CHAPTER NO. II

REVIEW OF LITERATURE
A literature review is designed to identify related research, to set the current research within a conceptual and theoretical context. When we look at that way, almost no topic is so new or unique that you can't locate relevant and informative related research.

Review of literature helps the researcher in deciding the direction of the research. A collective body of works done by earlier scientists is technically called the literature (A.K. Singh 2004). Any scientific investigation starts with a review of literature. It is the primary stage toward the research. The researcher attempts a close or an in-depth reading of the review literature. It is this literature that inspires researcher for the research. The research is mostly problem oriented whether it is psychological, sociological, or philosophical. Literature of various subjects on various topics heterogeneously and constantly flourishes the vast treasure of research. Not merely the researcher, but the review of literature is also the major source to alter, include and exclude which and what from the research done earlier in the same area. Awareness or foreknowledge of such research prevents unnecessary repetition of documentation of the same thing. Likewise, constantly flourishing, developing research also revises and remolds the documentation according to the demand of time. For that the researcher has carefully studied the literature and review of researches related to the Self-concept, Adjustment and Achievement Motivation.

Luan and Ahmad Fauzi Mohd Ayub. (2010) “Relationships between university students’ achievement motivation, attitude and academic performance in Malaysia” The
purpose of this study was to identify the relationships between the achievement motivation, attitude and student academic performance. The research design employed was a descriptive correlation. Data were collected by self-reported questionnaire on a sample using cluster sampling technique based on the different faculty of studies in the university. The respondents were 1484 students from a local university (1102 females and 382 males). Results indicated a positive significant correlation between students’ attitude towards learning and achievement motivation ($r = 0.53$, $p < .001$), and between students’ attitude and academic achievement ($r = 0.16$, $p < .001$). However, a negative and low correlation ($r = -.038$, $p > .05$) was observed between students’ achievement motivation ($nAch$) and their academic achievement.

Guy D. Oram, Dewey G. Cornell, Laura A. Rutemiller. (February 20, 2008) “Relations between Academic Aptitude and Psychosocial Adjustment in Gifted Program Students”

Is high academic aptitude an asset or a liability to psychosocial adjustment among gifted program students? This brief report examined contrasting hypotheses that the relation between academic aptitude and psychosocial adjustment is positive, negative, or curvilinear for high ability students. Robustness of study findings was examined in three diverse groups of gifted program students: 1) 151 second grade students participating in public school gifted programs; 2) 264 5th to 11th grade students attending a university summer enrichment program; and 3) 60 adolescent females enrolled in an early college entrance program. Psychosocial adjustment was assessed by measures of academic, social, and general self-concept in all three groups, with additional adjustment measures specific to each group. Results of hierarchical multiple regression analyses provided little evidence for a relation between aptitude scores and adjustment within this restricted range.
Jing Wang (February 20, 2008) “A Study of Resiliency Characteristics in the Adjustment of International Graduate Students at American Universities” This research introduced the concept of resilience into the study of adjustment of international graduate students at U.S. universities. The purpose of this study was to explore relationships among resilience characteristics, background variables, and adjustment problem areas, and to gauge the effects of resilience and background variables on adjustment. The Organizational Development Resources’ Personal Resilience Questionnaire and the Michigan International Student Problem Inventory were used, and 207 usable responses were gathered. Statistical analyses revealed that resilience characteristics were moderately associated with background variables, highly negatively correlated with adjustment problem areas, better correlated with adjustment problem areas than were background variables, and resilience had the greatest effect on adjustment.

Eunjung, ARNP Kim. (Oct 31, 2008) “EDT Psychological Adjustment in Young Korean American Adolescents and Parental Warmth” The purpose of this study was to examine the relationship between young Korean American adolescents' perception of maternal and paternal warmth and their psychological adjustment using the parental acceptance-rejection theory. Furthermore, this study examined whose warmth, mothers' or fathers’ was more critical to psychological adjustment of these adolescents.

Marsh and Craven's (2006) review of reciprocal effects models from an explicitly multidimensional perspective demonstrated that academic self-concept and achievement are both a cause and an effect of each other. Ironically, both reviews cited classic Youth in Transition studies in support of their respective claims. In definitive tests of these counter claims, the authors reanalyze these data—including self-esteem
(emphasized by Baumeister et al.), academic self-concept (emphasized by Marsh & Craven), and postsecondary educational attainment—using stronger statistical methods based on five waves of data (grade 10 through 5 years after graduation; N = 2,213). Integrating apparently discrepant findings under a common theoretical framework based on a multidimensional perspective, academic self-concept had consistent reciprocal effects with both achievement and educational attainment, whereas self-esteem had almost none.

Michal Tannenbaum, (2008) “An analysis of self-concept among Ethiopian immigrant and Israeli-born children and adolescents” This article reports a study comparing self-concept among 144 immigrant children and adolescents of Ethiopian Israel and among 164 native-born Israelis, including an exploration of how age, gender and first-languages affect various dimensions of this construct. For the younger children (aged 8-9 years), self-concept was higher among the native-born then among children of Ethiopian origin, findings emerge as relevant to the context of refugees, for whom the host culture is often wider than the encountered by voluntary migrants. Several recommendations real language, family, and inter-group relations are included.

Suneetha Hangal and Vijayalaxmi A. Aminabhavi (January 2007) “Self- Concept, Emotional Maturity and Achievement Motivation of the Adolescent Children of Employed Mothers and Homemakers” The present study assessed the impact of maternal employment on the self concept, emotional maturity and achievement motivation of adolescents. The sample consisted of 75 adolescents of employed mothers and 75 adolescents of homemakers, studying in 8th and 9th standards in Hubli-Dharwad cities of North Karnataka. Children’s Self-concept Scale by Ahluwalia, Emotional Maturity Scale by Singh and Bhargava and Deo-Mohan Achievement Motivation Scales were used to collect the data. The data were analyzed by ‘t’ test and
ANOVA. The results revealed that the adolescent children of homemakers have significantly higher self concept. It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

Althea Sample Truesdale (2007) “An examination of Achievement motivation among middle grade African American males” The purpose of the study was to examine factors influencing achievement motivation among nine seventh grade African American male students attending middle schools in the Southeastern region of the United States. The focal question of the study was how peer influence, perceptions of educational experiences, feelings of alienation (cultural discontinuity), cultural context of learning; and elements of Black masculinity influenced achievement motivation among African American seventh grade males. The relationships between these factors were also explored. The results of the study indicated that achievement motivation was demonstrated in the lives of the participants through three contexts of learning. Within the personal context, participants described their self-concept as learner, self-efficacy as learner, and perceptions of Black masculinity. In the socio cultural context, family structure and influence as well as the significance of peer relationships were cited. For the academic context of learning, pedagogical influences and learner self-regulation were noted. Through these contexts, an individual type and a collectivist type of achievement motivation emerged. Implications for classroom practice and research are recommended.

