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Introduction
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1.1.0 INTRODUCTION

The present study pertained to find the Strategy to manage Stress. There are different Strategies available to manage Stress. In this context even Models of Teaching have been developed to overall improve the Cognitive, Affective and Psychomotor domains of human beings. In this study Stress Reduction Model was tried out to see whether Stress can be managed with its use. In this Chapter the information related to Stress, Causes of Stress, Types of Stress, Stress Reaction, Symptom of Stress, Coping with Stress, Need of coping with Stress, Coping Strategies, Examination Stress, Causes of Examination Stress, Action Plan for Coping, Stress Reduction Model, Rationale, Statement of Problem, Objectives, Hypotheses, and Delimitations has been given in different captions.

1.2.0 STRESS

The term “Stress” means Pressure and in Human life it represents an uneasy experience. It is an unpleasant Psychological and Physiological State caused due to some internal and external demands that go beyond Capacity. There are many obstacles and barriers both personal and Environmental that may interfere in peaceful living of the individual. The term “Stress” is used for describing a Situation in which a person feels in conflict with and threatened beyond his Capacity and expresses his Emotional and Physiological Reactions to such Situations. Stress also depends on the person’s Evaluation of his Ability to cope up with whatever is threatening him. For example, as Examination Approaches some students experience Stress due to the uncertainty about their Performance. This Situation leads to Stress in the form of heightened Physiological arousal, like, increase in the heartbeat or discomfort in the stomach.

The concept of Stress was first introduced in the Life Sciences by Hans Selye in 1936. It is a concept borrowed from the Natural Sciences. During the eighteenth and nineteenth centuries, Stress was equated with force, pressure or strain exerted upon a material objects or person which resists these forces and attempts to maintain its original state. The use of the concept in this manner encouraged Physicists and Engineers to adopt it to suit their ends. Thus, Stress in
engineering is known as “the ratio of the internal force brought into play when substance is distorted to the area over which the force acts” (Hinkle, 1973). The popularity of this concept has dwindled in the psychological field where it was first introduced, and the use of Stress terminology continues to flourish in the psychological and social sciences.

The word “Stress” was viewed in different ways by different Psychologist, Physiologists and Scholars. There have been different definitions of Stress, whether used by Psychologist, Psychiatrist, Management consultants or others. Stress attracted the attention of the people belonging to medical area in the year 1956. Selye (1956) defined Stress as “The disturbance of the structure of functioning of tissue system as a result of noxious stimuli, such as heat, odd, micro – organisms or Physical injuries”. After that the concept of Stress changed towards psychological aspect when Lazarus (1966) argued that Stress does not arise from life events themselves but from the individuals’ Cognitive Evaluation of the challenge, threat or harm posed by a particular event. Later on he defined Stress as the combination of stimulus and Responses. Glimer (1970) defined Stress as a general term to describe tense Situations and Reactions to them. Larousse French Dictionary (1971) defined Stress as the sum of Biological and Psychological disturbances caused by any Aggression on the organism.

According to Pearlin (1982) there is general agreement that Stress refers to a Response of the organism to a noxious or threatening condition. Dunham (1984) defined Stress in a process of Behavioral, Emotional, Mental and Physical Reactions caused by prolonged increasing new pressures which are significantly greater than Coping resources. Skinner (1985) defined that Stress is a cerebral Reaction of a particular individual to a stimulus event. Joyce and Weil (1985) defined Stress as the product of anything that requires change in a system. According to Eliot (1988), Stress may be viewed as the body’s Response to any real or imagined event perceived as requiring some adaptive Response and producing strain. Webster (1989) defined Stress as a physical, chemical or Emotional factor that causes bodily or Mental Tension and may be a factor in disease causation. According to Steinberg and Ritzmann (1990), Stress can be defined as an under load or overload or matter, energy or information input to, or output from a living system. Darley (1991) said Stress is a state that occurs when people are faced by demands from environment that requires them to change in some way. Pestonjee (1992) said that Stress is that stimulus which imposes
detectable strain that cannot be easily accommodated by the body and so presents itself as impaired Health and Behaviour.

Humphrey (1992) said Stress can be considered as any factor, acting internally or externally that makes it difficult to adapt and that induces increased efforts on the part of the person to maintain a state of equilibrium both internally and with the external environment. Lazarus (1993) said that Stress is a subset of emotion. According to Jary and Jary (1995), Stress is a state of Tension produced by pressure, or conflicting demands with which the person cannot adequately Cope.

According to Levi (1996), Stress is caused by a multitude of demands (Stressors), such as, an inadequate fit between what one needs and what one is capable of, and what our environment offers and what it demands of us. Goddes and Grosset (1996) said that Stress as the ‘wear and tear’ that our minds and bodies experience as one attempts to Cope with our continually changing environment. Keenan (1998) defined that people tend to experience Stress when the pressure around them becomes excessive, the discomfort they are feeling in Stress. Aamodt (1999) said that Stress as the psychological and Physical Reactions to certain events or Situations called Stressors in life.

Taylor (1999) defined Stress as a negative Emotional experience accompanied by predictable Biochemical, Physiological, Cognitive and Behavioural changes that are directed either toward altering the Stressful event or accommodating to its effects.

From the analysis of above definitions it is evident that Stress has been defined both from the point of view of Psychology and Physiology. In all these definitions it is highlighted that Stress leads an individual in an uncomfortable Situation both Psychologically or Physiological. Therefore, Stress may be defined as a condition where an individual finds disequilibrium within himself and between himself and the environment surrounding him.

1.3.0 CAUSES OF STRESS

Almost any change, event or Situation in the environment can lead to Stress, as long as it is perceived as a demand. A Situation is perceived as a demand if the person feels that they don’t possess the adequate resources to handle it. Those demands, which cause disequilibrium between body and mind, are known as Stressors. For example an exam can be Stress provoking for a person who has not prepared or thinks that he is not prepared, while it will not be
Stressful for a person who has studied and feels well prepared. If a person has spent a great amount of time studying but he doesn’t feel prepared, then he will still experience Stress. This highlights the importance of perception in eliciting a Stress Response. After going through related literature it was found that Cooper and Marshal (1977) divided Stress into seven major categories based on the sources. These are: (i) Factors intrinsic to job, (ii) Role in the organizations, (iii) Career development, (iv) Organizational structure and climate, (v) Reactions within the organizations, (vi) Individual personal factors, and (vii) Extra organizational sources of Stress. Qubin (1983) enlisted the following Stressors: (i) Change in any important area of life, (ii) Dull and uninteresting routines, (iii) Conflicts with the people we love or work with, (iv) Threats to our security, and (v) Personal or birth of a child. Sharpe (1993) identified six major types of Stress, such as, (i) Performance, (ii) Threat, (iii) Boredom, (iv) Frustration, (v) Bereavement and (vi) Physical Stress. Most of the Stress is self-generated. Taylor (1999) said negative and uncomfortable or unpredictable events are more likely to produce Stress than positive and controllable or predictable ones. According to Atkinson (1999) being assertive involves what your rights are or what you want of a Situation and standing up for this at the same time not infringing on the rights of others.

In general there are two kinds of Stressor: (i) External Stressors, such as, Physical environment, social interaction, and life events on which one has no control over; and (ii) Internal Stressors, like, personal lifestyle, personality traits, individual thought process (negativity, over analyzing). Further, Stressors can be Acute or Chronic. Acute Stressors (Short Term) are noise, crowding, isolation, hunger, danger, infection and imagining a threat or remembering a dangerous event. Chronic Stressors (Long Term) are, like, ongoing highly pressured work, long-term relationship Problems, loneliness and persistent financial worries.

So there are many causes of Stress in the life, like, Health, death, crime, self - abuse, family changes, sexual Problem, argument with family, friends etc., Physical changes, money, Environmental changes, Change in Responsibilities, no time for hobby or social life etc.

1.4.0 TYPES OF STRESS

Stress in any change or Stressor that one has to adjust to and our Reactions to that change. It may be ‘good’ or ‘bad’ change but both are Stress. Selye (1956, 1976) noted that all Stressors are not negative. Rathus (1987), Wade and Tavris (1990), Seamon and Kehrick (1992), Oltmanns and Evrery (1995) Keenan
Anmodt (1999), and Rathus (2001) classified Stress into two groups (i) EuStress (positive/good Stress), and (ii) DiStress (Negative / bad Stress)

Eustress is the good Stress which helps to improve Performance. It is positive Reaction towards an event. It would act as an impetus to meet challenges, provides the sense of urgency and alertness needed for survival when confronting threatening Situations. Eustress can also apply to creative endeavors. When a person needs to have some extra energy for creativity, Eustress kick in to bring them the inspiration they need. When the body enters the fight or flight Response, it will experience Eustress. This type of Stress will cause the blood to pump to the major muscle groups and will increase the heart rate and blood pressure.

