CHAPTER II
REVIEW OF RELATED LITERATURE

2.1. OVERVIEW
Review of the related literature is an important part of any research work. It helps the investigator to gain better perspective of the problem. All available literature concerning the problem at hand were surveyed and examined by the investigator. This investigation will help the investigator for furtherance of knowledge related to the problem. According to Best (1997), practically all human knowledge can be found in books and libraries. According to Good (1981), the key to the vast storehouse of published literature may open doors to the problem, background for the selection of procedure and comprehensive data for interpretation of result.

2.2. FOREIGN STUDIES
Adrian Gan (2009) studied on Chinese students’ adjustment to the International Baccalaureate Diploma Programme; Experiences of an Australian high school. The research project upon which this article is based aimed to give a voice to the experiences of unaccompanied Chinese mainland students undertaking the International Baccalaureate Diploma Programme (IBDP) in an Australian high school. Eleven students aged 18—20 participated. All students completed a written questionnaire (in either English or Mandarin), and six participated in individual interviews. All students described initial difficulty and dissonance in coming to terms with the demands and expectations of the IBDP. Successful students overcame these difficulties by developing new strategies to make sense of the new learning environment, adapting existing learning strategies and maintaining a positive attitude.
Amir Abbassi and Raghu N. Singh (2006) studied on Assertiveness in Marital Relationships among Asian Indians in the United States. The article is aimed at a clarification and psychometric treatment of the concept of assertiveness in marital relationships among Asian Indians in the United States by reporting a study that attempted to operationally define the concept of assertiveness through indicators grouped under courage, authenticity, and autonomy. The study was conducted in two phases. The first phase focused on identifying a scale of assertiveness consisting of items under the three indicators through a review of selected literature and having them evaluated and ranked by a set of judges who were knowledgeable in the field. The scale was then empirically tested during the second phase in a setting consisting of Asian Indian couples to check its reliability and validity. The study provided a meaningful understanding of how couples in a cross-cultural context express assertiveness in various ways. The study has implications for marriage and family counselling and for future research on assertiveness.

Andrew et.al., (2004), Educational and Occupational Aspirations of Latino Youth and Their Parents. In-depth interviews of 10 rural Latino family triads (mother, father, and adolescent) investigated the educational and occupational aspirations of parents and youth, and factors affecting those aspirations. Using a content analysis of the interview scripts, several themes emerged that described these families’ experiences. In some instances, Latino parent aspirations were found to transfer to their youth. However, only one half of the parents were aware of their youth’s aspirations, and most had not discussed them with their youth. Youth and parents articulated several barriers to achieving higher educational or occupational aspirations. Implications for programmatic initiatives and research are delineated.
**Anne (2007)**, Effects of Programmatic Selectivity on the Academic Achievement, Academic Self-Concepts, and Aspirations of Gifted College Students. The purpose of this study is to examine the academic achievement, academic self-concepts, and aspirations of gifted college students who are enrolled in an honors program and of gifted college students who are not enrolled in an honors program. Participants include 294 gifted college students, 248 of whom were enrolled in an honors program and 46 who were not enrolled in an honors program. A series of analyses of covariance is used to compare the mean grade point averages, academic self-concepts, and educational aspirations of the two groups. Academic self-concept is measured using the Academic subscale of the Self Description Questionnaire III. Results indicate the gifted/honors students have higher academic achievement and higher academic self-concepts than the gifted/ nonhonors students, even when controlling for SAT score. No significant differences are found with regard to aspirations. Implications are discussed.

**Barbara M. Gfellner and Helen D. Armstrong (2013)** studied on Racial-Ethnic Identity and Adjustment in Canadian Indigenous Adolescents. This study supported associations between three theoretically driven conceptualizations of racial and ethnic identity (REI; Multigroup Ethnic Identity Measure; Multidimensional Racial Identity Measure; Bicultural Identity Measure) and with adaptive functioning among Canadian indigenous adolescents in middle school to high school. Age differences were found across the ethnic identity statuses but not for the continuous REI measures. Overall, adolescents placed predominantly at the traditional (identified with indigenous culture) and marginal (neither identified with indigenous nor mainstream culture) ethnic identity statuses with fewer marginal and more bicultural (identified with
both indigenous and mainstream cultures) categorized adolescents across the age-range. Traditional students followed by those classified as bicultural evidenced greater REI and adaptive functioning in comparison with marginal and mainstream students. Predicted relationships between REI and adjustment among Canadian First Nation adolescents were supported; findings suggest potential benefits of First Nation communities for REI development.

Bram J. Jansen (2008) studied on Between vulnerability and assertiveness: Negotiating resettlement in Kakuma refugee camp, Kenya. Resettlement to third countries is regarded as a durable solution to refugee crises. In Kakuma refugee camp in north-west Kenya, seeking a better life in industrialized countries has become a preoccupation for many refugees. In this article the effects of the practice of third country resettlement on the camp population are explored. Increased ease of communication with the diasporas, expanded knowledge of entitlements, and the high visibility of resettlement processing within the camp have increased the demand for resettlement. The article argues that the result is an environment that encourages refugees to cheat through claiming insecurity and negotiating vulnerability. Refugees come to believe that resettlement is something that can be actively achieved, rather than a benefit extended only to the genuinely vulnerable.

Coretta Jenerette, and Jane Dixon (2010) Developing a Short Form of the Simple Rathus Assertiveness Schedule Using a Sample of Adults With Sickle Cell Disease. Purpose: Ethnic and cultural norms influence an individual’s assertiveness. In health care, assertiveness may play an important role in health outcomes, especially for predominantly minority populations, such as adults with sickle cell disease. Therefore, it
is important to develop measures to accurately assess assertiveness. It is also important to reduce response burden of lengthy instruments while retaining instrument reliability and validity. The purpose of this article is to describe development of a shorter version of the Simple Rathus Assertiveness Schedule (SRAS). Design: Data from a cross-sectional descriptive study of adults with sickle cell disease were used to construct a short form of the SRAS, guided by step wise regression analysis. Results: The 19-item Simple Rathus Assertiveness Scale—Short Form (SRAS-SF) had acceptable reliability ($\alpha = .81$) and construct validity and was highly correlated with the SRAS ($r = .98$, $p = .01$). Conclusions: The SRAS-SF reduces response burden, while maintaining reliability and validity.

Daniel R. Ames (2008) studied on In Search of the Right Touch Interpersonal Assertiveness in Organizational Life. Recent evidence suggests that many organizational members and leaders are seen as under- or over-assertive by colleagues, suggesting that having the "right touch" with interpersonal assertiveness is a meaningful and widespread challenge. In this article, I review emerging work on the curvilinear relation between assertiveness and effectiveness, including evidence from both qualitative descriptions of co-workers and ratings of colleagues and leaders. I discuss mediators and context effects and also explore why unhelpfully low and high levels of interpersonal assertiveness may emerge and persist. I draw implications for interventions as well as future research.

Daniel R. Ames and Abbie S. Wazlawek (2014) studied on Causes and Consequences of Limited Self-Awareness for Interpersonal Assertiveness. Do people know when they are seen as pressing too hard,
yielding too readily, or having the right touch? And does awareness matter? We examined these questions in four studies. Study 1 used dyadic negotiations to reveal a modest link between targets’ self-views and counterparts’ views of targets’ assertiveness, showing that those seen as under- and over-assertive were likely to see themselves as appropriately assertive. Surprisingly, many people seen as appropriately assertive by counterparts mistakenly thought they were seen as having been over-assertive, a novel effect we call the line crossing illusion. We speculated that counterparts’ orchestrated displays of discomfort might be partly responsible—behaviors we termed strategic umbrage. Study 2 revealed evidence for widespread strategic umbrage in real-world negotiations and Study 3 linked these behaviors to the line crossing illusion in a controlled negotiation. Study 4 showed that this illusion predicted outcomes in a multi-round negotiation.

David E. Sandberg, William M. Bukowski, Caroline M. Fung and Robert B. Noll (2004) studied on Height and Social Adjustment: Are Extremes a Cause for Concern and Action? Objective Growth hormone treatment of hormone-sufficient short youths is predicated on the belief that short stature is associated with social problems with peers. This study assessed peer relations and social adjustment as a function of height in a community sample. Methods. A cross-sectional study was conducted at 1 public school district in Western New York of students of both genders who attended grades 6 to 12 (N=956). Target groups included participants of short stature (height ≤−1.6 standard deviation, ie, <5th percentile for age- and gender-adjusted population norms; n = 68) and tall stature (≥1.6 standard deviation; ≥95th percentile; n = 58) and classmates of average height (between the 25th and 75th percentiles; n = 123) used for within-class comparisons. All
remaining unclassified classmates (n = 704) also provided data. Self- and peer-rated assessment of social reputation and social acceptance was measured. Results. Minimal effects of height on measures of social functioning were detected despite substantial statistical power. We detected no significant relationships between height and measures of friendship, popularity, or reputation with peers. Findings did not vary by gender of participant, by peer- or self-report, or by whether data from the entire sample were used or target groups were contrasted with comparison participants. Shorter students were perceived by peers to be younger than their age. This influence was restricted to lower grades and did not have an impact on measures of social acceptance or reputation with peers. Conclusions. Extremes of stature in the general population—either short or tall—have minimal detectable impact on peer perceptions of social behavior, friendship, or acceptance. Findings are not supportive of the need to intervene a priori because of the potential risk of negative stature-related social sequel. Furthermore, if problems with peer relationships are identified among short or tall youths, then factors other than stature should be considered as etiologically important.

