 CHAPTER II

REVIEW OF THE LITERATURE

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

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

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

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.

2.1 Academic Anxiety

Akande A. (1990) examined the effects of urban and rural upbringing on test anxiety. 221 Nigerian high school students completed measures of test anxiety and environment/academic performance. Analysis showed that younger urban groups scored better than older rural groups in academic performance, rural students having high scores in environment/academic performance scales. The findings corroborate earlier work on urban and rural upbringing and test anxiety. Suggestions for cross-cultural research which incorporates test anxiety and the construct of concentration are detailed.

YU Jia-jia1, WANG Yi-jun1, XU Jin-jie1, LI Min1, CHEN Xue1, DING Nan2, ZHONG Juan3, WU Fang (2010) studied the relationship between middle school students' test anxiety and its family-related influencing factors (urban and rural), and to provide theoretical basis for interventions against test anxiety. 1096 students and their parents were investigated by Test Anxiety Scale (TAS), State-Trait Anxiety Inventory (STAI), Family Environment Scale-2 Chinese Version (FES2CV), EPQ in middle school in the urban and rural areas of Harbin. Results revealed that the average test anxiety score in the
study sample was 16.94±6.406. The incidence of severe test anxiety was about 1/3, and girls (17.61±6.435) reported higher test anxiety scores than boys (16.02±6.256) (t=4.115, P<0.001). The students from the rural areas (17.45±5.921) had also been reported a significant higher scores for test anxiety scores than those from urban areas. No significant differences were found between junior high school and senior high school. Step-wise, regression analysis indicated that test anxiety was affected by parents' neuroticism, cohesion and active-recreational orientation. **Conclusions** Test anxiety is common in middle school students, family-related factors are important factors of test anxiety, that should be understood widely by society and parents.

In study of **Doris R. Entwislea and Ellen Greenberger (2007)** Students were selected from 7 junior high schools and were ordered according to sex, race (black and white), rural-urban residence, and IQ (high, medium, and low). Ss completed the Intellectual Achievement Responsibility Questionnaire and a test anxiety questionnaire. Results indicate that neither anxiety nor locus of control bears a consistent relationship to social class. Findings further indicate that social class or residential locus cannot be considered separately from IQ.

During adolescence gender also comes up as an important factor in the intensity and types of emotional problems faced. Pramod (1996) concluded, with reference to Indian culture, that boys manifested
more futuristic orientation than girls and therefore boys have more academic anxiety than girls.

Contradictory results are also reported in a study by Trivedi & Ojha (2005), where they found that boys had higher academic anxiety as compared to girls. But in the Present research it is revealed that girls suffer significantly more with Academic Anxiety than boys.

Reena Bhansali and Kunjan Trivedi (2008) done a comparative study between boys and girls of 16-18 years was conducted to know the academic anxiety prevailing amongst them. The objective of the study was to find out the gender differences in incidences and intensity of Academic Anxiety amongst adolescents. Incidental purposive sampling technique was used in the selection of the sample. A total sample of 240 adolescent, 120 boys and 120 girls from different high schools of Jodhpur city were selected. Self-constructed Adolescent Problem Inventory was pilot tested and applied on the chosen sample. The obtained results were statistically analyzed. The Results revealed that considerable amount of Academic Anxiety prevailed amongst the sample. It was seen that girls on the whole had more incidences and intensity of academic anxiety in comparison to boys.

