Chapter - II

Survey of Literature
In the preceding Chapter-I, detailed discussion about the meaning and concepts of different independent and dependent variables were presented. The present chapter is aimed to describe and discuss the available research studies and theoretical papers, which are directly or indirectly related to different variables concerned to the present study. The presentation of the variable-wise survey of literature will follow the same sequence which was adopted in chapter-I describing the concept and meaning of each dependent variables that follows:

**Studies on Stress**

Stress is one of the most significant phenomenon dominating the world at large having detrimental effects on human behaviour. Increasing phenomenon of stress has been instrumental to characterize modern world as the age of stress. Albrech (1979) has viewed the present contemporary world as the age of stress only because of the fact that human beings are all the time confronted with stress or stress generating conditions. Hence, the present condition warranted the researchers specially the psychologists to undertake investigations in quest of identifying the causative factors of stress and coping strategies.

In one of the studies Kwang-sel, Hotalk, Xiehe, Peiyi (1977) undertook a study viz., students stress in china, Japan and Korea; A transcultural study. The study found that compared to the Japanese and Korean students, Chinese students had a multitude of stress and
experienced the highest level of stress. Ngan-Pun and Chak-Kia (2000) examined individual family stressors. The study were conducted on 2,142 Chinese secondary school students aged (12-19 yrs). Results show that environmental strain, parental expectation for the adolescents academic study, quarrels, worry over finance in the family, family support, and parental and sibling hassles were significantly related to the Adolescents distress. Further more, the relationship equally apply to Adolescents in the main land of China and Hong Kong. Family support did not significantly moderate relationships between family stress and the adolescent’s distress.

Mark (1999) investigated stress coping behaviour of married vs. unmarried female college students. The study were conducted an 18 single & 18 married college students. The results suggested the similar involvement in social networks supportive during stress.

Sandra (1999) explored stress and depression level in Canadian street youths. The sample were taken from 27 street Youths (age 12-25 yrs.) and 27 non runaway peers (aged 16-25 yrs). Results show that stress and depression were positively correlated for the street youth, and that these youth had higher levels, compared with non runaways, of both. There were also difference in coping strategies. Street youths were more likely to engage in acts of self-harm and to use drugs and alcohol, which non runaways more frequently resorted to productive problem solving and disclosure/discussion with someone they trust.
Normark & Vappu (2000) aimed to investigate connections between roles in bullying and coping with stress. The participants were 510 pupils (10-12 yrs.). The results suggested that the coping strategies of aggression and self destruction were associated with bullying. For boys victims of bullying did not differ as much as bullies, and especially bully/victim, from uninvolved pupils. For girls there was a tendency for victims of indirect bullying to use more “self-destruction strategies” compared with victims of direct bullying.

Rence (2000) studied the nature of stressful situations experienced, relationship between stress related variables, coping and health and educational outcomes in students who study abroad. The study were conducted on 476 students age (18-20 yrs). The results indicated that the students study abroad as stressful and identified health as a major concern during short-term study abroad experiences.

Mickey (2000) carried out a study on perspective of changes in global self-worth and strain during the transition to middle school. The sample of the study comprised of 116 students. An integrative model of stress process in early adolescence during transition to middle school was examined longitudinally on the sample. Results of prospective analysis showed support for the negative effects both of peer and school strain on changes in feeling of self-worth as well as a role for perceived social competence and social support from close friends as moderaters of this type
of relation. Reciprocal influences of perceived competence, social-support and feelings of self-worth on levels of strain also were evident individually and in interaction with one-another.

Eric, Mark & Jessica (1999) brought out a study titled stress – coping & temptation-coping as predictors of Adolescent Substance Use. The sample of the study consisted of 332 public high school students. The results supported the contention that stress-coping and temptation-coping each accounted for statistically unique and significant variance in teenagers substance use. Additionally, substance – Abusing Adolescents reported engaging in significantly more avoidance stress-coping and significantly less temptation coping than demographically – matched non-substance-abusing adolescents.