Hanson (1986) said that all of us need optimum level of Stress in order to function as Healthy human beings. Some people have high Stress needs and higher Stress tolerance than others. In reality it should be noted that whether or not an individual becomes victim to Stress depends upon his / her attitude of accepting the Situations. According to Atkinson (1999), what we see threat, they see as challenge. For them each new task is positive rather than negative. Hanson (1986) argues that Stress, if controlled, can be a useful source of creative energy. If uncontrolled, it may be damaging. It is that inner need which acts as useful source of creative energy. It has been observed that the people who don’t have any significant work to do after retirement die shortly. Tension and arousal of nervous system more over are necessary for many aspect of life and without them existence life would have been dull. Sir Edmund Hillary says, “Life would have been rather boring without it”. According to Jacobson (1938) concentration means Tension not Relaxation. Courts (1939) carried out show that slight amount of Tension improves learning. Joseph (2002) quotes when one faces a sudden fatal Situation, the body instantaneously reacts to protect / save itself against that Situation.

Distress is one of the negative types of Stress. This is one of the types of Stress that the mind and body undergoes when the normal routine is constantly adjusted and altered. The mind is not comfortable with this routine and craves the familiarity of common routine. It is contributory factor in minor conditions, such as, Headaches, digestive Problems, skin complaints, insomnia and ulcers. Excessive prolonged and unrelieved Stress can have a harmful effect on Mental, Physical and spiritual Health. There are two types of Distress, namely, Acute Stress and Chronic Stress.
Acute Stress is the common and most recognizable form of Stress. It is an intense type of Stress, but it passes quickly. Acute Stress usually doesn’t cause server or permanent damage of body.

Chronic Stress refers to unrelenting demands and pressures for seemingly interminable periods of time. Chronic Stress is Stress that wears down day after day and year after year with no visible escape. It grinds away at both Mental and Physical Health leading to breakdown and even death.

The categorization of Stress corresponds to the particular idiosyncrasies of the individual. Different people react differently to a single Situation. Stress can either be positive or negative depending on individual perceptions and Reactions.

1.5.0 STRESS REACTION

As soon as the mind senses the sudden fatal Situation, it passes signal to the brain. When the brain perceives that signal, hormones, such as, Act (Adrenocorticotropic Hormon), cortical is released into the blood which helps to decide whether to fight or flight. Hans Selye (1956, 1976) termed the body’s Response to Stressors the General Adaptation Syndrome (GAS), which is hypothesized Reaction to Prolonged Stress. It consists of the following three stages:

The Alarm Reaction Stage: This is shock phase and counter shock phase. In this phase people begin to feel threatened and Depressed because of Drop in Temperature, BP and Muscular tone.

The Resistance Stage: In this stage body resists the effects of the continuous Stressor. During this stage, Hormonal Responses of the body are an important line of defense in resisting the Effect of Stressors. People try to protect themselves.

The Exhaustion Stage: In this last stage the protective mechanism breakdown. If the Stress is too Prolonged, the host may contact Physical or Mental Diseases.

If Stress Response gives energy to propel muscles, so it is Eustress (good Stress). If it is not terminated in the time, the after effects would be Distress (bad Stress). When the brain perceives the Threat, the process of building up of protein, DNA and RNA stop. This is emergency Situation, at this stage cells begin to break down tissue instead of building up. If the threatening Situation is of short duration things will return to normal and process of protein formation
would resume. If the exposure to Threat is continued, the Hormone release will continue which further break the tissues. In this stage, the cells become incapable of returning to its normal building up process. When cell functioning becomes poor, it leads to many Cognitive and Somatic ailments. The after effects could be bad. The Rapid Breathing starts, Blood pressure rises, muscle tics starts. The brain becomes Hyper alert and senses become unclear. Thus, Excessive Prolong and uncontrolled Stress can have a harmful effect on Cognitive, Somatic and affecting Health. The common diseases are Insomnia (Sleeplessness), Stomach complaints, Migraines, Skin Problems etc. Stress Situation is of long duration, it would be the root cause of Respiratory Problems, Heart diseases, Cancer, Memory loss, Addiction and Suicides.

1.6.0 SYMPTOMS OF STRESS

Stress affects the mind, body and Behaviour in many ways. The specific sign and symptoms of Stress vary from person to person, but all have the Potential to Harm Health, Emotional well being and Relationships with others. Certain people are predisposed by their Personalities to express Stressful events as specially, Stressful, which in reality affect their Symptoms and their rates of illness. This Psychological state is known as Negative Affective (Watson and Clark, 1984). Individuals high in Negative Affectivity express Distress, Discomfort and Dissatisfaction across a wide range of Situations (Britt, Brief, Burke George and Webester, 1990 and Watson and Clark, 1984). People who are High in Negative Affectivity are more prone to drink heavily (Frances, Franklin and Flavin, 1986) and to engage in Suicidal gesture or even commit suicide (Cross and Hischfild, 1986). People who are high in Negative Affectivity report higher level of Distressing Physical Symptoms, such as, Headache, Stomach and other Pains especially under Stress (Watson and Pennebkar, 1989). When people are Under Stress over a time period, their resistance to Illness becomes quite low and they are easily and increasingly susceptible to Illness and Physically and Emotionally exhaustive. Quina (1989) has listed some of the most important symptoms which if made familiar can help us know whether a person is under Stress or not:

- Snapping at colleagues and students
- Doing things hurriedly
- Dropping things and accidentally braking them
- Losing keys, Pens, Glasses and other articles
- Working in slumped postures mostly looking downward
- Paying little Attention to Environment as one passes by
- A feeling of being dominated by time
- A feeling of Faintness and Weakness
- Not listening to others
- Inability to respond to Humor or laugh at oneself
- Speaking so rapidly that others cannot follow comfortably
- Leaving no room for possibilities by always speaking in terms of absolute, such as all, never, must etc.
- Showing tendency towards being Dogmatic, Argumentative and being locked into foxed positions

**Further symptoms of Distress are as follows:**

- Physical symptoms: Headaches, Digestive Problems, Muscle Tension and Pain, Sleep Disturbances, Fatigue, Chest Pain Irregular Heartbeat High Blood Pressure Constipation Sweating Weight Gain or loss, Asthma, skin Problem, Frequent colds, etc.

- Mental Symptoms: Memory Problem, decreased Concentrations, Confusion, loss of Sense of humor, Poor Judgment, Loss of Objectivity, Seeing only negative, Repetitive Desire to Escape, etc.

- Emotional Unsteadiness: Hypersensitive and Moody, Restlessness and Anxiety, Depression, Anger and Resentment, Lack of Confidence, Easily Irritated, Urge to Laugh or Cry at Inappropriate times, Impatience, Frustration, Worry, Fear, Nail Biting, etc.

- Behavioural Symptoms: Eating more or less, Sleeping too much or too little, Isolating from others, Swearing, Increased smoking, Drinking, Drug use, Teeth Grinding, Overdoing activities, Loosing temper, overreacting to unexpected Problems, Poor Job Performance, Erratic driving.

- According to Kobara (1979) three common symptoms of good Stress (Eustress) are Commitment, Control, & Challenge.

- Commitment or the tendency to involve oneself in whatever one encounters.
- Control or the sense that one causes the events that happen in one's life and that one can influence one's environment.

- Challenge or the willingness to undertake change and confront new activities that represent opportunities for growth.

The symptoms of bad Stress (Distress) are Smoking, Nervous or Compulsive eating.

Any of the above sing indicates Stress. Whether or not the source of Stress causes significant Emotional and Physical Symptoms depends on the nature of the Stressor. If the Stressor arrives one at a time, one can probably handle them easily. But having to deal with several of them at a time generates intensive Stress. One should realize that these are Behaviour patterns that can be changed or one can face them. There are so many Strategies for Coping with Stress. If a person learns to control over few Stressors, the others will automatically be controlled and impact of Stressors can be reduced (Cohen, 1980).

1.7.0 COPING WITH STRESS

Stress is an uneasy experience. It creates discomfort. According to Joseph (2000), there is hardly anyone who is not worried about fear of looking small in the eyes of others, Fear of sickness, Fear of death, Fear of criticism, Fear of failure, Fear of diseases etc. All these are Situations that cause Fear and Anxiety, which prolonged the release of hormones into bloodstream. One needs to take precautions and make the body to cut of this process before the harm is done. One identifies early signs of Stress and begins to do what one can to remove its effects. According to Cohen (1980), the impact of Stressors can be reduced if a person has control over the Stressor to make oneself happy and peaceful. All one has to do is to Cope up with Stress.

