CHAPTER 2
REVIEW OF LITERATURE
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In this chapter a review of literature available on the psychological aspects selected for the present investigation has been presented. It is essential to review the literature which is either directly related to the research problem or which elucidate its relevant aspect.

Attempts are being done consistently regarding nature, causes and correlates of adjustment. Since, adolescence is considered as a problematic stage, several intervention techniques have also been provided by psychologists and counselors to promote adjustment of adolescents. Some studies conducted in India and abroad, related to adjustment and other psychological variables undertaken in the present study, are being presented here.

Studies Related to Adjustment:

Barkley; Anastopoulos; Guevremont and Fletcher (1991) found that the ADHD subjects, however, rated themselves as better adjusted than did their parents and teachers, differing only from controls in depressive symptoms and antisocial acts. Poorer vigilance and greater ADHD behaviors during a math task also distinguished the ADHD subjects from controls.
Rafal (1991) studied predictors of the adolescent girl's adjustment to group home care and found that social, demographic and psychological factors were examined to formulate the profile of the adolescent girl who adapted to group home care. School attendance history before admission can help predict adjustment to group home care. An adolescent adjustment scale was developed.

Depner, Leino and Chun, (1992) evaluated the past decade's research on the relationship between interparental conflict and behavioral, emotional and social adjustment for children aged 18 years or younger. They found that further refinement of the general conflict - adjustment relationship, particularly specification of the various dimensions of conflict and qualification to limit applications to the particular populations that have been included in research, is recommended. Secondary analysis is needed to differentiate the effects of family violence from other forms of discord and to compare outcomes for boys and girls.

Kochgaway (1993) in a study of relationship between academic anxiety and adjustment among 200 female high school students (aged 14-17 years) found significant correlations between academic anxiety and emotional adjustment.

Furukawa and Shibayama (1994) investigated psychosocial factors predictive of intercultural adjustment.
among foreign exchange students. Investigator found that the perceived adequacy of social integration in the host country, the adequacy of attachments was a stronger and overriding factors.

Luster and Mc Adoo (1994) in a study of 378 African-American children (aged 6 – 9 years.) found that there was a positive relation between the number of risk factors Ss were exposed to and the probability that they were experiencing academic or behavioral problems.

Vandell and Hembree (1994) in a study of 326 3rd-grade children found that both peer social status and friendship were found to contribute uniquely to children’s socio-emotional adjustment, academic competence and self concept.

Samules; Stockdale and crane (1994) examined 52 adolescent mother’s adjustment to parenting, self-esteem, social support, and perceptions of baby. They found that mothers with higher self-esteem at time 1 had better adjustment at time 2. Adjustment was predicted by time 2 variables; contact with baby’s father was the significant predictor while self-esteem added to predictiveness level. Self-esteem and support, especially from the baby’s father, enhance adjustment to parenting.

Dunn, Slomkowski, Beardsall and Rende (1994) studied the relation of individual differences in internalizing
and externalizing behavior in middle childhood and early adolescence to children's concurrent sibling relationships and their mothers mood, and to their sibling and mother-child relationships in the preschool period. The authors found that differences in adjustment were related to contemporary sibling relationships and maternal mood and to sibling and mother-child interaction in the preschool period, even when mothers' current mood was taken into account.

Kurdek and Fine (1994) assessed the relation between adjustment and perceptions of both family acceptance and family control in a sample of 851 young adolescents (mean age 12.36 yrs.) and 269 young adolescents (mean age 13.89 yrs.) and found that family acceptance and family control were positively related to adjustment.

Taylor (1996) studied the relations among kinship support, family management, and adolescent adjustment in 135 African American adolescents 14 to 19 years old. Kin social support was positively related to self-reliance and grades and negatively associated with psychological distress. Kinship support was also positively linked to family organization and parental involvement in schooling which in turn were positively associated with self-reliance and grades and negatively related to problem behavior and psychological distress.
Lavanya and Karunanidhi (1997) attempted to investigate the influence of self-esteem and locus of control on marital adjustment among couples. They found that there were significant differences on the body appearance dimension of self esteem for husbands. Further the locus of control and self esteem are not predictors of marital adjustment in this study.

Morris and Others (1997) investigated the association between family functioning and behavioral adjustment for 33 children (aged 2-16 yrs.) with leukemia (CWL) and 32 healthy children. They found that the families of CWL rate themselves as less cohesive and more conflictual than did the families of HC. HC family personal growth was associated with better adjustment.

