

## SPECIMEN FORMAT FOR THESES OF MONTH

Faculty : Resource Management

Department : Home Science

Branch/ Area: : Resource Management

Sub Subject Heading: : Student Exam Stress

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Title of the thesis : Resource availability and academic stress  
among higher secondary students

(i) In Roman Script

(ii) In roman Script

Nomenclature of Degree: : Ph.D

Month & Year of Enrolment: : February 2012

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Month & Year of Submission: : October 2018

Month & Year of Award : November 2019

Name of Supervisor : Dr.M.R.Thilakam

Designation of Supervisor : Professor

Centre/departmnet/school in which research was conducted : Resource Management, Avinashilingam University

University's Name & Address : Avinashilingam University

**Abstract within 300 words:**

Students are a positive asset and a precious national resource. Each student's growth presents a different set of challenges and requirement at every stage of academic life. Highly competitive environment, pressure of studies, situations and surroundings both at home and in school during adolescence period leave them stressed and prone to anxiety and depression. Students realized the importance of stress coping strategies like positive therapy through auto-suggestion to improve their overall wellbeing and they were also able to use the resources wisely. Cent percent of the students were fully satisfied and understood the perception of the intervention program.

**i) Major objectives :**

1. Obtain the academic information and resources available among selected students
2. Determine the food opted by selected students.
3. Recognize the role of parental involvement and the supportive network accessible to the selected students.
4. Detect the symptoms of stress experienced and assess the stress level, test anxiety level and coping strategies adopted by selected students and
5. Design an intervention programme and to gauge its effect in managing exam fear among selected students.

**ii) Hypothesis:**

1. There will be a significant difference in resource availability between eleventh and twelfth standard students.
2. There will be a significant difference in parental involvement and supportive network accessible between eleventh and twelfth standard students.
3. There will be a significant difference in symptoms of stress and strategies adopted to overcome stress between eleventh and twelfth standard students.
4. There will be a significant difference in student stress and test anxiety level before and after the Intervention programme among the selected students.

### **iii) Methodology :**

The design formulated for the study comprised of the following phases:

Phase 1: Conduct of survey among higher secondary students

Phase 2: Initiating an intervention programme

Phase 3: Evaluating the impact of the intervention programme conducted

Phase 4: Executing a case study among the selected students

### **iv) Findings:**

With proper guidance and counseling exam fear can be reduced among students who are taking up board exams. It is imperative to revamp the curriculum to keep a proper balance of co-curricular activities along with academic activities right from the initial stages of schooling. Parents should never force the students appearing for board exams to fulfill their unrealized goals. Since intervention was found to be very effective in reducing student stress and test anxiety among the twelfth standard students, it could be recommended that as a mandatory, schools should conduct such programmes for students of both eleventh and twelfth classes.

### **i) References**

1. Agarwal, M., 2005, Human Relationships and Home Science, ABD Publishers, Jaipur, India, 131-133.
2. Mullick, P., 2007, Text book of Home Science, Kalyani Publishers, New Delhi, 36-44.

### **Examiners**

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