STRESS AND COPING AMONG XTH CLASS GIRLS.

A Study Conducted in Two Schools of

Allahabad City.

Dissertation submitted to the Jawaharlal Nehru University
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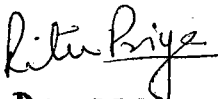# MY PARENTS

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Certificate

This dissertation entitled "*Stress And Coping Among Xth Class Girls. A Study Conducted In Two Schools Of Allahabad City*" submitted by Sangeeta Verma in partial fulfilment of the requirements for the award of the degree of **Masters of Philosophy** of this University. This has not been submitted for any other degree of this university or any other university and is my original work.

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We recommend that this dissertation to be placed before the examiners for evaluation.

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List of Abbreviations

CWGIC -   Crosth Waite Girls Inter College

HMIC   -   Hindu Mahila Inter College

UPHSEB   -   Utter Pradesh Higher Secondary Education Board

OBC   -   Other Backward Caste

SC   -   Schedule Caste

CONTENT

INTRODUCTION

Stress, coping, time management, personal health, diet, exercise and holistic health: these are the buzzwords of the present. In general, research shows that stressors, as measured by life event schedules, exert a significant but moderate influence on the mental and physical well being of a person (Rabkin and Struening 1976). "The relationship between health and stress is governed by factors like general socioeconomic status, age, gender, psychological resources such as self-esteem, personal competence, locus of control, physical health and prior mental state" (Encyclopedia of Sociology, 1992). Both stress and health are issues of extreme importance in everyday life. Together they provide an increased understanding of the connection between physical and emotional well being and suggest ways to improve the overall quality of life. Reasons are different yet related for health and stress. Sometimes, adverse health causes stress and some times stress causes adverse health. Having to adjust to a modern technological society (having to be being fast-paced, time driven, growth oriented and profit obsessed) is the main cause of stress. People, who become trapped in these, may experience pressure that exacts a heavy toll, both mentally and physically. Maintaining health is to make an effort to improve quality of life by increasing both physical health and emotional well being. (Rice,1987).

A wide variety of conditions and circumstances create stress in human life. Psychologists have divided human life into several stages: infancy, babyhood, early childhood, late childhood, adolescence, adulthood, middle age and old age (Haurlock 1982). All these stages have their own personal, social and biological consequences. Today's researchers are increasingly realizing the importance of the adolescence period as a foundation for adulthood and its exposure to various stressors leading to adverse outcomes.

Adolescence is a significant phase of transition from childhood to adulthood. It is defined as a period of physical and psychological maturation from childhood to adulthood. During this period, boys and girls undergo a dramatic metamorphosis (Detels,

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et al 2000). Average age for physical change is 11 year for girls and 13 year for boys. During this period, rapid physical growth and changes in physiological process take place. Psychological adjustment is required during the changes of puberty that include increase in sex hormones and changes in the body structure and body function (Conger 1977). According to Kuhlen, "Adolescence is a period of adjustment during which youngsters make a transition from childish irresponsibility to self direction."

Biological change and sexual maturation have significant psychological consequences for adolescents. Change in body proportion is a visible feature of adolescence. There is a sequential order to skeletal growth; lungs, legs and arms reach their maximum length. Because of this asynchrony of development during adolescence, youngsters may at a time feel or appear awkward and clumsy. Facial proportions also change (Mccanless and Coop, 1979). Adolescents become aware and concerned about these changes and feel distressed if they are not good in shape and size. If family members and friends stress on the negative aspects of menstruation, girls develop negative reaction and psychologically do not get ready to move into adulthood (Hourppert 1999). Within psychological changes, emotional development, identity development, comparison of body image, as well as development of self-esteem and self-concept take place. Developmental theories emphasize the many highly concentrated demands made by society during this period like that for education and vocation preparation and for development of a workable set of personal and social value.

The process of growing up in any society including Indian society is subtle and complex. Every child experiences changes in social relationships during adolescent development. Adolescents develop socially by expanding and redefining their relationships with the family and society. During childhood, this social environment usually centers around the home (Detels et al 2000). For the girl child, it becomes more difficult because when she enters this phase, society demands a girl to be conscious of the constraints under which she will live. Physical, emotional and psychological developments have various crucial interlinks between the individual, household and wider structures and processes of the society (Dube 2001).

However, education also becomes an intimidating factor during this period. Parents and teachers exert direct and indirect social pressures to exploit the educational capability of every adolescent (Godbole 1999). School and education are the mechanisms through which socialization takes place. In addition, education at this level can also involve unexpected tension and rivalries in role performance. Consequently, the balance of relationship between the social structure, socialization process and nature of education is subjected to ever new stresses and gains new significance.

Generally in all societies, rewards are given to those who compete and perform more rapidly and successfully. External pressure for better academic performance and achievements, like parents' expectations, social atmosphere, and integration of new roles, and internal pressure like, self-expectations creates stressful situation in adolescent life. In addition, as students decide about better career developments and negotiate new relationships, they also face novel ideas that challenge previous views that create conflicts with family, relationship problems, identity problems and family problems and thus become additional stressors of adolescent students' life.

Coping refers to cognitive and behavioral techniques to manage internal and external demands of stressful situations (Folkmen et al 1986). The ability for coping with different types of stresses varies from person to person due to which even people with similar skills and preparation can actually perform very differently. A person's socio-emotional defenses become important in dealing with any situation. The coping process is facilitated by the extent to which a person can control her/his emotional state. How well one performs will depend on the technique and intrapsychic mechanism by which the person contains the emotional state. There are boundaries within which psychological defense must function, if it is to be effective. Defense processes cannot be out of line with the social definition of appropriateness such that they lead to negative social evaluation and withdrawal of social support (Mechanic 1962). Stress and coping are interrelated factors that usually come together. In this study, we try to examine some stressors in adolescence, their impact on the lives of adolescent girls and how these girls cope with these stressors. Here the researcher is trying to relate stress and coping in adolescence

within the larger social framework. However, most of the psychological studies have been conducted on individual aspects of adolescents like self-esteem, self-concept, individuality and centrality in adolescents. These studies relate individually with these concepts of adolescence but do not shed light on the social and behavioral aspects of adolescents.

The study focuses on X^{th} class adolescent girls and explores the perceptions of these girls about changes during adolescence. The main queries of the study are intended to develop an understanding of complexities of adolescent girls' lives. In order to do that we will see how the process of change is occurring, and to what extent it is stressful and uncomfortable for the adolescent girls, and how they are molding the situations or adjusting within the given situation. We also try to understand the issues that are associated with creating stress in adolescent girls. Most of the studies on stress deal with stress related to specific aspects of adult lives but there is no study that is looking at how stressful adolescents' daily life is. Here we are looking at different causes of stress in adolescent girls and how it can affect health other than mental health and how these girls cope with this stress. We will also examine how both stress and coping can be affected by differences in social backgrounds? In order to explore the areas of stress and coping of adolescent girls, parents and teachers of adolescent girls were also interviewed in the study.

In the study process of exploration of stress and coping in adolescent girls is placed in following chapters:

Chapter one is about available literature in context of the study. In this chapter we review literature that has focused on adolescents' physical, social and emotional changes, and concepts of stress and coping.

Chapter two deals with the conceptualization of the problem and the objectives of the study. It also discusses the area of study, method of sampling, tools of data collection, procedure of data collection and limitations of the study.

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Chapter three discusses the profile of the adolescent girls of the two schools, where an examination of the socio-cultural and economic background is carried out by examining the parents' caste/religion, occupation and education level. It also deals with the history and profile of the two schools selected for the study, and the extracurricular interests of adolescents and perception of parents and general perception of society about the girls.

Chapter four is on the perception of girls about the changed attitudes and expectations from pre-adolescence to adolescence and their responses along with the changes in themselves during this age. It talks of the stress produced because of these changes and how they cope with them.

Chapter five broadly covers the personal, family, peer related and educational stresses and coping mechanisms of the girls.

Chapter six is the discussion and conclusion that contains the major findings of the study on stress on girls and how they cope up with the changing life experiences.

CHAPTER 1

REVIEW OF LITERATURE

While dealing with the required literature on the subject, the researcher divided the review in three sections covering the major issues taken up during the course of the research. These sections include discussion done on available literature on adolescence, stress and coping and other related literature.

1.1 Adolescence

Adolescence is the second decade of an individual's life, which is generally characterized by rapid growth and development; it is the transition phase from childhood to adulthood. This period is divided into two phases: early adolescence and late adolescence. The age groups from 12 to 16 years come under early adolescent phase and age group from 17 to 19 comes under the late adolescent phase. The process of transition in early adolescents seems more difficult than late adolescence as is proved through literature Douvan et al (1966). Most of the literature on adolescent developmental phase is available in the European context but the emotional pattern and biological changes are the same in every context. In the present chapter, we will see what are the points where a normal adolescent seems vulnerable and faces difficulties in his or her life and what is the concept of stress and coping in an individual's life. Firstly, we start with certain definitions of adolescence: In terms of etiology, adolescence comes from Latin world 'adol' that means' to grow up' or 'to grow into maturity' and it is the life stage between childhood and adulthood (Helms and Turner, 1976). According to Lingren and Byrine(1971), adolescence may be defined as that period or stage of development that comes between childhood and adulthood. According to Hans (1977), in sociological sense it refers to the experience of passing through the unstructured and ill defined phase that lies between childhood and adulthood.

Thus adolescence is defined as a period that begins with the onset of puberty,

and ends with the attainment of adult status. It is a period of transition. Its meaning and implications are very much determined by social and cultural values. Adolescence is often depicted as a period of storm and stress. For some individuals, it is clearly a period of difficult adjustment and extremely traumatic (Muuss 1975).

Marx (1976) pointed out that the puberty initiates the adolescence period. Again, the psychological and physiological problems that mark this transitional period are its most crucial feature and it is difficult to discuss primary biological changes without mentioning these problems.

1. 2 Characteristic of Adolescence

Adolescence has certain characteristics that distinguish it from the period that preceded it and the periods that will follow it. These characteristics are explained below.

Adolescence: the transition from childhood to adulthood

The period may begin with puberty, the onset of physical maturation (12 to 14 years of age) and terminate at the time when the individual assumes such adult like responsibilities as marriage, full time employment or a serious commitment to career training, usually between the age of 18 and 20 in our culture. During this period an individual's status is vague and there is confusion about the role the individual is expected to play. The adolescent at this age is neither a child nor an adult. If adolescents behave like children, they are told to " act according to one's age." If they try to act like an adult, they are often accused of being " too big for their britches" and are reproved for their attempts to act like adults. This can create stress on the other hand, the ambiguous status of today's adolescents is advantageous in that it gives them time to try out different lifestyles and decide what pattern of behaviors, values, and attitudes meet their needs best (Hurlock 1981).

Adolescence as a period of change

The rate of change in attitude and behavior during adolescence is parallel with the rate of physical change. During early adolescence, when physical changes are rapid, changes in attitudinal and behavior are also rapid. When physical changes slow down, attitude and behavioral changes also slow down.

There are five most universal concomitants of the changes that occur during adolescence. The first is heightened emotionality, the intensity of which depends on the rate in which the physical and psychological changes are taking place. These changes normally occur more rapidly during early adolescence but heightened emotionality is generally more pronounced in late adolescence.

Second, the rapid changes that accompany sexual maturation make young adolescent unsure of themselves, of their capacities, and of their interests. They have strong feelings of instability, which are often intensified by the ambiguous treatment they receive from their parents and teachers.

Third, changes in their bodies, their interests, and in their roles as a social group create new problems. To young adolescents, these may seem more numerous and less easily solved than what they had to face earlier. Until they solve their problems to their satisfaction, they continue to be preoccupied with them and with themselves.

Fourth, as interest and behavior patterns change, so do values. What was important to them as children now seems less important. For example, earlier, a large number of friends used to be the criteria for being popular but now they prefer friends of the type that are admired and respected by their peers.

Fifth, most adolescents are ambivalent about changes. While they want and demand independence, they simultaneously often dread the responsibilities that go with independence and question their ability to cope with these responsibilities(Hurlock1981).

There are two reasons for this. First, throughout their childhood, their problems were met and solved, partly, by parents and teachers. As a result, many adolescents experience difficulties in coping with problems alone. Second, because adolescents want to feel that they are independent, they demand the right to cope up with their own problems, rebuffing any attempt of parents and teachers to help them. Because of their inability to cope with problems as well as they believe they can, many adolescents find that solutions do not comes up to their expectations (Freud, A.1969).

Adolescence is a time for search of identity

In early adolescence, conformity to the group is still important for boys and girls. Gradually, they begin to crave identity and are no longer satisfied to be like their peer in every respect, as they were earlier. This is called "identity crises" or ego – identity. Erikson (1964) has explained: the identity, the adolescence seeks to clarify is, who he/she is, what his role in society is to be. Is he/she a child or is he an adult? Does he/she have the capacity to become a husband and father or wife/mother in the future?...can he/she feel self- confident in spite of facts that his/ her race or religious or national background makes some people look down upon him? Overall, will he/ she be a success or failure?

One of the ways adolescent try to establish themselves as individuals is by the use of status symbols in the forms of clothes, and other readily observable material possessions. They hope, in this way, to attract attention towards themselves and to be able to be recognized as individuals, maintaining, at the same time, their identity with the peer group.

Adolescence as a dreaded age

Many popular beliefs about adolescents have definite evaluative connotations and many of them are negative. Acceptance of the cultural stereotype of teenagers as sloppy, unreliable individuals who are inclined towards destructiveness and anti social behavior has led many adults, who must guide and supervise the lives of young

adolescents, to dread this responsibility and to be unsympathetic in their attitudes towards, and treatment of normal adolescent behavior (Majeres 1976).

Popular stereotypes have also influenced the self-concepts and attitudes of adolescents towards themselves. As Anthony has explained, in speaking about the cultural stereotype of adolescents, "The stereotypes also have also function as mirrors held up to the adolescent by society reflecting an image of himself that the adolescent comes to regard as authentic and according to which he shapes his behavior". The acceptance of this stereotype and the belief that adults have poor opinions of them make the transition into adulthood difficult. It leads to much friction with their parents and places a barrier between them and their parent, this prevents them from turning to their parents for help in solving their problems (Hurlock 1981).

Adolescence is a time of unrealism

Adolescents have a tendency to look at life through rose-tinted glasses. They see themselves and others, as they would like them to be rather as they are. This is especially true of adolescent aspirations. These unrealistic aspirations, not only for themselves but also for their families and friends are in a part responsible for heightened emotionality characteristic of early adolescence. The more unrealistic their aspirations are, the more angry, hurt and disappointed they will be when they feel that others have let them down or that they have not lived up to the goals they set for themselves (Russin, 1975).

With increased personal and social experiences, and with increased ability to think rationally, older adolescents see themselves, their families and friends, and life in general in a more realistic way: As a result they suffer less from disappointment and disillusionment than they did when they were younger. This is one of the conditions that contribute to the greater happiness of the older adolescents. (Astin, 1977).

As adolescence draws to a close, it is not uncommon for both boys and girls to be plagued by over idealism of the single, carefree life that they will soon give up as they achieve the status of adults. Feeling that this period of their lives is happier than what they will face in adulthood, with its demands and responsibilities, there is a tendency to glamorize adolescence and to feel that a happy, carefree age has been lost forever (Jurich, and Jurich 1975).

Adolescence is the threshold of adulthood

As adolescents approach legal maturity, they are anxious to shed the stereotype of teenagers and to create the impression that they are near adult. Dressing and acting like adults, they feel not always are enough, they begin to concentrate on behavior that is associated with the adult status. They believe that this behavior will create the image they desire (Hurlock1981).

1. 3 Physical changes in adolescence

Growth is neither complete when puberty ends, nor it is entirely complete at the end of early adolescence. However, there is a slacking of the pace of growth, and there is more marked internal than external development. This cannot be so readily observed or identified as growth in height and weight or the development of secondary sex characteristics. Certain important external and internal bodily changes take place during adolescence at certain ages ((Malina, 1974).

During this period, adolescents go through external as well as internal changes. Externally there is increase in their heights, weight gets distributed, and overall the body becomes more proportioned. Sex organs mature. Internally there are changes in the digestive system, circulatory system and heart grow rapidly during adolescence, lungs reach their maximum capacity and sex glands develop rapidly among other major and minor changes

Effects of physical change

As physical changes slow down, the awkwardness of puberty and early adolescence generally disappear. This is because older adolescents have had time to gain control over their enlarged bodies. They are also motivated to use their newly acquired strength and this further helps them to overcome any awkwardness that appeared earlier.

Because strength follows in muscle size, boys generally show their greatest increase in strength after the age of fourteen, while girls show improvement up to this age and then lag, owing more to change in interests than lack of capacity. Girls generally attain their maximum strength at about seventeen, while boys do not attain their maximum strength until they are twenty one or twenty two (Malina, 1974). For the early adolescent age group, biological changes seem more stressful than late adolescent age group.

Concern about physical change

Few adolescents experience body-cathexis or satisfaction with their bodies. However, they do experience more dissatisfaction with some part of their bodies than with other parts. This failure to experience body-cathexis is one of the causes of unfavorable self- concepts and lack of self-esteem during the adolescent years (Majeres,R.L.).

Doin et al have explained why satisfaction with physical changes that takes place as children's bodies are transformed into "adult bodies is so important. According to them, "a person's physical appearance, along with the sexual identity, is the personal characteristic most obvious and accessible to others in social interaction". While clothing and beauty aids can be used to hide the physical features the adolescent dislikes, and to enhance the adolescent regards as attractive, they alone are not enough to guarantee body-cathexis (Doin et al 1972).

Some of the concerns adolescents have about their bodies are carry-overs of concerns they experienced during puberty and which, in the early years of adolescence, are based on conditions that still prevail. Concern about normalcy, for example, will persist until the physical changes on the surface of body have been completed and adolescents can be sure that their bodies conform to the norms of their sex group. Similarly concern about the sex appropriateness, so all- pervading in puberty, continue until the primary and secondary sex characteristic have completed their growth and development and, thus, give adolescents opportunity to see if their bodies can confirm to the cultural standard of sex-appropriateness (Majeres,R.L.).

For many girls menstruation is a serious concern. This is because they suffer physical discomforts such as cramps, weight gain, headaches, backaches, swollen ankles, and breast tenderness and experience emotional changes, such as mood swing, depression, restlessness, depression, and a tendency to cry without apparent reason. Because menstruation is commonly referred to as " the curse" it is not surprising that this unfavorable social reaction will color girls' attitudes unfavorably and encouragers them to believe they are martyrs (Paige 1973).

Acne and other skin eruptions are a source of concern to both girls and boys. With the increase in the severity of acne, there is an increase in concern. This concern is often as great for boys as for girls because they realize that acne mars their chances for physical attractiveness and because they cannot use physical cosmetics to cover it up as girls can.

Tendency towards obesity that plagues most pubescent boys and girls continues to be a source of concern during the early adolescent years. In most cases, however, with increase in height and with efforts to control their appetites, adolescents start to slim down and look less obese than they did during the puberty fat period. In addition, careful selection of clothing helps to create the illusion that they are more slender than they actually are (Bruch, 1969).

It is unusual for adolescents, boys or girls, not to be concerned about their physical attractiveness. Only few are satisfied with their appearance and many are concerned about what they can do to improve it.

1. 4 Changes in social behavior during adolescence

One of the most difficult tasks of adolescence is related to social adjustment. These adjustments must be made to member of opposite sex in a relationship that never existed before and to adults in side as well as outside the family and school environments.

To achieve the goal of adult patterns of socialization, the adolescent must make many new adjustments, the most important- and, in many respects, the most difficult of which are those due to the increased influence of peer group, changes in social behavior, new social groupings, new values in friendship selection, new values in social acceptance and rejection, and new values in selection of leaders. Because adolescents spends most of their time outside the home with members of the peer group, it is understandable that peers would have a greater influence on adolescent attitude, speech, interest, appearance, and behavior than the family has. Most adolescents, for example, discover that if they wear the same type of clothes as popular group members wear, their chances of acceptance are enhanced. Similarly if members of peer group experiment with alcohol, drug, or tobacco, adolescents are likely to do the same and feel about these matters (Greengerger,E R 1975).

Horrock and Benimoff (1966) have explained peer-group influence in adolescence in this way: The peer group is the adolescent's real world, providing him a stage upon which to try out himself and others. It is in the peer group that he continues to formulate and revise his concept of self; it is here that he or she is evaluated by others who are presumably his equal and who are unable to impose upon him the adult world sanctions from which he is typically struggling to free himself. The peer group offers the adolescent a world in which he may socialize in a climate where the value that count are those that are set, not by adults, but by others of his or own age.

As adolescence progresses, peer group influence begin to wane. There are two reasons for this. First, most adolescents want to become individuals in their own rights and to be recognized as such. The search for identity weakens the influence of peer group on the adolescent. The second reason for the waning of peer-group influence is the result of the adolescent's choice of peers as companions. No longer are adolescents interested in larger group activities, as was true during their childhood days. In adolescence there is a tendency to narrow down friendships to smaller numbers through most adolescents want to belong to larger social group for social activities. Because these social activities become less meaningful than close

friendships, the influence of the larger social group becomes less pronounced than the influence of friends (Hurlock 1981).

The gangs of childhood gradually break up at puberty and during early adolescence as the individual's interest's shift from the strenuous play activities of childhood to the less strenuous and more formal social activities of adolescence. The most common social grouping during adolescence are, close friends, Cliques, parties and Organizing group etc. Adolescents no longer select their friends on the basis of ready availability at school or in the neighborhood, as they did during childhood, also the enjoyment of the same activities is not such an important factor in friendship selection. Adolescents want as friends those whose interests and values are similar to theirs, who understand them and make them feel secure, and in whom they can confide problems and discuss matters they feel they cannot share with parents and teachers. Of all the changes that take place in social attitudes and behavior, the most pronounced is in the area of heterosexual relationships. In a short period of time during early adolescence phase, adolescents dislike the members of the opposite sex and prefer the companionship of members of own sex. Activists, whether with members of own sex or with the opposite sex, usually reaches their peak during high school years. The greater the social participation of adolescents, the greater the social competency, as seen in their ability to carry on conversations, to play sports and games that are popular with age mates, and to behave correctly in different social situations. But adolescents, as a group, tend to be more "choosy" in selection of associates and friends than they were as children; they find adolescents of different racial, religious, or socioeconomic background less congenial than those with similar background. However, they are more likely to ignore those they find uncongenial than to treat them in a way that expresses their feelings of superiority, as older children do (Patchen et al 1976).

New values in social acceptance

Just as adolescents have new values concerning their friends, so they have new values concerning acceptable or unacceptable members of different peer groups. No one trait or characteristic behavior pattern guarantees social acceptance during adolescence (Hurlock1981).

1. 5 Psychological changes during adolescence

Traditionally, adolescence has been thought of as a period of "storm and stress"-time of heightened emotional tension resulting from the physical and glandular changes that are taking place. Today's social conditions that surround adolescents have much to explain for adolescents' heightened emotionality and tension. Adolescents emotionality can be attributed mainly to the fact that boys and girls come under social pressures and face new conditions for which they received little, if any, preparation during childhood (Rutter, et al 1976). Not all adolescents, by any means, go through a period of exaggerated storm and stress. Most of them do experience emotional instability from time to time, which is a logical consequence of the necessity of making adjustment to the new pattern of behavior and social exception. While adolescent emotions are often intense, uncontrolled and seemingly irrational, there is generally an improvement in the emotional behavior with each passing year. Common emotions of adolescents are anger, fear, jealousy, curiosity, joy, grief and affection etc (Gesell, et al 1956).

Emotional pattern during adolescence

The emotional pattern during adolescence is similar to that of childhood but differs in the stimuli that gives rise to emotion and even more important, in the degree of control of individuals exercise over the expressions of their motions. For example being treated "like a child" or being treated "unfairly" is more likely to make adolescent angry then anything else. Instead of having temper tantrums, however, adolescents express their anger by sulking, refusing to speak, or loudly criticizing those who angered them. Adolescent also become envious of those with more material possessions. However, they may not complain and feel sorry for themselves, as children do, but they are likely to take part time jobs for material possessions (Gesell, et al 1956).

Emotional maturity

Boys and girls are said to have achieved emotional maturity if, by the end of adolescence, they do not "blow up" emotionally when others are present, but wait for a convenient time and place to let off emotional steam in a socially acceptable manner. Another important indication of emotional maturity is that the individual assesses a situation critically before responding to it, instead of reacting to it unthinkingly as would have been the case when they were younger. To achieve emotional maturity, adolescents must learn to get a perspective on situations which otherwise would lead to emotional reactions. They can do this best by discussing their problem with others. Their willingness to disclose their attitudes, feelings, and personal problems is influenced partly by how secure they feel in their social relationships, partly by how much they like the "target person" (the person to whom they are willing to make the disclosure), and by how much the target person is willing to disclose to them (Hurlock1981).

In addition, if adolescents are to achieve emotional maturity, they should learn to use emotional catharsis to clear their systems of pent-up emotional energy. This they can do by strenuous physical exercise, in playing or working, by laughing or by crying. While all of these provide an outlet for pent-up emotional energy that accompanies control over emotional expression, social attitudes toward crying are unfavorable, as they are toward laughing, unless the laughter is held in check and occurs only when the social group approves (Hurlock 1980).

1. 6 Family relationships during adolescence

During early adolescent age, relationship with families deteriorates; the fault usually lies on both the sides. Parents often refuse to modify their concept of their abilities, as they grow older. As a result, they treat their adolescent sons and daughters in the same way as they did when they were younger. In spite of this, they expect them to act their age especially when it comes to assuming responsibilities.

Even more important is the so-called generation gap between adolescent and

their parents. This gap is partially the result of radical change in value and standard of behavior that normally occurs in any rapidly changing culture. Parents likewise find it difficult to accept their adolescent children's objections to the restraints they regard as necessary; and they may be impatient with their children's failure to assume responsibilities that they feel are appropriate for their age. These sources of irritation generally reach their peak between fourteen and fifteen years, after which there is generally an improvement in parent-child relationships (Weller, and Ludhterhand 1971).

Equally important, many adolescents feel that their parents do not understand them and that their standard of behavior are old-fashioned. This is more due to the cultural gap than to differences in age.

