

**CORRELATES AND PREDICTORS OF STRESS AND COPING STYLES:
A STUDY OF ADOLESCENT STUDENTS IN DELHI**

By

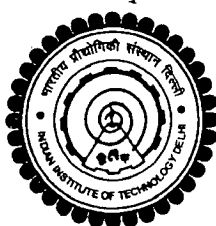
RUCHI SETH

Department of Humanities and Social Sciences

Submitted

in fulfilment of the requirements of the degree of Doctor of Philosophy

to the



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CERTIFICATE

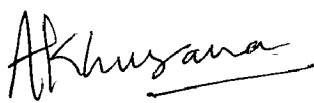
This is to certify that the thesis titled “Correlates and Predictors of Stress and Coping Styles: A Study of Adolescent Students in Delhi”, is being submitted by Ruchi Seth to the Indian Institute of Technology, Delhi, for the award of the Doctor of Philosophy.

This thesis is a record of the bonafide research work carried out by her, under my guidance and supervision, and fulfils the requirement for the submission of the thesis, which to my understanding has reached the requisite standards.

It is further certified, that this thesis has not been submitted in part or full to any other university or institution for the award of any degree or diploma.

Date: 25.04.05

Place: New Delhi


(AMULYA KHURANA)
Associate Professor
Department of Humanities and Social Sciences
Indian Institute of Technology, Delhi.

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Date: 25.04.05


(RUCHI SETH)

ABSTRACT

The present study attempts to find out the correlates and predictors of stress and coping styles among adolescent students. On the basis of review of literature, four hypotheses were formulated, which were later tested through statistical analysis. The sample comprised 802 adolescent students from five different types of schools, in Delhi. The schools were selected on the basis of stratified random sampling technique, while the students were selected using purposive random sampling procedure. A set of six questionnaires was used to collect data. Various univariate, bivariate and multivariate statistical techniques were used for data analysis.

The results of the study show that stress has a significant negative relationship with self-esteem. Two out of ten dimensions of family environment (FE) have a significant positive relationship with stress, while five dimensions are negatively correlated with stress. It was found that adolescent students' use of various coping styles are related to personal and family environment variables. There is a significant effect of gender and type of school on the level of stress of adolescent students. However, there is no significant effect of certain variables such as birth order, type of family, size of family, parental educational status, parental expectations and personality type on stress and coping styles.

Stepwise multiple regression analysis revealed that self-esteem and conflict in the family emerged as significant predictors of stress. The significant predictors of appraisal-

focused coping were life style and three dimensions of FE, while for emotion-focused coping style they were self-esteem, life style and one dimensions of FE. Age, parental educational status, life style, and two dimensions of FE emerged as significant predictors of problem-focused coping style.

The results have been discussed in the light of other relevant studies and conclusions drawn accordingly. Limitations of the study have been pointed out and suggestions for future research have been made.

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