David (2000) study the role of stress in psychiatric disorders has pointed out that stress is not an illness in itself but an everyday occurrence that may initiate physical and psychiatric symptomology in those susceptible to it. The study brought out that a vicious circle can become established where by such symptoms aggravate the original stress situation, leading to increasing inability by the patient to cope with it. The study cited anxiety, depression, sleep disturbance, sexual dysfunction, community alienation as examples and pointed out the alleviating role of contemporary psycho-pharmacology in this regard. The study, specifically illustrated the successful interventions in the treatment of depressive illness with antidepressant drugs.
Rumki (2000) undertook a study titled prolonged Deprivation and Attainment of students. The study was conducted on 1453 school children. She came to the conclusion that boys experienced relatively higher level of deprivation and yet they could continue their education in comparison to girls. The study found that pro-longed deprivation and academic achievement were highly negatively correlated.

Sunita, Susan and Barbara (2000) in their study on the assessment of life stress in adolescents, compared the investigation-based life events and difficulties schedule (LEDS) with a self-report measure [life events check list (LEC)] for the purpose of measuring life stress in adolescents with and without a diagnosis of major depressive disorder (MDD). The sample comprised of 35 Adolescents with a recent episode of MDD and 35 normal adolescents. Both measures predicted membership in the depressed and non depressed group of Adolescents. Adolescents in the depressed group were more likely to report a severe event on the LEDS (97%) than adolescents in the non-depressed group (66%). Similarly, students in the depressed group enclosed a greater number of negative events in the LEC than students in the non-depressant group.

Martin; Caroline & Erica (2001) worked out a study on prediction of psychological Distress in young offenders. The sample of the study comprised of 43 male detainees at a young-offenders institution in England. The study evaluated the effect of both exogenous sources of stress on
psychological well-being of young offenders and the extent to which anxiety and depression in this population can be predicted. The results identified described a range of stressors to which incarcerated young offenders were exposed and the coping strategies that might be employed to combat the effects of stress. Further, these finding’s suggested that psychological distress in young offenders could be predicted. There findings seemed to have important repercussions for the psychological well-being of incarcerated young offenders as some appeared to be vulnerable and prone to para-suicidal behaviour.

Igor and Nada (2001) examined the relationship between personality traits, stressful life events and coping styles in early adolescents. The study was consist on 265 students aged (11-14 years) The results of this research demonstrate that the relationship between personality traits, subjective stress and coping style in early adolescence are similar to those obtained on the samples of adult subjects and that already in early adolescence coping can be meaningfully viewed in a larger dispositional context.

Torbjorn & Bente (2001) investigated school related stress, support, and subjective health complaints among early adolescents: A multilevel approach. The sample of study consist of 1,585 Norwegian grade 8 students. Findings suggest that shared school class contextual factors may have main and stress-moderating effects on adolescent health complaints.
After reviewing literature concerning stress its clear that stress influence the human behaviour or behavioural outcome because of so many stressors such as financial cause, family and parental support, social support, drug abuse, health, self-worth, social competence etc.

Studies on Psychological Well-Being

In the preceding pages stress related studies have been presented and the a going discussion will be related to PWB – one of the dependent variables, which might be highly related to stress. Therefore, it is necessarily relevant to dwell upon the research studies carried on the very important issue of this modern age i.e. PWB that follow:

Elizabeth and Jennifer (1998) examined the influence of family structure and parental conflict on children's well-being. With reference to a sample of 10-17 year old children and their parent from the National survey of Families and House holders (N=168). They came to the conclusion that children in high conflict families showed lower levels of well-being on all outcomes but no well-being differences were found between family structure groups. Analysis of child gender indicated that parental warmth towards the child mediated the relationship between conflict and well-being for girls. For boys, both conflict and parental warmth were directly related to well-being independently.

John (1999) investigated how inmate psychological well-being of participation in institutional programmes, on psychological well-being
frequency of visitation with outsiders and experiences with victimization during incarceration. The sample 581 adult inmates. The findings of the study were that healthier attitudes corresponded with greater programme participation, more frequent visitation and no experience with victimization.

Christina (1999) studied the relationship between health-habits and psychological well-being. The studies were conducted on 612 Australian women of different age groups. The study found that young women had the highest rate of smoking and drinking and psychological distress was found highest in this very group.

The middle aged group were found to be experiencing difficulties with memory and concentration and the older women were generally found to be suffering from sleeping disorders. The study further found that health habits such as smoking, exercise, body weight etc were deeply related to psychological well-being of the respondents.

