Chapter – II

Review of Literature
CHAPTER-II
REVIEW OF RELATED LITERATURE

2.0 OVERVIEW

The present chapter deals about the need to the existence of the review of related literature, classification of the studies identified that were conducted in India and Abroad. The analogy of the whole study is presented at the end of the present chapter.

2.1 INTRODUCTION

Before launching on an investigation, it is most essential for a researcher to make a survey of the studies made earlier, which is pertinent to the present topic. This would enable the investigator to have a better understanding of the topic and the various factors connected with the study. In the light of the earlier researches, the problem can be viewed to different perspectives. It would also enable the investigator to choose the right type of techniques to be adopted in the research. In this chapter an attempt is made to highlight the findings of some of the studies conducted in other countries and in India.

2.2 NEED FOR REVIEW OF LITERATURE

According to Best (1977), “Familiarity with the literature in any problem area helps the Students to discover what is already known, what others have attempted to find out, what methods of attacks have been promising or disappointing and what problem remain to be solved”.

48
Mouly (1984) says, "Survey of Related Literature avoids the risk of duplications; provide theories, ideas, explanations or hypotheses valuable in formulating the problem and contributions to the general scholarship of the investigator".

Review of literature is a collection of brief summary of previous research findings and writings of recognized experts. By analyzing the previous research findings the investigator may have wide coverage of the knowledge is how the hypothesis is constructed. This type of scholarship and mastery over the previous findings may help the investigator in many ways. A careful review of the journals, books, dissertations, thesis and other sources of information on the problem to investigate is one of the most important steps.

The following are the some of the purposes of the review of literature:

i) To know what work has been done so far and what is yet to be done on the problem area.

ii) To get a clear perspective of the field of study.

iii) For selecting a significant problem.

iv) In choosing an appropriate method of Investigation.

v) Human knowledge is an ever growing one; it uses the previous knowledge to go higher.

vi) To ensure that it is not mere repetition.
The aim of this chapter is to record briefly the findings of a new research studies conducted in India and abroad on topics that are related to the problem under study.

2.3 CLASSIFICATION OF THE STUDIES

The collected related literatures have been reported in this chapter under the two captions “studies conducted Abroad” and “studies conducted in India”. The Investigator collected totally sixty one studies, thirty seven on Stress, eleven on Coping Strategies and thirteen on Academic Achievement. The Investigator identified forty two studies conducted Abroad and nineteen studies in India.

2.4 STUDIES ON STRESS

The investigator collected the studies on Stress under different headings as studies on Students Stress and studies on Stress of Students with Disabilities or otherwise able Students. The Investigator identified twenty eight studies on Students Stress. Among them twenty two of studies are conducted Abroad and rest of them in India. A study on Stress of Students with Disabilities is nine and out of which three at India and rest of it at abroad.

2.4.1 Studies conducted on Stress in Abroad

The investigator identified twenty two studies of Students Stress conducted in different countries. The investigator analyses the objects of the studies, Design
of the studies, Sampling techniques, Size of sample, Tools used, Analysis of data and the results found. Brief note of all studies are presented below.

Eun - Jun Bang, Andrew Muriuki and John q. Hodges (2011) studied about the Stress and perceived Social support of International Students at a Midwestern University. A different education system, new cultural norms, and community integration issues are the most common factors of Stress among International Students. This study investigated the gender differences in the Stress levels experienced by International Students at a large Midwestern University. Stress has been associated with a number of psychological and physical distresses that affect people differently. There has been very little written about the effect of gender. Out of 1300 international Students at the university, 309 responded. The sample respondents were about evenly divided on gender, with Females representing about 50.5%. The mean age for the sample is 27.61 years. The results showed that female International Students experience more Stress than Male International Students.

Mahmood Alam (2010) investigated on the Topic “Effect of emotional intelligence and academic Stress on academic success among adolescents”. He found that Stress is a necessary and unavoidable concomitment of daily living-necessary because without some Stress we would be listless and apathetic creatures. Therefore, adolescents with a greater ability to manage their emotions and Stress are more able to cope with them in their academic life. A representative
sample of 250 adolescents, 125 boys and 125 girls from different Kendriya Vidyalayas of Hyderabad city are selected. The tools used are Emotional Intelligence inventory by S.K. Mangal and S. Mangal and Academic Stress scale by Asha Rani Bisht. The findings revealed a significant relationship between variables for total boys and girls.

Sun, Y., Tao, F., Hao, J., Wan, Y (2010) explored the gender differences in Chinese adolescent depression related to the mediating effects of Stress and coping. The data were collected using a cross-sectional design from a multi site follow-up investigation of adolescent physical and psychological study carried out in China. The study population consisted of 17,622 Students aged from 11 to 22 years of age in junior high, senior high schools, and colleges / universities from eight large cities in China. Male adolescents were more likely to have depression than Female counterparts, especially those ages, 15 and 17.

Buken, B., Erkol, Z., Bahçebaşı, T., Buken, E., Ozdiner, S., Ercan, N (2009) aimed to examine the behaviors of high school Students exposed to firearms and firearms related violence, which they had perpetrated or witnessed, and whether or not these events are related to Stress. A questionnaire is prepared to ascertain Students attitudes and behaviors towards owning firearms, their thoughts about firearms- related violence, and whether or not they had been a victim or witness to firearms related violence. After a Stress level scale is added to the questionnaire, it is administered to 791 Students randomly chosen from the
8304 Students that are attending all high schools in Düzce. The results showed that exposure to and witnessing violent acts had important roles on level of Stress. Gender, Income Level and lack of a private room at home for adolescents affected Stress levels. They have concluded that because of its ability to induce Stress in adolescents, they must be protected form exposure firearms and their use, which is widespread in Düzce.

**Leung, C.-H., To, H.-K (2009)** aimed to investigate the relationship between Students Stress and bullying. Altogether 340 Fung Kai No. 1 Secondary School Students, 200 boys and 140 girls, participated in the present study. Students completed and returned two questionnaires: the Subjective Stress Scale (Li and Ng, 1992) and the Bullying Checklist (Chui, 2001), in class. The results show that girls felt more stressed than boys in the family, and they also exhibited more social bullying than boys did. Both interpersonal and personal Stress is factors leading to bullying. They have concluded that girls felt more stressed than boys in the family. They are eager to be more independent from the family. This arouses conflict between Parents and Daughter. They have recommended that workshops for Parents are introduced to enhance parent-child relationships and to help them communicate effectively with their children.

