CHAPTER-III

REVIEW OF RELATED LITERATURE
3.0: INTRODUCTION

Starting point of every research is the Literature Review. The review of related literature is an important stage towards a research and serves several purposes in research. The comprehensive knowledge of the literature on the selected area of research is essential condition for good quality research. A careful review of the research journals, books, dissertations, theses and other sources of information on the problem to be investigated is one of the important steps in the planning of any research study. The knowledge of related literature enables the researcher to know the means of getting to the frontier in the field of his research. A survey of related literature is necessary for planning, execution and right concept of the problems and solutions. It provides guiding hypotheses, suggestions, method of investigations and comparative data for the interpretive purpose. (Good, 1959, P. 59).

3.1: MEANING OF REVIEW OF LITERATURE

The “Literature” of a literature review refers to any collection of materials relevant to the topic of research chosen by the scholar. A literature review is an account of what has been published on a topic by accredited scholars and researchers. The comprehensive knowledge of previous investigations stimulate the researcher to use each bit of knowledge as a starting point for new and further progress. Review should take the form of a critical discussion, showing insight and an awareness of differing arguments, theories and approaches. It should be a synthesis and analysis of the relevant published work, linked at all time to our own purpose and rational. The review of literature gives the researcher an understanding of the research methodology. It helps the researcher to know about the tools and instrument which proved to be useful and promising in the previous studies. Depending on the research problem and the context under which it is being examined or studied, the literature review as an evaluation tool for the available sources and set the directional guidance to the reader on the most pertinent or relevant aspects in the chosen topic of research. The required insight into the problem can be developed as a result of survey of previous research. The present chapter is devoted to the review of related literature under the following captions.
3.2: STUDIES IN ABROAD

Iwasaki (2003) studied on ‘Role of leisure in coping with stress among university students: A repeated assessment field study, Anxiety, Stress and coping’. The objective of the study was to examine the effects of leisure coping on various stress coping outcomes including immediate outcomes and long termed outcomes (physical and mental ill health and Psychological well being above and beyond the contributions of general coping.) A repeated assessment field design was used to examine ways in which university students cope with stressors in their daily activities. The study found that leisure coping beliefs significantly predicted lower levels of mental and physical ill health and greater levels of psychological well-being beyond the effect of general coping. The result also showed that the use of leisure coping strategies was significantly associated with higher levels of perceived coping effectiveness and stress reduction for the effects of general coping. Significant contributions of specific leisure coping dimension were found as well.

Williford (2003) examined a research on relationship between emotional intelligence and academic achievement in eleventh graders at Montgomery, Alabama. Total sample of the study was 500 11th graders (both boys and girls) students and the sample selected from public and private schools and Baron Emotional Quotient Inventory was administered for data collection. The results indicated that there was a positive correlation between emotional intelligence and academic achievement.

Zajacova, Lynch and Espenshade (2005) studied on ‘Self-Efficacy, Stress and Academic Success in college’. The objectives of the study were to examine the joint effects of academic self-efficacy and stress on the academic performance. College Self-Efficacy Inventory (Solberg, O’Brien, Villareal, Kennel and Davis, 1993) was used to measure the level of academic self-efficacy and perceived stress associated with college related tasks. The focus of the paper centered on the relative importance of self-efficacy and stress in predicting academic outcomes. The findings of the result showed that stress has a negative but insignificant association with GPA and college credits. The result also revealed that academic self-efficacy was more important than perceived stress in predicting the accumulation of college credits and higher GPA. Furthermore, the findings revealed the importance of academic self-efficacy both in
moderating the effect of stresses on perceived stress for college students and also in predicting academic success in college.

Magaya, Asner-self, and Schreiber (2005) investigated on ‘Stress and coping strategies among Zimbabwean adolescents’. The objectives of the study were: i) To explore the coping strategies employed by Zimbabwean adolescents and ii) To examine the relationship among perceived stress, social support and the coping strategies of Zimbabwean adolescents. The perceived stress scale, the social provision scale & the way of coping scale were used to measure the stress. The findings of the study showed that Zimbabwean adolescents experienced slight stress as measured by the perceived stress scale. The findings also revealed that females have a higher level of perceived stress than males. Zimbabwean adolescents female might be likely to experience greater stress. Results showed that there was a significant positive correlation between emotion-focused and problem-solving coping and between problem-solving coping and support. Perceived stress was positively related to emotion focused, problem-solving coping and negatively related to perceived social support.

Lee, Kang & Yum (2005) investigated a qualitative assessment of personal and academic stressors among Korean college students. The purpose of the study is to explore the patterns of personal and academic stressors. The survey items included types of stress factors in academic and personal stressors and demographic variables (i.e. gender, school year.) The responses from the participants were qualitatively analyzed using different methods for exploring college student’s stressors. Discussion and implication on the results of the present study were found as well.

Rafidah, Azizah, Norzidi, Chong, Salwani, & Noraini (2009) studied on ‘Stress and academic performance: Empirical evidence from university students’. The researcher conducted the study on Pre-diploma science students of Universiti Teknologi MARA (UiTM), Negeri Sembilan campus of Malaysia. The objectives of the study included:

1. To find out any statistical significant difference in the level of perceived stress among the students at the beginning, middle and at the end of semester.
2. To find out the correlation between the students level of perceived stress at the beginning, middle and the end of semester and academic performance.

3. To determine the possible stress factors that influences the academic performance of students.

The findings of the study showed that the students experienced stress but at a moderate level. There was a statistical significant difference between the level of perceived stress at the beginning and middle of the semester but not statistical significant between the beginning and middle with the end of the semester. The results indicated that the correlation was not significant between the level of perceived stress at the beginning and middle of semester with their academic performance. However, a statistical significant correlation was found between the perceived level of stress at the end of semester and the academic performance of the students.