Sex differences in family relationships

As a rule, the adolescent's relationship with family member of female sex is less favorable than those who are male family members. While this is true that mothers tend to more lenient with their sons than their daughters, this is one of the few exceptions to the rule. Because girls are more restricted by their mothers than their fathers, mother daughter friction is often intense, at least until the latter part of adolescence.

Grandfather and other male relatives assume little control over the adolescent's behavior, believing that to be the parents' responsibility. Grandmothers and other female relatives, however tend to be more outspoken in their criticisms.

The friendly relationships of same sex siblings during childhood often deteriorate in adolescence; an older girl may criticize her younger sister's appearance and behavior, for example, and younger siblings tend to resent the privileges their older siblings are granted (Hurlock 1981).

1. 7 Education and adolescence

Young adolescents complain about school in general and about restrictions, homework, required courses, food in cafeteria, and the way the school is run. They

are critical of the teachers, and the way they teach.

The attitudes of older adolescents towards education are greatly influenced by their vocational interests. If they are aspiring to occupations, which require education beyond high school, they will regard education as a stepping-stone. They will be interested in the courses that will be useful to them in their chosen field of work. As is true of the younger adolescent, the older adolescent considers success in sports and social life as important as academic work. Many factors influence the younger as well as the older adolescent's attitude toward education like peers and familial educational status, parental attitude - whether they consider education a stepping stone to upward social mobility and attitude of adolescent towards and academic and disciplinary polices etc (Kerckhoff, A.C. et al (1974).

1. 8 Concept of stress and coping

According to dictionary, the word stress means: " to be subjected to pressure or strain, a mentally disruptive or disquieting influence". A situation that causes pressure or strain is called a stressor. The stresses, which we all experience during various times in our life are expressed through different emotions, such as anxiety, anger, frustration, depression or even excitement, and affect us physically. When we are under stress, our bodies respond with the 'fight, flight or fright response'. Researchers believe that this reaction is an ancient response that has allowed humans to survive as a species since prehistoric times. Stress is our body's way of responding to any kind of demand. It can be caused by both good and bad experiences. When people feel stressed by something going on around them their bodies react by releasing chemicals into the blood. These chemicals give people more energy and strength, which can be good thing if their stress is caused by physical danger. But this can also be bad thing, if their stress is in response to something emotional and there is no outlet for this extra energy and strength (Rice,1987).

The above concept of stress is common for all human beings. In the case of adolescents it becomes more prevalent because this age is going through more

hazards due to biological, emotional and social consequences. That we have seen in the above details on adolescents' physical, social, psychological, familial and educational aspects. Changes in these aspects during adolescence create lots of stresses in their lives.

Major effects of stress

Stress can influence physical and psychological well being, and performance on tasks and even the ultimate course of one's career.

Stress and health

The link between stress and personal health, according to medical experts is very strong (Gleaser; 1992). Some authorities estimate that stress plays a role in 50 to 70 percent of all physical illness (Frese; 19850). Moreover, included in these percentage are some of the most serious and life threatening ailments known to medical science .To list just a few, stress has been implicated in the occurrence of the heart disease, high blood pressure, hardening of the arteries, high blood pressure, ulcers and even diabetes etc.

How does stress produce such an effect? The precise mechanisms involved remain yet to be determined, but growing evidences suggest that the process goes something like this: by darning our resources and keeping us off balance psychologically, stress upsets our complex internal chemistry. In particular, it may interfere with the efficient operation of our immune system through which our bodies recognize intruders, such as bacteria, viruses and cancerous cell (Baron 2003).

Stress and task performance

Psychologists once believed that stress actually improved performance on a wide range of tasks. They held that the relationship between stress and task performance takes a form of upside-down ∩. Initially, as the stress increases, performance increases but after a certain level of stress, performance decreases with

increasing stress. Beyond some points, through, stress becomes distracting, and performance actually drops (Lalonde, M. (1974).

While this relationship may hold true under some conditions, growing evidence suggested that even low or moderate levels of stress can interfere with task performance(Motowidlo, Packard and Manning,1984) . There are several reasons why this is so. Firstly, even relatively mild stress can be distracting. People under stress may focus on unpleasant feeling and emotions it involves, rather than on the task at hand. Secondly, prolonged or repeated exposure to even mild levels of stress may exert harmful effect on health, and health problem may interfere with effective performance. Finally most of the research indicates that as arousal increases, task performance may rise at first, but that at some point it falls (Berlyne, 1967). The precise location of this turning, or inflection, point seem to depend to an important extent on the complexity of task performed. The greater level of complexity, the lower level of arousal at which downturn in performance occurs. Many observers believe that the task performances by today's working people are more complex than those in the past. For this reason, even relatively low levels of stress may interfere with performance in today's complex work world (Baron 2003).

Individual differences in resistance to stress

It is clear that individuals differ in their résistance to stress. Some people seem to be disease prone- they suffer ill effect from even mild level stress. Other people sometimes referred to as self-healers are able to function effectively even in the face of intense on going stress (Friedman, Hawley, & Tucker, 1994).

This response to stress differs because of optimistic and pessimistic tendencies of people. Optimists are people who see the glass as half full; pessimists are those who see it half empty. Some evidences indicates that optimistic people have general expectancies for good outcomes (Scheier&,Carver, 1988). They are much more stress- resistant then pessimists, who have general expectancies for poor outcomes. The researcher seems to indicate that this resistance stems from beneficial changes

that occur in their immune system. Segerstrom and her colleagues (1998) examined the effect of optimism on mood and immune changes among low performing student in their first semester of study. The result shows that optimism was associated with better mood, higher number of T cells (involved in immune reactions to infection), higher natural cell killer activity (through to be important in fighting viral infection and some other type of cancers). Additional evidence helps to explain why this is case. Briefly optimists and pessimists seem to adopt different tactics for coping with stress (Scheier & Carver, 1992). Optimists focus on problem focused coping: making and enacting specific plans for dealing with source of stress. They also seek to obtain social support, the advice and help of others (Carver at al., 1993), in contrast pessimists tend to adopt different strategies, such as giving up goals in which stress is interfering or denying that the stress exist (Scheier, Weintraub, & Carver, 1986).

1. 9 Tactics of coping with stress

Stress is a fact of life. Stressors are all around us, at work, or in our environment and in our personal lives. Because stress arises from many different factors and conditions, it's probably impossible to eliminate it completely. But we can apply techniques to lessen its potentially harmful effects. These techniques are divided into three major categories: physiological, cognitive, and behavioral.

Physical Coping Technique

One of most effective procedure is learning to reduce tension in our own muscles through progressive relaxation. To use this technique, being by alternately flexing and relaxing your muscles to appreciate the difference between relaxed and tense muscles. Next you might shake out your arm and then let them flop by your sides. Then relax your shoulder by rolling them up and down. Now relax your neck, step by step, extend this process until your body is completely relaxed from head to toe. Controlled breathing is also important. When you are tense, you tend to take in relatively short, shallow breaths (Anderson, N.B. et al 1981).

Behavioral Coping Technique

When we overload our schedule with too many responsibilities and we procrastinate, it all adds up to stress. There are plenty of things we can do to reduce the stress in our lives one method is time management: learning how to make time work for us instead of against us. Adhering to a well-planned schedule can help us make more efficient use of our time and eliminate behaviors that interfere with our main goals (Pinkerton, S. S. et al 1982)

Cognitive coping technique

We don't have a control of all the stressors in our lives. We can however gain some control over cognitive reactions. When exposed to a stressful situation, we can think it in different way and some of these are much more beneficial then others. The process of replacing negative appraisals of stressors with more positive once is called cognitive restructuring (Meichenbaum, 1977). These methods of coping can be purely cognitive or behavioral or physical or can be a combination of any two of them.

1. 10 Related studies

There are several studies done by researchers on this particular developmental stage. These studies look at different aspects of adolescent lives. Those that are partially linked with the present study are reviewed for the purpose of substantiating the study.

"The changing family context of early adolescents" was a longitudinal study on adolescents of ten to fourteen years of age. The purpose of this study was to see the differences in family environment during transition to adulthood through the decades. The focus of the study was on characteristics that have established implications for short and long term social and economic well being, including family structure, mothers' age at the time of adolescent's birth, number of siblings in home and parental education, employment and income. The analysis indicated that the period between 1940 and 1990 saw a marked increased in the proportion of

adolescents living in demographically advantaged family context. Adolescents of latter decades got more support in the form of human and social capital (Cornwell, Eggebeen and Meschke 1990).

The study "Across the transition to adolescence: quality of parent adolescent relationships and adjustment" was caused by Delaney, M.E. in 1997. The purpose of this study was to identify qualitative differences in parental/adolescent relationships. He got the result that adolescents who are living in detached relationships, reported greater anxiety, more depressive symptoms and lower self worth than those who lived in either individualized or, more especially, those in connected relationships with parents.

The study "Gender discriminatory behavior during adolescence and young adulthood: a developmental analysis" was done by Lobel, L.E. 2003. This study investigated discriminatory behavior from a developmental perspective by examining 3 age groups- early adolescents, late adolescents and young adults. In the study they investigated the relationships between self-perception of traditionally masculine and feminine characteristics and more gender discriminatory behavior across these three groups. The researchers got clear differences in gender discriminatory behavior at different age, such that adults significantly suffer less than did during both early and late adolescence. This means that gender intensification and strict social pressure and demands for conformity continues through the adolescence. It is only at the onset of adulthood that individuals begin to judge themselves on the basis of merit more often than on the basis of masculinity and femininity then it becomes resolved.

The study "the role of parental and peer attachment in the psychological health and self-esteem of adolescents" was done in 1998 batch high school students, aged between 15-19 years. The purpose of the study was to seek clarity in the role of parental and peer attachment with regards to self-esteem and how these differences then have an impact on psychological health. Finally this study presented that adolescent attachment relationship with parents and peers are not in competition but play a complimentary role in the psychological well being during adolescence. The primary effect of both parental and peer attachments would appear to be on

adolescents' self esteem rather than directly on the expression of psychological symptoms. This suggested that the quality of relationships in his developmental period play an important role in construction and evaluation of self-identity (Wilkinson 2003).

The study "the stress process, self-efficacy expectation, and psychological health" was conducted by the Karudemas& Azizi in 2003. In this study, the effect of the stress process after a stressful encounter (like an examination period for university students), psychological health, as well as certain other factors that play a significant role were examined. The study was conducted in the university of Athens and focused on the relationships between several factors that play a significant role in the stress process. They examined relationship between appraisal variables (self-efficacy, threat, challenge and stakes) a relevant cognitive schema, coping strategies and psychological health during the impact of a stressful encounter. They found in the result that the more a student is positively challenged by examinations, the higher his self-efficacy is and the more his/her expectations are, the more positive is his approach towards coping strategies. On the contrary, the more threatened a student feels, the less is he able to use coping strategies. Weaker self-efficacy leads to more self- isolation and less positive approach. Self-efficacy expectations are positively related to tension reduction strategies, and negatively related to psychological symptoms and self-isolation and denial/passive acceptance strategies.

Washburn-Ormachea et al did a study in public junior high school grade students. The study was "gender and gender role orientation differences on adolescent's coping with peer stressor". The purpose of this study was to explore the gender role orientation related to young adolescents' self- reported use of coping strategies in response to peer related stressful situations through the analysis of gender differences in coping during adolescence. The study found that girls report more stress because of peers as compared to boys. The most frequently reported stressful event was argument/fight with same sex friends. Boys reported more physical fights and threats. As far as coping is concerned, this study has learnt that boys are more oriented to act against stressors (problem focused coping) and girls are

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more tend to regulate their emotional states associated with stressors (emotion focused coping) (Washburn-Ormachea et al 2003).

Above studies are partially relates to adolescents on the other hand there are the studies on environmental stress (Mitchell 1772, Hwanga 1979 and Huang 1985), occupoational stress(Srivastave & Singh 1981, Pestonjee 1992 and and Sharma 1998) and daily hassles and chronic strain (Chan et al 1984, Chang et al 1985) etc. In addition to this there are some studies on abnormal adolescents like Acharya's study mental status and pattern of residence and high school students (Acharya, M. K. 1992), Neeradha's study on mothers attitudes towards children's with mild moderate and severe mental retardation (Neeradha, C. M.) and the study on school related stress and psychosomatic symptoms among Narowbian adolescent by (Asarnow, R., Granholm, E. & Sherman !990) etc.

On the basis of the above discussion, we have seen that adolescence as a complex and ambiguous developmental stage and stress and coping the present study will conceptualize stress and coping mechanism of adolescent girls. The present study is trying to consider the broad range of issues in adolescents' lives that previous studies have not.

CHAPTER 2

CONCEPTUALIZATION AND METHODOLOGY

This chapter deals with the conceptualization and research design of the study conducted. Conceptualization is done on the basis of the literature reviewed on problems faced by adolescents due to their physical maturity and change in social aspects of life. This problem of adolescents is seen in the context of negative and stress creating feelings. This study also looks at how stress impacts health and what different coping mechanisms are used to cope with these problems. The study also investigates if socio-economic contexts have any influence on stress and coping. In order to study the totality of this complex process, the methodology required to achieve the objective is also given in this chapter.

2. 1 Conceptualization of the study

Adolescence is a period in which numerous personal and social changes occur. These changes are associated with sexual transition, self-exploration, rebellion, the notorious generation gap and inability to communicate with parents, teachers and other adults. Thus, it is recognized as the uncomfortable stage of "growing up." During this period physical adult size and secondary sex characteristics are acquired; the individuals also attain sexual maturity. Socially they advance in status and are exposed to a greater range of social conditions than in childhood (Sheriff, 1966). Relationships with peers of both sexes increasingly become an important concern. In the transition from the role of a child in the parental family to that of an adult, the adolescent may be thought of as an 'in between group person' (Lewin, 1936) with attendant problems in self identity (Eriksion, 1959). The observation of physical changes in their own selves leads adolescents to have various queries about themselves. But often, neither can they resolve these queries through their own knowledge nor they can clarify them to others. In such a situation, they start feeling helpless. Thus these physical changes have an impact on the social spheres of adolescent life. Many times they are treated as children while at other times they are considered as adults. Adolescents hang between two stages, some times they feel powerful and believe that they are right while sometimes they doubt their power and ability

to take a stand. It creates a kind of role ambiguity in adolescents on the individual level, family level as well as on the social level. Living in this kind of ambiguity causes the arrival of stress. At this stage, it is all the more difficult for an adolescent girl because social consequences of their actions are not very clear and hence appear complicated to them. They face this problem of identification with their parents, peers and teachers in their surrounding. Society demands an altered conception of self and social world from them. But in case, the young person is not capable to get incorporated in such an identification pattern then one suffers from a feeling of some sort of imperfectness. For girls, these consequences become more difficult because their parents consider girlhood as a period of preparation. It coincides with the period when she begins to learn the skills that would help her to set up her own family in the future. In view of these preparations, girls are expected to help their mothers in household tasks, and to show an interest in girlish and caring activities. When she fulfills these expectations she is encouraged and appreciated. On the other hand, boys' differential treatment allows them to be more autonomous and carefree. In our society still boys hold a superior position as compared to girls. Comparison of self with family and social position of boys becomes another reason of stress for girls.

There are numerous studies that have been done on the self of adolescent by (Jezield 1952, Reckelss, Dinitz and Kay, 1957,Strong 1957,). They defined self-concept of adolescents as: "Self concept is the evaluation of self in the social function and the global feeling of self worth." Self-concept includes a set of characteristics in adolescents like self esteem, dependency, power, centrality, complexity, individualization and identification (Long, Handerson and Ziller 1967). These are the components of an adolescents' self-concept that vary from person to person. At the stage when the study has been conducted, the adolescents are not clear about the components of their own status and society renders it all the more complex for them by forcing social values, norms and expectations on them.

These are the issues on which adolescents feel discrepancy in the understanding of the self and on the behavioral level. According to (Glimer 1967) "girls, as they mature more rapidly, have more problems than boys. They are more concentrated within the school, family, social adjustments and with the personal appearance. Boys are more concerned about money problems and career planning." Glimer's 1967 view has changed; now girls are also concerned

about money and career planning along with school, family, and social adjustments and with the personal appearance. In fact, currently schooling and education is more strongly associated with adolescents than earlier. It contributes strongly in making an adolescent stressed. Increasing educational aspirations are an additional stress causing factor along with other stresses. Previous studies by Broderick 1998 show that girls are more likely to endorse a ruminative approach to deal with stress than boys. Many studies have been undertaken on educational achievements of adolescents (Baker et al, 1991, Miller, Norton and Fan 1998, Malhotra 2000) and they emphasize the role of parents and teachers in achievement and betterment of adolescents. All these studies, conducted in different stages of schooling, do not consider the viewpoint of adolescents about different aspects of their practical lives. Studies done in school setting have only been conducted in co-educational schools. They are no studies on exclusively girl schools.

Therefore, we see that there are multiple issues causing stress in adolescents' lives. Today's adolescents are getting constant pressures of perfection in their roles, in social relationships, in their appearance and educational status. "Pressure of education seems to have a high impact on adolescents, especially those who are in 10th class. 10th class is the first board examination of one's life and it has a great value in an individual's education and career, so it more often than not becomes a cause of stress along with other different types of stresses". The present study considers that stress is a mental pressure that is a result of others' expectations and because of the need to tackle certain issues in view of the normal processes of the undergoing physical and psychological changes during adolescence. The study also investigates the effects of different kinds of stresses on their health and how adolescents cope with different types of stress symptoms like anxiety, anger, frustrations, depression and excitement etc.

In the present study, the researcher has investigated how among 10th standard girls, simple routine and daily life experiences influence their perception of stressors and coping mechanisms. Therefore, the socio-economic status of those girls and the socio-cultural and educational norms of their family, which significantly affect their stress and coping, need to be studied. In addition to knowing about stress and coping among adolescent girl, parents and teachers were also taken into consideration during the study.

2. 2 Research design

The present study deals with both qualitative and quantitative data. It has explored stressors and coping mechanisms in adolescent girls' lives. For the study, the researcher undertook several stages of sampling and data collection. Due to limited time period only two schools were chosen for the study.

2. 3 Objective of the study

Exploration of stressors and coping mechanism of adolescent girls lives, and view of teachers and parents regarding the stress and coping of girls. Its relationships with general health and well being of adolescents in 10th class.

Sub objective of study

- To understand the general background of the girls i.e. if there are differences in the two groups.

- To explore various stressors (social, physical, educational stressors) among the adolescents of 10th class girls.

- To observe the perceived effect of these stressors on their health.

- To understand the various coping mechanisms used by the adolescent girls for coping with all the stressors.

- To study the perceptions of girls' parents and teachers about stresses and coping mechanisms of girls.

2. 4 Description of study area

The study was conducted in two schools of Allahabad city. Allahabad is an educationally advanced district of Uttar Pradesh. This district has three hundred inter colleges and three universities. Out of these three universities, two are deemed universities and one is a
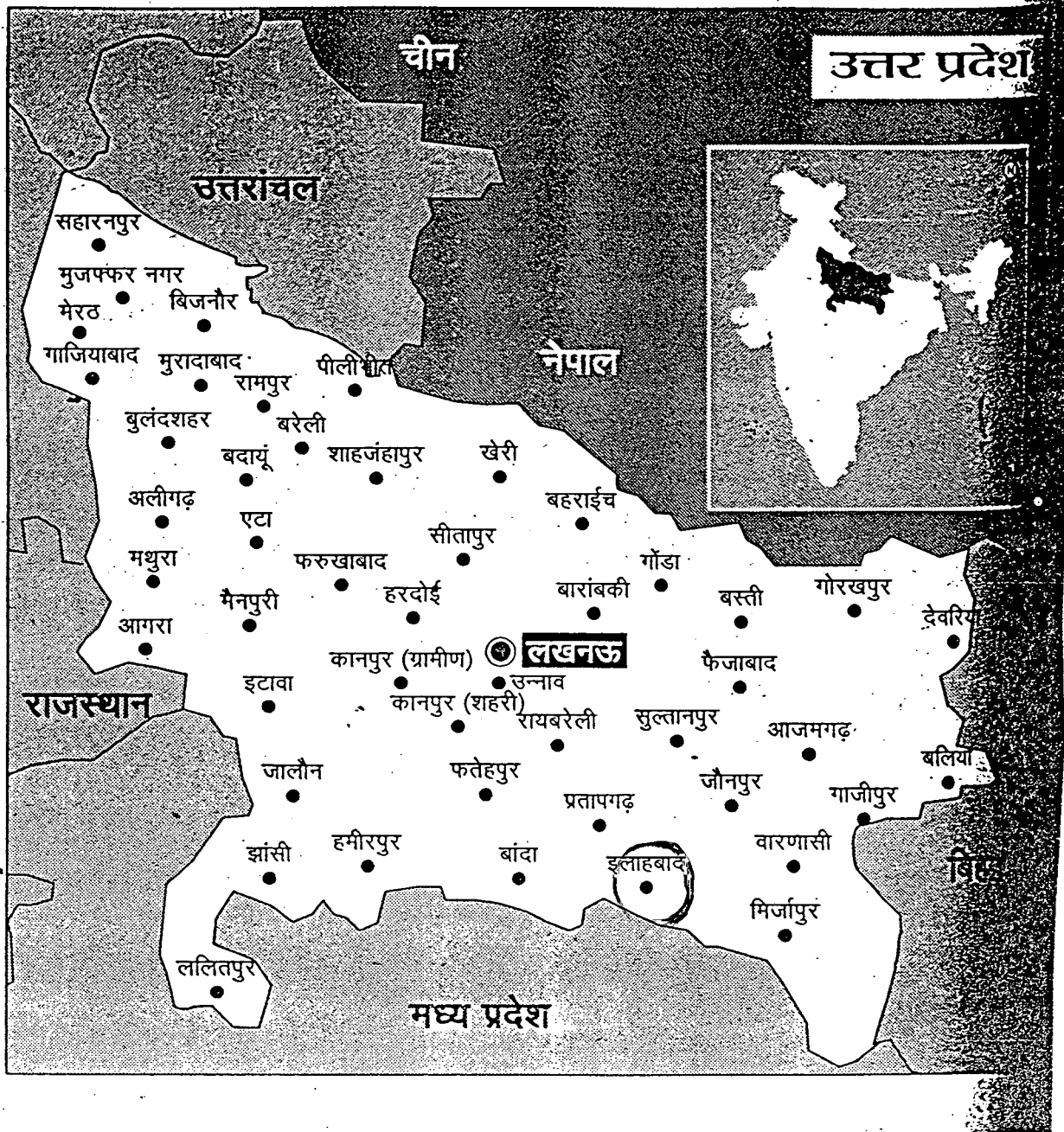
MAP SHOWING ALLAHBAD
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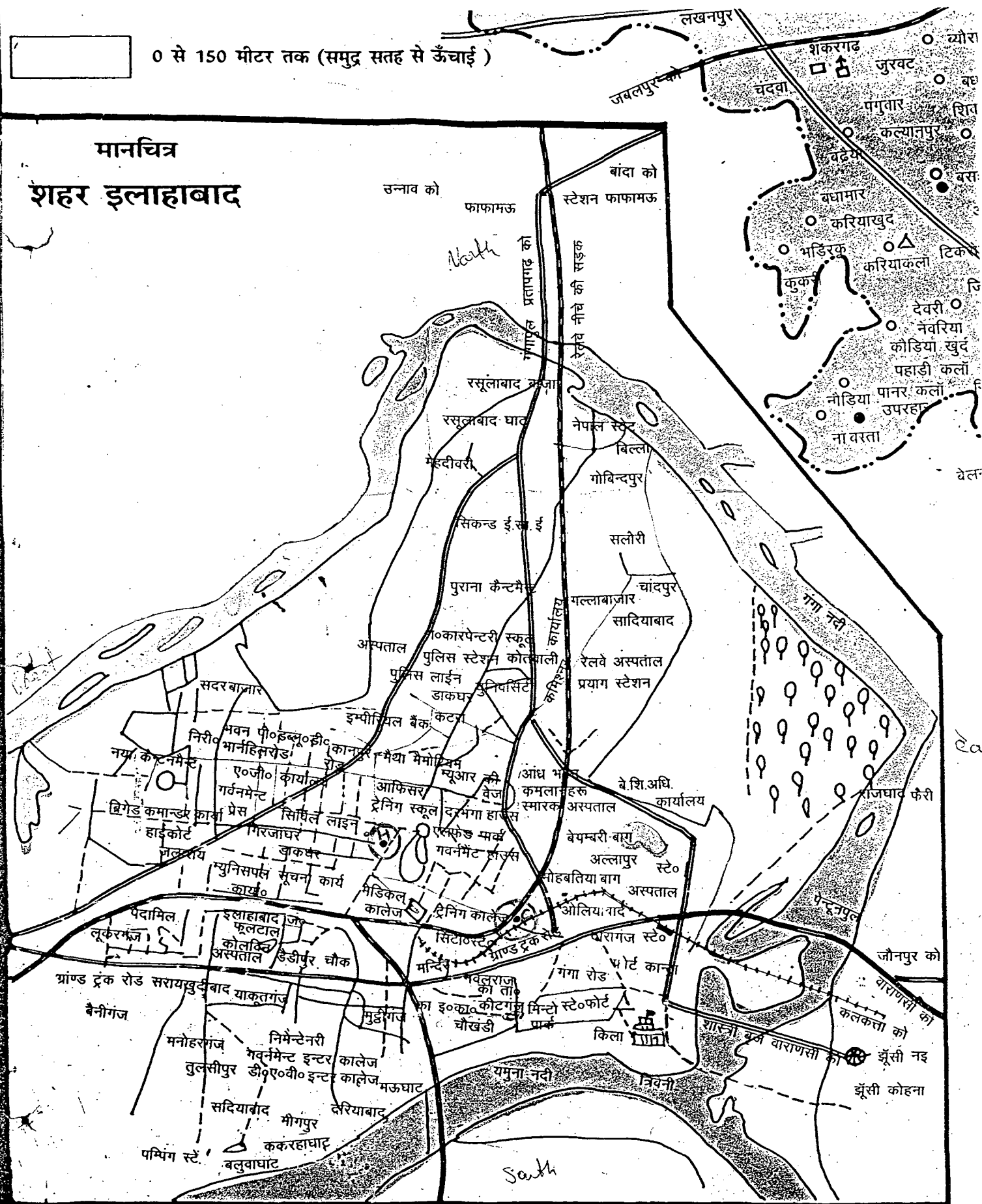
H = HINDU MAHILA INTER COLLEGE
C = CROSTH WAITE GIRLS INTER COLLEGE

30 B

central university. Allahabad University was the first university of Uttar Pradesh state. It was called 'Oxford of the east' in the past. In addition to this university, the city also has a medical college, an engineering college, The Indian Institute of Technology (IIIT) and other academic and research institutes. The Office of higher secondary education is also in Allahabad. Every year this board conducts the high school and intermediate level examinations for around 32 lakhs students.

