



CHAPTER – IV

Review of Literature

CHAPTER IV:

REVIEW OF LITERATURE

"Many nuclear families have become poorer, lonelier, more miserable and over worked as a result of breakaway" – The Hindu 2007

"Marital Problems of parents can cause a host of problems of children, especially if they are exposed to daily squabbles, physical violence, argumentative behaviour and cold wars"
Dr. Harish Shetty, Sunday Times April 2007.

Introduction

Any scientific investigation starts with review of literature. The review of literature has much significance such as identifying variables relevant for research avoidance of repetition, synthesis of prior work and determining leashing and relationship among variables. For a through and in depth understanding of stress amongst student achievers the view point of different reséarchers need to be understood.

In order to make presentation more comprehensive the chapter has been divided into the following three heads:-

- **Theoretical Orientation**

1. Stress as a concept
2. Adolescence - a period of stress and strain
3. Importance of IXth grade and achievement orientation stress.
4. Stressors
5. Impact of stress and concept of school mental health.

- **Studies done earlier include Research from books and journals.**

1. Studies done abroad
2. Studies done in India

Stress and Modern Society

Stress is part and parcel of change. Change in our lives means variety. Change inevitably brings challenges, demands and possible threats. We can all succeed in living a happier, healthier and more successful life, whatever our current state, if we learn how to handle these demands, challenges and threats more effectively. To do this we must firstly learn how our bodies respond to stress. We must be able to identify the potential sources of stress. we should aware of the influence of stress. Finally we should consciously developed healthy coping mechanism to balance.

Stress can be defined as a state we experience when there is a mismatch perceived ability to cope. It is the balance between perceived demands and perceived ability to cope.

Stress: Concept and definition.

Stress is particular relationship between the persons and the environment that is appraised by the person as taxing or exceeding his/her resources and endangering his/her well – being (Lazarus and Folk man – 1984)

Conventional treatment of the definitional issues surrounding the stress concept usually divided the various definitions into three categories: -

- Stimulus based definitions
- Response based definitions
- Interactional definitions

Stimulus based definitions

Stimulus based definitions of stress identify it as an aspect of the environment (A stimulus) which causes a strain reaction, to the individual 3D to the stressful stimulus.

Response based definition

This type of definition is identified with the engineering approach in ice to its counter part in physics and engineering relates to the elasticity offices based definition of stress.

Interactional based definition

In 1950 Hans Selye had revised his definition and the term stress was defined as the reaction of the organism to a given stimulus. The stimulus was called stressor.

Some common causes are

- **Family issues**
- **Social causes**
- **Economic causes**
- **Physical causes**
- **Personality of Individual**

- **Biological factors**

Stressors can be divided into three broad categories:

- **Frustrations** - Frustrations are obstacles that prevent you from meeting your needs or achieving personal goals. They can be external—such as discrimination, an unsatisfying job, divorce, or the death of a loved one — or internal. Examples of internal frustrations include physical handicaps, the lack of a desired ability or trait, and other real or perceived personal limitations.
- **Conflicts** - Stressors involving two or more incompatible needs or goals are known as conflicts. For example, a working mother might feel torn over a job offer that would advance her career, but take time away from her family. Sometimes the conflict involves a choice between two desirable options, such as deciding between two acceptance offers from equally appealing colleges. At other times, the decision involves disagreeable alternatives.
- **Pressures** - Stress can stem from the expectations of others or the demands you place on yourself. You may feel pressure to get good grades in order to please your parents or get into a good school. Or you may feel pressure to excel at work, make a difference in your community, or be the perfect mother.

Adolescents and stress

Often parents, teachers and adults view the world of adolescents as happy, carefree a unique make-believe world.

In the 21st century rather millennium growing up can be a difficult/trying experience for adolescents, irrespective of gender and habitat.

Adolescent age

Adolescent age is a transition phase combined with rapid biological and physiological changes. This obviously leads to emotional and adjustment problems rooted in insecurity, identity crisis and value conflict.

Selection of career, future prospects, choosing the right spouse and friends and many more crucial decisions weigh hard on them. The issues can be worsened and magnified into crisis, by negative intervention from family and society.

Rising adolescent problems and crisis :

(According to Indian Psychiatric Association Report 2007)

- Forty percent child and adolescent have mental health problem,
Fifteen percent have severe problems
- Conspicuous rise in juvenile delinquency 6%.
- Incidence of suicide 4.5%.
- Obsession-compulsion neurosis 4%.
- Outside India, a higher level of adolescent distress is reported.
- Student's indiscipline and rampage 3.5%.
- Student addiction 3%.

Why Is Ninth grade So Critical?

Research and common sense demonstrate that ninth graders face greater peer pressure, a sense of anonymity, and more academic challenges than they did in middle school. Common responses for ninth grade students who poorly adapt include failing classes, poor attendance, and sub average grades. "When the going gets tough, these students feel like failures and in turn get bogged down by stress-anxiety. Many lack the resiliency skills necessary to bounce back, so they drop out", or become the victim of anti-social/ a- social behavior e.g. sexual abuse, rape,

resorting to addiction/ delinquency like theft, discipline disorder in class and rebelling at home/ telling lies its.

What is achievement?

It is the acquired skill or ability and knowledge content, gathered over a period of time e.g. scholastic performance. Achievement can be measured and / or overtly observed. It is based on individual perception and motivation, the criteria and priority set-forth by the individual like status money learning and so on.

Co-relation between achievement and stress in adolescent:

Stress and achievement has a curvilinear relation.

A person under stress needs to fight stress in order to survive Adolescents, whose minds are full of apprehensions are not free to use their energy and ability (potentials) in achieving. They have there fore, to spend major part of their energy, in nullifying the effects of stress over their mind. There is a constant dilemma amongst student achievers, in terms of goals to reach causing stress that further vitiates the performance.

Hence, many intelligent children under mental stress give poor academic performance. Stressful life circumstances may influence school adjustment in many ways. Educational implications of stress can be manifested in diverse ways.

School Mental Health and Concept of Stress wise

‘School Mental Health, in recent has taken a much broader meaning, with an increasing emphasis on the host of possibilities that schools provide to social workers, clinicians, teachers, parents and community for a collaborative effort to bring about student well-being. Among the most thoroughly investigated stress buffering variables are locus of control and social support.

REVIEW OF PREVIOUS STUDIES

The researcher has referred to approximately 50 to 55 previous studies that focus on school as an arena for overt manifestation of stress, transition of early adolescence and school problem, stress and achievement, family and stress, economic condition and stress and social support, locus of control as mediators of stress.

SCHOOL AS AN ARENA OF STRESS AND EARLY ADOLESCENT STRESS

- (1) Michael J. Fimian, Appalachian State University, 2005, Stress and Burnout among Preadolescent and Early Adolescent Gifted Students: A Preliminary.**

Classroom stress and burnout experienced by 121 preadolescent and early adolescent gifted students were assessed in combination with seven background, five personal, three general anxiety and stress, and two organizational variables. The student's age, sex, birth order, IQ, and achievement level bore little relationship to either stress or burnout. Poor self esteem, externalized locus of control, high level of state and trait anxiety, poor school life quality, and tedium were significant predictors of classroom stress. These, plus classroom stress, also predicted classroom burnout. Low self esteem levels, poor behavioural / academic self esteem, creative personality typology, and state anxiety predicted preadolescent stress, while poor self esteem, state and trait anxiety, and poor school life quality predicated early adolescent stress. An externalized locus of control, trait anxiety, poor school life quality and student stress predicted preadolescent burnout, while poor self esteem, poor school life quality, classroom tedium, and student stress predicated early adolescent burnout.