Lazarus (1978) said that Coping consists of intra-psychic and action oriented efforts by which to be managed Environmental and internal demands and conflicts. According to Wade and Tavris (1990), the Cognitive and Behavioural efforts are must to manage environmental demands of oneself that one feels to be Stressful.

1.8.0 NEED OF COPING WITH STRESS

George Valliant (1993) said that people with poor Mental Health become subjected to chronic illness and death as compared to men with better Mental Health. His study concluded that early ageing defined as Irresistible Physical
decline is retarded by good Mental Health and accelerated by poor Mental Health. Chopra (1993) said that late middle age is the perilous often called, “the danger zone” that premature Heart attacks, Hyper Tensions, Cancer first show up in great numbers. Above studies concluded the people with good Mental Health teach their bodies to age well while those that are depressed, in-secured and unhappy teach them to age poorly. It one wants to ward off from the early ageing process and attain happy and long life, one needs ways of Coping with Stress. The greatest threat to life is having nothing to live for, so when one has ambitions to realize and commitment to complete life becomes meaningful and worth living.

If one does not learn to Cope with Stress, it will lead to fatal consequences, such as, Hyper Tensions, neurosis, Depression, ulceration, impotence, Diabetes etc. Stress can lead to other Problems. Under Stress people generally lose their Ability to think objectively, about a solution in such a Situation they would feel puzzled and this would make doubt their own competence, so that they will find it difficult to concentrate. Not being able to think straight and being easily distracted. Stressful feelings, which remain unrelieved usually result in one or other of the long term conditions, namely, Anxiety, Aggression or Depression.

1.9.0 COPING STRATEGIES

The simplest way of Coping with Stress is to modify or remove its sources. But this is not always possible. There are other Techniques to reduce the Stress level successful. Coping with Stress depends upon many factors. Person’s perception of control of the Situation, his or her personality makeup, availability of support from family and social network are some factors which play important role in moderation of Stress. Some persons are Stress tolerant and optimistic when some are less Stress tolerant and pessimistic. Because of individual differences the level of tolerance varies.

First Response of many people, as they begin to experience Stress, is to light cigarette, eat gutka, drink tea, drink alcohol or take drugs. Some others may turn out to be workaholic, work harder and longer, have no fun or leisure and also find themselves Stressed. In reality, they do nothing to solve the cause of Stress rather bring a superficial sense of relief and calmness that too for short duration. Thus, smoking, drinking alcohol, taking drugs, etc. are not the correct
ways of Coping with Stress. Therefore, one should opt for correct Coping Strategies. In choosing specific Strategies for treating Stress, several factors should be considered. First no single method is uniformly successful but a combination of Approaches is the most effective. Second, what works for one person does not necessarily work for someone else. Third, Stress can be positive as well as negative. Reducing Stress and keeping relaxed not only helps to maintain Health but also gives the mind more opportunities for clear thinking. The process of learning to Coping Stress is lifelong and it will not only contribute to better Health, but a greater Ability to succeed in life. Under Stressful conditions people utilize many Strategies, which focus on taking steps to alleviate the Stress. One may focus on some practicable Coping suitable to keep Stress aside are as follows:

1. **Way of Thinking:**

   Albert Schweitzer, “Each patient carries his own doctor inside him”. There are reasons to believe that a person’s attitude when under Stress may indeed affect the ways in which the body responds. People with a negative, pessimistic approach to life, particularly those who tend to become Depressed or Anxious, appear more likely than others to develop Coronary artery disease, Asthma, Headache, Ulcers and Arthritis. Persons who are optimists view the crises they face as arising from external circumstances as transient and as unrelated to the rest of their lives. Our thoughts, expectations and hopes affect the body’s Stress Reaction. There is much still to be learned about the extent to which outlook serves as a healing source. Negative thoughts produce needles wear and tear on our Mental motor, while confident successful people deposit only positive thoughts in their Memory. This boosts confidence reframing in one of the most powerful and Creative way. This technique is used to change the way. One looks at things in order to feel better about them. Quina (1989) observes, reframing allows stepping back and taking another look. By shifting perspective, solution becomes possible. For example look at a glass, that is, half empty i.e. half full. Reframing doesn’t change external reality but it changes the perception. Consequently, it helps to view things differently and les Stressfully.

2. **Visualization:**

   Visualization is a Stress – Reducing Technique where one uses own Imagination to Visualize Situation that make one feels good. These feeling bring the Relaxation Response. Visualization is the Daydreaming. One doesn’t need
anything but an open mind to do it. Like Meditation and breathing exercises, it can be done anywhere and anytime.

The first step in Visualization is to close eyes. Although one can visualize with our eyes open, the visual stimulation one receives can make it different to conjure up other images. Now that our eyes are closed, just let our mind wander to a place that make us feel good. This could be a Relaxing Environment, such as, a secluded beach, a pristine mountain pasture or an enhanced forest. The key is to Mentally take ourselves to a positive place. Visualization can be used to foresee positive outcomes to Situations. The thoughts must be positive and everything must turn out well. This will help to be prepared for any Problems that may arise.

3. WELL BALANCED DIET:

A Well-balanced diet not only helps in preserving Health but also to reduce Stress. Certain components of food act as stimulants to the body. Drinks, such as, tea, coffee, Coco-cola may bring solace for some time. However, they are harmful in the long time. Such components contain caffeine, which is a strong stimulant that generates a Stress Reaction in the body causing a rise in the release of adrenaline. Similar are the alcohol and smoking. They can cause a variety of cancers. Similarly, care should be taken not to use sugar, salt, etc. in excess, as they tend to promote adrenaline release, which decrease Stress Tolerance. Thus, one should develop Healthy Eating habits, which will ward people from being carry victims of Stress.

4. PROBLEM SOLVING ATTITUDE:

Problems are created when you are unable to effectively address them. It may be difficult to believe but many people lack effective Problem solving skills. The Problem Solving process consists of identifying and defining the Problem, listing factors that contribute to it, Brainstorming is alternative Approaches to the Situation, Examining the alternative, deciding on and implementing a suitable course of action and evaluating failure with Problem Solving due to lack of Creativity in identifying alternatives.

5. LEARNING TO COPE WITH CHANGES:

In life, one may have to confront many challenging Situations. A change of job status, residence, marital relationship and other significant area of our life
is always accompanied by Stress. Such Situations might occur in isolation or bunches unless one learns to overcome such situations Stress is sure to occur. The following tips can help us in overcoming such situations:

- Keep the eye on long-range goals and values.
- Accept the fact that life will change constantly and practice adapting to it. One takes such situations in the right spirit and learns to accept them as challenges and opportunities to grow. One shall shortly become subject to Stress and Distress.

6. BALANCE BETWEEN WORK AND LEISURE:

If one takes breaks during periods of low energy, Stress may not build up. Sleep and leisure are important ways of reducing Stress. One should learn when to extend ourselves and when to ease up. Increased Stress may lead to increased performance initially. However, once certain time is passed, Stress would lead to decrease performance. Perhaps trying harder at this point is unproductive or each counterproductive. Taking break during such periods is quite advisable. Optimizing the balance between work and leisure is an important means of eliminating Stress in our lives.

7. LEARNING TO COPE WITH CRITICISM:

While facing criticism, most people react unproductively or rather in a counterproductive manner. They try to avoid it either by pretending to not hearing or by changing the subject. They may either deny it or come all with a hundred excuses by way of rationalization. They may each try to strike back saying that their critics are worse than them. Their attempts are at Defensiveness. These are not the right ways to handle criticism. When faced with criticism, a better way to manage it is:

- Ask for details.
- Find which specific behavior is in question.
- If criticism is correct, agree with it.
- If criticism is incorrect, agree with the person's right to see it differently.

8. PRAYER:

Studies have shown that prayer is good for Health. Although it is not known what specific effect prayer has on Health, yet prayer can help to relieve
Stress and brings about more Relaxed state of mind and an acceptance of those things that one cannot change. Prayer is any act that brings closer to supreme power. It can be considered lifting one’s mind and heart to highest power. It can be silent, vocal, in songs or dances. Prayer is talking with supreme about everyday things of Human life, our joys, our sorrows, our needs and wants, our Pleasure and Disappointments. Prayer does not need a special time or place, or a specific body position. It can be done in a quiet time every morning, as thank for a good day, for warmth of the sun, for love of friends who support us on bad or difficult days.

9. AROMATHERAPY:

Aromatherapy is the use of essential oil plants, flowers or wood to normalize mood, Reduce Stress and promotes Health. Treatment includes Ingestion, Sniffing and application to skin usually with Massage.