Michal Al-Yagon (feb.1, 2007) “Socio emotional and Behavioral Adjustment among School-Age Children with Learning Disabilities The Moderating Role of Maternal Personal Resources” The study examined the role of maternal personal resources
(mother's attachment style, coping strategies, and affect) in moderating the effects of learning disabilities (LD) on children's socio emotional and behavioral adjustment (self-rated sense of coherence, loneliness, and hope; and mother-rated child behavior checklist measures), as well as on their secure attachment among school-age children with LD. The sample consisted of 110 mothers—child dyads: 59 mothers and their children with LD (29 boys, 30 girls) and 51 mothers and their typically developing children (21 boys, 30 girls) from the same schools. Preliminary analyses indicated significant group differences on all children's measures and in several of the maternal personal resources. Mothers' low use of avoidant coping strategies and less avoidance in close relationships with significant others were found to moderate the effect of children's disabilities on children's level of loneliness, feelings of hope, and secure attachment. Results are discussed in terms of understanding these maternal personal resources' influences on socio emotional well-being among school-age children with LD.

Sang Min Lee, M. Harry Daniels, Daniel B. Kissinger. (2006) “Parental Influences on Adolescent Adjustment: Parenting Styles Versus Parenting Practices” The study identified distinct patterns of parental practices that differentially influence adolescent behavior using the National Educational Longitudinal Survey (NELS:88) database. Following Brenner and Fox's research model (1999), the cluster analysis was used to classify the four types of parental practices. The clusters of parenting practices in the current study showed convergence with Baumrind's parenting style. The results indicated that these four clusters differentially affected students' self-concept, locus of control, and academic achievement. The authors discuss how these identified parenting behavior patterns are linked with children's adjustment, development, and achievement.
Elizabeth Maria Pinheiro Gama. Universidade Federal do Espírito Santo (8 Jul 2006)

“Achievement Motivation Of Women: Effects Of Achievement And Affiliation Arousal” Alternative propositions to female achievement motivation theory were investigated in this study’. The subjects were 139 Brazilian women selected from a pool of 619 female college students previously classified by levels of achievement (Ach) and affiliation (Aff) needs. The subjects were assigned to three experimental conditions-neutral, affiliation arousal, and achievement arousal—and wrote stories that were analyzed by a projective measure (MPAM). A significant Achievement Level × Treatment Interaction revealed that achievement arousal increased the Ach scores of High Ach subjects but did not affect the scores of Low Ach subjects. Level of affiliative tendencies did not affect these results. Contrary to some of the speculations, achievement arousal did not inhibit the scores of High Ach-High Aff women. Overall, affiliation arousal did not produce the expected effects. However, within the affiliation-arousal condition, High Aff subjects obtained significantly higher scores than Low Aff subjects.

Kathrin Stoll, Phyllis Johnson (June 1, 2006) revised (October 1, 2006) “Determinants of the Psychosocial Adjustment of Southern Sudanese Men” Our study examines the psychosocial adjustment of 164 Southern Sudanese men who are resettling in a western Canadian city. Special emphasis is placed on the role of financial and emotional strain associated with their sending money to relatives in Africa. Key findings point to the importance of religiosity in predicting their psychological adjustment, and social support and reduced financial role strain in predicting their social adjustment. Findings serve to guide the provision of culturally appropriate services and policies for African immigrants and refugee claimants in Canada.
Ani Yazedjian, Michelle L. Toews (2006) “Predictors of College Adjustment among Hispanic Students” The purpose of this study is to assess personal and interpersonal predictors of college adjustment among a sample of 190 first-year Hispanic students. A hierarchical regression revealed that student’s personal and interpersonal variables were predictive of overall college adjustment during the first college year. Although independently related to overall college adjustment, interpersonal factors did not lead to a significant increase in variance explained in the dependent variable.

Garrett-Peters, Raymond (2005) “Coping with Unemployment: Self-Concept Repair by Displaced Managers and Professionals” Data from participant observation in four support groups for displaced managers and professionals, plus intensive interviews with twenty-two group members are used to develop an analysis of the self-concept repair strategies used by these relatively privileged workers. Four main strategies are identified: (a) redefining the meaning of unemployment; (b) realizing accomplishment; (c) restructuring time and activities; and (d) helping others. These strategies are argued to be oriented toward bolstering feelings of self-efficacy damaged by job loss and prolonged unemployment. The analysis shows how these self-concept repair strategies depended upon resources not readily available to blue-collar workers. Also considered are the implications of these strategies for the reproduction of class advantage and for the political mobilization of professional/managerial workers in response to recession and mass unemployment.

Mireille Joussemet, Richard Koestner, Natasha Lekes, and Renée Landry (27 Jul 2005) “A Longitudinal Study of the Relationship of Maternal Autonomy Support to Children's Adjustment and Achievement in School” A longitudinal study examined the relations of maternal autonomy support to children's school adjustment. Autonomy support and other parenting dimensions were measured when children were 5 years old.
School measures were teacher-rated academic and social adjustment and achievement in reading and math in grade 3. Regression analyses controlling for age 5 family and child factors (e.g., socioeconomic status [SES], kindergarten adjustment, IQ) revealed that autonomy support was positively related to grade 3 adjustments (social and academic) and reading achievement. Maternal emphasis on school performance was positively related to achievement measures but negatively related to social adjustment. Maternal use of rewards and praise was unrelated to grade 3 school measures. Finally, supplemental analyses revealed that autonomy support was associated with greater consistency in children's adjustment across social and academic domains as well as higher overall adjustment. These results highlight the developmental significance of parental autonomy support in early childhood.

Herbert W. Marsh, Ulrich Trautwein, Oliver Lüdtke, Olaf Köller, Jürgen Baumert (March 2005) “Reciprocal effects models of longitudinal data show that academic self-concept is both a cause and an effect of achievement”. 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. These results demonstrate the positive effects of academic self-concept on a variety of academic outcomes and integrate self-concept with the developmental motivation literature. Bottom of Form

study was to test children's academic self-concept, family socioeconomic status, family structure (single parent vs. two parent family) and academic achievement in elementary school as predictors of children's educational attainment level in young adulthood within a ten-year longitudinal design. Participants (254 girls, 211 boys) were three cohorts of students in Grades 3, 4, and 5 from ten elementary schools. Results from structural equation modeling revealed that academic self-concept predicted educational attainment level ten years later over and above prior achievement. Moreover, this pattern of results was invariant across cohorts.

