Chapter Two

REVIEW OF LITERATURE
Review of literature “provides a firm foundation for advancing knowledge” (Webster & Watson, 2002). Review of literature entails a systematic identification, location and analysis of the documents related to the research problem. It is considered as crucial part in research. It helps the researcher in understanding current findings and researches done in his/her selected problem of research. Reviews of literature provide strong theoretical foundations helps to understand the problems clearly and also provide new insight and direction for the study. In the present study the articles were located through infonet, printed journals, e-journals, Google scholar, books, academia.edu, researchgate.net and other search engines. In this chapter, the literature research was conducted to understand the previous and existing research related to hostility, the psychological variables associated with hostility and interventions for the management of hostility. The review of literature studies are present below under the following headings.

- Hostility
- Self-Esteem
- Assertiveness
- Locus of Control
- Perceived Parenting Styles (Authoritative, Authoritarian and Permissive)
- Interventions

**Hostility**

Before understanding the psychological variables and intervention to bring down the level of hostility it is necessary for the researcher to make an attempt to
understand the concept of hostility. Because of the numerous stressors present in our society today, hostility is a common experience among people, especially adolescents. According to Smith (1994) Powell and Williams (2007) hostility is expressed in terms of three aspects that is affective, behaviour and cognitive. The cognitive component characterizes cynical and distrustful attitudes, affective component reflects feelings of irritability and anger and the behaviour component is reflected in overt and covert form (Smith, 1994). In the present section the researcher explains the studies related to hostility. Epidemiological studies documented an alarming rate of hostility among youth and adolescence (Spoth, Redmond & Shin, 2000). So in the present review the researcher explains the hostility in adolescents.

Rubio-Garay, Carrasco and Amor (2016) used structural equation modelling to understand the mediating role of moral disengagement between two precursors of aggression anger and hostility and between actual physical and verbal aggression. The research study was carried out with 425 adolescents of the age group of 15 to 25. Result indicated that hostility and anger contribute directly and significantly to physical and verbal aggression. It also revealed that anger, hostility and aggression appeared to mediate by moral disengagement.

Family environment plays an important role in adolescent wellbeing. In some families mutual hostility between parent-child interactions take place. In a study Trifan and Stattin (2015) examined that children involved in mutually hostile interactions at home transfer this interaction to everyday contexts. Participants consisted of 2,009 adolescents who belonged to mid-adolescence. Result discovered
that adolescents engaging in mutually hostile interaction at home were mutually hostile in school, with teacher and peers.

Cruz, Duarte, Nelas, Antunes and Almeida (2014) investigated the influence of socio demographic and family background variables on hostile behaviour of adolescents. The study also aimed to understand the influence of depression and anxiety in hostile behaviour of adolescents. Findings of the study indicated that 93% of the adolescents have hostile behaviour followed by violence. The result also provides evidence that male who are 17 years or older are more hostile. The finding also revealed that adolescent who is living in village or undergoing professional course is more hostile. The result also found that depression has a significant relationship with hostility in adolescents.

Hakulinen (2013) examined the development of hostility and anger in a life course perspective. The study had two objectives: 1) to understand the role of family in the development of hostility and 2) to find out how hostility is associated with unemployment in adulthood. Result indicated that low parental socioeconomic status, hostile child-rearing style and aggressive behaviour in childhood predicted high level of hostility and anger in adulthood. Study also revealed that hostility was one of the strongest predictor of unemployment. Study provides support that prevention of hostility should be targeted at the early stage of life.

Asberg (2013) examined the mediating role of hostility in the relationship between emotional regulation and symptoms of depression, social anxiety and generalized anxiety. The study revealed that hostility is linked to internalized problems in students. The study also pointed that maladaptive emotional regulation
strategy lead to hostile behaviour in adolescence. The study proposed that hostility is related to negative outcomes and management of hostility is important.

In a research paper Tschiyama, Terao, Wang, Hoaki and Goto (2013) discussed the relationship between hostility and sleep problems. The participants for the study consisted of 48 high hostile groups and 48 low hostile groups of 18 years of age. Result revealed that increased hostility lead to sleep disturbances.

Family plays an important role in personality development of adolescents. Hakulinen, Jokela, Hintsanen, Pulkki-Raback, Hinsta, Merjoner,…, and Ketikangas-Jarkin (2013) conducted a study to find the role of family factor in the development of hostile behaviour in adolescents. Result revealed that hostile child rearing received in childhood and low parental socioeconomic status play a contributing role in the development of hostility in adolescence and adulthood.

Ferraz, Portalleo, Vallez, Gutierrez, Martin-Blanco, Martin-Santos and Subira (2013) attempted to find out that childhood sexual abuse and hostility is predictor of suicidal behaviour among 76 adolescents. Results revealed that childhood sexual abuse and hostility is a risk factor for suicidal behaviour among adolescents.

The role of hostility, physical aggression and trait anger in relation with suicidal behaviour was studied by Zhang, Roberts, Liu, Meng, Tang, Sun and Yu (2012). The study revealed that the risk of suicidal behaviour is due to increase in hostility, physical aggression and trait anger. The study emphasized that suicide prevention programmes should focus on reducing hostile, physical aggression and trait anger.
Mitrofan and Ciuluvica (2012) conducted a study of emotional regulation and various types of aggression. The study also tried to explain the relationship between aggression and life satisfaction. The result revealed that emotional regulation variables such as non-acceptance, impulse and life satisfaction are the strongest factors for the development of hostility.

The intake of substance abuse creates problems in the adolescent’s physical and mental health. Weiss, Mouttapa, Chou, Nezami, Johnson, Palmer…, and Unger (2011); Hampson, Tildesley, Andrews, Luyckx and Mroczek (2010) conducted studies to understand hostility and substance abuse. Findings revealed that high levels of hostility are an important contributor for the adolescent to engage in substance use such as alcohol, marijuana and cigarette.

