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2.1 Introduction

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2.1 Introduction:

Review of studies of literature is an important prerequisite for actual planning and then execution of any research work. The research workers need to acquire up-to-date information of what has been thought and said in a particular area so that they can derive benefit from the work of their predecessors. "Review of related literature may serve to avoid unnecessary duplication and may help to make progress towards the solution of new problems emphasizing the importance of survey of related literature". "Survey of related literature helps us to know whether evidence already available solves problems adequately without further investigation and thus may save duplication." Best (1988) "Practically all human knowledge can be found in books and library. Unlike other animoids that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past. This constant adding to the vast store of the knowledge makes possible progress in all areas of human endeavour.

A brief review of research literature in the area of my study is presented below.
2.2 Review of Relevant Literature:

The review of literature in research provides one with the means of getting to the frontiers in a particular field. Borge (1964)

For any worthwhile study in a field of knowledge a research needs adequate familiarity with related studies only then an effective research for specialized knowledge is possible. The research for reference material is time consuming but very fruitful phase of research program. Survey of related literature serves to show what is already available, solves the problem adequately without further investigation and also avoids the risk of duplication. It provides comparative data useful for the interpretation of results and contributes to the general scholarship of the investigator.

The importance of the review of the related literature is expressed in the words by Billy Turney and George Robb as follows “Identification of a problem, development of a research design and the determination of the size and scope of the problems all depend to a great extent on the case and intensity with which a researcher has examined the literature related to the intended research”

Keeping in view the above consideration made a comprehensive survey of the related study of past years was studied.

The present review of literature will consider the conceptual phenomena as well as the variables under study to assess empirical
clarifications. Any research needs support, verification and clarification by having thorough critical evaluation of the literature available to the researcher, as much as possible within the literature available to the research investigation.

The present chapter will focus on review of literature related to Personality, adjustment and well-being.

Krueger and others (2004) found in their study that socio-economical-status has a unique association with adolescences' behaviour. Martin and others (2004) revealed in their study that socio-economic-status and gender differences in relation to personality is not significant. Vig Deepik, Grewal Gurpreet & others (2004) indicated in their study that intensity of various personality traits changed with increasing age. They further concluded that in almost all personality traits similar developmental trend was observed for boys and girls except sensitivity and guilt proneness. Sullivan [2000], revealed a significant association between insecure-avoidant attachment and obsessive-compulsive personality disorder. Additional results indicate that insecure – avoidant attachment may relate to three other personality disorders.

Harris [1999], found that intelligence is related to some personality traits and that the construct areas overlap much more than is typically reported. Williams [1999], examined personality as a predictor of task and contextual performance. The Big Five [OCEAN]
were studied in relation to both task and contextual performance within an organization in the service industry. The situational factor, autonomy was examined as a potential moderator for the hypothesized personality – contextual performance relationship. Result did not yield support for the moderating role of autonomy on the personality contextual relationship.

In an overview of personality researches on parentally rejected children, Bhargava & Bansal (1996) found that in the modern life, with a number of family and financial problems, parents are not able to establish a harmonious relationship with their children. Such children develop an overall negative self-evaluation including feelings of negative self-esteem and negative self-adequacy. Parentally rejected children are those who are disliked or disapproved without any valid reason by their parents i.e. parental hostility or aggression and parental indifference. These behavioural patterns are likely to make a child feel unloved and rejected, which affects the temperamental, motivational and cognitive aspects of personality. Therefore a rejected child is likely to be more hostile and aggressive. In fact, parents serve as aggressive models for the children and thus their aggressive responses are intensified in their behavioural patterns.

A study was undertaken by Sinha et al. (1990) to compare F-P (picture frustration) patterns of parentally accepted and rejected children scored higher on extra punitiveness and obstacle-dominance, low on
inpunitiveness and need-persistence as compared to accepted ones.

Students from a high Socioeconomic Status (SES) or a middle SES have more internal LOC and more positive perception of self-concept than students from a low SES as concluded by Wang (1993).

Sandhu and Bharagava (1988) found that children who perceived themselves accepted differed significantly from rejected children on nine personality factors. Rejected children tended to be more reserved, less emotionally stable, more aggressive, serious, shy, shrewd, apprehensive, careless, tense as compared to accepted children. Awasthi & Janbandhu (1988) examined the effect of socioeconomic status (SES) and intellectual ability on the self-ideal disparity (SID) of late adolescents, using the Progressive Matrices, a self-ideal scale, and a measure of SES. Findings suggested that SID could indicate negative personality traits like stress, tension, and dissatisfaction and supported an inverse relationship between SES and SID. Boyd, Karla (1984) stated that the condition of socio-economic class affects the entire world. Personality [mental and physical well-being] depends upon our condition, which arises from our class position.

Mathayya (1982) found that socially advantage and disadvantage adolescents differ in their personality. Khan (1981) investigated the effect of parental deprivation on the personality. It has been found that parental supports develop a healthy personality in adolescence.
Friedman M. and Rosenman (1974), have reported in their book that individuals who exhibit intense hard driving competitiveness, easily evoked hostility and a persistent sense of time urgency are more likely to develop Coronary Heart Disease, then are people who do not have these personality characteristics. They labeled the hard driving personality Type A and the more laid-back, easy going personality Type B.

Martin and Tgichona G. (2004) concluded that lower self-concept was more evident among youth participants who; (a) endorsed having anxiety and depression mood or negative personality traits; (b) evidenced antisocial behaviors; (c) having conflict. Karn and others (2003) failed to reveal a significant relationship between social self-concept and depression. Self-esteem, family factors and socio-economic-status have been found to be associated with maladaptive personality in adolescence [Shumow and others, 2003; Loos and Alexgender, 1997; Zoccolillo, 1992; Hare, 1991] Davis, Harrison R. (2003) explored the cultural differences regarding assertive behaviour and dimension of self-concept between black and white college students. They revealed that cultural differences regarding association with assertiveness and self-concepts to the amount of anxiety and depression experienced by adolescents.