Academic anxiety interferes with achievement and performance, as well as social and psychological development among children and adults. Although the writings of Michel Foucault do not address anxiety directly, his themes of knowledge and power have been
applied to education and describe relationships that are likely to create anxiety among some participants

Milgram N.; Toubiana Y. (1999) investigated the relationship between academic anxiety and procrastination in children and parents, and parents’ direct involvement in their children's schoolwork. Children reported their current anxiety and procrastination and parents reported their anxiety and procrastination when they were children (a measure of indirect influence on their children's schoolwork habits), and on their current involvement in their children's schoolwork (a measure of direct influence). Self-report measures were administered to 354 Israeli adolescents (ages 13, 14, and 16) and their parents. Results revealed that students were less anxious about homework than the other academic assignments. Older adolescents were less anxious about their schoolwork overall and procrastinated more than younger on homework. Parents of late adolescents were less involved in their children's schoolwork than parents of younger adolescents. Parents participated equally in school-related interactions that demanded high investment of time and effort, but mothers engaged more than fathers in low investment activities. These direct and indirect parental influences on their children's procrastination were of low magnitude overall, but appeared relatively stronger for mothers. Overall he has concluded that the more students were anxious about preparing for examinations and writing papers, the more they procrastinated on
these assignments, confirming the appraisal-anxiety avoidance (AAA) model. The inverse relationship of anxiety and procrastination with regard to homework led to our making a post hoc distinction between task-centred and consequence-centred anxiety.

Test anxiety was surveyed among Maryland ninth graders in six schools in the spring of 1968. The schools differed in racial composition, social class of student body, and in rural-urban location. Test anxiety does not show differences by social class or racial groups when schools have comparable IQ distributions. The level of test anxiety seems determined by students’ relative level within the ability distribution of their own school, with those low in anxiety high in the ability-level distribution of the school. Changes in school practices and organizational patterns are suggested to decrease test anxiety. (Entwisle, Doris R.; Greenberger, Ellen 1970)

**J. C. Adigwe 1997** investigated ethnic and gender differences in test anxiety and achievement test performances of Nigerian junior secondary school students. The sample consisted of 100 Ibibio, 100 Yoruba and 100 Tiv students randomly drawn from four rural schools in each ethnic zone. Each sample consisted of 50 male and 50 female students, between the ages of 11 and 16. Two research instruments, a test anxiety scale and an integrated science multiple-choice test, were used, Multivariate analysis of variance indicated that: (i) there were significant ethnic and gender effects on the test anxiety and
achievement test performance of the students; (ii) there was significant negative correlation between test anxiety and achievement test performances for the ethnic and gender groups of the students, except for the Yoruba female students who had insignificant negative correlation for the two variables. The significant negative correlation remained when the effects of gender and ethnicity were statistically controlled; (iii) test anxiety was affected by the inter-active effects of gender and ethnicity; (iv) achievement test performance was affected by gender, ethnicity and test anxiety, and their interactive effects.

Adele Eskeles Gottfried (2000) tested the hypothesis that academic intrinsic motivation and anxiety are negatively related when both are differentiated into academic subject areas, two self-report inventories measuring academic intrinsic motivation and anxiety were administered to fourth and seventh graders. Each inventory was differentiated into the subject areas of reading, math, social studies, and science to determine whether the relationship between academic intrinsic motivation and anxiety would vary according to subject area. The results supported the hypothesis and showed that the relationship is differentiated according to subject area. Fourth and seventh graders differed in the pattern of relationships. For seventh graders, negative correlations between academic intrinsic motivation and anxiety occurred only within corresponding subject areas, while for fourth graders the negative correlations occurred both within...
corresponding and between non corresponding subject areas. Implications for assessment and school intervention are advanced.

Foreign language learners typically experience considerable anxiety about academics task. In regards of language medium tend to fluctuate students anxiety in their academic area the present finding gets indirect support from the study of Anna Ching-Shyang Chang and John Read (2008). They study investigated how four forms of listening support (pre-teaching of content and vocabulary, question preview, and repeated input) affect the anxiety levels of college students in Taiwan taking a multiple-choice achievement test, which counts for their final grade in a required listening course. Participants included 160 students in four intact classes matched in listening ability. The instruments were a general listening anxiety questionnaire, short measures of task anxiety given just before and after the test, and post-test interviews. Prior the test, the test-takers were uniformly anxious but afterwards, there were significant differences in anxiety according to type of support and level of proficiency. A three-way interaction effect indicated that no single factor accounted for the changes in the learners’ listening anxiety. It is concluded that strategy instruction may enhance the effectiveness of support in listening tests.

