

# *Reviews of Literature*

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## CHAPTER II

### REVIEW OF LITERATURE

This Chapter is about the review of various relevant research studies that are related to Academic Stress, Test Anxiety, Self-Esteem and Academic Achievement. There is quite some literature available on the topic, and this researcher attempts to review some of the important findings of the past research studies with a primary purpose to conceptualize and hypothesize phenomenon and to make a critical assessment of the research study. Through a review of the literature, the interest of the researcher is to obtain vital information and understand the relative standing of the previous research works done in this area. Pertinent literature from various sources was reviewed about the present study to achieve the objectives as mentioned above.

This chapter consists of liven sections, where this researcher has attempted to present a realistic and comprehensive survey of the appropriate literature.

Section I presents the important research findings on the academic stress among students

Section II presents the significant research findings on the test anxiety

Section III presents the noteworthy research findings on the self -esteem

Section IV present the major research findings on the academic achievement

Section V presents the relations between the variables academic stress and test anxiety among school students

Section VI presents the relations between academic stress and academic achievement variables

- Section VII presents the relations between test anxiety and self-esteem
- Section VIII presents the relations between test anxiety, self –esteem and academic achievement
- Section IX presents the relations between Self-Esteem and Academic achievement
- Section X presents the correlation between Test anxiety and Academic Achievement
- Section XI presents the Effect of relaxation training on Academic Stress Intervention

### **Section I: Academic Stress among school students**

The concept of academic stress among students has received much attention among psychologists and various research studies associated with academic stress has been carried out in the areas of academic achievement of school students. The following studies explored the interrelationship between the stress and academic achievement, and the significant findings of these studies are presented below.

In a recent study, Smritikana (2016) conducted a research work to study the impact of academic stress among the high school students from Government and the private sector. The researcher took a sample size of 200 students and reported that students pursuing an education in private schools have more academic stress than the corresponding students from the government schools. The study also reported that the female students experienced higher levels of academic stress as compared to the male students.

In another study relating to academic stress on high school students, Prabu (2015) employed a sample size of 250 students to understand the level of academic stress of these students from the rural and urban sections of the population. The study reported that the urban students faced significantly greater stress levels than the rural region students

and that the stress was higher with private school students as compared to the students studying in government schools. The other findings of the report include that the students from the science discipline faced more stress than the students from the arts specialization and the academic stress is higher for those students whose parents have literate level education as compared to their counterparts. Thus it can be inferred from the study that academic stress is an important variable for the studying the academic achievement of the students.

Jun & Choi (2015) carried out a study in a group of 512 adolescents to understand the relationship between academic stress and internet addiction and found that there was a positive association between academic stress and internet addiction. The study also reported that there was a positive relation between internet addiction and negative emotions and the academic stress had an indirect influence on the internet addiction of the adolescents through their negative emotions. Thus, it can be concluded from the study that the adolescents experiencing academic stress have great chances of developing the risk for internet addiction, especially when accompanied by negative feelings.

Rupa & Rimpay (2015) conducted a research work to study the relationship of the variables like optimism and resilience on academic stress. The researchers selected 300 students in the age group ranging from 16 to 18 years for the study and adopted Life orientation test, Resilience scale, and Academic expectation stress inventory methods to study the relationship. The findings of the study indicated a negative correlation between academic stress and the selected variables, and the study also reported that both the variables predicted academic stress in those selected individuals.

Krishnalal (2014) conducted a research study on 200 students to examine the relationship between academic stress and variables like intelligence and demographic factors. The study reported that there existed no significant difference in academic stress of the students with low and average IQ levels. However, the study found that significant difference in academic stress existed between male and female students, with no such significant difference existed for rural and urban students. The study also reported no significant relationship existed in the academic stress of senior secondary students studying in Government and Private schools.

In a study to understand the impact of the academic stress on mental health status of the school going adolescent students, Dr. Satvinderpal Kaur (2014) reported that significant differences exist about the mental health of the group about the level of academic stress experience by them. This study conducted with a sample size of 200 school going adolescent students also revealed that significant difference existed in the mental health by the gender and also on the level of academic stress experienced by the students.

Jayanthi, Thirunavukarasu & Rajkumar (2014) conducted a cross-sectional study using a large of samples to study the relationship between academic stress and depression on adolescents. The study on 1200 students revealed that a moderate positive relationship existed about the intensity of depression and level of academic stress. Thus, this study indicates that academic stress in students needs to be monitored to ensure the student's higher stress levels do not aggravate become depression and also to maintain the overall positive mental health of the students.

Bartwal & Raj (2014) carried out a study on school going students to examine the relationship between academic stress and social intelligence and to investigate whether

male and female students experience different levels of academic stress. The findings of the study revealed that there was no significant difference existed by gender and social intelligence and the male and female students experienced the same level of academic stress in both urban and rural regions. The study reported a significant correlation between academic stress and social intelligence and found that students with higher level of social intelligence were able to cope with academic stress better as compared with students with lower social intelligence. Thus it can be evident from the study that social intelligence, time management along with parental and school's involvement play a major role in reducing the academic stress level of students.

In a study conducted with 200 school going adolescent students, Ramesh & Anoj (2013) reported both the male and the female groups experienced similar academic stress and concluded that students possessing higher emotional intelligence were able to deal the academic stress in a better way. The present study focuses on both the genders to understand the stress levels experienced by them and to investigate the relationship between academic stress and academic achievement.

Mussarat (2013) carried out a study with 150 students to understand the impact of perceived academic stress of these students on their academic performance. Perceived Stress Scale (PSS) was used to measure the perceived stress of the students to identify whether a significant difference between junior and senior level students. The study reported that younger students had more level of perceived stress as compared to the older students and the PSS scores showed a non-significant difference when their stress levels were measured at the beginning and at the end of the semester.

Jiandong (2013) conducted a study to examine the relationship of educational stress among adolescents in association with mental stress in a group of 1627 students. The basic objective of the study was to observe the role of educational stress to the poor health of the students by examining its relative contribution. The study made a comparison of academic stress with other familiar factors like personal, family, peers and school with the purpose of identifying the major risk factor for educational stress. The study reported that the school and the study-related factors had a strong influence on the academic stress of the students with the location of a rural school, lower school connectedness and performance results in unnecessary behavior thoughts among the students. This study validates the point of the researcher that the students pursuing an education in rural regions need to be monitored to check their academic stress levels does not affect the overall behavior and mental health of the students.

Sun & Hou (2012) conducted a study to explore the effects of academic stress on adolescents. According to the study, Study pressure causes many mental health problems in school children and young people. The study identified that the intense workload, high educational expectation and disappointment with their academic grades causes a higher level of mental problems of students. It stated that the extreme level of academic stress might result in severe psychological warning signs like sad feelings, anxious mood and even suicidal thoughts when suitable coping remedies cease to exist. As per the study, the academic burden and pressures increase due to the higher parental expectations and severe competition with their fellow students. The study state that the better knowledge of nature and about the detrimental health issues of academic stress may facilitate quality education and promote better mental health among the students. The study stress the

importance and the urgent need for conducting quality research works for measuring the level of academic stress and for investigating its influencing causes in the development of regular and severe mental health issues in the student population.

Busari (2012) conducted a study to investigate the differences in perceived academic stress among the male and female students and how they react to those stressors. The findings of the research revealed that the male and female students selected for the study showed a significant difference in the way they perceived the frustration feelings, financial factors, conflicts and self-expectation stress factors. However, the study found that both the genders showed no significant difference in their perceptions related relating to academic pressure and change-related stressors. The study did not find any significant difference between male and female respondents in their perception of academic stress factors; however, an analysis by mean scores revealed female students had a higher score as compared to the male respondents. The study also found that the male and female respondents react differently to stressors about their perceptions of the emotional and cognitive perceptions, while they did not vary significantly in their perceptions relating to physiological and behavioral reaction to stressors.

