Chapter Second
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REVIEW of RELATED STUDIES

Ahrawal and Upadhayay (1987) finding on the long-term effects of malnutrition though rarely documented, provide some indications that the effects may not be permanent or direct.

Atkinson (1964) formulated a comparative theory of achievement behaviour. He postulated that the tendency to approach on achievement motivation good is a product of three factors i.e. need for achievement or motive for success, the probability of success and intensive value of success.

B. Singh & S. Kumar (1988) conducted a study on the effects of self-concept, socio-economic status and emotional security on fluency & flexibility. Significant results were for security only. No significant effects are seen for self-concept & socio-economic status. The first and second order interaction are also insignificant.

Bindu, C.M. (1998) studied 323 hearing impaired and 322 normal secondary school students of Kerla State. Result found that self-concept, social adjustment, personal adjustment and social. Personal adjustment of hearing impaired were found to be significantly different from those of the normal school students.
Beier, Margaret, Aekerman and Phillip L. (2003) studies ten area of health knowledge where investigated in two studies. One of college students (N=169) and one of adults from the community (age 19-70, N=176). Measures assessed knowledge of aging, orthopedic/dermatological concerns. Common illness, child hood/ early life, serious illness, mental health, nutrition, reproduction favouring women were found for most azreas of health knowledge, especially reproduction and early life. Result shows that cognitve ability accounted for the most varieance in health knowledge with non ability (personality and interest traits) and demographic variable accounting for smaller but significant accounts for variance across most knowledge domains.

Bailey, Joseph A. II. (2003). Self-concept is a simplistic term for varied and complex mental states pertaining to how one views oneself. It takes but little research in the valuminous literature to see the vaqueness and inconsistencies about the foundational components of self-concept is that both pave the way to recognizing its causes, to predicting effects from those causes, and to organizing the trouble-shooting process for locating those philosphical flaws on psychological scare which lead to low self-concept. The purpose of this paper is to offer a common ground for thinking about self-concept at its most basic level.

Blairy, S., Linotte, S., Souery, D., Papadimitriou G.N. et.al. (2004) investigate impairment in social adjustment and self-concept of bipolar patients (n=144) in remission for at least 3 months. They found that bipolar
patients have significantly lower self-concept to controls even after remission.

Constantine, Madonna G. and Blackmon, Sha’Kema M. (2002) Explored the relationship between parental racial socialization messages and area-specific self-concept among 115 black American adolescents (aged 11-14 years). The Ss were administered instruments that assessed demographic variables, the quality and frequency of racial socialization messages heard from parents an carequivers, and general self-concept and area-specific self-concept in the home, school and peer domains. It was found that parental racial socialization messages reflecting pride and knowledge about African American culture were positively associated with Black Youths’ peer self-concept.

Dayan, Joelle, Doyle, Anna-Beth and Markiewicz, Dorothy (2001). As goal of this study was to investigate how children’s social relationship and self-concept vary as a function of their allocentrism. Participants were 419 children (aged 9-18 years) from a variety of ethnic back-grounds. As expected, allocentric children reported more social support from their peers than did idiocentric children. Implications are that idiocentric and allocentric individuals seek out different members of their social networks to satisfy various needs, and to strengthen their self-concept.

Frost, Jackie and McKelvie, Stuart (2004) studied on a total of 227 male and female elementary school high school, and university students and result found that self-concept was lower for female students
than for male students overall, and for high school than for elementary school on university students.

Gill, J. S., R. S. Barar, K. S. Sandhu and N. S. Monn (1988) conducted a comparetive study of physical fitness and self-concept of college students. Result shows that the groups mean differences of physical fitness scores of average and low self-concept groups are not statistically significant.

Gurnakova, Jitka (2000) studied the negative self-concept based on which they created extreme groups for the entire sample and for men and women separately. The multidimensional coping questionnaire was used to determine the preference of the specific strategies. Ss were 166 students (20-23 years old) in their 3rd year at the university. Ss scoring higher in a negative self-concept claimed to use maladaptive coping strategies more frequently (behavioural and mental disengagement, Focusing on emotion and their expressions, denial). Ss with a lower score in negative self-concept preferred humor, positive reinterpretation and growth as coping strategies. Women achieved a higher level of negative self-concept, they focused more as emotions and sought instrumental more on the problem than emotions. Humor correlated with lower level of negative self-concept and the use of adaptive coping strategies and in men with the use of maladative strategies of denial and mental disengagment.

Helbing (1983) Found that high self-concept subjects were found to be optimistic, self-assured and sociable and they viewed
themselves as capable. Low self-concepted subject felt inadequate, uncertain and depressed. Their relationship with other people were less positive and they did not rate their mean capabilities as high.

**Hussain, Md. Akhter (1998)** Examines the relationship between personality traits and adjustment patterns in a sample of 50 male and 50 female high school students. Results revealed a significant relationship between adjustment and personality patterns in the case of both male and female students. All the personality traits and adjustment patterns were positively and significantly correlated.

