Chapter – II

REVIEW OF LITERATURE
Human knowledge has the three phases: presentation, transmission and advancement. Practically all human knowledge can be found in books and journals and papers. By building upon the accumulated and recorded knowledge of the past, man constantly adds to the vast store of knowledge which makes possible progress in all areas of human endeavour. The investigator can ensure whether considerable work has already been done on topics which are directly related to his proposed investigation.

Before taking up any specific research project in the development of discipline, the researcher must be thoroughly familiar with previous theory and research. To assure this familiarity, every research project in the behavioral sciences, has to review the available theoretical and research literature.

**Meaning of Review of Literature –**

The phase ‘review of literature’ consists of two words: Review and Literature. The term ‘review’ means to organize the knowledge of the specific area of research to evolve an edifice of knowledge to show that the proposed study would be an addition to this field. In research methodology the term literature refers to
the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies. The task of review of literature is highly creative and tedious because the researcher has to synthesize the available knowledge of the field in a unique way to provide the rationale for his study. The very words ‘review’ and ‘literature’ have quite different meanings in the historical approach. In historical research, the researcher does much more than only ‘review’ already published material. He seeks to discover and to integrate new information which has never been reported and considered. The concept and process implied in the term ‘review of literature’ have different meanings in historical and experiment research.

According to Good, Barr and Scates – “the competent physician must keep abreast of the latest discoveries in the field of medicine…… Obviously the careful student of education, the research worker and investigator should become familiar with location and use of sources of educational information.”

The present study is confined on Indian conditions. The work already done in this field confirm that the values and adjustment a great impact on self concept of individuals.
Arul, M.J., March, (1972), A study of self-concept related to adjustment and achievement. This overall self-concept was found to correlate positively with personal, social and overall adjustment at P<.01 level of significance. The overall self-concept as well as self-concepts on sociability, temperament and morality were found to correlate negatively with achievement. These correlations were however, statistically not significant. All the six area self-concept correlated to positive with personal, social and overall adjustment. Many of these correlations were significant and a few of them were not. Self-concept of physical appearance, intelligence and temperament did not correlate significantly with personal adjustment. Self-concept on status in the family did not show a statistically significant relationship with social adjustment. The present study corroborates the tenet that one’s personal and social adjustment in life is positively related to one’s overall self-concept. IntrApersonal adjustment or one’s being at peace with oneself does not seem to be related to what one thinks of one’s physical, appearance, intelligence or temperament. IntErpersonal adjustment or being adjusted in society, however, was found to be related to these conceptions.
Kulshrestha, Prabhat, Kumar, (1985), A comparative study of occupational aspirations of college students with reference to their values, self concept and environmental differences. The research may be said that the occupational preferences are closely associated with self concept and values besides socio-economics status.

Eccles, Jacquelynne S., wigfield, Allan, Flanagan, Constrance A., Milles, Christy, Reuman, David A., Yee, Doris, (1989), Self-concepts, domain, values, and self-esteem relations and changes at early adolescence. They assessed how children’s self-concepts of ability for mathematics, English, social and physical skills activities, rating of the importance of these activities, and general self esteem change across the transition to junior high school. Three types of change were assessed: change in mean levels, change in stability, and change in relationship. Twice each year during the sixth and seventh grades, 1,450 children completed questionnaires. Mean levels of children’s self-esteem were lowest immediately after the transition, but recovered during seventh grade. Self concept of ability and
importance rating for math and sports activities showed linear declines. Self-concept of ability for social activities showed a cubic trend, but importance rating for social activities declined in a linear fashion. Children’s self-concept of ability for Math and English became less stable across the junior high transition, whereas beliefs about other activities and general self-esteem were more stable in seventh grade.

