CHAPTER-2

REVIEW OF LITERATURE

The present chapter embodies a brief review of the researches done in the area of stress. The review of related literature helps the investigator in designing study in such a manner that recurrence of the shortcomings and pitfalls observed in earlier studies may be improved.

Review of related literature is an integral part of a research work. In the present chapter we have reviewed only those studies which have considerable significance to the present investigation.

The relevant studies may be grouped into five categories:

Academic Stress and its Correlates

Shejwal (1984) asked 113 college students to write about their own stressful life experiences and the ones they had observed other experiencing. Results indicated that 52% reported stress experiences related to conflict at home and with friends. Death of closed ones was reported to be stressful by 47% while 23% experienced stress in relation to changes in financial status and 11% experienced stress in relation to plans for future.

Skye (1988) studied the effects of dance education on stress in college age 39 American Indian Girls. He found that students who
participated in dance education did show a significant difference in their stress scores as compared to their counterparts.

Barwens (1992) attempted to know school based sources of stress among adolescent students. The identified 334 stressors grouped into following categories, school work social interactions, treatment by teachers, discipline and class room management procedures and extra curricular activities.

Dixon (1993) carried out a research on 154 students. Result showed significant interaction between stress and hopelessness. Hopelessness was strongly related to depression scores under high level of stress.

Sarmany (1994) studied the load and stress among students. Results showed that students with low Grade Point Average used less effective stress coping strategies and assumed test situation as being significantly more stressful. Girls show high level stress than boys.

Malarkey, Pearl, Demers, Glaser, and Glaser (1995) investigated the influence of a common stressful event, i.e., academic examinations, on 24-h mean concentration of adrenocorticotropic hormone (ACTH), cortisol, and B-endorphin. In addition, seasonal effect on the endocrine response to this stressor was evaluated. They also studied medical students (n^SS), before, during, and 2 weeks
following examinations. Hourly blood samples were obtained from an indwelling catheter and two serum pools were made (0800-2200h=day and 2300-0700-night). Examinations produced a significant (p< 0.001) increased in perceived stress scores. In addition, a significant (p< 0.001) effect of examination stress on the increase in mean daytime was found but not nocturnal ACTH levels during autumn, but not during the spring. In contrast, the examination stress did not significantly effect day or night mean cortisol levels from baseline to examination week. Students were divided whether by their perceived stress scores during examination week and fell during recovery (Group 1) day or whether their perceived stress scores did not follow the expected pattern (Group 2). It was found that in the Group 1 students who perceived the most stress, cortisol levels significantly increased (p <0.001) from baseline to examination. Therefore, the nature of the stressor and the state of the responder were equal importance in the observed cortisol response during examinations among students. Further, academic stress had no significant effect on B-endorphin levels. Finally, it was found that the mean day and night ACTH levels were higher (p<0.001) in the spring than in the fall; a seasonal influence on cortisol and B-endorphin concentrations, however, was not observed.
Park (1996) asked 160 students to evaluate the past year’s most stressful event. About 14% participants rated problem in romantic relation as most stressful event. Same percent rated academic performance problem as stressful experience. About 10% rated much stress during journey, 8% family event, 14% rated illness or accident. Relationship problem with a friend was stressful experience for 6% and 23% rated other events as past year’s most stressful experience.

Tanaboylu (1997) studied the application of progressive autogenious training (a relaxation therapy) to high school students preparing for the University entrance examination Turkey. The sample was 10 students who were highly anxious. He concluded that relaxation techniques are necessary for coping with stressful situation.

Guidi, Tricerri, Vangeli, (1999) studied correlations between psychological scores, immune tests, and plasma levels of cortisol and neuropeptide Y (NPY). A group of medical students were evaluated at the beginning of the academic year (Baseline) and the day before an examination (Stress). They underwent evaluation by the Profile of Mod States (POMS), The Malaise Inventory, The Self Efficacy Scale and A Global Assessment of Recent Stress (GARS). The lymphocyte subsets, the lymphocyte proliferative response and the cytokine production were also evaluated. Modifications of some psychological test scores between
the Baseline and Stress evaluation was detached, a significant reduction of lymphocyte proliferation, IL-2 productions and percentage of the lymphocyte proliferation negatively correlated with the POMS scores as well as the percentage of CD16+ cells with NPY levels were not different from Baseline. The emotional and mood states seem to influence immunity.

Lacey, Zaharia, Griffiths, Ravindran, Merali, and Anisman (2000) assessed physiological and behavioural variations in anticipation of a critical oral academic examination among graduate students. Relative to matched control subjects, plasma cortisol levels were elevated among graduate students, especially females, 1h prior to the oral examination, but not 6-8 weeks earlier. In contrast, mitogen-stimulated (Con-A) lymphocyte proliferation was only reduced 6-8 weeks before the examination. Neither adrenocorticotrophic hormone (ACTH), prolactin, serum interleukin-1B (IL-1B) nor mitogen stimulated IL-1B production was influenced at any time. Although, graduate students did not differ from controls with respect to perceived stress and feelings of mastery, they reported more frequent malaise (e.g. headaches, sore throat, and fatigue) than did controls. The present findings suggest that during the course of lengthy anticipatory periods preceding a scheduled stressor,
different stress-sensitive, situation-dependent biological processes may be engendered.

Academic stress is associated with a variety of negative health outcomes including cognitive, affective, physical, social/interpersonal, and motivational indicators (Sinha, Sharma, & Mahendra, 2001).