**Amr, M., El Gilany, AH., El-Hawary, A., Mostafa Amr., Abdel Hady El Gilany., Aly El-Hawary (2008)** has compared male and female medical Students in Egypt on sources of Stress, perception of stress, anxiety, depression,
physical symptomatology, and personality profile. Data are collected through an anonymous self-administered questionnaire covering socio-demographic data, Stressors, perceived Stress scale, physical wellbeing factors, the Hospital Anxiety and Depression scale as well as neuroticism and extraversion subscales of the Eysenck Personality Questionnaire. Stressors are reported by 94.5% of the total sample with equal gender proportions. Univariate analysis indicated that male and female medical Students are similar on level of perceived Stress, number of stressors, clinical anxiety, physical well-being factors and the extraversion scale. They concluded that despite there being no significant difference in perceived Stress according to gender, females are less likely to cite relationship problems with teachers and substance abuse as sources of Stress.

Gotestam, K.G., Svebak, S., Jensen, E.N (2008) aimed to investigate the occurrence and psychological correlates for depressive symptoms in male and female high school adolescents in Urban and Rural settings. Participants are 1,069 high school Students (response rate 92.0%) with a mean age of 17.6 years. The instruments used are the Zung Depression Self-Rating Scale (SDS), Life Regard Index (LRI), the Neuroticism scale by Eysenck (EPQ-N), the Tension and Effort Stress Inventory (TESI), the Subjective Health Complaints scale (SHC) and the Sense of Humour Questionnaire (SHQ-6). Results showed that analyzes of Variance showed sex and Urban/Rural main effects, and/or interactions (Boys and Rural Students showing highest positive ratings). Negative and positive mood, as
well as sense of humour, goals in life, and fulfillment of goals seemed to be protecting.

Zakari, S., Walburg, V., Chabrol, H (2008) Conducted a study to explore the impact of perceived pressure on academic Stress. Two hundred and sixty-five Students from six-form classes are solicited to participate by filling out an academic Stress scale, and a questionnaire relating to perceived pressure provided by Teachers, Parents and Peers. The results show that the perceived pressure provided by teachers had the greatest effect on academic Stress, and girls seem to be more vulnerable to academic Stress than boys. Whereas perceived pressure provided by Parents affects only the parent-child relationship and perceived pressure from peers has little impact. The results of this study underline the important impact of perceived expectations of teachers on academic Stress. Further studies will be necessary to explore internal aspects, such as personality traits or Coping Strategies, which can bias the perception of expectations coming from Teachers, Parents or Peers.

Morse, Z., Dravo, U (2007) aimed to determine the perceived sources or Stress and at risk groups within the undergraduate oral health care programmes. A modified version of the Dental Environment Stress questionnaire is used to assess levels of Stress for 41 items. A total of 115 undergraduate Students are participated. Moderate to severe Stressful items are: full loaded day, followed by criticism from clinical supervisors in front of patients, amount of assigned work,
fear of failing a course or year, examination and grades, financial resources, fear of employment after graduation and fear of facing Parents after failure. Of the questionnaire items, 24% had significant differences across year groups. Overall, third years are most stressed followed by fourth years, fifth years, first years and second years. The results showed that Females are significantly more stressed than Males for 27% of items. They have concluded that overall Stress levels are slight to moderate and are higher in senior years, Indo-Fijians, Females and private fee-paying Students.

Ollfors, M (2007) aimed to investigate self-theories, specific control, and experiencing of Stress by means of a questionnaire for 915 Swedish high school Students. Factor analysis yielded 6 Stress domains (Workload, Psychosocial Problems, Uncertainty, Problems in Close Relationships, Demands to be met, and Problems of the Physical Environment). The balance between control and Stress is measured by the Control-Stress Index. Most of the adolescents' Stress appeared to be connected with their schoolwork. Female Students, especially in academic programs, experienced greater Stress and greater deficit of control than Male Students. Sequential regression analyses showed that final grades could be predicted to 28% from demographic variables, self-theories, and Stress. The contribution of Stress was 4%.

Guszkowska, M (2005) aimed to examine how physical fitness affects psychological distress and health status in adolescents. This study is carried out for
over 2 years and the participants are 253 Polish high school Students (82 boys, 171 girls). They are examined using the International Physical Fitness Test, Profile of Mood States, and a questionnaire developed by the author to assess the intensity of Stress due to daily hassles, frequency of Stress-related somatic symptoms, as well as self-assessed psychological well-being and physical health. ANOVA indicated significant interactions between physical fitness and gender for both sexes. While among boys better well-being, mood and health are found in those with better physical fitness, among girls the relationship is reversed. Students with more intense Stress experiences had lower levels of positive well-being mood negative states and health and girls not only less favorably assessed their health, experienced more somatic complaints but also manifested more marked negative mood states. The study shows that physical fitness may be an important resource helping to cope with Stress and that its role in Coping with Stress maybe different in boys than in girls.

Arie Shirom (2004) made a research to identify stresses perceived by undergraduate Students to characterize their university-related life sphere. Graduate Students \( n=16 \) served as the researcher’s confederates. Each confederate solicited highly frequent and important Stress conditions from a group technique. Each group provided a rank order of the ten most relevant stresses. Fifteen stresses are identified as appearing in most groups. For each of the fifteen stresses, its mean rank order was calculated across the relevant groups. The
highest mean rankings are given to the group of stresses classified examination related, followed by those which had to do with meeting class assignments and by those related to the teaching process. The results are interpreted as providing strong support to the conceptualization of Stress as a condition appraised by the individual to pose threat or danger to him or herself.

Babar T. Shaikh, Arsalan Kahloon, Muhammad Kazmi, Hamza Khalid, Kiran Nawaz, Nadia A. Khan & Saadiya (2004) assessed the perception of Stress amongst medical students and their coping strategies. A cross-sectional study using a semi-structured self-administered questionnaire is carried out over four weeks, using a small sample of students of all categories and classes of a medical college. A total of 264 students out of 300 (88%) filled in the questionnaire. Inability to cope, helplessness, increased psychological pressure, mental tension and too much workload are ‘Stress factors’ for students. Ninety-four per cent of males have experienced Stress. Low moods, inability to concentrate, loss of temper are most common symptoms. Females report more symptoms. Academics and exams are the most powerful stressors. Sports, music, hanging out with friends, sleeping or going into isolation are various coping mechanisms. Stress can affect the academic performance. Review of academics and exam schedules, more leisure time activities, better interaction with the faculty and proper guidance, advisory services and peer counselling at the campus could do a lot to reduce the Stress.
Jensen, E.N., Svebak, S., Goteslam, K.G (2004) studied a descriptive study of personality, health and Stress in high school Students. A questionnaire is distributed to 1,162 high school Students, of whom 1,069 Students (92%) completed the following instruments: The Life Regard Index, Positive and Negative Mood, Zung Depression Self-Rating Scale, Neuroticism scale of Eysenck EPQ, The Sense of Humor Questionnaire (SHQ-6), Tension and Effort Stress Inventory, and the Ursin Health Inventory for somatic complaints. The results showed sex differences and Urban/Rural differences, the boys and the Rural Students showing highest positive ratings. About 15% showed severe depression, and an additional 30% had depressive symptoms. High scores on sense of humor and life regard index correlated with low depression scores.