**Jetten, Jolanda, Branscombe, Nyla R. and Spears, Russell (2002)** studied collective self-concept and personal self-concept as a function of anticipated changes in one’s prototypicality within a valued in group. In study 1(N-80) all participants received information that they were currently peripheral group members. Expectations for the future were then manipulated, with some expecting to become more prototypical and others expecting they would be even more peripheral in the future. It was found that when the group was the source of movement, those who expected to shift to a more prototypical position in the future and higher collective self-concept than those who expected to change to an even more peripheral position.

**Joshi, Anuradha & Jena, R. (1990)** studied on the class 10th students (age 16-17 yrs.) with an equal numbers of students from science and social science stream and equal numbers of male and female students in each stream was administered the self-concept and personality. Results
shows that significantly difference level of anxiety but there was no differences in other traits between the students of both stream.

*K. P. Krishna & Vijya Rani Agarwal (1978)* conducted a Study of self-concept academic motivation and anxiety among high & low academic achievers. The findings reveal that the high achievers scored significantly higher on self-concept and academic motivation taken those of the low achievers. Both groups of female did not differ statically in term of their anxiety score.

*Kaur, H. S. Singh and D. Malhotra (1985)* found malnutrition adversely affected the cognitive development of children i.e. lower mental ability and making more errors on CPM and BG tests respectively.

*Mishra, Sarita and Singh, R.P. (1998)* studied two hundred male and female graduate of high SES and 200 male and female graduate of low SES in age range of 17 to 20 years were chosen from Aligarh on the basis of stratified Random Sampling Method. They found that male and female graduates of high SES had appropriate facilities and means to copy with environmental conditions. Male and female graduate of low SES due to poor facilities of accommodation, transportation and communications were unable to make proper adjustment with environmental situation.

*Mallick, Padmaja (1999).* Examines the relationship between personality and occupational adjustment in a sample of 100 unmarried and 150 married working women (age 25-45 years). It was found that placed
and confident married women were better adjusted in work situation, and emotionally mature unmarried working women had satisfactory occupational adjustment. Comparisons between married and unmarried working women were made in terms of significant personality dimensions and occupational adjustment score.

*Mishra, Sarita & Singh R.P. (1998)* studied 400 subjects, 200 males and females graduates of high SES and 200 male and female graduates of low SES (age of 17-20 years). Completed the personality adjustment inventory. Results reveal significant differences between high SES and low SES graduates, in the case of both males and females, in all the area of personality adjustment such as health, home, social, emotional and economic.

*Mukhopadhayay and Kumar (1999)* investigated the role of achievement motivation and academic pressure in the impairment of mental health of children (class VIII). Results indicated that the group, which was high on achievement motivation, showed greater mental health impairment than the group low on achievement motivation. The high achievement motivation group had low academic pressure and obtained lower scores on helplessness and suicidal ideation. It was pointed out that high achievement motivation interacting with academic pressure produced mental health impairment.

*Pathak, R. P. and Rai V. K. (1993)* studied higher secondary school students mental health in relation to their socio economic status and
result found that the mental health of low socio economic status was lower than that of students of high socio economic students. Urban and rural students did not differ significantly in mental health, when SES was controlled. Also result reviled that science students were mentally healthier than arts students when SES was controlled.

*Peplau, Miceli & Morasch (1979)* resulted through their findings that low self-concept as well as being less happy (Russell, Peplau & Ferguson, 1978) are specific affective, states associated with loneliness, indeed the link between severe loneliness and low self-concept is one of the consistent of loneliness research (Jones, 1981; Palontzian & Ellison, 1979; Wood, 1978; Moore & Sermat, 1974).

*Peplau et al. (1980)* found a conclusion that low self-concept can posterior loneliness. People with low self-concept interpret social interaction in self-defeating way. People who devalue themselves assume that others will similarly find them undesirable (Jones, 1981). It is generally found that people low in self-concept interpret ambiguous social exchange in more negative way than do people with high self-concept (Jacobs, Berscheid & Walster, 1971).

*Rai, V. K., & Yadav, V. C (1993)* found mental health and socioeconomic status were positively and significantly related. When SES was controlled, higher mental health scores were seen in the case of girls than boys, and in science students than arts students. Though the urban and rural students were comparable, mental health scores increased with grade.
Ray Chaudhary Protima & Basu, Jayanti (1998) investigated the impact of parent child relationship on the school achievement and adjustment of adolescence boys. Studied on 105 boys (age 13-14 yrs.) studying in class VIII of two Government schools in Calcutta. It was found that the patterns of mothering significantly influenced school adjustment whereas both mothering and feathering styles were associated with academic success. Results have been discussed in the context of the specific development needs of adolescents.

