Chapter-2

Review of Related Literature

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Chapter-2

Review of Related Literature

2.1 Introduction:

The available related works on this topic is so as that it is not possible to present all such literatures exhaustively in such a small section. However, the Present Section is devoted to a brief review of only those items of research works, which are very much pertinent to the present study so as to bounce proper orientation and perspective of the subject matter. In order to facilitate, factor-wise review of literature is espoused hereunder.

The reviews presented include psychological problems. Life events, social skills and student problems related.

2.2 A review of Relevant Literature for Psychologically Distress:

2.2.1 Psychological distress in the 5-year period after predictive testing for Huntington's disease:


The paper reports on a 5-year longitudinal study on psychological distress after predictive testing for Huntington's disease (HD) and on correlates of Post-test distress. Psychometric tests and questionnaires were used. The tested persons were invited to participate in the follow –up study; the uptake rate was 75 % (24 carriers, 33 non-carriers). Three time points were included baseline, 1 year and 5 years Post-test. Five years after the test, mean distress scores of both carriers and non-carriers were within the normal range. Carriers did not differ from non-carriers with regard to mean general distress compared to non-carriers; however, carriers had significantly less positive feelings and were more consciously avoiding HD – related situations and thoughts. These findings reflect the carriers' conscious and unconscious attempt to escape from pessimism and to minimize negative consequences of the test result. Psychological distress 5 years Post-test was significantly associated with ego-strength.
Except for intrusion and avoidance, distress was also associated with test motivated. Compared with baseline level, mean depression, general and specific anxiety had significantly decreased 1 year and 5 years Post-test. This evolution was independent of the test result. However, based on test motivation, a subgroup of tested person having long lasting psychological distress could be identified, also irrespective of test result. Persons who asked the test to get rid of the uncertainty, without being able to specify implications for substantial life areas, had more psychological distress before and after the test than those who wanted the test for specific reasons. Moreover, the pattern of post-test anxiety differed over time, depending on the test motivation the pattern of post-test anxiety differed over time, depending on the test motivation. The findings suggest that Pre-and Post-test counseling should pay special attention to persons with lower ego-strength and with an unspecified test motivation, because they are at higher risk for long-term psychological distress, independently of the test result.

2.2.2 Interaction effect of Psychological distress and asthma control on productivity loss:

-Gregory Moultc, Wenjia Chen (2014)

Little is known about the potential synergistic effect of comorbid psychological distress (PD) and uncontrolled asthma (UA) on productivity loss. We estimated the productivity loss associated with the combination of these two potentially preventable conditions in employed adult with asthma.

A population based random sample of 300 adult with asthma in British Columbia, Canada was prospective recruited between Dec. 2010 and Aug. 2012. PD productivity loss due to absenteeism and presenters was measured using validated instruments and asthma control was ascertained using 2010 Global initiative for Asthma management strategy. We used two part regression models to study the contribution of UA and PD to productivity loss.

In patients without PD, uncontrolled asthma was associated with a higher productivity loss than controlled, asthma, but was not the case in patients with PD. This finding can be explained by the fact that the contribution of PD to productivity loss is so large that there is no room for synergy with asthma control. Future studies should assess the impact of interventions that modify PD in patients with asthma.
2.2.3 Trajectories of Psychological Distress After stroke:  

- Jennifer H. White, Parker Magin (2012)

There has been little exploration of the distinct trajectories of psychological distress after stroke on the factors that predict recovery from distress. These trajectories may assist primary care physicians by providing insight into disease onset, progression and resolution and may be a useful way to conceptualize and understand the pattern of psychological morbidity in stroke over time. We undertook a longitudinal qualitative study to explore post-stroke psychological trajectories.

The primary data collection method was semi-structured interviews with community-dwelling stroke survivors in metropolitan Newcastle, New South Wales, Australia. Our sample included 23 participants (12 men, 10 women; age range 37 to 94 years) discharged from a tertiary referral hospital after a stroke; these participants subsequently participated in a total of 106 interviews over 12 months. Qualitative outcomes were participants' perceptions at baseline 3, 6, 9 and 12 months. Thematic saturation was achieved.

Most participants were male (54%) and had a partial anterior circulation infarction stroke subtype (57%). Four different longitudinal trajectories were identified: resilience (N=5); ongoing crisis (N=5), emergent mood disturbance (N=3) and recovery from disturbance (N=10). Recovery from mood disturbance was facilitated by gains in independence and self-esteem and by having an internal health locus of control.

Stroke survivors experienced a variety of psychological trajectories. Identifying distinct trajectories of psychological morbidity may help primary care physicians develop appropriately timed interventions to promote better mental health. Interventions require implementation over a longer duration than the current outpatient services that, in Australia is typically provided in the first few months after stroke.
2.2.4 Effect of Psychological distress and perceptions of illness on recovery from total knee replacement:

- B.C. Hanusch, D.B. O’connor (2014)

This cohort study investigated the influence of psychological factor, including perception of illness, anxiety and depression on recovery and functional outcome after total knee replacement surgery.

