CHAPTER – II

Review of Related Literature
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2.1. INTRODUCTION

Review of literature helps the researcher to update the current knowledge in his area of research. It also helps him to know about the methodology adopted, the tools and instruments used and findings obtained in the previous studies. The literature in any field forms the foundation upon which all future work will be built.

In the words of J. Francis Rummel, “Research is an endeavour to discover and develop knowledge. It is an intellectual process that has developed over hundreds of years ever changing in purpose and form and always searching for truth” (Aggarwal, J.C., 1996, P. 3).

Therefore to be a specialist in the field of study, a researcher has to go through almost all possible related literature and published studies. The information are collected in abstract form and detailed form. Studies in detailed form are identified as Indian studies and foreign studies.

2.2. STUDIES RELATED TO ADJUSTMENT

2.2.1. Indian Studies

Chandrasekhar and Lancy D’Souza (2013) conducted a study on “Influence on Shyness on Social and Emotional Adjustment among Adolescents”. This study attempted to evaluate the influence of shyness on social and emotional adjustment of adolescents. Results revealed that shyness significantly influenced adjustment both in social and emotional areas, where adolescents with higher levels of shyness had shown maladjustment in both the areas compared to adolescents with lower levels of shyness. Further, reduction of shyness with behavioural medicine has been delineated.

Vijayakumar and Tinu Agrawal (2013) conducted a study on “Impact of ICT Usage on Adjustment of College Students”. This study attempted to investigate the role of locus control – an enduring personality construct which determines the individual’s inclination towards being controlled by self or things external to oneself. A random
sample of 89 business students in a residential business school completed three inventories namely ICT usage inventory (constructed by the author), Levenson’s locus of control scale, and Sinha and Singh’s adjustment inventory. Factor structure of these inventories was studied and three latent constructs namely ICT usage, external control, and adjustment problems emerged. Structural equation model connecting ICT usage directly to adjustment problems and indirectly through external control with adjustment problems reveals moderating effects of external control. Moderator regressing analysis reveals that among high externals high ICT usage attenuates the adjustment problems and low usage augments the problems. The reverse trend was noted among low externals. Findings were explained in the light of social cognitive theory.

Maliheh Gharibi and Gholamreza Sanagouymohar (2012) conducted a study on “Social Adjustment and Life Skills in Students”. The aim of the study was to evaluate the relationship between social adjustment and life skills in the students. The sample designated from 4 department of the university and contained of 96 students. They answered to the social adjustment measure (Bells, 1934) and life skills inventory. Pearson correlation and two independent sample ‘t’ test were used to analyze the data. There was significant positive correlation among life skills and social adjustment.

Ashokkumar Surapur (2012) conducted a study on “Impact of Government School Students Interest in Science, Study Habits and School Adjustment on Academic Achievement in Science”. The purpose of the study was to analyse independent and combined effects of variables viz., interest in science (higher and lower), study habits (good and poor) and school adjustment (high and low) on academic achievement in science. The sample of the study includes 300 students selected randomly from IX Standard studying science subject. The study revealed that, (i) The government school students with higher interest in science had more influence on academic achievement in science than the government school students with lower interest in science; (ii) The government school students with higher interest in science and high school adjustment had more influence on academic achievement in science than the government school students with higher interest in science and low school adjustment; (iii) The government school students with good study habits and low school adjustment had more influence on academic achievement in science than the government school students with poor study habits and low school adjustment.
Rambir Sharma (2012) conducted a study on “Ego-Strength in relation to Adjustment of College-Going Students”. This study was conducted to find out the relationship between mal-adjustment and ego-strength among college going students. College education required adjustment on the part of all students, though the type and degree of adjustment experienced by each student was varied depending on background, experience, and prior schooling. 60 students (30 boys + 30 girls) were purposively selected in the study Ego-Strength scale developed by Hassan, Q. and BELL'S Adjustment Inventory developed by Ojha, R.K. were used to collect the data. The findings of the study revealed that although college-going students face few problems regarding their adjustment in college environment, the study underlined that only an adjustable person can make his life successful that was why, college authorities, parents, should pay attention to minimize the adjustment problems of college going students.

Singh Amarpreet (2011) conducted a study on “Job Adjustment of Physical Education Teachers Working in Senior Secondary Schools”. The purpose of the study was to find out significant differences of adjustment variables of physical education teachers and to understand the gender differences towards the variables under investigation. Two hundred physical education teachers working in the senior secondary schools of Himachal Pradesh were randomly drawn to act as subjects for the study. Out of these 200 teachers, there were 110 male and 90 female teachers. To achieve the objectives of the study, Teacher's Adjustment Inventory by S.K. Mangal (1996) was used as device to access the adjustment or maladjustment of teachers of both sexes. The analysis of data showed that male Physical Education teachers were better adjusted in their profession as compare to female teachers. Male teachers working in rural schools had better socio-psycho-physical, personal and overall adjustment than the same gender teachers working in urban schools.

