Chapter II

REVIEW OF LITERATURE
Educationists, Psychologists, Psychiatrists and other Research Workers have been concerned with Self-Confidence at the College (or) University level.

Most of the attempts have been made to understand the phenomenon of Self-Confidence and the factors (or) conditions that contribute to (or) facilitate the Self-Confidence of Students. In the following pages some of the research studies relevant to the Self-Confidence have been presented.

**Self-Confidence**

Jagannadham (1983) studied the relationship between Self-Confidence and measured personal values of undergraduate students. The questionnaires were administered to the 360 subjects of first, second and third year degree students. The data were analysed using 't'-test and ANOVA. The results
showed that Self-Confidence is not significantly related to measured personal values. There is significant relation between the class of the individuals and Self-Confidence. There was no significant difference among the subjects from three class levels. There would be no significant difference between men and women with regard to Self-Confidence. Men and women significantly differed with regard to six values viz., theoretical, economic, aesthetic, social and political values. In the case of religious value there is no significant difference between men and women. In theoretical, economic and political values men got significantly high score than women. In aesthetic, social and religious values women are superior to men.

Subbarayudu (1985) studied security - insecurity and Self-Confidence among disadvantaged and non-disadvantaged professional college students. The questionnaires were administered to 220 disadvantaged and 220 non-disadvantaged students.
The data were analysed using ‘t’-test and ANOVA. The results showed that there is no significant difference in Self-Confidence score but they differ on security and insecurity scores. Men and Women professional college students differ significantly on the Self-Confidence scores. The women were less confident than the men.

Ujjwala Rani (1990). Studied the impact of social and economic disadvantages on self-confidence. The two kinds of disadvantages were taken as independent variables and their independent and interactive effects on self-confidences were studied. The sample consisted of four groups of male college students of 30 each (N=120). The four groups were arranged in such a way as to fit into an ex-post facto design with two levels of each of the independent variables and self-confidence was assessed using S.C. Inventory. The results of 2x2 analysis of variance indicated that social disadvantage and economic disadvantage have
independent effects on an individual's self-confidence.

Joshi Anuradha and Jena (1999) compared some personality traits like self-concept, self-confidence, adjustment and anxiety level of science and social science students of class XI. A sample of 200 class XI students (age 16-17 years) with an equal number of students from science and social science streams and equal number of male and female students in each stream was administered the self concept measure (Pratiba Deo, 1985), the Self-Confidence measure (Agnihotri 1987), the adjustment measure (Pareek and Rao 1980), and the anxiety measure (Singh 1973). Results revealed significantly different levels of anxiety but there were no differences in the other traits between the students of both the streams.

Verma, Saroj Bala (2000) explored the differences in cognitive and regulation strategies of learning among male and female distance learners
with high and low levels of self-confidence. The sample consists of 108 distance learners (59 males and 49 females) was administered the academic self-confidence scale (Entwistle et al, 1988). Subjects obtaining score 1 standard deviation above and below the mean score were categorised as high and low academic self-confidence group respectively. They were administered two sub scales of the inventory of learning styles (Vermunt and Van Rijcwijk 1988). Males and females differed significantly in deep processing strategy. No significant difference was found between the high and low self-confidence groups.

Teri, Blake and James, Rust (2002) investigated the relationship between self-esteem and self-efficacy among college students with physical and learning disabilities. Participants included forty-four undergraduate students and four graduate students registered with a university's office for students with disabilities. Collective Self-esteem, Membership Self-esteem, Private Self-
esteem, and Public Self-esteem were positively and significantly correlated with General and Social Self-efficacy. Scores were found to be similar to scores from the normative samples. Thus although self-esteem and self-efficacy were significantly related to each other, they were largely unrelated to disability status.

Subramanian, Mathew (2004) assessed self-confidence, mental health and frustration among sportsman and women at a rehabilitation centre. The sample consisted of 60 of which 30 were sports men and 30 were sports women. Rekha Agnihotri’s Self-Confidence scale was used to assess self-confidence. Tovier personality inventory (TPI) was used to assess mental health and Chauhan and Tiwari’s frustration scale was used to assess frustration respectively. The statistical measures employed were 't' test and correlation. The results indicated that there are significant differences in the self-confidence and frustration between sportsmen and women and also that there is no
significant differences in mental health between injured sportsmen and sportswomen. The study revealed that there are no interrelationship between self-confidence and mental health, Self-confidence and frustration, mental health and frustration of both.

Geeta and vijayalakshmi (2006) studied the impact of emotional maturity on stress and self-confidence of adolescents. The sample of the study consists of 105 adolescents studying in XI and Xii class as Dharwad city Karnataka State, India. The scales such as emotional maturity (singh and Bhargav, 994) Self-Confidence inventory (Rekha Agnihotri 1987) and students stress scale(Deo 1997) were administered on the selected sample. Along with responses to the above scales, some personal data information were also collected from the sample. The obtained responses were scored and converted to standard (T) scores, further subjected to 't' and 'F' tests. The findings revealed that the adolescents with high emotional maturity have
significantly high stress. Adolescent boys and girls do not differ significantly in their stress and Self-Confidence.

Achievement Motivation:

Torrance (1960) suggested a large number of studies and compiled a set of characteristics found in one or more studies to differentiate highly creative persons from less creative ones. They found that creative people had a desire to excel.

Rosen (1962) has found Brazilian children to be much lower in Achievement Motivation than North American children, particularly if they are from the upper social strata. Brazilian parents are gentler and spoil their children more; they require self-reliance and readiness for achievement later and less rigorously than American parents. As part of an authoritarian, patriarchal family structure, they expect big things of their children without simultaneously making demands on them. This appears
to develop inflated self-esteem, self-deceptiveness, and finally avoidance tendencies rather than a motivated readiness to achieve.

Sinha and Chaubey (1972) studied the relationship between achieve motive and rural economic development. They selected a total 117 males from three age groups (10-15; 20-30 and 45+ years) from two highly developed and two underdeveloped villages of the Allahabad district of India. Subjects completed the Chaubey N.P. achievement motive scale for rural people, which consists of eleven paired statements measuring individual achievement and failure orientations. Subjects from highly developed villages revealed relatively higher mean achievement motive scores than those from underdeveloped villages. While not statistically significant the younger subjects from highly developed villages had lower mean scores than the older subjects; this may be a disturbing trend suggesting a slowing of n. Ach in the face of development. In contrast, the younger generation of
the backward villages revealed stronger motivation to achieve success than their elders.

Hines (1973) used a non-projective measure of Achievement Motivation to investigate the relationship among need for achievement, labour turnover and occupations in New Zealand. Questionnaire results from 315 entrepreneurs, engineers, accountants and middle managers revealed low turnover among high n-achievement self-employed subjects. High turnover subjects displayed significantly higher Achievement Motivation levels than low turnover subjects. Among engineers, accountants and middle managers, those with high n-achievement had high labour mobility rates.