A total of 100 patients (55 male; 45 female) with a mean age of 71 (42 to 92) who underwent a primary total knee replacement for Osteoarthritis were recruited into this study. In all 97 participants completed the six week and 87 the one year follow-up questionnaires.

Pre-operatively patients completed the revised illness perception questionnaire, Hospital Anxiety and Depression scale and Recovery Locus of Control Scale. Function was assessed pre-operatively, at six weeks and one year using oxford knee score (Oks) and the Goniometer-measured range of movement (ROM).

The result showed that pre-operative function had the biggest impact on post-operative outcome for Rom and Oks. In addition questionnaire variables and depression had an impact on the OKs at six weeks. Depression and anxiety were also associated with a higher knee score at one year but did influence the Rom at either six weeks or one year.

Recovery from total knee replacement can be difficult to predict. This study has identified psychological factors that play an important role in recovery from surgery and functional outcome. These should be taken into account when considering patients for total knee replacement.

2.2.5 Schooling the Blues? An Investigation of Factors Associated with Psychological Distress among Law students:

-Wendy Larcombe, Katherine Feathers (2014)

There is now a growing body of empirical evidence confirming that lawyers and law students in Australia, as in the United States experience levels of psychological distress significantly higher than members of the general population
and other professions. The landmark 2009 study by the Brain and Mind Research Institute, Published as 'Courting Blues', was not the first Australian study to investigate this issue, but it was perhaps the first to be heard as an alarm bell by legal professional bodies and law schools. The BMRI study reported that, on an internationally recognized measure, 31 percent, of solicitors, 17 percent of barristers and 35 percent of law students recorded elevated levels of psychological distress compared with 13 percent of the general population. Subsequent studies with law students at the Australian National University and the University of Melbourne have produced very similar findings; both studies report that approximately 30 percent of participating law students recorded elevated anxiety symptoms and a similar proportion recorded elevated depressive symptoms, compared with 13 percent of the general population. The article is organized as follows. Part-II outlines the available empirical research and explanations of law student distress that informed the present research and Part-III details the methods used in the 2012 study conducted at LS. Results on levels of psychological distress (Part-IV) and the few associated demographic factors (Part-V) are then reported. Parts-VI-VIII report the results of tests investigating associations between the non-demographic variables in the study and elevated depressive, anxiety and stress symptoms, respectively. Finally, we discuss the implications of these finding for the planning of mental health initiatives in law schools and offer suggestions for further research (Part-IX).

2.2.6 The relationships among self-care, dispositional mind-fullness and psychological distress in medical students.

- Jessica Slonim, Mondy Kienhuis (2012)

Past research suggests that medical students experience high levels of psychological distress.

The aim of the current study was to investigate the relationships among engagement in self-care behaviours, dispositional mind-fullness and psychological distress.

The sample consisted of 139 female and 68 male Australian medical students (N=207) aged 17-41 years (M= 21.82, SD = 3.62) across the 5 years of the Monash University medical course participants completed and online survey comprising a
demographics questionnaire, the five faced Mindfulness questionnaire the Health-promoting Lifestyle profile IT, and the Depression, Anxiety and stress scale.

Results revealed significant and interpretable multivariate correlations between distress and both mindfulness and self-care. Furthermore, the dispositional mindfulness observation subscale was found to be a significant moderator of the relationship between several dimensions of self-care and psychological distress.

The present study points to the potential of self-care and mindfulness to decrease medical student distress and enhance well-being.

2.2.7 Psychological distress and premature mortality in the general population: a prospective study.


To determined whether higher rates of mortality are observed in people reporting psychological distress, to establish the nature of any excess and to examine the possible existence of a dose response relationship.

We conducted a prospective follow-up study of mortality over an eight-year period in the North-West of England. A total of 4,501 adults were recruited from two general practices during a population-based survey conducted at the start of 1992. At baseline psychological distress was assessed using the General Health Questionnaire (12 item version, GHO-12). The relationship between levels of distress and subsequent mortality was examined using Cox proportional hazard models.

Risk of all-cause mortality was greatest in subjects reporting the highest levels of distress (Hazard ratio (HR) 1.71, 95% CI 1.32 – 2.23) but was also raised in subjects reporting intermediate distress when compared to those reporting no distress. Increased risk of mortality in subjects reporting distress appeared to be due largely to an excess of deaths from ischemic heart disease and respiratory disease.

The association between mortality and psychological distress observed in this study seems to arise largely because of pre-mature deaths from ischaemic heart disease and respiratory diseases. The existence of a dose-response effect between
distress and mortality provides further evidence to support the existence of a casual relationship.

2.2.8 Psychological Distress and its Correlates among University students: A cross-sectional study:

-Mahin Delara, Robeerta L. Woodgate (2015)

Mental health disorders are common among university students. In addition to the normal stressors of everyday life, students must deal with stresses related to their education. Our aim was to identify the Mental Health status of University students and its correlation with socio-demographic, academic performance, and menstrual features.

A cross-sectional study was conducted among under-graduate health students using the symptoms checklist-90- Revised (SCL-90-R). The Global Severity Index (GST), raw scores of SGL-90-R. Subscales, and correlated factors were reported and analyzed.

