Review of Literature
In 1994 Rutledge, Carolyn Marcom, Davies, S. Margaret and Davies, Terence C. found that family dysfunction affects the well-being of students. This study was conducted on first year medical students and found significant differences between students with high and low levels of psychological well-being in their satisfaction with support from friends and family and in cohesion.

Diener, Ed and Fujita, Frank (1995) assessed that resources taken together such as money, family support, social skills and intelligence are moderately strong predictors of subjective well-being of college students.

In the year 1996, Towbes, Lynn C. and Cohen, Lawrence H. studied the relationship between chronic stress and psychological distress in the college students. They found significant relationship between the two.

In 1996, Rector, Neil A. and Roger, Derek conducted study on the first year university students who face stress owing to the arrival of the university stage of their student life. Their self-esteem, interpersonal locus of control and emotion-oriented coping predicted poor health status and distress and hence low sense of well-being.

Colbry, Sheila Lynds (1995) found significant relationship between social support, self-esteem, family environment and the general well-being of the college students.

In 1997, Pilcher, June J; Ginter, Douglas R and Sadowsky Brigitte assessed, measures of health, well-being and sleepiness in relation the sleep quality rather than the sleep quantity.
A study conducted by Pilcher, June J. (1998) suggests that subjective life satisfaction pre-indicated by decrease in depression, decrease in negative affect, decrease in the frequency of illness, and increase in vigor of the college students.

Eronen, Sanna and Nurmi, Jari-Erik (1999) investigated a number of the undergraduates who had experienced many positive and only few negative life events. Their study showed high well-being, whereas those who had faced many negative but only few positive events reported low well-being. The groups that experienced many positive and many negative, or only few positive and few negative events, were in between those two extremes. Life-event patterning was also found to influence later well-being.

Sagiv, Lilach and Schwartz, Shalom H. (2000) through their investigations found that well-being of a student depends upon congruence between personal values and the prevailing value environment among the college students.

Results of the study conducted by Shek, Daniel T. (2000) showed that the marital quality predicted parental well-being and that paternal influence appeared to be stronger than maternal influence on adolescent development. This indicates the linkage between parental marital quality and well-being and adolescent psychological well-being.

with the dependent variable as psychological well-being of adolescents. Results indicated the relations were stronger in families with high conflict.

Study conducted by Beike, Denise R. and Landoll, Shelly L. (2000) states that cognitive reactions moderated the relationship between inconsistent recall and well-being of the university students.

Iwasaki, Yoshi (2001) reported that the contribution of leisure to coping with the daily hassles in university students lives was statistically significant. Further leisure coping beliefs significantly enhanced the immediate coping outcomes, reduced mental ill-health, and developed higher psychological well-being.

Wilkinson, R.B and Walford, W.A. (2001) argued that quality or attachment to parents, but not peers, predicted increased well-being and decreased distress.

Leak, Gary K. and Cooney, Ramie R. (2001) through their investigations found that the felt self-determination in romantic relationships and a secure attachment style were both positively associated with the psychological health and well-being of the college students.

Oishi, Shigehiro and Diener, Ed. (2001) examined the role of independent and interdependent goal pursuits in the subjective well-being of college students. Their findings suggest that independent and interdependent goal pursuits result in increased benefit of goal attainment of subjective well-being and have divergent affective consequences across cultures.
Cross-sectional analyses conducted by Contrada, Richard J.; Ashmore, Richard D.; Gary, Melvin L., Coups, Elliot et al. (2001) on undergraduates indicated that ethnicity-related stress and identity constructs affect the psychological and physical well-being of the students.

In an investigation by Rudolf, Karen D.; Kurlakowsky, Kathryn D. and Conley, Collen S. (2001) adolescents completed measures that examined multiple aspects of family disruption and recent stress, and reported on their perceptions of control and depressive symptoms. The conclusion drawn by them was that both the family disruption and recent stress contribute to concurrent and future deficits in perceptions of control and helplessness.

Using university students, Yamashita, Miyako; Yagi, Ryuichiro and Furukawa, Hideo. (2001) conducted a study which suggested that psychological well-being is not only related to objective material measures such as time and economic sufficiency, but also included very subjective psychological concepts.