Demis E. Glasford a,*, Felicia Pratto a, John F. Dovidio b (2007)
Experiment 2) and measured participants’ emotional responses and strategies for reducing discomfort. As expected, individuals experienced psychological discomfort (but not negative self-directed emotion), when an ingroup, but not when an outgroup, violated a personal value, and this discomfort mediated participants’ disidentification with their group (Experiment 1) and value-adherence activism.

Dennis Mac Greene and Rachel L. Navarro (1998) studied on. Situation-Specific Assertiveness in the Epidemiology of Sexual Victimization Among University Women: A Prospective Path Analysis. Protective and risk factors for sexual victimization were examined in a sample of 274 undergraduate women. Assertiveness specific to situations with the opposite gender was protective at all three assessment times. Prior victimization, alcohol use, poor adjustment (as indicated by depression and anxiety), multiple sexual partners, and insecurity about relationships with the opposite gender were significant risk factors. Prevention efforts might be more effective if (a) behavioral practice of assertiveness was added to informational and attitudinal interventions; (b) assertiveness training focused specifically on relationships with the opposite gender; (c) medical and counselling services routinely assessed for prior victimization and other risk factors, and made appropriate referrals for women with victimization histories; and (d) alcohol education-programs were integrated with acquaintance-rape programs.

DONNA HENDERSON-KING and MICHELLE N. SMITH (2006) Meanings of education for university students: academic motivation and personal values as predictors We conducted two studies to determine the meanings that undergraduate students ascribe to their education and how these meanings relate to relevant psychological
constructs: academic motivation and values. Ten meanings emerged: career preparation, independence, finding direction for the future, learning, self-development, taking the next step, making social connections, changing the world, stress, and escape. Support was found for many of the predicted relationships. For example, enjoyment motivation positively predicted all of the meanings, except taking the next step, stress, and escape. Also as expected, the values of intellectualism and academic achievement positively predicted learning, self-development, and changing the world. However, contrary to expectations, valuing physical development also emerged as a significant predictor of several of the meanings of education.

Ellen Bouchard Ryan, Ann P. Anas and Daniela B. Friedman (2006) studied on Evaluations of Older Adult Assertiveness in Problematic Clinical Encounters. Within a communication predicament of aging framework, this study examined assertiveness as an option for older adults confronted with a problematic health care conversation. Older and younger participants evaluated scenarios in which senior client targets with or without hearing loss employed assertive, passive, or aggressive responses. As predicted, assertive seniors were evaluated as most competent and likely to be satisfied with future encounters. Compared to older adults, young adults gave equivalent ratings for assertiveness but viewed the senior’s passive response especially positively and the aggressive response especially negatively. Hearing loss made no difference in evaluations of the three response styles. Findings are discussed in terms of the benefits for older adults of developing skills in selective assertiveness, with emphasis on their successful management of health care encounters.
Endya (2007), the Effect of Neighborhood Context on the College Aspirations of African American Adolescents. Previous research on educational aspirations has focused almost exclusively on micro-level predictors of educational aspirations. Notably absent from these studies are measures reflecting the neighborhood context in which adolescents live. Drawing on Wilson’s theory of neighborhood effects, the present study examines the extent to which neighborhood structural disadvantage predicts college aspirations among African American adolescents. The results show that concentrated neighborhood disadvantage exerts a significant influence on college aspirations, even when accounting for the micro-level context of adolescents. Overall, the findings suggest that living in a disadvantaged context lowers college aspirations among African American adolescents.

Eucharia U. Onyeizugbo (2003) studied on Effects of Gender, Age, and Education on Assertiveness in a Nigerian Sample. Two hundred fourteen (214) married persons, 101 men and 113 women aged 20–60, with at least high school education, participated in the study which investigated the effects of gender, age, and educational attainment on assertiveness among married persons in Nigeria. The Assertive Behavior Assessment scale (ABAS; Onyeizugbo, 1998) was used to measure assertiveness. It was hypothesized that persons with higher educational attainment will report more assertiveness than persons with lower educational attainment. Results supported the hypothesis. In addition, interactions between gender and age, and gender and educational attainment were found. Younger men reported more assertiveness than younger women whereas older women reported more assertiveness than older men. Also, women participants of lower educational attainment reported more assertiveness than their men counterparts whereas men of
higher educational attainment reported more assertiveness than their women counterparts. Results of this study suggest that women in Nigeria may become more assertive with age.

Filiz Polat (2003) studied on Factors Affecting Psycho social Adjustment of Deaf Students. Deafness is more than a medical condition. Recent theories have emphasized the importance of environmental factors on the psychosocial development of deaf children. As part of a larger scale study, this article aims to investigate the impact of the following variables on deaf students' psychosocial adjustment in Turkey: student-related background and experiential characteristics, parent-related variables, school-related factors, and teacher-related variables. The sample of 1,097 deaf students enrolled in the elementary, secondary, and high schools was drawn from 34 schools in 24 cities on a national geographical spread. The multiple regression analysis revealed that degree of hearing loss, additional handicap, and age at onset of deafness were negatively related to psychosocial adjustment of deaf students. However, there was a positive relationship between psychosocial variables and some of the independent variables, such as use of hearing aids, speech intelligibility, academic achievement, parental hearing status, and communication methods used at school. The findings of the study do not support a "pathological" view of deafness, suggesting that it was not deafness per se but that some environmental factors were also influential on the psychosocial adjustment of deaf students.

study examines values and value types as well as scores in levels of moral reasoning for students enrolled in a business program. These two factors are measured using the Schwartz Personal Values Questionnaire and the Defining Issues Test 2. No statistically significant differences in levels of moral reasoning, rankings of values, and value types could be attributed to gender. However, eight significant correlations between value types and levels of moral reasoning provide evidence that a systematic relationship exists. The relationships are not only internally consistent but also consistent with the model of values based on motivational goals (Schwartz S. H. and K. Boenke: 2004, Journal of Research in Personality, 38 230–255).

**George Lan, Zhenzhong MaJianAn Cao, He Zhang (2008) A Comparison of Personal Values of Chinese Accounting Practitioners and Students** This study examines the personal values and value types of Chinese accounting practitioners and students, using the values survey questionnaire developed and validated by Schwartz (1992, Advances in Experimental Social Psychology 25, 1–65). A total of 454 accounting practitioners and 126 graduate accounting students participated in the study. The results show that Healthy, Family Security, Self-Respect, and Honoring of Parents and Elders are the top four values for both accounting practitioners and accounting students, although these values are not ranked in the same order. Social Power, An Exciting Life, Devout, and Accepting My Portion in Life are the lowest rated four values for the accounting practitioners whereas Devout, An Exciting Life, Detachment, and Accepting My Portion in Life form the bottom four values for the accounting students. Both accounting practitioners and students ranked Security as the highest value type and Tradition as the lowest one, and the students rated Self-Direction as significantly more important than the
practitioners. With respect to gender differences, both the male accounting practitioners and students rated the value type Achievement significantly higher than their female counterparts and there were several significant gender differences in personal values for both accounting practitioners and students. In addition, the perceived values are linked to social and cultural factors as well as to the influence of Western values.

Guat Tin Ng and Timothy Sim (2012) studied on Post-disaster school relocation: A case study of Chinese students’ adjustment after the Wenchuan earthquake. This article reports on the results of a survey of 540 Chinese school children’s adjustment in temporary school relocation after the Wenchuan earthquake. The overall results depicted a positive picture of functioning. The findings were contrary to expectations, as earlier observational reports suggested that pupils had adjustment difficulties.

Hongjie Liu*1, Shuli Yu1, Lesley Cottrell2, Sonja Lunn3, Lynette Deveaux3, Nanika V Brathwaite3, Sharon Marshall1, Xiaoming Li1 and Bonita Stanton1(2007) Personal values and involvement in problem behaviors among Bahamian early adolescents: a cross-sectional study Background: Few studies, particularly in developing countries, have explored the relationship between adolescents and parental values with adolescent problem behaviors. The objectives of the study are to (1) describe adolescents' personal values, their problem behaviors, and the relationships thereof according to gender and (2) examine the relationship between parental values, adolescent values, and adolescents' problem behaviors among sixth-grade students and one of their parents. Methods: The data used in these analyses were from the baseline assessment of a school-based HIV risk reduction intervention being conducted and evaluated among sixth grade students and one of
their parents across 9 elementary schools in The Bahamas. Personal values were measured by the Portrait Values Questionnaire (PVQ). Seven reported problem behaviors were queried from the students, which included physical fight with a friend, drank alcohol, beer, or wine, smoked a cigarette, pushed or carried any drugs, carried a gun, knife, screwdriver or cutlass to use as a weapon, had sex and used marijuana or other illicit drugs over the past 6 months. Multilevel modeling for binary data was performed to estimate the associations between adolescent and parental values and adolescent problem behaviors. Results: Among 785 students, 47% of the students reported at least one problem behavior. More boys (54%) reported having one or more problem behaviors than girls (41%, p < 0.01). Boys compared to girls expressed a higher level of self-enhancement (means score: 36.5 vs. 35.1; p = 0.03), while girls expressed a higher level of self-transcendence (42.3 vs. 40.7; p = 0.03). The results of multilevel modeling indicates that boys with a higher level of self-enhancement and girls with a higher level of openness to change and a lower level of conservation were more likely to report engagement in problem behaviors. Only two parental values (self-transcendence and conservation) were low or modestly correlated with youth' values (openness to change and self-enhancement). Parental-reported values documented limited association on adolescents' reported values and behaviors. Conclusion: In designing interventions for reducing adolescents' problem behaviors, it may be important to understand the values associated with specific problem behaviors. Further exploration regarding lack of association between adolescent and parental values and problem behaviors is needed.
Huiyoung Shin and Allison M. Ryan (2012) studied on How do Young Adolescents Cope With Social Problems? An Examination of Social Goals, Coping With Friends, and Social Adjustment. This study investigated individual differences in sixth-grade students (N = 181; 47% girls, ethnically diverse) use of friends as a coping resource when dealing with a social stressor with another peer at school. Confirmatory factor analysis supported the hypothesized three factor structure of coping with friends: mastery, avoidance, and nonchalance. Controlling for levels of social self-efficacy, social goal orientations were linked to different types of coping. Specifically, a social development goal was positively associated with mastery coping. A social demonstration-avoid goal was positively associated with avoidance coping. A social demonstration-approach goal was positively associated with nonchalance coping. In turn, individual differences in coping were associated with subsequent social adjustment (measured 3 months later). Specifically, mastery coping was associated with best friendship quality, avoidance coping was associated with anxious solitude, and nonchalance coping was associated with overt aggression. Influence of one’s personality and one’s parents’ values on personal values was tested by hierarchical regression analyses and structural equation modelling. The analyses revealed a greater contribution of multicultural personality to the variance in stimulation, self-direction, universalism, and achievement values in comparison to the impact of parents’ values, whereas an opposite pattern was found for power, benevolence, and conformity. Tradition, hedonism, and security were found to be linked to multicultural personality and parents’ values to a similar extent. Furthermore, overall trait-like parents’ values were better predictors of the offspring’s trait-like values, and the same effect held for parental societal values: they predicted better the offspring’s societal values. The authors discuss the need for differentiation between trait-like
and societally oriented values and the application of content-tailored personality measures, in line with previous studies.