A total of 171 health students completed the survey. Psychological symptoms were found in 23% of the student. Depression was the most prevalent mental reported symptom (100%). There was no significant association between the symptoms and variables such as age, gender, living in university dormitories, marital status, field of study, academic performance, and the day of menstrual cycle while filling the form. GST scores were significantly related to regular menses. The odds of being identified as a mentally unhealthy individual was 0.37 times lower for those who experienced regular menstrual cycles.

Psychological distress is prevalent among health students and tends to be reported more by female students with irregular periods and during the literal phase of menstrual cycle. Preventive and treatment programs need to be developed. It is also recommended that SCL-90-R be administered at least 7 days after the end of menstrual bleeding.
2.2.9 Mental distress in Australian medical students and its association with housing and travel time:

-Sanna Norgren, Lisa Lampe (2013)

To investigate the association between mental distress in medical students and their accommodation and time spent commuting to their study sites.

An anonymous online survey of students enrolled in the faculty of Medicine at the University of Sydney, Australia, measuring mental levels (Kessler-10), housing circumstances, travel time and demographics.

Mental distress was significantly higher in females, younger students, international students, those who were renting as opposed to living in their family homes or their own homes, and in those who had longer travel times to their sites of study.

Accommodation circumstances and travel times are factors associated with mental distress which can be altered, unlike gender and age. Universities should look into ways to provide affordable accommodation and more of it to medical students, nearer to their sites of study. In addition, orientation programmes and university support and counselling services should take accommodation, travel duration, age, gender and whether a student is international or domestic into account when supporting students and emphasize strategies to manage these sources of stress.

2.2.10 A qualitative study of the experience of psychological distress Post-stroke.

-Claire Crowe, Robert F Coen (2015)

There is little qualitative data on the emotional effect of stroke from which to base hypothesis for psychological interventions. We used interpretative phenomenological Analysis of semi-structured interviews with 10 individuals in the clinical range for psychological distress on the Hospital Anxiety and Depression scale to explore their experiences of psychological distress. Three super ordinate themes (the fear of stroke, loss of self and sense of isolation and aloneness) emerged processes involving a lack of acceptance and self-compassion underlined these
themes. Internal isolation was found as a great problem. These themes may indicate targets for directed psychological interventions in people following stroke.

2.3 A review of Relevant Literature for Life events:

2.3.1 Life event stress, social support, coping style and Risk of psychological Impairment:


The effects of life event stress, coping style and social support on psychological impairment were examined in a survey of a representative Australian suburban sample (N=863). Psychological impairment was defined as a score of 4 or more on the 20-item General Health Questionnaire. Life event stress, coping style and one of the social support varieties, Crisis support, were related to impairment, significantly decreasing or increasing the risk of being identified as impaired from the total sample frequency of 24 percent. There was no evidence that coping style or social support became associated by moderating the relationship between life event stress and impairment, but rather because of their independent relationship with psychological impairment.

2.3.2 Parental Depression: Animal Models of an Adverse Life Event.

-D. Jeffrey Newport (2002)

This article reviews findings in Pre-clinical research on the adverse impact of parental depression on the development of offspring, with emphasis on the relevance of this research for the psychiatric care of depressed parents.

The authors reviewed literature from the last 40 years reporting laboratory animal studies pertaining to the persistent effect of parental stress and parenting deficits on neurobiological and neurobiological development in offspring.

Animal studies indicate that disrupted parenting produces a persistent, deleterious biobehavioural impact on offspring, stressors; including maternal separation, variable foraging and a variety of prenatal maternal challenges, produce offspring behaviours reminiscent of the cardinal features of anxiety and affective disorders. The stress paradigms also uniformly produce persistent hyper responsively
in hypothalamic-pituitary-adrenal axis activity secondary to hyper secretion of Oortioothopin releasing hormone. These findings hear striking similarities to findings for stress-related illnesses in humans, including major depression.

Data from research on animal parenting reinforce the idea that parental mental illness may pose the first adverse life event for a child. A thorough risk-benefit assessment for the psychiatric care of parents of young children must consider the impact on the infant of exposure both to treatment and to parental illness. Pre-clinical data regarding the risk to offspring posed by untreated parental mental illness should be incorporated into clinical decision making in the treatment of parents with mental illness.

2.3.3 The relation of stressful life events and a Happy Life.

-Dr. Debleena Kumar (2013)

Study is an attempt to find out the relationship of stressful life events and happiness in a group of employed adults. Total 100 employed adult individuals (age range 23-28 years) of both sexes were selected for the present study after an initial screening by General Health Questionnaire 28. To fulfill the objective of the present venture Oxford Happiness Questionnaire and presumptive stressful Life Event Scale were administered on the subjects following an uniform procedure. The nature of relationship was measured by using Pearson "S product Moment correlation coefficient. Results indicated that stressful life events bear a significant negative relationship with happiness.

