REVIEW LITERATURE

1. **Lou, Weiqun. (1999)**, a survey conducted on stress and mental health of secondary school students in Shanghai: The effects of collectivism adolescents experienced a higher level of stress relevant to academic issue from others' expectation or comparison by others. Collective behavioral tendency was found to be negatively related to psychological distress but inversely related to positive well-being.

2. **Ranjita M, and Michelle M. (2000)**, a co-relational study conducted on college students' academic stress and its relation to their anxiety, time management, and leisure satisfaction. Males benefited more than females from leisure activities. Freshmen and sophomore students had higher reactions to stress than juniors and seniors. Anxiety, time management, and leisure satisfaction were all predictors of academic stress.


4. **Shaik BT. et.al. (2004)**, A study conducted on stress and coping strategies: a case of Pakistani medical school. Academics and exams are the most powerful stressors. Sports, music, hanging out with friends, sleeping or going into isolation are various coping mechanisms. Stress can affect the academic performance. If needed, students prefer to talk to a peer.

5. **Kim YJ, and Ban DJ. (2005)**, a cross-sectional descriptive study conducted on perceived stress and gastrointestinal symptoms in nursing. Results revealed that most of nursing students experienced more than one GI symptom, with 31.1% of students reporting more than three GI symptoms. Most of the nursing students complained of upper dysmotility and bowel symptoms. In addition, students who reported higher perceived stress were significantly more likely to complain of GI symptoms.

6. **Kimberly R, and Tara S (2007)**, a qualitative study conducted on potential predictors of the academic-related stress experienced by college students. Results suggested that anxiety, problem-focused coping, and support from
significant others may serve as potentially important predictors of the academic-related stress experienced by college students.

7. **Biradargayatri. (2007)**, a descriptive study conducted to know the stressful life events and behavioral problems among pre-university students (PUC) students. Events such as, the objection of fathers to friendship, criticism of the fathers, negligence of the fathers and strict relation, fathers living away, had contributed to stress always among, 1.4%, to 2.8%, and 5.1% of the girls respectively.

8. **Biradargayatri. (2007)**, Review Literaturea study conducted on experienced stressors and coping strategies among Iranian nursing students. Most students reported finding new friends, working with people they did not know as interpersonal sources of stress, and new responsibilities, started college as intrapersonal sources of stress more than others.

9. **Jacqueline B, et. at. (2007)**, a cross-sectional descriptive study conducted on sources and outlets of stress among University students and correlations between stress and unhealthy habits. Results revealed that a high degree and frequency of stress exists among the participants. High stress levels among participants correlated with many unhealthy behaviors, including compromised quality of diet and decreased quantity of sleep.

10. **Roger W, et. at. (2008)**, a study conducted on stress and burnout in nursing students. The study Concluded that Undertaking a nursing programmer leads to increased level of stress, burnout and psychological morbidity and this is largely related to individual personality and coping traits.

11. **Akbar H, et.at.(2008)**, a comparative study conducted on the level of academic stress and overall adjustment among Public and Government high school students. Results indicated that magnitude of academic stress was significantly higher among the Public school students whereas Government school students were significantly better in terms of their level of adjustment.

12. **Chan CK, et. At. (2009)**, a cross-sectional descriptive study conducted on nursing student’s stress and their coping strategies in clinical practice. The most common stressor was lack of professional knowledge and skills. Among the four types of coping strategies and transference was the most frequently used.

13. **Freeburn M, and Sinclair M.(2009)**, The qualitative study conducted on experience of stress: burdened by a heavy load by mental health nursing students. Findings from this study focus on the following themes: event,
meaning, effects, ability to move beyond the stress, influence on life and constraints and demands.

14. **Joseph E. Agolla1 and Henry Ongori. (2009),** a descriptive study conducted on assessment of academic stress among undergraduate students. Most of the students are experiencing stress in their daily academic activities. This indicates that students experience a lot of pressure from home or campus which impact either negatively or positively on their daily lives.

