A literature review is an evaluative report of studies found in the literature related to the selected area. The review should describe, summarize, evaluate and clarify this literature. It should give a theoretical basis for the research and help to determine the nature of selected topic of research. A literature review goes beyond the search for information and includes the identification and articulation of relationships between the literature and selected field of research. While the form of the literature review may vary with different types of studies, the basic purposes remain constant: which are like provide a context for the research, justify the research, ensure the research hasn't been done before (or that it is not just a "replication study"), show how where the research fits into the existing body of knowledge, enable the researcher to learn from previous theory on the subject, illustrate how the subject has been studied previously, highlight flaws in previous research, outline gaps in previous research, show that the work is adding to the understanding and knowledge of the field and help refine, refocus or even change the topic. The overall purpose of a literature review is to demonstrate this, and to help the reader to understand how your study fit into a broader context.

In this chapter an effort has been made by the investigator to report most important research pieces after the survey of related studies. Keeping in view, the variety of the present study review has been presented as under:

The investigator in the present study has divided the related literature review into four parts viz:

I. Self-concept
II. Need Achievement
III. Emotional Intelligence
IV. Risk taking Behaviour
PART I: SELF-CONCEPT


The current study focused on relations among two ecological variables that may be related to involvement in peer victimization: self-concept and social support. The main goal of this study was to investigate relations among social support, self-concept, and involvement in peer victimization (both as a victim and aggressor). The sample included 251 students in Grades 3-5. There was a significant negative relation between social support and peer victimization (beta = -0.22, p ≥ 0.05) as well as a significant, negative relation between self-concept and peer victimization (beta = -0.24, p ≥ 0.05). For peer aggression, there was a significant negative relation between social support and peer aggression (beta = -0.49, p ≥ 0.01) as well as a significant, positive relation between self-concept and peer aggression (beta = 0.23, p ≥ 0.05).

Orgiles, et al. (2012) Self-Concept and Social Anxiety as Predictor Variables of Academic Performance of Spanish Adolescents with Divorced Parents

This research examines the academic performance of Spanish children with divorced parents and its relation to academic self-concept and social anxiety. The sample includes 342 boys and girls aged between 14 and 18 years, half (N = 171) with divorced parents, recruited from 15 schools in five counties of Spain. Participants provided information on the number of their courses evaluated as Excellent and Failure and completed the academic dimension of the Self-Description Questionnaire II and the Social Anxiety Scale for Adolescents. Compared to youth whose parents are living together, the results confirm that youth whose parents are divorced (a) failed more examinations, and (b) had a worse academic self-concept. A multiple regression analysis revealed that it is more likely to drop for adolescent children of divorced parents who are male, older, have worse school self-concept, and live with a stepparent.

Researchers have found that self-concept in students fluctuates during times of change, such as the physical transition between elementary school and junior high. Since Catholic school students typically do not have the physical transition or social network changes in junior high, it was hypothesized that their self-concepts would not fluctuate. One hundred ninety-five ethnically diverse Catholic school students rated how they think and feel about their general, self-image, academic, and social self-concepts, as well as how important each item was to their self-concept. Students were initially in fourth, fifth, and sixth grade and subsequently in sixth, seventh, and eighth grade at the time of the longitudinal study. Overall, the results indicated that ratings of self-concept and the importance of the items remained stable between elementary and junior high school and for students of varying ethnicities. The results are compared to the findings from other studies. The lack of a physical transition and social network changes from elementary school to junior high may assist students from developing significantly lower self-concept in junior high, especially in academic and social self-concept.


This study examined whether children's biased self-perceptions of peer acceptance are associated in a linear or curvilinear fashion with aggression, whether associations are moderated by peer rejection status, and whether associations apply uniquely to reactive aggression. Children in the 4th through 7th grades completed a self-report measure on their social functioning (SPPC; Harter 1982), and teachers reported on children's social functioning and aggression. Self-perceptual bias was operationalized as the standardized residual difference between children's self-perceptions and their teachers' perceptions of their peer acceptance. Rejected status moderated associations between biased self-perceptions and reactive aggression. Among non-rejected children, biased perceptions were not significantly associated with reactive aggression. In contrast, among peer-rejected children, reactive aggression was elevated in those who greatly underestimated as well as in those who even modestly overestimated their peer acceptance. This pattern was observed...
whether or not proactive aggression was statistically controlled. In contrast, biased self-perceptions were not associated with proactive aggression for rejected or non-rejected children.

**Leflot, et al. (2010) Teacher-Child Interactions: Relations with Children's Self-Concept in Second Grade**

This study examined whether teacher-child interactions characterized by teacher involvement, structure, and autonomy support at the beginning of second grade predicted children's global, academic, social, and behavioural self-concept at the end of second grade. The study was conducted in 30 second grade classrooms with 570 children and their teachers. Data included teacher reports of teacher-child interactions and child reports of self-concept. Results showed that, when controlling for the initial level of self-concept, children's social self-concept was predicted by teacher involvement, structure, and autonomy support. In addition, teacher autonomy support predicted high academic self-concept. Finally, these teacher-child interaction characteristics did not contribute to the behavioural and global self-concept. The results were similar for boys and girls.


