

## FAMILY RELATED FACTORS AND ACADEMIC STRESS ON MENTAL HEALTH AMONG HIGHER SECONDARY SCHOOL STUDENTS

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**Abstract:** The study aims to determine the family factor and academic stress, mental health and childhood behaviour involved in family environment. Stratified random sampling technique was used for the selection of the sample. From the total population of 750, 38 school students were selected from three different schools in Chennai city. Personal data sheet developed by the investigator, family factor scale prepared and validated by Dr. (Mrs.) K.Saraladevi and Dr. (Mrs.) Angela selvarani (2006) Academic stress by Gadzella's (1994) students life stress inventory (SLSI), The Mental health Inventory (MHI-38), ACE score were used to collect data. Results were statistically analyzed through 'f' test, correlation coefficient. In this present research it has been concluded family environment has an influence its factors such as Family factor, academic stress, mental health and childhood behaviour.

**Keywords:** Family factor, Academic stress, mental health, Childhood behaviour.

**I. Introduction:** Families are the mainstay of safety and support for children. While most children live in safe and supportive environments, governments are aware that too many children are becoming known to child protection services. This has led to a shift in thinking away from solely concentrating on responding to 'risk of harm' reports towards a broader public health approach to protecting all of India's children, reducing the likelihood of children coming to the attention of statutory authorities. This report aims to understand more about the mental health of different types of family environments in society and to explore the influence of these environments on different child outcomes. Mental health is an important part of the student's educational experiences. Poor mental health can affect academic achievement, student relation and family relation. As more students seek counselling, mental health issues are fast becoming a new focus of higher education (Kitzrow, 2003). Schools are beginning to pay more attention to mental health and counselling issues among students. On the part of counsellors and administrators, there is a greater understanding of student's development and desire to avoid legal consequences that can occur if the mental health of students is not addressed (Cooper, 2000). Anger and stress in students are increasingly important topics to today's educators and school professionals are confronted not only with the direct effects of anger and stress, such as threats of violence and fighting among students, but also with the indirect effects that appear in the form of learning difficulties affect mental health and social adjustment problems. This is aims to take a comprehensive look at the problems associated with the anger and stress on their mental health in today's student and at development of the student is the ultimate goal of education and therefore the learning experience provided to them contribute towards the

achievement of this end. Right from the birth, the student is influenced by all the factors surrounding him though individual differences due to family factor, loneliness, state and trait anger, self esteem, mental health, academic stress, childhood behaviour guilt and shame. Mental health is gendered. One of the most consistent findings in the study of mental health is that women have higher rates of anger, stress and psychological treatment than men do (Anesthensel 1992, Caldwell, Pebarson, and Chin 1987, Dohrewend and Dohrewend 1974, 1976, Gove 1972, 19887, Mirowsky and Ross 1986, Rosenfield 1989). The association between gender and mental health therefore has become a prominent topic not only in sociology but also in the fields of psychology, epidemiology, and public health. Sociologists have produced abundant empirical studies concerning gender differences in mental health status and their social determinants. Nevertheless the literature lacks a synthesis of major findings and a reflection on the current development of this area. This paper aims to fill these gaps.

**II. Related Work:** Mahale, M.N. [1975] studied the impact of family factor on academic achievement of the adolescents. The study focused on parents-adolescent relationship in families and on investigation of social and academic development of the adolescents. The results revealed that the parents in large families have a sex differential attitude than that of small families. They exercised greater control over their daughter than over their sons, which resulted in frustration among girls. It was observed that the majority of adolescents of small families discussed their problems with both parents whereas in large families, adolescents discussed their problems only with their mothers. Mental health is not just the absence of the mental illness. It is defined as a state of well-being in which every individual realises his or her own potential, can cope