Such children inspite of being gifted performed poor academically and were often victims of substance abuse and / or illicit sexual entanglement.

**(2) Diane M. Licitra – Kleckler, Northern Illinois University, 2004,
“Perceived Social Support Among High Stress Adolescents.**

A total of 615 students from the 9th and 10th grade participated in a study investigating the moderating effects of perceived family and peer social support among a group of adolescents experiencing elevated levels of stress. Both internalizing and externalizing symptomatology were examined through the use of self report inventories assessing depression and delinquent behaviours. Adolescents with high perceived family support reported fewer depression and delinquency outcomes. Adolescents with high perceived peer support presented a more complicated pattern, reporting lower levels of depression but inconsistent levels of delinquent behaviours. Additionally, gender of the adolescent emerged as an important individual difference. The complexity of the social support construct and its role as a buffer against psychopathology among adolescents experiencing high levels of stress are discussed.

Girls were more dependent on support from opposite sex while preferred appreciation from the same sex at the IX and X std although at the XI and XIIth Std. the difference in attitude was marginal.

(3) L. Mickey Fenzel, 2004, "Role Strain in Early Adolescence" : A Model for Investigating School Transition Stress

Although research on school transitions is growing, researchers continue to lack adequate models and tools for conceptualizing and assessing school transition stress. The present study uses the theoretical frame work and research on occupational role strain in adulthood as such a model and suggests that early adolescents experience role strain in the exercise of their roles as students. The role strain framework was used to create the Early Adolescent School Role Strain Inventory (EASRSI) to assess school related strains emanating from three settings: school, home, and peer group. This study identifies strains that early adolescents may experience as students and discusses the development of the inventory. Psychometric data presented suggested that the EASRSI is a reliable and valid tool for assessing this strain. Finally, it is suggested that the EASRSI has value for researchers who wish to investigate school related stress and for school personnel who wish to design developmentally appropriate school environments.

EASRSI test have identified 172 students at risk in the eminent high school in San Diego belonging to Std. IX and X manifesting poor academic performance, personality and behaviour problems.

(4) Dr. Khalid S. Al-Gelban, 2003, Depression, anxiety and stress among Saudi Arabia Adolescent school boys.

Dr. Khalid S Al-Gelban, 2003 Department of Family and Community Medicine, College of Medicine, King Khalid University, Saudi Arabia.

Aims: This study reports on research to determine the prevalence rates and severity of depression, anxiety and stress among Saudi Adolescent boys. A cross sectional

study, of secondary school boys at Abha, Asser Region, Saudi Arabia was conducted.

Method : The systematic sampling method was used to select class VI, VII & VIII students in a school. All the students were informed in detail about the study. The Arabic version of Depression, Anxiety and Stress Scale (DASS) was used to establish school boy levels of depression, anxiety and stress.

Results: Results indicated that of 1723 male students recruited to this study, 59.4% had at least one of the three disorders, 40.7% had at least two and 22.6% had all the three disorders. Moreover, more than one third of the participants (38.2%) had depression, while 48.9% had anxiety and 35.5% had stress. Depression, anxiety and stress were strongly, positively, and significantly correlated.

Conclusion: It was concluded that there is an urgent need to pay more attention to the mental health of adolescent secondary school boys in Saudi Arabia. Further studies are needed to explore knowledge and attitude of students, parents and teachers concerning mental health.

(5) Rangaswami, 1999, "Stressful life events and regression in Early Adolescents".

Highlights that, undue pressures and unrealistic life goal in early adolescents, highlights that, undue pressure and inappropriate life style can ruin adolescent phase, which can otherwise, be a memorable period.

Unless detected early and provided due support / guidance students become pro-delinquent and deviants

The early teenage years reflects the development of intellectual capacity, it is reflected through conceptual thinking and deductive reasoning leading to self esteem and confidence. The age of 9th standard student is above fourteen years, when cognitive development is at its peak. Individuals are prone to 'experimentation' exposing them to a panorama of information that may be inaccurate or inadequate.

Being the pre-board hears for public exam, that is decisive apparently, of the candidate's future career, parents, teachers and society end up placing under weightage on the high academic performance, in terms of marks / percentage. This creates a tussle between 'Being' & 'Becoming', causing disproportionate stress that can lead to dysfunction.

(6) Ricardo Ainslie & John Reynold, 1996, "Adolescent School and Development and Adjustment"

School is a significant arena for the experience of stress in adolescence the past decade has seen an increase in interest in school related stress. For some children, the early adolescent years mark the beginning of a downward spiral.

A study (survey) has been conducted on final year high school students in 3 states of North Eastern America to find out the sources making them vulnerable to stress. Five factors have been considered that is, developmental factor, gender related factor, daily stressful events, stress prevailing in significant family members, self perception of competence (of student)

Several factors combine to contribute towards stress

- Apart from effects of major life events, problems are attributed to the small scale day to day hassles.
- Main moderators of stress are locus of control and social support system.
- Adequate moderators influence the coping mechanism and vice versa.

(7) Barker & Gump, 1964, "The relation of changes in school environments to motivational changes during early adolescence.

Work in a variety of areas has documented the impact of classroom and school environmental characteristics on motivation. For example, the high / school / small school literature has demonstrated the motivational advantages of small secondary schools especially for marginal students (Barker & Gump. 1964). Similarly, the teacher efficacy literature had documented the positive student motivational consequences of high teacher efficacy literature has documented the positive student motivational consequences of high teacher efficacy (Ashton 1985). Finally, organizational psychology has demonstrated the importance of participatory work structures on worker motivation (Lawler, 1976). The list of such influences could, of course, go on. The point is that there may be systematic differences between the academic environments in typical elementary schools and those in typical junior high and middle schools. If so, these differences could account for some of the motivational changes seen among early adolescents as they make the transition into junior high school or middle school.

Eccles and Midgley (1989) has further studied the motivational strategies.

Stress increases the likely hood of increased school failure and in turn school drop out.

STRESS AND ACHIEVEMENT

- (1) Kamla – Raj, 2006, High IQ Adolescents Under Stress: Do They Perform Poor in Academics.**

Keywords:

Adolescent, IQ, Psychological Stress, Academic Achievement.

Abstract :

The study was aimed at finding if any relationship exists between psychological stress and academic achievement of high IQ adolescents. Subjects were high IQ adolescents having IQ 110 and above. Bisht Battery of Stress Scales was used to assess the amount of stress on these adolescents. Academic achievement was assessed on the basis of average of marks obtained in last three examinations. Correlation coefficients between stress scores and academic scores were computed. Academic achievement was found to be negatively and significantly correlated with all types of stress except existential stress.

