This chapter is concerned with review of related literature which is an important pre-requisite for actual planning and execution of any research work. Review of literature gives concrete conceptual overview of all those works which have been conducted in particular area of research. Conducting the process of review of literature is the process of locating, conceptualizing, and critically evaluating the related studies carried out earlier in the field of the research. “A survey of related literature is necessary for proper planning execution and right concept of the problems and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for interpretive purpose”, pointed out Good (1959, p.59). This is the process of connecting previous knowledge with new Ideas. This chapter is an attempt to take cognizance of studies, which find its relevance to present problem regarding variables of the study. This is a conceptual background for the research work to be conducted. The researcher overviewed concerned source of studies such as books, journals, bulletins, encyclopedia, periodical, news papers, online websites and published and unpublished thesis to investigate researches conducted in the field of research.

The review of related studies is organized under following heads:

2.1 Studies related to stress

2.2 Studies related to achievement motivation
2.1 STUDIES RELATED TO STRESS

Many studies have been conducted to find out stress and stressors of students who are subjects of the present research work. Brief description and findings of concerning studies have been presented as follows.

Murphy & Murphy & Archer (1996) concluded in their studies that attending College is the positive experience for many, yet many students also experience College as chronically stressful due to academic requirements, e.g., tests, papers, presentations, etc., which contribute to this stress. The stress in students is results of pressure on children to mature emotionally and psychologically at increasing earlier ages.

Irvine (2002) in his study determined a range of stressors in children from parental divorce and separation, to academic and social failure, which negatively influence the well being of students.

Frydenberg (1991) concluded in his study that throughout the adolescent years, stressful experiences are also considered to be increasing in intensity, because prominent stressors involving family dysfunction, peer demands and academic concerns are faced by adolescents. Adolescence period can be considered as confusing time. In this period the individuals are not longer viewed as children but, nonetheless, are considered to be too immature to be treated as adults. The reversal has been considered developmental transition’s individual tends to become more vulnerable during periods of biological, social and psychological transitions.

Aldwin & Greenberger (1987) found that academic problems have been reported to be the most common source of stress for students. On the other hand, Schafer (1996) found in his study that the most irritating daily hassles were usually school-related stressors such as constant pressure of studying, too little time, writing term papers, Taking tests, future plans, and boring instructors.

Greenberg (1981) found in his study that Stress is associated with academic activities. In a study of Lesko & Summerfield, (1989) stress has been linked to various negative outcomes, such as poor health and poor academic performance of students. And in another quantitatively significant study by Aldwin & Greenberger
stress has been found to be cause of depression of school students and poor academic performance. Simultaneously, Clark & Rieker (1986) conducted a study on relationship between stress and poor academic performance. It has been found that there is significant relation between stress and poor academic performance of students. Linn & Zeppa (1984) concluded the same finding in their research that there is significant relation between stress and poor academic performance.

Lesko & Summerfield (1989) conducted a study on correlation between stress and illness of students. The findings of study reveal that there is a significant positive correlation between the incidence of illness and the number of exams and assignments given to students.

Aldwin & Greenberger (1987) observed that perceived academic stress was related to anxiety and depression in college students.

A study by Clark & River (1986) significantly explored a relationship between stress and poor academic performance. It has been also been investigated and significantly revealed by research findings of Linn & Zeppa (1984).

In studies of Struthers, Perry & Menece (2000) it have also been identified that stress is behind poor academic performance of students.

Felsten & Wilcox (1992) found a significant negative correlation between the stress levels of college students and their academic performance. Similarly, in a study, Blumberg & Flaherty (1985) revealed in their study that an inverse relationship between self reported stress level and academic performance.

Struthers et al., (2000) assessed a relation between level of stress and grades of students. It has been reported in findings of the research that a high level of academic stress was associated with lower course grades. The study further concludes that students experience a high level of academic stress due to exams, assignments, time pressure, grade pressure, and uncertainty. The stress has a detrimental effect on their academic performance.

Dawood (1995) concluded his research as, stressed children show signs of emotional disabilities, aggressive behavior, shyness, social phobia and often lack
interest in otherwise enjoyable activities. In his study Dawood (1995) further revealed that students’ stress affects their academic performance and most frequently mentioned stressor by student was school and fear related stressors. Many teenagers tend to become non-conformist and fall prey to teenage depression in response to a variety of growing up anxieties. However, stress induced fears and anxiety in children adversely affects children’s performance at various levels.

Panchanath & Shanmugaganiesan, (1992) investigated stressful situation and response of students in various circumstances. It has been found in study that student’s general reaction to stressful situation is based on individual appraisals and interpretations but some situations are inherently more stressful than others for students. Students interpret stressful situations which are dangerous or threatening they experience feelings of tension, apprehension and worry. They also undergo a range physiological and behavioral changes resulting from the activation of autonomic nervous system. The intensity of the reaction is proportional to the magnitude of the perceived danger or threat. The behavioral changes due to stress depend upon a large number of variables such as nature and intensity of the stress stimulus, previous experiences of the individual, and the existence and degree of social support in the individual’s environment.

Yets (1936) remarkably concluded in his study that individuals who are subjected to experimentally induced stress tend to seek the company of others who share the same stress, but are less likely to see the company of individuals who are not being subjected to stress. Student who was subjected to chronic stress and deprivation can develop a state of withdrawal and social indifference, which can be difficult to modify when the stress is terminated.