Marsh, Herbert, W., (1990), The structure of academic self-concept: the Marsh/Shavelson model, new academic self-concept instruments were used to measure self concept in 13 (Grades 5-6) or 16 (Grades 7-10) school subjects and to test the structure of academic self-concept posited in the Marsh/Shavelson model. First order factor analysis identified the scales each instrument was designed to measure, demonstrating that academic self-concept is remarkably subject – specific. As pointed, two higher order factors were sufficient to explain relations among core academic subjects, but a additional higher order factors were needed to explain other school subjects (e.g., physical education, art and music). The hierarchy, however, was weak, and much of the variance in specific subject self-concepts was unexplained by
the higher order factors. Researchers interested in self-concept in particular subjects are advised to use self-concept scales specific to those subject areas in addition perhaps, to other measures of academic self-concept.

Demo, David, H., (1992), The self–concept over time: research issues and directions, although theoretical attention has been devoted to the situational variability of the self-concept, empirical investigations continue to rely on one-shot methodologies. Such efforts assume that data obtained through these methods can be generalized to other situations in the person’s life, even to subsequent years or stages in the life course. Self-concept is a structural product of reflexive activity, but it is also susceptible to change as the individual encounters new roles, situations, and life transitions. The data reviewed in this paper suggest that: (i) Self-evaluation generally becomes more favorable through the life spam; (ii) Self-evaluation is represented by a “moving base-line” from which situational fluctuations emerge; (iii) Self-concept is characterized by both stability and change over the life course: and (iv) Environmental stability plays an important role in self-concept stability. Several
avenues of research are recommended to develop an accurate, meaningful and testable theory of the self-concept over time.

Yoon, Kwang, Suk, Eccles, Jacquelynne S., (April 1996), Self-concept of ability, value, and academic achievement: a test of casual relations. Generally, the result show significant, reciprocal causal relations between motivational factors and academic achievement. As predicted, intrinsic value had a consistent and positive influence on performance over time. Contrary to common beliefs, however, positive SCA alone did not always have a positive influence on academic performance over time when controlling for other factors. Unrealistically positive SCA was often determined to both performance and value. There were significant gender differences in these causal relations.

Judge, Timothy, E., Erez, Amir, Bono, Joyce, E., (1998), The power of being positive: the relation between positive self-concept and job performance. This article suggests that a broad personality trait, labeled positive self-concept or core self-evaluations, is a potentially important personality trait in the prediction of job performance. Positive self-concept consists of
four specific traits previously studied in isolation: self-esteem, generalized self-efficacy, locus of control, and (low) neuroticism or emotional stability. Data analyzed from 12 samples revealed that these specific traits are strongly correlated and comprise a common factor. Drawing from four motivation theories, we agree that the principal reason positive self-concept is linked to job performance is because positive employees are more motivated to perform their job.

Burnett, Paul, C., Charles, Sturt University; Rhonda, G., Craven and Herbert, W., Marsh, (1999), Enhancing student’s self-concepts and related constructs: The need for a critical longitudinal analysis capitalizing on and combining promising enhancement techniques for educational settings. The enhancement of children’s self-concept is a desirable educational goal in Australia and throughout the world. Educational and social policy statement emphasize the importance of developing and maintaining positive self-concept as important goals of education. The attainment of positive academic self-concepts has been shown to affect academic behaviors, academic choices, educational aspirations and subsequent academic achievement.
of great significance is the recent finding that educational interventions that successfully produce short-term changes in academic achievement are unlikely to have long lasting effects unless there are corresponding changes in related areas of self-concept (Marsh & Craven, 1997).

Plucker, Jonathan, A., Stocking, Vicki, B., (2001), Looking outside and inside: self-concept development of gifted adolescents, the internal/external frame of reference model (Marsh 1986) was proposed to explain the development of academic self-concepts for general ability samples. Recent research calls into question the models applicability for gifted adolescent’s academic self-concept development. This model was examined for 131 adolescents participating in a summer program for academically talented students. Results suggest that the model is useful in understanding the academic self-concept development of students who are gifted, with no significant differences among students with demonstrable strength in mathematics, verbal areas or both areas educators should be aware that exceptional performance in one area, such as mathematics, will probably have
a positive impact in mathematics self-concept but a negative impact on other academic self-concepts, such as verbal self-concept.

