CHAPTER - II

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Introduction: -

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

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

The present review of literature will consider the conceptual phenomena as well as the variables under study to assess empirical clarifications. Any research needs support, verification and clarification by having thorough critical evaluation of the literature available to the researcher, as much as possible within the literature available to the research investigation.
Keeping in view the above consideration made a comprehensive survey of the related study of past years was studied, which have been presented as following.

**Rashidi, M., Haghighi, J., Yiylagh, M. S., Hashemi-Sheykhtabatabaei, S. S. (2011)** investigate intelligence, emotional intelligence, academic self-concept, locus of control and social-economic status as the predictors of academic success and failure of first year high school male students in Ramhormoz. Thus, from all successful students and unsuccessful students 160 persons selected randomly. The materials used in this research are as follows: Petrides & Furnham Emotional Intelligence Inventory, Delavar Academic Self-concept Inventory, Rotter Locus of Control Inventory and a researcher-made Social-Economic Status Inventory. Also Raven's Standard Progressive Matrices score were used from the students personal files. In order to analyze the data both discriminate analysis and descriptive statistics were used. Findings revealed that except component social skills concerned to variable emotional intelligence that was not a predictor of academic success and failure, other variables confirmed the hypotheses of this study and revealed that success or failure male students can be predicted from the variables intelligence, emotional intelligence, academic self-concept, locus of control and social-economic status.

**Cano, F., & Cardelle-Elawar, M. (2008)** examined the complex interrelationships between family environment variables (antecedents) as predictors of learning strategies and academic performance (consequences) and of epistemological beliefs (mediators) and tested the latter as mediators of the relationship between antecedents and consequences. The results of path analysis support a hypothesis generated from a model that is bound both by the theory and by previous research. Belief in Quick, effortless learning mediated the influence of family variables on Surface strategy,
Meta-cognitive learning strategies and Academic performance. The better the family’s intellectual climate, the higher the students’ mature beliefs about learning, and consequently, her/his Deep and Meta-cognitive strategies and academic performance. The proposed model showed a better fit to the data when compared with the two alternative models. Finally, we discussed the need to build an integrated model of the likely origins of epistemological beliefs.

**Siwach, M. (2008)** present study is based on a sample of one hundred twenty students drawn from senior secondary schools of Panipat. It was planned to assess the effect of home environment on the scholastic achievement of children of class V111. Misra’s Home Environment Inventory Scale was used to assess the quality of home environment and scholastic achievement was ascertained with the help of report cards of students and other school records. The data revealed that boys of high home environment group achieved significantly greater mean score than the boys falling in the group of low home environment. The impact of home environment has also been observed in the mean values of scholastic achievement of girls belonging to high, medium and low home environment groups. But the difference was not significant at 0.05 level of significance. Results also showed that good quality of home environment had significant positive correlation with ‘high’ level of scholastic achievement in boys than among girls. It was found that as the quality of home environment gets deteriorated, the level of scholastic achievement also comparatively declines in boys.

**Codjoe, H. M. (2007)** focuses on the educational experiences of African-Canadian youth. Traditionally, researchers have tended to emphasize the poor academic performance of Black students, or issues and problems related to their academic failure, or to stereotype them as loud, lazy, criminal, athletic, deprived, dangerous,
and deviant. In contrast, this article looks at Black students in Alberta who have achieved academic success in spite of considerable adversity. The data presented here show that factors such as the home environment and parental encouragement contribute to academic success. The findings of the study show that contrary to popular opinion and research, not all Black students make poor choices about education. Black students also develop successful academic skills. Although the students talked about other factors that contributed to their academic success, this article has focused on parental support and encouragement in the home environment and uncovered some factors that contribute to Black students’ academic success.

Bansal, S., Thind S. K. & Jaswal, S. (2006) concluded from the results of their study that quality of home environment plays an important role in determining magnitude of achievement motivation and internal locus of control for high level of academic achievement. Some of the dimensions of quality of home environment such as control, protectiveness, conformity, punishment, reward, social isolation, deprivation of privileges and rejection emerged as the most significant for inculcating high level of achievement motivation and internal locus of control for ensuring high level of academic achievement.