Morris and Fargher (1974) studied achievement drives and creativity as correlates of success in small business. They administered TAT and Wallach's geometric patterns test to sixty men who controlled small business. It was found that Achievement Motivation and creativity measures were
related to the growth rate of subjects' companies. High scores on either variable were associated with business success; low scores on both variables were associated with static (or) declining business performance.

Steers (1975) studied the effect of employee need for achievement (n-achievement) on the job performance, job attitude relationship among first level supervisors. Subjects were 133 females with mean age 42 years employed in a large public utility. Before need strength variations were considered, overall performance was found to be somewhat related to job satisfaction, but not to job involvement. Subjects were split into high and low n-Achievement Groups. Performance was significantly related to both satisfaction and involvement for high n-achievement subjects but not for low n-achievement subjects.

Durand (1975) conducted a two year follow up study of entrepreneurial behaviour of 29 black
businessmen. As predicted high achievement needs were associated with performance when the effects of power needs in combination with achievement motivates were studied. High performing subjects were those with high achievement and lower power needs.

Adams and Store (1977) examined the relationship between two explanatory variables - level of need for achievement and degree of achievement opportunity on the job and type of leisure activities people choose. It was hypothesized that people whose need for achievement is not satisfied on the job will be more likely to engage in high achievement oriented leisure activities than those whose need for achievement is satisfied on the job. A significant relationship between need deprivation indicators and type of leisure activities supports the hypothesis the people who are unable to satisfy their achievement needs on the job are likely to do so in their leisure time activities.
Christian (1979) studied the Achievement Motivation and related variables. He administered the TAT and a socio-economic status scale to 500 female aged 17-28 years. Results indicate that subjects need for achievement was high and was unaffected by age, socio-economic status, rural/urban background, fear of failure, hope of success or concern.

Elizabeth and Anthony, Winefield (1981) conducted two experiments in which the behaviour of subjects classified as high or low on achievement motivation was studied following experience of uncontrollable, no aversive outcomes, using a triadic design. In both experiments, subjects high on achievement motivation displayed facilitation, whereas subjects low on achievement motivation displayed slight interference or no effect. In the second experiment it was shown that the experimental treatment was successful in inducing the expectation of response-outcome independence without associated perceptions of failure. It differed in this respect
from manipulations used in most reported studies of human helplessness.

Robert, Arkin et al., (1981) studied Causal attributions of high and low achievement motivation college students for performance on examinations. College students high and low in test anxiety attributed their performance on each of four examinations in a course to ability, test difficulty, preparation, and luck. Individuals high and low in test anxiety typically evidence systematic predispositions to account for their achievement-related behavior in different terms.

Erdwins, Tyer and Mellinger (1982) compared the achievement and affiliation needs of twenty unmarried female university students (aged 18-22 years), twenty married women (aged 40-55 years) also attending the university, and twenty full-time homemakers (aged 40-55 years). Older subjects expressed greater Achievement Motivation than younger subjects with the homemakers' achievement needs characterized
by conformity and co-operation and mature students expressing greater independence and self-reliance. In addition the mid-life subjects achieved significantly higher levels than old and younger subjects. Affiliation needs were significantly greater for the older homemakers than for younger subjects.

Aijaz and Kureshi (1991) assessed level of aspiration and approval motive in relation to differences of age, sex and religion. The sample (N is equal to 200) comprised students of class IX to XII classes from various schools/colleges at Aligarh, their average age being 14 to 19 years. There were 100 Muslim (50 boys and 50 girls) and 100 Hindu (50 boys and 50 girls) subjects. Differences between groups on Level of Aspiration and Approval Motive were determined by means of critical ratios. Some major findings of the study were: Hindu subjects had a significantly higher score on Approval Motive than Muslim subjects. Older Hindu as well as older Muslim subjects scored
significantly higher on Level of Aspiration. Hindu girls, as compared to Hindu boys, scored significantly higher on Level of Aspiration.

Maqsud, Muhammad and Coleman, Mary (1993) compared the levels of Achievement Motivation for 180 adolescents (aged 16-22 years) in Botswana who lives 1) with their natural or foster parents 2) with their grand parents or close relatives or 3) on their own without parents or grand parents. Data indicate that the mean Achievement Motivation scores for the subjects who were living with their parents or grand parents were significantly higher than those for the subjects who were living without their parents. Results suggest that adolescent-parent interaction in a family situation is a significant factor in the development of high Achievement Motivation.

Raymond, Perry1 et al.,(1993) studied Academic performance in higher education ultimately involves a complex interplay of student attributes
and the educational environment. Although instruction is regarded as the major environmental factor affecting scholastic success, other factors can become more important when teaching does not produce the desired results. Attributional retraining is one alternative that shows considerable promise for enhancing students' motivation and achievement striving by changing how students think about their successes and failures.

Angira (1994) studied the effect of family structure and gender on achievement motivation. A group of 80 intermediate college students (age 16 - 18) 20 males and 20 females each from nuclear and joint family was administered. Bhatia's Achievement Motivation test (Bhatia 1974) and a personal and family data sheet was used to identify family structure. A 2(family structure) X 2 (gender) analysis of variance indicated a higher degree of achievement motivation among males than females and subjects belonging to Nuclear families in comparison
to from joint families. The interaction between family structure and gender was also significant.

Rangan, Uma and Raja, Radhi (1994 - 95) examined the influence of perceived parental acceptance on the self-confidence and achievement motivation of adolescent girls and investigated whether self-confidence affects the achievement of adolescents. Samples of 44 adolescent girl students' age (18 - 19 Yrs) were administered, Parental acceptance rejection questionnaire (Adult PARQ) (Rohner), the self-confidence inventory (Basavanna) and the Achievement Motivation Questionnaire (Deo Mohan). Results indicate that there were significant difference in the Self-Confidence scores of respondents who perceived themselves as rejected. However no significant differences was found in the achievement motivation scores of those who perceived themselves as accepted by their parents and those who perceived themselves as rejected by their parents.
Regani, Renuka and Reddy, Rama Chandra (1995) found the relationship between the rate of learning and achievement motivation among 100 high school boys (aged 13 - 15). Students were administered a slot maze with blind alleys and Rao's achievement motivation questionnaire. Result indicates that fast learners were significantly high in achievement motivation compared to slow learners. Unlike the fast learners, slow learners did not have any insight into the problem and therefore performed poorly on maze task compared to fast learner.

