CHAPTER - 02

REVIEW OF RELATED LITERATURE
## CHAPTER – 2 : REVIEW OF RELATED LITERATURE

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CHAPTER - 2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Psychology is the study of human behavior. It is both a basic science as well as an applied science. As a basic science it tries to discover through research the basic principles about human behavior. As an applied science it tries to apply these principles to solve the various practical problems of connected with its basic aspect.

Research is based mainly on review of relevant literature. Once a topic has been decided upon it is essential to review all relevant material connected with the topic. In fact review of literature continues throughout the duration of research project work. Since a research report either a dissertation of thesis, is supposed to be study in depth aiming contribution to knowledge a careful check should be made that the proposed study has not previously been carried out completely new and original problems are rare how rare a previous study should not exactly replicated unless the techniques used had been facility or the findings and conclusions doubtful or unless some new sources of information had been discovered to shed new light on the problem If is necessary related to previous research studies. In some subject areas it is important to locate the problem within a theoretical framework and in such cases the underlying theory needs to be reviewed as well.

Before starting the main research work, it is necessary to go through the previous literature. The previous studies give an idea about how far the work is done and what is to be covered by the new research. Thus we get the full background of the research on the hand. It gives sufficient idea about the tools, data collection and the techniques of the statistical analysis. In short the review of the literature is a must, because it provides necessary guidance and thus saves time and energy.

2.2 EXPLANATION OF REVIEW OF RELATED LITERATURE:

Review of related literature is an aspect of on the part of a research. The researches which has been done in the past help the researcher in many directions like
locating, studying and evaluating reports of the past present, study of published and unpublished articles, encyclopedia, abstracts, journals, periodicals, magazines and books of the related area. Through these materials the researcher gets benefits regarding his area of study. So review of related literature can never be kept isolation.

2.3 PURPOSE OF REVIEW OF RELATED LITERATURE

Review of related literature provides the researcher idea an regarding his area and acquaints himself with current knowledge in his specific area.

1. It helps the researcher to define the limits of his area.
2. It helps to define and delimit his problem.
3. It helps the researcher in avoiding irrelevant research field.
4. It helps the researcher in avoiding duplication.
5. It provides the knowledge about research methodology
6. It provides the knowledge about tools and instruments.
7. It provides the knowledge about the recommendations for further research.
8. It helps the researcher in improving his research study.

Above all ideas are used in this research properly, so this research is reflected perfect picture of the title. Now the investigator wants to highlight of Pre-Psychological studies about her dependent three variables are as under.

2.4 (A) PRE – PSYCHOLOGICAL STUDIES ABOUT OBESITY LEVEL

(1) "A PSYCHOLOGY STUDY OF MENTAL HYGIENE AND ADJUSTMENT OF OBESITY ADOLESCENTS OF LIFE UNIT”

By :Ramilaben M. Pansara

The purpose of this research is to investigate some of the factors affecting the correlation between the mental health and adjustment of the respective adolescent. Respective four scientific Hypotheses were framed regarding Academic, sex, and type
of family. Then the scientific hypotheses were converted into their null form to verify them. The sample of consisted of 80 obesity adolescents was selected from life unit. The scale of mental hygiene by Dr. D. J. Bhatt and Shilpa Sidhpura and Pramodkumar’s Adjustment scale were used to collect and measured the respected data. Statistical ‘r’ test was used for data analysis. There was no significant different between Academic, sex and types of family of respective adolescent.

(2) “A PSYCHOLOGICAL STUDY OF ADJUSTMENT OF OBESITY ADOLESCENCE LIFE UNIT”

By: Dr. Jaysinh B. Mori.

The purpose of this research is to investigate some of the factors affecting the adjustment of respective studying adolescents. Respective scientific Hypothesis framed regarding Academic level group, types of family and sex. Hypothesis were converted into their null form to verify them. A random sample of 80 adolescents. (54 Boys and 26 Girls). Along with the respective personal data sheet “Dr. Pramodkumar’s adjustment inventory” was used. Only after but, non experimental verificatory single within group design was adopted. Data was analyzed verify the Ho’s, Neither Academic level group, types of family and sex made significant impact upon the adjustment of respective adolescents. All the three Ho’s were retained.