Independent advances in the study of personality traits and personal values have clarified their foundations, antecedents, content, structure, and measurement. Accumulating evidence shows that personality traits are largely endogenous characteristics, while personal values are learned adaptations strongly influenced by the environment. Thus, these constructs appear to address nature and the interaction of nature and nurture, respectively. Although each itself is related to an abundance of research and theory, efforts to integrate personality traits and personal values have been limited. We integrate the two constructs conceptually and then report corroborating empirics in a Western sample using two distinct personality approaches. Findings indicate that personal values are influenced in predicted patterns by Openness/Intellect, Agreeableness, and Conscientiousness as well as, more moderately, by Extraversion.

**Jennifer A. Livingston, Maria Testa and Carol VanZile-Tamsen (2007) The Reciprocal Relationship Between Sexual Victimization and Sexual Assertiveness.** Low sexual assertiveness has been proposed as a possible mechanism through which sexual revictimization occurs, yet evidence for this has been mixed. In this study, prospective path analysis was used to examine the relationship between sexual refusal assertiveness and sexual victimization over time among a community sample of women. Results provide support for a reciprocal relationship, with historical victimization predicting low sexual assertiveness and low sexual assertiveness predicting subsequent
victimization. The effect of recent sexual victimization on subsequent sexual assertiveness also was replicated prospectively. These findings suggest that strengthening sexual assertiveness may help reduce vulnerability to future victimization.

Jennifer Katz, Pamela May, Silvia Sorensen and Jill Del Tosta (2010) studied on Sexual Revictimization during Women’s First Year of College: Self-Blame and Sexual Refusal Assertiveness as Possible Mechanisms. Although sexual victimization during adolescence increases risk for later revictimization, mechanisms for increased risk among new college students have not been identified. Female undergraduates (N = 87) were assessed at the start and end of their first academic year. Those who reported initial sexual victimization at Time1 were more likely than other women to report later college victimization at Time 2. Path analyses showed that self-blame and decreased sexual refusal assertiveness (SRA) explained this effect. Specifically, initial victimization was associated with increased self-blame; in turn, self-blame indirectly predicted later college victimization via decreased sexual refusal assertiveness. Prevention efforts focused on self-blame and other barriers to SRA may reduce risk for revictimization during women’s transition to college.

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

Katherine (2010), Educational Aspirations in an Urban Community College: Differences Between Immigrant and Native Student Groups. This study explored the educational aspirations of immigrant and native students in an urban community college. Using Burton Clark’s cooling-out theory as a framework, the study looked at choices students make when applying to college and the extent to which students later change their aspirations. Immigrant students who were educated in United States high schools were more likely than other student groups to aspire to a 4-year degree and seek admission to a senior college rather than a community college. Logistic regression analysis revealed that most students did not change their majors over six semesters, although among those who did, students were more likely to be cooled out (i.e., they lowered their aspirations as indicated by a change from a transfer to a terminal program) than to shift from a terminal program to a transfer program.

Kawpong Polyorat, Jae Min Jung and Yoon Yong Hwang (2013) studied on Effects of Self-Construals on Consumer Assertiveness/Aggressiveness: Evidence From Thai and U.S. Samples.
This study investigates the effects of self-construals (independent self and interdependent self) on consumers’ tendency to be assertive or aggressive in their interaction with retail sales representatives. For this, the study employs samples from the United States and Thailand and tests the hypotheses through multi group confirmatory factor analysis and full structural equation modeling. The results indicate that independent (interdependent) self-construals had positive (negative) effects on consumer assertiveness and aggressiveness. The implications of these results and some avenues for future research are discussed.

Lara K. Kammrath, Megan H. McCarthy, Kassandra Cortes and Charity Friesen (2015) studied on How Assertiveness and Unassertiveness Abilities Are Associated With Extraversion and Agreeableness. Assertive behavior is positively associated with trait extraversion and negatively associated with trait agreeableness. Are introverted and agreeable people simply unable to be highly assertive? Global assertiveness is, we argue, influenced by more than one interpersonal ability; it is affected by the ability to show high assertion but also by the ability to show low assertion. If assertiveness and unassertiveness abilities are distinct skills, the unassertiveness of an introverted person might occur for different reasons than the unassertiveness of an agreeable person and might in consequence manifest in different situations. To explore these possibilities, we looked at informant reports of participants’ assertiveness and unassertiveness abilities (Study 1) and participants’ if-then profiles of assertiveness behavior (Studies 2 and 3). The results suggested that introverted people are less assertive than extraverted people because they have lower assertiveness ability, whereas agreeable people are less assertive than disagreeable people because they have higher unassertiveness ability.
Leanne R. Brecklin (2004) studied on Self-Defense /Assertiveness Training, Women’s Victimization History, and Psychological Characteristics. Little research has been conducted to determine which characteristics and experiences affect women’s choices to enroll in self-defense / assertiveness training. The present study examined the role of self-defense / assertiveness training in women’s lives using data from 3,187 female college students. Logistic regression analyses demonstrated that women with multiple forms of childhood victimization (e.g., both child sexual and physical abuse) were almost twice as likely to participate in self-defense /assertiveness training. Training participants also reported more positive instrumental traits(e.g., independence) and less sexual conservatism than non-participants. Implications for future research evaluating self-defense programs are discussed.

Leanne R. Brecklin and Sarah E. Ullman (2005) studied on Self-Defense or Assertiveness Training and Women’s Responses to Sexual Attacks. Self-defense classes aim to prevent violence against women by strengthening women’s capacity to defend themselves; however, little research has examined the effects of self-defense training on women’s attempts to fight back during actual attacks. This study investigated the relationship of self-defense or assertiveness training and women’s physical and psychological responses to subsequent rape attacks (N = 1,623). Multivariate analyses showed that victims with pre assault training were more likely to say that their resistance stopped the offender or made him less aggressive than victims without training. Women with training before their assaults were angrier and less scared during the incident than women without training, consistent with the teachings of self-defense training. Pre assault training participants rated their degree of non consent
or resistances lower than did non-participants, perhaps because they held themselves to a higher standard. Suggestions for future research on women’s self-defense training and rape prevention are offered.

**Leanne R. Brecklin Sarah E. Ullman (2004)** studied on Correlates of Post assault Self-Defense/Assertiveness Training Participation for Sexual Assault Survivors. Past research has shown that self-defense/assertiveness training may have positive implications for sexual assault survivors. However, little is known about the correlates of self-defense/assertiveness training participation for sexually victimized women. In this study we examined the assault characteristics and experiences that relate to women's enrolment in post assault training using data from 1,623 female college sexual assault survivors. It appears that more violent attacks may lead survivors to enrolling post assault training, especially when their resistance was less effective. Post assault training participants were marginally more likely to have told someone about their assault, experienced less supportive reactions from others, exhibited marginally less current anxiety, and reported more post assault suicidal ideation than nonparticipants. These survivors may enrol entraining to exercise control over future assaults occurring and as a way of healing from sexual assault. Suggestions for future research and the development of self-defense training programs for sexual assault survivors are presented.

**Lee SmithBattle (2007), "I Wanna Have a Good Future": Teen Mothers' Rise in Educational Aspirations, Competing Demands, and Limited School Support.** This longitudinal study examined teen mothers' descriptions of being students before and after giving birth and the impact of mothering on their educational goals and school progress. Nineteen
teens and at least one of their parents were interviewed six times from the third trimester of pregnancy to 10 months postpartum. Regardless of their school status prior to pregnancy, the anticipation of motherhood led teens to reevaluate their priorities and motivated them to remain in or return to school. The transformed meaning and significance of school in the lives of these teens was apparent in improved grades, in their resolve to graduate, and in their new interest in attending college. Their renewed commitment to school was often thwarted by competing work demands, family responsibilities, and school policies and practices. These findings suggest that professionals are missing a critical opportunity to promote teen mothers' educational goals and their long-term success.

