETWEEN TREATMENT AND ADJUSTMENT ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 201-201

5.21.6 EFFECT OF INTERACTION BETWEEN GENDER AND ADJUSTMENT ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 201-202

5.21.7 EFFECT OF INTERACTION AMONG TREATMENT GENDER & ADJUSTMENT ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 202-202

5.22.0 EFFECT OF TREATMENT, GENDER, ADJUSTMENT & THEIR VARIOUS INTERACTIONS ON ANXIETY BY CONSIDERING PRE-ANXIETY AS COVARIATE 202-203

5.22.1 EFFECT OF TREATMENT ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 203-203

5.22.2 EFFECT OF GENDER ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 203-203
5.22.3 EFFECT OF ADJUSTMENT ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 203-204

5.22.4 EFFECT OF INTERACTION BETWEEN TREATMENT & GENDER ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 204-204

5.22.5 EFFECT THE INTERACTION BETWEEN TREATMENT AND ADJUSTMENT ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 204-205

5.22.6 EFFECT OF INTERACTION BETWEEN GENDER & ADJUSTMENT ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 205-206

5.22.7 EFFECT OF INTERACTION AMONG TREATMENT, GENDER AND ADJUSTMENT ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 206-208

5.23.0 EFFECT OF TREATMENT, GENDER, ADJUSTMENT & THEIR VARIOUS INTERACTIONS ON TENSION BY CONSIDERING PRE-TENSION AS COVARIATE 209-209

5.23.1 EFFECT OF TREATMENT ON TENSION BY TAKING PRE-TENSION AS COVARIATE 209-209

5.23.2 EFFECT OF GENDER ON TENSION BY TAKING PRE-TENSION AS COVARIATE 210-210

5.23.3 EFFECT OF ADJUSTMENT ON TENSION BY TAKING PRE-TENSION AS COVARIATE 210-210

5.23.4 EFFECT OF INTERACTION BETWEEN TREATMENT AND GENDER ON TENSION BY TAKING PRE-TENSION AS COVARIATE 210-210

5.23.5 EFFECT OF THE INTERACTION BETWEEN TREATMENT AND ADJUSTMENT ON TENSION BY TAKING PRE TENSION AS COVARIATE 210-211
5.23.6 EFFECT OF INTERACTION BETWEEN GENDER & ADJUSTMENT ON TENSION BY TAKING PRE-TENSION AS COVARIATE

5.23.7 EFFECT OF INTERACTION AMONG TREATMENT, GENDER & ADJUSTMENT ON TENSION BY TAKING PRE-TENSION AS COVARIATE

5.24.0 EFFECT OF TREATMENT, GENDER, ADJUSTMENT & THEIR VARIOUS INTERACTIONS ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.24.1 EFFECT OF TREATMENT ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.24.2 EFFECT OF GENDER ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.24.3 EFFECT OF ADJUSTMENT ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.24.4 EFFECT OF INTERACTION BETWEEN TREATMENT & GENDER ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.24.5 EFFECT OF INTERACTION BETWEEN TREATMENT & ADJUSTMENT ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.24.6 EFFECT OF INTERACTION BETWEEN GENDER AND ADJUSTMENT ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.24.7 EFFECT OF INTERACTION AMONG TREATMENT, GENDER & ADJUSTMENT ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

