This chapter reviews the important literature related to the study it provides a background for the development of the present study and the reader up to date.

The literature pertaining to the study, “Positive Therapy for the Enhancement of Adjustment, Self-esteem and Management of Anxiety in Adolescents” has been reviewed and categorized under the following heading:

- Adolescents
- Academic Achievement in Adolescents
- Adjustment in Adolescents
- Enhancement of Adjustment in Adolescents
- Self-esteem in Adolescents
- Enhancement of Self-esteem in Adolescents
- Anxiety in Adolescents
- Management of Anxiety in Adolescents
- Positive Therapy and Adjustment
- Positive Therapy and Self-esteem
- Positive Therapy and Anxiety

**ADOLESCENTS**

Anjali, Madhu, Karamvir and Aparna (2012) reviewed upon the effect of life skill training on Academic Anxiety, Adjustment and Self-esteem levels in Early Adolescents. The sample size of the study included 252 students, with the mean age of 14 years. The students were administered with various scales namely Academic Anxiety Scale for Children, Adjustment Inventory and Self-esteem Inventory for Students. All students had academic anxiety, lack of adjustment and low self-esteem. They were then intervened with the life skill training programme, which included group meditation, breathing techniques, group discussions, outdoor activities and learning through fun and games. The results indicated that there was a significant
decrease in academic anxiety post intervention, further there was a significant improvement in self-esteem as well as adjustment level of the students.

Shi, Mejigaard and Simon (2012) assessed the association between acculturation and recreational computer use among Latino Adolescent School Students in California. A total of 665 Adolescent Girls (315) and Boys (350) with the age range of 13 – 15 years were selected for the study. The students were assessed through survey method regarding their recreational business. The results reported that 80% of the students spent all their recreational time with computers. The results further revealed that spending time with computers decreased their socialization and physical activity and increased obesity. Therefore the sample was divided into two groups i.e., 50 % of the sample was selected for the experimental group and 50% of the students were for the control group. The experimental group was involved in physical activity such as sports by minimizing their computer usage by 80% for 30 days; whereas the control group was not involved in any physical activity and were allowed to continue their normal routine with computers. The results summarized that the experimental group had shed a moderate amount of their body weight and also had improved their socialization. On the contrary the control group did not show any difference in their body weight and socialization as well.

Fisher, Moffitt, Renate, Daniel, Louise and Caspi (2012) assessed whether frequent bullying and victimization increases the risk of self-harm in adolescence. The study included 2,141 adolescents with the age range of 12 – 14 years. The adolescents were assessed through interview methods and relevant data’s were also collected from peers, parents and sibling of the adolescents. The results revealed that 55% of the adolescents were victims of frequent bullying and victimization. Amongst them 30% of the adolescents were highly prone to self-harming and suicidal ideation. Most of the bullied adolescents had poor family atmosphere and they mostly experienced maltreatment from their adults. They also suffered from low self-esteem and hopelessness. The study further proposed an extended finding that the bullied adolescents who did not have poor family atmosphere engaged themselves in self-harming, but did not have any suicidal ideation, while the bullied adolescents who had poor family atmosphere engaged themselves in both self-harming and suicidal ideation.

Sudha, Narinder and Swati (2012) conducted a research on perceived problems of adolescents in government and public schools. The sample size included 100 students
comprising 50 government school students and 50 public school students. A Student Problem Inventory developed by Badami (1977) was used. The data was analyzed by ‘t’ test. The results depicted that the public school students perceived more problems with regard to the area, economy and material facilities in comparison to the Government School Students.

ACADEMIC ACHIEVEMENT IN ADOLESCENTS

Dinesh and Usha (2012) conducted a correlated study on Achievement Motivation and Academic Achievement. The study was conducted on 100 adolescent students comprising 50 boys and 50 girls with the age range of 16-18 years. The Academic Motivation Scale designed by PratibaDeo and Asha Mohan (1985) was used to measure the academic motivation. The aggregate marks obtained in the examination were taken as their level of academic achievement. The obtained data was analyzed by employing mean, S.D, t-test and Pearson’s Correlation. The results concluded that girls had more academic motivation than boys and there was a positive correlation between academic motivation and academic achievement.