Lesley Ledden, Stavros P. Kalafatis, Phillip Samouel (2007)
The relationship between personal values and perceived value of education The departure point of this research is the premise that as marketing involves the exchange of something of value in return for something of greater value, value is thus at the core of marketing. Moreover, people perceive value within an overall social/cultural environment that defines and forms personal values. Although both general marketing and educational-specific writings appear to accept these claims, the related literature is silent as to the functional relationship of these two constructs. This paper is an attempt to address this shortcoming. The results offer considerable support for the values to value relationship and for the claim that value is a significant determinant of satisfaction. Furthermore, the results indicate that examination of these two constructs should take place at a disaggregate level (i.e., relationships between the components of values and value) rather than treating values and value as higher order constructs.
Magdalena Bobowika,, Jan Pieter van Oudenhovenb, Nekane Basabea, Saioa Telletxeaa, Darío Páeza (2011) What is the better predictor of students’ personal values: Parents’ values or students’ personality? This study examines the relationship between young adults’ values, multicultural personality traits and their parents’ values. A total of 102 students and their matched parents filled in the Multicultural Personality Questionnaire and the Portrait Value Questionnaire.

Man Yee Ho (2010) studied on The Differential Effects of Forms and Settings of Exposure to Violence on Adolescents’ Adjustment. This study investigated the link between exposure to violence and psychosocial adjustment for 442 Chinese secondary school students in Form 1-3. The students completed an inventory assessing exposure to violence through witnessing and through direct victimization in different settings (community, school, and home). Multiple measures and informants (i.e., self-report, teacher report, and school report) were used to assess emotional, behavioral, and cognitive functioning in adolescents. The results of this study showed that overall exposure to violence was related to emotional and behavior problems. High rates of exposure to violence across multiple contexts were found in this sample. After controlling for the co-occurrence of risk factors (e.g., exposure to violence in other settings), both witnessing school violence and being victimized by domestic violence were associated with emotional problems, whereas being victimized by community violence was related to behavior problems. These results suggest that there are differential effects of risks associated with different forms and settings of exposure.
Matthew J. Pearsall and Aleksander P. J. Ellis (2006) studied on The Effects of Critical Team Member Assertiveness on Team Performance and Satisfaction. In an effort to extend theory and research linking personality to team effectiveness, this study used the workflow networks literature to investigate the effects of critical team member dispositional assertiveness on team performance and satisfaction. Results from 64 teams working on a command-and-control simulation indicated that critical team member dispositional assertiveness positively affected team performance and team satisfaction. Results also indicated that both of those effects were due to improvements in the team's transactive memory system.

Michael J. Silverman (2011) studied on Effects of a Single-Session Assertiveness Music Therapy Role Playing Protocol for Psychiatric Inpatients. The purpose of this study was to implement and measure the effectiveness of a single-session assertiveness music therapy role playing protocol for psychiatric inpatients. Participants (N = 133) were randomly assigned by group to one of three conditions: (a) Assertiveness Music Therapy, (b) No Music Assertiveness, or (c) Music No Assertiveness. Participants in both assertiveness conditions role played a number of different commonly occurring scenarios at an inpatient psychiatric facility and in the community. There were no significant between-group differences in posttest quality of life, locus of control, or other subscales. However, participants in both assertiveness conditions tended to have slightly higher internal locus of control and overall quality of life scores than participants in the music no assertiveness condition. Additionally, the assertiveness music therapy condition had higher attendance rates than the other conditions. A higher percentage of participants from both the assertiveness music therapy and
music no assertiveness conditions indicated they thought their session was the most helpful/therapeutic group therapy session in which they had participated; this was not the case for the assertiveness no music condition. Future research is warranted to measure the effects of protocols that can help psychiatric patients generalize skills learned in treatment.

**Michal Rassin.R.N (2009)** Values grading among nursing students – Differences between the ethnic groups This study was aimed at measuring professional and personal values among nursing students. The participants were 180 students tested according to 36 personal values and 20 professional values. The findings indicated that passing time has not harmed the fundamental values on which the nursing profession is based: human dignity, the prevention of suffering, reliability, and faithful relationships. Devaluation was observed in the values of equality among patients, and altruism, which were graded only in fifth and sixth place, respectively. It is necessary to consider the regression in the values: imagination, ambition, and cleanliness, which were graded among the bottom values on the list. Significant differences were found in the grading of several personal and professional values, as a function of ethnic origin. Results may help understand motives of nursing students and assist in promoting bachelor of nursing programmes while taking into consideration the unique characteristics of the student group.

**Michelle Asha Cooper (2009),** The Relationship Between Early and Later Postsecondary Educational Aspirations Among Racial/Ethnic Groups. This study uses data from the Educational Longitudinal Study of 2002 to test a conceptual model that integrates aspects of sociological and econometric frameworks into a traditional status attainment model for
educational aspirations. Using descriptive and logistic analyses, this study advanced understanding of the patterns and stability of aspirations; characteristics of students who increase, decrease, and maintain aspirations; predictors of 12th-grade aspirations; and variations in predictors of 12th-grade aspirations by race/ethnicity. The study's findings have implications for policy, practice, and research. Specifically, the findings reinforce the need for policies and practices geared toward enhancing existing high school reform efforts. The study also identifies recommendations for future research.

Mohammad Hassan Asayesha*, Hamid bahramizadeha (2011)
Examination of Personal Values System and Its Changes Among Young People
The main purpose of this study was investigated youth values system and it’s changing in male and female to answer this question whether a change in values has been created. The results of this study are compared with previous studies. Eighty-seven (33 male, 54 female) students from Semnan University in Iran were participated in this study. All participants completed the Personal Values Questionnaire (PVQ). The results showed that there is no significant difference between male and female in Religious, social, Public, Aesthetic, Economic, Knowledge, Hedonism, Power, Health values. Compared with the previous studies these findings showed that male and female has changed. In comparison to the previous findings, these findings show that the male and female’s values have undergone some changes. But there is a significant difference between the two genders regarding value of family face. These findings work as warring toward the reduction of families’ power in transferring the appropriate values to each gender. Finally, regarding the key role of family in transferring the values to their children, it is suggested that parents consult with the experts for having a mental and emotional
communication with their children and internalization cultural values in them.

**Noga Zerubavel and Terri L. Messman-Moore (2013)** studied on Sexual Victimization, Fear of Sexual Powerlessness, and Cognitive Emotion deregulation as Barriers to Sexual Assertiveness in College Women. The current study examined sexual victimization and two barriers to young women’s sexual assertiveness: fear of sexual powerlessness and cognitive emotion deregulation. College women (N = 499) responded to surveys and indicated that fear of sexual powerlessness and, to a lesser extent, cognitive emotion deregulation were barriers to sexual assertiveness. Compared with non-victims, sexually victimized women had greater problems with sexual assertiveness, fear of sexual powerlessness, and cognitive emotion deregulation. Among victims, fear of sexual powerlessness and emotion deregulation interacted to impede sexual assertiveness. Findings support targeting identified barriers in interventions to improve sexual assertiveness and reduce risk for unwanted sexual experiences and sexual victimization.

**Owen Richard Lightsey, Jr. And peter W.Barnes (2007)** studied on Discrimination, Attributional Tendencies, Generalized Self-Efficacy, and Assertiveness as Predictors of Psychological Distress Among African Americans. This study tested whether perceived past racial discrimination and a tendency to attribute negative outcomes across varied life situations to racial prejudice or discrimination (TAND) predicted unique variance in psychological distress among 195African American college students. The authors also examined whether generalized self-efficacy and assertiveness uniquely predicted distress and moderated hypothesized TAND distress and past discrimination-distress relationships. Both
generalized self-efficacy and assertiveness inversely predicted distress, accounting together for about 12% of the variance in distress. Past discrimination and age also inversely predicted distress, together accounting for about 14% of the variance. Assertiveness partly mediated the relationship between generalized self-efficacy and psychological distress. These results suggest that counsellors can help reduce African American clients’ psychological distress by augmenting their general self-efficacy and assertiveness.

Phame M. Camarena (2009), Postsecondary Educational Aspirations of High-Functioning Adolescents With Autism Spectrum Disorders and Their Parents. Individual interviews with 21 high-functioning adolescents diagnosed with an autism spectrum disorder and their parents were used to assess postsecondary educational aspirations and thoughts concerning obstacles and resources that shape educational achievement of this group. The results from these semistructured interviews revealed that both the adolescents and their parents have clear postsecondary educational goals but have significant concerns about the readiness of postsecondary institutions to meet the adolescents' needs. The special significance of social challenges and the ways that families frame educational aspirations are noted. Results from this analysis have direct application to both educational and family settings.

Rachel D. Upton, A. T. Panter, Charles E. Daye, Walter R. Allen and Linda F. Wightman (2012) studied on Examining the Relationship Among Self-Reported Assertiveness, Perceived Discrimination, and College Environment in a National Sample of Black Women Law Students. The purpose of the study was to examine college environment, defined as whether law students entered law school from a
historically Black college or university or a traditionally White institution, as a moderator of the relationship between gender discrimination and assertiveness. Using a national sample of 402 incoming Black women law students and multiple-group confirmatory factor analysis (CFA) with covariates, the authors also tested whether college environment moderated the relationship between racial discrimination and assertiveness. CFA models with covariates were used to further investigate whether racial discrimination and gender discrimination interact to influence assertiveness. Results indicated that college environment did not moderate the relationship between gender discrimination and assertiveness. College environment also did not moderate the relationship between racial discrimination and assertiveness. Additional results revealed a significant interaction between racial and gender discrimination, whereby racial discrimination was positively related to assertiveness among students who experienced gender discrimination. Findings suggest that irrespective of college environment, racism and sexism intersect to enhance assertiveness and may increase students’ academic success. However, law school administrators should ultimately seek to reduce incidents of racism and sexism because students’ assertive responses could make them vulnerable to mental health risks and to further acts of discrimination.