Geetha, Sai and Karunanidhi (1995) examined the relationship between religious attitude, locus of control and achievement motivation of students belonging to different religious group. Data were collected by administering Religious attitude scale (Rajamanickam 1989), Rotter's I. E Locus of Control Scale (1996) to 180 under graduate students (90 boys and 90 girls) between 18 - 20 years of age. Coefficient of correlation, 't'-ratio and ANOVA were used for statistical analysis. Results indicated a
difference among the religious groups in terms of religious attitude, and achievement motivation and a difference between boys and girls in terms of religious attitude.

Reda, Abouserie (1995) examined the students' self-esteem and achievement motivation, and their relationship with approaches to studying and levels of processing. The study sample consisted of 135 undergraduate students. Results revealed that student's self-esteem and achievement motivation have significant correlations with various subscales of two learning styles inventories. The regression analysis using self-esteem and achievement motivation as independent variables together with the correlation analysis suggests that self-esteem makes a positive contribution to students' scores on deep processing, and a negative contribution to their scores on reproducing orientation, improvidence and globetrotting. Achievement motivation contributes positively to student's scores on achieving orientation, meaning orientation.
and methodical study. The results therefore suggest those student's personality variables in general and self-esteem and achievement motivation in particular, have a substantial influence on their approaches to study and to levels of processing.

Elliot, Andrew and Harackiewicz, Judith (1996) investigated most contemporary achievement goal conceptualizations consist of a performance goal versus mastery goal dichotomy. The present research offers an alternative framework by partitioning the performance goal orientation into independent approach and avoidance motivational orientations. Two experiments investigated the predictive utility of the proposed approach avoidance achievement goal conceptualization in the intrinsic motivation domains. Results from both experiments supported the proposed framework; only performance goals grounded in the avoidance of failure undermined intrinsic motivation. Task involvement was validated as a mediator of observed effects on intrinsic motivation. Ramifications for
the achievement goal approach to achievement motivation and future research avenues are discussed.

Santiago-Rivera and Bernstein, Bianca (1996) examined the importance of affiliation and achievement matched with particular types of stressful events in relation to appraisal. The purpose of this study was to test B.L. Bernstein's (1987) hypothesis that contain central issues high in importance interacting with relevant events predict appraisal. Based on the development tasks and transitions of traditional college youth, 68 undergraduates participated in the study. The analysis showed significant main and interactive effects. Results suggest that the importance of affiliation and congruent events may constitute a vulnerability factor, whereas achievement and congruent events may not. More college men than college women reported achievement-related events. In contrast, more women than men reported interpersonally related events. Both men and women
gave the importance of affiliation and achievement similar moderate to high ratings. The results are discussed in terms of support for the model of centrality, which integrates cognitive process, and stressful life events models.

Harju, Baverly and Eppler, Marion (1997) Achievement Motivation was measured for 50 traditional (in age) and non-traditional (aged 22 - 53 yrs) students using the LOGO by J.A. Eison (1981). For the traditional group, subjects with a learning profile (characterized by optimism and internal motivation) had completed more semesters were older and had fewer irrational beliefs; the converse was true for subjects with performance profile (characterized by pessimism and external motivation). For non-traditional (somewhat older) subjects, subjects with a learning profile had higher levels of involvement in the classroom and while studying, as measured by a flow instrument. In the final analysis suing a MANOVA design, non-traditional subjects compared to traditional
subjects had higher learning scores and higher involvement while in the classroom and while studying. GPA was unrelated to achievement orientation or student status. Thus, while higher irrational beliefs were more typical of younger students with an extrinsic motivation, involvement in learning was more characteristic of older, especially internally oriented students.

Suman (1997) examined the relationship between Achievement Motivation and parent-child relationship in adolescents. The sample consisted of 219 IX standard students with a mean age of 11.9 years. Data were obtained using the Parent Child Relationship Questionnaire (Rao, 1978) and the Sentence Completion Test of Achievement Motivation (Mukherjee, 1965). Data obtained were analysed using t-tests. Results did not reveal any significant difference between girls and boys in Achievement Motivation. Achievement Motivation was higher when adolescents perceived their parents as loving and demanding. Results are discussed in
terms of their implications for counseling adolescents with disturbed parent-child relationship and low achievement motivation.

Taj, Haseen (1997) investigated intelligence, attitudes towards education and parent child interaction as cognitive and affective variables associated with achievement motivation in a sample of 225 male and 225 female secondary school students representing English and kanada instruction. Equally and representing the 3 types of school management (government, private aided and private unaided) subjects were administered 4 standardized tools; an attitude scale, a parent child interaction scale, an intelligence test and an achievement motivation inventory. Subjects with higher intelligence high attitude towards education and high parent-child interaction had comparatively higher achievement related motivation than their counterparts.

Halvarj, Hallgeir (1997) hypothesised that the motive-performance relation is moderated by age
and by type of performance measure (i.e., effort or ability) is tested. Individual differences in achievement motives were assessed using the achievement motives scale in 53 male wrestlers, who then performed co-ordination of correct muscular activity and timing, as well as speed (11, 14, 18 years old). Hierarchical multiple regression/correlation analyses, with the motive to achieve success and the motive to avoid failure as predictors and with age as the moderator, showed two and three way interaction effects. The two-way interaction of the motive to achieve success and age was significant in the prediction of ability and the pattern of this result indicates a greater motive effect for older than for younger subjects. The three-way interaction was significant with a large effect size in predicting effort, where the effect of motivation is greater for younger than for older subjects.

Tickoo, Sangeetha, Jagdish (1997) studied the relationship between achievement motivation and mental health among 100 male students in a senior
secondary school subjects completed a mental health inventory (Jagadish and A K Srivastava (1983)) and the achievement motivation test (V. P. Bhargava (1984)). Result reveals a significant positive relationship between achievement motivation and mental health.

Harackiewicz, Judith et al. (1997) investigated personality predictors of achievement goals in an introductory psychology class, as well as the consequences of these goals for the motivation and performance of all 311 undergraduates. Two dimensions of achievement motivation (work mastery and competitive orientations, Spence and Helmreich, 1983) predicted the goals endorsed. Individuals high in work mastery were more likely to adopt mastery goals and less likely to adopt work avoidance goals, whereas competitive individuals were more likely to endorse performance and work avoidance goals. Students adopting mastery goals were more interested in the class, but students adopting performance goals achieved higher levels of
performance. These results suggest that both mastery and performance goals can lead to important positive outcomes in college classes.

Ira Das (1997) studied the students behaviour at home, achievement motivation and attention and attention as predictors of achievement in primary school. A multiple regression analysis was done to assess the contribution of predictor variables - students behaviour at home, their achievement motivation and attention regulation to criterion variables, arithmetic achievement and reading efficiency McClelland's TAT type 'N-Achievement' test, tests of 'class-room attention regulation' and test for 'students' behaviour at home' were administered on a randomly selected sample of 200 students of class V between the age range of 9-11 years. Results indicated attention regulation and achievement motivation as important contributors to achievement scores. Student's behaviour at home proved to be a weak predictor.
Deshmukh (2000) studied anxiety, achievement motivation, intelligence, goal discrepancy and academic achievement of junior college students with high and low self concept. The high and low self-concept groups of junior college students differ significantly on anxiety, n-achievement and intelligence. The high and low self-concept groups of junior college students do not differ significantly on goal discrepancy and academic achievement.

