

# **ABSTRACT**

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*From Good Shepherd International School, Ooty, Tamil Nadu, 100 boys and 100 girls studying in X and XII standards were screened using the Case Study Schedule (Hemalatha Natesan, 2005), S.I. (Hemalatha Natesan and Nandini Menon, 2002) and General Self-efficacy (Ralf Schwarzer and Matthias Jerusalem, 1993). Out of them, 150 students, 75 boys and 75 girls with 'Very High'/'High' Stress and 'Low' Self-efficacy were selected. The I, II and III Monthly Test marks of the students were converted into percentages and were taken for Academic Achievement Assessments I, II and III respectively. The psychological intervention called, Positive Therapy (Hemalatha Natesan, 2004) was given to all the subjects. All the four strategies of Positive Therapy namely, Relaxation Therapy, Counselling, Exercises and Behavioural Assignments were applied. Positive Therapy was given thrice a week, on alternate days, for eight weeks. The duration of each session was one hour. The results showed that the major causes of Stress reported by the entire sample were heavy academic work pressure and strict rules and regulations. Initially, the entire sample had 'Very High' Stress. But after the administration of Positive Therapy, for 8 weeks, the entire sample had 'Low' Stress. There was a significant reduction in the mean Stress from 'Very high' to 'Low' level, proving the efficacy of Positive Therapy in the management of Stress. Initially, the entire sample had 'Low' General Self-efficacy. After the therapy, there was a significant enhancement in the level of General Self-efficacy from 'Low' to 'Moderate' in Assessment II to 'High' in Assessment III, indicating the beneficial effects of Positive Therapy in the enhancement of General Self-efficacy. There was a statistically significant mean difference in Academic Achievement between Assessments I and III and II and III, proving the efficacy of Positive Therapy.*