5.25.0 EFFECT OF TREATMENT, GENDER, MANAGEMENT OF SCHOOL & THEIR VARIOUS INTERACTIONS ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.23.6</td>
<td>Effect of interaction between gender &amp; adjustment on tension by taking pre-tension as covariate</td>
<td>211-211</td>
</tr>
<tr>
<td>5.23.7</td>
<td>Effect of interaction among treatment, gender &amp; adjustment on tension by taking pre-tension as covariate</td>
<td>211-211</td>
</tr>
<tr>
<td>5.24.0</td>
<td>Effect of treatment, gender, adjustment &amp; their various interactions on self-confidence by taking pre-self-confidence as covariate</td>
<td>211-212</td>
</tr>
<tr>
<td>5.24.1</td>
<td>Effect of treatment on self-confidence by taking pre-self-confidence as covariate</td>
<td>212-212</td>
</tr>
<tr>
<td>5.24.2</td>
<td>Effect of gender on self-confidence by taking pre-self-confidence as covariate</td>
<td>212-212</td>
</tr>
<tr>
<td>5.24.3</td>
<td>Effect of adjustment on self-confidence by taking pre-self-confidence as covariate</td>
<td>212-213</td>
</tr>
<tr>
<td>5.24.4</td>
<td>Effect of interaction between treatment &amp; gender on self-confidence by taking pre-self-confidence as covariate</td>
<td>213-213</td>
</tr>
<tr>
<td>5.24.5</td>
<td>Effect of interaction between treatment &amp; adjustment on self-confidence by taking pre-self-confidence as covariate</td>
<td>213-215</td>
</tr>
<tr>
<td>5.24.6</td>
<td>Effect of interaction between gender and adjustment on self-confidence by taking pre-self-confidence as covariate</td>
<td>215-215</td>
</tr>
<tr>
<td>5.24.7</td>
<td>Effect of interaction among treatment, gender &amp; adjustment on self-confidence by taking pre-self-confidence as covariate</td>
<td>215-217</td>
</tr>
<tr>
<td>5.25.0</td>
<td>Effect of treatment, gender, management of school &amp; their various interactions on examination stress by taking pre-examination stress as covariate</td>
<td>218-218</td>
</tr>
</tbody>
</table>
5.25.1 EFFECT OF TREATMENT ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 218-219

5.25.2 EFFECT OF GENDER ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 219-219

5.25.3 EFFECT OF MANAGEMENT OF SCHOOL ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 219-219

5.25.4 EFFECT OF INTERACTION BETWEEN TREATMENT & GENDER ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 219-219

5.25.5 EFFECT THE INTERACTION BETWEEN TREATMENT AND MANAGEMENT OF SCHOOL ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 219-219

5.25.6 EFFECT OF INTERACTION BETWEEN GENDER & MANAGEMENT OF SCHOOL ON EXAMINATION STRESS BY TAKING PRE-EXAMINATION STRESS AS COVARIATE 219-220

5.26.0 EFFECT OF TREATMENT, GENDER, MANAGEMENT OF SCHOOL & THEIR VARIOUS INTERACTIONS ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 221-221

5.26.1 EFFECT OF TREATMENT ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 221-221

5.26.2 EFFECT OF GENDER ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 221-221

5.26.3 EFFECT OF MANAGEMENT OF SCHOOL ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 221-221

5.26.4 EFFECT OF INTERACTION BETWEEN TREATMENT & GENDER ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 222-222

5.26.5 EFFECT THE INTERACTION BETWEEN TREATMENT AND MANAGEMENT OF SCHOOL ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 222-222
5.26.6 EFFECT OF INTERACTION BETWEEN GENDER AND MANAGEMENT OF SCHOOL ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 222-222

5.26.7 EFFECT OF INTERACTION AMONG TREATMENT, GENDER, MANAGEMENT OF SCHOOL ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 222-223

5.27.0 EFFECT OF TREATMENT, GENDER, MANAGEMENT OF SCHOOL & THEIR VARIOUS INTERACTIONS ON TENSION BY TAKING PRE-TENSION AS COVARIATE 223-223

5.27.1 EFFECT OF TREATMENT ON TENSION BY TAKING PRE-TENSION AS COVARIATE 223-224

5.27.2 EFFECT OF GENDER ON TENSION BY TAKING PRE-TENSION AS COVARIATE 224-224

5.27.3 EFFECT OF MANAGEMENT OF SCHOOL ON TENSION BY TAKING PRE-TENSION AS COVARIATE 224-224

5.27.4 EFFECT OF INTERACTION BETWEEN TREATMENT AND GENDER ON TENSION BY TAKING PRE-TENSION AS COVARIATE 224-224

5.27.5 EFFECT OF THE INTERACTION BETWEEN TREATMENT AND MANAGEMENT OF SCHOOL ON TENSION BY TAKING PRE-TENSION AS COVARIATE 224-224