Researchers examined the associations between perceived parental rearing, attachment style, self-concept, and mental health problems among Japanese adolescents. About 193 high school students (143 boys and 50 girls, mean = 16.4) completed a set of self-report questionnaires including EMBU-C (My Memories of Child Upbringing for Children), AQC (Attachment Questionnaire for Children), SDQII-S (Self-Description Questionnaire II-Short) and YSR (Youth Self-Report). There seems to be a unique influence on mental health problems from parent-adolescent relations depending on the gender of parents and adolescents. PLS (Partial Latent Squares Regression) analysis showed that insecure attachments (Avoidant and Ambivalent) and Rejection from parents were predictors of Internalizing and Externalizing Problems among boys, while all dysfunctional parenting (Rejection, Overprotection and Anxious Rearing) were determinants of these problems among
Review of Related Literature

girls. Non academic self-concept (social, emotional, and physical) was a predictor of Internalizing and Externalizing Problems. Power of the prediction of these problems was greater for girls than boys.

**Nuthana P.G. & (2009) Influence of study habits, self-concept on academic achievement of boys and girls.**

The main purpose of the study was to find out the gender differences if any, on the factor affecting academic achievement, to analyze the study habits of high school boys and girls and to analyze the academic achievement of high school boys and girls. The other purpose was to know the influence of study habits and self-concept on academic achievement of high school and girls. Self Concept Scale developed by Singh (1988) & Study habits Inventory developed by Patel with slight modification (1976) were used in this study. It is revealed that the association of study habits of girls with academic achievement was significant. While as the association of the study habits of boys with academic achievement was not significant. The association of self-concept of boys and girls with academic achievement was significant. It was also revealed that the significant relationship between reading and note taking habit, habits of concentration and preparation for examination had significant correlation with academic achievement.

**Kanth, R.J. (1994) Parentally Accepted and Rejected Girl Children in Relation to their Adjustment, Self-concept and Academic Achievement**

The study was undertaken with the objectives viz: to find out the adjustment of parentally accepted and rejected girls in the areas of home, school, social, emotional and general adjustment; to study the self-concept of parentally accepted and rejected girls and to find out the academic achievement of parentally accepted and rejected girls. 320 8th grade students with an age range of 12-14 years of government institutions were selected as sample. Rohner’s parental acceptance-rejection questionnaire, self developed HESS Adjustment Inventory and Nadeem’s self-perception inventory; were used to collect the data. Mean, S.D and t-test were employed to analyze the data. The findings reveal that parentally accepted and rejected girl children differ significantly on adjustment, self-concept. Parentally
accepted girls are higher on home, school, social, emotional and general adjustment in comparison to parentally rejected girls. They are also high on self-concept and academic achievement as compared to parentally rejected girls.


The objectives of the study were to assess the level of parental involvement and self-concept of standard IX students and to determine the relationship between parental involvement and self-concept of these subjects. 303 from higher secondary schools and 97 students from matriculation schools were selected as sample for the study. Saraswat’s tool on self-concept and the investigator’s questionnaire on parental involvement were used to collect the data. Mean, S.D, Correlation and t-test were used to analyse the data. The findings of the study are: there was significant relationship between parental involvement and self-concept of students. The more the parental involvement better will be the self-concept. Female students had more parental involvement in the physical support dimension than male students.


The major objectives of the study were to study caste difference in self-disclosure, self-concept, academic achievement, parental acceptance and parental rejection; to study relationship between self-disclosure and self-concept, academic achievement, parental acceptance and parental rejection and to study relationship between self-concept and parental acceptance and parental rejection. The study was conducted on a sample of 600 girl students from different castes like Brahmins, Kshatriyas, Vishas and Scheduled Castes. Sinha’s self-disclosure inventory, Swatva-Bodh-Parikshan (a test of self-concept inventory, in Hindi version) by Sherry and Verma were used to collect data. The findings of the study reveal that girls of different castes differ significantly on self-concept. There were no significant caste differences with regard to both dimensions of parent-child relationship viz: parental
acceptance-rejection. There was a positive relationship between self-concept and parental acceptance and negative relationship between self-concept and parental rejection. There was a positive relationship between self-concept and academic achievement.

PART II: NEED ACHIEVEMENT

Boothby, et al. (2012) What Are the Most Effective Early Response Strategies and Interventions to Assess and Address the Immediate Needs of Children outside of Family Care?

Children outside of family care face increased risk of threats to their well-being, have lower educational achievement, and experience adverse developmental outcomes. While it is generally accepted that early response and intervention is critical to reducing the risk of harm for children who have been separated from their families, it is not always clear what the most effective early response strategies are for assessing and addressing their immediate needs. The purpose of this review was to identify evidence-based early response strategies and interventions for improving the outcomes of children outside of family care, including children of and on the street, institutionalized children, trafficked children, children affected by conflict and disaster, and who are exploited for their labor. A multi-phased, systematic evidence review was conducted on peer-reviewed and gray literature, which yielded a total of 101 documents that met the inclusion criteria and were reviewed. Results: Overall there is a weak evidence base regarding assessment and early response interventions for children living outside of family care. Few studies included careful outcome measures or comparison groups. Although few proven interventions emerged, the review identified several promising early interventions and approaches. In emergency settings, family tracing and reunification is a highly effective response in regard to separated children, whereas placing children in institutional care is problematic, with the possible exception of time-limited placements of formerly recruited children in interim care centers. Livelihood supports are promising in regard to preventing and responding to children living outside family care. Other promising interventions
include psychosocial support, including the use of traditional cleansing rituals as appropriate, educational supports such as Child Friendly Spaces, the maintenance of family connectedness for children of or on the streets, the use of community-based approaches that aid social integration, and approaches that enable meaningful child participation. A recurrent theme was that to be effective, all assessments and interventions must fit the context.