Dienzer, Forster, Fück, Herforth, Winkler, and Idel (2003) analyzed the effects of academic stress on crevicular interleukin-1b (II-1B) both at experimental gingivitis sites and at sites of perfect oral hygiene. II-1B is thought to play a predominant role in periodontal tissue destruction. 13 medical students participating in a major medical exam (exam group) and 13 medical students not participating in any exam throughout the study period (control group) volunteered for the study. In a split-month-design, they refrained from any oral hygiene procedures in two opposite quadrants for 21 days (experimental gingivitis) while they maintained perfect hygiene levels at the remaining sites. Crevicular fluid was sampled for further II-1b analysis at teeth 5 and 6 of the upper jaw at days 1, 5, 8, 11, 14, 18, and 21 of the experimental gingivitis period. Exam students showed significantly higher II-1b levels than controls both at experimental gingivitis sites (area under the curve, exam group: 1240.64+140.07; control group: 697.61 + 111.30; p=0.004) and at sites of perfect oral hygiene (exam group: 290.42 + 63.19; control
group: 143.98 + 42.71; p=0.04). These results indicate that stress might affect periodontal health by increasing local II-IB levels especially when oral hygiene is neglected.

Lumley and Provenzano (2003) tested whether writing about stressful events improves grade point averages (GPA's) and whether decreases in writing-induced negative mood from the first to last day of writing predicts GPA improvements. College students (n = 74) reporting elevated physical symptoms were randomized to write for 4 days about either stressful experiences (disclosures group) or time management (control group). Students rated their mood before and after writing each day, and transcripts provided GPA's for the baseline and subsequent semesters. Compared with the control condition, disclosure led to significantly better GPA's the next semester. Among disclosure students, but not control students, improved mood from the first to last writing days predicted improved GPA. Writing about general life stress leads to improved academic functioning, particularly among those who become less distressed over writing days.

Baldwin (2003) examined the role of life event stress on African-American college students as function of optimism. After obtaining informed consent, all participants were administered the questionnaire package (Student stress scale, perceived stress, Life orientation test, and
demographics). As expected, individuals who scored high on measures of optimism reported significantly less perceived stress that their persuasive counterparts. Underclassman reported more academic stress than upper classman. Findings suggest that future studies should examine the role of optimism and other sifter of stress variables within the context of an African-American population.

Lassarre (2003) surveyed 98 college students of short and long courses in three types of universities. Questionnaire was based on financial and pedagogical a sprits stress and anxiety levels were measured by tests. The transactional model of stress proved very productive. The final results imply motivation, appraisal of economic and pedagogical situation by the students and coping strategies for situations perceived as stressful. It seems that odd job and regular academic work lead to success.

Tumuy (2003) tested a modal relating academically related stress to marital satisfaction in married graduates students, married students were experiencing less over all stress, and had better emotional functioning. A significant relationship between spousal support and marital satisfaction was found. No relationship among academic stress, emotional functioning, and marital satisfaction was found.
De-La-Banda (2004) compared the cortisol excreted in a stress feel situation (exam) with the secreted in a non-stressful (neutral) situation by a student sample and its relation to perceived stress, general stressors and personality traits. Results indicated difference in the urinary cortical levels between the natural and the stressful situation but not in the same direction. These changes in cortisol levels were not related to the perceived stress generated by the examination but rather with the stressful life events.

Govaerts (2004) studied adolescents' cognitive appraisal processes and their relationships with academic stress. A sample of adolescent (N =100, mean age = 16.9 year) reported 145 academic stressful situations, sex and age differences were analyzed. Students' age was negatively correlated with the perception that the stressful situation will be resolved on its own. Five appraisal patterns were identified. All five groups differed in their perceived degree of stress.

Misra (2004) used Gadzalla’s life stress inventory to find out the five category of academic stressors i.e. (frustration conflict pressure, changes, and self imposed) and 4 categories describing reaction to these stressor (Physiological, emotional, behaviour and cognitive). The sample of 392 American, International students, and 2 Indwestern Universities. American students reported higher self imposed stressors
and great behavioral reactions to stressors than international students respondents. Status and interaction of status and stressors emerged as the 2 strongest predictors of their behavioral emotional physiological and cognitive reaction to stressors. Findings emphasize the need to recognize cultural differences in stress management.

Ellard (2005) studied the effect of perceived stress on the activity of the neutrophils on 28 undergraduate in a 12th month (one academic year) on six occasions. Result showed that there were significant correlation between perceived stress levels and nitro-blue-tetrazolium (NBI) positive cells at all six testing periods with surprisingly large effects size. This supported the hypothesis that stress may affect the activity of necrophils, which in turn may influence health.

Eremsoy (2005) explored the associated variables of depression and anxiety symptoms for young adults confronted with an academic stress. Consistent with the expectations, depression and anxiety had overlapping predictors such as negative automatic-thoughts and hopelessness. However, adequacy of problem solving abilities seemed to be associated with anxiety symptom.

Laila and Ayadhi (2005) examined neurohormonal changes in medical students during academic stress. 48 first and second year female medical students participated in the study. Plasma leptin, neuropeptide
Y (NPY), nitrate, andrenomedullin, cortisol and adrenocorticotropic hormone (ACTH) were measured at baseline and during final examinations. Plasma levels of cortisol, ACTH, NPY, andrenomedullin, nitrite and nitrate increased during times of academic stress as compared to baseline levels. However, only plasma leptin level was decreased during the academic stress as compared to baseline, probably through a negative feedback mechanism resulting from sympathetic stimulation.

Mac George (2005) pointed out that academic stress is associated with a variety of negative health outcomes including depression and physical illness college students completed measures of academic stress of supportive communication received and of health status. Results indicated that the positive association with academic stress and depression decreased as informational support increased. In addition, emotional support was negatively associated with depression across levels of academic stress.

Rayle (2005) examined the relationship among personnel and family valuing of education, self-esteem, academic stress and educational self-efficacy. 530 female undergraduates, personnel and family valuing of education and self-esteem were related to education self-efficacy differences existed between Euro-American woman and
women of color and of both groups, personal valuing of education, self-esteem and academic stress predicted educational self-efficacy.

