

SCHOOL ADJUSTMENT IN RELATION TO ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

The current study aims to examine school adjustment and academic achievement secondary school pupils in Guntur district of Andhra Pradesh. The process of school adjusting to the role of a student and various elements of the school environment is known as "school adjustment." Failure to adapt may result in mental health problems, school refusal, or dropout, and may call for counseling in the classroom. The current study focuses on academic achievement among secondary school students who experience numerous alterations in the classroom. Teachers, classrooms, school and class policies, performance standards, the level of difficulty of the work, and peers all change from year to year. Academic achievement is predicted by how well they handle these difficulties. The population of the current study consists of 1000 IX-standard secondary school students from rural and urban secondary schools in the Guntur district of the state of Andhra Pradesh who attend government, aided, and private schools in various locations. The findings of the correlation study revealed a substantial positive association between secondary school student's academic achievement and their school adjustment.

KEYWORDS: School Adjustment, Academic Achievement, Maladjustment

INTRODUCTION

A child's school adjustment is crucial to their development and acts as the foundation for their entire life. It has to do with a child's development and accomplishments as well as their attitudes toward learning, anxiety, loneliness, and social support. Children's motivation for academics is impacted by interpersonal relationships. Strong motivators include relationships with classmates and teachers. It was found that learning environments that foster student connection with others can support academic learning. According to research, children's social unhappiness and loneliness have a negative impact on their academic performance. Children are supported by friendship in the classroom and benefit from it when adjusting. Peers can offer help when dealing with issues, and children can deal with estrangement.

Academic Achievement

Students can concentrate on their academic objectives when they feel comfortable, engaged, and valued. These demands are satisfied by effective character educators. The cornerstone for kids to achieve academic success is the character or moral education. Teaching young people to be decent is not the only goal.

It is educating them to perform at their peak. Academic success is a cumulative effect of recent and past events in the family, community, and school. Academic success is crucial because it is closely related to the beneficial outcomes we value. Adults with high levels of education and academic achievement are more likely than adults with lower levels of education to be employed, have suitable work, and have access to more employment possibilities. Additionally, they engage in fewer illicit behaviors and are healthier, happier, and more engaged as citizens. Academic achievement is crucial because future jobs will demand a higher level of education to meet their technical requirements.

Nowadays, obtaining a job requires post-secondary education. Academic achievement gauges a student's character. The written exam measures the students' knowledge mastery. The oral test offers a further opportunity for students to hone their boldness and ability to communicate their ideas. A student needs to be both diligent and smart if they hope to receive good scores. Academic achievement thus gauges the traits essential to a student's future success.

REVIEW OF RELATED STUDIES

Sarkar & Banik (2017). They investigated “the adjustment of adolescent students”. They could not ascertain differences in adjustment & academic performance of males & females during the adolescence stage. Students should be allowed to share their opinions and discuss their concerns with school officials. It helps students gain self-assurance and mental happiness. Hobbies, outings, debates, and other activities provide good chances for children to explore and express their emotions. These should be arranged to promote students' mental health and healthy adjustment.

Chi Sung-Ae, Kim Hyun Seon, and Kim Heung Nak (2018). investigated "School Adjustment Related Variables of Young Children" The study's major goal was to look into the impacts of peer relationships, theory of mind, hot executive function, and cognitive capacity on the school adjustment of young children. A total of 183 children were included in the study. This study offers implications for finding significant variables that affect early children's school adjustment, which will have an impact on future school adaptation studies.

Alam (2018). They looked to examine the effect of the adjustment on the SSS students. The findings of the study discovered that there is a strong distinction in the adjustment of SSS students among male & female and government-private schools.

Parmar (2018). They looked to examine the adjustment and academic achievement among students in higher secondary school. The findings show that there is a strong distinction in the adjustment of male & female HSS Students.

Wadhawan (2018). The researcher wanted to compare Panchkula SSS students' adjustments. Girls have a better overall adjustment than boys, according to the data. Girls are physically, socially, and educationally more balanced than their male counterparts. Urban students are more physically, socially, and educationally balanced than their rural counterparts.

