CHAPTER - II

REVIEW OF LITERATURE

Spink (1990) examined the relationship between group cohesion and collective efficacy in 92 volleyball players participating on elite and recreational teams. Specific measures of group cohesiveness were positively related to collective efficacy for elite volleyball teams but not for recreational teams. In the elite teams, Individual Attractions to Group-Task and Group Integration-Social were found to differentiate significantly between low and high collective efficacy teams, with the high collective efficacy teams rating cohesiveness as higher. Low collective efficacy players on elite teams consistently reported lower levels of cohesion than those on recreational teams. The effects of different goals held by group members may account for this discrepancy.

Waite et al. (1990) administered a measure of sport-specific self-acceptance as well as measures of general self-acceptance, self-esteem, stability of self-concept, and sport-specific self-description (i.e. perceived competence/ adequacy) to 131 collegiate athletes. Factor Analysis suggested 2 factors, independent of self-regard and self-accepting self-regard, representing the 2 dimensions of self-
acceptance in the instrument. Scores on measure had moderate correlation's with general self-acceptance, self-esteem, and stability of self-concept. A significantly strong relationship between self-esteem and perceived competence/adequacy than between self-acceptance and perceived competence/adequacy suggests that the measure is able to discriminate between these closely related constructs.

Adame et al.(1990) assessed the level of exercise in 123 male and 120 female college freshmen to investigate the relationship of 4 variables to physical fitness.

The variables are

1. Amount of exercise;
2. The physical fitness dimension of body image;
3. Locus of control and
4. Gender.

There was a significant interaction between gender and amount of exercise. More women than men reported exercising less than 2 hours/week. More men than women engaged in 5+ hours/week of exercise. Men were significantly more fit than women. Greater amounts of exercise were associated with increasing fitness. Subjects with an internal locus of control and a good body image were more fit than external oriented Ss, and Ss with a poor body image, respectively.
Hazelworth & Wilson (1990), measured the effects of an outdoor adventure program on the self-concept of 39 participants (aged 12-15 years). The program consisted of 42 weeks sessions, each with a different adventure focus. Subjects completed the Tennessee Self-concept Scale before and after each adventure session. Overall analysis of self-concept showed significant positive changes in moral-ethical self-concept, identity, and self-satisfaction. Varying changes in self-concept were recorded for each session. Positive changes in the moral-ethical attitudes toward family aspects of self-concept were most common. The structural organization of a comp may directly affect the self-concept of participants in certain areas.

One hundred twelve high and 90 low performance athletes in Nigeria and 108 non-athletes (all Ss mean age 16.8 years) completed the Tennessee Self-concept Scale. Athletes scored significantly higher on all self-concept sub-scales except behaviour, moral-ethical and family. High performance athletes scored significantly higher on all aspects of self-concept (Salokun, 1990).

**Measuring the professional self-concept of nurses: a critical review**

Nursing literature strongly suggests that the self-concept of nurses is an important concept for academics, administrators and clinicians to consider in the development of the profession. Many valuable research projects have added to the data base on the subject, yet there still remain some questions to be answered. This paper explores the notion of self-concept as it relates to the professional working in nursing. In particular, the paper examines nursing research relating to the professional self-concept of nursing, arguing that the 'professional' self-concept of nurses is unique and different from that of the self-concept (while inextricably linked), and that there is room for a new instrument which measures the dimensions of the professional self-concept of nurses. Suggestions for future research include replication and further validation and reliability studies of a new instrument, a cross-cultural study using samples from different countries, testing with various samples from different branches of nursing and further exploring the differences between self-concept and professional self-concept.

A comparative study of the self-esteem, sociometric status, and insight of referred and nonreferred school children

Elementary-grade children referred to a school-based mental health program were compared with randomly selected classmates on measures of self-esteem, sociometric status, and insight.
Interrelationships among criterion measures also were examined. Referred children had significantly lower self-esteem, peer acceptance, and insight than did the comparison group, even though these variables were modestly intercorrelated. Thus, the study lends support to the trend in prior research associating deficits in such variables with school maladjustment.

College professors' and classroom teachers' views of competencies necessary for mainstreaming were compared for II categories of competencies (75 competencies in all). The results indicate that teachers attach more importance to the set of competencies than do professors; there were significant differences between the two groups on approximately one-third of the items. In all cases, the teachers thought the competency was more important than did the professors. Means of the II categories were rankordered for both groups. Differences in rank were nonexistent or slight for most of the items. The three items on which there was a four-point difference in rank were: goalsetting and curriculum development (viewed as more important by the professors), and communication and assessing students' needs (viewed as more important by the teachers).

Self-concept, academic performance and behavioralevaluation of the children of alcoholic parents
OBJECTIVE: It has been shown that being the child of an alcoholic is a risk factor for the development of alcoholism in adulthood. Due to the suffering caused by living with alcoholic parents, other vulnerabilities appear in such children. Among these are low self-esteem, poor academic performance and behavioral problems. This work aims to comparatively evaluate children of alcoholic parents and children of nonalcoholic parents.

METHODS: The study design was quasi-experimental, involving two comparison groups. Two groups of 20 children were selected. The groups consisted of 10- to 12-year-old male and female children. One group comprised children of alcoholic parents, whereas the other comprised children of nonalcoholic parents. The self-concepts of these children were evaluated using the Piers-Harris Children's Self-Concept Scale as well as the Academic Performance Test. Their mothers participated in the study by answering questions related to the behavior of their children on the Rutter A2 scale of Child Behavior.