Introduction:

Stress is a part of life. Up to a certain extent stress proves to be accelerating the magnitude and quality of efforts in achieving the desired goal. Students, who find 5-6 hrs. study a really tedious task, can study for 10-12 hrs at a stretch with better concentration during exam days. but the prolonged stress is likely to reduce the efficiency of a person. Adolescence is the age of stress and storm. Rapid body changes and heightened emotionality characterize this stage of human development. And when the adolescents face additional stress in their family

school and social environment, the combined effect of all this psychological distress. Mental stress can adversely affect the promising adolescents.

(2) Dr. Krishnamurthy Nair and T. Prabhakaran, 2006, "Relation Between Social Support Stress, Anxiety and Academic Achievement.

ABSTRACT

This study reports an investigation into sources and levels of stress in relation to locus of control and self esteem in university students. Two stress questionnaires were used to assess students' stress. The results indicated that examination and examination results were the highest causes of stress in students, followed by studying for exams, too much to do and the amount to learn, respectively, results show that 77.6% and 10.4% of students fall into the category of moderate and serious stress respectively, and that were significant differences between male and female students in both academic and life stress. A significant negative co-relation emerged between self esteem and academic and life stress. Life stress and burn out coping behaviour influences teacher behaviour and teaching styles. Stresses emanating from interaction with family members and study environment were also studied in accordance with strain.

Mental Health and Adjustment

Studies on mental health of pupils and teachers are equally important since they affect classroom learning and development to desirable behaviour. There seems to be increasing interest in research in mental health, in early 1970s an isolated study using a clinical comparative approach, reported social maladjustments among the high school students. Adolescents' problems were further studied using more controlled techniques. Attitudes and personality characteristics were compared

with non tribal. High and low achievers have differential adjustment patterns. Pareek (1984) studied that problem behaviour of undergraduate adolescent girls with special reference to self concept, home environment and attitudes towards freedom, but a multiple regression analysis would have resulted in clear cut findings. Psychological correlates of mental health status of undergraduate students in Kerala were analysed. Intelligence and creativity related to undisciplined behaviour. Values have a significant role in mental health and management. membership in a low caste and a large family background lead invariably to more frustration. Intelligence is not a cause of frustration. The effect of academic and anxiety related tension on academic achievement was examined using a correlational approach.

(3) Dr. T. Rangarajan, 2006, "Stress and Academic Performance of Students.

Background:

It is usually observed that medical students undergo tremendous stress during various stages of the MBBS course. There is high rate of suicide among them.

Methods:

To determine incidence of stress and factors controlling stress in medical students at various stages of MBBS course 238 students were asked to complete a questionnaire on personal data. Stress including factors, Zung's depression scale, ways of coping, stress relievers, perceived social support and personality. Statistical data were ANOVA, critical ratio and students, t test.

Results

Majority of medical students perceived stress. Stress was found to be significantly more in 2nd and 3rd year students and more in students having more than 95% marks in 12th board exams. Stress was not found to differ on the basis sex, stay at hostel, medium of study, model of travel everyday, place of school education. Physical factors were found more in 2nd and 3rd year students while emotional factors were found more in 1st year student. Stress was more common in medical students who have dominant strategy of coping as positive reappraisal, accepting responsibility and painful problem solving.

(4) P.K.Kumar,2006 “Child Stress and School Maladjustment”.

A study undertaken by P. Krishna Kumar and M.G. Geeta, 2006 on high school children depict that emotional distress is directly associated with poor psycho social and academic functioning. Children under stress are maladjusted at school.

Up to a certain extent stress proves to be accelerating the magnitude and quality of efforts, in achieving the desired goal. Students who find 5/6 hours study, a tedious task, can study for 10/12 hours at a stretch, with better concentration, during exams. However, the high level, prolonged stress is likely to reduce the efficiency. When adolescents face additional excessive stress in their family, school and social environment, the cumulative or, combined effect of the psychological distress, influence their working ability.

(5) Poonam Malik, 2006, “Adjustment at school and child stress”

A study undertaken by Ms. Poonam Malik and Mr. Shanty Balda Department of Human Development and Family Studies, Haryana, India in 2006 supports the above statement.

Bist Battery scales is used to access the amount of stress, while academic achievement is assessed on the basis of marks obtained in the last three exams. Academic achievement is found to be negatively co-related with all types of stress except existential stress. Academic co-related with all types of stress except existential stress. Academic stress, achievement stress, family and socio – economic stress, institutional and vocational stress is negatively correlated with academic achievement. Financial stress is followed by institutional stress (specially family and school), while vocational stress is followed by achievement stress.

Stressors vary in influencing extent of stress and their exist a curvilinear relation between stress and achievement.

A study undertaken by Ms. Poonam Malik, 2005 on 120 high IQ adolescents, between the age of 15-17 years, indicates that mental stress adversely affects academic performance of promising candidate. This is more observable amongst middle class family.

(6) Eddy H. De Bruyna, 2005, “Role Strain, Engagement and Academic Achievement in early adolescence”

The present study is designed to investigate the relationship between (role strains transition to secondary school and academic achievement. Academic engagement is hypothesized to mediate between role, strain and academic achievement. The

sample consist of 749 students in the 1st year of secondary school, 4 types of role strains are investigated: parent, teacher, school and peer, parent and teacher. Role strains appear to be negatively associated with academic achievement. Results are discussed in the light of parenting practices and the developmental mismatch hypothesis.

Conclusion

Stressful life experience as well as acute or chronic periods of depression may interrupt the normative progression of developmental milestones given the prominent role that schools play in.

(7) Stephen Covey, 2002, Being and Becoming and Stress.

Covey explains that most often, the mediocre are confronted with guilt, frustration and conflict, causing stress. This is because he fails to notice what he has and what he needs to change making him directionless, void of inner zest or motivation.

(8) Gaur CB: Murthy A, Nalhawat SS, 2001, "Intelligence and scholastic achievement as determinants of stress and adjustment in adolescent male and female students.

The study was carried out to examine the influence of intelligence and scholastic achievement on stress and adjustment in male and female adolescent students A sample of 240 school going teenagers (13 to 15 years age) was selected. Of these 135 were boys and 105 were gins. They were administered Raven's, SPM, Adjustment and Stress Questionnaire, Results disclosed that boys were found to have lesser stress as against girls. Furthermore adolescents high on intelligence and achievement had also disclosed significantly lesser stress and high level of

adjustment than low intelligent and low achievers interaction of gender and intelligence as well as intelligence and achievement did influence either stress or adjustment in an expected manner.

(9) Muris P. Meester, 2000, The Curvilinear Relation Between Achievement and Stress.

Murris P. Meester describes in The Child – Adolescent Psychiatric Conference, 2000: A student as a learner or trainer, possessing varied motivation, inspiration, aspiration.

According to him an achiever engineers to reach, attain fulfillment by efforts and manages to accomplish the target successfully. A lot depends on the perspective and attitude of the student towards academics that can be viewed as knowledgeable or impractical. In other words achievers need to possess realistic self concept apart from the goal clarity and appropriate awareness about the ecological resources, as against the restraints.

(10) Yorkers Dodson Study, 1998 – 2000, “Emotional arousal and performance”.

The study emphasizes the relation between emotional arousal, tension as against performance. Stress and anxiety increases performance to bring about optimal competence, beyond which, efficiency decreases, only to aggravate frustration and demodulation.

(11) Audrey M. Borth, 1997, Family, Financial Stress, Parental Support and Young Adolescents Academic Achievement, Stress and Depressive Symptoms.