(3) OBESITY IN CHILDREN & ADOLESCENTS

By: Manu Raj &. Krishna Kumar

Worldwide, obesity trends are causing serious public health concern and in many countries threatening the viability of basic health care delivery. It is an independent risk factor for cardiovascular diseases and significantly increases the risk of morbidity and mortality. The last two decades have witnessed an increase in health care costs due to obesity and related issues among children and adolescents. Childhood obesity is a global phenomenon affecting all socio-economic groups, irrespective of age, sex or ethnicity, Aetiopathogenesis of childhood obesity is multi-factorial and includes genetic, neuroendocrine, metabolic, psychological,
environmental and socio-cultural factors. Many co-morbid conditions like metabolic, cardiovascular, psychological, orthopedic, neurological, hepatic, pulmonary and renal disorders are seen in association with childhood obesity. The treatment of overweight and obesity in children and adolescents requires multidisciplinary, multi-phase approach, which includes dietary management, physical activity enhancement, and restriction of sedentary behavior, pharmacotherapy and bariatric surgery. A holistic approach to tackle the childhood obesity epidemic needs a collection of activities including influencing policy makers and legislation, mobilizing communities, restructuring organizational practices, establishing coalition and networks, empowering providers, imparting community education as well as enriching and reinforcing individual awareness and skills. The implications of this global phenomenon on future generations will be serious if appropriate action is taken.

(4) PREVALENCE OF OBESITY AMONG HIGH SCHOOL CHILDREN IN DAKSHINA KANNADA AND UDUPI DISTRICTS.


Objective: the aim of this project is to find out the prevalence of overweight and obesity in the high school children in selected schools of Mangalore and Manipal and also to study the association of obesity with different factors like Age, Sex, Physical activity etc.

Methods: Cross sectional study which included 500 participants from 10 selected schools in Udupi and D.K districts. 50 students were included from each school on the basis of 1 in 5 choosing every 3rd student. In schools with lesser attendance all were included. Following which they were explained the details about the study. Then their height and weight were recorded using standard measurements and the data was collected using the questionnaire.

Results: The overall prevalence of obesity and overweight was found to be 2.6% and 3.0% respectively. Prevalence was found to be higher in males, those...
studying in private schools, staying in nuclear family, consuming fried foods – aerated drinks regularly and in those who do not exercise regularly.

**Conclusion:** Childhood obesity is a major public health problem globally because of changes in lifestyle.

(5) **A STUDY OF PSYCHOLOGICAL PROBLEMS IN OVERWEIGHT AND OBESE CHILDREN**

By: Dr. Pinki Sarkar, Dr. S. P. Swain, Dr. Kunal Mukherjee, Dr. R.K. Shukla, Dr. A. Mishra

Childhood obesity has now reached epidemic proportion. According to WHO (2000) at least 50% of the adults and 20% of the children in UK and USA are currently overweight. It does not seem to have spared the developing nations and India is no exception. Currently available school based data demonstrates an obesity range of 5.6% to 24% for the children and adolescents in India.

**Aims and Objectives**

- This present study has been undertaken with the following aims and objectives.
- To screen for the presence of psychosocial problems in obese and overweight children.
- To study the influence of concurrent adiposity in developing psychosocial problems by comparing with the healthy controls.

**Study Design:** Randomized cross section study conducted in SCBMCH CUTTACK from 2009-2010.

**Sample Size:** Primarily for the study group 98 obese and overweight children were chosen but only in 52 cases parents complied with the methodology followed in this study. 3 children among them (two with Cushing Disease and one with Hypothyroidism) were not fitting to the criteria and hence not included in the study. So the final sample size was 49.
45 children of the same age group who were neither overweight nor underweight by definition and otherwise healthy were selected as the control group.

Measurement of Height & Weight and Calculation of BMI:

The body weight was measured with minimum clothing to the nearest 0.5 kg using an electronic/normal balance. A mean of 3 readings was taken as a final. No adjustment could be made for the undergarments worn during the examination. Height was measured in standing condition in wall mounted chart/Stediometer to the nearest 0.1 cm. The body mass index or BMI was calculated as follows:

\[
\text{BMI} = \frac{\text{Weight in kg}}{(\text{Height in m})^2} \text{ to the nearest 0.01 kg/m}^2.
\]

Overweight was defined as BMI over 85th percentile but less than 95th percentile on sex-specific BMI – age chart provided by the CDC 2000 where as obesity was defined by BMI over the 95th percentile on the same chart. Control children were taken with BMI lying between 5th and 85th percentile on the BMI – age charts.

Results

The results were analyzed by the standard statistical methods. Other than the normal statistical applications, the Chi-square test and two-tailed t test with equal variance were applied in various stages of data interpretation to find out p value for testing the significance of the result obtained. All the data were fitted finally into SPSS software, version 16 for derivation of the Pearson correlation coefficient and its level of significance.