The study was conducted in two schools of Allahabad city. The two schools were chosen from a list of 300 schools that the researcher had obtained from the Uttar Pradesh Higher Secondary Education Board (UPHSEB) office. Initially, the researcher went through this list and made another list of the exclusively girls inter colleges located in the city. Among the hence listed fifteen schools, the researcher visited seven schools randomly and got permission for the study in three schools. After some time, when the researcher went for the data collection, she got permission for data collection in only two schools. Finally, the study was conducted only in two schools. These were CWGIC (Crosth Waite Girls Inter College) and HMIC (Hindu Mahila Inter College). Both these schools are under the UPHSEB. This education board administrates and examines the education of these two schools from 6th to 12th standard. From classes 6th to 8th, they teach Hindi, English, mathematics, social science, home science/ art and craft, physical science, guiding and computer education with two optional courses Urdu/ Sanskrit and art/ music. From class 9th onwards, the board divides education in three streams: art (humanities), science and commerce. Under the art stream, students study compulsory subjects like Hindi, general mathematics/ home science, general science, social science and moral and physical science. In optional, they have to take one subject out of various subjects like history, geography, civics, picture art, economics, lyric music, instrumental music etc and one optional language out of three languages i.e. Sanskrit, English and Urdu. Under the science stream students study compulsory subjects Hindi, social science, mathematics, biology and moral and physical science and one optional language which could be any one out of the three: English, Sanskrit and Urdu. Students under the commerce stream study Hindi, social science, mathematics, science, commerce, moral science and physical science. The students are also supposed to choose one optional language other than the mother

language from English, Sanskrit and Urdu. In intermediate level also this board has a specific pattern.

Between the two schools taken up for the study, CWGIC is older than HMIC. The British emperor Mr. Charles Crosth Waite founded CWGIC while two intellectuals, the late Babu Bhagvati Prasad Srivastva and the Late Babu Bani Prasad Agarwal, founded HMIC. Both the schools were founded before the independence of India. CWIGC in located on the G.T. road of Allahabad city and HMIC is located in the civil line area of Allahabad. The researcher has given detailed description of the two sample schools in the next chapter under the title of profile of the two schools and girls.

2. 5 Sampling process for the study

The sampling process for the study was done in several steps. This process is given below step by step.

Selection of the schools

Firstly, the researcher collected a list of schools in Allahabad district from the office of UPHSEB, Allahabad. There was a list of three hundred schools. This study was formulated for girls only so the researcher made another list of the exclusively girls' schools that were located in the city. There were 15 such schools in the city. Out of these 15 schools, the researcher visited 7 girls' schools but got the permission of undertaking the study in only three schools. The names of these schools are Hindu Mahila Inter College (HMIC), Crosth Waite Girls College (CWGIC), and Indian Girls Inter College (IGIC). The researcher preferred to go in HMIC and CWGIC because these schools are very popular. The researcher chose the third school only for cross checking the similarities and dissimilarities of the responses. But at the time of the second visit for the final data collection, the researcher got the permission for the study only in two schools i.e. HMIC and CWGIC. The principle of the third school did not grant the permission because their students were preparing for the pre board examinations. She did not allow the researcher to disturb her students at any cost

Selection of the girls

Initially, the study was planned to be done in all the three sections of the 10th class girls in these two schools. These schools have two to five sections in the 10th class. In her first visit for the pre pilot study, the researcher got permission for interaction with girls of only one section of class 10th in both the schools. It was totally up to the school authorities. The researcher did not have any choice in the selection of the girls or the section of 10th class in any of the two schools. In HMIC, the researcher got the permission to interact with the art students and in the other school, the researcher got the permission to interact with the commerce students. This permission was granted for four days for only one study period that contained a time of 45 minutes.

The researcher was not given any time to interact with the girls except for the 45-minute slot. Because of this time constraint the researcher could not get the required data through interviews, so she explained the questionnaire to girls and asked them to return it back after filling it. At the time of distribution of the questionnaire there were 48 girls in CWGIC and 35 girls in HMIC. Some of them did not return the questionnaire while among the ones who did it, a few did not fill it properly even though the researcher explained the questions thoroughly. So finally the researcher got the data from 25 girls in HMIC and 35 girls in CWGIC.

Selection of the teachers

To know about the stress creating factors in 10th class girls students it was also decided to interview the teachers who were teaching the girls taken up for the study. The researcher realized that girls spend a lot of time in school with their teachers and teachers also have some perceptions about the students. For this purpose, the researcher approached the concerned teachers personally. In this process the researcher approached 7-8 teachers in every school and on the basis of teachers' consent the researcher interviewed a total of ten teachers, five from HMIC and five from CWGIC.

Selection of the parents

Selection of parents for in depth interview was based on girls' consent. The researcher told the girls about the purpose of study and requested them to take her to their homes and introduce her to their parents. But they were unwilling to do so. The main reason could be that the students were afraid of their parents and believed that there were certain aspects of their lives, which they could not share with parents. Also they could have this fear of their parents' disapproval with them.   Only five girls were keen to take the researcher to their homes. Five parents were interviewed for the study; two of them were parents of girls from HMIC and three of them from CWGIC.

2. 6 Method of data collection

Both quantitative and qualitative data has been collected for the study. This was required at two levels: firstly, at the level of school selection and then secondly to get direct information about the adolescent girls. At the school level, both quantitative and qualitative sets of data were collected by informal discussions with the employees of UPHSEB. The quantitative data included the number of schools in the city, then information about the two selected schools like number of streams the schools offered, their strength of students and teachers etc. The qualitative data focused more on the general information of the two schools: their establishments, locations, infrastructure, subjects offered etc

For information about girls, quantitative method of data collection was used to collect information on education of girls' parents, caste distribution of girls and occupation of parents and number of siblings while qualitative form of data was collected to explore the research problem i.e. girls' experience of adolescent hood as compared to their childhood experiences. The purpose of this data, which was collected from various sources, was to know girls' perception about them selves, their parents, their siblings and friend and social behaviors related changes after puberty and its consequences. Moreover the researcher also tried to ascertain the parents' approach towards their adolescent girls and their teachers' knowledge about their students' educational stress. This qualitative data helped to understand the practical

problems of adolescent girls that create stresses and coping mechanism hence used for dealing with these stresses.

2. 7 Collected data

- Data about the number of schools was collected from the office documents of UPHSEB.

- Data about the history of schools and infrastructure of the schools was collected from the school library, students' home work diary and schools' annual magazine.

- Data on socio- economic and family profile of girls was collected through the questionnaire.

- Data about the changes in physical and social environment of girls after 12 years of age was collected through the questionnaire and informal discussion.

- Data about the perception of change in experience of girls as they grow up was collected through the questionnaire and discussion.

- Data about how education is contributing in making the situation more complicated was collected by the questionnaire and discussion.

- Data on teachers' perception about the educational burden of 10th class girls was collected through interviews.

- Data about what are the contributions of the above factors on girls' health and illnesses was also collected by the questionnaire.

- Data about the coping mechanism of girls with changing life experiences was also collected by the questionnaire and informal group discussions.

2. 8 Tools used for data collection

For the collection of primary data, tools such as questionnaires, interview guidelines, observations, formal interviews and group discussions were used.

- Observations were used to gather information about the infrastructures and other resources of the school. Informal discussion was used to collect data about the characteristics of the schools that are located in the city and education system of that board with the office personnel of UPHSEB. At the time of the first visit, informal group discussion was done with the whole class. Purpose of the discussion was to know about the general perception on issues of girls' present lives.

- Questionnaire was used to collect data from girls' about their changing personal experiences in lives. The researcher developed this questionnaire on the basis of girls' experiences that she had got though the informal group discussion with the girls and on the basis of available literature on adolescence, which is known as the 'age of crisis'. This questionnaire contained both open and close-ended questions. These focused on the personal, social and educational stresses and coping mechanisms of girls. Researcher also used this questionnaire as the basis of interview for girls during in depth interviews. It was made in both Hindi and English for the convenience of the respondents.

- In depth interview guideline was also developed for the parents of the girls. This schedule contained questions related to parents' perception about their ways of girls' socializations, about their career, and about their behavior changes with the growing girls etc.

- An in depth interview guideline was made for the teachers of adolescent girls. Basically this in depth interview tried to find out the experience of teachers about stress in 10th class. It contains the questions related to the stressful periods and stressful subjects in 10th class etc.

As for the secondary data, the researcher visited the UPHSEB office to get the numbers of schools in Allahadad. The data about the history and other characteristics of the schools was collected from the school diary and annual magazines of the schools taken up for the study.

2. 9 Analysis

The data collected from the various sources was analyzed in five steps. In the first step the researcher listed the possible responses on every question after reading a few

questionnaires. In the second step, she gave a code number for the every response of each question. In the third step, responses of all the 25 questionnaires of HMIC and 35 questionnaires of CWGIC were entered in excel table. In the fourth step, frequencies for both the school were separately counted through the pivot table and the percentage of each response was calculated. In the fifth step, the researcher compared both the school on the basis of their responses on different issues and substantiated it with the qualitative data.

2. 10 Limitations of the study

- Initially we had decided that the data collection would be through interviews of each girl but at the time of data collection, the researcher did not got the permission for that much time to interact with the girls.

- This is a study of two specific schools so it can't be generalized on a larger sample because these two schools have a lot of differences.

CHAPTER 3

A PROFILE OF THE GIRLS AND SCHOOLS

Both the surveyed schools HMIC (Hindu Mahila Inter College) and CWGIC (Crosth Waite Girls Inter College) have similar administrative establishments; still they have some differences that will be dealt in the first part of the chapter. The second part of the chapter deals with the profile of the girls selected for the study. This will help us to formulate an idea about the similarities and the differences between two groups.

3. 1 Profiles of the schools

CWGIC and HMIC have their own characteristics that the researcher will elucidate here. Both the schools have been described separately through certain subheadings like the location, foundation, infrastructure, education system and other features of the two schools.

Crosth Waite Girls College (CWGIC)

Location of the school

This school is located in south- east Allahabad city on the Grand Trunk road, a newly developed area of the city. Earlier, this area was not so busy, but slowly it became an important commercial area but still the area is not extremely congested. Now this school is positioned in a mixed kind of area that contains different kind of workshops. There are many hardware businesses, heavy vehicles repairing centers and crane service centers near the school. Also the area boasts of some stationary shops, general stores, confectionaries, medical stores, clinics and cinema halls. The Allahabad city railway station is very close to this school, at a distance of approximately hundred meters. All space behind the school is developed as a residential area.

Foundation of the school

On 23rd February 1894, a committee was formed with the initiative of chief commissioner Mr. Charles Crosth Waite in the government house of Lucknow, Uttar Pradesh with the purpose of higher education for women. This committee was called "the Association for Higher Education of Indian Women". Members of this committee were Shri Jai Kishan Das Munsi from Muradabad and Munshi Rahat Ali Khan from Lucknow, in addition to other known personalities from different parts of Uttar Pradesh. In February 1895, the committee opened a school in Lucknow with 12 girls. This school was named "Crosth Waite Girls College". On 8th July 1895, the committee decided to shift this school to Allahabad. Since then, this school has completed 110 years and is continuously progressing. Now it has around 3000 girls and an efficient teaching staff of 54 people.

Infrastructure of the school

This school is well constructed on 22 acres of land area. It has five main buildings, named, Visnu Kanti Hindi Bhawan, library building, science building, yellow building and office building. In addition to these, this school also has separate buildings for music, trade, art and home science. The residence of the principal is also in the college grounds.

To encourage physical health and extra curricular activities, this school has a badminton court, a basketball court and a playground for the out door games like, kabaddi, hockey, kho- kho and athletics etc. There are many huge trees in the campus of school. For the beautification of the school there is a medium sized green lawn and a fountain in the campus. Girls also enjoy a canteen in the school campus.

Education system of the school

This school provides education for girls from 6th to 12th standard according to UPHSEB norms. In high school, it provides education in all the three streams i.e. art, science and commerce. This school is running three sections of art (humanities), two

sections of science and one section of commerce education. In the intermediate level this school teaches all the three streams but it has another stream of vocational course in trade education for girls who are not academically strong. In this stream they teach girls cooking, baking and food preservation or dress designing and decorations along with compulsory subject Hindi and one other language, which could be either English or Urdu. The 54 teaching staff of this school is specialized in different streams and each one teaches the students in his or her respective selected subjects. Admissions of students in High school in different streams depend on girls' interest and their marks in the 8th class.

Other features of the school

Other than education, this school has a lot of extra curricular activities for the overall development of the girls. It gives their girls the training of National Credit Core (NCC), scouts guide and Red Cross. This school participates in the inter school sports competitions; science exhibitions and other inter school competitions. It also teaches their girls how to save money under the scheme of "Sanchaika". In this scheme girls deposit some money in their school twice in a year and they get back this money when they leave this school. It has a teacher parent association to facilitate the girls' learning process. This school is also providing scholarships to the bright students and it has a system of "poor fund" under which, it provides books and uniforms to those girls who would otherwise be unable to continue their studies due to financial problems.

Hindu Mahila Inter College (HMIC)

Description of the school

This is the second school that was chosen for conducting the study. This is a well-known school of Allahabad city.

Foundation of the school

This school is 69 years old. The famous social worker Babu Bhagvati Prasad Srivastava and educationist Late Babu Bani Prasad Agarwal founded it in 1936. Both the founders of this school were writers and in the pre-independence era they wrote literature for stimulation of the independent movement. Late Babu Bani Prasad was extremely concerned about the progress of women's education. That time women were more neglected than now. Both the founders tried to make women empowered through education. For this purpose they decided to open this school. Both the founders and their supporters were Hindus, most of the latter belonging to the Agarwal caste; this caste has a strong Hindu feeling so they named this school "Hindu Mahila Inter College" (HMIC). Since then, this school is educating girls from 1st to the 12th standard. Presently, 1500 girls are getting education in the school. A teaching staff of 32 teachers is doing their work sincerely. Out of these 32 teachers, 10 are lecturers for different subjects.

Location of the school

This school is situated in the center of the Allahabad city, in the civil lines area on Mahatma Gandhi Marg. It covers 15 acres of land. There is a roadways bus stand in front of this school, other wise it is known as one of the posh areas of the city. There are modern shopping complexes, big hotels and restaurants on the right side of the school. There are government officers' residences on the left side of the school. The Moti Lal Nehru medical college is also located in this area. The Company garden (Alfred park), the biggest park of Allahabad city is situated behind the school.

Infrastructure of the school

This school does not have a number of buildings; instead it has only one long single story building spread along the boundary wall of school. There are two lecture halls, the library, the science room, the computer room, the music room, the principal office, the staff room and a classroom for every class. This school has playgrounds for in door and out door games, like Hockey, kho-kho, kabaddi, football, basketball,

tennis, and other athletic games. Entrance of this school looks good because of big green trees on both sides of the gate. This school also contains a lot of greenery because of big green trees and a number of flowery rows in the school. This school also has a canteen inside the school campus.

Education system of the school

Education system for the 1st to 5th standard students works according to primary education board norms. After that from 6th to 12th standard educational system is similar to CWGIC under the UPHSEB. HMIC does not provide education in all the three streams. They teach only arts (humanities) to their students in two sections. In high school, under the new syllabus compulsory subjects like literary Hindi, home science, social science, general science and moral science along with two optional subjects are taught. The alternatives provided for these optional are English/ Sanskrit, art, and music lyric/instrumental. In intermediate, compulsory literary Hindi along with four optional subjects are taught. Out of the many subjects like history/geography, English, art, civics, home science/education, and economic, Sanskrit, music lyric/ instrumental, girls have to choose four subjects. Evaluation system is same as like CWGIC.

Other features of the school

This school also has many activities for the overall development of girls. School is giving the training of NCC, scouts guide and Red Cross to interested girls. Girls of this school participate in inter school competitions. These girls participate in games like Kho-Kho, Hockey, Basketball, Tennis, Kabaddi and other athletics like high jump etc. This school provides two kinds of scholarships to their girls; one is under the scheduled caste scholarship, the other is from the poor fund. Under the scheduled caste scholarships they give cash once a year and from the poor fund they give books, uniform and fee concession. This school also has the provision of "Sanchaika" and organizes teacher parents association meetings to help their girls.

If we compare the two schools, we observe that both schools are affiliated to UPHSEB but despite this, there are many differences between the two schools. CWGIC was established much earlier than HMIC. The former has been built in a much larger area than the latter. CWGIC counts on various buildings while the other school has only one building. HMIC has a lesser strength of students than CWGIC. HMIC offers education from the 1st to the 12th standard while CWGIC offers education only from the 6th to the 12th standard. CWGIC teaches all the three streams in class 10th while HMIC provides education only in the arts stream. The past record of the result of the two schools proves that CWGIC girls have been giving better results than HMIC girls.

3. 2 Profile of the girls including socio-economic background

To understand the stress and coping mechanism of girls, and its effect on their health, it is important to know about their socio-cultural, family and economic background. Data regarding these adolescents' age and caste/ religion as well as their parents' occupational patterns and the number of siblings of each girls' house hold, parental attitude with regards to their daughters' well being, girls' involvement in decisions about their own self and their hobbies was collected. This data were collected from both the schools taken for the study, i.e. from Hindi Mahila Inter College (HMIC) and Crosth Waite Girls Inter College (CWGIC). As mentioned earlier the total numbers of girls were 25 in HMIC and 35 in CWGIC.

Age of girls

The adolescent girls who have been studied are between the age group of 13 to 16 years. Age wise distribution of girls in both the schools is presented in table 3.1

Table 3. 1 Age distribution of 10th class girls in both the schools

Age	HMIC	CWGIC
13 year	2(8%)	1(2.85%)
14 year	4(16%)	17(48.57%)
15 year	18(72%)	15(42.86%)
16 year	1(4%)	2(5.72%)
Total	25(100%)	35(100%)

The table shows that very few girls from both the schools belonged to the 13 and 16 years age group. 72 percent of the girls from HMIC and 42 percent of the girls from CWGIC were 15 year old, while 16 percent of the girls from HMIC and almost half of the girls in CWGIC were 14 years old. If we see the over all table, 80 to 90 percent of girls from both the groups are between 14 to 15 years of age in 10th class. The difference between both the schools is that in HMIC, there are more 15 year old girls while in CWGIC, around 90 percent of the girls are between 14 to 15 years of age i.e. almost 45 percent of the girls are in 14 year age group and another 45 percent belong to the 15 year age group. Hence it proves that in CWGIC, a greater number of the girls belong to a comparatively younger age group.

Number of sibling of girls

The number of siblings gives an idea of the family size. For the purpose of knowing more about girls, this data has been collected, that is given in the table 3.2

Table 3. 2 Number of siblings of girls

Number of siblings	HMIC	CWGIC
Two siblings	3(12%)	10(28.%)
Three siblings	13(52%)	21(60%)
Four siblings	4(16%)	4(11.43%)
Five siblings	5(20%)	-
Total	25(100%)	35(100%)

The difference in the number of siblings in both the schools is clear from the table. HMIC girls have more siblings as compared to CWGIC girls. Moreover, the table shows that 12 percent of girls in HMIC and 28.57 percent of girls in CWGIC had two siblings. More than half of the girls from both the schools had three siblings. However, while in HMIC, girls often had four-five siblings as well, while only sometimes girls in CWGIC have four siblings but not more than that. Around 89 percent of girls in CWGIC have two or three siblings while this percent is 64 in HMIC. The percentage of girls having four and five sibling girls is almost threefold in HMIC as compared to CWGIC.

Caste composition of girls

In the present study, the caste composition in both the school shows variation but most of the girls belong to the Hindu community. Very few are from other religions. Data pertaining to the caste composition of both the school is presented in the table 3.3

Table 3. 3 Caste of adolescent girls in both schools

Caste categories of the girls	HMIC	CWGIC
General	8(32%)	19(55%)
OBC	4(16%)	5(14.29%)
SC	12(48%)	8(22.88%)
Other religions	1(4%)	3(8.58%)
Total	25(100%)	35(100%)

The table shows that 96 percent of girls in HMIC and 91.42 percent of girls in CWGIC are Hindus. Within this religion, there are three categories: general, OBC and SC. In HMIC, the percentage of number of girls belonging to SC is high (48%), while in CWGIC, there is a high percentage (54) of girls belonging to the general category.

Percentage of OBC girls is almost the same (around 15 percent) in both the groups. There are only 4 percent Muslim girls in HMIC and almost nine percent of the girls in CWGIC are from the other religions (Jain/ Punjabi/ Sindhi).

Difference between both the schools is that in HMIC majority of the girls are from SC, while in CWGIC general category girls are more. This possibly indicates that the girls in CWGIC may be from more affluent families than in HMIC.

Father's education

The educational status of parents of both the groups is described in four categories e.g. illiterate, educated up to class 5th, educated up to class 12th and educated up to graduation or more. This data is presented at table3.4

Table 3. 4 Fathers' education of adolescent girls

Level of education	HMIC	CWGIC
Illiterate	2(8%)	-
Educated up to class 5th	6(24%)	3(8.58%)
Educated up to class 12th	10(40%)	13(37.15%)
Educated up to graduation or more	7(28%)	19(54.27%)
Total	25(100%)	35(100%)

The table shows that the fathers of CWGIC girls are more often graduates or more highly educated as compared to fathers of girls from HMIC. 54 percent of the fathers of CWGIC girls are graduates or more highly educated as against 28 percent fathers of HMIC girls. 8 percent of the fathers of HMIC girls were illiterate and in CWGIC this percentage was zero. 24 percent of the fathers of HMIC girls and 8.57 percent of fathers of girls inCWGIC were educated up to class 5th. Percentage of up to 12th standard educated parents is 40 in HMIC while this percent is 37.14 in CWGIC. In HMIC most of the fathers' educational level is between 5th to 12th class and in CWGIC most of the fathers' education level is between 12th to graduation or higher.

Mothers' education

Educational status of the surveyed girls' mothers is described in the same way as the fathers' education. Data related to educational status of mothers in given in table 3.5

Table 3. 5 educational status of adolescent girls' mothers

Level of education	HMIC	CWGIC
Illiterate	5(20%)	2(5.70%)
Education up to class 5th	7(28%)	10(28.56%)
Education up to class 12th	10(40%)	16(45.74%)
Education up to graduation or more	3(12%)	7(20%)
Total	25(100%)	35(100%)

As the table shows, 20 percent of mothers of girls in HMIC and 5.71 percent mothers of girls in CWGIC are illiterate. Percentage of mothers educated up to 5th standard level is similar (28 percent in both the groups). The number of mothers educated up to 12th standard and graduate mothers was marginally more in CWGIC as compared to HMIC. In HMIC 40 percent and in CWGIC 45.75 percent mothers are educated up to class 12th. This proportion is 12 and 20 percent respectively for graduation or higher education level.

All over educational status of CWGIC girls' mothers is better than HMIC girls' mothers. Difference between both the groups is visible among illiterate mothers and educated up to graduation or more level.

Fathers' occupations

These girls' fathers do a variety of occupations. Some of them have their own business and some of them were employed in the government or private sector. Government sector jobs are commonly dependent upon educational standard. In the present study the researcher got a lot of responses about the fathers' education. The different occupations were categorized into eight categories, which were taken from the Black Report and modified according to the need of the present study. According to these modified categories data on occupation is given in table 3.6

Table 3. 6 Occupations of fathers of adolescent girls.

Categories of occupation	HMIC	CWGIC
Professional (lawyer, doctor, Accountant etc	-	9(25.72%)
Intermediate (teacher, nurse, manager etc)	2(8%)	8(22.86%)
Skilled non manual (typist, Assistant clerk etc)	1(4%)	4(11.43%)
Skilled manual (bus driver, Salesman, cook, water etc)	9(36%)	1(2.85%)
Semi- skilled (bus conductor, Peon, store man etc)	4(16%)	-
Unskilled manual (cleaner, laborer etc)	1(4%)	-
Medium business man (tea Stall, provision store owner Etc)	6(24%)	7(20%)
Big business man (agency holder, contractor, etc)	2(8%)	6(17.14%)
Total	25(100%)	35(100%)

It is evident from table that class one professionals are higher in percentage (25.71) in CWGIC. This percent is zero in HMIC. Intermediate level professionals are also high in percentage (22.85) in CWGIC as compared to 8 percent of HMIC. Almost half of the fathers of CWGIC girls are employed as professional and intermediate level employees while in HMIC the percent of fathers in these occupations is only eight percent. There are only four percent fathers of girls in HMIC who come in the category of skilled non-manual workers as compared to 11.42 percent of fathers in CWGIC. On the other hand, there are 36 percent of fathers working as skilled manual workers in HMIC while this proportion is 2.85 percent in CWGIC. Semi skilled and unskilled workers are 16 and 4 percent in HMIC and this percent is zero in CWGIC for both the categories. Percentage of businessmen is almost the same in both the groups. Within these percentages, proportion of big

businessmen is more (17.14 percent) in CWGIC as compared to 8 percent in HMIC. Medium businessmen are 24 percent in HMIC and 20 percent in CWGIC.

Briefly, we can say that CWGIC fathers' occupational standard is better than HMIC. Because most of the CWGIC girls' fathers are working as high classes employees or big businessmen and HMIC girls' fathers are working as a lower class employees and as medium businessmen. Education standard is seen to affect occupational standard positively. It is visible in the table that educationally better father are occupationally also better.