Jae Bodes, Thomas H. Ollendick (2005) examined test anxiety from a cross-cultural perspective with specific reference to the Indian
and American cultures. The construct of test anxiety has been examined in many cultures all over the world. In this review, the importance of understanding and incorporating contextual factors in cross-cultural research is emphasized. Moreover, some of the methodological issues related to investigating culture-behavior relationship are discussed. Specifically, the derived-etic approach for conducting cross-cultural research is espoused. Then, research findings from western, cross-cultural, and Indian studies on test anxiety are reviewed. Consistent with the individualistic orientation of the western society, much of the research in the western world has adopted a de-contextualized approach. Inasmuch as many of the cross-cultural and Indian studies on test anxiety have their roots in western research, they have ignored the cultural context as well. To address this void, contextual variables relevant to test anxiety in the Indian setting are examined and hypotheses regarding the nature of test anxiety in Indian children are proposed. Finally, a research agenda is presented to examine these hypotheses using a derived-etic approach.

In a foreign language environment, students frequently learn English through formal instruction in the classroom, with their first language as the medium, and may have little exposure to the language outside the study context. Their ability to comprehend spoken English is can be limited, and is further diminished in situations where affective factors like anxiety influence their performance (Chen & Chang, 2004).
As **Bachman and Palmer (1996)** note: Affective schemata, in combination with characteristics of the particular [test] task, determine, to a large extent, the language user’s affective response to the task, and can either facilitate or limit the flexibility with which he responds in a given context.

**Angus S. McDonald (2001)** reviewed the literature on the prevalence and effects of test anxiety on children in compulsory education in his paper. Tests are identified as a major source of concern to many children, and the overall prevalence of test anxiety appears to be increasing, possibly due to increased testing in schools and pressures associated with this. Studies of children are generally in accordance with the wider literature, namely that test anxiety impairs test performance, although this is moderated by individual differences and the testing environment.

Many educators are unaware of what anxiety is and how it affects their students. Anxiety is when a student experiences excessive and uncontrollable worry about future and past events, excessive concern about performing competently and significant self-consciousness. Students with anxiety often have negative views about their ability to cope with stressful academic situations. They believe that they do not have the skills necessary to cope; therefore, they believe they don’t have control or are losing control. Students with anxiety often misunderstood or exaggerated the importance of the situation. If the condition is not managed properly negative aspects can occur. There
are many terms that are used to describe an experience of anxiety. This article discusses those associated with learning and ways students may be assisted in coping with this concern. *(Peter Cowden)*

A comparative study between boys and girls of 16-18 years was conducted to know the academic anxiety prevailing amongst them. The objective of the study was to find out the gender differences in incidences and intensity of Academic Anxiety amongst adolescents. Incidental purposive sampling technique was used in the selection of the sample. A total sample of 240 adolescent, 120 boys and 120 girls from different high schools of Jodhpur city were selected. Self-constructed Adolescent Problem Inventory was pilot tested and applied on the chosen sample. The obtained results were statistically analyzed. The Results revealed that considerable amount of Academic Anxiety prevailed amongst the sample. It was seen that girls on the whole had more incidences and intensity of academic anxiety in comparison to boys. *Reena Bhansali and Kunjan Trivedi (2008)*

*Pramod (1996)* concluded that boys manifest more future orientations than girls, therefore boys have more academic anxiety.

A study conducted by *Ojha (2005)* revealed that 25% boys have extremely high anxiety whereas only 6.7% girls have high academic anxiety.
Contradictory results are also reported in a study by Trivedi & Ojha (2005), where they found that boys had higher academic anxiety as compared to girls.

Same gender differences in favor of boys have been reported by Sharma (1994). She too has observed girls showing more academic anxiety than boys.