Dixon, Wayne, Heppner, Paul, Anderson, & Wayne (1991) in their pilot study investigated and examined relationship between stress and mental malfunctioning. It has been concluded in the study that academic stress has implicated as a causal factor in schizophrenia and depression in students. Rahe & Lind (1971) also examined the same variables and further provided evidence for the conclusion that academic stress is causal factor in schizophrenia, depression, suicide, and a wide range of maladaptive behavior as delinquency and crime.
Dixon, Wayne, Heppner, Paul, Anderson & Wayne (1993) conducted a research on 154 students to investigate relation between stress and hope of students. The results of the research showed significant interaction between stress and hopelessness. Hopelessness was strongly related to depression scores under high level of stress.

Sarmany (1994) conducted a research to investigate the relationship between academic load and stress among students. Results showed that students with low Grade Point Average (GPA) used less effective stress coping strategies and assumed test situation as being significantly more stressful. Girls showed higher level of stress than boys. A significant negative correlation between GPA and actual duration of sleep has been found in the study.

A remarkable study was carried out by Ross, Neibling, & Heckert (1999) in which the Student Stress Survey (SSS) was used to determine the major sources of stress among college students. The scale consisted of 40 potentially stressful situations. The scale addressed interpersonal, intrapersonal, academic and environmental sources of stress for students. This item in the scale was also classified as either daily hassles or major life events. Participants were 100 students at a midsized, Midwestern University and varied in year in school, age, gender and major life events, with intrapersonal sources of stress being the most frequently reported sources. The top 5 sources of stress were: change in sleeping habits, change in eating habits, vocation, increased workload, and new responsibilities.

Garret (2001) investigated cluster of stressful experience for college students. This study reveals that College students have a unique cluster of stressful experience or stressors. In the research finding by Ross, Neibling & Hechert (1999), it has been identified and revealed that there are several explanations for increased stress levels in college students. First, students have to make significant adjustments to college life. Second, because of the pressure of studies, there is strain placed on interpersonal relationships. Third, housing arrangements and changes in lifestyle contribute to stress experienced by college students. In addition, students in college experience stress related to academic requirements. Studies have investigated the relationship between coping resources and various outcomes among general samples of youth; no research
has focused on adolescents who reported high personal standards in comparison to their peers. Research in this area is important considering that such youth often report high stress when attempting to meet their personal standards, particularly as these standards pertain to their academic environment.

Halamandaris & Power (1999) conducted a quantitatively study to investigate the relationship between personality variables (i.e., extraversion; eroticism, and achievement motivation), perceived, social support and overall psychosocial adjustment to university life (measured by absence of loneliness and overall subjective satisfaction). The researchers also investigated the relationship between coping with exam stress, psychosocial adjustment and academic performance. The study further revealed that Emotion focused coping is positively correlated with neuroticism and problem focused coping correlated with achievement motivation. Several correlations were reported between personality and the different ways of coping with exam stress. Personality stress was the only variable that significantly correlated with academic performance.

Misra, McKean, West, & Russo (2000) conducted study to determine the perception of academic stress among male and female college students. It was found that there is mismatch between faculty and students in their perceptions of students’ stressors and reaction to stressors. The faculty members perceived the students to experience a higher level of stress and to display reactions to stressors more frequently than the students actually perceived. This could result simply from the faculty observing the students only during their moments of stress in the classroom. Results also supported the hypotheses that stress varied across year in school and by gender.

Michle, Glahan, & Bray (2001) evaluated factors that influencing the academic self concept, self esteem and academic stress for direct and re-entry students in higher education. Establishment of Higher Education (HE) is generally recruiting a more diverse student population. This research has specifically examined differences in the undergraduate students experience of direct and re-entry students. 112 undergraduate direct and re-entry student took part in the study. A six part questionnaire was used to investigate the impact of age, gender, past experiences of
school and motivations for participating in HE on correct global self esteem, academic self concept and academic stress. Re-entry students reported the most negative experiences of also evidence to suggest that females experienced more than males. If the reason to participate in HE was for career goals, academic stress levels were the highest. When the reason to participate was for cognitive interest, academic self concept was positive and those individuals reported the most satisfaction with HE over all. Multiple regressive analyses revealed a complex interrelationship of variables relating to academic self concept, self esteem and academic stress. These findings suggested in HE cannot be simply explained by age stratification.

Eric, Stewart, & Enedima (2000) examined factors associated with academic achievement. The research investigation on the two factors associated with academic achievements, which were acculturation and social support. The findings of the research indicated that students identified as highly integrated and strongly Anglo-oriented bicultural tended to have higher academic achievement. Social support was perceived as a whole from all four sources. Although no generational effects were identified, females tended to have higher Grade point Average (GPAs), and perceived more social support, while the males, interestingly, were slightly more acculturated.

In the studies of Akgun & Ciarrochi (2003), it has been concluded that People high in resourcefulness are purported to be better than others at controlling their negative emotions and managing stressful tasks. Akgun & Ciarrochi (2003) hypothesized that highly resourceful students would be more effective than others at protecting themselves from the adverse effects of academic stress, and not allowing that stress to impact their grades. A sample of 141 first-year undergraduate students has been selected for assessment of academic stress and learned resourcefulness. The first-year GPAs of students were obtained from university records. Analysis revealed that academic stress was negatively associated with academic performance. High academic stress adversely impacted the grades of low resourceful students but had no high resourceful students.

Eremsoy, Celimi & Gencoz (2005) wrote their research findings that the associated variables of depression and anxiety symptoms for young adults confronted with an academic stress. Two regression analyses were conducted in the study to see
different variables associated with depression and anxiety symptoms separately. Consistent with the expectations, depression and anxiety had overlapping predictors, such as negative automatic thoughts and hopelessness. However, adequacy of problem-solving abilities seemed to be associated with anxiety symptoms.