Fisher [2002] demonstrated that maladaptive personality traits were associated with increased risk of serious psychological disturbance, self-injuries, acts and institutional violence conditions and behaviour identified as obstructing rehabilitative changes. Wooly
[2002], compared under graduate and graduate students with respect to their level of self-concept and depression. The result shows that under graduate students demonstrated higher mean depression score than graduate students. Under graduate and graduates students do not differ in their level of self-concept. There was a significant difference found between the self-concept of students at different depression groups [Non, Mild, Moderate and Severe]. Juan [2000], investigated the temperament and self-concept of young children with externalizing and internalizing behaviour and those with typical behaviour. Result revealed the five of the seven variable discriminated among the three behavioural groups: Activity, Approach/withdrawal, Distractibility, Adaptability and self-concept. Emotional intensity and persistence were the two of the seven variables do not discriminate among three groups.

Gyanani’s (1999) study aimed at estimating the relationship of biographical factors with the self-concept of the individuals; he found that among the various biographical correlates, caste played a very significant role in determining the self-concept of the adolescents. General caste adolescents were equipped with high self-concept as compared to the Scheduled caste adolescents. For both the castes, father’s education and learner’s generation were the common correlates, which played significant role in determining the various dimensions of the self-concept of the adolescents. For the general caste adolescents, mother’s education also played significant role in
determining caste adolescents, the socio-economic status played significant role.

Boan (1999) investigated the differences in global self-concept and specific domains of self-concept based on age group, gender and gender role types. Results revealed the following findings: (a) individuals who had a gender role type of androgyny scored significantly higher than who had a gender role type of feminine, masculine or undifferentiated across all self-concept domains, (b) preadolescent males scored significantly higher than a adolescent females on the Family self-concept domain, (c) adolescent females scored significantly higher than preadolescent males on the Social self-concept domain, (d) preadolescent students scored significantly higher than adolescent student son the Academic self-concept dimension.

O'dea and Suzanne (1999) found that females rated their ability to form close friendships (Social self-concept) significantly higher and of greater importance than did males. Hopkins [1999], reported that aggressive children produced more behavioral, negative and aggressive self-descriptors, while prosocial children produced more internal and prosocial descriptors. Most of the differences in self-concept are based on early social behavior were stable across grade; strongly suggesting the need to intervenes as early as possible to decrease aggression. In a two year longitudinal study of the self-concept development of primary school children by Lau et al (1998), data was collected on self-concept in four domains-Academic, Appearance,
Younger children were found to be higher in self-concept than older children, and a clear linear and downward trend was observed. 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. Evaluations by teachers and parents related closely to the children's self-evaluation son self-concept.

A study of a representative sample of over 2000 Americans by Gurin, Veroff, and Feld (1960) revealed significant sex differences in the content of their self-concept perceptions, in line with the cultural definition of the sex; that of males dealt with occupational roles and external achievements, while those of females dealt primarily with personality shortcomings, physical appearance, and social skills. The present study of Gaylord-Harden, Noni K (2008) examined children's coping strategies as mediators and moderators of the association between parenting factors and outcomes in 235 African American children (mean age = 10.37 years). Information about parenting and child coping strategies was obtained by child self-report. School adjustment was assessed by standardized achievement scores and by teacher ratings of behavior. Structural equation modeling indicated that positive parenting was related to higher achievement and lower behavior problems. Contrary to the hypotheses, coping strategies did not mediate or moderate this association.

R. Babu and K. Kallamoorthy (2006) have investigated the
achievement and educational adjustment of higher secondary students in their study. Normative survey method was used in the present investigation. A sample of 700 higher secondary students was randomly selected from different schools of Cuddalore, Villupuram, Nagapattinam and Trichy districts of Tamilnadu State. Accountancy Achievement Test (2006) was prepared and validated by the investigators. A part of adjustment inventory prepared and validated by Sinha and Singh (1993) was used to measure the educational adjustment of higher secondary students. Data were analysed in terms of mean, standard deviation and 't' ratio. The achievement test in accountancy was conducted for a maximum score of 39. Hence, having score of 28 or above was considered to be high achievement in accountancy and above a score of 19.5 was considered to be average and below 19.5 was considered to be low achievement in accountancy. The mean (22.51) and standard deviation (6.59) of the higher secondary students' achievement was average. Similarly educational adjustment inventory was conducted for maximum marks of 20. Hence, having a score of 10 or above was considered to be low educational adjustment and a score of 5 or above was considered to have average educational adjustment and a score of less than 5 was considered to be of high educational adjustment. The mean (4.19) and standard deviation (3.13) educational adjustment of higher secondary students was high. It was found that the entire sample showed average achievement and high educational adjustment of higher secondary students. There was
significant difference in mean achievement scores of male and female higher secondary students, urban and rural higher secondary school students and students' mothers' education. Female higher secondary students showed better achievement than that of their male counterparts. Rural higher secondary students showed better achievement than that of their urban counterparts. The results of the study showed that there were significant differences in respect of students having educated mothers with respect to achievement in accountancy. There was no significant difference in mean achievement scores of students of literate and illiterate fathers. There was no significant difference in the students in respect of their fathers' education. There was significant difference in mean educational adjustment scores of male and female higher secondary students. Female higher secondary students showed better educational adjustment than that of their male counterparts; whereas there was no significant difference in mean educational adjustment scores of urban and rural higher secondary school students, higher secondary students' fathers' education, and higher secondary students' mothers' education. Rural higher secondary school students had better educational adjustment than that of their urban counterparts. The results of the study show that there are no significant differences in respect of education level of fathers and mothers of students with respect to educational adjustment.
It has been shown that bullying victimization is associated with behavior and school adjustment problems, but it remains unclear whether the experience of bullying uniquely contributes to those problems after taking into account preexisting adjustment problems. Louise Arseneault, Elizabeth Walsh, Kali Trzesniewski, Rhiannon Newcombe, Avshalom Caspi and Terrie E. Moffitt (2006) have made study on Bullying Victimization Uniquely Contributes to Adjustment Problems in Young Children. They examined bullying in the Environmental Risk Study, a nationally representative 1994–1995 birth cohort of 2232 children. They identified children who experienced bullying between the ages of 5 and 7 years either as pure victims or bully/victims. We collected reports from mothers and teachers about children's behavior problems and school adjustment when they were 5 years old and again when they were age 7. Experimental group was compared with control children, pure victims showed more internalizing problems and unhappiness at school when they were 5 and 7 years. Girls who were pure victims also showed more externalizing problems than controls. Compared with controls and pure victims, bully/victims showed more internalizing problems, more externalizing problems, and fewer prosocial behaviors when they were 5 and 7 years. They also were less happy at school compared with control children at 7 years of age. Pure victims and bully/victims showed more behavior and school adjustment problems at 7 years of age, even after controlling for
preexisting adjustment problems at 5 years of age. Results revealed that Being the victim of a bully during the first years of schooling contributes to maladjustment in young children.