Yadav, Pooja and Naved Iqbal (2009) conducted a study on “Impact of Life Skill Training on Self-esteem, Adjustment and Empathy among Adolescents”. This study aimed to see the impact of life skill training on self-esteem, adjustment and empathy among adolescents. Total sample comprised of 60 students (30 males and 30 females) from the Hans Raj Model School, Punjabi Bagh who has received life skill training from the team of Expressions India. Self esteem inventory (school form), Adjustment inventory for school students (AISS) and the Empathy quotient (EQ) were administered
in a group session one by one in two or three days both before training was given and after training. In the post condition, test scores were obtained after 5 months of training. Result showed that subjects improved significantly in post condition on self-esteem, emotional adjustment, educational adjustment, total adjustment and empathy. However, no significant difference was found on social adjustment in pre and post condition. Overall training was very effective as subjects improve in the post condition on all measures except one, thus showing that Life skill training do show positive results in bringing change in adolescent’s attitude, thought and behavior by providing supportive environment to them.

Ekta Sharma (2009) conducted a study on “Relationship of Creativity with Academic Achievement, Achievement Motivation, Self-Concept and Levels of Adjustment among Adolescents”. The different levels of all independent variables were found and by taking three variables at a time, it was found that (i) there was no significant interaction effect of Creativity, Achievement Motivation, Self Concept, Index of Brightness and Adjustment on mean performance of Academic Achievement of adolescents; (ii) There was significant contribution of Creativity, Achievement Motivation and Index of Brightness in predicting Academic Achievement of adolescents, whereas Self-Concept and Adjustment didn’t contribute in predicting Academic Achievement of adolescents; (iii) Index of Brightness and Adjustment were negatively correlated to Creativity, Achievement Motivation, Self-Concept and Academic Achievement among adolescents. However, both these variables were positively correlated to each other.

Mahmoudi, Armin and Ningamma Betsur (2009) conducted a study on “Relationship between Adjustment and Academic Achievement”. This study examined the relationship between adjustment and academic achievement. Adolescence is a transitional period of one’s life between childhood and adulthood during which some important biological, psychological and social changes take place. It is a period of storm and stress. Adolescents have to adjust with their own changes in personality on one side and the changing socioeconomic environment on the other side. Some adolescents find it difficult to adjust normally with these changes and experience some problems, which are characteristic of this developing stage. Adolescent who display antisocial behavior in a variety of settings are at risk of low academic achievement and school failure. As early as the age of school entry, behavior problems are negatively correlated with verbal
ability and reading readiness and aggressive students in the primary grades are at elevated risk for grade retention and special education placement. Hence an attempt is made to investigate the relationship between adjustment and academic achievement among the std (IX) students.

Godiyal and Padiyar (2008) conducted a study on “Sex Differences in Adolescents Adjustments”. This study explored the sex differences in adolescents adjustments. The study intended to find out the relationship between adjustment and socio-economic status of students studying in twelfth grade in Government Intermediate Colleges situated in New Tehri Town of Garhwal Himalaya. The students’ adjustment was measured by using Adjustment Inventory for school students (Sinha and Singh) and their socio-economics status was measured by using Kulshrestha’s socio-economic status scale (urban) (SESSU). The random sample technique was used for the sample selection. The major finding indicates that the boys and girls are differed significantly in their adjustment, whereas the scores on socioeconomic status established superiority of girls over boys.

Singh Shakuntla and Gupta Kalpana (2008) conducted a study on “Social Adjustment of the Children of Working and Non-working Educated Mothers”. The aim of this study was to find the social adjustment of the children of working and non-working educated mothers in Varanasi. This study comprised of 200 working and 200 non-working educated mother's. Children drawn through random sampling method in the city of Varanasi. There was a difference between the family activities and discipline of the children of working & non working mothers, in which occupational coexistence of mothers, social & economic level affect differently on the behaviour of the offspring.

Sarika (2008) conducted a study on “Locus of Control in Relation to Academic Achievement and Adjustment”. In the light of results a significant and positive correlation was found between endogenous locus of control and academic achievement and also between endogenous locus of control and overall adjustment of the respondents. Similarly, a significant and negative correlation was reported between exogenous locus of control and academic achievement and also between exogenous locus of control and overall adjustment of the results. It was concluded that endogenous locus of control is concussive to academic achievement on the one hand and adjustment pattern on the other
whereas exogenous locus of control hinders both in cases of academic achievement and overall adjustment.

**Aryal, Ram Chandra and Venkatesh Kumar (2008)** conducted a study on “**Effect of Study Method on Adjustment of High School Students**”. This study aimed to find the impact of study method as an intervention program for reducing the adjustment problems of high school students. Students were divided into two groups e.g. experimental and control, the PQRST study method intervention program was used for the experimental groups after taking pretest. The sample was selected by sing average basis (performance score of previous exam), from mountain, valley, hill and plain sectors’ schools of Nepal. The sample size was 240 boys and girls of grade nine. Adjustment inventory Sinha & Singh (1993) was used to measure adjustment scores of the student. General Linear Model Repeated Measure of ANOVA was applied to measure the impact of intervention program on adjustment increase. A significant “F” was observed indicating differential increase in pre to post test situations. The interaction between groups and sectors with respect to change in the sector’s schools were found significant.