Kim, J.I. & Chung, H. (2012) The Role of Family Orientation in Predicting Korean Boys' and Girls' Achievement Motivation to Learn Mathematics Informed by achievement goal orientation and self-determination theories, we explored the role of cultural/contextual factors on Korean students' achievement motivation. Specifically, investigators examined the role of the Korean middle school students' family orientation as a mediator between their perceptions of parent goals or motivating styles and their achievement motivations in learning math, when their perceptions of classroom goal structures were controlled. They also investigated gender differences in the role of the students' family orientation and of their perceptions of their parents and classroom variables in predicting their own achievement motivations. Multi-sample path analyses indicated that both Korean boys' and girls' family orientation mediated between their perceptions of parent variables and their own achievement motivations. Korean students' family orientation predicted mainly controlled forms of motivation and ego-focused goals. In addition, the relationships between students' perceptions of parent variables and their achievement motivations statistically varied across gender.

Day, C.A. & Burns, B.M. (2011) Characterizing the Achievement Motivation Orientation of Children from Low- and Middle-Income Families The current study examined achievement motivation orientation in preschool-age children from low- and middle-income families. Participants were 126 children who were attending an urban Head Start site or a private preschool. Children's motivation orientation was assessed as being performance oriented or mastery oriented using a challenging puzzle task (Smiley & Dweck, 1994). Children's
verbalizations during the task were coded into performance concern, disengaged, and negative self-evaluation categories. Logistic regression and Mann-Whitney "U" analyses were conducted to examine differences between income groups in motivation orientation and verbalizations. Patterns of motivation orientation in preschool-age children from low- and middle-income families did not differ after controlling for differences in age and puzzle-solving ability. However, children from low-income families made a significantly higher proportion of performance-related verbalizations while working on the task.

Speilberg, L. (2011) *Successful Family Engagement in the Classroom: What Teachers Need to Know and Be Able to Do to Engage Families in Raising Student Achievement*

There is widespread agreement that family engagement leads to increased student achievement, reduced drop-out rates, and a host of other positive outcomes for kids. Teachers are rarely trained or supported in engaging families, and, according to the 2005 MetLife Survey of the American Teacher, find family engagement to be their biggest challenge. There is a growing need to provide concrete examples of teacher beliefs about and practices for engaging families that will contribute to their primary goal: helping students succeed. As a first step to meet this need, Flamboyan Foundation has reviewed the research and identified case examples of teachers who do an excellent job of engaging families in their children's learning. From this work emerged a classroom rubric that breaks family engagement into three interdependent pieces: (1) teacher beliefs and mindsets, (2) relationships and communication, and (3) investing families in student goals and helping them monitor progress and support learning. This rubric is intended to guide the work of the Flamboyan Foundation and other educational stakeholders in building the capacity of teachers for effective family engagement.
Riffat, et al. (2011) A Study of Relationship between Achievement Motivation, Self Concept and Achievement in English and Mathematics at Secondary Level.

The study was conducted to find out the relationship between achievement motivation, self concept and academic achievement. The other objective was to investigate gender differences for achievement motivation, self concept and academic achievement. Academic Self-Description Questionnaire II (ASDQ II) (Marsh, 1990) for measuring self concept in English and self concept in Mathematics; General Achievement Goal Orientation Scale (GAGOS) (McInerney, 1997) for measuring three types of achievement goals i.e. mastery goals, performance goals and social goals were administered on the sample to collect data. The results of this research study depict the strong correlation among the three variables i.e. self concept, achievement motivation (social, mastery, and performance goals), and academic achievement. Results show that the subject specific self concept of students and achievement motivation (social, mastery, performance goals) are significantly correlated with each other.

Puju, G.M. (1997) Self-Esteem and Achievement Motivation of Parentally Accepted and Rejected Boys Belonging to Different Socio-Economic Status (SES) Levels

The study reveals that parentally accepted and rejected boys differ significantly in their self-esteem. Parentally accepted boys of upper class in comparison to parentally accepted boys of middle and lower class are higher on self-esteem. Parentally accepted and rejected boys differ significantly on achievement motivation. The study was undertaken with an objective of identifying parentally accepted and rejected boys and comparing them on self-esteem and achievement motivation and socio-economic status with an initial sample of 582 10th class students. Rohner’s Parental acceptance-rejection questionnaire (PARQ) was used to identify parentally accepted and rejected boys and final sample drawn was 156 10th class students in each group by following extreme group technique of 27% above and 27% below. Coopersmith’s Self esteem Inventory, Madhosh and Rafique Socio-economic
status scale and Mukherjee’s Incomplete Sentence Blank were used to collect the data. Mean, S.D and t-test were used for analyzing the data.

**Gawande, E.N. (1988)**  
A study of the relationship between achievement motivation and scholastic achievement of higher secondary students of class XI of Amaravati District of Maharashtra State.