Govaerts & Gregoire (2005) explained the key role of the cognitive appraisal processes on the way stress which is experienced by adolescents. In this research adolescents’ cognitive appraisal processes and their relationship with academic stress was examined. A sample of adolescents (N=100, Mean age=16.9 years) reported 145 academic stressful situation, while boys perceived themselves as having more resources for coping with it. Students’ age was negatively correlated with the perception that the stressful situation will be resolved on its own. Five appraisal patterns were identified using cluster analysis. Subsequent analysis showed that five groups differ in their perceiving degree of stress. One group was labeled at-risk appraisal group, demonstrating a high level of perceived stress, and two groups showed a favorable pattern associated with low level of perceived stress.

Study by Haun, Yeo, Ang, & Chong (2005), the role of optimism together with gender, on students’ perceptions of academic stress, has been investigated. Four hundred and thirty secondary school students from Singapore participated in this study and data were collected using two self-report measures: the Life Orientation test and the Academic Expectations Stress Inventory. The findings of the study revealed that there is a significant negative relationship between optimism and academic stress in students. Simultaneously, it was also found that gender was not a significant predictor of academic stress and no two-way interactions were found between optimism and gender of the participants.

Xia & Sha (2005) investigated the relationship among different stress sources, coping strategies of female University Students. The findings of study have been concluded that there is significant relation between predictive effects of the stress and coping strategies on negative feeling. The process model about stress, coping strategies and negative feeling has been found different across sources in several aspects. Academic stress not only has the direct effects on negative feelings, but also has the indirect effects through negative problem-solving strategies. Economic stress
has only the indirect on negative feeling through negative problem-solving and support-seeking strategies. In addition to the direct effects on negative feelings, interpersonal stress also has the indirect effects on negative feelings through negative problem-solving and support-seeking strategies. The stress is, due to academic, economic or interpersonal situation, negative problem-solving and support-seeking strategies always have the significant effects on negative feelings.

On the other hand, Murff (2006) explored the impact of stress on academic success in college students. He provides a discussion on stress and how it can prevent students from being successful in fulfillment of their educational goals. The finding is supportive of the fact that stress places demands on an individuals and in response to the stress, the body attempts to adapt to the stressful experience to maintain a sense of normalcy.

Dziegielewski et al. (2004) concluded in his research finding that college students faced with a unique set of stressors. It has been revealed that strategies to reduce stress have been found to be associated with academic success in college students.

Pane (2007) investigated stress problem of students and wrote in his research findings that that academic stress is a serious problem faced by international students. The study has been conducted on 132 undergraduate and graduates at various educational institutions in the United State of America. The concerning sample was surveyed on the stress when they experienced and confronted by 10 common academic situations and their confidence in coping with that stress. In the finding it has been reported that stress has related to certain characteristics of the students which are age, level of degree sought, and previous Grade Point Average. Students’ perceptions of their English language ability, academic and problem-solving skills have also been found to be associated with stress of students.

Negga, Applewhitr, & Livingston (2007) examined stress of African-American collage students in their research work. The findings of study concluded that, as College students are very vulnerable group to experience stress. Stress has been significantly investigated and found to be related to variety of outcomes, such as health and academic performance. It has been revealed in the study that the top five
reported sources of stress were: Death of a family member (interpersonal stress) 82%; low grades (academic stress) 69%; time management (academic stress) 61%; boyfriend/ girlfriend problems (interpersonal stress) 57%; and missed classes (academic stress) 55%. Furthermore, significant correlation has been found between self-esteem, social support and stress for all students. It has been suggested in the findings study that there is a need for college and universities to develop stress intervention programs that address stress specifically based on race and school racial compositions.

Leung (2007) assessed the moderating and mediating mechanisms through which parental support and children’s resourcefulness might modify stress outcomes. In the study it has been found that girls were more disturbed by “academic inefficacy and fear of failure” and boys were more affected by “expectations and demands from significant others” and academic demands and overload”.

A study by Putwain (2007) on the academic stress and anxiety in students was conducted. It has been found that academic stress in school children may affect emotional well-being, health and performance on social assessments. In many cases stress is being used to refer to the properties of a stimulus (e.g., an examination) and in other cases to the subjective experience of distress.

Solberg, Carstrom, Howard, & Jones (2007) classified at-risk high school youth, “the influence of exposure to community violence and protective factors on academic and health outcomes” by using cluster analysis. 789 predominantly Latino and African American high school youths were classified into varying academic at-risk profiles using self reported levels of academic confidence, motivation to attend school, perceived family support, connections with teachers and peers, and exposure to violence. Six clusters emerged, 5 of which were identified as “at-risk”. The cluster was examined in relation to academic stress, health status, grades, and school retention.

Tan, Ang, Klassen, yeo, Wong, Huan, & Chong (2008) carried out a determining study the on correlation of academic procrastination and student’s grade goals in a sample of 22 undergraduate from Singapore. Findings indicated that self-efficacy for self-regulated learning was significantly and negatively related to
procrastination. High self-efficacy for self-regulated learning also predicted students’ expectations of doing well and low self-efficacy for self-regulated learning predicted students’ expectation of not doing well academically.

Shannon & Elizabath (2008) investigated the relationships among stress, coping, and mental health in 139 students participating in an International Baccalaureate (IB) high school diploma program. Results showed that students in an IB program perceived significantly more stress than a sample of 168 of their general education peers.

Huan, & Har, (2008) conducted exploratory study on the impact of academic stress adolescent students. The objective of this study has been constructed to examine the contributing role of the different aspects of adolescents on the academic stress of youths in Singapore. The study examined the four different aspects of adolescents concerns namely: family, personal, peer and school concerns. Gender differences were also explored in terms of these predictions as well as the academic stress experienced by adolescents. Results showed that only score on personal; concerns subscale were positively associated with the academic stress arising from self and other expectations, in both adolescents boys and girls. For the girls, school-related concerns were also predictive of academic stress arising from other expectations. They also obtained significantly higher scores on the academic expectations stress inventory than boys did.