Kasser, Tim and Ahuvia, Aaron (2002) found that those students who had strongly internalized materialistic values reported lowered self-actualization, increased anxiety and unhappiness.

Mortimer, Jeylan T.; Harley, Carolyn and Staff, Jeremy. (2002) found that the quality of high school work experience does have significant contemporaneous consequences for the mental states of adolescents but has little effect on their long-term mental health.
Nurmi, Jari-Erik and Salmela-Aro, Katariina (2002) investigated that the outcomes of young adults' efforts to deal with the transition from school to work had consequences for the ways in which they reconstructed their goals and also revealed that the impact of personal goals on depressive symptomatology was moderated by individual’s life situations following the transition.

Bloch, Charlotte (2002) discussed his results in the light of the findings of Martin Heidegger, Otto Friedrich Bollnow and F.C.J. Buylendijk's that flow and stress experiences are phenomenologically interpreted as moods. And the concept of mood is emphasized as a specific entrance to the subjective and experienced dimensions involved in the complex concepts of quality of life, the good life and happiness.

Chang, Lei; McBride - Chang, Catherine; Stewart, Sunita M. and Au, Ernest (2003) explored that social self-concept, general self-concept and ratings of parental warmth and autonomy/detachment indicated life satisfaction among the adolescents.

Shek, Daniel T.L. (2003) reported that higher level of economic stress are related to lower levels of existential well being, life satisfaction, self-esteem, and mastery as well as higher levels of general psychiatric morbidity and substance abuse in adolescents. And, further, relative to current economic stress perceived by adolescents, future economic worry perceived by them was more strongly related to psychological well-being of adolescents.
Maybery, Darryl (2003) showed that interpersonal hassles have correlations with the distress and well-being.

Nezlek, John B. and Plesko, Rebecca M. (2003) suggested that daily well-being is correlated with daily negative and positive events. Positive events buffered the effects of negative events on daily self-esteem and daily depressogenic thinking.

Tait, Robert J.; French, Davina J. and Hulse, Gary K (2003) suggested that depression, anxiety, self-esteem and stress were significantly independent predictors of general health.

Park, Crystal L. and Adler, Nancy E. (2003) assessed that the greater the students’ use of both problem-focused coping and approach emotion-focused coping, the lesser their physical health and well-being deterioration.

The analysis of Rask, Katja; Astedt-Kurki, Paivi; Paavilainen, Eija and Laippala, Pekka (2003) indicated that certain aspects of family dynamics perceived by adolescents were related to adolescents’ global satisfaction and ill-being. Specifically lack of serious problems in family were predictors of an adolescent’s global satisfaction.

Duffy, Jim; Wareham, Stacey and Walsh, Margaret (2004) showed that sexual harassment led to several negative psychological and educational consequences in both male and female adolescents. And some specific consequences of harassment might be long-lasting.
Meyers, Steven A. and Miller, Cheryl (2004) explored that neighbourhood characteristics were directly related to adolescent's psychological adjustment and school problems.

Sallinen, Marjukka; Kinnunen, Ulla and Ronka, Anna (2004) examined that parents' negative work experiences affect adolescents' psychological well-being.

The findings of the study conducted by Naevdal, Folkvard and Thuven, Frode (2004) on adolescents revealed significantly more psychosocial problems among the adolescents living with one parent compared to both parents. And also adolescents living in father's custody indicated more problems as compared to mother's custody.

Attree, P. (2004) focussed that childhood disadvantage has lasting negative effects on health and well-being. Therefore, children and young people describe aspects of family relationship, friendship, and neighbourhood that help to mitigate the impact of disadvantage on their well-being. However, their accounts demonstrate that such resources are not always and unambiguously experienced as supportive and protective.

The study conducted by Jokisaari, Markku (2004) showed that regrets concerning education and work were negatively associated with life satisfaction, and depressive symptoms associated with self-related regrets.

Donchi, Lauren and Moore, Susan (2004) assessed the relationship between psychological well-being and internet use among adolescents and found that females with more online friends were higher on self-esteem and
lower on loneliness than females with fewer online friends, but the opposite was the case with the males. A higher number of online regular friendships seemed to militate against self-esteem and was related to greater loneliness for males.