Leslie J, Carolyn & Susan H (1999) critically examined Bradburn’s measure of psychological well-being fair to introverts. The sample was taken from 242 students aged 16-18 yrs. Results show that scores on the Bradburn scale (indicating psychological well-being as assessed by balanced affect) are significantly and positively with scores for extraversion (.25) negatively with Neuroticism (.52) and non-insignificantly with psychoticism.

Maureen (1999) has observed that (1) the giftedness enhances resiliency in individuals, and (2) that giftedness increases vulnerability. It is
clear from the results that giftedness influence the psychological well-being of individual's, whether the psychological outcomes for gifted children, adolescents, the adult are positive or negative seems to depend on atleast three factors that interact synergistically – the type of giftedness, the educational fits and ones personal characteristics.

Ken (2000) has investigated the effect of peer victimization in schools and perceived social support on adolescent well-being. The study was conducted on 845 adolescent school goers of both the sexes. The results indicate that for both sexes frequent peer victimization and low social-support contributed significantly and independently to relatively poor mental health.

Michael, et al (2000) describes the child and Adolescent component of the National survey of Mental health & Well-being. The study was carried on 4,500 (4-17) yrs old children. Results were awaited.

Evelyn; Omitry; Gabrielle and Natalia (2000) examined whether 11 years after the chornobyte catastrophe. The studies were conducted on 721 children and in 3 stages. Results show that children who were infants when the explosion occurred perceived their well-being as similar to that of their classmates. The teachers and mothers perceived the children behaviour as similar in many respects. Although the physical examination and blood test findings were similar, the evacuee mothers reported significantly more
somatic symptoms in their children. Chronobyte stress was significantly related to these perceptions.

Marla, Gartland & Tebb (2000) in their study predict the role of depression on care-givers well-being using a sample of 142 care givers, suggested that depression explains 56% of the variance in activities of living and 65% in basic needs. Path analysis further identifies depression as a mediator between stress and well-being.

Hub & Rund (2000) has taken the parental bond and the well-being of adolescents and young adults. The sample consist of 1,688 adolescent/young adults. It has been proved that adolescents and young adults maintain a rather good and reasonably stable relationship with their parents. Parents also prove to be of lasting importance for the psychological well-being of their upgrowing children, daughters in particular.

Robert H. & Robert (2000) examined the extent that perceived amount of conflict in the family moderates the relation between proximal aspects of the home environment and adolescents well-being. Results indicate moderation in all 3 ethnic groups examined (European Americans, African Americans & Chinese American). For all 3 groups, relations were stronger in families with high conflict, suggesting a heightened sensitivity to social exchanges and events within family.

Anthony N, Paul J & L. Mickey (2000) studied the impact that a personal, integrated spirituality has on well-being and its role in moderating
the effects of stressors. The sample were consist of 120 under-graduate students. Results show that stressors predicted both dimensions of SWB and the personal spirituality significantly added to the prediction of SWL. Personal spirituality was also found to moderate the relationship between stressors and life satisfaction, accounting for a small yet significant portion of the variance. Personal spirituality is conceptualized as a useful resource among undergraduates for maintaining life satisfaction in the face of stressor.

Tania & Hillevi (2000) studied psycho-social well-being of Finish adolescents with visual impairments versus those with chronic conditions and those with no disabilities and reported on the basis of their findings that adolescents with visual impairments, especially those who were blind, had more difficulties in their relationship with friends and did the other 2 groups, but had fewer problems with psychological well-being than did the adolescents with chronic conditions.

Monica A. (2000) investigated the usefulness & validity of reporting stress associated with particular life events and assessing generalized (non-specific) experience of distress. The sample conducted of 1,799 children in New-Zealand. Judgements of self as generally having more worries than others was specifically associated perceptions of social isolation and alienation, whereas judgements of self as generally happier (or less happy) than others was linked also to relationship with parents.
Significant association between general self-evaluations and hassles rating were typically different for females than males, and for younger than older adolescents.

Corina & Laura (2002) examined the role of pubertal development on depression, externalizing behaviour, problems, self-esteem and body image. The study were conducted on 951 Mexican early adolescents. Results suggested that perceived maternal control, prior social-emotional adjustment, and menstrual attitudes may moderate the effects of pubertal change.

Having discussed the survey of literature pertaining to psychological well-being, the fact came out that there are no such studies which could help in this particular research purpose.