RESULTS: The results showed that the children of alcoholic parents tended to have more negative self-concepts and presented lower academic performance in reading and
arithmetic than did children of nonalcoholic parents. Based on the responses given by the mothers, the children of alcoholic parents presented more behavioral problems than did those of nonalcoholic parents.

CONCLUSIONS: The results of this study confirm those of other studies and call attention to the need to be aware of the potential vulnerabilities of children of alcoholic parents and, especially, to try to minimize such vulnerabilities, thereby altering the course of psychological suffering that can mark their lives.

Self-esteem and body satisfaction in male and female elementary school, high school, and university students

A person's self concept is theorized to consist of cognitive, behavioral, and evaluative components. Self-esteem refers to the third of these, and it is defined as the "level of global regard one has for the self" (Harter, 1993, p. 87), or how well a person "prizes, values, approves, or likes him or herself" (Blascovich & Tomaka, 1991, p. 115). Global self-esteem is seen as a central construct for understanding human behavior and feeling states (Harter, 1993; Knox, Funk, Elliot, & Bush, 1998; Melnick & Mookerjee, 1991).
Because of its nature, self-esteem can only be measured by self-report.

**Gender and Age Differences in Self Esteem**

As part of the attempt to understand self-esteem, gender differences often have been examined. Results are mixed; researchers have found higher scores for male participants (Hong, Bianca, Bianca, & Bollington, 1993; Knox et al., 1998), higher scores for female participants (Watkins, Dong, & Xia, 1997), and no gender difference (Watkins et al., 1997) in self-esteem. For example, most early studies demonstrated no gender difference for children under 12 years, for adolescents, and for adults (Maccoby & Jacklin, 1974), but a reanalysis and update of these same studies showed that men were higher than women in self-esteem (Skaalvik, 1986). However, in a recent meta-analysis of the literature, Sahlstein and Allen (2002) found that women scored higher than men on comprehensive measures and on the cognitive aspect of self-esteem, but men scored higher than women on social and physical aspects. Most differences were small in size.

Sahlstein and Allen (2002) suggested that research on gender differences should shift from simply describing them to investigating how they are formed. One possibility is that they change with age. There is evidence from studies in many countries that self-esteem is higher for girls than for boys under 13 years (Pallas, Entwhistle, Alexander, & Weinstein, 1990; Watkins et al., 1997), but is higher for boys than for girls during adolescence (Bolognini, Plancherel, Bettwshart, & Halfon, 1996; Chubb, Fertman, & Ross, 1997; Tiggemann & Williamson, 2000; Verkuyten, 1986; Wade, 1991), and higher for men than for women (Hayes, Crocker, & Kowalski, 1999; Hong et al., 1993; O'Brien, 1991). Furthermore, in their meta-analysis, where the mean age of participants was 13 years, Sahlstein and Allen
(2002) found that as age increased the gender difference in favor of boys increased. This implies that between childhood and adolescence there might be a decrease in girls' self-esteem and/or an increase in boys' self-esteem.

Because gender differences have also been absent in older adolescents (Wade, 1991) and adults (Hayes et al., 1999), it is also possible that women's self-esteem increases and/or men's self-esteem drops between adolescence and adulthood. Together, these trends imply that during adolescence there is a dip in self-esteem for girls and a peak for boys, which has been reported (Mendelson & White, 1985). However, it has also been found in a large-scale study that self-esteem is lower in adolescence than in childhood or adulthood for both sexes (Marsh, 1989). In addition, male participants scored higher than female participants at all three age levels. These effects of sex and of age deserve particular attention because they were obtained in the same study.

Previous interactive effects between sex and age emerge from studies that included only one or perhaps two age groups. This means that the age comparisons may have been confounded by other subject variables. The first purpose of the present research was to further examine gender and age differences in self-esteem for both male and female elementary school, high school, and university students.
Body Satisfaction and Self-Esteem

One reason for gender differences in self-esteem may be that people's overall view of themselves is based partly on how satisfied they are with their bodies, and body satisfaction differs between men and women. Age trends in self-esteem might have a similar basis if body satisfaction also varies with age. With regard to the general relationship between self-esteem and the body, a more positive self concept has been related to a slimmer physical build as measured by the Body Mass Index (BMI = height/weight (2), height in metres, weight in kilograms; Yeung & Hemsley, 1996), which is a measure of relative fatness (Goldberg, Bailey, Lenart, & Koff, 1996). This indicates a link between self-esteem and actual body build, but there is also extensive evidence that self-esteem is positively related to body satisfaction (Hayes et al., 1999; Henriques & Calhoun, 1999; Mendelson & White, 1985; Russell, 2002). This has been found for both women and men, although sometimes there are gender differences in which parts of the body are important (Wade, 2000; Wendel & Lester, 1988), and sometimes the relationship between self-esteem and body satisfaction is stronger for women than for men (Furnham, Badmin, & Sneade, 2002; Wade & Cooper, 1999). Furthermore, the relationship has been found for children, adolescents, and adults (Mendelson & White, 1985; Mendelson, White, & Mendelson, 1995, 1996; Polce-Lynch, Myers, Kilmartin,
Forssmann-Falck, & Kliewer, 1998; Williams & Currie, 2000). Finally, if gender and age differences in self-esteem are based on body satisfaction, body satisfaction itself should also vary with sex and with age. In fact, it has been found that body satisfaction is higher for men than for women (Furnham et al., 2002; Hallinan, Pierce, Evans, DeGrenier, & Andres, 1991; Hayes et al., 1999; McKinley, 1998; Mendelson & White, 1985; O'Brien, 1991; Pallas et al., 1990; Polce-Lynch et al., 1998; Tiggemann, 1992; Tiggemann & Williamson, 2000; Wade, 2000). Age trends have not received much attention, but two studies with participants from 9 to 16 years old showed little in the way of systematic differences (Mendelson et al., 1996; Mendelson & White, 1985).