Dancy, B. L., Handal, P. J. (2006) examined two contrasting views of divorce and its effect on the adjustment of children. The physical wholeness position maintains that divorce itself is the salient variable that adversely affects children via the physical dissolution of the family; while the psychological wholeness position maintains that conflict is the critical variable which influences adjustment and does so regardless of parental marital status. Results of analyses on a sample of black working lower class adolescents failed to support the physical wholeness position; adolescents' age at the time of parental divorce, gender, and parental marital status were not significantly
related to perception of family climate, psychological adjustment, grade point average, or peer relationships. However, results did provide strong support for the psychological wholeness position since adolescents' perception of family climate, psychological adjustment, and peer relationships were all significantly related to level of perceived conflict in the family. Conceptualizing divorce as a crisis situation rather than as a uniformly and universally negative event appears more reasonable since adolescents in our sample adapted to, and coped with, divorce. Use of conflict identification and resolution interventions to reduce family conflict may prevent future problems in child development.

Halawah I (2006) presented paper to study the effect of motivation, family environment, and student characteristics on academic achievement. The study was conducted on 388 high school students (193 males and 195 females) from Abu Dhabi District, United Arab Emirates (UAE). A Likert-type instrument that consisted of three parts (scales) was used to measure students' level of motivation, parental influences, and students' characteristics, while academic achievement was measured using student's GPA. Calculations were also breakdown by gender to assess differences between male and female students. Students' mean level of motivation was less than the means of parental influence and student's characteristics. No gender differences were observed on the variables measured by the instrument. Correlations between each of motivation, family environment, student characteristics and academic achievement were small and practically not significant. Remarkably high correlation value was observed between motivation and students characteristic. The highest correlation value was observed between family environment and students' characteristics.
Johnson, W., McGue, M., Iacono, W. G. (2006) examine the effects of particular characteristics on academic achievement individually, which means that little is known about how they function together. Using the population-based Minnesota Twin Family Study, the authors investigated the effects of child academic engagement (interest, involvement, effort), IQ, depression, externalizing behavior, and family environmental risk on academic achievement (reported school grades) from ages 11 through 17. Hierarchical linear growth curve modeling showed main effects on initial reported Grades for all variables, and IQ mitigated the deleterious effects of family risk and externalizing. Only engagement affected change in Grades through adolescence. Influences on initial Grades were strongly genetically influenced, associated primarily with IQ, engagement, and externalizing behavior. Shared environmental influences on initial Grades linked engagement, IQ, and family risk. Genetic influences on change in Grades were substantial, but they were not associated with the academic, family risk, and mental health covarying factors. These results indicate that age 11 achievement and change in achievement through adolescence show systematic patterns and document the existence of individual differences in the commonly shared developmental experience of adapting to the school environment.

Marjoribanks, K. (2005) explored relation between family background, adolescents' academic achievement, aspirations, and young adults' educational attainment. Data were analyzed from the Longitudinal Surveys of Australian Youth (4,500 men, 4,804 women; M age = 20.1 yr., SD = 0.4). Multistage regression analyses indicated that, while family background and academic achievement measures had medium associations with attainment, adolescents' educational aspirations made a large independent contribution to explaining differences in young adults' education attainment.
Marjoribanks, K. (2005) studied a set of interrelated Australian and Spanish investigations in 2001-2004, relationships were examined among intellectual ability, family environment, and academic achievement. This follow-up study used longitudinal data from young Australian adults (4,397 men, 4,703 women; M age = 20.2 yr., SD = 0.4), to investigate relationships among earlier academic achievement, family influences, and academic attainment. From multiple regression and commonality analyses the findings indicated that earlier achievement and family influences were important as separate variables in explaining differences in later academic attainment (18.6% and 14.8%, respectively, for men; 14.5% and 11.5%, respectively, for women). In addition, earlier achievement and family influences reinforced each other to account for additional shared variance (9.1% for men, 6.3% for women) in young Australian adults' academic attainment.

Sirin, S. R. (2005) conducted meta-analysis reviewed the literature on socioeconomic status (SES) and academic achievement in journal articles published between 1990 and 2000. The sample included 101,157 students, 6,871 schools, and 128 school districts gathered from 74 independent samples. The results showed a medium to strong SES–achievement relation. This relation, however, is moderated by the unit, the source, the range of SES variable, and the type of SES–achievement measure. The relation is also contingent upon school level, minority status, and school location. The author conducted a replica of White’s (1982) meta-analysis to see whether the SES–achievement correlation had changed since White’s initial review was published. The results showed a slight decrease in the average correlation. Practical implications for future research and policy are discussed.
WEAC, (2005) reported higher-achieving students are likely to have the following characteristics: positive feelings about their school experiences; attribute their success in high school to such things as hard work, self-discipline, organization, ability, and high motivation; tend to watch relatively little television during the school week; tend to associate with students who also were successful in school; and avid readers.