**Rashmi Garg et al., (2002), A Structural Model of Educational Aspirations.** The purpose of this study was to develop and test a model to predict educational aspirations of Canadian adolescents. Participants were a national sample of 4,034 students from grades 8-13 (2,037 males, 1,973 females). Results of a modified structural model included three sets of influences: a) a background factor comprised of parental occupation and education; b) a family involvement factor consisting of parental personal
and school-based involvement with adolescents; and c) a personal factor with school marks, school and course perceptions, extracurricular reading and parental educational expectations as indicator measures. Educational aspirations was the main outcome variable. Results indicated that the personal factor had a strong direct influence on educational aspirations ($\beta = 1.17$, $p < .001$, $R^2 = .76$). The effects of the background and family involvement factors on educational aspirations were mediated through the personal factor. Additional analyses performed in order to test the relationships obtained in the model, revealed several significant interactions amongst the three predictor factors and educational aspirations. The findings emphasize the importance of efforts to enhance the educational aspirations of adolescents through targeted change of modifiable environmental and personal factors.

**Rebecca Coles and Viren swami (2012)** studied on The socio cultural adjustment trajectory of international university students and the role of university structures: A qualitative investigation. The present research explores the socio cultural adjustment of international students and the role played by university structures in the process. The adjustment process of international students has been modelled in psychological literature as a U-curve, a learning curve and most recently as a long, uneven and unending process of change. Yet, little of the literature has addressed the role played in this process by university structures. The research was conducted in the UK with 58 undergraduates from Malaysia. It utilized a qualitative design and consisted of two waves of semi-structured small-group interviews. It was found that university structures, in the form of accommodation provision, course provision, and student union clubs and societies, provide opportunities for integration and adjustment support in the early stages of the sojourn. However, the
desire for contact with a wide range of others, central to the adjustment process, takes time to develop in international students. It is suggested that an understanding of adjustment as a long and uneven process should be built into structures aiming to support the adjustment of international students.

RENE´E A. BEACH1, KEVIN W. EVA2,* and HAROLD I. REITER3 (2008) Can Self-declared Personal Values be Used to Identify those with Family Medicine Career Aspirations? Self-declaration of personal values has been suggested as a means of identifying students with greater predilection for future primary care careers. While statistically significant differences have been demonstrated, absolute differences between those interested in primary care and those interested in specialist careers tend to be small. This study is objective was to determine whether limited differences can nevertheless be used to identify those with particular interest in primary care. Methods: Schwartz values were submitted to a paired comparison design in which respondents were asked to identify the value they held most dearly for possible pairings of values. 88 medical school applicants, 57 first year medical students, 78 final year medical students, and 34 admissions interviewers participated. Applicant and medical student subgroups were analyzed as a whole and as a function of self-identified career interest (i.e., primarily interested in Family medicine or other specialty careers). Results: The values statements were remarkably consistent ($r>0.90$) between groups, regardless of which subgroups were analyzed. Discussion: Despite apparent differences in the literature between those interested in primary care and those interested in other specialist careers, the differences are small and do not correlate with career aspirations in a way that could inform admissions decisions.
Rodney Arambewela, John Hallb (2011) The role of personal values in enhancing student experience and satisfaction among International postgraduate students: an exploratory study. Universities are faced with the challenging task of educating an increasingly diverse and mobile student community with changing demands and aspirations. A key source of this diversity is international students and an understanding of the backgrounds of these students and their expectations is central to ensure effective delivery of educational and support services and to enhance student experience, and satisfaction. This study is focussed on four groups of Asian postgraduate students studying in Australian universities and investigates the influence of personal values in enhancing university experience and student satisfaction. Using multivariate data analysis and Structural Equation Modelling, this paper argues that personal values are predictors of individual behaviour and decision making which could impact on how they assess their university experience and satisfaction with the learning environment.

Saba Rasheed Ali (2009), The Career Aspirations of Rural Appalachian High School Students. The purpose of the present study was to investigate the contributions of several social cognitive career theory (SCCT) factors in predicting the career aspirations of a group of high school students living in the central part of rural Appalachia. Sixty-three high school students completed measures assessing their vocational/educational self-efficacy beliefs, career decision outcome expectations, socioeconomic status (SES), age, and their perceptions of familial and peer support. The results of the hierarchical regression analysis indicated that 52% of the variance associated with career aspirations was accounted for by the SCCT variables. Findings indicated that the majority of the variance was accounted for by
vocational/educational self-efficacy beliefs, SES, and career decision outcome expectations. Given the cultural considerations of this population, these findings suggest that lower SES rural Appalachian high school students might benefit from targeted interventions that are designed to increase their confidence and expectations about their future.

Sibel Asi Karakas, and Ayse Okanli, (2015) studied on The Effect of Assertiveness Training on the Mobbing That Nurses Experience. This research was designed to determine the impact of assertiveness training on the mobbing experience of nurses. This study was conducted in two phases. In the first phase, 218 nurses completed the mobbing scale; the education group consisted of 38 nurses who received a score at or above 204 points. A total of 180 nurses were excluded from the education group because they received less than 204 points. The study was conducted with 30 nurses because 8 nurses did not agree to participate in the study. The 30 nurses received the assertiveness training program. Six months after training, the nurses completed the mobbing scale and Rathus Assertiveness Inventory (RAI) again. The assertiveness training positively affected the assertiveness and mobbing scores (p = .000). After the training, the assertiveness scores increased and the mobbing condition score decreased (p< .01). Assertiveness training is an effective method for decreasing mobbing. In line with these results, training programs, which support nurses’ personal development by providing counseling and support to nurse victims of mobbing, are recommended.

Stefan Volk a, Christian Thöni b, Winfried Ruigrok c (2011) Personality, personal values and cooperation preferences in public goods games: A longitudinal study Recent research on behavioral heterogeneity in social dilemma situations has increasingly focused on exploring the predictive value of individual difference variables. This paper contributes
to this line of research by examining how cooperation preferences in a series of three public goods games conducted over the course of five months are related to personality traits and personal values. A variant of the four player one-shot public goods game was administered to classify participants’ cooperation preferences, along with measures of the Big-Five personality dimensions and Rokeach’s terminal values. Results revealed that, when considered independently, Agreeableness and prosocial values were indicative of individual preferences for cooperation. However, when considered simultaneously, only Agreeableness emerged as a significant predictor of cooperation preferences. The findings are interpreted in terms of how personality and personal values jointly impact economic behavior.

**Stéphane Duchesne, Catherine F. Ratelle and Amelle Roy (2012)** studied on Worries About Middle School Transition and Subsequent Adjustment; The Moderating Role of Classroom Goal Structure. This longitudinal study had three objectives: (a) to identify different profiles of second-year middle school students (Grade 8) in terms of academic, emotional, and social adjustment; (b) to test the contribution of worries at the end of Grade 6 to distinguish these profiles; and (c) to examine the moderating effect of mastery (MG) and performance goal (PG) structures in language arts class (Grade 7). A total of 342 mother-adolescent dyads participated in the study. Cluster analyses revealed three adjustment profiles: a well-adjusted group (WA), a socio emotionally adjusted group (SEA), and a socially adjusted group (SA). Hierarchical multinomial regression analyses showed that students who expressed worries had a lower probability of being in the WA. However, students who had a teacher who emphasized MG had a greater probability of being in the WA. Finally, worries about peers and teachers lowered the probability of
being in the WA for students exposed to PG. Results are discussed in light of their implications for the literature on student adjustment, the elementary-to-middle school transition, and classroom goal structure.

**Tanya M. Nichols et.al., (2010),** Understanding the Educational Aspirations of African American Adolescents: Child, Family, and Community Factors. The current study examined the association between multiple systems of influence (adolescent, family, and community) and the educational aspirations of African American adolescents. Guided by ecological and integrative models of child development, in the current study the authors examined the association between the educational aspirations of 130 socioeconomically and educationally disadvantaged urban African American adolescents (mean age = 16.76 years) and factors within the adolescent (attitudes toward education and school self-esteem), family (perceived parental/guardian educational involvement and educational expectations), and community (number of community resources present and the average utilization of community resources). A hierarchical multiple regression indicated that both the adolescent and the family systems were related significantly to educational aspirations and explained a significant proportion of the variance. A test for moderation by gender indicated that African American males’ average utilization of community resources was related significantly and positively to their educational aspirations. The findings suggest that by targeting both micro and macro levels of influence, interventions can be designed to foster higher aspirations among at-risk African American youth.

**Thomas W. Farmer, Robert Petrin, Debbie Sprott Brooks, Jill V. Hamm, Kerrylin Lambert and Maggie Gravelle (2012)** studied on Bullying Involvement and the School Adjustment of Rural Students With
and Without Disabilities. Bullying involvement status (i.e., bully, victim, bully–victim) and school adjustment were examined in a sample of 1,389 fifth graders (745 female, 644 male) including 145 special education students who were served in general education classrooms for at least 50% of the day. The sample was drawn from 35 rural schools in seven states across all geographic areas of the United States. School adjustment difficulties including internalizing and externalizing behavior problems were most pronounced in students who were identified as bully–victims (students who were identified as both victims and perpetrators of bullying). In contrast, bullies tended to have more positive interpersonal characteristics and fewer negative ones than youth who were identified as victims or bully–victims. Furthermore, compared to their nondisabled peers, students who received special education services had elevated rates of involvement as victims and bully–victims, but not as bullies. Implications for intervention are discussed.