The relationship between self-concept and a healthy lifestyle in adolescence: an exploratory model

A gender-based model has been designed to study the relationships that exist among self-concept dimensions and some health-promoting behaviours (consumption of healthy food and participation in sports) and health-risk behaviours (consumption of tobacco, alcohol, cannabis and unhealthy food). The model was employed on a representative sample of 1,038 adolescents from the Valencian Community, aged between 15 and 18 years old (528 girls and 510 boys, M age= 16.3; SD= .92). Path analysis with the Lisrel VIII
program maximum likelihood method was used. The results show the model's good fit to the data with regard to both the boys (chi 2 /gl= 2.57; RMSR= .04; RMSEA= 0.5; GFI= .98; NNFI= .91; CFI= .97; CN= 350.10) and the girls (chi 2 /gl= 3.28; RMSR= .04; RMSEA= 0.6; GFI= .98; NNFI= .87; CFI= .95; CN= 284.42). For the two sexes, behavioural conduct, social acceptance and close friendship emerged as good predictors of health-risk behaviours. Athletic competence had an indirect influence on health behaviours, with participation in sports being a mediating variable in that relationship.

There currently is a small but developing body of research concerning the self-concept of children and adolescents with visual impairments. However, the self-concept of adults with visual impairments is largely uninvestigated. This paper will briefly define self-concept, review the literature on self-concept in persons with visual impairments, and present a study that extends this literature in several important ways.

Self-concept is defined as the manner in which an individual perceives himself or herself: one's self-concept influences the individual's behaviors (Fitts, 1965). Tuttle (1984) stated that although all individuals are susceptible to the same threats to the development of a positive self-concept, individuals with visual impairments are at an even greater risk. He stated that two factors, a sense of self-
competence and the perceptions of others, were important in the individual’s self-concept. Because individuals with a visual impairment are perceived as different by others, they were considered prone to develop a more negative sense of self. Much of the research has been undertaken using children and adolescents in educational settings.

Self-concept research on youngsters with visual impairments has yielded mixed results. One perspective has found a self-concept deficit among adolescents who had been main-streamed into public schools (Beaty, 1992). Beaty hypothesized that because of the presence of a visual impairment, participants were prone to feelings of inadequacy and inferiority. These feelings resulted in a self-concept deficit.

Other studies have found no such deficits among adolescents with visual impairments (Jervis, 1959; Obiakor & Stile, 1989). One potential cause for such a discrepancy between studies may be the populations from which the samples were drawn. The studies which found no discrepancy had samples from schools for the blind. In such a setting, participants might be less likely to feel different from their peers.
Other studies examining self-concept issues have looked at athletes with disabilities. Sherrill, Hinson, Gench, Kennedy, and Low (1990) found no self-concept decrement in youth athletes with visual impairments. Similarly, no differences were found when examining adult athletes with visual impairments (Sherrill & Gench et al., 1990; Mastro, Sherrill, Gench, & French, 1987). Although the athletes in these studies showed no decrements in self-concept, it should be pointed out that they were tested during the course of athletic competition, an area in which the participants excelled. As stated earlier, a sense of competence contributes to an individual's self-concept (Tuttle, 1984). Clearly, these athletes were examined in their field of excellence where their abilities could easily provide them with a very strong sense of competence. It should be kept in mind that these athletes were tested in settings where they were competing with other athletes with visual impairments and therefore might have been less likely to perceive themselves as being different.

To summarize, the literature demonstrates that individuals with visual impairments are able to hold a positive self-concept. Self-concept may depend on two possible factors. The first is the individual's perceived similarity to the group in which she/he operates. The second is whether or not that individual has some
Differences in adolescent self-concept as a function of race, geographic location, and pregnancy.

Adolescent pregnancy is widely recognized in our society as one of the most complex and serious health problems. Each year over 600,000 adolescent girls become parents (National Research Council, 1987). Part of the reason for the high rate of teenage pregnancy is that adolescents are becoming sexually active at younger ages; each year almost 30,000 of teenage parents are under the age of 15 (Trussell, 1988).

Within this group there is a disproportionately high number of African-American teenage parents. African-American adolescents account for 14% of the teenage population, but they account for 28% of all births and 47% of all births to unmarried teenagers (Edelman & Pittman.

The study presented in this paper is devoted to the ideas of self concept and morale for a group of Dakota Indians as compared to non-Indians. The Ideological Survey was used to obtain data for 50 Dakotas in March 1970 through May 1970. The survey norms for the non-Indians were those established by Thorne and Pishkin. Survey
items be broken into two divisions: ideas reflecting individualism and capitalism and ideas reflecting collectivism and socialism. The hypothesis that there were no significant differences in attitudes between the 2 groups was supported by information from the questionnaires. Therefore, it was suggested that the Indians' difficulties in adjusting to the overall American culture were caused by the dominant society's bias toward minority groups. The major recommendations was that everyone should try to judge a person by the type of individual he is, rather than by the color of his skin. (KM)

Emotional intelligence as predictor of cultural adjustment for success in global assignments

The purpose of this paper is to present a new framework for assessing the human resource strategy for international assignment (IA) of managers.