Mothers' occupations

In this study most of the mothers are housewives in both the schools. There are very few mothers who are working outside the house. The study is using the same occupational categorizations here also for the division of mothers' occupations as earlier. Data related to mothers' work is given in table 3.7

Table 3. 7 Work status of adolescent girls' mothers

Categories of occupation	HMIC	CWGIC
Professional (lawyer, doctor, accountant etc	-	-
Intermediate (teacher, nurse, manager etc)	1(4%)	2(5.71%)
Skilled non manual (typist, assistant clerk etc)	-	1(2.85%)
Skilled manual (bus driver, saleswoman, cook, wa etc)	1(4%)	-
Semi- skilled (bus conductor, peon, store woman et	1(4%)	-
Unskilled manual (cleaner, laborer etc)	-	-
Medium business women (tea Stall, provision st owner Etc)	-	-
Big business women (agency holder, Contract petrol pump owner etc)	-	-
House wives	22(88%)	32(91.44%)
Total	25(100%)	35(100%)

The table 3.7 shows that 91.43 percent of mothers in CWGIC and 88 percent of mothers in HMIC are housewives. Only 12 percent mothers in HMIC and 8.57 percent mothers in CWGIC are working, but the work category is different in both the groups. Occupational level of mothers of girls from CWGIC is higher in comparison to mothers of girls in HMIC. CWGIC mothers are working in intermediate and skilled non-manual category and on the other side HMIC mothers are working in intermediate, skilled manual and semi-skilled categories but the percentage of working mother is marginally more in HMIC as compared to CWGIC though the educational status of the latter is better. This may be because the fathers of CWGIC girls earn better.

Interrelation between caste and other background factors

In the Indian context, social, economic and educational status is determined by caste to a large extent. Every individual carries some caste value and norm according to their educational status and there are variations in the living patterns also. In order to see the presence or the absence of this influence in the context of this study, the researcher has tried to see the interrelation between caste patterns and fathers' education; caste pattern and mothers' education; caste pattern and father's occupation; caste pattern and numbers of siblings etc.

Caste pattern and adolescent girls' fathers' education

In the Indian society, caste structure is very strong. We have seen it in the previous table that fathers' educational status and caste structure both are higher in CWGIC as compared to HMIC. We will see the consequences of this relationship in table 3.8

Table 3. 8 Inter relations of adolescent girls caste and father's education

Education Level	HMIC					CWGIC				
	Gen	OBC	SC	Other	Total	Gen	OBC	SC	Other	Total
Illiterates	-	1 (4)	-	1 (4)	2 (8)	-	-	-	-	-
Educated up-to to 5	-	2 (8)	4 (16)		6 (24)	1 (2.85)	1 (2.85)	-	1 (2.85	3 (8.58)
Educated up-to12th	1 (4)	2 (8)	7 (28)		10 (40)	5 (14.28	3 (8.57)	5 (14.28		13 (37.15
Educated up-to graduate or more	4 (16)	2 (8)	1 (4)		7 (28)	10 (28.57	3 (8.57)	4 (11.43	2 (5.71	19 (54.27
Total	5 (20)	7 (28)	12 (48)	1 (4)	25 (100)	16 (45.71	7 (20)	9 (25.71	3 (8.57	35 100)

It is evident from the table that all the fathers of general category are educated and most of them lie in the level of good education. Thus the caste is seen as one of the important factors that have significant influence on educational status.

The common point in both the groups is that fathers belonging to general category are highly educated. Interestingly in CWGIC, OBC and SC fathers are better educated than HMIC fathers. So again caste is not the only factor that governs education of the fathers of girls in the two groups

Inter relation of adolescent girls' caste and fathers' occupations

In the previous table, we have seen that caste has a positive effect on fathers' education. In this table we are going to see the relation between caste and occupation. Levels of fathers' occupations are given in table 3.6 and can be referred from there. Data, which is showing relationship, is given in table 3.9

Table 3. 9 Interrelation in caste and fathers' occupations

Father's Occupation	HMIC					CWGIC				
	Gen	OBC	SC	Other	Total	Gen	OBC	SC	Other	Total
Professional	-	-	-	-	-	5 (14.28)	1 (2.85)	3 (8.57)	-	9 (25.71)
Intermediate	1 (4)	-	1 (4)	-	2 (8)	4 (11.43)	2 (5.73)	1 (2.85)	-	7 (20)
Skilled nonmanual			1 (4)	-	1 (4)	3 (8.57)		-1 (2.85)	-	4 (11.43)
Skilled manual	2 (8)	2 (8)			4 (16)	-	1 (2.85)	-	-	1 (2.85)
Semiskilled	1 (4)	-	6 (24)	1 (4)	8 (32)	-	-	-	-	-
Unskilled manu	-	-	-	-	-	-	-	-	-	-
Medium businessmen	-	5 (20)	4 (16)	-	9 (36)	2 (5.72)	1 (2.85)	3 (8.57)	2 (5.72)	8 (22.86)
Big businessmen	1 (4)				1 (4)	2 (5.72)	2 (5.72)	1 (2.85)	1 (2.85)	6 (17.14)
Total	5 (20)	7 (28)	12 (48)	1 (4)	25 (100)	16 (45.71)	7 (20)	9 (25.7)	3 (8.57)	35 (100)

It is evident from the table that 60 percent of the fathers from both the groups are employees and about 40 percent have their own businesses. Caste does not show

any significant effect on occupational level, it shows some effect among fathers of girls in CWGIC for the general category only. Almost 40 percent of fathers from both the groups are businessmen but difference between both the groups is that more fathers of girls in CWGIC are big businessmen and more fathers of girls in HMIC are small businessmen. From these results, it can be said that caste is not showing any significant effect on fathers' occupations, some other factors also intervene in this.

Interrelation of caste and adolescent mothers' education

Education of women is always assumed to be secondary because in our culture people think that women are meant for take care of the home and the family so there is no need to give them higher education.

Now this assumption is changing, women education is contributing in this significantly. How caste background affects women's education is shown in the table 3.10

Table 3. 10 Interrelation between caste and girls' mother's education

Education Level	HMIC					CWGIC				
	Gen	OBC	SC	Other	Total	Gen	OBC	SC	Other	Total
Illiterates	–	1 (4)	3 (12)	1 (4)	5 (20)	–	1 (2.85)	1 (2.85)	–	2 (5.71)
Educated up-to 5th	1 (4)	1 (4)	5 (20)	–	7 (28)	4 (11.42)	3 (8.57)	1 (2.85)	2 (5.71)	10 (28.5$
Educated to12th	2 (8)	4 (16)	4 (16)	–	10 (40)	7 (20)	2 (5.71)	6 (17.14)	1 (2.85)	16 (45.7$
Educated up-to graduate or more	2 (8)	1 (4)	–	–	3 (12)	5 (14.28)	1 (2.86)	1 (2.86)		7 (20)
Total	5 (20)	7 (28)	12 (48)	1 (4)	25 (100)	16 (45.71	7 (20)	9 (25.71)	3 (8.57)	35 (100)

It is evident from the table that HMIC girls' mothers are more illiterate than CWGIC mothers. The overall table shows that most of the general category mothers are concentrated in the up to 12th and graduate or more level of education, most of the OBC category mothers are concentrated in the and 3 rd level of education and SC and other religion is giving mix kind of picture in both the schools.

Interrelation of girls' caste and number of siblings

In this section we will see the relationship between caste and the number of siblings because it is an intervening factor of individual's socio- economic status and it also determines the distribution of available resources. Data regarding number of siblings is given in the table 3. 11

Table 3. 11 interrelations between caste and number of siblings

Number of siblings	HMIC					CWGIC				
	Gen	OBC	SC	Other	Total	Gen	OBC	SC	Other	Total
Two Sibling	-	2 (8)	1 (4)	-	3 (12)	5 (14.28)	4 (11.42)	3 (8.57)	-	12 (34.28)
Three Sibling	3 (12)	5 (20)	4 (16)	1 (4)	13 (52)	9 (25.71)	2 (5.71)	6 (17.14)	3 (8.57)	20 (57.14)
Four Sibling	2 (8)	-	2 (8)	-	4 (16)	2 (5.71)	1 (5.71)	-	-	3 (8.57)
Five sibling	-	-	5 (20)	-	5 (20)	3 (8.57)	-	-	-	3 (8.57)
Total	5 (20)	7 (28)	12 (48)	1 (4)	25 (100)	16 (45.712)	7 (20)	9 (25.71)	3 (8.57)	35 (100)

If we see it caste wise, general category in HMIC is concentrated in the two and three siblings level while this category in CWGIC is dispersed in all the responses. OBC

category girls in both the schools have two and three siblings. SC category girls in HMIC are concentrated in three, four and five siblings group while in CWGIC, the majority have two and three siblings and girls from other religions are totally concentrated in the three siblings level. This result shows that the number of siblings is also not affected by caste.

We see that while girls of CWGIC are from more educated families with fathers of professional occupations. The mothers in both the groups are mainly housewife.

3. 3 Perception of girls and their families about social requirements[1]

In the previous section of this chapter, we discussed the profile of the schools and girls, now the researcher will briefly discuss her observation about the society under sub headings: adolescent status in that locale, parents viewpoint about the girls and hobbies of the girls.

Adolescent girls' status in that locale

Using the girls and families' perceptions, the researcher has tried to understand the prevalent notion about the adolescent girls in that particular locale. Adolescence is an age in which an individual experiences a variety of physical, emotional and psychological changes. The process of adolescent hood is influenced by the social values, attitudes and expectations and cultural environment. Traditional gender bias is prevalent there but not in such a crude form. Girls get analogous treatment in the midst of boys in terms of food, health and necessary needs after and before 12 years of age. As a girl said about her experience, that when she experienced her periods for the first time, she was asked to stay more at home, not to go outside for playing and not to touch pickles and the Gods. She felt very bad in the process of coping with these restrictions. Now she has become used to adhere to these restrictions but she still questions them and expresses her irritating feeling on these discriminations.

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[1] To hide the identity of the respondents the researcher has used changed name.

Like this there are many situations when people of the society treat a girl differently. Society doesn't have any restriction or time boundaries on the mobility of boys but girls are not allowed to go any where without prior permission or information. Boys are free to study out of the city or state but very few girls have this liberty. The society is very rigid to buildup the Naretva or caring attitude in girls. They take girl as an honor and property (amanat) of others. One feels internal happiness in getting a daughter married. Society feels education of girls is important but good job and good career is important for boys. If a girl gets these easily then its good, otherwise people don't bother about it.

The society doesn't accept and allows girl to be frank and take any kind of initiative in the family or have a say in the decisive matters of the family, even there in no say of the girl in the decision about their own marriage and career. Now in this progressive age, they have got only some liberty to express their opinion.

Position of women is getting better with each generation. This is also affecting positively the status of adolescent girls. A mother, who was a less educated housewife, disclosed this perception. But she also stated that now with the changing times new challenges are coming up for girls. These girls have to be more competent to proper take care of their families.

Hobbies of adolescent girls

These girls are more creative and lively. They have lot of hobbies. Many of the girls stated that they liked talking with their friends, dancing, music, cooking, panting, decoration of home and scathing seeing movies and T.V. and going out and indoor games like badminton chess and loud etc. There are very few girls who have interest in outdoor games. They participate in inter schools competitions, some of them like writing poetry and diary.

These girls don't get much time for their hobbies when they are in the 10th standard. At this time these activities are pushed back because of studies. Many girls do these works in their playtime and most of them do them during summer vacations

when they have fewer burdens of studies. A different kind of attitude observed in these girls is that none of them like stitching at all. Although, it is traditionally the most recognized and important art for girls, an inserting factor in this is that their mother doesn't pressurize them to learn it. These girls did not show any contradictory response to their parent about their hobbies. Mothers who were interviewed told happily that their daughter does this or that she made that.

Girls who have elder sisters show contradictions with them because they perceive that their elder sisters are better in these activities than these adolescent girls. Many a times, parents of these girls present their elder girls as ideals before the younger girls. Girls feel complex when they get compared with their elder sisters. It did not come explicitly through the girls' responses but it is the researcher's perception. The girls did not show anywhere that they were being compared with their sisters for the studies while the girls have shown at many places that their parents expect from them or press them for studies. The researcher thinks so because this is the year of adolescent girls' lives when parents are more concerned about studies than other hobbies of the girls.

Parents' viewpoint about their adolescent girls

Initially when the researcher asked the parents about their daughters, the first reaction was that they did not feel any difference as compared to earlier. These girls were still like children. After that, when the researcher was talking informally with them then they started to disclose their perception about the girls. The focus of their talk was not that much on family and personal level, it was based on social conformity. A mother said, "in this home there is no problem what they want they can do what they want but they have to go other home there they can't be the master of their own will. This is the time when we have to shape them accordingly". Mother of Nandini said, "education is not a substitute of housework for girls, they have to do it at any cost". This is the year when girls are appearing in high school board examinations, because of which mothers have given some relaxations to their girls. Still these girls cleaned their homes and made tea in the evening and morning, some

of them did cooking or helped in cooking once in a day. In addition, these girls did their personal work like, cleaning and ironing their own clothes and packing their lunch for the school, and taking care of their younger siblings' homework and other things, if no body is in home to take care of them.

Fathers and mothers both guide their daughters in different ways. Father don't have much interaction with their daughters, they maintain a reserved kind of relationship. Fathers pressurize them for studying and career; they don't pressurize their daughters explicitly for the learning social norms and housework. They feel inhibitions in talking about every thing with their daughters, now fathers' starts conveying their messages through the mother. The girls in the questionnaire support this point, girls said after the onset of puberty they are feeling distanced with their fathers; now it becomes a relationship of honor more than that of showing love and affection.

On the other hand a mother of an adolescent girl feels the responsibility to shape her daughter as a perfect Indian woman. So she starts teaching her girl with her own experiences, which she had got in their parental home, with their relatives and in their married life. Mothers' think that studies and career are important but they give it a secondary preference as compared to housework and other activities.

This was the socio – economic and family background of girls. On the basis of this socialization we will see in the next chapter what these girls feel about the society and about themselves, how they adjust in this complicated structure etc.

CHAPTER 4

PERCEPTIONS OF GIRLS ABOUT CHANGING ATTITUDES AND EXPECTATIONS DURING ADOLESCENCE

Adolescence is the first step towards adulthood and a stage of increased social, familial stresses. This chapter examines what do the girls think about and how they react after onset of puberty when they are exposed to social rules. We deal with the perceptions of girls about themselves and their responses to them based on qualitative and qualitative data collected from the respondents through questionnaires, interviews and group discussions. This chapter focuses on stress among adolescent girls studying in 10th standard.

4.1 Perceived change in attitude towards selected issues

During informal interaction girls had pointed out some issues where large differences are observed after 12 years of age. These issues are in household work, personal work, and relationships with parents and elders. In the context of the present study, the researcher has defined changes in work done in the house by these girls, as perceived by the parents and perceived by the girls. Because sometimes girls themselves feel the need to participate in household work while sometimes their parents impose it on them as part of the socialization process. Similarly personal work is defined as work that parents earlier used to do for their daughters but now the latter themselves do it for themselves. We would examine these to see the perceptions of differences in adolescence.

4.1 Perception of differences after 12 years age

Perception of changes after 12 years of age	HMIC			CWGIC		
	Yes	No	Total	Yes	No	Total
House hold work	21 (84%)	4 (16%)	25 (100%)	29 (82.85%)	6 (17.15%)	35 (100%)
Personal work	19 (76%)	6 (24%)	25 (100%)	33 (94.28%)	2 (5.72%)	35 (100%)
Relation with parents	20 (80%)	5 (20%)	25 (100%)	32 (91.42%)	3 (8.58%)	35 (100%)
Relation with friends	23 (92%)	2 (8%)	25 (100%)	34 (97.41%)	1 (2.59%)	35 (100%)

From table 4.1, it is evident that the majority of girls feel differences between the age before 12 years and after 12 years age. More then 80 percent of the girls feel differences in work done in the house by these girls after 12 years of age. While some girls feel parental pressure to do housework, some girls feel a sense of responsibility towards their family and mothers. 14-year-old Stuti Mishra from CWGIC said, "Earlier whenever I was keen to do some work my mother would ask me not to do it and now if I don't do housework, my mother orders me to do this or that." Other girls also had the same experience regarding household work .15-year-old Pooja Kumari from HMIC said: "Now I feel some burden of household work, which I never felt before." However, 14-year-old Aditi from HMIC said: "earlier even if my mother asked me to help her in housework, I never did but now I feel the responsibility and help her on my own." 14 year old Anjali from CWCIC also feels the same.

Similarly, girls are expected to do their personal work that includes getting ready for school, serving their food themselves, washing and ironing their own clothes, taking care of books, copies and class work etc. Almost 75 percent of the girls in CWGIC stated that earlier they were irresponsible; they use to play and did not care for

such personal work. Earlier their mothers took care of their personal requirements like food, getting them ready for school and arranging their schoolbags and fathers by helping them with their homework etc. 15-year-old Pooja from CWGIC said: "now I am aware of my work, I always try to wash my own clothes and now I am sincere about my studies and my future." 15 year old Natasha from HMIC said: "earlier my mother used to do everything for me like serving food, washing my clothes and my father also helped me in my homework and other class related work. Now I do all these things on my own and I also prepare my lunchbox."

There is a significant change in girls' perceptions of their relationships with parents after 12 years of age. 80 percent of girls in HMIC and 92 percent of girls in CWGIC felt changes in their relationships with the parents. Girls stated that they had started giving more respect to their parents, they were more close to their mother rather than their father, in fact many of them said they tried to maintain some distance with father and become friendlier with mothers. They felt disobeying and arguing with the parents is not good because parents were their well-wishers. But some times they felt they couldn't share every thing with their parents because parents start imposing restrictions. 16 year old Poonam from CWGIC said: "many times I don't feel like accepting my mother's or father's opinion about discipline, punctuality or social norms but later I think I can't ignore my parents' opinion because they are my well wishers." Another girl said: "now my parents' behavior is more favorable towards me, they know very well what is good or bad for me."15 years old Nivedita from CWGIC said: "I am feeling a change in my parents' behavior. Now they are stricter regarding the way I talk and behave. They try to teach these things by guidance and pursuance, not by physical punishment. "16-year-old Anukriti from HMIC said: "now my mother gives more attention to me, my father is only concerned about my studies."

Most of girls from both the schools felt there have been important changes in relationships with friends after 12 years of age. In both the schools more then 90 percent of the girls felt that nature of friendship has changed. Earlier they had play friends and most of the time they used to try to spend with their friends. The criterion of friendships has changed. Now a good friend means a person who helps them to achieve

their goals, a person who is reliable and honest, with whom they can share their feelings. 15-year-old Sonal from CWGIC said: "earlier I had lot of friends, now also I have many friends but there are very few who are long term friends."14-year-old Meenaxi from HMIC said: "I want world friendship I don't mind whether the person is a male or female, he or she should reliable." 14-year-old Deepti from CWGIC said: "I have very few friends but I feel very comfortable with them. I share my feelings and secrets with them." All this shows that girls now realize the importance of friendships, especially with close and reliable friends with whom they can share their feeling and emotions.

Thus we see that attitude change towards household work, personal work and relationships with parents, and friends is similar in certain aspects for both the groups. However it seems that a greater number of HMIC girls were already responsible for their personal work. It is possible these differences are to some extent influence by their different background.

Stress because of these differences in attitudes before and after 12 years of age

These four differences, which are analyzed above, are very common issues and contribute significantly in adolescents' stress as seen in table 4.2

Table 4. 2 Percentage of stress before and after 12-years of age

Stress	HMIC			CWGIC		
	Yes	No	Total	Yes	No	Tot al
Before 12 years of age	1 (4%)	24 (96%)	25 (100%)	7 (2.85%)	28 (80%)	35 (10 0%)
After 12 years of age	20 (80%)	5 (20%)	25 (100%)	34 (97.15%)	1 (20%)	35 (10 0%)

It is evident from the above table that very few girls felt stress related to these issues before the age of 12 but after this age the percentage of girls feeling stress went

up sharply. 80 percents of girls from both the groups felt stress due to household work, personal work, and relationships with parents and friends. Regarding this, 14 years old Arpita Ganguly from HMIC said: "before 12 years of age I was careless and did not care for anything but now I have to take care of small things in my life, I keep thinking what I am doing is right or wrong. Now due to constant pressure from the environment I always feel conscious and careful."15 years old Pragya Jain from CWGIC said: "earlier every body treated me like a child, now my parents say that I am grown up and I should do everything sincerely like studying, cooking, and cleaning etc" and 14-year-old Shweta Mishra from the same school said: "Parents and elders make me feel my responsibilities towards parents, society and myself."

Coping with stress because of differences after 12 years of age

The girls were asked to state the most important coping mechanism that they adopted to cope with changes in work patterns, relationship etc after 12 years of age. Some of them stated that they changed their behavior, some of them talked with others about their problems, others used to think about their problems etc. Coping mechanisms have been analyzed in six categories, as given in table 4.3

Table 4. 3 Strategies of coping with stress due to differences after 12 years of age

Strategies of coping	HMIC	CWGIC
Not able to cope	1 (4%)	1 (2.85%)
Accept others opinions	6(24%)	15 (42.85%)
Coping gradually	2 (8%)	4 (11.42%)
Coping through thought process	11 (44%)	7 (20%)
Engage them selves in other activities	3 (12%)	4 (11.42%)
Not answered	2 (8%)	4 (11.42%)
Total	25(100%)	35(100%)

Table 4. 3 shows that girls used mainly two types of strategies for coping with age related stresses. Around 65 percent of girls used these two strategies that involve,

accepting others' opinions and coping through the thought process. However the proportion of adopting strategies are reverse in both the groups. In HMIC the proportion of responses was in favor of coping through the thought process like, 15 year old Anchal Rawat from HMIC said: normally I don't feel stress but when I feel it, I think over it and analyze what is right what is wrong and accordingly I do things. In CWGIC the proportion is more in favor of passive coping strategy like accepting others' opinions even if they disagree with them. They do not argue against others' opinion and accept it as such. Like Ananya from CWGIC said: " when I feel tense, I tell every thing to my elders and they suggest me the right way of adjustment." One girl from HMIC told that when she felt disturbed after fighting her siblings or due to disagreement with others initially she does not accept elders opinions but after sometimes she started accepting it because she feels bad after denying their opinions." Another girl stated, "Majburi Ka Naam Mahatma Gandhi" meaning they have to accept others opinions they cannot go any other way.

Between 8 and 12 percent of girls from both the groups have learned to cope gradually through the experiences of life. . Pooja Kawatra from HMIC answered: "it was difficult in the beginning but now I know that it happens with everyone in the society and I feel less stressed with time." Another girl from CWGIC responded: "I work quietly with stress and after some times it becomes normal." Now these girls have accepted that these kinds of stresses are common during this age and somehow they have to change themselves according to the social norms.

Approximately 12 percent of girls in both the schools cope by engaging themselves in some other kind of activities through which they try to relax themselves physically and mentally to relieve themselves from stress. 13-year-old Manju from CWGIC said: when I feel stress I listen to music, do yoga, watch T.V etc. I try to divert my attention in some other direction. 8 to 12 percents of girls did not answer the question and a very smaller percentage of girls accepted that they were not able to cope.

Difference between both the groups is that a large number of CWGIC are coping through behavioral strategy that is, they are coping through bringing about

changes in their behavior. On the other hand, HMIC girls are using more cognitive strategies, that is they are coping through the thought process. However the use of physiological strategies is similar in both the groups. These girls try to relax themselves physically and mentally.

Disagreement with parents and elders on personal issues

In case of adolescents there are certain restrictions and disagreements on certain personal issues. These issues are mainly dressing style, talking and behavior style, participation at home and friends. Disagreement, which adolescents are facing on these issues, is given below in table.

Table 4. 4 Perceptions of disagreement on personal issues of adolescent girls

Issues of disagreements	HMIC			CWGIC		
	Yes	No	Total	Yes	No	Total
Dressing style	17 (68%)	8 (32%)	25 (100%)	16 (45.75%)	19 (54.25%)	35 (100%)
Talking and behavior	18 (72%)	7 (28%)	25 (100%)	22 (62.85%)	13 (37.15%)	35 (100%)
Participations at home	13 (52%)	12 (48%)	25 (100%)	21 (60%)	14 (40%)	35 (100%)
Disagreement on friends	14 (56%)	11 (44%)	25 (100%)	17 (48.16%)	18 (51.84%)	35 (100%)

It is evident from the table that HMIC girls feel that they are having more disagreement with their parents and elders on their dressing style and way of talking and behaviors. 13 year old Sunita from HMIC said, "My mother doesn't allow short dresses". Another girl from this school Surbhi said, "My father doesn't allow me to wear Jeans, if I wear it I can't go out." Pragati Malhotra from CWGIC said, "Sometimes I want to buy some

modern fancy dresses, but then my parents feel that I am going out of control." CWGIC girls are facing less disagreement on their dressing style either because they already have liberty of choice of dresses or they always accept their parents choice so they did not feel this Besides earlier they said that they accept others'opinions. 14 years old Arti Dubey from HMIC said that her mother told her to speak slowly and softly and not to speak fast and on high pitch. Another girl said, "My mother always advises me to be serious and not to be childish or naughty." 14-year-old Rinki from CWGIC said: "I got scolded many times on my way of talking. Now I am modifying my way of talking and behavior according to my parents' wishes."

In case of work participation at home all girls are facing more or less the same disagreements. At this age girls are getting more pressure from their mothers or relatives like grandmother, to learn household work. Pooja Keshervani from HMIC said, "My mother keeps telling me that I should learn household work otherwise it will embarrass them when I will go to my in-laws house after marriage." 14-year-old Surbhi Singh from CWGIC said, "Now my mother expects me to help her in the house hold work. But I do not like doing this". Around half of the girls from both the schools were having disagreement on the type of friends that they have. Girls are getting instructions from their elders to have friend ship with only those who are sincere, laborious and have a good nature.

Difference between both the groups is that HMIC girls are facing more disagreements on dressing style, talking and behavior while CWGIC girls are facing more disagreement on participations at home. This could be because HMIC girls already have been participating in house hold work and CWGIC girls already have had greater liberty in terms of dressing so they felt lesser disagreements in these points. These findings will get more enhanced by the further findings of this study.