Jodl, Kathleen, M., Schnabel, Kai, Eccles & Jacquelymes, (2001), Patterns of adjustment associated with academic competence and depressive symptoms in adolescence. The present study examined patterns of adaptation associated with academic competence and depressive symptoms over time in an ethnically diverse sample of largely middle-class African and European-American adolescents (N=1248), Maryland Adolescent Development in Context (MADIC). Four waves of data were obtained from adolescents and their parents in the 7th, 8th and 11th grades, and at age 19. Measures of adjustment included GPA, educational expectations/aspirations, academic self-concept, globe self-esteem and depressive symptoms at each wave. Our results suggest that adolescents who are depressed and struggling academically in the 7th grade may be especially vulnerable during the transition to adulthood. Low achieving and depressed 7th graders reported a decrease in academic self-concept in the 11th grade followed by a sharp increase in depressive symptoms at age
19. A possible source of such difficulties may be lack of clarity surrounding the passage to adulthood in our society.

Ostgard-Ybrant, (2003), Self-concept, inner residue of past relationship and social functioning in adolescence: A study of age and gender differences in group of normal and antisocial adolescents. The patterns found in a normal adolescent group are compared with those in a group of adolescents with antisocial problems. Two hundred seventy-seven normal adolescents aged 12 to 18 and 30 adolescents with antisocial problems aged 13-19 were investigated. Studies showed that the normal adolescent self-concept and perception of early parental behavior were positive and that there were no age or gender differences. The antisocial group of adolescents and particularly the antisocial girls, showed a more autonomous and negative self-concept and more negative perceptions of early parental behaviors. Study also showed that a positive self-concept was important for adjustment. A negative self-concept combined with female gender was a risk factor for internalizing problems. Self-control had only a small effect on social adjustment in adolescence. The relationship between a negative self-concept and externalizing problem
behavior was stronger for adolescents aged 15 to 16 than for younger or older adolescents. Internalizing problem behavior influenced externalizing problems.

Skowron, Elizabeth, A., (2004), Differentiation of self, personal adjustment, problem solving, and Ethnic Group belonging among persons of colour. This study focused on examining the cross-cultural validity of Bowen family systems theory (M. Bowen, 1978), namely differentiation of self for individuals of colour. Ethnic minority men and women completed measures of differentiation of self, ethnic group belonging and 3 indices of personal adjustment. Initial support for the cross-cultural utility of Bowen family systems theory was observed. Higher levels of differentiating of self predicted better psychological adjustment, social problem-solving skills, and greater ethnic group belonging among persons of colour.

Tangney, June, P., Baumeister, Roy, F., Boone, Angie, Luzio, (2004), What good is self-control? We incorporated a new measure of individual differences in self-control into two large investigations of a broad spectrum of behaviors. The new scale showed good internal consistency and retest reliability. Higher
scores on self-control correlated with a higher grade point average, better adjustment (fewer reports of Psychopathology, higher self-esteem), less binge eating and alcohol abuse, better relationship and interpersonal skills, secure attachment and more optimal responses. Tests for curvilinearity failed to indicate any drawbacks of so-called over control, and the positive effects remained after controlling for social desirability. Low self-control is thus a significant risk factor for a broad range of personal and interpersonal problems.

Moss, Timothy and Carr, Tony, (2004), Understanding adjustment to disfigurement: the role of the self-concept. The objective of this study was to determine whether variation in Psychological adjustment to physically disfiguring conditions is related to organization of the content to appearance-related information in the self-concept. A cross sectional design was employed, using 70 Participants with a range of appearance problems recruited form support groups and the NHS. A postal paper and pencil task was completed by participants which assessed the level of their adjustment using the Derriford Appearance scale, and measured the three self-concept variables—
differential importance, compartmentalization and complexity. Regression analyses showed that poor adjustment to disfigurement is related to greater differential importance of appearance–related self-aspects, greater compartmentalization of appearance-related information and greater self-concept complexity. No moderating effects were found between these independent variables. The results have implications for psychological treatment strategies, particularly cognitive behavioral therapeutic interventions.

