

Promotion of Coping Measures to XII Standard Students in Management of Stress Related to Examination in KNS Secondary School in Thirumenahalli, Bangalore

Rajesh P.

Mai Bhago College of Nursing, Tarn Taran, Punjab, India

E-mail: singh_ramesh2000@yahoo.com

INTRODUCTION

Today's world is full of challenges and each one of us has to face stress and strain to cope with competition of the examinations. Coupled with this is the stress of living up to the expectation of the parents. There are so many pressures, inclusive of which is the amount and length of study, time, money, relationship and anxieties related to opportunities higher studies.

The details of the Research conducted by Development and Research Services (Times of India Sep 1998), among 1995 youngsters across 8 metropolitan cities showed that 57 percentages of school goers are highly stressed with academic performance. The study also highlighted that girls are more stressed than the boys (63–61%). Similarly, it was noted that school goers more stressed than the college goers (65–58%).^[1]

Need for the Study

Examination is an integral part of the learning process. It is also useful to improve performance and increase effective learning. All types of examinations are associated with anxiety and fear. This stress of examination can be minimized and also prevented if students are prepared skillfully to appear for the examination. The coping skills like time management, scheduling the study hours, adopting relaxation measures will enhance the learning process among the school

students, which in turn will prepare them to actively perform in the examination.

The coping measures like Time Management, Scheduling study hours, Meditation, when adopted by students will promote the learning skills, develop confidence and help them to reduce the stress related to examinations.

Objectives

1. Assessment of stress level among XII students in KNS secondary school in Thirumenahalli, Bangalore.
2. Promotion of coping measures to XII standard students' Examination stress in KNS secondary school in Thirumenahalli, Bangalore.
3. Reassessment of level of stress related to examination among XII Standard Students in KNS secondary school in Thirumenahalli, Bangalore.

Assumptions

1. XII standard student will have different level of stress related to examination
2. Coping measures will help the XIIth standard student to manage with stressful condition related to examination

Hypothesis

1. Stress among X II students is directly related to examination
2. Level of stress of XII students are in relation to their level of performance in the class.

3. The level of stress among students is also directly related to the support system from teachers and parents.
4. Specific coping measures will help the XIIth standard student to manage with stressful conditions related to examination.

MATERIALS AND METHODS

One Group Pre- and Posttest Design

The research design used in this study is one group pre- and posttest design. This is a quasi-experimental design. Here the pretest acts as a measurement tool for evaluation of effect on posttest measure. This is a straight forward design whereby there is only one preassessment and one postassessment, with only one set of intervention. The level of stress of XII standard students is initially assessed, based on which coping measures are implemented after which stress level of students is reassessed to know the impact of coping measures.^[2-5]

Setting of the Study

The study was conducted in the KNS Secondary school in Thirumenahalli situated at Bangalore district, Karnataka. The school is in the urban area which is spread over 15 acres. The school offers teaching in English medium.

The school has students constituting of both boys and girls. It comprises of classes starting from the VI standard to XII standard. The total strength of the school is 1000. Among them 120 students are studying in XII standard constituting both boys and girls.

Population and Sample

The population for this study consists of XII standard students, in KNS higher (boys and girls) secondary school at Thirumenahalli situated at Bangalore District. His total strength of the students in the XII standard is 120 (both boys and girls). The 90 students have been selected from two sections. One section having

only 50 Girls has been selected as the sample. The selection having boys numbering to 40 has been selected as the sample. The total sample size is 90.

Description of Instrument and Tools

The instrument consisted of 2 parts: Part-I consists of demographic data and Part-II consisting of assessment of level of stress (Appendix-i).

Part-I: The demographic data includes, standard, section, age, sex, with whom they are staying, type of family, birth order, distance between house and school, mode of travel, place where they eat lunch and their hobbies.

Part-II: The tool is a self-administered questionnaire developed on a three point scale to assess the level of stress related to examination. It focused on signs and symptoms of physical, psychological, emotional, self-care and financial areas related to stress.