Neetu & Nirmala (2012) conducted a study to investigate the relationship between academic stress, self-efficacy and peer relations among college students. The study concluded that a significant negative relation exists between academic stress, self-efficacy, and peer relations. Thus, the outcomes of the study have significant implications in appreciating the growing rate of academic stress among the student community.

Hussain (2008) conducted a study among 100 high school students to examine the level of academic stress among public school students and their capacity to make adjustments to deal

with the academic stress. The Findings of the study indicated that the level of academic stress was significantly elevated among the public school students and the Government school respondents showed a better level of adjustment to the academic stressors.

A research study by Wilks (2008) investigated the correlation between academic stress and perceived resilience among social work students, and to make out social support as an important protective aspect of resilience on this association. The results of the study, conducted with 314 social work students, revealed that there exists a negative relationship between academic stress with factors like social support and resilience. The study also found out a positive influence of social support factor over resilience and the major variation in the resilience scores is primarily attributed to academic stress.

Solberg (2007) carried out a study to investigate the influence of exposure to violence activities seen in the communities and about the protective factors on education and health outcomes. The youths pursuing an education in high school were categorized into distinctive academic in-danger profiles using self-confessed levels of confidence in their academic performance, enthusiasm to attend school, perceived support from their families, relations with their teachers and peers, and exposure to violent activities. The cluster groups were studied about their academic stress, and the study reported that the groups who had greater exposure to violence were found to have their health status, grades, and school retention at greater risk.

Ang & Husan (2006) examined the relationship between academic stress and the presence of depression and suicidal thoughts among the adolescents. The result emphasized that self-report of academic stress by the respondents was significantly interrelated with both depression and suicidal ideation among the adolescents. The study also reported that

the academic stress was positively associated with adolescent depression as well as their suicidal ideation. Also, the adolescent depression was found to be positively connected with suicidal ideation as per the anticipation of the study.

Mathew & Jayan (2006) conducted a study to investigate whether the boys and the girls in the age group of 15-17 experience similar levels of academic stress. The study findings revealed that no significant difference exists in academic stress between the boy and girl respondents with both the type of respondents experiencing almost similar academic stress levels. Also, the study showed that both boys and girls used comparable kinds of coping styles to deal with the academic stress.

Huan (2005) conducted a study on 430 students to investigate the role of gender along with the optimistic feelings of the students on their perception of academic stress. The study collected necessary data by employing two self-report measures, namely, the Life Orientation Test and the Academic Expectations Stress Inventory. The study findings showed that there exists a significant negative relationship between optimism and student's perception of academic stress. The study found out that the gender was not a significant predicting factor of academic stress and no shared interactions were shown to exist between optimism and gender of the respondents.

In a study to investigate the effects of academic stress on college students, Misra & Castillo (2004) examined five types academic stressors namely frustrations, conflicts, pressures, self-imposed and changes. The study also examined the four categories that best described the respondent's reactions to these stressors namely physiological, emotional, behavioral, and cognitive aspects. The sample size of the study comprised 392 international and American students pursuing their education in two Midwestern universities.

The study found out that the American students had higher self-imposed stress factors and showed better behavioral reactions to these stressors as compared to the counterparts from the International respondents. The status of the respondents, whether American or International students, and the relations between their status and stressors came out as the top two strongest predictors indicated their behavioral, emotional, physiological, and cognitive reaction to stressors. The regression model employed in the study that the five stressors selected were statistically significant for the outcome of the study. Thus, this study stressed the significance of understanding the cultural differences in the studies relating to stress management, which encouraged this researcher to recognize the differences that exist in the cultures of SC/ST community in the research study on analyzing their relationship between academic stress and academic achievement.

To understand the influence of parental involvement on the academic stress of the students, Masciadrelli (2001) conducted a study among 38 university level students and their fathers. On investigating the students and fathers, the study found out that the psychological existence of child to the father was significantly and negatively interrelated with that of the academic stress of the students. Also, the findings of the study reported that there exists a significant and positive interrelation between academic stress and father involvement, indicating that the parental involvement plays a major role in the determining academic stress levels of the students.

Misra & McKean (2000) conducted a study examining 249 college students to understand the relationship of anxiety, inefficient time management and deficiency of enjoyable activities outside their academic purview with the academic stress levels experienced by these respondents. The study findings revealed that all these factors

strongly predicted academic stress in the participants of the study and reported that while the female respondents were able to manage their time effectively than their male counterparts, they were also found to experience highest levels of stress and anxiety.

Zeidner (1992) carried out a research study to recognize the important sources of academic stress among college students by investigating the socio cultural and gender group differences of the participants comprising first year college students. The study also examined their perceptions of major academic stressors along with the interrelationship between reported academic stress and academic achievement. The study reported an existence of inverse correlation between student's stress levels and their achievement factors, thereby providing little evidential support for the argument that stress differentially hamper the academic performance of students.

After careful assessment of the above mentioned studies, this researcher has selected Academic stress as an important indicator of Academic achievement. Thus the present study has given significant focus on decreasing the level of academic stress among scheduled caste and Scheduled tribe students in order to enhance their academic achievement.

## **Section II: presents the research findings on the test anxiety**

Nwosuet (2016) conducted a study to examine the relationship between parenting styles, test anxiety and self-efficacy among 240 students from four secondary schools. The findings of the study revealed that the permissive parenting style does not have a significant relationship with test anxiety. Also, the students may not be perturbed not on account that they have gained much freedom, but because of the fact that their does not

expect much from them or their academic performance. Thus, the study concluded that when the students do not have botheration about specific tasks or operations, they are not anticipated to show any form of anxiety

Senthil & Kadiravan (2015) conducted a study on 128 students belonging to ninth standard to investigate the effects of personality traits and Test Anxiety among school students. The study findings revealed that the negative emotional traits concerning the personality are significantly interrelated with all the aspects of test anxiety. The study also found some significant inverse correlations between the remaining personality factors and test anxiety. The study also revealed a gender difference and the family category determined the test anxiety of the students.

Kamble (2015) carried out a study to investigate the effect of educational courses on students' academic procrastination and related examination anxiety experienced by the students. The samples comprised 31 pre-test and post-test respondents who were examined to understand the effects of test anxiety and their academic procrastination behavior. The results of the study revealed that there exist a significant difference between pre-test and post-test score relating to academic procrastination. Also, similar significant difference exist for pre-test and post=test scores with reference to examination anxiety and the study found that the impact of academic programs on their academic procrastination behavior and test anxiety to be high among the respondents involved in the study.

Hejazi & Khalili (2015) conducted a research study on 200 high school students to examine the correlation between their test anxiety and their relative attachment styles and perfectionism attitude. Multiple regression analysis was employed to analyze the findings, which revealed that the ambivalent attachment pattern exhibited by the students

was found to be a significant predictor of test anxiety of the respondents. The multiple regression methodology also revealed that perfectionism trait of the students also played a major role in causing the test anxiety symptoms. Further, variance analysis employed to study the comparison of attachment patterns among the male and female respondents revealed that the ambivalent attachment level was more in girls as compared to boy respondents. Also, the analysis of perfectionism and other related aspects showed that the girls were more organized than the boys. However, the analysis of test anxiety results indicated no significant difference existed between both the groups.

Criúanaet (2014) conducted a study with 177 students to investigate the relationship between test anxiety and perceived teaching style and their implications on performance self-evaluation. The study found out that a significant negative correlation existed between test anxiety and self-evaluation parameters, which indicated that those respondents with higher test anxiety levels tend to assess themselves in poorer state as compared to students with relatively less test anxiety. Thus, this research provide support to the arguments in the previous research studies stressing that the students with higher anxiety levels possess lower self-appreciation and increasingly negative self-evaluation, while the students with low levels of test anxiety would have relatively more positive evaluation about themselves. This has motivated this researcher to give more emphasis on understanding the effects of test anxiety on students from SC and ST communities and to understand the relationship between test anxiety and their overall academic achievement.