Academic anxiety interferes with achievement and performance, as well as social and psychological development among children and adults. Although the writings of Michel Foucault do not address anxiety directly, his themes of knowledge and power have been applied to education and describe relationships that are likely to create anxiety among some participants. Levine, Gavrielle (2008) utilized the concepts from the work of Michel Foucault, as well as the experimental psychology and educational psychology literatures, to understand the causes and consequences of academic anxiety in school and learning environments. In addition to general anxiety that is associated with academic performance and achievement, extensive theoretical and empirical work has been done in two specific areas: test anxiety and mathematics anxiety. Consequently, relevant literature related to these two specific forms of academic anxiety will be incorporated when appropriate.
2.2 Self-concept

Self-concept may be defined as conscious, cognitive perception of evaluation by individuals of themselves. It is their thoughts and opinions of themselves.

Ritter, C. and Marcussen, K., 2008 have examined the effects of received services and perceived stigma on quality of life. They extend previous research by using longitudinal data to assess changes in self-concept (mastery, self-worth, and self-deprecation) and social support (satisfaction with familial and social relationships) among individuals with serious mental illnesses. Consistent with previous research (Rosenfield 1997), They found that counselling and crisis services are positively related to quality of life and self-concept, and that stigma is negatively related to well-being and psychosocial resources. They also found that psychiatric hospitalization decreases quality of life, which is partially explained by the negative impact this service has on social relationships.

Sujan Man Maharjan, S. (2008). In his study he revealed that the adolescents from both rural and urban area of residence have high self-esteem and interestingly, rural adolescents have slightly higher scores than the urban adolescents. Similarly, female adolescents have slightly higher scores than the male adolescents. However, the findings of the study do not show any significant difference between the two groups of adolescent. The adolescents (study participants)
have reported considerably high self-esteem. Further research is necessary to validate these results in a larger population of adolescents.

Shobhna Joshi and Rekha Srivastava (2009), the self-esteem and academic achievement of urban and rural adolescents were investigated, and to examine the gender differences in self-esteem and academic achievement. The sample of this study consisted of 400 adolescents (200 urban and 200 rural) from Varanasi District. The boys and girls (aged 12 to 14) were equally distributed among the urban and rural sample. Self-esteem was measured by Self-esteem questionnaire and academic achievement was measured by academic school records. The findings indicated that there were no significant differences with regard to self-esteem of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

Herbert W. Marsh, Kit-Tai Hau and Chit-Kwong Kong examined relations among academic self-concept, academic achievement, and language of instruction (Chinese as compared with English). In support of the cross-cultural generalizability of the reciprocal effects model, prior self-concept had significant effects on subsequent
achievement beyond the effects of prior achievement; and prior achievement had effects on subsequent self-concept as well. Support for the reciprocal effects model was not influenced by language of instruction, and the strength of that support did not differ in English and Chinese language high schools. Particularly in the early high school years, however, instruction in a second language (English rather than Chinese) had substantial negative effects on both academic self-concept and academic achievement.

It has been claimed that self-concept is multidimensional, with dimensions such as mathematical self-concept and self-concept in language. Irini Dermitzaki (2000) investigated the relationship of academic self-concept in language with performance on school-related language tasks and verbal reasoning ability. A total of 512 students in grades 7, 9, and 11 rated four aspects of their academic self-concept in language: self-perception, self-efficacy, self-esteem, and others’ perception of their abilities. Verbal reasoning ability and performance on language tasks were assessed. Path analysis showed that performance on language tasks was influenced strongly by verbal reasoning abilities. Self-esteem and others’ perception of one’s abilities were affected directly by language performance. No direct relationship was found between academic self-concept in language and verbal reasoning ability. The results suggest that adolescents do not construe their academic self-concept according to their abilities but according to their performance in school and others’ response to it.
Falci, C. D. (2008) used in his research the growth curve modelling to study within person change in depressed mood, parent support and the self-concept during adolescence. He investigated whether changes in parental support and the self-concept in adolescence can account for the increasing rates of depressed mood and/or gender variation in adolescent depressed during adolescence. Results indicated that depressed mood increases for both boys and girls. Although the rate of increase for adolescent boys is significantly steeper than adolescent girls, girls consistently reported higher rates of depressed mood than boys between early and middle adolescence. Decreasing levels of parental support appear to indirectly influence higher levels of depressed mood via the self-concept. Changes in self-esteem and self-efficacy explain a significant and substantial amount of the increase in depressed mood during adolescence. Adolescent girls consistently reported lower levels of self-esteem and self-efficacy in adolescence; however, gender variation in the self-concept failed to explain gender variation in depressed mood.