This questionnaire also has issues on measures adopted by students to cope-up with stress related to examination. Each question has four possible responses as always, often frequent, sometime and never. Based upon the answer a tick mark (✓) was put for appropriate response of each items. The scores were rated as Always, score of 3, often frequent score of 2, sometimes score of 1, never score of 0.^[6-10]

Data Collection Procedure

The main study was conducted in the KNS Higher (boys and girls) secondary school in Thirumenahalli situated at Bangalore district. The permission was obtained from the school secretary and head masters students who met the inclusion criteria were selected by using simple random sampling technique. After making proper arrangements of class rooms, instructions were given to them. First section, the questionnaire on the demographic variable

was completed, after which the second section of the Questionnaire guide on the assessment of Examination stress level were given to selected students and they were asked to fill up the answers in the box provided. The duration of the questionnaire ranged from 30–45 minutes. And the planned teaching programme was conducted for 30 minutes after the pre-test which consists of definition of stress, signs and symptoms of stress in physical, psychological, emotional, self-care, and, stress management, strategies and tips for examination. Using the Audio visual Aids (Chart, Over Head Projector) related to examination stress and its management

were used for teaching. Following this, 30 minutes were allotted for the demonstration of meditation (Pranayamam). The same procedure was adopted for 6 weeks. They were co-operative and attentive. In the posttest the same questionnaires was used.

DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretation of data collected on number of issues from various sources. The data was assembled, analyzed, tested for their significance. The findings of statistical analysis are also presented in the chapter.

Table 1. Socio-demographic Status of X Standard Students, (n=90).

Sl. no	Socio-demographic data	No of students	
		Boys	Girls
1.	Age: 14 years	16	15
	15 years	28	23
	16 years	6	2
	Total	40	50
2.	Parents or guardians with whom students are staying with		
	Both parents	84	
	Only father	3	
	Only mother	0	
	Grand parents	2	
	Others (maternal aunt)	1	
4.	Type of family		
	Nuclear family	73	
	Joint family	8	
	Extended family	9	
Sl no	Socio-demographic data	No of students	
5.	Birth order of students		
	1 st	36	
	2 nd	21	
	3 rd	19	
	4 th	8	
	5 th	6	
6.	Distance between school to residence (km)	No of students	
	1m	43	
	2	14	
	3	8	
	4	4	
	5	11	
	6	1	
	7	9	
7.	Mode of traveling used by the students to travel between school to residence	No of students	
	Walk	14	
	Bicycle	47	
	Motor cycle	2	
	Auto rickshaw	2	

	Bus	25
8.	Hobbies of students	No of students
	Reading	90
	Playing	86
	Chatting	30
	Drawing	45
	Music	19
	Watching television	82
	Collecting stamps	1
	Singing	8

Socio-Demographic and Economic Status of Students

Age of the students was 14, 15 and 16 years. There are more students of 15 years and few in 16 years. Thirty one (31) students are 14 years of age, 51 students are 15 years and only 8 students are 16 years (Table 1). There are 40 boys and 50 girls. There are 2 male students at 16 years compared to 6 female students. At 15 years there are 23 Male students and 28 female students. Similarly there are 15 male students and 16 female students at 14 years (Figure 1).^[11-15]

It is assumed in this study that the stress of the students in some way is also related to the people with whom they are staying. In order to determine this fact data was collected to find-out with whom they were staying (Table 1).

It was found that 84 students are staying with both parents, 3 students have single parent (father), 2 students are staying with grandparents and 1 student stays with others, that is maternal aunt (Figure 1).

The data on type of family of the students highlighted that majority of the students live in nuclear family (73 students) and very few in joint (8 students) and extended family (9 students).

This is a very important social factor in the present day situation and exclusive study on this issue may reveal the impact of this factor. Here the data on this aspect is collected only to understand the demographic status of the students in relation to type of family (Table 1).

Distribution of students as per birth order shows that 36 students were first birth order, 21 students were second birth order, 19 students were third birth order, 8 students were 4 birth order and 6 students were fifth birth order (Table 1).

The distance from school to residence is also considered to have an influence on the academic performance and that in turn may affect the level of stress among students. It is found that 43 students had a residence at a distance of 2 km, 8 students 3 km, 4 students 4 km, 11 students 6 km and 9 students at a distance of 7 km distance (Table 1).

In terms of mode of travel from school to residence it was identified that majority of the students walk to the school (47), whereas 14 students travel by bicycle and 2 students come by motor cycle and another 2 students by auto rickshaw and 25 students come to school by bus (Table 1).