15. **Suldo SM, et al.(2009),** The study conducted on sources of stress for students in high school college preparatory and general education programs on group differences and associations with adjustment. Students in the IB program reported more symptoms of psychopathology and reduced academic functioning as they experienced higher levels of stress, particularly stressors associated with academic requirements, transitions and societal problems, academic struggles, and extra-curricular activities

16. **MA Elzubeir, et.at (2010),** a descriptive study conducted with an objective to provide a systematic review of studies reporting on stress, anxiety and coping among Arab medical students and to identify implications for future research. Concluded that the existing literature confirms that stress, depression and anxiety are common among Arab medical students, as for students elsewhere. Little is known about the contribution of different curricula approaches to perceived stress and what coping.

17. **Mark, Owusu, Amponsah (2010),** a descriptive study conducted on non UK University students stress levels and their coping Strategies by University of Manchester, UK. The findings generally indicate moderate perceived stress levels for foreign students in emotional reaction and self-confidence.

18. **MuhammadSaiful, and BahriYusoff. (2010),** a cross-sectional study conducted on stress, stressors and coping strategies among secondary school students. Concluded that prevalence of stress among secondary school students in a Malaysian government school was high. Academic related problems were the major stressor among the students. The most frequent coping strategies being used by the students were positive coping strategies

19. **Murphy L, et al. (2010),** the study conducted on academic stress differentially influences perceived stress, salivary cortisol, and immunoglobulin-A in undergraduate students. Academic examination stress is reported to increase
physiological and self-report measures of stress and to decrease immune functioning.

20. **Al-Dubai SA, et al. (2011)**, a cross-sectional descriptive study conducted on perception of stress among medical students and their coping strategies. The most common stressor was worries of the future followed by financial difficulties. Significant predictors of stress were smoking. Students used active coping, religious coping, reframing, planning, and acceptance to cope with stress. Stressors reported by the students were mainly financial and academic issues. Students adopted active coping strategies rather than avoidance.

21. **Al-Dubai SA, et al. (2011)**, a cross-sectional descriptive study conducted on stress, coping, and psychological health of nursing students associated with a competitive entrance exam. Results showed that the 5 main stressors of entrance exam stress, but use of emotion-focused coping strategies including avoidance and emotional disturbance was significantly increased as perceived level of stress.

22. **Little Flower Augustine et al. (2011)**, a descriptive study was conducted on perceived stress, life events and coping among higher secondary students by National Institute of Nutrition, Hyderabad, India. Students from Government schools had significantly higher scores on avoidance coping and therefore, suitable for a systematic study on chronic stress for early intervention.

23. **Tangade S, and Chaudhary S (2011)**, a cross-sectional study conducted on assessment of stress level among dental school students by department of public health dentistry. The study indicates that the congenial environment needs to be created for dental education and the parents also need to be counseled against forcing their children to join an educational programme.

24. **Liu Y, and Lu Z (2011)**, a study conducted on Chinese high school student’s academic stress and depressive symptoms: gender and school climate as moderators revealed that girls or students who had high levels of achievement orientation were more likely to be in the first subgroup. The findings suggested that gender and students’ perceptions of school climate could moderate the relationships between Chinese high school students’ academic stress and their depressive symptoms.

25. **Mostafa A, et al. (2011)**, a cross-sectional descriptive study conducted on stress among Mansoura (Egypt) baccalaureate nursing students. The high
stress group had a significant trend for living in rural areas, their fathers were less frequently professional, had lower school education and grade in the previous year.

26. Augustine LF, et. al. (2011) A study conducted on Perceived stress, life events & coping among higher secondary students of Hyderabad, India: a pilot study. Showed the students of both Government and Private schools showed similar stress perception, though the former tend to have a higher mean score. The scores were significantly higher on avoidance coping the stepwise regression model showed coping as the independent predictor of perceived stress. Students from Government schools had significantly higher scores on avoidance coping and therefore, suitable for a systematic study on chronic stress for early intervention

27. Hashim HA, et.al. (2012) A study was undertaken on Relationships between negative affect and academic achievement among secondary school students: the mediating effects of habituated exercise. The findings support the notion that habituated exercise fosters academic performance. In addition, we found that habituated exercise buffers the combined effects of stress, anxiety and depression on academic performance. The finding also supports the roles of self-determination in promoting exercise habituation.