with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community. (WHO, 2007) Mental health is an important part of student's educational experiences. Poor mental health can affect academic achievement, student retention, and graduation rates. As more students seek counselling, mental health issues are fast becoming a new focus of higher education administrators (Kitzrow, 2003). The students are beginning to pay more attention to mental health and counselling issues among students. On the part of counsellors and administrators, there is a greater understanding of young adult development and a desire to avoid legal consequences that can occur if the mental health of students is not addressed (Cooper, 2000). People in good mental health are better able to cope when things go wrong; feeling stressed makes it harder for us to cope with problems. The mental health is explained as activities performed to help individuals suffering from problems to save them and guide people on prevention of problems and confusion. Thus the mental health never neglects quality of human physical health. There are three critical components of health: Physical, mental and social. It can be said that mental health means creating a balance between the environments, human needs and desires that always trickle events and stress cause the equilibrium to be put at risk. Because of this reason physical and mental health are related together and as we educate and promote awareness of various physical ailments prevented, in the first principle of mental health our goal is prevention (Divine, 1388). Some people are more prone to anger and various social and psychological factors affect the formation of expressing anger (Bvshmn & Bamaystr 1998). Lack of anger control training is effective to control the stress can have positive and negative effects on a child. Some stress for everyone is normal and healthy; it keeps us alert and aware of the things that are happening around us. However, excessive stress can be quite harmful to a child. Research has shown that the negative effects of stress on children under the age of 10 are far more profound and longer lasting (Jewett & Peterson, 2003). Dealing with stress is dependent on a child's development level as well as their development of coping-skills at that age (Jewett & Peterson). Children that are exposed to long term stressors and continued use of unhealthy coping strategies can result in behaviour patterns that may be difficult to change, due to the fact that the child begins to see these strategies as being effective (Kochenderfer-Ladd & Skinner, 2002). Academic problems have been reported to be the most common source of stress for students (Aldwin & Greenberger, 1987). Schafer (1996) observed 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. Stress associated with academic activities has been linked to various negative outcomes, such as poor health (Greenberg, 1981; Lesko & Summerfield, 1989), depression (Aldwin & Greenberger, 1987), and poor academic performance (Clark & Rieker, 1986; Linn & Zeppa, 1984). Lesko and Summerfield (1989) found a significant positive correlation between the incidence of illness and the number of exams and assignments. Similarly, Aldwin and Greenberger (1987) observed that perceived academic stress was related to anxiety and depression in college students. A number of studies have explored a relationship between stress and poor academic performance (Clark & Rieker, 1986; Linn & Zeppa, 1984; Struthers, Perry & Menec, 2000). Felsten and Wilcox (1992) found a significant negative correlation between the stress levels of college students and their academic performance. In the light of this context the present study is entitled as "family factor and academic stress on mental health." for the present research has been taken up. The focus for this study is on higher secondary school students. A stratified random Sampling technique that was used for the selection of the sample in this case was random sampling technique. A total of 50 school students were selected from three different schools in Chennai city. The investigator selected 25 students from Government from 15 students from Government aided school and 10 students from private school.

**III. Sample:** The investigator selected 25 students from government school, 15 students from Government Aided School and 10 students from Private school.

**IV. Objectives of the study:** To know the impact of family factor, academic stress, and mental health and childhood behaviour involved in different type of schools.

**V. Hypotheses of the study:**

There are no significant differences between the family factors types of the school from the total sample.

- 1) There are no significant differences between the academic Stress types of the school from the total sample.
- 2) There are no significant differences between the mental health types of the school from the total sample.
- 3) There are no significant differences between the childhood behaviour types of the school from the total sample.

**VI. Research tools selected for the present study:**

The following tools have been used by the investigator to carry out this study.

- 1) Personal data sheet developed by the investigator.

- 2) Family factor scale prepared and validated by Dr.(Mrs) K.Saraladevi and Dr.(Mrs) Angela selvarani (2006).
- 3) Academic Stress by Gadzella's (1994) students life stress inventory SLSI.
- 4) The Mental health inventory (MHI-38).
- 5) Childhood behaviour (ACE score (1999))

**Hypothesis: 1**

**Table1: Differentiation of family factor between types of school**

Variable	Mean square	Values	t <sub>1</sub>	t <sub>2</sub>	F= t <sub>1</sub> / t <sub>2</sub>	L.S
Family factor	BSS	1203817.98	60190	47782	1.259	N.S
	WSS	22457893.06	8.99	7.5119		
	TSS	23661711.04				

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

**Hypothesis: 2**

**Table 2: Differentiation of Academic Stress between types of school**

Variable	Mean square	Values	t <sub>1</sub>	t <sub>2</sub>	F= t <sub>1</sub> / t <sub>2</sub>	L.S
Academic stress	BSS		23615.6	20.358	1159.980	0.001
	WSS	38387.354	9	7		
	TSS	29955.38				