All 90 students had reading as a hobby. This may be because they are in tenth standard and they need to read their books. In the tool for assessment of hobbies there was no section mentioning about reading books other than school books. It is because of this reason that majority of the students have answered reading as a hobby. Playing was a hobby for 86, whereas 30 students were having chatting as a hobby, 45 students were having drawing as hobby, 19 students were having listening to music as a hobby, 82 students watch television as a hobby, 1 student was

interested in collecting stamp as a hobby, 8

students were having singing as hobby.

Table 2. Assessments of Level and Types of Stress Among X Standard Students, n=90.

Sl. no	Stress level with range of score	No of students
1.	No stress: 0–22	0
2.	Mild stress: 23–45	54
3.	Moderate stress: 46–68	36
4.	Severe stress: 69–90	0

Assessment of Level and Type of Stress Among Students

In Table 2, 54 students have mild stress, and 36 students have moderate stress. There was not even a single student out of 90 students who was free of any kind of stress. None of them had severe stress; this may be because the time of assessment was much before the examination. If the

same is assessed just before the examination then there may be students with severe stress also.

Types of Stress

Stress of the students is also classified as physical, psychological and emotional, self-care and financial constraints.

Table 3. Preassessments of Level and Types of Stress Among XII Standard Students, n=90.

Sl. no	Stress level with range of score	No of students
(a)	Physical stress	
1.	No stress: 0–9	0
2.	Mild stress: 10–18	53
3.	Moderate stress: 19–27	36
4.	Severe stress: 28–36	1
(b)	Psychological stress	
1.	No stress: 0–5	0
2.	Mild stress: 6–11	65
3.	Moderate stress: 12–16	25
4.	Severe stress: 17–21	0
(c)	Emotional stress	
1.	No stress: 0–5	4
2.	Mild stress: 6–11	68
3.	Moderate stress: 12–16	17
4.	Severe stress: 17–21	1
d)	Self-care and finance	
1.	No stress: 0–3	13
2.	Mild stress: 4–6	33
3.	Moderate stress: 7–9	43
4.	Severe stress: 10–12	1

Physical Stress

On assessment it was found that all the students had physical stress. 53 students had Mild stress, 36 students and Moderate stress and only one student had severe physical stress (Table 3).

Psychological Stress

Like physical stress none of the students had any psychological stress. Whereas 65 students had mild stress and 25 students

had moderate stress and none of them had severe stress (Table 3).

Emotional Stress

In comparison to all other type 4 students only four (4) students were free of emotional stress. Nearly 68 students had mild stress, 17 had moderate stress and 1 had severe stress (Table 3).

Stress Related to Self-Care and Financial Constraints

Only one student had stress related to finance.

Whereas 14 students did not have stress related to self-care. It was found that 33 students had mild stress related to self-care, 43 students had moderate stress and only one (1) had stress related to severe stress (Table 3).

Table 4. Stress Management Pretest.

Sl. no	Measures	Always	Often frequent	Some time	Never	Total
01.	Time planning	6	19	13	52	90
02.	Revise the subjects	4	20	18	48	90
03.	Revise the question paper	8	12	15	55	90
04.	To get guidance from teachers	22	24	36	8	90
05.	Satisfied received help from pothers	50	19	10	11	90
06.	Meditation	10	3	8	69	90
07.	Study in same place	32	7	11	40	90
		132	104	111	283	630

Statistical Analysis of Stress of Students

Mean standard deviation is calculated based on types of stress, for physical stress mean is 18.4 and standard deviation is 2.73. Similarly the mean for psychological stress is 10.44 and standard deviation is 2.44. The mean of emotional stress is 9.5 and standard deviation is 2.61 and mean and standard deviation related to self-care is 4.38 and 1.78 (Table 4).

Assessment of stress among students has revealed that students have more of physical, psychological and emotional stress, compared to financial and self-care.

Promotion of Coping Measures to Students in Management of Examination: Stress

Students were taught various simple measures to cope-up with stress. They were taught time-management, scheduling of study hours, appropriate time for study, the type of diet and the cloths appropriate for them to wear and Meditation.

Meditation

In the pre-test collected the ass preassessment offer the planned teaching programme was conducted the 30 minutes were allotted the demonstration of meditation (Pranayamam).

