

“TO STUDY THE RELATIONSHIP OF ACADEMIC STRESS AND SOCIO-ECONOMIC STATUS AMONG IX STANDARD STUDENTS OF RAIPUR CITY”

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ABSTRACT

This paper focuses on the relationship between academic stress and socio-economic status among IX standard students. The research was carried out in Raipur City (Chhattisgarh) on a sample of 600 IX standard students of English and Hindi medium schools. Academic Stress was measured by Stress Inventory for School Students prepared by Seema Rani & Basant Bahadur Singh. Socio – Economic Status was measured by using Socio – Economic Status Scale prepared by Sunil Kumar Upadhyay & Alka Saxena. Survey method was conducted for collection of data. The result revealed that there is positive but low relationship between Academic Stress and SES of English and Hindi medium students. The difference in the level of Academic Stress of English and Hindi medium students is found to be insignificant whereas the difference in level of Academic Stress of Boys and Girls of both English and Hindi medium schools is found to be significant.

Keywords: Academic Stress, Socio-Economic-Status, Gender, Language of Instruction.

INTRODUCTION

There were days when the feet galloped to the playfields on hearing the clock strike four in the evening. The world itself was full of adventure. Children went around the fields, nearby jungle, ponds & hills & they were one with nature. Today they feel the clock never strikes four because when he is supposed to be playing with his fellow groups, he is engaged in a tuition class studying the same old rotten stuff.

In the 21st century, the rapid technological advancement is responsible for inducing stress into our lives in general and academic life in particular. The literature suggests that while new technology may offer many benefits, they may also contribute to increased academic- related stress. In the present age of information technology and knowledge explosion everyone has developed a competitive zest to compete with other to achieve life goals. Amongst the various areas where people try to compete with others, the academic pursuit seems to emerge as the most important and relevant aspect of life where people try to do their best over others.

Stress is a part of life. It is a necessary and unavoidable concomitant of daily living- necessary because without some stress we would be apathetic creatures, and unavoidable because it relates to any external event be it pleasurable or anxiety- producing. In truth, however, stress can also motivate and invigorate and enable people to achieve far more than they thought themselves capable of doing. But at the same time, the prolonged stress is likely to reduce the efficiency of a person.

What is Stress?

In general, stress is related to both external and internal factors. External factors include the physical environment, including your job, your relationships with others, your home, and all the situations, challenges, difficulties, and expectations you're confronted with on a daily basis. Internal factors determine your body's ability to respond to, and deal with, the external stress-inducing factors. Internal factors which influence your ability to handle stress include your nutritional status, overall health and fitness levels, emotional well-being, and the amount of sleep and rest you get. The experience of stress is highly individualized. What constitutes overwhelming stress for

one person may not be perceived as stress by another. Stress in children may be caused by family problems at home, academic and peer pressure, certain medical conditions and personality factors such as high self-expectations.

- Researchers define stress as a physical, mental or emotional factor that causes bodily or mental tension. It can come from any situation or thought that makes you feel frustrated, angry, nervous, or even anxious.
- The word `stress` is defined by the Oxford Dictionary as "a state of affair involving demand on physical or mental energy". A condition or circumstance (not always adverse), which can disturb the More....
- Stress is the pattern of responses an organism makes to stimulus events that disturb its equilibrium and tan or exceed its ability to cope.
- Stress is simply a fact of nature -- forces from the inside or outside world affecting the individual. The individual responds to stress in ways that affect the individual as well as their environment. Because of the overabundance of stress in our modern lives, we usually think of stress as a negative experience, but from a biological point of view, stress can be a neutral, negative, or positive experience
- Stress is a pattern of disruptive physiological & psychological reactions to events that threaten our ability to cope. It is a common occurrence among people causing health hazards, laziness, disinterest & lack of physical and mental vitality.
- Stress is a state of mind, which reflects certain biochemical reaction in the human body and is projected by a sense of anxiety, tension, depression & fear & is caused by such demands by the environmental forces that cannot be met by the resources available to the person.
- Stress in elementary form may not be dangerous but its prolongation causes worry, loss of interest in life, and a tendency to do no work. Ultimately the prolonged stress leads to lack of motivation and achievement in human life.
- Stress is body's natural response to challenge, threat or excitement.