Association between parenting dimensions and externalizing behaviors in Children was examined in the study of Vandana Sharma, PhD, Gurpreet K Sandhu (2006). Data on children from the middle class families of Patiala (N=240) were collected from schools and families. Parents completed questionnaires on parenting dimensions and externalizing behaviors of children. Analysis of variance of externalizing behaviors indicated significant mean differences for gender and age on aggression and conduct disorders. Analysis of variance for parenting variables indicated significant differences for age and gender on indulgence, punitive, physical coercion, and verbal hostility parenting dimensions. Correlations between non reasoning, verbal hostility, physical coercion, autonomy and indulgence parenting dimensions and externalizing behaviors were significantly positive whereas regulation and connection parenting dimensions showed a significant negative correlation with externalizing behaviors. Multiple regression analysis of parenting dimensions to each externalizing behaviors showed that autonomy, non reasoning and indulgence parenting dimensions predicted externalizing behaviors. Overall they concluded that Parenting significantly influences externalizing behaviors in children.
Douglas Cuillinan, Edward Polloway and Michael H. Epstein (2005) examined school adjustment problems of about 1000 students aged 6 through 17 years. The Behavior Problem Checklist was factor-analyzed to identify multivariate factors of adjustment problems. Age- and sex-based subgroups were then compared on these factors, and some estimates of criteria for abnormality were derived. Finally, the prevalence of each problem on the checklist was derived separately for age- and sex-based subgroups, which were then contrasted on the items. The results provide basic information about the adjustment problems of those students who are not considered socially or personally maladjusted.

John L. Cotterell (2005) have done research on School as a Factor in Adolescents' Adjustment to the Transition to Secondary School. Secondary and high secondary students' adjustment was assessed at three time-points (prior to the transition, shortly after the transition event, and 4 months later). Results showed strong effects for transition for both the expectations and reactions measures, with no effects for gender or personality factors. Where ecological change was greatest (i.e., moving from a small school to a large school) students were initially most optimistic, but also showed the greatest anxiety following the move. Later assessment of adolescents' perceptions of classroom environment found less favorable views following transition, with an increase recorded in the level of pressure and a decrease in
supportiveness.

The purposes of the study were to develop a subjective adjustment scale for adolescents from the viewpoint of person-environment fit, to examine the reliability and validity of the scale, and, using the scale, to investigate the relation between school life and subjective adjustment. Participants in Study 1 were 621 junior high school students, 786 senior high school students, and 393 university students, and, in Study 2, 375 junior high school students and 572 senior high school students. In Study 1, using factor analysis on the data from the initial set of 47 items in the subjective adjustment scale, 4 main factors were extracted: "sense of comfort,""existence of task and purpose,""feelings of acceptance and trust," and "absence of feelings of inferiority." The reliability and validity of the subjective adjustment scale were confirmed. In Study 2, in order to examine the relation between school life and subjective adjustment, multiple regression analyses were performed, with school life as the independent variable, and subjective adjustment, the dependent variable. The results for all schools in the study showed that although relations with friends were strongly related to subjective adjustment, relations with teachers and studies were not related to subjective adjustment. (OKUBO TOMOO; 2005)

Over the past decade, concerns about bullying and its role in school violence, depression, and health concerns have grown. However, no large studies have been examined the prevalence of
bullying during elementary school or its association with objective
measures of school attendance and achievement. In this regard Gwen
M. Glew, Ming-Yu Fan, Wayne Katon' Frederick P. Rivara' Mary and
A. Kernic (2005) have made study to determine the prevalence of
bullying during elementary school and its association with school
attendance, academic achievement, disciplinary actions, and self-
reported feelings of sadness, safety, and belonging. Cross-sectional
design was adopted to find out the objective and used 2001-2002
school data. Three thousand five hundred thirty (91.4%) third, fourth,
and fifth grade students from urban area were taken as a sample.
Results revealed that Twenty-two percent of children were involved in
bullying either as a victim, bully, or both. Victims and bully-victims were
more likely to have low achievement than bystanders (odds ratios
[ORs], 0.8 [95% confidence interval (CI), 0.7-0.9] and 0.8 [95% CI, 0.6-
1.0], respectively). All 3 bullying-involved groups were significantly more
likely than bystanders to feel unsafe at school (victims, OR, 2.1 [95%
CI, 1.1-4.2]; bullies, OR, 2.5 [95% CI, 1.5-4.1]; bully-victims, OR, 5.0
[95% CI, 1.9-13.6]). Victims and bully-victims were more likely to report
feeling that they don't belong at school (ORs, 4.1 [95% CI, 2.6-6.5] and
3.1 [95% CI, 1.3-7.2], respectively). Bullies and victims were more likely
than bystanders to feel sad most days (ORs 1.5 [95% CI, 1.2-1.9] and
1.8 [95% CI, 1.2-2.8], respectively). Bullies and bully-victims were more
likely to be male (ORs, 1.5 [95% CI, 1.2-1.9] and 3.0 [95% CI, 1.3-7.0],
respectively). On the basis of the present study it can be concluded that the prevalence of frequent bullying among elementary school children is substantial. Associations between bullying involvement and school problems indicate this is a serious issue for elementary schools.