The study was conducted in the Department of Psychiatry and Pediatrics of SCBMCH with the help of department of Biochemistry of this hospital. Finally forty nine children were included in the study group which comprised of overweight and obese children according to CDC criteria.

In the study group among 49 children, 25 children were male and 24 were female, Male to female ratio was 1.04.
In the male group there were 6 overweight and 19 obese children. In the female group there were 5 overweight and 19 obese. All the children were of the age group of 6 – 11 years. Age and sex distribution of different categories of study group is given in the following page (Table-1)

The control group comprised of 45 normal eight children of which number of male were 22 and the female were 23 in number. Male female ratio was 0.95.

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<td>Overweight (n=6)</td>
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**Conclusion**: In spite of all the limitations and constraints, this work showed that obese children had higher behavioral problem index, sleep hours, TV watching hours compared to normal children.

We recommended early counseling regarding appropriate dietary habits encouragement for active outdoor games and periodic health check up and counseling which is necessary for prevention of childhood onset of psychiatric disorders.
THE PREVENTION OF OVERWEIGHT AND OBESITY IN CHILDREN AND ADOLESCENTS: A REVIEW OF INTERVENTIONS AND PROGRAMMES

By: C. M. Doak, T. L. S. Visscher, C. M. Renders and J. C. Seidell

Overweight and obesity are serious, large-scale, global, public health concerns requiring population-based childhood overweight and obesity prevention. The overall objective of this review is to identify aspects of successful childhood overweight prevention programmes. This objective will be met by assessing existing interventions quantitatively as well as qualitatively, identifying efficacy, effectiveness and implementation, and evaluating potential adverse effects of previous studies. This review was limited to school-based studies with a quantitative evaluation using anthropometric outcomes and that intervene on diet or activity related behaviors. Quantitative and qualitative approaches are used to identify factors related to successful interventions as well as adverse consequences. Sixty-eight per cent of the interventions, or 17 of the 25, were ‘effective’ based on a statistically significant reduction in body mass index (BMI) or skin-folds for the intervention group. Four interventions were effective by BMI as well as skin-fold measures. Of these, two targeted reductions in television viewing. The remaining two studies targeted direct physical activity intervention through the physical education programme combined with nutrition education. Of the interventions reported here, one was effective in reducing childhood overweight but was also associated with an increase in underweight prevalence. Few other studies reported outcomes for underweight. The majority of overweight/obesity prevention programs in this review were effective. Physical education in schools and reducing television viewing are two examples of interventions that have been successful. Because few studies report on underweight prevalence, this review recommends giving more attention to preventing adverse outcomes by reporting the intervention impact on the frequency distribution for both BMI and adiposity measures.
(7) PREVALENCE OF OVERWEIGHT AND OBESITY IN ADOLESCENTS OF URBAN & RURAL AREA OF SURAT, GUJARAT

By: Parekh Alok1, Parekh Malay1, VadasmiyaDivyeshkumar1,

Background: The present study in prevalence of overweight and obesity among urban & rural adolescents in Surat (Gujarat, India).

Methods: The data were derived from cross-sectional sampling of children, 176 in rural and 213 in urban, aged 14–16 years doing study in government schools in year of 2009. Age, gender and body mass index (BMI) were used to define overweight and obesity.

Result: The prevalence of obesity increased significantly from 12.8% in rural to 14.6% in urban (p<0.01), whereas underweight decreased from 13.6% to 4.6% (p<0.001). There was a significantly higher risk of being overweight and obese in urban than rural, after adjusting for age, gender. Urban Males had significantly higher increase in prevalence and risk of being overweight and obese.

Conclusion: This study saw an increasing in prevalence of overweight and obesity in urban adolescents especially with male gender, calling for an urgent need for immediate and targeted preventive measures.

(8) PREVALENCE OF OVERWEIGHT AND OBESITY AMONG SCHOOL CHILDREN AND ADOLESCENTS IN CHENNAI

By: sonyajagadesan, ranjaniharish, priyamiranda, ranjitunnikrishnan, ranjitmohananjana andviswanathanmohan

Objectives: To determine the prevalence of overweight and obesity among children and adolescents in Chennai, India, using national and international age- and sex-specific body mass index (BMI) cut-off points.
**Methods:** The Obesity Reduction and Awareness and Screening of Non communicable diseases through Group Education in Children and Adolescents (ORANGE) project is a cross-sectional study carried out on 18,955 children (age 6-11 years) and adolescents (age 12-17 years) across 51 schools (31 private and 20 government) of Chennai. Overweight and obesity was classified by the International Obesity Task Force (IOTF 2000) and Khadilkar’s criteria (2012), and Hypertension by the IDF criteria (in children ≥10 years and adolescents).