**Studies related to Academic Achievement**

As is witnessed is case of psychological well-being that it is found to be influenced by stress, similarly, academic achievement also seems to be predicted by stress. In order to understand the direction of the influence of stress on academic achievement it is imperative to go through the survey of literature studying the relationship to stress to academic achievement. hence, for the same the ongoing elaborations will be on the same time.

Julian, Anthea & Gail (1999) have observed parental job insecurity effects children academic performance through cognitive difficulties. Participants were 102 females and 18 male undergraduates (mean age 18
The results showed that children's identification with their mothers and fathers moderate the relationship between their perception of their mothers and fathers' job insecurity and their own cognitive difficulties.

David John, Lachlan & A.D. et al. (1999) have taken a longitudinal study of gender differences, depression and anxiety. Children's over and underestimation of all. The study was conducted on 807 third and sixth graders. Results showed that gender differences first emerged in fourth or fifth grade and increase through eighth grade. Symptoms of depression and anxiety were negatively associated with academic overestimation. Furthermore, controlling for depression and anxiety elimination most of the gender differences in academic over and underestimation. Finally, self-reported depression and anxiety predicted changes in the tendency to overestimate academic competence over time.

Fredric; Michel and Ernest (1999) have undertaken a study to test a model of peer experiences and academic achievement among elementary students. Participants were 397 school children (206 girls, 191 boys; mean age = 108 month range 88-157 months). Results from structural equation modeling provided support for the proposed model.

Panayata & Dona J. (2000) in their study investigated Head start children, school mobility and achievement in the early grades. The sample comprised of 90 children who had attended head start and had made the transition to public schools. Data were also obtained from the children's
mothers. The findings indicates that frequent school changes in the primary grades were related to lower achievement levels even after controlling for the child sex and the effects of achievement prior to the school moves.

Maria Meeha (2000) examined the relationship among causality orientation (autonomy & control), academic experience, academic performance, and academic commitment. The sample of study were 161 talented male and female high school students. Results showed that autonomy orientation was positively related to academic experience for all students. Control orientations was negatively related to academic experience among females. After controlling for aptitude, control orientation had a negative relation with academic performance and commitment.

Stephanny & Marvin (2000) have undertaken a study on Academic and social attainment of children with mental retardation in general education and special education settings. The study was conducted on 36 students with mental retardation. Results show that children in general education classes do not attain social acceptance rating at as a high level as do their typically developing-peers. When comparing children with mental retardation in general education and special education classrooms, integrated students performance better than their comparable segregated students on measures of academic achievement and social competence.

Gerard & Johannes (2000) explored the relationship between peer-rated social competence and academic success among teenagers. The sample
of the study were 157 youths between 14 & 17 yrs. This sample showed a predominantly negative attitude towards academic achievement. The correlation between peer-related social competence and various measures of academic competence were avoid or even negative. A significant correlation is found with respect to achievements in mathematics and physics. The poorest school achievement are found among a small category of children who have received mainly neutral peer-judgements of social competence.

Stephen and Carl III (1999) examined the relationship between individual family structure, and school effectiveness-defined as school academic achievement. The relationship were examined while controlling for important school and district level input and process factors. Data were collected from 42,041 10th grade students. The result shows that school family structure had a much stronger relationship with school achievement than either school socio-economic status or school racial compositions. Neither district level process nor input factors mitigated the strong relationship between school family structure and school academic achievements. School-level family structure had a more important association with individual level achievement than even an individual’s own family structure. The relationship could not be accounted for by an array of district level factors.

Stelios (1999) investigated the achievement attributions of students and their parents. The study was carried on 477 6th grade students. The result
show that child attribution of achievement to effort, ability and other internal factors are positively related to actual achievement, while attributions to luck and external factors are negatively related to achievement. Parental & child attribution are not strongly and reliably related. Thus, claims that children develop their own attributions on the basis of their parents, attribution were not supported. Gender differences were found, with female attributing their achievement to effort more than males did. Finally, underachievers tended to attribute their school performance to external factors (luck, role of parent & teachers), while highly achieving students tended to attribute their performance to their own effort and other internal factors.

Steven (1999) studied school district center office power and students performance, school psychology. Results suggest that intrusive central offices are associated with somewhat lower students performance.