Love, Keisha M and Murdock, Tamera B. (2004) evaluated the attachment to parents as a possible explanation for discrepancies in psychological well-being of young adult college students. The results confirmed that attachment was a significant predictor of well-being. Additionally, individuals from step-families were found to have less secure attachment to their parents than individuals from intact, biological families.

Van Houtte, Mieke and Jacobs, An. (2004) who examined the differences between adolescents in mother or father custodial arrangements with psychological well-being found that in terms of locus of control and self-esteem, there is no difference. However, there is a significant difference in terms of hopelessness.

Normative analyses done by Wainright, Jennifer L.; Russell, Stephen T and Patterson, Charlotte J. (2004) indicated that, on measures of psycho-social adjustment and school outcomes, adolescents were functioning well, and their adjustment was not generally associated with family type. Regardless of family type, adolescents whose parents described closer relationships with them reported better school adjustment.

Amato, Paul R. and Cheadle, Jacob (2005) proved that divorce in the first generation i.e. grandparents was associated with lower education, more
marital discord, weaker ties with mothers and weaker ties with fathers in the third generation i.e. grandchildren. Hence, their results suggested that divorce has consequences for subsequent generations, including individuals who were not yet born at the time of the original divorce.

Tong, Yuehua and Song, Shanggui (2004) showed that low SES college students scored significantly lower than their peers on general self-efficacy and subjective well-being. Research results indicated that SES had an important effect on general self-efficacy and subjective well-being.

The longitudinal study conducted by Shek, Daniel T.L. (2005) showed that perceived family functioning was concurrently related to measures of adolescent psychological well-being and problem behaviour in Chinese adolescents with economic disadvantage.

In another study conducted by Shek, Daniel T.L. (2005) showed that the influences of fathers and mothers on the adjustment of Chinese adolescents experiencing economic disadvantage vary with the gender of adolescent children.

Veronneau, Marie-Helene; Koestner, Richard F. and Abela, John R.Z. (2005) suggest that during middle childhood and early adolescence, as at other developmental stages, satisfaction of all needs is associated with well-being of the adolescents.

Post, Stephen G. (2005) suggest that a strong correlation exists between the well-being, happiness, health, and longevity of people who are emotionally
and behaviourally compassionate, so long as they are not overwhelmed by helping tasks.

Biswas, Pares Chandra and De, Tinku (1993) showed that the organizational climate of the secondary school affects the composite professional stress, powerlessness, and social isolation in the teachers.

Chen, Michael and Goldring, Ellen B. (1994) indicated that teachers’ perceptions of classroom diversity correlated negatively with the average academic ability of the classroom and positively with class size and frequent disciplinary problems. The study suggests that the effects of classroom diversity on teachers’ perspectives of their workplaces are strong and significant.

Harris, Stanley G. (1994) proposes that the organizational culture influences an individual’s sense making which is revealed in the operation of a patterned system of organization-specific schemas.

Burke, Ronald J. (1994) proved that organizational factors such as habits and expectations of co-workers, habits and expectations of those above them, personal habits and expectations, and clients’ or internal customers’ requirements influence the work habits.

Moukwa, Mosongo (1995) describes that creative climate can lead to a large pool of ideas that become the basis for the development of the company.

Keashly, Loraleigh; Trott, Virginia and Mac Lean, Lynne M. (1994), examined that exposure to abusive behaviour had a negative impact on the
targets of the organization. The quality of the interpersonal relationships at work was related to job satisfaction.

In the study conducted by Klein, Andrew S.; Masi, Ralph J. and Weidner, C. Ken. (1995) significant relationships were found between organization culture and control distribution, total amount of control, service quality and employee performance.

Zhou, Jing and Ferris, Gerald R. (1995) investigated that the different dimensions of organizational politics lead to different satisfaction outcomes.

A study conducted by Lumpkin, G.T. and Dess, Gregory G. (1995) investigated that the simplistic strategy-making process was found to be positively associated with performance during early stages of organizational development, but detrimental to performance as organizations grew and matured.

The results of the study of Petty, M.M.; Beadles, N.A.; Lowery, Christopher M.; Chapman, Deborah F. et al. (1995) indicated that the measures of organizational culture were significantly related to objective measures of performance.

Ferris, Gerald R.; Frink, Dwight D.; Galang, Maria Carmen; Zhou, Jing et al. (1996) suggested that the politics should be characterized as a potential source of stress in the work environment.