Xia (2005) examined the relationship among different test sources coping strategies and female university students negative feeling by applying the structure equation modeling analysis of 239 university students. They were asked to fill questionnaire on stress, coping, depression and anxiety. Result indicated: (i) there was significant effect of stress on negative feeling (2) the stress coping strategies and negative feelings are different across stress source. Academic stress had direct effect on negative feelings (3) whatever the stress is from academics, economic or inter personnel situation, negative problem solving and support seeking strategies always have the affection negative feelings.

Tali (2006) studied 191 university students with learning disabilities (LD) differed from 190 students with out disability in terms of social support, stress and sense of coherence. Findings indicated that students with LD perceived themselves as having less social support than students without LD had more social support. Although overall the level of stress reported by the entire sample was relatively low. Students with LD tended to experience slightly higher academic stress than students without LD.
Huan, Viviens-s (2006) investigated the role of optimism together with gender, on students and perception of academic stress in 430 secondary school students from Singapore. In this study Life Divination Test and Academic Expectation Stress Inventory were used. Results reported a negative relationship between optimism and academic stress in students. Gender was not a significant predictor of academic stress and no two way interactions were found between optimize and gender of the participants.

Rebecca and Vivien (2006) conducted a study on 1,108 Asian adolescents 12-18 years old from a secondary school in Singapore to examine the relations among academic stress, depression and suicidal ideation. Using Baron and Kenny’s framework, this study tested the prediction that adolescent depression mediated the relationship between academic stress and suicidal ideation in a four-step process. The previously significant relationship between academic stress and suicidal ideation was significantly reduced in magnitude when depression was included in the model providing evidence in this sample that adolescent depression was a partial mediator.

Ganesh (2007) compared children from disrupted families (institutionalized) and children from non-disrupted families in terms of academic stress and perceived problems. Findings showed that children
from non-disrupted families have higher academic stress than children from disrupted families. Similarly, with regard to perceive problem significant difference was found between the two major groups in the following subscales, health and physical development, finance, living conditions, psychological relation, personnel and psychological relationship adjustment to school work.

Ganesh and Magdalin (2007) conducted a comparative study of children from disrupted families (institutionalized) and children from non-disrupted families in terms of academic stress and perceived problems. A sample of 80 boys, 40 from disrupted families and 40 from non-disrupted families were matched in their age and socio-economic status. Results indicate that children from non-disrupted families have higher academic stress than children from disrupted families. Similarly with regard to perceived problems, significant difference was found between the two major groups in the following subscales: health and physical development, finance, living conditions and employment, social-psychological relations, personal-psychological relations, courtship, sex and marriage, adjustment to school work, future: vocational and educational.

Jain and Jain (2007) examined the role of perceived parental encouragement in male and female adolescent students attending
coaching institutions at Kota (n= 400) in Rajasthan. The adolescents with greater perceived parental encouragement had lesser academic anxiety. Furthermore, coaching and self-attending boys and girls had disclosed significant influence on academic anxiety. Interaction of type of study, gender, and parental encouragement also had significant effect on academic anxiety.

Smith and Kimberly (2007) examined potential predictors of the academic-related stress experienced by college students. In particular, the relationships among the coping strategies used by college students, social support, the parenting style used by college student’s mothers and fathers, college student’s experience of anxiety, and academic-related stress were examined. 93 undergraduate students enrolled in a psychology course at a large southeastern university completed a series of self-report questionnaires that measured the variables under the study. Results suggested that anxiety, problem-focused coping, and support from significant others may serve as potentially important predictors of the academic-related stress experienced by college students.

Manzon (2007) examined the relationship between the level of stress in university students and examinations, and analyze the influence of certain health indicators and the students self academic opinion. There was an increase in the level of stress of college students during
the period of examinations. There were also health alterations (among, caffeine or drug consumption and food alterations) during the period of presence of the stressor.

Bhansali and Trivedi (2008) conducted a comparative study between boys and girls of 16-18 years to know the academic anxiety prevailing amongst them. The objective of the study was to find out the gender differences in incidences and intensity of academic anxiety amongst adolescents. A total sample of 240 adolescent, 120 boys and 120 girls from different high schools of Jodhpur city were selected. It was formed that girls on the whole had more incidences and intensity of academic anxiety in comparison to boys.

Hussain, Kumar, and Hussain (2008) examined the level of academic stress and overall adjustment among public and government high school students and also to see relationship between the two variables (academic stress and adjustment). For that purpose 100 students of class IX were selected randomly from two different schools out of which 50 were taken from public and the remaining 50 were taken from government school. Results indicated that magnitude of academic stress was significantly higher among the public school students where as government school students were significantly better in terms of their level of adjustment.
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Jyoti (2008) studied achievement motivation among high school students and its effects on academic stress, study habits and academic performance. There is a significant relationship between achievement motivation with each of the variables, namely, academic stress and study habits and academic performance.

Singh (2008) examined the academic stress in context of age and sex differences among college students. Findings demonstrated that first year students experienced higher degree of academic stress in comparison of IIIrd year students. Female students perceived more academic stress in comparison of their counterparts.

Venkataransana (2008) investigated the influence of yoga on academic stress of high school children. The study is a combination of within subjects design and between subjects design. Result for the test
and post test conditions of the experimental group showed a significant decrease in all the five areas as far as academic stress is concerned.

Bajor kman (2008) investigated the relationships among academic stress, social support and internalizing and externalizing behaviour in a sample of 6th, 7th and 8th grade students of suburban Illinois. Findings suggest that academic stress is a relevant construct to consider when investigating potential correlates of emotional behavioural problems.

Seiffge-Krenke (2008) gave an overview about studies on academic stress including anxiety before examination, decrease in achievement, bad grades as well as aggression and rivalry among pupils with respect to school-related problems. German Pupils exhibited a mean level in academic stress. However clinically disturbed adolescents reported the highest levels in academic stress as compared to non-conspicuous adolescents.