The objectives of the study were to study the difference in correlation of achievement –motivation and scholastic achievement in urban and rural population, to find out the difference in correlation of achievement of non-backward and backward students, and to study the difference in correlation of achievement –motivation and scholastic achievement of boys and girls. The investigator used Rao’s Achievement Motivation Test and Scholastic Achievement Tests for collecting data. Collected data were treated with mean, SD, correlation and z-value. Results found are: The correlation between achievement –motivation and scholastic achievement of urban student was at a higher level than of rural students. There was no significant difference in the coefficient of correlation of achievement –motivation and scholastic achievement of non-backward and backward students. Boys were having more achievement-motivation than girls. The mean difference in boys and girls was not significant.

**Sween (1984)**  
Academic achievement of high school students in relation to the instructional design, intelligence, self concept and need achievement.

The objectives were to study the effectiveness of instructional design on students performance; to find out the impact of self-concept on students performance; to investigate the effect of intelligence on performance of students; to ascertain the effect of need-achievement on students performance; and to study the interaction effects of instructional design, intelligence, self-concept and need-achievement on performance of pupils in various combinations viz. double, triple and quadruples. Tools used were: The Jalota General Mental Ability Test (1972); The Mehta’s Achievement Value and Anxiety Inventory; (1969), and Deo Personality Word List. (1973). It was found that the two levels of instructional design, viz. programmed
instruction was found to be more effective than adjunct programming; high intelligent students scored significantly better than low intelligent students; and high achievement motivated students gained significantly more than low achievement or intelligence motivated student.


The main aim of the study was to explore the relationship of home environment, need for achievement and with academic achievement. McClelland’s Thematic Apperception Test for Need Achievement, Academic Inventory, Ojha’s Parental Attitude Scales and Problems Checklist (Partly borrowed from Mooney’s Checklist and partly devised) were used. The aggregate marks of two previous annual examinations were used as dependent variables. Mean SD, inter-correlation; analysis of variance, etc. were used. Results reveal that aggregate marks were significantly and positively related to average marks and self-concept of academic ability. Self-Concept of academic ability was significantly and positively related to academic motivation. Need for n-ach as an operant was not related to any of the respondent’s measures. Sex differences were statistically effective in all the four areas of home environment. Males had significantly higher mean score on school, economic, recreation and home problems. There were sex difference in respect of permissive, loving, protecting and rejecting behaviours of father, restrictive and rejecting behaviours of mother, and academic motivation. Boys, in general, perceived restrictive, neglecting, protecting and rejecting behaviours in father, whereas girls perceived permissive, loving, neglecting and rejecting behaviours in their mothers. Sex differences were unrelated to self-concept of academic ability and need for achievement motivation. School differences were significant in the area of school, economic and home problems of ‘home environment’ restrictive, permissive, loving, protecting and rejecting behaviours of father and restrictive behaviour of mother.

This was a study of the need achievement of adolescent boys in relation to their parents. It was conducted on a sample of 816 school going urban adolescent boys. Achievement motivation test (Mehta) was used to assess need achievement. Parent-child relationship was expressed in the form of mother-acceptance, concentration and avoidance; father-acceptance, concentration and avoidance; and the parental acceptance, concentration and avoidance. The results reveal that there exists no relationship between need achievement and the acceptance and concentration aspect of parent-child relationship. There was a significant low negative correlation between the need achievement of adolescents and the avoidance aspect of parental-child relationship.

Ojha, H. (1973) Relation of achievement motivation to parental behaviours and certain socio-economic variables.

The main purpose of the study was to explore the relationship of achievement motivation with parental behaviours. Self-developed parent behaviour questionnaire and McClelland’s n-Achievement test was administered on the subjects. Chi-square, correlation, t-test, and analysis of variance technique were employed to analyse the data. It was found that mother’s love, father’s permissiveness and love were positively related n-achievement, whereas mother’s rejection and protection, parental restriction, rejection and protection were negatively related. Maternal restriction, permissiveness and neglect and parental neglect were not related with n-achievement. Encouragement for independence by parents was associated with high n-achievement.

PART III: EMOTIONAL INTELLIGENCE

DiFabio, A. & Kenny, M.E. (2012) Emotional Intelligence and Perceived Social Support Among Italian High School Students

Emotional intelligence (EI) has emerged in recent research as a teachable skill that is distinct from personality and is relevant to scholastic and work success and progress in career development. This study adds to that research by examining the relationship of performance and self-report measures of EI and personality traits with
perceived social support. Three hundred and nine Italian high school students completed the Multidimensional scale of Perceived Social Support (MSPSS), the Emotional Intelligence scale (EIS), the Mayer Salovey Caruso Emotional Intelligence test (MSCEIT), and the Big Five questionnaire (BFQ). Both self-report (EIS) and performance (MSCEIT) measures of EI contributed to the explanation of social support beyond the effects of personality (BFQ). Building on prior research evidence that social support and EI are instrumental to career development, and that EI can be enhanced through training, the findings suggest the potential of EI training as a component of career readiness preparation.