Javanbakht & Hadian (2014) carried out a study on 34 male learners in the age group of 12 to 22 years to examine the effects of test anxiety on student's reading test performance. Results were analyzed using Pearson product-moment correlation coefficient,

which revealed that the learners did not show anxiety symptoms during reading test performance at the intermediate level proficiency. The study also revealed that there was a negative correlation between test anxiety and reading comprehension tests. However, this researcher is of the opinion that this study has limitations as it choose only male respondents for the study, and completely ignored the female respondents for the study.

Revina (2014) conducted a research study on 100 students belonging to 10<sup>th</sup> and 12<sup>th</sup> standard to understand the relative test anxiety levels of students attending board exam in Tamilnadu. A complete analysis of several demographic variables was done, which showed that the respondents belonging to nuclear families exhibited higher anxiety levels as compared to other students. The student also examined the effects of the government measures to appoint psychologists in government controlled schools to reduce the anxiety level of students on account of education and academic performance. The study stressed the presence of higher levels of academic stress among the students from the disadvantaged sections and the importance of necessary measures to reduce the stress levels. Thus, this research considers that test anxiety plays a role in determining the academic performance of the students from the lower levels of society and recognize the important factors that causes these academic stress and to examine the relationship between academic stress of SC/ST students and their relative academic achievement.

Singh (2014) conducted a study to examine and compare the anxiety level of the higher secondary school students belonging to rural and urban regions. The study conducted with 100 higher secondary school students revealed a presence of non-significant mean difference among the anxiety scores of students from urban and rural regions. Thus, this study

indicates the presence of anxiety levels in both rural and urban students population of the region, which needs to be studied in detail for understanding its impact on the academic performance of the students.

In a research study on anxiety among 200 adolescent students, Venkatarama & Chandrarao (2014) found that adolescent boys suffer from higher anxiety as compared to the girls in the corresponding age group. The study also reported that the teenagers belonging to schools located in urban regions are more prone to anxiety feelings than their counterparts from the rural area schools. This Indian study has clearly stated the presence of anxiety among students especially in the students pursuing their higher education, which has motivated this researcher to conduct a research study about the prevalence and effects of academic stress among the students from backward communities of the region.

In an Indian study, Kantilal (2013) carried out a research to construct and standardize the anxiety measurement test for students pursuing their education in higher secondary schools of Anand District. A total of 179 students studying in 11<sup>th</sup> and 12<sup>th</sup> standard were examined for the study and the relevant data was collected and analyzed through self-constructed Anxiety Measurement Test. The findings of the study revealed that girls experience higher anxiety as compared to boys and the students from both 11<sup>th</sup> and 12<sup>th</sup> standard experienced similar levels of anxious feelings. This study adds weight to the understanding of this researcher that anxiety level varies among genders and students in the higher secondary level experience higher stress levels due to their academic studies.

Sadhan & Sreeparna (2012) conducted a study to understand the personality and behavioral factors that are related to the test anxiety among a sample size of 143 students pursuing their higher secondary education. The study found out that the factors like

reactive aggression, neuroticism and psychoticism had a significant positive correlation with test anxiety, whereas the emotional intelligence factor had a negative correlation with test anxiety. The regression analysis employed in the study identified reactive aggression, emotional intelligence and neuroticism as more likely predicting factors of test anxiety among the higher secondary school students. This study gives credence to the hypothesis of this research that emotional and behavioral aspects of students play a major role in determining the test anxiety levels experienced by the students.

Ganesan (2012) conducted a research work to study the relationship of self-actualization and test anxiety among higher secondary school students. A total of 536 students were examined in the study to understand their anxiety levels and correlation of certain demographic variables with respect to test anxiety and self-actualization. The study revealed that the test anxiety levels were lower among the higher secondary students and the self-actualization of the respondents was found to be high. The study identified an inverse correlation between the test anxiety and self-actualization, which presents a different view from various studies conducted to determine the test anxiety levels among the higher secondary level students.

Sparfeldtet (2010) conducted a study to understand the level of test anxiety of high school students specifically during their written and oral examinations, by employing a large sample size of 682 respondents. A structure of eight school-subject specific and examination-specific test anxiety factors were studied for the purpose using methodology involving confirmatory factor analyses. The study revealed that the students experienced significantly

higher level of anxiety feelings during the written and oral examinations than the usual class hours in the school, which clearly validates one of the hypotheses of this research that academic stress among students increases during examination periods.

Bonaccio & Reeve (2010) conducted a study to investigate the student's perception of the test anxiety sources and their relative importance. An initial framework of the study was developed based on the personal descriptions of the test anxiety perception of 67 first sample students. Refining of the initial framework was done based on the survey conducted with a second sample of 130 students using factor analysis. A final framework was developed that consisted of three broad classifications of their perception of test anxiety sources, namely student's test perception, their self-perception and their test taking situation perceptions. The study focused on the perceived and observed relative importance of their sources of perception. The results indicated that the students perceived test-related factors induced more anxiety feelings, while their observed self-perceptions showed different level of test anxiety experienced by them.

Neerja & Wadkar (2007) conducted a study to examine the relationship between test Anxiety and parenting style adopted by the mother of those students. The study comprised 207 students and 200 mothers, who were studied to identify the effects of parenting style on the test anxiety. The findings of the study revealed that a statistically significant negative interrelation existed between test anxiety experienced by the students and the democratic attitude shown by their parents, which reveals that parenting style may not influence the outcome of anxious feelings experienced by their children during the examination time.

Putwain (2007) conducted a study to investigate the prevalence of test anxiety among school children along with their demographic patterns in large number of students. Totally 1348 students were studied on the basis of their gender, ethnicity and social cultural background to examine the significant factors causing variance in the test anxiety scores of the respondents. The principal component analysis examined two factors namely, worry and emotionality to study the interrelationship of the selected variables with test anxiety. The study found statistically significant correlation existed between these variables and test anxiety with gender, racial and socio-economic background of the respondents were identified as the most important predictors that causes variance in the test anxiety scores. Thus, this study validates the basis of this present research that social and cultural background of the students causes significant influence on the academic stress of the students. Thus this researcher is motivated to understand through this current research study, the academic stress experienced by the students from the backward communities like SC/ST children and how it affects the academic performance of those students.

Bodas (2006) conducted a study on 231 school going Indian children to understand the intra-individual and extra-individual predictors of test anxiety. The results indicated that the extra-individual variables like consequences of exam failure and parental expectations perceived by the students had a positive correlation to their test anxiety levels, while the several intra-individual variables like emotional behavior and coping mechanism had a greater influence in determining the test anxiety levels of the students. Thus, it is very clear from the study that there are many factors that are present internally and externally among the students that causes their anxiety levels rise significantly during the examinations time.

Also, the study validate the opinion of this researcher that by improving the internal factors like self-esteem and coping mechanism of the students, the resultant test anxiety levels can be minimized among the student communities.

Popko (2004) in his study to investigate the relationship between differentiation and test anxiety in adolescents examined 344 elementary school students in the age group of 12-13 years. The results of the study recognized differentiation as an important factor that plays a important role in determining the test anxiety levels of the students. The study revealed that youngsters with less differentiation from their families of origin may be prone for higher levels of test anxiety and decreased levels of cognitive performance. Thus this study stresses the importance of studying the anxiety levels of students from the disadvantaged sections to understand their difficulties in coping with the demands and the challenges of the higher education. Thus, it becomes important to study the test anxiety levels of students from the SC/ST population, to understand their various challenges and their effects of their academic stress levels on the overall quality life of those students from the disadvantaged community.