The meditation was conducted by meditation teachers. The students were maintain comfortable position like, Padmasanam, students were maintain comfortable position like, Padmasanam, students were maintain spine somewhat straight and head slightly lowered, hands on lap to keep palms up and down whatever feel more comfortable to students. Do not slouch the body and don't cross yours legs ankles and arm, with time and practice you will able to. The steps of meditation there are four steps to meditation, Entering, Deeping, Purpose, and Exit. In the first step entering stage students were begin with the eyes closed, and any natural method of entry that shifts your focus will be good. From the external to the internal in better and three deep breathe method entering meditation. In the second steps Deeping once you have entered your meditation it is time to deepen. Deep is done by retaining the body and mind thoughts counts on secondary scales. In the third steps the students body is extremely retarded, brain frequently in slow and mental state is at this deeps and most receptive. This makes step 3 ideal for any kind of mental programming. In the final steps is exit students were done by simply opening the eyes the mediation more gradually by

counting slowly from 1 to 3 snapping your finger lightly.^[16]

Time Management

After to meditation to give the examination tips to the students one is time management and frames a written time table from each day. Plan it right before and review it at the end of each day. The time management based on the three categories. Prioritizing the subject to give first performance to hard subjects, like mathematics, science, English, Tamil, social science. In second categories, scheduling the subject, like unit wise to allotted the time and studied and in holidays to one probably utilize for student hours and third categories in implementing the time management.

Regulating Diet

They were advised to wear the comfortable dress should not wear the tight dress and sit in adequate light and ventilation. Students were using comfortable position (sitting) and keep all the stationery near. If the student were use the lying down position. It can be inducing the sleep.

Table 5. Postassessment of Level and Types of Stress Among XII Standard Students, n=90.

Sl. no	Stress level with range of score	No of students
1.	No stress: 0-22	36
2.	Mild stress: 23-45	54
3.	Moderate stress: 46-68	0
4.	Severe stress: 69-90	0

Comparison of Stress Before and After Coping Measures

In pre-test none of the students were free of stress. Where as in posttest 36 students had no stress of any kind. Similarly 35 students had mild stress in pretest whereas 54 students had mild stress in the posttest. 37 students had moderate stress in the

pretest and none of the students had moderate level of stress in the posttest. It has been found that after promoting coping measures the level of stress decreased among students. As number of students with moderate stress decreased in the posttest. Hence, it is evidenced from the data that level of stress of students reduced after promotion of coping measures (Table 5).

Table 6. Postassessments of Level and Types of Stress among XII Standard Students, n=90.

Sl. no	Stress level with range of score	No of students
(a)	Physical stress	
1.	No stress: 0-9	74
2.	Mild stress: 10-18	16
3.	Moderate stress: 19-27	0
4.	Severe stress: 28-36	0
(b)	Psychological stress	
1.	No stress: 0-5	38
2.	Mild stress: 6-11	49
3.	Moderate stress: 12-16	3
4.	Severe stress: 17-21	0
(c)	Emotional stress	
1.	No stress: 0-5	37
2.	Mild stress: 6-11	52
3.	Moderate stress: 12-16	1
4.	Severe stress: 17-21	0
(d)	Self-care and finance	
1.	No stress: 0-3	37
2.	Mild stress: 4-6	27
3.	Moderate stress: 7-9	26
4.	Severe stress: 10-12	0

Physical Stress

In posttest 74 students did not have any stress related to physical; symptoms as compared to no students not having Physical stress in pretest. Similarly 16 students had mild stress in posttest as compared to 53 students in pretest. Nobody had moderate and severe stress related to Physical symptoms in posttest (Table 6).

Psychological

In posttest 38, students did not have stress related to psychological symptom as compared to none in the pretest. Similarly

49 had mild stress compared to 65 students in pretest. Only 3 students had moderate stress as compared to 25 students in the pretest (Table 6).

Emotional

In preassessment only 4 students did not have stress, whereas after promotion of coping measures 37 students had no emotional stress. Fifty two (52) students had mild stress as compared to 68 students in pretest. After promotion measure only one (1) student had mild stress as compared to 17 students in pretest. None

of the students had severe emotional stress in the posttest (Table 6).