Stress and Achievement

A learning child needs certain degree of stress to learn all it materials without delay. Moderate stress creates possible motivation to acquire knowledge, awareness about the happenings, and ultimately leads to problem solving and creativity. Most of the children take the examination very seriously because it is supposed to be one of the achievements in life. It is better to say many achievements are the consequences of the inspiring amount of stress obtained from the environment, society and the person himself. But if the intensity of stress exceeds beyond the optimum level or affordable level based on the individual it causes harmful drastic changes in the individual as well as the society.

Many Health Problems are Caused or Exacerbated by Stress, Including

- Pain of any kind
- Heart disease
- Digestive problems
- Sleep problems
- Depression
- Obesity
- Autoimmune diseases
- Skin conditions, such as eczema

Common External Causes of Stress

Not all stress is caused by external factors. Stress can also be self-generated

- Major life changes
- Work
- Relationship difficulties
- Financial problems
- Being too busy
- Children and family

Common Internal Causes of Stress

Not all stress is caused by external factors. Stress can also be self-generated

- Inability to accept uncertainty
- Pessimism

- Unrealistic expectations
- Perfectionism
- Lack of assertiveness

What is Academic Stress?

Not surprisingly, much of the stress of school is related to what kids learn and how they learn it. The following are some of the main sources of academic stress for kids

- **Work That's Too Hard:** There's a lot of pressure for kids to learn more and more and at younger ages than in past generations. For example, while a few decades ago kindergarten was a time for learning letters, numbers, and basics, most kindergarteners today are expected to read. With test scores being heavily weighted and publicly known, schools and teachers are under great pressure to produce high test scores; that pressure can be passed on to kids.
- **Work That's Too Easy:** Just as it can be stressful to handle a heavy and challenging workload, some children can experience stress from work that isn't difficult enough. They can respond by acting out or tuning out in class, which leads to poor performance, masks the root of the problem, and perpetuates the difficulties.
- **Learning Styles Mismatch:** There are different styles of learning -- some learn better by listening, others retain information more efficiently if they see the information written out, and still others prefer learning by doing. If there's a mismatch in learning style and classroom, or if your child has a learning disability, this can obviously lead to a stressful academic experience.
- **Homework Problems:** Kids are being assigned a heavier homework load than in past years, and that extra work can add to a busy schedule and take a toll.
- **Test Anxiety:** Many of us experience test anxiety, regardless of whether or not we're prepared for exams. Unfortunately, some studies show that greater levels of can actually hinder performance on exams. Reducing test anxiety can actually improve scores.
- **Over Scheduling:** In an effort to give their kids an edge, or to provide the best possible developmental experiences, many parents are enrolling their kids in too

many extra-curricular activities.

- **Lack of Family Time:** Due in part to the busyness of kids' lives and the hectic schedules of most parents, the sit-down family dinner has become the exception rather than the rule in many households. Due to a lack of available family time, many parents aren't as connected to their kids, or knowledgeable about the issues they face, as they would like.
- **Not Enough Sleep:** As schedules get busier, even young kids are finding themselves habitually sleep-deprived. This can affect health and cognitive functioning, both of which impact school performance.
- **Poor Diet:** With the overabundance of convenience food available these days and the time constraints many experience, the average child's diet has more sugar and less nutritious content than is recommended. This can lead to mood swings, lack of energy, and other negative effects that impact stress levels.
- **Lack of Preparation:** Not having necessary supplies can be a very stressful experience for a child, especially one who's very young. If a child doesn't have an adequate lunch, didn't bring her signed permission slip, or doesn't have a red shirt to wear on "Red Shirt Day," for example, she may experience significant stress. Younger kids may need help with these things.