Stevens (2000) carried out a research study to investigate the levels of test anxiety in students with and without learning difficulties. The sample comprised 180 students, which was an equal mix of students with and without learning difficulties. The findings of the study reported that the students with learning difficulties experienced higher levels of test anxiety as compared with normal students. In addition, there was a significant difference between these two groups in their anxiety ratings of specific evaluations conditions, academic subject aspects and changes to the testing environment. The study

reported an external locus of control to be related significantly to the increased levels of test anxiety among both the groups of respondents. Also, the female respondents were observed to experience higher levels of test anxiety as compared to the male counterparts.

Thus, all these above mentioned literatures have discussed about the prevalence of test anxiety among the student population and also the effects of academic stress with varying results.

### **Section III: presents the research findings on the self -esteem**

Jain (2015) conducted a study to investigate important factors like achievement motivation, self-efficacy, academic performance, subjective wellbeing and the self-esteem among the girl students belonging to the Dalit community. The respondents of the study were selected adolescent students from the backward communities of SC and ST girl students hailing from rural families with low economical status. The study examined 44 SC and ST girl students living in the government pre-matric hostel by adopting one group pre-test, post-test design. The hypothesis of the study was that an intervention would result in the improvement of all the variables selected for the research work. The results of the study showed there was a statistically significant improvement in the variables like achievement motivation levels, self-efficacy, academic performance and subjective wellbeing, however, the study reported no significant improvement in the self-esteem of the students. Thus, this study is one of the important study conducted in the girl students belonging to the backward communities that made a elaborate study about their academic performance and other variables relating to overall welfare and improvement. This study has motivated the researcher to conduct a intervention study among the SC/ ST student population to investigate the relationship between academic stress and their resulting academic achievement.

Reddy (2015) carried out a comparative study to examine the relationship between self-esteem and stress among students belonging to private and government high school students. The study had a total of 60 respondents with 30 students selected from private sector and the remaining 30 students from the government school students. The study revealed that both the group of students had low levels of stress with no significant difference between both the groups and both the groups had similar levels of self-esteem with not much significant difference existing between them.

Prajina & Premsingh (2014) conducted a study to understand the level and the influence of self-esteem in the lives of the tribal students belong to Kannanur district of Kerala. The sample comprised 15 boys and 15 girls who were randomly selected from a particular high school belonging to the region. The study was conducted with the basic objectives to identify the level of self-esteem among the tribal students and their relative connection between the socio-demographic factors. The study identified varying levels of self-esteem among the different respondents which was based on the socio-economic status enjoyed by their families in their neighborhood. Thus, this study stresses the importance of self-esteem in the overall development of the tribal students and the need for interventional measures to improve the self-esteem levels of the tribal students to effect a positive change in their education and socio-economic development.

Shaheen & Jahan (2014) conducted a research study to establish the role of self-esteem in developing among the aggressive conduct of the adolescent student population. A total of 200 students, with equal mix of male female students, was selected for the study to understand the correlation between self-esteem and their aggressive behavior. The study reported that the male students had significantly higher self-esteem levels than the female

students. Also, there existed a significant negative interrelationship between their self-esteem and the aggression levels exhibited by the respondents. The study also revealed that male students showed different dimensions of aggression in the form of physical behavior, verbal communication, display of anger and hostility as compared to the female students. These study stresses the importance of understanding the self-esteem levels of the students and indicate that an improvement in the self-esteem levels does not tend develop a negative behavior like aggression among students. Thus, this researcher has focused on improving the self-esteem of the SC/ST students to effect a positive change like reduction in the academic stress levels of the students.

Jamir (2014) undertook a study to investigate the effects of bullying to their resultant self-esteem levels among school going adolescent students. A total of 165 students in the age group of 12-17 years were selected for the study from a Government and a private Co-Ed school belonging to the state of Manipur. The findings of the study indicated a negative correlation existed between bulling victimization and the self-esteem levels of the students.

Srivastava & Joshi (2014) carried out a research study to examine the relationship between Self-concept and Self-esteem in adolescent students belonging to rural and urban schools. The study examined 400 students, comprising 200 boys and 200 girls, in the age group of 12-14 years. The findings of the study revealed a positive correlation existed between the academic self-concept factor and the self-esteem of urban and rural boys and girls who were pursuing their studies in schools with both high and low facilities.

Muhammad & Mumtaz (2013) conducted a study to examine the level of self-esteem possessed by secondary school students from rural and urban region, with a sample size of 396 students. The study reported the existence of gender difference in self-esteem

of the respondents with students studying in urban schools showing higher self-esteem as compared to the students from the rural schools. Thus, this study validated an important point of this present research that students from communities with less socio-economic development have relatively much lower self-esteem level than those from affluent communities. Hence, the researcher focuses on improving the levels of self-esteem in SC/ST students in order to see an improvement in the management of academic stress by these students

Patel (2013) conducted a study on 200 students studying in the 9<sup>th</sup> standard to determine the impact of their self-esteem on their personality traits and adjustment behaviors adopted by these students. The results of the study revealed that those students who had higher self-esteem levels were having extrovert personality traits and those students with low self-esteem levels were bearing introvert personality. In addition, the study also reported that the high self-esteem respondents were having adjusted behavior and the students with lower self-esteem levels were found to bear maladjusted behavior.

Hasnain (2013) carried out a study to understand the effects of various parenting styles of mothers on the resulting self-esteem levels of their corresponding children and also the happiness levels of children and mothers with different parenting styles. A total of 120 students studying in 8<sup>th</sup> grade were examined for the study along with their respective 120 mothers. The mothers were classified into three groups on the basis of their parenting styles- permissive, authoritarian and authoritative on the basis of their highest score on their specific parenting approach. Thus, among the 120 mothers, 90 mothers who were falling on any of the group were selected and the remaining 30 mothers who were not belonging to any of the three selected parenting styles were dropped from the study.

Also, the 30 students whose respective mothers were dropped from the study were also dropped. Thus from the initial sample size of 120 students and 120 mothers, the study was pruned to examine the samples of 90 mothers along with their children. The findings for self-esteem revealed that children belonging to authoritative parenting style group had higher levels of self-esteem than the children with permissive and authoritarian parenting styles. However, self-esteem of children belonging to permissive and authoritarian parenting styles group did not show any statistically significant difference on self-esteem. Thus, it can be gained from the study the particular parenting style adopted by the parents play a major role in developing the self-esteem of their children.

Yadav (2013) had undertaken a comparative study on self-esteem among the tribal and non-tribal students in the Udipi taluk located in the state of Karnataka. The sample size selected was 76 with 38 students each from the tribal and non-tribal group and the samples were selected using purposive sampling methodology. Independent t test was employed to compare the self-esteem of tribal and non-tribal students and the final findings were reported as frequency and proportion. The results of the study revealed that the more than two third of the students selected from tribal population had a low self-esteem and statistically significant difference in self-esteem existed between tribal and non-tribal students. Thus, this is an important study that proved that the students from the backward communities like SC/ ST community have significantly lower self-esteem levels as compared to the students from the general population. Hence, this study validates the hypothesis of this present research that stated the importance of improving the self-esteem of the SC/ST students to reduce academic stress and improve their academic achievement.

Smokowski et (2013) conducted a study to determine the correlation between self-esteem and depression among a large sample of 4321 middle school students belonging to rural regions. The results of the study indicated that girl students hailing from low income family and with other familial issues tend to have high levels of depressive symptoms and relatively lower self-esteem. On the other hand, students possessing supportive relationships with the parents, peers, and girls from affordable family groups tend to report low levels of depressive symptoms and higher levels of self-esteem.