Owoyele (2009) studied on ‘Relationship between Stress Management Skills and Undergraduate student’s Academic Achievement in two Nigerian Universities’. The objective of the study was to investigate the relationship between students’ stress management skills and their academic achievement. The stress Management scale adapted from Blonna (2005), with slight modifications was used to collect data on students’ stress management skills. The finding showed that there was a strong positive relation between stress management skills and undergraduates academic achievement. The results also indicated that there was a strong relationship between stress Management skills and academic achievement of male undergraduates. In case of female undergraduates, as revealed by the results of the testing indicate that there was a strong relationship between stress management skill and academic achievement. These results revealed that both male and female student are prone to stress in Nigerian schools and its management is necessary to ensure progressive academic achievement.

Agalla and Ongori (2009) carried out a study on ‘An Assessment of academic stress among undergraduate students: The case of university of Botswana’. The objectives of the study were included:

1. To identify the common symptoms of stress among the students at the campus.

2. To examine the most common stressors among the students.
3. To identify students’ experience stress while at campus.

The results showed that significant higher symptoms of the stress are found in students. The findings also showed that the symptoms identified were anxiety, nervousness, indigestion, worries, tense and pain in the neck or shoulder. The results revealed that academic workload, inadequate resources, low motivation, poor performance in academic work, over-crowed lectures halls and uncertainty of getting jobs lead to stress among students. In addition, the finding will also spur a scholarly debate on academic stress among students in higher institution. Moreover, the study revealed that some of the stressors perceived by students are quite inherent in nature and are common to academic life of the students.

Doron, Stephan, Boiche and Scanff (2009) conducted a study on coping with examination: Exploring relationships between students coping strategies, implicit theories of ability and perceived control. A sample of 410 under graduate students participated in the study. The objective of the study was to explore the relationship between students beliefs regarding the nature of academic ability and the coping strategies used to deal with examination related stress. Multiple regression analysis was first conducted with each coping strategies as criterion and the two implicit theories ability as predictors. The finding of the study revealed that belief of ability significantly and positively predicted active coping, planning, seeking social support for emotional and instrumental reasons. Analysis also revealed that examination related coping varies as a function of students’ beliefs about the nature of academic ability and their perceptions of control when approaching examinations.

Elias, Ping and Abdullah (2011) studied on ‘Stress and Academic Achievement among undergraduate students in Universiti Putra Malaysia’. The college undergraduate stress scale (CUSS) was used to evaluate students’ stress level. The objectives of the study included:

i) To determine the stress level of the undergraduate students from different degree program;

ii) To examine the difference in undergraduate students’ stress level based on their year of study in University;

iii) To identify the sources of stress of the undergraduate students;
iv) To examine the relationship between stress and academic achievement of undergraduate students;

The findings of the study showed that overall the undergraduate students experienced moderate level of stress. By comparing the undergraduate students’ stress level, the finding showed that students studying medicine and health sciences had the highest stress level among the students. There was no significant difference in undergraduate students’ level of stress based on year of study. Most sources of stress were from students’ academic. It was also found that there is a significant but weak negative relationship between undergraduate students’ stress level and their academic achievement.

Al-qaisy (2011) conducted a study on ‘The relation of depression and Anxiety in academic achievement among group of University students’. A total of 200 undergraduate students were selected in a randomized clustered sample from the different colleges at Tafila Technical University by the researcher. The objectives of the study were to explore the relationship between depression, anxiety and achievement among University students. The study also focused on the difference between colleges and levels of depression and anxiety of students. In addition, the study also investigated the difference between gender and level of depression and anxiety. Beck depression inventory (BDI) was used to assess various cognitive, physiological and effect related symptoms of depression. Spielberg trait anxiety inventory (TAI) was used to measure anxiety in the study. Result of the study indicated that there are negative relationship between depression and academic achievement and positive relationship between anxiety and academic achievement of the students. The study also found that there are differences between males and females in regard to anxiety and depression. The females have more anxiety in comparison with the males, while males are more depressed than females. The findings also showed that the average of students in scientific and humanitarian colleges are high on the scales of anxiety and depression, but depression of college students is the highest in humanity colleges compared with the science faculties.

Safree, Yasin and Dzulkifli (2011) investigated a study on ‘Differences in depression, anxiety and stress between low and high achieving students.’ The objective of the study was to examine the differences in depression, anxiety and stress
between low and high achieving students. The Depression Anxiety Stress Scale (DASS) was used to measure depression, anxiety and stress. The findings of the study revealed that there were significant differences in the level of depression, anxiety and stress experienced between low and high achieving students. This finding further supported the importance of recognizing and managing psychological problems, so as not to let the problems affect academic performance. So, enhancing knowledge and strategies in controlling psychological problems may help to increase their academic achievement.

Talib and Zia-ur-Rehman (2012) conducted a study on ‘Academic performance and perceived stress among university students’. The researcher worked on the university graduates and undergraduates in Rawalpindi and Islamabad. The objectives of the study were:

i) To find out the relationship between perceived stress and students’ academic performance.

ii) To determine whether there is a difference between low academic achievers and high academic achievers based on perceived stress score.

iii) To determine whether there is a difference between male and female University graduates on perceived stress score.

iv) To examine the difference between Engineering students and Business students on perceived stress.