Stress Related to Self-Care and Finance

Thirty seven (37) students did not have any stress related to self-care and finance. Twenty six students had mild stress and 21 students had moderate stress in posttest. None of them had severe stress related to self-care and finance in the posttest (Table 6).

It is clearly evidential that after coping measures level of stress among students reduced to a greater extent.

Table 7. Stress Management Posttest.

Sl. no	Measures	Always	Often Frequent	Some time	Never	Total
01.	Time planning	62	19	9	0	90
02.	Revise the subjects	52	21	14	4	90
03.	Revise the question paper	46	18	21	5	90
04.	To get guidance from Teachers	43	20	23	4	90
05.	Satisfied received help from pothers	75	7	8	0	90
06.	Meditation	65	18	7	0	90
07.	Study in same place	17	15	11	47	90
		360	118	93	58	630

Measures Adopted by Students after Teaching Programme

After promoting the coping measures, the specific measures adopted by the students were assessed again. It was satisfactory to find out that 62 students followed Time Planning always, 52 Students revised the subjects always, 46 Students revised the Question Paper always, and 43 Students approached the teachers for guidance, 65 Students performance Meditation. Added to the method adopted by the students by themselves, there was an enhancement in the measures adopted for Coping with stress after the teaching of Coping measures by the Researcher (Tables 6–8).^[17]

Table 8. Mean and Standard Deviation of Level of Stress among XII Students.

Sl. no.	Type of stress	Mean	Standard deviation
1.	Overall	38.6	7.05
1.	Physical	18.4	2.73
2.	Psychological	10.44	2.44
3.	Emotional	9.55	2.61

4.	Self-care	4.32	1.78
----	-----------	------	------

Student 't'-test of Analysis to Test the Significance of Pre- and Posttest Level of Stress of Students

Hypothesis

Significant difference can be found between pre- and posttest level of stress in XII standard students. The overall mean and standard deviation of stress related to examination of in students was 6.74. The 't'-test value was 27.7 the paired t-test value is 0.10.

The mean and standard deviation of pre, posttest regarding physical symptoms of stress level. The pre-test the mean was 18.14 with standard deviation of 2.73, where as in the posttest the mean was 6.05 with standard deviation of 3.58.

The mean and standard deviation in relation to psychological symptoms was in pretest it was 10.45 and 2.12 as compared to 6.71 and 2.50 in the posttest.

In relation to emotional stress the mean and standard deviation in the pretest is 9.5 and 2.61, but in posttest the mean and standard deviation is 5.76 and 2.37. The mean and standard deviation of stress related to self-care and financial constraints in pretest is 4.38 and 1.78, 1.36 and 0.87, whereas in posttest 3.83 and 2.07, 1.36 and 0.84.^[7]

Comparison of the pretest and posttest examination physical Stress among XII Standard students

In order to find our significant difference between pretest and posttest Physical stress the paired' test was computed.

Hypothesis

There is significant difference between pre- and posttest score of students' physical stress.

$$\begin{aligned}
 t &= \frac{\bar{d}}{SD / \sqrt{n}} \\
 &= \frac{11.77}{4.17 / 9.48} \\
 &= \frac{11.77}{0.42} \\
 t &= 28.02
 \end{aligned}$$

The calculated value is 28.02 which is greater than table value degree of freedom (90-1 = 89).

There is significant difference between pretest and posttest physical stress level. Hence Null hypothesis is accepted.

Comparison of the Pretest and Posttest Examination Psychological Stress among XII Standard Students

In order to find our significant difference between pretest and posttest Psychological stress the paired' test was computed.

Hypothesis

There is significant difference between Pretest and posttest score of students psychological stress.

$$\begin{aligned}
 t &= \frac{d}{SD / \sqrt{n}} \\
 &= \frac{3.74}{5.0 / 9.48} \\
 &= \frac{3.74}{0.52} \\
 t &= 7.19
 \end{aligned}$$

The calculated value is 7.19 which are greater than table value degree of freedom (90-1 = 89).

There is significant difference between pre- and posttest level, psychological stress. Hence Null hypothesis is accepted.

Comparison of the Pre- and Posttest Examination Emotional Stress Among XII Standard Students

In order to find our significant difference between pretest and posttest Emotional stress the paired 't'-test was computed.