This study investigated the relationship among family financial stress parents' emotional affective support for their children and academic achievement and depressive symptoms in 105 sixth, seventh and eighth graders from farm and non farm families. ANOVA results indicated that parents from farm families reported higher level of family financial stress and of depression than parents from non farm families. While multiple regression analyses did not reveal a relationship between family financial stress and maternal or paternal levels of emotional affective support for their adolescent children or between family financial stress and the adolescents' academic performance they did show that family financial stress as reported by parents was strongly related to adolescents' reports of depressive symptoms.

Motivation for achievement has been less well studied as a moderator of stress than the variables of locus of control and social support. However achievement orientation has received considerable attention in the research literature as trait that interacts with other variables to influence achievement behaviors, attributions and outcomes. Burger (1992) demonstrated a link between motivation for achievement and attributions regarding success and failures. He found that those with internal stability could adjust better, having less stress. Stress is the outcome of several other variables that probably moulds the personality of an individual.

Parents from farm families reported higher financial stress and depression. As reported by parents family financial stress is strongly related adolescent depression symptoms.

Financial stress serves as push factor leading to achievement oriented stress. Achievement orientation that is unrealistic caused frustration.

(12) Felner and Dubois, 1992, Dilemma of students achievers.

Bell (1995), Dubois and Felner (1992) and Ganeshan (1995), have found that, stress makes significant contribution in poor school performance of adolescent students and adjustment problem, due to reactive behaviour. This is more common among class family. 'Academic achievement is negatively and significantly co-related with stress'.

Negative relationship between academic achievement and psychological stress is also reported by Ford (1993) Moore (1997) and Alatorre Los Reyer (1999). The vicious phenomena is cyclic.

GENDER DIFFERENCE AND BIOLOGICAL FACTORS AND STRESS

- (1) **Helene Borke, 2007, Journal of School Social Work, University of Newcastle, United Kingdom.**

Abstract

This paper presents the study of possible relationships between school life and absenteeism of 254 students of 5th and 6th grade from 19 classes primary schools. The analysis indicates a strong link between student perception of the quality of their student life and absenteeism. Where student feels less stress they are absent less often than students who are more stressed. Female students are more likely to be absent than males. Implications of these results are then discussed including the apparent importance of positive peer relationship and an exciting and enjoyable curriculum in ensuring students a high quality of school life. The need for the provision of support services to students having a high level of dissatisfaction with their school life is also highlighted.

Findings

- Student teacher interpersonal relationship—peers, teachers, social interactions.
- Student variables such as gender, age and year of schooling have also been found to affect students' reactions to school related stresses and performance.

(2) Amos Handel, Richard A. Rehbire, 2007, "Occurrence of depression and Gender"

Background :

The possible causes of greater depression among adolescent girls are investigated by examining variation in the influence of genetic and environmental risk factors among 182 pre-pubertal female, 237 pre-pubertal males, 314 pubertal females and 171 pubertal male twin pairs from Virginia twin study of adolescent behavioural development.

Objectives:-

To compare the trajectory of depressive symptoms among boys and girls childhood to adolescence to analyze the role of genetic, shared and unique environmental factors in depression among pre-pubertal and pubertal male and female twins and to investigate a possible link between liability to depression and index of child's environment : past year life events.

Methods:-

Child reported depression is assessed using the child and adolescent psychiatric interview and ratings of past year life events and pubertal status is obtained by maternal questionnaire and interview respectively.

Results:-

The impact of life events on depression is particularly evident in adolescent girls. The results from model fitting indicate increased heritability for depression in this group and its long term consistency is mediated primarily by latent genetic factors. Model fitting also shows that at least part of liability to depression and to life events

can be linked to a common set of genes in adolescent girls, and there is a notable developmental increase in genetic variance for life events.

Conclusion:-

There is greater heritability for depression in pubertal girls in genetic meditation over time and the increase in genetic variance for life events may be one possible explanation for the emergence of increased depression among pubertal girls and its persistence through adolescents.

(3) J.A. Arroyo, 2003, "Gender Difference and Stress"

**Facultad de Psicología, Universidad de La Laguna, Campus de Guajara,
38205 La Laguna, Tenerife, Spain**

Abstract

This study examines gender differences in stress and coping in a sample of 2816 people (1566 women and 1250 men) between 18 and 65 years old, with different sociodemographic characteristics. The results of MANCOVA, after adjusting for sociodemographic variables, indicated that the women scored significantly higher than the men in chronic stress and minor daily stressors. Although there was no difference in the number of life events experienced in the previous two years, the women rated their life events as more negative and less controllable than the men. Furthermore, we found gender differences in 14 of the 31 items listed, with the women listing family and health-related events more frequently than the men, whereas the men listed relationship, finance and work-related events. The women scored significantly higher than the men on the emotional and avoidance coping styles and lower on rational and detachment coping. The men were found to have more emotional inhibition than the women. And the women scored significantly

higher than the men on somatic symptoms and psychological distress. Although the effect sizes are low, the results of this study suggest that women suffer more stress than men and their coping style is more emotion-focused than that of men.

(5) Stattin and Magnusson, 1990, "Impact of Early Maturation on Female Adolescent".

National Seminar on Adolescent Issues and Biological Changes Associated with Puberty, Department of Medicine, University of Illinois.

Stattin and Magnusson (1990) traced the long term consequences of early maturation in females: The early maturing girls obtained less education and married earlier than their later maturing peers despite the lack of any differences in achievement levels prior to the onset of puberty. The researchers attributed this difference to the early maturing factors and biological changes associated with puberty in girls.

The study has several limitations. The small sample size and purposive sampling strategy limit the generalisability of the study.

Conclusion

Hormonal links to behaviour are complex and bio-psychosocial frameworks clearly provide the best representation of the process.

CONTRIBUTION OF FAMILY, PARENTING STYLE, FATHER'S ROLE, FAMILY CONFLICTS, CASTE AND CLASS.

- (1) Dr. Suresh Pillai and Lata Pillai, 2007, "Clinical Features and co-morbid disorders in depressed child and family.**

Abstract

The aim of this retrospective study was to evaluate the risk factors, clinical and co-morbid disorders in children below the age of 14 years. The diagnosis of depressive disorder was based on DSMIV diagnostic criteria for Major Depressive Disorder, Single episode. The clinical features included diminished interest in play and activities, excessive tiredness, low self esteem, problems with concentration, multiple somatic complaints, behaviour symptoms like anger and depression, recent deterioration in school performance and suicidal behaviour.

Epidemiological Studies:

There is wide variation in the prevalence of depression among children attending the child psychiatry out patients clinics in Delhi were found to have depression while out patient clinic based studies from outside India reported a much higher prevalence of 35%. Depressive disorders in children are often associated with poor psychological and academic functioning, increased risk of bipolar disorder, substance abuse and suicide. Hence it is important to identify and treat depressive symptoms in children at the earliest.