Need and Significance of the Study

The increasingly competitive globalized world, new relation of life for reaching developments in information and communication technologies and tremendous exposure to knowledge in all walks of life has enhanced the competitive spirit amongst the students to do extremely well in their academic performance. Now a day it is observed that students are so focused in having good results to get admission in a good college. In order to accomplish great success in examination students are developing more academic related stress.

Stress amongst adolescent boys and girls are very common and natural. Be it about self, career, academics or any other issue, the youth undergo feelings of anxiety at some phase of lives. They live in a world where nothing seems to be guaranteed with certainty and at the same

time they are expected to perform at every front the main being the academics. Adolescents often lack in academic motivation and performance, as their attention is divided among a lot of many things especially at creating an identity for themselves. Once out of school, they find their teachers, parents and peers putting a new emphasis on deadlines, academics and mastery of large amount of information.

This research paper throws light on the academic stress of IX standard students of Raipur city in relation to their Socio-Economic-Status. The result of this study may help the teachers in identification of stress among students and developing proper study habits so as to avoid stress and help the students in balancing their activities in school, completion of homework, playtime etc.

Review of Related Literature

- Liu, Yang yang; Lu, Zuhong(2011-01) "The Chinese High School Student's Stress in the School and Academic Achievement"(EJ911107)

In a sample of 466 Chinese high school students, we examined the relationships between Chinese high school students' stress in the school and their academic achievements. Regression mixture modeling identified two different classes of the effects of Chinese high school students' stress on their academic achievements. One class contained 87% of the students. In this class, the students' stress negatively predicted their academic achievements. For the other 13% of the students, their stress did not predict their academic achievements. Furthermore, we found that gender did not moderate the relationships between Chinese high school students' stress in the school and their academic achievements.

- Avison, William R., Incorporating Children's Lives into a Life Course Perspective on Stress and Mental Health (EJ909298).

Emerging themes in demography, developmental medicine, and psychiatry suggest that a comprehensive understanding of mental health across the life course requires that we incorporate the lives of children into our research. If we can learn more about the ways in which the stress process unfolds for children, we will gain

important insights into the factors that influence initial set points of trajectories of mental health over the life course. This will simultaneously extend the scope of the stress process paradigm and elaborate the life course perspective on mental health. Incorporating children's lives into the sociology of mental health will also extend the intellectual influence of the discipline on sociomedical and biomedical research on mental illness. I contend that sociology's greatest promise in understanding trajectories of mental health across the life course lies in a systematic analysis of the social and social-psychological conditions of children, the stressful experiences that arise out of these conditions, and the processes that mediate and moderate the stress process in childhood. In this regard, there are three major issues that sociologists could begin to address: (i) The identification of structural and institutional factors that pattern children's exposure to stress; (ii) The construction of a stress universe for children; and (iii) The identification of key elements of the life course perspective that may set or alter trajectories of mental health in childhood and adolescence.

- Leung, Grace Suk Man; He, Xuesong, Resourcefulness: A Protective Factor Buffer against the Academic Stress of School-Aged Children (EJ891649).

This study examines whether the assumptions of the Transtheoretical Model (TTM) are useful to evaluate the effectiveness of a school-based stress prevention programme in adolescence to promote appropriate coping behavior. The TTM assumes three consecutive phases in the adoption of behavioral patterns. Progress throughout the phases is promoted by three developmental determinants. It, therefore, was expected that programme participation is associated with a progression throughout the phases and with a change in the developmental determinants. Of 372 adolescents, aged between 13 and 16 years, 190 participated in a control condition and 182 in a stress prevention programme. Measurements were taken a week before (pre-test), a week after (post-test) and 12 weeks after the training (follow-up-test). Results indicated that adolescents in different phases of behavior change

report different numbers of stress symptoms. Programme participation is associated with a progression in phases which, however, was not stable after the programme had run its course. Besides this, adolescents in different phases benefit from participation differentially as different patterns of changes in the developmental determinants show. A systematic promotion in the different phases of behavioral change by integrating TTM-tailored "tools" into a stress management programme may improve participants' intention and competence to actually show appropriate coping behavior.