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

**Table 2.a: differentiation of academic scores of government school and government aided school.**

Variable	Types of schools	N	Mean	S.D	C. R	L.S
Academic stress	Government	25	54	6.7873	2.252	0.05
	Government aided	15	50.86	6.4976		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

**Table: 2.b:differentiation of academic scores of government aided school and private school.**

Variable	Types of schools	N	Mean	S.D	C.R	L.S
Academic stress	Government aided	15	50.86	6.4976	1.99	0.01
	Private	10	45.0	7.628		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

**Table: 2.c:differentiation of academic scores of government and private school.**

Variable	Types of schools	N	Mean	S.D	C.R	L.S
Academic stress	Government	25	54	6.7873	3.2517	0.001
	private	10	45.0	7.628		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

**Hypothesis: 3**

**Table 3: Differentiation of Mental health between types of school**

Variables	Mean square	Values	t <sub>1</sub>	t <sub>2</sub>	F= t <sub>1</sub> / t <sub>2</sub>	L.S
Mental health	BSS	934.32	467.16	17.798	26.47	0.001
	WSS	4059.774				
	TSS	52833.76				

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

**Table: 3.a differentiation of mental health scores of government school and government aided school.**

Variable	Types of schools	N	Mean	S.D	C.R	L.S
Mental health	Government	25	146.6	7.4027	4.6929	0.001
	Government aided	15	135	7.6667		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

**Table: 3.b differentiation of mental health scores of government aided school and private school.**

Variable	Types of schools	N	Mean	S.D	C.R	L.S
Mental health	Government aided	15	135	7.6667	4.4581	0.001
	Private	10	120.5	8.1612		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

**Table: 3.c differentiation of mental health scores of government school and private school.**

Variable	Types of schools	N	Mean	S.D	C.R	L.S
Mental health	Government	25	146.6	7.4027	15.49	0.001
	Private	10	120.5	8.1612		

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

**Hypothesis: 4**

**Table: Differentiation of Childhood Behaviour between types of school**

Variable	Mean square	Values	t <sub>1</sub>	t <sub>2</sub>	F= t <sub>1</sub> / t <sub>2</sub>	L.S
Childhood behaviour	BSS	1573.646	786.82	816.7522	0.9633	N.S
	WSS	3887.354				
	TSS	39961				

\*p<0.05, \*\*p<0.01, \*\*\*p<0.001

From the table 1, it is observed that the obtained 'f value is less than the table value (1.259). Hence it is inferred that there no is significant difference between types of schools and family factors. Hence hypothesis accepted.

The concept of socialization is defined in the broad sense as a process through which a human being becomes a member of a society. Socialization process shall not achieve suddenly but gradually, being influenced by factors which vary from one society to another. In European societies and beyond, the family is no doubt the most important agent of socialization. Socialization process is directly related to one of the essential functions of the family that is raising and educating children. While each person's sex is a accentuated given, it is received by each child at birth, however, the issue membership in a specific gender requires an real learning process. The essential difference between the family as an agent of socialization and the school is in the nature of institutionalized, formal ruling of the latter. It follows the fact that the school is an essential step towards the acquisition and integration skills to living with others in a society.

From the table 2, it is observed that the obtained "fvalue is lesser than the table value (1159.980) at 0.001 level of significance. Hence it is inferred that there is significant difference between type of schools and academic stress. Hence hypothesis is rejected.

From the table 2.a, it is observed that the obtained't'value ( $p < 0.05$ ) is greater than the table value (2.252) at 0.05 level of significance. Hence it is inferred that there is significant difference between government school and government aided school among academic stress. Hence hypothesis is rejected.

From the table 2.b, it is observed that the obtained't'value ( $p < 0.01$ ) is greater than the table value (1.99) at 0.01 level of significance. Hence it is inferred that there is significant difference between governments aided school and private school among academic stress. Hence hypothesis is rejected.

From the table 2.c, it is observed that the obtained't'value ( $p < 0.001$ ) is greater than the table value (3.2517) at 0.01 level of significance. Hence it is inferred that there is significant difference between government school and private school among academic stress. Hence hypothesis is rejected.