Results:

There were 45 children with depressive disorder, who satisfied the inclusion criteria, during the study period. There were 26 (56%) boys and 26 (58%) children

and 19 (42%) in 11-12 year age group, 15 in 8-10 age and 4 children below 8 years. The youngest was a 6 year old girl who had lost her father during infancy and who was staying away from her mother in an orphanage. The other group consisted of 52 boys and 32 girls in the 6-12 year age. Stress, either at school or in the family was present in 73% of children with depressive disorder. 18% of them had both stress at school and within the family. The depressive symptoms were mild in 8 cases and moderate in 25 cases. Severe depressive episode occurred in 12 children.

Conclusion

Early childhood family interaction causing severe emotional deprivation had cumulative impact on children.

Children with recent deterioration in school performance multiple somatic complaints and behaviour symptoms like irrational, isolation withdrawal and aggression should be evaluated for depressive disorder.

Suicidal ideation and suicidal attempt may be a manifestation of depressive disorder in children.

(3) Robert Hogan, 2007, "Parenting Styles and Parental Involvement: Academic Achievement"

Journal of Psychology

The study has considered the effects of the parent adolescent dyad on academic outcomes, have overwhelmingly conceptualized the quality of the parenting styles, such as authoritative, authoritarian, permissive, and indulgent (e.g., Bean, Bush, McKenry, & Wilson, 2003, Dorbbusch, Ritter, & Leiderman, 1987).

Parenting styles are typically defined along three dimensions: behavioral control (e.g., monitoring), psychological control (e.g., intrusiveness, demandingness), and parental support (e.g., warmth, acceptance, responsiveness) (Baumrind, 1966, Bean, et. al., 2003).

Parental involvement is also a commonly assessed measure of parental influence.

The present study examines whether adolescent report, parent report, or the combined average of the two are more highly correlated with adolescent academic achievement.

To assess academic skill, including homework, the present study has the Homework Problems Checklist (e.g., "complains about homework...fails to bring home materials) as reported by parents and the broader measure of academic skill (the Diagnosis Checklist of School Success, DCSS). The DCSS has four sections: homework, organisation, test preparation and test taking and reading comprehension.

Conclusion:

While parental involvement and interest functions as positive factor, over protection and imposition by parents has negative impact.

Parental anxiety has direct impact on the adolescents attitude behaviour and performance.

(4) Aaron T. Ebata and Rudolf H Moos, 2007, "Coping and adjustment in distressed and healthy adolescents and family"

The way in which adolescents respond to stressors may be an important predictor of how successfully they adapt to the challenges of the teen years. In this article we have examined coping response in four groups of youth (healthy controls, adolescents with rheumatic disease, adolescents with conduct problems and depressed adolescents) using eight narrow band scales organized into broader band domains of approach and avoidance coping. We have examined the association between coping responses and individual differences in adjustments. Adolescents in the four groups do not differ in their use of approach coping, however, depressed adolescents and adolescents with conduct disorders use more avoidance coping than rheumatic disease and healthy adolescents. Overall, adolescents who use more approach and less avoidance coping are better adjusted. The results suggest that efforts to change, manage or positively re-appraise a problematic situation actively, are important for good long term adjustment. Adolescents who engage in more avoidance coping may be at greater risk for poorer adjustment to subsequent life stressors and crisis.

Adolescent with high perceived family support report fewer depression and delinquency outcomes. The complexity of social support construct have great impact on adolescent.

(5) Charles F. Halversion, 2006, "Perceived student stress in the high school anxiety, achievement factors, peer pressure, adolescence, authority figures at home.

The purpose of the study is to survey 9th and 10th students regarding the amount of emotional stress they report experiencing as a result of 27 school situations dealing with adult relationships peer relationships and achievement. (e.g. talking to teachers about personal problems / giving an oral report in class). The difference between the sexes, ability groupings and grade levels of middle school student are examined. The student stress survey is administered to 2146 students in five different middle schools located in three different states (New Hampshire, Massachusetts, and Rhode Island). An analysis of variance is used to deterring the main effects and interactions of gender, authority and grade level on the total stress score and on the score of peer achievement. Stress score of the boys are less. Other significant scores show that students rated low level on stress, score higher on the achievement score than those rated for higher levels. Average students react to authority, figures and low level students experience achievement anxiety. A significant finding is that students have voluntarily reported in unidirectional informal interview that parents and teachers, join hands in imposing authority and high standards.

Conclusion:

Parenting style as well as parent child relationship and teacher student relationship is accountable in inducing stress, parents and teachers need guidance skills.

- (6) **Clitos Macrides, 2006, "Parental Stimulus for Adolescent Rebellion".
Cyprus University – Conference on Child and Parents.**

Utilizing the responses of 417 college students to questionnaires, self defined adolescent rebellion is correlated with perceived parental marital happiness restrictive permissiveness of child rearing practices, and division of authority.

Adolescent rebellion is found to be the product of a home thought to be patriarchal and unhappy, patriarchal and very restrictive, and patriarchal and very permissive. Whether parents are restrictive or permissive is not as important as the extent of their restrictiveness or permissiveness. A very restrictive home leads to frustration and then to aggression, while a very permissive home leads to frustration, in not knowing what parental expectations are, which then leads to aggression, in search of norms. Frustration aggression theory is used to explain how parental stimulus can produce frustration in an adolescent child which can result in the child's aggression.

Although this is an exploratory study, and it is designed more as an attempt toward hypothesis forming than hypothesis testing, it is motivated by research which has been conducted within the frustration, aggression hypothesis.

Findings

In the sample as a whole, 14% of the males and 21% of the females replied that they did not go through a period of rebellion, 65% of the males and 56% of the females replied that they had experienced slight rebellion and 21% 'tie males and 23% of the females replied that they were very rebellious or "extremely rebellious.

Youths who see their parents' marriage as unhappy rather than happy, are more likely to rebel.

(7) Russel C. Smart, 2005, "An Assessment of Early Adolescent Stress Factors".

Rapid development changes amplify clearly adolescent children's susceptibility to stress. This shows a lack of refined coping skills accompanied by a description of the increase in stress factors affecting young adolescents that contributes to their use of counter productive approaches to stress management. Students of grade 8th and 9th from 13 schools, representing Delaware, Maryland, Kentucky, Missouri, Michigan, Indiana and Arizona, are studied. Early adolescent stress inventory with a five point scale is used.

Findings

Strong social support system enables to develop coping skills.

(8) Ernst L. Moerk, 2001, "Fathering Adolescent, ways to Strengthen Relationships.

While there is doubt whether adolescence is as stressful for youth as we once thought, there is considerable evidence that it is a difficult time for parents. Research on life satisfaction showed that the lowest levels of well being were reported by parents of adolescents, especially fathers.

Coupled with the adolescents physical, social, and emotional growth are complementary changes for the parent. Parents must adapt to development concerns that overlap with those of their adolescents.

Some of the reasons given for the difficulties of parenting and adolescent include loss of control over the adolescent and fear for the adolescent's safety due to increased independence. The primary reasons cited for parental stress include the adolescent's push for freedom, failure to follow parental advice, and deviant behaviour.

Fathering an adolescent may feel like losing control over the teen's behaviour. Trying to counter that loss of control by constraining him / her more may drive the teen away. Instead, focus should be on controlling self behaviour and making adjustment in the fathering skills.

Conclusion

- Fathers of adolescents are under stress and in turn is accountable for child's stress.
- Parents need to adapt to the developmental concern of adolescents.

- Fathers get disturbed over the loss of control over child
Understanding companionship and acceptance reassure the adolescent.