**Shruti Mishra and Shraddha Shukla (2007)** conducted a study on “**Interaction Effect of Adjustment and Need Achievement Upon Creativity**”. The objective was to analyse the interaction effect of adjustment and need achievement upon creativity. It was found that both high pupils (adjustment and need-achievement) had high level of creativity. It could be stated that high pupils had high level of creativity. To find out the interaction effect of need-achievement and adjustment on total creative power, 2x2 factorial design was used and analysis of variance was calculated. It was found that need-achievement affected creativity as a whole. Adjustment had also effect upon creativity. Total need-achievement and adjustment had no interaction effect upon creativity.

**Gupta, Arun Kumar (2007)** conducted a study on “**Impact of Yoga Practices on Adjustment Patterns and Self-concept**”. This study explored the impact of yoga on adjustment and self-concept. The study was conducted on 100 subjects (60 males and 40 females) doing a fourth-month Hindi certificate course in yogic studies at Bihar Yoga Bharti, Mungar, Bihar. The Bell adjustment inventory adopted by Mohsin and Hussain (1970) and Mohsin Self-Concept Inventory (1980) were used for measuring the variables. Results indicated that the practice of yoga had a significant impact on
different areas of adjustment as well as in building a positive image about oneself. The findings of the present investigation warrant further research in the area.

Babu and Kaliamoorthy (2007) conducted a study on “Achievement in Accountancy and Educational Adjustment of Higher Secondary Students”. The aim of this study was to find out the higher secondary students’ achievement in accountancy and also their educational adjustment. There was significant difference in mean educational adjustment scores of male and female higher secondary students. Female higher secondary students showed better educational adjustment than that of their male counterparts; whereas there was no significant difference in mean educational adjustment scores of urban and rural higher secondary school students, higher secondary students’ fathers’ education, and higher secondary students’ mothers’ education. Rural higher secondary school students had better educational adjustment than that of their urban counterparts. The results of the study showed that there were no significant differences in respect of education level of fathers and mothers of students with respect to educational adjustment.

Sindhu (2005) conducted a study on “Teachers’ Motivation, Student Adjustment and their Academic Achievement”. The aim of this study was to examine the extent of interrelationship between the teacher’s motivation, student adjustment and their academic achievement. The findings were: (1) Both, male and female teachers were found to possess average or above average level of motivation to work. (2) Most students displayed average and above average adjustment with school environment. The girls displayed superior adjustment as compared to the boys. (3) The girls were found to have more liking for their teachers than the boys. (4) No significant difference was found in the achievement of boys and girls. (5) Low positive correlations were found between students’ liking for their teachers and school adjustment. (6) Better liking of teachers contributed to better achievement of boys.

Sharma (2005) conducted a study on “Adjustment among Institutionalised Delinquents in relation to their Types”. The aim of this study was to find the level of adjustment among the delinquents. The findings were: (1) Among the various categories of delinquents, murder cases were highest in number. (2) The large percentage of the offenders falls in the age range of 18-20 years. (3) 16.90 per cent of the delinquents had excellent adjustment, 15.50 per cent had good adjustment, 49.30 per cent had satisfactory adjustment and 18.30 per cent had unsatisfactory adjustment. The delinquency was not
only related to poor adjustment level but was also related to satisfactory adjustment level as large percentage of delinquents had satisfactory (marginal) adjustment. Delinquents having good and excellent adjustment were not real delinquents.

**Chauhan (2004)** conducted a study on “Learning-styles of High School Students in the Context of their Adjustment and Extroversion-Introversion”. The objective was to know the learning style preference of high school pupils. The normative survey research method was adopted in carrying out this study to collect data. The findings were: (1) There appears a mild positive linkage of the subjects ‘sex’ with there preferences making on various learning styles, but it cannot be stated up to a significant level. (2) A positive linkage between locality and degree of preferences to various learning style is observed. (3) A positive linkage is held between the extroversion and introversion personality type of poor adjusted pupils with their degree of learning style preferences.

**Devi, Nirmala (2003)** conducted a study on “Effectiveness of Group Counseling: Adjustment among Women College Students”. This study aimed to introduce group counseling program among women college students and find out its effectiveness in terms of better adjustment, improved self-confidence and emotional stability. Pre-score and post scores between the control and the experimental group and also a comparison of post scores between the control and the experimental groups revealed that there were positive changes being brought about by counseling in terms of adjustment, self-confidence, locus of control and certain emotional states.

### 2.2.2. Foreign Studies

**Choi, Meena (2012)** conducted a study on “Family Stability as a Moderator of the Relationship between Child Temperament and Child Adjustment”. The study evaluates one proposed model in which family stability is hypothesized to moderate the relationship between child temperament and child adjustment, such that the relationship between child temperament and child adjustment would vary depending upon the level of molecular family stability present. Participants were 125 parents and 69 teachers of five-year-old children in kindergarten. Multiple regression analyses were used to evaluate the hypothesized moderation model. While the results did not support the hypothesized moderation model, several findings were worth noting. Although greater levels of the child temperament qualities of both self regulation and inhibition were
related to lower levels of both parent- and teacher-reported child externalizing behavior problems as hypothesized, the predicted relationships between both child temperament qualities with child internalizing behavior problems were not found. In addition, the predicted relationship between family stability and child adjustment was not found. Possible explanations for the non-significant findings are discussed, including conceptual issues related to the age of the child participants and several methodological concerns regarding the reporting of child adjustment, sample size, and data analytic strategy.