Marsh, Herbert, W., Trautwein, Ulrich and Ludtke, Oliver, Koller, Olaf, Baumert, Jurgeu, (2005), Academic self-concept, interest, grades and standardized test scores. Reciprocal effects models of casual ordering. In this study this model was extended to juxtapose self-concept with academic interest. Based on longitudinal data from 2 nationally representative samples of German 7th grade students (study 1: N =5, 649, M age=13.4; study 2: N = 2,264, M age=13.7 years), prior self-concept significantly affected subsequent math interest, school grades, and standardized test scores, whereas prior math interest had only a small effect on subsequent math self-concept. Despite
stereotypic gender differences in means, linkages relating these constructs were invariant over gender.

Dorner, Jessica, (2006), A self-concept measure of personality growth: self-concept maturity (SCM). Development, validation and age effects. Results in terms of age trends were clearly in line with the hypothesis: older adults showed higher levels of self-esteem, self-concept integration and self-transcendent value orientation than younger people, whereas their levels of affect balance were lower than in the younger age group. As expected no age difference were found with regard to the complexity of the self-concept. Furthermore, the validation of the SCM instrument as a personality growth measure by and large was confirmed by the results: SCM revealed a strong link with other variables of personality growth while there was a moderate relationship with the domain of adjustment. As expected, SCM was uncorrelated with chronological age implying that younger and older adults did not differ in their levels of SCM.
Demirulku, Kursad, (2007), Parenting styles, internalization of values and the self-concept. Results indicated that value priorities of parents were systematically related to parenting dimensions. Parental acceptance mediated the relationship between parent’s self-transcendence values and parent-child value similarity and parental control mediated the relationship between parent’s self-enhancement values and parent-child value similarity in both samples. Moderations effects were obtained in the university sample. Mother’s socialization goals moderated the relationship between maternal control and mother child value similarity in the conservation domain value priorities were also found to be systematically related to self-esteem in the university sample per se. Whereas relationship between parental congruence on value priorities, self-concept clarity and self-esteem were not significant.

Raju, M.V.R., Rahamtulla, T., Khaja, (2007), Adjustment problem among school students. The present study is intended to examine the adjustment problems of school students from urban and rural schools of Visakhapatnam district. The variables included for the study a part form adjustment (family, social,
academic, financial and emotional) are age gender, class, type of school etc. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

Ochoa, Gonzalo, Musitu, Lopez, Estefania, Estevez, Emlar, Nicolas, P., (2007), Adjustment problem in the family and school contexts, attitude towards authority and violent behavior at school in adolescence. Findings showed indirect paths by which adolescent’s self-concept (family and school domain), acceptance by peers, and attitude toward authority, seemed to be influenced by the quality of interactions with parent and teachers, and also were closely associated with violent behavior at school.

Hangal, Suneetha, Aminabhavi, Vijayalaxmi, A., (2007), Self-concept, emotional maturity and achievement motivation of the adolescent children of employed mothers and homemakers. The sample consisted 75 adolescents of employed mothers and 75 adolescents of homemakers, studying in 8th and 9th standards in
Hubli–Dharwad cities of North Karnataka. The results revealed that the adolescent children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

Craven, Rhonda, G., and Marsh, Herbert, W., (2008), The centrality of the self-concept construct for psychological well being and unlocking human potential: Implications for child and educational psychologists, result showed that effect sizes were substantially larger for self-concept scales that were directly related to the intervention and substantially smaller for those components that were not. The mean effect size was 0.51 and indicated that overall children and adolescents are benefiting from self-concept enhancement interventions. They also found that more effective interventions incorporated appropriate praise and/or feedback strategies into the programme, especially strategies that were con-tingent upon performance attributional in nature, and goal relevant. The authors also found that interventions targeting children and adolescents with diagnosed problems produced larger effect sizes.
Simonovich, Heather, Elizabeth, (2008), Values in relation to acculturation and adjustment, this study examined the congruence between personal values and perceived U.S. value among U.S. American students and international students in the U.S. Data were collected from 305 international students and 218 domestic (U.S.) students studying at San Jose, State University during Fall 2004 and spring 2005 semesters. Stimulation value congruence was greater for U.S. student than for international students but congruence among personal and perceived power, benevolence, and universalism values was greater for international VS U.S. students. Personal and perceived affective and cognitive work outcomes were more congruent among international students than U.S. students. Finally, international students valuating benevolence more than they think Americans value it were more marginalized or separated than international students who value benevolence similarly to what they thought Americans value it. Results suggest that international students come to the U.S. already seeing themselves as similar to Americans, whereas Americans see themselves quite differently from other Americans.
Ramtahal-Metivier, Tricia, (2009), An exploration of adolescent self-concept at a rural co-ed. secondary school in Trinidad. Students placed in the higher self-concept group attended the urban schools of south Trinidad and some from Tobago, while students that attended the rural schools of North and central, Trinidad were placed in the lower self-concept group. Among the students of south Trinidad and Tobago, many failed to accomplish academic excellence, even though they seemed to have high self-concept levels. Several students from North and central schools who seemed to have low self-concept levels scored highest on academic achievement.