Wei-Cheng J. Mau (2006), Factors Influencing High School Students to Persist in Aspirations of Teaching Careers. This study longitudinally tracks 10th grade students for 4 years regarding their persistence in aspirations of teaching careers using a nationally representative sample (National Educational Longitudinal Survey of 1988). Factors contributing to persistence in aspirations of teaching careers are examined based on the social-cognitive career theory (SCCT). Results suggest that there are racial differences in persistence in aspirations to teaching careers. Students who persist perform better on academic achievement, score higher on locus of control, and come from a family that had a higher socioeconomic status and a higher parental education level than students who do not persist. Results also suggest a
good fit of the social-cognitive model in prediction of persistence in teaching aspirations.

Wondimu Ahmed, Alexander Minnaert, Greetje van der Werf, Hans Kuyper (2009) The role of competence and value beliefs in students' daily emotional experiences: A multilevel test of a transactional model. This study examined the mutual influence of relatively stable personal competence and value beliefs and lesson specific appraisals of competence and value on daily emotional experiences of students in the classroom context. Personal competence and value beliefs were measured by means of questionnaire whereas appraisals and daily emotions were assessed by means of diary forms completed over a two-week period. Multilevel analyses of data from 120 grade seven students revealed that both personal competence value beliefs and appraisals played an important role in determining daily emotional experiences in the classroom. More importantly, the results showed that the effects of stable personal variables on daily emotional experiences were mediated by lesson specific appraisals. In general, the results support cognitive mediational models of emotion that capitalize on the importance of both personal and situational characteristics in emotion elicitation.

Yusliza Mohd. Yusoff (2012) studied on Self-Efficacy, Perceived Social Support, and Psychological Adjustment in International Undergraduate Students in a Public Higher Education Institution in Malaysia. The globalization of the economy and society has had its impact on Malaysian higher education institutions, particularly universities. The Malaysian Ministry of Higher Education aims at intensifying globalization through increasing the number of international students. However, many international students struggle with adjusting to
a new culture. The role of self-efficacy and social support on international students’ adjustment is important because international students encounter many academic and cultural challenges when they come to Malaysia. Thus, the present study examined the relationship between self-efficacy, perceived social support, and psychological adjustment of international students in a Malaysian public university. A total of 185 international students from various countries and regions completed questionnaires about their self-efficacy, perceived social support, and psychological adjustment. The General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995) was administered to assess the international students’ self-beliefs to cope with a variety of difficult demands in life. The Multidimensional Scale of Perceived Social Support (Zimet et al., 1988) was used to assess international students’ social support. Psychological adjustment was measured with the Satisfaction With Life Scale (Diener et al., 1985). As hypothesized, self-efficacy and only 1 dimension of perceived social support (support from friends and significant others) significantly related with psychological adjustment. Implications of the findings for better adjustment in university environment among international students and future research on international students; adjustment are discussed.

2.3. INDIAN STUDIES

Agochiya, Devindra pal (1992) A cross cultural studied of personality, values and altruistic behavior of your workers. Problem: The present study deals with the problem ob cross-cultural study of personality, values and altruistic behavior of your workers. Objectives: i) To find out the different psychological characteristics of youth workers working at different levels in various organizations in different countries, which will help in developing understanding of the behavior of youth
workers within the parameters of this investigation. ii) To identify cultural differences, if any among the youth workers belonging to different countries. Methodology: The total sample consisted of male and female workers, 101 government workers and 39 non government workers from Bangladesh, Gong Kong, India, Malaysia, Singapore, Srilanka, Australia, and Zewzeland. The age ranged from 21 years to 54 years. The educational level ranged from high school from Ph.D. The tools used included, Eysenck Personality questionnaire, study of values of Allport, Vernon and Lindsey and the Altruistic personality end self-report altruism scale of Rushton. Mean, SD, ‘t’ ratios and correlation analysis were used to analyse the data. Major findings: i) Youth workers scored higher on altruism and lower on psychoticism, extraversion and neuroticism. 2) Youth workers were lower on theoretical, economic and aesthetic value where as they were higher on social, political and religious values in comparison with other adults. 3) country wise comparisons showed significant differences in altruism, extraversion, neuroticism, social desirability, economic values, aesthetic, political and religious values, but not in psychoticism.4) No significant differences emerged on all the six values and other variables between government and non government groups, and between the two sexes.

Carg and chitra (1992) Studied on family relations, socio-economic status intelligence and adjustment of failed high school students Problem: The study attempts to investigate certain attributes of failed students. Objectives: 1.To examines family relations, socio-economic status, intelligence and adjustment of the failed students. 2. To compare the failed and passed students in relation to family relations, socio economic status, intelligence and adjustment and 3. To compare the failed and passed students on the above variables with respect to this sex
and locality. Methodology: The sample consisted of 200 failed and 200 passed students randomly selected from 27 randomly selected schools of the five districts of the Tamilnadu region. Major Findings: The passed students were more intelligent accepted better by parents, better adjusted socially and economically more advance then the failed students. The failed students were more avoid by their parents than the passed students. The urban passed and filed students did not differ in their intelligence. The rural passed students were more intelligent than rural failed students. The urban failed girls were more accepted by their parents than the passed girls. The rural failed boys were at a higher level to their socio-economic status than the rural passed boys.

**Dadu and Pratiba, (1992)** Studied on personality, values and religious attitudes of urban and rural males and females in the purview of socio-economic status. Problem: It attempts to study the urban and rural male and female college going students with regarded personality, values and religious attitudes. Objectives: 1. To determines the impact of SES, location and sex upon personality traits, values and religious attitudes. 2. To determine interaction among SES, location and sex during their operational impact upon certain traits of personality, values and religious attitudes. Methodology: In the study, 300 male and female college going students in the age range of 18 to 25 years served as the sample: they were selected by the multi-stage stratified random sampling technique. The tools used included, the SES scale of B.B.Chatterjee, S.S.Singh and R.P.Singh. Cattell’s 16 PF scale, the value test of Chaudhary and Ojha and R.P.Singh’s tool to measure religious attitudes. The statistical measures used included mean, SD and ‘t test. Major Findings: Between rural male and female students the difference was statistically significant for Q, A and Q4 and in theoretical, aesthetic and religious attitudes but
the means of female students were slightly higher than the corresponding means of male students. Rural male and urban male students did not differ in their personality traits and values; These groups differed significantly in religious information, orthodoxy and hostility. Between rural female and Urban female students, significant difference existed in respect of Q, Aesthetic value, economic value and political value and also in religious Puritanism and religious orthodoxy. Between rural male and rural female students the difference was significant in factor A aesthetic value, religious information and religious tranquillity. Urban male and female students differed significantly in Q, theoretical, religious and aesthetic values orthodoxy and hostility.

Devika R (2014) Studied on a comparative study of the adjustment of secondary school students. Education is the ability to meet one’s life. How the child adjusts with varying situations determines the success of life. The child’s adjustment is determined by a number of factors like Home, Social, Educational and Financial adjustment. The investigator here aims to make a comparative study on the adjustment of secondary school students. The study was conducted using survey method. A total of 2.75 students, of which 151 were boys and 124 girls constituted the sample for the study. They were selected from eight secondary schools of Thiruvananthapuram district by giving due representation to class (VII, IX and X) and gender. Adjustment inventory prepared and standardized by the investigator was used to measure adjustment of secondary school students. Percentage analysis and t test were used as the statistical techniques for the study. The analysis revealed that level of adjustment of secondary school students is average. It was also found that significant difference exists in the emotional adjustment of boys and girls and no significant difference was found between male and female secondary
school students with regard to Family, Social, Educational and Financial adjustment.

**Gupta and Sushma (1990)** Studied on Education as a factor of social adjustment of adolescent girls across different levels of Socio-economic status. Problem: The present study examines education as a factor of social adjustment of adolescent girls belonging to different levels of socio-economic status. Objectives: 1. To study the extent of the social adjustment of school-going adolescent girls coming from different socio-economic status families studying indifferent types of schools. 2. To compare the social adjustment of adolescent girls studying in different types of schools. 3. To obtain the opinions of parents and teachers regarding the social adjustment of adolescent girls. 4. To offer suggestions, such as may be warranty by the findings, for helping school-going adolescent girls to attain better social adjustment. Methodology: The sample was drawn from 12 schools, randomly chosen from the Madurai district consisting of schools urban and rural, private and government, co-educational and girl’s English medium and Tamil medium. From each of these schools 50 girls in the age range of 13 to 16 years were randomly selected, thereby making a total of 600. Sixty teachers randomly selected five students from each of these twelve schools. The principal of each school and the parents of the 600 children selected also formed the sample. The tools used included, the school Socio-economic status questionnaire by Ravi Kant Sharma, Dev mohan’s Socio-economic status scale (revised). The social adjustment inventory opinionnaire of the investigator. Descriptive statistics, such as mean SDs, skewness and kurtosis were worked out. Also ‘t’ ratios were calculated and co-efficient of correlation were found to analyse the data. Major findings: Adolescent girls studying in urban schools were significantly
better in their social adjustment as compared to girls in rural schools. Adolescent girls studying in private schools showed significantly better social adjustment as compared to those at Government schools. Adolescent girls studying in co-educational schools were significantly better in social adjustment as compared to adolescents of girls schools. Adolescent girls studying in English medium schools were significantly better in their social adjustment as compared to girls of Hindi medium schools. There was a positive relationship between the SES and the social adjustment of adolescent girls of private, Government, co-educational girls and English medium schools though this was not found in the case of urban, rural and Hindi medium schools. Education of father and education of mother positively influenced the social adjustment of adolescent girls. Parents of girls studying in urban and English medium schools had a better opinion regarding the social adjustment of their daughters as compared to the parents of girls in rural and Hindi medium schools. Adolescent girls studying in urban, private, co-educational and English-medium schools belonging to the higher SES showed better social adjustment.