2.3.4 A study of stressful life events and somatoform disorder.

-Dr. Dharmesh V. Patel (2014)

Life without stresses cannot be imagined. Psychosocial stresses form an inseparable part of life and up to a degree may be essential for adequate personality development. If these stresses become too severe or too numerous, they may produce psychiatric illness. The semi-structured interview for introduction. Life events was used by the of "Presumptive stressful life events scale", modified and standardized for Indian population (Gurmeet Singh et al. 1984) to study Life events in period of one year prior to onset of illness. The PSLES scoring indicates that all the patients with somatoform disorder and of acute fever experienced life events. The number of acute
events ranging from 0 to 2 with the mean of 1.12 in the patients of somatoform disorders where as the number of acute events ranging from 0 to 1 with mean of 0.77 among the patients with acute fever. The standard deviation was 0.32 and 0.45 respectively in the index and control groups. Somatoform disorder patients, experienced life events, which were more in number and scored higher in severity as compare to control. A study of stressful life events and somatoform disorder.

2.3.5 Life events with stressful effect on patients with schizophrenia
According to the sex and age.

-Rinaldo Shishkov, Lilo Georgiva (2012)

According to the literature life events with stressful effect are significant both for limitation and progress of the schizophrenia. Having this in mind we set our aim to be investigating the relationship between life events, sex and age through questioning so patients with paranoid Schizophrenia. The results of our study showed presence of correlation between some of the studied life event, assessed as stressful. The analysis of the data revealed that both sex and age are influencing the assessment of the Significant of the life events and "increases" their importance both for women and men.

2.3.6 Examining the role of stressful life events on cognition and determining mediating and moderating pathways among postmenopausal women.

-Wendy Shiao-wei Bibeau (2011)

Major life events are an inevitable process of the life span. Preliminary evidence suggests that the stress arising from major life events may serve as a risk factor for cognitive function decline. Evidence also indicates external and internal factors can attenuate the physiologic effects of stress. The primary aim of this dissertation was to investigate the independent and interactive effects of stressful life events on cognitive function among a sample of postmenopausal women. The possible moderating and or mediating role of external and internal factors on the relationship between stressful life events and cognitive function were also examined. Data from the women's health initiative memory study were analyzed. To control for any treatment effects, only data from participants randomized into the placebo groups were pooled and used for all analyses (N = 3775). All participants had five data
collections points, baseline through four years of follow-up. Linear mixed effects models were used to answer all prospective research questions, our results appear to indicate that there was a negative relationship between stressful life events and cognitive function scores. Reporting an ill spouse / partner was associated with lower cognition scores compared to those without reporting a spouse / partner. Exposure to three or more stressful life events at every data collection period was also associated with lower cognitive function scores. External factors did not moderate this negative relationship. However, internal factors such as optimism, hostility and negative expressiveness appeared to mediate. Specifically, exposure to more stressful life events was associated with less favourable psychological states, which in turn, were associated with lower cognitive function scores. Our results appear to lend support that exposure to certain life events and repeated exposure of stressful life events is associated with lower cognitive functioning. Our findings provide modest evidence that psychological mechanisms are important pathways through which stressful life events affect cognitive functioning over time among postmenopausal women, while stressful life events are largely unavoidable, the associated increased risk of cognitive function decline may be in part offset by various psychological factors.

2.3.7 Life events stress and psychosocial factors in men with peptic ulcer disease.

-Mark Feldman, Pamela Walker (2010)

We carried out a case-controlled study of multiple psychological and social factors in 49 men with complicated or uncomplicated peptic ulcer disease. Thirty two men with renal stones or gallstones and 20 healthy men served as controls ulcer patients and controls experienced a similar number of potentially stressful life events. However ulcer patients perceived their events more negatively ulcer patients also had significantly more personality disturbances than controls, although no one type of "Ulcer personality" was found consistently. Some ulcer patients tended to be hypochondriasis complainers overly pessimistic and excessively dependent. Other personality disturbances were also more common in ulcer patients. Ulcer patients had significantly lower ego strength and they had fewer friends and relatives whom they felt they could call upon in times of crisis. Finally, ulcer patients exhibited significantly more emotional distress in the form of depression and anxiety.
Hypochondrias is a negative perception of their life events; dependency and lowered ego strength were the four variables that best discriminated ulcer patients from controls. This controlled study demonstrates a strong association between life events stress, psychosocial factors and peptic ulcer disease.

2.3.8 Personality traits and exposure to stressful life events among smokers and non-smokers.

- Arta Dodaj and Kristina Sesar (2014)

Early studies supposed that personality traits and students life, which include brings many social and academic changes, may be relevant factors in initiation and maintenance of smoking. The aims of this study were to investigate differences in personality dimensions, as well as exposure to stressful life events among student's smokers and non-smokers and finally to examine the predictive contribution of these variables to smoking status. The study was conducted on the sample of 200 students from the University of Mostar, with a median age of 21 who completed Goldberg personality questionnaire and scale of stressful life events. The group of students who never smoke (N=101) and the group of smokers (N=99) took part in the study. The results have shown that personality dimension of neuroticism and stressful life events related to social alienation, academic failure and everyday social conflict differed the smokers and non-smokers group. The smokers had higher scores in comparison to non-smokers group of students. Neuroticism and stressful life events academic failure and academic maladjustment were also significant predictors to smoking status.

2.3.9 The Linkage between stressful life events, emotional intelligence, cognitive errors and depressiveness in Adolescents.