Howell, Portes and Brown (1997) examined gender and age differences in adjustment among 433 (215 boys, 218 girls) aged 8-12 yrs whose parents have separated and were filing for divorce. Results indicate that: (1) parents of girls reported higher resolution of the separation; (2) high self-esteem for girls was mediated by residential parents high socioeconomic status; (3) older children exhibited higher adjustment than younger children; and (4) father-headed families indicated higher adjustment before and after separation.
Jimmieson and Terry (1998) designed to examine the main and interactive effects of task demands, work control, and task information on levels of adjustment. The researchers found that the present study provided some support for the main effects of objective task demands, work control, and task information on levels of adjustment. At the subjective level of analysis, there was some evidence to suggest that work control and task information interacted in their effects on levels of adjustment. There was minimal support for the proposal that work control and task information would buffer the negative effects of demands on adjustment.

Moore and Pepler (1998) studied the impact of stressful or conflictual family environments on latency-aged children. They concluded that the particular risk for daughters of abused women, academic difficulties related to family risk factors, and the importance of mothers verbal aggression in children's adjustment problems.

Bagwell, Newcomb and Bukowski (1998) examined preadolescent friendship and peer rejection as predictors of adult adjustment. The researchers found that peer rejection and the absence of friendship were both associated with psychopathological symptoms in adulthood although neither was uniquely predictive of symptomatology.
Kelly, Towner -Thyrum, Righby and Martin (1998) sought to identify family characteristics that predict young adult adoptees. Successful adjustment and identity formation as they approach independence. They found that the adoptee’s functioning was indistinguishable from that of the nonadopted controls. In addition, on most discrete aspects of identity formation adoptees were comparable to nonadoptees.

Turner and Barrett (1998) studied on self report questionnaires concerning their adjustment behavior perceptions of parental conflict, and attachment to parents and peer. Marital conflict was found to have a direct effect on adolescent adjustment, with adolescents from high conflict homes displaying greater adjustment difficulties. Indirect effects of conflict were evident through both the adolescent’s cognitive appraisals of conflict, and the adolescents perceptions of the parent -child relationship. Differential gender effects were obtained, highlighting the importance of adolescent gender as a mediating variable.

Holmbeck and Leake (1999) examined associations between several late adolescent separation- individuation issues and psychological adjustment. They found that the separation anxiety, engulfment anxiety, and dependency denial scales were more highly associated with maladjustment outcomes of various approaches to managing
closeness and distance in interpersonal relationships during late adolescence are discussed.

Brunstein, Schultheiss and Maier (1999) have suggested that meaningful goals play in individuals’ subjective well-being and life adjustment during adulthood. The researchers also reported that continuity and change in personal-goal systems are both necessary for individuals to achieve a sense of developmental continuity as well as to master life transitions successfully.

Juang and Silberesian (1999) examined the effects of consistently vs inconsistently supportive parenting on several aspects of adolescent adjustment. They found that there were no significant interactions between region and supportive parenting, indicating that the effects of consistently supportive parenting “worked” in a similar manner in both contexts of former east and west Germany. Results also reveal that supportive parenting is not necessarily a stable phenomenon, but may fluctuate from year to year.

Scabini, Lanz and Marta (1999) found substantial differences in the 2 family types regarding both family functioning and the role played by parents. Satisfied families give evidence of a better communication process than the dissatisfied ones, greater sharing between parents and adolescents and finally, a decision-making process based
mostly on sharing and support. Moreover, in satisfied families the father has the role of social mediator. In this way he succeeds to the relational imbalance in favor of mothers typical of Italian families.

Dadds and Others (1999) found that boys and girls were not exposed to different levels or type of interparental conflict, although boys tended to blame themselves more. Adolescents' reports of their own conflict-resolution styles with siblings were clearly related to level and types of their more general adjustment levels. Gender-specific patterns of intergenerational transmission of resolution styles were found and discussed.

Eshal and Rosenthal (2000) in a study of 300 Jewish sojourner youth (15-18 years old) from the Russian federation, investigated associations of acculturation attitudes, measures of sociocultural adjustment, and length of the encounter with the host society, Israel. The researchers found that lower degrees of separation and higher degrees of integration were positively linked with measures of sociocultural adjustment. The adjustment scores tended to decrease over time spent in Israel.