Kouzma, N.M., Kennedy, G.A (2002) aimed at investigating the relationship between hours of homework, Stress and mood disturbance in senior high school Students, 141 boys and 228 girls, recruited from high schools across Victoria, Australia. Participants ages ranged from 16 to 18 years. A 1-week homework diary, a Self-reported Stress scale, and the Profile of Mood States are used to Students. Analysis showed that the number of hours spent completing homework ranged from 10 to 65 hours per week. Independent samples t-test analyses showed significant sex differences, with female Students scoring higher on hours of homework, Stress, and mood disturbance compared to male Students.
Pearson product-moment correlations are significant and positive for hours of homework with Stress and for hours of homework with mood disturbance.

Hess, R.S., Copeland, E.P (2001) investigated the relationship between two intrapersonal variables - stressful life change events and reported Coping Strategies - and high school completion status among early adolescents. The sample is comprised of 92 Students who had completed questionnaires regarding the number and types of life change events they had experienced and the Coping Strategies they reported using during ninth grade. A 3-year follow-up study of these Students helped to determine whether they finished high school or reported dropping out. Discriminate analysis is used to build a prediction model and indicated that the Coping factors of Social Activities and Seeking Professional Support significantly predicted high school dropout status, whereas Family Involvement are negatively related to this outcome. These findings helped in light of current research and suggestions for future research. Interventions that focus on the contextual variables related to family and peers indicate, as is the need for school psychologists and other school mental health professionals to offer Coping skills training.

Diane de Anda, Sergio Baroni, Lori Boskin, Lisa Buchwald, Jan Morgan, Jeanee Ow, ...Robert Weiss (2000) surveyed a sample of 333 tenth and eleventh grade Students in the Los Angeles area to determine the degree of Stress experienced, the stressors encountered most frequently, and the frequency with
which specific Coping Strategies are employed along with their perceived effectiveness. State Trait Anxiety Inventory is used. Results showed that no gender differences are found to in degree of Stress or most frequent stressors. Gender and ethnic differences are found with respect to specific adaptive Coping Strategies. Comparisons with regard to stressors and Coping Strategies are also made between Students reporting high levels of Stress and those reporting moderate to low levels of Stress.

Schraedley, P.K., Gotlib, IH., Hayward, C (1999) determined what demographic and psychosocial factors are associated with elevated levels of depressive symptoms in adolescence, whether girls and boys show different profiles of correlates and probable risk factors for depressive symptoms and what the implications are of these results for future research directions and policy decisions. Sample of adolescent school Students in Grades 5-12 are used for the study. Commonwealth Fund Adolescent Health Survey assessed depressive symptoms and a number of variables posited to be risk factors and correlates of depression. Stress and social support appear to be particularly salient aspects of depression among girls. They have also concluded that some psychological variables such as Stress and social support may have a greater impact on depressive symptoms for girls than for boys.

Wenz-Gross, M., Siperstein, G.N (1998) compared the Stress, social support, and adjustment of 40 Students with learning problems due to learning
Disabilities or mild mental retardation, and 396 general education Students without learning problems, in middle school. Stressors related to academics, peers, and problems with teacher / rules and overall felt Stress; social support from family, other adults, and peers; and adjustment, including feelings about self and liking school are examined. Exploration of the relation between Stress, social support, and adjustment are also made. Results showed that Students with learning problems experienced more Stress, less peer support, greater adult support and poorer adjustment, than those without learning problems. Adjustment is related to Students Stress in middle school. An intervention for this group of Students at risk is discussed.

Toews, J.A., Lockyer, J.M., Dobson, D.J.G., Simpson, E., Keith W Brownell, A., Brenneis, F., ... Cohen, G.S (1997) aimed to assess Stress in medical Students, residents, and graduate science Students at four Canadian schools of medicine are surveyed in 1994-95. The three instruments used are the University of Calgary Stress Questionnaire, the Social Readjustment Rating Scale (SRRS), and the Symptom Checklist-90. Demographic data are compared across all four schools. Analysis of variance is calculated for all test-item scores, utilizing a four (school) by three (program) by two (gender) design, which are all between subject factors. Significant main effects are followed up by using planned comparisons (Newman-Keuls, with a probability level of p < .05). Significant interaction effects are followed up by using an analysis of simple effects. Results
showed that there are significant differences between the three groups in the natures and degrees of Stress, with the graduate Students reporting higher levels of Stress. There are significant gender differences as well, with the women reporting higher levels of Stress.

Buddeberg-Fischer, B., Gnam, G., Christen, S (1997) aimed to investigate whether Students of different college types differ concerning their psychosocial and morbidity characteristics. Out of the sample two subgroups are formed: Students of the traditional college type B (classical/modern languages) and C (mathematics and sciences) on the one hand, and Students of the modern college type D (modern languages) and L (modern languages/fine arts) on the other. Regarding socio demographic variables and social contact there are no differences for both sexes between the two college types. Female Students of the modern colleges reported to drink alcohol more regularly and there is a significant difference. Girls of the modern colleges showed more symptoms and disturbances on all applied check lists. The results indicated that low academic grades and stressfully assessed school life are accompanied with significantly higher symptom scores in female Students.

Garton, A.F., Pratt, C (1995) conducted a study to examine the relationship between Stress and self-concept in young people between the ages of 10 and 15 years. He himself developed a questionnaire that tapped Stress as well as self-concept and other areas of mental and physical health. The number and the relative effect of the stressful events are correlated with overall self-concept as measured by
the Piers-Harris Self-Concept Scale. The results indicated that there is a small negative relationship between overall self-concept and the frequency and effect of stressful events, suggesting that as Stress increases there is a decrease in self-concept. Relationships between self-concept, Stress and age and gender are explored, and confirm that females experience more Stress and express it as having a greater impact than boys, while age, within the 10 to 15-year-olds sampled, does not reliably predict frequency of experience and effect of Stress.