Malek Jdaitawi, Noor-Azniza, Ishak, Farid Mustafa (2011) conducted a study on “Emotional Intelligence in Modifying Social and Academic Adjustment among First Year University Students in North Jordan”. The study examines the influence of emotional intelligence training in increasing social and academic adjustment among first year university students in North Jordan. A total number of 289 first year university students who were randomly selected from the two universities in North Jordan comprised both the experimental and control group. The results of the study indicate significant mean differences between the two groups having emotional intelligence as a variable. Additionally, the results indicate no significant differences between experimental and control group on social and academic adjustment variables. Supported by no significant mean difference according to gender between participants but the results indicate significant mean differences according to age between them. Although the descriptive statistics results show no significant differences as expected; the experimental group is revealed to be more effective with participants in all the research variables. Therefore, it is recommended that emotional intelligence training should be utilized as adjunct strategy in enhancing student social and academic adjustment among adolescents and adult students.

Noor-Azniza, Ishak, Malek Jdaitawi, Yahya Saleh Ibrahim, Farid Mustafa (2011) conducted a study on “Moderating Effect of Gender and Age on the Relationship between Emotional Intelligence with Social and Academic Adjustment among First Year University Students”. This study examined whether emotional intelligence is significantly correlated with social adjustment and academic adjustment. It also explored the moderating effects of gender and age factors and their linked between emotional intelligence and social adjustment as well as academic adjustment among first year university students. 289 first year university students (148 males and 141 females) at the
Irbid Govern Orate, North of Jordan, participate in the study and were categorized based on two age groups, younger students between the age of 18 – 25 and older students between the range of 26 and above. Two valid and reliable instruments were used to assess student’s emotional intelligence, social adjustment and academic adjustment. Correlation and multi-group analysis using structural equation model were used to analyse these data. The result shows no significant relationship between emotional intelligence and of both social adjustment and academic adjustment. In addition, the moderating effect of gender was not found. However, the moderating effect of age on the relationship between emotional intelligence with social adjustment and academic adjustment were established.

**Butler, Allison Lynette (2011)** conducted a study on “Secondary Transition Experiences: Analyzing Perceptions, Academic Self-efficacy, Academic Adjustment and GPA for College Students with Learning Disabilities Pursuing Postsecondary Education”. The purpose of this study was to analyze participants’ experiences to generate information regarding how students perceive the effectiveness of their secondary transition programs in pursuit of postsecondary success. In addition, this study examined self-efficacy issues and academic adjustment. Through online survey administration the following instruments were used: a demographic questionnaire, National Longitudinal Transition Study - 2 (NLTS2) Youth Continuation Interview (YCI) containing questions asking participants to rate their perceptions, the Academic Self-Efficacy scale (CASES; Owen and Froman, 1988), and the academic adjustment subscale of the Student Adaptation to College Questionnaire (SACQ; Baker & Siryk, 1989). Data was analyzed using a one-way Analysis of Variance (ANOVA) and Pearson's product moment correlations. In addition a step-wise multiple regression was performed in order to identify the most influential factors associated with postsecondary academic success (GPA). Academic self-efficacy was the primary determinant of student success. Variables found to have significant relationships with academic self-efficacy were perceptions of secondary transition experiences, academic adjustment, self-reported cumulative grade point average, and number of semesters completed. An inverse relationship was discovered to exist between academic self-efficacy and type of institution as well as being African American and Latino students.
Lama Al-Qaisy (2010) conducted a study on “Adjustment of College Freshmen: the Importance of Gender and the Place of Residence”. This study aims at finding out the effect of gender and place of residence on the adjustment of freshmen in the university. The researcher studied a sample of 117 freshmen in Tafila Technical University. The subjects come from different districts in Jordan. The measurement of college adjustment was applied. This scale consists of 36 items distributed on four dimensions. Means and standard deviations were used to analyze the data. The results showed that male students are more inclined to adjustment than females.

Patterson-Mills, Sarah (2010) conducted a study on “Early Adjustment Processes in Internationally Adopted Children and Their Families”. In the study, the adjustment of international adoptees at six months post-adoption and the association with family relational quality and marital satisfaction was examined and whether mothers and fathers viewed these relationships similarly. A quantitative design examined correlations among these variables employing several well-validated instruments. Measures included the Child Behavior Checklist (Achenbach & Rescorla, 2000; CBCL) which measured child adjustment, the Family Adaptability and Cohesion Evaluation Scales (Olson, Gorall, & Tiesel, 2004; FACES-IV) that assessed familial relational quality, and the Marital Satisfaction Inventory-Revised (Snyder, 1997; MSI-R) which measured marital satisfaction. Additionally, the perceptions of mothers and fathers regarding these variables were compared using a Wilcoxon t-test. A total of 19 mothers and 14 fathers completed the assessments. Among mothers, three were identified as single and omitted from the comparison between child adjustment and marital satisfaction. Findings indicated that child adjustment was positively and significantly correlated with family relational quality among fathers, but not for mothers. Second fathers' perceptions of marital quality were positively and significantly correlated with child adjustment, but not for mothers. There were no statistically significant differences between mothers' and fathers' perceptions among these variables.