Bjorkman (2008) conducted a study on the academic stress, social support, and internalizing and externalizing behaviors of students. The samples of sixth, seventh, and eight grade students (n=268) from suburban Illinois has been selected. It has been revealed in the findings of study that academic stress is the relevant construct to consider when examining the potential sources of stress that junior high students’ experience, and girls and boys report similar level of academic stress. It appears to be internalizing problems similarly for girls and boys, though internalizing behaviors are related to different sources of academic stress. Social support from parents and classmates was related to fewer internalizing problems in the current sample. The result of this study suggested that academic stress is a relevant construct to consider when investigating potential correlates of emotional and behavioral
problems. Academic stress was related to social support, though social support did not act as a buffer in the present study. Early identifications, along with specific instruction of stress reducing skills, may be useful in preventing and remedying students’ response to stress.

Murphy (1986) concluded, in his study on investigation of stress of male and female teachers, that the female teachers identified ten factors significantly causing greater stress for them than for their male colleagues. It has been found that female teachers experience more stress than males in the area of time management. It has been reported in the study that high scores of physical symptoms of stress was found teacher to teacher relations.

Billingsley & Cross (1992) found that stress of special educator affects their levels or commitments to the field. The job satisfaction of special education teachers has been found to be correlated with retention, increases with experience.

On the other hand, Landbergis (1993) conducted a Meta analysis study to determine the relation between stress and heart disease. It has been reported in the study that 12 out of 14 studies showed that there was a clear link between occupational stress and heart disease. Furthermore, it was estimated that 23% of heart diseases in the US could potentially be prevented if the stress level in job were reduced. The studies also showed that women and black workers faced higher level of stress than their male counterpart.

Ross, & Elizabeth M Altamaire (1994) has combined insights and research from occupational psychology and clinical psychology to tackle work place stress. The book focuses on strategies, which can be employed by counselors to help individual suffering from emotional and psychological stress and engendered in the work place.

Newton, (1995) investigated stress from the perspective which aims to present a critical understanding of the experience of stress and distress in employees. In the findings of research it has been revealed that there is significant relation between stress and work performance of employees.
Singh & Billingsley (1996) investigated relation between stress and support. In findings of the study it has been concluded that excessive paper work and lack of administrative support were consistently major sources of stress, dissatisfaction and attrition in the students. On the other hand it was found that positive working environments were often indications of satisfied teachers of EBD students. It has been that reported isolation from colleagues, dissatisfaction with parent participation, frustration with paperwork, and a dearth of principal support are responsible for frustration and stress in teachers. In the study it is reported that teachers who ranked their work environment and principal relationships positively were more likely to be committed and satisfied with teaching and less likely to suffer from symptoms of stress.

Terry (1997) examined role of preparedness, job satisfaction, life satisfaction, illness symptoms (such as migraine and sinus headaches; allergies; colds; post nasal drip; hypertension, bladder, Kidney and bowel disorders; colitis; nervous stomach; acne; and weight problems), locus of control and self esteem to be the internal characteristics, in teacher stress. In the study it has been also studied that the way teachers handle the stress they face. The research findings of research work has been reported as a situation that causes one teacher to experience stress may or may not cause another teacher to experience stress. Examining internal characteristics can provide teachers with insight to the levels of Occupational Stress that they endure. The findings of research indicate that it is not necessarily the stress that is harmful but the levels of stress experienced.

Srivastava (1999) investigated role of complexity and burden of work which is results of stress. The research finding of the study is quantitatively concluding that stress at work is the results of increasing complexities of work and divergent demands of work. Researcher in this study has used the term job stress to denote employee’s mental state aroused by a job situation perceived as emphasized the role of job situations in their definition of Occupational Stress. The nature of Occupational Stress can be more conveniently and clearly understood in the framework of its causes and consequences. But in fact, job stress does not directly affect the job behavior of the focal workers. The experience and consequences of stress are mediated and moderated by several psychological and situational factors.
Cooper (2001) studies the sources and outcomes of job related stress, the methods used to assess levels and consequences of occupational stress, along with strategies might to use by individual and organization to confront stress and its associated problems.

Clarke & Cooper (2003) investigated in their studies that working in a stressful environment not only increase the risk of physical illness or distress, but also increases the likelihood of work place accidents.

Kirk (2003) conducted study to investigate certain professional variables which stimulate teacher stress. It has been concluded in the study that secondary teachers experience stress more frequently than elementary teachers. The study further concludes that the fewer years of professional preparation a teacher has, increases the greater the likelihood of stress. However, in the study, age and gender has not been found to be significant when examining stress.

William (2004) examined studies conducted in the field of stress. The study presented studies in well-integrated manner, coherently synthesized the latest scientific finding from psychology neuroscience, and medicine of stress. There has been a splendid job of filing a gap in the literature in stress and health: that gap being the need for an articulate introductory compendium that integrates what is known about the physiology of stress with that of thoughts and emotions.

Massey (2004) studied relation between occupational stress and peacekeepers arising from cumulative effects of occupational strain. The finding of research has been reported as excessive supervision is positively correlated with stress and strain at work place.

International Journal of Learning, (Sept., 2004), change in policies teacher’s incompetence in using the language and computers in teaching, student’s level of acceptance, management of time and facilities for teaching, close supervision by authorized personnel, workload and students’ performance, are the main factors which contribute to teachers stress.