Huar (2008) examined the contributing role of four different aspects of adolescents concern namely family, personal, peer and school concerns. Gender differences were also examined in term of these prediction as well as academic stress experienced by the adolescents. Results showed that only the scores on the personal concern subscale were positively associated with the academic stress arising from self and other expectations in both boys and girls.
Lauren Deborah Feld (2011) this study reported a high prevalence of harmful physical and psychological correlates of stress and related unhealthy behaviour such wide spread and chronic sleep deprivation. Students reported that heavy academic work load and pressure for success contributes to many of these behaviour.

**Emotional Stability and its correlates**

Yardly (1991) tested the relationship between mood and subjective well-being (SWB) in a 10-week longitudinal study. Path analysis indicated that both current mood and previous SWB had significant effect on current SWB. The significant relationship of SWB with previous SWB demonstrated the stability of SWB responses.

Jha and Kumar (1995) tested 300 male college students on Hindi versions of Machiavellian Scale and differential personality scale to examine the relationship of Machiavellianism and some personality characteristics. The results revealed that Machiavellianism was positively related to dominance, emotional stability and ego-strength, however, it was inversely related with responsibility and friendliness.

Resing (1999) tested whether five factor personality model (FFM) can be used for the description of personality characteristics and classroom behaviour in the field of educational practice. Analysis of the scales produced 4 factors in both sample. Extraversion, attitude towards
school work, agreeableness and emotional stability. Van der Pink found that Five (four) Factor models is a valid model for the description of individual differences in Dutch school children.

Hentschel-Uwe (1999) examined the factors of emotional stability and facial activity in predicting pain tolerance. Results showed significant correlation between the time Ss willingness to participate and the variables of sex, emotional stability and facial activity. Men participated significantly longer than did women.

Norman (1999) compared two groups of gifted students highly (N = 74) and moderately (N = 163) on a number of scales including self-concept emotional autonomy and anxiety measures of academic ability. The results did not support the hypothesis that highly gifted structures would be more likely to display lower self concepts and more adjustment problem than moderately gifted group.

Borrela (1999) assessed the relationship between a stable personality trait, a mood state and immune response to examination stress. A self-reported measure of emotional stability was obtained in a sample of 39 subjects. Emotional stability was investigated by completing a neuroticism scale and a state-trait anxiety scale. Natural killer cell activity was measured at base line, long before the examination time, and on the examination day. Subjects were divided
into three groups based on emotional stability and state-anxiety scores, high emotional stability/low anxiety, medium and low emotional stability / high anxiety. Examination stress induced significant increase in natural killer cell activity in the high emotional stability / low anxiety group, no effect in the medium group, and significant decrease in the low emotional stability / high anxiety.

Budaev (1999) examined the sex differences of students on the big five-personality factors, as assessed by Jackson personality inventory and personality research form scales. This study tested the hypothesis that the personality factors which lies between classical agreeableness vs. hostility and neuroticism vs. emotional stability is the basic dimension of dominance related aggressiveness maintained by frequency dependent selection. The hypothesis predicts that this personality factor should explain more variance in males than females. Results showed that females characterized by higher scores on the personality factor of agreeableness and low emotional stability vs. the personality factor of hospitality and high emotional stability. As predicted, the personality factor of agreeableness and low emotional stability explained significantly more variance in males than females, both absolutely and in relation to other personality factor.
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Lorenzo (2000) described the academic and psychological functioning of 102, 16-20 years old Asian American adolescents and compared their academic, behavioural and emotional functioning and social support with that of cohort of predominately Caucasian American adolescents. They found that Asian American students performed better academically and reported less delinquent behaviour. However, these
Asian American youth reported higher level of depressive symptomatology, withdrawn behavior, and social problems. They also perceived themselves more poorly and were more dissatisfied with their social support. These differences highlight the unique mental health needs of older Asian American youth.

Hills and Argyle (2001) studied the relationship between happiness and extraversion and emotional stability. Result showed that emotional stability was more strongly associated with happiness than extraversion, and account for more of the total variability in multiple regression. Emotional stability was found as the greater correlate for a majority of the 29 items of the Oxford happiness inventory, and the sole significant predictor of the happiness of younger people.

Vitterso (2001) studied the relationship between Emotional Stability (ES), Extraversion (EXT) and Subjective Well-Being (SWB) among 264 Norwegian folk high school students (aged 16-25 yrs). After a careful reading of recent studies concerned with relationships between personality and subjective well-being, it was hypothesized that the effect from ES on SWB indicators (Life satisfaction, presence of positive affect and absence of negative affect) is stronger than the corresponding effect from EXT. Moreover, it was anticipated that if ES was controlled for, the effect from EXT on SWB would decrease substantially. In
several multiple regression analyses, it was found that, on average, the amount of SWB variance accounted for by ES was 34%, while similar figures for EXT were 1%. The results are discussed with reference to cultural values and traditions.

Cosbey (2001) examined clothing interest as a mediating factor in self perceptions of sociability emotional stability and dominance when either satisfaction with clothing was specified. A questionnaire was designed to measure 5 dimensions of clothing interest as well as each of the 3 traits both with and without a “clothing satisfaction variable”, or reference to whether the subject felt satisfied or dissatisfied with her dress. Multivariate analysis revealed that specific dimension of clothing interest suggesting a risk avoiding orientation toward dress were most likely to mediate self perceptions of sociability, emotional stability and dominance when one was either satisfied or dissatisfied with one’s clothing.

Gumora (2002) investigated the conviction of middle school students’ emotional dispositions and academic related affect with their school performance. Results indicated that although students’ emotional regulation, general effective dispositions and academic effect were related to each other each of these variables also made a unique
significant contributor. Overall, these results provide support for the socio-emotional factors in students' school performance.