Negovan & Bagana (2011) conducted a study to investigate the relationship between self-esteem and susceptibility to depression among high school students by examining learning under pressure of an important final examination in high school. The study revealed statistically significant differences in student's self-esteem, which could be due to student's personal factors such as their predisposition to depression and as a combination of relative and situational factors. Thus, this study confirms that students with academic stress is predisposed to acquire depression and suitable counseling sessions from the professionals needs to be aimed to improve the student's self-esteem levels.

Shipra (2008) had undertaken a research study to examine the self esteem among rural adolescent girls in 112 school going children in the age group of 14 to 19 years, who were belonging to five villages in Kangra district of Himachal Pradesh. The findings of the study revealed that majority of the girl respondents possess average scores of self-esteem, whose levels were found to be positively correlated with academic status of the girls. Also, the family type of the girls also significantly determines the scores of self-esteem.

#### **Section IV: present the research findings on the academic achievement**

Funda & Erkan (2015) carried out a study to investigate the influence of access to ICT, student surroundings and school/home background on academic success and student performance. The results indicated that school features had a significant influence on the academic success of students; the findings also implied that home/family environment has an important influence on student achievement. The study concluded that usage of internet by students at their home and school is connected with their school performance and students' academic performance is influenced by their individual characteristics and environment.

Singh & Mahipal (2015) conducted a study on 100 higher secondary students to investigate the academic achievement of secondary school students among genders and private and government schools in relation to their study habits. The findings of the study revealed that there exists a significant relationship between academic achievement and the study habits of students belonging to government and private schools. Also, the study found a significant correlation between gender-wise academic achievement and study habits. Thus, this study validate the point of this present research that the academic achievement of students is based on factors like the teaching expertise and styles of teachers belonging to government and private schools. As in the case of this current research, many tribal areas and other rural regions have mainly government schools with inadequate quantity and quality of teachers, which can significantly affect the academic performance of the students pursuing their education.

Mukesh (2015) conducted a study to examine the relationship between the academic achievement and the physical activities undertaken by the 100 secondary school students. Parameters like grade point average, rate of learning and student's relative motor skill

development were studied to investigate their academic performance. The findings of the study revealed that there exists a positive relationship between physical activity, grade point average, rate of learning and motor skill development. Thus this study examines the academic performance of the students based on their actual performance, physical abilities, mental capabilities and the development of individual motor skills.

Devi (2015) had undertaken a study to the relationship between school adjustment characteristic and academic achievement among the tribal adolescents belonging to 2 districts of Manipur state. The sample size comprised 629 students studying in XI standard in two major districts of the state. The results of the study revealed that a low level positive association existed between school adjustment and academic achievement in both the districts. In addition, the study also found out that students with high academic achievement had better adaptability in school as compared to students with low academic performance.

Narayani (2014) conducted a study to examine the learning style adopted by the higher secondary students and its relationship with their academic achievement. The sample size of the study comprised 300 higher secondary students who were studied about their learning styles like active or reflective style of learning. The results of the study indicated that no significant difference existed between active and reflective style learners and the choice of learning style does not produce significant alteration in the academic performance of the higher secondary school students.

Hashemi & Ghaffari (2014) carried out a study to investigate the relationship between different learning Strategies and Motivational Strategies in relation to the academic achievement of high school students. The sample consisted of 1825 students belonging to

primary, secondary and tertiary schools. Result showed that significant relationship exists between motivational strategies and academic achievement, as well as there exists a relationship between learning strategies and academic achievement. Thus this study validate the assumptions of this present research study that motivational strategies and learning strategies employed by the schools play a major role in improving the academic achievement of the students. This is more so true in the case of present study, where the samples comprise students from SC/ST communities who tend to have lower motivation to pursue education due to their lower socio-economic status.

Kumar & Singhal (2014) conducted a study on government school students to understand the relationship between academic achievement and the problem solving abilities of the students. The sample consists of 200 students from VI to X standard of government school belonging to an urban region. The findings of the study revealed there exists a significant relationship between academic performance and student's problem solving ability with high problem solving ability resulting in better academic results of the students. The study concludes that students possessing greater problem solving capabilities are high achievers in educational performance as compared to the students with comparatively low problem solving abilities.

Siddiraju (2013) carried out a study to examine the impact of gender differences and the locality of the school in relation to the academic achievement of the students. A sample of 120 boys and girls pursuing their education in secondary schools of rural and urban areas were selected for the study. The study results revealed that there is a significant difference on academic achievement of boys and girls with more of girls achieving better academic results than boys. Also, the study revealed that location of the

schools plays a significant influence on the academic results of the students. Thus, this study validates the assumption of this researcher that more number of school drop outs exists among the SC/ST students whose neighborhood does not have proper educational facilities and infrastructure. Thus, the study validates an important point of the researcher that tribal and rural areas of the region must have primary and secondary schools to encourage the parents of SC/ST communities to send their children to the neighborhood school.

Alkhuba (2013) had undertaken a study to investigate the influence of the economic and social factors on the academic achievement of secondary school students. The study sample consists of 255 school students who were studied to understand how their relative social and economic status impacts the overall academic performance. The study findings revealed that there exists a significant effect of socio-economic factors on student's academic achievements in their branch of study. Thus, this study emphasizes the assumptions of the present research that the social and economic standing of students belonging to the backward communities like SC/ST children needs to be improved in order to effect an improvement in the academic results of those students hailing from these communities.

Ahmar & Anwar (2013) conducted a research study to understand the relationship between social economic status and academic achievement of higher secondary school students. A total of 102 males and 98 females in the age group of 15 to 19 years were selected for the study from five higher secondary schools of Lucknow, Uttar Pradesh. The results of the study revealed the difference that existed between the respondents belonging to the high and low socio-economic status groups. The study found that significant difference in academic performance existed between the two groups with

students belonging to the high socio-economic society producing better academic results as compared to the students from the low socio-economic society. Thus, this study has enabled this researcher to understand influence of socio-economic status of the students on their relative academic performance, thereby allowing the researcher to focus more on examining the effect of socio –economic status of SC/ST students on their academic achievement.

Aslam (2013) conducted study to examine the different types of stressors such as time management, financial problems, health problems, personal problems, and assignments and to ascertain the impact of stress on the academic performance of the students. The result revealed that management of stress is very important and the students must learn the best ways of coping with the stress. The study also emphasized that management of stress is possible only when the affected person is aware of the factors that result in stress and elaborated on the various methods that students can adopt to reduce the negative impacts of stress in order to improve their overall academic performance.

Premalakshmi (2012) carried out a research study to examine the relationship between the study habits and the resulting academic achievement of higher secondary students. The study conducted with 525 school students revealed a positive and significant relationship exists between the study habits adopted by the students and their relative academic achievement. Thus, this study helps the present researcher to give more emphasis on analyzing the study habits employed by the SC/ST students to find their correlation in their academic results

Lawrence & Vimala (2012) conducted a study to examine the influence of school environment on the academic achievement of students. A total of 400 students pursuing

their IX standard were selected for the study, which revealed that no significant relationship existed between the school environment and the resultant academic achievement.

Ahmad (2009) carried out a study to investigate the relationship between the academic achievement and factors like social anxiety and self-esteem among male and female school students. The sample for the study comprised 551 boys and 449 girls belonging to the 9th class and the result showed that factors like parents' education and monthly family income has a positive relationship with academic achievement. Gender analysis revealed that the female students scored better marks as compared to male students on academic tests. Also, the study revealed that students with higher social anxiety and low self-esteem scored poorly in the academic tests than the others. Thus, this study validated the assumption of the present research that student's social status and individual self-esteem levels play a major role in affective the relative academic performance of the students.

Owayad (2005) conducted a study to investigate the relationship that exists between the academic achievement and four major psychological factors namely anxiety, self-esteem, pessimism and optimism. The study sample comprised 400 male and female students and the research study found a significant positive correlation that existed between academic achievement and factors like optimism and self-esteem. However, the study concluded that negative relationship existed between the academic achievement and the other two remaining factors like anxiety and pessimism. Thus, this study is important for the present research to understand that emotional factors of students need to be examined thoroughly to understand its influence on the academic stress and academic achievement.