The findings of the study showed that a significant negative correlation was found between perceived stress and academic performance of students. The mean perceived stress scores among low academic achiever and high academic achiever revealed a significant difference. It was found that there was a significant difference in the perceived stress between two categories of the students. There was no significant difference in the perceived stress scores between male and female university students. Engineering students differ significantly from management science students based on perceived stress score.

Nadeem, Ali, Maqbool and Zaidi (2012) carried out a study on the *Impact of Anxiety on the Academic Achievement of students having different Mental Abilities
at University Level in Bahawalpur (Southern Punjab) Pakistan. The researcher worked on the 200 students of the Islamic University of Bahawalpur in Pakistan. The objectives of the study included:

I) To review the symptoms of anxiety in students

II) To evaluate the impacts of anxiety on the academic achievement of students

III) To differentiate the impacts of anxiety on the academic achievements of male and female students

IV) To give suggestions to overcome anxiety and increase academic achievements.

To overcome anxiety and increase academic achievements an Anxiety Measurement scale was used to get information about the impact of anxiety on the academic achievement of students. The findings of the study showed that anxiety had its very high impact on students’ academic achievement having different mental abilities. The results of the study also revealed that there was negative relationship between anxiety and academic achievement. Moreover, anxiety has its low impact on male students on academic achievement. But, in case of female students anxiety has its very high impact on the academic achievement as compared to male students.

Schraml, Perski, Grossi & Makower (2012) carried out a study on ‘Chronic Stress and Its consequences on subsequent Academic Achievement among Adolescents’. The objectives of the present study was to examine if high school students who have been perceiving stress over a longer period of time differ significantly with regard to academic achievement from students who experience stress only from time to time periodically or from students who do not perceive any stress symptoms during their time in high school. The findings of the result showed that the student who experienced stress chronically show significantly worse final grades at the end of high school than the students who perceived no stress or temporary stress. The academic achievement of students who did not have any stress symptoms during their time in high school as well as those experienced stress under a shorter period was not influenced negatively. Furthermore, having a low level of global self-esteem at the beginning of high school was a significant predictor for chronic stress. Students who perceived that they did not sleep sufficiently during nights were at greater risk of

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experiencing prolonged stress symptoms. Finally, poor self-rated health was found to have a significant impact on the risk for developing chronic stress problems.

Bataineh (2013) investigated on ‘Academic stress among undergraduate students: The case of Education faculty at King Saud University’. The objectives of the study were as follows:

i) To identify the academic stressor among faculty of education students.

ii) To identify the major sources of stressors among education students.

iii) To examine the relationship between religiosity sources and academic stress.

iv) To find out the differences in academic stress among students that can be attributed to (Level of study and specialization)

The finding of the result showed that most of the students experienced stress in their daily academic activities differently. The result showed that academic overloads, course awkward, inadequate time to study, workload every semester, examinations awkward, low motivation, and family expectations moderately caused academic stress for the students. The result also revealed that fear of failure was the major source of stress among undergraduate students. Moreover, the study found that positively high correlation between religiosity sources skills (e.g. religiosity values, praying, and reading Quran) were significantly related to the academic stress for students. Lastly, the study showed that there were no significant differences in academic stress among students with different, level of study and specializations.

Khan (2013) studied on ‘Academic Self-efficacy, Coping and Academic Performance in College’. The objective of the study was to find a relationship in the college academic setting between academic self-efficacy, stress coping skills and academic performance. Sixty six undergraduate students from a public University in north western United States participated in the study. The findings of the study showed that academic self-efficacy and the planning subscales of the COPE inventory were positively correlated with GPA. Academic self-efficacy was positively correlated with the COPE Inventory subscales, positive reinterpretation, Growth, Planning and Acceptance. The study also revealed that academic self-efficacy was negatively correlated with the COPE Inventory subscale, substance use.
Sohail (2013) studied on stress and academic performance among medical students. The objectives of the study were to determine the relationship of stress and academic performance in first year medical students and to identify sources of stress, levels of stress and relevant coping strategies. Survey questionnaire and in-depth interviews were carried out in the first year students. The findings of the study showed that low level of stress was found in 7.5% (score-150), moderate level of stress was present in 71.67% (score between 150 and 300) and high level of stress was observed in 20.83% (score-300) of the students. There is moderate negative (-0.583) and significant correlation between academic performance and sources of stress. There was strong positive (0.799) and significant correlation between stress level and number of stress sources. The study showed a diversity of stress sources and high level of stress in the medical students. The results also show that higher level of stress is associated with poor academic performance.

Khan, Altaf and Kausar (2013) studied on ‘Effect of Perceived Academic Stress on Students’ Performance’. The objective of the study was to explore the effect of academic stress on student’s performances and the impact of demographic variables like gender, age and educational level. The researcher conducted the study on 150 University students purposively selected from the different Universities located in Islamabad. The findings of the showed that significant negative effect on student’s academic performance. There was a non-significant difference between males and females on perceived stress scale. The findings demonstrated that a significant difference occurred between younger and older students on perceived stress scale. Academic stress was found to be higher in younger students than older students. The result also found that there is a non-significant difference in the perceived stress. The result showed that a significant difference occurred between younger and older students on perceived stress scale. Furthermore, result showed the significant difference between junior and senior students on perceived stress scale.

Siraj, Salam, Roslan and Hasan (2014) studied on ‘Stress and its’ Association with the Academic Performance of Undergraduate Fourth year Medical students at University Kebangsaan Malaysia’. The objective of the study was to explore the stress and stressors and also to determine the association between stress levels and the academic performances in terms of cumulative grade point average (CGPA) of undergraduate medical students. The findings of the study showed that academic
stressors and social related stressors caused for severe and high stress in 84% and 49% respondents respectively. The relationship between stress and academic performance in terms of gender and residency was insignificant. Students with a high and severe stress level were observed to have higher CGPA. In total 76% respondents opined that stress motivated them for better academic performance while 24% denied. It may be concluded that medical students were able to manage their stress well due to their resourcefulness and denied the negative effect of stress towards the academic performance.