Malik, (1978) conducted a study to investigate self-Disclosure, self-Acceptance, and anxiety among College Students. The objectives of the study were to
investigate the degree of self-disclosure, self-acceptance and anxiety among college students, and to investigate the relationship between self-disclosure, self-acceptance and anxiety. The findings were that self-disclosure and self-acceptance were positively correlated for undergraduate girls. These two variables were not correlated for undergraduate boys. Self-disclosure had no significant relationship with anxiety, and self-acceptance had a negative relationship with anxiety among college students. Sex played a significant role in self-disclosure it has been found in the study.

Tripathi, (1981) conducted a remarkable study to determine adjustment Problems of Undergraduates of Varanasi Division. The study was conducted to investigate the adjustment problems of undergraduate students of the Varanasi region in relation to the socio-economic and intelligence levels of adjusted male and female students. It has been found in the study that in all 40 percent of the boys faced college environmental problems, 50 per cent faced economic problems, and 40 per cent could not develop amicable relation with their classmates. The problems of 53 per cent of girls concerned spending leisure time; 47 per cent were about lack of educational environment in the college. About 42 per cent of the rural students and 53 per cent of the urban faced difficulties in their adjustment with the educational environment. Girls were comparatively more adjusted to the home area. Highly adjusted students secured better points on the intelligence test. Urban boys and girls were better. Adjusted students had comparatively better socio-economic background. Girls secured better points on the socio-economic status scale. Intelligence and adjustment were mutually dependent. Maladjusted students faced complicatedness in maintaining domestic adjustment, economic crisis, educational environment, leisure-time activities etc. However girls faced less difficulty in adjusting to these situations.

Harmeet Kaur (1984) conducted a study to find out relation between neuroticism and anxiety of Indian students and foreign students. It has been found in the study that Indian students in general scored lower on neuroticism and manifest anxiety than their foreign counterparts. The foreign female students scored higher on neuroticism, achievement motivation and realistic motivation but lesser on anxiety in comparison with foreign male students. Indian male students scored higher on extraversion dimension than female students. Indian male students scored lower on
neuroticism, manifest anxiety and achievement motivation than female students. Science students scored lower on neuroticism, anxiety and realistic motivation in comparison with arts students.

Agrawal, (1985) has found in his study that simple stress score was a powerful predictor of strain, but the subjective assessment of events for the amount of distress they evoked (but not for change and balance of distress and relief) was more strongly correlated with the measure of strain. Weighted stress score based on ratings of an independent group of judges was only as highly correlated with the subjects' symptom scores as the simple stress score. The events which occurred in one year prior to the study had consistently higher correlations than correlations of shorter periods within that year or the total life span excluding this one year. Life events did account for a significant proportion of variance in symptom scores but shared no variance in the number of times a subject sought medical help from a doctor. However, not all but only undesirable events could account for this variance. Stresses emanating from interaction with family and study environment were also important contributors to strains. The occurrence of day-to-day problems had higher pathogenic significance than even major life events. There was a trend towards higher correlations on weighting for stress of recurrence but the differences between the two types of correlations were not significant. Stress scores were higher in the case of males compared to females, Muslims compared to Hindus, rural students compared to urban students, students living in hostels, hired room or lodges compared to those staying in their own homes. No discrepancies were seen between self and parental aspirations. Marriage was not viewed as an immediate prospect. Boys and girls approved intermingling, but girls were seen to prefer the customary type of marriage. Female students were seen to be better adjusted than male students in all the areas studied.

Chakrapani, (1985) conducted study to investigate Stressor among Unemployed Graduates and Postgraduates. Result of the study suggested that age was a positive contributor to stress of concerning students. Intermittent job experience was a predictor of stress. The observed role of mother's education in promoting stress experience was the result of greater internalization of work norms by educated mothers than uneducated mothers. The respondent's unemployment anxiety was
aggravated by his educated mother's anxiety. The five stress indicator responses, i.e., emotionality. Radicalism, hostility, behavior adjustment and health did not interrelate with one another. Emotionality was consistent in its association with behavior. Taking emotionality as roundabout stress indicator response, regression analysis showed that self esteem selective job preference and de-linking of education from jobs contributed to lower emotionality among educated unemployed. Post graduates and respondents belonging to the arts faculty and the artisan castes had reported high average radicalism scores. Higher education and low caste status reinforced each other in causing high radicalism among the educated unemployed.

Shalendra, (2004) found in his study that in Indian Students (boys and girls) school anxiety was found significantly negatively correlated with self-concept. Girls were higher on school anxiety than boys. There was no significant difference between boys and girls on self-concept. In Indian Students (boys and girls) on school anxiety factors, girls were elevated on test anxiety, fear of expression and psycho-physical reactions than boys. But girls were lower on lack of confidence than boys. In Indian Students (boys and girls) on self-concept, there were no significant differences between boys and girls on behavior, intellectual and social status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction. Among Iranian students both boys and girls, school anxiety significantly was negatively correlated with self-concept. Girls were higher on school anxiety than boys and there was no significant difference between girls and boys on self-concept. Amongst Iranian students, both boys and girls on school anxiety factors, girls were higher on test anxiety, fear of expression, psycho-physical reactions than boys. But there was no significant difference between them on the behavior, intellectual and social status, physical appearance and attributes, popularity. But boys were higher on anxiety than girls, and girls were higher on happiness and satisfaction than boys. School anxiety was negatively correlated with self-concept in all the samples (Boys and Girls) from India and Iran.