**Results:** The prevalence of overweight/obesity was significantly higher in private compared to government schools both by the IOTF criteria [private schools: 21.4%, government schools: 3.6%, (OR: 7.4, 95% CI:6.3-8.6; \(P<0.001\)) and by Khadilkar criteria (private school: 26.4%, government schools: 4.6% OR: 6.9, 95% CI:6.2-7.8; \(P<0.001\)). Overweight/obesity was higher among girls (IOTF: 18%, Khadilkar: 21.3%) compared to boys (IOTF: 16.2%, Khadilkar: 20.7%) and higher among adolescents (IOTF: 18.1%, Khadilkar: 21.2%) compared to children (IOTF: 15.5%, Khadilkar: 20.7%). Prevalence of hypertension was 20.4% among obese/overweight and 5.2% among non-obese (OR 4.7, 95% CI: 4.2-5.3, \(P<0.001\)).

**Conclusion:** The prevalence of overweight and obesity is high among private schools in Chennai, and hypertension is also common.

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(9) **“A PSYCHOLOGICAL STUDY OF EMOTIONAL ADJUSTMENT OF OBESE ADOLESCENTS”**

**By : Varshaben Dholariya**

The purpose of this research is to investigate some of the factors affecting the Emotional Adjustment of obese adolescents of the respective adolescents. Respective three Scientific hypotheses were framed regarding sex, types of family and level of anxiety. Then the scientific hypotheses were converted in to their null form to verify them. A random sample of 80 Adolescents (40 boys & 40 girls) was selected from the population of 200 obese adolescents. Along with the respective personal data sheet Bell Emotional adjustment inventory was used. Only after but. Non experimental
verificatory single within group design was adopted. Data was analyzed verify the Ho’s sex types of family level of anxiety, made significant impact upon the Emotional adjustment of respective adolescents. All the three Ho’s were retained.

(10) “A PSYCHOLOGICAL STUDY OF MENTAL HEALTH OF THE OBESITY ADOLESCENTS”

By : Chitroda Jasvanti L.

Sample : The sample of this study was selected 80 adolescents of boys and girls.

Tools
- Personal data sheet
- Mental hygiene Inventory (by Dr. D. J. Bhatt and Shilpa)

Statistical Analysis Having done analysis by ‘t’ test of acquired information.

Conclusion

(1) There is no significant effect of sex of respective adolescent upon mental health.

(2) There is no significant impact of level of education of respective adolescent upon mental health.

(3) There is no significant effect of types of family of respective adolescent upon mental health.

2.5 (B) PRE-PSYCHOLOGICAL STUDIES ABOUT ACADEMIC STRESS:

(1) ACADEMIC STRESS AMONG ADOLESCENT IN RELATION TO INTELLIGENCE AND DEMOGRAPHIC FACTORS.

By : Krishan Lal
The modern world, which is said to be a world of achievements, is also a world of stress. One finds stress everywhere, whether it be within the family, business organization / enterprise or any other social or economic activity. Stress is a subject which is hard to avoid. The term is discussed not only in our conversations but has become enough of a public issue to attract widespread media attention. Stress is defined as burdens, pressures, anxieties and worries. Everyone has had it or has it in one point in their high school life. The importance of tile students in the education process is unquestionable. This is because of all the human factors in the educational system, the students occupy the key position and it is only through them that the ultimate process of education takes place. The students today are facing with new challenges in education calling for greater effort from students. In addition there are heavy demands made by the society on students to perform various roles, many of which are undefined, inconsistent and unachievable in the present socio-cultural, economic and bureaucratic contexts of our society, causing heavy stress on students mainly high school students. Unfortunately stress is a common part of life as we begin the new millennium, something few of us can avoid altogether. Partly for this reason and partly for both physical health and psychological well being, stress has become an important topic of research in psychology. Stress exists from the change in an individual’s thinking and their lifestyle nowadays. Now, individuals have changed in their perceptions and the way they interpret this life. Students in their teens are the ones who are going through the transitional phase, which is an intermediate of childhood and adulthood. Stress is believed to be caused by the various problems that exist such as problems at school, financial problems, family problems and problems in their surroundings. Teenagers also experience stress because they are sometimes trapped between making decisions which is to follow rules and orders or to be free and discover the world like they should. Teenagers in the previous days were trained for things that were suitable with their age so that they can use it to manage their lives. But now teenagers have to follow their parents’ desires which are preparing them to compete in the social system where the society is scrambling towards modernization so that they are not left behind. If it is not managed well, stress can ignite psychological disturbances among them when they are grown up. These disturbances will cause stress to the teenagers in the future if they are not overcome now.
(2) “A PSYCHOLOGICAL STUDY OF ACADEMIC STRESS OF ADOLESCENTS OF MAHARAJASHRIBHAGVATSINJI ARTS AND COMMERCE COLLEGE, GONDAL

By: Maru Harshaben H.