Busari (2014) investigated on ‘Academic stress among undergraduate students: Measuring the effects of stress Inoculation Techniques’. The researcher studied on the undergraduate students of university of Ado Ekiti Emmanuel Alayande Campus. The objectives of the study were

I. To determine the difference in the adjustment level of participants in the experimental and those in the control group.

II. To find out the difference in the level of adjustment of male and female participants exposed to stress inoculation techniques.

III. To measure the differences in the level of adjustment of first and second year undergraduate students.

Students academic stress scale (SASS) by Busari (2011) was used to analyze the symptoms of stress in academic work. The participants were selected from undergraduate students of the University of Ado Ekiti Oyo Campus and self-administered questionnaires were given to a population of 480 students. Results of the findings indicated that stress Inoculation technique was effective in fostering adjustment to academic stress among undergraduate students. Experimental group were better adjusted to academic stress than the control group. Results also indicated that undergraduate students in the second year were better adjusted to academic stress than their first year counterparts. Male participants differ significantly in their level of adjustment to academic stress than the female participants. Again, treatment was effective on participants that attended public secondary schools than those that attended private secondary schools.
Farhan and Khan (2015) conducted a study on ‘Impact of stress, self-esteem and gender factor on student’s academic achievement’. The objectives of the study included i) To investigate empirically the correlation between academic self-esteem and stress among undergraduate students of private universities in Pakistan. ii) To analyze the effect of self-esteem and stress on GPA among undergraduate students. iii) To examine the effects of gender on academic success of undergraduate students. The finding of the study revealed that stress and self-esteem are closely correlated with each other. The results affirmed that there was no significant relationship between stress, self-esteem and academic achievements. Moreover, gender of the students also showed insignificant relationship with stress and self-esteem of the student. So, the study revealed that level of stress and self-esteem are not as influential on academic performance of students in private Universities.

Azila-Gbettor, Atatsi, Danku and soglo (2015) investigated a study on ‘Stress and academic achievement: Empirical evidence of Business students in a Ghanaian Polytechnic’. The objective of the study was to assess stress source and their effects on academic performance of business students in Ghana. Burge’s (2009) modified five-point Likert stress scale was used to solicit for the requisite data for the study. The result showed that the level of stress was found to be significant for all demographic variables. The findings included that male and females differ in their perception to stress. Students stress level was also found to differ with regards to program of study. The stress level of students in this study was found to be significantly different with relation to the year of education. The findings of the study also showed that the level of stress was found to differ based on students workload. There was a positive correlation between the level of stress and academic performance, the relationship was found to be weak. Moreover, no significant effects were found between the stress and academic performance.

3.3: STUDIES IN INDIA

Basantia, and Mukhopadhyaya (2000) conducted a study on ‘Psycho-social factors and achievement: An Empirical study on Tribal students’. The objectives of the study were i) To study the difference between gender and achievement (high & low achiever) of tribal students in their psycho-Social constraints; and ii) To study the relationship between psycho-social constraints and academic achievement of the tribal
students. Basantia Psycho-Social Constraints Inventory (BPSCI-1998) was used for data collection and school examination results for academic achievement of the students were used. The findings of the study showed that boys and girls did not differ in terms of psycho-social constraints. The degree of psycho-social constraints differed between high achievers and low achievers. Moreover, High achievers had low levels of psycho-social constraints. The study also revealed that psycho-social constraints and academic achievement are negatively correlated with each other.

Rao, Moudud and Subbakrishna (2000) studied on ‘Appraisal of stress and coping behavior in college students’. The objectives of the study included:

- To examine coping behavior in relation to the nature of stress and the appraisal of the stressor;
- To determine whether gender differences were present in the cognitive appraisal of stress.

The findings of the study showed that i) The students perceived both the academic and interpersonal situations as being moderately to severely stressful. ii) There was no significant difference with regard to appraisal of the stressor. iii) The study also revealed that majority of students would use a combination of problem focused, emotional focused and social support seeking coping behavior to deal with both types of stressors. iv) In case of failure in an examination, many students reported that would use self-blame. V) In relation to stressor like break in the interpersonal relationship they would tend to withdraw to a quite favourite spot to think over.

Kaur (2001) conducted a study on emotional maturity of adolescents in relation to intelligence, academic achievement and environment catalysts at Chandigarh. The sample of the study was 356 students of XI class. The study showed the significant correlation between general intelligence and emotional maturity. It revealed that the students having high I.Q. level have high emotional maturity and the vice-versa. Also the results showed that the high I.Q. level students have good academic achievement. High emotional maturity had positive correlation with intelligence, academic achievement and environmental catalyst. Another study examined by Miglani (2001) on emotional intelligence as related to academic achievement of adolescents revealed that the relationship between emotional intelligence and academic achievement found significant. The result shows that only
I.Q. level i.e., the high I.Q. did not show the high academic achievement lay the student. Other impacts also play a very big role in high academic achievement.

Gupta and F’Mona (2006) investigated a study on stress measurement and management among female smokers at Agra. The sample of the study was 20 female smokers and a questionnaire on social stress was administered. The investigation showed that stress plays an important role in smoking behaviour. Stress management technique is successful in reducing stress among female smokers, and stress management/ reduction is an effective strategy for controlling smoking behaviours.