Gupta, B.D(1988) Studied on Intelligence, adjustment and personality needs of effective teachers in Science and Arts. Problem: It attempts to study the intelligence, adjustment and personality needs of effective teachers in Science and Arts of intermediate colleges of Madurai. Objectives: 1. To correlate teacher effectiveness with intelligence, adjustment and personality needs. 2. To test the independence of teaching effectiveness from teaching experience, salary age and sex. 3. To find out personality characteristics which differentiate effective and non-effective teachers. 4. To analyse the differences between the following groups of effective teachers: Science and Arts teacher,
Male and female teacher and Rural and urban teachers in respect of intelligence, adjustment and personality needs. 5. To analyse the differences between adjustment scores of the following groups of effective teachers: Science and arts teachers, male and female teachers and rural and urban teachers. 6. To analyse the differences between the personality needs scores of the following groups of effective teachers: Science and arts teachers, Male and female teachers and rural and urban teacher. Methodology: In the study 49 science teachers and 278 arts teachers were taken from the 26 intermediate cause of Madurai District. The tools used included Teacher Effectiveness scale of Pramod kumar and D.N.Mutha, Adjustment Inventory of S.K.Mangal and personal preference schedule of R.R.Tripathi. The researcher also used the concurrent correlation-cum concurrent comparison of contrastins Groups design. The statistical analyses included mean, mode, median SD, Skewness, Kustosis, ’t’ test and Chi-square. Major Findings: All the distributions were almost normal, science teachers were found significantly more intelligent that arts teachers, Science and arts teachers did not differs significantly with respect to adjustment and academic and several environment of the institution. Effective arts teachers were significantly better advised socially, psychologically and physically than effective science teacher. Effective science and arts teachers did not differ with respect to professional adjustment. Effective arts teachers were found significantly better adjusted in personal life than effective science teachers. Effective arts teachers were significantly higher than effective science teachers on financial adjustment and job satisfaction. So far as total adjustment was concerted effective arts teachers were significantly superior to effective science teachers. Effective Science teachers had significantly more n-ach, n-abasement, n-endurance and n-aggression than effective arts teachers. Effective arts teachers had
significantly more n-exhibition, n-affiliation than effective science teachers. Effective arts and science teachers did not differ significantly on n-autonomy, n-interception, n-dominance, n-succourance, n-nurturance, n-change, n-hetero sexuality, n-defence and n-order. Teacher effectiveness was found to be related to the age of the teachers. They were found most effective in the age group of 30-39 years; after that their effectiveness went on diminishing. Teacher effectiveness was found to be related to experience of the teachers. They were found most effective in the 11-15 years experience group after that it began to decline. Teacher effectiveness seemed to be related to salary. The number of effective teachers decreasing as the salary increased. Teacher effectiveness was not related to gender.

**Jyoti Sadar (2015)** Studied on Level of Aspiration and Academic Achievement Motivation among Adolescents. The investigator of this study concluded that the Goal Discrepancy Score (GDS) of boys was higher than that of girls with the urban girls having higher GDS than urban boys assuming that some environmental determinants like social expectations, parental ambitions, peer pressure, social values, competition and culture affect the level of aspiration. Research Objectives. 1.To find out level of aspiration of students of 12th std. in science discipline in rural and urban areas. 2. To find out the level of aspiration of boys and girls separately. 3.To compare the level of aspiration of rural and urban 12th std science students. 4.To find out the academic achievement motivation of 12th in science discipline in rural and urban areas. 5.To find out the academic achievement motivation boys and girls separately. 6.To compare the academic achievement motivation of rural and urban 12th std science of students. 7.To find out the relation of level aspiration and academic achievement motivation. Research Methodology. The
information and data required were collected by using a psychological test ‘Level of Aspiration’ standardised by Dr.M.A.Shah and Dr.Mahesh Bhargav and Academic Achievement Motivation Test standardised by Dr.T.R.Sharma. The respondents selected for the study were 1200 in number. The technique used for selection of respondents was cluster random sampling and research was restricted to Chandrapur district only. Level of Aspiration Measure provided three types of source. Good Discrepancy Score (GDS). Goal discrepancy is the gap between aspiration for the next trial and the immediate performance on previous trial. Attainment Discrepancy Score (ADS). Related to the concept of goal discrepancy is the attainment between aspiration and the achievement on the same trial. Number of Times The Goal Reach Score (NTRS). This was obtained by the number of times where his actual score is equal or more than the expected scores. Academic Achievement Motivation test provided motivation scores. Conclusion. 1. Good Discrepancy Score (GDS) of boys is higher than girls but the ADS and NTRS is not significant. 2. Urban girls have higher GDS and ADS than rural girls but rural boys have higher score than urban boys. It means rural boys are more aspiring than urban boys. There are some environment determinants which affect the level of aspiration like social expectations, parental-ambitions, peer pressure, social values, competition and culture. Cultural traditions are important factors for setting the goal. 3. Adolescents are average aspirants. 4. Academic achievement motivation is more in rural students than urban students but it is not significant. 5. Academic achievement motivation is higher in boys than girls. Rural boys have higher academic achievement motivation than rural girls; it is not significant at 0.05 level. 6. Urban boys also have higher academic achievement motivation than urban girls and there is no significant difference between rural and urban students. 7.
Rural and urban students have average academic achievement motivation, boys and girls from rural and urban area have average academic achievement motivation. 8. There is effect of level of aspiration on the academic achievement motivation of students and this effect is significant.

**Kusam Lata (2014)** Studied on Social Adjustment of Adolescents in Relation to Their Family Structure in Sangrur District of Punjab. The adolescents belonging to different family structures have different adjustment behaviors in the society. The present study describes the social adjustment of adolescents belonging to nuclear and joint families of Sangrur district in Punjab. The study was conducted on 100 adolescents belonging to nuclear and joint families of Sangrur district divided into two groups of 50 each. The result reveals that there is a significant difference in social adjustment of adolescents belonging to nuclear and joint families. Objectives. The objectives of the study were: 1. To study the social adjustment of adolescents belonging to nuclear and joint families. 2. To compare the social adjustment of adolescents belonging to nuclear and joint families. 3. To compare the social adjustment of adolescent boys and girls belonging to the nuclear families. 4. To compare the social adjustment of adolescent boys and girls belonging to the joint families. Methodology. The total sample of the study comprised 100 adolescents belonging to nuclear and joint families of Sangrur district in Punjab. Out of them, 50 adolescents belong to nuclear families and another 50 to joint families. The ratio of boys and girls was 25 each in the both type of families. The tool used for data collection was “Adjustment Inventory for School Students” constructed and designed by A.R.P.Sinha and R.P.Singh. Data was collected from the students of government schools of Sangrur district which were
selected by simple random sampling. Conclusion. It is concluded from
the present study that the social adjustment of adolescents of Sangrur
district of Punjab is effected by the family structure as there was a
significant difference in social adjustment of adolescents belonging to
nuclear and joint families. As generally seen, the children belonging to
joint-families are more adjustable in the society as compared to those of
nuclear families. The study also revealed that sex factor of adolescents
belonging to nuclear families does not affect their social adjustment
whereas significant difference was found in case of adolescents belonging
to joint-families.

Mihir Kumar Mallick and Irshat Ali Dar(2015) Studied on
Influence of Adjustment Problems on Career Aspirations of the
Adolescents. Adolescence is a time of new challenges and new
opportunities. Some adolescents do not negotiable these challenges
positively and develop personal and social problems which lead to their
maladjustment. A study was conducted to explore the influence of
adjustment problems on career aspirations of the adolescents. It was a
descriptive survey study comprising of three hundred adolescents taken
from higher secondary schools of three districts of Jammu and Kasmir.
From each district 50 adolescent boys and 50 adolescent girls were
selected by using simple random sampling technique. Youth Problem
Inventory and Career Aspiration Scale were used to collect data. The
Mean, percentage, t-test and co-efficient of correlation were used in order
to analyze the data and interpret the result. Results showed that the
adolescent boys and girls possess adjustment problems in various areas
like family, school, social and on personal front. The data indicated that
overall career aspirations of the Kashmiri adolescents boys and girls falls
on moderate level. It was revealed that the adolescent boys and girls of
Kashmir do not differ significantly on adjustment problems and in career aspirations. Negative correlation between adjustment problems and career aspirations was found. It was also revealed that adjustment problems of the adolescents of Kashmir do not influence their career aspiration.