**2.4.2 Studies conducted on Stress in India**

The investigator identified six related studies conducted in India on Students Stress. The investigator analysed the design, objectives, tools used, collection of data, findings of the study are presented in the following paragraphs:

**Bhasin, S.K., Sharma, R., Saini, N.K (2010)** conducted a study on the topic “Depression, anxiety and Stress among adolescent Students belonging to affluent families: A school based study”. 242 adolescent Students belonging to class 9-12th selected for the study. DASS -21 questionnaire is used for assessing DAS. The results showed that, three Domains (DAS) are correlated and is significantly more among Females than the Males. It is also found that they showed inverse relationship with academic performance of the Students. Depression and Stress are found to be significantly associated with the number of adverse events in the Students life that occurred in last one year. Conclusion is that Proactive steps at the school-level and community-level and steps for
improved parent-adolescent communication are needed for amelioration of the problem.

Sulaiman, T., Hassan, A., Sapian, V.M., Abdullah, S.K (2009) carried out a study on the topic “The Level of Stress among Students in Urban and Rural secondary schools in Malaysia” This study had three main objectives. The first objective is to find the total percentage of Students who suffered high Stress, medium Stress and low Stress. The second objective is to compare the Stress level between gender and the third objective is to compare the Stress level between Students from Urban and Rural area. The subjects of the study comprised of 155 Form Four Students from two secondary schools in Malaysia. This study used the survey method by administering Students-life Stress Inventory (SSI) questionnaires. The study showed that no Students experienced high Stress, 29 percent Students experienced medium Stress and 71 percent Students experienced low Stress. Using the t-test, the findings of the study also indicated that there are significant differences in level of Stress for gender and between Students in Rural and Urban secondary school. A general conclusion is that there are many factors influences Students Stress such as parenting style, Parents Education background, environment of the Students which is can give impact in Students life.

Pratibha Sood (2006) investigates the educational choice in relation to academic Stress, achievement motivation and academic self-concept among the adolescents of the intermediate or plus two stage in their academic career. Random
sampling procedure is used to select the sample. One hundred and eighty Students studying in the second year intermediate in the junior colleges formed the sample. They are from four educational streams viz. BPC (Biology), MPC (Mathematics), Commerce and Humanities (Arts). There are 90 boys and 90 girls varying in age from 17 to 19 years. The Academic Stress Scale (Rajendra & Kaliappan, 1991), Achievement Motivation Scale (Deo & Mohan, 1985) and Academic Self-concept Scale (Kumar, 1998) are administered to the sample. Data is analyzed using Product Moment Coefficient of Correlation and Critical Ratio. The results revealed that no significant gender differences were found in academic Stress, achievement motivation and academic self-concept in the subjects of four educational streams. Girls exhibited significantly higher achievement motivation than boys.

**Vijayalakshmi, G., and Lavanya, P (2006)** are studied the relationship between Stress and Mathematics achievement of Intermediate Students and the impact of some variables like gender, year of study, management, medium of instruction, parents educational qualification and locality on them. Samples of 180 Intermediate Students are selected by following a stratified random sampling procedure. Survey method is adopted to carry on the investigation. The data gathered with the help of Stress inventory developed by the researchers. For achievement a mark obtained by the Students in Mathematics are taken. The findings showed that Students who achieved more in Mathematics felt less Stress,
it reveals negative relationship between Stress and Mathematics achievement of Intermediate Students. Male Students have more Stress when compared to Female Students. Senior Intermediate Students have more Stress than juniors do. There exists no significant difference between Students studying in private and government colleges. In addition, no significant difference between Telugu and English medium Students is found. The Students whose mothers education was up to secondary level are feeling more Stress. The Students having well educated fathers are feeling more amount of Stress. Urban Students had higher Mathematics achievement than the Students from semi-urban and rural Students did.

Mukta Singhvi, and Kamlesh Singh (2004) are assessed the effects of inside and outside density on mental Stress and their differential effects on Males and Females. A sample of 270 adult subjects classified into 18 groups according to a 3*3*2 factorial design is taken for the study. A test of mental Stress by Powell (2000) is used to help determine the level of mental Stress of the subjects. It is found that there is a significant effect of only inside density on the mental Stress of the subjects, and not of outside density, but there is a significant interactive effect of both inside and outside density upon the mental Stress levels. It is also found that females had a significantly higher mental Stress than Males.

Dandapani, S (2003) in his article on “Stress and Mental Health” remarks that everyone is capable of put up with Stress, which is known as Frustration-Tolerance or Stress-Tolerance. When the limit is crossed, we get upset. Stress is as
like as the tension on a violin string. If the string is too tightly fastened, it snaps; if
it is held too loose, it will not generate music. Prolonged exposure to great Stress
and continued incapacity to cope with it can be injurious to mental and physical
health. It is a kind of silent killer. Accumulation of minor irritants that add up to
unmanageable Stress. With the invasion of idiot-box into the drawing room,
modern man is glued to the gadget, to experience vicarious satisfaction that can
also cause frustration.

2.5 STUDIES CONDUCTED ON STRESS OF STUDENTS WITH
DISABILITIES

The collected related literatures have been reported as nine and out of
which six are from Abroad. The investigator analysed the objects of the studies,
Design of the studies, Sampling techniques, Size of sample, Tools used, Analysis
of data and the results found.

2.5.1 Studies conducted on Stress of Students with Disabilities in Abroad

Eight studies conducted in different countries have analysed by the
investigator. Out of which six studies are from foreign countries.

Soulis, S.-G., Floridis, T (2010) studied about the school-related Stress of
Students with intellectual Disabilities. Twenty Students with mild intellectual
Disabilities are interviewed about their feelings and thoughts regarding possible
Stressful situations in school. Qualitative analysis of the interviews data is
conducted. As a result, five main sources of school-related Stress are mentioned: school achievement and classroom participation; peer interactions; Students behavior and risk of injury; Parents expectations and teacher acceptance. The findings suggest that children with intellectual Disabilities experience school-related Stress mainly to a normal degree. Conclusion is that mainstream schools should be changed into inclusive communities where Students differences are fully respected, and wherein all children, with and without Disabilities, are supported according to their individual abilities, potentials and needs.