Sample: There were 120 students of M.B.Arts & Commerce College, Gondal. 60 male students and 60 female students included for the sample.

Tools:
(1) Personal data sheet.
(2) Academic stress scale by – Kasandariya Harsha & Dr. Alka Mankad

Statistical analysis:
‘t’ test

Conclusions:
(1) The sex is effects the academic stress of the adolescents.
(2) The faculty is not effects the academic stress of the adolescents.

(3) WHAT CAUSES THE ACADEMIC STRESS SUFFERED BY STUDENTS AT UNIVERSITIES AND COLLEGES OF TECHNOLOGY?

By : Ying Ming Lin, Shu Chuan Lin, Ming Yu Wang & Farn Shing Chen

This research used stratified random sampling to identify students from ten universities and colleges of technology to participate in in-depth interviews. The researchers identified the causes of students’ academic stress. These conformed to the reliability and validity and validity levels required in qualitative research. Based on the coding and punctuation of the above peer encoders and after categorizing and generalizing these data, experts and learners were requested to assist in the discussion and the data coding was converted into the elements of this research. Subsequently, the researchers arranged for five experts to examine the validity of the methods used. Based on the various causes identified, the list was revised and after modification, 37 items were selected.
(4) AN ASSESSMENT OF ACADEMIC STRESS AMONG UNDERGRADUATE STUDENTS: THE CASE OF UNIVERSITY OF BOTSWANA.

By: Joseph E. Agolla\textsuperscript{1} and Henry Ongori\textsuperscript{2}

This research finding is based on the responses obtained from the undergraduate students at a higher learning institution (University) in Botswana. This paper investigated the stressors, symptoms and effects that are likely to be experienced by the undergraduate students in higher institutions (Universities). Stressors related to time, academic pressure and academic environments were explored. A total of 320 students participated in this study. Data was collected through self-administered questionnaires that were randomly distributed to the students during lecture time. Data obtained was analyzed using descriptive statistics and Tables. It was found out that, academic workload, inadequate resources, low motivation, poor performance in academic, continuous poor performance in academic, overcrowded lecture halls, and uncertainty of getting job after graduating from the university lead to stress among students. It is hoped that, these findings will help the individual students, lecturers, careers and counseling centers, and the university administrators to put in place mechanisms that mitigate the effects of stress at the University. In addition, the finding will also spur a scholarly debate on academic stress among students in higher institutions. We therefore suggest that, other researchers should consider using triangulation method. The limitation of our study was the sample size and lack of geographical coverage since our study only concentrated on one university. Therefore, the findings of this study cannot be generalized and as such the researchers suggest replication of this the findings of this study cannot be generalized and as such the researchers suggest replication of this study using larger samples from other parts of the world to validate our findings.

(5) SOURCES OF ACADEMIC STRESS – A STUDY ON MANAGEMENT STUDENTS.

By: Purna Prabhakar Nandamuri\textsuperscript{1} and Gowthami Ch\textsuperscript{2}
Purpose of the Study:

An initial approach in stress management is often an analysis of the stressors, or events that have caused stress (Holmes & Rahe, 1967). In this regard, this study tries to identify the sources that resulted in stress for management students in various institutions spread across Warangal District of the state of Andhra Pradesh.

Methodology:

Objectives:

The principle objective of the study is:

(1) To find out the components of academic stress experienced by management students.

(2) To analyze the curriculum and instruction related components responsible for stress.

(3) To explore the team work related aspects creating stress among management students.

(4) To know the assessment related factors of academic stress.

(5) To find out the placement related issues causing stress among management students.

Hypotheses:

Generally, most of the hypotheses are developed basing on the commonly held notions. This study also begins by assuming the following five hypotheses regarding the academic stress among the postgraduate management students. The assumptions are as follows.

(1) Those different components of academic work results in stress among management students.

(2) That some issues of curriculum and instruction form the basis for stress among students.