Fear of Failure

Raphelson, Alfred, and Monpton, Robert (1958) compared the relationships obtained between scores on two dispositional measures of anxiety (test anxiety questionnaire and n-achievement) when given under two conditions which differed in amount of information available concerning the outcome of a competitive task. In experiment-I, n-achievement and test anxiety correlated 0.43, in experiment-II is 0.09. It was hypothesized that subjects
characteristically fearful in competitive situations react to perceived certainty of failure of leaving the field psychologically, i.e., perceiving no personal threat.

Cooper Smith (1959) measured the anxiety level of 102 fifty and sixth grade students and found that children who had high self-esteem were significantly less anxious than those with low self-esteem.

Charles, Mahone (1960) studied Fear of Failure and unrealistic vocational aspiration. Measures of both achievement motive and achievement-related anxiety were used in the present study. The subjects were 135 male college students. They were classified as "realistic" or "unrealistic" in vocational aspiration in terms of each of four criteria: (a) judgments by clinical psychologists based on the discrepancy between the subject's own measured ability judged to e required by the subject's vocational choice; (b) the discrepancy
between the subject's estimate of his own ability and his estimate of the ability required to attain his vocational goal; (c) the subjects inaccuracy in estimating his own ability; and (d) the discrepancy between the subjects interest pattern and his vocational aspiration. On each criterion of realistic vs. unrealistic vocational aspiration, significantly more subjects who were low in Achievement Motivation and high in achievement-related anxiety were classified as unrealistic, than subjects who were high in Achievement Motivation and low in achievement-related anxiety.

Alpert and Ralph, Norman, Haber (1960) studied anxiety in Academic Achievement situation. They administered Achievement Anxiety Test (AAT) to college freshmen. Academic Achievement includes verbal aptitude, scholastic aptitude test, over-all grade point average and performance in psychology courses. The 2 tests of specific anxiety were seem to be measuring something different than the more general test, and were differentially related to
academic performance. "Facilitating" vs. debilitating anxiety was distinguished.

Phillips (1962) hypothesised that social class interacts with sex and anxiety and produces differences in school achievement. This was tested utilizing a sample of 759 adolescents classified into 8 sub-samples involving two levels. Results indicate females had higher anxiety scores than males and highly anxious subjects had lower achievement and intelligent scores.

Decharms and Dave (1965) studied risk taking behaviour in 71 elementary school boys tested the hypothesis that (a) Ss who have hope of success will be more successful at shooting a Volley Ball into a Basket than Ss who have Fear of Failure; and (b) Ss who have hope of success will take more moderate risks than Ss who have Fear of Failure. Actual success was measured in 70 practice trails from a number of predetermined distances. Risk taking was measured in 20 trails in which S choose
his shooting distances. Hope of success and Fear of Failure were measured as by Atkinson et al. and by a technique first presented by Jordan and deCharms. Risk taking was measured as by Atkinson et al. and by taking into account the skill of individual subjects. No relationships were found between the measures used by Atkinson et al., and risk taking behaviour, using Jordan-deCharms method of assessing achievement-orientations. However, it was found that subjects with high hope of success and high Fear of Failure both shot more successfully in the seventy practice trails and took more moderate risks in the 20 free-choice trails than did the other subjects.

Sinha (1972) studied the relationship between manifest anxiety and scholastic achievement. He administered the revised Taylor Manifest Anxiety Scale to 200 high achievers and 200 low achievers in grades 10-11. It was found that anxiety was significantly and negatively related to academic achievement and that high and low achievers could be
significantly differentiated on the basis of Manifest Anxiety Scale scores. It is concluded that manifest anxiety symptoms have a debilitating effect upon scholastic achievement.

Schneider and Turkat (1975) worked out the relationship between success and failure on self-presentation. They found that defensive high self-esteem subjects presented themselves more positively after failure than success while the individuals with genuine high self-esteem did not react as defensively to the failure.

Rita and Richard (1976) found that people (especially women) whose affiliative and achievement needs are interrelated, Fear of Failure and Fear of Success may be nearly equivalent, since fear of social rejection thus becomes tantamount to fear of failure. Verbal leads were used to elicit TAT responses from 160 male and female high school seniors, under neutral and aroused conditions. These protocols were scored for fear of success (FOS)
according to the 1973 revised scoring system developed by Horner, Tresemer, Berens, and Watson (Note 1) and also scored for fear of failure (FOF) according to the Hostile Press Scoring System developed by Birney, Burdick, and Teevan (1969). Significant positive correlations between the two motive scores were obtained under both neutral and aroused conditions. The lack of independence between the FOS and FOF scores reflects theoretical similarities in the definitions of the motives, as well as considerable overlap in the scoring systems.

Daniel Bar-Tall and Irene (1977) studied Achievement Motivation for males and females as a determinant of attributions for success and failure. Male and female college students, divided according to levels of achievement motivation, were asked to do an anagram task at which their success or failure was determined by experimental manipulation of the problems they were given. Their ratings of ability, effort, task difficulty, and luck as possible causes for success or failure indicated that those with
high achievement motivation of both sexes made relatively higher ratings for ability and lower ratings for task difficulty. Females tended to employ higher ratings for luck, and females with high achievement motivation made maximal use of effort as a causal factor.

Hamm (1977) established a relationship between stability of self-concept and fear of failure. It was hypothesized that individuals predominantly fearful of failure possess less stable self-concepts and the data confirm the hypothesis.

Rubinstein (1977) examined the hypothesis that children in an expressive non-competitive social environment will evidence a higher level of self-esteem and lower anxiety. Rosenberg's self-esteem scale and IPAT youth anxiety scale were administered to a group of 146 children of both sexes of age ranging from 10 to 14. He found that the level of self-esteem had increased for both males and females in the expressive non-competitive
camp. There is a curvilinear relationship between competition and self-esteem.

Singh and Broota (1992) investigated the extent of examinations anxiety and the various socio-personal factors associated with it. A sample of 825 X and XII class students, both boys and girls belonging to different socioeconomic levels and having the same syllabi of studies were taken from six government schools randomly selected from three different zones of Delhi, i.e., north, south and west Delhi. It is an expost facto design. Sharma, Sood, and Spielberger—Test Anxiety inventory and an Information Schedule were used in order to collect the data for the present study. Result show that tenth and twelfth class students are equally test anxious; girls are more test anxious, more worrisome and more emotional as compared to boys; parental pressure elevate the test anxiety of school children; parent’s occupation and educational background also effects the test anxiety of their children. High-test anxious students resort to more
television viewing than the low-test anxious students.