5.27.6 EFFECT OF INTERACTION BETWEEN GENDER AND MANAGEMENT OF SCHOOL ON TENSION BY TAKING PRE-TENSION AS COVARIATE 224-225

5.27.7 EFFECT OF INTERACTION AMONG TREATMENT, GENDER AND MANAGEMENT OF SCHOOL ON TENSION BY TAKING PRE-TENSION AS COVARIATE 225-227

5.28.0 EFFECT OF TREATMENT, GENDER, MANAGEMENT OF SCHOOL & THEIR VARIOUS INTERACTIONS ON SELF-CONFIDENCE BY TAKING PRE- SELF-CONFIDENCE AS COVARIATE 227-228
<table>
<thead>
<tr>
<th>Section</th>
<th>Page Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.28.1 EFFECT OF TREATMENT ON SELF-CONFIDENCE BY TAKING PRE-SELF CONFIDENCE AS COVARIATE</td>
<td>228-228</td>
</tr>
<tr>
<td>5.28.2 EFFECT OF GENDER ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE</td>
<td>228-228</td>
</tr>
<tr>
<td>5.28.3 EFFECT OF MANAGEMENT OF SCHOOL ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE</td>
<td>228-228</td>
</tr>
<tr>
<td>5.28.4 EFFECT OF INTERACTION BETWEEN TREATMENT AND GENDER ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE</td>
<td>229-229</td>
</tr>
<tr>
<td>5.28.5 EFFECT THE INTERACTION BETWEEN TREATMENT AND MANAGEMENT OF SCHOOL ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE</td>
<td>229-229</td>
</tr>
<tr>
<td>5.28.6 EFFECT OF INTERACTION BETWEEN GENDER AND MANAGEMENT OF SCHOOL ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE</td>
<td>229-230</td>
</tr>
<tr>
<td>5.28.7 EFFECT OF INTERACTION AMONG TREATMENT, GENDER AND MANAGEMENT OF SCHOOL ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE</td>
<td>230-230</td>
</tr>
<tr>
<td>5.29.0 REACTION TOWARDS STRESS REDUCTION MODEL</td>
<td>231-231</td>
</tr>
<tr>
<td>5.30.0 FINDINGS</td>
<td>232-237</td>
</tr>
</tbody>
</table>

**CHAPTER – VI**

**DISCUSSION**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.0 INTRODUCTION</td>
<td>238-238</td>
</tr>
<tr>
<td>6.2.0 FINDINGS</td>
<td>238-243</td>
</tr>
</tbody>
</table>
6.3.0 COMPARISON OF STRESS REDUCTION MODEL WITH TRADITIONAL METHOD IN TERMS OF EXAMINATION STRESS, ANXIETY, TENSION, AND SELF-CONFIDENCE SEPARATELY 243-245

6.4.0 INFLUENCE OF GENDER ON EXAMINATION STRESS, ANXIETY TENSION & SELF-CONFIDENCE 245-245

6.5.0 INFLUENCE OF INTELLIGENCE ON EXAMINATION STRESS, ANXIETY TENSION & SELF-CONFIDENCE 245-246

6.6.0 INFLUENCE OF INTERACTION BETWEEN TREATMENT & GENDER ON EXAMINATION STRESS, ANXIETY, TENSION & SELF-CONFIDENCE 246-247

6.7.0 EFFECT OF INTERACTION BETWEEN TREATMENT AND INTELLIGENCE ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE 247-247