Objectives: 1) To find out whether there is significant difference between the government and private school students. 2) To study the gender difference with regard to academic stress among high school students. Hypotheses: 1) There is significant mean difference between government and private school students with respect to academic stress. 2) There is significant mean difference between male and female students with respect to academic stress. Sample: Sample of the present study consistent 200 high

school students from different schools of Ranchi town. One hundred students were government's high school (male and female) and one hundred were private high school (male and female). Tools: Bisht battery of stress scales developed by Bisht (1987) was used to collect data. Result: The data have been analysed according to objectives and hypotheses of the research .It was observed that students in private schools have more academic stress than their counterparts in government schools. Female students experienced higher academic stress than male students. The objective of this study is to explore the components of academic stress among the post graduate management students. Academic stress among students has long been researched on, and researchers have identified different stressors. The study further tries to make an in-depth investigation into each component of academic stress such as curriculum and instruction, team work related issues, assessment, and placement, to identify the micro issues that are causing stress. Around twelve micro issues have been identified under the curriculum and instruction component while four stressors were prioritized related to team work; five sub issues regarding assessment and three micro issues under placement components of academic stress. The sample comprises of 500 postgraduate management students from various management institutes spread across the Warangal district of Andhra Pradesh in India. Data was collected through self designed academic stress questionnaire based on previous models available.( Dr. Smritikana Mitra Ghosh "Academic Stress among Government and Private High School Students" The International Journal of Indian Psychology Volume 3, Issue 2, No.8, DIP: 18.01.147/20160302 January - March, 2016.)

From the table 3, it is observed that the obtained "fvalue is lesser than the table value (26.47) at 0.001 level of significance. Hence it is inferred that there is significant difference between type of schools and mental health. Hence hypothesis is rejected.

From the table 3a, it is observed that the obtained't'value ( $p < 0.001$ ) is greater than the table value (4.6929) at 0.001 level of significance. Hence it is inferred that there is significant difference between government school and government aided school among mental health. Hence hypothesis is rejected.

From the table 3.b, it is observed that the obtained't'value ( $p < 0.01$ ) is greater than the table value (4.4581) at 0.001 level of significance. Hence it is inferred that there is significant difference between governments aided school and private school among mental health. Hence hypothesis is rejected.

From the table 3.c, it is observed that the obtained't'value ( $p < 0.001$ ) is greater than the table value (15.49) at 0.001 level of significance. Hence it is inferred that there is significant difference between

government school and private school among mental health. Hence hypothesis is rejected.

The study aims to determine the factors involved in mental health based on gender impact on mental health and its psychological factors. Stratified random sampling technique was used for the selection of the sample. From the total population of 750, 38 school students were selected from three different schools in Chennai city. Personal data sheet developed by the investigator, 'Family Factor scale' was prepared and validated by Dr.(Mrs) K. Saraladevi and Dr.(Mrs) Angela Selvarani (2006), Loneliness scale was constructed by Russell D (1996), The State-Trait Anger expression inventory-2 Psychological Assessment Resources(1999), Rosenberg self esteem scale Rosenberg (1965),The mental health inventory (MHI-38), Academic stress( Gadzella's (1994) students life stress inventory SLSI) Childhood behaviour (ACE score (1999)) Gulit and Shame Taya R.Cohen (2011) were used to collect data. Results were statistically analyzed through 't' test, correlation coefficient. In this present research it has been concluded gender has an influences on mental health and its factors such as Family factor, Loneliness, State and Trait Anger, Self esteem, Academic stress, Childhood behaviour, Guilt and Shame. We examined gender differences in mental health outcomes during and post-recession versus pre-recession. We utilized 2005-2006, 2008-2009, and 2010-2011 data from the Medical Expenditure Panel Survey. Females had lower odds of depression diagnoses during and post-recession and better mental health during the recession, but higher odds of anxiety diagnoses post-recession. Males had lower odds of depression diagnoses and better mental health during and post-recession and lower Kessler 6 scores post-recession. We conducted stratified analyses, which confirmed that the aforementioned findings were consistent across the four different regions of the U.S., by employment status, income and health care utilization. Importantly, we found that the higher odds of anxiety diagnoses among females after the recession were mainly prominent among specific subgroups of females: those who lived in the Northeast or the Midwest, the unemployed, and those with low household income. Gender differences in mental health in association with the economic recession highlight the importance of policymakers taking these differences into consideration when designing economic and social policies to address economic downturns. Future research should examine the reasons behind the decreased depression diagnoses among both genders, and whether they signify decreased mental healthcare utilization or increased social support and more time for exercise and leisure activities. (Rada K. Dagher ,Jie Chen, Stephen B. —Gender Differences in Mental