28. Zuralska R, SeinAnand J(2013) A study of the assessment of dispositional and situational coping in difficult situations, among pupils of a secondary school, was doneGirls more often than boys cope with stress by focusing on emotions. With increasing the age from 13 to 16 years-old the strategy of active coping and seeking social support were dominant. Result indicates that the severity of the strategy of concentration on emotions is higher among girls than boys.

29. Wahab S, et.al (2013) A study conducted on Stressors in secondary boarding school students: association with stress, anxiety and depressive symptoms. Resulted in the possibility of introducing screening for mental health problems among boarding school students needs to be considered and investigated. Addressing the possible stressors and employing healthy coping may help in reducing negative emotional outcomes in these students.

30. Nguyen DT and Dedding C (2013), A study conducted on Depression, anxiety, and suicidal ideation among Vietnamese secondary school students and proposed solutions: a cross-sectional study. Concluded in Anxiety, depression,
and suicidal ideation are common among Vietnamese secondary school students. There are strong associations with physical and emotional abuse in the family and high educational stress. Academic curricula and attitudes of parents and teachers need to be changed from a punitive to a more supportive approach to reduce the risk of poor mental health. An internet-based mental health intervention could be a feasible and effective first step to improve students' mental health.

31. Lee SY and Wuertz C, (2013), A study conducted on Stress and sleep disturbances in female college students. The result showed students experienced high stress during the school year. The majority of them slept less than 6 hours during weekdays and experienced moderate fatigue. High stress levels are associated with sleep disturbances, less nocturnal total sleep time, higher fatigue severity, and more depressive symptoms. Perceived stress and sleep disturbances are significant predictors for depressive symptoms and physical symptoms. Compared to the good sleepers, the poor sleepers reported more daytime sleepiness, depressive symptoms, and physical symptoms. Concluded in Interventions to reduce stress and improve sleep are critically needed in college education.

32. El Ansari W, and Oskrochi R (2014), a study conducted on Symptoms and health complaints and their association with perceived stress at university: survey of students at eleven faculties in Egypt concluded in The high prevalence of health complaints especially of psychological and pains/aches type of symptoms raise concern and calls for preventive actions at universities. Comprehensive programs would be recommended that take the co-occurrence of perceived stress and health complaints into account.

33. Zhang Y, et. al.. (2015), A study conducted on Prevalence and Predictors of Somatic Symptoms among Child and Adolescents with Probable Posttraumatic Stress Disorder: A Cross-Sectional Study Conducted in 21 Primary and Secondary Schools after an Earthquake concluded in Somatic symptoms among child and adolescent earthquake survivors with probable PTSD in schools were common, and predictors of these somatic symptoms were identified. These findings may help those providing psychological health programs to find the child and adolescent students with probable PTSD who are at high risk of somatic symptoms in schools after an earthquake in China.
34. **Jayanthi P, et.al. (2015)**, A study conducted on Academic stress and depression among adolescents: a cross-sectional study. Resulted in Adolescents with severe academic stress need to be identified early as interventions to reduce academic stress is likely to affect the occurrence and severity of depression.

35. **Thakkar AN, et al. (2016)**, A study conducted on is anxiety more common in school students with newly diagnosed specific learning disabilities? A cross-sectional questionnaire-based study in Mumbai, Maharashtra, India.Concluded in Students with newly diagnosed specific learning disabilities have greater odds of being “clinically anxious” relative to their regular peers. We recommend screening for anxiety in children with specific learning disabilities immediately after diagnosis so that their optimum rehabilitation can be facilitated.