6.8.0 EFFECT OF INTERACTION BETWEEN GENDER & INTELLIGENCE ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE 247-248

6.9.0 EFFECT OF INTERACTION AMONG TREATMENT, GENDER & INTELLIGENCE ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE 248-249

6.10.0 INFLUENCE OF MANAGEMENT OF SCHOOL ON EXAMINATION STRESS, ANXIETY, TENSION & SELF-CONFIDENCE 249-250

6.11.0 EFFECT OF INTERACTION BETWEEN TREATMENT & MANAGEMENT OF SCHOOL ON EXAMINATION STRESS, ANXIETY, TENSION & SELF-CONFIDENCE 250-251

6.12.0 EFFECT OF INTERACTION BETWEEN MANAGEMENT OF SCHOOL AND INTELLIGENCE ON EXAMINATION STRESS, ANXIETY, TENSION & SELF-CONFIDENCE 251-252

6.13.0 EFFECT OF INTERACTION AMONG TREATMENT, MANAGEMENT OF SCHOOL AND INTELLIGENCE ON EXAMINATION STRESS, ANXIETY, TENSION & SELF-CONFIDENCE 252-252

6.14.0 INFLUENCE OF BOARDS OF SCHOOL ON EXAMINATION STRESS, ANXIETY TENSION AND SELF-CONFIDENCE 252-253
6.15.0 EFFECT OF INTERACTION BETWEEN TREATMENT & BOARD OF SCHOOL ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE 253-254

6.16.0 EFFECT OF INTERACTION BETWEEN BOARD OF SCHOOL AND INTELLIGENCE ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE 254-255

6.17.0 EFFECT OF INTERACTION AMONG TREATMENT, BOARD OF SCHOOL & INTELLIGENCE ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE 255-255

6.18.0 INFLUENCE OF RESIDENTIAL BACKGROUND ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE 255-256

6.19.0 INFLUENCE OF INTERACTION BETWEEN TREATMENT & RESIDENTIAL BACKGROUND ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE 256-257

6.20.0 INFLUENCE OF INTERACTION BETWEEN GENDER & RESIDENTIAL BACKGROUND ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE 257-257

6.21.0 INFLUENCE OF INTERACTION AMONG TREATMENT, GENDER AND RESIDENTIAL BACKGROUND ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE 258-258

6.22.0 INFLUENCE OF ADJUSTMENT ON EXAMINATION STRESS, ANXIETY, TENSION & SELF-CONFIDENCE 258-259

6.23.0 INFLUENCE OF INTERACTION BETWEEN TREATMENT AND ADJUSTMENT ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE 259-260

6.24.0 INFLUENCE OF INTERACTION AMONG TREATMENT, GENDER & ADJUSTMENT ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE 260-261

6.25.0 INFLUENCE OF INTERACTION BETWEEN GENDER & MANAGEMENT OF SCHOOL ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE 261-262
6.26.0 INFLUENCE OF INTERACTION AMONG TREATMENT, GENDER & MANAGEMENT OF SCHOOL ON EXAMINATION STRESS, ANXIETY, TENSION AND SELF-CONFIDENCE 262-262

6.27.0 REACTIONS TOWARDS STRESS REDUCTION MODEL 263-263

CHAPTER- VII
SUMMARY, CONCLUSION AND IMPLICATIONS

7.1.0 INTRODUCTION 264-264
7.2.0 RATIONALE 264-266
7.3.0 STATEMENT OF PROBLEM 266-267
7.4.0 OBJECTIVES 267-269
7.5.0 HYPOTHESES 270-272
7.6.0 SAMPLE 273-273
7.7.0 EXPERIMENTAL DESIGN 273-274
7.8.0 TOOLS 274-274
7.8.1 EXAMINATION STRESS 274-274
7.8.2 ANXIETY 274-275
7.8.3 TENSION 275-275
7.8.4 SELF-CONFIDENCE 275-275
7.8.5 INTELLIGENCE 275-275
7.8.6 ADJUSTMENT 276-276
# Tables