Chitrangi, Sanghvi (1995) found that lowering of test anxiety lead to improvement in academic performance. A total of 40 high-test anxious students were administered survey of study habits and attitudes (SSHA), Test anxiety inventory and academic performance Test before starting the training. Twenty subjects were randomly assigned to each of two groups (i.e., study skill training group and control group). Each subject was administered the study skills training (or) no training consecutively for 60 days (6 sessions). All the three questionnaires were administered twice, pre-training and post training. The finding reveal that study skills training improved the study habits and reduced the test anxiety of the students in comparison to the control group.

Sud, Anup and Prabha, Indu (1995) studied the relationship between test anxiety and academic achievement. Selected 80 9th grade girls in India
on the basis of their scores on tests measuring test anxiety and emotionality and were randomly assigned to attentional skills training relaxation training for a central group. After 4 weeks subjects completed a follow up test anxiety scale. Only attentional skill training was found to be effective in reduction of worry for subjects with high-test anxiety. However none of the therapies were effective with the self-report measures of state anxiety (or) academic achievement. Implications for best anxiety are discussed, as is the assumed casual relationship between high anxiety and low achievement.

Satake and Amato (1995) studied the incidence, correlates and effects of Mathematics Anxiety on their scholastic achievements of Japanese children, and compared the same Mathematics Anxiety among American Children (R.M. Suinn et.al.). Factor analysis identified 4 dimensions of Mathematics Anxiety, Measures of Correlation; a number of significant relationship between MARS-E scores and
classroom achievement grades, gender and class. Comparison of mean factor scores for each dimension and grades, gender, and class revealed significant differences among low, middle and high achievers.

Saughvi (1995) identified a total of 40 high-test anxious students were administered Survey of Study Habits And Attitudes (SSHA), Test anxiety inventory and Academic Performance test before starting the training. Twenty subjects were randomly assigned to each of two groups (i.e., study skills training group and control group) each subject was administered the study skills training or no training consecutively of r6 days (6 sessions). All the three questionnaires were administered twice, pre-training and post-training. The findings reveal that study skills training improved the study habits and reduced the test anxiety of the students in comparison to the control group. Lowering of test anxiety lead to improvement in academic performance.
Sharma, Kumaraiah and Mishra (1996) assessed the effectiveness of stress inoculation training to overcome test anxiety in a sample of 4 test anxious female students (13 - 18 years). The baseline assessment consisted of a clinical interview with the subjects and their parents and scores on the Hindi Test Anxiety Inventory (TAI - H) and state-trait Anxiety Inventory (STAIS). After 25 sessions of therapy, post therapy scores were obtained on the TAI - H and STAI - S. There was significant reduction in anxiety scores from pre-therapy to post therapy assessment.

Verma (1996) investigated the main interaction effects of intellectual ability and test anxiety on achievement in different school courses. The 2 x 2 factorial analysis performed on scores of each of the courses revealed that there were significant effects of both intellectual ability and test anxiety on achievement of high school students in all the four courses namely English, Maths, General Science and Social Studies.
Singh and Tung (1996) studied the motive to avoid success in males and females. Horner's revised measure of motive to avoid success (MS) was administered, along with tests of Personality, values and psychosomatic symptoms to 460 (230 males, 230 females) undergraduates. Results indicated that males and females differ quantitatively and qualitatively on a projective measure of motive to avoid success.

Gadzella Bernadette, Masten and Stacks (1998) investigated the relationship between stress scores, learning strategies, test anxiety and attributions for 126 university undergraduates. Significant positive correlations were found between
1. Cognitive appraisal (reaction to stressors and elaborative processing (strategy)).
2. Frustrations and changes (stressors) and powerful others (attribution) respectively.
3. Frustrations, conflicts and changes (stressors), physiological reaction to stressors and total stress with chance (attribution) respectively.
4. Physiological and emotional (reaction to stressors and test anxiety respectively.

Significant negative correlations were found between Frustration (stressor) and deep processing (strategy). Conflicts and self imposed (stressors) and emotional (reaction to stressors) with methodical study (strategy) respectively result offer the validity of the students' life stress inventory.

Cole, David and Martin, Joan (1999) conducted a longitudinal study of gender differences, depression and anxiety of over and under estimated children in their academic competence. And observed that symptoms of depression and anxiety were negatively associated with academic over-estimation. Further, controlling for depression and anxiety eliminated most of the gender differences in academic over and under estimation. Result also revealed that self reported depression and anxiety predicted changes in the tendency to
over-estimate academic competence over time; however, the reverse relation was estimated to be much weaker.

Mc Cabe Randi (1999) examined implicit and explicit memory for anxiety and threat words in high anxiety sensitive and low anxiety sensitive undergraduates and observed that anxiety sensitivity did affect explicit memory but only for several threat words, not for anxiety words. Further, high anxiety subjects recalled significantly more threat words than neutral positive or anxiety words whereas low anxiety sensitive subjects recalled significantly more positive words than neutral or anxiety words.

Rabian, Brain, Embry, Leanne and Daniel (1999) examined the Construct Behaviour validation of the Childhood Anxiety Sensitivity Index (CASI) and demonstrated that CASI was a significant predictor of the degree of state anxiety and subjective reported in response to the challenge task, even after controlling for pre-task levels of
state anxiety and fear respectively. The CASI predicted changes in fear experienced in response to the challenge task. The findings tend to support to the validity of the CASI in pre-adolescents pupils. As such, the CASI possesses unique clinical utility relative to measure of trait anxiety.

Rolbers, Clandia and Schreider (1999) studied self-concept and anxiety among immigrant elementary school children in Germany and found that migration did not lead to a decrease of self-concept or to an increase of general anxiety; however, the immigrant did differ in their self concept in German language as well as in Test Anxiety from the non-immigrant subjects.

Krishnamurthy (2000) examined the relationship between test anxiety of higher secondary students and their achievement in history. A cluster of sample of 455 students studying in standard XII (222 urban, 233 rural; 176 boys, 279 girls) was administered the test anxiety scale
(Sharma 1978) and the history achievement test developed by investigator. Results revealed negative but not significant correlation between test anxiety and achievement in history. When sub samples formed on the basis of gender, locality, parents' education and income were compared significant differences were found neither in terms of test anxiety nor in history.