Petrides, Frederickson and Furnham in Cotton and Wikelund (2005) argued that any investigation of the potential effects of emotional intelligence on academic performance must be pursued in a specific context. In essence, the importance of emotional intelligence on academic achievement has been found to be very significant. Nevertheless, and in spite of the studies reviewed, there is still a need to further investigate the relationship of emotional intelligence to academic achievement most especially in country like Nigeria, where most researchers are yet to show interest in the construct.

Sawhney, S. (2005). focusing on the relationship between Family Environment and Educational Aspirations of the Adolescents, Educational Aspirations & Locus of Control, Differences in the Educational Aspirations of Males and Females, Rural and Urban, Nuclear and Joint Families, Parental Education, Income Group Families, Father’s Occupation, Sibling Position, and the main and interactional effects based on group differences on the educational aspirations of the adolescents in relation to different dimensions of family environment and their locus of control, and the main and interactional effects of locus of control and various demographic variables of adolescents On their educational aspirations on the sample of 1000 students is drawn from Standard X of 17 different schools of Ludhiana district. Findings of the Study show significant relationship between Family Environment and Locus of Control.
Low and Nelson (2004) reported that emotional intelligence skills are key factors in the academic achievement and test performance of high school and college students respectively. Similarly, Parker, et al... (2003) found emotional intelligence to be significant predictors of academic success.

Hing Keung MA (2003) investigated the relation of academic achievement, family and classroom social environment, and peer interactions to prosocial and antisocial behavior of Chinese children in elementary schools. Five hypotheses were empirically tested: (1) Academic achievement is associated positively with prosocial behavior, and negatively with delinquent behavior; (2) family social environment is associated positively with prosocial behavior, and negatively with delinquent behavior; (3) classroom social environment is associated positively with prosocial behavior, and negatively with delinquent behavior; (4) prosocial behavior of children is associated positively with positive peer influence, and delinquent behavior is associated positively with negative peer influence; and (5) prosocial behavior of children is associated positively with peer’s prosocial behavior, and delinquent behavior is associated positively with peer’s delinquent behavior. All the hypotheses, except Hypothesis 3, were clearly supported by the data. Hypothesis 3 was only partially supported by the data.

Powell, H. L. (2003) conducted study to examine whether individuals' family environment characteristics were related to social skill and condom usage. Seventy-two college student dating couples completed measures of family environmental factors, self-perceived social skill during a sexual communication task, and condom usage after completing a laboratory sexual communication task with their partner. Results of this investigation indicated some support for a family systems and social
learning approach to the relationship between family environment and self-perceived social skill. This relationship appeared to be more important for women than men. A significant portion of the variation in social skill was explained by family communication in both women and men. Results of this study found no support for a relationship between family environment and condom usage for either women or men.

Rodriguez, J. L. (2002) examined generational differences in the perceptions of family environment and achievement of 3,681 Mexican American high school students. There were four family environment variables: family involvement, family monitoring, family control, and familism. Analysis of covariance procedure revealed first and second generation students reported significantly higher grades and higher levels of family monitoring than third generation students, while third generation students reported significantly higher levels of family involvement. Regression analyses revealed that family involvement was a significant predictor of student grades across all three generations of students. Results are discussed in terms of increasing our understanding the achievement of Mexican American adolescents and the role of their families in the educational process. Implications for the development and implementation of policy, prevention, and intervention programs for Mexican American adolescents and their families are discussed.

Seginer, R., Vermulst, A. D. (2002) tested a four-step model consisting of family background, perceived parental support and demandingness, educational aspirations, and academic achievement. The model was estimated on data collected from eighth graders (N = 686) growing up in two cultural settings: transition to modernity (Israeli Arabs) and Western (Israeli Jews). LISREL analyses performed separately for the four ethnicity-by-gender groups showed good fit of the model and supported the predicted
differences in the links between the latent variables across ethnicity and gender. Specifically, family background had direct and indirect effects on the academic achievement of Arab but not Jewish adolescents. The indirect family background-academic achievement path showed gender differences only for the Arab adolescents via educational aspirations for girls and parental demandingness for boys, and parental demandingness was directly related to academic achievement of Arab boys and Jewish adolescents. Discussion explained ethnic and gender differences in terms of demographic and sociocultural conditions.