## CHAPTER – I
### INTRODUCTION

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1.1</td>
<td>AN ACTION PLAN FOR INDIVIDUAL, ORGANIZATIONAL AND SOCIETAL LEVELS</td>
<td>21-22</td>
</tr>
<tr>
<td>Table 1.2</td>
<td>SYNTAX OF THE STRESS REDUCTION MODEL</td>
<td>25-26</td>
</tr>
</tbody>
</table>

## CHAPTER-III
### METHODOLOGY

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 3.1</td>
<td>SCHOOL-WISE, GROUP-WISE, BOARD-WISE, GENDER-WISE AND MANAGEMENT OF SCHOOL-WISE DISTRIBUTION OF SAMPLE</td>
<td>105-105</td>
</tr>
<tr>
<td>Table 3.2</td>
<td>STRESS REDUCTION MODEL PHASE-WISE ACTIVITY AND TIME</td>
<td>106-107</td>
</tr>
<tr>
<td>Table 3.3</td>
<td>ANXIETY SCALES: AUTHOR, AGE, LANGUAGE AND RELIABILITY</td>
<td>108-108</td>
</tr>
<tr>
<td>Table 3.4</td>
<td>TENSION SCALES: AUTHOR, AGE, LANGUAGE AND RELIABILITY</td>
<td>109-109</td>
</tr>
<tr>
<td>Table 3.5</td>
<td>SELF-CONFIDENCE TOOL: AUTHOR, AGE, LANGUAGE AND RELIABILITY</td>
<td>110-110</td>
</tr>
<tr>
<td>Table 3.6</td>
<td>SCORING SCHEME OF VERBAL MEASURE OF SELF CONFIDENCE</td>
<td>110-111</td>
</tr>
<tr>
<td>Table 3.7</td>
<td>INTELLIGENCE TESTS: AUTHOR, AGE, LANGUAGE AND RELIABILITY</td>
<td>111-111</td>
</tr>
<tr>
<td>Table 3.8</td>
<td>ADJUSTMENT INVENTORY: AUTHOR, AGE, LANGUAGE AND RELIABILITY</td>
<td>112-112</td>
</tr>
</tbody>
</table>
**CHAPTER-IV**

**TOOL CONSTRUCTION**

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 4.1</td>
<td>Statement-wise M, SD, and T-values</td>
<td>122-123</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>Percentile equivalent of test score</td>
<td>125-125</td>
</tr>
<tr>
<td>Table 4.3</td>
<td>Raw score interpretation</td>
<td>126-126</td>
</tr>
</tbody>
</table>

**CHAPTER - V**

**RESULTS AND INTERPRETATION**

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 5.1</td>
<td>Summary of one way ANCOVA of examination stress by considering pre-examination stress as covariate</td>
<td>127-127</td>
</tr>
<tr>
<td>Table 5.2</td>
<td>Summary of one way ANCOVA of anxiety by considering pre-anxiety as covariate</td>
<td>128-128</td>
</tr>
<tr>
<td>Table 5.3</td>
<td>Summary of one way ANCOVA of tension by considering pre-tension as covariate</td>
<td>129-129</td>
</tr>
<tr>
<td>Table 5.4</td>
<td>Summary of one way ANCOVA for self-confidence by considering pre-self-confidence as covariate</td>
<td>130-130</td>
</tr>
<tr>
<td>Table 5.5</td>
<td>Summary of 2x2x2 factorial design ANCOVA for examination stress by considering pre-examination stress as covariate</td>
<td>131-132</td>
</tr>
<tr>
<td>Table 5.6</td>
<td>Summary of 2x2x2 factorial design ANCOVA of anxiety by considering pre-anxiety as covariate</td>
<td>135-135</td>
</tr>
<tr>
<td>Table 5.7</td>
<td>Summary of 2x2x2 factorial design ANCOVA of tension by considering pre-tension as covariate</td>
<td>140-140</td>
</tr>
<tr>
<td>Table 5.8</td>
<td>Summary of 2x2x2 factorial design ANCOVA of self-confidence by considering pre-self-confidence as covariate</td>
<td>144-144</td>
</tr>
</tbody>
</table>
CHAPTER-IV
TOOL CONSTRUCTION