Chou (2000) examined the association between 8 aspects of friend intimacy and 3 measures of psychosocial adjustment (self-esteem, deviant behavior, and purpose in life) among Hong Kong Chinese adolescents and concluded
that friend intimacy was positively associated with self-esteem and purpose in life, and friend intimacy was negatively correlated with deviant behavior. Friend intimacy was found as an important variable that affects some aspects of psychosocial adjustment.

Barber and Delfabbro (2000) by a telephone survey of 114 mothers and their sons, 132 mothers and their daughters, 64 fathers and their sons, and 64 fathers and their daughters investigated the predictors of adolescent adjustment, as separately estimated by parents and their children (mean age of the children 15.9 years). They concluded that the father's perceptions tended to be the dominant predictor of adolescent male adjustment.

Kerr and Stattin (2000) tested the tracking and surveillance explanation of why parental knowledge is linked to better adolescent adjustment. The researchers found that parents' control efforts were related to good adjustment only after the child's feeling of being controlled, which were linked to poor adjustment, were partialed out. The finding suggest that parents' tracking and surveillance efforts are not as effective as previously thought.

Edwards, Telfair, Cecil and Lenoci (2001) in a study of 12-mo prospective cohort study of African American adults with SCD. Concluded that changes in self-efficacy from
baseline to 1-yr follow-up were significantly and independently related to changes in physical symptoms, psychological symptoms, and pain ratings from baseline to 1-yr follow-up.

El-Shcikh and Harger (2001) examined children's appraisals of marital conflict as moderators and mediators of conflict and children's adjustment, physical health, and physiological reactivity. They found that a higher level of perceived threat was a vulnerability factor for externalizing problems associated with exposure to marital conflict.

Cuneo and Schiaffino (2002) studied the influence of illness parameters adolescent support resources and parental adjustment on the psychosocial adjustment of adolescents with arthritis. They found that family functioning was significantly associated with adolescent adjustment across different conceptualization and measures of adjustment.

Shek (2002) studied the Chinese adolescent girls with economic disadvantage (N=122) were asked to respond to instruments measuring their family functioning, psychological well-being, school adjustment, and problem behavior. No significant gender differences in the relationship between perceived family functioning and adjustment and in perceived family functioning were found. Compared with adolescent girls based on the norm of a
community sample, female adolescents with economic disadvantage perceived their families as having more family conflict.

Burrow and Others (2004) investigated group differences in adolescent adjustment by adoption status and adoption subtype in a stage and gender. They found that significant group difference in adolescent adjustment were found based on participants’ developmental stage and gender.

Ackerman and others (2004) examined the relations between multiple risk indexes representing contextual adversity, income – to – needs ratios, and the elementary school adjustment of children from economically disadvantaged families. The findings provide evidence for volatility in family circumstances over 2- year intervals from preschool to 5th grade, for relations between the contextual risk indexes and change in externalizing behavior, and for relations between the income, to- needs’ ratios and change in academic competence. The results also show differences in the timing of the effects. Little evidence was found for persistence effects. Theoretical implications concern conceptualisation of the diverse and dynamic nature of the family circumstances experienced by disadvantaged children.
Studies Related to Social Support:

Julien and Markman (1991) found that marital distress was associated with higher mobilization of outsiders for support but outsiders mediated rather than counteracted the negative effects of marital distress on spouses' health. Contrary to expectations husbands' mobilization of their wives' support was positively associated with their levels of symptoms and compared to wives, husbands' mobilization of their partners' help was more weakly associated with their marital adjustment.

Quamma and Greenberg (1994) found significant moderator effects for family social support (FSS) on total stress for the teacher-reported internalizing problems of Ss in regular education and for FSS on school/peer stress on the teacher-reported externalizing problems and self-reported anxiety problems of Ss in special education.

Bowen and Chapman (1996) examined the relative contribution of measures of objective and subjective neighborhood danger and measures of social support from neighbors, teachers, parents and friends. Findings suggest that adaptation of these youth is influenced more by the availability of social support, especially from parents, than
from their reports and perceptions of neighborhood danger.

Schreurs and Ridder (1997) found that the interrelatedness of both concepts by studying social support as a coping resource and social support as dependent on the patient's own coping behavior appear to be especially fruitful in the short term, as they: (a) provide a better insight in the social determinants of coping, and (b) may help to clarify the way social support affects health and well-being.

Srivastava (2001) results related to social support indicate that the interaction effect and age and employment status has been found to be significant for scores on perception of support actually received in three areas: emotional, informational, and companionship. On all these areas, the pre-retired women have lower scores than the retired women where as the difference between scores of housewives at the two age levels is not significant. This indicates that women while in job feel that they are actually getting lower level of support and this feeling is reduced after retirement.