Rathor, (2006) investigated sources of stress in adolescence. It has been concluded in the findings of the study that the adolescents had mainly 8 types of stresses these are educational, psychological, physical, vocational, personal, and
economic and others. Vocational, educational and psychological stresses were higher than other types. Examination has been reported to be the biggest stress giver in educational area. 69.2% students felt normal stress while 16.5% students felt higher stress and 14.3% felt lower stress. Significant difference has been established in stress between boys and girls. Girls felt more stress than boys. Secondarily, significant difference was found in stress of science and arts group of students. Art group felt more stress than science group. No noteworthy difference is found in stress of science and commerce group students. 70.6% students felt average level of insecurity while 14.1% felt higher insecurity and 15.1% felt lower level of insecurity feeling. Girls felt more insecurity than boys. (8) There is no significant difference found in feeling of insecurity amongst science, arts and commerce group students. There is positive correlation between level of stress and level of feeling of insecurity among adolescents. Stress management strategies model was set by the researcher and suggestions for parents, teachers and adolescent respectively, were also given.

Bakshi & Srivastava (2008) carried out study in two types of institutions, i.e., uniform services institution and a civil medical college, to compare the mental health of medical students from two different college environments. Sample size total 240 students (120 from each college) were randomly selected from the attendance roster for the survey. Students of 1st, Vth and IXth semester were selected for mental health evaluation. Standardized questionnaires were given to estimate anxiety, depression and general mental health. The study has been concluded that mental health of medical students was better in service institute as compared to civil medical college. Answers are concerned with scholastic and college environment, stressing upon the fact that they have a major effect on the mental health of medical students.

Misra, & Castillo, (2004) has conducted a significant study on academic Stress among College Students with comparison of American and International Students. This study compared academic stressors and reactions to stressors between American and international students using Gadzella's life stress inventory (Gadzella, 1991). Five categories of academic stressors (i.e., frustrations, conflicts, pressures, changes, and self-imposed) and four categories describing reactions to these stressors (i.e., physiological, emotional, behavioral, and cognitive) were examined. The sample
consisted of 392 international and American students from two Midwestern universities. American student reported higher self-imposed stressors and greater behavioral reactions to stressors than international students. Respondent’s status (American or international) and interaction of status and stressors emerged as the 2 strongest predictors of their behavioral, emotional, physiological, and cognitive reaction to stressors. Five stressors attained statistical significance in the regression model.

2.2 STUDIES RELATED TO ACHIEVEMENT MOTIVATION

Reddy (1990) conducted a comparative study of some educational variables of students of private and government schools. The sample comprised of 1340 students, the number from government schools being 709 and from private schools being 631 from three districts of Karnataka. The results of the study reported that achievement motivation had no significant relationship with academic achievement.

Wong & Mihaly (1990) explored the effect of personality and the quality of experience on motivation and academic achievement. A sample of 170 high school students consisting 68 male and 102 female students completed the personality research forum and their experiences were recorded through experience sampling method. The results indicated that intrinsic motivation had positive relationship with academic achievement of students.

Ginsburg & Bronstein (1993) studied family factors related to children’s intrinsic and extrinsic motivational orientation and academic performance. Data were collected from 93 fifth grade students and their parents from Florida. Achievement scores were obtained from school records. In the study, extrinsic rewards and over- and under controlling family styles have been found to be related with extrinsic motivation and lower academic achievement of the students. On the other hand parental encouragement was associated with intrinsic motivation of the students.

Ahmed (1998) conducted a study on achievement motivation differences among adolescent boys and girls of various ordinal positions. The sample was comprised of 120 students of the age group of 13-18 years of Mumbai city. Data were
collected by Shafi’s achievement motivation scale. The results revealed that there was no significant difference in achievement motivation of the boys and girls.

Petrick & Kim (1998) studied parenting style, motivation orientation and self-perceived academic competence. The respondents of the study were 404 eighth and ninth grade students of both sexes in Hong Kong. The results revealed that authoritarian parenting leads to extrinsic motivation, authoritative parenting to intrinsic motivation and neglectful parenting leads to a motivation. Further each motivation found to be related with self-perceived academic competence.

Archer et al. (1999) studied the interrelationship among characteristics that predicted achievement motivation among undergraduate students. The sample included 71 older and 61 younger students from Australia. The data was gathered through a questionnaire containing measures of motivation. The results in the college records were taken as the academic achievement of the students. The findings revealed that achievement motivation had positive relationship with academic achievement of the groups.

Busato et al. (2000) investigated intellectual ability, learning style, personality and achievement motivation as a predictor of academic success in higher education. In the sample 409 first- year psychology students of Netherlands were included for the purpose. The analyses of the study confirmed that achievement motivation was associated positively with academic success of the students.

Panda & Jena (2000) studied the effect of some parental characteristics on students’ achievement motivation. The sample of the study comprised of 200 students of ninth class selected from six secondary schools of Jaipur and Kalakhandi districts. The results indicated that the students belonging to Jaipur whose father had high educational qualification had better achievement motivation as compared to the students of Kalakhandi districts whose father had low educational qualification. The findings also revealed that parental education was positively related with achievement motivation.

Broussard (2002) explored the relationship between classroom motivation and academic achievement in first and third graders. The respondents of the study
included 122 first grader and 129 third grader students from mid-sized southern city of Lousiana. Data were collected by using Harter’s scale of intrinsic verses extrinsic motivation orientation in class from the students. The findings indicated that higher levels of mastery motivation and judgment motivation related to the higher academic performance of the students of third grader, however only higher levels of mastery motivation was found to be related with higher academic performance of the students of first grade.

Jaya Chawla (2003) examined achievement motivation, self-confidence and expectations as predictors of academic performance among high school students. The sample consisted of 4012 students of Florida State. From the findings a significant positive relationship was found between achievement motivation and academic achievement. Parental education had also positive relationship with achievement motivation of the students. The results indicated that achievement motivation was significant predictors of educational achievement.

Kaur (2004) conducted a study to compare achievement motivation of students. The sample comprised of 200 boys and girls of eleventh class of the residents of urban and rural areas of Ludhiana District. Results showed that there was a significant difference between achievement motivation of boys and girls but on contrary there was also a significant difference between achievement motivation of rural and urban students.