Alegre, A. (2012) The Relation Between the Time Mothers and Children Spent Together and the Children's Trait Emotional Intelligence

Parenting practices have been shown to predict children's emotional intelligence. The time that mothers and children spend in joint activity is an important aspect of the parent-child relationship, and it has been found to be influential in different domains of children's development. This research gathers preliminary data to study the time mothers and children spent together in joint activity, the types of activities that they develop when they are together, and the relation that those activities have with the children's trait emotional intelligence. Data was collected for both mothers and children ($N = 159$) using self-report questionnaires. Correlations between time variables and trait emotional intelligence dimensions were computed using Pearson's Product-Moment Correlation Coefficient. Partial correlations between the same variables controlling for responsive parenting were also computed. Results reveal that The time mothers and children spent together in different activities correlated with different dimensions of trait emotional intelligence, even after partial ling out the effect of responsive parenting. However, different mother-child joint activities correlated differently with trait emotional intelligence dimensions. The amount of time mothers spent with their children and the quality of their interactions are important in terms of children's trait emotional intelligence, not only because those times of joint activity reflect a more positive parenting, but because they are likely to promote modeling, reinforcement, shared attention, and social cooperation.
Alegre, A. (2012) *Is There a Relation Between Mothers' Parenting Styles and Children's Trait Emotional Intelligence*

Emotional intelligence has been proposed as a human faculty that may have a strong impact on a variety of children's developmental outcomes such as: school achievement, peer acceptance, and behavioral adjustment. It has also been proposed that parenting may influence children's development of emotional intelligence. This study investigates the relation between parenting and emotional intelligence. It was developed in two phases. Phase 1 examined mother's positive and negative parenting and the relation with their children's trait emotional intelligence. Phase 2 investigated authoritative, authoritarian, permissive, and uninvolved parenting styles. Data was collected for both mothers and children using self-report questionnaires. In phase 1, no correlations were obtained between the trait emotional intelligence measures and the two parental variables: positive parenting, and negative parenting. In phase 2, ANOVA analysis showed no significant differences in the trait emotional intelligence of the children among the four parenting styles. Results suggest that children's trait emotional intelligence may be more susceptible to specific emotion-related parenting efforts than to their mothers' parenting styles.

Denham, et al. (2012) *Early Childhood Teachers as Socializers of Young Children's Emotional Competence*

Young children's emotional competence—regulation of emotional expressiveness and experience when necessary, and knowledge of their own and other's emotions—is crucial for social and academic (i.e., school) success. Thus, it is important to understand the mechanisms of how young children develop emotional competence. Both parents and teachers are considered as important socializers of emotion, providing children experiences that promote or deter the development of emotional competence. However, compared to parents, early childhood teachers' roles in socializing young children's emotional competence have not been examined. Based on the findings from research on parental socialization of emotion, in this theoretical review researchers explore possible teacher roles in the development of young children's emotional competence.
Alegre, A. (2011) Parenting Styles and Children's Emotional Intelligence: What Do We Know?

The theory of emotional intelligence has elicited great interest both in the academic and the nonacademic world. Therapists, educators, and parents want to know what they can do to help children develop their emotional intelligence. However, most of the research in this field has investigated adults' emotional intelligence. This study reviews the scarce research literature in the area of children's emotional intelligence. It also reviews the way in which parenting styles and practices predict children's emotional intelligence in similar or different ways that they predict other developmental outcomes. Based on the parenting literature, four main dimensions of parenting are identified that are relevant to the study of emotional intelligence: parental responsiveness, parental positive demandingness, parental negative demandingness, and parental emotion-related coaching. Parental responsiveness, parental emotion-related coaching, and parental positive demandingness are related to children's higher emotional intelligence, while parental negative demandingness is related to children's lower emotional intelligence. Additionally, social-emotional intervention programs used in schools have succeeded in improving children's emotional skills.


The investigators tried to explore the relationship between emotional intelligence, self-concept and self-esteem with academic achievement. Descriptive statistics (frequency, mean SD), Pearson and T-Test software using SPSS14 was used. It was found that the average academic achievement in total samples 15.6±1.7, a significant relationship between it and the emotional intelligence, self concept and self-esteem was found, between male and female students in the field of emotional intelligence (p = 0.42) and self-concept (p = 0.81) found significant difference in self-esteem, but female students (68.5 ±13.2) than male students (69.4 ± 13.4) was significantly greater (p = 0.007).

In today's complex global environment, emotional intelligence in educational administrations encompasses self-regard that is formed to utilize communication effectiveness. The paper is undertaken to understand the relationship between managers’ emotional intelligence especially self-regard and employees to improve communication effectiveness in educational administrations of Iran. Data ($N = 145$) for this study were collected through questionnaires that participants were managers and employees educational administrations of Iran. The aim of this paper assess the emotional intelligence especially self-regard of managers and employees and its relationship with communication effectiveness in educational administrations of Iran. This paper explained self-regard that has a high relationship with communication especially communication effectiveness. Self-regard plays an important role in communication effectiveness. Individuals with high self-regard tend to have higher emotional intelligence and this action lead to improve communication effectiveness. The result of the paper shows a strong correspondence between self-regard and communication effectiveness in educational administrations.

Afolabi, et al. (2009) Influence of Emotional Intelligence and Need for Achievement on interpersonal Relations and Academic Achievement of undergraduates.

The researcher examined the influence of emotional Intelligence and need for achievement on interpersonal relations and academic achievement of undergraduate. Questionnaires were administered to one hundred and ten (110) subjects. T-test and analysis of variance was used to analyze the data. Findings indicate that the emotional intelligence has a significant influence on interpersonal relations and on need for achievement among undergraduates. The emotional intelligence had significant influence on academic achievement however the interaction effect of emotional intelligence and need for achievement was not significant.

