CHAPTER -2

REVIEW OF LITERATURE

2.1 INTRODUCTION

Scientific literature helps the researcher in developing insight in the subject being studied. In psychological research, there are two main approaches of literature review, first approach to choose an area of research, read all the appropriate and relevant studies, and organize them in meaningful way. An example of an organizing theme is controversial issues in the area, where you might first discusses the studies that support the one side and then discuss the studies that support the other sight. Second approach is to choose and organizing a theme or a point that we want to make and then select our studies accordingly. So, Review of literature helps in designing the study and also in finalizing the methodology for collecting reliable data and relates review of literature is presented here.

LITERATURE REVIEWS AND RESEARCH ARTICLE

Asendorpf, et al; (2002) stated that double dissociation implicit and explicit personality self-concept. They further evaluated that the implicit persons were doing very shy behavior and positive correlation in explicit and self-concept.

David, (2002) have conducted the relationship between self-efficacy, locus of control and work personality. They also reported the positive correlation between efficacy, locus of control and personality.

Deshmukh, (2000) designed to study to compare high and low self-concept groups of Junior College students with anxiety, achievement, motivation intelligence, good discrepancy and academic achievement. Results also revealed that high and low self-concept groups of Junior College students differ significantly on anxiety academic achievement and intelligence. These groups do not differ significantly on goal discrepancy and academic achievement. Marchior, (2011) have conducted that dependence, locus of control, parental bonding and personality disordered. They also emphasized that locus of control and personality is positively related with each other.
Dhilon and Kaur, (2000) have to study the relationship between career maturity and self-concept, achievement motivation and locus of control on comparison of public and government schools. Result revealed that significant relationships have also been obtained between career maturity attitude and career maturity competence significant relationship has been found between career maturity attitude and external locus of control, achievement motivation and self-concept. Rai and Singh, (2009) examined the effect of personality differences on cued vigilance task performance. They highlighted that extraverts performed better than introverts on the task and reported accurate performance.

Ernest, (2012) investigated the influence of college on student academic and social self-concept. Findings suggested that academic and social experiences during college have significant direct effect on self-concept development.

Gursoy and Mudriye, (2007) investigated the locus of control and self-concept of children from the low socio-economic level. The results of the research revealed that the gender and the age of children caused a significant difference in the locus of control and self-concept.

Fransis, etal; (2008) investigated gender differences in achievement, academic self-concept interest and motivation in Mathematics. Researchers found that boys obtained significantly higher score than girls. Girls scored lower on measures of academic self-concept interest and motivation.

Self worth and self-assessments of scholastic competence are comparable to or higher than metropolitan norms. Rural children display the same decrement in self-ratings of physical appearance as they grow older girls more so than boys as do urban children. Rural and urban boys rate themselves higher in athletic competence than girls. The impact of rural / urban differences on children may be less marked than suspected.

Juan, etal; (2010) evaluated that physical self-concept of Spanish school children. Differences by gender, sport practice and levels of sport involvement. They further indicated that boys had higher levels of perceived competence and greater self-confidence.
Katherine, (2009) investigated that self-esteem and academic success for urban, migrant and high socioeconomic students. It is reported that students belong to higher socio-economic status and had different pattern of self concept than their counterparts.

Maqsud and Rouhan, (1990) conducted study on relationships between socio-economic status, locus of control, self-concept and academic achievement of Batswana Adolescents. They found that internal, external control is powerful variable positive relationship is found between locus of control and self-concept.

Nagar, et al; (2008) evaluated that self-esteem among rural adolescent girls. Self-esteem scores were found to be positively correlated with the educational status of the girls. The family type of girls affected the scores of self-esteem.

Ordu, (2009) revealed that socio-economic status, personality type, gender and region were not significantly among spouse.

Ralph, et al; (2011) have conducted a peer interaction, self-concept, Locus of control and avoidance of school situations of early adolescents. In this study he included 328 first year students from four high schools, in three different SES. They found that self-concept and Locus of control are positively related to each other.