Sinha and Kumari (2001) examined the relationship between children's perception of parental inducement of self-regulation, strategy use and attribution of success/failure among 80 seventh grade children. Hindi version of parental inducement of Self-Regulation Questionnaire, Strategy use Questionnaire, and success/Failure Scale were the tools. High positive correlation coefficients were found between parental inducement of self-regulation scores and use of deep processing strategy; parental inducement of self-regulation scores and success attribution to controllable factors. Negative correlation coefficients were found between parental
inducement of self-regulation scores and shallow processing strategy use scores; between parental inducement of self-regulation scores and shallow processing strategy use scores; between parental inducement of self-regulation scores and uncontrollable factors for failure attribution.

Self Concept:

Cooley (1908) and Mead (1934) concluded that an individual achieves a concept of himself by assuming the role of other person or persons around him. Racial and cultural impact is of much important in self-concept.

Perkins et al. (1958) found differences between sexes with regard to their self-conceptions. Children learn very early to recognize their identifications with one sex (or) the other, and to perceive in themselves, qualities that are associated with cultural expectations for the behaviour of hundreds of that sex.
Bruce (1958) investigated 184 sixth graders on their self-ideal discrepancies. It was found that the self-dissatisfied children were more anxious and less secure.

Coopersmith (1959) found that children with high self-esteem were less anxious.

Engel (1959) carried out a longitudinal study of high school students to investigate the availability of self-concept. She found that the Self Concept was a stable one.

Bloom (1961) found a curvilinear relationship between self-acceptance and age.

Kipnis (1961) found that children changed their self concepts in the direction of their best friends concepts.

Leventhal and Perloe (1962) examined the relationship between self-esteem and persuasibility. They found that people with high self-esteem were influenced more by optimistic communication than by
threatening communications. While subjects low in self-esteem showed the opposite pattern.

Stotland (1962) concluded that the interest of the subjects of low-esteem was more affected by the possibilities of successes than was interest of persons of high self-esteem.

McDonald and Gynther (1965) revealed the influence of sex and race on self-concept, but social class was not found as having any impact on the self-concept. Different investigations relating to the impact of social class on self-concept yielded conflicting results.

Simons, Rosenberg and Rosenberg (1973) in a study of school children with age ranging from 8 to 18 reported that disturbance of self-image occur during adolescence particularly during early adolescence (12 to 14). In some respects the disturbance seems to decline in adolescence. They arrested that, "In contrast to younger children the
early adolescents (12 - 14) show a higher level of self-consciousness. Greater instability of self-images slightly lowers global self-esteem, lower specific self-esteem and a more negative perceived self even though they specify the onset of disturbances in early adolescences they think that child's social environment plays a stronger role than his age in producing such disturbance in self concept.

Vidoni (1976) made a nine year cross-sectional study of change in self concepts of college freshmen who were administered Gough's adjective checklist each year from 1965 to 1973 and compared on five scales of self concept. He found significant year-to-year differences on 2 of the 5 scales. The changes were in sociability and contemplative independence area of self-concept. No significant differences were found in areas of introversion, anxiety and social attractiveness.

Keys (1985) studied the effects of a character education program in the social studies
upon selected self-concept factors of fifth grade students. The American Institute for Character Education was implemented in a 5th grade classroom for nine weeks. Lessons were taught 3 times a week for 9 weeks. Another 5th grade classroom served as a control. Students were post tested immediately at the end of the treatment (Feb.) and four months later (June). The Piers-Harris Children's Self Concept Scale serves as the dependent variable. No significant differences were found on the behavior factor and the intellectual and school status factor-immediate and delayed. On the happiness and satisfaction factor a significant effect was detected on the immediate posttest, but not the delayed posttest.

Antony and Broota (1991) studied twenty children of leprosy patients living with parents and thirty institutionalized children of leprosy patients were compared with a matched group of thirty children of normal parents on the variable of self-concept. Two open-ended probes "Tell us about
yourself" and "Tell us about what you are not", were used. Results indicate that children of leprosy patients have negative self-concept as compared to the children of normal parents. Institutionalized children of leprosy patients have more negative self-concept as compared to children to leprosy patients living with parents.

Jin-Pang Leung and Kwok Leung (1992) found the influence of self-concept and relationships with parents and school on life satisfaction of adolescents was explored in 1156 Chinese junior high school children in Hong Kong. Adopting the multidimensional approach, self-concept was measured globally as well as in four specific aspects, namely, academic ability, social ability, physical ability, and physical appearance. Results show that all self-concept measures are correlated with life satisfaction, but the strongest correlation was found between general self-concept and life satisfaction. This pattern is consistent with American findings in that a higher self-concept was
related to more life satisfaction, but the correlation obtained was much weaker in the present study. In a series of regression analyses, it was found that relationship with parents dominated the prediction of life satisfaction, and only the social ability component of self-concept was able to account for a small amount of extra variance. Relationship with school was not related to life satisfaction in any significant way.

Gupta (1994) found the relationship of self-concept to six dimensions of perceived maternal behaviour, namely, child centeredness, Possessiveness, Intrusiveness, Extreme Autonomy, Acceptance, Rejection. One Hundred female adolescents, ranging in age from 14 to 17 years served as subjects. They were administered SCQ and CRPBI (Mother Form). The main findings of the study are (i) There is a statistically significant positive relationship between female adolescent’s self-concept and perceived maternal child centeredness and possessiveness (ii) The
Temperamental, Education, and Moral Self-Concepts have got a significant and positive relationship with perceived maternal child centeredness.

Sood (1994) studied the relationship between certain personality factors like self-concept, social maturity, reasoning ability, general anxiety and learning disabilities. The sample comprised of 53 normal and 41 children with learning disabilities in the age group of 8-11 years, drawn from primary and upper primary English medium schools of twin cities of Hyderabad and Secunderabad. The results revealed that children with Learning Disabilities (LD) exhibited significantly more anxiety, had a lower self-concept and low (below average) reasoning ability. There was no significant difference between Learning Disabilities and Social Maturity. Sex was found to be significantly related to Learning Disabilities. Learning Disabilities were more among boys than among girls. Age was not related to Learning Disabilities.
Avinoam (1995) compared the self-concept and anxiety of 86 Israeli children and adolescents (aged 8, 12 and 14-18 years) with 43 without albinism. The differences in these 2 variables within the albino group between children and adolescents, and between males and females were also examined. There were no significant differences between the subjects with and subjects without albinism. However, there were within the albino group related to the necessity of receiving additional tutoring outside the framework of the regular classroom.

Singh, Satyendra (1996) investigated gender differences in self-concept and social conformity. A sample of 200 graduate students (aged 18-21) with an equal number of males and females were administered the self-concept scale and the social conformity scale (Dhapola and Singh 1984). Results revealed that males had more positive self-concept than females. Males scored higher on "health and sex appropriateness" abilities, self-confidence
worthiness, sociability and emotional stability. Whereas females score higher on time satisfaction, beliefs and conviction and feelings of shame and guilt components of self-concept. Social conformity was significantly higher in females than in males.