Rebecca S. Martínez, Margaret Semrud-Clikeman (Oct-1, 2004) “Emotional Adjustment and School Functioning of Young Adolescents with Multiple versus Single Learning Disabilities” Early adolescents (Grades 6—8) with multiple learning disabilities (LD; reading and math) in inclusive settings were compared to adolescents with single LD (reading or math) and typically achieving (TA) peers regarding their psychosocial functioning in two areas of adolescent well-being: emotional adjustment and school functioning. The Behavior Assessment System for Children (Reynolds & Kamphaus, 1998) Self-Report of Personality for adolescents was used to determine well-being. One hundred twenty middle school students—15 boys and 15 girls in each group—were included in the current study. The results confirmed that adolescents with multiple LD (reading and math) reported poorer functioning (i.e., higher T scores) on school maladjustment, clinical maladjustment, emotional symptoms index, attitude to school, a typicality, and depression when compared to TA peers but not when compared to peers with a single LD (reading or math). All three groups differed from the TA group (but not from each other) on sense of inadequacy, with the multiple LD group reporting the highest T scores. Additional analyses indicated significant differences between girls and boys, regardless of disability status. Girls reported higher
T scores on the emotional symptoms index, social stress, and depression, but boys reported greater school maladjustment and sensation seeking. Implications for practice and recommendations for future research are discussed.

Dr. Wasmia A. Alabbad, Dr. Ahamad Allughani. (2003) “Social and Academic Adjustments to College life: A comparative study between new enrolled students and senior students in public authority for applied education and training in the state of Kuwait” In Previous studies (Morgans, 2002; Calhoun, 1996), it was suggested that learning and personal development occur through exchanges between students and their college climate. The purpose of this study was to examine the effects of different factors on students' academic and social adjustment within the college environment. Results of the study underlined the importance of students' adjustment to the college rules as an essential factor to helping students adjust academically and socially during their presence in college. In general, results showed that female students were better adjusting academically than male students.

Thomas G. Zenzen. August 2002. “Achievement Motivation” The subjects of this research were the 99 students in the Industrial Technology course at Kellogg Middle School, Rochester, Minnesota, during the period of August 1999 through January 2000. The instrument used was based on Atkinson and Feather’s (1966) study in which they used a ring toss to estimate achievement motivation. The results of this study did not match the results of the original study done by Atkinson and Feather (1966). The Pearson Correlation was not significant. No relationship was found between the number of projects attempted and the distance of the ring toss attempted.

Erum Maqbool (2002) “Relationship between self-concept and achievement among reading and non-reading disabled school children” the present study aimed a
investigating the relationship between self-concept and achievement among reading and non-reading disabled school children. The effect of various other variables on self-concept was also studied, i.e., ability, aspiration level, gender, overall school achievement and adjustment. The sample of the present study comprised of 703 students. The ages of the subject sample ranged between 12 years 0 months to 12 years 11 months and 30 days. The results of self-concept differences between the four ability/achievement groups were mixed. Good readers differed significantly from poor readers with respect to their adjustment ratings. Findings inconsistent with the hypothesized directions were discussed in the context of cultural issues.

Stuart A. West, Ben C. Sheldon. (31 January 2002) “Constraints in the Evolution of Sex Ratio Adjustment” When the relative fitness of male and female offspring varies with environmental conditions, evolutionary theory predicts that parents should adjust the sex of their offspring accordingly. Qualitative and even quantitative support for this prediction is striking in some taxa but much less convincing in others. Explaining such variation across taxa in the fit of sex ratio theory remains a major challenge. We use meta-analysis to test the role of two constraints in the evolution of sex ratios. Based on analysis of sex ratio skews in birds and wasps, we show that (i) mechanisms of sex determination do not necessarily constrain the evolution of sex ratio adjustment, and (ii) parental ability to predict their offspring's environment influences the evolution of sex ratio patterns across taxa. More generally, our results show that multiple constraints may determine the precision of adaptation.

Hudson CR; Kirby KC; Firely ML; Festinger DS; Marlowe DB. (2002) “Social adjustment of family members and significant others (FSOs) of drug users” This study investigated the social adjustment of female family members and significant others
(FSOs) of illicit drug users in order to gain insight into the impact of drug use upon those close to the user. Using the Social Adjustment Scale-Self Report (SAS-SR), we examined the social adjustment self-ratings (overall and in seven specific role areas) of 41 female partners and 24 mothers of drug users. We compared these ratings to the ratings they reported for their drug-using partners or children, to each other, and to self-ratings drawn from community comparison samples. As expected, results showed that the female FSOs reported significantly better social adjustment than the drug users in most role areas. However, their social adjustment was compromised relative to the community samples. Partners of drug users reported poorer adjustment than parents of drug users overall and in the specific areas of marital and economic functioning. Further inquiry is needed to improve our understanding of the impact of drug use on the users' family members.

Erum Maqbool (2002) “Relationship between self-concept and achievement among reading and non-reading disabled school children” The present study aimed at investigating the relationship between self-concept and achievement among reading and non-reading disabled school children. The effect of various other variables on self-concept was also studied, i.e., ability, aspiration level, gender, overall school achievement and adjustment. The sample of the present study comprised of 703 students. The ages of the subject sample ranged between 12 years 0 months to 12 years 11 months and 30 days. Results showed that overall school achievement and self concept are significantly and positively correlated. Significant and positive correlations were also found between teacher ratings of student adjustment and student’s own self-concept. The good reading achievement group displayed significantly better self-concept than the poor reading achievement group. The difference between self-concept scores of the two genders and the two ability groups were found to be insignificant. The
result of self-concept differences between the four ability/achievement groups was mixed. Good readers differed significantly from poor readers with respect to their adjustment ratings. Findings inconsistent with the hypothesized directions were discussed in the context of cultural issues.

Mirella Zanobini; M. Carmen Usai (March 2002) “Domain-specific Self-concept and Achievement Motivation in the Transition from Primary to Low Middle School” A longitudinal study was carried out to investigate changes in specific aspects of self-concept, motivation and school achievement, and to explore the influence of specific aspects of self-concept on other facets of the self-system after the transition from the fifth grade of primary school to the first year of lower middle school. Ninety-two pupils participated to the study. Each child was required to complete questionnaires to assess domain-specific self-concepts and motivational orientation. Results show areas of both stability and change in the transition from primary to lower middle school. A dynamic model explains relationships among domain specific self-concepts, motivation and school grades: after the transition the role of competence self-concept increases in importance on influencing the other components of self-system.