Metcalf, Shannan D. (2004) reported that girls who belong to low socio-economic-status, their self-concept is continuously influenced by relationship with their peer group. They also reported that development of healthy self-concept in adolescence is partially depended on relationship with both parents and peers.

Charles, Deserie M. (2004) examined in their study that socio-economic-status are significant factor in adolescences’ self-concept.
Singh S.K. and Ahmad Naseem (2004) revealed in their study that parents’ child relation affects significantly to the social self-concept where as other dimensions like physical, temperamental, educational as well as moral are not affected by the relationship between child and his parents.

Huckleberry, Trista Michelle (2002) examined the multidimensional self-concept of African-American college students to determine weather black racial identity, defined by vigrescence theory, provides a valid means for predicting both global self worth and domain specific aspect of self-concept. The finding reinforced the need for multidimensional conceptualizations of both racial identity and self-concept.

A research by Cheng (2002) focusing on the configuration of self-concept in young people supported the notion of multiple self-concepts, consisting of six domain-specific self-concepts (social, intellectual, Appearance, Moral, Family and Physical) and the general self-esteem. It was found that Moral self-concept increased with age but Intellectual self-concept changed with age in a quadratic fashion. No significant age effects were found on other self-concepts and general self-esteem, but girls tended to be higher than boys in moral and family self-concept. No significant age effects was found on Intellectual and social self-concept.

Cross cultural study, by Stetsenko (2002) found close corresponding between children’s achievement and competence related beliefs
(Competence self-concept) with the exception that young girls appear to specifically discount their talent.

**Inoue [2001],** Conducted study on title “Self Concept in Japanese students: Its relation to teacher rating.” The result shows that the significant positive correlation between teacher’s rating regarding student’s academic level & social skills & student responses matching these traits, The internal consisting of the SEI [Self Esteem Inventory, Coppersmith, 1967] is adequate but some what lower than that of the SDQ [Self Description Questionnaire, Marsh, **Parker & Smith- 1983**]

Cognitive discrepancy models posit self-concepts to be a function of differences between actual accomplishments and ideal standards; unrealistic ideals lead to poor self-concepts even when accomplishments are otherwise good. In a study by Marsh (1999), a sample of high school students indicated their Actual, Ideal, Future, and Potential body-image by selecting from 12 silhouettes and completed 7 self-concept fectors on 2 occasions. Structural equation models demonstrated that actual effects on self-concept factors were positive and ideal effects were negative thus supporting the discrepancy models’ predictions.

**Wexler’s (1996)** study indicated that the Father-daughter relationship is pivotal in the formation of girl’s self-esteem and attachment style. The results suggest that a girl's progress through the various developmental stages is influenced by her ongoing contact- with her father. The findings implied that fathers might be more ambivalent around areas of autonomy and achievement for their daughters and
more comfortable in the areas of promoting self-esteem and attachment.

**Gearhart (1994)** studied self-concept in adult women with a multi-dimensional approach and focused on relationships between age, social role, and self-concept. The results showed that age was the primary predictor for dimensions of self-concept. Specifically, self-concepts for physical appearance, physical ability, and opposite sex relationships were negatively co-related with age, while self-concepts for spirituality, honesty and emotional stability were positively co-related. Self-concepts for cognitive ability and same sex-relationships were also related to age, but in anon-linear fashion. These findings interpreted that self-concept is not a fixed, stable construct over time, but rather shifts with development throughout the life cycle.