Clouse, R. Wilburn and Spurgeon, Karen L. (1995) suggested that humor must have a part in creating productive environments for the twenty first century.

Results of the study Butterfoss, Frances Dunn; Goodman, Robert M. and Wandersman, Abraham (1996) showed that positive organizational climate was the key determinant of member satisfaction.

Tehrani, Noreen (1996) suggested that organizations should concentrate on addressing unacceptable behaviours. These values and behaviours have a major impact on the organizational culture.

Cheng, Yin Cheong (1996) showed that teachers' professionalism at the school level was positively related to students' affective educational outcomes.

Results of the study conducted by Fuller, J. Bryan; Patterson, Coleman E. P.; Hester, Kim and Stringer, Donna Y. (1996) indicated the potential moderating effect of perceived leader's effectiveness on the performance of the organization.

In 1996, Amabile, Teresa M.; Conti, Regina; Coon, Heather; Lazenby, Jeffrey et al. showed that work environment affects the creativity of projects.

The study in the year (1997) conducted by Marshall, Nancy L.; Barnett, Rosalind C. and Sayer, Aline, showed that job demand is a significant predictor of psychological distress among the employees.
Schuster, Frederick E.; Morden, D. Larry; Baker, Thomas E.; McKay, Ian S. et al. (1997) indicated that employee-centered management was at least compatible with high performance. And also in some instances organization performance was significantly enhanced through the participation and contribution of employees in problem-solving and decision-making processes.

In 1998, Rosen, Leora N. said that unwanted sexual experiences were found to be significant predictors of psychological symptoms for male and female soldiers. Certain aspects of organizational climate and appraisal of sexual harassment were also significant predictors of psychological symptoms.


West, Michael A.; Smith, Heather; Feng, Wen Lu and Lawthom, Rebecca (1998) maintain that dimensions of climate did not predict strongly the research excellence rating.

Beazley, Hamilton and Lobuts, John Jr. (1998) showed that decision making is facilitated and judgement is improved when managers have a systems understanding of the interrelationships of organizational dimensions that affect performance.


Lindell, Michael K. and Brandt, Christina J (2000) proved that climate quality and consensus both had significant correlations with organizational antecedents and outcomes.
Hart, Peter M.; Wearing, Alexander J.; Conn, Michael; Carter, Nicholas L. et al. (2000) maintain that teacher’s morale is dependent upon eleven separate dimensions of school organizational climate i.e. appraisal and recognition, curriculum coordination, effective discipline policy, excessive work demands, goal congruence, participative decision-making, professional growth, professional interaction, role clarity, student orientation and supportive leadership.

In an investigation done by Ryhammar, Lars and Andersson, Alf L. (2001), creativity and productivity were found to be related to the variables of human orientation, developmental orientation and academic values.

An article written by Sadri, Golnaz and Lees, Brian (2001) presents the view that a positive culture can provide a significant competitive advantage.

In a study by Elovainio, Marko; Kivimaki, Mika; Eccles, Martin and Sinervo, Timo (2002), procedural justice evaluations were found to have a strong mediating effect on the relationship between team climate and occupational strain.

Results of the study conducted by Suliman, Abubakar M.T. (2002) revealed that organizational commitment play different role in mediating the relationship between perceived work climate and performance.

Vigoda, Eran (2002) proved that job distress is an immediate response to organizational politics.
Barge, J. Kevin and Oliver, Christine (2003) elaborated the notion of working appreciatively by focusing on the contested, emergent meaning of appreciation.

Baer, Markus and Frese, Michael (2003) showed that climates for initiative and psychological safety were positively related to the firm performance.

Child, John and Mollering, Guido (2003) contribute to the conceptual and empirical understanding of organizational trust. They hold that the positive correlation of trust with organizational performance provides an incentive for managers.

Parker, Christopher P.; Baltes, Boris B.; Young, Scott A.; Huff, Joseph W. et al. (2003) have shown that the work environment has significant relationship with an individual's work attitudes, motivation, and performance.

In a study conducted by Gelade, Garry A. and Ivery, Mark (2003), significant correlations were found between work climate, human resource practices, and business performance.

Parry, Ken W. and Proctor – Thomson, Sarah B. (2003) have shown the direct and indirect effects of leadership on outcomes through its influence on culture and climate for innovation.