Kit-Tai Hau, Herbert W. Marsh (24 February, 2000) “Extension of the Internal/External Frame of Reference Model of Self-Concept Formation: Importance of Native and Nonnative Languages For Chinese Students” We extend the internal/external frame of reference (I/E) model of self-concept formation by relating Chinese, English, and math achievement to Chinese, English, and math self-concepts in a five-year longitudinal study based on a large (N = 9,482) representative sample of Hong Kong high school students. Tests of the I/E model are typically based on math and English constructs for a single wave of data in Western countries. We extend this research, testing its cross-cultural generalize ability to a non-Western country,
including native and nonnative languages as well as mathematics, and evaluating longitudinal effects over a five-year period starting shortly before the beginning of high school. In support of the extended I/E model: a) math, English, and Chinese achievements were highly correlated whereas math, English, and Chinese self-concept were nearly uncorrelated; b) math, English, and Chinese achievements each had positive effects on the matching self-concept domain, but negative effects on non-matching domains (e.g., English achievement had a positive effect on English self-concept but negative effects on math and Chinese self-concepts); and c) these results were very stable over time.

Harlow, Lisa, Weiner, Jennifer, Adams, Jerome, Grebstein, Lawrence. (1995) “Psychological adjustment of college students from families of divorce” Positive parent-child relationships and the smooth relationship of parents are the strongest indicators of the favorable adjustment of children from divorced families to college life. According to an examination of the variable groupings which influenced college adjustment, 'inside family' variables are the strongest predictors of healthy adjustment compared with 'outside family' variables such as negative life events and social support and 'individual' variables which include age at the time of divorce and gender.

O. F. Akinpelu, 1998. “A Study of the Academic Achievement and Self-Concept of Male and Female Hearing-Impaired Students in Nigeria” The main purpose of the study was to examine the academic achievement and self-concept of male and female hearing-impaired students in Nigeria. In doing so, a purposive sampling procedure was employed to elicit responses from 566 (364 males and 204 females) hearing-impaired secondary school students identified in various parts of the country. The Adolescent Personal Data Inventory (APDI) was used to measure self-concept while the respondents' Junior Secondary Certificate Examination (JSCE) results were measures
of their academic achievement. The data collected were analyzed using the t-test statistical procedure. The findings revealed that male hearing-impaired students did not achieve better than their female counterparts. It was also found that the self-concept of male hearing-impaired students was not significantly different from that of female hearing-impaired students. It was then suggested that counselors should utilize strategies which could enhance the development of favorable self-concept among hearing-impaired students in general and female hearing impaired students in particular.

Paula J. Stanovich .Anne Jordan .Josette Perot  (March-1, 1998) “Relative Differences in Academic Self-Concept and Peer Acceptance Among Students in Inclusive Classrooms”. This study provides data on the social and affective functioning of 2,011 students in second to eighth grade who were receiving instruction in inclusive general education classrooms. Students were identified as being at risk for school failure, having a disability, using English as a second language, or non-categorized. The academic self-concept and social integration of the students were assessed using two instruments: The Perception of Ability Scale for Students (PASS) and the Perception of Social Closeness Scale (PSCS). On the PASS, the no categorized group scored significantly higher than each of the three identified groups, but the means of the three categorized groups did not differ significantly. Peer acceptance was again significantly higher for the no categorized children than it was for each of the three identified groups. However, the group of students with disabilities differed significantly from the group who were at risk, with those children scoring lowest on this measure. Relative differences between academic self-concept and social integration were explored in a series of convergent analyses. Children with disabilities and children who were at risk displayed particularly large (but opposite) discrepancies: Those who were at risk were
relatively accepted by their peers but had low perceptions of their own academic abilities. The children with disabilities, however, rated relatively higher in academic self-concept than in social closeness. These relative discrepancies have implications for practice.

Angeliki Leondari; Efi Syngollitou; Grigoris Kiosseoglou (July 1998) “Academic Achievement, Motivation and Future Selves” The study examined the relation between possible selves, academic performance, motivation, self-esteem and persistence on task. The assumption was that envisioning a desired end-state produces information processing favoring the desired state and, as a consequence, the action seems more likely and people are able to construct more efficient plans. We hypothesized that academic performance is best for subjects who are able to produce well-elaborated, vivid pictures of future selves. The sample consisted of 289 students, 14 and 15 years old, of both sexes. The statistical analysis revealed that those who endorsed specific, elaborated positive selves outperformed the other groups in academic achievement. There was also indication that this group of students showed more persistence on task. The results are discussed in terms of their importance for the motivational role of possible selves in achievement situations.

Herbert W. Marsh and Alexander Seeshing Yeung. (December 21, 1998) “Longitudinal Structural Equation Models of Academic Self-Concept and Achievement: Gender Differences in the Development of Math and English Constructs”. Longitudinal causal models of growth in math and English constructs (school grades, standardized tests, academic self-concept, affect and coursework selection) were based on three waves of data from the large ($N = 24,599$), nationally representative National Education Longitudinal Study of 1988. Math and English self-concepts had significant path coefficients leading to subsequent school grades, coursework selection, and
standardized test scores. Unlike previous studies that did not consider math and English constructs in the same model, we found these relations to be very domain specific (e.g., there were significant positive paths from math self-concept to subsequent math outcomes but not to subsequent English outcomes). Girls had higher scores for all English constructs and math school grades, but they had lower math self-concepts. Whereas similar studies conducted over the past 20 years found diminishing gender differences, these data show relative gains for girls in achievement and coursework selection for both mathematics and English. Path coefficients relating prior math and English constructs to subsequent outcomes, however, were similar for boys and girls. Hence, the extreme domain specificity of relations between prior self-concept and subsequent outcomes was similar for boys and girls.

Joseph O. Jegede, Ruth T. Jegede, Christianah A. Ugodulunwa. (September 1997) ‘An experimental analysis of the effects of achievement motivation and study habits on Nigerian secondary school students' English language performance was carried out in 1990” The two hypotheses tested were that each of the treatment groups would perform significantly better in English than the control group and that the students treated for the combination of improved study habits and higher achievement motivation would perform better in English than any of the other groups (study habit, achievement motivation, and control). The sample consisted of 160 students in 10th grade, selected from 4 schools in Nigeria. Students' entry and exit achievement motivation, study habits, and English language performance were examined. Analyses of covariance were used to test for the significance of the results, and both hypotheses were supported.

Usher, Adine Ray, (1996) “Effects of program placement on the self-concept of students with orthopedic disabilities”. In light of the growing acceptance and desirability of inclusive class placement for students with moderate to severe
orthopedic disabilities, this study sought to investigate the possible effects that program placement might have on selected indicators of self-concept in two samples of cognitively normal, orthopedically disabled students. The study further attempted to determine the attitudes of teachers toward working with orthopedically disabled students. This study's results suggest the need to improve teacher and administrative awareness of and response to the medical, social, emotional and academic consequences of severe disability experienced by students in inclusive settings. The results further suggest that successful special programs not be abandoned under the pressure of new practices but rather be strengthened as a vital part of a continuum of options.