(3) That the team related work environment creates stress among management students.
(4) That the assessment system is a cause of stress among management students.

(5) That the placement activity contributes for stress among management students.

Sample:

Due to the limitations of human power and time the sample was limited to 500 Post Graduate Management students from various management institutions spread across the Warangal District of Andhra Pradesh, India.

Measure:

An academic stress scale for professional students was created for the study based on Holmes and Rahe’s Social Readjustment Rating Scale (1967), Student stress scale (Insel, & Roth 1985), University student stress developed from Burge’s (2009), Organizational stress scale (ORS Scale) constructed by pareek (1993) and the 40 – item revised cope inventory by Zuckerman and Gagne (2003)

Results and Analysis:

The results of the study are discussed hereunder.

The components of academic stress: Not surprisingly much of the academic stress at graduate level is related to what students learn and how they learn it. There’s lot of pressure for the present generation management students to learn more and more than in past generations. Just as it can be stressful to handle a heavy and challenging workload, some students can experience stress from regular academic work that isn’t difficult enough. For the purpose of the present study the components of academic activity are identified as – curriculum and instruction, team work assessment and placement. The present study attempts to find out which of these aspects are creating stress among management students.
(6) ACADEMIC STRESS: A CASE OF THE UNDERGRADUATE STUDENTS.

By: Wycliffe Yumba

This study examined the perceptions of major sources of academic stress among male and female undergraduates. Data were collected via a survey in which participated 100 students, with mean of age (M=23, 21) and standard deviation (SD = 3, 27), varied in year in school, age and gender and the statistical package for social sciences (SPSS) was used for data analysis.

The survey consisted of 33 potential stressful situations, which were divided 4 categories: Relations with other people sources of stress, personal sources of stress, academic sources of stress and the environment source of stress.

The results show the academic sources of stress appeared to be the most stressful for all the students due to the pressure originated from the course overloads and the academic evaluation procedures. A variety of personal, familial and social factors were also identified as least stressful stressors. The first year undergraduates, especially female students reported higher degree of stress than male students did.

The findings from this study may be useful for further research on how these potential sources of stress influence the performance and the health of the students.

(7) ACADEMIC STRESS AMONG UNDERGRADUATE STUDENTS: THE CASE OF EDUCATION FACULTY AT KING SAUD UNIVERSITY

By: Marwan Zaid Bataineh

This study investigated the academic stressors experienced by the students at university. A total sample of 232 subjects participated in this study were obtained from faculty of education at KSU. Data were collected through self-administered questionnaire which was randomly distributed to the students during lecture time. Data obtained were analyzed using descriptive statistics. Correlation, and analysis of variance (ANOVA). The result showed that academic overloads, course awkward, inadequate time to study, workload every semester, exams awkward, low motivation and high family expectations were drive moderately stress among students. It was also found that fear of failure is the major source of stress among undergraduate students.
Moreover, the study found that there were positive correlation between religiosity sources and academic stress (r=.300**, p=.00). Lastly, the study found that there were no significant differences in academic stress among students with different level of study and specializations.

(8) STRESSORS OF ACADEMIC STRESS – A STUDY ON PRE – UNIVERSITY STUDENTS

By: Manjula G. Kadapatti&A.H.M. Vijayalaxmi

Academic stress among college students has been a topic of interest for many years. College students experience high stress due to various stressors. When stress is perceived negatively or becomes excessive, it can affect both health and academic performance. The study was conducted to know the stressors of academic stress among pre – university students. The sample consisted of 360 pre – university students of both boys and girls drawn using random sampling method from four co – educational college study Habits schedule was developed by combining relevant items selected from the Study involvement inventory development and study problems schedule developed by combining relevant items from student problems and adjustment inventory developed and student personal problems developed were the scales used to collect the data from students. The results showed that high aspiration, poor study habits, more study problems, change in medium of instruction and low socio – economic conditions are the factors responsible for to academic stress and become stressors for stress among selected respondents.

(9) “A COMPARATIVE PSYCHOLOGY STUDY OF STD. 10TH AND 12TH STUDENT’S ACADEMIC STRESS AND ADJUSTMENT

Researcher: Dr. KasandariyaHarsha V. & Mr. SomaniNarendra M.

Dept. of Psychology

Shree M.V.M. Arts College, Rajkot.