Mboya, Mzobanzi (1996) examined relationships between dimensions of family and school social environments and various aspects of adolescent's self-concepts. 1,192 African secondary school students (aged 14 - 20 yrs) completed the perceived parental behavior inventory, the perceived teacher inventory, and the self-description inventory. All 3 aspects of parental and teacher behavior support, interest and encouragement; expectations and participation were positively to adolescents global self concept.

Buonett, Paul (1996) conducted two studies to examine 2 models relating to the development of self-concept and self-esteem in upper primary school children. Study 1 with 284 children in grades 3 - 7
explored the social, learning model by determining
the relationship between mothers and father's self-
reported self-concepts and self-esteem and the self-
reported self-concepts and self-esteem of their
children. Study two with 116 children in grades 4
and 6 explored the symbolic interaction model by
determining the relationship between subjects
perception of the frequency of positive and negative
statements made by parents and their self-reported
self-concepts and self-esteem. Results suggest that
what parents say to their children and how they
interact with them is more closely related to their
children's self-perceptions than the role of
modeling parental attitudes and behaviors.

Wood, Paula, Hillman, Stephen and Swallows,
Shlomo' (1996) provides descriptive data on at risk
African American adolescents along the dimensions of
locus of control, self-esteem, self-concept. In
order to further understanding of the boundaries
between normal and abnormal psychological profiles
among adolescents, particularly on instruments that
are widely used in psychology research and clinical and educational practice. Participants were 117 (14 - 15 yrs old) students from a large, urban midwestern city in an ongoing intervention program with adolescents at risk of dropping out of school due to academic under-achievement and below poverty level family income. Multivariate analysis of scores from the Nowicki-Strickland Locus of Control, Piers-Harris Children's self-concept scale and the coopersmith self esteem inventory are prevented on the basis of gender.

Newbegin, Ian and Owens, Anthony (1996) examined 276 male students (aged 12 - 17 yrs) from 2 secondary schools in Australia to determine if a relationship exists between academic esteem, anxiety (test-trait, study state and trait) and academic achievement. Test And Trait anxiety were measured using C. Spielberger's (1972) test scales. Self-esteem was assessed using H. Marsh's (1990) self-description questionnaire. Results indicate that academic esteem (math and verbal esteem) is
positively related to academic achievement in Maths and English. However, state anxiety is negatively related to academic achievement. Academic esteem correlated significantly with all aspects of anxiety.

Aziz S; Shah (1997) examined difference between addicts and non-addicts with regard to their sense of responsibility and academic self-concept. Participants were 45 addicts and 45 non-addicts, males with mean age of 23 years, from Three Pakistani universities in Islamabad, Lahore and Peshawar. The two groups were matched for age, area of residence, education, and marital status. All participants gave their responses on the Responsibility scale of California Psychological Inventory (CPI), and Academic Self Concept Scale (ASCS). Results showed that contrary to non-addicts, addicts scored significantly lower both on the Responsibility scale and the Academic Self Concept Scale. The findings have been discussed in the social psychological perspective.
Shagufta Aziz, Ashiq All Shah (1997) studied the relationship of responsibility and academic self concept with drug addiction among university students. Participants were 45 non-addicts, males with mean age of 23 years, from three Pakistani universities in Islamabad, Lahore and Peshawar. The two groups were matched for age, area of residence, education, and marital status. All participants gave their responses on the Responsibility scale of California psychological inventory (CPI). And Academic self concept scale (ASCS) Results showed that contrary to non-addicts, addicts scored significantly lower both on the responsibility scale and the academic self concept scale. The findings have been discussed in the social psychological perspective.

Bharadwaj (1997) examined the need for achievement in relation to adequate expression and control of emotions and sex among handicapped (i.e. congenitally blind and cerebral palsied) and non-handicapped children on a sample of six hundred
subjects ranging between eight to fourteen years by following a '2x2x3' factor factorial design. It is discerned that higher need for achievement emerges as a prominent need among handicapped children. The adequate expression and control of emotions protects this need in general and it is both masculine and feminine under different levels of interactive treatments.

Manger, Terje and Eikeland, Ole-Johan (1997) tested the assumption of the frame of reference hypothesis that social comparison is one of the causal determinants of self concept. 372 girls and 447 boys in 6th grade in Norway completed a mathematics achievement test and a measure of mathematics self-concept. Subjects who were in low medium and high achievement classes did not differ in mathematics self-concept. This self-concept was however, significantly influenced by each subject within classroom position in mathematics. Subjects who had the largest deviations below or above the mathematics mean scores of their classes also had
the highest and lowest respective mathematics self-concept scores. Results support the frame of reference hypothesis and the support is consistent over gender.

Dekovic, Maja and Meeus, Wim (1997) determined whether the quality of the parent adolescent relationship affects the adolescence, self concept which in turn affects the adolescents integration into the world of peers. Subjects were obtained from a battery of questionnaires administered to mothers, fathers and adolescents. Assessed constructs relating to the quality of parent adolescent relationship included parental acceptance, attachment, love with drawl and monitoring of the child. Measures of adolescents self concept included Rosenberg's self esteem scale. Indicators of the quality of peer relations included degree of peer activity and having a best friend. Findings showed that the adolescents self concept serves a mediating role in the relationship between maternal child rearing style, however appeared to
have an independent effect on the adolescents involvement with peers that is not accounted for by the adolescents self concept. The prediction of the quality of adolescents peer relations yielded similar results for both mothers and fathers. A positive self-concept and warm supportive parenting may contribute unique variance to satisfactory peer relations.

Govinda Reddy (1997) studied the relationship between self-concept and scholastic achievement. The study was made on a sample of 220 pupils of the age range of 14 to 15 years old. The subjects were administered the semantic differential to assess self-concept. The marks obtained by the pupils in their 9th and 10th classes were taken as the indicators of scholastic achievement (Academic). The results reveal that there is a significant positive relationship between the scholastic achievement and self-concept of boys and girls. There is no gender difference on self-concept and also on scholastic achievement.
Hay ian, Ashman, Adrian and Van Kraayenoord Chirstina (1997) investigated the influence of achievement on academic self concept and compared the perception of ability scale for students (PASS, F. J. Boersma and J. W. Chapman, 1992) with the self description questionnaire - I (SDQ-1 H. W. Marsh 1998) subjects were 479 grade 5 (Mean age 126.6 months) co-education Australian students. An intra class research design was used to investigate the influence of frame of reference on self-concept development. As subject's academic scores rose above the class mean their self-concepts increased and as subjects academic scores fall below their class means their self-concept decreased subjects difference from class mean predicted their self-concept scales. This finding was consistently shown across the reading, spelling and mathematics domains using test and teaching rating data. A comparison between the PASS and the SDQ-1 demonstrated concurrent validity across self-concept domains. The finding support the notion that the social environment is the significant agent that influences
self concept and the teacher ratings and standardized tests of achievement and the PASS and the SDQ-1 are valid measures of self concept research.