Reda Abouserie. (1995) “Self-esteem and achievement motivation as determinants of students' approaches to studying” The study examines students' self-esteem and achievement motivation, and their relationship with approaches to studying and levels of processing. The study sample consisted of 135 undergraduate students and results revealed that students' self-esteem and achievement motivation have significant correlations with various subscales of two learning styles inventories. The regression analysis using self-esteem and achievement motivation as independent variables together with the correlation analysis suggests that self-esteem makes a positive contribution to students' scores on deep processing, and a negative contribution to their scores on reproducing orientation, improvidence and globetrotting. Achievement motivation contributes positively to students' scores on achieving orientation, meaning orientation and methodical study. The results therefore suggest that student' personality variables in general and self-esteem and achievement motivation in particular, have a substantial influence on their approaches to study and to levels of processing.
Habitat Elias, Wan Rafael Abdul Bahaman. (1994) “This study investigated the effectiveness of an achievement motivation training in increasing the level of achievement motivation of university students” Achievement motivation training was designed to include the teaching of achievement motivation, self-study, planning and goal-setting and motivational games. The subjects were 188 second and third year Arts students from a local university selected on their achievement motivation scores measured by the Thematic Apperception Test. The subjects (N=188) were randomly assigned to one of three groups. The achievement motivation group was given the achievement motivation training, the discussion group was given an alternative treatment and the control group was not given any treatment. The results indicated that the group which received the achievement motivation training demonstrated a significant increase in the affective aspect of achievement motivation (p <.05) compared to the discussion group and the control group. The achievement motivation group also showed a significant increase in the cognitive aspect of achievement motivation (p <.05) compared to the discussion group and the control group.

Christine McCauley Ohannessian (1994) “A Longitudinal Study of Perceived Family Adjustment and Emotional Adjustment in Early Adolescence” This study examined the longitudinal relationship between perceived family adjustment and emotional adjustment in a group of 235 sixth- and seventh-grade students. The study had two primary purposes: (a) to assess the predictive relationship between family adjustment and emotional adjustment (indexed by scores for anxiety and depression); and (b) to test whether the adolescents' levels of self-worth, peer support, and coping abilities significantly moderated the relationship between family adjustment and emotional adjustment. As expected, perceived family adjustment and emotional adjustment were
reciprocally related. These results highlight the importance of focusing on the underlying processes involved in human development.

Lawrence Lewandowski, Karen Arcangelo (Nov-1, 1994) “The Social Adjustment and Self-Concept of Adults with Learning Disabilities” This study examined the social adjustment and self-concept of 81 adults (18 to 26 years of age), 40 of whom received special education services under the “learning disabilities” designation and 41 of whom had regular education programming. Subjects were mailed a set of questionnaires about their current functioning, including the Social Adjustment Scale-Self Report and the Tennessee Self-Concept Scale. Archival data on IQ and achievement test scores were also obtained. Results indicated no significant differences between groups on the social adjustment measure or any of its subscales, or on the measure of self-concept. A small subset of subjects in the learning disabilities group had clinically low self-concept scores. Achievement and IQ measures, collectively, were good predictors of global social adjustment (R² = 96%). Overall, the findings suggest that this cohort of subjects with learning disabilities educated under the auspices of P.L. 94-142 fare about as well as their nondisabled peers in terms of social adjustment and self-concept. It appears that any negative effects of a disability classification abate once individuals leave the public school environment, and that previous forecasts of the socio emotional status of adults with learning disabilities may be unnecessarily pessimistic.

Michelle S. Montgomery (April-1, 1994) “Self-Concept and Children with Learning Disabilities” This study assessed the self-concept of students with learning disabilities (LD), comparing observer ratings and self-reports both within the LD group and across LD, nondisabled, and high-achieving (HA) classes. Using the Multidimensional Self Concept Scale (MSCS) a total of 135 students from the sixth, seventh, and eighth
grades rated their self-concepts. Teachers and parents also rated the children's self-concepts using an abbreviated form of the MSCS. Compared to students' ratings, teachers generally underestimated the LD and nondisabled students' self-concepts, but overestimated the HA students' self-concepts. Parents' ratings of children with LD and HA children generally matched their children's self-reports, but the agreement between nondisabled children and their parents varied depending on the domain of self-concept. This study demonstrates the importance of assessing multiple self-concept domains when working with children who have learning disabilities.

Christine McCauley Ohannessian. (1994) “A Longitudinal Study of Perceived Family Adjustment and Emotional Adjustment in Early Adolescence” This study examined the longitudinal relationship between perceived family adjustment and emotional adjustment in a group of 235 sixth- and seventh-grade students. The study had two primary purposes: (a) to assess the predictive relationship between family adjustment and emotional adjustment (indexed by scores for anxiety and depression); and (b) to test whether the adolescents' levels of self-worth, peer support, and coping abilities significantly moderated the relationship between family adjustment and emotional adjustment. As expected, perceived family adjustment and emotional adjustment were reciprocally related. In addition, adolescents who had high levels of self-worth, high levels of peer support, and good coping techniques appeared to be somewhat protected from the potentially harmful effects that maladaptive family functioning may have on emotional adjustment. These results highlight the importance of focusing on the underlying processes involved in human development.

Mark A. Lyon. (March 1993) “Academic Self-Concept and its Relationship to Achievement in a Sample of Junior High School Students” This study examined the
relationship of academic self-concept to achievement for a sample of junior high school students. Academic self-concept was found to correlate significantly more strongly with achievement than general self-concept, motivation, and classroom behavior, but not with locus of control. The results of a multiple regression analysis, however, indicated that academic self-concept was approximately twice as powerful a predictor of achievement as locus of control. These results are discussed in light of their implications for educational assessment.

Maurice Obstfeld. (November 1992) “International Adjustment with Habit-Forming Consumption: A Diagrammatic Exposition” This paper presents a simple diagrammatic analysis of an open economy's external adjustment process under habit-forming individual preferences. The exposition focuses on the consumption side and aims to make transparent the linkage among wealth, past consumption experience, and current consumption. An extension of the standard representative-agent model to a growing economy of overlapping generations completes the paper. Under habit formation an agent's consumption exhibits a form of hysteresis, in that his current consumption depends on his past consumption experience as well as initial assets.

Crano, Suellen L. (1986) ‘The important role self-concept has in the education process and its relation to academic success suggested that it might prove relevant to a study of cross cultural adjustment’. The focus of this investigation is the relationship between self-concept and the personal, social and academic adjustment of high school-aged international exchange students in the United States. A Latin American sample of over 200 American field service students was chosen. These students came from five countries (Brazil, Ecuador, Paraguay, Uruguay, and Venezuela), and all were headed for a yearlong home stay in the United States. The findings of this study suggested that
there was indeed a relationship between self-concept and subsequent personal, social and academic adjustment. Students whose initial self-concept measures were high expressed fewer and less severe adjustment problems than those whose initial self-concepts were not so high (BZ).