Singh and Koteswari (2006) conducted a study on emotional intelligence and coping resources of stress among product managers. The study was examined to explore the relationship between emotional intelligence and the types of coping resources of stress among project managers (N=50) belonging to different information technology companies in Hyderabad, the study also explored the effect on emotional intelligence and coping resources of stress used across age. The study showed significant positive correlation between emotional intelligence and the total coping resources of stress. Emotional intelligence and coping resource of stress were found to positively increase with age. The study summarized that highly emotional intelligent people use more of coping resources of stress.

Gakhar (2006) investigated a study on emotional maturity of students at secondary stage: self-concept and academic achievement at Punjab. The sample size of the study was 200 secondary students. The result of study showed that

- There was significant difference in the emotional maturity of students of governments and private schools.
- There was significant difference in the emotional maturity of students who were in hostels and day scholars.
- There was significant difference in the emotional maturity of children of working and non-working mothers and the academic achievement on self-concept.
- The correlation between academic achievement and emotional maturity was found negative.
Subramanyam and Rao (2008) examined a study on academic achievement and emotional intelligence of secondary school children at Tirupati. There were three objectives in research; to assess the impact of gender on emotional intelligence of secondary school students, to assess the impact of gender on academic achievement of secondary school students, and to assess the relationship between emotional intelligence and academic achievement of secondary school students. The study revealed that there was significant different between boys and girls with regard to their emotional intelligence, also there was significant difference between boys and girls with regard to their academic achievement and there was no difference between academic achievement and emotional intelligence.

Choudhury (2008) conducted a research on impact of academic achievement on creativity at Uttrakhand. A sample consisted of 500 high school students were selected from different schools and verbal and non-verbal test of creativity of Baquer Mehdhi and Jalota’s Mental Ability Test were administered. The investigation indicated a significant correlation between creativity and academic achievement of the creative students. The study showed that creative students who scored higher of creativity measures, would also score higher on academic achievement and vice versa. But no significant difference was indicated between creativity and academic achievement of the non-creative students. The study also showed that high achievement accomplishes as an index of creativity and the examination marks were the reliable criterion of academic achievement.

Mahajan and Sharma (2008) investigated a study on stress and storm in adolescence at Agra. 40 boys and 40 girls were selected by multistage stratified random sampling method and a questionnaire was administered. The research indicated among girls major anxiety prone was showed to be education, girls were showed to be more anxious about their marks and percentage as compared to boys. Prevalence of anxiety, because of physical reasons, was showed more in boys and girls. The findings also indicated that girls were more emotionally unstable than boys, whereas, anxiety and mental tension, because of unknown reasons, was showed more in boys.

Mehra and Anjali (2008) examined a study on effects of yogic practices on social stress and academic stress of female adolescents at Punjab. Total sample of the
study was 120 female adolescents of a representative government school of Chandigarh. There were four objectives, one was to study the effect of yogic practices on social stress of senior secondary school students; the second objective was to study the effect of yogic practices on components of social stress, viz, social frustration, social conflict, social pressure and social anxiety of senior secondary; the third objective was to study the effect of yogic practices on academic stress of senior secondary school students and the fourth objective was to study the effect of yogic practices on academic stress viz., academic frustration, academic conflict, academic pressure and academic anxiety of senior secondary school students. The investigation revealed that students exposed to yogic practices experienced reduction in both social stress and academic stress. Yogic practices help to reduce stress, whether social or academic among adolescents.

Surekha (2008) conducted a study on relationship between students’ adjustment and academic achievement at Andhra Pradesh. In this study survey method was used and 115 students of Warangal City in Andhra Pradesh were selected by simple random sampling method. The findings of the research showed that the boys and girls from private schools were well adjusted and academically performed better than the boys and girls from government schools. There was significant correlation between the students’ adjustment and academic achievement.

Sridevi and Beena (2008) investigated a study on adjustment and academic achievement of elementary students with respect to their mothers’ employment status at Mysore. A total number of sample 180 VII standard students were selected and data collected from them. The research found that the students did not differ adjustment – wise but it was indicated that the students whose mothers were employed have achieved better than that of the students whose mothers were not employed.

Pandey and Ahmad (2008) conducted a study on significance of difference between male and female adolescents on academic, achievement motivation, intelligence and socioeconomic status at Bihar. The investigators had formulated the following objectives for the present study: to determine the significance of difference on the measure of academic performance between male and female, to investigate the significance of difference between male and female adolescents in relation to achievement motivation, to explore the significance of difference on the measures of
intelligence between male and female adolescents, and to know the significance of
difference between male and female adolescents in relation to socioeconomic status.
A sample consisted of 621 students of class XI and descriptive statistics and t-test
were used. The research revealed that there was no significant difference on the
measures of academic performance, there was no significant relation between male
and female adolescents on the measures of achievement motivation, there was no
significant relation between male and female adolescents on the measures of
intelligence and there was no significant relation between male and female adolescents on the measurers of socioeconomic status.

Shashirekha and Chengti (2008) conducted a study on occupational stress in
employees at Gulbarga. 200 both female and male were selected and occupational
stress scale was administered. The study revealed the significant difference in the
occupational stress among employees of different occupational status. Managers have
higher occupational stress than engineers, clerks and supervisors and there were
significant gender differences in occupational stress; females have higher
occupational stress than males.

Suresh and Josith (2008) investigated a study on emotional intelligence as a
correlate of stress of student teachers at Kerala. The study found that emotional
intelligence and stress are negatively related to each other.