<table>
<thead>
<tr>
<th>TABLE 4.1</th>
<th>STATEMENT-WISE M, SD, AND T-VALUES</th>
<th>122-123</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE 4.2</td>
<td>PERCENTILE EQUIVALENT OF TEST SCORE</td>
<td>125-125</td>
</tr>
<tr>
<td>TABLE 4.3</td>
<td>RAW SCORE INTERPRETATION</td>
<td>126-126</td>
</tr>
</tbody>
</table>

CHAPTER-V
RESULTS AND INTERPRETATION

<table>
<thead>
<tr>
<th>TABLE 5.1</th>
<th>SUMMARY OF ONE WAY ANCOVA OF EXAMINATION STRESS BY CONSIDERING PRE-EXAMINATION STRESS AS COVARIATE</th>
<th>127-127</th>
</tr>
</thead>
<tbody>
<tr>
<td>TABLE 5.2</td>
<td>SUMMARY OF ONE WAY ANCOVA OF ANXIETY BY CONSIDERING PRE-ANXIETY AS COVARIATE</td>
<td>128-128</td>
</tr>
<tr>
<td>TABLE 5.3</td>
<td>SUMMARY OF ONE WAY ANCOVA OF TENSION BY CONSIDERING PRE-TENSION AS COVARIATE</td>
<td>129-129</td>
</tr>
<tr>
<td>TABLE 5.4</td>
<td>SUMMARY OF ONE WAY ANCOVA FOR SELF-CONFIDENCE BY CONSIDERING PRE-SELF-CONFIDENCE AS COVARIATE</td>
<td>130-130</td>
</tr>
<tr>
<td>TABLE 5.5</td>
<td>SUMMARY OF 2X2X2 FACTORIAL DESIGN ANCOVA FOR EXAMINATION STRESS BY CONSIDERING PRE-EXAMINATION STRESS AS COVARIATE</td>
<td>131-132</td>
</tr>
<tr>
<td>TABLE 5.6</td>
<td>SUMMARY OF 2X2X2 FACTORIAL DESIGN ANCOVA OF ANXIETY BY CONSIDERING PRE-ANXIETY AS COVARIATE</td>
<td>135-135</td>
</tr>
<tr>
<td>TABLE 5.7</td>
<td>SUMMARY OF 2X2X2 FACTORIAL DESIGN ANCOVA OF TENSION BY CONSIDERING PRE-TENSION AS COVARIATE</td>
<td>140-140</td>
</tr>
<tr>
<td>TABLE 5.8</td>
<td>SUMMARY OF 2X2X2 FACTORIAL DESIGN ANCOVA OF SELF-CONFIDENCE BY CONSIDERING PRE-SELF-CONFIDENCE AS COVARIATE</td>
<td>144-144</td>
</tr>
</tbody>
</table>
TABLE 5.9: SUMMARY OF 2X2X2 FACTORIAL DESIGN ANCOVA OF EXAMINATION STRESS BY CONSIDERING PRE-EXAMINATION STRESS AS COVARIATE

TABLE 5.10: SUMMARY OF 2X2X2 FACTORIAL DESIGN ANCOVA FOR ANXIETY CONSIDERING PRE-ANXIETY AS COVARIATE

TABLE 5.11: SUMMARY OF 2X2X2 FACTORIAL DESIGN ANCOVA FOR TENSION OF STUDENTS BY CONSIDERING PRE-TENSION AS COVARIATE

TABLE 5.12: SUMMARY OF 2X2X2 FACTORIAL DESIGN ANCOVA FOR SELF-CONFIDENCE CONSIDERING PRE-SELF-CONFIDENCE AS COVARIATE

TABLE 5.13: SUMMARY OF 2X2X2 FACTORIAL DESIGN ANCOVA OF EXAMINATION STRESS BY CONSIDERING PRE-EXAMINATION STRESS AS COVARIATE