Herbart W. Marsh (1984) “A study of Relations among Dimensions of self-Attribution, Dimensions of Self-Concepts and Academic Achievements”. In a sample of 569 fifth grade students, measure were collected to assess (a) multiple dimensions of self-attribution for causes of academic outcomes, (b) multiple dimensions of self-concept, (c) multiple dimensions of inferred self-concept, inferred by teachers and by peers; and (d) academic achievements. The empirically derived dimensions of academe4c self-attribution replicated previous research, again failing to identify any bipolar dimensions (e.g., internal-external, stable-unstable) and confirmatory factor analyses demonstrated that the hypothesized factor structure was batter able to fit the data than other plausible models. Overall, students who attribute academic success to ability and effort, and who do not attribute failure to a lack of effort were found to have (a) better academic self-concepts (based on self-reports and self-concepts inferred by peers and by teachers ), and (b) better academic achievement (based on test scores and teacher’s ratings). The specificity and the predictability of the observed pattern of relation support the construct validity of interpretations based on both the self-attribution and self-concept instruments” Attribution researchers ask subjects for their perceptions of the cause of a particular outcome and examine the perceived causes and subjects explain events. Several researchers (Bar-Tal, 1978; Covington, 1984; Marsh, Cairns, Relich, Barnes and Debus, 1984; Weiner, 1979) argue that perceived causes of success and failure have important implications are to be related to school performance, self-concept and academic behaviors.
Habibah Elias and Atan Bin Long. (1984) “A Co-relational Study of Achievement Motivation and Pupils' Performance in the Standard Five Assessment Examination from Selected Schools in Selangor” The performance of pupils in the Primary Five Assessment Examination was examined in relation to a number of variables namely achievement motivation, socio-economic status, intelligence, area of residence, school milieu and parental encouragement to assess the correlation between them. The subjects were 90 pupils selected from 40 primary schools in Selangor and represented the Chinese, Malays and Indians. Individual interviews were conducted by the researcher. Subjects were asked to answer questionnaires, the Thematic Apperception Test, and the Raven's Progressive Matrices. The results showed that achievement motivation correlated highly with performance in the stated examination. The other variables which showed significant correlations with performance were socio-economic status, intelligence, school milieu and parental encouragement.

Robert Bruce Breyer, (January 1, 1983). “The Relationship of Atkinson's Theory of Achievement Motivation to Programmed Instruction” Atkinson's Theory of Achievement Motivation posits that high need achievers are more motivated to succeed on tasks that offer an error rate of around .50 whereas low need achievers are more motivated to succeed on tasks that offer an error rate of around .10. While many researchers have delved into the relationship of need achievement to areas such as retention, risk taking, persistence, aptitude, and gender, relatively few have looked into the relationship of need achievement to programmed instruction. The purpose of this study was to explore whether achievement motivation was related to performance on a programmed lesson in which the error rate was either .10 or .50. Secondary purposes were to investigate the relationship between gender and performance on a competitive
academic task as well as the relationship between need achievement and aptitude. Two programmed instructional lessons in elementary statistics were constructed in order to meet the above error rate conditions. Acquisition of knowledge from these lessons was measured by a test that was especially constructed for this study. Need achievement was measured by the Questionnaire Measure of Individual Differences in Achieving Tendency. The subjects were 72 Marquette undergraduate students who were directed to complete the above mentioned materials during two separate sessions. Final results suggested that need achievement and program error rate did not interact to affect acquisition of knowledge. This would indicate Atkinson's theory did not apply to program learning. Overall males did better than females in acquisition of knowledge. However, the lack of an interaction between need achievement and gender suggested there is no difference within the various motivational types for males versus females. This tended to refute Horner's contention that the performance of achievement oriented women in a competitive mixed sex condition would be lower than their male counterparts. No relationship was indicated between need achievement and aptitude. The most interesting main effect was program error. This last result supported Skinner's contentions about program instruction. That is, performance tended to be stronger if there was immediate feedback of the correct response with an accompanying low error rate.

John J. Ray. (1982) “Achievement Motivation and Preferred Probability of Success” Weinstein's exhaustive demolition of the relationship between achievement motivation and intermediate levels of risk preference suffers from two methodological uncertainties. He used only pencil and paper measures of risk preference and long test batteries which could have led to "response exhaustion." The studies reported here (N = 137 and N = 99, respectively) used only 50 and 37 self-report items, respectively,
and behavior in the ring-toss experiment as a criterion variable. It was found that neither distance adopted in the experiment nor the subjective probabilities of success were related to achievement motivation score. Previous positive results cannot be interpreted because of the deficient reliability of the protective measures used and the selective reporting of results. One of the central assumptions of the Atkinson-Feather model appears therefore not to be correct.

Jordan, Theresa J. (Aug 1981) “Self-concepts, motivation, and academic achievement of Black adolescents” Investigated the unique and common contributions made by global self-concept, academic self-concept, and need for academic competence to the variance in academic achievement of inner city Black adolescents. Data on these variables were collected from 328 8th-grade students attending a New York City public junior high school. Results of commonality procedures indicate that academic self-concept and need for academic competence each accounted for significant proportions of criterion variance, whereas global self-concept did not. Explanations of variance in academic achievement were better for males than for females after the possible confounding effects of verbal ability had been partial led out. Directions for intervention strategies aimed at enhancing academic achievement are suggested for the 2 sexes.

Helen S. Farmer, (August 1980) “Environmental, background, and psychological variables related to optimizing achievement and career motivation for high school girls”. The purpose of the study was to investigate some environmental and psychological variables related to optimizing the achievement strivings of high school girls. It was hypothesized that environmental and psychological variables would have significant relationships to achievement strivings. The criterion variables were career motivation and achievement motivation. The predictor variables were: community
support, early family socialization (environmental), self-esteem, risk preference, sex role orientation, and fear of success (psychological). Subjects were 10th-grade girls \( (N = 158) \) in a suburban Midwestern high school district. Procedures involved group test administration involving 2 hr during the regular school day. Multiple regression analysis indicated that high achievement motivation and career choice were significantly associated with perceived support for achievement and career goals in the school and community environment \( (p < .01) \). Implications for increasing achievement and career motivation were discussed in relation to the requirements of the Education Amendments of 1972 and 1976.