- Alexander Belova, Elena Sabirova (2014)

The linkage between stressful life events, emotional intelligence, cognitive errors and depressiveness is investigated on the sample of 713 adolescents aged 13 to 17 from Russia and Kirghizstan statistically significant correlations with the depressiveness score (CDI) were observed for all the measurements; cognitive errors (CNCEQ), emotional intelligence (EQT) and stressful life events. Cognitive errors appeared to be correlated with the perception of number and importance of stressful
life events. Emotional intelligence scales were correlated only with life events that are dependent on one's behavior and might be provoked by the person.

2.3.10 Effects of experience of stressful life events and stress on aggressive behavior toward student peers on the internet and in school in Japan proceeding.

-Kanae Suzuki, Ayachi Yamaoka (2014)

This study examined the effects of experience of stressful life events and stress from these events on aggressive behavior toward student peers on the internet and in school. A questionnaire was administered twice, approximately six months apart, to 2079 junior high school students and 928 high school students. The questionnaire items assessed the extent to which the students had experienced stressful life events and stress from these events in the past six months and whether they had experienced 10 aggressive behaviors toward peers on the internet and 12 in school in the month preceding the survey. Result of the poison analysis estimated separately for junior high and high school students and for male and female students indicated that the experience of stressful life event and the stress from these events had partly increased peer aggression on the internet and in school.

2.4 A Review of Relevant Literature for Social skills:

2.4.1 The effects on student's emotional and behavioural difficulties of teacher student interactions, student's social skills and classroom context.

-Maria Poulow (2014)

Children's emotional and behavioural difficulties are the result of multiple individual, social and contextual factors working in concert. The current paper proposes a theoretical framework for interpreting student's emotional and behavioural difficulties in classrooms, by taking into consideration teacher-student interactions, students' social skills and classroom context. Based on Bronfenbrenner's model, according to which process, person and context are the main sources of children's development, the current paper combines three theoretical approaches: Firstly, in terms of process, the system communication approach, which refers to teacher-student interactions; secondly, in terms of person, social and emotional learning, which refers
to children's social skills; and thirdly, in terms of classroom context, the achievement goal theory, with its emphasis on the mastery of classroom goal structure.

"Empirical support for the framework resulted in the administration of our instruments to 962 primary students: (a) QTI for teacher-student interactions, (b) MESSY for students' social skills; (c) CGS for classroom context; and (d) SDQ for students' emotional and behavioural difficulties. It was found that students' possession of social skills had a prominent role in the prediction of emotional and behavioural difficulties, while teacher-student interactions and classroom context also affected students' emotional and behavioural difficulties. This perspective provides educators with a theoretical and practical tool for understanding emotional and behavioural difficulties.

2.4.2  The age difference in social skills constructs for school Adaptation: A cross-sectional study of Japanese students at Elementary, Junior and senior High School.

-Hiroki Shinkawa, Tadaaki Tomiie (2010)

Many interventions for social skills acquisition aim to decrease the gap between social skills deficits in the individual and normative social skills; nevertheless little is known of typical social skills according to age difference in students. In this study, we developed new quintet of Hokkaido Social Skills Inventory (HSSI) in order to identify age appropriate social skills for school adaptation. First, we selected 13 categories of social skills for school adaptation from previous studies and created questionnaire items through discussion by 25 teachers in all three levels from elementary schools to senior high schools second, the factor structures of five versions of the social skills scale were investigated on 2nd grade (N=1,864), 4th grade (N=1,936), 6th grade (N=2,085), 7th grade (N=2,007) and 10th grade (N=912) students, respectively. The exploratory factor analysis showed that a number of constructing factors of social skills increased as one's grade in school advanced. The results in the present study can be useful to characterize the age appropriate social skills for school adaptation.
2.4.3 Social skills: A Resource for more social support lower depression levels, Higher Quality of Life and participation in Individuals with spinal cord injury?

- Rachel Muller (2014)

To examine the relevance of social skills and their different dimensions in relation to social support, depression, participation and quality of life (QOL) in individuals with spinal cord injury (SCI).

Depression, participation and QOL were measured using the Hospital Anxiety and Depression scale, the Utrecht Scale for evaluation of Rehabilitation participation and 5 selected items of the World Health Organization Quality of Life Scale. The social skills Inventory and the social support Questionnaire were used to assess social skills and social support, respectively.

Structural equation modeling was conducted. In model Social skills as a latent variable was related to social support, depression and QOL. Social support partially mediated the effect of social skills on QOL but not on depression or participation. In model 2, the social skills dimension expressivity showed a path coefficient of $\beta = 0.20$ to social support and $\beta = 0.18$ to QOL. Sensitivity showed a negative path coefficient to QOL ($\beta = -0.15$) and control a coefficient of ($\beta = -0.15$) to depression and $\beta = 0.24$ to QOL. Social skills are a resource related to more social support, lower depression scores and higher QOL.