Tsang (2004) investigated achievement motivation and achievement among students from immigrants and America born families. Data were collected through survey method and university records from over 998 college students. The results indicated that immigrants placed more importance on family interdependence than American born families. Family attitude contributed to greater achievement motivation among youth from immigrants as compared to American born families.

Frances et al. (2004) conducted a study on a discussion and contrary issue based approach for promoting academic achievement and achievement motivation on 18 eight grade students of Maryland. The data was collected through achievement motivation rating scale and students’ achievement was taken from the school reports.
The results of the study revealed significant relationship of academic achievement with achievement motivation

Sidhu & Parminder (2005) carried out a comparative study of concept attainment model, advance organizer model and conventional method in teaching of physics in relation to intelligence and achievement motivation of ninth class students. Data were collected by using achievement motivation test by Pratibha Deo and Asha Mohan from 240 students of Sangrur district in Punjab. The results indicated that there was no statistically significant effect of achievement motivation on scholastic achievement of the students. The results also revealed that there was no relationship between intelligence and achievement motivation.

Bansal et al. (2006) explored the relationship between quality of home environment, locus of control and achievement motivation among high achiever urban female adolescents. The data were collected from 100, eleventh grade high achievers from 10 senior secondary schools of Ludhiana city, by using Bhargava achievement motivation scale and Mishra’s home environment inventory scale. The results indicated that good quality of home environment had significant positive relationship with high level of achievement motivation and high level of academic achievement.

Halawah (2006) examined the effect of motivation, family environment, and student characteristics on academic achievement. The sample comprised of 388 high school students entailing 193 males and 195 females from Abu Dhabi district, United Arab Emirates. Data was collected through a Likert-type instrument to measure students’ level of motivation, while academic achievement was measured by using students’ grade point average. Results demonstrated that relationship between academic achievement and achievement motivation (0.07) was very small and the relationship between achievement and family environment (0.15) and motivation and family environment (0.19) were statistically significant though small.

Sharma et al. (2006) investigated the relationship between self-concept, achievement motivation and achievement in mathematics; a gender comparison on a sample comprising 80 sixth class students of Bhopal in India. Data was collected by administering mathematics achievement test developed by the researchers themselves.
Result revealed a significant positive relationship between achievement motivation and achievement in mathematics of students.

Chowdhury et al. (2007) conducted a study on self-efficacy, motivation and their relationship to academic performance of Bangladesh college students. Data were collected through self-administrated questionnaire from the 123 college students. Results revealed that students’ academic achievement was affected by motivation. It was also found that the students who attained the highest level of academic performance were those who were simultaneously highly motivated. The findings further indicated both intrinsic (.327) and extrinsic motivation (.251) were positively related with academic achievement.

Froehlich (2007) explored gender differences in intelligence theory, achievement motivation, attribution style and their effects on choice of science, math and technology careers. The sample was constituted of 174 female and 154 male students from New Paltz Campus in New York. The data were collected through online survey format. The results of the study demonstrated a significant relationship between intelligence and achievement motivation.

Ilogu (2007) investigated the effect of achievement motivation on students’ cognitive performance behavior. A sample 200 students was selected by stratified random sampling from Lagos. Achievement motivation scale and senior secondary school certificate were used to collect data from the students. Results of the study indicated significant positive relationship between achievement motivation and students’ academic achievement.

Kim et al. (2007) examined the effect of the students’ intrinsic motivation on academic achievement and preference for co-operative learning using the framework of self-determination theory through longitudinal study. The data was collected from 6908 Korean middle school students. The results showed that intrinsic motivation had a direct impact on achievement.

Navarrete et al. (2007) carried out a study on culture and achievement motivation in Latino and Anglo American high school students of USA on a sample of 149 students from the high school districts in California. Data were collected by
culture value orientation and attribution-emotion scale by administering to the sample. Grade point average was taken as academic achievement measures of the students. Socio-economic status and education of the parents had been found to influence academic achievement and achievement motivation of the students of both the cultures.

Sumerson et al. (2007) examined the contribution of achievement motivation, personality, learning strategies and scholastic aptitude to academic achievement in college students. Data were collected through grade point average for academic achievement scale and motivation strategies for learning questionnaire from 186 undergraduate students from North Eastern University. The results indicated that achievement motivation was significantly and positively related to academic achievement.

Tan et al. (2007) conducted a study on group investigation effects on achievement motivation and perception of students of the age from 13 to 14 years of 7 eighth grade classes in Singapore. The results showed that highly motivated students had significantly higher academic achievement.

Tella (2007) investigated the impact of achievement motivation on students’ school academic achievement in mathematics in secondary schools on a sample of 450 students of both sexes drawn from ten schools of Ibadan. Data were collected by administering motivation for academic performance scale to the sample. The result revealed that achievement motivation had significant and positive relationship with academic achievement of secondary school students.

Adepoju (2008) examined the degree of relationship among motivational variables and academic performance of students’ in secondary school students in Oyo state, Nigeria. A sample of 100 senior school students was selected for data collection. The results of the study revealed that there was high relationship of each motivation variable with academic performance. The results also indicated that a significant difference (t=2.74) existed between the level of motivation in urban and rural students.
Wang (2008) examined the motivational beliefs, parents’ educational level and other characteristics related to the class room incorporated and used to build achievement model of the students. Data were collected from 224,503 students, their parents and teachers from four countries namely United States, Russian Federation, Singapore and South Africa. Results indicated that student’s achievement was positively related to achievement in mathematics in all the four countries. The results also indicated that parental education was significantly related with motivation of the students.