Matsunaka, K., Shibata, Y., Yamamoto, T., Shinrigaku Kenkyu (2008) investigated individual differences in spatial cognition amongst visually impaired Students and sighted controls, as well as the extent to which visual status contributes to these individual differences in study 1. Fifty-eight Visually Impaired and 255 sighted university Students evaluated with the use and understanding of maps, confirming that maps are generally unfamiliar to Visually Impaired people. The relationship between psychological Stress associated with mobility and individual differences in sense of direction is investigated in study 2. A Stress checklist is administered to the 51 visually impaired Students who participated in study 1. Psychological Stress level is related to understanding and use of maps, as well as orientation and renewal, that is, course correction after being got lost. Central visual field deficits are associated with greater mobility-related Stress levels than peripheral visual field deficits.
Jones, Elaine (2006) studied the effectiveness of Stress management classes in decreasing perceived Stress among Deaf adults. Deaf adults may experience unique stressors, in addition to circumstances associated with increased Stress in the general population. The perceived Stress Scale (S.Cohen, Kamarck, & Mermelstein, 1983) is used as a pretest and posttest measure for participants in a study of the Deaf Heart Health Intervention. Results indicated that (a) some Deaf adults may have higher levels of perceived Stress than the general population, and (b) culturally appropriate Stress management interventions are promising as a means of assisting Deaf adults to decrease levels of perceived Stress and hence decrease risk for Stress-related illness. Further research will focus on obtaining a larger, more diverse sample of Deaf adults and refining the intervention for maximum effectiveness.

Danermark, B., and Gellerstedt, L.C (2004) summarized the results from a study of hearing impaired men and women in the labour force in Sweden. A questionnaire about psychological environment, health and wellbeing is sent out and answered by 445 Hearing-Impaired people, 20-64 years of age. A large reference group had previously answered the same questionnaire. The results indicate an imbalance between demand and control (i.e. high demand and low control, so-called high Stress work type) is more common among Hearing-Impaired people than in the reference group. The outcome of the combination high demand and low control among Hearing-Impaired people is (much) worse than
among Hearing-Impaired people with other work types (passive, active, low Stress). Hearing-Impaired people with the high-Stress work type more frequently report bad physical health status and psychological wellbeing regarding a number of indicators. There is, moreover, a tendency for women to be worse off than men. The data suggest that those involved in audiological rehabilitation should pay great attention to Hearing-Impaired people with jobs that can be characterized as high Stress.

Yoshida, T., Ichikawa, T., Ishikawa, T., and Hori, M (1998) conducted a study on children with Disabilities to know about their mental health. He compared the Students of Visually and Hearing Impaired with unimpaired Students(Control group), but found no significant difference in the average University Personality Inventory (UPI) scores of Visually Impaired and the Control group. However, a significant difference in the average UPI scores between the Hearing Impaired and the control group. An investigation of the items for which the check rate was at least 50% showed that the Visually Impaired Students had a variety of psychological problems, most of which seemed to concern depression or anxiety as did the normal control group. The number of affirmative responses increased with low visual acuity. The only one belonging to the ‘lie’ scale item is observed in the group of Hearing Impaired Students. Thus, comparing these three groups from the viewpoint of mental health, we noticed the
hearing impaired group is slightly different from the other two groups, but the Visually Impaired group is similar to the normal control group.

Wenz-Gross, M., Siperstein, G.N (1998) compared the Stress, social support, and adjustment of 40 Students with learning problems due to learning Disabilities or mild mental retardation, and 396 general education Students without learning problems, in middle school. Stressors related to academics, peers, and problems with teacher / rules and overall felt Stress; social support from family, other adults, and peers; and adjustment, including feelings about self and liking school are examined. The relation between Stress, social support, and adjustment also is explored. Results showed that Students with learning problems experienced more Stress, less peer support, greater adult support, and poorer adjustment, than those without learning problems. Adjustment is related to Students Stress in middle school. Interventions for this group of Students at risk are discussed.

2.5.2 Studies conducted on Stress of Students with Disabilities in India

The collected related literatures have been reported as nine and out of which three are from India. The investigator analyses the objects of the studies, Design of the studies, Sampling techniques, Size of sample, Tools used, Analysis of data and the results found.
Upadyay, G.R., and Havalappanavar (2007) are studied about the Stress faced by the Parents of mentally retarded children. They face Stress and the support from the spouse is an important factor in reducing such Stress. Single parent families (widows and widowers) lack such support coping in families having retarded children (FISC-MR) is used to evaluate the experienced Stress. Results showed that single Parents differed significantly regarding total Stress and in all four areas of Stress (care, emotional, social and financial Stress). Stress is high in emotional and social areas compared to care and financial Stress. Widows and widowers showed similar care Stress. They differed significantly in their social, financial emotional and total Stress. Single Parent families of mentally retarded children experience higher levels of Stress (total and in all areas) compared to such families where both Parents are alive. Total, social, emotional and financial Stresses, are higher than the care Stress among widows compared to widowers.

Aniamma Mathew (2002) identified the causes of mental retardation and diverse and complex and arise from genetic and environmental factors. In the present paper the etiology of mental retardation in 98 referred cases belonging to the age category of 0-10 years are analyzed. The results indicated that there is increasing evidence on the possible interaction between biological and psychological factors for all grades of Mental Retardation. Prenatal psychological Stress turned out to be an important factor in 15.3% cases as possible etiological
factor. The need of making the routine prenatal gynecological examination more meaningful by taking care of the pregnant women’s mental health needs too is highlighted.

Cowen PS, Reed DA (2002) contributed to the fields of Stress in on effects of respite care for children with developmental Disabilities. The authors examined the socio-demographic, health and Stress characteristics of families parenting a child with developmental Disabilities who use respite care interventions and investigated the degree to which use of a respite care intervention program affects parenting Stress, foster care placement and founded child maltreatment. 87 Parents aged 19-65 years completed the respite care intervention program who had a child with developmental Disabilities. Subjects completed the parenting Stress Index prior to and following the intervention. Results showed that extensive care needs of the children and families inability to meet these needs are major factors contributing to high Stress in the Parent child relationship. When pre and post test scores are compared there is significant decrease in total Stress, Parent domain and child domain scores. Life Stress, social support and service level are significantly related to the occurrence of child maltreatment during enrollment.

2.6 STUDIES ON COPING STRATEGIES

The Investigator identified eleven studies on Student Coping Strategies. Among them seven of studies are conducted Abroad and rest of them in India.
2.6.1 Studies conducted on Coping Strategies in Abroad

The investigator collected seven studies conducted in different countries. The investigator analysed the objects of the studies, Design of the studies, Sampling techniques, Size of sample, Tools used, Analysis of data and the results found.