L. John & David (1999) have taken a longitudinal study of maternal labour force participation and child academic achievement. The studies was conducted on children from birth to 18 yrs. The result suggests the presence of small associations between the extent of maternal labour force participation and scores on list of words, recognition, reading comprehensive & mathematical reasoning.

Laura (1999) examined linking parents involvement with student achievement. Do race and income matters. Data were collected from the
National education longitudinal study of 1988 8th grade students. Results indicate that significant differences existed in the relationship between parent involvement and student achievement according to student’s race-ethnicity (i.e. Asian, Black, Hispanic & white) and family income (i.e. low and middle).

Robert & Rhonda investigated factors affecting the assessment of student achievement. Finding’s show that early expectations and differential growth pattern were substantial contributors to differences in this students reported final grade. Teacher candidates were impressed by their students socio-economic background and other contextual data and this early informations affected the grade awarded him or her weeks later.

Geraldine (1999) measured self-efficacy, anxiety and academic performance. The sample consist of 505 students of 4th & 5th grade. Academic performance was assessed with a French scholastic acquisition test. Results show that functional relation between self-efficacy and anxiety proposed by A. Bandura’s social cognitive theory. Bandura’s general hypothesis of an effect of self-efficacy on performance directly and indirectly via anxiety was not supported by these results, when individual differences in the level of knowledge were taken into account. It appears that cognitive effective variables play a more important account. It appears that cognitive effective variables play a more important role in explaining performance when the students level of French Knowledge is low.
Allison (2001) investigated the peer group as a context for the development of young Adolescent motivation and achievement. The results show that peer groups did socialize same academic characteristics, controlling for selection factors students peer group context in the fall predicted changes in their liking and enjoyment of school (intrinsic value) and their achievement over the school years. Students peer group context was unrelated to changes in their beliefs about the importance of school (utility value) or expectations of success over the school year.

Johnc; Ellen and Linda (2001) examined predictors of academic achievement among homeless and low-income housed children. The study was conducted on 174 English speaking children aged 6-17 yrs. Results indicated that homeless and housed children had comparable rates of absenteeism and other school-related problems which may explain why homeless and housed children were similar in terms of achievement.

Gabriele, Francesco; Barbara; poola (2001) study the relationship between different components of academic self-image defined as the way adolescents represents themselves as students, and self reported depressive symptoms. The sample of the study were 298 adolescents aged (13.6- 20.6) yrs. Results indicate that the pattern of correlation between emotional beliefs about schooling and learning are significantly related to CDI scores, but this correlation is not evident for the cognitive beliefs. This pattern of correlation is affected by actual school functioning, because correlation
between CDI and beliefs is much more significant in subjects without school failure. Difference between gender in CDI scores, beliefs about schooling and considered.

William (2000) investigated the effects of several of the most common family structures on the academic achievement of 8th graders. The effects of 7 family structure variables were examined. The result of this study indicate effects of family structure on the academic achievement of children vary considerably among the most common family structures.

Denise, Micheal & Robert (2000) examined the relationship of perfectionism with measures of achievement, and achievement motivation. The sample consist of 123(10-12) grade students. Results indicate that student’s personal standards were insignificant predictors of academic achievement and also significantly predicted achievement motivation. Analyses of the relationship between perfectionism and depression and self-esteem found that the S’s personal standards increased, their levels of depression decreased and self-esteem increased. Furthermore when students experienced a discrepancy between their personal standards and actual performance, their depression levels increased and self-esteem decreased.

Micheal & Janathan (2002) have undertaken a study Influence of parental and peer attachment on college students academic achievement. The study was conducted on a sample of 357 college students. Results suggest that perceived attachment to both parents and peers is a component of wider
pattern of social competence and adjustment that may function as protective or compensatory factor during key transition in young adulthood, such as participation in college and with its attendant demands for academic achievement.

Eunjung (2002) investigated the relationship between parental involvement and children's educational achievement. Data were collected from the children aged (12-14 yrs). Results show that parents educational level and English proficiency substantially influence the extent of parental involvement and children's educational achievement.

Eric; Stewart & Enadia (2002) studies accultration, social support and academic achievement. The sample consist of 60 ninth grade students. Results indicate that students identified as highly integrated and strongly Anglo-oriented bicultural tended to have higher academic achievement. In addition, the sample as a whole perceived social support from all four sources, i.e., parent, teacher, class-mate and close friends. Although no generation effect were identified.