Hypothesis

There is significant difference between pre- and posttest score of students emotional stress

$$\begin{aligned}
 t &= \frac{d}{SD / \sqrt{n}} \\
 &= \frac{3.86}{3.64 / 9.48} \\
 &= \frac{3.86}{0.38} \\
 t &= 10.15
 \end{aligned}$$

The calculated value is 10.15 which is greater than table value degree of freedom (90-1 = 89). There is significant difference between pretest and posttest Emotional stress level. Hence Null hypothesis is accepted.

Comparison of the Pre- and Posttest Examination Self-Care Stress Among XII Standard Students

In order to find our significant difference between pretest and posttest self-care stress the paired' test was computed.

Hypothesis

There is significant difference between Pretest and posttest score of students self-care stress

$$\begin{aligned}
 t &= \frac{d}{SD / \sqrt{n}} \\
 &= \frac{0.58}{2.46 / 9.48} \\
 &= \frac{0.58}{0.25} \\
 t &= 2.32
 \end{aligned}$$

The calculated value is 2.32 which is greater than table value degree of freedom (90-1 = 89). There is significant difference between pretest and posttest self-care stress level. Hence, Null hypothesis is accepted.

Influence of Types of Family on Stress of Students

Karl's Pearson's co-efficient of correlation the types of family and examination stress

Hypothesis

Type of family will positively Influence the level of stress among XII Standard students. There is a relationship between Types of Family and examination stress.

$$\begin{aligned}
 r &= \frac{\sum xy}{\sqrt{\sum (x-X)^2 \sum (y-Y)^2}} \\
 &= \frac{7.68}{\sqrt{(13.78)(1977.09)}} \\
 &= \frac{7.68}{\sqrt{2.7255.46}} \\
 &= \frac{7.68}{165.09} \\
 r &= +0.04
 \end{aligned}$$

The calculated value is +0.04 which shows that there is a positive correlation hypothesis is accepted.

Influence of Birth Order on Stress among XII Standard Students

Karl's Pearson's co-efficient of correlation the birth order and examination stress

Hypothesis

Birth orders will Positively Influence the level of stress among XII standard students. There is a relationship between birth order and examination stress.

$$\begin{aligned}
 r &= \frac{\sum xy}{\sqrt{\sum (x-X)^2 \sum (y-Y)^2}} \\
 &= \frac{+90.82}{\sqrt{(127.25)(1977.09)}} \\
 &= \frac{+90.82}{\sqrt{251584.7}} \\
 &= \frac{+90.82}{501.58} \\
 r &= +0.18
 \end{aligned}$$

The calculated value is +0.18 which shows that there is a positively correlation. Hypothesis is accepted.

Influence of Mode of Travel on Stress of Students

Karl's Pearson coefficient of correlation mode of traveling used by the students to travel between school to residence and examination stress.

Hypothesis

Mode of travel will positively Influence the level of stress among XII standard students. There is relationship between Mode of travel and examination stress.

$$\begin{aligned}
 r &= \frac{\sum xy}{\sqrt{\sum (x-X)^2 \sum (y-Y)^2}} \\
 &= \frac{-9.9}{\sqrt{(275.60)(1977.09)}} \\
 &= \frac{-9.9}{\sqrt{544886}} \\
 &= \frac{-9.9}{738.16} \\
 r &= -0.01
 \end{aligned}$$

The calculated value is -0.01 which shows that there is a negative correlation. Hypothesis is rejected.

Influence of Distance between Schools to Residence on Stress of Students

Karl's Pearson coefficient of correlation distance between school to residence and examination stress.

Hypothesis

Mode of travel will positively Influence the level of stress among XII standard students. There is relationship between distance between school to residence and examination stress.

$$\begin{aligned}
 r &= \frac{\sum xy}{\sqrt{\sum (x-X)^2 \sum (y-Y)^2}} \\
 &= \frac{-34.73}{\sqrt{(373.42)(1977.09)}} \\
 &= \frac{-34.73}{\sqrt{738284.94}} \\
 &= \frac{-34.73}{859.23} \\
 r &= -0.04
 \end{aligned}$$

The calculated value is -0.04 shows that there is a negative correlation. Hypothesis is rejected.