Design/methodology/approach – The approach posits the construct of emotional intelligence (EI) as a critical predictor for intercultural adjustment thereby leading to success. A theoretical model and the respective preliminary empirical test of a series of hypotheses pertaining to the relationships between several dimensions of EI, their impact on cross-cultural adjustment and success of international managers overseas assignments, is presented.
Analyses is based on cross sectional data of 67 cases (based on questionnaires), and on 39 cases with rectangular data where both supervisory input and questionnaires were used. Findings – A significant correlation was found between the interpersonal emotional component and specific performance. Thus the capacities of empathy, social responsibility and social relations may predict better performance in the specific characters of IA. Moreover, the correlation between EI and adjustment dimensions showed significantly higher correlations; while cultural adjustment is not correlated with any EI dimensions, interaction fit correlates with all the EI dimensions except for stress management; adjustment at the work place was only correlated with intrapersonal emotional component. The correlation between adjustment variables and success variables shows that cultural adjustment is positively correlated with satisfaction among global managers. Adjustment at work correlates negatively with the wish to terminate the assignment. In other words, those who adjust less well to work show greater interest in terminating their assignment.

In these studies, the correlates of spontaneously using expressive suppression and cognitive reappraisal during stressful speeches were examined. Spontaneous emotion regulation means that there were no instructions of how to regulate emotions during the speech. Instead, participants indicated after the speech to what extent they used self-motivated expressive suppression or reappraisal during the task. The results show that suppression is associated with less anxiety expression, greater physiological responding, and less memory for the speech while having no impact on negative affect. In contrast, reappraisal has no impact on physiology and memory while leading to less expression and affect. Taken together, spontaneous emotion regulation in active coping tasks has similar consequences as experimentally induced emotion regulation in passive tasks.

**Social Anxiety, Emotional Intelligence, and Interpersonal Adjustment**

Laura J. Summerfeldt Patricia H. Kloosterman, Martin M. Antony and James D. A. Parker

There has been no published investigation made of the relationship between social anxiety and emotional intelligence (EI), or of their shared impact upon interpersonal adjustment. This study examined these questions using structural equation modeling with
self-report data from a large nonclinical sample (N = 2629). EI was found to be highly related to social interaction anxiety, but not performance anxiety. A model permitting these three predictors to inter-correlate indicated that the EI factor was the dominant predictor of interpersonal adjustment, substantially reducing the unique contribution made by interaction anxiety. This pattern reflected the principal contributions made to interaction anxiety by the interpersonal and, particularly, intrapersonal domains of EI.

Development and preliminary validation of an emotional self-efficacy scale

Beverley A. Kirk Nicola S. Schutte and Donald W. Hine Building on research in the areas of emotional intelligence and self-efficacy, a measure of emotional self-efficacy was developed and validated. Two hundred and seven participants rated their self-efficacy for adaptive emotional functioning as operationalized by the facets of (Mayer and Salovey, 1997) and model of emotional intelligence and completed measures of constructs expected to be related to emotional self-efficacy. Items grouped into a one-component solution, and the internal consistency of the scale based on this solution was .96. Two week test–retest reliability was .85. High emotional self-efficacy was associated with greater dispositional emotional intelligence, greater performance emotional intelligence, higher positive mood and lower
negative mood. Emotional self-efficacy showed evidence of incremental predictive validity in that it remained associated with positive and negative mood after dispositional emotional intelligence was controlled and with positive mood after performance emotional intelligence was controlled.

Psychological adjustment and asthma in children and adolescents: the UK Nationwide Mental Health Survey

OBJECTIVE: Data from a nationwide child mental health survey were analyzed to examine relationships between asthma and psychological adjustment. METHODS: Survey design with random selection based on national computer records of 10,438 children aged 5 to 15 from 12,529 eligible families (83%). Strengths and Difficulties Questionnaire (SDQ) was completed by parents, teachers, and 11- to 17-year-olds, providing scores for total difficulties, emotional symptoms, conduct problems, hyperactivity, peer problems, social behavior, and total impact. The Development and Well-Being Assessment (DAWBA) generated ICD-10 diagnoses. Parents reported physical disorders and disabilities, other child mental health risk factors, and rated child's general level of health. RESULTS: Children with organic conditions other than asthma were excluded, leaving 9,834 children, 49.9% male. Preliminary comparisons indicated higher parent and teacher rated scores for children with asthma. New
variables combined asthma and general health to produce four groups. Logistic regressions were conducted with children without asthma and in good health as the reference group. Children with asthma in good health showed greater parent-rated emotional problems, but otherwise, few elevated odds ratios. Children without asthma in poor health were at significantly greater risk of disorder, as were children with asthma in poor health. Findings on ratings of hyperactivity are discussed. CONCLUSION: Findings that children with asthma have elevated psychological difficulties may result from poor health rather than asthma itself.