The research by Mary J. Levitt, Gastón L. Bustos, Noel A. Crooks, and Jennifer Hodgetts in which they designed to address the school adjustment of newly immigrant elementary, middle, and high school students in their first post-migration year. Students (N = 638) originated in Argentina, Colombia, Cuba, Haiti, or English-speaking Caribbean nations and they had been in the United States for less than one year. School adjustment indicators were academic grade average (GPA) and school attitudes. Significant predictors of both GPA and attitudes included prior achievement, grade level, English language proficiency, and parental support. Ecological risk predicted GPA, especially for younger students. Results revealed that students experiencing more immigration stress had less positive school attitudes. Experiences accompanying immigration affect initial school adjustment and may have long term consequences for school engagement.

The study of Jigisha Gala and Sangeeta Chaudhary (2004) penetrates and depicts adolescents' perceptions about the different ways of coping employed by the adolescents to cope with stress in general and under specific situations. These perceptions are compared across gender. The study covers seventeen to eighteen-year-old
adolescents belonging to high-income group. In-depth interview schedule consisting four hypothetical situations is used as a tool to amass data. Qualitative analysis of the data reveals that academics is the major stressor for most adolescents. Although adolescents cope with stress in distinct ways, there are general patterns in their coping behaviors. Two major ways to cope with stress. One way is problem solving. This involves trying to deal with the problem. Another way of handling stress is managing emotions. This involves wielding the thoughts and feelings caused by the problem. Adolescents use both methods, and both can be effective, depending on the situation. Gender differences as well as similarities in coping ways of adolescents are noted which also vary from situation to situation. Gender Analysis Framework discloses that differences in gender arise due to varying temperament, preferred activities and societal expectations. Most adolescents seek help from their parents, as the parents are perceived to be understanding and supportive.

D. Randy Garrison, Martha Cleveland-Inne and Dr. Tak Fung (2004) have made research on the STUDENT ROLE ADJUSTMENT IN ONLINE COMMUNITIES OF INQUIRY: MODEL AND INSTRUMENT VALIDATION. The purpose of the study was to validate an instrument to study role adjustment of students new to an online community of inquiry. The community of inquiry conceptual model for online learning was used to shape this research and identify the core elements and
conditions associated with role adjustment to online learning (Garrison, Anderson and Archer, 2000). Through a factor analytic process it is shown that the instrument did reflect the theoretical model. It was also useful in refining the items for the questionnaire. The instrument is for use in future researches designed to measure and understand student role adjustment in online learning.

During the last 30 years, several studies have indicated that children with disabilities are at increased risk for emotional and behavioral morbidity. Population-based studies are needed to understand the relationship between functional status, family stressors, and the psychosocial adjustment of children. Using data from the 1994 and 1995 National Health Interview Surveys, Disability Supplement. Whitney P. Witt, Anne W. Riley and Mary Jo Coiro (2003) have made study to examined the associations between children's functional status, family stressors, and the psychosocial adjustment of school-aged children. Regression analyses indicated that children's functional impairments in the areas of communication or learning, poor maternal health and mental health, family burden, and poverty are significantly and positively associated with psychosocial maladjustment among children. They concluded that Children's family stressors are significant correlates of psychosocial adjustment among children with disabilities. These data indicated a need for routine screening for mental health problems among children with disabilities, as well as a family-oriented
approach to their medical care.

Adopting a social ecological perspective, the study of David J. DeWit and others; 2000 examined the role of adolescent personality and social traits as mediating mechanisms linking school culture with adolescent behavioural problems. Data were obtained from the self-reports of 1,100 grade nine students attending four southern Ontario high schools. Structural equation model results revealed that student exposure to an unfavourable school culture (marked by perceptions of low teacher and classmate support, student conflict, unfair school rules and disciplinary practices, and low student autonomy in school decision-making and affairs) was positively associated with low attachment to learning and peer approval of deviance each of which were positively associated with disciplinary problems, conduct disorder, oppositional-defiant disorder, attention-deficit hyperactivity, and substance use. Low self-esteem emerged as a significant mediator in two models. Significant direct effects of school culture were found for most outcomes.

One understudied aspect of first-year students' transition to university is their relationship with parents. Maxine Gallander Wintre and Mordechai Yaffe (2000) investigated the contributions that perceived parenting style, current relationships with parents, and psychological well-being variables make toward perceived overall adjustment to university, from both socio/emotional adaptation
perspectives and actual academic achievement. Data were collected from a sample of 408 (116 males and 292 females) first-year students attending university in a large metropolitan Canadian city. Results indicated that mutual reciprocity and discussion with parents, as well as the psychological well-being variables, have direct links to adjustment to university. There was an indirect, positive relationship between authoritative parenting and adaptation variables. Furthermore, the predictor variables differed by both gender and outcome measures. Interpretation of these results, their congruence within the context of the theoretical frameworks, and practical implications are discussed.

Hellen A. Lewis and Wendy Kliewer (1996) have tested mediator and moderator models of hope, coping, and adjustment in 39 children. In home interviews parents provided information on demographics and functional adjustment. Children self-reported levels of hope, coping strategies, and psychological adjustment. Coping strategies moderated, but did not mediate, the relationship between hope and adjustment. Hope was negatively associated with anxiety when active coping, support coping, and distraction coping was high. Avoidance coping did not moderate the hope-adjustment relationship but was positively related to anxiety. No effects were found for depressive symptoms or for the functional measures of adjustment.