Hajizadeh, Neda (2009) conducted a study on “The Relationship between Acculturation, Intergenerational Family Conflict, and Late Adolescent Psychological Adjustment in Asian Indian College Students”. This study's first hypothesis was that there would be a significant positive relationship between acculturation gap and intergenerational conflict. Second it was hypothesized that intergenerational conflict
would be significantly related to self-esteem and anxiety. Last it was hypothesized that the interaction of acculturation gap and intergenerational conflict would account for significant variance in anxiety and self-esteem. Participants included 109 undergraduate students ages 18-21. Results of the bivariate correlations revealed that acculturation gap was significantly and positively correlated with intergenerational conflict. Additionally, intergenerational conflict was positively related to self-esteem but not significantly related to anxiety. Results of the regression analyses revealed that: (a) acculturation gap was a significant predictor of intergenerational conflict, and (b) intergenerational conflict contributed significantly to the variance in self-esteem. Intergenerational conflict did not significantly account for the variance in anxiety. Further regression analyses revealed that the interaction of acculturation gap and intergenerational conflict did not significantly contribute to the variance of anxiety or self-esteem.

Van Eman, Linnea Marie (2009) conducted a study on “Academic Adjustment of Gifted Fifth, Sixth, and Seventh Grade Children Placed in Accelerated Math Courses”. The purpose of this study was to investigate the influence of participation in accelerated math courses on Academic Adjustment for gifted fifth, sixth, and seventh grade children, with special interest in gifted females and their math placement. Significant positive correlations were reported within variable sets for Academic Adjustment and Psychological Adjustment and a relationship between the two constructs was statistically significant, though small. A statistically significant three-way interaction existed for gender, math group, and Academic Adjustment. Significant simple main effects were found in three of the five subscales of Academic Adjustment suggested psychological advantages were evident for non-accelerated girls in their attitude towards school and attitude for teachers and classes. For motivation, there was a pattern change in that for girls, the non-accelerated scored higher than the accelerated group, but the opposite was true for boys. Boys in the accelerated group scored significantly higher in motivation than did the non-accelerated group. Finally, there were no gender differs by group for student academic perception or goal valuation.

Lowenstein, Amy Elisabeth (2009) conducted a study on “Fostering the Socio-emotional Adjustment of Low-income Children: The Effects of Universal Pre-kindergarten and Head Start in Oklahoma”. This two-part study examined the effects of the Tulsa Public Schools (TPS) pre-kindergarten (pre-K) program and the Community
Action Project (CAP) of Tulsa County Head Start program in Tulsa, Oklahoma, on low-income children's teacher-reported socio-emotional adjustment at kindergarten entry. Results of paper one indicate that participation in TPS pre-K was associated with lower levels of timidity and higher levels of attentiveness, but there were no effects of participation in CAP Head Start. Subgroup analyses revealed that low-income pre-K children reaped the greatest socio-emotional rewards when they participated in full-day programs, as was the case for low-income girls and children who were eligible for free lunch. Low-income boys showed increased aggressiveness when they enrolled in Head Start for one year but not two. For low-income Hispanic children, participation in Head Start was associated with increased attentiveness. The discussion focuses on possible explanations for these varied subgroup effects. Results of paper two reveal that pre-K teachers' years of experience and use of specific curricula were associated with low-income children's socio-emotional adjustment at kindergarten entry. In Head Start classrooms, the salient predictors were teacher characteristics, classroom composition, and dimensions of classroom climate. Analyses run on the full sample of pre-K and Head Start classrooms indicated that teachers' years of experience and use of curricula, classroom composition, and program auspice were related to low-income children's socio-emotional adjustment.