Based on hypothesized relations advanced by Cummings and Davies (1995), the current study tests the hypothesis that parental availability and parental control, experienced during middle adolescence, relate to late adolescents’ adjustment through influence on their emotional security. The study also examines the role of late adolescents’ emotional intelligence and its relationship with parental behaviors, emotional security, and adolescents’ adjustment. This study proposes a model of relationships where emotional security and emotional intelligence influence each other and mediate the relationship between parental behaviors and late adolescents’ adjustment. Regression analyses show partial support for the hypotheses.


The study was conducted to determine the level of emotional literacy of at risk students in Malaysian secondary schools and to examine the relationship between emotional literacy and several psychological variables namely, achievement motivation, self-esteem and self-efficacy among at risk students. The instruments used in this study were adapted by the researchers based on literature. Four instruments were developed and adapted to measure emotional literacy, self-esteem, achievement motivation and self-efficacy, self-esteem was measured by a modified Rosenberg (1965) Self-Esteem Scale and Coopersmith (1981) Self-esteem scale. Emotional Literacy was measured by the Emotional Literacy Scale by Cooper and Sawaf (1996). Self-efficacy was measured by the adapted self–efficacy scale by McIlroy, Bunting and Adamson (2000). Research findings indicated positive and significant relationship between EQ of low achievers and their self-esteem, achievement motivation; they have quite high scores for emotional awareness of others. Results also found significant relationships between ESA and self-esteem. There is also positive and significant relationship between low achievers’ EE and their self-esteem, achievement motivation and mathematics self-efficacy. This means that low achievers who are good at emotional expression tend to have high self-esteem, achievement motivation and self-efficacy in mathematics. Finally there are positive and significant
relationships between low achievers’ EAO and their self-esteem, achievement motivation, Mathematics self-efficacy and English self-efficacy. This shows that low achievers who have high scores in Emotional Awareness of others tend to have high self-esteem, achievement motivation, self-efficacy in mathematics and English language.

PART IV: RISK TAKING BEHAVIOUR

Oudekerk, et.al. (2012) Risk and Protective Factors for Educational Achievement Among Serious Offending Girls

Using longitudinal data, this analysis: (1) documented educational outcomes for serious offending girls, and (2) identified risk and protective factors associated with academic achievement in mid-adolescence and degree attainment by early adulthood. In mid-adolescence, girls performed nearly one standard deviation below the population mean on academic achievement tests. Low IQ and special education needs were strong correlates of poor academic achievement, but living in a highly educated neighborhood was associated with higher academic achievement scores. By early adulthood, 62.7% of girls had received a General Educational Development (GED) or high school degree, and mid-adolescent academic achievement was the strongest predictor of degree attainment. Results suggest a need for early academic intervention targeting individual and neighborhood factors among offending girls.

Helen, L. (2010) Relationship Between Parents’ Beliefs and Their Responses to Children's Risk-Taking Behaviour During Outdoor Play

Learning how to respond appropriately in risk situations comes not only from the child's direct experiences but also through the guidance of those around them. The role of parent practices in guiding children's decision-making in risky situations has mainly been investigated in experimental contexts. The present study examined children's risk-taking behaviour and parent responses in everyday outdoor play settings. Parents' own risk-taking beliefs and behaviours were assessed using the Attitudes Towards Risk Questionnaire (ATR). Interviews explored parents' attitudes towards children's risk-taking and parents (11 mothers, one father) were observed as
they supervised their four- to five-year-old children on playground equipment at a park. Parents' ATR scores were predictive of children's risk-taking behaviour. Parents mainly supervised their child's play and provided encouragement and support to foster children's engagement in challenging use of the equipment. Parents rarely intervened to prevent children's risky play but provided advice on how to complete the activity safely. Parents emphasized that their responses to children's risk-taking are context dependent.

**Little, H. & Wyver, S. (2010)** Individual Differences in Children's Risk Perception and Appraisals in Outdoor Play Environments

Child characteristics including age, gender, risk-taking behaviour and sensation seeking are thought to influence children's ability to appraise risks. The present study investigated children's risk perceptions and appraisals in the context of common outdoor physical play activities. Risk perceptions and appraisal of four- and five-year olds were assessed using a pictorial risk appraisal measure and through individual semi-structured interviews examining children's decision-making. Sensation seeking and risk-taking behaviour were assessed using self- and parent-report measures. Results revealed that the children were able to identify injury risk behaviours however differentiating the severity of the potential injury was less accurate. Furthermore, the children appeared to use these judgments in their play to inform their behaviour whilst using playground equipment. Whilst they actively sought out those activities that offered challenge and excitement, they were aware of their abilities and showed caution in engaging in activities that were beyond their current capabilities. The results have implications for the provision of calculated risk-taking in outdoor play and for adult responses to the risk-taking behaviour of children.


Typically adolescents' friends are considered a risk factor for adolescent engagement in risk-taking. This study took a more novel approach, by examining adolescent friendship as a protective factor. In particular it investigated friends' potential to intervene to reduce risk-taking. Five-hundred-forty adolescents (mean age
13.47 years) were asked about their intention to intervene to reduce friends' alcohol, drug and alcohol-related harms and about psychosocial factors potentially associated with intervening. More than half indicated that they would intervene in friends' alcohol, drug use, alcohol-related harms and interpersonal violence. Intervening was associated with being female, having friends engage in overall less risk-taking and having greater school connectedness. The findings provide an important understanding of increasing adolescent protective behaviour as a potential strategy to reduce alcohol and drug related harms.