Kaur (2019) conducted “the levels of violence and school adjustment in the adolescent with and without hearing loss”. Gender disparities were also investigated. They were age and gender-matched. The findings revealed no significant differences in educational features between adolescents with and without hearing impairment, as well as no significant gender disparities. In both organizations, the boys were far more intense than the females.

Singh and Kasundra (2020) completed “a study to examine the adjustment of sec. school pupils with reference to gender & residence region”. The information was collected from Rajkot District. The result proved that there's no

significant difference between the mean score of adjustment in male as well as female pupils. There's no significant difference in the mean score of adjustment among the sec. school pupils of rural areas and urban areas. There's a considerable difference in the active consequence of the mean scores of adjustment among the gender as well as residence region. The secondary schooling of urbanized part of male pupils has good adjustment as compared to sec. schooling of urbanized part of female pupils.

Malik (2020). The researcher examined “the emotional competence & adjustment of Kashmir Valley SS students”. Who had been affected by militancy? The results suggested that indirect militancy-affected students have considerably better adjustment as compared to direct militancy-affected students also; the findings also discovered a significant association between the linked variables.

RESEARCH METHODOLOGY

Title of the Study

The problem undertaken for research is stated as below: “*A study of academic stress school adjustment in relation to academic achievement among secondary school students*”.

Objectives of the Study

The exploration destinations drive all parts of philosophy, including instrument plan, information assortment, investigation, and at last the suggestions. The very much characterized goals restricted and center the exploration and guarantee that the discoveries are pertinent to leaders.

1. To find out the academic stress of the secondary school students and classify them.
2. To find out the academic stress of secondary school students with respect to the following dimensions.
 - a. Personal Inadequacy
 - b. Fear of Failure
 - c. Interpersonal difficulties with teachers
 - d. Teacher-pupil relationship/Teaching methods
 - e. Inadequate study facilities
3. To find out the influence of the following variables on the academic stress of secondary school students with respect to the following variables i.e.
 - a. Gender
 - b. Locality
 - c. Type of Institute
 - d. Medium of instruction
 - e. Type of family
 - f. Parental education background

THE HYPOTHESIS OF THE STUDY

The following hypotheses were framed.

Hypotheses 1: The secondary school students are not possessing high in academic stress.

Hypothesis 1A) There would be no significant difference between boys' and girls' of secondary school students in their academic stress.

Hypothesis 1B) There would be no significant difference between rural and urban of the secondary school students in their academic stress.

Hypothesis 1C).There would be no significant difference between government and private of the secondary school students in their academic stress.

Hypothesis 1D).There would be no significant difference between Telugu and English medium of the secondary school students in their academic stress.

Hypothesis 1E): There would be no significant difference between joint family and nuclear family of the secondary school students in their academic stress.

Hypothesis 1F).There would be no significant difference between below SSC, inter, degree and above parental educational background of the secondary school students in their academic stress.

Hypothesis 1G) There would be no significant difference between rich, middle, and poor of the parental annual income of the secondary school students in their academic stress.

Hypotheses 2: The secondary school students are possessing high in school adjustment.

Hypothesis 2A) There would be no significant difference between boys' and girls' of the secondary school students in their school adjustment.

Hypothesis 2B) There would be no significant difference between rural and urban of the secondary school students in their school adjustment.

Hypothesis 2C) There would be no significant difference between government and private of the secondary school students in their school adjustment.

Hypothesis 2D) There would be no significant difference between Telugu and English medium of the secondary school students in their school adjustment.

Hypothesis 2E) There would be no significant difference between joint family and nuclear family of the secondary school students in their school adjustment.

Hypothesis 2F) There would be no significant difference between below SSC, inter, degree and above parental educational background of the secondary school students in their school adjustment.

Hypothesis 2G) There would be no significant difference between rich, middle, and poor parental annual income of the secondary school students in their school adjustment.

Hypotheses 3: The secondary school students are possessing high in academic achievement.

Hypothesis 3A) There would be no significant difference between boys' and girls' of the secondary school students in their academic achievement.

Hypothesis 3B) There would be no significant difference between rural and urban of the secondary school students in their academic achievement.