Peers play a central role in the life of adolescents. Freeman, Hadwin, and Halligan (2011) studied the role of peer influence in creating hostile attributions among adolescents based on social information processing theory. The result revealed that adolescents who are closely attached to peers and who have maladaptive social information processing styles are more prone to hostile attributions. The study concluded that peer has an influential role in the development of hostility among adolescent.

Bonab and Kooshar (2011) conducted two studies: 1) to examine the relationship between images of god with hostility and interpersonal sensitivity among university students and exceptional children and 2) to examine the quality of attachment, hostility and interpersonal sensitivity among adolescents. Result of the first study showed that individuals who hold a positive image of god are lower in
hostility and interpersonal sensitivity and individuals who had challenging image of god are higher in hostility. Result of second study found that students with insecure attachment have high hostility and interpersonal sensitivity. Both of the studies concluded that magnitude of hostility was increasing among adolescents.

Sanz, Garcia-Vera and Magan (2010) explored the relationship between five factor models or Big Five with trait anger and two specific traits of hostility such as mistrust and confrontational attitude. The result revealed that Big Five personality is significantly related with trait anger and two aspects of hostility.

Barthelmes, Borsari, Hustand and Barnett (2010) examined the hostility in mandated students. Mandated students are students who are required to complete an intervention as a result of violating school alcohol policy or received medical treatment for intoxication (Barnett & Read, 2005). Statistical results showed that mandated students who have higher hostility are more likely to engage in risky driving and alcohol related problems.

Hamdan-Mansour (2010) through a self reported questionnaire distributed among 428 participants belonging to government and private universities identified the predictors of hostility as perceived stress and life satisfaction. The study recommended the need to control the occurrence of hostility through intervention plans.

Gender plays an important role in hostility dimensions. In order to understand the role of gender in relation to multidimensional hostility Chia-Ying, I-Mein, and Ding-Yu (2010) conducted a study on college students. In this study
multidimensional hostility was explained on the basis of four aspects such as hostile cognition, hostile affect, expressive hostility and suppressive hostility behaviour. The result explained that four dimensions of hostility predict psychosomatic symptoms in adolescence. Research also found that expressive and suppressive hostility are found in males whereas affective hostility was found in females.

The psycho social problems among students are increasing day by day. Hamadan-Mansour, Halabi and Dawani (2009) conducted a study among university students with an objective to find out the relationship between depressive symptoms, hostility and substance abuse. Findings revealed that 40% of the students have high hostility level, and there is a direct relationship between family history, substance abuse and hostility. The result also found out that depressive symptom correlated with substance abuse and hostility.

Teenage years is characterized by increased emotional states (Ciarrochi, Heaven & Supavadeeprasit, 2008; Larson, Moneta, Richard & Wilson, 2002). Heaven, Ciarrochi and Lesson (2009) assessed the longitudinal relationship between shame and hostility among adolescents in Grad 9 at Time 1 and 670 students in Grade 2 at Time 2. Structural equation model (SEM) was used to assess the relationship between shame and hostility. The result of this study showed that higher shame will result in increase in hostility among adolescents.

Izawa, Kodama and Nomura (2006) through their study offer insight about the dimensions of hostility that are prevalent among undergraduate students of the age group of 20 years. The identified factors of hostility were expressive hostility,
hostile cognition and inhibitive hostility. Study pointed out that culture differences exist with respect to hostile dimensions.

To understand the level of hostility and method of coping Vandervoort (2006) conducted a study among college students. The results revealed that high hostile students were found to have low coping and poor physical health. The coping method used by high hostile students was escape avoidance coping styles. The study concluded that while studying hostility the coping behaviour of the students should also be taken into consideration.

Adolescents spend their leisure time watching movies; engage in computer games, facebook and twitter. Video games have become one of the favourite activities among adolescents. Research studies by Gunderson (2006), Jankowiak and Olson (2003), Gentile, Lynch, Linder and Walsh (2004) showed that media violence increased aggression and hostility in adolescents. The study summarized that boys who are exposed to media are low in academics, engage in physical fights and make arguments with teachers.

Childhood predictors of adulthood hostility were examined in relation to their Parents’ Type A behaviour, life satisfaction, family’s socioeconomic level, and maternal reports of children’s Type A behaviour. Findings revealed that parental Type A behaviour, life dissatisfaction and children’s Type A behaviour predicted their adulthood hostility. The study identified that childhood environment either promoted or protected against hostility (Jarvinen & Heinonen, 2003).

Hostility and its relationship with socioeconomic status and health were studied by Elovainio, Kivimaki, Korteinen and Tuomikoski (2001). Result indicated
that age, gender, socioeconomic status and social support has a key role in creating hostility. Result also stressed that low socio-economic status, psychosocial risks, low social network are associated with hostility.

In society there exist gender stereotypes regarding the emotional expression among girls and boys. A developmental research study indicated that parents under certain circumstances encourage their sons to be aggressive and daughters to be emotional and non aggressive (Brody, 1985). MacGregor and Davidson (2000) attempted to explore how hostility is perceived and rated differently in men and women. In this study hostility is explained on the basis of two types such as verbal hostility and non verbal hostility. Participants for the study consisted of 105 men and 116 women. The method used in the study for data collection was videotaped structured interview. Result indicated that female participants display non verbal hostility and male participants display verbal hostility. These studies concluded that social expectation plays an influential role in hostile perceptions.

Self-Esteem

Self-esteem is the person’s view of his worth and it helps the individual to become more independent and able. Self-esteem is an integral part of healthy personality and its changes are due to the influence of many people who are attached to the individual. Generally there are two types of self-esteem, high and low self-esteem. In the present section studies conducted in self-esteem from 2000 to 2016 are included.

Arslan (2016) through structural equation modelling attempted to understand the mediating role of resilience and self-esteem in the relationship between
psychological maltreatment, and emotional and behavioural problems of adolescents. Result indicated that psychological maltreatment increased emotional and behavioural problems and decreased resilience and self-esteem. Resilience partially mediates the relationship between psychological maltreatment and emotional and behavioural problems. And self-esteem mediates the relationship between psychological maltreatment and emotional and behavioural problems. Through this study it can be assumed that adolescents who have high resilience and self-esteem have low emotional and behavioural problems. The study stressed significance of intervention programme to increase self-esteem and resilience for psychologically maltreated adolescents.