10. TONING:

Cambell (1972) said that “Toning is a practice which refers to the intentional elongation of a vowel sound using the voice”. When one can do this for a long period, the vowel sounds stimulate the limbic area of brain to Reduce Stress. Toning lead us to a state contentment in a safe and fully aware state of mind by synchronize the brain waves and balance within 3 to 5 minutes.

11. SELF TALK:

You can change the way you think by changing your own Self-talk, simply by resolving to do it. Freeman (1989) said that giving assertive suggestions to own help on individual to prepare for and to deal with Stress. Such statements Reduce Stress by strengthening Cognitive domain and by decreasing level of cortisone hormone. Level of cortisone hormone is related with level of confidence.

If you feel blocked, inhibited and feel that it’s the way you think or the things you say, you have the power to change this. Your subconscious mind learns through repetition. Each month or week, select the most important affirmations or self-talk you want or desire to apply in your life. Write or print these affirmations on a card. Keep them somewhere you will see reversal times a day. Whenever you have the opportunity, repeat them aloud. Some examples of self-talk affirmations are:

- I am positive, confident and radiate good things.
- I have boundless energy, enthusiasm and vitality.
- I attract prosperity by associating with prosperous people.
- I am totally relaxed and confident. When I am relaxed, I achieve more.
- I attract success into my life.
- I deserve everything that success brings.
- I am very special. I like who I am and I feel good about myself.
- I am a person of quality and strength. My success is the result of who I am and how I think etc.

So, talk to yourself whenever you have opportunity, whenever you are alone.

12. MASSAGE:

During Stress, the body responds with increased muscle tension. Massage is a manual manipulation of pressure and movement to release tension and return muscles to a relaxed state. It encourages healing by promoting the flow of blood, stimulating nerves, and stretching and loosening muscles. It may help with back pain, headache and muscle pain. Massage may bring relief in anxiety, tension, stress, depression and insomnia. There are many different massage techniques, but no real set rules and everyone develops their own style. It is important that person receiving the massage must have confidence in the person giving the massage.

13. TALK THINGS WITH SOMEONE:

Sometimes you can get a clearer perspective on a situation if you talk it out with someone else. Friends, co-workers and family members can often see what you don’t. They can also provide some feedback that can help you view situations from a different perspective. Be sure to speak to someone with whom you feel comfortable and whose opinions you value. Be open to the feedback that people give you. Some issues may be too delicate to discuss with someone you know. In this case it may be worthwhile to talk things out with a professional, such as, a counselor, a psychiatrist, a psychotherapist etc.

14. RELAXATION TECHNIQUE:

Learning how to relax is one of the most important ways to cope with stress in a healthy way. Relaxation is more than just sitting back and being quiet. It is an active process using method to calm body and mind. There are some relaxation therapies, such as, exercise, breathing exercises, muscle...
Relaxation, and Mediation etc. One should not expect a total solution of Stress from these Approaches, but if done regularly these can be effective:

(a) Exercise:

Exercise is a great way to relax in time of Stress. Some of the Physiological Responses that happen in time of Stress are similar to those that happen during exercise. For instance, during both Stress and exercise respiration heart rate increase, muscles tense and blood pressure goes up. Exercise stimulates the release of adrenaline, which is also released through the “fight or flight” Response. Through exercise one uses up the adrenaline that is already in our system and since adrenaline is a hormone that stimulates, having less of it in our system decreases stimulation and increase the potential for Relaxation. The muscles, ligaments, bones and joints become stronger and more flexible. The mind is often better able to cope with Stress. Researches demonstrate that regular exercise can relieve feelings of Stress and Anxiety. For short-term Stress Management, Aerobic is the best. Aerobic activities include swimming, bicycling and running. Anything gets heart rate up is good. Two less Aerobically challenging types of exercise that are particularly useful to manage Stress are Taichi and Yoga. Both of these emphasize body and Breath awareness.

(b) Breathing Exercises:

Breathing exercises are one of the easiest and most effective instant Relaxation activities. When a person experiences Stress, he or she tends to breath from the chest rather than from the abdomen. Breathing exercises help shift breathing back to the abdomen to make it deeper. Besides breathing back to the abdomen, breathing exercise helps slow down a system that is stimulated by Stress hormones. One can perform this Breathing exercise anywhere and anytime during the day. The steps are as follows:

- Sit in a comfortable position with your back straight.
- Place one hand on your abdomen and one hand on your chest in order to feel yourself breathing.
- Inhale air slowly through your nose. Concentrate on the feeling of the cool air as it enters and travels through you body. Feel the rise of your abdomen.
- Make an effort to keep your mouth, tongue and jaw relaxed.
- Hold your breath for 4-5 seconds.
- Slowly exhale through your mouth. As you do this, shape your lips as if you were going to whistle and slowly exhale through your lips.
- Concentrate on the feeling of the warm air leaving your body. Feel the air leaving your chest.

- After the air has left your lungs, sit quietly for a moment. Repeat the cycle 4-5 times in a single session.

(c) Progressive Relaxation:

Progressive Relaxation is a great overall Tension - relieving exercise. It can be used to reduce Tension in muscles so as to help the Relaxation Response. The general principle behind Progressive Relaxation is to progressively relax muscles until the entire body is relaxed. There are several different ways of doing this. The following are the steps:

- Sit or lie in a comfortable position.
- Begin by tensing facial muscles (eyes and forehead) for 5-7 seconds, then relax them for 20-30 seconds.
- Repeat the process with all the major muscle groups, such as, Jaw, mouth, chin, neck, upper back, shoulders, hands, chest and back, stomach, buttocks, thighs, feet, ankles and calves.

(d) Meditation:

Meditation is the process of turning Attention inward and increasing Awareness. It is an intensely personal and spiritual experience. Meditation promotes Healthy thinking characterized by clarity of thoughts, and use of concentration and intellectual power. It reduces Anger, Anxiety, Frustration, Tension etc. The desired purpose of meditation technique is to channel our awareness into a more positive direction by totally transforming one’s state of mind. Meditation helps an individual to confront with today’s Problem.

Morning is an ideal time to meditate, yet any convenient regular time will do. The first step in Meditation is to get into a comfortable position in a location where you won’t be disturbed. You can meditate in any position, but most people prefer to lie down or sit. Close your eyes and take a minute to relax. You can do
this simply by focusing on your breath. Don't change your breathing rate rather concentrate on its rhythm and the movement of the air in and out of your mouth and nostril. Now choose something upon which to focus and center all energy and attention on it. Continue to focus in this point for the length of time in which you want to meditate. If you are focusing on your breath then pay attention to the feelings of your lungs expanding and contracting. Notice the point at which inhalation ends and exhalation beings. When you first start meditating, it is best to do for a short period of time about 5 minute. As you become more experienced you can increase the period of time. Disturbances may occur, as you meditate, bodily sensations, particularly distracting on Thoughts or Emotions, Visions of sprits or similar experiences would be occasionally, these should not matter, ultimate goal of the mediation is to go beyond the surface disturbance.

(e) Pranayam:

Pranayam is control of breath. “Prana” is breath or bio energy in the body. It represents the Pranic energy responsible for life force and “ayama” means control. Therefore, pranayam is “Control of Breath”. One can control the rhythms of Pranic energy with Pranayam and achieve Healthy body and mind. In yogic view Pranayam is basically series of exercise, which aim at bringing more oxygen to blood and to brain. It not only automates flow of blood but also regulates proper functioning of thoughts and desire. The practice of this asana removes the obstruction, which encumber the flow of prana. It gives poise and tremendous will power. It generates lots of courage and will power with an individual. It has Techniques to make the respiratory organs to move and expand intentionally, rhythmically and intensively. Thus, the objective of Pranayam is to stimulate, communicate, regulate of life force that exists in the body. Another reason that Prayanam is important is that it is because breathing is important ways that we are able to get rid of waste products and toxins from our body.

(f) Yoga:

Yoga is a 3,000 years old practice that originated in India. The word “Yoga” means to join or unite. In Yoga, it is the mind, body and spirit that are joined. Yoga includes methods that help a person reach a state of union with divine. Five points of Yoga include proper exercise, proper breathing, proper Relaxation, proper diet and Positive thinking and Meditation. The practice of Yoga is helpful in management of Stress. Also, Yoga increases the body flexibility and releases Tension.
15. COGNITIVE BEHAVIOURAL TECHNIQUES:

Cognitive behavioural Techniques are the most effective ways to reduce Stress. Some of the Techniques are:

(a) Identifying the Stressors:

The Stressed individual should try to identify the events or activities that have been significantly upsetting or overwhelming. Priorities and goals should then be carefully examined. Stress is usually related to change, therefore, looking at changes in life is a good to start identifying the Stressors. One can narrow down the Stress-related changes by looking back at when the symptoms started. Positive experiences should also be examined because these are Physically or Mentally refreshing or produce a sense of accomplishment. One should question whether the Stressful activities meet their own goals or someone else, whether one has taken the tasks that one can reasonably accomplish, and which tasks are in his control and which ones are not.