A growing body of literature suggests that people often turn to religion when coping with stressful events. However, studies on the efficacy of religious coping for people dealing with stressful situations have yielded mixed results. No published studies to date have attempted to quantitatively synthesize the research on religious coping and psychological adjustment to stress. The purpose of the current study was to synthesize the research on situation-specific religious coping methods and quantitatively determine their efficacy for people dealing with stressful situations. A meta-analysis of 49 relevant studies with a total of 105 effect sizes was conducted in order to quantitatively examine the relationship between religious coping and psychological adjustment to stress. Four types of
relationships were investigated: positive religious coping with positive psychological adjustment, positive religious coping with negative psychological adjustment, negative religious coping with positive psychological adjustment, and negative religious coping with negative psychological adjustment. The results of the study generally supported the hypotheses that positive and negative forms of religious coping are related to positive and negative psychological adjustment to stress, respectively. Implications of the findings and their limitations are discussed.


This study examined main, interaction, and quadratic effects of state and trait anxiety on attentional bias toward threat related stimuli. 121 students completed a card version of an emotional Stroop task. While there were no main effects for trait anxiety or state anxiety, regression analyses revealed a significant contribution of the interaction term of both vposite response pattern. A quadratic effect of trait anxiety was also found but the interaction term proved to be the most important predictor. Implications of these findings are discussed with respect to divergent theoretical conceptions of attentional biases.

The Implicit Association Test-Anxiety (IAT-Anxiety) provides an indirect assessment of anxiety by measuring associations of self (vs. other) with anxiety-related (vs. calmness-related) words. In 3 studies (using 3 independent samples), the temporal stability of the IAT-Anxiety was examined. In Study 1, 65 participants responded twice to the IAT-Anxiety with a time lag of 1 week. The test-retest correlation was .58. Study 2 (N = 39) extended the time interval between test and retest to 1 month and yielded a stability coefficient of .62. Study 3 (N = 36) examined the long-term stability (time lag: 1 year) of the IAT-Anxiety and showed a correlation of .47. Implications of these results for the assessment of personality dispositions with the IAT are discussed.

The Relationship between Self-Confidence, Mood State, and Anxiety among Collegiate Tennis Players.

by Tracey Covassin, Suzanne Pero

The purpose of this study was to examine the relationship between self-confidence, anxiety, and mood states in collegiate tennis players. The Competitive State Anxiety Inventory—2 (CSAI-2) and the Profile of Mood States (POMS) were utilized based on their ability to
assess a number of different psychological states thought to be crucial for proper mental preparation prior to athletic competition as well as for their psychometric properties. These inventories were employed to determine pre-competition levels of anxiety, self-confidence and mood disturbance and their relationship to successful or unsuccessful tennis match outcome. Twenty-four collegiate tennis players completed the POMS and CSAI-2 30 minutes prior to their tennis match during their participation in the NCAA Regional (VII) Team Tennis Tournament. Results revealed winning tennis players displayed significantly higher self-confidence, lower cognitive and somatic anxiety levels, and lower total mood disturbance scores than losing players. In addition, winning tennis players exhibited the iceberg profile on the POMS, which is consistent with the findings in similar research conducted with successful athletes in other sports. As such, athletes who displayed high self-confidence and low anxiety levels were potentially able to remain calm and relaxed under pressure and were not as affected by negative events. Furthermore, these results suggest that mental state prior to the start of a tennis match plays a crucial role in overall success or failure.

A Psychoanalytic Perspective on Anxiety in Athletes

Tom Ferraro, Ph.D.
A great deal of the literature on the relationship between anxiety and performance has come from a cognitive-behavioral perspective. This paper examines the relationship between the two constructs from a psychodynamic perspective. Included is a discussion of winning and the anxiety of separation from an object relations perspective, the dread of success, self psychology, Freudian instinct theory, and the secondary gain that is found in defeat. Suggestions for future directions in treatment of anxiety within the athletic context are offered as well as a postscript.

**Individual differences in statistics anxiety: the roles of perfectionism, procrastination and trait anxiety**

 References and further reading may be available for this article. To view references and further reading you must purchase this article.

James J. Walsh and Godwin Ugumba-Agwunobi

Recent research detected small but significant associations between perfectionism and statistics anxiety [Onwuegbuzie, A., & Daley, C. (1999). Perfectionism and statistics anxiety. Personality and Individual Differences, 26, 1089–1102]. The current study re-examined this relationship whilst simultaneously controlling for trait anxiety and procrastination, variables which are known to be
associated with perfectionism and which also have a likely association with statistics anxiety. Measures of all four constructs were obtained by questionnaire from a sample of 93 students, and multiple regression analyses were employed. Statistics anxiety constituted the criterion variable whilst perfectionism, trait anxiety and procrastination were regarded as predictor variables. Results indicated very modest links between inter-personal perfectionism and components of statistics anxiety, whereas intra-personal perfectionism, trait anxiety and procrastination were each found to have good predictive utility. It was concluded that aspects of ego-involvement such as fear of failure and evaluation concern, which are thought to pervade each of these predictors, may be responsible for statistics anxiety.

Verbal aggressiveness and state anxiety of volleyball players and coaches.

The purpose of the present study was to examine the relation of verbal aggressiveness and state anxiety (somatic, cognitive, and self-confidence) in sports settings based on the ratings by volleyball coaches and their athletes. The sample consisted of volleyball athletes (n=208; 98 men and 110 women) and their coaches (n=20; 16 men and 4 women). Analysis showed that male volleyball players rated somatic anxiety higher and were more affected by the verbal
aggressiveness of their coaches than female volleyball players. No mean differences were significant for male and female coaches on somatic or cognitive anxiety, self-confidence, or verbal aggressiveness. Also, correlation between subscale scores for male and female volleyball players and coaches was found. The correlations of verbal aggressiveness with self-confidence and anxiety were positive for these athletes, leading them to better behavior. This relationship needs further examination in sport settings.