Lather (2009) examined a study on effect of emotional intelligence on
psychological distress of high school students at Kurukshetra. The objective of the
study was based on the assumption that application of emotional skills can reduce
distress among high school students. The sample for this study consisted of 1000
(female and male) IX and X grade students. A questionnaire was used to measure the
psychological distress of high school students. The study revealed that out of 1000
high school students, 562 students were having psychological disturbance. The result
of the study showed there was negative correlation between emotional intelligence
and its dimensions with psychological distress. Emotional intelligence was helpful in
reducing psychological distress of students.

Usha and Rekha (2009) made a research on emotional competence and mental
health as predictors of academic achievement. A sample of 530 students was collected
from Thrissur and ErnakulamDistricts of Kerala. The results indicated that emotional
competence is the best predictor of achievement in Physics of secondary school pupils.

Umadevi (2009) examined a study on relationship between emotional intelligence, achievement motivation and academic achievement at Karnataka. 200 D.Ed. students were selected and emotional intelligence scale and achievement motivation test was administered. Descriptive statistics, correlation and differential analysis were used for this study. Three objectives in this study were used; to find out the relationship between emotional intelligence, and academic achievement of students, to find out the relationship between achievement motivation and academic achievement of student teacher, and to compare the emotional intelligence and achievement motivation of student teachers with respect to sex and arts and science groups. The results indicated that there was a significant correlation between emotional intelligence and academic achievement of primary school student teacher and also there was a significant correlation between achievement motivation and academic achievement of primary school student teachers, male and female.

Gurubasappa (2009) investigated a study on intelligence and self-concept as correlates of academic achievement of secondary school students at Karnataka. The study found that there was a positive relation between academic achievement with intelligence and self-concept and also there was a significant difference in the academic achievement of students with different levels of intelligence and self-concept. In this study results indicated a significant main and interactive effect of intelligence and self-concept on academic achievement and there was a significant difference in the academic achievement of students’ sex, type of school, medium of instruction, locality and socioeconomic status.

Annaraja and Kanmani (2009) examined a study on influence of self-esteem and awareness of ICT on academic achievement of M.Ed. students at Tirunelvili. 42 M.Ed. students were chosen and self-esteem inventory and awareness of information and communication technology tools were used for this study. For analysis, multiple correlation, Pearson product moment, t-test and F-test were used. The findings of the study showed that the awareness of information and communication technology did not influence the self-esteem of the M.Ed. students. In conclusion, it could be said that there was no significant correlation among the self-esteem, awareness of information
and communication technology and academic achievement with respect to gender. The investigators also found that there was a significant correlation between the university department and government aided college M.Ed. students’ academic achievement.

Alam, (2009) investigated a study on academic achievement in relation to creativity and achievement motivation at Hyderabad. A sample consisted of 450 class tenth students and survey method was used. There were two objectives in this study: to find out the relation of academic achievement with creativity and achievement motivation and to compare boys and girls, urban and rural, with regard to their creativity, achievement motivation and academic achievement. The study indicated that creativity and achievement motivation had a significant correlation on academic achievements of students.

Singh and Kumar (2011) conducted a study on emotional intelligence and academic achievement of college students at Delhi. 50 boys and 50 girls college students were taken for this present study. The results revealed that the emotional intelligence of boys and girls were similar but the academic achievement of science boys and girls were not similar. The study also found that there was significant correlation between emotional intelligence and academic achievement.

Mahajan (2011) examined a study on academic achievement in relation to emotional intelligence and spiritual intelligence. Sample consisted of 140 students studying in class XI from four schools of Hoshiarpur District. The results indicated there was no significant correlation between the emotional intelligence of boys and girls. Also there was no significant correlation between the spiritual intelligence of boys and girls but there was a significant correlation between academic achievement and emotional intelligence of boys and girls; also positive correlation between academic achievement and spiritual intelligence of boys and girls.

Anvita (2011) conducted a study on exploring the relationship between wellness, emotional intelligence and job stress-a psycho-management perspective. In this study two objectives were used; one was to finding whether the sample population in this organization is under stress and another one was to verifying the hypothesis that – I there correlation between the level of employee’s emotional intelligence and his/ her wellness and examining the possibility whether they affect
the level of occupational stress in this organization. 40 individuals were selected for this study and random sampling method was used. This investigation revealed that organizational health depends on the health and well-being of the people working. The study also showed that emotional intelligence, which represents wellness of an individual, could help in overcoming job/occupational stress.

Sharma, Wavare, Deshpande, Nigam and Chandorkar (2011) conducted a study of academic stress and its' effect on vital parameters in final year medical students at SAIMS, Medical college, Indore. The objectives of the study was included to assess stress and its' effect on vital parameters during academic examination in final year medical students. The findings of the study showed that there was highly significant in the vital parameters during examinations. It was also observed that the stress level was high. The study also showed that examinations for medical students are stressful and produces changes in vital parameters which may affect their academic performance. Girls had more stress as compared to boys. Academics and examinations are the most powerful stressors in medical students.

Sharma, Kaur (2011) studied on the 'Factor associated with stress among nursing students'. The objectives of the study were to identify the factors contributing to stress among nursing students. The study was investigated into two phases. In the 1st phase a standardized scale was used for assessing the level of stress in thirty seven subjects. In the second stage, the Taylor Manifest Anxiety Scale was used to assess the factors associated with stress. The result showed that 97% of the subjects had moderate level of stress where as 3% had severe stress. Among the factor contributing to stress, the environmental factors had maximum contribution (40%) followed by the interpersonal factor (30%). The academic factors had only 19% contribution where as the interpersonal factors contributed minimum. The findings of the study can be used in framing a stress management program for nursing students.