TABLE 5.14: SUMMARY OF 2X2X2 FACTORIAL DESIGN ANCOVA OF ANXIETY BY CONSIDERING PRE-ANXIETY AS COVARIATE

TABLE 5.15: SUMMARY OF 2X2X2 FACTORIAL DESIGN ANCOVA OF TENSION OF STUDENTS BY CONSIDERING PRE-TENSION COVARIATE

TABLE 5.16: SUMMARY OF 2X2X2 FACTORIAL DESIGN ANCOVA OF SELF-CONFIDENCE BY CONSIDERING PRE-SELF-CONFIDENCE AS COVARIATE

TABLE 5.17: SUMMARY OF 2X2X2 FACTORIAL DESIGN ANCOVA FOR EXAMINATION STRESS OF STUDENTS CONSIDERING PRE-EXAMINATION STRESS AS COVARIATE

TABLE 5.18: SUMMARY OF 2X2X2 FACTORIAL DESIGN ANCOVA FOR ANXIETY OF STUDENTS CONSIDERING PRE-ANXIETY AS COVARIATE

TABLE 5.19: SUMMARY OF 2X2X2 FACTORIAL DESIGN ANCOVA FOR TENSION OF STUDENTS CONSIDERING PRE-TENSION AS COVARIATE

TABLE 5.20: SUMMARY OF 2X2X2 FACTORIAL DESIGN ANCOVA OF SELF-CONFIDENCE OF STUDENTS BY CONSIDERING PRE-SELF-CONFIDENCE AS COVARIATE
<table>
<thead>
<tr>
<th>Table No.</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.21</td>
<td>Summary of 2x2x2 factorial design ANCOVA for examination stress by considering pre-examination stress as covariate</td>
<td>200-200</td>
</tr>
<tr>
<td>5.22</td>
<td>Summary of 2x2x2 factorial design ANCOVA of anxiety of students by considering pre-anxiety as covariate</td>
<td>203-203</td>
</tr>
<tr>
<td>5.23</td>
<td>Summary of 2x2x2 factorial design ANCOVA of tension of students by considering pre-tension as covariate</td>
<td>209-209</td>
</tr>
<tr>
<td>5.24</td>
<td>Summary of 2x2x2 factorial design ANCOVA of self-confidence of students by considering pre-self-confidence as covariate</td>
<td>212-212</td>
</tr>
<tr>
<td>5.25</td>
<td>Summary of 2x2x2 factorial design ANCOVA of examination stress by considering pre-examination stress as covariate</td>
<td>218-218</td>
</tr>
<tr>
<td>5.26</td>
<td>Summary of 2x2x2 factorial design ANCOVA of anxiety by considering pre-anxiety as covariate</td>
<td>221-221</td>
</tr>
<tr>
<td>5.27</td>
<td>Summary of 2x2x2 factorial design ANCOVA of tension of students by considering pre-tension as covariate</td>
<td>223-223</td>
</tr>
<tr>
<td>5.28</td>
<td>Summary of 2x2x2 factorial design ANCOVA of self-confidence by considering pre-self-confidence as covariate</td>
<td>228-228</td>
</tr>
<tr>
<td>5.29</td>
<td>Exercise-wise mean, SD, R and T-values of reaction towards stress reduction model</td>
<td>231-231</td>
</tr>
</tbody>
</table>
**Graphs**

**GRAPH 5.1:** EFFECT OF INTERACTION AMONG TREATMENT, GENDER AND INTELLIGENCE ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 138-139

**GRAPH 5.2:** EFFECT OF INTERACTION BETWEEN TREATMENT AND GENDER ON TENSION BY TAKING PRE-TENSION AS COVARIATE 142-142

**GRAPH 5.3:** EFFECT OF INTERACTION BETWEEN TREATMENT AND GENDER ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE 147-147