Meyerson, L. A., Long, P. J. Robert Miranda Jr, Marx, B. P. (2002) examines the contributions of sexual abuse, physical abuse, family cohesion, and conflict in predicting the psychological functioning of adolescents. Additional analyses were conducted to determine whether adolescent victims of child sexual abuse and physical abuse perceive their family environments as more conflictual and less cohesive than nonabused adolescents. Physically abused adolescent females perceived their family environments as more conflictual and less cohesive than females without physical abuse, and sexually abused females perceived their family environments as more conflictual and less cohesive than females without sexual abuse. Physically abused adolescent males reported more conflict than males without physical abuse, but did not differ with regard to cohesion. Adolescent males with and without a sexual abuse history did not differ on the family dimensions. Multiple regression analyses revealed that both conflict and cohesion, in addition to a history of sexual and physical abuse, predicted depression and distress. Separate analyses by gender revealed these variables differentially impact adjustment in male and female adolescents. Results of a power analysis indicated sufficient power to detect these differences. Findings indicate that in addition to child sexual abuse and physical abuse, family conflict and
cohesion are risk factors for the development of psychological distress and depression in adolescence. Implications for treatment and directions for future research are discussed.

Edwin J. C. G. Van Den Oord, Rowe, D. C (2002) examined whether genetic and environmental effects on academic achievement changed as a function of the quality of the children's environment. The study included a variety of observed environmental measures such as parental cognitive stimulation and poverty level, longitudinal information about previous environmental conditions, and a larger than average number of children who grew up in deprived environments. The sample consisted of 1664 pairs of full siblings, 366 pairs of half siblings, and 752 pairs of cousins who were on average 9.58 years old. Both a simple descriptive approach as well as significance tests performed with multilevel regression analyses showed little evidence for genotype-environment interactions. There was only a slight trend consisting of a linear decrease of total variance or nonshared environmental effects from deprived to good environments. In the same vein, Majeski (2001, 2002) they discovered that various emotional and social competencies were strong predictors of academic success.

Geoffrey D. Borman and Laura T. Rachuba (2001) found every child has the capacity to succeed in school and in life. Yet far too many children, especially those from poor and minority families, are placed at risk by school practices that are based on a sorting paradigm in which some students receive high-expectations instruction while the rest are relegated to lower quality education and lower quality futures. The sorting perspective must be replaced by a “talent development” model that asserts that all children are capable of succeeding in a rich and demanding curriculum with
appropriate assistance and support. Based on national data from the Prospects study, we identified the individual characteristics that distinguished academically successful, or resilient, elementary school students from minority and low-socioeconomic-status (SES) backgrounds from their less successful, or non-resilient, counterparts. We also formulated and tested four distinct models of the risk factors and resilience-promoting features of schools: (a) the effective schools model; (b) the peer-group composition model; (c) the school resources model; and (d) the supportive school community model. Our results suggest that minority students from low-SES backgrounds were exposed to greater risks and fewer resilience-promoting conditions than otherwise similar low-SES White students. In general, though, the results supported the applicability of uniform individual and school-level models of academic resiliency to all low-SES students, regardless of their race. Greater engagement in academic activities, an internal locus of control, efficaciousness in math, a more positive outlook toward school, and a more positive self-esteem were characteristic of all low-SES students who achieved resilient outcomes. The most powerful school characteristics for promoting resiliency were represented by the supportive school community model, which, unlike the other school models, included elements that actively shielded children from adversity. The implications of these findings for theory and for policy are discussed.

Kushman, Sieber, & Harold, (2000) argued that the intelligence is not the only determinant of academic achievement. High motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success.
Likewise, Abisamra (2000) reported that there is a positive relationship between emotional intelligence and academic achievement. He therefore canvassed for inclusion of emotional intelligence in the schools’ curricula.

Eccles, Wigfield, & Schiefele, (1998) described that the mastery motivation is defined as a general tendency to interact with and to express influence over the environment.