Shepard, Samuel, J., Nicpon, Megan, Folley, Doobay, Alisaa, F., (2009), Early entrance to college and self-concept: comparison across the first semester enrollment. This study compared self-report rating of self-concept before and after the first semester of college among a group of 21 early entrance college students. This is a positive finding that points to this group of student generally positive impressions of their behavior, intelligence, physical appearance, popularity, feelings of anxiety and overall happiness. These findings after additional support
that academic acceleration among gifted students is not related to decreases in self-concept.

Liu, Hui-Ju, (2010), The relation of academic self-concept to motivation among university EFL students. This study mainly examines the relation between academic self-concept and motivation in foreign language learning. Subjects comprised 434 first-year university students drawn from four different ability level. Findings of the study show that all of the academic self-concept related variables and the motivation components are positively and significantly correlated. Results of multiple regression analysis reveal that academic self-concepts serves as a significant and strong predictor of learning motivation.

Kumar, Anil, (2010), Study of academic achievement values and adjustment of secondary school students in relation to working status of mothers. The findings of this study reveal that students of working mothers do not differ significantly from students of non-working mothers on academic achievement, Aesthetic value, Political value, Religious value, Emotional adjustment, Social adjustment, Educational adjustment and Total
adjustment. However, they show significant difference in Theoretical value, Economic value and Social value.

Further, the findings of the study reveal that boys and girls of working mothers do not differ significantly on Academic achievement, Theoretical value, Economic value, Religious value and Social adjustment but they show significant difference in Aesthetic value, Social value, Political value, Emotional adjustment, Educational adjustment and Total adjustment.

The study also reveal that boys and girls of non-working mothers do not differ significantly on Economic value, Social value, Political value, Religious value and Social adjustment. However, they show significant difference on Academic achievement, Theoretical value, Aesthetic value, Emotional adjustment, Educational adjustment and Total adjustment.

Sternke, Jamie, C., (2010), Self-concept and self-esteem in adolescents with learning disabilities, self-concept and self-esteem are two crucial components of our lives. During childhood and adolescence, self-concept and self-esteem begin to develop. As such, it is important for adolescents to develop a positive self-concept and high self-esteem in order to better their
chances for a happy and satisfying adulthood of particular interest are students with learning disabilities (LD). These students encounter a more challenging adolescence than many others. Research shows that students with LD commonly have more negative self-concepts than students without L.D.

Zahara, Asma-Tuz, (2010), Relationship between, self-concept and academic achievement of female bachelor degree students. Looking at the results as obtained through two approaches, it was found that week though real relationship existed between the academic self concept and academic achievement. No relationship was however found between physical self-concept and academic achievement as well between social self-concept and academic achievement.

Akram, Irfana, Naseem, Muhammad, Akram, (2010), Self-concept and social adjustment among physically handicapped persons. Whole the sample results favor the theory that social adjustment depends upon the self-concept. Tests show that self-concept depends upon age, gender and occupation and education level. As it is obvious from the data analysis of sample that social
adjustment depends upon the age, gender, occupation and educational level.

It is also observed from the results the social adjustment of handicapped persons depends upon their self-concept, i.e. – as high would be the self-concept, so high would be the social adjustment of the individual, similarly as low would be the self-concept, so low would be the social adjustment of the handicapped.