**Nisha, (1991)** a studied of adolescence alienation is relation to personality, values, adjustments, self-esteem locus of central and academic achievements problem it attempts to study alienation of adolescents in relation to certain selected variables. Objectives: i) to study the interaction of sex and age on alienation. ii) To study the correlation between adolescent alienation and variables of personality values, adjustment, self-esteem, locus of central and academic achievement. iii) To compare male adolescents of both the age-groups on the variables of alienation, values, adjustment, self-esteem, locus of central and academic achievement. iv) To study the significant inter-correlations among all the selected independent variables of all the groups under study and v) to know how adolescents who are high on alienation or low on alienation (of both sexes and age groups) differ in their mean scores on the variables select of for the study. Methodology: A total sample of 400 subjects was divided into two groups. Each age group sample of 200 included 100 males and 100 females. The tools used included dean’s alienation scale. (Public Opinion Questionnaire), Eysenck personality questionnaire, study of values by Allpert, Vernon and Lindzey, Bell’s adjustment inventory. Rosenberg’s self-esteem scale and Rottter’s Internal? external locos of central scale , mean, SD, ‘t’ ratio, analysis of variance, factor analysis and inter-correlation matrices were used to analyse the data. Major Findings: 1) Females and adolescents of 13 to 14 years of age scored significantly higher on total alienation as well as on social isolation, powerlessness and
namelessness. 2) Adolescents high on alienation differed significantly from those who were low on alienation on the scores of all the dimensions of personality, aesthetic values home, social, emotional and total adjustment and self-esteem. 3) Males high on alienation differed significantly from males low on alienation on neuroticism, lie-scale, aesthetic values, home, emotional and total adjustments as well as self esteem. 4) Females high on alienation differed significantly on psychoticism, extraversion, neuroticism, home, social and total adjustments and self esteem from females low on alienation. 5) Adolescents of 13 to 14 years of age high on alienation differed significantly from those low on alienation on extraversion, home, social, emotional and total adjustment, self-esteem and locus of control. 6) Adolescents of 16 to 17 years high on alienation differed significant from those low on a alienation on neuroticism, aesthetic values, home assessment and self esteem. 7) all the four dimensions of alienation a found to be positively correlated with each other for all the sub groups and for the total sample.

Pandian.U (2013) Studied on Adjustment and Anxiety of B Ed Student-Teachers in Puducherry. The present study was conducted to know the adjustment and anxiety of B.Ed student-teachers in Puducherry. The investigator collected data from 486 student-teachers in Puducherry. The result showed that there is significant difference in adjustment between BC and SC & ST communities among the B.Ed student-teachers. There is significant difference in anxiety between BC and SC & ST, MBC and SC & ST communities among the B.Ed student-teachers. Hypotheses of the Study1. There is no significant difference among the B.Ed student-teachers Adjustment with respect in their: a. Gender (Male/Female) b. Community (OC/BC/MBC/SC and ST 2. There is no
significant difference among the B.Ed student-teachers anxiety with respect in their: a. Gender (Male/Female) b. Community (OC/BC/MBC/SC and ST. Sample of the Study. The sample of the study comprised 486 B.Ed student-teachers in Puducherry region. The students were selected by using simple random sampling technique. Recommendations. Based on the findings of the present study, the following recommendations are made to improve the academic performance and personality of the B.Ed students. B.Ed colleges already have psychological labs and every college can also arrange for the periodical visit of the clinical and social psychologists. Students suffering from emotional problems may be referred to them so that they become socially and educationally responsible. Professors, lecturers and teacher educators should realize the importance of the role played by parents and their close contacts with the colleges may be of great help in solving most of the problem faced by the students.

Parminder Parmar and Ronald P. Rohner (2010) studied on Perceived Teacher and Parental Acceptance and Behavioral Control, School Conduct, and Psychological Adjustment Among School-Going Adolescents in India. This study explored the relationship between Indian adolescents’ perceptions of their teachers’ and parents’ (mothers’ and fathers’) acceptance and behavioral control, students’ conduct in school, and students’ psychological adjustment. A sample of 217 high school students in India was enrolled in the study. Results showed that the students perceived their teachers, mothers, and fathers to be warm and accepting, but boys experienced more teacher acceptance than girls. Boys also experienced more maternal acceptance than girls. Both boys and girls perceived teachers as well as parents to be firm in behavioral control. Teachers reported both genders to be well behaved, though girls tended to
be somewhat better behaved than boys. Both boys and girls self-reported minor psychological adjustment problems, though the more caring students perceived their teachers and parents to be, the better was their psychological adjustment. In addition, the less controlling girls (but not boys) perceived their teachers and parents to be, the better was their psychological adjustment. Regarding school conduct, only perceived paternal and maternal—but not teacher—acceptance were associated with boys’ behavior in school. For girls, however, both teachers’ and parents’ acceptance and behavioral control were significantly correlated with school conduct, though only perceived teacher acceptance made a unique contribution to their school behavior.

Sibnath Deb and Kerryann Walsh (2012) studied on Impact of physical, psychological, and sexual violence on social adjustment of school children in India. This study sought to understand the pervasiveness and impact of physical, psychological, and sexual violence on the social adjustment of Grade 8 and 9 school children in the state of Tripura, India. The study participants, 160 boys and 160 girls, were randomly selected from classes in eight English and Bengali medium schools in Agartala city, Tripura. Data were collected using a self-administered Semi-structured Questionnaire for Children/Students and a Social Adjustment Inventory which were custom-made for the study based on measures in the extant research adapted for the Indian context. Findings revealed that students experienced physical (21.9%), psychological (20.9%), and sexual (18.1%) violence at home, and 29.7% of the children had witnessed family violence. Boys were more often victims of physical and psychological violence while girls were more often victims of sexual violence. The social adjustment scores of school children who experienced violence, regardless of the nature of the
violence, was significantly lower when compared with scores of those who had not experienced violence \((p < 0.001)\). Social adjustment was poorer for girls than boys \((p < 0.001)\). The study speaks in favour of early detection and intervention for all child maltreatment subtypes and for children exposed to interparental violence, and highlights the crucial role of schools and school psychology in addressing the problem.

**Vijai (1980)** Studied on the impact of adjustment, frustration and level of aspiration on the children of working and non working mothers. Problem: The present study tries to compare the children of working and nonworking, educated and uneducated mothers regarding their adjustment and frustration and the level of aspirations. Objective: The study academic achievement among children of working and nonworking, uneducated and educated mothers with different level of adjustment, frustration and level of aspirations. Methodology: The sample of the study consisted of 190 children of working and of 190 children of non-working mothers. The purposive stratified random samplings procedure was followed. The tools used were adjustment inventory of A.K.P Sinha, Nairastya Maap of M.S.Chauhan and level of aspiration test of Shahb and Bhargava. The statistical measure used included mean SD and ‘t’ test. Major Findings: A significant difference in academic achievement was found in the case of the children of working uneducated (WUE) Working educated (WE) non working uneducated (NWUE) non working educated (NWE) and WE-NEW having high adjustment [Total(T), Emotional (E), Social (S), and Educational (ED)] adjustment except in case of WE-NWE children having high E adjustment, NWUE-NEW children having high E adjustment and NWUE-NEW children high level S adjustment. Children of WUE-WE and WE-NEW mothers having low adjustment on different dimensions differed significantly regarding their scores of achievement
except in case of the children of WUE-WE mothers having low S adjustment. Children of WE-WUE and NWUE-NEW mothers having high and low adjustment (T,E,S,Ed) differed significantly regarding their achievement scores. Children of WUE-NWUE and WE-NEW mothers having high and low adjustment (T,E,S,Ed) a differed significantly regarding their achievement scores. The children of WUE-WE and NWUE-NEW mothers having high frustration (T,Ag,Res,Fits) differed significantly regarding their achievement scores. The Children of WUE-WE mothers having low scores on different modes of frustration differed significantly regarding their scores of achievements but for the children of NWUE and NWE mothers having low fixation the difference in achievement scores was statistically not significant. The children of WUE mothers having high and low regression, The children of WE mothers having high and low frustration and the children of NWUE-NWE mothers having high and low frustration (T, Reg, Agg) differed significantly regarding their scores of achievement. Children of WUE-WE mothers having a high level of aspiration differed significantly regarding their score of achievement. The difference in NWUE and NWE mothers having a low level of aspiration was significant on the achievement scores.

2.4. CRITICAL REVIEW OF RELATED STUDY

The investigator consulted different sources for his review of the related studies like survey of research in education published by NCERT, Encyclopaedia of educational research and several foreign and Indian journals and their back volumes and so on. These sources were found in various libraries like Manonmaniam Sundaranar University library, Madurai Kamaraj University library, Bharathiyar University library, Alagappa University library. The investigator consulted the foreign and
Indian journals received in these libraries. The investigator browsed through internet such as ERIC and collected E-journals and Research Articles.

There were 58 foreign studies and 14 Indian studies carried out by the investigator. The selected studies were classified and reviewed. They were critically reviewed by the investigator for the conduct of the present study.


The following studies were done on social adjustment they are: Adrian Gan (2009), Barbara M. Gfellner and Helen D. Armstrong (2013), David E. Sandberg, William M. Bukowski, Caroline M. Fung and Robert B. Noll (2004), Filiz Polat (2003), Guat Tin Ng and Timothy Sim (2012), Huiyoung Shin and Allison M. Ryan (2012), Jennifer Lukomski (2007),


The Indian studies the following authors an social adjustment they are: Dr. Mihir Kumar Mallick and Irshat Ali Dar (2015), U. Pandian (2013), Kusam Lata (2014), DEVIKA R (2014), Parminder Parmar and Ronald P.

The following authors examined the need for level of aspiration they are: Dr.Jyoti Sadar (2015) and Vijai (1980).

The following studies were done on personal values they are: Nisha, (1991), Agochiya, Devindra pal (1992), and Dadu and Pratiba, (1992).