Muhamad Saiful Bahri Yusoff, Amirah Hayati Ahmad Hamid, Nadia Rabiayah Rosli, Nor Ayuni Zakaria, Nur Adila Che Rameli, Nurul Shazwani Abdul Rahman, ...Azriani Abdul Rahman (2011) had an idea that persistent high Stress levels will impair Students Academic Achievement, personal and professional development. They describe the prevalence of Stress, Stressors and coping strategies among secondary school Students in Kota Bharu, Kelantan, Malaysia. A Sample size of 505 Students is selected by random sampling technique. The 12-item General Health Questionnaire (GHQ-12), Secondary School Stressors Questionnaire (3SQ) and Brief COPE inventory are self-administered to measure Stress level, sources of Stress and Coping Strategies respectively among the participants. The results proved that the major stressors for all types of schools are academic-related issues. Among the most frequent Coping Strategies used by the Students are religion, positive reinterpretation, use of instrumental support, active Coping and planning. They have concluded that Training Students on positive Coping Strategies, reducing stressor-related school
training, and improving Parent and teacher supports to the Students will help to improve this condition.

**Kathleen Casale, and Cynthia Forsythe (2010)** are studied about identifying and managing Stress in elementary and middle school children with hearing loss. It has become apparent that while technology is perfecting the listening and speech skills of Students with significant hearing loss, Stress is on the rise. Although cochlear implants and digital hearing aids provide access to Academic Achievement, more and more Students are showing evidence of Stress-related behaviors at home and at school. They need to illuminate what appear to be the root causes of Stress for Students with hearing loss, and to provide a variety of practical Strategies for Stress reduction and Stress management.

**Kimberly Kobus, and Olga Reyes (2010)** are assessed the perceived Stress, Coping, and Coping effectiveness of 158 low-income, urban, Mexican American 10\textsuperscript{th} graders using open-ended and structured interview procedures. Participants, particularly Females, identified family events as being the most difficult recent life event stressor. To manage Stress, participants used active Coping Strategies, followed by family social support, self-reliance, and behavioral avoidance. Participants are most likely to use active, problem-focused strategies when confronting school and personal related stressors, and to find Coping most helpful when dealing with stressful school events. Findings are discussed in terms
of the Urban, ethnic-minority backgrounds of participants and direction for further research.

Uzoma, O. Okoye (2010) aimed to find out Coping Strategies and institutional support systems available to physically challenged undergraduates in University of Nigeria. Ninety-two undergraduates who are physically challenged are used for the study. Questionnaire focus group discussion is used in data collection. Findings show that the respondents for their activities of daily living are relying upon roommates, friends, and relations. Also, apart for members of their families, there are insufficient institutional support mechanisms available to them. The study also made recommendations on how to better the lot of undergraduates who are physically challenged.

Scott DeBerard M., Glen, I., Spielmans, Deana L., Julka (2004) analyzed the relationships of Coping with Academic Achievement and attritions. Escape avoidance Coping and self-blaming are the two maladaptive Coping Strategies, which would have a negative impact on Academic Achievement and attrition. Prediction is that physical and mental health related quality of life would relate to both academic performance and retention rates. Smoking and drinking are the two negative health habits, which is common among US adolescents and are associated with lower Academic Achievement. The influence of these variables on attrition is unknown. It is expectation that these variables would be associated with worse Academic Achievement and retention in college Students.
Shinto, T (1998) investigated the effects of appraisal of academic stressors and Coping Strategies on Stress responses and academic motivation in junior high school Students. In the first survey, subjects are made of 233 junior high school Students. It is shown that appraisal of academic stressors; dependent emotion-focused Coping and avoidance Coping all were positively related to Stress responses. On the other hand, positive emotion-focused Coping is seen negatively related to Stress responses. In a second survey subjects are made of 495 junior high school Students. It is shown that appraisals of academic stressors are negatively related to feeling of self-growth and academic motivation; but problem-solving Coping is positively related to a feeling of self-growth and academic motivation.

Gerdes EP., Ping, G (1994) have examined and compared the direct and moderating effects of problem-focused and emotion-focused coping in Male and Female college Students in the United States and the China. American Students reported greater occurrence of stressful life events and higher stressfulness of these events. American Students reported less problem-focused Coping than Chinese Students. So they face more stressful life. For American Students, interference is more directly related to Stress levels in men, whereas Coping exhibited more moderating effects in Chinese women. Only American women exhibited a buffering effect for problem-focused Coping, and no maladaptive effects of emotion-focused Coping were found for any group. Chinese women
exhibited a pattern of buffering effects for emotion-focused Coping and maladaptive moderating effects for problem-focused coping.

2.6.2 Studies Conducted on Coping Strategies in India

The investigator identified four studies on Coping Strategies conducted in India. The investigator analysed the design, objectives, tools used, collection of data, findings of the study are presented in the following paragraphs:

Kumar, K., and Kadhiravan, S (2009) is conducting the study to find out the relationship between Stress-Coping skills and the goal orientations of College Students. 400 Students are taken as sample. The findings of the study revealed that the Students differ in their Coping skills and their goal orientation. The findings of the study revealed that the Students differ in their Coping skills with regard to their gender, subject of specialization and Parents level of Education. The learning and performance approach goal orientations are significantly associated with the Students Stress-Coping skills. The performance avoidance orientation has negative correlation with Stress-Coping skills of the Students. They have concluded that the Stress-Coping skills are highly related with the performance approach and learning goal orientation.

Radika Taroor (2009) studied about the Strategies for Coping Academic Stress. Among the Strategies of Stress management of Academic Stress, Cognitive Behavioural Approach emerges as the best as there is reduction in anxiety,
depression, social isolation etc. Interest and performance in academic Stress get improved and efforts towards satisfaction of achievement needs get accelerated; Students function with full potential and zeal, Relaxation biofeedback, cognitive restructuring, self control training, Stress inoculation training, problem solving skills, assertiveness have also proved as effective tools for managing Academic Stress. When expectations of academic performance increase, children feel Stress. It is for Parents to assess whether their child can adapt to these challenges and learn new Strategies within an abnormal period of time.