Differences between Male and Female Students' Confidence, Anxiety, and Attitude toward Learning Jazz Improvisation

Erin Wehr-Flowers

The purpose of this study was to examine the gender differences in the social-psychological constructs of confidence, anxiety, and attitude as they relate to jazz improvisation participation. Three subscales of the Fennema-Sherman Mathematics Attitude Survey (1976) were modified for this task, and surveys (N = 332) were given to students of various ages participating in jazz programs. Returned surveys (N = 137, 41 % return rate, 83 men, 54 women) were analyzed using a MANOYA design with gender, school level, and instrument choice as the independent variables. A main effect was found for gender, and a subanalysis revealed significant differences between men and women on all three
dependent variables confidence, anxiety, and attitude at the level of $p < .05$. Cronbach's alpha reliability coefficients were .93 for confidence, .93 for anxiety, and .88 for attitude. Results suggest that social-psychological issues are influencing female participation in jazz improvisation.

Attitude Differences between Male and Female Students at Clovis Community College and Their Relationships to Math Anxiety: A Case Study

The purpose of this study was to examine the attitudes of males and females at Clovis Community College towards math anxiety and to look for possible factors that could be used to assist in the assignment of students to various math classes. The subjects in the study were fifty male students and fifty female students. Subjects responded to a math anxiety survey form designed by the researcher to measure the degree of agreement or disagreement with statements related to math anxiety. The results of the study included the identification of factors at Clovis Community College that could be incorporated into the planning of teaching methods and possible curriculum change. Notable differences were detected in the attitudes of males and females concerning their perception of the effectiveness of their previous math teachers. Other factors were also examined, such as initial cause of the students' math anxiety. The levels of math anxiety among male and female students showed little difference.
Multiple regression models were computed as possible tools for predicting math anxiety levels in students at the college. This was a case study and reflects only data gathered at Clovis Community College during the Spring 2000 term. (Contains 36 references.) (Author/ASK)

Differences between Male and Female Students' Confidence, Anxiety, and Attitude toward Learning Jazz Improvisation. The purpose of this study was to examine the gender differences in the social-psychological constructs of confidence, anxiety, and attitude as they relate to jazz improvisation participation. Three subscales of the Fennema-Sherman Mathematics Attitude Survey (1976) were modified for this task, and surveys (N = 332) were given to students of various ages participating in jazz programs. Returned surveys (N = 137, 41% return rate, 83 men, 54 women) were analyzed using a MANOVA design with gender, school level, and instrument choice as the independent variables. A main effect was found for gender, and a subanalysis revealed significant differences between men and women on all three dependent variables confidence, anxiety, and attitude at the level of p less than 0.05. Cronbach's alpha reliability coefficients were 0.93 for confidence, 0.93 for anxiety, and 0.88 for attitude. Results suggest that social-psychological issues are influencing female participation in jazz improvisation. (Contains 3 tables.)
Predicting Classroom Communication Anxiety through Students' Motivational Variables.

Anxiety has been shown to have detrimental effects on students in the classroom. This study examined the relations between motivational variables and anxiety. In particular, this study utilized goal orientation theory to examine whether the personal goals a student adopts and the goal structures a student perceives in the classroom are predictors of anxiety. In addition, other motivational variables such as academic efficacy, task values, and expectancy for success were included to examine their relations to anxiety in the classroom. The purpose of the present research was to examine predictors of anxiety in the classroom, while looking particularly closely at personal goals and classroom goal structures to see if, in fact, there are any patterns that predict high/low anxiety. Furthermore, the study investigated if these patterns were present when one accounted for a student's academic efficacy, task values and expectancy for success. (GCP)

Identification and treatment of anxiety in students with emotional or behavioral disorders: a review of the literature

Schoenfeld, Naomi A. ; Janney, Donna M.
Anxiety affects school achievement, yet it is rarely targeted for intervention in students with emotional or behavioral disorders (EBD). This review of the literature summarizes existing research on (1) the prevalence of anxiety disorders in students with EBD, (2) the academic effects of anxiety disorders, and (3) the school interventions designed to ameliorate them. We offer conclusions regarding the state of educational intervention for these students. The review also highlights the scarcity of studies related to anxiety in students with EBD. Past research has focused primarily on students in general education settings, on prevalence within the general population, and on measuring psychosocial symptoms, rather than on academic achievement. We comment on the relevance of these findings to the field of EBD, and discuss implications for further research.

Test anxiety in master's students: a comparative study

Barnes RG.

Evaluation events are major problems for graduate students in nursing. The purpose of this study was to determine the correlation of test anxiety before and cognitive interferences during a comprehensive examination. The sample (N = 54) consisted of two groups of students (Group I, N = 30 and Group II, N = 24) in a master's program at a state university. Data were collected using three questionnaires: To measure general test anxiety, the Test
Anxiety Questionnaire (TAQ) by Sarason was used; the Pre-Examination Questionnaire (PEQ) by Morris, Davis, and Hutchings (1981) was used to measure pretest anxiety; and to identify cognitive interferences during the examination, the Cognitive Interference Questionnaire (CIQ) by Sarason and Stoops (1976) was used. Findings revealed positive correlations between the two groups of students' general test anxiety and their cognitive interferences about evaluative outcome of the examination. Positive correlations were found also between the two groups' general test anxiety and their pretest anxiety immediately prior to writing the examination. No significant relationships were found between the student's performance rankings on the examination and their test anxiety.