Bermudez (2002) examined if there is a relation between irrational beliefs, psychological well-being and emotional stability in a sample of university students. Results of the Pearson correlations indicate that there are significant negative correlations between irrational beliefs, psychological well-being and emotional stability.

Hay and Ashman (2003) investigated gender differences associated with the development of adolescents' sense of general self-concept and emotional stability among 655 adolescents. Relationships with parents were important for males' emotional stability, but not females. Peer relations were more influential in the formation of adolescents' emotional stability than parental relationships.

P-Nirmala (2003) introduced group counseling programme among women college students and found out its effectiveness in terms of better adjustment, improved self-confidence and emotional stability.

Blanty (2004) analyzed the relationship of self-esteem and life satisfaction to factors of the five factors model of personality. They found that both self-esteem and life satisfaction are connected with emotional stability, extraversion and consciousness.
Tolphin (2004) examined the role of borderline personality feature in the day-to-day stability of college students' negative affect and self-esteem and their reactivity to interpersonal stressors. For two weeks at the end of each day, students completed a checklist of daily stresses and a measure of state affect and self-esteem. They predicted that the person who scores high on measures of borderline feature would be related to more interpersonal stresses, greater negative affective and self-esteem reactivity to these stressors and less day-to-day carryover of negative mood and self-esteem. The findings demonstrate the utility of a daily process methodology and multi-level modeling to study the day-to-day functioning of individuals with borderline feature.

Judge (2004) presented a review of research on core self-evaluations, a broad personality trait indicated by four more narrow traits: self-esteem, generalization self-efficacy, locus of control, and emotional stability. They found that the four core traits are highly related, load on a single unitary factor, and have dubious incremental validity controlling for their common core.

Colbert (2004) focused on the joint relationship of personality and perceptions of the work situation with deviant behavior. He found that positive perceptions of the work situation are negatively related to workplace deviance. He also found that personality traits if
consciousness, emotional stability, and agreeableness moderated this relationship specifically the relationship between perceptions of the developmental environment and organizational deviance was stronger for employees low in consciousness or emotional stability, and relationship between perceived organizational support and interpersonal deviance was stronger for employees low in agreeableness.

Susan (2004) studied general intelligence, Big Five personality traits, and the construct work derive in relation to two measures of collegiate academic performance a single course grade received by undergraduate students in an introductory psychology course and self reported GPA. Result showed that general intelligence and work drive were significantly positively related to both course grade and GPA, while one Big Five trait (Emotional Stability) was related to course grade only.

Aleem (2005) find out the prevalence of emotional stability among male and female students and their mean scores showed that male students found to be more emotionally stable than female students.

Ignatus and Kokkonen (2005) aimed to classify, how the Big Five personality traits are linked to generalized trust and general self-esteem, taking into consideration the mediating role of sex. Two samples were used, secondary school students and university students. Results showed
that the average of the university students in all the traits studied significantly higher and those of secondary school students. Both the boys and men were more emotionally stable than girls and women.

Lounsbury et al. (2005) studied Big Five personality traits in relation to career decidedness among adolescents in middle and high school. Participants were 248 7th-grade, 321 10th-grade, and 282 12th-grade students. As hypothesized, Conscientiousness was positively and significantly correlated with career decidedness in all three grades. Openness and Agreeableness were found to be positively related to career decidedness for these middle and high school students. Emotional Stability was positively, significantly related to career decidedness for the 12th-grade sample. There were no significant differences in correlation results for males versus females. Significant mean differences were not observed in career decidedness between the three grades. Results are discussed in terms of implications for future research and career development efforts.

Rigby (2005) examined relationships among personality traits, causal attributions, and global life satisfaction in a sample of 212 high school students. A chief aim of this research was to explore whether causal attributions mediate the relationship between personality characteristics and global life satisfaction as hypothesized by DeNeve
and Cooper (1998). Specifically, a mediation model was proposed whereby extraversion and emotional stability, but not extraversion, was related significantly to adolescent life satisfaction. Moreover, this study indicated that adolescents' causal attributions for good events mediated the relationship between life satisfaction and emotional stability. These findings enhance understanding of potential pathway to the development of increased life satisfaction in adolescents as well as inform adolescent health promotion efforts.

Sharma (2006) purports to find out the efficacy of emotional stability on the study habits of visually disabled students. The results reveal that children with high emotional stability have better study habits than their counterparts with low emotional stability.

Hardeep Lal Joshi & Narender the present studied to attempts the role of emotional intelligence and perceived parental support in happiness among young adults. Results revealed that positive association exits between components of emotional intelligence and happiness. In the same way perceived parental support correlates positively with happiness. Handling relationships, motivating one-self, self awareness and perceived parental support from father are the strong predictors of happiness among young adults.
Parental Attitude and Parenting Style

Parenting is a complex activity that includes many specific behaviors that work individually and together to influence child outcomes. Although specific parenting behaviors such as reading aloud, may influence child development, looking at any specific behavior in isolation may be misleading. Many writers have noted that specific parenting practices are less important in predict child well-being than is broad pattern of parenting. The construct of parenting style is used to capture normal variations in parent’s attempt to control and socialize their children.

Son (1991) studied the relationship between students’ test anxiety and parents’ attitudes toward education and achievement in China and Japan. Subjects were 66 Chinese students and 657 Japanese junior high school students. A survey was conducted and cross-cultural differences were assessed. Effects of parental attitudes of strictness/ interference, expectation/devotion, protection/dotage, and understanding /cooperation were analyzed. Ways of reducing test anxiety were considered.

Liu (1991) studied parents’ attitudes concerning the education and discipline of their children in 4 districts (Huangpu, Zuhui, Zhabei, and Hognkou) in Shanghai, China and compared data with results of a study in Taiwan. Subjects were 1,150 male and 1,292 female middle school
and high school students in Shanghai. Subjects had to evaluate their parent's attitudes using multiple-choice items concerning 6 parental attitudes (refusing, severe, spoiling, expecting, contradicting, and divergent). Subjects scored the attitudes in 3 ways: never (2 scores), often (0 score), and sometimes (1 score). Sex differences in Shanghai and Taiwan were assessed. A Taiwanese revision of the 120 item Test of Parent's Attitudes of Education and Discipline of Children by S. Fujiro was used.

Hurrelmann and Engels (1992) studied the impacts of school pressure, conflicts with parents and career uncertainty on stress among adolescents. The sample was 1, 717 adolescent students (aged 13-16 years) of Germany. The results revealed that social conflict with parents about previous scholastic achievement and future educational plans were intervening variables that magnified the effects of poor school performance.

Cutrona, Cole, Nicholas, Assouline, and Russell (1994) conducted their study on 418 undergraduate students. They tested the extent to which parental social support predicted college grade point average among undergraduate students. The obtained results showed that parental social support, especially reassurance of worth, predicted college grade point average when controlling for academic aptitude.
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Liu (1991) studied parents’ attitudes concerning the education and discipline of their children in 4 districts (Huangpu, Zuhui, Zhabei, and Hognkou) in Shanghai, China and compared data with results of a study in Taiwan. Subjects were 1,150 male and 1,292 female middle school
and high school students in Shanghai. Subjects had to evaluate their parent’s attitudes using multiple-choice items concerning 6 parental attitudes (refusing, severe, spoiling, expecting, contradicting, and divergent). Subjects scored the attitudes in 3 ways: never (2 scores), often (0 score), and sometimes (1 score). Sex differences in Shanghai and Taiwan were assessed. A Taiwanese revision of the 120 item Test of Parent’s Attitudes of Education and Discipline of Children by S. Fujiro was used.

Hurrelmann and Engels (1992) studied the impacts of school pressure, conflicts with parents and career uncertainty on stress among adolescents. The sample was 1,717 adolescent students (aged 13-16 years) of Germany. The results revealed that social conflict with parents about previous scholastic achievement and future educational plans were intervening variables that magnified the effects of poor school performance.

Cutrona, Cole, Nicholas, Assouline, and Russell (1994) conducted their study on 418 undergraduate students. They tested the extent to which parental social support predicted college grade point average among undergraduate students. The obtained results showed that parental social support, especially reassurance of worth, predicted college grade point average when controlling for academic aptitude,
family achievement orientation, and family conflict. Support from parents but not from friends or romantic partners significantly predicted grade point average.

Reynolds (1994) investigated the influence of parent attitude and behaviour on the scholastic and social adjustment of 729 low income black school children. They found parent educational expectation to be significantly associated with problem behaviour above and beyond family / child background factor.

Sharma, Punia, and Sangwan (1997) studied the parenting techniques used by mothers in Ahirwat, Haryana. The study has been conducted on 60 mothers of this area. Findings revealed a dominance of permissive style of parenting adopted by mothers in child rearing. In all the areas of child rearing such as feeding, weaning, toilet training, discipline, and habit formation majority of the mothers used permissive findings parenting style, followed by the authoritative parenting technique.

Roy, Chaudhury and Basu (1998) explored the parent-child relationship, school achievement and adjustment of adolescent’s boys. Results indicate that intelligence played a moderating role between parenting style and academic success. It was found that the pattern of mothering had a significant influence on school adjustment, whereas
both mothering and fathering styles were significantly related to school achievement. Negative parenting in the form of rejection and neglect of the child was found to be highly detrimental.

Rao, McHale, and Pearson (2003) studied link between socialization goals and child rearing practices in Chinese and Indian mothers. Positive association was found among filial piety, socioemotional development and authoritative parenting differed across Chinese and Indian mothers. Positive association was found among these three variables for Indian mothers, reflecting Hindu beliefs about young children and childhood. Among Chinese mothers, on the other hand, filial piety was negatively related with socioemotional development and the use of authoritative practices. Chinese mothers believe that the use of authoritative practices, which encourage socioemotional development in children, will inhibit achievement of filial behaviour and academic achievement.

Ang and Goh (2006) conducted a study on Caucasian samples and found that adolescents who perceived their parents style of parenting as authoritarian are not one homogenous group. Cluster analyses performed for adolescents perceived mothers and fathers authoritarian parenting style using adolescents self-report scores on personal adjustment and social variables as the clustering variables found similar
two cluster solutions (maladjustment and well-adjusted). External validation evidence revealed that adolescents in the maladjustment cluster had poorer attitudes toward school and teachers compared to adolescents in the well-adjusted cluster for both samples. These findings suggest that authoritarian parenting style could possibly have different cultural meaning for Asians.

In another study by Dwairy, Achoui, Abouserie, and Farah (2006) has been conducted on 2,893 Arab adolescents in eight Arab societies. Results revealed that authoritative parenting was associated with a higher level of connectedness with the family and better mental health of adolescents. A higher level of adolescent family connectedness is associated with better mental health of adolescents. Authoritarian parenting within an authoritarian culture does not harm the adolescents’ mental health as it does not within the western liberal societies.

Lakksmi and Arora (2006) examined the relationship between adolescents perception of parental behaviour and need for achievement. The adolescent students (n=500) were drawn from schools of Varanasi participated in the study. They came from lower socio-economic background. The results showed that the need for achievement was positively related to parental acceptance and encouragement and negatively related to psychological control.
Another study done by Roopnaine, Krishnakumar, Metinandogan, and Evans (2006) on 17 immigrant mothers and fathers of Syracuse, New York City revealed that father's authoritarian parenting style was negatively associated with father child academic interaction at home and father school contact was positively associated with receptive skills, vocabulary and composite scores over and above that of mother's contributions in these areas. Fathers authoritative parenting style and father child academic interaction at home were positively related to children's social behaviours. Mother's authoritarian parenting style was negatively and mother school contact was positively associated with children's social behaviours.

Almodovar (2006) studied risk and protective factors for alcohol related problems among high schools students in El Paso, Tex. A total of 1,366 high school students from 16 different high schools in El paso, Text, participated in an anonymous questionnaire regarding alcohol use and alcohol-related behaviours. The sample was 70% Hispanic. Results showed that academic performance, peer influence, parental attitudes, and age at first consumption of alcohol were important predictors of drinking among border youth.

Aluja (2007) aimed to explore altogether parents rearing styles social values (social power, order, benevolence, and
conservatism-liberalism) Big fine personality tracts, and marital satisfaction (consensus, affection, satisfaction and cohesion) in parents of adolescents. This is a prospective study based in correlational analysis method. It was found that rearing styles defined by personality profile, higher marital satisfaction and the preference for pre-social values. On the contrary our protected and favouring rearing styles are related to low friendliness low emotional stability and low openness, poor marital adjustment with a lack of cohesion and social values defined by a lack of benevolence and the preference for social power.

Sinha and Mishra (2007) examined the relationship between parenting behaviour patterns and parent child relationship. It also explored gender differences in parent child relationship during the early and late adolescence. The study was carried out in Varansi (U.P.) with adolescents aged 14-19 years divided into early and late adolescents groups. Parental acceptance, control, rejection, parent child-intimacy conflict, and admiration were assessed. Findings revealed significant differences between boys and girls. As compared to boys and girls reported to receive greater acceptance admiration and lesser rejection from their fathers. Significant gender differences were not obtained on other dimensions. Parental acceptance was positively related with
control, intimacy, and admiration where rejection was positively related with conflict.

Van Aken (2007) examined the mediating role of parenting on the relation between parental personality and toddler’s externalizing behaviours. The data was analyzed by using multilevel modeling and moderated mediation analysis several association were found between parental personality trait that was related to children’s externalizing behaviour, for both mother and father. Emotional stability was directly related to children attention problems.

Vermaes (2008) examined disability-stress-coping model relation between the severity of SB (spina bifida) parents personality traits and parenting stress was examined, the security of the child’s physical dysfunctions was positively associated with parenting stress. Extraversion (mothers only emotional stability and agreeableness fathers only) were negatively related to parenting stress. Parents’ intrapersonal resources of positive affectivity, are more important determinants of parental adjustment to SB than the child’s physical dysfunctions.

Chandola and Bahnot (2008) conducted their study in Kumarganj, Faizabad district of Eastern Uttar Pradesh. The purpose of the study was to assess the parenting style, the adjustment pattern and find the relationship between parenting style and adjustment of high school
children. One hundred twenty high school children (60 girls and 60 boys) of age (15-17 years) comprised the sample of the study. Parenting scale and the adjustment inventory was administered to each high school children. Data was analyzed in terms of percentage, chi-square and coefficient of contingency. Statistical analysis revealed that significant relationship exist between parenting style and adjustment of high school children. The children with low parenting had more unsatisfactory adjustment than children with high parenting.

Ustuner (2009) aimed to determine attitudes of high school students toward addictive substances; and to determine students' attitudes toward addictive substances in terms of some variables including gender, and perceived parental attitudes. Result showed that compared to the males, females had more negative attitudes toward addictive substances and compared to students from the upper grades, students from lower grades had more negative attitudes toward addictive substances. It is also found that students' attitude toward addictive substances correlate with perceived parental attitude. The correlation is low and positive for perceived democratic parental attitudes (r = 29), negative and low for perceived authoritarian parental attitudes (r = -27).

Wierda-Boer (2009) examined personality, domain- specific stress and work family interference. Findings demonstrated that job
stress and parenting stress were positively related to work to family
cconflict and family to work conflict respectively. Emotional stability
functions as an indirect predictor of work family interference by
decreasing the level of job stress and parenting stress for both genders
but in distinctive ways.

Sabaneti Mitra and Indrani Mukherjee (2012) aimed at studying
family pathology, anger expression, and satisfaction from
communication with mother in female adolescent underachievers. The
study was conducted on 100 female adolescent students and their
mothers.

Underachievers were found to face slightly more family
pathology than achievers communication satisfaction correlated
negatively with both anger expression and family pathology. Family
pathology and anger expression were found to be positively correlated.
The study revealed that satisfaction from communication with parents is
a positive emotions which equip individual with happiness and better
adjustment.

**Obedience and Disobedience**

Young (1979) showed to (3rd 4th, 5th grades) video types of obese
and average weight boys who were obedient and disobedient to a female
adult. Subjects were assigned adjectives they have seen in videotapes
and indicated which one they would prefer playmate disobedient. Students were less preferred to obedient subjects. Obese boys were less preferred than average weight boys. Results show that obesity is viewed as undesirable character. However, obedient boys were more preferred than a disobedient boy regardless of appearance. Thus, behaviour as well as appearance seems to be salient factor in acceptance.

Mehta (1982) administered the Mittal Adjustment Inventory to 50 obedient and 50 disobedient intermediate students of 5 different castes. Obedience was determined by teachers’ ratings. Results indicate that students of Vaishyes and scheduled castes differed significantly in adjustment scores. Significant differences were found in disobedience Vaishya and Scheduled caste.

Mehta (1982) 50 obedient and 50 disobedient students from large and small families were administered an introversion- extraversion test. Analysis showed no relationship between obedient disobedient status and personality type a between obedient / disobedient status and family size.

Mehta (1983) examined the relationship between adjustment personality type of 50 obedient and 50 disobedient intermediate school students Judgment of obedience tendency were based on teacher ratings with at least 3 of 5 teachers show aged. Students were administered an
adjustments inventory and an extroversion-introversion assessment. Results indicate obedient and disobedient students did not differ much or issues of home, social health, emotions and school/college. Obedient subjects however, surpassed disobedient students in total adjustment score. Findings show that obedient and disobedient students do not possess a specific personality type, although obedient students are generally better adjusted.

Fincham (1985) judge the intentional act in study of 72 students of lower middle social economic status to examine their role of outcome valence and constraints (obedience and reciprocity). Results indicated for negative outcome that spontaneous acts to be naughtier than acts of obedience / reciprocity. For positive outcome only adults distinguished between constraints and spontaneous acts. Findings are interpreted in terms of Piaget’s (1932) theory of moral development in children.

Schmez- Grete (1985) administered personality research form and a measure of internal control on 24 male and 32 female adults. They were instructed to apply painful to female students, if she made mistakes to improve her memory. Students were considered to be prepared to apply heavy injuries to human beings and to be obedient persons if they applied painful stimuli 20 times. Results showed no personality trait differences between obedient subjects and who refused to apply heavy
injury to female students. Disobedient subjects had a higher rate than obedient subjects. Disobedient students were ready to take responsibility of acts than obedient.

Joshi (1986) studied anxiety and ascendance-submission in obedient and disobedient (as determined by tendency scale). Obedient subjects scored higher on a measure of anxiety than disobedient subjects. Disobedient subjects were not more ascendant and obedient subjects were not more submissive than their counterparts.

Mehta (1986) administered a self-disclosure (SD) inventory to 10 obedient and 10 disobedient intermediate female students to measure SD in 8 areas of self. The items in each were responded to with reference to mother, father, brother, sister friends and teacher. Results indicate that obedient subjects, significantly disclosed more in the areas of money study-interest, feelings and vocation. Both groups disclosed about personality and found the obedient subjects. Significantly disclosed more in the areas of money study, interest, feelings and vocation. Both groups disclosed about personality and sex to a minimum extent. It was found the obedient subjects significantly disclosed more to mother and brother target figures.

Mehta (1991) compared the adjustment of 50 obedient and disobedient students as influenced by family size 1 more than subjects
family members and subjects fewer family members and socio-economic status (SES). Results indicate that obedient subjects of large families were more adjusted than the disobedient subjects of large families. Obedience itself is an important personality factor for good adjustment.

**Determinants of obedience**

The feet that a person entering an authority system no longer views himself as acting out of his own purposes but rather comes to see himself as an agent for executing the wishes of another person. There are a number of factors that help him to move from autonomous to agentic state (antecedent conditions), and once it has occurred some behavioural and psychological properties of the person are altered (consequences) and some factors keep him bound to the situation (binding factors). An account for these conditions is a prerequisite to our understanding of the total process of obedience.
While the situational forces bind an individual to a system of authority, there are others which work in opposite direction. The basic factor that propels the subject to disobedience is ‘strain’ that results from one’s action. Theoretically speaking, strain is likely to arise whenever an entity, that can function autonomously is brought into a hierarchy, because the design requirements of an autonomous unit are quite different from those of a component, specific and uniquely designed for systemic functioning. Of course, any sophisticated entity designed to function both autonomously and within hierarchical system
will have mechanism for the ‘resolution of strain’ for, unless such resolving mechanism exists the system is bound to breakdown past haste.

**Fig. 4**

These behavioural processes can be summarized in a following formula:

\[ O; B > (B - r) \]

\[ D; B < (S - r) \]

In which O represents obedience’s; D disobedience; B, binding factors; S, strains, and r, the strain resolving mechanisms. Obedience is the outcome when the binding factors are greater than the net strain, while disobedience results when net strain exceeds the strength of binding forces.

According to Milgram (1974) the experience of tension in any situation demanding actions in conflict with morality reveals the weakness of authority i.e. partial transformation to the agentic state. If the individual’s submergence in the authority system were total, he would feel no tension as he followed, no matter how harsh, for the actions required would be seen only through the meaning imposed by authority, and would, thus, be fully acceptable to the subject. Residues of selfhood, remaining in varying degrees outside the experimenter’s
authority, keep personal values alive in the subject and lead to strain, which if sufficiently powerful, can result in disobedience.

**Hypotheses**

1. There will be no significant difference between the mean scores of three groups of students (obedient, obedient-disobedient, disobedient) on academic stress.

2. There will be no significant difference between the mean scores of three groups of students (obedient, obedient-disobedient, disobedient) on emotional stability.

3. There will be no significant difference between the mean scores of three groups of students (obedient, obedient-disobedient, disobedient) on parental attitude (mother) Encouraging verbalization, Fostering dependency, Seclusion of the mother, Breaking the will, Martyrdom, Fear of Harming the baby, martial Conflict, Strictness, Irritability, Exclusion of Outside Influence, Deification, Suppression of Aggression, Rejection of Homemaking Role, Equalitarianism, Approval of Activity, Avoidance of Communication, Inconsiderateness of the husband, Suppression of sexuality, Ascendancy of the Mother, Intrusiveness, Comradeship and Sharing, Acceleration of Development and Dependency of the mother.
4. There will be no significant difference between the mean scores of three groups of students (obedient, obedient-disobedient, disobedient) on parental attitude (father) Encouraging Verbalization, Fostering Dependency, Breaking the will, Harsh punishment, Deception, Marital Conflict, Non-Punishment, Irresponsibility of father, Suppression of Aggression, Defection of Parent, Exclusion of Outside Influence, Irritability Strictness, Suppression of sexuality, Ascendancy of Husband, Inconsiderateness of Wife, Comp. of Asc. of Wife, Supp. of Affection, Change Orientation, and Forcing independence.