(b) Restructuring Priorities:

According to www.my.webml.com., daily pleasant events have positive effect on the immune system, adding pleasurable events has more benefit than simply reducing Stressful or negative ones. This is important to realize that many Stressful Situations, like, unpleasant working conditions, unhappy family Situation or significant loss etc. can’t simply be rescheduled or wished away. Eliminating the Stress is not practical but there may be ways to reduce its’ impact. Learn to replace time – consuming chores that aren’t really necessary with activities that are pleasurable or interesting. Small daily decisions can accumulate and work to reconstruct a Stressed existence into a pleasant and productive one.

(g) Imagery:

Imagery can help a person to connect with inner resources to bring about Psychological and Physiological changes. Imagery of Visualization combines Meditation, clearing the mind and Deep breathing. The exercise involves moving yourself in your mind, into a pleasing scene or picture. Imagery may help you to focus on a particular Problem and try to find a way, through the mind, to combat it. It may help to identify what is Stressful to you and ways to reduce the Stress. The basic goal of it is to look inside yourself and let your feelings emerge.
1.10.0 EXAMINATION STRESS

There are different types of Stress which affect human beings differently. In present study, the main focus is on Examination Stress and its’ reduction. At one time or another, everyone has experienced Stress or a general uneasiness, a feeling of Self doubt, and Sense of Tension. The effects of Anxiety on school Achievement are clear from the time of earliest work on this Problem starting with the pioneering work of Yerkes and Dodson (1908) to the present day. Researchers have consistently reported a negative correlation between virtually every aspect of school achievement and a wide range of Anxiety measures (Covington & Omelich 1987).

Examination Stress is a form of general Anxiety caused in part by fear of failure. It takes the form of worry and Emotionality and may be triggered by variety of factors, such as, time pressure, the classroom environment, and the perceived difficulty of exams. Although believe inadequate Performance on test is often simply a result of ineffective test taking habits, others emphasize that Examination Stress is a genuine Problem for many students. Anxiety or Stress interferes with learning and test Performance at three points focusing attention, learning and Testing.

Exam period is extremely Stressful for many students and some of them are so Stressed that they underperform, but this doesn’t occur because of lack of their Abilities to cope with high level of Exam Stress. They are under a pressure of possible failure, or unsuccess, which results in underperformance. Anxious students often know more than they can demonstrate.

1.11.0 CAUSES OF EXAMINATION STRESS

Examination Stress is the result of many causes. Students emotions combined with their thought and several other factors can create high level of Examination Stress. The most common factors are competitions, Negative Thinking and low Self-confidence.

COMPETITION: This is an important factor that can result in Examination Stress because during that period, there is more competition amongst students. This might be because the results of examination play important role in admission to the higher levels of education. Higher examination results can also ensure prolonging or getting new scholarship and other potential consequences of failing examination or achieving lower scores than other students can create Examination Stress.
NEGATIVE THINKING: Negative thinking is another main reason that occurs during examination is an important factor that causes Exam Stress.

LACK OF SELF-CONFIDENCE: This is probably one of the main factors that cause Examination Stress as well as other types of Stress. It means that students don’t perceive his skill and capabilities good enough to be able to pass the examination. Low Self-confidence comes from the subjective belief of person about who they are. This belief is usually the result of fear that student has about the inability of passing the examination because of lack of knowledge. Therefore it is important for students to get higher self-confidence and become immune to this important cause of Examination Stress. Some other factors which cause Examination Stress are given below.

(a) Memory Problem
(b) Inability to concentrate
(c) Constant worrying
(d) Depression or general unhappiness
(e) Feeling of over whelmed
(f) Sense of loneliness and isolation
(g) Moodiness

So Examination Stress is important as it affects the Mental and Physical status of students.

1.12.0 ACTION PLAN FOR COPING

Bhandarkar and Singh (1986) evolved an action plan for Stress Reduction while studying the entire Stress Cycle. They proposed an action plan aimed at three levels, namely, Individual, organizational and societal, and it is given in Table 1.1.

Table 1.1: An action plan for Individual, Organizational and Societal levels

<table>
<thead>
<tr>
<th>Individual Level</th>
<th>Organizational Level</th>
<th>Societal Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual can reduce Stress by: Cultivating belief in self.</td>
<td>Organizational culture can help in reducing Stress by: Helping executives to</td>
<td>Society can help individuals in managing Stress by: Teaching belief to self</td>
</tr>
<tr>
<td>Developing inner directed personality.</td>
<td>Developing self-Coping mechanism by adopting the strategy of owning up to Stress. Reducing blind drugs intake and relying on genuine Problem solving Strategies. Cultivating positive habits based on interests, such as, Yoga, Meditation, Sports and Breathing exercises. Promoting the norm of small family.</td>
<td>Smoothen their home life so that the friction between work and home life is minimal. Improving channels of communication, sharing information and getting feedback on Performance to develop one’s sense of identity in the system. Giving greater assurance to management and support to reduce psychological burden. Facilitating greater interrelationship among individuals to build positive relationships. Discouraging blind usage of drugs and encouraging medical treatment. Introduction compulsory breathing exercises. Using demographic information to identify Stress prone persons. Inducting psychiatrists into Health care units and improving Health related facilities. Making annual holidays compulsory.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A larger movement to discourage mindless pill popping.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shifting focus to Indian heritage for the sake of suitable habit/life pattern.</td>
</tr>
</tbody>
</table>
1.13.0 STRESS REDUCTION MODEL

Apart from Coping Strategies mentioned above, Stress Reduction Model is also a strategy to be used for managing Stress. It was proposed by Joyce and Weil (1980). The details have been given under captions, like, Effects, Syntax, Application of Stress Reduction Model, Social System, Principle of Reaction and Support System.

1.13.1 Effects

As per Joyce and Weil (1980), the Stress Reduction Model gives a complete Relaxation and harmony by maintaining equilibrium among Cognitive, Affective and Psychomotor domains. It reduces Anxiety and increases individual’s feeling of control and power, which in turn increases Self-Esteem. The students are taught to use this model independently. It increases self-awareness. The use of Stress Reduction Model can give rise to two effects, namely, Instructional Effects and Nurturent Effects. The Instructional Effects are the direct effects of the Stress Reduction Model, while the Nurturent Effects are the indirect effects or byproducts of Stress Reduction Model. Both effects as mentioned by Joyce and Weil (1980) are given in the following captions.

1.13.1a Instructional Effects

The instructional effect of Stress reduction model is Relaxation. Stress Reduction Model provides an environment conducive for Relaxation by involving the students in Relaxation Therapies i.e. Deep breathing, Moving focus Relaxation and Progressive muscle Relaxation.

Stress Reduction Model ——— □ Relaxation

1.13.1b Nurturent Effects

The Nurturent or Indirect Effects of Stress Reduction Model are:

Anxiety: Learning how to manage Anxiety through Stress Reduction Model students get the sense of control in their lives, providing them with Positive Coping Strategies, and making them more relaxed, Tension free and Healthier. Along with this, Stress Reduction Model facilitates effective functioning and let students feel more comfortable away from Anxiety.

Self-Esteem: Stress Reduction Model can improve students’ Self-Esteem because of the calm, quite and soothing environment maintained during the
Relaxation exercise. Along with the interactions, discussions in V Phase about the feeling and sensations during the exercises helped students to know themselves better, to know their sense of power by acquiring a set of belief and control, judging their negative and positive sides, which have shaped their self. Thus, Self-Esteem is likely to improve.

Self-Awareness: Stress Reduction Model can improve students’ self-awareness because of the focusing attention on different muscles of the body students’ get aware of themselves. This brings about feeling of calm, heightened energy and this in turn improves their self-Awareness.

1.13.2 Syntax

The Stress Reduction Model consists of five phases: setting the stage, warm up and transition, moving focus Relaxation, wind up, and debriefing and transfer. In phase I, the instructor helps people become physically comfortable. If possible their eyes should be closed along with they should loosen down their ties, belts etc. and take out their spects to enhance Relaxation. Phase II is a very short period of transition before the actual Relaxation exercises begin. Here the instructor orients the students in a general way to what they will be doing during the Relaxation therapy. Along with this the instructor establishes the atmosphere of Relaxation through the use of slow, relaxed, and soft tone of voice.