So many kinds of researchable achievement have become the inspirative by psychology and other social science. The researcher has been interest towards educational problems of the students has tried to solve the academic problems of
students in future by this present research. The aim of the present study is to observe standard 10th and 12th student’s comparative study of academic stress and adjustment. The numbers of students are 160. Those live and study in Rajkot city. 80 students std. 10th and std. 12 are 80 students. The sample was randomly selected. Research tool are (1) Academic Stress Inventory, Developed and standardized by Dr. Kasandariya Harsha and Dr. Alka Mankad (2) Adjustment inventory Developed by Dr. D. J Bhatt. The collected data was analyzed by ‘t’ test and ‘r’ correlation methods.

The result was –

There was no significant difference between std. 10th and std. 12th students of academic stress. There was significant difference between std. 10th and std. 12th students. Here, found result shows that impulsive mis adjustment in students of std 12th has been seen very high. There was significant relationship between academic stress and emotional adjustment. This result shows that emotional mis adjustment increases with increase in academic stress.

(10) “DEVELOPMENT OF ACADEMIC STRESS INVENTORY”

By: Dr. Alka M. Mankad, Dept. of psychology, J.A.Patel Mahila College, Morbi, Mrs. Harsha Kasandriya, M.V.M. College, Rajkot.

Adolescent’s academic stress inventory was developed and standardized by Alka M. Mankad and Harsha V. Kasandriya, Rajkot. Responses of 960 adolescents CN = 320 =Boys 160 + Girls 160 of Std. 10th N=300=Boys 160 / girls 160 of std. 11th and N = 320 Boys 160 + Girls 160 Std. 12th of Rajkot city were selected from Gujarati Medium school. Their age range were 15 and above studied in Arts, Commerce and science stream.

The test retests reliability of the developed Academic stress with Spearman Brown Formula. Split half reliability was ‘r’ 79 and index of reliability was .89. The co-efficient of co-relation of scorer reliability of developed test .86 and index of eliability was .92.

The test is validated with NRT 2000 program which is developed by Navnit Rathod NRT 2000. Dept of education, Bhavnagar University Bhavnagar as per cliffs consistency indice C= 54.
2.6 (C) PRE-PSYCHOLOGICAL STUDIES ABOUT SELF-ANALYSIS

(1) REVIEW OF SELF-ANALYSIS (HORNEY, 1945)

Robert Waxman

In Self – Analysis (1945) by Karen Horney.

The author believes that people can treat themselves with, or sometimes without, a therapist. Progress can be made in-between sessions, or whenever the individual is ready. Horney is more concerned with the success of the process than its structure. She says many people are suffering from the psychological effects of living according to false ideas, which manifest as ‘neurotic trends’. She wants her readers to understand that true beliefs are found within oneself, and in certain cases, self-analysis is a helpful tool for discovering the truth about one’s self. Throughout the book, she mentions a number of neurotic trends that should be identified, understood, and removed. She explains how a person can observe his own behavior, and make positive changes to his personality. Once the person begins removing these neurotic trends, his life will change for the better.

The individual can observe himself better than anyone else. If he wants to understand the reasons for his problems, he must overcome resistances.

Horney says, self-analysis should be used “between long intervals that occur in analysis: holidays, absence from the city, for professional and personal reasons, and various other interruptions” There are many types of neurotic trends, and most people have more than one. These trends can overwhelm the basic character of the personality and the real-self. However, all neurotic trends are formed for a reason, and during treatment each one must be identified.

Horney lists ten types of neurotic trends, which are needs for: 1) affection, 2) a partner, 3) restricting the scope of life, 4) power, control and power of will, 5) exploiting others, 6) prestige, 7) admiration, 8) personal achievement and ambition, 9) self-sufficiency and; 10) perfection and superiority (1945, pp. 55-60). These trends are termed neurotic, because they do not represent human values or what the person really wants. Neurotic trends interfere in all aspects of life, and allow the person to delude himself into thinking all is well.
The question concerning the feasibility of self-analysis is answered by Horney throughout the book. She says self-analysis is not a miracle cure, but rather a process to be used in conjunction with psychoanalysis. After completing therapy, a person can continue using self-analysis for achieving ongoing beneficial results. For those without experience in psychoanalysis, Horney is a bit more cautious. She says that severe neurosis should be treated by a trained therapist. However, she also says, most cases of neurosis are not severe, and most of these people are not seeking treatment. These are the people who may benefit the most from self-analysis.

(2) “A COMPARATIVE STUDY OF THE SELF-ANALYSIS OF SECONDARY STUDENTS (MALE AND FEMALE)“

By : Prof. Jagruti J. Vyas

Sample : 60

Tool : Self-analysis Inventory

Conclusion:

(1) There is no significant mean difference of age groups of male secondary students.