School is a place from where individual gains and improves self-esteem. Cribb and Haase (2016) assessed the difference between school type (single sex and coeducation) in relation to appearance concern, social support and self-esteem in adolescent girls. The result provided evidence that greater awareness and internalization of thin ideal contributed to poorer self-esteem in girls of both schools and social support contributes to higher self-esteem in girls attending in single sex school. The study concluded that school environment with appearance and social support directly influences an individual’s self-esteem.

Teng, Liu and Guo (2015) investigated the relationship between self-esteem and aggression among adolescents. Analysis revealed there exists a negative relationship between self-esteem and aggression. The result also showed that male students whose self-esteem is low were more likely to engage in aggressive behaviour.
Fanaj, Melonashi and Shkembi (2015) examined the role of self-esteem and hopelessness as predictors of emotional difficulties among adolescents. Participants for the study were 1162 adolescents of the age group of 11-20 and the results revealed that self-esteem and hopelessness significantly predict emotional difficulties.

McCormick and Webb (2014) examined the effects of low self-esteem in pre-teen girls. Result indicated that family dynamic, peer pressure, social media, school connectedness were the important factors related to low-self esteem of pre-teen girls. The study also pointed out that pre-teen girl who has low self-esteem showed destructive behaviour in adulthood. The study concluded that pre-teen girls should be given appropriate intervention programme to enhance self-esteem.

Sveta, Nurdaulet, Murat, Zhanar and Gulmira (2014) explored self-esteem and self-esteem structure of Kazakh teenagers. The participants of the study were 100 teenagers of the age group of 13-15. Result revealed that socialization plays an important role in self-esteem development and self-esteem structure of modern Kazakh teenagers were more balanced and symmetric in comparison to structure of older generation.

A longitudinal study was conducted by Steiger, Allemand, Richard and Helmut (2014) to understand how low self-esteem is associated with depression. Self-esteem was assessed annually from age 12 to 16 and depressive symptom was assessed at the age 16 to 35. Result revealed that 1) there is significant increase in global self-esteem and domain specific self-esteem in adolescence, 2) there is a gender difference in self-esteem and 3) adolescents with low self-esteem are more
prone to exhibit depressive symptoms in adulthood. The study highlighted the importance of developing self-esteem at the adolescence age.

The relation between parental education and self-esteem among high school students was investigated by Florentin-Remus and Mogonea (2014). Result showed that there exists a significant relationship between parenting styles and self-esteem. High self-esteem was related to authoritative parenting style and low self-esteem was related to permissive parenting style.

Moksnes and Espens (2012) investigated the relationship between self-esteem and emotional states (state depression and state anxiety) with respect to gender and age. Based on the cross sectional design 1,209 adolescents of the age group of 13-18 participated in the study and the results revealed that boys scored higher on self-esteem than girls. Self-esteem was negatively related with emotional states such as state depression and state anxiety. Study provides support for the view that self-esteem has an important role in creating physical and emotional wellbeing and effective practical strategies should be done to enhance self-esteem among adolescents.

Maltese, Alesi and Alu (2012) investigated the relationship between self-esteem, defensive strategies and social intelligence in adolescents. Result indicated that there is a negative relationship between self-esteem, proactive excuses and social intelligence. And there is also a negative relationship between retroactive excuses and self-esteem. Through this study researcher summarized that self-esteem is the strongest and positive factor in adolescent life.
Saadat, Ghasemzadeh and Soleimani (2012) through their study disclosed the relationship between self-esteem and its determined links to academic achievement of university students. There was a significant difference in self-esteem among boys and girls. The students of basic science, education, and psychology and electro computer showed significant difference in self-esteem. Academic self-esteem and family self-esteem have a direct and positive relationship with academic achievement of the students. The study found out that demographic factors such as gender and subject of study have an influential role in the development of self-esteem.

Self-esteem is a critical factor in the adolescent’s life. Hosogi, Okada, Fuji, Noguchi and Watnabe (2012) investigated the importance and usefulness of self-esteem in children. Instruments such as Rosenberg self-esteem scale, coppersmith self-esteem inventory, Pope 5-scale test of self-esteem for children were administered and the results revealed that self-esteem of adolescents is influenced by the environment in which he or she lives. Low self-esteem often leads to psychological and social problems.

Rahmani (2011) examined the relationship between self-esteem, achievement goals and academic achievement among primary school children. Result showed that self-esteem, goal orientation components and academic achievement are correlated. Study concluded that self-esteem and achievement goals are affecting factors on goal orientation among primary school students.

Civitci and Civitci (2009) analyzed the mediator and moderator effects of self-esteem in the relationship between loneliness and life satisfaction among 439
adolescents of the age group of 15-18. Hierarchical regression analysis result showed that self-esteem partially mediates the relationship between life satisfaction and loneliness.

A longitudinal study was conducted by Trzesniewski, Moffitt, Donnellan, Robins, Poulton and Caspi (2006) to find out the effects of low self-esteem in adolescents. The study utilized 978 adolescents of the age group of 11-15 and revealed that low self-esteem predicts a risk of poor mental and physical health. Adolescent who has low self-esteem is more likely to convict crime in adulthood. The study concludes that it is important to raise self-esteem.

Birndorf, Ryan, Auinger and Aten (2005) investigated the factors which contribute to self-esteem in adolescents. Participants of the study belonged to 10th and 12th grade students. Logistic regression analysis revealed that positive communication through supportive and caring relationship helps to increase the self-esteem of adolescents.

The transition from childhood to adolescence reported an increase in risky and problem behaviour. The most important factor contributing to risky behaviour is the low self-esteem of adolescents. Wild, Flisher, Bhana and Lombard (2004) explored the association between adolescent’s self-esteem and risky behaviour and result revealed that self-esteem was significantly associated with risky behaviour. This study also reported that low self-esteem with respect to family and school were the most important predictors of risky behaviour. The study suggested that by increasing self-esteem through interventions help to reduce risky behaviour in adolescents.
A meta-analytical study by Twenge and Campbell (2002) analysed the relationship between self-esteem and socio-economic status. Result indicated a positive relationship between self-esteem and socio-economic status. Result also supports that gender, occupation and income have higher correlation with self-esteem.

