M. Darsana. (2007) “Relationship between Intelligence and certain achievement facilitating variables of higher Secondary school students”. In this study it shows that the relationship between Emotional Intelligence and Achievement facilitating variables and comparing Emotional Intelligence of groups in pars classified on the basis of sex, locality of the school, nature of the school management and SES, the investigator finds that there is significant relationship between Emotional Intelligence and motivation. From the T – test, we can conclude that boys and girls differ in their Emotional Intelligence and Emotional understandings. Boys perform better than girls in emotional intelligence and emotional understanding.

Panigrahi Manas Rajan. (2005) “Academic Achievement in relation to Intelligence and Socio economic status of High School Students”. This study shows that there is positive correlation between academic achievement and intelligence, while there is a low positive correlation between academic achievement and Socio economic status. The sample comprised of 100 students out of which 50 males and 50 females from different school in Orissa. A standardized Intelligence and socio Economic Status scale is used.

Pasteey Geeta S, A. Jayalaxmi (2006) “Impact of Emotional maturity on stress and self confidence of adolescent”. As emotions do play central role in the life of an individual one is expected to have higher Emotional maturity in order to lead a effective life. It is also true that our behavior is constantly influenced by the Emotional maturity level that we possess. Especially, the adolescents who are observed to be highly emotional in their dealings to be studied. In view of this an attempt is made in present study to find out the impact of emotional maturity of adolescents on the stress and self confidence. Sample of the study consist of 105 adolescents studying in Xi and XII class at Dharward City, Karnataka State, India. The scale such as emotional maturity Singh & Bhargav 1994, Self Confidence inventory (Revha Agnihotri, 1989) and students stress scale (Deo, 1997) were administered on the selected samples. Along with responses to the above scales some personal data information were also collected from the sample. The obtained response were scored and converted to standard (T) scores further subjected to ‘T’ and ‘F’ tests. The finding revealed that the adolescents with high emotional maturity have significantly high stress, and self confidence have compared to those with low emotional maturity. Adolescents with more number of siblings have shown significantly higher
level of self confidence. Adolescent boys tend to have significantly higher stress than girls and girls tend to have significantly high self confidence.

**Kapanee Aruna R. M, Rao Kiran. (2007)**, “Attachment style in relation to family functioning and distress in college students”. The study focuses on attachment style in relation to family functioning and distress in college students. The sample comprised of 327 male and female undergraduate college students, the tools included adult Attachment Style Interview Schedule (AASIS) Family Functioning Scale (FFS) the general Health questionnaire (GHQ), The result indicate that the securely attached report lower distress and perceive their families as higher on the adaptive dimensions of family functioning.

**Ganesh M. P ,Magdalin Sujaritha (2007)** “Attachment style in relation to family functioning and distress in college students”. The purpose of study is to compare children from disrupted families and children from non disrupted families in terms of academic stress and perceived problem. A sample of 80 boys, 40 from disrupted families and 40 from non disrupted families were matched in their age and Socio economic status. Tools used were as Follows (i) Moneys Problem Checklist and (ii) Rajendra’s Academic Stress Questionnaire. Results indicate that children from non disrupted families have higher academic stress than children from disrupted families. Similarly with regards to perceived problem, significant difference was found between the two major groups in the following sub-scales health and physical development finance, living conditions and employment, Social-Psychological relation, personal psychological relations, courtship, sex and marriage, adjustment to school work, future vocational and education.

**Akbar Hussain, Kumar Ashutosh, Abid Husain (2008)**, “Academic stress and adjustment among high school students”. Present study was undertaken to examine the level of academic stress and overall adjustment among public and government higher school students and also to see relationship between the two variables (academic stress and adjustment). For that purpose 100 students of class IX were selected randomly from two different schools out of which 50 were taken from public schools and the remaining 50 were taken from Government school. Sinha and Sinha scale for measuring academic stress was used to see the magnitude of stress. Adjustment Inventory for school students was used to examine level of adjustment among the students. Results indicated that magnitude of academic of academic stress was significantly higher among the public schools students where as Government School students were significantly better in terms
of their level of adjustment. However, inverse but significant relationships between academic stress and adjustment were found for both the group of students and for each type of school.

**Ghaderi A. R, Kumar G. Venkatesh ,Kumar Sampat. (2009) “Depression, Anxiety and Stress among the Indian and Iranian Students”**. The purpose of the paper is to understand and compare the experiences of stress, anxiety and depressions among the Indian and the Iranian students. The data is collected from students studying in different departments of university of Mysore, studying post graduate and Ph.d degree courses. The sample comprises of 80 Indian and 80 Iranian both to assess depression, anxiety and stress. It is hypothesized that the depression, Anxiety and stress level of Iranian Students is higher than Indian Students. The 2X2X3 ANOVA is used for statistical analysis. Interestingly, the findings revealed that the depression, Anxiety and stress level of Indian students are significantly higher than those of Iranian Students. Further some gender differences are not found significant.