(2) There is no significant mean difference of age groups of female secondary students.

(3) There is no significant mean difference of residence groups of male secondary students.

(4) There is no significant mean difference of residence groups of female secondary students.

(3) A COMPARATIVE STUDY OF THE SELF-ANALYSIS OF WORKING AND NON-WORKING STUDENTS

By : Miss Manish P. Ghohel

Sample : 80

Tools : Self-analysis Inventory
Conclusion

(1) There is no significant difference between the scores of working and non-working students.

(2) There is no significant difference between means of age of working and non-working students.

(4) "A PSYCHOLOGICAL COMPARATIVE STUDY OF SELF ANALYSIS, ADJUSTMENT AND PERSONALITY OF MEDICAL COLLEGE STUDENTS"


An attempt was made in the present study to find out the effect of the age, sex, kind of the family, monthly income of the family were effected on the self analysis.

(5) "A COMPARATIVE STUDY OF THE MEDICAL STUDENTS' SELF ANALYSIS SCORES"


Objective : To find out the self analysis of the respected students.
Sample : 80 students (40 boys and 40 girls)
Tools : Self analysis questionnaire
Statistical Method : 't' test

Conclusion

(1) Difference of self analysis was found between first year M.B.B.S. boys students and girls students

(2) Difference of self analysis was found between second year M.B.B.S. boys students and girls students.
(6) "A PSYCHOLOGICAL STUDY OF SELF ANALYSIS, EMOTIONAL MATURITY AND MENTAL HYGIENE OF PLAYERS AND NON-PLAYERS STUDENT OF HIGHER EDUCATION"


An attempt was made in the present study to find out the effect of the age, sex, kind of the family, monthly income of the family were effected on the self analysis.

(7) "A COMPARATIVE PSYCHOLOGICAL STUDY OF SELF ANALYSIS OF COMPUTER HIGHER ACADEMIC AND NON-COMPUTER HIGHER ACADEMIC GIRLS"

By : Mita H. Dhanesh

Sample : 60 girls (30 from computer and 30 from non-computer)

Tools : Self analysis questionnaire

Statically Method : 't' test

Conclusion

(1) Mean difference of self analysis was found between first year and second year computer higher Academic girls

(2) Mean difference of self analysis was found between first year and second year non-computer higher Academic girls.

(3) Mean difference of self analysis was found between first year computer and first year non-computer girls.

(4) Mean difference of self analysis was found between second year computer and second year non-computer girls.

(8) "A COMPARATIVE PSYCHOLOGICAL STUDY OF SELF ANALYSIS OF THE COLLEGE STUDENTS"

By : Kishor N. Mehta

Sample : 60 patients (30 male and 30 female)
Tools : Self analysis questionnaire

Statically Method : ‘t’ test

Conclusion

(1) Mean difference of self analysis was not found between the male and female college students
(2) Mean difference of self analysis was not found between age group of male college students
(3) Mean difference of self analysis was not found between age group of female college students

(9) "A COMPARATIVE PSYCHOLOGICAL STUDY OF SELF ANALYSIS OF REFERENCE OF FACULTY"

By : Panna N. Chudasama.

Objective : To find out the difference of self analysis score between arts and science female students.

Sample : 80 students

Tools : Self analysis questionnaire

Statically Method : ‘t’ test

Conclusion

(1) Mean difference of self analysis was found between the science girls students and arts girls students
(2) Mean difference of self analysis was not found between first year and third year of the science girls students
(10) “A COMPARATIVE STUDY OF SELF ANALYSIS OF COMPUTER HIGHER EDUCATION STUDENT”

Researcher: Dr. Mrs. Nakum Neelam N. (Ph.D. in Psychology Lecturer is Psychology Muni. Arts & Commerce College upleta – 360490, National Conference on Community & Psychological well – Being, February – 2009

In the present study, on attempt is made to study the effect of education field and the year of study of some selected factors. This consisted of 60 boys and 60 girls studying in Higher Education of which 20 to the first year, 20 of the second year and 20 students of the third year. A comparative study of self analysis of computer higher education students self analysis inventory is carried out and evaluated with the assistance of Dr. Harkant D. Badami and Mrs. Charulata H. Badami, and from the conclusion of the self – analysis of the computer education receiving boys students of first year and the third year, differences have been found and on the contrary, no differences have been registered in the self analysis among the girls’ students receiving computer education and equally no differences detected among the boys and girls students receiving computer education.

Now, in the third chapter the researcher wants to discuss the research design of the study

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