Moonilal, Jacqueline (2009) conducted a study on “Information Processing, Psychosocial Adjustment, and Sensory Processing in Gifted Youth”. The purpose of this study is to conduct a theoretical exploration into the conceptual interrelationships among information processing, psychosocial adjustment, and sensory processing in the population of gifted youth. Although researchers have now been studying various aspects of giftedness for almost a century, many controversies persist with regard to the psychological functioning of gifted children and adolescents. The aim of this study is to develop more conceptual clarity regarding information processing, psychosocial adjustment, and sensory processing in gifted youth to contribute to the understanding of how these constructs manifest themselves and bear upon the phenomenology of giftedness. This will involve a creative integration of theory and research across various disciplines, including psychology, medicine, and occupational therapy. Four major areas of conceptualization are included: social and emotional characteristics of gifted youth, psychosocial adjustment of gifted youth, processing and intelligence, and processing and temperament.
Brady-Amoon, Margaret (2009) conducted a study on “The Association between Self-efficacy and Self-rated Abilities and College Students’ Adjustment and Academic Performance”. This study examined the association between self-efficacy and self-rated abilities in association with college students' adjustment and academic performance. No significant demographic or participatory differences were found for self-efficacy, self-rated ability, or adjustment scores. Principal data analysis was conducted using correlational and regression analyses. Results support all five of the study's hypotheses. Significant positive associations were found between self-efficacy and self-rated abilities; between self-efficacy, self-rated abilities, and college students' adjustment; between self-efficacy, self-rated abilities, and college students' academic performance; and among all four constructs. Results also show that when self-efficacy and self-rated abilities were considered together, self-efficacy but not self-rated abilities made a significant positive contribution to adjustment and self-rated abilities but not self-efficacy made a significant positive contribution to college students' academic performance. The results show a significant positive association between the constructs that varies in different combinations. As these constructs rarely, if ever, operate in isolation, this study makes a contribution by quantifying the degree of association between the constructs. It also provides information about each construct's degree of association with the others and suggests potential areas for theoretical convergence as well as implications for practice.

Sylvester, Patricia (2007) conducted a study on “Early School Adjustment: Contributions of Children’s Emotion Self-regulation and Classroom Instructional and Emotional Supports”. This study examined social competence as mediator of emotion self-regulation's association with academic achievement and whether classroom supports moderated emotion self-regulation's associations with social competence and academic achievement. Participants were 740 first-graders from a national prospective study. This study found that well regulated preschoolers became socially competent and academically successful first-graders. Social competence did not mediate emotion self-regulation's association with academic achievement. Instructional support did not moderate emotion self-regulation's association with academic achievement. Emotional support did not moderate emotion self-regulation's association with social competence. Emotional support moderated emotion self-regulation's association with academic
achievement, but had a generally deleterious affect. This study's findings stress the importance of emotion self-regulation to early school adjustment and raise questions concerning effects of classroom supports.

Windham, Craig (2007) conducted a study on “The Changing Landscape of Adolescent Internet Communication and Its Relationship to Psychosocial Adjustment and Academic Performance”. This study investigates the relationship between communication using socially interactive technologies (SITs) and psychosocial adjustment and academic performance among high school students. A sample of 614 ninth and eleventh grade students completed three self-report measures: Two were newly-adapted instruments assessing Internet / SITs use, academic performance, and attitudes, experiences, and behaviors regarding time online. The third was the Behavior Assessment System for Children Self-Report of Personality-Adolescent (Reynolds & Kamphaus, 2004). A sub-sample of participants also completed an online log of Internet use over a three-day period. More than two-thirds of participants reported using SITs at least once a day, and 55% said they communicated with friends online while doing homework. Girls in the study were more likely than boys to use SITs. Text messaging was tied with instant messaging as the preferred method of written communication with friends, followed by social networking sites. Five hypotheses were tested. Contrary to prediction, there was no significant positive relationship between SITs use overall and psychosocial adjustment, although there was a positive link between adjustment and instant messaging and a negative association between adjustment and use of social networking websites. In addition, gender did not moderate relationships between SITs use and psychosocial adjustment as expected, nor was SITs use by male students linked to better adjustment. The other predictions were generally supported by the results. Use of SITs, in particular text messaging and social networking sites, had a significant negative relationship to student grade point average. For ninth grade participants, potentially problematic attitudes and behaviors regarding time spent online had a significant negative association with both psychosocial adjustment and academic performance. Finally, Internet/SITs communication was found to involve significantly more interaction with members of the opposite sex than face-to-face or telephone conversations. The findings offer insight into the role communication using interactive messaging media may play in the social development of adolescents.
Wood, Jeffrey (2006) conducted a study on “Effect of Anxiety Reduction on Children’s School Performance and Social Adjustment’. This study tested the effect of reductions in children’s anxiety over time on improvements in school performance and social functioning in the context of participation in a cognitive-behavioral intervention program. Participants included 40 children with high anxiety (6-13 years of age). Independent evaluators, children, and parents rated child anxiety; parents rated school performance; and children and parents rated social functioning. Measures were completed at pre-intervention, mid-intervention, and post-intervention. Fixed-effects regression analyses and random-effects regression analyses indicated that decreased anxiety was predictive of improved school performance and social functioning over the course of the intervention. These findings suggest that changes in anxiety influence trajectories of children’s scholastic and social functioning.

Smith, Sherry (2005) conducted a study on “The Role of Perceived School Context in Mediating the Relationship between Peer Victimization and Student Adjustment’. The purpose of this study was to examine perceived school context as a mediating factor between levels of victimization and student adjustment in high school students. Statistically significant differences were found for levels of victimization by grade and gender, but inspection of the one-way analysis of variance did not support this finding. Student adjustment (cumulative GPA and absenteeism) was correlated with overt aggression and overall levels of victimization. Levels of victimization was significantly associated with school environment and peer social support. While teacher caring was not related to levels of victimization, teacher support for student autonomy and parent support were significantly related to relational aggression and overall levels of victimization. This study looked at school context as a mediator between levels of victimization and student adjustment, with school context found to be a mediator for two of the three student adjustment variables (i.e., cumulative GPA and absenteeism). School context appeared to be an important factor in shaping a youth’s behavior. Age, gender, grade level, ethnicity, family socioeconomic status, and with whom students lived had no influence on self-reports of victimization. Results reflecting the frequency of victimization found that 22.9% of students in the sample had a score of at least 2 on the Victimization of Self scale of the Bully/Victim Questionnaire indicating they had endured some degree of relational and/or overt aggression in the past three months. Previous research has shown the importance of school context regarding victimization in
primary and middle school students, and this study provided support for its importance at the high school level.