Panda, M. (1998) examine four Welfare schools, 14 Government schools and 37 Non-Government schools. To identify various factors determining the social and economic background of students, to assess inter- relationship between SES, academic achievement, and school intervention in different categories of schools, to find out the effect of SES, school intervention on academic achievement in different categories of schools, to predict academic achievement with the help of socio-economic status and school intervention in different categories of schools. Findings show that there is significant difference in SES of students studying in different types of schools. There is no significant difference in school intervention score between welfare and non- government schools. There is no significant relationship between SES and academic achievement of students studying in different categories of schools. There is no significant relationship between SES and school intervention in different categories of schools. As regards the extent of influence of the SES and School Intervention on academic achievement of students, the multiple correlation co-efficient is found to be 0.077 which is not significant. This means the combined effect of SES and School Intervention on academic achievement of students is not perceptible.
Stipek & Ryan, (1997) revealed the few studies that have examined motivation in young children have found that it is a weak predictor of achievement.

Fortier, Vallerand, & Guay, (1995) was found that perceived academic competence was positively related to intrinsic motivation. It seems that students who feel competent and self-determined in the school context develop an autonomous motivational profile toward education, which in turn leads them to obtain higher school grades. Perceived academic competence and perceived academic self-determination positively influenced autonomous academic motivation, which in turn had a positive impact on school performance.

According to Goldberg (1994), children with intrinsic motivation in academic would have higher self-perceptions of competence in academics and that children who are extrinsically motivated would have lower perceived academic competence. Harter's reflectance motivation theory is important because it includes the effects of both success and failure on subsequent motivation. An extrinsic orientation toward learning is characterized by a concern with external reasons for working, such as the judgment of others regarding one's performance, grades, or some anticipated reward. Intrinsic motivation is attenuated by the use of extrinsic rewards and tends to change or decrease as the age of the child increases. Goldberg, (1994) has been revealed that an intrinsic orientation toward education switches to a more extrinsic orientation as students increase in age.

Payne, D. A., Mcgee-Brown, M. J., Taylor, P. & Dukes, M. (1993) conducted programs are primarily focused on enhancing academic skills, but social skills frequently also are addressed. Researchers have suggested that parents can profoundly effect the development of appropriate academic motivation, skills, and achievement.
It was with this background in mind that the development of a selection device was undertaken for the original purpose of assessing the predictive success in a preschool academic intervention program."

Bahr, Hawks, & Wang, (1993) shows religiosity as an aspect of the family environment is another independent variable possibly influencing academic achievement. Whereas, Kaur and Gill (1993) investigated that boys scored higher than girls in many subjects, but total overall scores were found to be independent of sex.

Mitchell, (1992) examine student's motivation for learning is generally regarded as one of the most critical determinants, if not the premier determinant, of the success and quality of any learning outcome.

Allen and Kickbusch (1992), cited in WEAC, 2005, found that the higher-achieving students plan to continue their education after graduation from high school, participate extensively in extracurricular activities, have a few absences each school year, more likely to engage in recreational reading and to check books out of the school or public library on a regular basis, watch less television, spend more time each evening doing their homework, have friends who have positive attitudes toward school and who rarely cut classes or skip school, have positive feelings about their teachers and about specific courses they take and attribute success in school to hard work rather than ability. This study attempted to reveal the relationship between motivation, family environment, student characteristics and academic achievement.

Marjoribanks, K. (1991) examined relations between family human and social capital and the educational attainment and occupational aspirations of 420 Australian 20-yr.-olds. After taking into account the relations between human capital and the
outcome scores, the findings indicated that family social capital had significant associations with the young adults' attainment and aspirations.

Gottfried, (1990) examining the construct of intrinsic motivation in elementary school students is significant and important, because academic intrinsic motivation in the elementary years may have profound implications for initial and future school success. Students who are more intrinsically than extrinsically motivated fare better and students who are not motivated to engage in learning are unlikely to succeed.

Gottfried, (1990) studied the development of academic intrinsic motivation in students is an important goal for educators because of its inherent important for future motivation as well as for student's effective school functioning. Gottfried found positive correlations between motivation and achievement. Specifically, young students with higher academic intrinsic motivation had significantly higher achievement and intellectual performance. She also found that early intrinsic motivation correlates with later motivation and achievement and that later motivation is predictable from early achievement.