Kadapatti &Vijayalaxmi (2012) conducted a study on 'Stressors of academic stress –A study on pre-university students'. The objectives of the study included: i) To study the aspiration level, study habits, study problems and academic stress of Pre-university college-1st and 2nd year students of science, Arts, and commerce. ii) To know the influence of socio-economic variables, aspiration, study habit and study problems on academic stress. The researcher worked on the first and second year Pre-
University College students of science, commerce and arts faculty. The finding of the present study showed that aspiration was positively and significantly related to academic stress indicating that as the aspiration increased the level of academic stress also increased. It was also observed that study problems and academic stress are found to be positively and significantly related indicating increased the study problems with academic stress also increased. The results also revealed that academic stress was related to many of the socio-economic factors. The results of the study showed that high aspiration, poor study habits, study problems, low socio-economic condition are the factors that influence academic stress.

Mazumdar, Gogoi, Buragohain and Haloi (2012) conducted a study on ‘A comparative study on stress and its’ contributing factors among the graduate and postgraduate students.’ at different Government and private colleges’. The objective of the study was to find out the stress among both graduate and postgraduate students at different Government and private colleges. The findings of the study showed that college students were highly affected by the stressful condition. Stress source was significantly differed across different level groups. The result showed that Post graduate students were more susceptible to stress due to the increase in the responsibility than the graduate students. Gender wise analysis of the result showed that experience of stress of female was more than male. The data analysis also showed that out of 250 students, 24% are felt much more stress by thinking upon the future aspects, 22% relationship stress, 20% academic stress, 18% family and 16% other problems. There were some other symptoms which can contribute to stress, such as behavioral, psychological, and psychosomatic factors.

Kumari and Garita (2012) studied on ‘Relationship between stress and academic achievement of senior secondary school students’. The objectives of the study included; i) To investigate the relationship between stress and academic achievement of senior secondary school students. ii) To compare the stress levels of male and female senior secondary school students. iii) To compare the academic achievements of male and female senior secondary school students. iv) To compare the academic achievements of students having less, moderate and high stress. The findings of the present study revealed that there was a positive relationship between stress and academic achievement. The result reported that no significant gender difference in stress and academic achievement of senior secondary school students.
was found. The result revealed that there was no significant gender difference in participant’s academic achievement. Moreover, the study indicated that there was a significant difference in the academic achievement of highly, moderately and less stressed students. Students with high and moderate level of stress have higher academic achievement than the students with low level of stress. Further, result showed that stress and academic achievement are not mediated by gender.

Kadhiravan, & Kumar, (2012) conducted a study on ‘Enhancing Stress Copping Skills among College students’. The researcher selected under graduate college students from Pondicherry U.T and assigned randomly to control and experimental groups. The objective of the study was to enhance stress coping skills among the youth to navigate the challenges. A training module was developed to promote pro-active coping strategies and self-efficacy. The findings revealed that the students who participated in the coping skills training significantly differ from the control group in proactive coping, reflective coping, preventing coping and perceived self-efficacy. Studies also showed that interventions aimed at self-efficacy had significantly stronger impact on global affect, depression and social quality of life. Findings further indicate that personal initiative programs were effective in reducing strain and increase proactive behavior.

Pandey, Deshpandey and Karani (2012) conducted ‘A study on Impact of Academic stress on MBA students of Gujarat Technological University’. The objective of the study was i) To identify the components of academic stress which affect the performance of students ii) To analyze the curriculum and instruction related components, teamwork related aspects, the assessment related factors. From the study it was found that there were academic stressors as well as psychological stressors which affect the performance of the students. Around twelve micro issues were identified under the curriculum and instruction component while three stressors were prioritized related to team work; seven sub issues regarding assessment and three micro issues under placement components of academic stress. Due to stress the students were facing the problems like suffer from headache, sleeplessness, nervousness and moodiness.

Bharati (2013) studied on ‘Effect of institutional stress on academic achievement of adolescents’. The present researcher worked on male and female
adolescent student of XII class from the government higher secondary school of Jammu district. The objectives of the study included:

1. To identify adolescent students experiencing low, average and high institutional stress.
2. To study the relationship between high institutional stress and academic achievement of adolescent students.
3. To study the relationship between average institutional stress and academic achievement of adolescent students.
4. To find out the relationship between low institutional stress and academic achievement of adolescent students.

A scale of institutional stress by Abha Rani Bisat (1998) was used for measuring institutional stress. The result of the study showed that the adolescent students having high and low level of institutional stress are low in academic achievement where as the students who fall within the average level of institutional stress are high in academic achievement. The result showed that higher level of stress is associated with poor academic performance. Moreover, the results in this study supported the alternative hypotheses that low, average and high levels of institutional stress significantly influence the academic achievement of adolescent stress.

Tomar, Verma, David, Thakur, Purnima, and Jaswal (2014) carried out a ‘Study on stress and coping strategies among private and government high school children in Udupi Taluk, Karnataka—A cross sectional study’. The objective of the study was to assess the level of stress among children. A cross sectional study was conducted to measure the stress level and their coping mechanism to deal with such situations in Udupi Taluk. The findings of the study revealed that in all the categories government school children tend to have less degree of mental disorders as compared to private school children. The results also showed that there was significant relationship among stress disorders in children of both the schools and academic factors and factors related to their relationship with parents and friends. In addition, government school children are better acclimatized to use coping strategies as compared to private school children.

Pariat, Rynjah and kharjana (2014) Studied on ‘Stress level of College Students: Interrelationship between stressors and coping strategies’. Degree students who were pursuing their studies in different colleges of Shillong in between the age
group of 18-20 selected. The objective of the study was to explore the stressors and how students deal, behave or cope with these stressors. The findings of the study showed that academic stress had a high degree of correlation with social and financial stress. Therefore it can be explained that if students had high academic stress they were not be able to socialize. The findings also concluded that there was no significant correlation between academic stress and behavior of the selected subjects. The study also found that academic stress was negatively correlated with coping strategies.