Low self-esteem often leads a person to unhealthy practices like substance abuse, eating problems and suicidal ideation. McGee and Williams (2000) conducted a study to find out that low self-esteem predicts health compromising behaviour in adolescents of the age group of 9-13. Result revealed that level of self-esteem is a predictive of health compromising behaviour in adolescents.

Baldwin and Hoffman (2001) described the intra-individual self-esteem changes from early adolescence to early adulthood. Using 7 years of sequential data from the family health study they estimated a hierarchical growth curve model that emphasized the effects of age, life events, gender and family cohesion on self-esteem. The result indicated that age had a curvilinear relationship with self-esteem, suggesting that during adolescence self-esteem is dynamic rather than static construct. Changes in self-esteem during adolescence were influenced by shifts in life events and family cohesion. These processes were different in males and females, particularly during early adolescence.

Hostility and Self-Esteem

Self-esteem plays an important role in adolescent behaviour. Maxwell and Bruce (1992) conducted a study to examine hostility, depression and self-esteem
among males and females who are abused, neglected or homeless. The study was conducted among 27 adolescents and it included 15 males and 12 females. Results revealed that these adolescents have greater hostility, lower self-esteem and depression. In 2003 D’zurilla Chang and Lawrence conducted a study among college students and found out that low self-esteem was found to be related with anger and hostility. Same result was found out in different empirical literature that self-esteem is a contributor of hostility (Averill, 1982; Kernis, Granneman & Barclay, 1989; Boden & Fergusson, 2007; Epistó, Kobak & Little, 2005).

Previous literature shows that self-esteem is the strongest and positive factor in adolescent’s life. The demographic factors such as age, sex, race, and religion, number of siblings, income, occupation and school have an influential role in creating self-esteem. Low self-esteem is related to aggression, risky behaviour, depression, and destructive behaviour. Previous literature has shown that a relationship exists between hostility and self-esteem among students.

Assertiveness

Assertiveness is an important communication skill. It includes speaking and acting with power while respecting the rights of others. Assertiveness helps to increase confidence and establish honest relationship with others. Assertive individuals stand for their rights and say no if the situation needed. Assertiveness helps the adolescents to positively influence others and in need of a situation of potential conflict. Through the present review the researcher portrays the assertiveness among adolescents and stresses the need for providing assertiveness training for adolescence.
Assertiveness helps to create success in life. Assertiveness skill is important in adolescent age. The level of assertiveness in under-graduation students was studied by Prakash and Devi (2015). According to them the level of assertive behaviour in adolescent is moderate in nature. The study also reported that there was a significant difference in the assertiveness with respect to demographic variables.

Aslan (2013) examined how assertiveness predicts separation-individuation in adolescents. Result indicated that adolescent who has higher level of assertiveness has low separation-individuation. Result suggested that assertiveness training programme should be provided to those who experience separation-individuation.

Four studies explained the level of assertiveness in students (Karagozoglu, Kahve, Koc & Adamisoglu, 2008; Deltsidou, 2009; Ibrahim, 2011; Erbay & Akcay, 2013) Students studying from first semester to final semester courses such as nursing and social work were selected. Through this study researchers explained the level of assertiveness with respect to gender, income, type of family. Karagozoglu, Kahve, Koc and Adamisoglu (2008) found that girl students have high assertiveness than boys. On the contrary Erbay and Akcay (2013) reported that boys have high level of assertiveness than girls. The study also revealed that girls who are nurtured in nuclear type of family have high level of assertiveness and there exist a significant relationship between family income and assertiveness.

Assertiveness is a skill that helps the adolescents throughout their life. Krist (2011) explored the relationship between assertiveness, five factors of personality, social anxiety and self-esteem. The study revealed that higher level of assertiveness was significantly related to extroversion, conscientiousness and openness and self-
esteem. Findings of the study implied that there exists an inverse relationship between social anxiety and neuroticism.

Parto (2011) examined the relationship between self-efficacy and problem solving with mental health. Result indicated that there exist associations between self-efficacy and problem solving and mental health.

Assertiveness helps to maintain a positive relationship with others. A cross-cultural study conducted by Tripathi, Nongmaithem, Mitkovic, Ristic and Zdravkovic (2010) found out the differences in the level of assertiveness with respect to Indian and Serbian culture. Findings of the research study indicated that there exist differences in the level of assertiveness between two countries.

Pourjali and Zarnaghash (2010) randomly selected 120 adolescents to investigate the relationship between assertiveness and power of saying no with mental health. Result revealed that there exist a significant relationship between assertiveness and power to say no. Gender difference was not found with respect to assertiveness and power of saying no. Result summarized that assertiveness and power to say no contributes to mental health of adolescents.

**Hostility and Assertiveness**

Williams, Chamove and Miller (1990) compared assertiveness and hostility of students and reported that there exists a significant relationship between assertiveness and hostility. Quinsey, Maguire and Varney (1983) also reported a relationship between hostility and assertiveness deficits among murderers.
The above discussion showed that assertiveness contributes to psychological wellbeing. Studies also showed that there exists significant relationship between demographic variable and assertiveness such as gender, income, type of family and hostility.

**Locus of Control**

Locus of control means how individuals attribute their success and failures. Rotter (1954) mentioned two types of locus of control internal as well as external. Through the present review the role of locus of control in the life of student’s has been described.

Mobarakeh, Juhari, Yaccob and Redzuan (2015) examined the relationship between locus of control and psychological wellbeing among Iranian migrants in Kuala Lumpur, Malaysia. Results found that there exists a relationship between locus of control and psychological wellbeing.

Naik (2015) attempted to understand the influence of demographic variables such as gender, place of residence and subject of study on locus of control and found that there exist significant differences in locus of control by demographic variables such as gender, place of residence and subject of study.