Regardless of perception of support, expected from others, the main effect of employment status has been found to be significant in all the areas. Employed women whether retired or pre-retired appear to be expectively less support than housewives, this indicates that women who are or have been
employed tend to be more independent and do not expect support for scores on perception of actual tangible support. Older women perceive that they are actually getting more support than younger women irrespective of employment status, indicating that both retired women and housewives above boys of age think that they are getting more support in their day to day practical lives in terms of help in household responsibilities.

Jarvis (2003) concluded that in addition to the benefits of specialist teaching and sensitive support in class, more attention should be paid to the development of peer support.

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

Schraf and Others (2003) reported better quality of peer relationships among Arab students (from a relatively collectivistic culture) and among boys, whereas Jewish students (from a relatively individualistic culture) and girls showed better quality of best-friend relationships than their counterparts. The results also highlighted a similarity in children's relationships for both culture and both genders, reflected in the highest intimacy of best-friend relationships.

Verma and Asthana (2004) studied quality of life as a function of social support in a gender perspective. The results revealed that social support did not affect quality of life. Sex difference in quality of life was obtained. Female students perceived better quality of life in themselves in comparison to their male counterparts.

Vashishtha and Mishra (2005) explored the relative contribution of social support and occupational stress to affective commitment of supervisors (N-200). The results revealed that social support and occupational stress significantly predict the degree of affective commitment of supervisors.

Shashi Bala (2005) in exploring psycho-social correlates of life satisfaction among elderly reported that social support
and self-esteem were positively and significantly correlated with life satisfaction.

**Studies Related to Personality:**

Cornell, Callahan and Loyd (1991) examined the personality adjustment of 33 female early college entrants (aged 12-17 yrs.) during the 1st yr. in a residential acceleration program for academically capable young women. They found that accelerants exhibited consistent changes in psychological adjustment indicative of healthy personality growth. Nonaccelerants made relatively few changes.

**Studies Related to Social Support and Adjustment:**

Dubow and Tisak (1991) in a longitudinal study of stressful life events, social support and social problem solving skills among children showed that there was an increase over time in social support and social problem solving skills, and were significantly related to improvement in behavioural and academic adjustment whereas stressful life events were not predictive of adjustments.

Elliot (1991) in his research on assertiveness social support and psychological adjustment in spinal cord injured persons revealed that persons were more depressed and impaired who had been sense of responsibility for the
welfare of another persons compared to those who had higher level of support both social and personal worth.

Laslie (1992) examined the role of informal support networks in the adjustment of central American immigrant families. The researcher found that while he networks of these individuals are dense and provide a great deal of support, they may have an insulating effect that diminishes interaction with this larger community.

Jou, yuh Huey (1995) examined the effects on adjustment of 3 dimensions of support (needed, perceived or actual) and the gaps between those dimensions. The relation between actual support and adjustment was positive, but there was no association of perceived support and adjustment. Perceived support had a positive effect on adjustment for students who had a high need for support (a buffering effect) and actual support had a positive effect on adjustment for all students. All support gaps were negatively related to adjustment.

Jou and Fukada (1995) found that subjects who needed more support from Japanese students reported being more poorly adjusted. Subjects who received more support from Japanese professors reported being better adjusted, and subjects who thought the support they received from Japanese professors was less than what they needed...
reported being more poorly adjusted. Thus, the effect of social support on adjustment varied according to source of support.

Jou and Fukada (1996) examined the associations of Japanese student's social support, and their adjustment compared with those of Chinese students. Analysis indicated that although there was no significant difference between Japanese and Chinese student's adjustment, the associations of social support and adjustment were different between the 2 groups. Japanese professors were important as a source of support for Chinese students more than they were for Japanese students, and the support needed from other Japanese students. Correlated negatively with the adjustment of Chinese students.

Wenz-Gross, Melodie and Siperstein (1998) examined stressor related to academics, peers and problems with teacher / rules and overall felt stress, social support from family, other adults, and peers; and adjustment including feelings about self and liking school. Student with learning problems experienced more stress, less peer support, greater about support and poorer adjustment than did those without learning disabilities. Adjustment was related to student's stress in middle school.
Brady and Helgeson (1999) explored the reciprocal relations between social support and adjustment following a recurrence of breast cancer. The researchers found that emotional support from a partner and informational support from an oncologist were related to decreased physical problems over time. Women's use of positive reinterpretation appeared to mediate these relations. Interestingly, psychological distress was related to decreased partner emotional support over time.