Slolter, Erica, B, Gardner, Wendi, L, Finkel, Eli, J., (2011), Breakup and the self-concept. Romantic relationship alter the selves of the individuals within them. Partners develop shared friends and activities, and even overlapping self-concept. This intertwining of selves may have individual’s self-concept vulnerable to change if the relationship ends. The current research examines several different types of self-concept change that could occur after a breakup and their relation to emotional stress. Across three studies, using varied methodologies, we examined change in both the content (study 1a and 1b) and the structure of the self-concept, specifically reduced. Self-concept clarity (studies 1-3). As predicted, individuals experienced self-
concept content change and reduced self-concept clarity post breakup. Additionally, reduced clarity uniquely predicted post-breakup emotional distress.

Johnson, Edward, A., Nozick, Kimberly, J., (2011), Personality, adjustment and identity style influences on stability in identity and self-concept during the transition to university, Drawing on E.H. Erikson’s psychosocial development theory, we hypothesized that stability within the self-concept and identity are similar and are regulated by a common set of influences. The participants in this study were 154 first-year undergraduates aged 20 years or younger. They completed surveys at two points 3 months apart. The findings demonstrated a moderate association between identity style reduced stability whereas healthy self-evaluation enhanced it. Conversely, variables indicative of defensiveness and self-reflection showed different relations to self-concept clarity and identity commitment. The article discusses how the meaning and regulation of stability are affected by the self-concept’s developmental priority and centrality relative to identity.
Ayodela, Oluwatayo, James, (2011), Self-concept and performance of secondary school students in mathematics. 320 SS1 students (male=160, female=160) were used for the study. Random sampling was used to select the local government areas, while stratified random sampling technique was used to select the schools and the participants. The result showed that self-concept moderately correlated with performance in mathematics, while gender had no significant influence on self-concept and performance in mathematics. However, the mean scores of male and female students in mathematics were below average.

Gakhar, S.C. & Bains, Gurdarshan, (2011), A study of self-concept and study habits of students of Arts and Science streams. A randomization technique of sampling was employed for selecting the government and private senior secondary schools of Chandigarh out of nearly 140 Sr. Sec. schools of Chandigarh a random sample of 5 schools was selected. The present study was conducted on a sample of 509 male and female students studying in 10+1 class in the Arts and Science stream (Arts stream = 303, Science stream = 206) students. Distinction between these two areas gets finally reflected in Art students who are found to have
higher social self-concept and conversely in science students who are found to have higher intellectual self-concept.

Coetzee, Louise, Rolene, (2011), The relationship between students academic self-concept, motivation and academic achievement at the university of the free state. The sample was selected by means of convenience sampling. Relevant literature indicated that there are contrasting findings about whether a relationship exist between student’s academic self-concepts and motivation and academic achievement. The empirical investigation revealed that there are only significant correlations between academic self-concept, motivation and academic achievement in some of the study year levels and not in all of them.

Areepattamannil, (2011), Queen’s university kingstone, Ontario, Canada. Academic self-concept, academic motivation, academic engagement, and academic achievement: A mixed method study of Indian adolescents in Canada and India. Descriptive discriminate analysis (DDA) revealed that the Indian immigrant adolescents in Canada did not differ markedly from their counterparts in India. When non-standardized GPA scores
were used, English and overall school GPAs and verbal self-concept were associated with group separation in DDA. When standardized GPA scores were used, however, verbal self-concept alone was associated with group separation in DDA, mediation analysis indicated the meditational role of intrinsic motivation in the association between academic self-concept and academic achievement for the Indian immigrant adolescents in Canada. Focus group discussions suggested that the Indian immigrant and Indian adolescents were primarily extrinsically motivated toward school and academics. Further, both the Indian immigrant and Indian adolescents perceived their classroom teachers as controlling rather than autonomy supportive.

Mahmoudi, Armin, (2011), Influence gender on adjustment and self-esteem among adolescents, results revealed that male students found to have higher levels of self-esteem compared to female students. Further, gender had no differential influence over adjustment scores in home, health emotional and social areas.