Hypothesis 3C) There would be no significant difference between government and private of the secondary school students in their academic achievement.

Hypothesis 3D) There would be no significant difference between Telugu and English medium of the secondary school students in their academic achievement.

Hypothesis 3E) There would be no significant difference between joint family and nuclear family of the secondary school students in their academic achievement.

Hypothesis 3F) There would be no significant difference between below SSC, inter, degree and above parental educational background of the secondary school students in their academic achievement.

Hypothesis 3G) There would be no significant difference between rich, middle, and poor parental annual income of the secondary school students in their academic achievement.

Hypothesis 4) There would be no significant association between academic stress and school adjustment of the secondary school students.

Hypothesis 5) There would be no significant association between academic stress and academic achievement of the secondary school students.

Hypothesis 6) There would be no significant association between academic achievement and school adjustment of the secondary school students.

Type of Hypothesis

The null hypothesis is selected for the present study

VARIABLES OF THE STUDY

For the present study, the following dependent and independent variables are chosen.

A. Independent Variables

The independent variables selected for the present study are:-

- Academic stress
- School adjustment

B. Dependent Variable

The dependent variable for this study is Academic achievement.

C. Demographic Variables

1. **Gender:** Boys/Girls
2. **Locality:** Rural/Urban
3. **Type of Management:** Government/Private
4. **Medium of instruction:** Telugu/English
5. **Type of family:** Joint family/Nuclear family
6. **Parental education background:** Below SSC, Inter, Degree and above
7. **Parental annual income:** Rich, Middle, and Poor

Scope of the Study

The purpose of the current study is to examine the **academic stress school adjustment in relation to academic achievement among secondary school students** studying in various secondary schools in urban and rural areas in the Guntur district. The present study was carried out on a representative sample of 1000 Students studying in the 9th class. The secondary school student's responses to the instruments provided form the basis of the statistics.

Method of the Study

Entire research involves the elements of observation, planning, the procedure to be followed, and its description and analysis of what happens under certain circumstances. For the present study, the investigator selected the normative survey method.

Sample Selected for the Study

The sample for the present study was Secondary School Students in the Guntur district of Andhra Pradesh state who follow the Andhra Pradesh state syllabus. The present study was carried out on a representative sample of 1000 Secondary School Students studying in standard IX class from the various areas in the Guntur.

Population for the Study

The population of the present study is IX standard 1000 Secondary School Students studying in government, aided, and private schools in different areas from rural and urban secondary schools in the Guntur district of Andhra Pradesh state.

Tools of the Study

The following research tools were used to collect the sample data.

The Academic Stress Scale (ASS) was originally developed by Kim, and adapted by Rajendran & Kaliappan (1990) and Rao (2012).

The school adjustment scale was developed by A.K.P. Sinha and R.P. Sinha (2005)

Academic achievement: the investigator will be taken 2020-21 S.A-2, final marks to assess the academic achievement of secondary school students.

ANALYSIS AND INTERPRETATION OF DATA

Whole Sample Analysis in School Adjustment

Table 4.1: Whole Sample of School Adjustment in Secondary School Students

Whole	Mean	SD	% of Mean
1000	38.52	8.07	64.20

Finding

As per Table (4.1): The total number of secondary school students is 1000. The mean value is 38.52, and the percentage of mean value is 64.20. The result shows that, all of the secondary school students fall under above average level in their school adjustment. Hence the hypothesis is rejected as the secondary school students are possessed above average in their school adjustment.

Classification of School Adjustment

Table 4.2: Classification of School Adjustment in Secondary School Students

S.No	Level of Classification	Sample size	Percentage
1.	Low	182	18.2%
2.	Moderate	469	46.9%
3.	High	349	34.9%

Finding

Table (4.2), the classification of school adjustment, the finding reveals that most of the secondary school students have a moderate level in their school adjustment.

Variable Wise Analysis in School Adjustment

Hypothesis 2A) There would be no significant difference between boys' and girls' of secondary school students in their school adjustment.