The objectives of this study were twofold: to examine the interaction of academic stress and student resourcefulness on subject grades and to identify the factors of parental support that contribute to student resourcefulness. The participants of this cross-sectional study were 695 fifth and sixth graders from four major districts in Shanghai. Student resourcefulness was observed to moderate academic stress and subject grades. Moreover, perceived paternal emotional support and maternal informational support contributed

significantly to student resourcefulness.

- Grace S. M. Leung & K. C. Yeung & Daniel F. K. Wong, Published online: 24 June 2009, Academic Stressors and Anxiety in Children: The Role of Paternal Support.

We examined the role of paternal support in the relation between academic stress and the mental health of primary school children in Hong Kong. The participants of this cross-sectional study were 1,171 fifth and sixth graders. The results indicated that academic stress was a risk factor that heightened student anxiety levels and that parental emotional support was a protective factor that contributed to better mental health among children. However, paternal informational support delivered to children during times of high academic stress appeared to heighten student anxiety levels.

- Md. Mahmood Alam, Effect of Emotional Intelligence & Academic Stress on Academic Success among adolescents.

The study was carried out to find the relationship between Emotional Intelligence and Academic achievement & Academic Stress and Academic Achievement & also if gender differences exists in Emotional Intelligence, Academic Stress and Academic Achievement. The participants of this study included a sample of 250 students, 125 boys and 125 girls from different schools of Hyderabad city. Tools used were Mangal Emotional Intelligence by S.K. Mangal, Academic Stress Scale by Asha Rani Bisht, and for measuring Academic Success the aggregate marks of annual examination of class X students were collected from office records. Findings revealed that greater the Emotional Intelligence better is Academic Achievement, greater the stress exerted on the students, poorer is the Academic Performance. A gender difference exists in Academic Achievement, Emotional Intelligence and Academic Stress.

- Dr. Neeru S., Ruchira S., Study of Environmental Influences on Adolescents Academic Perceptions and Performance Supervisor Investigator .

The objectives of the study are-To plan an intervention programme for the target group, To study the influence of these on the adolescents' academic outcomes, To draw

Co-efficient of Correlation Between		r-value
Academic Stress and SES of English Medium Students		0
Academic Stress and SES of Hindi Medium Students		0

Table 1. Showing Co-Efficient of Correlation Between

N	Mean		S.D.		t-value	Table value at	Significant / Insignificant
	Eng	Hindi	Eng	Hindi			
300	112.16	114.33	13.51	15.04	1.315	1.96/2.60	Insignificant

(Note: - Table 2 shows the level of academic stress of all students of both English and Hindi medium schools)

N	Mean		S.D.		t-value	Table value at	Significant / Insignificant
	Boys	Girls	Boys	Girls			
150	109.913	114.42	15.481	10.789	2.92	1.96/2.60	Significant

(Note:-Table 3 shows the level of academic stress of boys and girls of only English medium schools)

N	Mean		S.D.		t-value	Table value at	Significant / Insignificant
	Boys	Girls	Boys	Girls			
150	109.633	119.04	15.016	13.574	5.694	1.96/2.60	Significant

(Note: - Table 4 shows the level of academic stress of boys and girls of only Hindi medium schools)

a model of environmental and self-perceptions based on the findings of the above, Community's perception, School environment, Parental beliefs and expectations, Individual's perceptions, To identify the nature of academic perceptions and performance of adolescents' by studying the following environmental factors. The sample for the present study consists of four groups- Group I- Adolescents Group II- Parents Group III- Teachers Group IV- Community Members. The results of the present study reveal – * Majority adolescents in the stressed and unstressed groups were in the age group of 14-16 years. * Stressed Adolescents perceive academics as burdensome * they do not enjoy studying * Studying for them is to fulfill parental expectations and their aspirations. * There is lack of motivation and concentration and feel anxious and nervous while taking exams.

- Putwain, Dave W.; Connors, Liz; Woods, Kevin; Nicholson, Laura J., *Stress and Anxiety Surrounding Forthcoming Standard Assessment Tests in English Schoolchildren* (EJ985510).