Stress because of disagreements with parents and elders on personal issues

How these issues become stressful for the girls in adolescent age, was explained by the girls through their real life experiences. Data is given below in the table 4.5

Table 4. 5 Disagreement leading to stress

Reasons of stress created by disagreement	HMIC	CWGIC
You should stay in home and should not talk with every body	6 (24%)	4 (11.47%)
Restriction on dressing	3 (12%)	6 (17.14%)
Force us to be careful on every point	4 (16%)	2 (5.74%)
Gender difference in socialization	6 (24%)	11 (31.4%)
Not stressful	6 (24%)	12 (34%)
Total	25(100%)	35(100%)

Details given in table shows that 24 percent girls in HMIC and 34 percent girls in CWGIC have disagreements but they do not feel stressed but take it casually as a part of life. About 11 percent of girls in CWGIC felt it stressful when it puts restrictions on their mobility, conversation and expressions. This percent is double in HMIC. Akansha Singh from CWGIC said, "I don't like taking others' advise every time, so I feel it stressful." Baby Brinda from HMIC said: "restrictions on these small things irritate me". Other few girls experienced restrictions on their choice of dresses." 13 years old Vrinda kumari from HMIC said: " Before 12 years of age it was not that important but now I give importance to my dressing and behavior because I have to live according to the society." A few girls get pressure to be careful on every point, to act according to the social norms. Elders advise them not to laugh at small things and always try to be serious, act like girls. This becomes stressful for girls because it restricts them on every point.

Gender difference in socialization is a major stress creating issue for the girls in the two schools. These girls experienced discriminations on many issues. They were instructed and pressurized to learn household work but their brothers do not get such instructions and restriction for any thing. "Only we used to get long lecture on every activity". They felt discriminatory treatment during socializations and some other things are also added by the society like, 15-year-old Pooja Batra from HMIC are only two sisters. She does not have any brother, and she used to listen to frequent discussion

on male child preference in the family and among relatives. She said she does not feel deprived of any thing but feels bad when relatives hurt her parents by talking about the importance of having a son.

All girls were feeling some kind of stress because of disagreement but HMIC girls were suffering more because of the pressure of staying at home, and gender deferential treatment in socializations and restrictions on dressing style. Other stresses feelings did not register any significant differences.

Coping with these disagreement related stresses

Adolescent girls cope with these disagreements by using certain coping mechanisms. These may be behavioral or cognitive. Adolescents were asked to discuss the coping mechanisms, which they were using most for dealing with adverse situations. Their responses have been summarized in the table 4.6 using the same strategies as used in table 4.3 earlier

Table 4. 6 Coping strategies among adolescent girls for stress due to disagreement

Coping strategies	HMIC	CWGIC
Not able to cope	1(4%)	2(5.71%)
Coping gradually	8(32%)	9(25.85%)
Accept others opinions	6(24%)	8(22.85%)
Coping by the thought process	4(16%)	3(8.57%)
Not stressed	6(24%)	12(34.28%)
Total	25(100%)	35(100%)

It is evident from the above table that 24 percent of the girls in HMIC and 34.28 percent of the girls in CWGIC do not feel stressed at all. 15 years old Vidya from HMIC said, "I don't know how to do cope with these stresses." Smriti Singh from CWGIC said, "I don't do any thing". Thus a large percentage of girls who had learned to cope with problems had done it gradually through their life experiences. Another large chunk of around 25 percent of the girls are coping by accepting others' opinions,

they always prefer to act according the social norms and parents views. 15 years old Anjali from CWGIC said, " I have learned through my experience that if I will follow parents advice then I don't feel any stress". Around 15 percent of girls cope with these stresses through the thought processes, they use their knowledge and experience for this purpose. Sakuntala from HMIC said, "preferably I try to solve my problems on my own because I can best understand my condition. If I am not able to solve it only then I take help of my parents and friends". Very few girls said that they were not able to cope.

Over all response shows that most of these girls are using behavioral strategies. Either they are changing their behavior according to others' opinions or they try to change their behavior through the experience of their lives. Although most of girls are using behavioral strategy, still percentage of CWGIC girls using strategy is higher as compared to those in HMIC. Coping by cognitive mechanism is more in HMIC as compared to CWGIC. Quite a big number of girls were not feeling stressed because of disagreements. They took it as a part of life. This number is also big in CWGIC.

The above details show the various changes that adolescents begin to observe as they begin with the stage of adolescence. These changes are not limited to biological changes in the body but also take place in their social backgrounds that produce disagreements. This again leads to stress and the development of some coping mechanisms to deal with the situations.

Demand of autonomy among adolescent girls

Adolescence is an age when girls want autonomy. Through the questionnaire, the researcher has taken girls' views on different types of autonomy. Autonomy over dressing, going out, interaction with boys and staying over night somewhere out. Yes and no responses of girls on different types of liberties are given in the table 4.7

Table 4.7 Demand of different type of autonomies in adolescents

Demand of autonomy	HMIC			CWGIC		
	Yes	No	Total	Yes	No	Total
Autonomy of dressing	17 (68%)	8 (32%)	25 (100%)	17 (48.57%)	18 (51.43%)	35 (100%)
Autonomy of going out	15 (60%)	10 (40%)	25 (100%)	15 (42.85%)	20 (67.15%)	35 (100%)
Autonomy of interaction with boys	14 (56%)	11 (44%)	25 (100%)	11 (31.42)	24 (62.58%)	35 (100%)
Autonomy of staying out over night	13 (52%)	12 (48%)	25 (100%)	7 (20%)	28 (80%)	35 (100%)

The above responses show that HMIC girls are more eager to get autonomy in terms of dressing and going out than CWGIC girls. Rationale behind this demand was they want self-satisfaction and enjoyment in their life. 15-year-old Shruti from HMIC said that she wants to choose her dresses independently because it is a very personal issue for her. She does not like interference of others in this." Another girl from this school said, "I like modern style dresses so I want liberty to wear these modern dresses." The argument behind the demand of autonomy of going out is that they want to be free like boys, to participate in the competition and gain more knowledge and experience by the exposure. 15 years old Pragati Singh from CWGIC said, "I want this liberty because sometimes I feel scared 'kahi main dabbu na ban jaun'. I want to be bold." Sonali Mehta from this school said, "Going out is necessary to enjoy the life and celebrate my friends' birthday." Autonomy of interaction with boys and autonomy of staying over night were also more in demand amongst HMIC girls. These girls state that they want autonomy because they know that if they have to go abroad in their future then it is

necessary to interact and compete with boys. Some of them repeatedly said that they were not allowed to go out so that they were not able to participate in games and other competitions. They don't want to miss this kind of opportunity. If we look the table as a whole then it seems that demand of liberty in HMIC girls is stronger then among CWGIC girls. It is of course possible that CWGIC girls are not demanding this autonomy because more or less they already have this autonomy.

Ways of getting this autonomy

These adolescent girls seem to be quite concerned about their career and future. For the fulfillment of this objective they state that they are trying hard to get liberty. These efforts are given below in the table 4.8

Table 4. 8 Efforts for getting autonomy

What do you do to get autonomy	HMIC	CWGIC
Nothing	10(40%)	4(11.42%)
Try to convince our parents	8(32%)	12(34.3%)
Parents should be understanding	2(8%)	9(25.71%)
Not answered	5(20%)	10(28.57)
Total	25(100%)	35(100%)

Conclusions derived from this table are somewhat controversial. Although HMIC girls were demanding more autonomy on every issue they however but don't seem to be taking any stand to get this autonomy. . Most of the girls from HMIC said they do nothing to get this liberty while this percentage was very less in CWGIC. Shivani from CWGIC said that if her parents don't allow for something she wouldn't do it. Mahima from HMIC said, "I want to live in my own way but if I will go for my own independent life then it may be shameful for the family." More then 30 percent of the girls from both the schools have responded that they will try to convince their parents to get these demands fulfilled. 14 years old Arpita from CWGIC said, "I want this liberty to achieve my aim. I hope to get it otherwise I will try to convince my parents" Sonali Mishra from HMIC said, "I will request my family saying that I want

liberty for my career and good future, I will not misuse it, please support me". 8 percent girls from HMIC and 25.71 percent girls from CWGIC think that parents should understand their feelings, but if parents do not understand then they would not do any thing. The rest did not answer this question, the researcher cannot comment on the reason behind it, but this number is quite significant in CWGIC.

Over all, the table conveys that a large percentage did not answer the question. Difference between both the groups is that CWGIC girls would like to convince their parents while HMIC girls were totally passive about it though as mentioned above, it is the latter who feel the need for more autonomy.

Having seen certain perceptions of girls about themselves, we see how they perceive parental expectations

Adolescent girls and parental expectations

This is the age when parents have many expectations from their adolescent girls. With the advancement of society, nature of expectation is also changing. According to the purpose of study these expectations have been divided into four types: social expectation, marriage expectation, educational expectation and others. Obtained responses about these expectations are given in the table 4.9

Table 4. 9 Parental expectations

Type of parental Expectations	HMIC			CWGIC		
	Yes	No	Total	Yes	No	Total
Social expectations	23 (92%)	2 (8%)	25 (100%)	28 (80%)	7 (20%)	35 (100%)
Marriage expectations	16 (64%)	9 (36%)	25 (100%)	22 (62.85%)	13 (37.15)	35 (100%)
Educational expectations	21 (84%)	4 (16%)	25 (100%)	34 (97.15%)	1 (2.85%)	35 (100%)
Other expectations	16 (64%)	9 (36%)	25 (100%)	24 (68.57%)	11 (31.43)	35 (100%)

It is visible in the table that social and educational expectations of parents as perceived by these girls were very high for both the groups. 80 percent of girls in

CWGIC and more then 90 percents of girls in HMIC perceived their parents have high social expectations. In general, parents expect their daughters to behave according to prescribed social norms, staying within some limits and maintaining the dignity of family. 15 years old Nandani from HMIC said, "My parents expect me to be social, maintain the honor and be worthy of the family by dedicating myself in social cause." 14 years old Sneha Shukla from CWGIC said, "my father is an architecture engineer, mother is teacher and my grandfather is retired BDO, accordingly they have expectation from me also." Interestingly educational expectation proportion was almost reverse. Girls from CWGIC think that their parents expect more than HMIC parents, though both groups have high expectations Parents want their daughters to be independent and achieve high in career. Sunidhi Yadava from HMIC said "my parents expect that I should stand first in my class so that they can be proud." In both the groups, parents have the same marriage related expectations. These girls do not have immediate pressure to get married but their parents anticipate that after completing their studies their daughters would marry according their (parents) choice. Sunita Yadva from HMIC said: "my parents say whenever I get married I should marry the man of their choice." Shivani from CWGIC said: "my parents' wish is to search a nice and caring life partner for me."

More then 60 percent of girls from both the groups were facing several other expectations, like girls should be good in nature and soft-spoken, good in house work and other multiple activities.

Difference between both the groups indicates that HMIC girls had more pressure of social expectations while CWGIC girls had more pressure of educational expectations.

Stress because of expectations

There are some girls for whom these expectations seems to be stressful they scared about it weather they will be able to do or not and for others it is not that stressful because they are also expect themselves like their parents. Percentage of

stressed and non stressed girls because of these expectations is given below in the table 4. 10

Table 4.10 Stress because of parental expectations

Stress	HMIC	CWGIC
Expectations are stressful	14(56%)	9(25.72%)
Expectations are not stressful	6(24%)	20(57.14%)
No expectations thus no stress	5(20%)	7(20%)
Total	25(100%)	35(100%)

The table shows that more than 50 percent of girls in HMIC but only 25 percent of the girls in CWGIC feel these expectations stressful. They think that if they won't be able to fulfill their parent's expectations, it will hurt their parents. However more then 50 percent girls in CWGIC and approximately 25 percent of girls in HMIC do not think that these expectations give stress because every parents have some expectations from their child, it is normal. Also as 14 years old Madhu Sahu from HMIC said, "Fulfillment of my parents' expectations is my duty. I also want to perform well in studies and career so I don't take it as stress. Expectations related to something which I do not want to do, make me tensed sometimes." Rest of the 20 percent girls from both the schools answered that their parents do not have any expectations from them, thus they were not stressed at all.

The obtained results demonstrate that HMIC girls feel more stressed because of higher expectations as compared to CWGIC girls. Expectation from CWGIC girls is high for educational performance but they are not that stressed because they are getting sufficient time and autonomy to fulfill their parents' expectation, and are comparatively free from social conditions as compared to HMIC. HMIC girls felt that expectations were stressful because they did not get sufficient resources to fulfill their parents' expectations. Another reason of this is that HMIC girls believe that social expectations is not a focused issue and girls were not able to understand it clearly so they were more stressed because of expectations.

Coping with expectation related stress

These adolescents are adopting several strategies for coping with expectations related stress. These strategies come under the behavioral and cognitive strategies. Different forms of coping strategies adopted by the adolescents is given below in the table 4.11

Table 4.11 presentation of responses related to coping

Strategies of coping	HMIC	CWGIC
Nothing, it will solve with the time	4(16%)	1(2.85%)
Take every one in my confidence	4(16%)	2(5.72%)
I don't care for any body, I do what I want	1(4%)	0
I consider my parents view	5(20)	6(17.14%)
Not stressed	11(44%)	26(74.28%)
Total	25(100%)	35(100%)

As expected from the earlier data, the above table reveals that a big part of the sample (44 percent girls in HMIC and 75 percent girls in CWGIC) is not feeling stressed. So they are not using any strategy for coping. Except this, the second majority of nearly 20 percent of the girls consider their parents view for coping with stress. 16 years old Sunanda Mishra from HMIC said, "I always share my problems with my parents and make my future plans according to our consensus." 15 years old Aradhana Kushavha from CWGIC said, "I try to make my parents happy by sincere work." Only 4 percent girls in HMIC said, "I don't care for anybody, I do what I want". Deepika from HMIC said, "having expectations is their part, I don't feel it is for me because I am free to do anything what I want." 16 percents of girls in HMIC and 5.72 in CWGIC gave another interesting response. These girls convince their parents, they will do what ever they want but through their own way and won't misuse freedom. Similarly 16 percent of girls in HMIC and around 3 percent girls in CWGIC don't do any thing to cope with these stresses they think it will get solved with time. These girls say that they

believe in work, tension will come and go with time it is not in their control. Sruti Yadva from CWGIC said, "my stress is related to marriage, I will get rid of stress when my parent will understand me otherwise not .So now I am not doing anything it will get resolved with time."

Over all response in this table is showing that most of the girls from CWGIC are not stressed. Still from what they have answered it can be concluded that are dependent on their parents. In case of HMIC girls, percentage of not stressed is smaller but the response is similar for using all strategies.

Perception of adolescent girls about males' superiority

In our society socialization process differs according to gender. Socialization process prepares a child to behave according to his or her gender. In adolescent age, individual gets a lot of input about society, social roles and division of work in the family. The onset of adolescence is an appropriate time when parents shape their daughters as perfect women for future, through this process they try to make girls more caring, introvert, soft spoken, tolerant and values oriented. Traditionally, male owns a superior position than female. Up to what extent girls respond to this traditional notion, is given in table 4.12

Table 4.12 Girls perception about social position of boys

Girls' perception	HMIC	CWGIC
Boys are not superior to girls	1(4%)	18(51.42%)
Boys are superior because they have more freedom	20(80%)	12(34%)
Boys are superior because they have muscle power	2(8%)	1(2.85%)
Boys are superior because society gives them more value	1(4%)	3 (8.57%)
Did not answer	1(4%)	1(2.85%)
Total	25(100%)	35(100%)

It is apparent from the table that more than 50 percent of girls in CWGIC did not think boys to be superior to girls while this percentage was very less in HMIC. These girls justified this gender equality by giving reasons like: now girls are doing

everything that a boy can do, girls are scoring more marks than boys in class examinations and competitions etc. 17 years old Sonalii Sachdeva from HMIC said, "If somebody says boys are superior to girls I feel very angry. Nowadays the situation is different, girls are progressing like anything. Imposition of inferiority imposed by society suppresses girl's desires and expectations." Surbhi Mehta from CWGIC said, "Boys are not superior to girls in any way. It is a social sanction, which makes them superior." However, quite a significant number of girls (80 percent for HMIC and 34 percent for CWGIC) from both the schools were accepting that boys are superior because they have all types of freedom. These girls feel it because of restrictions imposed on them as compared to their brothers but they have to accept it because it is socially approved. 13 years old Vinita Soni from HMIC said, " no body objects when boys go out and travel at night, so I feel inferior to boys and then I want to be a boy." Percentage of this response in HMIC was more than double to CWGIC. This may mean that in HMIC, girls belong to economically and educationally poor families as compared to CWGIC so they have to suffer more discriminations and restrictions. This response is a reflection of that experience. 8 percent of girls from HMIC and 2.85 percent girls from CWGIC believed that boys are physically stronger than girls so they are superior to girls. 4 to 8 percent of girls in CWGIC said that society assigns more value to boys than to girls so they are superior to us. Aditi Kushavha from CWGIC said, "I don't have my own brother, people who come in my house always keep telling my parents if you had a boy ......but alas you have only girls they can't support you, marrying them is an additional burden for you." A very small percent of girls did not answer the question.

The result indicates that there is a large difference in socialization of both the groups of girls. HMIC girls are accepting more strongly than CWGIC girls that boys are superior which implies that HMIC girls experience more gender discriminatory treatment in their family which may link back to their wish for demanding more autonomy but not doing anything about it.

Importance of smartness for adolescent girls

People feel the importance of being smart across the ages but in adolescent age people feel that after the onset of adolescence there is a great difference in the way they are treated by the family and the society as compared to earlier. Adolescent girls think that in order to respond to different situations and expectations smartness is very important. These girls' perception about importance of smartness is given in table 4.13

Table 4.13 Perceived importance of being smart

Response of girls	HMIC	CWGIC
Not important	1(4%)	7(20%)
Important to some extent	1(4%)	8(22.85%)
Very important	23(92%)	20(57.14%)
Total	25(100%)	35(100%0

The above table shows, for girls of both the schools, smartness is important. Though percentage of response is high in both the schools but there is great variation. In HMIC around 90 percent of girls and in CWGIC 57 percent of girls feel that smartness is very important in their lives. 4 percent of girls in HMIC and 22.85 percent of girls in CWGIC said that being smart is important to a certain extent. The rest i.e. 4 percent girls in HMIC and 20 percent girls in CWGIC said that it was not at all important.

A big percentage of both the groups accept that smartness is very important but almost 40 percent of CWGIC girls think that it is not that important. The researcher cannot say about this marked difference.

Role models of girls for being smart

In the previous table we have seen that more or less 80 to 90 percents of girls feel that smartness is important for them. Most of these girls have complex definition of smartness, first is: smartness means to be perfect in every aspect of life, in the family,

amongst the peer group, in the class and in social and other type of gatherings etc. Second definition of smartness is one should be honest and hardworking towards his or her responsibilities. Both the definitions mean perfection is important in every aspect of life. Third response is related to outer looks only that is be well dressed and good looking. Fourth is be good and achieve high in studies. Accordingly these girls have their role models that is given in the table 4.14

Table 4.14 Role models of girls for being smart

Role models of girls	HMIC	CWGIC
No one	11(44%)	10(28.57%)
Parents	7(28%)	10(28.57%)
Teachers	2(8%)	3(8.57%)
Scientists and intellectuals	-	3(8.57%)
Film stars	-	6(17.14%)
Others	5(20%)	3(8.57%)
Total	25(100%)	35(100%)

The interesting finding is nearly 30 to 40 percent of girls did not follow any particular role model and they took self as role model or they were influenced by multiple personalities for different qualities. To some extent these girls believe in the first definition of smartness. Other 28 percents of respondents from both the groups were following their parents as role model. 8 percents of girls were influenced by their teachers because they are the one who can make them knowledgeable and persons with successful future. These girls are to some extent following the second definition of role model. Other 8 percents of girls in CWGIC were taking scientists and intellectuals as role models. Like A.P.J. Abdul kalam etc. They were following the fourth definition of smartness. 17 percents of girls were following film stars for looking smart, definitely they are following third definition of smartness. While this percentages is null in HMIC. Rest around 20 percents of girls from HMIC and 8 percents of girls from CWGIC were having different other role models. Some of them want to be like Kalpana Chawala and Kiran Bedi, some of them follows their Mousi (mothers sister) or cousin sister etc.

Percent of no one response is more in both the groups but the responses of HMIC girls are significantly high on this response. In case of the second and third ideals there are no differences in response of both the groups but there is some specific response like fourth and fifth response were only given by the CWGIC girls.

Ways adopted by adolescent girls' in order to be smart

Those girls, who feel looking smart is important, adopt different ways to be smart. These different ways and the proportion of these responses for both the schools is given in table 4.15

Table 4.15 Responses on ways of being smart

Ways of being smart	HMIC	CWGIC
Try to be a perfect person	14(56%)	11(31.42%)
I am honest and work hard	6(36%)	6(17.14%)
I try to look beautiful and well dressed	3(12%)	10(28.57)
I try to be good in studies	1(4%)	3(8.57%)
Did not answer	1(4%)	5(14.28%)
Total	25(100%)	35(100%)

According to the table 56 percent girls in HMIC and 31.42 percent girls in CWGIC try to make themselves a perfect personality for being smart. 13 years old Simmi Kumari from HMIC said, "I want to be perfect in every aspect of my life; my each and every movement and action should impress others." Another girl from CWGIC said, "in order to be smart, have gentle nature, talking and communication, skill, proper manners and knowledge is important." 36 percent of girls in HMIC and 17.14 percent of girls in CWGIC give importance to honesty and hard work in this respect. Opinion of this group is, "If you want to be honored in life it is necessary to be honest with respect to your personal and social role and duties that will help you to settle in society". 14 years old Bhumika Diwedi from CWGIC said, "Smartness does not only mean having vehicles and nice dresses. It means to prove oneself in the society that is not possible without working hard. My aim is to be a naval officer. If I achieve

this then I will be smart." Ratio of this response is 2:1 in HMIC and CWGIC. 12 percent of girls in HMIC and 28.57 percent girls in CWGIC responded that they would become smart by making themselves beautiful and well dressed. For these girls' smartness is leaving a good impression on the first look. Pragati Singh from CWGIC said, "Looking smart is not easy, I used to put a lot of efforts for this: taking care of my skin, exercise, yoga, dieting etc". It seems therefore that CWGIC girls are quite concerned about their looks. A few percent of girls from both the group said, the only way of looking smart is to be good in studies because this is the means by which you can achieve everything in life. 15 years old Neha Jain from CWGIC said, "I study hard to look smart because education makes one independent and confident. My teacher is my role model for smartness." The rest did not answer this question.

The above table is showing that HMIC girls give more importance to perfect personality through hard work while CWGIC girls are giving more importance to perfect personality by looking beautiful and dressing well. Difference between the two groups is that girls from CWGIC perceive smartness as good appearance and HMIC girls see it as proving themselves in practical life.

Difficulties in becoming smart

Becoming smart is a difficult task for the girls. It seems that they make lots of effort to become smart and encounter many difficulties in the process. Some common difficulties are monetary difficulties, shortage of time, difficulties in social acceptance and other difficulties like less confidence, less clarity of thought, feeling and liking etc. Their responses about difficulty is given in the table 4.16

Table 4.16 Difficulties in being smart

Type of difficulties	HMIC	CWGIC
Monetary difficulties	4(16%)	2(5.71%)
Shortage of time	6(24%)	4(11.42%)
Problem of social acceptance	4(16%)	8(22.85%)
Other difficulties like, confidence lessens, ambiguity of own thoughts and feelings	5(20%)	12(34.28%)
Looking smart is not difficult	4(16%)	4(11.42%)
Did not answer	2(8%)	4 (11.42%)
Total	25(100%)	34(100%)

16 percent of girls in HMIC and 5.71 percent of girls in CWGIC are facing monetary difficulties in being smart. Girls feel lack of resources in being smart because with limited money they cannot get all the fashionable things. If they spend it on fashionable things then their essential needs will suffer. Madhu Sahu from HMIC said, "I feel economic difficulty in looking smart .I don't have much money to spend on dresses and cosmetics. If I will spend my money on this, then my study will suffer. Because my father has a limited income, I can not spend it totally on me." 24 percent in HMIC and 11.42 girls in CWGIC said looking smart is difficult because it takes a lot of time. Swagata from CWGIC said, "There are a lot of problems in looking smart but time is more important factor. When time falls short, my mind stops working." Aditi from HMIC said, "I always feel lack of time because I get only 24 hours in a day and in this time I have to do a lot of work, like keeping every one pleased, studying, house work and interaction with every one. It is not easy to manage every thing." Another 15 percents of girls from both the groups feel looking smart is not difficult, it is up to us. If we want we can do it with little effort. 8 percents girls in HMIC and 11.42 percent girls in CWGIC did not answer this question. Researcher can't assume anything with this lack of response.