An evaluation of the factor structure and predictive utility of a test anxiety scale with reference to students' past performance and personality indices.

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BACKGROUND: Scales of test anxiety have developed in parallel with the evolution of the test anxiety construct. A recently refined version of the Revised Test Anxiety scale offers the prospect of independently
assessing different test anxiety factors. AIMS: The study aims to ascertain if the four-factor structure of the RTA scale found in Egyptian and American samples can be replicated in an Irish sample, and to examine the comparative predictive utility of cognitive and emotionality factors in relation to examination performance. The study also examines whether results support an Interference or Deficits Model of test anxiety, and assesses the relationship of test anxiety to personality variables believed to be relevant to academic performance. SAMPLE: The participants were 117 male and female psychology students from the University of Ulster. Their average age was 23 years. METHOD: Data were analysed using correlation analysis, multiple regression, factor analysis and ANOVA. Examination performance was the criterion variable; predictor variables were the four factors of test anxiety, three personality measures and previous examination performance. RESULTS: Four-factor test anxiety invariance across diverse population is supported by the model in the analysis. Cognitive factors are significant negative predictors of performance. The data do not support either an Interference or Deficits Model of test anxiety, and personality factors, especially self-efficacy, were significantly (negatively) related to test anxiety. CONCLUSIONS: The two cognitive factors have emerged as the most substantial negative predictors of examination performance. Attention to these factors and to relevant personality indices are commended as a potentially fruitful strategy for remedial intervention.
Daniels and Hewitt (1978) reported "an extremely strong relationship" between test-anxiety scores and college course examination scores, whereas earlier investigators found smaller relationships between these variables (and one study reported no significant relationship when intelligence was partialed out). Daniels and Hewitt administered the test-anxiety measure immediately after a course examination, whereas the other investigators administered the test-anxiety measures at a different time than the course examinations. In the present study the Sarason Test Anxiety Scale was administered to 40 students immediately after a course examination and to 50 other students after a regular class period. A significant relationship between test-anxiety and examination scores was obtained only for the former group, and no significant relationship was found for either group when intelligence was partialed out. Thus, the high relationship obtained by Daniels and Hewitt may have resulted at least in part from their students' test-anxiety levels being altered due to their having just completed a course examination and from their response to demand characteristics inherent in the experimental procedure.
Cognition, study habits, test anxiety, and academic performance

Kleijn WC, van der Ploeg HM, Topman RM.

The Study Management and Academic Results Test (SMART) was developed to measure study- and examination-related cognitions, time management, and study strategies. This questionnaire was used in three prospective studies, together with measures for optimism and test anxiety. In the first two studies, done among 253 first-year students enrolled in four different faculties, the highest significant correlations with academic performance were found for the SMART scales. In a replication study among first-year medical students (n = 156) at a different university, the same pattern of results was observed. A stepwise multiple regression analysis, with academic performance as a dependent variable, showed significant correlations only for the SMART Test Competence and Time Management (Multiple R = .61). Results give specific indications about the profile of successful students.

Effect of relaxation or exercise on undergraduates' test anxiety

Topp R.

The purpose of this study was to determine whether test anxiety could be significantly reduced through regular practice of relaxation exercises or physical exercise. Test anxiety was assessed at pretest and
posttest using the 37-item true-false Test Anxiety Questionnaire developed by Sarason. 47 undergraduate students self-selected to participate. The 9 subjects in the group who engaged in a nonmeditative relaxation exercise 3 times per week for 7 weeks showed a significant decline in test anxiety. The 16 subjects in a supervised aerobic dance class 3 times per week for 7 weeks improved their fitness and their test anxiety significantly declined. The 20 control subjects did not meet over the 7-week study and showed no significant change in test anxiety, fitness, or relaxation.

Roles of attribution, affect, and cognitive interference in test anxiety

Arkin RM, Detchon CS, Maruyama GM.

The impact of performance outcome, task difficulty, and level of test anxiety on attributional accounts for performance and achievement-related affect was explored. Subjects high and low in test anxiety (Sarason, 1972) worked on tasks of varying difficulty, evaluated their own performance, and then responded to two types of attribution items, inventories of major affective reactions (Izard, 1972), and a measure of cognitive interference (Sarason and Stoops, 1978). Meaningful attributional accounts were uncovered; in particular, performance outcome and task difficulty had independent effects on subjects' attributional judgments. Cognitive interference was implicated as a factor
contributing to the attributional predispositions of persons differing in test anxiety, and it was a major determinant of affective reactions. In addition, subjects' affective responses were predictably associated with their perceived performance outcome, their level of test anxiety, the difficulty of the task, and subjects' attributional accounts of the factors influencing their performance. Results are discussed in terms of the cognitive components and phenomenological experience of test anxiety and the consequent impact anxiety may have on achievement-related behavior.

**Evaluation of two test-anxiety reduction treatments in a secondary prevention program**

Holahan CJ, Richardson FC, Puckett SP, Bell KF.