In a study by Anan, Mc Leister and Barnett (1999) the processes whereby attachment and other social and cognitive factors contribute to social and emotional adjustment were examined. Perceived social support was associated positively and significantly with viewing ambiguously depicted actions as prosocial rather than aggressive. Perceived social support was found to mediate the relation between attachment and adjustment. Results suggest that behaviorally mediate strategies for relating to caregivers in early childhood predict generalized social perception, thought and emotion at later ages.

Contreras and others (1999) studied social support and adjustment among Puerto Rican adolescent mothers. The moderating effect of acculturation were examined. A significant interaction effect revealed that coresidence was
associated with greater symptomatology mainly when mothers perceived their partners as providing low levels of support. Results are discussed in light of Latino cultural values and normative developmental issues. Implications for intervention strategies are also discussed.

Widmier and Weiss (2000) found that sibling support was nonsignificantly correlated with 3 areas (delinquency, academic success and mental health) of developmental adjustment for younger siblings.

Osborne and Rhodes (2001) examined the role of life stress and social support in the adjustment of sexually victimized pregnant and parenting minority adolescents. They found that the victimized adolescents reported higher level of depression, anxiety, and life stress and, although the two groups reported no differences in their levels of social support, support was found to be differentially related to depression and anxiety in the two groups. In particular, victims derived benefits from social support at low levels of stress, but social support provided no protection against depression and anxiety at average or high levels of stress. For nonvictims, social support provided no benefits at low levels of stress, but protected against depression and anxiety at moderate levels of stress and against depression at high levels of stress.
Kaniasty and Norris (2001) worked on social support dynamics in adjustment to disasters. This chapter has important implications for social support theory, illustrates the need of more knowledge about communal coping and suggest how intervention patterns might be altered to deal with the long term effects of experiencing a disaster.

Grant and Elliot (2001) found that social support was the best predictor of caregiver life satisfaction. Perceived control over emotions when solving problems was the best predictor of caregiver depressive behavior and health; social problem solving abilities were associated with caregiver depressive behavior and health; social support did not mediate these relationships.

Turner and Others (2002) examined psychosocial correlated of adjustment to HIV/AIDS in 137 HIV-positive persons (mean age 40.5 yrs). Results indicate that for people with HIV or AIDS, those individuals who are more satisfied with their relationships, securely engaged with others, and more directly engaged with their illness are more likely to experience positive adjustment.

Kef, Sabina (2002) examined the psychosocial adjustment and the meaning of social support for 316 Dutch adolescents (aged 14-24 yrs) with visual impairments. Personal interviews were conducted with the Ss. The findings indicated that social support especially the support
of peers was important to adolescents with visual impairments. The differences between visually impaired and sighted adolescents proved to be small, but significant.

Von weiss, Renee T (2002) found that fewer daily hassles and higher social support predicted fewer adjustment problems. Among the sources of support, classmate and parent support were significant predictors. Tests for moderation were significant only for a hassles X classmate support interaction in the prediction of depression. A plot of the interaction between hassles and classmate support under high or low levels of daily hassles. Further more children with high classmate support had lower levels of depression under conditions of low vs high daily hassles.

Demarary (2000) reported a significant negative relationships among perceived social support and a variety of problematic behavioral indicators. Students were categorized as having low, average and high levels of perceived social support. Students with low perceived support obtained higher scores on problematic behavior indicators than students with average or high perceived support.

Cuneo and others (2002) examined the influence of illness parameters, adolescent support resources, and parental adjustment on the psychosocial adjustment of adolescents with arthritis. They found that adolescent
perceptions of family functioning and social support were significant predictors of both global self-worth and depression in regression analyses. Additionally, greater functional limitations because of arthritis were predictive of adolescent depression. Family functioning was significantly associated with adolescent adjustment across different conceptualizations and measures of adjustment.

Wentzel, Kathryn R (2003) in a longitudinal study, relations between sociometric status and school adjustment (classroom grades, prosocial behavior and irresponsible behavior) were examined over time with a sample of 204 students. Models, whereby perceive support and motivation explained significant links between sociometric status and school adjustment, were not supported.