Probably, HMIC girls face monetary problems thrice more than CWGIC because they belong to low socio-economic status. In case of time also HMIC girls are

suffering twice more than CWGIC girls because they have more pressure of household work along with the study pressure

Going back to the fact that the routine of girls changes after adolescence, the researcher has tried to explore the different aspects of daily routines liked and disliked by these girls

Aspects of daily routine liked by adolescent girls

After 12 years of age, girls perceive a change in their daily routines. Earlier they used to eat, drink, play and do their schoolwork. Now they feel their work has increased. They are expected to be responsible towards their own work, towards parents, siblings, relatives and friends and towards studies. Because of this pressure girls feel some change in their daily routine. Now they participate in house work (like, cooking, cleaning and decoration of home) and do their personal work (like washing their clothes, taking care of their own things and giving time to their interests and extra curricular activities etc) and take care of their personal and social relationships as required. They also have to work for their career and studies. Girls like some particular aspects of this daily routine according to their interests. This has been discussed in table 4.17

Table 4.17 Aspects of daily routine liked by girls

Liking of girls in their daily routine	HMIC	CWGIC
Cooking (occasional or daily)	4(16%)	1(2.85%)
Cleaning and decoration of home	8(32%)	3(8.57%)
Games	4(16%)	1(2.85%)
Studying	5(20%)	15(42.85%)
Dressing up	1(4%)	5(14.28%)
Watching movies and T.V., and writing diary and poetry	1(4%)	2(5.71%)
Being with the family	2(8%)	3(8.57%)
I don't know	0	5(14.28%)
Total	25(100%)	35(100%)

The table shows that 16 percent girls in HMIC and 2.85 percent in CWGIC like cooking. Some of them like to cook daily and some of them like it occasionally. Aditi from HMIC said that she likes new experiments in cooking. She cooks something new daily. 32 percent girls in CWGIC and 8.57 percent girls in CWGIC said that they liked cleaning and decorating their homes in their daily routine. 14 years old Charu from CWGIC said, "I like cleaning and decorating the house in daily routine and I dislike reading." HMIC girls like more of cooking and cleaning. There is a great difference in the daily routines of girls of the two schools. HMIC girls are more involved in cooking, cleaning of house as compared to CWGIC girls. Probably that's why they have less disagreement on household work as seen in table 4. 4. 16 percent of girls in HMIC and 2.85 percent of girls in CWGIC like games in their daily routine. Out of these, some girls participate in school sports competitions and other girls play for entertainment. 20 percent girls in HMIC and 42.85 percent girls in CWGIC like studies in their daily routine. Percentages of both the groups are high on this response but CWGIC girls prefer studies to HMIC girls. This indicates that CWGIC girls are getting more pressure for studies while HMIC girls are getting more pressure for other work also. 4 percent of girls in HMIC and 14.28 percent girls in CWGIC like dressing up in their daily routine. 14 years old Smriti Yadav from HMIC said, "I like to make different hairstyles and wear new clothes in my daily routine". Percentage of CWGIC response supports the previous response on smartness. CWGIC girls were more concerned about their beauty and looks. Both the groups similarly like to be with their families. 14.28 percent of girls in CWGIC did not answer this question while this percentage is zero in HMIC. These are those girls who don't want to disclose their daily routine

Responses are showing difference in likings of both the groups, HMIC girls prefer household work, games and studies while CWGIC girls prefer studies and maintenance of looks more.

Aspects of daily routine disliked by adolescent girls

Like likings, girls also have dislikes for some work that is given in the table 4.18

Table 4.18 Aspects of daily routine disliked by adolescent girls

Disliking of girls in their daily routine	HMIC	CWGIC
Cooking (occasional or daily)	11(44%)	6(17.14%)
Cleaning and decoration of home	6(24%0	11(31.42%)
Games	-	4(11.42)
Study	-	3(8.57%)
Dressing up	2(8%)	-
Watching movies and TV, and writing diary and poetry	-	-
Be with the family	-	-
Nothing	5(20%)	6(17.14%)
Going out	1(4%)	5(14.28%)
Total	25(100%)	35(100%)

44 percent of girls in HMIC and 17.14 percent of girls in CWGIC do not feel like cooking. 15 years old Lakshmi from HMIC said, "I do not like cooking. It is a very difficult job. I always try to avoid it as much as possible." 15 years old Ankita Dubey from CWGIC stated, "I like studying very much but I don't feel like entering into the kitchen." Among HMIC girls, percentage of girls who dislike cooking is double as compared to CWGIC. 24 percent of girls in HMIC and 31 percent of girls in CWGIC dislike cleaning and decorating the house. 14 years old Shivani Sarkar from CWGIC said, "I don't like cleaning my home because it is not my work. I am not made for it." 15 years old Mala Shikha from HMIC said, " Honestly speaking I don't like household work at all." A striking finding is observed in CWGIC. Almost 20 percent of the girls did not like games and studies while this percent is zero in HMIC. 8 percents of girls in HMIC dislike dressing up. A significant difference is visible on going out. Nearly 14 percent of the girls of CWGIC dislike going out while this percentage is only 4 in HMIC. They feel more comfortable staying at home. Rest around 20 percent girls

doesn't dislike any thing. They do every thing on necessity.

If we give the table a glance, it shows that bulk of girls were concentrated on the first and the second response. This clears shows that girls from both the groups are pressurized for household work but they feel unhappy about this.

Feeling in doing disliked works

In daily lives, girls don't like to do some works but they have to do them because they get constant pressure for learning a variety of works in their daily lives. This question is about the unhappiness that they feel in doing the things that they do not like. Girls' response about their feelings is given in table 4.19

Table 4. 19 Feeling of adolescent girls about doing disliked work

Feeling bout doing disliked work	HMIC	CWGIC
Feel unhappy	18(72%)	16(45.71%)
Do not feel unhappy	2 (8%)	14(40%)
Did not answer	5(20%)	5(14.28%)
Total	25(100%)	35(100%)

72 percent girls in HMIC and 45.75 percent girls in CWGIC said they felt unhappy when they find themselves doing things they don't prefer to do. They do it reluctantly. Vidya Kumari from HMIC said, "I don't like to clean utensils, but I do it otherwise my mother scolds me." Sukanya Mishra from this school said, "I don't like to take care of my younger brother as apart of daily routine but I do it for others' happiness. It makes me unhappy." 14 years old Shivani Sarkar from CWGIC said that she did not like cleaning and dusting her cupboard but she does it because no one else did it for her

8 percent girls in HMIC and 40 percent girls in CWGIC said they don't feel unhappiness in doing detested work, every work has its importance, one can't deny it. If one is able to manage without doing it then it's ok, otherwise do it "*kaya dukhi hona*".

14 years old Nandita Katiyar from CWGIC said, "I do not like household work at all but at the time of necessity I adjust with this work, it is not a matter of happiness or unhappiness."

20 percent of girls in HMIC and 14.28 percent of girls in CWGIC did not answer this question. All over response is showing HMIC girls are unhappier than CWGIC girls.

How girls manage with disliked work

Most of these girls are managing somehow with the detested work. Response of girls about disliked work is given in table 5.20

Table 4. 20 Ways of managing disliked work

Ways of doing disliked work	HMIC	CWGIC
I don't do disliked work	7(28%)	14(40%)
I do it because of compulsion	16(64%)	16(45.75%)
Try to involve myself in it	-	1(2.85%)
Did not answer	2(8%)	4(11.42%)
Total	25(100%)	35(100%)

28 percent girls in HMIC and 40 percent girls in CWGIC said they don't do work which they don't like hence sometimes these girls defy the socially and culturally accepted routine life. 64 percent of girls in HMIC and 45.71 percents of girls in CWGIC responded that they do it because of compulsion. For some girls it seems difficult and irritating in the beginning after that it becomes normal. This indicates that HMIC girls were more compromising in nature. 14 years old Smriti Yadava from HMIC said, "When mother order some work then I have to do it" .14 years old Shivani Sarkar from CWGIC said, "I don't feel like doing disliked work but I do it to escape getting scolded." 2.85 percent girls in CWGIC said that they try to involve themselves in that work whole heartedly though they feel it is not easy. The rest 8 percent girls in HMIC and 11.42 percent girls in CWGIC did not answer the question.

CHAPTER 5

PERCEPTIONS OF GIRLS ABOUT CHANGES IN DIFFERENT ASPECTS OF LIFE DURING ADOLESCENCE

Adolescence is a period of dynamic transition in which biological and emotional changes occur. During this period, adolescents are challenged by diverse issues like family structures, educational aspirations and a broad range of issues that are intimately connected with their normal lives and which can create stress. This part of the chapter will analyze these issues in depth.

Relationships with parents, elders and opposite sex

Adolescents perceive change in parents and others. It causes a person to redefine relationships. It presses the individual to be more sensitive to minor changes in others' behaviors and act accordingly. In this part of the chapter we will see what girls feels about redefining relationships and how they manage with it.

Response of parents to adolescent behavior

This is the age when a girl is neither a child nor an adult. She is not even clear about her role and activities. There is lack of clarity as well as they have certain disagreements in acceptance of role and activities. Parents try to impose things through socialization. If parent are not able to do it then they criticize or compare girls with their friends and relatives. Percentage of those girls face this kind of problem is given in table 5. 1

Table 5. 1 Data about girls who are criticized

Criticism by parents	HMIC	CWGIC
Not criticized	14(56%)	24(68.57%)
Criticized regularly	6(24%)	4(11.43%)
Criticized some times	5(20%)	7(20%)
Total	25(100%)	35(100%)

Most of the girls (56 percent from HMIC and 68.57 percent from CWGIC) said that their parents do not need to criticize them because they behave according to their

parents. 24 percent of girls in HMIC and 11.42 percent of girls in CWGIC said that their parents criticize them regularly for not studying, not participating in household work and some times their parents compare them with the some other girl in the family or daughters of relatives. They compare them on the basis of their way of working and behavior. 20 percents of girls from both the groups said their parents criticize them but not very regularly for household work, because they are studying for board examinations. Occasionally it happens that parents criticize them for household work or other personal work. 14 years old Shivani Sarkar from CWGIC said, "my parents don't criticize me regularly but some time they criticize me and compare me with my friends for not studying and doing house work." Reason of this lack of criticism was felt by the girls to be the fact that they were in the 10th class.

In both the schools a good percentage of girls was not criticized for anything but this figure is slightly more (64 percent) in CWGIC as compared to HMIC girls (56 percent). It is an important stage in education and girls are more involved in studies. As a result, the percentage of those girls who get criticized is double in HMIC as compared to CWGIC. It means that these girls are expected to do household work and other kinds of activities along with the studies. Percentage of girls who are occasionally criticized is equal in both the schools.

How do you react on parents' criticisms?

In the previous response we saw that girls face criticisms for different reasons. Now we are going to see how these girls react against their parents' criticisms in table 5.2

Table 5. 2 Girls' responses to parents' criticisms

Reaction of girls	HMIC	CWGIC
No reaction	4(16%)	5(14.29%)
Try to improve my self	7(28%)	6(17.14%)
Not criticized	14(56%)	24(68.57%)
Total	25(100%)	35(100%)

Around 15 percents of girls from both the group don't react against criticism. "Because they are elder in age we can't stop them". 28 percent girls in HMIC and 17.14 percents girls in CWGIC said they try to change themselves to avoid criticism. 14 years old Shivani from CWGIC said, "I don't react in front of others. After they leave I ask my parents why you were criticizing me? What do you want? Accordingly I try to improve myself." 15 years old Nandani from HMIC said, "Listening to criticism gives a bad feeling but I can't do anything, I think on it and try to improve myself." 56 percent girls from HMIC and 68 percent girls from CWGIC did not get criticized by their parents. There was only a marginal difference in responses of both groups. Still HMIC girls were suffering and compromising more because of parents' criticisms than CWGIC.

Adolescents' reactions on rejection of their demand by parents

Many times adolescents face the situation when they demand something and their parents reject it. There may be several reasons for rejection of their demands but it hurts the adolescents. What do they do or how they react in this situation is given in table 5. 3

Table 5. 3 Reaction of adolescent girls to rejection of their demands

Reaction after rejection of some demand	HMIC	CWGIC
Do nothing	10(40%)	11(31.4%)
Crying	4(16%)	3(8.57%)
Demand for clarifications	5(20%)	4(11.42%)
Parents don't reject demands	6(24%)	17(48.37%)
Total	25(100%)	35(100%)

40 percent of girls in HMIC and 31.41 percent of girls in CWGIC don't react at all when their parents reject their demands. They think their demand was not logical or their parents were not able to fulfill it. They have other priorities except this demand so they did not give attention to fulfill their demand. When they feel it is necessary they

will fulfill on their own. They cope by adopting passive behavior mechanism and having faith in their parents. 14 years old Shivani from CWGIC said, "When my parents reject my demand I try to understand their situation and never again demand for unimportant things." 16 percent of girls from HMIC and 8. 57 percent of girls from CWGIC feel very bad if their parents reject their demands, they don't say any thing to their parents but cry afterwards. These girls accept their parents' decision but are not able to control their spontaneous reaction; this is also a passive mechanism of coping. 20 percent girls in HMIC and 11.42 percent of girls in CWGIC said that if their parents reject their demands they want clarifications for it. If they are satisfied with the clarifications then ok, otherwise they pressurize their parents again to fulfill their demands. These are the girls who don't compromise with their wishes. 24 percent of girls in HMIC and 48.34 percent of girls in CWGIC said they did not face this kind of situation at all. Their parents always fulfill their every demand.

Over all responses show that HMIC girls adopt passive response like doing nothing or crying to cope up with the problems more as compared to CWGIC. Response about the clarifications is silently more in CWGIC but percentage of those girls who did not face this situation at all, is just double in CWGIC as compared to HMIC .It again shows the better status of CWGIC girls.

Adolescent girls and adjustment with opposite sex relations

Opposite sex relationships is an important aspect of life. This is the age when individual becomes more sensitive to relationships and tries to differentiate the nature of opposite sex relationships. It varies from person to person. In the present study, girls have accepted that opposite sex relations' change with age. Adolescence is an age when an individual feels ambiguity about their role and it becomes more complicated in case of opposite sex relationships. How girls perceive heterosexual relationships is given in table 5. 4

Table 5. 4 Adjustment with heterosexual relationships of adolescent girls

Adjustment with opposite sex relations	HMIC	CWGIC
It depends on relationship with that person	11(44%)	6(17.15%)
Take it as a friendship	4 (16%)	4(11.43%)
I don't have that kind of relations	4 (16%)	20(57.14%)
Not answered	6 (24%)	5(14.28%)
Total	25(100%)	35(100%)

Table is showing, that 44 percent of girls in HMIC and 17.14 percent girls in CWGIC consider relationship with opposite sex as normal. These girls adjust with opposite sex according to social relation with that person. They said that the person of opposite sex may be their father, brother, uncle or boyfriend. We behave with them on this basis. Aditi from HMIC said, "Opposite sex relation depends on who that person is with whom I am going to interact. Accordingly I change my behavior." 24 percent of girls in HMIC and 14.28 percent of girls in CWGIC have not answered this question. May be they were not comfortable with this question. 16 percent girls from HMIC and 11.42 percent girls from CWGIC consider relationship with the male who is not a family member as friendship. They do not spend much energy to think over how to react with the person of opposite sex. But they keep some distance from boys. Anita from CWGIC said, "I might talk openly with boys also but I would like some restrictions on their behavior, such as I would not allow them to hold my hand." 15 years old Babita from HMIC said "I am very friendly so I don't discriminate between boys and girls. I want to make friendships with the whole world". 16 percent girls from HMIC and 57.14 percent girls from CWGIC don't have this kind of relation. These girls understand heterosexual relations as girlfriend-boyfriend relations.

The overall table seems to show that in HMIC, the majority (44 percent) of the girls are taking a general meaning of opposite sex relationships and in CWGIC the majority (57.14 percent) of the girls take it as a special relationship with male members out side the family.

Perception of girls about Heterosexual friendships

Friendship is an essential aspect of life; it is a common practice that is determined by the social norms. In our society, friendship between people of opposite sex is not often recognized to be as honorable as same sex friendship. Today, however the concept of male and female friendship is acceptable to some extent though this acceptance varies from place to place. The area where the study has been undertaken belongs to the still more orthodox part of the society. The concept of opposite sex friendship does exist there but don't have that much acceptance. In this condition what girls feel about opposite sex relationships is given in table 5.5

Table 5. 5 Responses of girls about heterosexual friendship

Responses of girls	HMIC	CWGIC
I don't mind if my friend is male	13(52%)	11(31.40%)
I mind if my friend is male	7(28%)	4(11.42%)
I can't say	1(4%)	2(5.70%)
I don't have male friends or not applicable	4(16%)	20(57.74%)
Total	25(100%)	35(100%)

According to table, 52 percent of girls from HMIC and 31.40 percent of girls from CWGIC said that they don't mind if their friend is a male or a female. They are equally comfortable with friends of both the sexes, as we have seen in the previous table. Pooja kumari from HMIC said, "I don't feel any difference in male or female I need only true friends. This is the time when someone really needs a good friend." 28 percent girls from HMIC and 11.42 percent of girls from CWGIC answered that they minded having male friends; they don't feel comfortable with male friends and always maintain a limit with male friends. These girls think more in terms of family and the society view rather than their own view. Shuchi Jha from HMIC said, "I feel that boys can't be good friends, they always cheat." Very few girls, only 4 percent from HMIC and 5.70 percent girls from CWGIC were not sure how they perceive heterosexual friendships. 16 percent girls from HMIC and 57.74 percent girls from CWGIC said that

don't have male friends and they did not give any opinion on that. This percent is more in CWGIC than in HMIC.

More than half of the CWGIC girls do not have male friends according to their definition. HMIC girls have a more open view about opposite sex friendships. However the percentage of girls in HMIC who were not comfortable with opposite sex friendships was also considerable (almost 30 percent).

Reasons of stress in heterosexual friendship

Friendship is a normal phenomena but heterosexual friendship sometimes carries some special meaning. If the meaning of friendship is same for both the parties then it goes smoothly, otherwise it becomes stressful. What are the situations when adolescents feel friendship is becoming stressful, is given in the table 5. 6

Table 5. 6 Reasons of stress because of heterosexual relationships

Responses about the reasons of stress	HMIC	CWGIC
Due to misunderstanding	9(36%)	4(11.42%)
Due to irrelevant social interference	4(16%)	8(22.85%)
Don't have heterosexual relations	4(16%)	20(57.14%)
Can not say	8(32%)	3(8.57%)
Total	25(100%)	35(100%)

The table shows that 36 percent of girls from HMIC and 11.42 percent girls from CWGIC think that heterosexual friendship becomes stressful due to misunderstanding. When friends of opposite sex expect beyond the limits of friendship or one of them feels more than the other party than it becomes stressful for girls. 14 years old Rimjhim from CWGIC said, "When friendship gets converted into attraction towards opposite sex then it becomes stressful for me. In fact, it is a wastage of time and emotional energy for both the parties." 15 years old Pragiti from HMIC said, "Misunderstanding means when a boy feels that the girl loves him but the girl does not think so, then it becomes stressful for girls." 16 percent girls from HMIC and more then

22 percent girls from CWGIC responded that friendship with the opposite sex becomes stressful because of irrelevant social interferences. Society does not accept this kind of friendship so people start spreading rumors like that the girl is characterless or that these kinds of relationships are going to spoil our society etc. One girl from HMIC said, "when society interferes in such relationships and the meaning of the relationship changes then it becomes stressful for me". Surbhi Singh from this school stated, "If my parents hear about my friendship with a boy or if they see me talking to a guy then it becomes stressful for me." 16 percent of girls from HMIC and 57.14 percent of girls from CWGIC responded that they didn't have such friendships because they don't feel it is important in their life or they try to avoid it due to restrictions imposed by their families. 14 years old Swagata Yadav from HMIC said, "My family members don't understand friendship with males; they think friend of a girl should only be a girl and friend of a boy should only be a boy." 32 percent of girls from HMIC and 8.57 percent girls from CWGIC said that they are not able to respond how it becomes stressful for them.

Coping mechanism of girls' for stress related to heterosexual relationships

The above table shows how these girls define heterosexual relationships and how it becomes stressful for them. Now the coping strategies adopted by the girls to deal with this stress is given in table 5. 7

Table 5. 7 Coping mechanisms to deal with stress related to heterosexual relationships ·

Coping mechanism	HMIC	CWGIC
Don't do anything	3(12%)	2(5.70%)
Cope by thinking	5(20%)	4(11.42%)
Clearly talk about it	7(28%)	3(8.57%)
Maintain the distance or take the break	4(16%)	6(17.14%)
Not applicable	9(36%)	20(57.14%)
Total	25(100%)	35(100%)

It is evident from the table that 12 percent of girls from HMIC and 5.70 percents girls from CWGIC said they don't do any thing to cope with this stress. These are from those respondents who were not able to say why these relationships become stressful. Another 20 percent of girls in HMIC and 11.42 percent of girls in CWGIC cope with this stress by using their thought process. This percentage is slightly higher in HMIC. Mahima Sahu from HMIC said, "To get out of this tension I think over it and set a limit for the level of interaction with boys and try to maintain distance slowly." 24 percent girls in HMIC and 8.57 percent girls in CWGIC told that they clearly talked about the particular situation. Some of them talk directly with that friend while some of them share this problem with their family and get out of this stress. 28 percent in HMIC and 17.14 percent girls in CWGIC said that they try to maintain distance with boys to avoid this kind of stress. 15 years old Aradhana Kawatra from HMIC said, "The only way to get rid of this stress is to maintain distance with male friends." 16 percent of girls in HMIC and 57.14 percent girls in CWGIC don't have friends of opposite sex because society always blames girls instead of boys. This is that section of girls which doesn't want to go beyond the societal norms.

This response shows that more than half of the girls from CWGIC and more than one fourth of the girls from HMIC agree with traditional social norms and practice it happily. Even over all table shows that generally girls accept social norms, only

the forms are different.

Emotions during adolescence

Along with other changes, adolescents also experience a change in the way they react emotionally. Sometimes they react more positively as compared to earlier while sometimes they show negative emotions of jealousy and anger

Feeling of jealousy among adolescent girls

Adolescence is the age when an individual starts comparing oneself with the peer group. The comparison provides them with a vision about themselves and helps

them to grow. In this process adolescents pass through different emotions and feelings. This question was about the situation when the girls feel jealous. The situations they feel thus is given in table 5.8

Table 5. 8 Situations when adolescent girls feel jealous

Reasons of feeling jealous	HMIC	CWGIC
When I don't have something which others have	10(40%)	17(48.57%)
When somebody tries to show themselves over smart	6 (24%)	2(5.71)
When some body wants to take away my favorite things	4(16%)	4(11.42%)
When some body opposes me	5(20%)	6(17.14%)
I don't feel jealous	0	6(17.14%)
Total	25(100%)	35(100%)

More then 40 percent of the girls in HMIC and 48 percent of girls in CWGIC said that they felt jealous with some body if they didn't have something that others had, like somebody had a vehicle to go to school and they didn't have it or some body has liberty to go out for tours but they don't have then they feel jealous with that person. They feel inferiority complex and helplessness, when they can't do any thing. They start feeling jealous. 15 years old Nandini Jain said, 'If some girl scores more marks than me, I feel jealous with that girl." Aradhana from HMGC said, "If some girl is better than me then I feel jealous with that girl." 24 percent girls in HMIC and 5.71 percent feel jealous when some body tries to show herself over smart or extra ordinary. Ruchi from HMIC said, "If a person whom I don't like shows him/herself very smart or superior than me I feel jealous with that person." 16 percent of girls in HMIC and 11.42 percent girls in CWGIC said that they felt jealous with that person who tries to capture their favorite things like, if someone comes very close to one's best friend or someone likes one's favorite teacher, they feel jealous with that person. Shubhra from HMIC said, "I like my friend; if any other girl comes closer to her I can't accept it." Shivani

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Shukla from CWGIC said, "If I expect some body to do something for me but some other person is getting his or her attention then I feel jealous with that person." These girls have sometimes defined jealousy more in the sense of anger than envy or superiority of others. For e.g. nearly 20 percent of the girls from both the groups responded that they felt jealous if some one opposed them and tried to implicate them without their fault. 15 years old Anita Dubey from CWGIC said, "I feel jealous when some one blames me without any reason and I can't give any clarifications for it" Sumitra Singh from HMIC said, "if some body tries to prove me a liar or tries to make me feel inferior, I feel jealous with that person." Another girl from this school said, "when I am right and some body accuses me, I feel jealous with that person". 17.14 percents of girls from CWGIC answered that they never felt jealous; feeling jealous is not good for anyone. 14 years old Sneha Kumari from CWGIC said, "I did not feel this because the philosophy of my life is ' simple living high thinking' so my opinion is don't feel jealous with any body, it is like an elastic, the more you feel the more it will stretch". However nobody from HMIC gives this response. This could be due to the fact that CWGIC girls are better adapted.

Feeling of anger and aggression in adolescent girls

During this age an individual passes through a lot of changes. Emotions in this age become very intense and frequent. Many times individuals are not able to control their emotions. In the questionnaire, girls said after 12 years of age they feel more anger and aggression as compared to before 12 years of age because now they are facing more new terms and conditions in their lives. What are the situations when girls can't control their anger and aggression are given in the table 5. 9

Table 5. 9 Reasons of anger and aggression among adolescent girls

Reasons of anger and aggression	HMIC	CWGIC
When I am not able to do some thing	8(32%)	6(17.14%)
When some body engages in useless argument with me	7(28%)	10(28.57%)
When some body accuses me without my fault	8(32%)	14(40%)
When some body orders me	2(8%)	3(8.57%)
I don't feel angry and aggressive	0	2(5.72%)
Total	25(100%)	35(100%)

The above table conveys the causes of feeling of anger and aggression among adolescent girls. 32 percent girls of HMIC feel angry when they want to do something but they are not able to do, while this percentage is 17.14 percent for CWGIC. These girls want to do their work according to their own strategy but in practical condition they get a lot of disturbances and conflict in this, which makes them angry and aggressive. 28.57 percent of CWGIC girls said that they get angry when somebody engages them in worthless arguments, 28 percent of HMIC college girls also agree with this answer. If these girls don't want to listen or talk to somebody and they are implicitly or explicitly pressurized for it then they feel angry and aggressive. 32 percent of HMIC and 40 percent of CWGIC girls get angry when somebody accuses them without their fault. Sometimes girls get them selves in such conditions where they can't oppose the accusing person or can't prove themselves because of moral reasons or because of self-helplessness then they feel angry and aggressive. 8 percent of girls from both the group said they feel angry and aggressive when some one orders them to do something. Because of high self-esteem these girls don't feel good if somebody regulates them. There is no girl in HMIC who does not feel angry and aggressive at all, this seems realistic but the answer of two (5.17%) CWGIC girls seem unrealistic when they say that they never feel aggressive at all.

Anger and aggression because of failure to do some thing is more in HMIC

girls, this means that these girls are closer to such kind of situations. While the CWGIC girls feel it more when some body accuses them without their fault. This shows many a times that these girls are not able to counter the accusation. Anger and aggression because of useless arguments and because of ordering is same in girls of both the schools. In the end, one unique response is showing between 2 CWGIC girls; they don't feel anger and aggression at all.

Biological changes during adolescence

The onset of puberty is the beginning of biological and sexual maturity. The researcher has discussed so in the literature review what is the biological and sexual maturity. In the study we will discuss how the girls perceive biological maturity and what its consequences are.