Previous research has shown that the transition into junior high school can be difficult for certain subgroups, particularly girls. Recent work
done by L. Mickey Fenzel and Dale A. Blyth (1986) in which they examined the social support roles played by best friends during the transition and found that high quality friendships can ease the adjustment to the new environment. The present longitudinal study of 410 students in a middle class suburban school district looked at adjustment to junior high school as a function of the quantity, frequency of contact, and intimacy of same-sex and opposite-sex peer relationships at school and with peers attending other schools. Adjustment to the new school at seventh grade was defined in terms of changes from sixth grade in self-esteem, participation in school and nonschool activities, and perceived integration (or, conversely, anonymity) in the school environment. Overall, a significant decrease in the perception of being integrated into the school was found for both males and females but only small, nonsignificant changes in self-esteem and participation were evidenced. In order to test for relationships between school adjustment and social relations, only two extreme groups were examined, representing good adjusters (Gainers) and poor adjusters (Decliners). Results showed significant group-by-sex-of-subject interaction effects for self-esteem on most frequency and intimacy measures. In particular, males who had gained in self-esteem had more frequent peer contacts and were somewhat more intimate with peers than were males who declined. For females, however, results were in the opposite direction. Few consistent results were found
Ruth Purisman and Benjamin Maoz (1978) attempted to determine which factors might differentiate between a good adjustment to the loss of a son and a less than optimal adjustment. There were no statistically significant differences between men and women on any important variable. Good adjustment was significantly correlated with higher educational level, close social ties, and better marital adjustment. The study failed to support the authors' hypothesis that religiosity and observance of mourning ritual would be associated with better adjustment. The authors noted that to ascertain the role of religion in adjustment to loss would require a control for educational level.

AGRAWAL, S (1973) investigation was started to find out as to how far psychological variables like medical aptitude, adjustment, intelligence and interest were associated with proficiency in medical examinations of UP. The sample comprised 629 students of five different medical colleges of UP. To measure adjustment of medicos, the Saxena Adjustment Inventory was used. It measured five types of adjustment, and college or school adjustment. The measurement of intelligence was done by the Group Test of General Mental Ability (20/52) developed by Jalota and Tandon. Interest in medical studies was measured by Chatterji's Non-Language Preference Record. The medical examination marks were collected from the records. Data were analysed by computing mean, standard deviation and critical ratios. The
findings were: 1. The adjustment was negligibly related with medical examination marks. 2. Intelligence was highly correlated with examination marks of medical students. 3. Interest was highly related to proficiency in medical examinations. 4. The correlations between combined scores of intelligence and aptitude and medical examination marks were positive. These variables contributed quite significantly to the examination success in medical courses. 5. The correlations between combined scores of intelligence, interest, and aptitude and medical examination marks were high. 6. The correlations of combined scores of intelligence, interest, aptitude, and adjustment against medical examination marks were high. 7. There was no significant relationship between age and adjustment for the age group 17 to 24 years. 8. In the field of intelligence, age seemed to have a declining effect on mean scores from 17 to 24 years. 9. There was no significant relationship between interest and age. 10. The aptitude test scores declined with age from 17 to 24 years. 11. Adjustment and intelligence were positively influenced by increase in economic status, while interest showed a negative influence.

AGRAWAL, S. (1982) has made research to Study of Causes and Their Remedial Measures of Two Groups of Xth and XIth Class of relatively Identical Intelligence but Differing in Educational Achievements. The objectives of the study were (i) to determine the degree of relationship between independent variables-socio-economic
status (SES), interest, intelligence and adjustment and the dependent variable academic achievement, (ii) to determine the degree of influence of interest, adjustment, and SES on the scholastic achievement, keeping intelligence as constant, (iii) to estimate the amount of contribution made by the causal variables, interest, SES, adjustment and intelligence, to achievement, and (iv) to suggest remedial measures for the improvement in academic attainment of the students. The hypotheses were: (1) There is no relationship between independent and dependent variables. (2) The contributions of all the predictors, viz., interest, adjustment, SES and intelligence, to the criterion variables is equal. The first hypothesis was checked on the basis of the obtained values of the coefficient of correlation; the second hypothesis against the amount of regression coefficient for the predictors. M.C. Joshi’s Test of Mental Ability (Verbal), the Adjustment Inventory by A.K.P. Sinha and R.P. Singh, the Socio-economic Status Scale, Form B (Urban), by S.P. Kulshrestha and the Interest Inventory designed by the investigator were used in this study. The sample comprised 550 girls of both science and humanities groups from the higher secondary and intermediate schools of Gorakhpur, Basti, Deoria and Azamgarh districts. The stratified random sampling technique was adopted. For remedial measures, 100 teachers of the same institutions and classes were selected randomly.

The conclusions drawn were as follows: 1. The scores of the high
school and intermediate class girls on the independent variable as well as on the dependent variable showed a slight deviation from the plan of normal probability. 2. AN the three factors, viz., interest, adjustment and socioeconomic status, played a positive role in the academic achievement of the girls of the X and XII science classes. 3. These factors did affect the girls' achievement. 4. The inter- correlations between dependent and independent variables were found to be positive in the cases of both X and XII science girls which supported the view that these variables had a positive effect on achievement. 5. The regression weights indicated that interest appeared to be making the highest contribution to academic success in case of high school science girls, with SES making the highest contribution to academic success at the intermediate level. Intelligence made the least contribution at both the levels. 6. The multiple correlation revealed that approximately 50 per cent and 70 per cent variance were caused due to the variables selected for study in the case of intermediate and high school science girls respectively. 7. The hypotheses made regarding the zero correlation between variables and equal contribution of the predictors to success were not supported. 8. Remedial measures suggested by the teachers stressed free education to lower income group students, freedom to employ suitable teaching strategies, manageable class size in order to pay individual attention, theory correlated with practice and giving importance to individual interest in schools.
National Longitudinal Study of Adolescent Health by ANASTASIA S. VOGT YUAN (2008) found in his study that Black adolescents have more coping resources than White adolescents as indicated by them having greater social support from family, more social ties to neighbors, greater involvement in religious activities, and higher self-esteem. White adolescents are higher on only one coping resource compared to Black adolescents – they receive more social support from friends. These additional coping resources resultant better mental health which lead toward well being in blacks compared to Whites.