Karunanayake, Danesh (2005) conducted a study on “Material Independence and Emotional Independence in relation to Sex, Socio Economic Status, Population Density, and College Student Adjustment”. The main purpose of this study was to examine whether emotional and material independence and interdependence is related to sex, socio-economic status (SES) and population density (PD). The results revealed that as income and mother’s education level increased emotional independence decreased for participants from a community college but not for participants from a university. For all participants there was a significant positive relationship between PD and emotional independence. Finally, for low SES individuals, income moderated emotional independence and academic adjustment. The results provide some support for Kagitciebaci’s (1996) general family model within the United States.

DelCiotto, Heather Leigh (2004) conducted a study on “The Self-concept and Emotional Adjustment of Twins and Siblings of Twins”. The study investigated the self-concept and emotional adjustment of twins and siblings. Ninety-five Caucasian adults from 42 families were recruited through advertisement, referrals, and solicitation at the Twins Days Festival. Two tests were mailed to participants: the Tennessee Self-Concept Scale-2 (TSCS-2) (Fitts and Warren, 1996) and the NEO Five-Factor Inventory (NEO-FFI) (Costa and McCrae, 1992). Chi-square analyses found no differences in age and education among the 3 groups. Analysis of variance (ANOVA) tests were conducted in 4 comparisons: (1) Older Siblings, Twins, and Younger Siblings; (2) Older Siblings, Monozygotic [MZ] Twins, and Younger Siblings; (3) Non-twin Siblings and Twins; and (4) Older Siblings and Younger Siblings. There were no significant differences found among the groups for any of the TSCS-2 and NEO-FFI variables. None of the research hypotheses was supported except the latter part of hypothesis 3 predicting twins’ self-concept scores would not differ from the test norms. In summary, the results indicate that older siblings, twins, and younger siblings did not differ on any of the TSCS-2 and NEO-FFI variables. The test scores indicate normal development of self-concept for twins and siblings of twins. The groups performed consistent with general population norms for healthy adjustment and positive self-concept.
Gamse, Stephanie Shapiro (2004) conducted a study on “Independence / Interdependence, Social Anxiety, and Adjustment to College: A Longitudinal Analysis”. The goal of the study was thus to provide a longitudinal analysis of the relationship between independence, interdependence, and overall adjustment, as well as to explore interactions between the self-construals. The study was conducted over the course of an academic year. Participants were 343 college freshmen who completed demographic, self-construal, and social anxiety questionnaires prior to the start of classes, in addition to measures of overall well-being and high school adjustment. At the end of the first semester and at the end of the year, participants completed self-construal and well-being measures again, along with scales assessing college affiliation, college adaptation, and activities. High school GPA, SAT scores, and course grades were gathered from academic records. Interdependence was shown to predict better adjustment to academic life, university commitment, and participation in school activities, while independence predicted higher self-esteem and social adjustment. Self-esteem was found to mediate the relationship between independence and well-being. Interdependence was shown to attenuate the negative relationship between social adjustment and well-being. While neither self-construal alone predicted academic performance, the interaction was significant, such that independence predicted higher GPA when interdependence was low. Median splits on the self-construal scales revealed that students who were above the median on both characteristics were better adjusted than those who were below the median on one or both scales. Finally, gains in self-construals over the course of the year predicted better college adjustment. These findings are important conceptually to developmental theorists. Moreover, they have clinical relevance to university counseling centers and offices of student life, in terms of decreasing attrition and facilitating students’ transition to college.

Grob, Sharon (2003) conducted a study on “International Adoption: The Relationship between Child and Parent Characteristics and Parent Report of Child Adjustment”. This study examined international adoption and identified those self-reported child and parent factors that are related to healthy adjustment. Eighty-two adoptive parents, 79 mothers and 3 fathers completed the Child Behavior Checklist and Profile for Ages, the Parent-Child Relationship Inventory, and a demographic profile. Quantitative data were collected from these surveys and a linear regression model was used to help determine whether the child predictor variables of Age Orphaned, Months in Care, and Age Placed,
along with parent predictor variables of Parent Education and PCRI scales were significant predictors of child adjustment. A univariate analysis of variance was used to examine the relationships between predictor variables of parent education, and parent occupation. Results of this descriptive study showed that, in general, Asian adoptees develop much like other children.