**Wang (1993)** concluded that students, specially males with emotional disturbance had a negative self-concept in the component area of physical self, moral-ethical self, personal self, family-self, social self, identity, self-satisfaction, behaviour self, and total positive self and they functioned far below their no disabled peers in academic performance.

A study on class 9th Australian students by **Harper & Marshall (1991)** found that girls’ self esteem declined dramatically at puberty. At this age, girls became more concerned about societal and personal relations, sex, marriage, and physical development. Boys, however, were more concerned about finance, education and career issues.
Baumrind (1982) viewed that firm control is particularly responsible for encouraging such aspect of adolescent social competence as social responsibility, self-control, independence and self-esteem.

Alexander and George (1981) reported that physical characteristics of the adolescence age (e.g. awkwardness, increase appetite and skin problems) can have a serious effect on the self concept of the already sensitive adolescent.

Kipnis (1961) stressed the importance of friends in self-concepts. He tested student living in a dormitory and found that those who perceived their best friends to be relatively unlike themselves tended to change their self-evaluations during the six-weeks of the study so that the differences between themselves and their friends were smaller.

2.3 Adjustment

C.P.Khokhar and Brijesh Kumar Upadhayay (2007) have compared the adjustment pattern of adolescents living in physically deprived environment. Results revealed that independence of sex effect in relation to peer adjustment, boys were found more sensitive to environmental enrichment in relation to peer adjustment than the adolescent girls. It may be attributed due to cultural bias that boys are more exposed to physical environment and surroundings than girls.
M.V.R. Raju and T. Khaja Rahamtulla (2007) examined the adjustment problems of school students from urban and rural schools of Visakhapatnam district. Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances. The variables included for the study apart from adjustment (family, social, academic, financial and emotional) are age, gender, class, type of school etc. The study was conducted on a sample of 461 students (197 boys, 264 girls) randomly selected from the various government and private schools from urban and rural areas of Visakhapatnam district, Andhra Pradesh. A standardized questionnaire developed by Jain (1972) was adopted for this study. The data was analyzed to examine the influence of individual factors on adjustment variables. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

A case series to study factors related to family expectation regarding schizophrenic patients was conducted in an out-patient setting in the city of S. Paulo, Brazil. Patients diagnosed as presenting schizophrenia by the ICD 9th Edition and having had the disease for more than four years were included in the study. Family Expectation was measured by the difference between the Katz Adjustment Scale (R2 and R3) scores based on the relative's expectation and the socially
expected activities of the patient (Discrepancy Score), and social adjustment was given by the DSM-III-R Global Assessment Scale (GAS). Outcome assessments were made independently, and 44 patients comprised the sample (25 males and 19 females). The Discrepancy mean score was twice as high for males as for females ($p < 0.02$), and there was an inverse relationship between the discrepancy score and social adjustment ($r = -0.46$, $p < 0.001$). Moreover, sex and social adjustment exerted independent effects on the discrepancy score when age, age at onset and number of psychiatric admissions were controlled by means of a multiple regression technique. (Itiro Shirakawa, Jair J. Mari, Ana C. Chaves and Marcelo Hisatsugo (1996)

Higher education institutions in the United States recognize the economic and educational benefits of international students. Although non-native English speakers (NNES) submit evidence of English language proficiency for admission purposes, many struggle with the demands of English. Maureen Snow Andrade (2009) draws on qualitative and quantitative data to provide insights into the international student experience from the perspectives of students and faculty. It examines how English language proficiency affects academic and social adjustment, identifies useful types of support, and considers the effects of English proficiency on intercultural learning. Students are generally satisfied with their proficiency, appreciate English as a Second Language courses, and feel their English is improved through course work and social interaction.
Professors feel students' skills are adequate but could be improved, and report adjusting their teaching approaches to accommodate NNES. Intercultural interaction aids English development and intercultural growth, but students may tend to remain within their own linguistic groups.