The actual Relaxation exercise, called the moving focus Relaxation, beings in phase III. Individuals are instructed to focus on and then relax the group of muscles moving from the feet to the forehead/face. The instructions were as follows:

- Allow your focus to fall on your feet. Be aware of how they are becoming relaxed, how those muscles in the top of your feet, in your arches, around
your ankles, all the way down to the tips of your toes are smoothing out and becoming very relaxed good.

- Now allow your attention up to your calves. Notice how as you focus on these muscles gently, they begin to stretch out and become more and more relaxed, those long muscles in your calves are smoothing out and become more and more relaxed, good.

In this way the instructions were delivered so as to shift up the focus to all the important muscles. The important muscle groups include large muscles in their thighs that extent up to their hips, waist muscles, abdomen muscles, lungs and breathing muscles, muscles of neck, hands, arms and waist, face muscles, muscles associated with mouth and tongue. In this way simply by letting their muscles stretch out and let go they become calm and relaxed. In phase IV, wind up phase, students practiced rest, and Tension and release. This they have done by first noticing where the Tension is still remaining and then they have tensed that muscle, observed the Tension in that muscle and then slowly released the Tension of that muscle. In this way remaining Tension in the muscle ends and this way the subjects were aroused from Relaxation. In phase V of debriefing and transfer experimenter obtained feedback from students based on their Reactions, feelings and sensations. They were also motivated to interact about their new experiences after doing this therapy. The experimenter also discussed ways and times students can use Relaxation therapy during the day. Along with this, the experimenter responded to their questions or Problems faced during or after the Relaxation therapy. Also instructor reassured them that all their Reactions were normal. At the end, the instructor asked the students when and how they might use Relaxation exercises after the classroom. This will help them in transferring the technique to their day today activities. The syntax of the Stress reduction model is summarized in Table 1.2.

Table 1.2: Syntax of the Stress Reduction model

<table>
<thead>
<tr>
<th>PHASE ONE: SETTING THE STAGE</th>
<th>PHASE TWO: WARM-UP AND TRANSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get people in place</td>
<td>Give general orientation and instruction. Establish relaxed atmosphere through voice tone and tempo.</td>
</tr>
<tr>
<td>Find a comfortable position</td>
<td></td>
</tr>
<tr>
<td>Close eyes</td>
<td></td>
</tr>
<tr>
<td>PHASE THREE:</td>
<td>PHASE FOUR:</td>
</tr>
</tbody>
</table>

25
Instruct students to focus on relax individual parts of body from feet to face (first feet, then thighs, hips, and waist; abdomen; lungs and breathing muscles; neck; hands, arms, and waist; face muscles; mouth and tongue). Maintain slow, rhythmic pace.

Practice rest and/or Tension and release. Arouse from Relaxation.

PHASE FIVE:
DEBRIEFING AND TRANSFER

Obtain feedback from participants as to their Reaction, sensations.
Respond to their questions.
Discuss possible uses of method and times to relax.

1.13.3 Application of Stress Reduction Model

The Stress Reduction Model cannot be applied without giving instructions during Relaxation therapy. Further, the students ought to be given opportunities for expressing their views, feelings and observations. Thus, the Relaxation therapy is to be followed by discussion. It may, therefore, be said that script of Relaxation therapy and discussion are the main requirements of Stress Reduction Model. The phase-wise transcript of Stress Reduction Model is given below:

1.13.3a Phase-Wise transcript of Stress Reduction Model

<table>
<thead>
<tr>
<th>Teacher to the students</th>
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</thead>
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<tr>
<td>Transition. As you listen carefully to what I am saying, you will find yourself becoming more and more relaxed. Begin to let your whole body relax allowing your muscles to just go limp good. Become aware of yourself and just let your mind drift throughout your body and check that everything is comfortable and relaxed. Feel yourself pleasantly drifting on down through A Smooth flowing slow, and relaxed delivery is essential here. Your job is to be in control (of your tone of voice’ tempo, loudness) without sounding controlling. Practices the script preferably tapes record yourself and listen to your style before delivering it to the class.</td>
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Practice rest and/or Tension and release. Arouse from Relaxation.

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the chair (carpet)........ You will continue to feel calmer and pleasantly relaxed as you continue to listen to my voice........ More and more deeply relaxed and perhaps drowsy but aware of what I am saying during the entire exercise. .... You may even be surprised at how alert you'll be even though you are very relaxed.

Moving focus Relaxation. While you are comfortably listening to my words, I am going to take you on a relaxing journey throughout your body to allow you to learn quickly and deeply, relax all your muscles. Throughout, you may use analogical marking to increase the effectiveness of your delivery. Analogical marking involves subtle shifts in your tone to highlight those portions of the script that are italicized. Although students will usually not be aware of those verbal shifts they will tend to respond to them with increased Relaxation.

To begin with, I'd like you to gently place your focus on your feet. And as I ask you to shift your focus to different parts of your body, just be aware of how by simply and gently placing your focus on that area you can let the muscles stretch out, let go, and become very calm and relaxed.

So now allow your focus to fall on your feet. Be aware of how they're becoming relaxed, how those muscles in the top of your feet, in your arches, around your ankles, all the way down to the tips of your toes are smoothing out and becoming very relaxed. Good. Now allow your attention up to your calves. Notice how as you focus on these muscles gently, they begin to
stretch out and become more and more relaxed, those long muscles in your calves are smoothing out, becoming more heavy and relaxed. Good.

Now allow your focus to shift up further to the large muscles in your thighs that extend up to your hips, and as your focus gently falls on these muscles, notice how they become more and more relaxed. Just let those large muscles in your thighs go. Continue to be aware of them, and relax. Good.

Now allow your focus to shift to your hips, waist (and pelvis). Notice again how as you focus on these muscles they just begin to get more and more relaxed. You can feel the weight of your body sinking a little bit deeper into the chair as the muscles throughout your entire lower body become very heavy, warm and relaxed. Good.

Now allow your focus to shift up further to your abdominal wall, and notice as you focus on these muscles in the abdomen, they become looser, stretch out, and relax. You can feel the very calm, warm relaxed sensation in the abdominal wall as these muscles relax more and more. Good.

Now shift your focus to the muscles in your lower middle, and upper back and as your focus gently falls on these

| Likewise, when the group seems particularly still, reinforce this with a: “Good, very relaxed now.” | Continue to be aware of your timing. Observe the group as if it was a single individual. Pace your statements to match the degree of Relaxation of the group. Observe the student’s breathing, movement, and signs of Tension, such as, irregular breathing, squirming and muscular holding and make occasional remedial comments. For example, if several students are squirming insert: “As you continue to relax you will find yourself remaining more still and quiet.” |
Now allow your focus to shift to the muscles that you use for breathing, the upper abdomen, the diaphragm, and the chest. Gently let your focus fall on these muscle groups and notice as you become aware of them how they stretch out, let go, and become very, very relaxed.

Maintain a slow, rhythmic pace with adequate pauses so that the students can experience and integrate the subjective feelings of Relaxation in each muscle group.

At this point notice how you’re breathing. May be a little bit more deeply and a little bit more regularly than usual. See if you can’t imagine each time as you exhale that you breathe out a little more Tension. With each breath out you become more and more relaxed. Good.

Let your voice slow and relax to keep pace with your appraisal of the students’ subjective experience.

Now allow your focus to shift to your neck muscles. Take responsibility for not exceeding your limits, and don’t let your neck stretch so far that it causes you discomfort. As you focus on your neck muscles, just let those muscles go and stretch out. Your head should rest in a position so that your chin comes close to your chest. Focus on those long muscles in the back of your neck that go to the base of your skull, and just really let them go, becoming more and more relaxed. Good.

Let your focus shift to your hands and your lower arms and wrists. Notice as you focus on them and stretch out, those muscles in your forearms, your wrists, your palms, and the tips of your fingers. Allow your arms to lie
naturally on your lap or on the arms of the chair, very, very relaxed. I’d like you to shift your focus up to your bicep muscles in your upper arms. Focus on these muscles and let them go. Let them stretch out and become heavy, very heavy, warm and relaxed. Good.

You may notice now that you’ve completely relaxed your arms that you may feel a rather heavy sensation in them or you may feel a tingling sensation in your arms. Some people can even feel their pulse and their heartbeat in the tips of their fingers. Be aware of these pleasant sensations. You may feel the same things in your legs. Be aware of these very pleasant sensations that are associated with deep muscle Relaxation. Good.

Now I’d like you to shift your focus gently to your face and the muscles around your tips, your mouth and your tongue, the muscles at the corners of your jaws. Gently focus on them and observe them as they stretch out and become very relaxed.

Also at this time focus on the muscles around your forehead, your eyes, around your eyebrows. And as you focus on all the muscles in your face, notice that they just become more and more relaxed. Good.