This article examines different forms of voluntary risk-taking behaviour amongst young people living and learning in a risk society. It draws on research conducted with a Scottish dance-education company and a synthesis of Elisian, Bakhtinian and Bourdieusian theories. It argues that risk-taking may be particularly alluring in "societies of caution" in which youth experience significant levels of control and surveillance in schools and other heavily supervised contexts, and may also offer young people a means of solving some of the challenges presented by the risk society. However, access to relatively safe and supervised activities like (e.g. bungee jumping) is limited by the possession of various capital resources. Spontaneous and unregulated acts (e.g. trolley surfing) require far fewer capital resources. The study shows that successfully performing risks can assist young people to secure positions of belonging and status within desirable peer groups and to develop culturally venerated identities. Risk is often synonymous with hegemonic masculinity and, for young men specifically, voluntary risk-taking may be function as a strategy for avoiding culturally denigrated categories like "wimp" and "sissy".


Risk-taking behaviors are those which carry an inherently high risk of personal injury to the individual, or the likelihood of damage to that person's overall state of health. Examples of risk-taking behaviors include gambling, alcohol and drug use, unprotected sex, acts of violence and other activities involving a high risk of
physical injury. Researcher found that in children, there are many possible causes of risk-taking behavior. Among school-age children, peer pressure plays a significant role in provoking risk-taking behavior. The older children in this study, which examined 771 school-age children, reported peer-pressure the most often. Roughly half of the dares and challenges urged risk-taking behavior which placed the individual child or others at risk of injury or dangerous habits. The types of risk-taking behaviors in which children engage vary according to gender, particularly as children become older and enter adolescence. Challenges among children in seventh and eighth grade are noted to be strongly differentiated along gender lines. Boys are more likely to be challenged to partake in acts of physical violence, whereas older girls are more likely to be challenged to undertake sexual activity as part of a dare. Both kinds of risk-taking behavior carry inherent risks of physical or emotional harm.

In 2005, researchers from the University of Kansas Clinical Child Psychology Program carried out a study concerning parental perceptions of a child's temperament and vulnerability and the child's actual risk-taking behavior. The results of the study, published in the "Journal of Pediatric Psychology," indicate that those children perceived by their parents as highly active and relatively less vulnerable were more likely to exhibit risk-taking behaviors in a simulated home environment. This study suggests that such children run a relatively high risk of suffering physical injury in the home. Researcher states that risk-taking behavior in children may indicate an underlying mental health issue. It was found that the children suffering from reactive attachment disorder -- a condition related to poor or nonexistent caregiver bonding in early childhood -- may exhibit risky behaviors such as violence to themselves and others, setting fires, and a lack of inhibition in behavior toward strangers. Other conditions and disorders may cause risk behaviors in children -- eating disorders, for example, constitute risk behaviors due to the high risk of physical harm.


Risk behaviour among male adolescents is mainly related to orientation towards peer group, while for female adolescents relationships with parents is the prominent factor in risk behaviour. The parental factor also contributes to the depressive mood of both genders. However, depressive mood shows only a weak
association with risk taking. These results underscore the differential associations of relationships with parent’s verses peers among adolescent boys and girls, respectively, in regard to risk taking. A sample of 269 Israeli adolescents completed questionnaires measuring frequency of involvement in risk-taking behaviours, relationships with parents, orientation towards peer group, depressive mood, and aggressive behaviour.


The paper presents a critical review of current risk-taking literature. Components of risk taking, including sensation seeking and optimism bias, and contributory factors such as gender, temperament, and parent socialization practices are examined in light of the current legislative and accountability documents relating to the provision of early childhood services in the Australian state of New South Wales. The aim is to explore the role that these factors play in reducing children's exposure to risk and to identify directions for future research. The study reveals that the safety of children as they learn and develop is of prime concern for parents, teachers and legislators alike. Legislation governing the provision of early childhood services provides guidelines and procedures for reducing the likelihood of children being exposed to injuries and unsafe environments. Such strategies, however, only take account of aspects of the physical environment that can be manipulated to ensure the safety of children and do not consider those aspects of the individual child's behaviour that may contribute to unintentional injury. One such factor is children's risk-taking behaviour.


Attachment theory provides a model of childhood social and emotional development within the family environment. Parental responses to their children’s affective signals provide the critical context within which the children organize and regulate their emotional experiences. The current research extends the attachment literature by examining the notion of ego defense mechanisms, defined as unconscious mental processes that are used to protect the self from painful emotions.
experienced in relationships. The current study examined attachment and defense mechanisms in relation to risk-taking behaviour among adolescents. Participants were 106 adolescents (58 males; 48 females) recruited from the Maples Adolescent Centre, a multidisciplinary assessment facility in Burnaby, B.C. Youth completed the Family Attachment Interview-modified, The Thematic Apperception Test (TAT), and the Diagnostic-Interview for children and adolescents-Revised. Results revealed significant relations between insecure attachment and risk taking behaviour including aggression, substance abuse symptoms, and suicide attempts.