Influence of Parents or Guardians With Whom Students Are Stay With Stress of XII Standard Students

Karl's Pearson coefficient of correlation between parents or guardians with whom students are staying with and emotional stress.

Hypothesis

Parents or guardians with whom students are stay with positively influence of stress among XII standard students. There is relationship between correlation parents or guardians with whom students are staying with and emotional stress.

$$\begin{aligned}
 r &= \frac{\sum xy}{\sqrt{\sum (x-X)^2 \sum (y-Y)^2}} \\
 &= \frac{-14.62}{\sqrt{(35.12)(658.62)}} \\
 &= \frac{-14.62}{\sqrt{23130.73}} \\
 &= \frac{-14.62}{152.08} \\
 r &= -0.09
 \end{aligned}$$

The calculated value is -0.09 shows that there is a negatively correlation. Hypothesis is rejected and quality of life can be improved.

SUMMARY AND CONCLUSION

The aim of the study was promotion of coping measures to XII Standard Students in management of stress related to examination. The examination is an integral part of the learning process. It is also to improve performance and increase effective learning. It is understood that examinations are associated with anxiety and fear. The stress due to examination can be reduce and also prevented. If students are prepared skillful to appear the examination. The coping measures and relaxation measures will enhance the learning process among the school

students which in turn will prepare them to actively perform in the examination.

The research design adopted for this study was one group pretest and posttest and the study was conducted KNS (boys and girls) Secondary School at Thirumenahalli, Bangalore District. The total strength of the sample was 90 including the boys and girls.

Validity and reliability of the tool was tested through the pilot study. The instrument consisted of 2 parts. Part-I consist of demographic data and Part-II consists of assessment of level of stress. The tool was prepared in English The demographic data include, standard section, age, set with whom they are staying, type of family, birth order, distance between how to go to school, mode of travel, place where they eat lunch and their hobbies, Part-II the tool is a self-administrated questionnaire developed on 3 point scale to assess the level of stress related to exam it is focused on stress of physical psychological, emotional, self-care and financial areas related stress. A selection criteria, questionnaire guide was used to assess the level of stress related examination. After assessing the stress level of students the planned teaching programme was conducted for 30 minutes were allotted for the demonstration of mediation (Pranayamam).

The same procedure was adopted for six weeks. They were cooperative and attentive. In the posttest the same questionnaires was used.

The data collected was tabulated in frequency distribution, statistical analysis was done by using the period 't'-test student 't'-test and Karl Pearson's coefficient of correlation was used to calculate the influence of Parents are, Birth order, types of family.

Mode of travel, distance between schools to resistance. The result indicate that there was examination stress and there is no relation between the parents or guardians with whom students are stay with, types of family, Distance between school to residence with examination stress.

Major Findings of the Study

It was found in the reassessment that 36 students did not have stress of any kind. Similarly the 35 students had mild stress in pretest whereas 54 students had mild stress at the coping measures and relation technique, minimize the stress level. The study revealed that coping measures and meditation effectively helped the students in reduction the stress level.

- (i) The Karl's Pearson co-efficient indicate there was negative relation between Parents and Guardians with whom students one stay with and Examination Stress.
- (ii) The Karl's Pearson co-efficient indicate there was negative relation between Type of Family with Examination stress.
- (iii) The Karl's Pearson co-efficient indicate there was Positive relation between Birth order with examination stress.
- (iv) The Karl's Pearson co-efficient indicate there was negative relation between Distance between school to Residence with examination stress.
- (v) The Karl's Pearson co-efficient indicate there was negative relation between Mode of travel with examination stress.

Implications

The findings of the study have implications in various areas of nursing practice, nursing educations, nursing administration and nursing research.

NURSING PRACTICE

Being an important member of health care team, nurses have great responsibility and accountability to improve patient care. They need to provide cost effective and efficient interventions to enhance quality of patient's life.

Nurses can learn and impart laughter therapy to patients as complementary therapy. In laughter therapy Patient can relax body and mind himself and free from depression. In regular practice of laughter therapy which will be helpful for patients in all settings. So nurses in all setting can learn and impart laughter therapy for better nursing care and for betterment of patient's health.

NURSING EDUCATION

Laughter therapy training can be incorporated into various levels of nursing curriculum. The nursing students and nursing staff should get thorough knowledge regarding practice and benefits of laughter therapy, so that they can be more skilled in applying laughter therapy to cope with depression and can help to produce depression free community.