Jennifer Lukomski (2007) examined differences between deaf and hearing students' perceptions of their social emotional adjustment as they transition to college. The 16PF-Adolescent Personality Questionnaire Life Difficulties Scale was completed by 205 deaf students and 185 hearing students. A multivariate analyses of variance and subsequent univariate tests found that deaf students rated themselves as experiencing significantly higher home life difficulties than hearing students, and deaf students rated themselves as having fewer coping difficulties than hearing students. Results also revealed a hearing status by gender interaction with deaf females rating themselves significantly higher on worry than deaf males, hearing females, and hearing males. An exploratory factor analysis of the Life Difficulties subscales yielded three factors of life difficulties for deaf college students but only two factors for hearing college students. These findings suggest that there are differences between deaf and hearing students who are transitioning to college with regards to their social-emotional adjustment.

It has been shown that bullying victimization is associated with behavior and school adjustment problems, but it remains unclear
whether the experience of bullying uniquely contributes to those problems after taking into account preexisting adjustment problems. Louise Arseneault, Elizabeth Walsh, Kali Trzesniewski, Rhiannon Newcombe, Avshalom Caspi and Terrie E. Moffitt (2006) have made study on Bullying Victimization Uniquely Contributes to Adjustment Problems in Young Children. They examined bullying in the Environmental Risk Study, a nationally representative 1994–1995 birth cohort of 2232 children. They identified children who experienced bullying between the ages of 5 and 7 years either as pure victims or bully/victims. We collected reports from mothers and teachers about children’s behavior problems and school adjustment when they were 5 years old and again when they were age 7. Experimental group was compared with control children, pure victims showed more internalizing problems and unhappiness at school when they were 5 and 7 years. Girls who were pure victims also showed more externalizing problems than controls. Compared with controls and pure victims, bully/victims showed more internalizing problems, more externalizing problems, and fewer prosocial behaviors when they were 5 and 7 years. They also were less happy at school compared with control children at 7 years of age. Pure victims and bully/victims showed more behavior and school adjustment problems at 7 years of age, even after controlling for preexisting adjustment problems at 5 years of age. Results revealed that Being the victim of a bully during the first years of schooling contributes to maladjustment in young children.
Over the past decade, concerns about bullying and its role in school violence, depression, and health concerns have grown. However, no large studies have been examined the prevalence of bullying during elementary school or its association with objective measures of school attendance and achievement. In this regard Gwen M. Glew, Ming-Yu Fan, Wayne Katon', Frederick P. Rivara', Mary and A. Kernic (2005) have made study to determine the prevalence of bullying during elementary school and its association with school attendance, academic achievement, disciplinary actions, and self-reported feelings of sadness, safety, and belonging. Cross-sectional design was adopted to find out the objective and used 2001-2002 school data. Three thousand five hundred thirty (91.4%) third, fourth, and fifth grade students from urban area were taken as a sample. Results revealed that Twenty-two percent of children were involved in bullying either as a victim, bully, or both. Victims and bully-victims were more likely to have low achievement than bystanders (odds ratios [ORs], 0.8 [95% confidence interval [CI], 0.7-0.9] and 0.8 [95% CI, 0.6-1.0], respectively). All 3 bullying-involved groups were significantly more likely than bystanders to feel unsafe at school (victims, OR, 2.1 [95% CI, 1.1-4.2]; bullies, OR, 2.5 [95% CI, 1.5-4.1]; bully-victims, OR, 5.0 [95% CI, 1.9-13.6]). Victims and bully-victims were more likely to report feeling that they don’t belong at school (ORs, 4.1 [95% CI, 2.6-6.5] and 3.1 [95% CI, 1.3-7.2], respectively). Bullies and victims were more likely than bystanders to feel sad most days (ORs 1.5 [95% CI, 1.2-1.9] and 1.8 [95% CI, 1.2-2.8], respectively). Bullies and bully-
victims were more likely to be male (ORs, 1.5 [95% CI, 1.2-1.9] and 3.0 [95% CI, 1.3-7.0], respectively). On the basis of the present study it can be concluded that the prevalence of frequent bullying among elementary school children is substantial. Associations between bullying involvement and school problems indicate this is a serious issue for elementary schools.