There is a vicious circle that causes rift and stress in the father – son dyad.

- (9) **Robert E. McKeown, Carol Z. Garrison, Kirby L. Jackson, Steven P. Cuffe, Cheryl L. Addy, Jennifer L. Waller. 1997, Family Structure and Cohesion, and Depressive Symptoms in adolescents.**

Source : Journal of Research and adolescence, Tokyo, Japan.

Abstract:

This study assesses whether the presence of both natural parents in the home and the level of perceived emotional bonding in the family, as measured by the cohesion component of the family adaptability and cohesion evaluation scales, are independent predictors of depressive symptoms. In cross sectional analysis, cohesion was significantly associated with depressive symptoms family structure and parent education, but there are significant interactions of cohesion with race and gender.

(10) Ruth Wilmanns Lidz M.D. and Theodore Lidz M.D 1987, Family Environment, Quality of Life and Neurotic Patients.

The case histories of a series of 50 patients who had become neurotic prior to the age of 21 were studied to evaluate the nature of their family environment. Twenty had lost a parent by death or separation prior to their 19th birthday. Eighteen patients had been raised in a manner which was clearly bizarre or deleterious according to conventional standards. Only 5 of the 50 patients could be considered to have been raised in homes that seemed reasonably favourable and which contained 2 stable and compatible parents until the patient was 18 years old.

(11) Panda, M., 1983, "The Relationship of Parental Life Style and Intellectual Achievement, responsibility, adjustment and cognitive performance among underprivileged Children", Utkal University, Ph.D.,1983.

The major objectives of the study were (i) to describe the nature of parental life style of underprivileged families (ii) to describe the characteristics of underprivileged children (iii) to study the relationship between parents' life style and the characteristics of their children (iv) to determine the predictive character of parental life style variables for children's cognitive competence and personality and adjustment characteristics (v) to delineate the interrelationships among the various characteristics of parents and (vi) to establish the interrelationship among the various characteristics of children. The sample consisted of 200 families categorized as underprivileged homes on the basis of their income and memberships in lower social classes. They had at least one school going child who was studying either in class VIII or IX. Sixty classroom teachers, 71 boys and 24 girls reading in class VIII and 65 boys and 40 girls reading in class IX formed the

sample of respondents. Each parent was interviewed individually with the parental life style questionnaire developed by the investigator. The children were administered tools like the Crandall et.al. (1965). Intellectual Achievement Responsibility Questionnaire, Piers and Harris's (1952), and a school achievement test. The teachers were administered a rating scale to judge students' personality. Mean, SD, and ANOVA were used for analysis of data.

(12) Varghese and Sethi, 1974, Family Type and Related Stress in Children.

State Seminar, Department of Psychology, University of Trichur.

286 families from rural and urban habitat were studied. Study suggested that the family type has impact on mental illness and problems of children. Single family creates more stress which in turn may lead to on set of chronic, personality disorder.

The size of family too influences the adolescents as well as the families mutually.

If parents give up their distrustful attitudes, and there high aspirations the children develop capacity to solve there problems successfully.

In joint family parents substitute other adults and serve as moderators. The difference between the rural and urban habitat were insignificant.

(13) Crow & Crow, 1956, "Role of Family in Shaping Behaviour and Personality of Individual Child."

Abstract Finding

The study emphasized on the importance of family adjustments in adolescents lives comment that many of the close family intimacies that are experienced by an adolescent in his home are likely to become much cherished memories for the rest of his life.

The role model and internal locus of control is significant.

The basic values, attitudes, culture, thoughts are adapted from the family by an individual.

The main findings of the study were:

1. Most of the parents in the underprivileged homes were illiterate, engaged in daily wage labour, or unskilled jobs and belonged to nuclear families
2. The parents were fatalistic and had low achievement orientation.
3. They were mostly tradition bound in their style of life.
4. Increased family size was negatively related to children's characteristics.
5. Father's locus of control was negatively related to boys' achievement and responsibility whereas adjustment of girls was negatively related to father's locus of control.
6. There was a significant relationship between parents' income, occupation and education, and parents' expectancy and life style.

7. In general, children's intellectual achievement, relationship, self concept, adjustment, intelligence and achievement were highly correlated.

SOCIO ECONOMIC STATUS, CASTE, FINANCIAL CONDITION AND SOCIAL SUPPORT: ITS IMPACT ON CHILD.

- (1) **Jack O. Balswick, 2006, "Socio Economic Differences in Adolescent Stress: the role of Psychological Resources"**

Abstract:

Lower socio economic status (SES) is associated with greater stress and worse adolescent health, but whether lower SES youth have fewer psychological resources to manage stress is unknown. This study investigated whether psychological resources influenced the association between parent education and perceived stress in SES families.

Methods:

Cross sectional analysis were conducted in a sample of 1167 non Hispanic black and white junior and senior higher school students from a mid western public school district in 2002-03. Hierarchical multi variable regression analysis examined relationships between PE and psychological resources on teen are perceived stress. Greater optimism and adaptive coping were hypothesized to influence the relationship between higher PE and lower stress.

Results:

Relative to adolescence from families with a professionally educated parent, adolescent with lower parent education had higher perceived stress. Both psychological resources were associated with stress: higher optimism and

engagement coping were associated with more stress. Adding optimism to the regression model attenuated the affect of SES by nearly 30% suggesting that optimism partially mediates the inverse SES – stress relationship.

Conclusion:

Adolescents from families with lower parent education are less optimistic than teens from more educated families. This pessimism may be a mechanism that increases stress in adolescence in lower SES.

(2) Gloria W. Bird, 2006, “Stress Among early Adolescents in two Earner Families”.

This study investigated the emotional stress reported by early adolescents in two earner families in family, peer, and student roles. Data were collected from 173 eighth grade adolescents (79 males and 94 females) and their two earner parents. Role strain, coping strategies, psychological resources, and parental work characteristics were examined as determinants of adolescent emotional stress. Gender also was included in the analysis as a control variable. Overall, the adolescents sampled reported low to moderate levels of emotional stress across roles. Role strain was found to be a key factor in explaining early adolescents stress levels. Results were less supportive of the influence of psychological resources and gender as moderators of stress. Coping strategies were found to be especially important in explaining stress outcomes as an adolescent family member. Parental work characteristics did not explain any of the variance in emotional stress in family, peer, or student roles.

Conclusion: Early adolescence requires parent attention though later it has a no significant impact.

(3) Dr. C.R. Balachandran, 2005, “Unemployment and Children’s Health, Physical & Mental”.

Summary

Unemployment of one or both parents affects the physical and mental health. Emotional wellbeing and ability to cope with difficulty and enjoy life by children is associated with parents being out of work.

This study investigated how adolescents’ health is affected by: The Father’s unemployment, the mother’s unemployment, and both parent being unemployed.

Highlights of Findings:

- Adolescents’ health was worse when both their parents were out of work.
- When the father was out of work for more than a year the children were more likely to say that they were in moderate health.
- The mother’s unemployment only affected the health of the female children.
- Financial stress is however influenced by family wealth.
- Financial stress is influenced by parents level of education and adaptability to stop gap measures of earnings.
- This study found that short – term unemployment of the father or mother was not associated with poor health in children. However being out of work in the long term did have an effect on children’s health.
- Financial stress can affect the health of a family, but this is not the only negative consequence of unemployment.