Table 4.3: School Adjustment – Gender Analysis

Gender	Sample Size	Mean	% of Mean	SD	SED	't'
Boys	500	36.14	60.2	8.01	0.51	4.19*
Girl	500	38.28	63.8	7.69		

Significant at 0.05 & 0.01 levels

Finding

The "t" value is 4.3, which is significant at the 0.05 level, according to the above Table (4.3). As a result, at the 0.05 level of significance, the hypothesis is rejected for the variable "Gender". The findings indicate that a student's school adjustment is influenced by gender. Boys and girls adjustment to school at different levels. Girls fare better in their school adjustments than boys.

Hypothesis 2B: There would be no significant difference between rural and urban of the secondary school students in their school adjustment.

Table 4.4: School Adjustment – Locality Analysis

Locality	Sample Size	Mean	% of Mean	SD	SED	't'
Rural	500	38.10	63.50	8.0	0.50	2.02*
Urban	500	37.08	61.80	7.92		

Significant at 0.05 level

Finding

The "t" value is 2.02 significant at the 0.05 level, according to Table (4.4) above. For the variable "locality," the hypothesis is thus rejected at the 0.05 level. The outcome demonstrates that the locality has an effect on how they adjust to school. Students from rural and urban areas adjust to school at different levels. Students in rural secondary schools perform better in terms of school adjustment.

Hypothesis 2C) There would be no significant difference between government and private secondary school students in their school adjustment.

Table 4.5: School adjustment– Type of Institute analysis

Type of institute	Sample size	Mean	% of Mean	SD	SED	't'
Government	500	37.52	62.53	8.02	0.49	2.42
Private	500	36.33	60.55	8.0		

Significant at 0.05 level

Finding

The "t" value is 2.42, which is significant at the 0.05 level, according to Table (4.5) above. Therefore, at the 0.05 level, the hypothesis is rejected for the variable "type of institution." The outcome demonstrates that secondary school students' school adjustment is influenced by the type of institution. Government secondary school pupils perform better when it comes to adjusting to school.

Hypothesis 2E) There would be no significant difference between joint family and nuclear family of secondary school students in their school adjustment.

Table 4.6: School adjustment– Type of family analysis

Type of family	Sample Size	Mean	% of mean	SD	SED	't'
Joint family	280	38.24	63.73	8.01	0.55	3.92**
Nuclear family	720	36.08	60.13	8.03		

Significant at 0.05 level

Finding

The "t" value is 3.92 in the Table (4.6) above, which is significant at the 0.05 level. As a result, the hypothesis is rejected at the 0.05 level for the variable "Type of family". The outcome demonstrates that a student's school adjustment in secondary school is influenced by the type of family. Secondary school pupils from joint family perform better in terms of adjusting to school.

Hypothesis 2G) There would be no significant difference between rich, middle, and poor background of parental annual income of secondary school students in their school adjustment.

Table -4: School Adjustment– Parental Annual Income Analysis

Parents Income	Sample Size	Mean	SD	df	SSM	SSW	'F' Value
Rich	150	38.11	7.98	997	318.67	60.23	3.63*
Middle	650	37.96	7.66				
Poor	200	36.34	7.92				

Significant at 0.05 Level

Finding:

The "F" value is 3.63 in the Table (4.7) above, which is significant at the 0.05 level. Therefore, at a 0.05 level, the hypothesis is rejected for the variable "Parental annual income." The levels of parental annual income of secondary school pupils' school adjustment are rich, middle-class, and low. Secondary school pupils that originate from rich families perform better in terms of adjusting to school.

Whole sample Analysis in Academic Achievement

Hypotheses 3: The secondary school students are possessing high in academic achievement.

Table 4.8: Whole Sample of Data Analysis in Academic Achievement of the Secondary School Teachers

Whole	Mean	SD	% of Mean
1000	72.19	9.02	72.19

Finding

As per Table (4.8), the total number of secondary school students is 1000. The mean value is 72.19, and the percentage of mean value is 72.19. The result shows that, all of the secondary school students fall under the above average level in their academic achievement. Hence the hypothesis is rejected as the secondary school students possess above average in their academic achievement.

Analysis of Classification in Academic Achievement

On the scores referring to Academic Achievement of Secondary School Students, the mean and standard deviation for the entire group were computed. The overall sample's mean and standard deviation are 72.19 and 9.02, respectively.