Health Outcomes before, during, and after the Great Recession  
PLOS-ONE  
DOI:  
10.1371/journal.pone.0124103)

From the table 4, it is observed that the obtained 'f' value is less than the table value (0.9633). Hence it is inferred that there no is significant difference between types of schools and childhood behaviour. Hence hypothesis accepted. This paper presents the results of a study concerning the application of differentiated instruction in mixed ability classes, in which 24 elementary classes of 479 Cypriot pupils participated. The study provides evidence about the effect that systematic differentiated instruction in mixed ability classes has on students' achievement. The results of the experimental group of the research that had received differentiated instruction were compared by multilevel regression with the results of the control group that had not received differentiated instruction. The comparison aimed at investigating the difference in achievement between the two groups and the identification of other factors that affected students' achievement between and within these groups. A multilevel structure equation model was used to demonstrate the relations and the impact of the change of teaching practices, monitored by a differentiated instruction observation key, over students' achievement. Along with the main research question determining the impact of differentiated teaching on students' achievement, research results gave substantial evidence over the dimensions of quality and equity of education effectiveness. Quality and equity dimensions of education effectiveness consist of main conflict issues for differentiation instruction in mixed ability classrooms. Based on the results of the study presented, this articles' main target is to discuss how differentiated instruction can promote equity and quality for all in mixed ability classrooms. (Valiande A. Stavroula," Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: its impact on the Quality and Equity Dimensions of Education Effectiveness" International Congress for School Effectiveness and Improvement 2011 January, 2011)

#### VII. Educational implications:

- For some mental health disorders of children and young people there is still a lack of clarity about diagnostic criteria. This makes it difficult to conduct research and to interpret it in order to determine which treatments have the best evidence for effectiveness and cost-effectiveness, which ultimately has implications for services 'in the field'.
- Improving the mental health outcomes of Indian's children and young people requires action at multiple levels from the societal to the individual.
- The delineation of school environment into multiple aspects is helpful to the researchers to

systematically understand, analyze, and manage the internal process of the school organization. Similar approach can also be applied to the study of other types of organizations.

- Although the leadership of principal can also be conceptualized into five dimensions, yet these dimensions are highly correlated. As in Cheng (1993b), it may be appropriate to use the strength of leadership instead of separate components in the analyses.
- The American College Health Association survey finds strong evidence that mental health needs are related to measures of academic success. The survey found that student who reported psychological distress also reporting receiving a lower grade on an exam or an important project; receiving a lower grade in the course; receiving an incomplete or dropping the course. Students with high levels of psychological stress are less academically successful they have more test on anger and stress and less effective time management and use of study resources.
- Students with higher levels of mental health impact then they have more difficulty concentrating on their schoolwork; they are less likely to persist when faced with distraction or difficulty. (Brackney and Karabenick 1995).
- The students who experience mild or moderate impact fact of mental health also demonstrate more academic difficulties and lower level grade then non-experience students (Locke, 2009; Deroma, Leach, and Leverett, 2009)

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## VIII Recommendation:

- This study may be repeated on large sample and at different levels of education.
- This study may be conducted on the students of other streams like engineering, medical, management and physical education etc.
- A study should be conducted using more dimensions of psychological stress.
- A study should be conducted in the light of demographic variables and other cognitive and affective variables.
- . A study should be conducted in relation of other forms of intelligence like spiritual intelligence, social intelligence and moral intelligence.
- A study should be conducted on normal and special group of adolescents.
- A study in relation to achievement, achievement motivation, scientific attitude and science process skills should be conducted through controlling sex, stream, locality and socio-economic status.

## IX. Delimitations:

- 1) The sample is restricted to higher secondary school students from Chennai district
- 2) The sample size is restricted to 50 students only.

**X. Conclusion:** Family environment has impact on student's mental health among higher secondary school students. There are no significant differences in the levels of family factor and childhood behaviour of types of schools in the total sample and there are significant differences in the level of academic stress and mental health of types of schools in the total sample.

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