**Section V: presents the relations between academic stress and test anxiety among school students**

Deb (2014) conducted a study on academic stress among secondary school students by employing 400 adolescent students studying in the 10th and 12th standards selected from five private secondary schools in Kolkata. The results of the study revealed that 35% of the students reported high or very high levels of academic stress and 37 percent of the respondents reported exam anxiety. Although all students reported high levels of academic stress, the study added that, those students who had secured lower grades reported higher stress levels as compared to those students with higher grades. The study added that those students who engaged themselves in extra-curricular activities were more likely to report exam anxiety than those students not engaging in extra-curricular activities. The study concluded that private high school students of the country reported higher levels of academic stress and exam anxiety and emphasized the need to develop efficient interventions to facilitate these students manage their stress and anxiety feelings effectively.

Rastogi & Silver (2014) conducted a study the relationship of music with stress, test anxiety, and test grades among high school students. A total of 758 students comprising 375 boys and 339 girls studying in the high school were selected for the study. A survey was carried to examine the academic stress, test anxiety, and music listening habits were directed in science classes following quarterly examinations and the test grades were used as the objective measures of their academic performance. The results of the study found that time spent listening to music during the study was positively interrelated to the test anxiety and academic stress and negatively related to their test performance.

Although girls reported high-stress levels as compared to boys, they were not found to have significantly different test grades. Also, the study revealed that the music-listening habits varied between academic levels and the music was not found to be correlated with decreased stress in academic settings. Thus the study concluded that music might be a distracting factor in the study environment.

Junaxiao (2013) conducted a study to understand the relationship between the academic stress and test anxiety among 450 high school students. The findings of the study revealed that academic stress has a positive relation with the test anxiety of the students, while it is negatively associated with academic test performance. Thus the study validates the theory of this research that stronger relationships exist between student's test anxiety and their relative test performance.

Harpell1 & Andrews (2013) had undertaken a study to investigate the relationship that exists between the school's based stress and test anxiety among 267 public school students. The final analysis of the study revealed academic stress causes students to develop anxiety feelings in more number of times during the examination period

## **Section VI: The relationship between academic stress and academic achievement**

Deb (2015) conducted a study to examine the relationship between academic stress, parental pressure, anxiety and mental health among high school students. A sample of 190 students pursuing their education from Government aided and private schools of Calcutta was selected for the study. The results of the study found out that the academic stress was positively correlated with parental pressure and mental health problems and test anxiety also was positively correlated to psychiatric issues. The study has recognized academic stress as a serious issue which affects the mental health of the students, and the

study has suggested potential methods for combating the challenges of academic pressure. Thus the present study discusses academic stress as a major variable while dealing with academic achievement of the students belonging to SC/ST communities.

Neelam & Attri (2013) conducted a study to find out the levels of academic stress and its impact on the academic achievement of secondary school students. The study hypothesized that significant difference exists in academic anxiety and academic achievement of male and female secondary school students. The findings of the study validated that male and female students experience different levels of academic stress and there exists significant difference in academic performance of male and female students

Khan, Altaf & Kausar (2013) carried out a study to investigate the effects of perceived academic stress on students' academic performance using a sample of 150 students. The results of the study revealed that mental health issues like depression, anxiety, and stress are negatively associated with academic achievement. The study reported that high perceived stress levels of the students lower their academic achievement. The study also found out that female students experience higher levels of academic stress as compared to male students.

Kumari & Gartia (2012) conducted a study to determine the relationship between stress and academic achievement of senior secondary school students by employing a sample of 120 senior secondary school students. Results of the study revealed a positive correlation existing between stress and academic achievement of the students. The study also showed that significant difference exists in the academic performance of students with relatively high, moderate and lower stress levels. The study identified better academic performance from students was experiencing high and moderate stress as

compared to students with lower levels of stress. The study also reported that there is a significant difference in the stress and academic achievement among male and female students.

Akgun & Ciarrochi (2003) carried out a study to examine the moderating effects of learned resourcefulness on the academic stress and academic performance of students. The findings of the study showed that academic stress was negatively correlated to the academic performance of the students. Also, the study reported that higher academic stress levels had an adverse impact on the performance grades of low resourceful students, while it had no effect on high resourceful students. Thus the study concluded that individuals with high resourcefulness are considered to be better than others in achieving a better control of their negative emotions and managing hectic tasks. According to the study, the high resourcefulness individuals protect themselves from the undesirable effects of academic stress and do not allow that stress to impact their academic performance grades. Thus, this research validates the important hypothesis of the present research about the need to reduce the academic stress to effect a positive improvement in the academic achievement of the SC/St students.

## **Section VII: presents the relations between test anxiety and self –esteem**

Afolabi (2014) conducted a study to understand the relationship between self-esteem and test anxiety on 147 students. The study found out that those students who have a higher score on self-esteem factor tend to have lesser psychological suffering as compared to those students who have lower self-esteem scores. The study also revealed that respondents with high test anxiety scores are psychologically unfit as compared to

those students with low scores on test anxiety. Thus, the study validates the hypothesis of the present research that improvement in self-esteem levels is very important to reduce the test anxiety of the students.

Maleki (2013) carried out a research study to examine the relationship of life skills and self-esteem development with test anxiety and academic performance among female school students. The study conducted with 150 female school students revealed that there exists a significant correlation between sections of the factors concerning life skills and test anxiety. Also, the results of the study further indicated that there exists a significant relationship between self-esteem and test anxiety along with a correlation between self-esteem and life skills. On the other hand, the study found out no significant correlation between self-esteem and school performance. Analysis with step by step regression methodology revealed that only self-esteem had a significant influence as a predicting factor to test anxiety than the life skills variable. Thus, this study emphasizes the importance of developing the self-esteem of students to reduce the levels of test anxiety among students.

This has motivated this researcher to understand the levels of self-esteem among the SC/ST students and examine the influence of improved self-esteem levels on the anxiety feeling experienced by these students from the backward communities during the examination time.

### **Section VIII: presents the relations between Test Anxiety, Self Esteem, and Academic Achievement**

Sideeg (2015) conducted a research study to understand the relationship between test anxiety, self-esteem, and gender differences in the academic achievement of the

medical students. The study utilized a convenience sample of 705 students (389 females and 316 males) in the age group of 17 to 25 years. The findings of the study showed a significant negative relationship between test anxiety levels and self-esteem levels of students, with a higher level of self-esteem contributing to the lower level of test anxiety. The study also revealed a significant negative correlation between the levels of test anxiety and academic achievement. Thus the results of this study confirm the strong correlation between the two constructs, which is validated in several previous educational studies.

Akinleke (2012) conducted a study to examine how test anxiety and self-esteem factors affect the academic performance of 250 randomly drawn polytechnic students. The respondents were given two questionnaires and the study was carried out in a classroom environment during regular school hours. After gathering necessary information from the students through questionnaires, their Comprehensive Grade Point Average (CGPA) in their previous academic year was also collected. The analysis of the information revealed that on the whole, low anxiety students had higher test scores than students with high anxiety levels and there exists a positive relationship between self-esteem and academic performance of the students.

#### **Section IX: presents the relations between Self- Esteem and Academic Achievement**

Sinha & Imam (2016) conducted a study to examine the correlation between self-esteem and the academic achievement of secondary schools located in Magadh region of Bihar. A total of 1000 students, 500 boys, and 500 girls were selected for the study. The results of the study indicated that no significant difference existed between the male and female students. The study also revealed a significantly high positive relationship existed between self-esteem and academic performance of the secondary school students.