The Standard Assessment Tests (SATs) taken by pupils in their final year of primary schooling in England have been widely criticized for placing children under too much pressure and contributing to an increase in test-related stress and anxiety. In this exploratory study we set out to explore the experiences of forthcoming SATs in a small sample of children using an appraisal model of stress and to reflect on whether these criticisms are justified. Results from focus groups with pupils and interviews with class and head teachers suggested that there was diversity in pupils' experiences of their tests. The pressures associated with SATs did not necessarily lead to negative outcomes and some children described SATs in more positive ways, as challenging rather than threatening. Self-worth judgments played a central role in individual-level appraisal and may also provide a useful link to discourses surrounding the value of academic credentials.

- Tan, Joyce Beiyu; Yates, Shirley *Academic Expectations as Sources of Stress in Asian Students* (EJ938916)

Education is highly valued in Confucian Heritage Culture (CHC) countries such as China, Taiwan, Singapore, Hong Kong, Japan and Korea but the expectations of parents, teachers and students themselves to excel academically can also be a source of intense stress for many students. The "Academic Expectations Stress Inventory" (AESI), developed by Ang and Huan ("Educ Psychol Meas" 66: 522-539, 2006) to measure parent, teacher and self expectations as sources of academic stress in Asian adolescents, was administered to 176 Singaporean secondary and college students one month before their major examinations. Rasch analyses of the students' responses to the AESI showed the nine items in the inventory formed a robust unidimensional scale of academic stress, with two separate unidimensional subscales of "Expectations of Parents and Teachers" and "Expectations of Self" complementing the factor analysis conducted by Ang and Huan ("Educ Psychol Meas" 66: 522-539, 2006). The item thresholds showed the AESI measured the student trait range adequately, and affirmed the inventory as a brief yet valid measure of academic stress for Asian students from a CHC background. The AESI is a valuable tool for teachers and researchers, as it provides an understanding of the role of parents, teachers and self expectations as sources of academic stress among students from a CHC background.

- Saklofske, Donald H.; Austin, Elizabeth J.; Mastoras, Sarah M.; Beaton, Laura; Osborne, Shona E., *Relationships of Personality, Affect, Emotional Intelligence and Coping with Student Stress and Academic Success: Different Patterns of Association for Stress and Success* (EJ958390)

The associations of personality, affect, trait emotional intelligence (EI) and coping style measured at the start of the academic year with later academic performance were examined in a group of undergraduate students at the University of Edinburgh. The associations of the dispositional and affect measures with concurrent stress and life satisfaction were also examined. The survey was completed by 238 students, of whom 163 gave permission for their end-of-year marks to be accessed. Complete data for modeling stress and academic

success were available for 216 and 156 students respectively. The associations of academic success and stress differed, and high stress was not a risk factor for poor academic performance. Further analyses were based on the extraction of three composite factors (Emotional Regulation, Avoidance and Task Focus) from the EI and coping subscales. Structural equation modelling showed that academic performance was predicted by Conscientiousness, Agreeableness, positive affect and the Task Focus factor. Modelling for stress and life satisfaction showed relationships with personality, affect, and the Task Focus and Emotion Regulation factors. The Task Focus factor played a mediating role in both models, and the Emotion Regulation factor acted as a mediator in the model for stress and life satisfaction. The theoretical interpretation of these results, and their potential applications in interventions targeting at-risk students, are discussed.

Objectives

- To find out the relationship between Socio-Economic Status and Academic Stress of IX standard students of English and Hindi medium schools.
- To find out the relationship between Medium of Instruction and Academic Stress of IX standard students of English and Hindi medium schools.
- To find out if there is gender differences in Academic Stress of IX standard students of English and Hindi medium schools.

Hypotheses

- There is negative and high correlation between Academic Stress and Socio-Economic Status of English medium students of Raipur city.
- There is negative and high correlation between Academic Stress and Socio-Economic Status of Hindi medium students of Raipur city.
- There is no significant difference between the level of academic stress of IX standard students of English and Hindi medium schools of Raipur city.
- There is no significant difference between the level of academic stress of IX standard boys and girls of English medium schools of Raipur city.