Shojaee and French (2014) conducted a study to understand the relationship between mental health components and locus of control in youth. One hundred and twenty participants were included in the study. Results revealed that individuals who have internal locus of control have high mental health than those who have external locus of control.
Gohari, Bagheri and Kiyamanesh (2014) investigated the relationship between locus of control and life satisfaction of 450 adolescent high school students in Tehran. Findings revealed that there is a significant relationship between life satisfaction and locus of control. In addition the result also showed that internal locus of control is positively related with life satisfaction and external locus of control is negatively related to life satisfaction.

Sagone and DeCaroli (2014) explored the relationship between locus of control, self-efficacy and self-concept of students who are studying in three groups such as law, psychology and medicine. Result revealed that students who have internal locus of control have high self-concept and self-efficacy. The study also provided evidence those students who are studying for the courses like psychology and medicine have high internal locus of control than students who are studying for law course. The result also confirmed that boys have high internal locus of control than girls.

Sagone and Decaroli (2014) conducted a study to find out the relationship between locus of control, belief and luck in adolescents. Result revealed that adolescents who are internally controlled have less faith in superstition and luck and adolescents who are externally controlled have high faith in superstition and luck. Result also explained that late adolescents are more internally controlled and middle adolescents are more externally controlled.

Arslan, Cardak and Uysal (2013) examined the association between academic locus of control and academic support among students. Correlational analysis revealed that student academic support is positively associated with internal
locus of control and negatively with external locus of control. Regression analysis showed that the support received from peers plays an important role in developing academic locus of control.

Kalantarkousheh, Mohaghegi and Hosseini (2013) investigated the relationship between locus of control and academic achievement among 132 undergraduate students of the age group of 19 to 29. Corelational analysis revealed that there is no significant difference in internal and external locus of control with respect to gender. Logistic regression analysis showed that there exists a significant difference in internal locus of control and academic achievement among males.

The relationship between locus of control and gender was studied by Akhtar and Saxeena (2014); Zadi and Mohsin (2013). The first study reported that internal locus of control was high among girls and external locus of control for boys. But in the second study boys were found to have internal locus of control and girls were found to have external locus of control. So it can be concluded that gender difference is a significant factor while studying the variable locus of control.

Nwankwo, Balogun and Chukwudi & Ibeme (2012) investigated the relationship between self-esteem and locus of control among well functioning adolescents. Result showed significant positive relationship between high self-esteem and locus of control among well functioning adolescents.

Wallace, Barry, Zeigler-Hill and Green (2012) examined whether locus of control moderated the relation between self-perception variables such as self-esteem and narcissism on aggression in adolescents. Result revealed that self-esteem is
negatively related with aggression. Findings also show that locus of control is one of the factors that influences the relationship between both reactive and proactive aggression.

Breet, Myburgh and Poggenpoel (2010) examined the relationship between perception of locus of control and aggression of adolescent boys. Result revealed that locus of control has direct relationship between direct and indirect aggression. Result also revealed that boys who are internally controlled are less aggressive than boys who are externally controlled.

Factors affecting locus of control of university students were assessed by Serina, Serina and Sahin (2010). The result revealed that male students are more internally controlled than female students. Results also revealed that students with high socio-economic status are more internally controlled. The research study emphasized on improving internal locus of control.

A meta-analytical study was conducted by Miller (2005) to understand the impact of locus of control on minority students. Result highlighted that an individual’s culture plays an important role in creating internal and external locus of control which he or she possesses. Study also revealed that internal locus of control is high at late adolescence period. The study emphasized that teachers, psychologists and counsellors should help the children to enhance internal locus of control.

Individuals can be classified as with external locus of control or internal locus of control. People with internal locus of control have confidence in their own ability whereas a person with external locus of control believes that external factors
such as luck or faith controls their destiny or determines their behavioural outcomes. Grimes, Mille and Woodruff (2004) examined the linkage between students’ locus of control and their evaluation of teaching in traditional principles of economic course. Result found that students with external locus of control orientation are less likely to assume personal responsibility for their course performance and more prone to blame outside factors such as luck and fate for their observed outcomes. The result also provides evidence that they are more likely to experience frustration and anxiety in classroom setting and they perceive little control over the final grade and they blame instructors for their grades. Students who have internal locus of control show better academic performance. The study found that student locus of control can help to determine the behavioural patterns inside and outside the classrooms which in turn influence performance and satisfaction.

**Hostility and Locus of Control**

Rafique (2011) tried to find out the relationship between stress, locus of control and hostility among patients who suffer from myocardial infarction. Result revealed that there exist a relationship between external locus of control and hostility.

Singh and Singh (2011) investigated the relationship between personality characteristics, locus of control and hostility among alcoholics and non-alcoholics. Result revealed that alcoholics are emotionally more stable, aggressive, suspicious, controlled and less affected by their feelings. Moreover they are more independent minded, unconcerned about other people, disregard authority and are overtly hostile
as compared to non-alcoholics. Non-alcoholics are more enthusiastic, experimenting and self-sufficient and covertly hostile than alcoholics.

Breen and Prociuk (1976) examined the relationship between internal-external locus of control and guilt among 137 college students who completed Rotter locus of control scale, Mosher hostility and Morality Conscience guilt scales. Result revealed that externals reported higher degree of hostility and guilt than internals. Also females reported greater hostility and guilt than males.

Locus of control is an important aspect in adolescent’s life. Locus of control is found to have significant relationship between life satisfaction, psychological wellbeing, aggressive behaviour, self-esteem and academic achievement. Previous literature also provides evidence that there is a relationship between locus of control and hostility and externals were found to have high hostility than internals.

**Perceived Parenting Styles**

The role of parents is to teach, influence and control their child. Parenting has positive and negative effects on child’s behaviour. Through the present reviews researcher presents how perceived parenting styles have significant and impressive role in adolescent’s life.