Rinn, (2011) investigated the relationship between perceived social support and the multidimensional self-concepts of gifted adolescents. Results revealed that three distinct clusters of perceived social support, but minimal differences with regard to self-concept and gender.

RizwanAkramRana, Muhammad ZafarIqbal (2005) evaluated that "Effect of students self-concept and Gender on academic Achievement in science." Data were collected from 44 Male and 44 Female students. They found that self-concept and gender has significant effect on their achievement in science.

Robert C., Kanoy, Beth W. Johnson, Korrel W. Kanoy (1980) have evaluated that locus of control and self-concept in achieving and underachieving bright elementary students. The result shows that achievers had significantly higher
self-concept, achievers had significantly higher internal locus of control score. No sex differences were revealed for either self-concept and locus of control.

**Roshan, Lal, Zinta (2006)** investigated the impact of rural and urban background on performance among the high and low efficacious students having in various senior secondary schools of Shimla District of Himachal Pradesh in India. The data were collected on sample of 416 self efficacious subjects. The result reveal that there was non-significant difference.

**Roscigno and Crowley (2001)** note that the academic performance of rural children typically lags behind that of metropolitan children.

**Saima Munir, Mehsoon Sajid (2010)** evaluated the "Relationship between locus of control and organizational commitment." The research will be conducted on university level professors in Pakistan. They found that participants with more external locus of control are more likely to have high continuance commitment.

**Sandra VukPisk, Mate Mitamovic, Ante Silic, Anamarisa Bogovic, Vesna Vidoric (2012)** found that associated with over-weight students and self-concept among adolescent girls. The study sample consisted of 40 girls of the 18 years old a control group and 40 over-weight 18 years old girls in experimental group. Researchers found that statistically significant differences between two groups.

**Sear, (1970)** found that high self-concepts were associated with masculine characteristics of boys while girl's feminity characteristics were associated with low self-concept.

**Sumarwan, etal; (1993)** examined the relationships among selected socioeconomic variables-perceived locus of control, perceived income adequacy and satisfaction with financial status. Results of the study indicate that age, household income, household net worth, perceived locus of control, and perceived income adequacy are significantly related to satisfaction with financial status. Household income and household net worth have indirect effects on satisfaction through perceived locus of control and perceived income adequacy. Perceived locus of control also has an indirect effect on satisfaction through perceived income adequacy.
Tiwari, etal; (1994) investigated the relationship among achievement, SES and self-concept. Results indicated that students belong to SES and low achievement with negative social and negative school related self-perceptions.

Trusty, (1994) evaluated the achievement socioeconomic status and self-concepts of students. They found that high achievement may be a protective factor concerning self-esteem, peer related perceptions while higher SES may be a protective factor regarding anxiety and peer related perception.

Yahaya, (2009) refers in a study the relationship between dimension of personality, self-concept and family influences on students. He highlighted a week relationship between dimensions of personality, self-concept and family cohesiveness. The relationship of self-concept and communication skills towards academic achievement. The finding indicate that the majority of the students possessed the average level of self-concept and interpersonal communication skills self-concept was found to correlate quite significantly with interpersonal communication skills but it was found that self-concept does not correlate significantly with academic achievement. Bolus, (1982) found that grades in English, Mathematics and Science were more highly correlated with matching areas of self-concept than with general self-concept.

Veseiska, and Geckova, (2009) examined the socio-economic differences in self-esteem of adolescents influenced by personality, mental health and social support.” In this study indicate that self-esteem is lower among adolescents of low socio-economic status and is associated with a number of interpersonal and socio-cultural factors. They revealed that the contribution of personality and mental problems in the relation between socio-economic status and self-esteem may have important implications for the design of promotional programs aimed at enhancing self-esteem. They further investigated the socio-economic differences in self-esteem of adolescents influenced by personality, mental health and social support. Results indicate that personality dimensions and mental health subscales contribute to the association between family affiliation and self-esteem.