Baker (2003) used a longitudinal design to examine the predictive relations between social problem-solving appraisals and subsequent adjustment, stress, health, motivation and performance in a sample of university students. The researcher found that social problem-solving appraisals, adjustment to university and intrinsic motivation towards accomplishment predicted higher marks over the course of students' 3 years at university controlling for university entry qualifications. Gender differences emerged in perceived stress, self-determination profiles, and academic performance, with women displaying higher scores than
men. More specific analysis of problem-solving appraisals indicated that different dimensions (e.g. control, confidence) had different long-range adaptation outcomes.

Moller and Others (2003) worked on relationship of attachment and social support to college students' adjustment following a relationship breakup. The researchers found that indices of social support accounted for additional variance only when broadly conceptualized as perceived connection to the social environment, rather than perceived support from family and friends. Implications for counseling are discussed.

Studies Related to Personality and Adjustment:

Joshi (1990) during her study on achievement, personality and adjustment concluded that achievement was not found correlated with personality and adjustment of subjects.

Chaudhury and Sinha (1992) found that high and low extroverts did not differed significantly in home, health and emotional adjustments.

Hussain and Kumari (1995) examined the relationship of H.J. Eysenck's (1963) personality dimensions of psychoticism, extroversion and neuroticism with ego-strength and adjustment. The researchers found non-significant correlation between neuroticism and adjustment.
High neuroticism /psychoticism was related to low adjustment and high extraversion was related to better adjustment. High ego-strength was related to lower psychoticism/neuroticism and greater extraversion.

Hofman, Levy-Shiff and Malinske (1996) found that neuroticism tends to exacerbate the link between stressful life events and maladjustment, whereas extroversion tends to ameliorate it during adolescence, but not in earlier developmental periods. Among subjects reporting heightended levels of neuroticism, the rise in behavioral problems with increasing life events was more notable than that found at lower levels of neuroticism. The more neurotic a boys and youth were reported to have greater behavioral problems by their teachers.

Soloman (2000) in a longitudinal exploration of parent personality and adjustment in their adult children. Concluded that 50'S, characteristic of parents associated with adult child adjustment were different for men and women (competence in women and forcefulness and individuality in men). Divorce was not a negative factor, and mother’s paid work (after age 27) was positive at a trend level.

Lochlin and Others (2003) in the behavior genetics of personality and the NEAD study showed that the striking behavior genetic findings of the Nonshared Environment in Adolescent Development (NEAD) study of adjustment in
adolescent (Reiss Neiderhiser, Hetherington and Plomin, 2000) – namely, high heritability ($h^2$), substantial effects of shared family environment ($c^2$) for some traits, and near-vanishing effects of nonshared environment ($e^2$) – were largely confirmed in an independent analysis of the NEA shared data. The considerable contribution of monozygotic twins to these results was established, suggesting the importance of nonadditive genetic variance in the adjustment domain. Parental maternal effects were tested for and not found to make a statistically significant contribution to individual differences in adjustment.

Knyazev and Others (2004) investigated adjustment problems in a sample of 768 Russian adolescents aged 11-17 years using the strengths and difficulties questionnaire (SDQ) completed by teachers, parents and children. Participants also completed a short form of the Gray-Wilson Personality Questionnaire (GWPQ-S) and the Eysenck Personality Questionnaire (EPQ-R). Neuroticism (N) and behavioural inhibition (BIS) were the best predictors of emotional symptoms (ES), while psychotism (P) and behavioural activation (BAS) predicted conduct disorder (CD). Co-occurrence of ES and CD was associated with high scores on both N and P. A combination of N and P mediated the relationship between self-reported ES and CD. Consistent with corr’s (2002 a, 2002 b) hypothesis, BAS (or P)
moderated the relationship between BIS (or N) and ES, while BIS (or N) moderated the relationship between BAS (or P) and CD. These interaction effects were most pronounced in males and were significantly only for self-reported adjustment problems.

Studies Related to Social Support, Personality and Adjustment:

Jou (1996) studied the effects of personality and social support on adjustment of Chinese students through questionnaire in 4 different periods of stay. Regression analysis indicated that (1) needed support was a negative predictor and (2) actual support was a positive predictor of adjustment over all periods, while (3) extroversion was a positive predictor of the 4th period adjustment, and (4) there was no association between neuroticism and adjustment.

Brown and Others (2003) investigated the relationship between personality and social support in predicting various forms of adjustment. The researcher found that emotional exhaustion and depersonalization were the components of burnout most strongly related to perceive support. The perception of support received from ‘work-related’ and ‘other’ relationships made a stronger contribution than did ‘family’ or ‘social’ ties with respect to burnout. Implications for future cross-cultural investigation of the relationship
among personality, social support and adjustment are discussed.