Wind-Up or tense and release. Now that we have been through all of your
muscle groups allow your focus to travel slowly from the top of your head down through your body to the tips of your toes, noticing any leftover Tension as you go. If you are completely relaxed, spend the next few minutes enjoying the pleasant sensations that accompany deep muscle Relaxation. If you have leftover Tension anywhere, you can eliminate that now by tensing those muscles. Do that now, hold the Tension and study what this Tension feels like, hold it and relax. Just allow that last little bit of Tension to flow out of those muscles and enjoy the calm pleasant feeling that is now replacing any leftover Tension. Again tense those same muscles hold it and study what the Tension is like, relax, really let go more and more relaxed. Good.

Everyone now allows your focus to gently return to your breathing, and just observe in a passive manner as the cool air presses in your nostrils, and the warm air gently passes out. Or if you’re breathing through your mouth, passively observe the air as it moves itself in and out across your lips. Just continue to be a passive observer of your breathing process, as if watching from a distance, as the breath continues to flow very calmly and naturally. Good. And be aware that any time you want to experience the pleasant relaxed state that you are in all you have to do
is gently return your focus to your breathing and observe the air as it passes in and out through your nostrils or mouth. Make a bargain with yourself to try this during the next week whenever you discover that you are tense. Good.

Now in a minute I’m going to count backwards from three to one. When I say three, I’d like you to become aware of the room around you and your position in it without opening your eyes. When I say two, I’d like you to move around, stretch a bit. And when I say one, I want you to open your eyes and be fully awake and very refreshed but still quite relaxed.

Okay. Three—become aware of the room and what’s around you. Two—move around and stretch a bit. One—open your eyes. Wide-awake very refreshed and quite relaxed. (Debriefing and transfer follow this sequence.)

Obtain feedback at the end of your Relaxation training. Was it easy? Pleasant? What were the students’ feelings, sensations, and resistances? Let them know that any feeling or sensation is a normal part of the Relaxation experience and is okay. Discuss ways and times students can use Relaxation during their day.
1.13.3b Mode of presentation of instructions of Stress Reduction Model

The instructions of Stress Reduction Model can be presented orally as well as through audiocassette. In the present study, Audiocassette was used to give instructions so as to maintain the consistency in all the schools where this experimental study was conducted.

1.13.3c Discussion

Discussion is important at the end of the Relaxation therapy. The discussion should be carried by keeping the following points in mind:

- The discussions should be focused on Relaxation Responses.
- The students should feel free to express their feelings, views and their opinions about this Relaxation technique.
- The views expressed by the students should be reinforced and others to be motivated to express their feelings.
- The interaction should be focused mainly among students one by one. In case of Problem, invigilator should guide.

1.13.4 Social System

This model is highly structured and the instructor paces the students through the Relaxation activities. The atmosphere is positive, friendly and open, the pace is relaxed and slow and the tone is soft.

1.13.5 Principle of Reaction

The instructors main Response is to note the students nonverbal cues, such as, breathing movement, squirming, and adjust his or her comments accordingly, remediating an instruction if necessary or reinforcing students with praise if they achieve a high state of Relaxation. The instructor must also slow and relax his or her voice to keep pace with the students state of being.

1.13.6 Support System

No special material of Physical support is required for this model. It is helpful if the environment is large enough for the students to relax; however, their individual chairs will be sufficient. The best asset in carrying out this model
is the Ability to speak in a soft, slow, mellow tone of voice. Comfortable sitting is a big help.

1.14.0 RATIONALE

Our education system is Examination oriented. Expectation of everyone is very high Achievement. Students suffer very much from pressure of their parents and society. Due to this there are Anxious moments. In this competitive age, everybody tries for good Performance, which leads to Mental as well as Physical Stress. Examination Stress and Anxiety are common Problems among most of the students. It interferes with learning and Performance in Examination. This is more so during annual Examination. For this reason, the Achievement couldn’t touch the limit of high expectation. This result in wide difference in the input used and output achieved. In recent years, social commentators have reflected on the increased level of Stress in our society and Physical conditions associated with Stress. According to Sapolsky (1996), Stress causes impairment in the functioning of brain. Because of this increased level of Stress there is a need to learn Relaxation therapies so as to Cope up with Stressful Situations. Once Stress is managed then it may improve the Performance of the person in all walks of life including Examination.

Fear, worry and Tension are the natural fall-outs of Stress in students. Hence, researchers, like, Paul and Shennon (1966), Taylor (1971), Lazarus and Serber (1968), Jacobson (1938), Tsai (1933), Jainowak (1993) and Tate (1994) were advocating their theories for and against “Desensitization” as a possible answer to counter Stress amongst students. Among the behavioral Techniques that have been used to help people control their Physiological Responses to Stressful Situations are Biofeedback, Relaxation Training, Meditation and Aerobic exercise, yoga, Imagery etc (Eysenck, et al., 1975).

The Treatment of Behaviour disorders by Techniques derived from learning theory has been receiving increased attention in current psychological literature (Eysenck, 1960, Grossbing, 1964, Wolyze, Salter and Reyna, 1964).

Various researches show that different Relaxation Techniques are effective in reducing Stress, Anxiety, Hyperactivity and Inattentiveness and enhance Self-esteem, Self-awareness and Self-actualization. Jacobsons (1938), Tsai (1993), Janowiak (1993) and Tate (1994) found lower levels of Stress when treated through progressive muscle Relaxation, Relaxation Techniques, Meditation Practice and Mindfulness Meditation respectively.

Paul and Shannon (1966) and Taylor (1971) reported that Desensitization was ineffective.

Relaxation exercises, such as, Music (Fagen, 1982; Gross and Swart, 1982; Colwell, 1994; Adam and Blancy, 1995; Byrnes, 1996; Iakovides et al., 2004; Voss et al., 2005; Kim & Koh, 2005; Knight and Rickard, 2001); Relaxation Treatment (Cohan, 1994; Wendy, 1996); Biofeedback (Carter and Russell, 1980; Hughes and Davis, 1980; Omizo, Loffredo & Hammett, 1982); Yoga (Diskin, 1977; Hopkins and Hopkins, 1976; Seiler and Renshow, 1978); Guided Imagery (Hammer, 1996); and Massage Therapy (Field, et al., 1997; Kim et al., 2001) were used as Treatment. These studies advocated for the effectiveness of Relaxation Therapies in reducing Phobia, Anxiety (Test Anxiety, Social Anxiety, State and Trait Anxiety), Insecurity, Fear, Stuttering, Stress, Tension, Blood Pressure, Depression, Mood, Nausea, Pain, Arthritis etc. and enhancing Positive Psychological resources.

Relaxation Therapies, such as, Rehearsal Desensitization (Lazarus, 1971); Imagery (Mannix, 1998); Cognitive Behavioural Therapy (Moorey, et al. 1994); Meditation / Mindfulness Meditation Based Self Reduction Programme (Otis, 1973; Hjelle, 1974; Benson and Klipper, 1976; Keefe, 1976; Kirtane, 198; Alexander and Marks, 1982; Jedrczak, et al.; 1985; Kember, 1985; Nidich and Nidich, 1988; Dixon, 1989; Kabat-Zinn, 1992); Hypnosis (Gruzelier, et al., 2001); Yoga (Datey, et al., 1969; Kochen and Pratap, 1971; Nidich, et al., 1986; Subramaniam, et al., 1986; Murthy and Venkatesh, 1987) were found effective in improving the overall Health of subjects.

Cognitive Behaviour Modification (Jacobson, 1938; Baer, 1992) and Music (Mathur, 1989; Winter et al., 1994; and Stratton and Annette, 1997) also were found effective in improving the overall Health of subjects.

From the above mentioned researches it can be observed that most of the studies have been conducted abroad and a very few researches in this area have
been conducted in India. From available therapies, Moving Focus Relaxation (which include, Progressive Muscle Relaxation and Deep Muscle Relaxation) has not been experimented very much in India. Also, various Relaxation therapies were tried out at different levels. The dependent variables considered by different researchers were Stress, Anxiety, Tension, Cancer, Blood Pressure, Frustration, etc. It is evident that there are still large numbers of variables, which need to be studied in the context of Relaxation therapies. Further, the studies are so diverse in respect of Sample, Design, Treatment, Analysis and areas that no generalization can be made.

In Indian context, Sharma (2004) studied the effect of Stress Reduction Model on Stress and found that it significantly reduced Stress amongst students. This study is not enough to generalize. There is a need to undertake researches using different Relaxation Therapies. Moreover, most of the studies on Stress have focused on clinical sample or patients. The findings so obtained may or may not be applicable to general population. So, it was thought to take up Stress Reduction Model as a treatment.