Sreedevi, P., and Sarala Devi, M (2008) are studied about the Stress and Coping methods of Parents of children with Learning Disabilities. Ex-post facto research design is adopted for the study. 60 Parents of LD children are selected by purposive random sampling from twin cities (Hyderabad and Secenderabad) of Andra Pradesh. Results revealed that majority of Parents experienced greater financial burdens reduced social and recreational participation and mental worries about child’s future. They also experienced moderate level of physical care burdens, strained relationships with family members and teachers, reduced family support and self-esteem due to presence of LD children. Majority of the Parents adopted medium followed by high-level approach and avoidance Coping Strategies to cope with Stress. Positive reappraisal, logical analysis, emotional discharge, and resigned acceptance were frequently used Strategies.
Suldo, S.M., Shaunessy, E., Hardesty, R (2008) investigated the relationships among Stress, Coping and mental health in 139 Students participating in an International Baccalaureate (IB) high school diploma program. Mental health was assessed using both positive indicators (life satisfaction, academic achievement, and academic self-efficacy) and negative indicators (psychopathology) of adolescent social-emotional and school functioning. Findings include that Students in an IB program perceive significantly more stress than a sample of 168 of their general education peers, and that specific coping styles are differentially related to mental health outcomes in this subgroup of high-achieving high school Students. Furthermore, coping styles (specifically, anger and positive appraisal) moderate the influence of stress on global life satisfaction and internalizing symptoms of psychopathology.

2.7 STUDIES ON ACADEMIC ACHIEVEMENT

The investigator identified thirteen studies of Academic Achievement conducted in different countries. Out of which seven studies are conducted in Abroad and rest of them in India. The investigator analysed the objects of the studies, Design of the studies, Sampling techniques, Size of sample, Tools used, Analysis of data and the results found. A brief, not of all studies are presented below.
2.7.1 Studies conducted on Academic Achievement in Abroad

The investigator collected seven studies of Academic Achievement from Abroad. A brief note of all studies are presented below.

Kassim, O., Ajayi, K.O.Muraina (2011) has studied the effect of Parents Education and Economic status in the Achievement of Mathematics on Secondary Schools in Ogun State. In his study, he has given many quoting that Parents Educational background Socio-economic status plays an important role in higher academic performance of the child. Parents income, Education and Occupation can improve the Socio-economic status of the family. Thus a family with high Socio-economic status is often more successful in preparing its young Children for School. They have concluded that Students with high achievement values tend to come from families that are more educated and with higher status of occupation.

Asikhia, O. A (2010) examined the perception of Students and Teachers on the causes of poor academic performance among Secondary School Students in Ogun State, Nigeria. Subjects for the study are one hundred and 135 Students and 50 teachers randomly drawn from five Secondary Schools Ogun State. Questionnaire is used to collect relevant data for the study. Percentages and chi-square are used to analyse the research questions. Responses of teachers showed that teachers’ qualification and Students’ environment do not influence Students’ poor performance but Teachers methods of teaching influence poor academic performance. Students response on the other hand showed that while Teachers
qualification and Students environment influence Students poor performance, Teachers method of teaching and learning materials do not. The implication of these findings for Secondary School guidance counselors interested in counseling adolescents for good academic performance is also discussed.

Nicholas-Omoregbe, Olanike, S (2010) analyzed whether there exists a causal relationship between parental educational attainment and Student outcomes or success. The research is carried out on 260 Students, Teachers and Parents from six randomly selected Secondary School in three local government areas of Ogun state, Nigeria. The junior Senior Secondary School Certificate Examinations (JSSCE) and less than bachelor’s degree as well as bachelor’s degree or its equivalent to Ph.D are used to measure school outcomes and Parental educational attainment. Two null hypotheses are developed and Chi square statistics is used to analyse its findings. Parental education attainment is discovering to have a significant and fundamental effort on school outcomes. Higher the income of Parents, the more likely it motivates its children to learn at School and consequently to succeed in learning as Ezewu et.al (1981) said that educated Parents who most concern over their childrens performance thereby encouraging better academic outcomes. Wilson et.al (2007) also agreed that Parental Education and Occupational class are more strongly associated with Students Educational attainment.
Gakhar, S.C., and Aseema (2004) are carried out to assess the influence of self-concept Stress; locality and gender on the Academic Achievement and reasoning ability on a Sample of 769 Male and Female adolescents by employing a “3 2” three factor factorial Design. The data is collected with the help of self-concept Stress Scale (Bisht, 1978) and Reasoning Ability Test (Dubey, 1998). Annual marks attained by the individual in last year examination are treated as Academic Achievement than urban ones and interaction also existed between sex and area while affecting Academic Achievement. In addition to it self-concept Stress and locality both affects the reasoning ability.

Nancy Shields (2002) viewed to compare anticipatory socialization experiences, adjustment to university life, and perceived stress of first and second-generation university Students, and first and second sibling Students. The study employed a standardized questionnaire, in-depth interviews, and focus groups. However, second-generation Students felt no more successful than first-generation Students did. Likewise, neither generation nor sibling status had an effect on grade point average. However, having an older sibling who had attended a university is related to completing more credit hours, suggesting that siblings may play a role in persistence. Perhaps one of the most interesting findings of the study is that second-generation status had essentially no effect in reducing the stress levels of Students. The advantage of being a second-generation Student seemed to be counterbalanced by Parental pressure for high Academic Achievement.
Goldhaber, and Brewer (2000) found that Students with teachers with degrees in mathematics had greater gains in achievement than Students with teachers with non-mathematics degrees, but they found no such results for science. In a previous study, Goldhaber and Brewer (1996) found that subject specific training in mathematics and science has a significant and positive impact on Student achievement in these areas. This suggests that greater subject-matter knowledge is associated with gains in Student achievement, albeit only in the areas of mathematics and science.

Darling-Hammond, L (2000) reports that proponents of teacher certification standards purport that specific teacher characteristic such as certification and academic major are associated with increased gains in Student achievement. Others declare the available research does not support specific vigorous teacher preparation and certification standards. Two recent works stated that teacher certification requirements do not effect Student achievement, but do raise barriers that prevent qualified applicants from entering the profession (Ballou and Podgursky, 2000a, 2000b). There is little agreement on the association between Student achievement and a number of teacher characteristics related to the issue of certification.

2.7.2 Studies conducted on Academic Achievement in India

The collected related literatures have been reported as thirteen and out of which six are from India. The investigator analysed the objects of the studies,
Design of the studies, Sampling techniques, Size of sample, Tools used, Analysis of data and the results found.

Devi, S., and Mayuri, K (2003) reported that a study of family and school factors that affect the Academic Achievement of residential schoolchildren studying IX and X classes. The sample consisted of 120 children of Hyderabad city. The investigator developed an interview schedule to study the family factors; Mayuri developed the questionnaire administered to the teachers to study School factors. The result indicated that Girls are superior to Boys. Family factors like Parental aspirations and Socio economic status significantly contributed to Academic Achievement. Thus, the studies have pointed out that better Socio economic status better the Academic Achievement.