Recent years have witnessed increased interest in the relationship between positive psychological well-being and physical health. Yoichi Chida and Andrew Steptoe (2008) done research in which they review systematically prospective, observational, cohort studies of the association between positive well-being and mortality using meta-analytic methods. They have extracted 35 studies (26 articles) investigating mortality in initially healthy populations and 35 studies (28 articles) of disease populations. The meta-analyses showed that positive psychological well-being was associated with reduced mortality in both the healthy population (combined hazard ratio (HR) = 0.82; 95% Confidence Interval (CI) = 0.76–0.89; p < .001) and the disease population (combined HR = 0.98; CI = 0.95–1.00; p = .030) studies. There were indications of publication bias in this literature, although the fail-safe numbers were 2444 and 1397 for healthy and
disease population studies, respectively. Intriguingly, meta-analysis of studies that controlled for negative affect showed that the protective effects of positive psychological well-being were independent of negative affect. Both positive affect (e.g., emotional well-being, positive mood, joy, happiness, vigor, energy) and positive trait-like dispositions (e.g., life satisfaction, hopefulness, optimism, sense of humor) were associated with reduced mortality in healthy population studies. Positive psychological well-being was significantly associated with reduced cardiovascular mortality in healthy population studies, and with reduced death rates in patients with renal failure and with human immunodeficiency virus-infection. Overall it can be concluded that positive psychological well-being has a favorable effect on survival in both healthy and diseased populations.

Depression is associated with poor cognitive function, though little is known about the relationship between psychological well-being and cognitive function. David J. Llewellyn, Iain A. Lang2, Kenneth M. Langa and Felicia A. Huppert (2008) investigate whether psychological well-being is associated with levels of cognitive function. Psychological well-being was measured using the CASP-19, and cognitive function was assessed using neuropsychological tests of time orientation, immediate and delayed verbal memory, prospective memory, verbal fluency, numerical ability, cognitive speed and attention. The relation of psychological well-being to cognitive function was modelled using linear
regression. Result revealed that global cognitive score combining all cognitive tests, those in the fifth quintile of psychological well-being scored an average of 0.30 SD units higher than those in the lowest quintile (95% CI 0.24–0.35) after adjustment for depressive symptoms and sociodemographics. This association remained after additional adjustment for physical health and health behaviours. The same pattern of association was observed for men and women, and across all cognitive domains.

This study of Barnes (2008) examined the relationships of hope and spiritual well-being (SWB)— and its dimensions, religious well-being (RWB) and existential well-being (EWB)—to time since diagnosis among adolescents with cancer. A descriptive cross-sectional design was used. The sample of 78 adolescents diagnosed with cancer was recruited from two pediatric oncology clinics. Result revealed that Adolescents in the first two time periods reported significantly higher levels of SWB, RWB, and EWB than those in subsequent time periods. Hope did not significantly vary over time. Hence, time since diagnosis may influence adolescents' levels of SWB and its dimensions during the cancer experience.

Robert W. Roeser, Mollie Galloway, Shannon Casey-Cannon etc (2008) examined the relations between early adolescent girls' well-being, achievement, and emerging identities in their research. Variable-centered results showed that girls' moral and student identities were the
strongest predictors of their achievement, whereas their moral, student, physical, and peer identities predicted their well-being. Person-centered results delineated four subgroups of girls based on their profiles of well-being and achievement. The largest group of girls (46%) was characterized by well-being and positive school achievement and had balanced adult- and peer-oriented identities. The second largest group (35%), characterized by emotional distress and average school achievement, had positive student and negative physical and peer identity representations. The third group (12%), characterized by emotional distress and poor school achievement, reported pervasive negative representations. The final group (7%), characterized by well-being and poor achievement, did not consider themselves good students but did see themselves as physically attractive. Interviews revealed identity challenges characteristic of girls in each subgroup.

Ritter, C. and Marcussen, K. (2007) examined the effects of received services and perceived stigma on quality of life or mental health. In their research they extend previous research by using longitudinal data to assess changes in self-concept (mastery, self-worth, and self-deprecation) and social support (satisfaction with familial and social relationships) among individuals with serious mental illnesses. Consistent with previous research (Rosenfield 1997), they found that counseling and crisis services are positively related to quality of life and self-concept, and that stigma is negatively related to well-being and
psychosocial resources. They also find that psychiatric hospitalization decreases quality of life.

The study of Verna Hendricks (2006) examined the hope and spiritual well-being, with its 2 dimensions of religious well-being and existential well-being, as they relate to age and gender among adolescents with cancer. A cross-sectional design was guided by the conceptual framework, Adolescent Psychosocial Adaptation to the Cancer Experience. A total of 78 adolescents with a diagnosis of cancer were enrolled from 2 pediatric oncology clinics. Middle adolescents (15-17 years of age) reported higher religious well-being than late adolescents (18-20 years of age). Middle-adolescent boys were more hopeful than were early adolescent boys (13-14 years of age). Also, girls were more hopeful and reported higher spiritual well-being than age the boys. Developmental phase and/or gender may influence adolescents' levels of hope, spiritual well-being, religious well-being, and existential well-being as they cope during the cancer experience. The nurse should consider developmental phase and gender when planning interventions to foster hope and spiritual well-being in adolescents' adaptations to the cancer experience.