Reviewing the literature pertaining of academic achievement it was found that academic achievement is being influenced by so many stressors of life either related to family background, cultural and social financial etc. but no such support is available for present research task.

Studies pertaining to Vocational decision-making

Either young or old, vocational decision have been very important for everyone. In the present investigation, the researcher realizing the
importance of vocation decision has made an endeavour to see/understand the influence of stress on vocation decision in the various areas of professions viz., people-oriented, self-expression oriented and intrinsic-reward oriented professions. The details of the relevant available literature discussing the some are being described below.

Irone (1999) examined the relationship between 4 patterns of career choice development during later adolescence/early childhood and career-making self-efficacy. The study was carried on 172 students. Results show that person's whose career choice development reflected a stable or multiple trial pattern reported significantly greater levels of career decision-making self-efficacy than did persons whose career choice development reflected a conventional or unstable pattern.

Further-persons in the stable pattern group were significantly more likely to nominate professionals in their chosen fields as important career role models than were persons with conventional and unstable career pattern.

Tuinstra, T.L.P., J.W. & W.J.A. in the year 2000 investigated reliability, validity and structure of adolescents. The sample of the study consist of 1642 school goers. The results shows that Adolescent Decision Making Questionnaire (ADMQ) was improved for its structure and reliability. Also, the revised ADMQ proved to be convergent and discriminative valid instrument indicated by associations with peer group pressure and difference for sex and school level.
Karl Halver and IU Trans in 1999 examined the students reasoning and decision-making. Results indicate that verbal expressions are not simply 'vague' probability statements, but have a consistent message, with clear implication for inferential judgements.

Robert M. & Arnold R. in the year 1999 studied the vocational interest of Hispanic, African, American and White middle school students. The study was carried on 6th-8th grade students. Findings show that with the exception of conventional theme, there was no significant differences on any of the general occupational themes between Hispanic, African, American and white students. Hispanic students did, however, express higher interest on the conventional theme compared with white students. Comparison among racial groups also indicated that Spanish primary language students express significantly higher interest on several of the general occupational themes when compared with Hispanic and white students.

Antonic and Maricarmen in 1999 conducted an experimental study of vocational guidance (and decision-making). The sample consist of 192 secondary students. Students were assigned to either the action group programme, the information group programme or a control group. Results were assessed with the career development inventory and suggest that the action programme was the most effective.

Alberta & Jeffrey (1999) examined differences in career decision-making self-efficacy, trait, anxiety, major (declared and undeclared), and
ethnic identity. The study was conducted on a sample of 687 undergraduates. Findings show significant differences by race and major indicates that white students had higher career decision-making self-efficacy and other group orientation. Declared students had higher career decision-making, self-efficacy and lower trait anxiety ethnic variables (ethnic identity, other group orientation) were more significant predictors of career decision-making self-efficacy and trait anxiety for racial and ethnic minorities than for whites.

Anthony, William & Andrew in 1997 examined differences in college students career decision-making on the basis of disability status. The study was carried on (121) college students with and without disabilities. Reports show that students with disabilities have significantly lower levels of career decision-making, self-efficacy and exhibited more of a pessimistic attributional style for career decision making than did their peers without disabilities.

Denise, James & Robert in (2000) investigated the relation of depression and dysfunctional career thinking to career indecision. Participants were 215 undergraduate students. Results support the existence of dysfunctional career thoughts as a significant component of career indecision. Depression associates significantly with career indecision.

Martim & Paul (2000) studied the influences in the decision – making process for careers as a speech – language pathologist or an
audiologist. This study consists of data obtained from 297 surveys. Decision-making factors were similar across both professions. With personal factors being the most influential. Education and employment factors were also critical in making professional decision. Early course work played a significant role in the career paths of people in these professions.

Wei-cheng (2000) examined the cultural relevance of two career constructs: Career decision-making style and career decision-making self-efficacy. Participants were 540 American and 1026 Taiwanese college students Results suggested that career decision-making styles have differential impacts on career decision-making self efficacy, depending on the cultural background of the individual. Results also showed significant differences in career decision-making style and career decision-making self-efficacy as a function of nationality and gender.