The study evaluated the effectiveness of both a new anxiety management training program and a cognitive modification procedure as part of a secondary prevention effort to identify and treat test anxiety early in the academic career of college students. Subjects were 40 college freshmen who had been identified as high test-anxious in an initial mail-out survey of the Test Anxiety scale. Subjects were randomly assigned to three experimental conditions: anxiety management training, a cognitive modification procedure, and a no-treatment control group. Results indicated that both the cognitive modification and anxiety management
training treatments were effective in reducing test anxiety on a posttreatment administration of the Test Anxiety scale. Especially interesting, a significant difference in academic performance emerged between treatment and control groups three semesters after treatment, underscoring the preventive value of the program.

Critical thinking, self-esteem, and state anxiety of nursing students.

Suliman WA, Halabi J.

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This study aimed at exploring the existing predominant critical thinking disposition(s) of baccalaureate nursing students and the relationship among their critical thinking (CT), self-esteem (SE), and state anxiety (SA). Cross-sectional correlational design was utilized to achieve the said aim. A voluntary convenient sample consisted of first year (n=105) and fourth year (n=60) nursing students. The California Critical Thinking Disposition Inventory, Rosenberg Self-Esteem Scale, and Spielberger State Anxiety Inventory were used for data collection after their translation to Arabic language and test for validity and reliability. Descriptive and inferential statistics were used to analyze data. Results showed that both groups overall CT was marginal indicating no serious
deficiency, their SE was average, and their SA was relatively high; they reported analyticity, open-mindedness, systematicity, inquisitiveness, and truth seeking as predominant critical thinking dispositions with no significant difference between them. However, the two groups were weak with significant difference on CT self-confidence ($t=-2.053$, $df=136.904$, $p=.042$) with beginning students reporting poorer level of CT self-confidence. Significant correlation results showed that critical thinking is positively correlated with SE, negatively correlated with SA, and SE is negatively correlated with SA; however, all correlations were actually quite low.

Randomized crossover trial studying the effect of music on examination anxiety

Lai HL, Chen PW, Chen CJ, Chang HK, Peng TC, Chang FM.

The purpose of this study was to assess the effect of lento music on examination anxiety among nursing students. A randomized crossover classroom-based trial was conducted. Thirty-eight students with a mean age of 19.4 years ($SD = .54$) were randomly assigned to either a music/silence or a silence/music group sequence. The students in the music group were given a 40-min group-based music intervention in a classroom, whereas the students in the silence group received the regular test without music. Using paired t-tests, there were no significant different
in pretest scores for state anxiety, examination anxiety, finger temperature and pulse rate between the two conditions. Nonetheless, the findings indicated that music intervention did effectively decrease examination anxiety and state anxiety as well as reducing pulse rate and increasing higher finger temperature ($p = 0.05$ to $0.001$). In addition, significant differences were detected between the pretest and posttest measures for silence ($p = 0.001$). The results suggest that lento music is effective at anxiety reduction. This study provides evidence for nursing faculty and clinical educators to foster nursing students' mastering over the anxiety of examination by using lento music.

A Comparative Study of Anxiety, Emotional Maturity, Security-Insecurity among Adolescents of Co-Education and Unisex Education Schools

Mrs. Charu Vyas

Girls and Boys study in either co-educational or unisex-educational environment. Whether the presence of both sex and single sex affects the development of emotional maturity, anxiety and security - insecurity in adolescence? In order to find its answer, a study was conducted on girls and boys studying in class XI in the schools of Muzaffarnagar. No significant difference was found in
anxiety, emotional maturity and security - insecurity of boys and girls coming from coeducation and unisex education school.

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Psychological adjustment and knowledge about hereditary hemochromatosis in a clinic-based sample: a prospective study

Meiser B, Dunn S, Dixon J, Powell LW.

This study assessed psychological adjustment and quality of life relative to population-based norms and knowledge about hereditary hemochromatosis in a sample of 101 patients who attended a hemochromatosis clinic. Participants were assessed prior to their clinic visit, and two weeks and 12 months after attendance, using
self-administered questionnaires. Mean Mental Health Component Scores from the Medical Outcomes Study 36-Item Short-Form Health Survey (SF-36) (45.3, 95% CI 43.2, 47.4) were as compromised as those found amongst stroke victims (45.9, 95% CI 42.8, 49.0) who had participated in a national health survey. Recall of the genetic testing result was less than optimal, in that only 69.3% of those with genetic testing results knew whether they carried one or two mutations. This study demonstrates that patients would benefit from routine assessment of psychological distress and referral to mental health professionals of those whose levels of distress suggest a need for clinical intervention. Results also show that patients may benefit from strategies aimed at improving recall of genetic testing results.

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Perceptions and attitudes about HFE genotyping among college-age adults

PURPOSE: Examine young adults' attitudes about HFE genotyping. METHODS: 121 college students read about hemochromatosis, transferrin saturation measurement (iron test), and HFE genotyping. Interest in testing and knowledge and attitudes about genetic testing were assessed. Participants were randomly assigned to predict either their response to a positive HFE genotype (genotype group) or a positive iron test (phenotype group). RESULTS: 71% preferred the iron test, but most would undergo either test. Learning risk and early detection/prevention were the most commonly perceived benefits; limited information about health and negative emotional consequences were the most commonly
perceived disadvantages. The genotype and phenotype groups did not differ in expected worry, perceived severity, perceived risk, and preventability of organ damage. After reading the description provided, participants answered 78% of knowledge questions correctly. CONCLUSIONS: Young adults view HFE genotyping positively and report few disadvantages, but prefer the iron test for its information about current health. They appear to be receptive to public health screening for hemochromatosis.