**GRAPH 5.4:** EFFECT OF INTERACTION BETWEEN TREATMENT AND INTELLIGENCE ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE 148-148

**GRAPH 5.5:** EFFECT OF INTERACTION AMONG TREATMENT, GENDER AND INTELLIGENCE ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE 150-151

**GRAPH 5.6:** EFFECT OF INTERACTION BETWEEN MANAGEMENT OF SCHOOL AND INTELLIGENCE ON TENSION BY TAKING PRE-TENSION AS COVARIATE 161-161

**GRAPH 5.7:** EFFECT OF INTERACTION AMONG TREATMENT, MANAGEMENT OF SCHOOL AND INTELLIGENCE ON TENSION BY TAKING PRE-TENSION AS COVARIATE 163-164

**GRAPH 5.8:** EFFECT OF INTERACTION BETWEEN TREATMENT AND MANAGEMENT OF SCHOOL ON SELF-CONFIDENCE BY CONSIDERING PRE-SELF-CONFIDENCE AS COVARIATE 167-167

**GRAPH 5.9:** EFFECT OF INTERACTION BETWEEN TREATMENT AND BOARD OF SCHOOL ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE 174-174

**GRAPH 5.10:** EFFECT OF INTERACTION BETWEEN TREATMENT AND BOARD OF SCHOOL ON SELF-CONFIDENCE BY TANKING PRE-SELF-CONFIDENCE AS COVARIATE 181-181

**GRAPH 5.11:** EFFECT OF INTERACTION BETWEEN RESIDENTIAL BACKGROUND AND GENDER ON EXAMINATION STRESS BY TANKING PRE-EXAMINATION
STRESS AS COVARIATE

GRAPH 5.12: EFFECT OF INTERACTION BETWEEN TREATMENT RESIDENTIAL BACKGROUND ON TENSION BY TANKING PRE-TENSION AS COVARIATE

GRAPH 5.13: EFFECT OF INTERACTION AMONG TREATMENT, GENDER AND RESIDENTIAL ON SELF-CONFIDENCE BY CONSIDERING PRE-SELF-CONFIDENCE AS COVARIATE

GRAPH 5.14: INTERACTION BETWEEN TREATMENT AND ADJUSTMENT ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE

GRAPH 5.15: INTERACTION AMONG TREATMENT, GENDER AND ADJUSTMENT ON ANXIETY BY TAKING PRE-ANXIETY AS COVARIATE

GRAPH 5.16: INTERACTION BETWEEN TREATMENT AND ADJUSTMENT ON SELF-CONFIDENCE BY TAKING PRE-SELF-CONFIDENCE AS COVARIATE

GRAPH 5.17: EFFECT OF INTERACTION AMONG TREATMENT, GENDER AND ADJUSTMENT ON SELF-CONFIDENCE BY CONSIDERING PRE-SELF-CONFIDENCE AS COVARIATE

GRAPH 5.18: INTERACTION AMONG TREATMENT, GENDER AND MANAGEMENT OF SCHOOL ON TENSION BY TAKING PRE-TENSION AS COVARIATE

GRAPH 5.19: INTERACTION BETWEEN GENDER AND MANAGEMENT OF SCHOOL ON SELF-CONFIDENCE BY CONSIDERING PRE-SELF-CONFIDENCE AS COVARIATE
Appendices

Appendix I  Examination Stress Scale developed by Researcher
Appendix II  Sinha’s Comprehensive Anxiety Scale
Appendix III Comprehensive Scale Of Tension
Appendix IV  Verbal Measure of Self- Confidence
Appendix V   Verbal Intelligence Test
Appendix VI  Adjustment Inventory for School Students
Appendix VII Reaction Scale For Stress Reduction Model
Appendix VIII Hindi Transcript Of Stress Reduction Model