ADJUSTMENT IN ADOLESCENTS

Fokeena and Jeewon (2012) assessed the health adjustment in Mauritian Adolescents. Two hundred adolescent school students comprising 96 boys and 104 girls were recruited for the study using multistage sampling methods. The participants completed a Self Reported Questionnaire. The height and weight were measured and was used to calculate the Body Mass Index. The adolescents were also classified into two groups namely, low socioeconomic group and high socioeconomic group. The results indicated that there was only slight difference between the diet qualities of the low income and high income group adolescents. The adolescents those who had a healthy diet, proper physical activity and a sound sleep of 7-8 hours had a healthy weight, while the adolescents those who had healthy food, improper sleep and mere amount of physical activity suffered from overweight. The adolescents who took insufficient amount of healthy food and sleep with or without physical activities suffered from underweight, while the adolescents who mostly preferred junk food and binge eating without physical activity and improper sleeping pattern suffered from obesity. The collective assessment of the study concluded that the boys had better health and did not suffer physical illness very often. While the girls mostly suffered from anemia and frequent physical illness.
ENHANCEMENT OF ADJUSTMENT IN ADOLESCENTS

Harrison (2009) conducted a research to improve the social adjustment of the adolescents through parent training. A group of 30 adolescents and 60 parents were selected for the study. A complete parent guide consisting of 10 sessions addressing specific parental skills were administered on the parents, while the adolescents were exposed to special skills including self-esteem building, impulse control, and communication. The special training programme mostly included Cognitive-Behavioural and Social Learning Principles incorporating the Five Methods of Change (MOC). The training also focused on the cognitive, behavioural, and emotional shifts that occur in early to middle adolescents necessitating transformations in the dynamics of both parent and adolescent interactions and requiring reorganizing of family relationships. The Cognitive Behavioural Training helped the adolescents to view their situations positively and showed an enhanced relationship with the peers, better academic achievement and improved school performance. Their adjustment towards the family members also drastically increased, as the parents had accepted their parental role clearly and also helped their adolescents to develop a clear personality.

SELF-ESTEEM IN ADOLESCENTS

A research on self-esteem and its outcome on the mental and physical health in adolescents were conducted by Trzesniewski, Mofitt and Caspi (2012). The study was conducted on 349 adolescent school boys (191) and girls (158) by demonstrating Dunnsedin Multidisciplinary Health Questionnaire on the adolescents. The findings revealed that, 65% of the adolescents had low self-esteem; the adolescents with poor self-esteem had poorer mental and physical health and worse economic prospects, in some cases a long term consequences of low self-esteem also led to depression, while in most other cases the consequence led to higher level of criminal behaviour in latter adolescence and adulthood. The findings also suggested that boys were more prone to criminal behaviours and girls were more prone to immoral sexual behaviours.

ENHANCEMENT OF SELF ESTEEM IN ADOLESCENTS

Smith and Smoll (2010) enhanced the self-esteem and motivated sports activity in adolescents. One hundred and fifty five adolescents (boys 83, girls 72) were involved in the
Applied Behaviour Analysis Programme for 2 hours on alternative days over a period of 60 days. The programme mostly included thought reconstruction, after checking theirself-talks; it also involved shaping and modelling to improve their self-esteem. The adolescents were also motivated finely towards sports activity for the sake of having outdoor activities and better socialization. The adolescents improved their self-esteem very well and the participation in the sports activity was an added advantage for increasing their self-esteem. The boys expressed better results in the self-esteem measurement and sports activity as well in comparison with the girls.

ANXIETY IN ADOLESCENTS

Browne and Mirinda (2011) mediated the relationship between anxiety and somatic complaints in adolescents. The study was conducted with 617 school students, with the age range of 12 -18 years old. The students were administered with Beck Anxiety Inventory and Somatic Symptom Inventory. The results indicated that 65% of the adolescents who had high anxiety reported somatic problems. The students mostly suffered from recurrent abdominal pain and headaches. The physical discomfort was mostly during the anxiety occurring situations such as during a class room presentation or when attending any particular examination. A path model was constructed, with the use of structural equation modelling, to create an emotional awareness and its connectedness with the bodily symptoms in the adolescence. However it did not help in reducing the somatic complaints, as the model did not show any direct relationship between the emotional awareness and the somatic complaints. The adolescents were then given Rational Emotive Therapy to treat their anxiety. Once when the anxiety symptoms were controlled, it was an alarming finding that the adolescents did not suffer any major somatic problem.