Singh, Shanti & Vijayalakshmi (1999) investigates the personality characteristics of 50 tribal and 50 non-tribal high school students. Results revealed a significant differences between tribal and non-tribal on the dimensions of extraversion and neuroticism. Tribal students scored significantly higher on neuroticism than their nontribal counterparts. Tribal students scored significantly lower on the dimension of extraversion as compared to nontribals.

Satapathy, Sujata & Singhal, Sushila (2000) investigates the differences in stress, self-concept, adjustment level and academic performance between visually and hearing impaired secondary students in New Delhi on 79 visually impaired and 80 hearing impaired students (age 13-21 years) of classes VIII & X and found that visually impaired students were less stressed, had higher self-concept, higher level of adjustment, and better academic performance than the hearing impaired.
Sharma, Narendra, K. & Agrawal, Amrapali (2002). Explores the role of self-concept (SE) and social desirability (SD) as possible reasons for the asymmetrical attribution for compliance behaviour under different conditions of social power. 176 undergraduate student (age 17-24 years) was administrated a SD measure, a SE measure, and a dummy task where power of the leader was varied on four dimensions - coercive, reward, expert and referent. Result indicated that compliance was attributed to information power and expertise of the leader. SD significantly influenced the reasons stated by the participants for attribution but SE did not have a significant influence on the asymmetrical attribution.

Sharma, Vandana & Mangat, Jashanjat (2001). Analyses the attributional styles of Postgraduate students as a function of self-concept, experience of success and failure, and gender. Following a 2 (high Vs low self-concept) x 2 (experience of success Vs failure) x 2 (gender) factorial design, a sample of 192 P.G. student (96 males, 96 females, mean age 24 years) they found that high self-concept Ss attributed their success more to internal factors and failure to external factors, whereas LSE Ss showed the opposite trend. Gender had no significant effect on attributional styles.

Singh, M. B., J. P. Gupta and A. George (1980) studied self-concept in school adolescence. Adolescents from rural and urban school, studing in the 10th grade. Significant difference were found between the self-concept score of high & low achievers with the former registering high mean score of self-concept. A significant association was however
observed between the self-concept to rural high achievers and occupation was detected in the urban counterparts.

_Singh R. R._ studied Relationship between achievement and self-concept. Students from higher secondary school studying science subject. Results shows positive and significant relationship between the self-concept and academic motivation of science students. Students from urban areas possessed significantly better self-concept than rural areas.

_Singh, Davinder & Singh, Satvir (1996)_ examines gender differences in hostility scores and personality characteristics among postgraduate students. For this purpose 230 (115 males and 115 females) postgraduate students. It was found that male and female subjects differed qualitatively as well as quantitatively on measures of personality characteristics. Further, the results supported the conclusion that hostility is a multidimensional construct, a conception at variance with current thinking.

_Suresh V. and Mujhaidh N. (1984)_ conducted a study to see the relationship between types of thinking and achievement in adolescence.

_Tickoo, Sangeeta and Jagdish (1997)_ studied relationship between achievement motivation and mental health among school students and find out that n-Ach motivation was positively related to all the dimensions of mental health except ‘perception to reality’ and environmental mastery’. Also result revealed that achievement motivation was positively related to overall mental health.
Tiwari, G (1983) studied 700 adolescent girls 14-17 years randomly selected from the Mathura Region of U.P. and found that devianey, self-concept and aspiration were found to be independently as well as simultaneously affects risk taking tendencies.

Upadhyay, Yogesh (2000) studied on 400 heads of household living in urban and rural areas consumers of two districts was administered Tripathi personal preference schedule and a multi trait scale of 15 normal personality variables. There was no significant differences between the personalities of there two consumer groups.

Vijay L. J. (1980) studied to see the academic achievement and socio-economic status as prediction of creative talent. The result show the positive relationship between creative ability and academic achievement and between creativity and socio-economic status.

Woo-Jean and swaminatahan R. (1989) examined nutritional and mental status in 418 healthy, elderly, chines Ss (Aged 60 plus year) leading an active life in the community. Nutrient intake was assessed by a 24 hr. diet recall method, and mental status was assessed using an abbreviated mental test score adapted from H.M. Hodkinson (1992). Low mental test score were associated with (1) low intake of protein, iron and nicotine acid (2) higher intake of carbohydrate, calorie and (3) low blood level riboflavin and ascorbic and folic acid. These affect were independent of age. It is possible that sub clinical decencies of some nutrient may lead to impaired cognitive functions.
Yadav, Vithairao S., Halyal P.S. (1998). Explores the nature of relationship between the big five factors of personality and job satisfaction in a sample of 349 male college teachers. Results indicate that emotional stability and surgency had a significantly positive correlation with job satisfaction. Job satisfaction was positively but not significantly correlated with intellect and agreeableness, and it had a non-significant negative relationship with conscientiousness.

Zarger and Dhar (1988) studies creativity and socio-economic status. Studies shows that students belongs to parents of high socio-economic status for both the sex, recieve high motivation from their parents and rich experiences boost their creative potential.