Table: 4.9 Classification of Academic Achievement in Secondary School Students

S.No	Level of Classification	Sample Size	Percentage
1.	Low	157	15.7%
2.	Average	612	61.2%
3.	High	231	23.1%

Finding

Table (4.9), In the classification table, 15.7 % of pupils fall under the low level, 61.2% are under the moderate level, and 23.1% are under the high level. The classification of Academic Achievement, the finding reveals that most of the secondary school students have a moderate level in their Academic Achievement.

Variable Wise Analysis in Academic Achievement

Hypothesis 3A) There would be no significant difference between boys' and girls' of secondary school students in their academic achievement.

Table 4.10: Academic Achievement – Gender Analysis

Gender	Sample size	Mean	% of mean	SD	SED	't'
Boys	500	70.41	70.41	8.01	0.51	3.19*
Girl	500	72.04	72.04	7.69		

Significant at 0.05 & 0.01 levels

Finding

The "t" value is 3.19, which is significant at the 0.05 level, according to the previous Table (4.10). As a result, the variable "Gender" was excluded from the analysis at the 0.05 level of significance. The results demonstrate that a person's academic achievement is influenced by their gender. Academic achievement levels between boys and girls vary. In terms of academic achievement, girls fare better.

Hypothesis 3B) There would be no significant difference between rural and urban of secondary school students in their academic achievement.

Table 4.11: Academic Achievement Locality Analysis

Locality	Sample Size	Mean	% of Mean	SD	SED	't'
Rural	500	68.10	68.50	8.0	0.50	2.04*
Urban	500	67.08	67.80	7.92		

Significant at 0.05 level

Finding

The "t" value is 2.02 significant at the 0.05 level, according to the Table (4.11). For the variable "locality," the hypothesis is rejected at the 0.05 level. The outcome demonstrates that the locality has an effect on their academic achievement. Academic achievement varies between students in rural and urban areas. Secondary school pupils from rural areas fare better academically.

Hypothesis 3C) There would be no significant difference between government and private secondary school students in their academic achievement.

Table 4.12: Academic Achievement – Type of Institute Analysis

Type of Institute	Sample size	Mean	% of Mean	SD	SED	't'
Government	500	77.52	77.52	8.02	0.49	2.02*
Private	500	76.33	76.33	8.0		

Significant at 0.05 level

Finding:-

The "t" value is determined to be 2.02 in the preceding table (4.12), which is significant at the 0.05 level. Therefore, at the 0.05 level, the hypothesis is rejected for the variable "type of institution." The outcome demonstrates that secondary school students' academic achievement is influenced by the type of institution. Government secondary school pupils do better in terms of academic achievement.

Hypothesis 3E) There would be no significant difference between joint family and nuclear family of secondary school students in their academic achievement.

Table 4.13: Academic Achievement – Type of Family Analysis

Type of family	Sample size	Mean	% of mean	SD	SED	't'
Joint	280	70.24	70.24	8.01	0.55	3.92*
Nuclear	720	68.08	68.08	8.03		

Significant at 0.05 level

Finding

From the above Table (4.13), it is found that the "t" value is 3.92, which is significant at the 0.05 level. Hence, the hypothesis is rejected for the variable "Type of family" at 0.05 level. The result shows that the Type of family has impact on the academic achievement of secondary school students. Joint families of the secondary school students have the better performance in their academic achievement.

Correlation between School Adjustment and Academic achievement

Hypothesis 6) There would be no significant association between academic achievement and school adjustment of secondary school students.

Table 4. 14:Correlation between Adjustment and Academic achievement

Variable	N	df	'r' value
School Adjustment	1000	998	0.16
Academic achievement	1000		

Finding

The "r" value is found to be 0.12 in the Table above (4.14), and the calculated 'r'-value" is greater than the table value of "r" at a significance level of 0.01. So, theory number six is disproved. As a result, it can be said that the secondary school pupils' academic achievement and school adjustment are positively correlated. It is also evident from the aforementioned chart that academic achievement and school adjustment are favorably associated.