Thus, the study validates the hypothesis of the present study that the self-esteem levels of SC/ST students' needs to be improved to raise the levels of academic achievement levels of these students from the backward communities.

Dr. Das (2015) conducted a comparative study on self-esteem and academic achievement among a sample of 90 higher secondary school students. The study reported that the academic performance of the respondents under study had no significant influence on their self-esteem in two different educational settings although a noteworthy difference was observed in the academic achievement of the participants.

Dr. Jasmine (2015) carried out a research study to investigate the impact of self-esteem on the academic achievement of adolescent school children. The sample consisted of 500 adolescent students belonging to the eighth, ninth and tenth standard boys and girls of government higher secondary schools. The results of the study indicated a significant negative correlation between self-esteem and stress, with higher self-esteem students scoring lower stress scores. Also, more importantly, the study revealed a positive correlation between self-esteem and academic performance and that the students with low self-esteem scores had significantly a lower performance in academic activities, which ultimately lead to stress-related problems among the students. Thus, this study validates the hypothesis of this researcher that lower levels of self-esteem among students potentially decrease the academic performance of those students. This is more so specific to students from backward communities like SC/St students, whose self-esteem has been found to be lower as compared to the students from the other population and this lower self-esteem among these students causes a significantly lesser academic performance.

Sheykhjan, Dr. Jabari, & Dr. Rajeswari (2014) carried out a research study to investigate the correlation between self-esteem and the academic achievement of 610 high school students. The resulting findings of this study revealed students with higher self-esteem levels scoring higher grades than those students with relatively lower self-esteem levels, thus indicating a significant correlation between academic achievement and self-esteem. Also, the study found out that the self-esteem is almost similar among both the genders with no significant difference in the self-esteem score levels.

Troncone, Drammis & Labella (2014) conducted a research study to investigate the relationship between the personality traits, self-esteem and academic achievement among secondary school students. The sample comprised 439 higher secondary school students, of which 225 were male, and 214 were female students. The result of the study revealed a significant positive correlation some personality traits and self-esteem of the students, with students possessing certain positive dimensions of self-traits having relatively higher self-esteem levels. Also, the study reported that those students with higher self-esteem levels were observed to score better grades in the academic examinations. Thus, the study validates the importance of providing proper interventions for raising the self-esteem levels of students, which in turn will improve the academic achievements of those students.

Vishalakshi & Dr. Yeshodhara (2012) conducted a study to determine the relationship between self-esteem and academic achievement of secondary school students. The study sample comprised 321 students who were pursuing IX Standard in government and private schools of Mysore, Karnataka. The findings of the study revealed a significant

positive relationship between self-esteem and academic achievement of students of both private and government secondary schools. Thus, this study further emphasizes the importance of self-esteem to facilitate better academic performance from the students.

Acharya & Deshmukh (2012) carried out a research study to identify the levels of self-esteem among rural and urban school students and to examine the relationship between the self-esteem and their relative academic achievement. The total of 314 students in the age group of 13 to 15 years was selected for the study, which comprised 181 students from rural regions and 133 students from the urban schools of Vadadora district of Gujarat. The results of the study revealed that significant differences on self-esteem existed between rural and urban students, with more urban students scoring significantly higher self-esteem scores as compared to their counterparts from the rural schools. The study also reported a significant difference between boys and girls in self-esteem levels. Also, the study found that the students with higher self-esteem showed better academic performance as compared to the low self-esteem students. Thus, this study significantly emphasizes the fact that self-esteem levels are comparatively low in rural region students like SC/ST students. This has motivated this researcher to examine the self-esteem levels of students from these backward communities and understanding the relationship between improved self-esteem levels with academic achievement of the students.

Hisken (2011) conducted a study to understand the correlation between self-esteem and student reading ability, reading level, and academic performance. The research study revealed that there exist a positive relationship between self-esteem and reading ability, reading level, and academic achievement. The study also found that there was a positive

impact on the self-esteem levels of those students, who were successful in reading and other academics. Thus, this study also demonstrates the necessity of improving the self-esteem levels of students to improve their academic performance.

Mohammad (2010) conducted a study to examine the relationship between self-esteem and academic achievement in the pre-university students and also, it also aimed to determine whether differences exist in academic achievement between boys and girls. The random sampling methodology was employed for collecting the necessary data. The results of the study demonstrated that there existed a significant positive relationship between self-esteem and academic achievement. Also, the study found out a significant difference existing in academic achievement of boys and girls. However, no significant difference was revealed in the self-esteem of males and females. The results of the study demonstrate that high self-esteem is an important factor that can strengthen the prediction of academic achievement in students.

Joshi & Srivastava (2009) conducted a research study to find out the influence of self-esteem on the academic achievement of adolescents belonging to rural and urban regions of Varanasi district. The samples comprised 400 adolescents, 200 urban and 200 rural, who were selected in the age group of 12 to 14 years. The results of the study revealed no significant differences existed about self-esteem of rural and urban adolescents. However, the study found out significant differences in academic achievement of rural and urban adolescents, with urban adolescents scoring higher grades in academic examinations as compared to rural adolescents. The study also found that boys scoring significantly higher scores on self-esteem than girls and significant gender differences were found in academic achievement. The results revealed girls were significantly higher on academic achievement than boys.

## **Section X: presents the relations between Text Anxiety and Academic Achievement**

Singh, Nivedita & Kumar (2015) conducted a comparative study to ascertain the level of examination anxiety, and its effect on the academic achievement of secondary school students. A sample of 200 students participated in the study, which comprised 120 boys and 80 girls. The results of the study revealed that examination anxiety has a definite impact on academic achievement and they are negatively related, meaning that as the examination anxiety level increases, the academic achievement of the students decreases. The study also found that boys possessing low examination anxiety achieved higher results in academic examinations as compared to girls. The study revealed that girls are more anxious than boys, so their academic achievement is low in comparison to boys. Thus, this study demonstrates the necessity of reducing test anxiety to improve the academic performance of the students.

Reena & Subhangini (2014) carried out a study to investigate gender-based differences in test anxiety, academic achievement, and personality type among high school students. The study consisted of 100 high school students, which revealed that female students had higher scores in test anxiety as well as in academic achievement as compared to male students. However, the study found no significant difference between male and female students regarding their personality types, such as introverts or extroverts.

Roy (2013) conducted a study on test anxiety and academic performance of school students, using a sample of 100 school students that comprised 50 boys and 50 girls studying in class XI in a high school. The findings of the study revealed that no significant difference exists in the academic achievement of students belonging to high,

middle and low test anxiety group. The study also found that the male students showed a moderate level of test anxiety whereas female students had a higher level of test anxiety as compared to males.

Ali & Mohsin (2013) carried out a study to investigate the relationship between test anxiety and students' achievement in four science subjects. The sample comprised 1,885 secondary school students belonging to 10th grade. The findings of the study revealed that a significantly negative relationship existed between participant's test anxiety levels and total achievement scores in all the science subjects. The study found out that a high test anxiety caused lower achievement scores among the students. Thus, this large study validates the hypothesis of the present research that test anxiety decreases the academic achievement of the students.

Mohammadyari (2012) conducted a comparative study to examine the relationship between test anxieties, perceived self-efficacy with academic achievement of university students. The sample size of the study was 350 university students that comprised 175 males and 175 females. The study found a negative relationship between the test anxiety and academic achievement among the male and female students. The results of the students also revealed that test anxiety had a significant predictive power in female student's academic performance as compared to the self-efficacy variable.

Ergene (2011) conducted a study to determine the relationships between test anxiety, study habits, achievement motivation, and academic performance among high school students. The purpose of this study was to investigate the correlation between test anxiety, study skills, and achievement motivation and also to identify the predictive power of these non-cognitive elements in the academic success of high school students.