Weiner, (1990) revealed early motivational theorists in psychology attempted to explain motivation in many different settings and for many kinds of behaviors. Motivation is referred to as multidimensional: it measures impulsive and deliberate action, is concerned with the internal and external factors, and observes causes for behavior.

Man, A. D. (1990) examine Sixty-seven women and thirty-six men participated in a study of the relationships between selected family environment variables and Levenson's dimensions of locus of control (Personal Control, Powerful Others, Chance). Results indicated significant bivariate and semipartial associations between
perceived family nurture and Personal Control. Significant bivariate correlations were found between Powerful Others and the respective measures of perceived family nurture and control. The latter associations were not maintained in subsequent semipartial correlation analyses. No significant findings were obtained for the Chance dimension. Sex of subject did not appear to be of importance in the various relationships.

**Ferguson, (1987)** found that students with parents who were both college-educated tended to achieve at the highest levels. Income and family size were modestly related to achievement.

The study by **Ferguson (1987)** showed that Parent’s behaviour is essential component of home environment and is related to cognitive development through the amount of interaction, provision of support in problem solving activities and allowing children to explore. Such studies thus imply that controlling and punitive home environment is essentially detrimental for cognitive development and thus academic achievement.

**Fincham & Cain, (1986)** argued that intrinsic motivational patterns have been associated with high-perceived ability and control, realistic task analysis and planning, and the belief that effort increases one's ability and control.

**Dancy, B. L. and Handal, P. J. (1984)**, examined two contrasting views of divorce and its effect on the adjustment of children. The physical wholeness position maintains that divorce itself is the salient variable that adversely affects children via the physical dissolution of the family; while the psychological wholeness position maintains that conflict is the critical variable which influences adjustment and does so regardless of parental marital status. Results of analyses on a sample of black working lower class adolescents failed to support the physical wholeness position; adolescents'
age at the time of parental divorce, gender, and parental marital status were not significantly related to perception of family climate, psychological adjustment, grade point average, or peer relationships. However, results did provide strong support for the psychological wholeness position since adolescents' perception of family climate, psychological adjustment, and peer relationships were all significantly related to level of perceived conflict in the family. Conceptualizing divorce as a crisis situation rather than as a uniformly and universally negative event appears more reasonable since adolescents in our sample adapted to, and coped with, divorce. Use of conflict identification and resolution interventions to reduce family conflict may prevent future problems in child development.

Harter (1983) proposed a model of mastery or effectance motivation, describing the effects of both success and failure experiences on mastery motivation. The goals of effectance motivation are acquiring competence and influencing one's environment.

Jackson, Edward, M. (1982) examine the relationship between locus of control orientation and children's perception of their family environment was investigated by having 207 grade eight students [85 males and 121 females] complete the Family Environment Scale and the Nowicki-Strickland internal-external control scale. Children with high internal control saw their Families as being more cohesive, more expressive, encouraging more independence, having a higher level of achievement orientation, a greater interest in intellectual-cultural activities, a greater interest in active-recreational activities more interested in moral-religious issues and values, more organized, and experiencing less conflict and control in their Family relationships than the children with high external control. These Findings were consistent across sex with one exception; male children perceived a higher level of
moral-religious emphasis in their Families than did Female children. A significant interaction between locus of control and subject gender was found for the subscale intellectual-cultural orientation. Internal males perceived a higher level of intellectual-cultural orientation in their Families than did external males, while internal and external Females perceived a similar level of intellectual-cultural orientation in their Families. These findings produced an interaction between locus of control and subject gender. The findings were discussed, summarized and suggestions for further research were presented.

Rollins and Thomas (1979) indicate that the family is the primary social system for children. They found that high parental control were associated with high achievement.

Kleinman, S. L., Handal, P. J., Enos, D. Searight, H. R. & Ross, M. J. (1986) determined, for each subscale of the Family Environment Scale (FES), whether cutoff scores exist that are related to adolescent distress. Two epidemiological measures, the Langner Symptom Survey and the General Health Questionnaire, assessed adjustment. We employed a conservative definition of adolescent distress. Analyses revealed that three FES subscales (Cohesion, Conflict, and Active-Recreational Orientation) were related to adolescent distress, regardless of age and sex, and that one FES subscale (Expressiveness) was related to distress in male adolescents but not in female adolescents. We established cutoff scores for each FES subscale found to be related to adolescent distress.