2.4.4 Loneliness, Social skills and Social perception:


Previous studies have investigated loneliness from primarily one of three traditions: Social skills, perceptions of others and sex-role orientation. How do these variables affect loneliness? Past research addresses their independent effects, making it impossible to know if there are any single or multiple pathways to loneliness. The present study was concerned with the conceptual interdependence of these factors; that is, whether they have unique or joint efforts. Two other issues were also of interest. First, because as previously shown, lonely, persons hold negative perceptions of new acquaintances and people in general, we sought to extend this phenomenon to close others. Second, we assessed wider range of social skills than have formally been
examined in order to specify which particular social skills are most relevant to loneliness. First year college roommate pairs participated in the study. Individuals completed questionnaires assessing themselves and their roommate. Results showed that lonelier subjects were more deficient in relationship formation and maintenance skills, and help more negative perceptions of their roommates. Social skills inadequacies and negatively produced both unique and joint efforts, making them both important in loneliness, finally, androgynous subjects were less lonely and appeared to possess two sets of traits both valuable in avoiding loneliness-namely social assertion and acceptance and responsiveness to others.

2.4.5 Family Psychoeducation, Social skills Training and Maintenance Chemotherapy in the Aftercare Treatment of Schizathrenia:

-Gerard E. Hogarty, Carol M. Anderson (2009)

We demonstrated earlier that a novel family psycho-educational approach and an individual social skills training approach designed for patients living in high-expressed emotion households each reduced schizophrenic relapse by one-half when compared with medication controls in the 1st year after hospital discharge. The combination of treatments resulted in no replace. Results have now been obtained after 2 years of continuous treatment. By 24 months, a persistent and significant effect of family intervention on forestalling relapse was observed, but the effect of social skills training was lost late in the 2nd year. There was no additive effect on relapse that accrued to the combination of treatments. Beyond 2 years, however, the effect of family intervention was likely compromised as well. Treatment effects on the adjustment of survivors were circumscribed due, in part, to study design characteristics. Effects generally favoured the social skills-alone condition at 1 year and the family condition or combined family/social skills conditions at 2 years.

2.4.6 Connection between physical activity and level of social skills in children:

-Joca Zurc (2012)

Recognizing and understanding the role of physical activity in child development is necessarily in order to study the connection between children's developmental characteristics and physical activity. This has been well documented in previous research for physical development; however, little is known about the role of
physical activity in children's social development. The aim of this research was to study the connection between the level of children's social skills and physical activity.

An empirical study based on quantitative research design was undertaken. A total of 1,782 children (Mean age 10.4) were selected with multilevel random sampling from a population of students attending the second educational cycle of Slovene primary schools. Physical activity was examined using a structured questionnaire and the level of social skills was assessed using the social skills rating system.

The data were analyzed in SPSS 20.0 with multiple regression analysis.

Now organized physical activity with friends and when home alone was most frequent in the studied sample. A third of children were active in organized physical activities with a mean duration of 2.5 years. Watching Television was the most frequent sedentary pursuit. In social skills, expected maturity level was the most common predictor, with female students significantly out performing their male counterparts. Multiple regression analysis results revealed that physical activity has a significant influence on children's level of social skills and explained 24% of variance. Social skill development is significantly higher among female students compared to male students and increases with the duration of organized physical activity involvement the frequency of physical activity in the family and with the frequency of physical activity in Sport Club.

The results reveal a connection between physical activity and children's level of social skills in areas such as cooperation, assertion, empathy and self-control. Research results provide the starting point for creating physical activity programs, which will promote child development.

2.4.7 The role of language, social cognition and social skill in the functional social outcomes of young adolescents with and without a history of SLI.


Social skill and language are known to relate, not least in the example of those with specific language impairment (SLI). However, most of the research examining this trend has been conducted on young primary school age children and the nature of
the relationships is unclear. Furthermore, little is known about which young people in general have social difficulties and whether language, social cognition and social skills are directly associated at this age. In this study, a large cohort made up of young people with a history of SLI and a typically developing (TD) group of the same age were followed up in their final year of compulsory schooling language, social cognition, social skills and functional social outcomes were assessed using tasks and questionnaires. Modest associations were found between social cognition, language and social behaviours, the strongest being between language were found between social cognition, language and social behaviours, the strongest being between language and social cognition. Regression analyses showed that as a combined group, the adolescent's functional social outcomes were most associated with expressive language, social skill and social cognitive ability. However the patterns differed when the groups were analyzed separately, with social cognition playing more of a role for those with SLI. These findings suggest that poor language may play a complex role in adolescents' social development.

2.4.8 Social skills, social support and well-being in adolescents of different family configurations.

- Vanessa Borbosa, Susana Coimbra (2015)

There is no consensus in the literature regarding the influence of family configuration on the physiological well-being of adolescents. Based on the perception of adolescents, this study evaluates the influence of family configuration, social skills and social support appraisals as potential predictors of adolescent psychological well-being. The participants were 454 adolescents aged between 13 and 17 years from nuclear, separated and remarried families. The adolescents were students in the first and second years of public high school. The data were collectively obtained in the classroom using the social skills Inventory for Adolescents, the social support appraisal scale and the psychological well-being scale. The results indicated that family configuration is not associated with the psychological well-being of adolescents. The social skills of empathy self-control, civility, social resourcefulness and affective approach as well as the social support appraisals from friends and family were the best predictors of adolescent psychological well-being. The implications of the results are discussed with respect to future.
2.4.9 Social skills Interventions for Individuals with Learning Disabilities.