Feeling of adolescent girls about sexual maturity and menstruation

Biology has a lot of social and psychological implications for girls. This age is very complex for girls. Girls have given different reasons regarding the problem of this age that is given in the table 5.10

Table 5.10 Perception of adolescent girls about sexual maturity and menstruation

Perception of girls	HMIC	CWGIC
Sexual maturity and menstruation is problematic	16(64%)	20(57.14%)
Sexual maturity and menstruation is not problematic	4(16%)	7(20%)
Not answered	5(20%)	8(22.85%)
Total	25(100%)	35(100%)

The above table shows that many girls see sexual maturity as problematic for them. 64 percent of girls in HMIC and 57.14 percent of girls in CWGIC say that this age is problematic due to various social and physiological implications. They have to

pass through the different phases once a month. Although physically it is painful for a certain period but the psychological stress created by it persists for a long time. Girls think that only females bear children and have to suffer their whole life. During menstruation girls are treated as untouchables and due to this sometime they feel embarrassed in front of male members of the family. Menstruation cycle disrupts girls' daily routine and effects studies also.

On the other hand, 16 percent of girls in HMIC and 20 percent girls in CWGIC do not see sexual maturity and menstruation as problematic at all. They feel that it is a natural process, it has to occur and one can't prevent it. Everyone should welcome it because in the absence of this process a female cannot develop as a perfect personality. The rest did not answer this question probably because they not feel comfortable in talking about this aspect of female sexuality.

Nearly 60 percent of the girls feel that biological changes during adolescence are problematic. When the researcher asked the girls that was it problematic for boys also, around 80 percent of the girls answered no it is not problematic for boys. Only it creates problems for girls because it induces lot of restrictions for girls. During the period of menstruation girls are treated as unholy, they get restricted mobility in home, they can't enter into temples and some of them get restricted entry into the kitchen. It also affects their relationships with family members. Now they need more privacy and so they maintain some distance with younger sibling and elder brothers. They become friendlier to elder sisters and mothers and develop distant relationship with fathers. To some extent studies also get affected during this period. All these multiple restrictions and changes creates stress for girls.

Adolescent girls' coping with sexual maturity and related problems

Maturation process creates lots of problems for girls on personal level and behavioral level as we have seen in table5.10 above. How girls cope with these different types of problems is given in table 5.11

Table 5.11 Coping with problems related to maturity

Coping strategies	HMIC	CWGIC
I am not able to cope	5(20%)	8(22.85%)
Accept social norms for it	7(28%)	10(28.57%)
Gradually I coped	6(24%)	3(8.57%)
Not stressful	5(20%)	8(22.85%)
Did not answer	2(8%)-	6(17.14%)
Total	52(100%)	35 (100%)

About 20 percent of the girls in CWGIC said that they did not know how to cope with it. They try hard to conceal from the male members that they are passing through the menstruation period but due to restrictions imposed on them during this period, everyone comes to know about it and it becomes embarrassing for young girls. 28 percent girls from both the groups said that they accepted the norms prescribed for this period and this way they are able to cope easily. They think that restrictions on mobility are imposed so that girls can take rest in this period. Shuchi from HMIC stated, "That time I stop playing and going out and touching any thing in the kitchen. These restrictions irritate me but I can't help it". 24 percent of girls from HMIC and 8.57 percent of girls from CWGIC said that they did not put much effort to cope with this problematic condition. For them, it was more stressful in the beginning but later they learned to cope with it. About 20 percent of girls from both the group said that menstruation period is not at all problematic and stressful for them. They have accepted it as a natural process, which is a universal reality for women. Another 8 percent of HMIC and 17.14 percent of CWGIC girls did not answer this question.

Girls use different coping strategies to deal with these stresses. These strategies are different ways of changing behaviors. An interesting point is shown here number of girls who are not able to cope is increasing. It indicates biological maturity is a considerable issue in the framework of adolescent hood.

Educational pressure during adolescence

In the present time, education is a necessity of life across gender boundaries. Still seeking education is not easy task for the girls. Society follows dual norms. It follows tradition and modernity together. In case of an adolescent girl it becomes crucial because now she has to go through both the tracks. In this age she gets academic pressure along with social norms. What girls feel going through dual learning process we will discuss it in this section of chapter.

Perception of adolescent girls about educational workload in Xth class

Board examination of high school is an important step in one's life. The girls interviewed were very excited and proud about their enhanced status and some of them were afraid and tense. This is because they were going to appear in a state level examination. The importance accorded to this examination by parents and other people also makes girls feel that this examination is important. The present education system, which puts high value on this exam and girls' own aspirations to prove their abilities are the reasons that make them feel the increased workload in this exam. The following table presents the different responses given by girls regarding this question -

Table 5.12 Perception of workload in Xth class

Educational workload in 10th class	HMIC	CWGIC
Not feeling workload	5(20%)	1(2.85%)
Feeling increased work load	19(76%)	33(94%)
Can not say	1(4%)	1(2.85%)
Total	25(100%)	35(100%)

20 percent of girls from HMIC as against only 2.85 percent of girls from CWGIC said that they do not feel increased work pressure in high school board exam. Reasons they gave were, with growing maturity their capacity to hard work is also increasing or for previous exam also they were studying with full dedication and now also what is required is the same, so no reason to feel stressed. 76 percent of girls from

HMIC and 94 percent of girls from CWGIC said that they felt increased workload in High School Board exam. They said that for this exam they have to study more, complete the whole syllabus of every subject and in this exam there is a competition with all the schools in the state. Sashi Prabha from HMIC said, "I am going to appear in first board exam of my life I don't know how they examine. I am scared if I fail it will very bad for me." 4 percent girls in HMIC and 2.85 percent girls in CWGIC were not sure about this. They were not clear that they felt increased pressure or not.

If we associate the perceptions of workload in X^{th} class with the parents' educational expectation and with the results of board exams of sample group then the group that had high work pressure and high educational expectations performed better then the other group. The exam result of CWGIC sample group is around 94 percent and for HMIC this percentage is 83. This shows that perception of expectations and work pressure had constructive relations with educational performance.

Adolescent Girls' preference about their career area

These girls are in high school and have some future plans according to their awareness about work and profession. Most of these girls have ambitious future plans. Responses about their future plans are given in the table 5.13

Table 5.13 Career choice of adolescent girls

Area of career	HMIC	CWGIC
Administrative	6(24%)	4(11.42%)
Social work	3(12%)	4(11.42%)
Defense	3(12%)	7(20 %)
Teaching	7(28%)	4(11.42%)
Art and architecture	0	5(14.285%)
Air hostess	2(8%)	2(5.71%)
Panting and music	2(8%)	2(5.71%)
Not decided	2(8%)	7(20%)
Total	25(100%)	35(100%)

24 percent of girls in HMIC and 11.42 percent of girls in CWGIC said they were more interested in joining administrative job. They want to prove themselves in relation to boys and want to serve their country honestly. Nearly 20 percent of girls from both the schools want to go for social work because they are interested in doing something for poor. 12 percent in HMIC and 20 percent girls in CWGIC have chosen defense as their career area; some of these were interested in police and others navy and air force. These were the girls who are pursuing the NCC training. 28 percent of girls in HMIC and 11.42 percent of girls in CWGIC are interested in teaching. These girls are more impressed by their teachers and their favorite teacher is a role model for them. About 6 to 8 percent of girls want to be airhostesses. They have seen that airhostess looks very nice and smart; this is the profession where they can fly like a bird. The striking point is, earlier we seen that girls from CWGIC were more in favor of being smart by makeup and dressing up but here the interest is almost similar in both the group for this beauty dominated profession. 14.28 percent girls in CWGIC said they would choose art and architecture as their career because they have interest in art and creation while this percentage is zero in HMIC. 8 percent of girls in HMIC and 5.71 percent of girls in CWGIC were interested in the field of music. 8 percent of girls in HMIC and 20 percent of girls in CWGIC have not yet decided what they will do in future; but they said they are studying for their career only.

Difference between girls of both the schools is that HMIC girls were more clearly oriented towards the administrative services whereas CWGIC girls are more oriented towards defense services. Similar percentage of girls were interested in social work in both the schools. Percent of girls who prefer teaching is more than double in HMIC as compared to CWGIC. What could be the reason for the choice the researcher is unable to find out from the discussions held with the girls. Art and architecture is a field where HMIC girls are not interested in while 14.28 percent of CWGIC girls prefer it. Percentage of girls who have not yet decided about their career is more then double in CWGIC as compared to HMIC.

Over all responses show HMIC girls prefer high administrative jobs or honorable teaching jobs more while CWGIC girls prefers defense, art and architecture and other kind of job.

Stress of course study and job preparation on adolescent girls

In the previous table, we have seen the girls have lot of ambitions and the pressure of making career and studies is high in high school. These girls are working hard to maintain balance in course studies and studies related to competitive examinations. The process of pursuing both the things together is intricate and also stops their extra curricular activities. They were questioned about the pressure through which they are undergoing in pursuing above two and the responses of girls on this question is given in table 5.14

Table 5.14 Stress on adolescent girls because of course and career studies

Type of Pressure	HMIC	CWGIC
Physical pressure	4(16%)	-
Mental pressure	7(28%)	9(25.71%)
Physical and mental both pressure	6(24%)	16(45.75%)
Not feeling of pressure	4(16%)	5(14.28%)
Did not answer	4(16%)	5(14.28%)
Total	25(100%)	35(100%)

16 percent of girls in HMIC said they felt physical pressure because of more workload while this percent is zero for CWGIC. Physical pressure means that these girls get health problems (like, tiredness, headache, liver problems, fever etc) more frequently. Reason behind this response could be that HMIC girls feel more pressure of household work rather than studies so they feel more physical pressure than other kinds of mental or other pressures. 28 percent of girls in HMIC and 25.71 percent of girls in CWGIC said that they feel mental pressure because of more pressure of studies as compared to HMIC girls. Mental pressure means tension, headache, pimples, restlessness etc. 24 percent of girls in HMIC and 45.75 percent girls in CWGIC said that they felt both physical and mental pressure. It occurs mostly near examination time, this time their parents take care of them and these girls also avoid other kind of activities other than studies. Researcher got the best example of this at the time of data

collection. That was the time before half yearly examination of girls, when researcher requested the girls for in-depth interview they refused due to lack of time. Shivani Sarkar from CWGIC said, "After studying for a long time I feel pain in eyes and head". 16 percent girls in HMIC and 14.28 percent girls in CWGIC said they don't feel any pressure because with the process of growth, physical and mental capacity also increases and they are able to balance both the things.

Over all table shows that around 68 percent of girls in HMIC and 71 percent of girls in CWGIC feel pressurized. If we leave those girls who did not answer the question and who don't feel pressure, than CWGIC girls are feeling more pressurized as compared to HMIC girls. Another difference between both the schools is in CWGIC no one suffered from only physical stress while this percent is 16 in HMIC.

Coping with stress because of study and career pressure

Family is the first source of coping with this stress. When girls feel some kind of problem due to pressure, they share the problem with mothers, fathers or elder siblings. Accordingly their parents take steps to take them out of the problems. Most of the parents give coaching to their daughters through some institute other than school for the assistance of educational problems. Parents support their daughters to get over physical and mental pressure. To some extent girls get assistance from siblings and friends to cope with the stress. Still there was difference in assistance of both groups due to their background. That is always visible in whole study.

Health problems of adolescents

Health problems can affect any one at any time. In adolescence, health is considerable issue because this is an age when girls don't feel comfortable with their biological change. In addition, along with social changes they also suffer from psychological pressure. These multiple pressures affect their health. Sometimes pressure causes health problems and sometimes health problem causes pressure. In this condition what types of health problems girls face is given in the table 5.15

Table 5.15 Health problems among adolescent girls

Health problems of adolescent girls	HMIC	CWGIC
No health problem	3(12%)	4(11.42%)
I am stressed about my personality	2(8%)	1(2.85%)
Head ache	6(24%)	9(25.85%)
Fatigue and anemia	4(16%)	5(14.28%)
Fever, cough and cold etc	3(12%)	3(8.57%)
Pimples	2(8%)	0
Stomach ache	1(4%)	0
Tension	3(12%)	9(25.85%)
Irregular menstruation	1(4%)	4(11.42%)
Total	25(100%)	35(100%)

Around 20 percent girls from both the group said they didn't have any health problems. 8 percent of girls in HMIC and 2.85 percent of girls CWGIC said they are more stressed about their imperfect personality. These girls feel they are not able to impress people and communicate or present themselves, get nervous at the time of talking with teacher and in class discussions. One fourth of girls from both the schools suffer very frequently from headaches. Out of these, some girls said that they experience headache the whole day and others said when they feel intense pressure then they feel headache. 16 percent of girls from HMIC and 14.28 percent of girls from CWGIC said they have simple health problems like fatigue and anemia. After coming back from school they feel very tired and don't feel like doing any thing. 12 percent of girls in HMIC and 8.57 percent girls in CWGIC said mostly they suffer from seasonal diseases like cough, cold and fever otherwise their health is good. 4 percent girls in HMIC were suffering from pimples while this percent was zero in CWGIC. Number of girls who were suffering from stomach problem was same as for pimples. 12 percent of girls in HMIC and double the girls in CWGIC were suffering from tension about the adjustment of their study, career and other activities. 4 percent of girls in HMIC and 11.42 percent girls in CWGIC said they have problems related to menstruation like irregularities and painful period.

Overall table shows that headache, fatigue and anemia were common problems of the both schoolgirls but the difference between both the schools was that CWGIC girls were suffering more because of tension and menstruation related problems. Percentage is almost double in CWGIC for these two problems as compared to HMIC girls.

In group discussion, the researcher got two opinions about girls' health problems. Girls told that during examination period they were very prone to health problems. Some other girls told that health problems become more stress creating and difficult to manage when it comes at examinations time. These two responses show that many a times health problems bring stress and many times stress becomes the reasons of health problems. Teachers' interviews also supported this as teachers said that some girls are very prone to get fever before the exam or in the exam time.

Suicidal feeling in adolescent girls

When girls feel extreme form of stress or they feel that they can't get over the tension then, sometimes suicidal feelings creep into them. How many girls who feel like committing suicide, is given table 5.16

Table 5. 16 Suicidal feeling in adolescent girls

Suicidal feeling	HMIC	CWGIC
Yes	15(60%)	15(42.85%)
No	6(24%)	14(40%%)
Did not answered	4(16%)	6((17.14%)
Total	25(100%)	35(100%)

In HMIC 60 percent of girls and in CWGIC 42.85 percent of girls accepted that they feel like committing suicide. They have explained the situations in which they feel helpless especially in difficulties or when they get failure then they think about suicide. There are a few cases where girls said that they want to commit suicide because of family tension or after getting scolded. 15 years old Nandni from HMIC said, "Many

times my father comes fully drunk and he beats my mother and young brother, many time I feel it's enough I can't tolerate this thing then I think of committing suicide." 14 years old Gunjan Singh said, "My mother get very angry very frequently, she always scold me, my younger brother fights with me but my mother doesn't scold him, she only scolds me because I am elder than him." 24 percent of girls in HMIC and 40 percents of girls in CWGIC said they did not ever feel like committing suicide and the rest did not answer this question.

It is evident from the table that HMIC girls felt more like committing suicide. It could mean that they were more stressed or not have been able to cope than CWGIC girls.

Coping mechanism of adolescent girl during suicidal feeling

Like other problems, adolescents try to cope with this negative feeling also. For coping with this kind of emotions girls have to adopt certain strategy which are more self centered and cognitive strategies, that is given in table 5.17

Table 5.17 Coping mechanism of adolescent girl during suicidal feeling

Strategies of coping	HMIC	CWGIC
Try to forget this feeling	2(8%)	6(17.15%)
I think it is not right	10(40%)	4(11.43%)
I think it will hurt my parents and loved ones	6(24%)	8(22.85%)
I don't feel this and not decided	7(28%)	17(48.57%)
Total	25(100%)	35(100%)

8 percent of girls in HMIC and more than double in CWGIC girls said that in order to cope with this feeling they try to forget this feeling by engaging themselves in other activities. 40 percent of girls in HMIC and 11.43 percent of girls in CWGIC responded that when they feel this emotion they think over it quietly and reach on the result that it is not right way to get over the problems and they don't do this. Aditi from HMIC stated, "When I think to get over this feeling then I think it is not a legal way to

cope with negative feeling then I compromise with the conditions of life." 24 percents of girls in HMIC and 22.85 percents of girls in CWGIC said when they remember their parents and family, they think it will be an injustice with them. 28 percent of girls in HMIC and 48 percent of girls in CWGIC did not feel this emotion at all or did not answer the question. This percent is more in both the school but in CWGIC percentage is higher then HMIC.

After the analysis of girls' perception about the stress and coping mechanism researcher got the picture that HMGIC girls are more stressed then CWGIC girls but they are adopting more cognitive coping strategies.

Coping strategies of adolescent girls with physical, social and educational stress

In the previous responses we had seen how girls cope with different kind of stress according to the situation. This was the question where researcher wanted to know in general how the girls manage it broadly; is their any specific strategy or they do it in a casual way. Responses show that there is no special strategy adopted by the girls. They use to cope with it casually according to the situation. Girls have given some common response similar to previous coping responses which is given in the table 5.18

Table 5.18 Coping strategies of girls with the physical, social and educational stress

Coping strategies	HMIC	CWGIC
We are not able to cope	4(16%)	4(11.42%)
Very hard to adjust	6(24%)	7(20%)
Work hard with time table	7(28%)	8(22.85%)
Seek help to others	3(12%)	6(17.14%)
Go for different kind of activities	2(8%)	1(2.85%)
Do not do any thing	3(12%)	9(25.71%)
Total	25(100%)	35(100%)

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16 percent of girls in HMIC and 11.47 percent of girls in CWGIC are not able to cope properly with the physical, social and educational stresses. 20 percent of girls in HMIC and more than this in CWGIC said that they cope with these stresses with great difficultly. When they feel stressed they don't feel like doing any thing and want to cry, it is difficult for them to have self-control. Arti from HMIC stated, "Many times I don't feel a sense of balance in my physical, social and educational performances but now I devote myself only in studies because at this time it is more important than other things." 22.28 percent of girls in both the schools said they work hard according to their timetable. HMIC girls prefer hard work slightly more as compared to CWGIC, this finding is supported by the previous response. More then 12 percent from both the groups said they used to seek help from others to cope with their life problems. Firstly they go to their family for help and then to others. Most of these girls said their mothers help them in solving all their problems. Shivani from CWGIC said, " for my physical problems I talk to my mother, and for my psychological and educational problem I talk to my siblings and friends." 8 percent girls in HMIC and 2.85 percent girls in CWGIC said when they get stressed then they go for different kind of activities like going out some where, talking with some one or watching TV and movies etc for a change. After refreshing themselves they start working again smoothly. 12 percent of girls in HMIC and 25.71 percent of girls in CWGIC did not answer the question or said they don't do any thing for coping with it.

Over all table shows that most of the girls are not able to cope with difficulties. The percentage of girls who go for different kind of activities are more in HMIC as compared to CWGIC. Percentage of 'I don't do anything or did not answer' is almost double in CWGIC as compared to HMIC.

Perceptions of teachers about the girls' stress and coping mechanism

School students spend around six hours a day in their school. During this period they study many subjects and interact with many teachers. A teacher who teaches the students of the class throughout the whole year and examines them from time to time has some perception about the girls. Researcher had collected these perceptions of teachers about the girls through the in depth interviews of teachers. As a result the researcher felt that the teachers did not know much about the personal life routine or

family related stresses of students. In relation to educational stress teachers had similar opinions as the girls had. Teachers also thought that 10th class is more stressful for students as well as for teachers also. A teacher of HMIC has stated that, "It is the first board examination of students' lives. It is the base of students' future and career so it makes lot of pressure on students." Other teacher said, it is a state level and external examination so it creates stress for students. A teacher from CWGIC said, "It is really stressful for students because with the other pressure we also pressurize the students to raise the image of the teachers and college." These statements strongly support that educational stress is really high among the 10th class students. Teachers have observed that all students feel stressed in 10th class, but duration of this stress is not common for all students. There are very few students who are position holders in the class and feel stress throughout the whole year. An average students' stress feeling period is comparatively smaller than high achievers. About the difficulty of subjects' teachers' perception was that commonly most of the students feel difficulties in mathematics, science, social science and some in English. Still this feeling depends on the interest and educational level of students.

In relations to stresses other than studies, teachers have observed that economic and social factors also somehow give stress at this age. There are very few teachers who have pointed out that biological changes affect students. Sometimes it creates problems in family adjustment. Teachers have accepted that studies influence students' health a lot. Because of this students get many health related problems like: examination phobia, fever, dysentery, headache etc. otherwise it affects their health because all the time students are under the pressure of studies. They do not get time for games and other extra curricular activities.

Teachers help them by several means. They encourage girls for hard work and positive thinking. They try to make the way of teaching more interesting and interacting /entertaining. Sometimes if they think any girl is very poor and she is not able to manage they help her individually. A teacher of HMIC had suggested that there should be a counseling committee in every school to help the students to manage with the stresses.

CHAPTER 6

SUMMARY AND CONCLUSION

In this study the researcher has looked into stress and coping in two groups of adolescent girls studying in X[th] class in Allahabad city. We looked at the social and economic conditions that may affect the level of stress in adolescent lives. Even though stress existed earlier we see that during adolescence, its form changes. We also focused separately on the micro aspects of adolescent girls lives like girls' perceptions about changes in attitudes towards themselves after growing up, changing relationship patterns, biological changes, educational stress and health problems and all these contribute significantly in creating stress and how girls cope with it. We also look at the relationships between girls' health and stress. This chapter will discuss these issues, which have a close impact on girls' stress and subsequent coping mechanism.

The study was conducted in two girls' schools: HMIC (Hindu Mahila Inter College) and CWGIC (Crosth Waite Inter College). It was an exploratory study based on qualitative and quantitative approach for the collection of information on the social, economic and cultural aspects of the adolescents' lives. Tools used included questionnaires, interview schedules and group discussion as well as observations. Subsequently, information was gathered on 25 girls from HMIC and 35 girls from CWGIC. Some basic socio-economic information about the surveyed girls' background was collected. These girls were grouped according to their age, caste/religion, (and occupational pattern of their parents as well as their educational status of their parents). Then their views were taken on concerned issues such as perception about change in roles in general lives after adolescence, perceptions of changes in attitudes and expectations and the girls' response to these changes, affect of bodily changes, educational burden etc and adjustment with the whole developmental process. The researcher also interviewed parents and teachers to know their views with regards to their girls' stress coping.

Profile of girls

The profile of the schoolgirls taken up for the study differs because they come from the different socio-economic backgrounds. The analysis of socio-economic data showed that CWGIC girls had a somewhat better socio-economic background than HMIC girls. The researcher realized this on the basis of the education and occupation of the parents of the girls in the two groups.

The profile of the parents shows that parents of CWGIC girls have a higher educational and occupational status as compared to those from HMIC. 90 percent of the HMIC girls' fathers are educated only up to class 12th or less. Some girls even have illiterate fathers while in CWGIC more than half of the fathers are educated up to graduation or more. Mothers' education is also less for girls from HMIC, but the difference between mothers education is not that much in both the schools as that for the fathers' education. Illiterate mothers are also there in both the groups of girls. This number is significantly more in HMIC. Occupational status of fathers of CWGIC girls is moderately better as compared to HMIC. Proportion of men in service and businessmen is almost similar in both the groups of fathers but the fathers of HMIC girls are employed in lower level of service such as, in small businesses, while CWGIC fathers are employed in comparatively higher level of service and in big businesses. In case of mothers' occupation, the situation is little different, more HMIC mothers are employed than CWGIC mothers but the employment level is similar to the fathers i.e. the employed CWGIC mothers are also in better occupational level.

The number of siblings is also more in HMIC girls. Frequency of girls having three siblings is high in both the schools. A few girls in both schools even have four siblings but only in HMIC there are girls who have five siblings. No girl in CWGIC girl has five siblings.

In addition to all the above individual factors we also examined the caste of respondents. That shows in HMIC a large number of girls belongs to the SC category

and in CWGIC mostly girls belongs to general category. The researcher did not get any significant relationship between caste and other socio-economic factors. Relationship of caste and education shows that in both the groups general and SC category fathers are educated of both the school. But level of education was found to be higher among CWGIC category fathers than HMIC category fathers. The few illiterates were among the OBC category and the other categories in HMIC. In case of mothers' education, general category is better as compared to the OBC and SC illiterate mothers of groups belonging to both SC and OBC categories and the gap between both groups of mothers' education in not as high as that of fathers' education.

The whole discussion of socio-economic profile is giving a picture of complex interrelationships between caste, education, occupation and income. There are however no obvious direct or casual relationships between any two of the above.

Perceptions of adolescent girls

As much as the researcher has referred from the literature review, there is a prevalent notion that adolescent stage begins with onset of puberty. Teenagers are considered sloppy, unreliable and are believed to show antisocial behavior. Due to these established social notions the parents and elders attempt to shape their adolescents in accordance with socially accepted ways but for adolescents undergoing transition, it becomes stressful. The adolescent feels a sudden difference in many of the important aspects of lives, which is proved by our study also. The burden of household work and personal work increases, so that these girls do the work and are thus able to learn their responsibilities for the future. Relationships with parents and friends also change. These changes appear stressful for both the groups of schoolgirls. Very few of them are not stressed. In order to cope with this stress the girls adopt several strategies. Some of them cope with the help of others, some of them cope through their own thought process, and others learn to cope by themselves. A few girls cope by engaging themselves in different kind of activities. There are however a few who are not able to cope with this change in attitude towards themselves.

However these two sets of girls are from different socioeconomic backgrounds which seem to have led to slightly differential treatment during adolescence in relation to housework, personal work, in relation to parents and friends.