A study was conducted by Alt (2015) to know the connection between student’s psychological outcome and their relationship with parents. Perceived parenting styles were assessed on the basis of three perspectives such as authoritarian, authoritative and permissive. Motivation was assessed on the basis of three aspects such as intrinsic, extrinsic and amotivation. Result revealed that
majority of the participants perceived their parents as more authoritative. With respect to motivations factors the result found out that authoritative parenting style is negatively correlated with amotivation. Authoritarian and permissive parenting style is positively related to amotivation and extrinsic motivation.

Um and Kim (2015) explored how perceived parenting styles are related to physical abuse and school adjustment. This study showed that perceived parental acceptance has a positive effect on school adjustment, and physical abuse is positively associated with perceived control. The study highlighted that perceived parenting styles could lead to different development outcomes in the life of adolescents.

Nair (2014) conducted a study to find out the association between positive mental health and perceived parenting style among the students of the age group of 18-24. The study found that mean positive mental health differed with respect to three types of parenting. The mean positive mental health score was high for subjects who belong to authoritative parents than authoritarian and permissive.

Culture plays an important role in perceived parenting styles. The social variation in perceived parenting styles was assessed by Elstad and Stefansen (2014). The perceived parenting styles were examined on the basis of four dimensions such as neglecting, intrusiveness, demandingness and responsiveness. Result revealed that family income and parental education were found to have association with perceived parenting. Parent’s education was associated neither with responsiveness nor with demandingness, but perception of neglecting and intrusiveness parenting varied clearly with parent’s education. Adolescents in families with less economic
resources experience their parents as less responsive and supportive. Furthermore result also revealed that girls experienced their parents as demanding and boys experienced as intrusiveness.

The relationship between perceived parenting styles and intellectual ability was studied by Fan and Zhang (2014). Participants for the study were 342 university students. Result indicated that perceived parenting styles were associated with thinking styles. In this study perceived parenting styles were assessed based on the Baumrind theory (1966, 1971) which includes dimensions such as acceptance/involvement, strictness/supervision and psychological autonomy granting. Thinking styles were assessed on the basis of three types. The dimension acceptance/involvement was positively associated with Type I and Type II thinking styles. Students who perceive their parents as neglectful tend to have different levels of thinking styles. Researchers suggested that educator should focus on the perceived parenting styles in order to develop thinking styles of students.

A culture based study was conducted by Barnhart, Raval, Jansari and Raval (2013) to understand the relationship between perceived parenting styles in India and United States (US). Indian students considered permissive parenting as more effective and helpful than US students. US students considered authoritarian parenting styles are more effective and helpful. An interaction between participant’s culture and gender was done and the result revealed that in India female’s preferred authoritative parenting styles as effective parenting styles and male preferred authoritarian parenting style as most effective parenting style. In US highest
percentage of female participants prefers authoritative parenting styles and male permissive parenting styles.

Kumar, Sharma and Hooda (2012) conducted a study to examine the relationship between perceived parenting styles and hope among adolescents. The perceived parenting styles were measured on six aspects such as democratic, autocratic, accepting, overprotecting and over demanding. Results revealed that rejection, accepting and overprotecting perceived parenting styles significantly predict hope among adolescents. This shows that children who perceive their parent’s parenting styles as accepting and overprotecting have high hope in their life, whereas parenting styles perceived as rejecting has low hope. The study concluded that perceived parenting styles play a crucial role in creating positive expectations among adolescents about future.

Silva (2012) analyzed the relationship between adolescent perception of parenting styles and social support. Result revealed that most of the parents practice democratic parenting style. Relation between school behaviour and parenting styles shows that well behaved adolescents perceive their parents as less permissive. On the other hand adolescents who misbehave perceived their parents as more permissive and authoritarian. Study also revealed that there is a relationship between perceived parenting styles and social support.

Brand, Gerber, Beck, Kalak, Hatzinger, Puhse and Holsboer-Trachsler (2011) investigated perceived parenting styles among female and male adolescent elite athletes and controls. Participants of the study were 258 adolescent elite athletes (139 females 119 males) and 176 controls (139 females, 37 males). Results
revealed that parenting styles did not differ between athletes and controls, except for restriction, for which athletes reported lower levels.

The relationship between perceived parenting style variables such as involvement, autonomy support and warmth dimensions with emotional intelligence (Asghari & Besharat, 2011) was studied and found that perceived parenting styles are related to emotional intelligence and its components such as appraisal of emotions, utilizations of emotions and regulations of emotions. Analyses also indicated that perceived warmth and perceived autonomy support is strongly related to emotional intelligence. The study concluded that perceived parenting styles can predict changes in emotional intelligence.

Anli and Karsli (2010) examined the relationship between perceived parenting styles, depression and anxiety of students who belong to three different socioeconomic statuses such as high, middle and low. Statistical results showed that significant relationship exists between perceived parenting styles and socioeconomic status. The relationship between perceived parenting and gender shows that females perceive over rejection from both parents and males feel rejection from mother. Rejection and overprotection were found to have negative correlation with personality and anxiety disorders. Emotional warmth was found to be a protector of depression and anxiety. Findings found out that adolescents who belong to low and high socioeconomic status show high depression and anxiety. The study stressed that mental health services, guidance and counselling department of school should pay more attention in creating insight among the parents about the consequences of their perceived behaviour patterns which in turn will result in mental quality of children.
Adolescent stage is marked by challenges such as finding a place in peers; maintaining healthy relationship with parents and forming an identity. Ok and Aslan (2010) analyzed the relationship between perceived parenting styles and school bullying in adolescents. The participants for this study consisted of students in 9th, 10th, 11th and 12th grade. At the end of the research it was found that when the acceptance and involvement of the parents increases bullying significantly decreases among adolescents. The result also found that there was a negative relationship between perceived strict control and bullying. The study summarized that school guidance programme should increase parental acceptance/involvement attitudes.

Brand, Hatzinger, Beck and Holsboer-Trachsler (2009) conducted a study to find out the relationship between perceived parenting styles, sleep patterns and symptoms of depression and anxiety. The result identified that perceived parenting styles are related to mood, concentration and sleep patterns. Through this study researchers pointed out that family life particularly perceived parenting styles have an impact on adolescent sleep patterns.