Social skill deficits have become a defining characteristic of students with specific learning disability (SLD). Attempts have been made to enhance social functioning through structured training approaches. The effectiveness of these efforts was evaluated in a quantitative research synthesis, which revealed a "small" effect with very few differences among teachers, peers or students with SLD themselves who judged the efficacy of training. The relatively modest effects are discussed in relation to a number of theoretical psychometric and design issues that might account for the limited treatment outcomes.

2.4.10 Development of social skills among children at Elementary Level.
-Tallat Rashid (2010)

The purpose of research was to explore the development of social skills among children at elementary level. A sample of 1127 children of 22 elementary and high schools was drawn from 6th and 8th classes of district Sargodha Pakistan. The five most frequently focused social skills i.e. accepting criticism, showing respect, solving problems, accepting rights and responsibilities and tolerance of individual differences were selected from the social studies curriculum. An instrument consisting of 64 items was developed to measure social skills. The results indicated that the social skills have not developed among children to the extent expected. However, students have learned to show respect towards others more than other social skills tolerance of individual differences. It was found that background variables like gender, locale and grade were source of difference in social skill development.

2.5 A Review of Relevant Literature for student problems:

2.5.1 Students' Assumptions during problem solving.
-Maria De Hoyos (2012)

This paper analysis the solving process of two under-graduate students on a non-routine mathematical problem. By comparing these students' work, it can be observed that their processes suggest different approaches in relation to the way a solution was sought, one student followed a process in which his principal activities
were centered on discovering those key ideas that would allow him to tackle the problem. The other seemed to be more focused on investing a way of dealing with the situation and building a solution to the problem. Since in order to invent a solution some useful facts have to be first stated or discovered, it may be speculated that a process which aim is to invent is more flexible than a process which aim is to discover.

2.5.2 Effectiveness of problem-based learning approach to the students problem solving performance.

- S.V. Tupas (2012)

The Philippines' ranking in trends in international mathematics and science survey (TIMSS) is indicative of how mathematics in taught in the classrooms. This descriptive research determined the performance of 12 BSMT and 17 BSMare Freshmen students in solving general mathematics problems. They were preselected cadets who enrolled in a Maritime School in the Philippines first semester school year 2009-2010. Two sets of test instruments of similar context and style were used as pretest and Posttest. The selected problems included routine or non-routine and multistep problem and within the context and level of the students. Result shows a significant improvement in the performance of both BSMT and BSMare students and as a whole at 0.05 Alpha. Further students developed various heuristics which includes Guess and test, working backgrounds, Act it out, use of diagram, use of Algebra Direct counting and systematic List. Significant performance of students in the posttest is an indicator of the effectiveness of the problem-based learning (PBL) approach exposing them to various routine and non-routine problems enable students to apply mathematical concepts and understanding into real life problem situations. This makes mathematics more relevant which enhanced students' interest and level of performance in mathematics.

2.5.3 Relationships between school and family: The Adolescents' perspective.

- Mircea Agabrian (2007)

The study describes, conceptualizes and tries to explain the present status of the school-family relationships from the adolescents' perspective. It is part of the research carried out within the grant entitled partnerships school-family community.
A case study in the country of Alba Project, which is in the process of development, our purpose was to find out what perceptions, representations and behavioural patterns the adolescents have towards their parents' involvement in education and towards the relationships between school and family, in the political and socio-economical context of Romania during the transition period to a democratic society.

The specificity of the proposed theme employs mainly interpretative research principles and the research design clearly shows details from the participants' perspective. I used the focus group technique, recommended for obtaining substantial data from teenagers. The collected data was analyzed using the techniques and procedures of Grounded Theory and the Software package ATLAS.

The research confirms that adolescents have a different perspective than their parents on the family's style of education, on the attitudes and behaviours in school-family-community relations; all these influence their reactions and ultimately, their psycho-social development. Considering the overlapping Spheres of influence theory, the representations that the student has acquired in high school overlap with the representations of his/her family experience, thus providing him/her with new and broader horizon of understanding of the family microcosm in relation to the school and community environment.

2.5.4 Effects of family structure on the academic performance of students at Elementary Level in District Karak, Khyber Pukhtunkhwa (Pakistan).

- Qaiser Suleman, Zaitoon Akhtar (2012)

Family setting and structure is playing a crucial role in strengthening or devastating student's academic performance. Family is the primary socializing agent which moulds the child in society. Therefore, the study was conducted to know the effects of family structure on academic performance of the students at elementary level in district Karak. The main objectives of the study were: (a) to explore the effects of family structure on the academic performance of the students at elementary level and (b) to suggest proper ways and means for the excellent academic performance of students at elementary level. All the students at elementary level in district Kark constituted the population of the study. In order to represent adequate sample, 30 students from each school were selected as a sample randomly. The study
was delimited to the twelve male secondary schools. The study was further delimited to the students of class 08. The study was descriptive in nature therefore the researchers decided to develop questionnaire for the collection of data. Pilot testing was conducted to know the weakness, misconceptions and ambiguities of the questionnaire. After the conduction of pilot testing, final version of the questionnaire was developed and prepared. The researchers personally visited to the perspective sample and distributed questionnaires among the sample. In this way data was collected. After collection of data, the data was organized, tabulated and analyzed. Chi-square was used for the statistical treatment of the data. After analysis of data, the researchers concluded that large family size; large number of brother and sisters; domestic issues and tension among the family members; low socio-economic status, lack of parent's participation badly effects student's educational attainment. On the other hand, it was also found that home tuition; parent's education; high socio-economic status; and parent's participation plays a fundamental and significant role in enhancing student's academic performance.