Adsul, R.K., (2011), Self-concept of high and low achieving adolescents. There is no significant difference between
high and low achievers on self-concepts namely – physical, social, emotional and moral and educational, self-concepts.

Lturbide, Maria, L., (2012), Latino adolescent adjustment: An examination of cultural values. The qualitative phase of the study examined whether biculturalism and ethnic identity would reduce the negative influence of acculturation strains on adjustment and if age-related differences existed between models such that moderation effects would be greater for older adolescents than younger adolescents would. Moderation was found biculturalism and ethnic identity, however only for three of the four types of adjustment. Comparisons moderation effects by age found biculturalism was a moderator for the acculturation–depression model for older adolescents but not for younger adolescents.

In the qualitative phase of study the adolescents who participated in the group interviews showed an understanding of what culture is, what it means to them personally, and how it is directly or indirectly associated to their adjustment. From the themes that emerged it was inferred that family is essential to understanding and prosperity of the Latino culture.
Rath, Sangeeta, Nanda, Sumitra, (2012), Self-concept: a psychological study on adolescents. An attempt has been made to examine the effect of gender and academic competence on the self concept of adolescents. The study adopted a 2 (academically competent versus academically less-competent adolescents) x 2 (boys versus girls) factorial design. In the present study, two hundred forty adolescents (120 academically competent adolescents securing 80% or more marks and 120 academically less competent adolescents securing 50% or less marks) are randomly sampled from different urban colleges of Odisha. In each group of 120 adolescents, there are 60 boys 60 girls. All the subject are first year graduate students. The participants of all the four groups are compared with respect to their self-concept. The result indicated the academically competent adolescents have higher physical, moral personal, family social and over all self-concept in boys is higher than the association found in girls. Similarly, the strength of association between physical self-concept and overall self-concept as well as social self-concept and overall self-concept is higher in girls than that of the boys.
Saadi, RaiHasanRais, Fooladi, Alireza, Gholami, Mohammad, Hossein, Javdan, Moosa and Akashesh, Zahra, Babadi, (2012), Investigation of relationship between academic self-concept, achievement motivation and academic achievement among the a group of Irarian students of primary school. The present research investigates the relationship between academic self-concept, Achievement Motivation and academic achievement, in order to measure the effect of these items on each other. Study is a correlative research. Study sample were 219 fifth grade. Students that selected by cluster sampling method. Analysis of data was performed by simple univariate linear regression method. Result of first hypothesis indicate there is a relationship between academic achievement motivation and academic self-concept of the students. Results of second hypothesis indicated there is a relationship between academic achievement motivation and academic achievement.

DrysDale, Maureen, T.B., Mcbeath, Margaret, (2012), Self-concept and tacit knowledge: differences between cooperative and non-cooperative education students. Participants, undergraduate cooperative (n=2236) and non-cooperative
education (n=1390) students in all years of study and from all academic disciplines, completed an online survey measuring three domains of self-concept and five areas of tacit knowledge. Results indicated that while university co-op students demonstrated higher levels of math and academic self-concept, their scores on measures of tacit knowledge were comparable, and in some instances, slightly lower than their non-co-op peers.

Parmar, Gira, B., (2012), A study of self-concept of standard-XI students of secondary schools. Present study has been done to know the self-concept of XI standard student of GhandhiNagar District in the study effect of gender and area on self-concept of IX students checked. Total 300 students were selected from the secondary schools of Ahmedabad. Self-made inventory was prepared to know self-concept. On the basis of the score obtain by the students mean, standard deviation and t-values were calculated to know self-concept of students. No significant of any of the independent variable was found on the self-concept of IX standard students.

Ahmad, Pandith, Aqueel, Hamid, Malik, Muddasir, Ganaie, M.Y., (2012), Self-concept, level of aspiration and academic
achievement of physically challenged and normal students at secondary level in district Barrahmullah. The sample for the study was 300 including 150 normal and 150 physically challenged secondary school students by using random and purposive sampling technique. The result of the study highlight that the normal secondary school students have high real self, level of aspiration and academic achievement as compared to physically challenged students on the other hand, physically challenged students were found to have high ideal self as compared to normal students.