Kumar, Sharma, Gupta, Vaish and Misra (2014) conducted a ‘Study on effect of stress on academic performance in medical students—a cross section study’. The objectives of the study were, i) To explore common sources of stress in medical students, ii) To establish correlation of stress, gender, attendance and academic performance. The findings of the study showed that stress has a negative impact on the academic performance of the medical students which can be explained on the basis of the fact that higher stress impairs the performance which is due to the deterioration of the cognitive skill. The result also showed that in female students increasing amount of stress was having a beneficial effect on cumulative grade points, i.e. the stress was related to the improved academic performance. In this study, it was also observed that measures of academic success and attendance were positively correlated to one another. The study found high level of stress and its significant role on the academic performance of the medical students.

Lal (2014) studied on Academic Stress among Adolescent in relation to Intelligence and Demographic Factors. The researcher worked on the 200 students of high school of government managed and privately managed institutions of Hisar. The objectives of the study included:

I) To compare the academic stress of senior secondary school students.
II) To examine the academic stress of male and female students of senior Sec. School.
III) To examine the academic stress of rural and urban students of senior Sec. School.
IV) To examine the academic stress of govt. and private senior Sec. School students.
The findings of the study showed that senior secondary school students with average intelligence quality had less academic stress than their counterparts with low intelligence quality. Male senior secondary school students had less academic stress than female students. Moreover, the findings revealed that rural senior school students had less academic stress than urban school students. It was observed that Government and private senior secondary school students differed slightly in their academic stress. It was also concluded that Govt. senior school students had less academic stress than the private senior secondary school students. Furthermore, it was also found that there exists no significant difference in academic stress of rural and urban institution students and Government and private senior secondary school students. The findings also showed that there exists a significant difference in academic stress of male and female students.

Devi and Mohan (2015) conducted ‘A study on stress and its effect on college students’. Participants in the study were college students enrolled in two reputed colleges of Mannarkkad city at Kerala. The objectives of the study included:
1. To assess the level of stress among college students.
2. To find out the sources and effects of stress.
3. To give suggestive measures to overcome stress.

The results of data analysis showed that the major causes of stress are academic factors, social factors, family factors, emotional factors and financial factors. The result showed that stress from high expectations of teachers, parents and self is usually an agony for students studying in colleges. The findings of the study revealed that major sources of the stress found out in through the studies which have a direct relation with the stress level of the students and their psychology. The findings also suggested that social stress was not a concern for most of the participants especially the females.

Veena & Shastri (2016) carried out a study on ‘Stress and Academic Performance’. The researcher worked on undergraduate students of pure and applied science from undergraduate colleges affiliated to Visweshwaraya Technological University of Bangalore city. The objectives of the study were i) To determine the differences between high and low academic performing students on sources of stress. ii) To determine the sources of stress between pure and applied science course
students. iii) To determine the differences in the sources of stress between boys and girls. The findings of the present study indicated that high and low academic performing students differed significantly on educational, family, miscellaneous and overall sources of stress. The result indicated that pure and applied science course students differed significantly on health and overall sources of stress. The result also revealed that there was a significant difference in sources of stress among boys and girls.

Thanikaird (2016) studied on ‘Educational choice in relation to academic stress, achievement motivation and academic self-concept’. The objective of the study was to investigate 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 concern. The findings of the study revealed that subjects from biology stream had significantly more academic stress and commerce subjects exhibited low academic stress. Interpersonal difficulties in the biology group were the major source of academic stress. The students of biology group exhibited high achievement motivation while the commerce and humanities group showed least achievement motivation. The four streams namely biology, commerce, humanities and mathematics did not vary in academic self-concept. No significant gender differences were found in academic self-concept in the subjects of four educational streams. But their performance was likely to be reduced due to high level of stress.

Sindhu (2016) studied on ‘Impact of stress on Academic Achievement among engineering students’. The researcher worked on the students of few engineering colleges under Visvesvaraya Technical University at Bangalore. The objective of the study was to find the relationships of stress with academic achievement among engineering students. The present study was conducted to examine the effect of stress between low and high achieving students. The finding of the present study indicates that both high and low scores reported higher level of stress. The result showed that there was no significant difference in stress between the low and high achieving group. In other words, there was no effect of stress on student’s academic performances. The results of the test showed that both high scores and low scores reported higher level of stress.
3.4: Gaps in research area

The literature suggests that stress has always been an issue among undergraduate students. They are found to be particularly prone to stress and experience high levels of stress due to the college life transition. Tripura is a small state situated in north east region of India with some psychological and social problems. In Tripura academic problems have been reported to be the most common source of stress for undergraduate students. A number of researches have been done looking at the correlation of many stress factors that undergraduate students experience and the effect of stress on their academic achievement. However, a review of literature indicates that not much research works have been conducted with quantitative and qualitative method on the present research. In fact the researcher did not find any research studies in this field using quantitative and qualitative method. Therefore, it is timely to conduct a research work to examine this relevant topic for the present educational context of Tripura. The findings from the present study would benefit various stakeholders in the society. This will ultimately lead to improved academic performance of their student.

3.5: CONCLUSION

From the above related studies it was found that a majority of research works have been conducted from the quantitative perspectives and has ignored more qualitative perspectives for knowing the students perceptions on stress related to education. The researcher attempted to study the problem from both quantitative and qualitative perspectives.