Psychiatry has failed to improve the average levels of happiness and well-being in the general population, despite vast expenditures on psychotropic drugs and psychotherapy manuals. The practical failure of psychiatry to improve well-being is the result of an excessive focus on
stigmatizing aspects of mental disorders and the neglect of methods to enhance positive emotions, character development, life satisfaction, and spirituality. In the work of C. ROBERT CLONINGER (2006), a simple and practical approach to well-being is described by integrating biological, psychological, social, and spiritual methods for enhancing mental health. Evidence is presented showing that people can be helped to develop their character and happiness by a catalytic sequence of practical clinical methods. People can learn to flourish and to be more self-directed by becoming more calm, accepting their limitations, and letting go of their fears and conflicts. People can learn to be more cooperative by increasing in mindfulness and working in the service of others. In addition, people can learn to be more self-transcendent by growing in self-awareness of the perspectives that lead to beliefs and assumptions about life which produce negative emotions and limit the experience of positive emotions. The personality traits of self-directedness, cooperativeness, and self-transcendence are each essential for well-being. They can be reliably measured using the Temperament and Character Inventory.

Joar Vitters and Fredrik Nilsen (2004) have done research on well-being and personality. The purpose of this study was twofold: (1) to analyze and explore the conceptual structure of subjective well-being (SWB), neuroticism (N) and extraversion (E); and (2) to compare the effect sizes of N and E as predictors of SWB. The sample

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comprised 461 participants representative of the adult population in northern Norway. Analyses were conducted by means of Structural Equation Modeling (SEM), and the results on (1) supported the notion of an overall subjective well-being construct sustained by the three nested dimensions of life satisfaction, positive affect, and negative affect. A simple factor structure for N and E was not supported, and considerable modification was needed to provide even a mediocre goodness-of-fit for the trait model. On (2), N explained eight times as much of the SWB variance as did E. Moreover, through comparison of several models it was revealed that if E is the sole predictor of SWB, the influence of E on SWB is overestimated by a factor of seven. Since N and E are strongly and negatively correlated (r = -0.50), the model comparison demonstrates the importance of including both E and N as independent variables in regression models of SWB.

Sharpe, Mark J.; Heppner, P. Paul (2005) Examined 2 constructs pertaining to male gender role in relation to indices of psychological well-being among 190 male college students. Found that scores on Gender Role Conflict Scale were not related to masculinity scores, gender-role conflict was negatively related to most measures of psychological well-being, and there were two independent sources of covariation labeled traditional and affiliative well-being.

Kent P. Schwirian, Patricia M. Schwirian (2006) have done research to ascertain the relative effects of social relation and
residential satisfaction on the psychological well-being of urban residents. They also examined these relationships within the context of the individuals' personal resources - socioeconomic status, health, and mobility. The findings revealed limited support for the social relation effects. However, these effects did not hold up when personal resources were included in the model. Thus it is concluded that the relationship between residential satisfaction and psychological well-being is an artefact of their mutual relationship with personal resources. People with good health, having enough resources, and mobility have high psychological well-being, and they also have the resources to assure themselves of a favorable residence - one in which they feel safe, are satisfied with the physical condition of the place, have solid housing that meets their needs, and are as close as they desire to things, institutions, and people that matter to them.

Judd, Fiona; Cooper, Anne-Marie; Fraser, Caitlin; Davis, Julian (2005) examined the factors that may contribute to ill-being and in turn to elevated rates of suicide among rural communities. Result revealed that a variety of factors may contribute to individuals' ill beingness in rural compared with urban areas. Collective and contextual (place) factors seem to be of particular importance as possible contributors to the elevated rate of ill-being criteria among rural males. These include rural socioeconomic decline; facilitators and barriers to service utilization such as service availability and
Amy E. Wallace, M.D., M.P.H., William B. Weeks, M.D., M.B.A., Stanley Wang, M.S., Austin F. Lee, Ph.D. and Lewis E. Kazis, Sc.D. (2006) studied whether rural and urban disparities in health-related quality of life, demonstrated previously among veterans, persist among veterans with common psychiatric disorders. A cohort of 748,216 users or anticipated users of Veterans Affairs services completed the Veterans Short Form Health Survey in 1999. From the survey, the authors determined health-related quality-of-life scores (physical [PCS] and mental [MCS] health component summaries) and used ICD-9-CM codes to identify veterans with six mental health disorders—depression, anxiety, posttraumatic stress disorder, alcohol dependence, schizophrenia, and bipolar disorder. With Rural-Urban Commuting Area codes to determine urban residency, the prevalence of psychiatric illness and health-related quality of life were compared across rural and urban groups. Result revealed that All psychiatric disorders except anxiety disorders not related to posttraumatic stress disorder were more prevalent in urban settings. However, rural veterans within mental illness cohorts had worse PCS and MCS scores. Differences in PCS scores were substantial, ranging between 2.27 for schizophrenia and 3.39 for alcohol dependence (p<.001 for all diagnoses). Differences in MCS scores were statistically significant but
modest. In regression models, rural-urban disparities within psychiatric disorder cohorts persisted after sociodemographic factors were controlled for. On the basis of result it was concluded that Although less likely than their urban counterparts to have mental disorders, rural veterans with mental illness experienced a greater disease burden and were likely to incur greater health care costs. Improving access to mental health care for veterans in rural settings may narrow quality-of-life disparities among rural and urban veterans.

Increasingly, researchers attend to both positive and negative aspects of mental health which affect persons' criteria of well being. Such distinctions call for clarification of whether psychological well-being and ill-being comprise opposite ends of a bipolar continuum, or are best construed as separate, independent dimensions of mental health. Biology can help resolve this query - bipolarity predicts 'mirrored' biological correlates (i.e. well-being and ill-being correlate similarly with biomarkers, but show opposite directional signs), whereas independence predicts 'distinct' biological correlates (i.e. well-being and ill-being have different biological signatures). Multiple aspects of psychological well-being (eudaimonic, hedonic) and ill-being (depression, anxiety, anger) were assessed in a sample of aging women (n = 135, mean age = 74) on whom diverse neuroendocrine (salivary cortisol, epinephrine, norepinephrine, DHEA-S) and cardiovascular factors (weight, waist-hip ratio, systolic and diastolic
blood pressure, HDL cholesterol, total/HDL cholesterol, glycosylated hemoglobin) were also measured. Results revealed that measures of psychological well-being and ill-being were significantly linked with numerous biomarkers, with some associations being more strongly evident for respondents aged 75+. Outcomes for seven biomarkers supported the distinct hypothesis, while findings for only two biomarkers supported the mirrored hypothesis. (Carol D. Ryffa, Gayle Dienberg Lovea, Heather L. Urrya, Daniel Mullera, Melissa A. Rosenkranza, Elliot M. Friedmana, Richard J. Davisona, Burton Singer;2006)