Gursoy, Figen, Bicakei, Mudriye, Yildiz, Orhan, Emel, Bakirci, Sema, Catak, Seyhan, Yerebakan, Ozlem, F., (2012), Study on self concept levels of adolescents in the age group of 13-18 who live in Orphanage and those who do not live Orphanage, the study covers a total 126 adolescents including 63 adolescents living in Orphanage and 63 adolescents who do not live in Orphanage. Consequently, the study reveals that the self-concept scores of adolescents living and not living in Orphanage differ. Its reported that gender of adolescents living in Orphanage, the member of their close friends, the influence of
the views of their friends, the attitude of the personnel towards the adolescents, the request for assistance from personnel and the attitude of the adolescents in their relationship with friends lead to difference in the self-concept scores of adolescents according to gender and according to the place they live in cases of adolescents not living in Orphanage (P<.01, P<.05).

G.I., OSA-EDOH, F.I., IYAMU, (2012), Social life adjustment and academic achievement of adolescents in EDO state: Implication for counseling, the findings showed that social life adjustment influences student’s academic achievement. It was therefore recommended that Stakeholders should educate the students on the need to be focus on their studies. There is the need also, to organize programs that will help the adolescents to air their views about their environment.

Parmar, Hiralal, D., (2012), A study of self-concept adjustment and academic achievement of std-10th and std-12th students. All following interaction effect among independent variables on students self-concept were found significant gender standard gender inhabitance standard gender interaction effect of various independent factors on adolescents adjustment were
found true for: standard inhabitance gender standard inhabitance and accepted for: gender standard gender inhabitance.

Mishra, Vikant, Singh, Asha, (2012), A comparative study of self-concept and self-confidence of sighted visually impaired children. In this paper the self-concept and self-confidence of the sighted children and the visually impaired children is assessed. Self-concept and self-confidence are the two very important things which help in overall development of personality. So, an effort has been carried out to know more about the visually impaired children.

Turk, Jihad, Al-Oaisy, Lama, Majed, (2012), Adjustment problems and self-efficacy among gifted students in salt pioneer centre. The results indicated that the gifted students showed mid levels of adjustment problems. In addition, result showed a significant correlation between total scores of adjustment problems and self-efficacy. It shows there are indicated that no differences between self-efficacy and gender, also it is not statistically significant between adjustment problems and variables (gender and class) of the gifted students, but significant
difference between interaction class and gender attributed to male and 8\textsuperscript{th} class.

Singh, Shashi, Kala, (2013), Anxiety and adjustment pattern of high and low academic achievers. The present study makes an attempt to examine the effect of anxiety and overall adjustment among high and low academic achievers. 100 Tribal college students (50 high and 50 low achievers) were selected, randomly. The selection was made from final year graduation students of the college in Ranchi town. Anxiety scale and adjustment inventory was used for the study. Result indicated that the magnitude of anxiety was significantly higher among the high achievers, and significantly better in terms of their level of adjustment. However, inverse but relationship between anxiety and adjustment were found. Significant for both the groups of college students.

Landline, Jeffrey, R., (2013), The relationship between vocational self-concept, Ego-Identity development and vocational decision-making, the present study explored the connection between vocational self-concepts, ego-identity and career indecision. Participants (N=202) were university students
enrolled in an introductory psychology class, correlational and regression analyses revealed a strong negative relationship between vocational self-concept crystallization and occupational indecision and a more moderate negative relationship between advanced identity status and career indecision.

Akomolafe, Moyosola, Jude, Ogunmakin, Abel, Olufemi, Fasooto, Gbemisola, Mary, (2013), The role of academic self-efficacy, academic motivation and academic self-concept in predicting secondary school students academic performance. Three hundred and ninety eight students constituted the study sample. Both the independent and dependent variables were measured with relevant standardized instruments. The result showed that academic self-efficacy, academic motivation and academic self-concept significantly predicted students academic performance. In terms of the magnitude of contribution, academic self-concept and academic motivation respectively.