Acharya & Shobhna Joshi (2009) studied the influence of parental education level on achievement motivation of adolescents. A total 200 intermediate students belonging to parents having four levels of education: high school, intermediate, graduation and post-graduation from Varanasi were selected as the sample. Data was collected by administering Deo-Mohan achievement motivation scale to the students. The result indicated that parental education level influenced achievement motivation in academic area. Higher was the level of parental education better was the achievement motivation in academic area.

Chaturvedi (2009) investigated the effect of school environment and certain demographic variables on achievement motivation and academic achievement of young adolescents. The sample consisted of 300 students in the age range of 12-15 years, from various schools of Bhopal. Deo-Mohan’s achievement motivation scale was used to measure achievement motivation. Percentages of marks obtained by the students in last three years were used as a measure of academic achievement. The results revealed positive significant relationship between academic motivation and achievement.

Conroy et al. (2009) studied the expression of achievement motivation in interpersonal behaviour. Two studies were conducted on the sample of 219 students from small private university and 172 students from large public university of United States and findings reported that achievement motives were not associated with interpersonal behaviour. However, achievement motives had significant effect on academic success.
Umadevi (2009) conducted a study to find out the relationship among emotional intelligence, achievement motivation and academic achievement of primary school student-teachers. The sample comprised of 200 primary school student-teachers studying in various colleges of Davangere city in Karnataka. Data were collected by administering achievement motivation test developed by Bhargava. Academic achievement was taken as the annual scores of second year board examination. The findings indicated that there was a significant positive relationship between achievement motivation and academic achievement of the students.

Wilkins (2009) carried out a longitudinal study to evaluate family processes promoting achievement motivation and perceived competence among Latino youth. The sample consisted of 15,362 Latino adolescents from immigrant families. Data were collected by administering parental involvement in schooling scale by Steinberg and others to assess the degree parents assisted their child and achievement motivation scale created by the researcher himself. It was confirmed that parental involvement related significantly and positively to the processes of achievement motivation.

Ghazi (2010) examined parental involvement in their children’s academic motivation in rural areas at primary level. Study was conducted on a sample of 250 students from Bannu in Pakistan. Data were collected by structured interview from students and their parents. It was found that parental encouragement, discussion of importance of education and educational affairs had direct and positive influence on achievement motivation.

Majzub (2010) investigated the relationship between achievement motivation and self-regulated learning strategies among the university students. A sample of 300 undergraduate students from Malaysia participated in the study. The results indicated that there existed a positive and significant relationship between achievement motivation and the self-learning strategies.

Bahago (2011) investigated the influence of achievement motivation and demographic characteristics on academic performance of nomadic Fulani girls in Adamawa state. The data were collected from a sample of 300 girls selected from
nomadic primary schools. The results indicated that students with high achievement motivation performed higher in academics that revealed significant relationship between achievement motivation and academic achievement. Achievement motivation was found to be influenced by parents’ level of education.

Bakhtiaryand et al. (2011) investigated the moderating effect of achievement motivation on relationship of learning approaches and academic achievement of 200 college students. The findings of the study revealed that achievement motivation moderated the relationship of learning approaches and academic achievement. The results also indicated that achievement motivation indirectly effected the relation of learning approaches and academic achievement.

Manjuvani & Anuradha (2011) conducted a study to compare the achievement motivation of the children in single parent and two parent families. The sample comprised of 186 students of both the sexes selected purposively for the study. Deo-Mohan achievement motivation scale was used to collect the data. Results revealed that children of single parent families differed significantly in achievement motivation from the children of two parent families. It was also concluded that parental expectations and guidance developed the need for high achievement.

Sakiz (2011) explored the associations among achievement approach goal orientations, academic self-efficacy beliefs and academic help seeking behaviour of Turkish college students. A self-report survey was administered to 98 junior college students of Istanbul Pakistan. The findings indicated that mastery approach goal orientation was significantly and positively associated with college students’ academic achievement whereas, Performance approach goal orientation was significantly and negatively related with academic achievement.

Muola (2010) investigated the relationship between academic achievement motivation and home environment among standard eight pupils. The sample comprised of 235 standard eight Kenyan pupils from six urban and rural primary schools from Machakos district. The results indicated a low but positive relationship (0.15) of parental education with academic achievement of the students that revealed a positive relationship between parental education and academic achievement of their children.
Siana et al. (1998) conducted a study on motivation and attribution on a sample of 985 secondary schools students of London. The results indicated that the male and female students rated their parents as more important in contributing to their academic success.

2.3 KNOWLEDGE GAP

Studies reviewed by the researcher indicate that a considerable amount of researches have been conducted on stress of students, but very few were from India and in those few India studies, most of them were M.Ed. dissertations. The researchers conducted in the field of stress of students, were focused either on academic achievement of students or mental health and well being of students. These studies are emphasizing on role of stress in determination of academic achievement of students. Most of studies are concluding that stress played a significant role in achievement of students. Students with high stress have been reported to have low academic achievement, simultaneously students having low level of stress have been reported to have high achievement. Despite his best efforts, the present researcher could not locate a single empirical study that dealt with stress of visual need students. Stress of visual need students is proportionally new field of study.

The researcher systematically reviewed the concerning literature of achievement motivation of students. The researches conducted in this area have concluded that a significant effect of achievement motivation on achievement of students. But so far as achievement motivation of visual need students concerned, there are very less studies conducted in India. Also, there has not been found any study on stress as well as achievement of visual need students in India. Hence, there are number of gaps linking some vital research needs and researcher tried to find out the most important gap, he felt pertinent. As said, there was a lack of researches which were focused on variable like stress and achievement motivation of visual need students. Therefore, a strong need was felt to bridge this gap and present researcher decided to undertake the present study on stress and achievement motivation of visual need students.