- There is no significant difference between the level of academic stress of IX standard boys and girls of Hindi medium schools of Raipur city.

Population

All IX standard students of English and Hindi medium schools of Raipur city is the population for this study.

Sample

The whole city is divided into 5 zones, North, South, East, West and Central zone. From each zone two English medium & two Hindi medium schools were selected and from each school 30 students were taken as a sample. Hence the total sample comprises of 600 IX standard students where 300 were of English medium schools out of which 150 were boys and 150 were girls and 300 were of Hindi medium schools out of which 150 were boys and 150 were girls.

Method

Survey method was conducted by the researchers to collect relevant data regarding the research topic.

Tools of Research

- To measure Academic Stress, "Stress Inventory for School Students," by-Seema Rani & Basant Bahadur Singh was used. This inventory consists of 40 items. (Age 6 – 14 years).The inventory has both test-retest reliability which was found to be 0.80 and internal consistency reliability which was found to be 0.79.The face validity of the questionnaire appeared to be fairly high and content validity is adequate by the experts.
- To measure socio-economic status of the students , "Socio – Economic Status Scale", by- Sunil Kumar Upadhyay & Alka Saxena was used.This scale consists of 31 items in five parts related to -----personal information, family, education, income & others (cultural & material possessions) (age range 13 – 19 years).The test-retest reliability of the scale was found to be 0.83.The validity of this scale was computed by correlating with SESS of Shah(1986)which was found to be 0.78.

Analysis and Interpretation

The data was collected, coefficient of correlation was found between

- Academic Stress and Socio-Economic Status of English medium students.
- Academic Stress and Socio-Economic Status of Hindi medium students.
- Mean, S.D. and t-value is also calculated to measure the level of significance between the level of academic stress of IX standard students of English and Hindi medium schools of Raipur city.
- Mean, S.D. and t-value is also calculated to measure the level of significance between the level of academic stress of IX standard boys and girls of English medium and Hindi medium schools of Raipur city.

Findings

- Table 1 reveals that Coefficient of Correlation between the scores of

(i) Academic Stress and SES of English Medium Students of Raipur city is 0.144. Hence the hypothesis is rejected. The relationship between Academic Stress and SES of English Medium Students is positive but very low & negligible.

(ii) Academic Stress and SES of Hindi Medium Students of Raipur city is 0.082. Hence the hypothesis is rejected. The relationship between Academic Stress and SES of Hindi Medium Students is positive but very low & negligible.

- Table 2 reveals that t-value of the level of academic stress of IX standard students of English and Hindi Medium schools of Raipur city is 1.315 which is less than the table value at both 0.01 and 0.05 level. The difference in the level of academic stress of IX standard students of English and Hindi Medium schools of Raipur city is insignificant and hence null hypothesis is accepted.

- Table 3 reveals that t-value of the level of academic stress of IX standard boys and girls of English medium schools of Raipur city is 2.92 which is greater than the table value at both 0.01 and 0.05 level. The difference in the level of academic stress of IX standard boys and girls of English medium schools of Raipur city is significant and hence null hypothesis is rejected.

- Table 4 reveals that t-value of the level of academic stress of IX standard boys and girls of Hindi medium schools of Raipur city is 5.694 which is greater than the table value at both 0.01 and 0.05 levels. The difference in the level of academic stress of IX standard boys and girls of Hindi medium schools of Raipur city is significant and hence null hypothesis is rejected.

Conclusion

After analysis and interpretation the following conclusions were drawn.

This research paper throws light on the relationship between academic stress and socio-economic status of IX standard students of Raipur city. The results revealed that there is positive but low relationship between Academic Stress and SES of English and Hindi medium students. The difference in the level of Academic Stress of English and Hindi medium students is found to be insignificant whereas the difference in level of Academic Stress of Boys and Girls of both English and Hindi medium schools is found to be significant.

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