Sandra J. Marshall and Jan P. Wijting, (June 1980) “Relationships of achievement motivation and sex-role identity to college women's career orientation” Two career orientation factors, Career Centeredness and Career Commitment, were predicted to relate differentially to women's achievement motivation and sex-role identity. Career Centeredness is an orientation which places a career above other life activities (e.g., recreation, family life, etc.) as a source of satisfaction whereas Career Commitment concerns the intention of steadily pursuing a career throughout life. The expectation that Career Centeredness would be more characteristic of masculine women and correlate higher with achievement motivation than would Career Commitment was generally supported. Results are discussed in terms of societal support for these two career orientations and of role conflict experienced by women with different sex-role identities.

Hall, William M; Valine, Warren, (Jul-77) “An investigation was made of the relationship between self-concept and the adjustment of commuter college students” Instruments used were the Tennessee self-concept scale and the locke-wallace marital
adjustment Test. There was a significant relationship between self-concept and marital
adjustment.

Weiner, Bernard. (Feb 1979) “A theory of motivation for some classroom experiences”
Presents a theory of motivation based on attributions of causality for success and
failure. The heart of the theory consists of an identification of the dimensions of
causality and the relation of these underlying properties of causes to psychological
consequences. Three central causal dimensions have been discerned: stability, locus,
and control; these dimensions, respectively, are linked with expectancy change, esteem-
related emotions, and interpersonal judgments.

Daniel Bar-Tal and Irene Hanson Frieze (3 / June, 1977) “Achievement motivation for
males and females as a determinant of attributions for success and failure” Male and
female college students, divided according to levels of achievement motivation, were
asked to do an anagram task at which their success or failure was determined by
experimental manipulation of the problems they were given. Their ratings of ability,
effort, task difficulty, and luck as possible causes for success or failure indicated that
those with high achievement motivation of both sexes made relatively higher ratings
for ability and lower ratings for task difficulty. Females tended to employ higher
ratings for luck, and females with high achievement motivation made maximal use of
effort as a causal factor. Theoretical implications and potential applications of these
data are discussed.

Relation to Student Grades in Psychology” This study examined the relationship
between the level of achievement motivation of Essex County College students and
their grades in psychology. Forty-one ECC students, both male and female,
predominantly lower-class black students, took part in the study. The level of
achievement motivation was measured in terms of the scores a person obtained on a Personality Questionnaire, Scale 1 of a standardized test in achievement motivation. Grades were measured in terms of the final grade the student received in a psychology course. Results of the study showed that there was no correlation between the test scores on the Personality Questionnaire and grades in psychology courses. (DB)

Thelma G. Alper. (March 1974) “Achievement motivation in college women: A now-you-see-it-now-you-don't phenomenon” Describes the Wellesley Role-Orientation Scale (WROS), developed as part of an effort to explore the contradictory results of research on achievement motivation in women. Ss scoring high on the WROS have a traditional view of women's role; low scorers have a nontraditional orientation. A number of projective approaches were used, and analysis of the resulting protocols showed 2 broad categories of thema: success and avoidance of success. Achievement motivation as measured by the WROS was clearly related to theme category. It is concluded that the inconsistent results of research in this area probably arise from methodological differences in the studies rather than from instability of the achievement motive. Among the significant variables are personality factors, sampling differences, differences in stimulus cues, and differences in scoring procedures. It is also suggested that previous research has been based too rigidly on the male model of achievement motivation; a reversal of cultural attitudes regarding the sex appropriateness of achievement may be taking place at present.

Stein, Aletha H. (Mar 1971) “The effects of sex-role standards for achievement and sex-role preference on three determinants of achievement motivation” Hypothesizes that children's sex-role standards for 6 achievement areas (mechanical, athletic, math, reading, artistic, and social skills) are related to their attainment values, expectancies, and standards of performance in these areas. Ss were 235 6th and 9th graders divided
into 2 socioeconomic status (SES) groups. The major hypothesis is supported. Further, as predicted, 9th graders' attainment values were more influenced by sex typing than 6th graders', and expectancies and standards of lower SES Ss were more influenced by sex typing than those of higher SES Ss. There were no ages or SES differences in sex-role standards, but individual differences in sex-role standards were correlated with motivation scores. Sex-role preferences were not related to the pattern of motivation scores.

Bernard Weiner, Andy Kukla. (May 1970) “An attributional analysis of achievement motivation” Reports 6 experiments which relate achievement motivation to causal ascription. Exp. I, II, and III revealed that the evaluation of achievement-related outcomes is positively related to the amount of expended effort, but inversely related to level of ability. Evaluative differences between social classes (Exp. II), and disparities between self- and other-judgments (Exp. III) also were examined. In Exp. IV and V individual differences in locus of causality were related to level of achievement needs. Results indicate that Ss high in resultant achievement motivation are more likely to take personal responsibility for success than Ss low in achievement motivation. Clear differences in perceived responsibility for failure were not exhibited between the 2 motive groups. In Exp. VI risk-preference behavior and J. W. Atkinson's (see 33:2) theory of achievement motivation were construed in attribution theory language. It is contended that cognitions about causality mediate between level of achievement needs and performance.

David A. Kolb. (December 1965) “Achievement motivation training for underachieving high-school boys” An experiment testing the effect of training program in achievement motivation on the academic performance of underachieving high-school boys. 20 boys with IQs above 120 and school grades below C received the training
program designed to teach characteristics of the person with high n Achievement in addition to an academic summer-school program. They were compared to a control group of 37 similar boys who received only the academic program. A 6-mo follow-up revealed no significant differences between the groups in improvement in school grade average. In a 1.5 yr. follow-up, however, the total grade average of experimental Ss improved significantly more than the grades of controls (p < .05). Large social class differences were found. The grades of high social class (SES) experimental improved significantly more than those of high SES controls (p < .005) while low SES experimental did not increase more than low SES controls. In the experimental group, improvement in school grades was significantly correlated with participation variables—change in n Achievement and a Business Game performance score.

Pierce, James V. (1961) 'Sex Differences In Achievement Motivation’. Problems related to sex differences in achievement among able high school youth were studied (1) the lack of correlation between a measure of achievement motivation and actual school achievement among girls, and(2) the relatively different effect of certain parental attitudes on the achievement behavior of boys and girls. The subjects used were about 100 boys and girls in the 12th grade (each had been tested on a number of nonintellectual variables 2 years previously). Almost 90 of their fathers were administered a parental attitudes test. The mothers had been tested previously during a former study using the same student subjects. All subjects were administered achievement and attitude tests. the findings of this study and the former study resulted in the following conclusions--(1) achievement motivation in girls is related to motivation to reach adulthood early, rather than to motivation to achieve academically, (2) for boys, it is related to "college going" and academic achievement, and (3) academic achievement of boys is aided by home situations which are relatively
democratic, whereas academic achievement of girls appears to be aided by homes which are more strict and demanding. Further research was recommended to achieve an even greater understanding in such areas as achievement motivation, values, parent attitudes related to achievement, and levels of aspirations in girls. (Aw)

Fleischner, Jeannette. “Effects of program placement on the self-concept of students with orthopedic disabilities” In light of the growing acceptance and desirability of inclusive class placement for students with moderate to severe orthopedic disabilities, this study sought to investigate the possible. Effects that program placement might have on selected indicators of self-concept in two samples of cognitively normal orthopedic disabled students. This study’s result suggest the need to improve teacher and administrative awareness of and response to the medical, social, emotional and academic consequences of severe disability experienced by students in inclusive settings. The results further suggest that successful special programs not be abandoned under the pressure of new practices but rather be strengthened as a vital part of a continuum of options.