Chapman, James and Tunmer, William (1997) examined the emerging casual interplay between reading self-concept and beginning reading performance. 112 children who started school at the age of 5 yrs participated in the study over a 2.5 years period. Path analyses were used to examine the relationships between reading related skills and reading self-concept at the start of year 1, the middle of year 2, and the middle of year 3. Reading performance emerged as casually predominant over reading self-concept between the middle of year 2 and the middle of year 3. Initial reading related experiences in school are associated with the development of reading self-concepts within the first two and a half years of schooling. This period may mark time during which negative "Mathew effects" develop for those who experience initial difficulties in learning to read.
Krishnaveni and Ushasree (1997) studied Type A behaviour and Frustration Tolerance as products of social inheritance would be influencing individual's perception of self-concept. The present study tries to study the relationship in a sample of 40 men in young adulthood. Jenkins activity Survey, Rai's frustration Tolerance Test and a Semantic Differential were used in data collection. Analysis of data indicated significant positive relation between Type A and other variables.

Vijaya laxmi (1997) studied Educational maturity of father as related to academic self-concept and academic motivation. The sample consisted of randomly selected 400 students reading different schools of Magadh division of Bihar. Singh's academic inventory along with personal data-sheet is used to know about the academic self-concept as well as the educational level of the father respectively. Results reveal that there is significant relationship between the father's educational maturity and academic self-concept as well as academic motivation of students.
Goldberg, Marc and Cornell, Dewey (1998) examined the influence of intrinsic motivation and perceived competence (self concept) on subsequent academic achievement among 2nd and 3rd grade students participating in a national study of students in gifted programs. Measures of intrinsic motivation, perceived competence, and academic achievement were administered near the beginning and end of 1 school year. Factor analysis supported the internal validity of the intrinsic motivation and perceived competence measures in subgroups of 2nd and 3rd grade students and in students in gifted vs. regular education programs. Structured equation modeling indicated that intrinsic motivation influenced perceived competence and that perceived competence influences subsequent academic achievement.

Lau, Sing, Siu, Carol and Chilk, Maria (1998) conducted a 2-year longitudinal study of the self concept development of primary school children in Hong Kong. Samples of primary grades 1, 3 and 5 students were followed through to primary
grades 2, 4 and 6 respectively. Data on students' self-concept in four domains (academic, appearance, social, general) were collected at half-year intervals. The depression level of students' self-concept was obtained as well younger children were found to be higher in self-concept than older children and a clear linear and downward trend was observed. The drop in self-concept was most drastic from primary 1 to 3 and leveled off thereafter. Girls were found to be higher than boys in all domains of self-concept, but their drop in self-concept was much greater. Self-concept was highly predictive of depression. Primary 3 children were found to be higher in depression than primary 5 children. Evaluations by teachers and parents related closely to the children's self-evaluations on self-concepts. In all, the present research was able to show a clear picture of the self-concept development of Chinese primary school children in Hong Kong.

Deka, Nalini and Kakkar, Annindita (1998) investigated the effect of maternal employment on
perceived parental behaviour and self-concept of adolescents. A sample of 160 first-born adolescent children (age 16-21 yrs) from upper middle class families along mothers (8 employed and 80 non employed) participated in the study. Mothers were administered the mother self report behaviour questionnaire while their children were administered the parental conflict scale and the self-concept scale. Results reveal differences between employed and non-employed mothers in their child rearing attitudes. Maternal employment affected the perception of parental warmth significantly. But it had no effect on parental conflict and self-confidence. However perceived parental warmth and parental conflict affected self-concept of adolescents.

Williams, Janice (1998) explored self-concept of performance congruence among academically able adolescents (54 females and 49 males) in both Maths and English were explored. Although analysis revealed similar congruence patterns for females and
males in both subject matter areas. The overall majority of these able learners fell outside the congruent range. These findings suggest that regardless of gender and content area able adolescents may be at risk for unrealistic self-concept perceptions relative to their actual performance.

Reddy, Ranjini and Gibbons, Judith (1999) investigated the self-construal of Adolescents in various socio economic contexts. The self-attitudes instruments and socio economic scale were administered to 191 older children and young adolescents (9-16 years) studying in private and public schools in madras. Individuality in self-construal did not increase with age across all groups but was mediated by socio economic strata (as indexed by school) and gender. Boys from high SES schools best confirmed to the western conceptualization of self-concept development. Boys from lower SES schools exhibited the opposite patterns with higher group responses in the older
age group. The findings highlighted the importance of social context in the individual development.

Bruce A. Bracken and Susan Lamprecht (2003) examined the findings of self-concept studies and meta-analyses that examine the development of healthy self-concepts in children and adolescents with differing basic human characteristics and conditions. A theoretical model for self-concept is presented that proposes how healthy self-concepts develop and can be acquired. In light of the abundance of popular and professional literature devoted to methods for assessing and enhancing healthy self-concepts, we recommend that future self-concept research employ only scientifically defensible intervention methodology and employ dependent measures that are theoretically and technically sound.

Akbar Hussain (2006) compare the level of self concept among the physically challenged adolescents with the normally developed peers.
Altogether 90 school going adolescents of grade IX and X aged 11-16 (30 in each category namely, normal, blind and orthopaedically handicapped) were purposively selected from three different schools of Delhi. Out of which 15 were males and 15 females in each category. Mohtsin's self Altogether 90 school going adolescents of grade IX and X aged 11-16 (30 in each category namely, normal, blind and orthopaedically handicapped) were purposively selected from three different schools of Delhi. Concept inventory was administered on each subject. On the whole the level of self concept among the physically challenged adolescents was found significantly lower than their normal counterparts. Similarly the level of self concept among the girls was also found significantly lower than the boys in general, whereas category wise significant difference was found only in case of blind subjects.

Rs
155.5
P < .05

91
A brief review of some of the investigations concerning Self-Confidence reveals that more researchers studied the role of such factors as personality traits, cognitive strategies and mental health among the college students.

Not only psychologists but also sociologists and educationalists have evinced lot of interest in identifying the variables that contribute to Self-Confidence among college students.

It is observed that there is no study, which has attempted to investigate the impact of Fear of Failure, Self Concept and Achievement Motivation on Self-Confidence.

Therefore, to fill the gap in the existing knowledge in the area of Self-Confidence. An attempt is made in the present investigation to
study the impact of Fear of Failure, Self Concept and Achievement Motivation on Self-Confidence. In addition to the above which is the study proper the impact of gender, nature of course and type of college on the variables Fear of Failure, Self Concept, Achievement Motivation and Self-Confidence are studied.