Keep in view the paucity of researches related to Stress Reduction Model the present study was planned to find out the potentiality of Stress Reduction Model for managing Examination Stress, Anxiety, Self-confidence and Tension of secondary students.

1.15.0 STATEMENT OF PROBLEM

The Problem was worded as given below:

Comparison of Stress Reduction Model and Traditional Method on the basis of Examination Stress, Anxiety, Tension and Self-confidence of High School students of Sultanpur District of Uttar Pradesh

1.16.0 OBJECTIVES

The following were the objectives of the study.

1. To compare adjusted mean scores of Examination Stress of Stress Reduction Model and Traditional Method Groups by considering Pre- Examination Stress as covariate.

2. To compare adjusted mean scores of Anxiety of Stress Reduction Model and Traditional Method Groups by considering Pre-Anxiety as covariate.
3. To compare adjusted mean scores of Tension of Stress Reduction Model and Traditional Method Groups by considering Pre-Tension as covariate.

4. To compare adjusted mean scores of Self-Confidence of Stress Reduction Model and Traditional Method Groups by considering Pre-Self-Confidence as covariate.

5. To study the effect of Treatment, Sex, Intelligence and their various interactions on Examination Stress by considering Pre-Examination Stress as covariate.

6. To study the effect of Treatment, Sex, Intelligence and their various interactions on Anxiety by considering Pre-Anxiety as covariate.

7. To study the effect of Treatment, Sex, Intelligence and their various interactions on Tension by considering Pre-Tension as covariate.

8. To study the effect of Treatment, Sex, Intelligence and their various interactions on Self-Confidence by considering Pre-Self-Confidence as covariate.

9. To study the effect of Treatment, Management of School, Intelligence and their various interactions on Examination Stress by considering Pre-Examination Stress as covariate.

10. To study the effect of Treatment, Management of School, Intelligence and their various interactions on Anxiety by considering Pre-Anxiety as covariate.

11. To study the effect of Treatment, Management of School, Intelligence and their various interactions on Tension by considering Pre-Tension as covariate.

12. To study the effect of Treatment, Management of School, Intelligence and their various interactions on Self-Confidence by considering Pre-Self-Confidence as covariate.

13. To study the effect of Treatment, Board of School, Intelligence and their various interactions on Examination Stress by considering Pre-Examination Stress as covariate.

14. To study the effect of Treatment, Board of School, Intelligence and their various interactions on Anxiety by considering Pre-Anxiety as covariate.

15. To study the effect of Treatment, Board of School, Intelligence and their various interactions on Tension by considering Pre-Tension as covariate.
16. To study the effect of Treatment, Board of School, Intelligence and their various interactions on Self-Confidence by considering Pre-Self-Confidence as covariate.

17. To study the effect of Treatment, Sex, Residential Background and their various interactions on Examination Stress by considering Pre-Examination Stress as covariate.

18. To study the effect of Treatment, Sex, Residential Background and their various interactions on Anxiety by taking Pre-Anxiety as covariate.

19. To study the effect of Treatment, Sex, Residential Background and their various interactions on Tension by considering Pre-Tension as covariate.

20. To study the effect of Treatment, Sex, Residential Background and their various interactions on Self-Confidence by considering Pre-Self-Confidence as covariate.

21. To study the effect of Treatment, Sex, Adjustment and their various interactions on Examination Stress by considering Pre-Examination Stress as covariate.

22. To study the effect of Treatment, Sex, Adjustment and their various interactions on Anxiety by considering Pre-Anxiety as covariate.

23. To study the effect of Treatment, Sex, Adjustment and their various interactions on Tension by considering Pre-Tension as covariate.

24. To study the effect of Treatment, Sex, Adjustment and their various interactions on Self-Confidence by considering Pre-Self-Confidence as covariate.

25. To study the effect of Treatment, Sex, Management of School and their various interactions on Examination Stress by considering Pre-Examination Stress as covariate.

26. To study the effect of Treatment, Sex, Management of School and their various interactions on Anxiety by considering Pre-Anxiety as covariate.

27. To study the effect of Treatment, Sex, Management of School and their various interactions on Tension by considering Pre-Tension as covariate.

28. To study the effect of Treatment, Sex, Management of School and their various interactions on Self-Confidence by considering Pre-Self-Confidence as covariate.

29. To study the change in Reaction towards Stress Reduction Model of Experimental Group.
1.17.0. HYPOTHESES

The following were the hypotheses:

1. There is no significant difference between adjusted mean scores of Examination Stress of Stress Reduction Model and Traditional Method Groups by considering Pre-Examination Stress as covariate.

2. There is no significant difference between adjusted mean scores of Anxiety of Stress Reduction Model and Traditional Method Groups by considering Pre-Anxiety as covariate.

3. There is no significant difference between adjusted mean scores of Tension of Stress Reduction Model and Traditional Method Groups by considering Pre-Tension as covariate.

4. There is no significant difference between adjusted mean scores of Self-Confidence of Stress Reduction Model and Traditional Method Groups by considering Pre-Self-Confidence as covariate.

5. There is no significant effect of Treatment, Sex, Intelligence and their various interactions on Examination Stress by considering Pre-Examination Stress as covariate.

6. There is no significant effect of Treatment, Sex, Intelligence and their various interactions on Anxiety by considering Pre-Anxiety as covariate.

7. There is no significant effect of Treatment, Sex, Intelligence and their various interactions on Tension by considering Pre-Tension as covariate.

8. There is no significant effect of Treatment, Sex, Intelligence and their various interactions on Self-Confidence by considering Pre-Self-Confidence as covariate.

9. There is no significant effect of Treatment, Management of School, Intelligence and their various interactions on Examination Stress by considering Pre-Examination Stress as covariate.

10. There is no significant effect of Treatment, Management of School, Intelligence and their various interactions on Anxiety by considering Pre-Anxiety, as covariate.

11. There is no significant effect of Treatment, Management of School, Intelligence and their various interactions on Tension by considering Pre-Tension as covariate.
12. There is no significant effect of Treatment, Management of School, Intelligence and their various interactions on Self-Confidence by considering Pre-Self-Confidence as covariate.

13. There is no significant effect of Treatment, Board of School, Intelligence and their various interactions on Examination Stress by considering Pre-Examination Stress as covariate.

14. There is no significant effect of Treatment, Board of School, Intelligence, and their various interactions on Anxiety by considering Pre-Anxiety as covariate.

15. There is no significant effect of Treatment, Board of School, Intelligence and their various interactions on Tension by considering Pre-Tension as covariate.

16. There is no significant effect of Treatment, Board of School, Intelligence and their various interactions on Self-Confidence by considering Pre-Self-Confidence as covariate.

17. There is no significant effect of Treatment, Sex, Residential Background and their various interactions on Examination Stress by considering Pre-Examination Stress as covariate.

18. There is no significant effect of Treatment, Sex, Residential Background and their various interactions on Anxiety by considering Pre-Anxiety as covariate.

19. There is no significant effect of Treatment, Sex, Residential Background and their various interactions on Tension by considering Pre-Tension as covariate.

20. There is no significant effect of Treatment, Sex, Residential Background and their various interactions on Self-Confidence by considering Pre-Self-Confidence as covariate.

21. There is no significant effect of Treatment, Sex, Adjustment and their various interactions on Examination Stress by considering Pre-Examination Stress as covariate.

22. There is no significant effect of Treatment, Sex, Adjustment and their various interactions on Anxiety by considering Pre-Anxiety as covariate.

23. There is no significant effect of Treatment, Sex, Adjustment and their various interactions on Tension by considering Pre-Tension as covariate.
24. There is no significant effect of Treatment, Sex, Adjustment and their various interactions on Self-Confidence by considering Pre- Self-Confidence as covariate.

25. There is no significant effect of Treatment, Sex, Management of School and their various interactions on Examination Stress by considering Pre-Examination Stress as covariate.

26. There is no significant effect of Treatment, Sex, Management of School and their various interactions on Anxiety by considering Pre-Anxiety as covariate.

27. There is no significant effect of Treatment, Sex, Management of School and their various interactions on Tension by considering Pre- Tension as covariate.

28. There is no significant effect of Treatment, Sex, Management of School and their various interactions on Self-Confidence by considering Pre-Self-Confidence as covariate.

29. There is no significant change in Reaction towards Stress Reduction Model of Experimental Group.

1.18.0 DELIMITATIONS

While conducting the study some of the specific restrictions with respect to sample, duration, variables etc. were made. Thus, the delimitations were:

1. The study was confined to class X students.

2. The Treatment continued for three months before the Board Examination at the rate of 35 min per day.

3. The sample was taken from Sultanpur City.