The findings pointed towards the fact that disagreement on one or the other issue with parents or other elders on adolescents' personal issues also becomes a contributing factor for stress. These personal issues include concerns like dressing, talking with others, participation at home and disagreement about friends etc. Almost half of the surveyed girls feel stressed, but HMIC girls tended to have disagreements on dressing and ways of talking and behavior while CWGIC girls faced more disagreements on participation at home. Some are stressed because they disagree with the restrictions on their movement and ways talking and behavior, others are stressed because of disagreements on restrictions on their dressing style and few others are stressed because of discrimination in socialization. HMIC girls are comparatively more stressed because of these disagreements than CWGIC girls. Although over all coping strategies have remained the same as earlier but there is a change in the preferences of these girls in terms of the use of different coping strategies. Many of the girls cope by using strategies like accepting others' opinions or involving themselves in different kind of activities or talking with some one else. Others said they learned to cope gradually through experience while some cope through the thought process. Those who are coping through the thought process are more in HMIC.

According to Harrock and Benimoff (1966) at this age adolescents spend more of their time outside home and peer influence becomes extremely strong. In order to fit in with this peer group, adolescents demand certain autonomies. In the context of this particular study some issues where adolescents demand autonomy are autonomy in dressing, going out, autonomy of interaction with opposite sex and that of staying out over night. The data obtained revealed that the stated demands of autonomy on the above issues, is stronger in HMIC girls. The reason of this could be that they have a lesser degree of liberties and want more, while possibly the CWGIC girls belong to a background, which is less restrictive. This could also explain the

findings on the ways of getting autonomy which seem to be contradictory because although HMIC girls demand a greater level of autonomy, surprisingly they do not want to make any direct stated effort to get this autonomy. On the other hand, the CWGIC girls are not demanding autonomy so strongly, yet they are ready to make more active efforts in this sphere for e.g. they will try to convince their parents to get this autonomy. This could be due to a comparatively lenient upbringing of CGWIC girls that has made them more independent. This finding is supported by the findings of Cornwell et al 1990 study.

Due to increase in age and biological maturity, an individual's status and responsibilities in the family change. Thus parents have certain expectations from their adolescent children. In our study we have divided these expectations into four broad categories: social expectations, educational expectations, marriage related expectations and other expectations. Findings elucidate that the expectations of parents are really high for both the groups but in case of HMIC, social expectations are very high and in case of CWGIC educational expectations are very high. This is also been revealed through the in depth interviews of the parents. More educated parents evaluate their status according to their educational level and expect their children to maintain their status by performing well in education. In case of expectations, findings have given an unexpected picture, for a large number of HMIC girls' parents' expectations are stressful, however very few girls from CWGIC said that their parents' expectations were stressful for them. This could be because expectations of performing socially well are not always easy so HMIC girls are more stressed because of expectations of parents. On the other hand, CWGIG parents have less social expectations so these girls feel less stressed because of expectations. Also possibly, due to imminent board examinations even though educational expectations are high for CWGIC, the stress is similar for both the groups. In such a situation, social expectation cause additional and therefore greater stress. Coping with this stress also shows a kind of conformity where most of girls having stress tend to consider their parents' view while the rest adopt other passive strategies like doing nothing or expecting that it would get over with time.

In the present study, HMIC girls have a more prominent perception of male superiority. While in CWGIC girls, this notion is not that prominent. More than half of the girls said that boys are not superior at all. In both groups the girls who said that boys were superior had explanations for it. According to them, boys are superior because they have more freedom, power and value in society.

Another important issue in these girls' lives is being smart. This age is also known for the consciousness about looks and way of presentation. In the present study girls think that in order to respond to the changing situation and expectations, smartness is very important. HMIC girls favor smartness more strongly than CWGIC girls. These girls adopt different ways of becoming smart. HMIC girls try to make themselves perfect persons and a smart personality while for CWGIC girls, smartness is to be a perfect person and also to try to look beautiful and well dressed. Interestingly very few girls' criteria for smartness is to be good in studies. Almost three fourth of the girls feel that looking smart is not an easy task. They face many difficulties in this attempt like shortage of time, problem of acceptance and other difficulties.

Changes in roles in this age bring about a change in adolescents' daily routine. Now they have to do things that they were not expected to in their earlier stages of life. In their daily routine some girls like some work and others like some other work. Most of girls in HMIC like cooking, cleaning and decoration, CWGIC girls like more of studying and dressing up and the rest like other different kinds of activities e.g. watching movies, writing diary and poetry and enjoying with family. Girls often dislike some particular work that they are supposed to do as a part of their daily routine. Many girls from both the groups feel unhappy in performing the particular disliked task, but the number of girls with this feeling is more in HMIC as compared to CWGIC. Some of them do not do such work; others do it because of pressure and compulsion.

Relationships with parents, elders and the opposite sex

In the process of probing about the adolescents' relationships with parents, the researcher found out that more than half of the girls have good relationships with their parents; parents do not criticize them at any time; less than half of the girls were criticized some times for not studying, sometimes for the housework and way of talking and behaviors etc. Girls from HMIC faced criticism more as compared to CWGIC girls. The common thing in both the groups is that they don't react against the criticisms and they try to improve themselves according their parents and elders

Adolescence is an age of heightened emotionality (Gessel et al 1956). Many studies deal with the issues that deal with the facts that adolescents feel jealousy, anger and aggression very frequently. They girls in the study stated that they feel jealous when they feel deprived or feel in an inferior position as compared to others. Reasons of anger and aggression are quite similar, when these girls feel helpless in doing something or because someone else accuses them or somebody engages them in useless arguments then they feel angry and aggressive. At the time of informal interaction they stated that during adolescence stage of life, they were exposed more to such kinds of situations when they experienced jealousy, anger and aggression more frequently. When asked about what do they do when their parents reject their demands, almost one fourth of the girls in HMIC and half of the girls in CWGIC said that they did not ever face this situation. The rest of the girls said that they felt helpless; they are not able to do anything or they only cry. Very few girls said that they asked for clarifications from their parents.

In the present study almost half of the girls in HMIC and more then half of the girls in CWIC did not answer the question related to opposite sex. Among those who answered, majority said that they do not have such relationships. There may be a possible reason of it that they did not like discussion on such topics so they did not answer the question. An interesting finding is the girls who belong to better socio-economic status seems to have taken the opposite sex relation as physical relationships. So they reacted saying that they do not have such relationships.

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However the number of girl saying so is very low in HMIC. These girls who have taken it like this, may not have understood the question properly. They denied having any relationships with opposite sex while others adjusted with opposite sex normally depending on the relationship with opposite sex person. About male friendship girls have given their perception that many of them do not feel any difference if their friendship is with boys, in fact, HMIC girls seem to be more open-minded on this point. They are comfortable with friends of both sexes. Girls have accepted that opposite sex relationships become stressful some times because of misunderstanding while sometimes because of irrelevant social interferences. They say that they cope with it by thought process and by consulting with others or clearly talking with their opposite sex friend or by maintaining distance.

After looking at the various perceptions of girls and their relationships with their parents and members of the opposite sex, we now analyze the girls responses in relation to the various biological changes that affect them and how these changes produce stress in them

Biological changes and stress

Biological change is the initial characteristic of adolescent growing up in this age. This study explores what girls feel about their sexual and physical maturity. This is a very personal issue. In this study, around one fourth of the girls did not give the answer because they did not want to disclose their personal issues or they were not comfortable with these kinds of questions. The majority of the girls who answered the questions gave the view that sexual and physical maturity is problematic, only very few girls felt that it is not problematic. About the boys' physical changes, girls have a view that their biological maturation is not as problematic as the girls. Girls informed that their first menstruation was stressful, but now they were a little cool about it. During their first menstruation they did not know clearly what exactly was happening so they were tense and astounded. Now some of them feel it to be stressful because of some particular symptoms related to menstruations. First time they coped with it with the help of their mothers or elder sisters or some other closely related female. Later

they face some restriction during that period. These restrictions becomes stressful for them; it also disturbs their daily routine and studies. Largely girls are coping with it by accepting social norms or gradually through experience. Around one fourth of the girls from both the schools said that they were not able to cope.

Even educational challenges lead to stress. The analysis of the girls views on education and stress is now discussed

Education and stress

Education is getting more and more important in every society. Board examinations are a very important part of education. It is a period of major stress for the students facing the exam as well as for their parents. The study shows that educational expectation was very high in both groups of parents. Girls perceptions is also similar, most of the girls bear increased work load in X^{th} class, there are very few girls who do not feel the increased work load while others are not sure of their feelings at this level. Number of girls who did not feel the workload was more in HMIC. These girls gave the explanation that at the stage in which they were, their capacity also had increased so they did not feel the burden. Girls showed a constructive notion of career and future. HMIC girls seemed interested in teaching and administrative jobs, while CWGIC girls tended to be interested in art and architecture. Other favored career areas included fields like social work, defense, airhostess, painting and music. But at that time these girls were not doing anything specific for their career. They were only studying for obtaining good marks in X^{th} class because it is the first step of career. In this process many girls seemed to be afraid of failure, this feeling was more obvious in HMIC girls as compared to CWGIC girls. This could be because of low self-esteem and less parental support for education among the former group. Willkinson's (2003) study proves that parental and peer attachments during adolescents' developmental period play an important role in self-construction, evaluation and self-identity. HMIC girls seem to lack confidence and so have greater tendency to have fear for their results. A large percentage of HMIC girls, who were afraid of failure, remember God to cope with

this negative feeling. While majority of the CWGIC girls cope by working harder. Some girls from both the groups said that they controlled themselves by any mechanism; however they did not specify these mechanisms. The rest shared their feelings with others for coping with the feeling of failure. Many a times girls felt stressed because of some particular subject, which they didn't like. But they did realize that they had to study it, without studying they could not survive. However they only studied half-heartedly so as to get a sufficient score. In the Xth class girls really work hard in order to get success. The present study showed that the parents of CWGIC girls had high educational expectation and the result of this school was qualitatively and quantitatively better than that of HMIC girls where parents did not have such high educational expectations. According to the 2004-2005 board examinations' result sample CWGIC girls had given 95 percents result while HMIC girls gave 86 percents result and the number of girls who got first division was also more in CWGIC as compared to HMIC.

Adolescent health and stress

Adolescent health includes general health, nutrition, reproductive, sexual and mental health. Adolescents are also not particularly aware about their health. They don't give much importance to it. This is probably because they hardly suffer from any major problems of ill health. In the present study, most of the girls suffered from some minor health problem. A large numbers of girls suffered from headache, fatigue and anemia. The suffering because of these diseases was similar in both the groups. Other main reasons of sufferings were mental tension and irregular menstruation. This problem is very high in CWGIC as compared to HMIC. These problems are joint manifestation of several kinds of stresses. Only HMIC girls talked about some specific kind of health problems like pimples, stomachache and stress about their imperfect personality. These girls usually talk with their mothers about their health problems while some of them talk with the other family members, but for the simple health problems like headache, tension, fatigues and anemia they do not go to the doctor frequently. Girls said that they sometimes felt like committing suicide, sometimes because of failure while doing some thing or sometimes after getting

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scolded and sometimes because of family problems. The girls who have less self-efficacy feel like committing suicide more than others. HMIC girls are more exposed to this feeling than CWGIC girls.

Neither these schools nor even the city has any system of counseling on stress management and problems of normal people. There is only one educational counseling center in the city. People are not aware about it, they don't think these problems are serious problems that hamper the development of adolescent in several dimensions their of lives.

CONCLUSION

The data shows two sets of girls belonging to two different socioeconomic backgrounds. Girls who belonged to lower socioeconomic background and less educated families received a stricter socialization during the preparation for adulthood. They felt a greater burden of housework and personal work and have more disagreement on dressing and ways of talking and behaviors. They are also subjected to more restrictions on movement and interaction. These girls also faced complicated social expectations while on the other hand CWGIC girls who were from better-educated families were facing more educational expectations. Over all stress level is higher among HMIC girls. These girls continuously work hard for the better attainment on social level.

Parental relationships and emotional feelings are more stressful for HMIC girls. Still these girls have an open-minded view about opposite sex relations. It shows that they are more able to fit themselves in several kinds of conditions. Biological changes are stressful for all the girls but they are not able to clearly talk about it. Education is perceived as the most important attainment in both the groups, and career ambitions are also high in both groups but HMIC girls feel lesser stress due to education but the feeling of failure and tendency of passive coping mechanism is more in HMIC girls. Health problems related to more workload are really high in

both the groups but it is not getting appropriate importance. Adverse health consequences are more for HMIC girls than CWGIC girls because they feel more like committing suicide.

Coping process is common among both set of girls but for the initial stresses, like stresses due to changing expectations from family etc., HMIC girls adopted more cognitive and active strategy and for the latter stresses, like social, educational expectations etc, CWGIC girls are adopting such strategies.

Finally, while comparing the literature available related to this study and our findings, we observe certain variations. The reason could be that most of the studies related to this field are based in western societies. Even though many of them claim universality, still the adolescents studied in this survey have shown certain dissimilarities.

At some places, the adolescents who have been taken up for our studies adhere to the stereotypes given in the literature but there are also areas there our adolescents are different. In our literature review we have examined studies that define adolescence as the age of transition the available literature talks about the various changes, as heightened emotionality, social roles and friendship groupings and search for identity. We find similar issues present in our subject adolescents.

Among the physical changes, for early adolescents (14 to 16 years) biological changes seem to be more stressful than late adolescence. Looks and physical attractiveness become important. Socially though the peer group is important, friendship narrows down to a few intimate friends. Changes in social behavior like emotions like anger, jealousy and aggression occur. For the outlet of emotional energy crying is a coping mechanism. We found that the adolescents in our study had similar characteristics Available literature on family relationships shows that relation with parents and siblings changes during adolescence. Also adolescents start getting differential treatment according to gender stereotype. Our adolescents are also feeling this change. However our findings also revealed that though adolescents are considered as unrealistic, our individuals were very practical on certain issues.

We find therefore that the adolescents in this study are similar to those discussed in the literature very few point like on unrealism and adaptation of adult behavior studied adolescents are not showing similarity with the available literature. However there are a few issues as mentioned above where our adolescents differ in their behavior. We also saw that while the issues and concerns of these girls were similar, there were dissimilarities in certain attitudes and expectations that caused differing levels of stress. In addition, coping mechanisms of the two groups were somewhat different.

The significance of this lies in the fact that while adolescents share certain features they are not a homogeneous group. As a result strategies for helping or understanding adolescents have to take these differences into account and would need to be molded somewhat differently for different groups. This would be so even if attempts at setting up counseling groups for adolescents or in recognition of their problems.

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Appendix I

Socio Economic and Demographic profile of the girl

(1) उत्तरदाता का नाम

Name of the Respondent

(2) स्कूल का नाम

Name of the School

(3) उत्तरदाता का पता

Age of the Respondent

(4) उत्तरदाता का फोन

Phone No of the Respondent

(5) पिता का शिक्षा

Father's Education

(6) पिता का व्यवसाय

Father's Occupation

(7) माता का शिक्षा

Mother's Education

(8) उत्तरदाता की जाति

Caste of the Respondent

(9) भाई–बहनों की संख्या

Number of Liblings

Say yes or no. If yes then explain.

उत्तर :

Ans :

प्रश्न १:२   आप इन सभी तनावों के साथ कैसे समायोजित करती है?

How do you cope up with this stren?

उत्तर :

Ans :

प्रश्न २   क्या आप कभी अपने और अपने माता–पिता के बीच निम्नलिखित बिन्दुओ पर मतभेद पाती है?

(अ) आपकी पोशाक पर   (ब) आपकी बातचीत व व्यवहार पर

(स) धरेलू कार्यो मे आपकी भागिदारी पर

(द) आपके मित्रों पर

Do you even find disagreement between you and your parents on
(a) your dressing style
(b) way of talking and behaviour
(c) your work participation at home
(d) about your friends

उत्तर :

Ans :

प्रश्न २:१   क्या यह मतभेद तनाव उत्पन्न करते है?

Do these disagreement create stream?

उत्तर :

Ans :

प्रश्न २:२   आप कैसे इन विभिन्न प्रकार के तनावों के साथ समायोजन करती है?

How do you cope with these kinds of stream?

उत्तर   :

Ans   :

प्रश्न ३   क्या नीचे दिये हुए बिन्दुओं पर आप पहले से अधिक स्वतंत्रता चाहती है?

(अ) पोशाक   (ब) बाहर जाना

(स) लड़को से बात चीत   (द) बाहर जाकर रूकना

(च) अन्य

Do you want more liberty regarding issues listed below

(a) dressing   (b) going out

(c) interaction with boys

(d) staying over night sometime

(f) other

उत्तर   :

Ans   :

प्रश्न ३:१   यह स्वतंत्रता पाने के लिये आप क्या करती है?

What do you do to get this liberty?

उत्तर   :

Ans   :

प्रश्न ३:२   आप यह स्वतंत्रता क्यों चाहती है?

Why do you want this liberty?

उत्तर   :

Ans   :

प्रश्न ४ क्या आपके माता पिता को आपसे आशाएं है? निम्नलिखित बिन्दुओं पर इसका वर्णन करें।

(अ) सामाजिक (ब) शैक्षणिक

(स) विवाह (द) अन्य

Do your parents have expectations from you? Answer on the issues listed below?

Answer yes or no?

(a) Social (b) Marriage

(c) Educational (d) other

उत्तर :

Ans :

प्रश्न ४:१ क्या यह आशाएं आपको तनाव देती है?

Do you get stressed due to these expectations?

उत्तर :

Ans :

प्रश्न ४:२ आप किस प्रकार इस तनाव से निजात पाती है?

How do you deal with this stress?

उत्तर :

Ans :

प्रश्न ५ क्या आपको लगता है कि लड़के लड़कियों से श्रेष्ठ होते है? यदि है तो क्या कारण है जिससे लड़के लड़कियों से श्रेष्ठ होते हैं?

Do you feel that boys are superior to girls? If yes then mention the reasons.

उत्तर :

Ans :

प्रश्न ६   प्रभावशाली दिखना आपके लिये कितना महत्वपूर्ण है?

How much importance do you give to smartness?

उत्तर   :

Ans   :

प्रश्न ६:१   आप किस प्रकार प्रभावशाली दिखेंगी प्रभावशाली दिखने के लिये आपका

आदर्श कौन है?

How can you look smart? Who is your role model regarding smartness?

उत्तर   :

Ans   :

प्रश्न ६:२   क्या प्रभावशाली दिखना आपके लिये समस्या है यदि हॉ तो आप प्रभावशाली

दिखने मे क्या क्या समस्याएं पाती है?

(क) आर्थिक   (ब) समय की कमी

(स) सामाजिक स्वीकारिता   (द) अन्य

Do you face problems in looking smart? If yes then what problems?
(a) more any   (b) shortage of time
(c) social acceptance   (d) other

उत्तर   :

Ans   :

प्रश्न 7   आप अपने दैनिक कार्यक्रम में कोन सा काम सबसे अधिक पसन्द और नापसन्द

करती है?

What do you like the most and the least in your daily routine?

उत्तर   :

Ans   :

प्रश्न ७:१   जब आपको कोई ऐसा काम करना पड़ता है जिसे आप पसंद नहीं करती तो आप क्या करती है?

What do you do when you have to perform a task that you don't like?

उत्तर   :

Ans   :

Relationship with Parents & others

प्रश्न ८   आपके माता पिता अक्सर आपकी आलोचना किस कारण करते है?

Why your parents after criticize you? What are the reasons.

उत्तर   :

Ans   :

प्रश्न ८:१   आप इस आलोचना पर कैसी प्रतिक्रिया करती है?

How do you react to this criticizes?

उत्तर   :

Ans   :

प्रश्न ८:२   जब आपके माता पिता आपकी मांगे पूरी करने से इन्कार करते है तब आपको क्या महसूस होता है?

How do you feel when your parents regret your demands?

उत्तर   ;

Ans   :

प्रश्न ९   पुरूषों के साथ संबधों मे आप कैसे समायोजन करती है?

How do you adjust with other sex (males)?

उत्तर   :

Ans   :

प्रश्न ९:१   आपका मित्र लड़का है इससे आपको क्या फर्क पड़ता हैं?

Does it matter if your friend is boy?

उत्तर   :

Ans   :

प्रश्न ९:२   कैसे विपरीत लिंगी संबध आपके लिये तनावपूर्ण हो जाते है?

How heterosexual relations become strengthful for you?

उत्तर   :

Ans   :

प्रश्न ९:३   आप कैसे इन तनावों में समायोजन करती है?

How do you cope with it?

उत्तर   :

Ans   :

प्रश्न १०   आप किसी के साथ ईघ्या कब महसूस करती है?

When do you feel jealous with come one?

उत्तर   :

Ans   :

प्रश्न ११   कब आप क्रोधित व आक्रामक हो जाती है?

When do you get angry and aggressive?

उत्तर   :

Ans   :

प्रश्न ११:१   आप पहले अधिक क्रोधित या आक्रामक होती थी या अब? क्यों?

Are you more angry and aggressive now then earlier? Why

उत्तर   :

Ans   :

Biological Changes

प्रश्न १२   क्या आपको लगता है कि शारिरिक व लैंगिक परिपक्ता आपके लिये समस्या है?

Do you think sexual and physical maturity creates problem for you?

उत्तर   :

Ans   :

प्रश्न १२:१   क्या आप सोचती है कि यह लड़के और लड़कियो दोनों के लिये समस्या है या फिर सिर्फ लड़कियों के लिये?

Do you think it is problematic for both boys and girls or for girls only?

उत्तर   :

Ans   :

प्रश्न १२:२   यदि हॉं तो क्यो? नहीं तो क्यों? अपने विचार दीजिये।

If yes why? If no, Why? Explain it.

उत्तर :

Ans :

प्रश्न १३ अब आप अपने मासिक धर्म के साथ सामान्य है या यह पहले मासिक धर्म की तरह तनावपूर्ण होता है । क्यों?

Are you comfortable with your menstruation now or it strenful as in the beginning? Why?

उत्तर :

Ans :

प्रश्न १३:१ इस समय आपको क्या प्रतिबन्ध होते है? और क्यों?

What restriction do you find during this period and why?

उत्तर :

Ans :

प्रश्न १३:२ कैसे आपने इसके साथ समायोजन किया?

How did you adjust with it?

उत्तर :

Ans :

प्रश्न १३:३ आप इन प्रतिबन्धों के प्रति कैसे प्रतिक्रिया करती हैं?

How do you react to these restrictions?

उत्तर :

Ans :

प्रश्न १३:४ क्या यह आपकी दैनिक किया में या पढ़ाई में बाधा उत्पन्न करती है?

Does it create problem in your daily routine and studies?

उत्तर   :

Ans   :

Education & Stress

प्रश्न १४   दसवी कक्षा में आकर आप क्या महसूस कर रही है?

What do you feel do student of 10th class?

उत्तर   :

Ans   :

प्रश्न १४:१   क्या पहली कक्षाओं की अपेक्षा यहाँ का बोझ अधिक है? क्यों?

Do there more work load than previous classes? Why?

उत्तर   :

Ans   :

प्रश्न १४:२   कौन सा विघय आप सबसे अधिक पसंद करती है, और कौन सा विघय सबसे कम और क्यों?

Which subject do you like the most and which subject the least? Why

उत्तर   :

Ans   :

प्रश्न १४:३   किस क्षेत्र में आप अपना भविघ्य बनाना चाहेगी? क्यों?

In which field would you like to make your career? Why?

उत्तर   :

Ans   :

प्रश्न १४:४   अभी आप अपने भविष्य के लिये क्या कर रही है?

Now what are you doing for your career? Future

उत्तर   :

Ans   :

प्रश्न १४:५   क्या आप बढ़े हुये पढ़ाई के बोझ और अन्य अध्ययन के साथ समायोजन में सक्षम है?

Are you able to maintain balance between increased load of your course studies and other studies?

उत्तर   :

Ans   :

Health Issues

प्रश्न १५   आपकी सामान्य स्वास्थ्य समस्याएं क्या है?

What are your common health problems?

उत्तर   :

Ans   :

प्रश्न १५:१   आप अपनी शारिरीक और मानसिक समस्याओं पर किससे बात करती है?

Whom do you talk to about your physical and mental health problems?

उत्तर   :

Ans   :

प्रश्न १५:२   तनाव के कारण क्या कभी आपकी आत्महत्या करने की इच्छा होती है?

Do you feel suicidal tendency sometimes due to stren?

उत्तर   :

Ans   :

प्रश्न १५:३   आप ऐसा क्यों महसूस करती है?

Why do you feel suicidal tendency in yourself?

उत्तर   :

Ans   :

प्रश्न १५:४   क्या आपकी कोई मित्र भी ऐसा महसूस करती है / करते है?

Does your any friend also feel like this?

उत्तर   :

Ans   :

प्रश्न १५:५   आप ऐसा क्यों महसूस करती है?

Why do you feel like this?

उत्तर   :

Ans   :

Appendix III

In-depth Interview Guidelines for Parents

Name of Mother/ Father   :

Age of Mother/ Father   :

Education of Mother/ Father :

Qus1: Perception of parents about the adolescence stage is it difficult or as usual?

Ans:

Qus2: Why it is as usual or difficult?

Ans:

Qus3: Expectation from their daughter

       (a) Better education and career

       (b) Good in Household work

Ans:

Qus4: Expectation from your son?

Ans:

Qus5: What type of education and career?

Ans:

Qus6: Do she agree with you or not?

Ans:

Qus7: If no how do you resolve it/

Ans:

Qus 8: According to you who have more stress in adolescence stage, girl or boy?

Ans:

Qus9: What are irritating things for your daughter?

Ans:

Qus10: Does she share her problems with you?

Ans:

Qus11: How do you help her in tension reduction?

Ans:

Qus12: when you feel conflict between you and your daughter?

Ans:

Qus13: How much and what type of freedom she wants to you?

    (a) Dressing   (b) Career

    (c) Going out   (d) Going movies

Ans:

Appendix IV

Interview Guidelines for Teachers

Name of School-

Name of Teacher-

Teacher's Subject-

Educational status-

Qus1: Is 10th class has more pressure than other classes?

Ans:

Qus2: Why?

Ans:

Qus3: Is whole year is stressful for this students or few month only?

Ans:

Qus4: What are the subjects, which, creates more stress in students?

Ans:

Qus5: Is their any other problem beyond the studies, which creates more stress in students?

Ans:

Qus6: How these stresses affect significantly their health and studies?

Ans:

Qus7: how do you help them?

Ans: