CHAPTER II

REVIEW OF RELATED LITERATURE

A collective body of research work, related to involved variables i.e. mental health, spiritual intelligence, altruism, school environment and academic achievement was examined extensively, so that proper guidelines and directions from objectives, hypotheses, methodologies and findings may be sought to assist the various steps of the present study like determination of objectives, formulation of hypotheses, to select methodology and to get understanding of relationships between different related variables. Following was the (chronological wise) related literature discussed.

2.1 Mental Health

Bhan (1972) studied the deterioration in interest as a function of insecure mental health during and after the period of certain academic specialization. The sample was drawn from the students studying for M.A. or M. Sc. and from the persons who settled down in life after passing M. A. or M. Sc. Interests in outdoor and physical activities deteriorated in the case of in-course group due to insecurity of mental health. Interests in such fields like literary activities, welfare and humanitarian activities, outdoor and physical activities, gregarious and social activities deteriorated in the case of after course group due to insecurity of mental health. Interest fields which were not found to deteriorate in the case of in course group due to insecurity of mental health were scientific interest, literary interest, gregarious interest and domestic interest. Interest fields which were not found to deteriorate in the case of after course group due to insecurity of mental health were scientific interest and domestic interest. Security–insecurity was a stable characteristic of personality and was caused by long-standing factors which affected from early childhood.

Banreti (1975) studied attitudinal, situational and mental health correlates of academic achievement at the undergraduate university level. The relationship between levels of academic achievement of first-year university students and various attitudinal, situational and mental health factors was examined.

Petersen (1977) studied achievement history, school environment, and mental health as longitudinal predictors of achievement. In this seven year longitudinal study predictors of achievement for first graders were measured against actual school achievement of the same students in the seventh and eighth grades. Three sets of variables were obtained in the first grade. Achievement history, family environment, and mental health were used as measures. Mental health was assessed by teacher ratings of classroom adaptation and psychiatric symptoms of the students. Achievement history was identified by early school achievement
and ability on standardized reading and intelligence tests. Semester grades were used to obtain information on total family income, mother's level of education and educational expectations for their children. Also, students were identified according to their sibling order. Five hundred seventy-one students from a poor black community participated in the study. In both seventh and eighth grades, all students were given the Iowa tests of basic skills. A finding of this study was that first grade ability and achievement measures were the best predictors of achievement test scores at seventh and eighth grades. In addition, school variables were found to be the second most powerful group of variables with mental health variables hardly predicting later achievement at all.

Sinha (1978) studied mental health in university students. The sample consisted of 259 male and 118 female students of Kurukshetra University and 293 male engineering students. Thematic Apperception Test and the Crown and Crisp Middlesex hospital questionnaire were used to collect the data. The boys and girls of university do not differ on emotional security. Emotionally insecure group suffered from neurotic symptoms and syndromes in a greater degree than emotionally secure group. Those with secure emotional health ascribed positive characteristic to the central figure in the stories. Emotional insecurity was more prominent among children from agricultural community. The democratic permissive and rational home atmosphere assessed by the recognition and acceptance of opinion of the children was a potent factor behind emotional security. Stressful situations and emotional insecurity were concomitant variables. Jealous and quarrelsome neighbourhood developed emotional insecurity among individuals.

Atherton (1978) studied the relationship between autonomy and rationality in education. The relationship between knowledge and effective and autonomous thoughts and actions were explored with special regard to implications for educational curriculums and teaching. An educational program that concentrates on rationality without reference to creative autonomy, it was stressed, will impoverish the thinking process.

Sarker (1979) studied the relationship between mental health and some family characteristics of middle class school going adolescents. The sample consisted of randomly selected 400 school going children (212 boys and 188 girls) of age group 13 to 17 years. Families today had mostly either autonomic (which means parents to be mostly independent) or mother dominant (mother to be the decision maker mostly) family structure. The mentally unhealthy group of children had higher family tension than the health group. The children from families with syncretic division of functions had better mental health.
structure (excepting syncreric division of functions) was not related to the mental health of the children.

Veereshwar (1979) studied the mental health and adjustment problems of college going girls. A sample of 406 girls in the age group of 18-20 years was taken from the undergraduate students. There was a significant difference in the area of family adjustment between urban and rural girls. Family problems were more unsatisfactory for rural girls. The percentage of cases requiring help was very low for both the groups. The scores of urban and rural girls in the area of education showed a significant difference. The college or educational area was a problem for rural girls more than for urban girls. The social area held problems for both urban and rural girls. The difference between the two was significant i.e. the percentage of rural girls showing unsatisfactory adjustment in social area was higher. Personal emotional problems were shown less by urban girls than by rural girls and the difference was significant. The difference in adjustment of urban and rural girls was not significant in the area of health. Both groups showed quite satisfactory health adjustment.

Magotra (1982) studied mental health as a correlate of intelligence, education, academic achievement and socio economic status. For the collection of data the tools used were general intelligence (Joshi), cultural level questionnaire, socio-economic status questionnaire, health condition questionnaire and mental health inventory. Girls scored higher in the intelligence test and in the socio economic questionnaire than boys. Girls appeared to possess better mental health, were capable of facing the realities around them were in a position to tide over the mental disequilibrium. The mental health of boys and girls appeared to be considerably influenced by the two factors, namely, intelligence, and physical health. The mental life of boys was dominated by the feelings of depression and neurotic behaviour. On the other hand, girls were found to be suffering from a sense of insecurity and anxiety.

Reynolds et al. (1983) studied emotional stability of gifted children as estimated by chronic anxiety levels. The study evaluated the emotional stability of 465 children (grades 2 through 12) in special education programs for the gifted compared to that of 329 children attending regular classroom programs. Two anxiety scales the revised children's manifest anxiety scale and the trait scale of the state-trait anxiety inventory for children were used in the study. The gifted sample consistently displayed lower levels of anxiety than their non-gifted peers. It was concluded that, if heightened anxiety levels were indicators of emotional difficulties, the gifted sample demonstrates a higher level of general emotional mental health than their non-gifted peers.
Bartolini (1985) studied problems of adjustment to school. Data suggested that knowing the types of behaviour to expect as well as the problems of adjustment constitutes a first step in developing home and school strategies to help reduce stress and provide a smooth transition and school policies should be examined and evaluated in terms of the effects they have on children's adjustment.

Anand (1989) studied mental health of high school students. The mental health of class X students in the age group 14-15 years age was investigated. A sample of 262 high school students (169 boys and 93 girls) participated in the study. A Likert-type mental health scale developed by the investigator was used. Correlation and chi square were used for data analysis. The mental health of adolescents, their academic achievement and the educational and occupational status of parents were positively related.

Bhurwani (1991) inquired into the nature of self-concept in the area of competence and its impact on mental health and academic achievement. The sample consisted of 432 first year science and commerce honours girls from seven good institutions with an English medium background and age between 18 to 20 years. The tools used included a self-concept inventory constructed and standardized by the investigator, higher secondary marks in two common subjects were taken as a measure of the academic achievement of students. Students who perceived themselves to be high component were relatively free from mental ill health symptoms. A trend could be noticed to suggest that high ideal self-concept was conducive to mental health. Discrepancy between real and ideal self-concept was found to be associated with mental ill health. Academic achievement was positively associated with perceived intellectual competence but not with scores of other areas of self-competence. However ideal self-concept regarding their competence did not seem to affect the academic achievement scores. Discrepancies between real and ideal self-concept did not affect the academic achievement of commerce group; but in the science group these two were positively related. Student who revealed mental ill health symptoms were poor in academic achievement.

Kamau (1992) studied burn-out, locus of control and mental health of teachers in the eastern province of Kenya. Male teacher were emotionally overextended, exhausted, internally, controlled, anxious, callous towards students and personally accomplished but less capable of establishing constructive relationship; however they were more capable of coping with stress the female teachers. Urban teachers were less emotionally overextended, less satisfied, more internally controlled, anxious, and had a low level of mental health. Government school teachers, trained, married, and with internal control were more concerned
with well-being were less anxious, less emotionally overextended and more component than their counterpart.

Prakash (1993) studied emotional maturity and adjustment of rural and urban students of different socio-economic status and found that there was significant difference between emotional maturity of the entire male and female students while this group was not significantly different in adjustment. Significant difference was found in the field of emotional instability and leadership, health, home and economic adjustment. There was significant difference between emotional maturity of male and female students of rural and urban area but there was no significant difference in its fields, like, emotional instability, maladjustment and split personality. There was no significant difference between the adjustment of male and female students of rural and urban area but there was significant difference in its fields, like, health and economics. Both groups were significantly different in adjustment while there was no difference in social, emotional and home adjustment. There was no significant difference between the means of total aspects of emotional maturity and no significant difference was found in total means of adjustment. There was significant difference between emotional maturity of male and female students of high and low socio-economic status. Similarly significant difference was found in adjustment and its fields separately. There was significant difference between emotional maturity and adjustment of male and female students of urban area having high and low socio-economic status separately.

Devi (1993) studied creativity and academic achievement in relation to mental health of tribal and non-tribal high school students. It was found that only one mental health factor had significant effect on creativity. Extrovert students had been found to be more creative than introverts. The rest of the factors of mental health i.e., insecurity, inferiority, psychoticism, neuroticism, state-anxiety, trait-anxiety and adjustment as single main variables did not show significant difference on creativity of the students. Sex as a single main variable showed significant differences on academic achievement of students when analyzed with insecurity, psychoticism, extraversion, state anxiety, trait anxiety and adjustment factors of mental health in different factorial designs. Mean scores showed that female students had higher academic achievement than male students in all these cases. However, sex as a single main variable did not show significant difference on academic achievement when taken with inferiority and neuroticism factors of mental health. The various factors of mental health i.e., insecurity, inferiority, psychoticism, neuroticism, extraversion, state anxiety, trait anxiety and adjustment as single main variables did not show
significant difference on academic achievement of students. None of the two factor interactional effects of sex x various factors of mental health, viz., insecurity, inferiority, psychoticism, neuroticism, extraversion, state anxiety, trait anxiety and anxiety adjustment on academic achievement were significant. The correlation coefficients showed that insecurity was not significantly related with academic achievement either for the total sample of the students or for the individual groups i.e., male tribal, female tribal, male non-tribal and female non-tribal students. Inferiority was significantly and negatively related with academic achievement for the total sample of the students as well as for non-tribal male students. But, it did not show significant relationship for tribal male, tribal female and non-tribal female students. Psychoticism was significantly and negatively related with academic achievement of the total sample of the students as well as for female tribal students. However, the relationship was not significant for the other three groups. Neuroticism was significantly and negatively related with academic achievement for the total sample of the students as well as for tribal male and non-tribal male students. Extraversion was significantly and positively related with academic achievement for the total sample of the students as well as for non-tribal female students. State anxiety was not significantly related with academic achievement for the total sample of the students as well as for individual groups. Trait anxiety was significantly and negatively related with academic achievement for the total sample of the students as well as for non-tribal male students. Adjustment was positively and significant related with academic achievement for the total sample of the students. However, all these significant coefficients of correlation between academic achievement and various factors of mental health varied from negligible to low in magnitudes.

Kulshreshtha (1993) examined relationship of educational achievement of adolescents with intelligence, adjustment and achievement motivation. The critical ration (CR) of intelligence of male and female students was significant. The CR of means of all the groups was not significant at any level except the mean of arts and female students. The CR of achievement motivation of science and female students, and male and female students were not significant. The CR of educational achievement of all the groups was significant except male and female students. There was significant positive correlation among educational achievement and adjustment, educational achievement and intelligence, achievement motivation and intelligence, adjustment and intelligence in all the groups. There was significant negative correlation between achievement motivation and adjustment in all the groups. There was significant negative correlation between the educational achievement and achievement motivation of male and female students of arts. There was negative correlation
between the educational achievement and achievement motivation of male and female students of science. CR of means of achievement motivation, adjustment and educational achievement of male and female students were not significant. Only the CR of means of intelligence was significant. CR of means of intelligence, achievement motivation, intelligence and educational achievement of students of science and arts were significant. Only the CR of means of adjustment was not significant. Adjustment significantly affected educational achievement of students of higher and lower and general and lower group when intelligence was controlled while the male and female students of higher and general group did not affected. Adjustment and intelligence significantly affected educational achievement of male and female students of higher and lower, and general and higher groups when achievement motivation was controlled while the male and female students of lower and general groups did not affect significantly.

Bhopat (1993) studied inferiority, feeling of security-insecurity, achievement motivation and academic achievement of orphan students living in orphanages as compared to normal students. Orphan students were showing low level of security than normal students. Orphan female students were showing insecurity than normal female students. Both orphan and normal students did not differ with respect to feeling of security-insecurity. Orphan male students were showing insecurity than orphan female students. Both normal male and normal female students did not differ with respect to feeling of security-insecurity. Both orphan and normal students of grade VIII did not differ with respect to feeling of security-insecurity. Both orphan and normal students of grade IX did not differ with respect to feeling of security-insecurity. Orphan students of grade X were showing low level of security. Orphan students of grades VIII to X did not differ with respect to feeling of security-insecurity. Normal students of grades VIII to X did not differ with respect to feeling of security-insecurity. Both orphan and normal students of ages 12 to 18+ did not differ with respect to feeling of security-insecurity. Orphan students of age 12 & 13 were feeling insecure. Normal students of age 12 to 18+ did not differ with respect to feeling of security-insecurity. The groups of orphan and normal male and female were similar in academic achievement. The orphan students of grade X were higher than normal students of grade X in academic achievement. The orphan students of grade X were higher than orphan students of grade IX in academic achievement. The orphan and normal students of ages 12, 13, 14, 15, 17, & 18+ were similar in academic achievement. The orphan students of age 16 years were higher than the normal students of the same age in academic achievement. The orphan students of all
ages were similar in academic achievement. The normal students of ages 12 to 18+ years were similar in academic achievement.

Bullock (1995) studied intellectual, achievement, and mental health evaluation of at-risk adolescents. A multidimensional clinical assessment project was conducted on an at-risk adolescent population (n=78) in a public school setting. The focus of the project was on the identification of specific learning disabilities (LD) and attention deficit hyperactivity disorder (ADHD) as they relate to mental health problems and scholastic difficulties. Results indicated that 11.5% of these at-risk students had a Wechsler intelligence scale for children-III full scale IQ less than 70, indicative of a developmental handicap. Of the remaining students, 39% met criteria for one or more specific LD, 30% met criteria for ADHD, and 13% of these at-risk students met criteria for Comorbid ADHD and LD. Those classified as ADHD also exhibited significantly greater levels of psychological distress, evidenced by Minnesota multi-phasic personality inventory-A scale elevations, compared to the non-ADHD students, suggesting that even among their at-risk peers, ADHD students warrant greater attention with regard to psychological problems.

Wederich (1995) examined social support, locus of control, well-being, stress, and strain and found that subjects with higher well-being have less stress and strain than subjects with lower well-being. The research study revealed that mental health problems and low mental health was common at job. Strain was the major cause for poor mental health. Anxiety, depression, tension, worries, work environment, socio economic status, urbanization and social environment directly influence mental health.

Mortimer (1996) conducted a longitudinal study to examine adolescents' mental health, academic achievement, and behavioural adjustment in relation to work intensity during high school. Data were collected from approximately 1,000 adolescents during a 4-year period, beginning in the subjects' freshman year of high school. Self-administered questionnaires were distributed each year; 93% participation was maintained over the 4-year period. Mental health variables measured included depressive affect, self-esteem, and mastery orientation; two indicators of school achievement were grade point average and time spent doing homework. Adolescents were considered employed if they were working at least once a week outside their home for pay at the time of each survey. Work intensity was measured by hours of employment per week. Analysis showed that 12th grade students who worked fewer than 20 hours per week had significantly higher grade point averages than students who did not work at all. Only in the senior year did students who worked long hours spend less time on homework. No evidence to support the claim that working long hours
fosters smoking or school problem behaviour was found. However, there was evidence that as work hours increased, alcohol use also rose. No significant relationships between hours of work, psychological outcomes, and indicators of school involvement were found.

Gushue (1996) studied adolescents’ mental health and psychological sense of Community. The primary purpose of the current study was to determine the nature of the relationship between adolescent mental health (loneliness, happiness, subjective well-being, and self-esteem) and psychological sense of community (PSC). Specifically, the study of adolescent siblings over two years sought to determine the directional nature of this relationship. This study extended previous co-relational research examining the associations among PSC and mental health in adolescents, by examining these associations both contemporaneously and longitudinally. The results from structural equation modelling indicated that, contemporaneously, PSC in the school environment was associated with loneliness, subjective well-being, and self-esteem in adolescents. The finding that PSC was associated with self-esteem was an important new discovery in research on PSC and mental health in adolescents. Longitudinal results suggested that PSC and mental health were both predictors and outcomes of each other. Mixed results were obtained for the analysis of developmental differences for these variables for older and younger sibling dyads. The results were discussed in terms of their implications for program development within the school and community environments.

Greene (1997) examined mental health among Mexican-American adolescents. Adolescents in the bicultural group, who reported strong connections to the American culture (Americanization) and the Mexican culture (ethnic identity), proved to be the most successful academically and the most satisfied emotionally. Conversely, students in the marginalized group, who reported minimal connections to either culture, had the poorest school grades and the lowest self-esteem. Youngsters in the acculturated group, who reported high levels of Americanization combined with a weak ethnic identity, were the least engaged in school and showed the highest levels of substance use. However, they indicated that they felt the most competent academically. On the other hand, mono-cultural students--those with strong ethnic identities and low levels of Americanization--felt very connected to their teachers and school although they lacked confidence in their abilities to perform well academically. This group also reported the least amount of involvement with drugs or alcohol. The study also demonstrated that the positive aspects of biculturalism include protection from the effects of ethnic discrimination.
Deo (1997) studied physical and mental health of twelfth standard students in relation to perceived type-A behaviour pattern (TABP) in self and in parents, stress, and perceived parental support. Students’ stress and perceived parental support from father were found to be negatively related with each other. Higher the stress encountered by the students, the poorer was found to be their physical and mental health. Perceived parental support was positively related with physical and mental health status of the students. Perceived parental support from mother was found to be a significant positive main effect predictor of good physical and mental health, irrespective of the level of stress encountered by the students. However, support from mother did not mitigate the adverse effect of stress on any aspect of the health. Irrespective of the level of TABP in students or TABP perceived in parents, perceived support from fathers emerged as a significant negative main effect predictor of students’ stress. After controlling the effect of TABP in students or perceived TABP in father (on students’ physical health) support perceived from each of the parent was found to be a significant predictor of students’ physical health. However, support from neither of the parents suffered the adverse impact of TABP in students or perceived TABP in father on students’ physical health. TABP in students’ perceived, TABP in father, and stress were found as explaining significant amount of variance in physical health, whereas perceived parental support was found to be its significant negative associate and explained significant amount of variance in it. Stress and support perceived from each of the parents were the only variables that accounted for significant amount of variance in mental health. Group of the tenth standard high academic performers perceived significantly the lowest level of TABP in father experienced the least amount of stress and had the best physical health in comparison with moderate and low academic performance when they were in standard XII. Students who exhibited high academic performance in XII standard felt the least amount of stress as compared to the groups of moderate and low performers.

Mizell (1997) studied structural and social psychological influences on the adolescent self-concept, adult achievement and adult mental health of African-American males. Regression models were estimated to predict adolescent aspirations, adolescent self-esteem, adult educational attainment, adult earnings, adult mastery and adult depression. The independent variables used in this investigation included the traditional structural variables such as poverty status, parental educational and occupational achievement, family structure and region of origin, as well as social psychological variables such as self-esteem, educational aspirations and mastery. As expected, the traditional structural variables were predictive of outcomes, but social psychological variables (esteem and aspirations) measured
in adolescence also had significant effects even after controlling for the structural variables. For those who were impoverished in adolescence, the negative effects of poverty were exacerbated by larger family sizes, central city residence, and low parental educational attainment, but poverty status does not interact with socio-economic outcomes in affecting adult mental health.

Armstrong (1997) studied factors associated with community adjustment in a sample of young adults with serious emotional disturbances. Research indicated that youth with serious emotional disturbances have more learning, social, and behavioural problems than their typically developing peers. Changes in problem behaviour, adaptive behaviour, and academic achievement were used to predict adult life outcomes. Outcomes were measured using an index score (Index of Community Adjustment or ICA) that combined standardized scores from five domains. They were: (a) educational attainment, (b) employment, (c) residential status, (d) social supports, and (e) satisfaction with accomplishments. Analysis of the individual domains of the ICA indicated that the majority of participants had low levels of success in assuming adult roles. Growth trajectories indicated that these individuals showed a significant decrease in problem behaviours, significant deficits in social-adaptive behaviour, and little change in achievement of mathematics. A multiple regression analysis predicting community adjustment indicated that participants, from poorer homes, had significantly poorer outcomes. Individuals who experienced significant improvements in their adaptive behaviour also had higher ICA scores. The results demonstrated that social-adaptive behaviours were critical to adult outcomes.

Salakar (1998) studied the effect of spirituality on well-being. Findings showed that three of the dimensions of spirituality had an influence on life satisfaction. This indicated that if people were highly spiritual on these three dimensions, they were also highly satisfied with life. If spirituality influences life satisfaction, also described as well-being, then there was good reason to consider options to include spirituality in the helping professions.

Kobus (1998) studied social networks and the academic achievement and psychological well-being of adolescents. Demographic and non-demographic variables were found to be important in determining which youth clustered into peer groups. Differences were found between youth identified as members, liaisons, and isolates. Specifically, members were found to academically outperform other youth. Meanwhile, compared to non-isolated youth, isolates held the most negative self-perceptions and received the most nominations of non-friendship. Liaisons fell between isolates and members on most measures. Findings suggested that connection to peers promotes youth's positive and
psychosocial well-being. Youth benefitted most from their ties to others when these ties link them to members of one peer group and when the youth who belong to this group were academically oriented and psychologically healthy. Being connected to low-academic-achieving peers and/or those experiencing psychological difficulties, negatively affected youth. Similarly, having ties to multiple peer groups was detrimental to youth's mental health, likely because of the demands placed on youth to conform to multiple groups.

Jones (1998) investigated the relationship between the criterion variable of mental health, and the independent variables of spirituality, religion, and demographics variables (age, gender, education, physical health, religious denomination and socio economic status). Results indicated that there were strong associations between spirituality and religion, between spirituality and mental health, as well as between spirituality and physical health. However, a series of multiple linear regression analyses indicated that the linear combination of spirituality, physical health, and age were the best predictors of mental health for African Americans. Study results suggested that while both spirituality and religion were strongly associated with mental health, spirituality was a better predictor of mental health for African Americans. The fact that spirituality was a better predictor of mental health than was religion might suggest differences in conceptualisation of the constructs. The religiousness instrument utilized in this research focused on an individual's relationships with the Church and with God. The spirituality instrument measured the relationships just mentioned and additionally assessed an individual's perception of self in relations to others, and a sense of responsibility for one's fellowman. This conceptualisation of spirituality was expansive and includes the concept of religion. Spirituality in this sense appears more closely aligned with the conceptual framework of community spirit that has been so much a part of African American socio-cultural history.

Burke (1999) studied health, mental health, and spirituality in chronically ill elders. The relationship of spirituality to health and mental health was not well understood or described. This relationship could provide for greater understanding of the issues associated with well-being of chronically ill elders. In this study, 131 community dwelling chronically ill rural elders were interviewed in their homes by the author. Data were gathered specific to measures of health, mental health, role, and spirituality. Findings included the very significant correlation between mental health and closeness to God, the distinctions between religiosity and spirituality as they relate to mental health, and the importance of spirituality while coping with pain in chronic illness. These findings suggest that spirituality was an important component in chronically ill elders coping with disease, disability, and pain.
Al-Ateeg (1999) studied the socio-economic correlates of health status. The results suggested that health behaviours represent one pathway by which socio-economic status influences health outcomes, but they do not account for a major proportion of the association. They show that lower levels of education and income for both men and women lead to a significant increase in the likelihood of reporting fair or poor general health, more days in which physical and mental health were not good, more days in which physical and/or mental health restricted activity, and more reported incidence of diabetes, yet the influence of major health behaviours explain only a modest proportion of this relationship. These results also illustrate the potential importance of other social and environmental factors on the health of both men and women. These findings have an important implication for public health policy. Health policies and interventions that focus entirely on individual behaviours would be misguided due to their limited potential in reducing inequalities in health outcomes.

Carlin (1999) studied the long-term relationship between homelessness, associated risk factors and the mental health of pre-adolescent children. Differences were found between the two versions. Eighty-one children from families, who had experienced homelessness, were compared to 84 children from housed families who had never experienced homelessness. By the time of the data collection, 95% of the formerly homeless children were housed. Stressful child life events, which were initially conceptualized as control variables, were further examined given their strong relationship with child psychopathology. Although all the children in the sample had high numbers of life events, children who had experienced past homelessness had greater numbers of events than children who had not. Maternal depressive symptoms, as assessed by the CES-D were related to children's mental health only when the maternal report was used, suggesting a possible maternal reporting bias. There was a low concordance rate between child and maternal reports. Contrary to initial hypotheses, homelessness, and risk factors associated with it, residence and education disruptions had only a weak relationship to child mental health. The small and inconsistent associations were completely mediated by stressful life events in the past year. There was some evidence that cumulative risks contributed synergistically to child mental health outcomes.

Weiner (2000) examined the quality of life of adults with severe mental disorders and the impact of race/ethnicity, co-morbidity, housing, and services. Deinstitutionalized adults with severe and persistent mental disorders face many impediments to quality of life. This study uses a large stratified random sample and a multi-site design to examine the effects of race/ethnicity, co-morbid substance use disorders, housing type, and service type on general life satisfaction and other components of quality of life. Five hundred ninety-six psychiatric
out-patients were interviewed using the Lehman's Quality of life Interview, the Composite International Diagnostic Interview, and other measures. The sample was stratified on race, gender, and age. Subjects were randomly sampled from 12 different mental health agencies and lived in a variety of housing types in a large Midwestern city. Multiple regression was used to test the relationships between the independent variables and general life satisfaction while controlling for the stratification variables. Individuals with severe mental disorders and substance use disorders had significantly lower general life satisfaction. Individuals residing in nursing homes had significantly higher general life satisfaction. Spanish-speaking Latinos had significantly lower quality of life than other racial/ethnic groups.

Yanos (2000) studied the psychological predictors of recovery in community adjustment among individuals diagnosed with serious mental illness. Findings indicated that psychological variables were significantly and meaning associated with social functioning, and that involvement in consumer-run services was significantly and meaningfully associated with better overall social functioning than involvement in only traditional mental health services. Analyses also suggested that the relationship between involvements in consumer-run services was partially mediated by the use of problem-centred coping strategies. Pre-morbid and demographic factors examined in this investigation do not account for the relationship between psychosocial variables and social functioning. These findings supported the hypothesis that there was a causal relationship between involvement in consumer-run services and social functioning.

Malecki et al. (2001) investigated the relationship between social support sources and behavioural outcomes and found that middle school students indicated friends as their primary source of listening support, parents and friends as primary source of technical appreciation support (appraisal support). Peoples with spouse, friends and family members who provide psychological and material resources were in the better mental health than those with fewer social contacts.

Nanda (2001) conducted a comparative study on the mental health of SC, ST, first generational learners and general category’s adolescents and found that categories in descending order according to mental health were general, SC, ST and FGL group. FGL group was also found to be poorer in mental-health status in urban as well as rural schools.

Alexander (2001) studied emotional health, well-being, and religion as quest. This study examined the relationship between the religious orientation quest and well-being using the 1998 general social survey. In addition to the religious orientation quest was an examination of extrinsic and intrinsic religious orientations. Analysis of the data indicated
that there was a slight negative association between quest and general well-being, while also indicating a strong positive association between quest and inner peace.

Hill (2001) examined relationships between parenting environment and children's mental health among African-American and European American mothers and children. Although many relationships were similar across ethnic groups, there were ethnic differences in the relationships between maternal parenting efficacy and anxiety and between hostile control and conduct problems.

Sirohi (2001) studied differential effects of Hindu, Muslim and Christian religions on psychological development, mental health and religiosity of adolescent students. In case of comparison between Hindu and Christian adolescent students the differential effect of religion on psychological development was visible only in case of factors H, J, O of CPQ, mental health and religiosity. Christian adolescent students as compared to Hindu adolescent students were more uninhibited and bold, more vigorous and less individualistic, less self-assure and apprehensive. Also, it was found that Christian boys as compared to Hindu boys had poorer mental health, but stronger faith in religion. The Muslim and Christian adolescent students significantly differ from one another on six factors (A, C, E, F, G and O) of CPQ and mental health. It may be concluded that differential effect of religion on their psychological development was evident at least in respect of these seven variables. With regard to how they differ it may be inferred that the Christian adolescent students as compared to their Muslim counterpart were found to be more intelligent, possessing lower degree of ego-strength, being less dominant and assertive, more sober and serious, possessing a stronger superego, more self-assured and less apprehensive. On mental health they seem to be inferior to the Muslim boys.

Shakunthala (2001) studied the adjustment of secondary school teachers in relation to their teaching competency, emotional maturity and mental health and found that there was a high, positive and significant correlation between teachers’ adjustment and mental health. There was a high, positive and significant correlation between gender, adjustment, teaching competency, emotional maturity, mental health among teachers. There was a high, positive and significant correlation among emotional maturity, adjustment, teaching competency, mental health among teachers. There was no significant difference in emotional maturity of secondary school male and female teachers. There was a significant difference in mental health of teachers working in government and private secondary schools. There was a significant relationship between adjustment and mental health of teachers working in government and private secondary schools. There was a significant difference in age
adjustment and mental health of secondary school male and female teachers. There was a significant difference in age, adjustment and mental health of teachers working in government and private secondary. There was a significant difference mental health of secondary school male and female teachers. There was a significant difference mental health of teachers working in government and private secondary schools.

Rani (2001) conducted comparative study of the achievement of male and female scheduled caste students in relation to their locus of control, adjustment and values. It was found that the academic achievement of male scheduled caste students was affected by their adjustment. The male scheduled caste students who were better adjusted have higher academic achievement as compared to female scheduled caste students. It was revealed that the male scheduled caste students who were poorly adjusted have higher academic achievement as compared to female scheduled caste students. The academic achievement of male scheduled caste students was affected by their better emotional adjustment. The male scheduled caste students having better emotional adjustment have higher academic achievement as compared to female scheduled caste students. The academic achievement of male and female scheduled caste students was not affected by their poor emotional adjustment. The academic achievement of male scheduled caste students was affected by their better social adjustment. It was concluded that the male scheduled caste students having better social adjustment have higher academic achievement as compared to female scheduled caste students. The academic achievement of male scheduled caste students were affected by their poor social adjustment. It was revealed that the male scheduled caste students having poor social adjustment have higher academic achievement as compared to female scheduled caste students. The academic achievement of male scheduled caste students was affected by their better educational adjustment. It was found that the male scheduled caste students with better educational adjustment have higher academic achievement as compared to female scheduled caste students. The academic achievement of male scheduled caste students was affected by their poor educational adjustment. It was found that the male scheduled caste students having poor educational adjustment have higher academic achievement as compared to female scheduled caste students.

Devi (2001) examined the influence of intelligence and creativity on the achievement in mathematics among X class students of Visakhapatnam district. It was found that there was a significant positive relationship between intelligence and achievement in mathematics. There was a significant positive correlation between creativity and achievement in mathematics. There exists a significant positive relationship between intelligence and
creativity. There was a significant difference between boys and girls with regard to intelligence. There was no significant difference between the students studying in urban and rural schools with regard to intelligence. It was observed that private school students differ significantly from those of government schools with regard to intelligence. Students studying in English medium schools do not differ significantly from those studying in Telugu medium schools with regard to intelligence. There was a significant positive relationship between boys and girls with regard to creativity. A significant positive correlation was observed between the students studying in rural and urban schools with regard to creativity. There exists a significant positive relationship between the students of government and private schools with regard to creativity. The students studying in the English medium schools differ significantly from those studying in Telugu medium schools with regard to Creativity. There was a significant difference between boys and girls in the achievement of mathematics. There was a significant difference between the students studying in rural and urban schools with regard to their achievement in mathematics. There was a significant difference between the students studying in government and private schools with regard to their achievement in mathematics. The students studying in the English medium schools differ significantly from those studying in Telugu medium schools with regard to their achievement in mathematics.

Rajaswat (2002) studied self-concept, morality and adjustment of school going adolescents. Self-concept of rural girls and urban girls was highly significant. The rural girls were having clear vision of self in all dimensions as compared to urban girls. Self-concept of urban boys and urban girls was less. Morality of rural girls and rural boys was much more than those of urban girls and urban boys. Moral values of rural girls and rural boys were more rigid and they followed their values more strictly than the urban girls and urban boys. The adjustment of rural girls and urban girls was more than rural boys and urban boys. Girls can adjust easily with the situation while boys of rural and urban areas do not adjust themselves with the situation. There was a positive but very low correlation between morality and self-concept of adolescent rural girls and rural boys. There was a negative but very low correlation between morality and adjustment. This indicated that morality increases adjustment with decrease in urban and rural population. There was a very low negative correlation between self-concept and adjustment of rural girls and rural boys.

Inang (2002) studies the correlates of subjective well-being among students. The study explore the relationship of psychological variables like satisfaction with life, optimism, spiritual health, quality of life and sense of achievement with subjective well-being and interrelationship between these variables. The sample consisted of 240 students (126 male
and 114 females) in the age group of 18-25 years drawn from professional engineering and medical colleges of Gorakhpur, Mysore and Bangalore. Optimism, quality of life, satisfaction with life and spiritual health were found to be positively and significantly related with subjective well-being. Three demographic variables namely father’s income, education and mother income were significantly correlated with subjective well-being in the sample of engineering students. Type of family was found to be positively and significantly related with satisfaction with life for medical students. Mother’s education was significantly correlated with spiritual health for respondents from engineering colleges from Bangalore city. The age of students was found to be significant only for the students from Gorakhpur. Mother’s education was significantly correlated with optimism of students of engineering colleges. It was also significantly correlated to quality of life, spiritual health and optimism for the total sample. Father’s income and education and mother’s income and education were significantly related to quality of life. Work was recognized as a variable which provides a sense of achievement and was positively and significantly related to subjective well-being for students from Gorakhpur. It was also negatively correlated to subjective well-being, satisfaction with life, and quality of life. When personal characteristics like hard work, self-confidence cognition, etc. were seen as responsible for success than they were found to be positively and significantly correlated to subjective well-being and quality of life. Regression analysis showed that subjective well-being was predicted if positive personal characteristic were seen as responsible for success and it was negatively predicted if money was seen as the aim of life.

Chahal et al. (2003) investigated the contribution of variables like adjustment, personality, social support and family environment on the well-being of adolescents. A total of 480 adolescents (240 males and 240 females) with age range of 13-14 years were included in the study. The tests were PGI well-being scale, California psychological inventory, child and adolescent social support scale, adjustment inventory and family environment scale. Pearson product moment correlations were computed to find out the relationship pattern among the variables and stepwise multiple regression analysis was applied to check the contribution of each independent variable towards the dependent variable. For females, family cohesion, intellectual cultural orientation, achievement orientation, socialization and classmates’ supports, adjustment and sociability were significantly important contributors of well-being. For males, family conflicts, organization, adjustment as classmates’ support emerged as important contributors of well-being.
Matlock (2004) explored the effects of a person's God image and religiosity on his or her attitudes toward seeking mental health services and indicated that individuals who perceive God as present, benevolent, and loving have more positive attitudes towards seeking professional help. Individuals who report higher degrees of intrinsic religiosity also indicated more positive attitudes toward counselling. Further, religious devotion did not add meaningful predictive power to God image in predicting attitudes towards counselling.

Orellana (2004) determined the effectiveness of the school-based mental health program and its relationship to academic achievement and indicated that the school-based mental health program can be effective in eliciting students' academic achievement. The analysis of the aggregated database and the results showed statistical significance and positive correlation between the school-based mental health program and the academic achievement based on the four indicators (absences, suspensions, disciplinary actions, and grade point average).

Gabbard (2004) measured the multidimensional spiritual and/or religious beliefs and attitudes of a sample of homeless individuals in Birmingham. It was revealed that spirituality and religiosity were highly prevalent and salient factors in the lives of study participants, regardless of their race, mental health status, gender, or living conditions. Faith in God or the transpersonal also appeared to buffer the negative ramifications of life on the streets by affording homeless respondents a vital source of hope and strength. These findings inform assessments and treatment plans by revealing pertinent spiritual and religious beliefs impacting homeless clients' psychological functioning, schemas, support systems, and subjective well-being.

D'Amato (2004) developed a theory of positive mental health. In his research, theories and definitions purporting to address mental health were discussed and critiqued, and a new theory of mental health was outlined. The newly developed theory accounted for neglected areas in past research regarding context and degree when defining psychological health. The new theory stated that positive mental health was reflected in the accuracy of an individual's schemata, in each of the defined schematic components, for internal and external environments.

Crews (2005) examined the relationship between the amount of extracurricular activities and the school performance and mental health of children and adolescents. Results indicated one significant linear and one significant curvilinear relationship between extracurricular activity participation and school performance of adolescents. As adolescents were involved in additional extracurricular activities, their school performance improved (in a
linear relationship), while median amounts of activity were related to the best grades (in a curvilinear relationship). Although these results were significant, their practical meaningfulness was limited due to a weak linear relationship and moderate curvilinear relationship. Significant relationships were not found between extracurricular activity participation and school performance of children or between extracurricular activity participation and the mental health of children or adolescents.

Albert (2005) investigated the spiritually positive self-transformation resulting from the experience and resolution of a mental health crisis. Results highlighted the importance of developing people's ruminative capacity (sense of awareness) as well as accepting the interplay of unitive and destructive forces in the web of existence and therefore in the human experience. No logical systems and transpersonal theory can benefit by viewing mental health crises as disintegrative constituents of a greater, potentially integrative developmental process.

Chand (2005) studied frustration among scheduled caste adolescent boys and girls in relation to their intelligence, socio-economic status and adjustment. It was found that the scheduled caste boys possessing high intelligence have lower level of frustration in comparison to low intelligence scheduled caste boys who have higher level of frustration. The scheduled caste boys’ students who have high level of adjustment differ significantly from the students having low level of adjustment on the scores of frustration. The well-adjusted scheduled caste boys have lower level of frustration in comparison to low adjusted scheduled caste boys. There was no significant difference in frustration level between scheduled caste students (boys) belonging to high and low SES groups. There exists significant difference in frustration level between scheduled caste girls possessing high and low intelligence. The scheduled caste girls possessing high intelligence have lower level of frustration in comparison to low intelligence scheduled caste girls having higher level of frustration. There was significant difference in frustration level between scheduled caste girls belonging to high and low adjustment groups. The highly adjustment scheduled caste girls have lower level of frustration in comparison to low adjusted scheduled caste girls. There was significant difference between high and low frustrated students on the dependent variable i.e. Intelligence. The low frustrated students were more intelligent in comparison to high-frustrated students. There was a significant difference between high and low frustration students on adjustment. The low frustrated scheduled caste students were better adjusted in comparison to high-frustrated scheduled caste students when levelled on two level s of socio-economic status and sex. The scheduled caste boys were more adjustable in comparison to
reviewed caste girls. The effect of sex was not independent from the level of frustration on adjustment.

Viera (2006) showed that perceived stress scores were associated with increased absenteeism. Significant differences were found between mean perceived stress scores for males and females. With each 10-unit increase in perceived stress scores, absenteeism for a 30-day period increased 0.6 day. Perceived stress scores were also significantly associated with GPA. With each 10-unit increase in perceived stress scores, GPA decreased by 0.3 point. Obesity as an Independent Variable did not show significance in relation to school absenteeism, perceived stress scores, school performance, or academic achievement. Obesity as a predictor of GPA, however, neared significance when age, gender, perceived stress, and absenteeism were controlled. A tendency for obese adolescent males to report lower perceived stress scores compared to non-obese males was also found. Russell reported culpability singularly influential in determining degree of sympathy. Determines females showed greater empathy and recommended more financial aid than did men.

Van (2006) examined the relationship of academic self-efficacy and ethnicity-related socialization to mental health outcomes in young people. Co-relational analyses showed that exposure to parental information about proactive strategies for getting along with members of other ethnic groups was positively correlated with academic efficacy. Co-relational analyses revealed an inverse relationship between academic self-efficacy and conduct problems. Results also revealed an inverse correlation between efficacy and anxiety. The correlation between efficacy and depression was in the expected direction but was not statistically significant. Ethnic socialization scores also showed an inverse relationship to anxiety and conduct problems, except for exposure to messages of interracial distrust, which was positively correlated with higher levels of internalizing and externalizing distress. Higher levels of academic efficacy predicted lower levels of state anxiety and trait anxiety for African-American males and Caucasian females but were associated with higher levels of anxiety for African-American females and Caucasian males. The findings of this research provided support for the hypothesized inverse relationship between academic efficacy and mental health outcomes.

Young et al. (2007) wellness in school and mental health systems and organizational influences previously, improving counsellor wellness focused on helping counsellors cope with stressful environments. More recently, research has begun to emphasize healthy work environments.
Singh (2007) assessed mental health status of high and low emotionally intelligent adolescents. For this purpose a sample of 400 adolescents (200 Male and 200 Female) was taken from various schools and colleges of Varanasi. Emotional intelligence (EI) scale was administrated to total sample and two extreme groups of high EI and Low EI adolescents were formed on the basis of scores of EI scale using Q1 and Q3 as cutting points. Mithila mental health status inventory by Kumar et al. (1986) was administrated to these two extreme groups. Scores on the five subscales of MMHSI as well as for total scale were compared for high EI and low EI groups. The results revealed significant difference in mental health status of the aforesaid two groups, indicating better mental health of highly emotionally intelligent adolescents. High EI group have better mental health on social non conformity dimension.

Singh (2008) studied mental health behaviour as a function of SES and residence. A sample of 200 college students of both sexes participated n the study. 100 students were taken from colleges located in the rural areas of Patna district and 100 students were taken from urban areas of the same district. They were administrated mental health battery (MHB) and SES scale. The obtained results were analysed with the help of \( t \)-test. It was found that SES particularly lower SES had a negative impact upon sound development of mental health behaviour. However rural-urban region was not found to be a significant determiner of mental health behaviour. Socio-economic status to which the person belongs has an impact upon various behavioural and emotional conditions of the person, thereby influencing his mental health behaviour in long term. However, SES, whose chief feature was poverty, was found to tax mental health behaviour because it causes considerable stress for individual and families (Chen et al. 2003, Pestonjee 2006, Landrine et al. 2001)

Perumal (2008) studied the mental health status and locus of control. The sample for the study constituted a representative group of approximately 450 eight standard students of Kerala state elected on the basis of disproportionate stratified sampling technique. Mental health status scale by Prasanna et al. (1981) and Lotus of control scale (L-E Scale) were used to collect the data. Results showed that there was no significant difference between gender group and Location of residence group with respect to mental health status. There exists a significant correlation between mental health and internal locus of control and achievement in English. There exists significant difference in the correlation between mental health status, locus of control and achievement in English.

Bhalerao et al. (2008) studied the correlation between mental health and background variables. 170 rural females (11-26years) from 5 villages of Prabhani district were studied by administrating self-esteem inventory, general knowledge awareness, mental health scale and
social competence developed by AICRP-CD component. Almost all the female rural have medium level of self-esteem, social competence while higher percentage (95.29%) of them had medium level of mental health on the contrary 72.35 percent of them had low level of general knowledge. The self-esteem and general knowledge of rural females found to have significant positive correlation with their mental health while their socio economic status and social competence found to have no significant correlation.

Allen et al. (2008) studied religiousness/spirituality and mental health among older male inmates. With the rapid growth in the older inmate population, emerging issues regarding physical and mental health require greater research and clinical attention. Nearly 70% of the inmates were incarcerated for murder or sexual crimes. There were no racial/ethnic differences in reported religiousness/spirituality, demographic characteristics, or mental health. It was found an association between self-reported years of incarceration and experienced forgiveness. Three regression models examined whether inmates' self-reported religiousness/spirituality influenced anxiety, depression, and desire for hastened death. Having a greater number of daily spiritual experiences and not feeling abandoned by god were associated with better emotional health.

Warwick et al. (2008) studied mental health and emotional well-being among younger students in further education. Over the last 25 years there has been an increase in reported behavioural and emotional problems among young people. Moreover, students in higher education (HE) were reported to have increased symptoms of mental ill health compared with age-matched controls. Some students in further education (FE) were likely to experience similar difficulties, especially as an increasing number may come from backgrounds that may make them more vulnerable to mental health problems. National policies and guidance highlight the importance of promoting the mental health of young people in general and of students in particular. This exploratory study aimed to identify whether, and in what ways, FE colleges were contributing to younger students' (aged 16-19 years) mental health. Interviews with key informants, a survey of FE colleges in England and five case studies of individual FE colleges providing specialised mental-health support services to students revealed some evidence of promising and good practice, but this did not appear to be widespread. Given the current range of college settings, no single approach to improving mental health among students was likely to be the answer. Rather, respondents highlighted a number of factors that influence the provision of support services for students: awareness among professionals of the links between students' mental health and their achievement at college; having in place national and college policies and guidance that address mental
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health; building an inclusive college ethos; building leadership at senior and middle manager levels; having accessible in-college and/or external support services; and the provision of professional development opportunities for staff.

Gupta (2008) studied the connections between social and emotional learning with mental health. As knowledge of effective treatments for mental disorders has grown, so too has the field of mental health promotion and positive development. Studies completed during the last two decades have synthesized the state of mental health promotion and documented that universal mental health supports positively affect child and adolescent developmental outcomes. Given schools' ability to access large numbers of children, they were commonly identified as the best place to provide supports to promote the universal mental health of children. This report explains the relationship between mental health and the promotion of social and emotional learning (SEL). Strategies for connecting mental health and SEL in the school setting include: (1) implementing supportive public policies; (2) developing safe, caring, and supportive environments; (3) providing direct instruction for students on skills and strategies; (4) creating infrastructure for community action; and (5) coordinating with community agencies, schools, families, and students to create a common vision, language, and coordinated services to support healthy outcomes.

Partha et al. (2009) explored whether there was any difference in intelligence-achievement relationship between low and high obsessional thought groups among late adolescent students. The aims of the study were to determine (i) whether there was any sex difference in obsessional thoughts (ii) whether there was any sex difference in achievement scores and (iii) whether there exist any difference in intelligence-achievement relationship between low and high obsessional thought groups. The sample consisted of 103 Bengali girls and 92 Bengali boys selected randomly from class XI (16-18 years). Raven’s standard progressive matrices and Leyton obsessional inventory by Cooper and an information schedule were administered. The achievement level of the students was measured from the Madhyamik mark-sheet. The analyses revealed significant differences between high and low obsessional thought groups indicating substantial loss in intelligence-achievement relationship attributable to obsessional thought. The results have been discussed in terms of future research directions and therapeutic implications.

Mohammad et al. (2009) determined of the effect size of emotional intelligence and occupational stress on mental and physical health. For this purpose 250 primary and high school teachers were selected with stratified random sampling selection from schools of Tehran, Iran. Three questionnaires Emotional Intelligence Scale (EIS), Teachers’
Occupational Stress Questionnaire (TOSQ), and Mental Health Inventory (MHI)], and one checklist (Physical Health Checklist) were administered among the school teachers. The results showed that emotional intelligence and job burnout were explained 43.9% of mental health and 13.5% of variance of physical health.

Singh et al. (2009a) investigated the effects of type of family and gender on self-efficacy and well-being of adolescents. Family was the source of support of any individual and one of the motivating factors for human being to grow and achieve. One hundred adolescents (50 boys and 50 girls) from joint and nuclear families were administrated the measures of self-efficacy and well-being. Data were analyzed by ANOVA. Results revealed a significant effect of type of family and gender on self-efficacy. The interaction between type of family and gender was also found to be significant; however neither family type nor gender had significant effect on the measure of well-being.

Singh et al. (2009b) stated that psychological well-being was the subjective feeling of contentment, happiness, and satisfaction with life’s experiences. It may be maintained in adverse circumstances and conversely may be lost in favourable situation. The study was conducted on a sample 250 students having age range from 18 to 25. Four questionnaires were administered namely P.G.I. Health Questionnaire, Optimistic-Pessimistic Attitude, Self-Efficacy Scale, Locus of Control. It has been observed in the findings that positive Self-efficacy, optimistic attitude and Locus of Control affect the well-being in a meaningful way and revealing the correlations of (-.13, p<.05), (-.26, p<.01), and (.16, p<.05) respectively.

Ghaderi et al. (2009) compared the experiences of stress, anxiety, and depression among the Indian and the Iranian students. The data was collected from students studying in different departments of university of Mysore, Mysore, studying post-graduate and Ph.D. degree courses. The sample comprised of 80 Indian and 80 Iranian, both male and female students. The depression anxiety stress scale (DASS) was used to assess depression, anxiety and stress. It was hypothesized that the depression, anxiety and stress level of Iranian students was higher than Indian students. The 2 x 2 x 3 ANOVA was used for statistical analysis. Interestingly, the findings revealed that the depression, anxiety and stress level of Indian students were significantly higher than those of Iranian students. Furthermore gender differences were not found significant.

Pandey et al. (2009) explored the effect of the discrepancy between self-set goals and goals set by parents on subjective well-being (SWB) of young individuals. It was hypothesized that discrepancy between self and parents in setting life goals for an individual will increase negative emotional experience and adversely affect the SWB of the individual
concerned. It was further hypothesized that the SWB would increase if one feels that his/her progress towards goals set by parents was satisfactory. To test these hypotheses 45 students in the age range of 19 to 21 years were assessed on various measures of SWB. In addition to it they were asked to write, in order of importance, 10 life goals set by themselves (self-set goals) and that set by their parents (parent-set goals). After getting the list of life goals (self and parent set goals) the respondents were asked to rate (on 5-point scale) the importance given to the two sets of life goals (self and parent set goals) by themselves as well as by their parents. They also rated the satisfaction with the progress towards these two set of life goals. The findings revealed that as the discrepancy between parents and their offspring, in terms of importance attached to life goals, increases the SWB of the latter decreases. However, satisfaction with the progress towards the life goals, either set by oneself or set by their parents, was found to be associated with greater happiness and SWB of the individual. The theoretical implications of the findings for the SWB of Indians have been discussed.

Bahman et al. (2009) investigated mental health and life satisfaction of students of students of Iranian and Indian Universities. The samples were selected at random i.e. 50 individuals from each group. General Health Questionnaire 12 items was used to collect data (GHQ-12) and life satisfaction scale and, $t$-test was used to analyze data and the results indicated that there was meaningful differences of general health questionnaire between two groups and results showed that there was meaningful differences between two groups in life satisfaction scale. The results of mental health questionnaire showed that A.M.U. students’ scores of mental health questionnaire were less than S.B.U. and also their mental health situation was better than S.B.U. students; also A.M.U. students’ scores of life satisfaction scale were more than S.B.U. students, furthermore, A.M.U. students were more satisfied from their life than S.B.U. students. The findings suggest that should do more researches about students’ mental health and life satisfaction especially cross-cultural studies.

Kothari (2010) studied spiritual orientation as predictor of mental health in executives. Spiritual orientation inventory and Mithila mental health status inventory developed by Kumar et al. (1986) were administered on a sample of 100 executives selected from Indore. The data was analysed by $t$-test. The results revealed that the high spiritual group had significantly better mental health the low spiritual group. It was concluded that spiritual orientation has a significant effect on mental health of executives.

Dewan et al. (2010) examined the effects of gender, religion and marital status upon mental health of tribal school teachers in Jharkhand a stratified random sample of 400 tribal school teachers was selected for the study, stratified based on gender, religion and marital
status. A Hindi adaptation of Lagner’s scale was applied on the sample for measurement of mental health. The research was based on a 2x2x2 factorial design with three factors, each having two levels. ANOVA was applied for the analysis of data. Out of three factors, namely gender, religion, and marital status, religion and gender were found to produce significant main effects on mental health. Neither second order nor third order interactions were found to be significant.

Basu (2010) evaluated the mental health status of college teachers and investigated the influence of gender and marital status on their mental health. A sample of 150 college teachers from Rohikland region was selected using multistage random sampling technique. The mental health inventory developed by Jagdish and Srivasta was employed to assess the mental health of the college teachers. Analysis of data using mean, SD and t-test revealed that while male teacher exhibit significant better mental health than their female counterparts, marital status has no significant effect on the mental health of the college teachers.

Khatri et al. (2010) studied some practices for ensuring mental health among students in higher education. Mental health problems were severe in students in higher education who were reporting depression, substance abuse, eating disorder and most commonly adapting to college life. Mental health being a critical factor in students’ academic success, giving it attention was very important in order to ensure the success of students. There was a need of emphasizing mental health through practices aimed at helping students before serious problems emerge.

Agarwal et al. (2010) studied the effect of Type-A – Type-B behaviour pattern on mental health of adolescents. In order to pursue the objective Type A/B behavioural pattern scale and mental health battery were used to collect the data. The sample consisted of 100 adolescents selected randomly from various schools. 50 adolescents were those who have Type-A behaviour pattern and 50 adolescents were those who have Type-B behaviour pattern. In each group, there was equal number of male and female. Data was analyzed by using 2x2 ANOVA. Finding of the study revealed that adolescents of Type-B behavioural pattern have better mental health than adolescents of Type-A behavioural pattern. Male adolescents have better mental health than female adolescents.

2.2 Spiritual Intelligence

Martin (1997) studied the relationship between spirituality and personality The results of the research supported research sub-questions one and two showing support for a positive answer, which indicates that high levels of spiritual well-being and personal Christian belief promote a personality structure with traits that form a 'healthy' personality that consists of
positive adjustment, personal efficiency, and personal integrity and mental health. The final conclusion regarding the overarching research question, 'Is there a relationship between Spirituality and Personality?', was yes, there was support that spirituality, specifically spiritual well-being and personal Christian belief, did promote a positive adjusted, 'healthy' personality.

Sobel (1997) studied spiritual perspective and well-being in nursing home-dwelling elderly. The purpose of this study was to determine if a correlation exists between spiritual perspective and emotional well-being in nursing home residents. It was hypothesized that spiritual perspective was positively related to well-being. A group of 42 nursing home residents was interviewed using two instruments: the Spiritual perspective scale and the index of well-being. Key variables also included age and frequency of religious service attendance in the nursing home. Though all analyses were limited by small sample size, results of the correlation analysis indicated some evidence of a linear relationship between scores of the spiritual perspective scale and the index of well-being (Pearson r = .425, Spearman r = .519). Thus, approximately 18 to 26 percent of the variation in index of well-being scores can be explained by variation in spiritual perspective scale scores.

Newton (1998) conducted a measurement of the spiritual well-being of counsellors and psychotherapists in private practice in a midsize Midwestern city. Concern for spiritual issues in counselling and psychotherapy has become more evident in the literature of the field during the past five to ten years. The purpose of this exploratory research was to elucidate the specific construct of spirituality, separate from religion, found in counsellors and psychotherapists. Other studies exploring religious and spiritual beliefs of counsellors and psychotherapists have not focused on spirituality as a separate construct from religion as in this study. Convergence of values during the therapeutic process and the religiosity gap between therapists and the public were the professional and societal issues addressed. The current study utilized the spiritual well-being scale (SWBS) in a mail survey of counsellors and psychotherapists in a midsize Midwestern city with a 69% response rate. The SWBS specifically measures spiritual well-being and has two subscales, religious and existential. The findings indicated a statistical difference in counsellors and psychotherapists on the religious well-being (RWB) scale in relation to gender, education, and belief system. Females (50.98) scored higher than males (46.12). Previous studies using the SWBS have not found any statistical difference in gender. Counsellors at the master's level (51.06) scored higher than those with a doctorate (46.30) and those with a conservative evangelical Christian belief system (54.61) scored higher than those whose belief system was other than conservative...
evangelical Christian (47.30). The findings were cautiously interpreted as representing gender relations to religion.

Potts (1998) investigated of the relationships among dimensions of self-esteem and spiritual maturity. Results indicated that spiritual maturity was significantly correlated with global self-esteem and all self-esteem subscales, although it was most strongly associated with moral self-approval, identity integration, lovability, and personal power. Multiple regression analyses revealed that the self-esteem dimensions of moral self-approval, lovability, and personal power most strongly predicted spiritual maturity accounting for 36% of the variance. It was concluded generally that spiritual maturity was positively associated with better mental health, and specifically that spiritually mature students tend to feel moral, lovable, and powerful.

Griffith (1998) examined the role of spirituality and religion in counselling. Given that spirituality was a vital part of life and mental health, counsellors must be aware of the role of spirituality and religion in counselling. This paper traced the historical development of three perspectives on counselling (medical/clinical, rational/relational, and spiritual/religious), described the role of values in counselling, discusses the moral and spiritual nature of counselling, and evaluated a training model that prepared counsellors to work with spiritual and religious issues in counselling. The counsellors and religious values - II inventory was used to identify changes in counsellor attitudes about spirituality and religion as a result of a weeklong training class.

Bowling (1999) conducted a study to examine the spirituality based on Howard Gardner’s theory of multiple intelligence. Using Gardner’s guidelines, an examination of a candidate spiritual intelligence reveals fascinating possibilities. Gardner’s research criteria were used to move toward a knowing beyond the eight intelligence, a knowing of the sacred, a spiritual intelligence. Intellect can and should go beyond cognition, to the affective and spiritual level of knowing. Thus, this dissertation seeks to ratify a ninth intelligence, a spiritual intelligence.

Barnes (1999) studied group spiritual direction program for depressed persons. Spiritual direction was a very old term used to describe the practice of spiritual guidance given to a directee by a spiritual director. The purpose of spiritual direction was to enable a directee to explore and enhance their understanding and relationship with their God. This thesis was prophetic in that it was the sharing of research that proves the value of group spiritual direction in helping the healing process of people diagnosed with mild to moderate depression. The preferred treatment of depressed persons was cognitive therapy and change.
was accomplished through adult learning. In this thesis project the group members were coached in the use of cognitive therapy to address the spiritual needs of the member who chose to be the directee in any given session. The model of learning was an adult model and learning was facilitated through the practice of reflection, and was known as Transformative Learning. This research, through qualitative and quantitative methodology, has shown that group spiritual direction improves the mood of the clients who were mildly to moderately depressed.

Del et al. (1999) examined effective management strategies when incorporating curanderismo into a mainstream mental health system. The findings of this research demonstrated that the incorporation of curanderismo into a mainstream mental health system was successfully accomplished. Some of the management strategies that were learned include the building of a solid infrastructure to support alternative mental health programming, the demonstration of effective leadership, a strong minority voice, the introduction of intermediaries who play key roles in the process of institutionalization and cultural competency.

Guajardo (1999) studied spirituality and curanderismo in Mexican-American culture. This conceptual-analytic project reviewed the literature on psychology and religion, indigenous healing and psychotherapy, and the conjoint use of curanderismo and psychotherapy in the treatment of Mexican-American clients. The role of spirituality in Mexican-American culture and spirituality's influence on attitudes and behaviours related to mental health was also examined. Curanderismo was the class of Mexican folk healing that was a blend of the Aztec indigenous rituals of healing and prayer, which existed in Mexico before the conquest, and the Catholic Church's system of religious practices and beliefs introduced post-conquest. Curanderismo includes the use of prayer and herbs to treat medical, spiritual, and psychological crises. A three part psychospiritual model for the conjoint treatment of Mexican-American clients was created based on the review and analysis of the literature which supported the premise that, when used in conjunction with contemporary, western psychotherapeutic techniques, curanderismo could significantly increase treatment efficacy in Mexican-American clients. Part One of the psychospiritual model was the rationale for conjoint treatment and it has three stages. Stage one was the function of ritual in treatment, stage two was the efficacy of conjoint treatment, and stage three presents the commonalities between curanderismo and psychotherapeutic techniques. Part two of the psychospiritual model presents the clinical applications of the psychospiritual model and it too has three stages. Stage one was assessment and diagnosis, Stage two examines the
therapeutic relationship, and stage three presents the clinical and ethical issues of utilizing conjoint treatment. The psychospiritual model was a culturally and spiritually relevant means of diagnosing and treating symptomatic Mexican-American client who do not subscribe to Western models of diagnosis and treatment.

Weiss (2000) investigated counselling students' attitudes toward addressing spiritual issues in counselling. It was found that spirituality has become an important and popular topic, not only in American society, but also in the sciences and in the field of mental health. Training in the area of spirituality has been called for in several helping professions, but the strongest call was currently coming from counsellor education programs, which have begun to develop elective courses in this area. This call for training tends to be from the top down, with some counsellor educators proposing that students were in need of additional didactic and experiential training opportunities related to addressing spiritual issues in counselling. The purpose of this study was to explore the attitudes toward spirituality of masters-level counselling students who have not had course work or specific training in this area. Based on the discovery-oriented nature of this study, a basic, or generic, qualitative design was employed. In order to gain access to counselling students' attitudes toward spirituality, this study examined how their personal understanding of spirituality related to their professional views in regard to addressing spiritual issues in counselling. Nine counselling students were interviewed in-person using a semi-structured interview format. The data obtained from these interviews were analyzed using the constant comparative method. The results of this study emerged in the form of six discrete categories describing the personal and professional views of participants in regard to spirituality. The general conclusions drawn from these results revealed that participants distinguished between spirituality and religion, organized religion influenced participants' personal and professional attitudes toward spirituality, participants viewed spirituality as an important personal and professional resource, participants did not describe the use of specific, proactive techniques for integrating spiritual issues into therapy, and focused discussion on spirituality heightened participants' awareness and reflection on the topic.

Hanna (2000) examined the spiritual well-being of divorced individuals attending protestant Christian churches. Two notable conclusions were supported by the results. Statistically significant differences were found in the means of the SWB Scale between married and divorced individuals. SWB scale score differences were not found to be statistically significant between males and females. These findings suggested marital status, but not gender, influences an individual's spiritual well-being. Natural systems theory
provided the theoretical framework for examining the findings of this research and offers potential applicability to counselling these individuals.

Goncalves (2000) studied the spiritual orientation of mental health professionals. This study explored the role of mental health professionals' personal spiritual beliefs in their use of spiritual interventions in clinical practice. Another goal of the study was to validate the spiritual orientation inventory (SOI), an 85-item measure of spirituality. Surveys were sent to 800 randomly selected mental health professionals in the Commonwealth of Pennsylvania. In addition to being given the SOI, the participants were asked to fill out a survey containing demographic items and items pertaining to the types of interventions utilized in their clinical practice. Survey items were used to derive an attitude scale to measure participants' attitudes about spirituality in clinical practice and an intervention scale to measure of how frequently professionals utilize spiritual interventions in clinical practice. The total score on the SOI predicted 35.6% of the variance of the intervention scale score. It only predicted 7.3% of the variance uniquely; however, this was a larger proportion of the variance than predicted by other variables. The total SOI score predicted 36.1% of the variance of the attitude scale score. Thus, the personal spirituality of the participants, as measured by the SOI, was significantly related to attitudes about spirituality and the frequency with which spiritual interventions were used in clinical practice. The SOI was also found to have good internal consistency.

Kashyap (2001) studied the importance of spirituality in social work the purpose of this study was to explore whether mental health providers incorporated spirituality into the psychosocial assessment and treatment planning for their clients. In addition, the study assessed why the service provider included or stayed away from the spiritual dimension. The findings suggested that within the guidelines defined by their respective agencies; these professionals had incorporated their clients' spiritual dimension in their treatment planning and therapeutic procedures.

Sisk (2002) expressed spiritual intelligence as the tenth intelligence that integrates all other intelligences. This article discussed seven ways to develop spiritual intelligence, including: think about goals and identify values; access inner processes and use visualization to see goals fulfilled; integrate personal and universal vision; take responsibility for goals; develop a sense of community; focus on love and compassion; and take advantages of coincidences.

Moorjani et al. (2004) studied the life satisfaction and well-being of college students of different faculties: science, commerce and arts. The difference between boys and girls and
the relationship between three faculties was studied. The students included in the study were of post graduate level. A total 120 students constituted the sample. A life satisfaction scale by Q. Galam and Shrivastava (1983) and PGI general well-being measure by Dr. Santosh K. Verma were used to collect the necessary data. It was concluded that students of arts, commerce and science have significant difference in their life satisfaction and general well-being. There was positive correlation between life satisfaction and general well-being. There was no gender difference regarding both life satisfaction and general well-being.

Kaur (2004) examined the impact of life lessons on emotional and spiritual intelligence of adolescents and reported that the students of the combined experimental group performed significantly better than the students of the control group on spiritual intelligence. Students of print group performed significantly better than their audio counterparts in both languages on spiritual intelligence. Students of Hindi group performed significantly better than English group, which in turn, performed significantly better than the control group on spiritual intelligence. There was no significant difference in the performance of students of classes X and XI on spiritual intelligence.

Halama et al. (2004) theoretically examined the nature of ‘higher’ intelligences i.e. spiritual intelligence and existential intelligence. They studied the nature of intelligence related to existential and spiritual dimension of individuals. Authors’ consideration was introduced by a review of approach to intelligence in the spiritual area postulated by H. Gardner who suggested it be included under the designation existential intelligence. They further outline relations between spirituality and thinking and review the most commonly known theories of spiritual intelligence. They also point out a lack of empirical investigation in this area and discuss possible measurement of spiritual intelligence through subscales of spirituality measures. To conceptualize existential intelligence authors started from existential psychology. As meaning in life was a central concept of existential psychology, they suggested that existential intelligence could be understood as an ability to find and realize adequate life meaning. In the conclusion, they argued for an understanding of spiritual and existential intelligence as non-identical, however mutually related and overlapping constructs.

Fisher (2004) studied the spiritual health and its nature and place in the school curriculum. As spirituality first appeared in Australian curriculum documents in 1994, it was important to establish how educators thought it related to student well-being. In this research a description and four accounts of spirituality-spiritual rationalism, monism, dualism, and multidimensional unity were developed from available literature. The literature also revealed
four sets of relationships important to spiritual well-being. These were the relationships of a person with themselves, others, environment, and transcendent other. The model of spiritual health proposed here claimed that these four sets of relationships can be developed in corresponding personal, communal, environmental and global domains of human existence, each of which has two aspects - knowledge and inspiration. Progressive synergism described the inter-relationship between the four domains. The quality of relationships in the four domains constituted spiritual well-being in each domain. Spiritual health was indicated by the combined effect of spiritual well-being in each of the domains embraced by a person. All the teachers believed spiritual health should be included in the school curriculum, most rating it of high importance, two-thirds believing it should be integral to the curriculum. The teachers' major curriculum concerns focussed on self, others, the transcendent, or wholeness. Investigation of those teacher characteristics seen as important for promoting spiritual health, with associated hindrances and ideals, showed variation by gender, personal view of spiritual health, major curriculum concern, teacher and school type. Greatest variation was noticed when comparing school type. State school teachers emphasised care for the individual student from a humanistic perspective. Catholic school teachers were concerned for the individual, with religious activities being implemented by dedicated teachers. Other Christian school teachers focussed on corporate, not individualistic, activities, and emphasised relationship with God. Other non-government school teachers emphasised tradition, with attendant moral values.

Lal (2005) determined the effect of demographic variables namely age, area and gender on life satisfaction and optimism. A sample of 300 peoples was drawn from rural and urban area with 150 males and 150 females. Satisfaction with life scale and life orientation tests were used to measure life satisfaction and optimism. A 3x2x2 factorial design was used. The results indicated that area and age have significant effect on the life satisfaction while no significant effect of gender was found. On optimism gender and age groups showed a significant effect while area had no such effect. The effects of interactions between age and area, and age and gender on life satisfaction were found to be significant but the effect of interaction between area and gender was not significant. The interaction among all the variables also had a significant effect on life satisfaction. As regards to optimism, the interactions that had significant effects were area and gender, and area age and gender interactions.

Srivastava et al. (2005) studied the resilience for well-being. Resilience and happiness were positively related to well-being. Happiness has positive association with resilience but
negative association with self-esteem. While self-esteem was negatively associated with resilience and well-being. Experimental learning in T group type intervention seemed to cause an increase in the average magnitude of all core variables except self-esteem.

Faull (2006) studied health and the spiritual self. The overall goal of the thesis was to investigate the nature of the healthy human self and the process of achieving health. This was undertaken by reviewing established self-theory and presenting a summary of each theory and its position with regard to self-composition, self-agency and the nature of the healthy self. An inclusive self-theory was then developed, congruent with reviewed literature, which positioned spirituality as the essential core of self. The research results demonstrated that the spiritual theory of self and the health change process theory provide valid explanations of the constructs that enable people with musculoskeletal disorders to remain otherwise healthy with such conditions. Furthermore, the relationship between the findings and established self-theories suggested that the spiritual theory of self and the health change process theory may advance knowledge of the predictors and interventions that enable all people to undertake a health-enhancing process of change when confronted with adversity. The QEHS and associated patient profile were found to be reliable and valid tools that facilitated assessment and enhancement of the holistic health status for people with musculoskeletal impairments. These tools identified barriers to achievement of holistic health, predicted by the health change process theory; facilitated the therapeutic process through a focus on issues meaningful to those receiving healthcare; aided treatment decision making; and enabled quantitative evidence-based evaluation of the efficacy of interventions.

Hafeez (2008) studied the effect of religiosity on the mental health on community. The sample of the study covers the religious communities of Hindus and Muslims to fine out its effect. The major findings were that Muslims were having significant effect on religion in comparison than their counterpart on their mental health. In Hindus the low level of religiosity was found to be more positively associated with their mental health.

Bharti et al. (2008) examined the functional relationship of sense of general well-being and self-actualization with happiness; PGI general well-being measure, personality orientation inventory; a measure of self-actualization and self-report happiness scale were administered on a sample of sixty post graduate male students. A 2x2 factorial design with two levels of sense of general well-being (High/Low) and two levels of self-actualization (High/Low) was used. Results revealed that person having high scores on happiness had higher sense of general well-being and were more self-actualizers than those who scored low
on happiness scale scores. It was deduced that sense of well-being and self-actualization were the significant indices of happiness.

Sisk (2008) studied the spiritual intelligence of gifted students to build global awareness in the classroom spiritual intelligence--using a multisensory approach to access one's inner knowledge to solve global problems--can be an integrating theme to engage gifted students in building global awareness in the classroom. The article introduced individuals providing training in higher consciousness and presents examples of strategies to further develop the spiritual intelligence of gifted students, such as exploring existential questions, service-learning, and moral dilemmas. A residential program for secondary gifted students provided an example of engaging the spiritual intelligence of gifted students to build global awareness.

Luckcock (2008) studied spiritual intelligence in leadership development. The article was written from the perspective of a practising head teacher in the context of the "leadership programme for serving head teachers" (LSPH), now renamed "head for the future," and builds on an earlier treatment of the ideological background of LPSH and its construction of self in relation to approaches to educational leadership through personal growth. It examined the six leadership styles promoted by this programme (coercive, authoritative, affiliative, democratic, pacesetting and coaching) with a view to exploring their scope for spiritual intelligence in leadership development. In order to carry out this analysis the author deployed the theory of leadership archetypes originally devised by Christopher Hodgkinson in order to help gain a critical ethical perspective on the leadership styles and the notions of both emotional and spiritual intelligence.

Hyde (2008) studied the plausibility of spiritual intelligence. Australian teachers in church related schools have begun to use the term "spiritual intelligence" in their educational discourse. The paper explored whether the notion of spiritual intelligence was plausible. It addressed this firstly by discussing the notion of spiritual experience as a mechanism for problem solving—one of the central themes that underlies the concept of intelligence. Secondly, it examined some of the neural sites of the human brain that have been found to be active in those who apperceive spiritual experience. In light of this discussion, the paper argued that although some concerns prevail in considering spirituality as a form of intelligence, the concept of spiritual intelligence may nonetheless be rendered as plausible.

Singh et al. (2010) studied the influence of spiritual intelligence, gender, type of school and their various interactions on Academic Achievement adolescents. By employing 3x2x3 Factorial Design of ANOVA results showed that Academic Achievement of
adolescents with Low spiritually intelligence was better than adolescents with average spiritually intelligence; and Academic Achievement of adolescents with average spiritually intelligence is better than adolescents with high spiritually intelligence. Male adolescents had higher Academic Achievement than females. Academic Achievement of adolescents studying in aided schools was better than adolescents studying in government schools; Academic Achievement of adolescents studying in unaided schools was better than adolescents studying in government schools; and Academic Achievement of adolescents studying in aided schools was better than adolescents studying in unaided schools. No significant interaction was found.

2.3 Altruism

Eisenberg (1979) investigated whether several factors (intelligence, political liberalism, and altruistic behaviour) previously found to be related to prohibition moral reasoning (about issues involving laws, rules, authorities, and formal obligations) were also associated with level of pro-social moral reasoning. Students in grades 9, 11, and 12 were tested.

Underwood et al. (1982) studied Perspective taking and altruism and concluded that there were reliable relationships between altruism and perceptual, social, and moral perspective taking. Results concerning the relationship between empathy and altruism were non-significant overall, but it was suggested that a reliable association between empathy and altruism develops over time and was found in adults.

Levine et al. (1983) tested a three-stage developmental model of the socialization of altruism as a reinforcer. The model posits mood as a mediator of helping behaviour. The first stage of the model was characterized by a relatively low level of altruistic responding, regardless of mood state, among preschool children; the second by the acquisition, among primary-school-age children, of norms for social behaviour; the third by the internalization of reward among adolescents. Following the induction of either a sad or a neutral mood, 192 children in three school-age groups were given an opportunity to share under either a public or private sharing condition. Age groups consisted of kindergarten children and 1st-grade students, 4th- and 5th-grade students, and 9th- and 10th-grade students. Unlike other studies, a second mood check immediately followed the sharing opportunity to test the effects of sharing on mood. Despite the effectiveness of the mood induction and strong age effects, support was not found for the hypothesis that the sharing condition affects sharing behaviour differentially across age. In sum, results provided weak support for the notion that moods can affect helping, but no support for the notion that helping relieves negative mood states.
Smith et al. (1986) examined self-consciousness, self-reported altruism, and helping behaviour and found that female subjects high in private self-consciousness provided more assistance to a person in need than the subjects low on this attribute. High-private subjects were less helpful if they were also high in public self-consciousness. Self-reported altruism, reliably predicted the helping behaviour of subjects high as opposed to low in private self-consciousness.

Clary (1986) examined the sustained altruism (i.e. willingness to help that extends over time) of 162 subjects (aged 16-40 years). Using a perspective format it was predicted that subjects with a socialization history had exposure to nurturing parents who modelled altruism. The altruism of normative subjects, however was expected to increase given in situational conditions. As predicted the rate of sustained altruism, of normative subjects highly cohesive groups was increased to a level comparable to that of autonomous subjects. On the contrary, the altruism of autonomous subjects was not affected by the training group experience.

Mills et al. (1989) examined the sex differences in reasoning and emotion about altruism in 35 males and 35 females, aged 15-60 years. The subjects were presented with a choice between self and others and asked to decide what they would do. They usually made self-sacrificing choices with no differences found between women and men in the distribution between self-and-other choices. Women used more empathetic reasoning with other choices and attributed their self-choice more to minimal conflicts and less to concern for others’ interests. Sex differences were also found versus the subjects the subjects self-respected feelings about the choices. Even when women and men make the same choices, they seem to think about and experience their choices in different ways.

Lourenco (1990) investigated development of altruism in children according to a theoretical perspective that integrated Piagetian micro models accounting for change from preoperational to operational stages. Subjects were 90 children of 5-12 years of age. Older children were more likely to consider an altruistic act in terms of gain construction than cost perception.

Sharman et al. (1992) investigated the effect of self-actualization’ as benefactor on altruism and found that the interaction effect of self-actualization was significant for altruism, indicating that subjects scoring high on self-actualization scored the maximum on altruism scale.

Agochiaya (1992) conducted a cross cultural study of personality, values and altruistic behaviour of youth workers. The total sample consisted of male and female workers, 101
government workers and 39 non-governmental workers from Bangladesh, Hong Kong, India, Malaysia, Singapore, Sri Lanka, Australia and New Zealand. The age ranges from 21 to 54 years. The educational level ranges from high school to Ph. D. The tools used included Eysenck personality Questionnaire, study of values of Allport, Vernon and Lindsey and the altruistic personality and self-report altruism scale of Rushton. Mean, SD, t ratios, and correlation analysis were used to analyze the data. Youth workers scores higher on altruism and lower on psychoticism, extraversion and neuroticism. Youth workers were lower on theoretical, economic and aesthetics values whereas they were higher in social, political and religious values in comparison with other adults. Country wise comparison showed significant difference in altruism, extraversion, neuroticism, social desirability, economic values, and aesthetic, social, political and religious values, but not in psychoticism. Significant differences emerged on all the six values and other variables between government and non-government groups, and between the two sexes.

Kakavoulis (1998) investigated the ways 0-6 year-old children express their altruism, particularly the feelings and actions making up the altruistic behaviour in this period of development, based on parent reports. Children behave altruistically almost from birth, with a great variety of this feeling from 2-4 years old, mostly expressed toward loved persons and with no gender differences.

Ahuja (2002) studied the effect of self-learning modules on achievement in environmental education in relation to altruism and emotional intelligence. The findings of study were that students taught through self-learning modules (SLM) strategy gained more environmental education concepts than those taught through conventional method. Thus SLM strategy proved to be superior to conventional method for teaching environmental education concepts. Altruism accounts significantly for differential achievement in environmental education than those with low altruism. Emotional intelligence acted as a redundant factor so far as learning of concepts in environmental education was concerned. Interaction between teaching strategies and varying levels of altruism was found to be significant in producing differential achievement scores. Students with high altruism gained more concepts in environmental education than those with low altruism under SLM strategy. No significant difference was found between the high and low altruism students’ achievement in environmental education under conventional method. Emotional intelligence does not interact significantly with strategies of teaching. Strategies of teaching altruism and emotional intelligence do not interact significantly.
Schwartz (2003) tested whether altruistic social interest behaviours were associated with better health and found through the analysis of data that the act of giving to someone else may have mental health benefits because the very nature of focusing outside the self-counters the self-focused nature of anxiety or depression. Although this study was limited due to the research design used and the specific sample selected, it had supported past research suggesting that religious individuals were likely to be altruistic and it had also explored an idea that was not researched before. This study had set up a starting point for future research on the subject of altruism and its possible health benefits.

Gairola et al. (2004) ascertained the relationship between altruism and social conformity. One hundred and twenty subjects aged 13 years and 22 years were included in the sample. Double stage sampling technique was used for selection of the subjects. Altruism scale by Rai and Singh and social conformity scale by Dhapola and Singh were used for data collection. Results revealed that females were more altruistic in comparison with the males and males were found to be more conforming than females. Significant and positive correlations were found between altruism and social conformity. Results also revealed that male subjects were less altruistic in comparison with the females.

O’Gorman et al. (2005) studied the impulse to altruistically help and altruistically punish differ in their sensitivity to information regarding genetic relatedness and probability of future interactions. The interesting result was relevant to the interpretation of altruistic punishment as an evolved adoption versus a by-product of modern environments and to the evolution of psychological traits associated with morality.

Bishop et al. (2007) examined whether there was a future for altruism in medical education? The term altruism was often used without definition, leading to contradictions in what we expect from medical students. The concept of altruism from the perspective of moral philosophy and social psychology and challenge its unquestioned usage within the medical education literature, especially that emerging from the USA was critiqued. It was argued that altruism was a social construction with a particular history, stemming from Kantian philosophy and perpetuated within newer disciplines such as social psychology. As it currently stands, altruism seems to mean utter self-sacrifice-a position contradictory to recent recommendations by regulatory bodies in the UK, which suggested that graduates should look after the self and achieve a work-life balance. It was undesirable to have altruism as a learning outcome for medical students and we also argued that altruism was not an observable behaviour that can be measured. Medical educators should employ a more balanced term, borrowed from the social psychology literature i.e. pro-social behaviour. We
argue that whilst pro-social behaviour focuses on actions that benefit others, it did not do so at the expense of the self. In addition, it focused on students' observable behaviours rather than their inner motivations, so was measurable. Thus, central to this pro-social behaviour was the concept of prudence, including the balancing of self-interest such as self-care, and the interests of the other.

Meer et al. (2007) studied altruism and the child-cycle of alumni giving. The paper used a unique data set to assess whether donors' contributions to a non-profit institution were affected by the perception that the institution might confer a reciprocal benefit. If alumni believed that donations will increase the likelihood of admission for their children and if this belief helps motivate their giving, then the pattern of giving should vary systematically with the ages of their children, whether the children ultimately apply to university, and the outcome of the admissions process. If the child-cycle was operative, one would observe that, ceteris paribus, the presence of children increases the propensity to give, that giving drops off after the admissions decision was made, and that the decline was greater when the child was rejected by the university. Further, under the joint hypothesis that alumni can reasonably predict the likelihood that their children will someday apply to the university and that reciprocity in the form of a higher probability of admission was expected, we expect that alumni with children in their early teens who eventually apply will give more than alumni whose teenagers do not. The evidence was strongly consistent with the child-cycle pattern. Thus, while altruism derived some giving, the hope for a reciprocal benefit plays a role as well.

Leonard et al. (2007) studied getting clinicians to do their best in terms of ability, altruism, and incentives. Adherence to medical protocol (quality) was low in most developing countries. Although the differences in knowledge of protocol among doctors in Arusha region of Tanzania were explained by years of training, the differences in actual adherence to protocol and the gap between knowledge and actual adherence were best understood by examining the types of organizations in which these doctors work. These results suggested that some organizations were better at getting doctors to perform at capacity and that understanding the link between organizational structure and protocol adherence was important in any attempt to increase the quality of care.

Kumari (2008) studied the altruistic behaviour of children in relation to the education of their parents. 100 girls of intermediate level belonging to different educational levels of parents were selected for the present study. The results revealed that girls belonging to low and medium educated mothers were more altruistic in behaviour as compared to highly
educated mothers. Father’s education has not significant effect on the altruistic tendency of their daughters.

Wilson (2008) studied media and children's aggression, fear, and altruism. Noting that the social and emotional experiences of American children today often heavily involve electronic media. A close look at how exposure to screen media affects children's well-being and development was taken. It was concluded that media influence on children depends more on the type of content that children find attractive than on the sheer amount of time they spend in front of the screen. Wilson begins by reviewing evidence on the link between media and children's emotions. Children can learn about the nature and causes of different emotions from watching the emotional experiences of media characters and that they often experience empathy with those characters. Although research on the long-term effects of media exposure on children's emotional skill development was limited, a good deal of evidence showed that media exposure can contribute to children's fears and anxieties. Both fictional and news programming can cause lasting emotional upset, though the themes that upset children differ according to a child's age. Wilson also explored how media exposure affects children's social development. Strong evidence showed that violent television programming contributes to children's aggressive behaviour. Yet if children spend time with educational programs and situation comedies targeted to youth, media exposure can have more pro-social effects by increasing children's altruism, cooperation, and even tolerance for others. Wilson also showed that children's susceptibility to media influence can vary according to their gender, their age, how realistic they perceive the media to be, and how much they identify with characters and people on the screen.

2.4 School Environment

Sharma (1978) analysed the factors influencing the behaviour pattern of adolescents studying in different school environment. The sample of study included 400 normal adolescents in the age range 13+ to 16 years, who had intelligent quotient of 100 or more and who had not created any behaviour problems. They were selected from four different SES level schools of Punjab. Intelligence was an influencing factor in the development of behaviour pattern of the students in all types of school. The intelligence level in moderately high SES and high SES school adolescents was significantly higher than that those in the two other categories. Schools’ SES did not significantly influence the socio-metric status of adolescent. On the basis of the total sample positively influenced by intelligence, self-disclosure and socio-metric status, whereas they were negatively influenced by the SES of the family.
Horak et al. (1979) determined whether children with differing cognitive abilities could benefit from differing educational environments. The investigation was specifically concerned with two questions: Were there differences in the mathematics achievement between children with an internal or external locus of control in both open and non-open classrooms? Were there differences in the mathematics achievement between pupils with a low and high self-concept in both classroom types? Students in non-open environments appear to exhibit higher mathematics achievement scores at the upper grade levels. Analysis of the data also revealed that internal locus of control and high self-concept were positively associated with an open classroom environment.

Bisht (1980a) studied the stresses in relation to school climate and academic achievement. The sample consisted of 600 students (300 males and 300 females). Five variables viz. sex, age, socio-economic status, personality trait and intelligence were controlled with two techniques. Six scales were developed and standardized to measure the need for academic achievement, school climate, institutional stress, socio-economic status and neuroticism. Mean scores of academic stress and school climate did not differ sex-wise, but the male students differed from female students significantly on the need for academic achievement, academic achievement and academic stress. Age-wise there was no difference on the mean scores of these variables. All the three independent variables were positively and significantly correlated. Only school climate and academic achievement were correlated negatively for the female sample though it was not significant. The school climate was found to be significant predictor of institutional stress and academic stress and it was also the best predictor except for the male sample. Although academic achievement predicted institutional stress and academic stress significantly, it ceased to do so when its correlated variance with the need of academic achievement and for the school climate was partialed out.

Bisht (1980b) studied interactive effect of school climate and need of academic achievement on the academic stress of students. The sample comprised two groups of 120 students each selected from six intermediate college (three boys and three girls) controlled by grade, age, stream, intelligence, and economic status. One sample was from schools with high satisfying school climate and the second sample was from low satisfying school climate. Analysis of variance, $F$-test, and the $t$-test were the statistical techniques used for the data analysis. Two types of school climates operating in and by themselves did not differ in their effect on academic stress. The two variables namely the need of academic achievement and the school climate, when allowed to interact, affected the degree of academic stress. The need of academic achievement had an effect on the academic pressure of the students but the school
climate did not show any specific effect. Academic anxiety was not affected either by the
need of academic achievement or by the school climate, but was influenced symmetrically by
their interactive effect.

Rubio (1986) examined the interactional effects of person’s characteristics and
environmental factors on psychological distress in the comparison of a group of college
students who sought help from a student counselling service with a group that did not seek
help. Results confirmed the importance of social support on the psychological effects of
stress.

Manjuvani (1990) studied the influence of home and school environment on mental
health status of children. The link between the home and school environment on the one hand
and three components of mental health i.e. assets, liabilities and mental health index, on the
other, was investigated. The study was conducted to establish home and school environment
influence on mental health. A sample of 154 students from classes VIII to X (271 boys and
243 girls) from Tirupati high school participated in the study. The tools used included three
inventories dealing with home environment, school environment and mental health. Multiple
regression analysis was used to analyze the data. The home environment as a major
significant contributor to all the three components of mental health. The school environment
contributed to liabilities and mental health index.

Shah (1991) examined the effect of family climate on adolescents’ school adjustment.
It was noted that boys from a positive home climate were better adjusted in school than those
from poor home climate. In the case of girls, in urban areas family climate has been found
positively related to school adjustment. In rural areas the opposite results were found. The
effect of family climate varied with SES, intelligence, sex and locality of the adolescents. The
prevalence rate of health hazards had been estimated at 6.42% (Rozario et al., 1990) with
greater disturbance at the age of 13 years in boys, resulting in poor academic a performance
and adjustment.

Deal (1992) opined that variables such as commitment peer norms, cooperative
emphasis. Expectations, Emphasis on academics, rewards and praise, consistency and goal
consensus were all aspects of the notion of school culture. School organization culture
defined in this way cannot be excluded from a study pertaining to the level of achievement of
various schools as they have a concrete role in improving the efficacy of a school.

Papatheodorou et al. (1993) examined teachers' perceptions of the nature and extent of
behaviour problems exhibited by children in nursery classes. The results showed differences
in the overall prevalence rate of behaviour problems in relation to geographic region and
population density. Children in cities were perceived as exhibiting more problems than children in small towns, while rural children were perceived as exhibiting more behaviour problems than urban or small town children. Children in larger classes were perceived by their teachers to have more conduct problems than children in smaller classes. Teachers reported that afternoon nursery classes presented more than twice as many behaviour problems than morning sessions. These findings generally supported the view that environment, both of the immediate classroom and the wider community, played an important role in teachers' perceptions of children's behaviour.

Punekar (1993) studied of school environmental factors on personality patterns, life values and academic achievements of tribal students of Rajasthan. The relationship between school environmental factors and academic achievement was low. The relationship between school environmental factors and value held by tribal students was low. Individual gender differences were similar, with a significant difference also being found in teacher support, as well as both types of mathematics anxiety, namely, learning mathematics anxiety and mathematics evaluation anxiety. In order to carefully identify the relationships between the classroom learning environment and mathematics anxiety, analyses were conducted for both factors of mathematics anxiety.

Grisay (1994) reported that National assessments of student academic achievement in various subjects and grades were conducted each year in France. However, there was no formal evaluation of student performance in various cross-curriculum domains, such as study skills, self-image, interest in learning, cooperative attitudes, social competence, or civic knowledge and values.

Glicksman (1997) studied Overstress among American school children. Concern about overstress directed public attention to the needs of children. Journalists brought the issue to public attention and tried to pressure school officials to change aspects of the school environment thought to foster overstress. This discussion led to changes in the schools. In 1868, the Philadelphia Board of Education abolished all homework. In both Boston and Philadelphia, other changes were enacted in the school regimen. Hours of study were shortened and there were attempts to downplay competition. Girls were thought to be more vulnerable to overstress than boys, and public outcry frequently focused on adolescent girls. In 1865, after the Boston medical and surgical journal recorded the special concern of physicians about the well-being of girls the Boston school committee appointed a committee to narrow the curriculum. In 1903, after reports of the deaths of students in Philadelphia's girls' normal school and high school, 2,000 citizens petitioned the Board of education to
lessen the amount of homework. Overstress touched the core tensions about socialization in American society, and debate about overstress involved competition among self-proclaimed 'experts' for authority over socialization. An investigation of the controversies about overstress reveals the encroachment of 'experts' into the family's domain of child-rearing. These historical debates about overstress enable us to realize that present-day childhood stress was not merely a by-product of the hurried pace and changing social patterns of late 20th century Americans.

Acharya (1999) studied the effect of learning environment at school and home on the cognitive abilities of secondary school students of Kachchha district. It was found that girls had higher score than boys in all the five scores of cognitive abilities (Achievement, Intelligence, Creativity and its components Liquidity and Originality). The students studying in city schools had higher score than those studying in village school in all the five areas of cognitive abilities (Achievement, Intelligence, Creativity and its components Liquidity and Originality). There was an effect of educational environment of school on only intelligence and liquidity scores of students. There was an interaction effect of sex × residence area × learning environment at home on the cognitive ability of secondary school students and the interaction effect of sex × type of school × learning environment at school on the cognitive ability of secondary school students was also found.

Noymonee (1999) studied the school environmental factors influencing the creative thinking of secondary school students in Thailand. It was found that the taking care of guardians, the environment of students (technology, social, mass-media, pollution), the classroom interaction (the characteristics of teachers, the interaction of teachers and students, the encouragement about learning behaviour of students, the acceptance of students’ ideas), the socio-economic status (level of education of guardians, monthly income of guardians, occupation of guardians, number of members in family) affected the level of creative thinking of secondary school students whereas the environment of students (culture) did not affect the creative thinking of secondary school students. There was high relationship between the creative thinking and the academic achievement of secondary school students. The environment around the students either technology, social, mass-media and pollution affected the level of creative thinking of secondary school students, it was found that the students belonging to the environment of high technology group were in high level of creative thinking. The social was the factor affecting the level of creative thinking in total and in different components, that is, fluency, flexibility, and elaboration. The classroom interaction
between teachers and students had to play an important role in the creative thinking skills of secondary school students either the characteristics of teachers, the interaction behaviour of teachers and students, the encouragement about learning behaviour of students or the acceptance of students.

Kaur (1999) studied learning environment in residential and non–residential schools and its impact on academic achievement, initiative, mannerism and co–operation of high school students. It was found that different school systems follow a different pattern of curricular activities through teaching learning process (as perceived by teachers) by way of content knowledge / delivery, facility in content delivery, use of skill of presentation, stimulus variation evoking students interaction, use of evaluation devices and use of reference material. Teaching learning processes (classroom interaction) as observed through FCICS were not different in residential and non-residential and also same in between government and private school. The nature of different co-curricular activities did not correspond with the type of school. It showed that different types of schools used different types of co–curricular activities. The nature of different classroom equipments, library equipments and facilities, and laboratory facilities do not correspond with the types of schools. The teacher taught relationship within and beyond class was different in different types of schools. There was no interaction between types of schools and teachers’ affective response modes in case of within the class as well as beyond the class. The organisational environment of all the four schools was found as representative of moderate organisational climate. None of these schools were found to be absolutely open or absolutely closed. Private school yields higher mean achievement scores than the government school students. The mean academic achievement scores of the non-residential school children were found higher than the mean achievement score of the residential school children. Students of private schools yielded higher mean score of initiative than the students of government schools. The mean initiative scores of students studying in residential schools were found higher than the mean scores of initiative for non–residential school children. Private schools were promoting higher levels of mannerism among children as compared to government schools. Mode of schooling (residential / non-residential) did not yield different levels of mannerism among IX grade children. Learning environment due to management style (government/private) yielded equal levels of cooperation among IX graders. The mean cooperation scores of residential school children were found higher than the mean score of the non – residential school IX graders.
Sturm (2000) examined children's perceived support from teachers. The results of the study highlighted the importance of the teacher-child relationship, and it was hypothesized that this can serve as a protective factor for children who perhaps did not have optimal attachment relationships with other significant adults in their lives. Teachers have an incredible task of instructing children and helping them grow and develop. Counsellors can provide support for teachers in this endeavour, by perhaps, offering workshops to teachers that focus on the teacher-child relationship and the importance of developing empathy skills to help facilitate positive relationships. Through positive relationships with their students teachers will then be able to provide emotional support, which may help the students adjust better to the increasingly demanding school environment.

Griffith (2000) examined relation between parent-student consensus regarding perceptions of the school environment and evaluation of school environment. It was found that consensus was positively related to evaluation of school environment. Schools with more racially/ethnically diverse student populations and more school newcomers showed less student-parent consensus regarding school environment. Student and parent school evaluations related to school-level student satisfaction and academic performance.

Watson et al. (2002) compared high achieving adolescent girls' ideal and real career aspirations to adolescent boys' aspirations, examining the influence of grade level, achievement level, and an all-girls school environment. At all achievement levels, girls were commensurate with boys in ideal and realistic career aspirations. High achieving girls exceeded the aspirations of average achieving boys. Girls at single-sex schools had higher real career aspirations than did girls and boys at Co-Educational schools.

Kasinath (2003) studied the main and interaction effects of mental health, school adjustment and socio economic status (SES) of students on their achievement in school subjects. The sample consisted of 200 secondary school students. Results of 2x2x2 ANOVA revealed that mental health has a significant determinant effect on academic achievement in all the school subjects. School adjustment has a significant effect on achievement in schools subjects except for Hindi. Socio economic status of students has affected achievement in science and mathematics. Interaction between mental health and SES has affected achievement in Hindi. Interaction between school adjustment and SES has influenced on Kannada, science and total achievement. Three way interaction has no significant effect on achievement in school subjects.

Thakur et al. (2005) studied the relationship of school environment with development of moral values and judgment in rural pre-adolescents (9-12 years). A sample of 200 children
(100 male and 100 female) was drawn randomly from primary and middle schools located in villages of Ludhiana district. Moral values scale by Sen Gupta and Singh and moral judgment test by Sinha and Verma were used as quantitative measures for assessing moral values and judgment of pre-adolescents. Socio-economic school climate inventory by Sinha and Bhargava was used to assess school environment of children. Good socio-emotional climate of the school plays a vital in the development of positive moral values and judgment.

Fernandes (2005) indicated that students' perceptions of teacher respect were positively correlated with academic achievement and negatively correlated with absenteeism and discipline problems. Furthermore, students' who perceived high levels of teacher respect had higher academic achievement and fewer absences and discipline problems. Independent samples $t$-tests and one-way analysis of variance revealed significant differences for students' perceptions of teacher respect by gender, race/ethnicity, and instructional level. No significant differences were found by grade level. In general, this research study provided evidence that students' who perceive teachers as respectful tend to have higher grades, lower absenteeism, and fewer discipline problems.

Dhoundiyal (2005) attempted to analyze effects of naturally developed teacher expectancies on students’ adjustment. The findings showed that expectancies held by teachers working in high schools in Indian settings do not influence student adjustment in emotional, social and educational areas. Teacher expectancy effects in IQ have been shown to be true but a number of studies that were undertaken after their study (Hearsh, 1971; Pellegrini et al., 1972; Sutherland, 1974). The expectancy cycle proposed by Rosenthal and Jacobson (1968) was later expanded by Finn (1972), Brophy et al. (1974), Braun (1976) and Cooper (1979, 1985).

Davis (2005) investigated the effects of a school-wide, positive behaviour support system on perceptions of school safety. Survey responses from 2513 students in grades three through five and 576 school staff surveys were used for the data analysis. Results indicated that perceptions of safety significantly increased between the initiation and maintenance levels of the school-wide positive behaviour support program, but systematic gains were not observed in the early and partial levels. A significant predictive relationship between staff ratings of student behaviours and students' overall perceptions of school safety was found.

Stephan (2005) investigated the relationship of school environment and counsellor coping resources to school counsellor burnout by testing a hypothesized path model among a sample of school counsellors certified in North Carolina and currently working in the state's public middle schools. Statistical analyses, including structural equation modelling, revealed
Review of Related Literature

that the counsellors’ perception of the school environment (climate of support, role conflict, and role ambiguity) predicted two dimensions of counsellor burnout: emotional exhaustion and depersonalization. Support was not found for the hypothesis that counsellor coping resources (self-efficacy, social support, and behavioural problem-solving) played a significant role in the relationship between school environment and burnout. A number of statistically significant differences were found between rural and non-rural school counsellors. However, for both groups, role conflict was negatively correlated to self-efficacy and positively correlated to behavioural problem solving, emotional exhaustion, and depersonalization. Role ambiguity was positively related to depersonalization. Self-efficacy was significantly and positively correlated to emotional exhaustion and depersonalization, indicating that very high expectations of oneself contribute to burnout.

Parker (2005) using the fourth follow-up wave of data collection from the national longitudinal educational study, logistic regression multiple group path analyses were conducted to examine the differences in student and family factors in predicting successful high school completion for four groups of students: Hispanic males, Hispanic females, White, non-Hispanic males, and White, non-Hispanic females. Path analyses revealed that although the educational expectations of parents and the competing priorities associated with work and family obligations revealed complex patterns of relationships across the four comparison groups, friends' attitudes towards school and plans for the future were influential for all groups except for White males.

Panda (2005) ascertain the relationship of intelligence with achievement of class IX students. The objective of the study was to discover the effect of intelligence on academic achievement in different categories of schools and assess interrelationship between academic achievement and intelligence of class IX students in different categories of schools (Schools managed by ST and SC development department, government schools, and non-government schools. The study revealed that there was low relationship between intelligence and academic achievement in different categories of schools and further revealed that there was no glaring relationship between intelligence and academic achievement of students involved in the study. A significant difference was found in academic achievement of students studying in different categories of schools. There was no significant difference in intelligence of students studying in different categories of schools. There was a low correlation between academic achievement an intelligence in different categories of schools.

Ghanihar (2005) investigated the relationship between school effectiveness and some selected person and organization related correlates. The data was collected from 16 schools;
110 teachers and 229 students. Some standardized tools were administered to study the variables. The findings of the study revealed that the students of high effective schools were more adjusted to schools than the students of average and low effective schools. Students of high effective schools were involved more in schools activities than the students of average and low effective schools.

Singh (2006) examined the social, emotional and socio emotional climate of the school on the adjustment of the students along with their interactional effects. 400 students studying in grade X in the high and senior secondary schools of Himachal Pradesh were selected randomly. Results revealed that social climate of the school affected the emotional and total adjustment of students significantly positively. Boys have significantly better health and emotional adjustment than girls whereas girls were significantly better in their social adjustment than boys. Emotional climate of school affects emotional health and total adjustment significantly. Girls were found significantly better than boys in their home and school adjustment at different levels of emotional climate of the school whereas boys were significantly better in their emotional adjustment. Socio emotional climate of the school affects the home, social, emotional and total adjustment of the students significantly positively. Girls had significantly better home and school adjustment than boys. Boys were significantly better than girls in their health adjustment at different levels of socio emotional climate of the school. Social climate of the school affects the emotional and total adjustment of students positively. There was no significant difference in home, health, social and school adjustment of the students at the different levels of social climate of the school. Boys had significantly better health and emotional adjustment than girls whereas girls were significantly better adjusted in schools in boys. Boys and girls do not differ significantly in their home, social and total adjustment at different levels of social climate of the school. Social climate of the school and sex do not interact significantly with regard to home, health, social, school, emotional and total adjustment of students.

Gafoor et al. (2007) compared high and low efficient schools in terms of school, pupil and home related variables. School as identified as high and low on the basis of student achievement were compared in terms of seventeen schools related, four home related variables and achievement motivation of pupils. The study was conducted on a sample of seven hundred pupils and eighty teachers from four rural secondary schools of Kozhikode district of Kerala. It was found that significant difference exist between high and low efficient schools in terms of school organizational cultural variables viz. commitment, formalization of rules, co-operative emphasis, expectations, academic emphasis, professional management and
goal consensus; school social system variables viz. instructional approaches, interpersonal relations and monitoring; teacher performance; instructional facilities and parental encouragement. There was no significant difference between high and low efficient schools in terms of orderly environment, expectation, communication between students and teachers, home school relationship, teacher perception of leadership of the head of the institution, achievement motivation of pupils, parental aspiration, parental guidance and physical facilities at home.

Saikia (2008) studied organizational climate of rural and urban secondary schools. The study was conducted on a sample of 60 school students by using school organizational climate questionnaire and concluded that school organizational climate and its dimensions were not independent of location of schools. The teachers of rural schools with large number of open climate enjoy a harmonious working relationship with each other and at the same time enjoy a sense of accomplishment in their job in comparison to their urban counterpart. In these schools institutional heads show human treatment. Thus in the urban schools most of the teachers perceived the head master as bureaucratic and impersonal nature. High scores of the urban schools in disengagement and alienation and production emphasis and control dimensions in comparison to rural schools indicates lack of initiative, emotional distance between the head of institution and the teachers of the urban schools.

Nath (2008) studied the attitude of tribal students towards school environment. A sample of 200 students studying on class IX and X was selected for the study and was provided attitude scale by Minushree Das. It was observed that there was a remarkable difference found in the attitude of tribal children of tribal school and general school towards their school environment.

Martin et al. (2008) studied the school environment and adolescent well-being beyond academics. Adolescents spend a large proportion of their day in school or pursuing school-related activities. While the primary purpose of school was the academic development of students, its effects on adolescents were far broader, also encompassing their physical and mental health, safety, civic engagement, and social development. Further, its effects on all these outcomes were produced through a variety of activities including formal pedagogy, after-school programs, caretaking activities (e.g., feeding, providing a safe environment) as well as the informal social environment created by students and staff on a daily basis. Research has repeatedly demonstrated the interconnectedness of the pieces, with safety and health affecting the academic environment, academics affecting health and social development, and so on. For that reason, any particular aspect of school policy and activities...
will be better understood through the lens of that larger context. This was particularly important as school systems have become even more pressured to focus on their main goal of academic development as a result of the federal no child left behind initiative. This brief was designed to be of particular interest to school principals, district staff, and others who were responsible for all aspects of school functioning. It should also be useful to those focusing on a narrower range of school functions (e.g., academics, health and safety, civic development) who want a better sense of how their concerns fit into the larger environment.

Rudd et al. (2008) studied the effects of the school environment on young people's attitudes towards education and learning. Document summarizes research to demonstrate the difference that building schools for the future (BSF) schools were making to young people's attitudes towards education and learning, as measured by their levels of engagement and enthusiasm for school. Overall findings indicated that student attitudes had become more positive after the move into the new school buildings. The proportions of students who: (1) said that they felt safe at school most or all of the time increased from 57 to 87 per cent; (2) said that they felt proud of their school increased from 43 to 77 per cent; (3) said that they enjoyed going to school increased from 50 to 61 per cent; (4) perceived that vandalism in their school decreased from 84 per cent of respondents to 33 per cent; (5) perceived that bullying decreased from 39 per cent of students to 16 per cent; and (6) expected to stay on in the sixth form or to go to college increased from 64 per cent to 77 per cent. It was not possible to attribute a causal link between improved attitudes of the students and the move to the new BSF building, but the numbers and levels of positive findings suggest an association between the move to the new surroundings and improvements in students' outlooks regarding their experience of school and their expectation for the future.

Sharma (2008) assessed the effect of self-concept on the school environment of ninth grade pupils. The sample of study consisted of 100 students (51 girls and 49 boys) drawn from grade IX from four schools of Pathankot city. The results of the study revealed the self-concept did not have any effect on school environment.

Mcmahon et al. (2009) studied the relation of classroom environment and school belonging to academic self-efficacy among urban fourth- and fifth-grade students. In the study, 149 low-income, ethnically heterogeneous, fourth- and fifth-grade students completed self-report surveys in the fall and spring of 1 academic year. Classroom climate (satisfaction, cohesion, friction, task difficulty, and competition) and school belonging in relation to language arts and math and science self-efficacy, taking into account initial self-efficacy was examined. Results revealed that greater satisfaction and school belonging, as well as less
friction, were associated with higher language arts self-efficacy; school belonging emerged as the most important contextual influence when all classroom and school environmental variables were examined together. Less difficulty was the only contextual variable associated with higher math and science self-efficacy. These results suggested that student perceptions of the classroom and school environment were important to consider in relation to academic outcomes and that they have differential influences depending on the subject.

Huang et al. (2009) studied gender differences in science teachers' perceptions of the school environment. Statistically significant gender differences were found in most aspects of the school environment, with female science teachers perceiving greater collegiality among teachers, higher gender equity among students, and stronger professional interest, and with male science teachers perceiving lower work pressure and better teacher-student relations. Gender differences in science teachers' perceptions of collegiality, work pressure, and gender equity in the school environment persisted even after controlling for teachers' background and school characteristics.

2.5 Academic Achievement

Hussain (1977) studied academic attainment in relation to level of aspiration and anxiety. Results showed that the academic performance of the group with moderate anxiety was significantly better than that of high and low anxiety groups. The academic performance of the group showing moderate goal discrepancy was better than that of groups showing either high or low discrepancy. High anxiety had adverse effect on academic performance. Low anxiety also showed a lack of drive and motivation in the students. High and low aspiration showed unrealistic and defensive attitude resulting in low achievement. Interaction between anxiety and aspiration did not exercise any significant effect on the academic performance.

Mishra (1978) compared high and low achievers in science, commerce and arts on creativity, intelligence and anxiety. Results showed that the high achievers in arts, science, and commerce were higher on the level of creativity than the low achievers in arts, science, and commerce. The high achievers in arts, science, and commerce were higher in their levels of intelligence than the low achievers in arts, commerce and science. Intelligence and general anxiety exhibited no relationship in any of the streams except the low achievers in science. Creativity and general anxiety were related in case of the low achievers in commerce and science only. The science students were more creative, intelligent and low in general anxiety than their counterparts in other streams. The art students were low in creativity and intelligence but high in general anxiety.
Homchaudhuri (1980) examined correlates of academic performance of college students (tribal) of Mizoram. The investigation aimed at surveying the levels of self-concept, anxiety, family influence and socio-economic status and studying the relationship of these factors with academic performance. Results showed that self-concept emerged as the most significant correlate of academic performance. Socio-economic status also came out as a significant correlate of academic performance. Anxiety had low positive significant relationship with academic performance. The high achievers were significantly more anxious than low achievers. The high achievers showed quite a high level of expectation with regard to their performance in the examination. The low achievers showed an abnormally high level of expectation and great judgment discrepancy with regard to performance.

Shivappa (1980) studied the factors affecting the academic achievement of high school pupils. It was found that study habits, educational aspiration and intelligence were significant positive correlates whereas manifest anxiety was significant negative correlate. Factors that contributed to predicting academic achievement were IQ, educational aspiration, manifest anxiety and study habits. Intelligence made the maximum contribution. For the success of high school boys at standard X examination, study habits, educational aspiration and IQ turned out to be significant positive correlates and manifest anxiety significant negative correlates. For the success of high school girls of the standard X examination, study habits, educational aspiration and IQ turned out to be significant positive correlates and personality adjustment and manifest anxiety as significant negative correlates.

Godbole (1993) studied perceived parental acceptance, self-concept and academic achievement. The findings of study were that higher level of self-concept, SES, intelligence was separately associated with high parental acceptance and low rejection and concentration. Large family size was associated with low parental acceptance and high parental rejection while no association was found for concentration. Large sibling size was associated with high parental rejection and has no significant association with acceptance and concentration. Academic achievement was not independent of perceived parental rejection and concentration though acceptance has no such association.

Black (1994) studied the comparison of college academic achievement between graduates of public and private high school and found that there was no significant difference in grade point average between graduates of private or public high school. Among students attending private colleges, lower in public high school graduates achieved first year GPAS significantly higher than did graduates of private high schools. Finally only public school graduate attending private colleges achieved statistically significantly higher GPAS.
Nessa (1994) studied the factors affecting academic achievement of Bangladeshi primary school children of Dhaka city. An analysis of multiple regression indicated that father’s education, mother’s education, creativity, and tutor contributed singly and jointly to the academic achievement of the students almost in each grade of non-government. In government schools all the above variables and home environment contributed to students’ academic achievement. Staff composition contributed singly and jointly to the academic achievement of the students. The other school variables were found non-significant. An analysis of stepwise regression indicated that out of eleven ‘Home and Individual Variables’, father’s education, father’s occupation, mother’s education, creativity and tutor contributed most to the academic achievement in most of the grades of each type of schools. In government schools, home environment contributed in three out of five grades. Other variables such as father’s income, mother’s occupation, nutritional level, and motivation contributed only in one grade. Mother’s income did not contribute in any of the grades. In school variables only staff composition contributed most to achievement. An analysis of $t$-test indicates that high achievers and low achievers differed significantly in home environment, father’s education, mother’s education, and tutor in most of the grades. In case of mother’s occupation and income the differences were not non-significant. In the top schools the gaps between the scores of high achievers and low achievers in different grades were very small but in case of second top school the wider gaps between the high achievers and low achieves were found. In the second top schools the parents of high achievers better education and background, most of the high achievers live in nuclear families, while low achievers were generally from joint families. The high achieves were generally from joint families. The high achievers were often assisted by their parents or other family members. High achievers were regular in attending school, while low achievers were not so regular.

Fisher (1995) examined the relationship between intelligence as defined by a verbal and nonverbal combined score, obtained on the Otis-Lennon school ability test and final grades received in the following six academic subjects: reading, math, spelling, science, English and social studies. The results suggested a positive correspondence of relationship between intelligence and its ability to predict academic achievement. A positive correlation was found between intelligence score and the subject of reading (.49), English (.50), social studies (.44), science (.51) and math (.47). A lesser correlation was found with spelling (.30). No significant differences were noted in correlations between intelligence of genders and any of the academic categories.
Sanders (1996) explored the effects of teacher, family, and church support on the school-related attitudes, behaviours, and academic achievement of African American, urban adolescents. To achieve this objective, 826 students in an urban school district in the southeastern United States completed a questionnaire measuring: student perceptions of teacher support; student perceptions of parental support; church in vocationalment; school behaviour; academic self-concept; achievement ideology; and academic achievement. Interviews were conducted with a subset of the research population (40 students) to enhance and aid in the interpretation of the questionnaire data. Results of the quantitative and qualitative analyses showed that students' perceptions of teacher and parental academic support and church in vocationalment indirectly influence achievement through their positive and significant influence on one or more of the attitudinal and behavioural variables measured. Students' academic self-concepts, achievement ideology, and school behaviour, therefore, were qualities influenced by the school, family, and church.

Rossen (1997) studied adolescents’ depression and its impact on competence, behavioural problems and academic achievement. The area of competence was found to be significantly negatively correlated with the adolescent's level of depressive symptoms. In regard to total behavioural problems and internalizing behavioural problems, the ratings proved to be significantly positively correlated with the adolescent's level of depression. Externalizing behavioural problems ratings were significantly positively correlated to the adolescent's level of depression. In the area of academic achievement, several academic subjects proved to be significantly negatively correlated with the level of adolescent depression. The between groups research design (which employed t-tests) provided results similar to those reported above. This research demonstrated the need for school psychologists to diagnose depressive symptoms amongst the student's they serve. It was found that issues associated with higher levels of depression in adolescents were a lower sense of competence, greater total behavioural problems, greater internalizing behavioural problems and greater externalizing behavioural problems, as well as lower academic grades in major subjects. School personnel need to be alerted to students who demonstrate the above profile.

Hudda (1998) conducted a comparative study of self-concept, aspirations and academic achievement of agricultural and non-agricultural students at college level. Non-agriculture students were better than agriculture students in self-concept. In temperamental qualities the mean of agriculture group was higher than that of non-agriculture group. In academic status the mean of non-agriculture group was higher than that of agriculture group. In intellectual abilities the mean value for the non-agriculture group was higher than that of
agriculture group. In habits and behaviour the mean value for the non-agriculture group was higher than that of agriculture group. The observed value of coefficient of correlation between aspirations and academic achievement within non-agriculture group was .72, which was positive, high and significant.

Singh (1998) studied part time employment in high school and its effect on academic achievement. In her research, the nationally representative sample of X graders, the first follow up the national educational longitudinal study of 1998 (NELS -88), was used to examine the effect of part time work during the school year on academic achievement as measured by the standardized achievement, scores and high school grades earned in fair subject areas (English, Mathematics, Science and Social Studies). The finding of the study point to a small negative effect of employment on both measures of achievement when socio-economic status, gender and previous achievement were controlled.

Fan et al. (1998) examined the issue of whether any differences exist in school achievement among rural, suburban, and urban school students in four major areas of school learning: reading, mathematics, science, and social studies. The results showed that students from rural schools performed as well as, if not better than, their peers in metropolitan schools in math, science, reading, and social studies.

Berry et al. (1999) examined the relationships between academic performance, student ability, and motivation among community college students. Results indicated that the relationship between level of motivation and academic performance fluctuate throughout the semester. Students who attribute academic performance to internal factors such as self-ability and hard work earn higher grades than those who do not. The third study addresses the notion that the affective state was an indirect measure of motivation. In order to test this relationship, a model was developed that integrated achievement motivation theory with a two-dimensional approach to emotion. The results illustrated that the students who report feeling confident and enthusiastic before a test perform better on the exam than students who express feelings of anxiety or worry.

Gelat (1999) studied the effect of study habits on educational achievement of the students of secondary school. The result showed that there was significant effect of study habits on educational achievement of the students of secondary schools. There was no significant effect of sex on educational achievement of the student of secondary schools. There was no interactional significant effect of study habit and sex on the educational achievement of the student of secondary schools.
Aima (1999) studied school climate and its relationship with creativity, personality and academic achievement of adolescents. The findings showed that Academic achievement was significantly positively correlated with all the eight measures of school climate. Mean score of achievement of adolescents studying in rich school climate was significantly higher as compared to mean score of achievement of adolescents studying in poor school climate.

Accordino et al. (2000) studied effects of perfectionism, depression, and self-esteem on adolescent achievement and achievement motivation. Students' personal standards and their feelings of not meeting such standards (high discrepancy) were significant predictors of academic achievement. Students’ personal standards also significantly predicted achievement motivation (work orientation). Gender was found to be a significant predictor of academic achievement and achievement motivation (competitiveness). Students with positive aspects of perfectionism differed significantly on measures of self-esteem and depression from students possessing negative aspects of perfectionism.

Tehlan (2001) conducted a comparative study of the impact of general intelligence, level of aspiration and awareness of facilities on the academic achievement of scheduled caste students. The findings of the study showed that the general intelligence of male scheduled caste students had been found better than the female scheduled caste students of the senior secondary stage. The general intelligence of rural male scheduled caste students had been found better than the urban male scheduled caste students of the senior secondary stage. The general intelligence of female urban scheduled caste students had been found better than the rural female scheduled caste students of the senior secondary stage. The level of intelligence of the female urban Scheduled caste students had been found better than the rural Female scheduled caste. The level of intelligence of the urban male scheduled caste students had been found better than the rural male scheduled caste.

Yarbrough (2001) sought to determine if there were relationships between student achievement and educational facilities. It focused on the question: Does school design influence the academic achievement of elementary school students? Criteria used were scores on the Iowa test of basic skills and 86 variables describing design patterns in various categories such as movement patterns, large group spaces, architectural layout, day lighting and views, colour, scale of building, and location of school site. Findings indicated that design does influence student learning, with circulation pattern or movement accounting for the largest percentage of variance for the third grade, and availability of large group meeting areas accounting for the largest percentage of variance in the fifth grade.
Munoz et al. (2001) examined the effect of specified demographic and psychological variables on the academic achievement of high school students from urban and rural settings. Psychosocial variables considered in this study were familism (perceived closeness of the family), perceived discrimination, time management, and home and school factors. Results provided information on the predictive factors associated with academic achievement among high school students. The significant psychosocial predictors were advance program placement, economic condition, time management (i.e., as related to studying or doing homework), depression scale, parent-child conflict scale, and school location. Support for continued use of measures of psychosocial factors in the study of predictors of academic achievement was established.

Thakkar (2003) studied academic achievement, adjustment and study habits of rural and urban students. The findings of study showed that there was no significant relationship in academic achievement and study habits for rural and urban students. With regard to adjustment, in the areas of home and family, personal and emotional and total adjustment, there was positive significant difference between rural and urban students. However, in the areas of social and educational adjustment this difference was not significant. There was no significant correlation between academic achievement and adjustment habit among rural and urban locality. With regard to adjustment among low and high achieving students on the rural section reveals a positive significant difference between low and high achieving students in the areas of home and family, personal and emotional, education, health and total adjustment. In social adjustment there was no significant difference observed between both low and high achieving groups. On the urban locality, there was no significant difference between low achieving and high achieving students in all the five dimensions of adjustment. On the whole, it was studied that the adjustment of high achievers was better as compared to low achieving students. There was significant difference in the areas of home and family, personal and educational adjustment. On the other hand in the area of social and health adjustment, there was no significant difference observed between rural and urban girls. There was no significant difference observed between rural and urban boys with regards to academic achievement and study habits. The adjustment pattern showed that urban boys were slightly better adjusted than their rural counter parts in the areas of home and family, personal and emotional, health adjustment. In the area of social adjustment, the rural boys were slightly better adjusted in comparison to the urban students. In the areas of home and family, personal and emotional and health adjustment significant difference was observed between rural boys and urban boys.
Varma (2003) examined relationship of academic achievement of middle school students with their intelligence, adjustment and achievement motivation. It was found that the critical ratio of academic achievement of all the groups was significant at .01 level. Only critical ratio of male and female students was not significant at any level. The F-value of intelligence, achievement motivation and academic achievement was significant at .01 level. The F-value for adjustment was not significant at any of the level. The correlation between academic achievement and adjustment, academic achievement and intelligence, achievement motivation and intelligence & adjustment and intelligence of all the groups was positive and significant at .01 level. There was negative correlation between achievement motivation and adjustment of all the groups and this was significant at .01 level. The critical ratio of mean of achievement motivation, adjustment and academic motivation of male and female students was not significant. The critical ratio of mean of intelligence was significant at .05 level. There was no significant difference between achievement motivation, adjustment and academic achievement of male and female students. The difference was only in intelligence. There was no difference in adjustment of arts and science students. When intelligence was considered as covariate the effect of adjustment on academic achievement of students of upper and lower group students was significant at .01 level. But the effect of adjustment on academic achievement of upper and general group students was not significant. When achievement motivation was considered as covariate the influence of adjustment and intelligence on academic achievement of upper and lower and upper and general group students was significant at .01 level. But the influence of adjustment and intelligence on academic achievement of general and lower group students was not significant. When adjustment was considered as covariate the influence of achievement motivation on academic achievement of three groups was significant at .01 level. But the influence of intelligence on academic achievement of upper and lower & upper and general group was significant at .01 level. There was no influence of intelligence on academic achievement of general and lower group male and female students.

Gakhar et al. (2004) studied social stress, locality and gender as the factors affecting academic achievement with the objective to study how social stress, locality and gender and their various interactions separately affect the academic achievement and reasoning ability of the students by taking a sample of 769 student of Jammu division and found that rural students as well as male rural students scored high academic scores as compared to their counterpart. Rural students scored higher on reasoning ability test than urban students, although locality was affecting the reasoning ability of the students significantly at 0.01 level.
Ganguly (2004) studied determinants of academic achievement in rural and urban areas and found that parental care about child’s education, emotional climate at home and socio-economic status of family had a positive correlation and crowded living conditions at home had a negative correlation with the academic achievement of students in rural and urban areas; library facilities, teacher’s training, teacher’s classroom behaviour and attitude towards teaching had a positive correlation and student teacher ratio had a negative correlation with the academic achievement of students; peer influence and movies had significant and positive, and the distance between home and school had significant negative correlation with achievement of students; attentiveness to study, school attendance, health and interest in study had a positive correlation with students’ achievement.

Daley et al. (2005) studied background and classroom correlates of child achievement, cognitive and behavioural outcomes in rural Kenyan school children. Results suggested that while background factors such as child age and SES were important predictor of child outcomes, inclusion of classroom factors and the addition of behavioural as a predictor shows an even greater effect. The largest effect was seen for the outcome variables most closely tied to classroom activities.

Prichard et al. (2005) investigated the relation between district culture, student achievement and student attributes about their schools. Perceptions of students as expressed in more than 2000 essays written about their schools were explored. Seven cultural categories were examined for differences across grade level and districts. Statistical differences were found for 3 categories (Social People, Education/ Curriculum and Extra-Curricular Activities) for writing achievement, for whether the district cultures were rated as positive or negative and for whether students’ comments revealed a positive or negative view of their schools. This study suggested that district culture has a noticeable effect on school culture and on students’ achievement.

Johnson (2005) explored the antecedents of individual differences in academic achievement. The first study tested the hypothesis that the contemporaneous association between disruptive behaviour and poor school grades could be explained by attention problems and lack of academic ability, and estimated relations among the underlying genetic and environmental influences. The second study investigated the effects of child academic engagement; IQ, depression, externalizing behaviour, and family environmental risk on achievement manifested as trajectories of reported school grades from ages 11 through 17, and assessed the relative importance of genetic and environmental influences to those effects. The third study explored genetic and environmental pathways through which parents...
influence school grades. Results revealed academic engagement, IQ, family risk, and externalizing behaviour but not depression were important predictors of level of reported grades, though not of change in grades over time. Genetic and environmental influences among the variables were strong and closely related. Common genetic influences on parenting and academic engagement were also apparent. Shared environmental influences were modest throughout the studies. The substantial genetic influences revealed here make clear that we can learn most about environmental influences on school performance by taking these genetic influences into consideration.

Oh (2005) examined the process by which neighbourhood conditions influence parents, peers, and schools, and the combined effect of neighbourhood conditions, parents, peers, and schools on adolescents' achievement and subjective well-being. The study showed that neighbourhood characteristics influenced adolescents' subjective well-being through parental characteristics, parenting behaviours, peer interactions, and school characteristics. Similarly, parental characteristics and parenting behaviours mediated the relation between neighbourhood characteristics and adolescent academic achievement.

Salley (2005) investigated the extent to which differences in motivation, persistence, and resilience exist among academically achieving African-American males enrolled in high school in a mid-Atlantic suburban public school system. It revealed no statistically significant differences in means in motivation, persistence and resilience. Four themes emerged from the interviews of African-American males enrolled in honours or advanced placement high school classes. These themes were: determined and persistent parental engagement; setting limits and discipline; child-focused love, support, communication and modelling; and community connectedness and resources.

Alison (2005) studied the relationship of positive and negative perfectionism to academic achievement, achievement motivation, and well-being in tertiary students. The results indicated that positive perfectionism showed associations with higher academic achievement, higher achievement motivation, positive personality factors, and more use of functional forms of coping, while negative perfectionism showed associations with negative effect, depression, anxiety, stress, negative personality factors, and more use of dysfunctional coping strategies. It was therefore concluded that positive perfectionism can have a positive association with academic achievement, achievement motivation and general well-being, while negative perfectionism can have a negative association with these factors. Many individuals were concerned with meeting high standards for performance.

Vijayalakshmi et al. (2006) studied the relationship between stress and mathematics
achievement with the objective to study the impact of gender, year of study, management, medium of instruction, parental educational qualification on mathematics achievement of students by taking a sample of 180 students and found that there existed a negative and low correlation between students stress and mathematics achievement; gender, year of study, management, medium of instruction and level of parental educational qualification do not had any effect on mathematics achievement; students studying in urban locality colleges were having higher mathematics achievement when compared to semi-urban and rural localities.

Chamundeswari et al. (2006) studied general mental alertness and intelligence in relation to academic achievement of students at the secondary level with the objective to investigate the possible differences between academic achievement in Mathematics of students at secondary level in different types of school by taking a sample of 291 students and found that there was a significant difference between achievement in Mathematics of students at secondary level in government, aided and matriculation, government and government aided, matriculation and corporation schools; there was no significant difference between achievement in Mathematics of students at the secondary level in corporation and government, corporation and government aided, government and matriculation schools; there was significant correlation between mental alertness, intelligence, achievement in Mathematics and English of students at the secondary level in different types of school.

Rajendran et al. (2007) studied that are rural students inferior to urban students in their achievement scores in chemistry at college level and found that there was no significant difference among the achievement of boys as well as girls in the post test of chemistry; locality of students (urban/rural) had no influence on the achievement scores of students at college level.

Pandey et al. (2008) studied significance of difference between male and female adolescents on academic performance, achievement motivation, intelligence and socio economic status. The study was conducted on 621 students of class XI. It was concluded that there was no significant difference between male and female adolescents on the measures of academic achievement, achievement motivation, intelligence and socio economic status.

Beckett et al. (2009) examined structuring out-of-school time to improve academic achievement. Out-of-school time programs can enhance academic achievement by helping students learn outside the classroom. The purpose of the practice guide was to provide recommendations for organizing and delivering school-based out-of-school time programs to improve the academic achievement of student participants. It was recommended that align the out-of-school time program academically with the school day; maximize student participation
and attendance; adapt instruction to individual and small group needs; provide engaging learning experiences; and assess program performance and use the results to improve the quality of the program. The guide also described the research supporting each recommendation, how to carry out each recommendation, and how to address roadblocks that might arise in implementing them.

Thomas et al. (2009) studied the promoting academic achievement and the role of racial identity in buffering perceptions of teacher discrimination on academic achievement among African American and Caribbean black adolescents. The authors examined the moderating effects of different dimensions racial identity (i.e., racial centrality and public regard) on perceptions of teacher discrimination and academic achievement among a nationally represented sample of African American and Caribbean black adolescents. The findings revealed that perceived teacher discrimination was negatively related to academic achievement for both African American and Caribbean black youth. In addition, high racial centrality and low public regard buffered the negative consequences of high levels of perceived teacher discrimination on academic achievement among adolescents.

Lai et al. (2009) investigated the adverse effects of parents' school selection errors on academic achievement. One major concern with public school open enrolment programs was the potential for parents' school selection errors to adversely affect their children's academic achievement. In this study of the Beijing middle school open enrolment program, the estimate the degree to which children's school outcomes were negatively affected by the poor choices their parents was made during the school selection process. It was found that the children of parents who made judgment errors in school selection were admitted to lower quality schools and achieved lower test scores on the high school entrance examination. Parents who had less education, whose children performed at lower levels in primary school, and who were less attentive to teachers' opinions about schools were more prone to make these errors. Providing assistance to parents, especially those less prepared to make informed choices about school selection, was consequently important for supporting more efficient and equitable open enrolment program.

Kitsantas et al. (2009) studied college students' homework and academic achievement: the mediating role of self-regulatory beliefs. The influence of homework experiences on students' academic grades was studied with 223 college students. Students' self-efficacy for learning and perceived responsibility beliefs were included as mediating variables in this research. The students' homework influenced their achievement indirectly via these two self-regulatory beliefs as well as directly. Self-efficacy for learning, although
moderately correlated with perceptions of responsibility, predicted course grades more strongly than the latter variable. No gender differences were found for any of the variables.

2.6 Summary of Related Literature

As a whole, above given literature revealed that research studies examined the mental health, school environment and academic achievement variables extensively whereas spiritual intelligence, altruism were not studied extensively.

Some researchers have examined the concept of altruism and suggested a number of variables influencing the occurrence of altruistic behaviour such as Mood (Khanna et al., 1992), locus of control (Sharman et al., 1992), empathy (Khanna, 1991), gender (Khanna et al., 1992; Jha et al., 1997). But relationship between mental health and altruism was assessed by few researches. These researches reported the correlation between mental health and altruistic behaviour. Further, among these most of studies reported gender differences in altruism indicating female shows more altruistic behaviour than males. Lourenco (1990) reported that older children were more likely to consider an altruistic act in terms of gain construction than cost perception. Nearly every one of the researches reported gender differences for altruism and almost all except Komila (1994) who revealed that females were more altruistic in behaviour as compared to males. No study was found which examined the influence of location of residence and type of school on altruistic behaviour of adolescents.

Some of researchers studied the correlation of school environment and/or influence of school environment on mental health but dimensions of both variables were not same as taken in the present study. In school environment variables viz. commitment, formalization of rules, co-operative emphasis, expectations, academic emphasis, professional management and goal consensus; school social system variables viz. instructional approaches, interpersonal relations and monitoring, teacher performance, instructional facilities and parental encouragement, as commitment peer norms, cooperative emphasis, Expectations, Emphasis on academics, rewards and praise, consistency and goal consensus were mostly studied. Indirectly positive relationship between mental health and school environment was reported by many studies. Inconsistent results regarding influence of location of residence and gender on mental health status were found. Most of the studies reported that girls were mentally healthier than boys as girls had more patience, tolerance, emotional stability and more well-adjusted than boys.

Large number of studies examined relationship between mental health and academic achievement of adolescents. Almost all reported positive relation or influence of mental health on academic achievement. On the other hand variables which were reverse to mental
health were negatively related with academic achievement such as psychossim, depression, neurotism, low adjustment, mental illness, low Intelligence, conduct problem. Most of the studies reported that better socio economics condition facilitated better mental health conditions. Regarding gender differences for academic performance as well as mental health inconsistent results were found. Most of the studies reported that academic achievement of adolescents residing in urban area was higher than adolescents residing in rural area.

Spiritual intelligence was relatively new construct that was why comparatively fewer researches were found in this field. But many related spiritual variables such as spiritual well-being, equanimity, self-actualization, intuition power, love, quality of life, unitive states of consciousness, awareness of God's presence and love in all things, self-awareness, awareness of interconnectedness, social service, compassion, super-ego, sense of inner experience, transcendence were examined. No direct study regarding relationship between mental health and spiritual intelligence was found. Relationships of mental health with subjective well-being, life satisfaction, spiritual health, spirituality were found and almost all reported positive relation between these variables. Some studies indirectly also reported the same results. Further, religion (variable) was studied by previous researchers as correlates of mental health. Positive correlation was found by most of researches. Results were found regarding influence of gender, socio-economic status, family variables, and age on mental health. Most of studies reported influence of gender on spiritual intelligence indicating that females were more spiritual than males. But, specifically, Singh (2008) divulged that spiritual intelligence was found to be independent of gender when pre-spiritual intelligence and pre-emotional intelligence; pre-spiritual intelligence, pre-non-verbal intelligence and pre-emotional intelligence; pre-spiritual intelligence, pre-self-confidence and pre-anxiety in combinations were considered as covariates.