Comparisons of urban and rural areas tend to assume that a rural-urban continuum exists as regards economic and social indicators of well-being and that rural places are fairly homogeneous. Analysis of Kentucky counties indicates that rural-urban differences exist as regards economic well-being and objective social indicators. However, rural-urban differences are not consistent with respect to subjective social indicators; and there are important differences among economic types of rural counties as regards both economic and social indicators. Thus, the rural-urban continuum is not general and it is important to distinguish types of rural counties. (Charles S. Perry;2006)

The purpose of the study by Adela Yarcheski and others (2004) was to examine the relationship of perceived field motion and human field rhythms to perceived health status, health conception, and well-being in early adolescents to determine which health-related
variables are most compatible with Rogers's science of unitary human beings. The sample of 142 early adolescents responded to the study instruments in classrooms. The correlations between perceived field motion and each of the other variables were statistically significant, and increased in magnitude from perceived health status to health conception to well-being. These results give credence to Rogers's evolving philosophical belief that the term well-being is more compatible than health in her science.

The study of Adela Yarcheski and others (2001) in which they examined the relationship between perceived social support and general well-being in early adolescents and to test two variables, hopefulness and self-esteem, that theoretically mediate this relationship. The final sample consisted of 142 adolescents, ages 12 to 14, who responded to instruments measuring perceived social support, hopefulness, self-esteem, and general well-being in classroom settings. Correlational analysis supported the five hypothesized relationships. A series of regression analyses described by Baron and Kenny indicated that hopefulness and self-esteem each were mediators of the relationship between social support and well-being. Implications for nursing practice are addressed.

The study of Karmela Liebkind and Inga Jasinskaja-Lahtl (2000) investigated the effects of acculturation on the psychological well-being of immigrant adolescents. The respondents were 11 to 20
years old, originally from the former Soviet Union, Turkey, Somalia, and Vietnam, and now living in Finland (N = 588). To gain an understanding of the complexity and specificity of the relationship between acculturation and psychological well-being, a large range of existing psychological well-being scales measuring acculturative stress, behavioral problems, self-esteem, life satisfaction, and sense of mastery were used as dependent variables. Most indices of psychological well-being were clearly and negatively related to perceived discrimination, and some of them were also positively related to second-language proficiency. In addition, the adolescents’ experiences of parental support and adherence to traditional family-related values promoted their psychological well-being. However, the impact of this adherence was found to depend on both the specific aspect of well-being measured and the specific family-related values in question.

A conceptual model was developed and tested that examined the relationships between respondent characteristics, stressors, psychological well-being measures, and intervening life domain appraisals. The model was tested using data from elderly members of a Detroit area HMO. An innovative focus of the study was comprehensive consideration of the array of stressors impinging on the elderly. Stressors examined included recent negative life events, cumulative life crises, living with an ill family member, and social isolation. Domain
appraisals in the model concerned satisfaction with activities, relationships, health, and income. Support was found for the hypothesis that stressors affect well-being indirectly through domain satisfactions.


K. B. Wells, A. Stewart, R. D. Hays, M. A. Burnam, W. Rogers, M. Daniels, S. Berry, S. Greenfield and J. Ware (1989) described the functioning and well-being of patients with depression, relative to patients with chronic medical conditions or no chronic conditions. Data are from 11,242 outpatients in three health care provision systems in three US sites. Patients with either current depressive disorder or depressive symptoms in the absence of disorder tended to have worse physical, social, and role functioning, worse perceived current health, and greater bodily pain than did patients with no chronic conditions. The poor functioning uniquely associated with depressive symptoms, with or without depressive disorder, was comparable with or worse than that uniquely associated with eight major chronic medical conditions. For example, the unique association of days in bed with depressive symptoms was significantly greater than the comparable association with hypertension, diabetes, and arthritis. Depression and chronic medical conditions had unique and additive effects on patient functioning.

The study of Gary R. Lee and Masako Ishii-Kuntz (1987) examined the effects of interaction with different types of role partners.
on the emotional well-being (morale) of older persons, and the extent to which these effects are mediated by subjective feelings of social integration (loneliness). Hypotheses regarding the differential effects of friendship and kinship on these emotional states are developed and tested on a sample of 2872 respondents aged 55 and over. Consistent with the hypotheses, loneliness has a major negative effect on morale, and transmits large proportions of the effects of social integration measures. Feelings of loneliness are reduced, and morale increased, by interaction with friends and, to a lesser extent, neighbors. Interaction with children and grandchildren has no such effects.

The research of M. Powell Lawton, Morton H. Kleban and Eric diCarlo (1984) concerned the multidimensionality of psychological well-being and some related domains of perceived quality of life. A pool of items used by others to measure a variety of such constructs was administered to four groups of older people ordered in presumptive overall well-being: retirement community, residents of an ordinary neighborhood, congregate housing, and clinically depressed people. Factors were derived by component analysis and adjusted on theoretical grounds. The resulting indices were subjected to a variety of psychometric analyses. The dimensionality of subjective well-being as revealed in these results is discussed in relation to several theoretical notions regarding mental health and aging.

S.K. Verma, Dube & Gupta (1983) have done their study in
which they explored relationship between extrovert personality and general well-being. In reference of correlation between well-being and other personality traits Moudgil & others (1986) have also found high and positive correlation between well-being and quality of life, well-being and locus of control and high and negative correlation between well-being and neuroticism.

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