EDUCATIONAL IMPLICATIONS

On the basis of the findings of the study and the observations made by the investigator during the study, few recommendations, which may help in developing suitable programmes to improve school adjustment and academic achievement among secondary school students, have been offered. The study has shown that better reduce academic stress, getting good academic achievement of students. Environmental growth of rural and urban schools and of whole school can be related to the level of the need for achievement among students.

Student's achievement must be recognized without any favoritism and partiality. Teaching profession must be above any discrimination. Special functions may be arranged in appreciation of the student's academic performance and adjustment to school environment in school context. It is imperative that teachers who are the backbone of any educational system are properly looked after in view of quality improvement and students achievement in education. Status of teachers in society need to be recognized and has to be enhanced as they have vital role to play in bringing the desired changes among students.

- The first responsibility of the parents and teachers should be to know the areas where the students lack adjustment and try to give better conditions for proper adjustment in every sphere.
- Parents should also create such an environment so that children can express their feelings, opinion without any hesitation.
- School environment must be cordial and congenial. There should be proper provision of co-curricular activities in the school. These activities would develop desirable social qualities among children and also help to adjust well in the society.
- To utilize the capacities, capabilities and potentialities of the children, it is necessary to change the attitude of parents as well as teachers by training and educating them about each psychological aspect of children.
- Students should be given an opportunity to express their own ideas and discuss their problems with school authorities. It develops self-confidence and mental satisfaction among the students.
- Special courses should be introduced in the school so that the students can become self-reliant, self-confident and well adjusted in the society, school as well as home also.
- There should be proper provision of guidance and counseling centre in the schools. It may be able to help students to adjust in school activities.
- Short course in study habits and skills may be included in secondary school curriculum.
- Knowledge school adjustment may be used for diagnostic purpose in guidance and counseling to help the students in regard to education.
- It may help in educational decision making and guidance. It may help the teacher to group students having low scores in study habits to make them learn effective method of study.
- A good habit formed is helpful for the individual for his future cases and life. Hence, this is to be stressed through school guidance service and other services organization.

SUGGESTIONS FOR FURTHER RESEARCH

This study, "A study of academic stress, school adjustment in relation to academic achievement among secondary school students" highlights a number of new areas for future researchers to explore. Areas and variables that are not covered by this study can be tested to shed light on other associated factors. The following is a summary of the suggestions:

Studies can be undertaken to study the impact of students' adaptation on their academic stress and academic achievement.

- The current study is limited to Guntur district, but it might be replicated in any of Andhra Pradesh 26 districts.
- Studies can be undertaken on an experimental basis to instill, nurture and promote motivation for the success and academic success of high school students.
- Studies can be undertaken to discover the influence of the school environment, the family environment, teachers and classmates on adjustment, anxiety and student achievement.

- The same study may be taken up for degree level and post graduation level.
- The same study may take up at different level, like primary, pre-university (PUC) and university level also.
- A longitudinal study on the study habits of school children in relation to academic achievement may be taken.
- The same study may be taken up for medical, engineering students.
- The study may extend to all standards of the education.
- The study may be conducted on Sainik School, public school, Navodaya School, Kendriya vidyalaya students.

CONCLUSION

In this research paper, the investigator found that secondary school pupils' academic achievement and school adjustment are positively correlated. The students who are well adjusted in the areas of various subjects, school environment, and family environment, those are academic achievement is better. To provide advice and counseling services, a qualified counselor should be hired. Schools must prioritize teaching kids how to adapt to themselves and their surroundings in addition to focusing on students' high academic accomplishments. The parents of the pupils must frequently attend meetings with the schools to be informed of their children's progress. The schools must identify emotionally immature pupils and keep a separate record of each student's behavior inside the building. They can provide counseling with the use of this. All public schools need to be updated with modern amenities like well-equipped labs, a library, and organized classrooms. Some enrichment activities, such as street play, group assignments, group learning, group dancing, and other teamwork, may be undertaken to help pupils better acclimate to their peer groups and families. The best role model for students is their teacher. As a result, the instructor must initially demonstrate to their students how to adjust to others while still possessing a high level of adjustment and emotional stability.

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