NURSING ADMINISTRATION

Nursing administrator being the most accountable person for maintaining high standard of nursing care should regularly arrange educational seminars, workshops and in service education programmes to keep the staff up to date with latest treatment modalities.

As this study explores the effectiveness of laughter therapy, the nurse administrator should arrange laughter therapy training personnel to train the nursing staff and students, so that they can enhance their competencies and standard of nursing care and improve the quality of patient life.

NURSING RESEARCH

This is an era of evidence based practice and hence to improve the quality of

nursing care, continuity of the research should be imparted in the nursing field.

This study produces evidence for effectiveness of laughter therapy which is a simple and cost effective technique. There are too many other complementary methods available which can enhance quality of life.

The research committees of India should motivate this type of research studies for betterment of society.

LIMITATIONS

- (1) The study was conducted on only elderly people so generalization to all peoples is not possible.
- (2) The study was limited to selected old age homes of Amritsar, which limits the generalization of study.
- (3) The study was conducted for time period i.e. 40 days, which limits the scope of study.
- (4) No follow-up was done for continuity of elderly people to practice laughter therapy.
- (5) Lack of enthusiasm and involvement of participants limited the efficiency of study.

RECOMMENDATIONS

Based on the findings of study, the following recommendations are stated

- (1) A similar study may be undertaken with a larger sample to generalize the findings,
- (2) Replication of study may be undertaken among psychiatric patients to enhance their mental wellbeing.
- (3) A qualitative study may be conducted to find the personal experiences of persons who are practicing laughter therapy from decades.
- (4) Other complementary therapies may also be studied for their effectiveness in various health problems.
- (5) Meta-analysis study should be done to assess efficacy of laughter therapy from various studies.

REFERENCE

1. Deborah Anti-Otong. *Psychiatric Nursing Biological and Behavioral Concept*. 1st edn., USA: Delmar Thomson Learning; 2003.
2. Dececco J.P., Craw Ford W. *The Psychology of Learning and Instruction Education Psychology*. 2nd edn. USA: Prentice Hall; 1988.
3. Polit D.F., Hunger B. *Nursing Research Principal and Methods*. 6th edn. Philadelphia: Lippincott William and Wilkins; 1999.
4. Stuart G.W., Laraia M.T. *Principle and Practice of Psychiatric Nursing*. 8th edn. New Delhi: Mosby Company; 2004.
5. Gleitman. *Basic Psychology*. 3rd edn. New York: Norton Company; 1992.
6. Fortinash K.M., Holody Worret P.A. *Psychiatric Mental Health Nursing*. 3rd edn. Missouri: Mosby St. Louis; 2004.
7. Kundu C.L., Tutoo D.N. *Educational Psychology*. 1st edn. New Delhi: Sterling Publication; 1998.
8. Steinberg L. *Adolescence*. 4th edn. USA: McGraw Hill; 1996.
9. Parker M. *Nursing Theories and Nursing Practice*. 1st edn. Philadelphia: F.A. Davis Company; 2001.
10. Boyd M.A. *Psychiatric Nursing Contemporary Practice*. 3rd edn. Philadelphia: Williams and Wilkins; 2005.
11. Townsend M.C. *Psychiatric Mental Health Nursing Concepts of Care*. 2nd edn. Philadelphia: F.A Davis Company; 1993.
12. Nayak A.K., Rao V.K. *Educational Psychology*. 1st edn. New Delhi: A.P.H Publishing Corporation; 2002.
13. Norman A. Sprint Hall R.C. Sprint Hall S.N. *Educational Psychology A development Approach*. 6th edn. USA: McGraw Hill; 1994.
14. Noreen C. F., Frisch L.E. *Psychiatric Mental Health Nursing*. 2nd edn. USA: Delmar Thomson Learning Publication; 2005.
15. Rai B.V. *Educational Psychology*. 1st edn. Lucknow Parkashan Kendra; 1996.
16. Larzarus R.S. *Stress and Emotion*. 1st edn. New York: Spring Publication Company; 1999.
17. Seaward B.L. *Managing Stress Principle and Strategies to Health and Well Being*. 4th edn. Philadelphia; 2004.