2.5.5 Knowledge and Attitude of school students about population related Issues.

-Kavita (2002)

The findings of the study revealed that (i) the students had low level of knowledge and less favourable attitude towards population related issue; (ii) the self instructional guidelines (SIG) was found to be effective in enhancing the knowledge and developing more favourable attitude towards population related issue; (iii) the mean knowledge score of rural boys about population related issues increased from 30.7 in the pre-test to 39.5 in the post-test, and their mean attitude score increased from 1048 in the pre-test to 1181 in the post-test; (iv) the mean difference between pre-test and post-test attitude scores for urban boys was 8.5 and for rural boys it was 13.3; similarly, the mean attitude score of urban girls raised from 105.6 in the pre-test to 113.5 in the post-test; and for the rural girls it increased from 97.9 in the pre-test to 115.2 in the post-test; and (v) before the administration of SIG the rural boys got the highest mean score in knowledge followed by the urban girls, urban boys and rural girls. The author suggests that efforts in the area of population education may be intensified by including it in the school curriculum.
2.5.6 College students' perceptions of relation with parents and academic performance.

-Kerry A. Schwanz, Samuel F. (2013)

The relationship between parent relations and college students' academic performance was examined in two studies using samples of students enrolled in two southeastern liberal arts universities (N=466). T scores on the relations with parents subscale on the college version of the behaviour assessment system for children-2 served as the measure of student perception of parent relations and academic performance was measured using official university GPA and probation/suspension data. Results for the first study indicate a significant positive correlation between parent relations scores and GPAs. Additionally a significant negative correlation was found, between parent relations scores and probation / suspension status, when gender differences were examined, parent relations scores accounted for more variance in academic performance for women than men. Systematic replication of the study at a nearby liberal arts university produced findings congruent with the initial investigation. Implications for college personnel who work with academically at risk students are discussed.

2.5.7 The Impact of social media on children, Adolescents and families.

- Gwenn Schurgin, Kathleen Clarke (2011)

Using social media websites is among the most common activity of today's children and adolescents. Any Website that allows social interaction is considered a social media site, including social networking sites such as Facebook, my space and Twitter; gaming sites and virtual Worlds such as club penguin, second Life and the Sims; video sites such as YouTube; and blogs. Such sites offer today's youth a portal for entertainment and communication and have grown exponentially in recent years. For this reason, it is important that parents become aware of the nature of social media sites, given that not all of them are health environments for children and adolescents pediatricians are in a unique position to help families understand these sites and to encourage healthy use and urge parents to monitor for potential problems with cyber bullying, "Facebook depression", Setting and exposure to in appropriate content.
2.5.8  **Effects of a brief motivational intervention with college student drinkers.**

-Borsari, Brian; Carey (2000)

This study consisted of a randomized controlled trial of a 1-session motivational intervention for college student binge drinkers. Sixty students who reported binge drinking 2 or more times in the past 30 days were randomly assigned to either a no-treatment control or a brief intervention group. The intervention provided students with feedback regarding personal consumption, perceived drinking norms, alcohol related problems, situations associated with heavy drinking and alcohol expectancies. At 6-week follow-up, the brief intervention group exhibited significant reductions on number of drinks consumed per week, number of times drinking alcohol in the past month, and frequency of binge drinking in the past month. Estimates of typical student drinking mediated these reductions. This study replicates earlier research on the efficacy of brief interventions with college students and extends previous work regarding potential mechanisms of change.

2.5.9  **Models of underachievement Among Gifted Pre-adolescents: The Role of personal, family and school factors.**

-Jean A. Baker, Karen Evans (2014)

This study explored individual, family and school related factors contributing to underachievement among gifted pre-adolescents. We explored three simple models of factors contributing to underachievement as well as a complex model provided the best fit for the data. Yet each of the three simple models was significant, suggesting the importance of an ecological approach to problems of underachievement gifted students, interventions approaches deriving from each model user discussed.

2.5.10  **College attrition, student use of campus facilities and a consideration of self-reported personal problems.**


Five groups of undergraduate students, drop-outs, low stop-outs, low persisters, high stop-outs, high persisters, were compared in terms of their use of various campus facilities and their responses to a checklist of personal problems. The high stop-outs and high persisters did not differ in use of facilities. However, among the low academic performance students, the low persisters made significantly greater
use of facilities than the low stop-outs, who in turn, made significantly greater use of facilities than drop-outs. These findings, for the most part, did not appear to be related to the self reported importance of personal problems. It was concluded that among low performance students, the broad use of campus services and facilities can be taken as a measure of student integration in the college community.