- The situation was worse in single parent family where there was a loss of family head.

(4) Bruise Mc Ewen, 2005, "Parent and adolescent responses to poverty related stress": Tests of Mediated and Moderated Coping Models.

Journal of Child and Family Studies, Vol. – II, Issue – 4, Pg. 91-102.

Abstract Summary

Testing of several models economic strain, life stress, coping and involuntary stress responses, and psychological symptoms in a sample of 97 parent adolescent dyads from rural, lower income families is done. Economic strain and life stress have predicted symptoms for both parents and adolescents. Stressor symptom specificity is found for parents, such that economic strain uniquely predict depression, whereas negative life events predict hostility. Involuntary stress responses are associated with higher level of symptoms of both parents and the adolescent children. secondary control coping is associated with fewer symptoms for both parents and adolescents. Results support a mediation role of coping and responses to stress during adolescence, with a shift to moderational status in adulthood. Implications of these results are discussed with regard to developmental coping theory and potential interventions with at risk families.

(5) Leslie Morrison, Gotman Vonnie C. McLoyd and Teru Tokoyanna, 2005.

ABSTRACT

Using latent variable structural equation modeling, the theoretical model linking financial strain neighborhood stress, parenting behaviour, and adolescent

adjustment is tested. The sample consists of 305 African American families living in inter city neighbourhoods. Of the families 40% are living at or below the U.S. poverty threshold. The primary caregiver and a focal adolescent (mean age 13.5 yrs) are interviewed separately in each family. The results indicated that the income: need ratio is significantly related to financial strain and neighborhood stress, both of which are positively associated with psychological distress in parents. Parent psychological distress is positively related to more negative and less positive parent adolescent relation which predict a lower positive and higher negative adjustments in adolescents. The results extend previous finding by demonstrating that neighbourhood characteristics are an important mediator between economic hardship and parent and adolescents behaviors.

Conclusion

Social support provides moral strength and positive approach in parents and in then children. Social support provides moral strength and develops positive approach in parents and in turn children. The findings of the study was divided into 3 main sections.

1. Difference between rural and urban habitat
2. difference between joints / extended family and single / nuclear family
3. Effect of social support and neighborhood support of family.

(6) Ruth Rice, 2001, "Economic Hardship Family Relationships and Adolescent Distress: An Evaluation of a Stress Distress Medication Model in Mother Daughter and Mother – Son - Dyads" .

Much research has shown that economic hardship is associated with Distress in men women and children (Mc Lloyd and Flanagan 1990). Recent Studies have

gone beyond merely documenting the existence of associations between economic hardship and negative outcomes into investigating possible processes or mechanisms that link economic hardship with anxiety, depression, and other distress symptoms, Clark Lempers, Lempers and Netusil, 1990, Conger et.al., 1992, 1993, Lempers and Clerk Lempers, 1990, Lempers, Clerk Lempers and Simons, 1989.

Much of this process oriented research has focused on how economic hardship is appraised and on intra family relationships is as important on intervening variables in the link between economic hardship physical and psychological distress. Lazarus and his associates (Lazarus, 1991, 1993, Lazarus & Folkman, 1984) have theoretically, elaborated and empirically documented to role of appraisal process in the stress coping and distress relationship. With respect to Economic hardship specifically, several recent studies point out that difference in how objective economic conditions are perceived account for variations in resulting distress (Conger et.al., 1992, 1993, Lempers et.al., 1989).

The two Infra family relationships that have received that most attention from researchers interested in documenting the effects of economic hardship on families are the parent child. Relationship and the marital relationship. An abundance of research has documented the overall importance of the parent child relationship for the child's development (Baumrind, 1971; Belsky, 1984; 1990; Mac coby and Martin 1983).

Recent studies on the impact of economic hardship on children have demonstrated that some of the negative effects are mediated through changes in the parent child relationship. Elder, Van Nguyen and Capsi (1985) found that, economic hardship

increased children's socio-emotional distress by increasing punitive and arbitrary parenting behaviors, especially of the father.

Conclusion

There is a link between economic hardship and psychological distress.

Economic hardship influences marital relation and parent child relation.

Social economic distress increases punitive behaviour and corporate punishment of parents especially father.

Although unemployed fathers had more time they display less nurturing time.

(7) Marion D. Rice, 1999, "Psychological Distress of parents and Adolescents Gross Cultural Study".

Research:

Using latent variable structural equation modeling, it was tested on theoretical model linking financial strain, neighborhood stress, parenting behavior, and adolescent adjustment. The sample consisted of 305 African American families, living in inner city neighborhoods. Of the families, 40% were living at or below the U.S. poverty threshold. The primary caregiver and a focal adolescent (mean age 13.5 years) were interviewed separately in each family. The results indicated that the income to need ratio was significantly related to financial strain and neighborhood stress, both of which were positively related to financial strain and neighborhood stress, both of which were positively associated with psychological distress in parents. Parents psychological distress was positively related to more negative and less positive parent adolescent relations, which predicated a lower positive and higher negative adjustment in adolescents. The results extend previous findings by demonstrating that neighborhood characteristics are an important mediator between economic hardship and parent and adolescent behaviours.

Conclusion

- Income to need ratio and significantly related to financial stress.
- Financial Stress was positively related to psychological distress in parents, especially in the absence of with and kin as well as neighborhood stress.
- Parental distress is directly associated with negative adjustment in adolescents.

(8) Nooney and Jennifer, 2006, "Paper presented at the annual meet of the American Sociological Association, Atlanta.

Abstract

A growing body of multidisciplinary research documents associations between religious involvement and mental health outcomes, yet the casual mechanisms linking them is not well understood. In a recent social forces article, Ellison and his colleagues (2003) have tested a series of hypothesis derived from life stress paradigm which is linked was involvement to adult well being and stress. This presented a significant step towards a well developed sociology of religion and mental health. In the present study those proposed mechanisms are tested in a population of adolescents. Analysis of data from the National Longitudinal study of adolescent health reveals that religious effects on adolescent mental health are complex. While religious involvement does not appear to prevent the occurrence of stressors or buffer their impact, some support is found for the hypothesis that religion facilitates coping by enhancing social and psychological resources. Future research on the unique nature of adolescent religioucity and its role in the stress process is suggested.

Conclusion

Although religious provides ego strength for internal locus of control, the direct impact of religious or stress needs to be studied, from the fact that religious beliefs vary from place to place.

(9) David Schanclair, 2003, "Psychosocial Mechanism underlying quality of parenting among Mexican American and White adolescent's mothers.

Department of Social Medicine Florida State, University.

Although previous researchers have identified a relationship between ethnicity and parenting practices there have been few studies designed to identify the mechanisms underlying this relationship. This study has addressed two questions: (1) can the relationship between ethnicity and parenting practices be explained in terms of the uneven distribution of financial stress parenting stress and / or global stress across ethnic groups? (2) Do social support and employment status moderate the relationship between stress and parenting behaviour among teen mothers? Fifty Caucasian and forty nine Mexican – American teen mothers with children between the ages of 1 and 3 participated in this study. Financial stress, parenting stress, global stress, social support and parenting behaviour are assessed using self report questionnaires. Findings indicate that Mexican American teen mothers engage in more negative parenting behaviours than white teen mothers but the relationship between ethnicity and parenting is mediated by the combined influences of financial, parenting and global stress. Regardless of ethnic status level of social support, and employment status, moderated the effects of stress on a mother's parenting behaviour, young mothers report more nurturing behaviour if they receive higher levels of social support and are employed.