Mcclun and Merrell (1998) examined the relationship between adolescent’s perception of their parent’s responsiveness and demandingness; adolescent locus of control and adolescent self-concept. Result revealed that adolescent who perceived their parents as being authoritative parenting style have high internal locus of control and stronger self-concept, while permissive and authoritarian parenting is associated with negative patterns of socio emotional development.

A study conducted Gonzalez, Holbein and Quilter (2002) focused on the relationship between perceived parenting styles and goal orientation among high
school students. The study also examined if parental education and parental involvement have any role in goal orientation. In this study parental authority scale developed by Buri (1991) was taken. It measures parenting styles on the basis of three aspects such as authoritative, authoritarian and permissive. Result showed that parenting perceived as authoritarian and permissive were positively related to student’s performance orientation. Parenting perceived as less strict obedience, and autonomy is positively related to mastery orientation. Parental involvement was positively related to mastery orientation among students. But parental education was not related to goal orientation.

**Hostility and Perceived Parenting Styles**

Buschgens, Marcel, Aken, Sophie, Ormel, Verhulst & Buitelaar (2010) analysed the effects of family risk to externalizing behaviour and parenting styles on externalizing behaviour. Results revealed that those adolescents who lack parental warmth and high level of rejection show externalizing behaviours such as delinquency and hostility. Parental rejection was found to be the strongest predictor of hostility. The result concluded that changes in perceived parenting styles leads to externalizing behaviour in adolescents.

Muris, Meester, Morren and Moorman (2004) examined the relationship between self reported attachment style and parental rearing behaviour on the one hand and anger and hostility on the other. Findings revealed that self reported attachment style was related to anger and hostility i.e. adolescents who defined themselves as avoidantly attached displayed higher levels of anger and hostility than adolescents who classified themselves as securely attached. Perceived parenting
style was also related to anger/hostility i.e. low levels of emotional warmth and high levels of rejection, control and inconsistency were accompanied by high levels of anger/hostility. Result of regression analysis revealed that both attachment status and parental rearing behaviour accounted for a unique and significant proportion of the variance in anger/hostility. Study concluded that family environmental factors such as attachment style and parental rearing are involved in the development of anger/hostility in youth.

Nicholas and Bieber (1996) investigated whether less, severe and mild forms of emotional and physical abuse can be detrimental outcomes of higher hostility and aggression in young adults. Result revealed that emotionally abusive behaviour by both father and mother was significantly related to hostility. Low support from father not by mothers was significantly related to hostility.

Meesters, Muris & Esselink (1995) conducted a study to find out the relationship between hostility and perceived parental rearing behaviour. The result revealed that high hostility students perceived more rejection, overprotection and less emotional warmth than low hostile students. Study stressed that parental rejection was the strongest predictor for the development of hostility.

Perceived parenting styles play an influential role in creating positive outcomes in adolescent’s life. From the studies it was found that perceived parenting styles was related to hope, locus of control, social support, motivation, thinking styles, depression, anxiety, emotional intelligence, mental health and goal orientation. Studies also pointed out that there exists a cultural difference with respect to parenting styles. While analyzing the studies of perceived parenting styles
and hostility it can be seen that there is an association between perceived parenting styles and hostility. Baumrind (1966) also provided evidence that children with inadequate parental support are more likely to develop hostility.

**Interventions**

Through systematized procedure and using different methods such as role play and interactive games the assertiveness of adolescent can be increased. In the present section the researcher describes the previous literatures related to assertiveness training and its findings.

**Assertiveness Training**

An experimental study was conducted by Lin, Shiah, Chang, Lai, Wang and Chou (2004) to understand the effectiveness of assertiveness training programme on three variables such as assertiveness, self-esteem and interpersonal communication. Participants were matched with the experimental group based on grade and sex. The eight sessions of assertiveness training included components such as proper assertive behaviour, individual rights, confronting criticism, refusal and request and communication skill. The eight session assertiveness training programme lasted for 120 minutes once a week. Result revealed that there is a significant difference in post-test and follow-up measurement on the variable assertiveness and self-esteem. But there was no significant difference in post test and follow up on the variable interpersonal communication.

Qadir and Sugumar (2015) in their study identified the importance of assertiveness skill training programme among Muslim girls. The participants for the
present study consisted of 100 Muslim adolescent girls who were randomly assigned into experimental and control group. The assertiveness training programme was conducted with the help of a trainer for a period of five weeks held once weekly. The intervention programme used methods such as lecture, role play, games, video-clippings and PowerPoint presentations. The result showed that assertiveness training programme was effective in increasing assertiveness and wellbeing of adolescent Muslim girls.

Warland, McKellar and Diaz (2014) conducted one day training programme including lectures, role plays and discussion covering topics such as definition of assertiveness, overcoming difficulties in becoming assertive, steps in giving assertive criticism for developing the assertiveness of nursing students. Results revealed that there was an overall improvement in assertiveness of the students. The study summarized that school should provide assertiveness training programme to students.

Paezy, Shahraray and Abdi (2010) examined the impact of assertiveness training programme on assertiveness, subjective well-being and academic achievement among 30 students. The assertiveness training programme covered topics such as saying no, saying yes, showing positive affection, showing negative affection and effective criticism. The method used in this programme was role play. Result revealed that there was a significant difference in assertiveness and subjective well-being at post test. The variable academic achievement was not found to have significant difference in the post test. The result also revealed that assertiveness
training programme helped the students to understand the concept of assertiveness and its application in life.

Kashani and Bayat (2010) evaluated the effectiveness of assertiveness training programme on assertiveness and self-esteem of 9th to 11 year old female students. The participants for this study was 20 less assertive students and they were randomly divided into experimental and control group based on age, average and education. The training programme was conducted for ten weeks and each session for one and half. The design used in this study is pre-post-test design. The result indicated that assertiveness training programme is the appropriate method to improve assertiveness and self-esteem of students.