MANAGEMENT OF ANXIETY IN ADOLESCENTS

A comparative study on the effects of Mindfulness Based and Cognitive Behavioural approaches towards the Management of Anxiety in Adolescents was conducted by Bernard (2009). The subjects for the study included 50 adolescent girls. The participants were instructed to choose either of the technical approaches. The adolescent girls self-selected into the desired courses taught at different times. The participants divided themselves in the ratio of Mindfulness Based Stress Reduction (n = 36) and Cognitive Behavioural Stress Reduction (n = 14). There
were no initial differences between the Mindfulness Based Stress Reduction and Cognitive Behavioural Stress Reduction subjects on demographics, including age, education, and income. The Mindfulness Based Stress Reduction was an 8-week course using meditation, gentle yoga, and body scanning exercises to increase mindfulness. The Cognitive Behavioural Stress Reduction was an 8 week course using Cognitive and Behavioural Techniques to change thinking and reduce distress. The perceived stress, anxiety symptoms, binge eating and mindfulness were assessed before and after each course. Pre-post scores for each intervention were compared by using paired t-tests. Pre-post scores across interventions were compared by using a general linear model with repeated measures. The results indicated that Mindfulness Based Stress Reduction subjects improved on all eight outcomes, with all of the differences being significant. Cognitive Behavioural Stress Reduction subjects improved on six of eight outcomes, with significant improvements on well-being, perceived stress, and anxiety symptoms. Multivariate analyses showed that the Mindfulness Based Stress Reduction subjects had better outcomes such as decreased level of anxiety, when compared with the Cognitive Behavioural Stress Reduction subjects. The univariate analyses showed that Mindfulness Based Stress Reduction subjects had better outcomes with regard to mindfulness, anxiety, energy, and a trend for binge eating.

**POSITIVE THERAPY AND ADJUSTMENT**

Yamunarani and Gayatridevi (2010) conducted a study on ‘Management of Insecurity and Enhancement of Adjustment in Adolescents through Positive Therapy’. Forty adolescent school students comprising boys 13 and girls 27 with the age range of 12-15 years from Corporation Middle School, Krishnarayapuram, Ganapathy, Coimbatore, were selected for the study. A Case Study Schedule (Hemalatha, 2008), Insecurity Questionnaire (G. C. Pati) and Bell’s Adjustment Inventory (Hugh. M. Bell) were used to collect relevant information for the study. Positive Therapy was administered on the sample. After the treatment, the sample was able to manage their Insecurity levels from High Insecurity (M = 58.80) to Low Insecurity level (M = 32.93). The sample was further able to enhance their total adjustment level from Unsatisfactory level (M = 64.33) to Good and Excellent Adjustment level (M = 21.20).
POSITIVE THERAPY AND SELF-ESTEEM

Rajalakshmi and Rohini (2010) conducted a study on ‘Management of Frustration and Enhancement of Self-esteem in Juvenile Delinquents through Positive Therapy. The study included 46 Juvenile Delinquents with the age range of 11-18 years from center for Prisoners Aids Society and Observation Home for Juvenile Delinquents, Coimbatore. A Case Study Schedule (Rohini, 2009), Rosenzweig Picture Frustration Study and Rosenberg Self-esteem Scale revised by Florence Rosenberg were used to collect the relevant information. Then Positive Therapy was administered on the sample for six sessions over a period of two weeks. The results indicated that the intervention of Positive Therapy had helped to reduce Frustration and enhance the Self-esteem in the Juvenile Delinquents.

POSITIVE THERAPY AND ANXIETY

Kavitha and Gayatridevi (2010) conducted a study on ‘Management of Anxiety in X and XII Standard Students through Positive Therapy.’ Sixty nine students from class X and XII comprising 45 males and 25 females were screened using Case Study Schedule (Hemalatha, 2009) and Manifest Anxiety Inventory (Hemalatha and Nandhini, Revised 2005). Out of them, 60 (42 males and 18 females) were selected by Purposive Sampling Method. They were in the age range of 14-18 years. As psychological intervention, Positive Therapy by Hemalatha (2004) was given to the students. The students were divided into 2 batches of around 30 in a batch for Positive Therapy. Six sessions of Positive Therapy was given in alternative days. Each session lasted for one hour. After two weeks, the subjects were reassessed using the Case Study Reassessment Schedule and Manifest Anxiety Inventory. After Positive Therapy, there was a drastic reduction in the negative emotions and symptoms among the students.