The sample consisted of 510 students belonging to 10 grade of high school. The results of the study showed that test anxiety and study habits had a positive association with academic success, while there was no association of academic performance with achievement motivation. Thus, this study has motivated the researcher to identify the study habits and the test anxiety levels of the SC/ST students and examine its relationship with their academic performance.

Yousefi (2010) conducted a research study to investigate the relationship between test-anxiety and academic achievement among high school adolescents. The sample consisted of 400 ninth standard high school students (200 boys and 200 girls) in the age group of 15-19 years. The findings of the study showed that a significant correlation exists between test anxiety and academic achievement of the students. Also, a significant difference in academic achievement exists between male and female adolescent students wherein female students had a higher score as compared to the male students.

Rana & Mahmood (2010) conducted a study to examine the relationship between test anxiety and academic achievement among postgraduate students. The sample consisted of 414 postgraduate students that included 116 students and 298 students. The findings of the study revealed that test anxiety of the respondents had a significant influence on their academic performance, with students with lower test anxiety levels had significantly better academic grades than the students with higher test anxiety levels. The study emphasize the importance of conducting research to examine the possibility of test anxiety levels of SC/ST students altering the academic achievement of the students

Nicholson (2010) conducted a research study to determine the effects of test anxiety on students' academic achievement. The study involved 200 eleventh grade

students from a high school, who were administered Test Anxiety Inventory to determine the levels of test anxiety. The results of the study indicated that test anxiety had a significant effect on the achievement of students.

Tavakoli (2009) carried out research that investigated the correlation between test anxiety, gender, and academic achievement. Suinn's Test Anxiety Questionnaire was used for the data collection in this study. Correlation coefficient and Chi-square test were employed as the tools for data analysis of the study. The study results revealed that female students had a higher level of test anxiety as compared to the male students. As expected in the hypothesis of the study, statistically significant negative correlation was observed between test anxiety and academic achievement. Thus, this study again validates the hypothesis of the present study that higher levels of student's test anxiety cause a significant reduction in the academic performance of the students.

Kaya (2004) conducted a research study to identify the relationship between the test anxiety levels and the academic achievement of fifth-grade students in an elementary school. The results of the study indicated that there existed a negative effect of test anxiety on academic achievement, with students having high test anxiety levels having lower academic achievements. And the students with low test anxiety levels had higher academic achievements.

Thus, all these studies mentioned in this section clearly demonstrate the strong negative relationship that exists between the test anxiety and academic achievement of the students. Thus, this researcher has conducted her interventional study to understand the levels of the test anxiety among SC/ST students and its influence on their overall academic performance.

## **Section XI: Effect of relaxation training on Academic Stress Intervention**

### **JPMR**

Souza (2015) conducted a quasi-experimental study on the reduction of academic stress using Jacobson's Progressive Muscle Relaxation. It was proved in the study that Jacobson's Progressive Muscle Relaxation Technique was efficient in reducing the academic stress among the adolescents. The present study also focuses on Jacobson's Progressive Muscle Relaxation technique for reducing academic stress among school students belonging to Scheduled Caste and Scheduled Tribe.

Praseeda & Meera (2014) conducted a research study to investigate the effectiveness of Progressive Muscle Relaxation in alleviating the academic stress of secondary school students of Kerala. The study sample comprised 60 secondary school students that included 30 students of each gender. The effectiveness of Progressive Muscle Relaxation was ascertained through a comparison of the pretest and post test scores of the sample. The results of the study analysis revealed that Progressive Muscle Relaxation is a valuable intervention to reduce the academic stress of secondary school students in the classroom environment.

### **Mindfulness**

Khoury (2015) carried out a study to analyze the effectiveness of Mindfulness-Based Stress Reduction (MBSR) interventions for healthy individuals. The study selection criteria were to include any quantitative study that employed MBSR as an intervention, which was conducted with healthy individuals, and those studies that investigated stress or anxiety. The study found that the effect-size estimates recommended

that MBSR intervention was moderately effective in pre–post analyses and in between-group analyses. The attained results were preserved at an average of 19 weeks of follow-up. The study findings suggested that there existed large effects on stress, moderate effects on anxiety, depression, distress, and quality of life, and small effects on burnouts. Also, when they were combined, the resultant changes in mindfulness and compassion measures were found to be in correlation with the changes in clinical measures at post-treatment and follow-up stages. However, heterogeneity was observed to be high, possibly due to differences that existed in the study design, the executed protocol, and the evaluated outcomes. The study concluded that MBSR is moderately effective in alleviating stress, depression, anxiety and distress.

Felton (2013) conducted a study to explore the impact of mindfulness training on counseling students' stress perceptions. The findings of this study revealed that mindfulness improved the present-moment orientation and increased their awareness and acceptance of emotional states and physical states that are related to stress. The participants of the study reported that in the course of this acceptance and awareness, they were able to increase their capability to preempt stress, improve their confidence levels in reducing stress, and increase their self-compassion.

Rempel (2012) conducted an empirical study by using mindfulness-based activities to assist enhanced student learning and to support the psychological, physiological, and social development of the students. The study also presented an overview of various interventions that included mindfulness techniques. The study recommended that mindfulness-based practices can have a positive influence on the student's academic performance, their emotional well-being, self-esteem, and social skills in both children and adolescents.

Anand & Sharma (2012) carried out a study to ascertain the effectiveness of a mindfulness-based stress reduction program on stress and well-being in school going adolescents. The program consisted of eight weekly sessions that were conducted during the school hours for the duration of approximately 40 minutes. Pre and post- assessments were carried out, and a three-month follow-up was done. The findings of the post-assessment presented evidence for the efficiency of the MBSR program in significantly alleviating the physiological, behavioral, emotional manifestations of stress, academic stress, stress due to peer and teacher interactions. Also, the MBSR program was found to be valuable in enhancing the academic self-concept and well-being of school going adolescents. The participants of the study gave positive feedback about the program, which suggests that the intervention is feasible and acceptable means of reducing stress and improving the well-being of the students.

### **SQR3**

Gregory (2010) conducted a study to explore the study skills employed by the students across post-secondary academic levels. One hundred and forty-eight university students completed a survey that evaluated participants' self-reported frequency of use of textbook skills, note taking, memory, test preparation, concentration, and time management skills of the participants. The study reported that the textbook skills and time management skills of the participants were observed to be positively associated with the class level. The findings of the study indicated that students pursuing their advanced academic levels were frequently found to utilize time management and textbook skills; however, it was found that students at every level might get benefitted from direct instruction on other useful study skills.

## **CBT**

Sharma (2010) conducted a study to examine the effectiveness of Cognitive Behavioral Techniques (CBT) like Cognitive Restructuring, Coping Skills Training, Problem Solving, Social Skills training and effective study habits on the academic stress of high school students. The sample consisted of 30 boys and 30 girls in the age group of 13 to 16 years. The results of the three months study revealed a significant decrease in the student's academic stress levels and their improved mental well-being.

Khanehkeshi (2014) carried out a study to determine the effectiveness of Cognitive Behavior Therapy (CBT) on academic stress among high school students. The sample comprised 130 boys and girls who were randomly assigned into various groups after a preplanned selection test. The findings of the study showed that effects of interventions adopted in the reduction of academic stress and its subscales were statistically significant. The study also found a significant difference existing between the two groups in post-treatment academic stress. Also, the relation of the time group about the efficacy of Cognitive Behavior Therapy interventions in bringing down the academic stress levels was significant. However, the study did not report any significant effect of gender and grades on the academic stress alleviation. Thus, it can be concluded from the results of the study that CBT is very effective in lessening the academic stress symptoms of the high school students.

A study of Webb (2005) reported that CBT interventions such as academic, social and self-management skill could assist the students to confidently manage various issues such as social anxiety, peer pressure, depression, problem-solving, test anxiety and other academic challenges.