Khan, and Jemberu (2002) studied the influence of family Socio economic status on educational and occupational aspirations of high and low achieving adolescents. They attempt to investigate the influence of Socio economic status on the educational and occupational aspirations of adolescents. Educational aspiration scales are administered for data collection, from the sample of 80 Students, selected from four groups – middle status / high achieving, middle status / low achieving, lower status / high achieving and lower status / low achieving occupational, for data collection, and data are analyzed by means of ANOVA. Results showed that the impact of Socio economic status on education aspiration is minimal; its influence an occupational aspiration is larger. Academic
Achievement highly influenced educational aspirations, but its impact on occupational aspiration is insignificant.

Nagaraju, M.T.V., Machala, C., and Sumalatha (2002) studied the study habits of IX class pupils in relation to certain sociological factors. Pupils studying IX class are the sample population of the study. The total sample for final study is 460. Results revealed that Fathers and Mothers Educational Qualification have significant influence on the study habits. Annual income of the family has no significant influence on the study habits of IX class pupils.

Joshi, G (2000) conducted a study on neuroticism, extraversion and Academic Achievement as related to gender and culture. The sample chosen for the study is 400 Students of VIII class belonging to Urban and Rural area. Eysenck’s personality inventory is used for data collection. Results revealed a significant difference between Boys and Girls of Rural areas on Academic Achievement.

Pal, G.C., Natarajan, C., And Pradhan, H.C (1996) studied Socio-psychological factors, which promote Students mathematics competence among Urban and Tribal Students. A sample comprised of 194 Urban and 132 Tribal Students are administered Mathematics Achievement Test developed by National council of Educational Research and Training. It consisted of three parts. First part contained information regarding age, caste, parental education and occupation,
family, gender etc. Second and third section measured Self-concept and locus of control respectively. The test of significance revealed that Mathematics competence of Urban Students is positive and significant relationship between Fathers Education and Mathematics Competence. Urban Students whose Fathers had higher Educational status performed better in Mathematics.

Vijayalaxmi, N., and Natesan, H (1992) studied factors influencing Academic Achievement. From Coimbatore, 100 Students studying in standard XI are the sample of population for the study of which 50 are Boys and 50 are Girls. Socio economic status scale developed by Vendal (1981) is the tool used to assess the Socio economic status of the subjects. The total mark obtained by the subjects in the quarterly and half-yearly examination is used to assess the Academic Achievement of the subjects. Findings showed that Girls had a higher mean Academic Achievement compared to Boys.

2.8. ANALOGY

The investigator identified sixty one studies, which are conducted on Stress, Coping Strategies and Academic Achievement of Students. When they are analysed according to Stress, it is found that twenty seven are on Student Stress, and eight on Stress of Students with Disabilities. Regarding Coping Strategies, twelve are studied and with reference to Academic Achievement, thirteen studies are collected by an investigator.

From the review of six studies conducted in abroad and three studies in India on the Stress of Students with Disabilities, it is inferred that Visually Impaired Students had a variety of psychological problem like depression or anxiety. Hearing impaired Students showed slight difference in their mental health


Kathleen Casale, and Cynthia Forsythe, (2010) summarized that Technology like Cochlear implants and hearing aids helped the hearing impaired Students to lessen the Stress level to some extent. Illumination of root cause of Stress and provision of variety of practical strategies will reduce Stress. Uzoma, O.,Okoye (2010) found that Physically Challenged Students can cope up their Stress with the help of family members but the institutional support is lacking for them. Cognitive approach (Problem Solving) has positive relation to a feeling of self growth and academic motivation Shinto, T., (1998), Kimberly Kobus and Olga Reyes. (2010), Muhamad Saiful Bahri Yusoff, et al. (2011) suggests that training on positive Coping strategies , reducing stressor related school training ,
improving Parent teacher supports to the Student will reduce Students Stress. **Gerdes, EP., et al. (1994)** found out that American women exhibited Problem-focused Coping, whereas Chinese women exhibited emotion-focused Coping to reduce Stress. **Scott DeBerard, et al., (2004)** concluded that Self-blaming and escape avoidance Coping is two maladaptive Coping Strategies followed by College Students which are associated with worse Academic Achievement and retention of College Students. **Suldo, S.M., et al. (2008)** found that Coping styles like anger and positive appraisal moderate the influence of Stress on global life. **Kumar, K., and Kadhiravan, S. (2009)** says that Students differ in Coping skills with regard to their gender and Parents level of Education. **Radhika Tarror. (2009)** identified that Cognitive Behavioral Approach is best way of Coping Skill. **Sreedevi, P., and Sarala Devi, M., (2008)** Parents with Learning Students with Disabilities are using avoidance Coping Strategies such as logical analysis, emotion discharge and so on to reduce Stress. **Daisy Nambikkai, C., et al. (2007)** concluded that Academic Achievement does not depend upon their Stress Management.

Teacher certifications do not affect Student Achievement. Greater Knowledge is needed for the teacher for greater Achievement which is supported by **Darling-Hammond. (2000), Goldhaber and Brewer, Asikhia O. A., (2010).**

**Nancy Shields. (2002)** found that neither generation nor sibling status had an effect on grade point average. Parental Education and occupation class is
discovered to have a significant and fundamental effect on School Students. This is supported by Nicholas-Omoregbe, Olanike, S., (2010), Nagaraju et al. Gerdes, EP., Ping, G. (1994), Pal et al., (1996) and Kassim, O., et al. (2011). Self concept Stress and locality affect the reasoning ability of the Student thereby Academic Achievement also. This is supported by Gakhar, S.C., and Aseema. (2004).

Teachers have the opinion that Qualification and Students environment do not influence Students poor performance but teachers methods of teaching influence poor academic performance but Students have contrast idea. This is supported by Asikhia, O. A., (2010), Devi and Mayuri. (2003) found that better Socio economic status will improve the Academic Achievement. Khan and Jemberu., (2002) concluded that Achievement highly influences Educational aspiration but not the occupational aspiration. Nagaraju et al., (2002) found that annual income of the family has no influence on the study habits of Students. Joshi, (2000) revealed that Rural Students of both the sex showed significant difference in Academic Achievement. Pal et al., (1996) says that Urban Students with Educated Parents showed better performance in Mathematics. Vijayalaxmi and Natesan, (1992) concluded that Girls showed higher Mean Academic Achievement compared to Boys.

The Ensuring Chapter deals with the Methodology of the study.