**Singh Rohtosh, Joshi Hardeep lal (2008) Suicidal ideation in Relation to Depression, Life Stress and Personality among college students”**. This study examined relationship of depression, life stress and personality with suicidal ideation among college students. Sample for the study consisted of 250 subjects (125 male and 125 female) drawn from different colleges of Haryana by using cluster sampling method. The participants were assessed with Scale for Suicide Ideation (SSI), Beck Depression Inventory (BDI) Eysenck Personality Questionnaire (EPQ-R) and Presumptive Stressful Life Events Scale (PSLES). The data were analyzed by using Pearson Product Moment Method of Correlation and stepwise multiple regression analysis. Results demonstrated that suicidal ideation was positively associated with depression.

**Baroot Sangeeta (2011) “Education Stress and it’s Management”**. In this article it is showed that people from all walks of life face stress it is one of the most important psychological problems faced by the majority of people all around the world. Stress is an inevitable event in the life of young children and adolescents. Under the stressful situations in the home and school, most of the young students use defense mechanism to reduce the stress, but that does not change the overall stressful situations nor does it help it the adolescents to gain relief from their stress permanently. The author points out that stress among students is a universal phenomenon and the teacher plays an important role.
in helping the adolescents to enhance tolerance to stress and manage their stress successfully.

**J. Vijayalaxmi, P. Lavanya (2006)** “Relationship between stress and mathematics achievement among intermediate students”. This study showed that adolescence faced Stress at this stage because of physical change, psychological and social behavioral changes, emotional disturbances and their higher class. A Sample of 180 students was randomly selected for survey method. The finding showed that students who achieved more in mathematics felt less stress male students have more stress than female, senior students have more stress than junior there is no difference between government and private college students, students parents who are educated have more stress than the uneducated parents.

**P. Arun, Chavan B.S (2009)** “Suicidal ideas in adolescent students in Chandigarh. Indian medical science”. The present study was conducted to find out stress, psychological health, and presence of suicidal ideas in school students and to find out any correlation between these variables. Cross-sectional study conducted on school students in urban area of Chandigarh city. Data was collected on 2402 students from classes VII to XII on socio-demographic scale, 12-item general health questionnaire, Mooney problem checklist, and suicide risk eleven -a visual analogue scale. Statistical analysis used was chi square and Spearman's correlation. There was significant correlation between student's perception of life as a burden and class they were studying, mother's working status, psychological problems and problems students experienced in relation to study, peers, future planning and with parents. **Conclusions**: Students with academic problems and unsupportive environment at home perceived life as a burden and had higher rated of suicidal ideations.

**DuBois, David L.; Felner, Robert D.; Meares, Henry; Krier, Marion (1994)** “Prospective investigation of the effects of socioeconomic disadvantage, life stress, and social support on early adolescent adjustment”. In this prospective study, we investigated the effects of socio-environmental conditions on adjustment during early adolescence. Participants were assessed at the beginning of the school year and at follow-up approximately 7 months later. Both stressful events and social support made significant contributions to the prediction of psychological distress and conduct problems at follow-up, controlling for initial levels of adjustment in each of these areas. Conditions related to
socioeconomic disadvantage predicted poorer academic performance and higher levels of absences and disciplinary problems at school. Youths who experienced multiple conditions of socioeconomic disadvantage were found to demonstrate heightened vulnerability to stressful events (daily hassles) as well as a greater potential to benefit from social support received from adults in the school setting.

**Tung Suhinder, Dhillan Rupan (2006)** “Emotional Autonomy in Relation to family Environment: A Gender perspective”. This study examines the gender different and the family environment correlates of emotional autonomy amongst male and female of middle and late adolescence. A sample of 250 males and females of age group 14-161/2 years and 25 males and female of age group 17-21 years was drawn from public school and college respectively. Gender difference were found out using t-ratios the results show significant differences in male and female on the deidealization dimension of emotional autonomy with females capable of deidealizing the parents at an early age then the males.