For enhancing the assertiveness level among students Cecen-Erogul and Zengel (2009) conducted a 12 weeks training programme which covered topics such as rights, identification and discrimination of assertive, aggressive and passive behaviour, developing communication and developing self-worth. The methods used in these training programmes were role playing, behavioural rehearsal, feedback, modelling, scenarios, debate, self-reinforcement, self-monitoring and home work assignments. The result showed that assertiveness training programme had significant effects on the assertiveness level of students. The study also pointed out that the method used for enhancing assertiveness level such as role play had a positive influence in increasing assertiveness. The study concluded that assertiveness training programme is beneficial for students for enhancing assertiveness and it should be incorporated with the curriculum in schools.
The effectiveness of assertiveness training programme on paraprofessional college students was explored by Perkins and Kemmerling (1983). Participants were divided into experimental and control group based on personality measures. Result revealed that assertiveness training programme was effective in increasing assertiveness of paraprofessional students.

A systematic assertiveness training programme was provided to adolescents of the age group of 8 to 18 years. The result revealed that assertiveness training programme helped the children to develop assertiveness skills. These effects persisted even after the treatment (Buell & Snyder, 1981).

Jean-Grant (1980) had given a group assertiveness training for high school students. This intervention focused on the topics such as understanding assertiveness, awareness about the human rights, developing listening skills, developing verbal and non-verbal assertive behaviour, developing the ability to act assertively. The session started with an introduction phase followed by assuring the participants about the confidentiality, honest openness and respect that would be provided till the end of the training programme. Then assertiveness training programme was conducted through role play. The study concluded that assertiveness training programme should be conducted at high school level because it is the period of uncertainty and assertiveness training programme is an effective method to overcome the problem they face and also to meet their needs.

Galassi, Litz and Galassi (1974) conducted a study to understand the effectiveness of assertiveness training programme among college students. The training includes activities such as videotape modelling, video-peer trainer feedback,
behavioural rehearsal, group support. The training was provided for eight weeks. Result revealed that there were significant differences between experimental and control group on self-expression scale.

   Assertiveness training programme helped to create a positive outcome in people. The reviews provide clear evidence that assertiveness training programme can improve the assertiveness of adolescents and thereby promote positive mental health.

Self-Esteem Enhancement Programme

Self-esteem is an important aspect in all stages of life. Self-esteem enhancement programme of a person can be modified through training. In the present section researcher presents the studies of self-esteem enhancement conducted among adolescents.

   Research work conducted by Sharma and Agarwal (2015) to develop an effective intervention programme to enhance self-esteem and collective self-esteem among 74 participants in the age range of 17-25. A self-structured behavioural intervention programme was applied for 3 months to enhance low self-esteem and low collective self-esteem. Pre and post test design was used. Result showed that the mean self-esteem score of pre-test measure was 11.31 which increased to 17.42 in post test. The calculated Z value was significant which suggests that there is significant difference between pre intervention and post intervention on self-esteem scores. The result revealed that behavioural intervention programme is effective in enhancing self-esteem and collective self-esteem of adolescents.
Park and Park (2015) tested the effects of self-esteem improvement programme on self-esteem and peer attachment among grade 4 elementary school students. The intervention programme consisted of 12 sessions with 45 minutes per sessions. It included sessions such as introduction, self-understanding, personal relationship, sense of purpose/competence improvement and conclusion. The intervention programme focused on self-understanding and personal relationships. The result showed that self-esteem enhancement programme helped to improve the self-esteem and peer-attachment among elementary school students.

Studies have shown that self-esteem enhancement programme can create self-understanding, and increase the self-esteem of adolescents.

The research conducted in the area of hostility shows that the hostile behaviour of the adolescent is increasing. Most of the studies pointed out that 40% of the adolescents have high hostility and they belonged to the age group the 17 years of age. Many studies reported that there were various dimensions of hostility such as expressive hostility and suppressive hostility among adolescents. Research studies also pointed out that high hostility leads to physical and verbal aggression.

Similarly many researchers reported that self-esteem plays an important role in the development of hostility (Maxwell & Bruce 1992; Dzurilla, Chang & Lawerence, 2003; Averill, 1982; Kernis, Granneman & Barclay, 1989; Boden & Fergusson, 2007; Episto, Koba & Little, 2005).

Studies also show that there is a relationship between assertiveness and hostility (Williams, Chamove & Miller, 1990; Quinsey, Maguire & Varney, 1983)
Research studies conducted by Meesters, Muris and Esselink, 1995; Muris, Meesters and Moorman (2004) reported that perceived parenting style plays an important role in the development of hostility.


So in the present research study the researcher selected the psychological variables associated with hostility based on this empirical review. The researcher selected the psychological variables such as assertiveness, self-esteem, perceived parenting style (authoritative, authoritarian and permissive) and locus of control. The researcher through scanning the literatures understood that the variables associated with hostility should be taken into consideration because they have a major role in creating hostility among adolescents. So in this research thesis the researcher enhances the variables associated with hostility and evaluates whether the hostility of adolescents has lowered or not. The intervention programmes include assertiveness training programme, self-esteem enhancement programme, internal locus of control enhancement programme, awareness programme to improve
positive attitude of adolescents towards parents and counselling for parents. So through the present study the researcher tries to identify the psychological variables associated with hostility and develop a protocol for the management of hostility and examines the effectiveness of hostility management programme.

**Objectives**

1. To identify the psychological variables associated with hostility.
2. To develop a protocol for the management of hostility.
3. To test the effectiveness of hostility management programme

**Hypotheses**

1. There will be a significant relationship between hostility and psychological variables such assertiveness, self-esteem, perceived parenting styles (Authoritative, Authoritarian and Permissive) and locus of control of adolescents.

2. There will be significant difference between before and after the intervention assessment on hostility, assertiveness, self-esteem, perceived parenting styles (Authoritative, Authoritarian and Permissive) and locus of control

3. There will be significant difference between boys and girls before and after the intervention assessment on hostility, assertiveness, self-esteem perceived parenting styles (Authoritative, Authoritarian and Permissive) and locus of control