The findings of the Sadao, Kathleen C. (2003) have confirmed the existence of variables that influence the career choice and academic success of the scholars were societal, organizational, interpersonal, and individual.
Joshi, Anupama; Ferris, Jennifer C.; Otto, Amy L and Regan, Pamela C. (2003) have established that the parenting style scores were unrelated to college academic achievement.

The results of the study conducted by Sirin, Selcuk R. and Rogers-Sirin, Lauren. (2004) indicated that the positive parent-adolescent relationship instead of parents' educational values were related to a student's better academic performance.

Attaway, Nicole M. and Bry, Brenna Hafer. (2004) found that higher maternal beliefs in control and responsiveness were significantly associated with lower grades of adolescents. Except this no other statistically significant relationship was found between the other parenting and demographic variables and adolescent academic achievement.

Flouri, Eirini and Buchanan, Ann. (2004) investigated that the association between early parent's involvement and educational attainment of adolescents was not stronger for the sons than for the daughters.

Normative analyses done by Wainright, Jennifer L.; Russell, Stephen T. and Patterson, Charlotte J. (2004) indicated that, on measures of psychological adjustment and academic achievement, adolescents were functioning well, and their adjustment was not generally associated with the family type. Assessments of romantic relationships and sexual behaviour were also not associated with family type. Regardless of family type, adolescents whose parents described closer relationships with them reported better adjustment in college.
Results of the study conducted by Aremu, A. Oyesoji (2004) showed that the psychological and sociological factors (motivation, anxiety, and locus of control, self-esteem, parent’s education level parental discipline, culture, and governance) could jointly determine academic achievement among the adolescents.

Gennetian, Lisa A.; Duncan, Greg; Knox, Virginia; Vargas, Wanda et al. (2004) provide systematic evidence that low income parents have adverse effects on school performance outcomes among adolescents and that encouraged mothers to participate in employment-related activities. The most pronounced negative effects occurred for the group of adolescents who had a younger sibling, possibly because of the larger family.

Amenkhienan, Charlotte A. and Kogan, Lori R. (2004) suggested three primary factors: a) individual effort and involvement, b) peer interaction and c) faculty contact as having a positive impact on the academic performance of the engineering students.

Results of the study conducted by Chambel, Maria Jose and Curral, Luis (2005) on Portuguese university students suggested that the levels of satisfaction have a direct impact on a student’s performance and mediate relationship between academic work control and performance.

Findings of the study conducted by Taylor, Ronald D. and Lopez, Elizabeth I. (2005) revealed that the family routine was positively associated with school achievement and adolescents’ school attendance, attention to school-work, and sense of challenge, and was negatively related to problem
behaviour in school. Mothers’ expectations were positively related to youngsters’ school attendance. Student’s attendance and attention were also positively associated with school achievement and negatively associated with problem behaviour. An adolescent’s perceptions of parental expectation were positively related to his school achievement.

The findings of the study conducted by Smith, Swee Noi and Miller, Robyn J. (2005) on Australian university students indicated that assessment type had no significant influence on how students approach their learning, while discipline did have significant influence on student learning.

Casanova, Pedro F.; Garcia-Linares, M. Cruz; de la Torre, Manuel J. and de la Villa Carpio, M. (2005) found that parental styles affect the academic achievement of adolescents. They also observed that the adolescents with normal academic achievement, socio-demographic variables better predict achievement and for students with low achievement, family variables play a more important role in predicting achievement.

A study was conducted on college students in Taiwan by Chen, Sea-Shon (2005) to investigate the correlation between four psychological constructs of learning and leadership characters. The results showed positive correlations.

Strano, Donald A. and Petrocelli, John V. (2005) hypothesized that moderate feelings of inferiority would be associated with a higher level of academic achievement of college students. The hypothesis was partially supported by a between-groups analysis.
Pattengale and Schriener (2000) hold that the sophomore year may be a time in which students disengage from academic life, thus creating an adverse effect on their grades.

**Objective of the present study:**

The main aim of the present study is to find out the relationship between:

- Stress and the psychological well-being of the university students.
- Stress and the academic performance of the university students.
- Institutional climate and psychological well-being of the university students.
- Institutional climate and the academic performance of the university students.