The initial intent for this study was to tease out the sources of the most critical contributor to individuals' engagement in dangerous behaviors and to add to the literature addressing these at-risk behaviors by attending to the limitations of the current body of literature. White university students (N=60) completed three measures for the study: the Developmental Survey of Risk Taking Behavior, the Parental Acceptance-Rejection Questionnaire (PARQ) and the Personality Assessment Questionnaire (PAQ). Findings suggest that the degree to which White freshmen and sophomore university students currently engage in at-risk behaviors is more strongly associated with early childhood experiences with parents and behaviors during early elementary school years than with current personality variables. In part, findings on the surface appear to support the social/environmental theories that imply that at-risk behaviors are integrally linked with family dynamics. This is particularly true given that data indicates engagement in at-risk behaviors are significantly associated with fathers' and mothers' parenting and with individuals' earlier engagement in at-risk behaviors. Those individuals who reported a tendency to misbehave during precollege years and whose mothers expressed less warmth and more aggression, and whose fathers expressed more aggression and more neglect were found to currently engage in at-risk behaviors more often. It is emphasized that clinicians must be able to ask the right questions in order to discern whether the etiology of engagement in at-risk behaviors is biological or social/environmental in nature in order to know how to best proceed in treatment and referrals.
Agarwal, R. (1990) *The interactive effects of goal setting behaviour, risk taking and prolonged deprivation on learning performance among school-going female adolescents*

The researcher attempted to study the interactive effects of some variables on learning performance of school-going female adolescents. 2x2x2 design has been used in the study. For each factorial experiment 160 study units were selected on random basis out of 600 randomly selected units. The tools used included the level of aspiration test of Shah & Bhargava, the Verbal measure of risk taking of Chaubay, the P.D. scale of Mishra & Tripathi and Scrambled Work Task Test of Srivastava and Goel. The statistical techniques used were Mean, S.D and t-test. The results reveal that the success of female adolescents on anagram task learning was significantly influenced by risk taking behaviour. The impact of the two levels of goals setting behaviour and anagram task learning of school-going female adolescents was dependent on the two levels of risk taking behaviour and vice-versa.


Family behaviour and feelings play an important role in personality development of a child. The study was conducted to examine the parental, adolescent and family system characteristics that place a family at risk for destructive parent-child relations in adolescence. The study was based on 62 families, all of which contained a youth age (10-16) and 2 parents were referred because of the adjustment problems of adolescents. The results showed that high risk groups tended to be “Chaotic” and “enmeshed” to include more step parents, to be more punishing and less supportive and to be more stressed by life changes. Adolescents in the high risk families were characterized by significantly more developmental problems (both internalizing and externalizing) and the number of such problems correlated significantly with the risk for destructive parent-child relations. The development of adolescent psychopathology appeared to interact with the evolution of a risk family system to produce destructive relationships between parents and their adolescent offspring. Step families appear especially vulnerable to this dysfunctional evolution.
Kumari, S. (1981) **Self-esteem and aspiration as factors affecting risk taking behaviour among deviant adolescents**

The objectives of the study were to study the individual as well as collective impact of self-esteem, level of aspiration on risk taking tendencies and unethical-task involved risks. The sample consisted of 360 girls belonging to different levels of aspiration and self-esteem. A self-esteem inventory by M.S. Prasad and G.P. Thakur was used to measure self-esteem. Level of aspiration was measured by level of aspiration scale of Singh & Tiwari. Risk taking behaviour was measured with the help of measures of risk taking behaviour (choice dilemma procedure and behaviour prediction scale). The data were analysed with the help of factorial design analysis of variance, t-test and Duncan’s Range Test. The findings of the study reveal that for taking more risk, it was essential to have high aspiration and positive or moderate self-esteem. Self-esteem and aspiration independently and simultaneously affected risk taking behaviour. High aspiration and high self-esteem promoted risk taking behaviour, whereas low aspiration and negative self-esteem demoted risk taking tendencies. Self-esteem and level of aspiration didn’t play any significant role in unethical risk-taking behaviour.
AN OVERVIEW

The review of studies in the chapter-II led to following conclusions. The parental acceptance-rejection makes great influence on almost all the dimensions of individual’s personality. The trend which emerges out of the related literature is that the maximum researches carried out on this area have been carried in relation with variables like academic achievement, adjustment, social development, social skills, gender, attitudes, personality, socio-economic status, Mazur & Wolchick (1993), Miller et al. (2010), Hulya (2011) and Ali (2011) etc. Few studies have been conducted on self-concept and need achievement of parentally accepted and rejected children at the international level and very meager in India. There is no single study available on emotional intelligence and risk taking behaviour of parentally accepted and rejected children particularly in Jammu & Kashmir and generally in India.

The review specifies the approach of lower and upper 25% of the total sample on CHILD PARQ at initial stage for identifying parentally accepted and rejected children respectively. The children who score equal to 25\textsuperscript{th} percentile or below are identified as parentally accepted children and the children who score above 75\textsuperscript{th} percentile on CHILD PARQ are identified as parentally rejected children. The same approach has been used by Rohner (1978), Kanth (1994) and Puju (1997).

The trend reveals that the researches carried out are descriptive in nature and mostly correlation and t-test have been used to analyze the data. In some studies analysis of variance and regression equations have been used. Among the studies reviewed no study has investigated all variables namely self-concept, need achievement, emotional intelligence and risk taking behaviour of parentally accepted and rejected children.