**Farida shaheen, Md. Shamim Alam (2010),** “Psychological Distress and its Relation to Attribution styles and coping strategies among Adolescents”. Psychological distress and it’s relate to attribution styles and coping strategies were studied in a sample of 300 (150 male and 150 female) XI Std students. It was found that composition attribution for positive events and its three dimensions (internal-external, stable unstable and global-specific) were negatively correlated with psychological distress and composite attribution for negative events and its three dimension (internal-external stable unstable and global specific) were positively correlated with psychological stress. It was also found that problem focused coping strategies negatively related to psychological distress and avoidance coping positively related to psychological distress. Fur their more, it was found that science students scored higher as composite negative and its two dimensions e.g. stable unstable and global specific negative. It was also found that science students used more problem focused coping while Arts students used more avoidance coping the result also revealed that arts students experiences more psychological distress as compared to science students.

**Barry Jennifer (2005),** “The effect of socio-economic status on academic achievement”. This study addresses the increasing importance of student test scores by examining the different factors that influence test scores. Composite test scores of tenth grade students from the Educational longitudinal Study of 2002 are examined using a fout-part model
which includes student role performance, school, family and peer factors. Ordinary least squares analysis indicates that the strongest predictor of student test scores is socioeconomic status, resulting in a statically significant increase in the standardized coefficient of 224 points. These results support previous research and possible directions for public policy are given.

Karande Sunil, Kulkarni Madhuri (2005), “Poor School Performance, Indian Journal of pediatrics”. Education in is one of the most important aspects of human resources development. Poor school performance not only results in the child having a low self-esteem but also causes significant stress to the parents. There are many reasons for children to underperform at school, such as, medical problems, below average intelligence, specific learning disability, attention deficit hyperactivity disorder, emotional problems, poor socio-cultural home environment, psychiatric disorders and even environmental causes. The study showed that a treatment plane is prepared to improve child’s academic performance.

Kamle Raj (2008), “The effect of family structure and parenthood on the academic performance of Nigerian University students”. This paper examines the effects of family structure and parenthood on the academic performance of Nigerian University students. The sample for the study consisted of 240 students drawn from six randomly universities. The results showed that significant differences existed between the academic performance of students from single parent family and those from two-parent family structure. The results also indicated significant differences in academic performance of male and female students compare on two types of family structures. On the basis of these findings, it was recommended that school counselors should be employed in all schools and that they should provide necessary assistance to students especially those from single-parent family to enable them overcome their emotional concerns.

Pasty, Aminbhavi (2006), “Impact of Emotional Maturity on Stress and Self Confidence of adolescents”. They concluded a study on “Impact of Emotional Maturity on Stress and Self Confidence of adolescents”. Sample of the study consisted of 105 adolescents studying in XI and class XII class from Dharwad. Emotional maturity, self confidence inventory and students stress scale were administered. The findings revealed that the adolescent the boys tend to have significantly higher stress than the girls and the girls tend to have significantly higher self confidence.
Mathew, Jayan (2006), “Academic stress and coping styles among plus two students”. The sample consisted of 50 boys and 50 girls of age group 15-17 years. Students academic stress scale and AECOM coping scale were used for data collection. The results revealed that both the boys and the girls experiencing same kind of academic stress but there is no significant differences between them and they are using similar types of copying mechanism to deal with their academic stress.

Shih. Et. Al. (2006), “Differential Exposure and reactivity to interpersonal stress predict sex differences in adolescent depression”. The samples consisted of 414 boys and 402 girls with the mean age of 15 years, 2 months. Semi higher interview was carried out. Findings indicated that adolescent girls experienced higher levels of total and interpersonal episodic stress, whereas the boys experienced higher levels of chronic stress.

Nielsan et al (2007), “Association between adolescents Health, stress and sense of Coherence, Stress and Health. Sample consisted of 3258 adolescents. Self reported illness and symptoms and a questionnaire were used. The results revealed that the girls with a low sense of coherence who were exposed to stress reported recent illness twice as often as unstressed the girls did. For the boys, there were no such significant interactions. For the girls and the boys there were no significant interactions on symptoms.

Grour et. Al. (2007), “Adolescent Stress and coping, a longitudinal Study”. The data was collected from 167 subjects through adolescents life change event scale (ALCES) and open ended questionnaire for ways of coping was used. The results revealed that the girls generally reported more life vents associated with interpersonal and family relationship. Both the girls and boys reported coping with stress mostly through active distraction techniques such as exercise.

Huan et. Al (2008) “The Impact of adolescent concerns on their academic stress”. The adolescent Concerns measure and the academic Expectations Stress inventory were used. Results obtained showed that only the scores on the personal concerns subscale were positively associated with the academic stress arising from self and other expectations in both adolescents the boys and the girls. For the girls, school related concerns were also predictive of academic stress arising from other expectations. They also obtained