Stress that occurs when students are unable to meet their academic demands is called as academic stress. This kind of stress is higher among adolescents as they are already struggling with their physical changes as well as pressure to perform well in academics is also present. Academic stress in India is high because of the type of education system. Here more focus is on getting good grades in examination, this system is more of an examination system rather than education system which further increases academic stress. The present study mainly focuses on identifying the relationship between positive psychology variables and academic stress. As previous studies indicate that positive psychology variables buffer the effect of stress. This study might help in reducing the harmful effects of academic stress among adolescents.

Aims and Objectives

1. To investigate the relationship between Optimism and Academic Stress.
2. To study the relationship between Resilience and Academic Stress.
3. To explore the relationship between Self Efficacy and Academic Stress.
4. To investigate the relationship between Attachment and Academic Stress.

Hypotheses

To fulfill the above objectives the following hypotheses were formulated:

H1: Academic Stress will be negatively correlated with Optimism
H2: There will be a negative correlation between Academic Stress and Resilience
H 3: Academic Stress will be inversely correlated with Self Efficacy

H 4: Academic Stress will be negatively correlated with Attachment

H 5: The four measures of the study will significantly contribute to predict academic stress.

Sample of the study

The sample of the study consisted of 300 senior school students (both boys and girls) drawn from public, private and missionary schools affiliated to Central Board of Secondary Education (CBSE) in the Jaipur city. Data was collected on the basis of following criteria of inclusion and exclusion.

Criteria for Inclusion

a) Age group was between 16yrs to 18yrs.
b) Only students from grade XI and XII were considered.
c) Students only from science stream were considered.
d) Students from co-educational schools were considered.
e) Students belonging to middle and upper middle class were contacted.

Criteria for Exclusion

a) Students studying in non-recognized schools and government schools.
b) Students studying in boards other than CBSE.
c) Students suffering from psychological ailments and physical disabilities.
d) Drop outs of previous years.

Measures of the study

1. Life Orientation Test Revised (LOT-R) (Scheier, Carver & Bridges, 1994)
2. Resilience Scale 14 (RS-14) (Wagnild, 2009)
3. General Self Efficacy Scale (Schwarzer & Jerusalem, 1995)
4. The Inventory of Parent and Peer Attachment (IPPA) (Armsden & Greenberg, 1989)
5. Academic Expectation Stress Inventory (AESI) (Ang & Huan, 2006)

**Design of the study**

Design of study was Correlational Design. A correlational design helps in identifying that the two variables are correlated or not, which means variation in one variable results in increase or decrease in the other variable.

**Procedure**

The study was conducted in two steps. In the first step permission was taken from authorities of various schools in Jaipur city. Based on the criteria of inclusion and exclusion students were selected.
In the second step, the selected students were contacted personally and set of questionnaire was given to them. All the tests in the set were paper-pencil self-report measures. Students were asked to read the instruction and give their responses on likert type scale. The tests were administered in a group setting and order of administration was random.

**Statistical analysis**

For the purpose of statistical analysis SPSS (Statistical Package for Social Sciences, version 20.0)

Following statistics were used for analysis:

- Correlation
- Regression Analysis

**Findings of the study**

The result of correlation analysis indicate that academic stress has a significant negative correlation with optimism ($r = -0.687$, $p < 0.000$), resilience ($r = -0.417$, $p < 0.000$), and attachment ($r = -0.237$, $p < 0.000$) where as academic stress has negative but insignificant relation with self efficacy ($r = -0.026$).

The results of multiple regression analysis indicate that optimism, resilience both contribute in predicting variance in academic stress, as well as optimism contributes maximum in predicting variance in academic stress. On the other hand attachment and self efficacy does not contribute to regression equation.
Summary and Conclusion

Results at a Glance

| Correlation | Academic stress is significantly and negatively correlated with:  
|             | Optimism r= - .687**  
|             | Resilience r= - .417**  
|             | Attachment r= - .237**  
|             | Academic stress is negatively but insignificantly correlated with:  
|             | Self efficacy r = - .026  

| Multiple Regression Analysis | Together Optimism, Resilience, Self Efficacy and attachment account for 61.6% variance in academic stress. However individually, only Optimism and Resilience significantly predicts Academic Stress.  

Limitations of the study

- The present study is limited as due to time restrictions therefore confined only to 300 students.
- Only objective test were used in the study without supplementing it with some data obtained by using some projective tests.
- Government school students have not been included in the sample.
- Students only from science stream have been studied.

Suggestion for Further Research

- Presented study is limited in sample size; future research can be conducted on larger sample.
- Research can be conducted on students from arts and commerce students.
- This study is confined to objective test; future research can use projective test to gather more data.