Bahman Kord Tamini,Professor Mahmood S. Khan, “A cross-cultural study of organization commitment and self-concept of bank employees of Iran and India” Present study aims at investigating organization commitment and self-concept of bank employees on Iran and India. The samples were selected at random. i.e. 400 employees from each country Organizational commitment and self-concept scales were used to collect data, and t-test was applied to analyze data. The result indicated that three were significant differences of normative organization commitment score between two countries. The findings suggest that should be done more researches about cross-cultural context.
Dr. Siriwat S. and Dr. Subodh Bansod, “Effect of four-week intensive training in meditation of self-concept of students” This study was conducted on 60 graduate male students of Mahachula Buddhist University, Bangkok, Thailand. The Subjects were trained and practiced meditation, six days a week i.e. from Monday to Saturday, in the morning as well as in the evening for a total period of four weeks the duration of each session was two hours. Self-concept of the Subjects was measured before and after training in meditation by administering Thai version of Sherry, Verma and Go swami’s Self-Concept Scale. To examine the significance of mean difference between pre and post test scores, t-test was applied. It was found that intensive meditation training and practice significantly improved Self-Concept of students. Thus, training and participation in a four week meditation course had a positive effect on the Self-Concept of the Students.

K.P. Krishna, Vijaya Rani Agrawal. “A Study of self-concept, academic motivation and anxiety among high and low academic achievers” Study of academic achievement has become a topic of key interest for educationists as well as psychologists. After independence the greater emphasis was laid on education. Consequently, the number of students both at school and college levels increased. But the quality of students and the standard of teaching have been showing a downward trend. Each year a good number of students in every educational institution fail at different examinations and this poses a serious problem before the educational planners of our country. Studies conducted in this direction have significant relationship with academic achievement of students. High scholastic achievement not only requires intelligence and ability rather it also needs favorable and contributory personality factors. The sample comprised 150 female students of 11th grade, drawn from two local high-schools. The age of the subjects
ranged from 14 to 18 years. The findings were in the hypothesized direction except in case of anxiety.

Ann G. Ryan, William Madsen, Burton F. Nolan, Jeanmarie Keim. “Psychosocial Adjustment Factor of postsecondary students with Learning Disabilities” The sample consisted of 110 students: 51 students with learning disabilities, and 59 students without disabilities who were not significantly different in gender or age. The data indicate, in general, lower levels of awareness, acceptance, and expression of affective characteristics among students with LD. Background findings are further reported in terms of students’ residential status, employment status, goal setting, and self-perception of academic confidence.

Love, Peter E.D, Irani, Zahir, Themistocleous, Marinos, “An exploratory study of psychological adjustment and coping among information technology personnel in Australia” practitioners who work with information technology (IT) are reported to be experiencing rising level soft worked related stress. The research presented in this paper investigates whether coping and affect (both negative and positive) influence adjustment (anxiety, depression and stress) among IT personnel. A sample of 100 IT personnel from Australia completed a questionnaire, which contained measures for adjustment, affect state, and coping strategies. The research concludes that the psychological adjustment of IT personnel is influenced by the types of coping strategies they use, specific individual demographics, and their affect state.

Dennis W. Organ. “Direct, Indirect, and Trace Effects of Personality Variables on Role Adjustment, Graduate School of Business, Indiana University, Bloomington, Indiana” A three-month study examined the effects of personality on role adjustment processes among 102 entering MBA students. Path analysis showed that indirect effects, and the
concept of trace effects, of initially measured neuroticism and external locus of control accounted for more variance in later role ambiguity and role-related stress than did a major source of environmental variation. One of the important indirect effects was the path from initial role ambiguity to initial emotional stress to subsequent role ambiguity. However, specific behaviors identified as instrumental to role definition were not predictable from personality variables, raising the possibility that personality effects on role adjustment may be mediated more by cognitive rather than overt behavioral processes.

John R. Lubker, Edward F. Etzel. “College Adjustment Experiences of First-Year Students: Disengaged Athletes, Non athletes, and Current Varsity Athletes” The freshman year of college is usually acknowledged as a stressful time of social and academic adjustment. During this period, first-year students face many social and intellectual challenges. The investigation into college adjustment patterns found that first-year females reported higher academic adjustment to college than males in the total sample. Specifically in the DA athlete group, significant differences in college adjustment for both gender and level of athletic identity were found. For this group, significant differences in college adjustment were found related to the nature of disengagement and perceived level of social support. Potential applications of these findings for college personnel and future directions related to research are explored.

Jean-Claude Carel, Caroline Elie, Emmanuel Ecosse, Maïthé Tauber, Juliane Léger, Sylvie Cabrol, Marc Nicolino, Raja Brauner, Jean-Louis Chaussain and Joël Coste “Self-Esteem and Social Adjustment in Young Women with Turner Syndrome Influence of Pubertal Management and Sexuality” Population-Based Cohort Study. The objective of the study was to identify the determinants of self-esteem, social adjustment, and initiation of sex life in patients with Turner syndrome, particularly
those related to pubertal management. Participants included 566 young adult women with Turner syndrome, aged 22.6 ± 2.6 yr (range, 18.3–31.2). Low self-esteem was associated with ontological involvement and limited sexual experience. Low social adjustment was associated with lower paternal socioeconomic class and an absence of sexual experience. Late age at first kiss or date was associated with cardiac involvement and a lack of spontaneous pubertal development. Age at first sexual intercourse was related to age at puberty and paternal socioeconomic class. Delayed induction of puberty had a long-lasting effect on sex life. Height and Weight gain due to GH treatment had no effect on outcomes.

Kamariah Abu Bakar, Rohani Ahmad Tarmizi, Rahil Mahyuddin, Habibah Elias, Wong Su Vitor Coelho Académico De Torres Vedras, “The influence of place of residence and gender on the self-concept and social skills of Portuguese middle school students”

The purpose of this study was to understand if gender and place of residence can influence the levels of self concept and social skills. Results showed differences in both social skills and self-concept with students from rural schools presenting higher levels of social isolation, social anxiety and lower levels of self-control in social situations.

***