Girls and boys experience distinctly different patterns of stress during adolescence that may leave girls more vulnerable to depression.

While adolescent girls and boys experience similar levels of stress adolescent girls are more likely to experience stress in their relations with parents and friends whereas adolescent boys 'stress is more likely to emerge from trouble in school or other factors outside their relationship with others.

Adolescent girls may be more invested than boys in their relationships as a source of emotional support and perhaps personal identity. The teens and their parents have provided details about specific events in the teens lives that have been troubling such as an argument with parents, a school failure, or a move to a new home. The teens also have completed standard questionnaire probing their symptoms of depression and anxiety.

Overall symptoms of depression are more consistently associated with stress levels in girls than in boys. Identification of the parents of the same sex vs oedipal causes confusion. Urge to become self reliance successful and to impress parents of the opposite sex pushes boys towards achievement thus raising stress level. Obsession is experienced by girls from religious background as a reaction to suppression, guilt and conflict.

Conclusion:

Ethnicity moulds the role model of boys and girls that varies with culture and ecological constructs.

- School is an important arena of overt manifestation of stress
- Financial condition has impact on stress, although social support system helps as a mediator.
- Several factors contribute towards family stress like parenting style, ethnicity, discipline and family cohesiveness.

Pal R. 1987, "A Comparative study of Personality of Children from Schedule Caste and High Caste and Impact of Parent Education". Haryana University, Department of Education (Ph.D.).

The objectives of the study were (i) to find out differences between scheduled caste students and high class students on 14 personality factors (Cattell), (ii) to find out differences between scheduled caste students and high class student on six values theoretical, economic, aesthetic, social, political and religious, (iii) to find out differences between scheduled caste and high class students on three dimensions of self concept, viz. perceived self, social self and ideal self, and (iv) to find out the difference between scheduled caste and high caste students with respect to intelligence. The hypothesis of the study was that there existed significant differences between scheduled caste and high caste students on 14 personality factors, six values, three dimensions of self concept and intelligence.

The sample of the study consisted of 200 scheduled caste students (100 boys and 100 girls) and 200 high caste students (100 boys and 100 girls) of class IX

belonging to 60 government as well as aided high and higher secondary schools. These schools were randomly selected from all the 12 districts of Haryana. The students were administered the Cattell High School Personality Questionnaire, the Allport Vernon and Lindzey Inventory of Values, the Deo Personality Word List, Raven's Standard Progressive Matrices and the Rao Socio Economic Status Rating Scale. The data so collected were analysed with the help of analysis of covariance with one covariate.

FINDINGS

The findings of the study were,

1. When the influence of age and grade was controlled, scheduled caste students differed significantly from their high caste counterparts on six out of 14 personality factors. They were more reserved, expedient, Shy, tough minded, tense and had indiscipline self conflict. On the other hand, high cast students were more outgoing, conscientious, venturesome, tender minded, controlled and relaxed.
2. Scheduled caste students possessed lower theoretical value and social value, and higher theoretical and social value and lower economic value.
3. Scheduled caste students possessed poor social self concept whereas high caste students in comparison to their scheduled caste counterparts possessed better social self concept.
4. There was no significant different in intelligence of scheduled caste students and high caste students.
5. Scheduled caste boys were phlegmatic, shy and had indiscipline self conflict whereas high caste boys were excitable, venturesome and controlled
6. Scheduled caste boys possessed more economic and less theoretical value. High caste boys carried more theoretical value and low economic value.

7. Scheduled caste boys possessed poorer self concept as compared to high caste boys.
8. Scheduled caste girls were more re-served, shy and tough minded. They had indiscipline self conflict and were more tense than the high caste girls. On the other hand, high caste girls in comparison to scheduled caste girls were more outgoing, venturesome, tender minded, controlled and relaxed.
9. Scheduled caste girls carried lower social and higher economic values than high caste girls.
10. Scheduled caste girls possessed poor social and ideal self concept as compared to high caste girls.
11. Scheduled caste girls in comparison with high caste girls were found to possess low ability to reason by analogy.

The educational implications are (i) Schools should try to create such an environment that scheduled caste boys and girls develop desirable personality traits. (ii) Society should take steps to develop self concept in scheduled caste boys and girls. (iii) The government, while making reservations, should take into consideration the economic status of scheduled caste boys and girls. Once a person has enjoyed the facility of reservation, the same should not be given to the forthcoming generations.

HIGHLIGHTS OF THE REVIEW OF LITERATURE AND EMERGING TREND :-

The trend of focus for problems studied has changed over the years, depending on the social economic situation, psychological perspective and values of society.

Three phases have emerged – early period, middle period and recent period.

Early Period:-

1. Adolescents are victims of stress The transition phase is accountable for creating stress
2. Stress has negative co relation to achievement
3. The impact of parental distress can be moderated in case of a joint family.
4. The eldest sibling is more prone to stress.
5. Gender influences the nature of stress.
6. Size and type of family, family background (rural/urban habitat), parental education have impact on stress beyond a certain extent.
7. Marital conflicts in parents create stress in parents and parent child dyad, leading to stress in child.
8. Economic hardships influence parental attitude and behaviour that in turn causes stress in adolescents.
9. Neighbourhood support can reduce the influence of financial stress.
10. Biological factors influence stress.
11. Genetic factors influence stress.

Middle Period

- 1) School is an important arena for experiencing stress but locus of control and support system act as buffer. School transition has impact of adolescent.

- 2) Achievement orientation may induce stress depending on the cognitive and social factors
- 3) Too high parental expectations and rigidity increases stress causing rebel while too permissive atmosphere can confuse and frustrate leading to aggression in adolescents.

Recent Period

12. The rapid developments in society has increased the vulnerability to stress
13. Stressors function collectively.
14. Locus of control and social support serve as mediator.
15. Father's play equally significant role in the life of adolescents.

Context of the Current Study, Uniqueness of Charotar Culture and Relevance of Review of Literature

The researcher has restricted the study to the Charotar Area and that too the hub of Charotar which is the Anand District. Certain unique culture and issues have inspired the researcher to take up this decision.

The following facts have been focused in current study.

(Peculiar ecological traits)

- Impact of NRI Guardian
- Increasing parent education and aspiration as push factor
- Rising self finance institution having high capitation fee.
- Urbanization, late and parents age influencing stress.
- Economic disparity between patidar and other
- Caste discrimination and impact of special religious sects and selected community social support.
- Old dogmatic and rigid perspectives, life style vs influence of cosmopolitan service class people and migration population.

Focus of the Study and Differentiating factor.

Little authentic material has been found about the contribution of parents age and the indirect influence on the child as a stressor, that can be magnified by the financial limitation in reality as against the unrealistic high aspiration of parents and / or students, owing to peer group influence and the status attributed to specific career / going aboard.

Another significant factor included is the contribution of caste as a stressor, for the adolescent student achievers.