Bathsheba, Norman and William in the year (2000) studies the factors that influence career decision-making. The results indicate rural students trended to seek help from parents and teachers more than urban students, and that parents, more than career teachers more than urban students, and that parents, more than career teachers, played a major role in the career decision-making of students.

Karen, Lisa et al (2000) studies the development of an innovative career exploration programme with reference to career decision-making; self-efficacy of upward bound students. The sample comprised of 34
students identified as at risk for academic and vocational underachievement. The authors sought to provide the students with interactive experiences that would help them learn more about themselves and enhance their career decision-making, self-efficacy. Their findings suggest that this programme was effective in increasing confidence in tasks related to investigating, selecting and implementing a career choice.

Wendy & Peter in (2001) examined the developmental issues in career maturity and career decision status. The sample of the study comprised of 1,971 Australian Adolescents. Results illustrated a developmental progression in career maturity, although a less inform pattern emerged with gender differences. Findings regarding career indecision also presented a complex picture and highlight the need to focus on other demographic and contextual factors.

Lisa and Richard in (2001) have undertaken a study students with disabilities: How ready are they for the 21st century?

Past research however, has indicated that students with disabilities experience a significant “developmental lag” with respect to career maturity. To determine whether that conclusion still pertained, this study compared the career development levels of 95 special education and 99 general education students aged (16-19 yrs). Measures included the career decision-making self-efficacy scale- short form and career decision-making outcome expectations scale. Although both groups had optimistic career outlooks,
evidence indicated that special education students had significantly lower scores than their general education peers on career decision-making self-efficacy, career outcome.

Bradford & Angelo (2001) examined science-related career decision of African American college students. Results show that all students began college aspiring towards science-related careers, however by the end of the data collection period, only 15 was working towards a science-related to the degree to which they perceived it as supporting deep-seated life goals. A deeper view of the nature of science better enabled students to perceived such support.

Itamar and Noa in 2001 investigated High school students career-related decision-making difficulties. The study was conducted on 1,843 adolescents. Results show that boys reported higher difficulties than girls in external conflicts and dysfunctional beliefs.

David & James (2001) in their study observed the utility of the self-regulation model of decision-making. Participants were 9th & 11th graders. Measures include a newly developed assessment of decision-making skill select scales of the learning and study strategies inventory-High school version, an assessment of the importance of academic goals, and teacher rating of achievement behaviour. Adolescents valuing of academic goals and their decision making competency were typically the best predictors of their achievement behaviour. Older adolescent boys with younger adolescent boys and older adolescent girls.
Aaren, Christopher & Rajagopal (2002) examined gender role conflict, attitudes towards career counseling, career decision-making and perception of career counseling, advertising broucher. This investigation analysed the impact of 2 different career counseling broucher on men’s attitudes towards career counseling and interest in using career counseling services. After reviewing a career counseling broucher, men evidenced an increase in the value and a decrease in the stigma attached to career counseling. No difference emerged in regard to the differential utility of a gender specific (i.e. target towards men) versus a gender neutral broucher. Gender role conflicted men evidenced a high need for self-clarity, occupational information, and assistance with general indecisiveness concerns.

Hence, it is clear now that vocational decisions are contingent upon various factors related to all walks of life. While reviewing literature researcher noticed that there are certain studies have wound either all considered variables or more than one.

Studies Investigating

Sylvia Alatorre & Rydda de Los (1999) examined the relationship between stressful life events, internalized symptoms of stress, perceived competence and academic achievement. The study was carried on 9th grade students (aged 14-16 yrs). Results indicate that direct effect of stressful life events and perceived competence on school grades and internalized
symptoms were found. Multiplicative interactions for perceived competence were not significant moderators of psychological stress on grades or internalized symptoms.

Patricia & Brenda (1999) investigated the risk and protective factors for psychological adjustment and grades among adolescents. The sample of the study were 745 adolescents ages (10 to 17). The results show that negative peer behavior is inversely related to adolescent well-being. Two adolescent resources buffer the effect of negative peer behavior on grades.

Marrie, Peter F, Fred R & Bart A in the year (2000) study health and stress effects in male and female academics. Participants were 54 University workers including a group with children (16 women & 18 men). Results show that the group with children reported more psychological complaints than the group without children; no difference were found in number of somatic complaints. Women with children reported more negative mood states and cognitive failures than women without children; men with children manifest slightly less psychological stress then men without children. No systematic group differences were found regarding physiological stress.