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

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

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

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

Jan L. Wallander2, Wendy S. Feldman and James W. Varni (1989) investigated the relationship between the physical status and psychosocial adjustment of chronically physically handicapped children. The status of 61 children with spina bifida regarding six specific disease or disability parameters was determined from medical charts. Their mothers completed the Child Behavior Checklist as a
measure of the children’s psychosocial adjustment. Children with spina bifida were reported to display on the average significantly more behavior and social competence problems than expected for children in general. However, children with differing degrees of physical problems and disability did not differ significantly in their psychosocial adjustment. The general lack of relationship between physical status and adjustment as it relates to a conceptual model guiding this research.

Previous research has shown that the transition into junior high school can be difficult for certain subgroups, particularly girls. Recent work done by L. Mickey Fenzel and Dale A. Blyth (1986) in which they examined the social support roles played by best friends during the transition and found that high quality friendships can ease the adjustment to the new environment. The present longitudinal study of 410 students in a middle class suburban school district looked at adjustment to junior high school as a function of the quantity, frequency of contact, and intimacy of same-sex and opposite-sex peer relationships at school and with peers attending other schools. Adjustment to the new school at seventh grade was defined in terms of changes from sixth grade in self-esteem, participation in school and nonschool activities, and perceived integration (or, conversely, anonymity) in the school environment. Overall, a significant decrease in the perception of being integrated into the school was found for both males and females but only small, nonsignificant changes in self-esteem and participation were evidenced. In order to test for
relationships between school adjustment and social relations, only
two extreme groups were examined, representing good adjusters
(Gainers) and poor adjusters (Decliners). Results showed significant
group-by-sex-of-subject interaction effects for self-esteem on most
frequency and intimacy measures. In particular, males who had
gained in self-esteem had more frequent peer contacts and were
somewhat more intimate with peers than were males who declined.
For females, however, results were in the opposite direction. Few
consistent results were found for adjustment in terms of participation
or perceived integration.

**Ruth Purisman and Benjamin Maoz (1978)** attempted to determine
which factors might differentiate between a good adjustment to the
loss of a son and a less than optimal adjustment. There were no
statistically significant differences between men and women on any
important variable. Good adjustment was significantly correlated with
higher educational level, close social ties, and better marital
adjustment. The study failed to support the authors’ hypothesis that
religiosity and observance of mourning ritual would be associated with
better adjustment. The authors noted that to ascertain the role of
religion in adjustment to loss would require a control for educational
level.

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

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

The conclusions drawn were as follows: 1. the scores of the high school and intermediate class girls on the independent variable as well as on the dependent variable showed a slight deviation from the plan of normal probability. 2. AN the three factors, viz., interest, adjustment and socioeconomic status, played a positive role in the academic achievement of the girls of the X and XII science classes. 3. These factors did affect the girls' achievement. 4. The intercorrelations between dependent and independent variables were found to be positive in the cases of both X and XII science girls which supported the view that these variables had a positive effect on achievement. 5. The regression weights indicated that interest appeared to be making the highest contribution to academic success in case of high school science girls. With SES making the highest contribution to academic success at the intermediate level. Intelligence made the least contribution at both the levels. 6. The multiple correlations revealed that approximately 50 per cent and 70 per cent variance were caused due to the variables selected for study in the case of intermediate and high school science girls respectively. 7. The hypotheses made regarding the zero correlation between variables and equal contribution of the predictors to success were not supported. 8. Remedial measures suggested by the teachers stressed
free education to lower income group students, freedom to employ suitable teaching strategies, manageable class size in order to pay individual attention, theory correlated with practice and giving importance to individual interest in schools.