Leslie Morrison & Jacquelynnes (1999) have undertaken a study regarding Financial strain parenting behaviours and adolescents achievement. The sample consist of 446 adolescents. Results demonstrate that negative parent-adolescent relationships and parental school
involvement mediated the relation between financial strain and adolescents academic achievement.

Noriaka in (1999) examined the effects of decision-making on reaction to an evaluational stressors. The study was carried on 36 undergraduate S’s. Results show that decision-making improved the highly anxious S’s persisted less after being allowed to make decisions. Several explanations posting possible cognitive and motivational process of the less anxious students are offered.

Revathy, Carol and Tim (1999) have undertaken a study perceiving high or low home-school dissonance. Longitudinal effect on adolescent emotional and academic well-being. The study was carried on 473 students. Results show that high dissonance were more angry and self deprecating, had lower self-esteem, were less hopeful, felt less academically efficacious, and had a lower grade point average than did low dissonance students.

Karen L. & Olga (1999) investigated stress, support and academic performance of urban, low-income, Mexican-American Adolescents. The results indicate that these Ss experienced stressors that are characteristic of their developmental level their report of many severe stressors reflect the circumstances of their resource-poor communities. Generally males & females endorsed equal members of stressors, both over all and within various context. However, gender differences also were revealed in the type of stressors that are related to concurrent grade point average. The presence
of caring and emotional support was not sufficient to offset the negative effects of stress for this urban, low-income, minority sample.

Jeffery R. & Nancy P. (1999) observed work and family stress and well-being. Research indicate that work and family are significant sources of stress. Well-being was also higher when experiences and values were both high than when both were low. The relationships were generally strongest for within-domain fit and well-being, and several relationships were moderated by work and family centrality.

Menna in 1999 compared self-efficacy stress, well-being and health status between male and female college students. Participants were 100 male and 100 female (aged 16-19 yrs). Results show that males obtained higher self-efficacy psychosomatic stress scores. No significant differences were found concerning well-being.

Bernadette M.; William G. & James (1998) investigated the relationship between stress scores and learning strategies, test anxiety and attributions for 126 University undergraduates. Significant positive correlation were found between (1) cognitive appraisal (reaction to stressors) and elaborative processing (strategy); (2) Frustrations and changes (stressors) and powerful others (attribution) respectively; (3) Frustrations, conflicts and changes (stressors), physiological (reaction to stressors), and total stress with chance (attribution), respectively and (4) physiological and emotional (reactions to stressors) and test anxiety respectively, significant
correlations were found between frustration (stressor) and deep-processing (strategy), conflicts and self-imposed (stressors) and emotional (reaction to stressors) with methodological study (Strategy), respectively.

At length, after giving the description of various concepts and related relevant available literature it is now clear that it’s a pressing need and time that researcher should focus the effects of stress specially considering the conditions and circumstances of Kashimiri people and highlight the influence of stress on young citizens and school children who will have build our nation tomorrow. Hence, present research endeavor was started to study influence of stress on psychological well-being, academic achievement, vocational decision-making a sample of school goes of Kashmir valley as no such studies found which could provide any clue in at one direction. Hence, there is no option left except to formulate alternative and null-hypotheses for empirical testing that are being given below.

**HYPOTHESES :**

It is a tentative answer or presumption which provide direction for investigation. Hypotheses are significantly important in every scientific research because it serves as an instrument for advancement of knowledge.

In the light of the comprehensive survey of literature it was hypothesized that all the dimensions of stress would be significantly influencing psychological well-being, academic achievement of all the students irrespective of the class standard, family background and sex as
well, but the various dimensions of stress will not be having any influence on vocational decision-making in any areas of vocations.

The above hypotheses have been formulated for empirical testing for which step-wise multiple regression analyses was chosen as the best option for testing the presumptions.

In quest of testing the above mentioned hypotheses through empirical investigation, number of objective steps were taken to go for investigation which will be comprehensively discussed in the proceeding chapter-III. Therefore, it is viable to terminate further deliberation here and to follow the next chapter for understanding more about the objectivity of methodology opted in undertaking the present larger investigation.