2.3. STUDIES RELATED TO SELF-CONCEPT

2.3.1. Indian Studies

Rath Sangeeta and Nanda Sumitra (2012) conducted a study on “Self-concept: A Psychosocial Study on Adolescents”. An attempt had been made to examine the effect of gender and academic competence on the self-concept of adolescents. The result indicated that academically competent adolescents had higher physical, moral, personal, family, social and overall self-concept than less-competent ones. The strength of association between personal self-concept and overall self-concept in boys was 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 was higher in girls than that of the boys.

Paramjeet Singh Bhadwal and Darshana Sharma (2012) conducted a study on “Intelligence and Self-concept as Correlates of Academic Achievement”. The main purpose of this study was to explore the correlation between intelligence and academic achievement, self-concept and academic achievement among high school students in Jammu city. Results indicated that there was significant positive relationship between the variables of Intelligence and academic achievement in case of boys and girls studying in secondary schools. Furthermore, there was significant negative relationship between the variables self-concept and academic achievement in case of boys and significant positive relationship between the variables of self-concept and academic achievement in case of girls. It was revealed that with the increase in the intelligence, the academic achievement also increased in case of boys as well as girls of secondary schools. However, the variables of self-concept and academic achievement were inversely related to each other in case of boys and positively related in case of girls.
Quadri Syed Javeed (2012) conducted a study on “Loneliness and Self-Concept of Male and Female Adolescences”. The study was to search the loneliness and self-concept of male and female adolescences. It was concluded that female adolescences had significantly high loneliness than the male adolescences. Male adolescences had significantly high self-concept than the female adolescences.

Deore (2012) conducted a study on “Self-Concept Among Tribal, Rural and Urban Students”. The objectives were: (1) To study the self-concept of rural, tribal and urban students. (2) To study the difference if any in self-concept component of rural, tribal students and urban students. (3) To study the difference if any in family environment and mental health component of rural, tribal students and urban students. The findings were: (1) Tribal students had high self-concept for health, ability trust and emotionality. (2) Rural students had high self-concept for health, ability, shame and guilt emotionality. (3) Urban students had high self-concept for health, self-confidence, self-acceptance, suitability, past, present and future, likeliness of society and emotionality.

Ram Mangala and Anwar (2011) conducted a study on “Self-Concept Among D.Ed. Teacher Trainees: Influence of Selected Secondary Variables”. This study reported about the self-concept among teacher trainees in Mysore City. The results revealed that female teacher trainees showed a high difference in self-concept than male teacher trainees. Teacher trainees who came from urban background indicate a higher score when compared to the rural teacher trainees. Age wise, significant difference was observed among the teacher trainees. There was no much significant difference among Government, Government-Aided and Private Institutions.

Naseema and Usha (2011) conducted a study on “School Adjustment, Self-concept and Achievement in Mathematics of Visually Impaired and Normal Secondary School Pupils in the Integrated System – A Comparative Study”. This study measured whether there is any significant difference in the achievement in mathematics and in the psychological variables like school adjustment and self-concept between the visually impaired and the normal secondary school pupils. Results revealed that there exists significant difference at 0.01 level, between Visually Impaired and Normal pupils in respect of their School Adjustment, Self-Concept and Achievement in Mathematics.
D'souza Giselle (2010) conducted a study on “Stress in Students of Standard X in Relation to Their Academic Self-Concept”. The descriptive research was of the correlational type. It aimed to study stress in students of standard X in relation to their academic self-concept. The study revealed a negative correlation of stress with academic self-concept. This study could had important implications in helping students of standard X to come to terms with the invaluable worth of a positive academic self-concept in coping with examination stress.

Jadhav and Havalappannavar (2008) conducted a study on “Impact of Yoga on Self-concept”. Research studies have been proved that the practice of yoga brings profound change in individual. Yoga is a way of life and teaches us how best to live for the well-being of the individual and development of healthy society. Positive changes in the lifestyle of the individual can be brought through practicing it. Yoga develops the physical, mental, intellectual emotional, and spiritual components, which help in building up a sound personality. Self-concept is the sum total of a persons perception, feelings and belief about himself.

Sharma, Bhawana (2008) conducted a study on “The Effect of Self-concept on School Environment”. This study aimed to assess the effect of self-concept on the school environment has been made to assess the effect of self-concept on the school environment of ninth grade pupils. The sample of the study consisted of 100 pupils (51 girls and 49 boys) drawn from grade IX from four schools of Pathankot city. The result of the study revealed that the self-concept did not have any effect on the school environment as the value of ‘t’ was not found significant even at 0.10 level.

Dorai Thambi and Muthuchamy, I. (2008) conducted a study on “Impact of Teaching Practice Programme upon the Self-concept of B.Ed. Students”. The objectives were: (i) To develop values, attitudes and awareness consistent with sustainable development in education; (ii) to develop knowledge and skills in teaching practice of B.Ed. trainees; (iii) to appreciate the commonality of needs, rights, values and psychology that bind the B.Ed. trainee with teaching practice programme; (iv) to increase the self-concept of the teachers; (v) to link the personality development to educational reforms. The findings from this research reveal that the level of self-concept of women B.Ed. trainees increases significantly after the teaching practice programme compared to the self-concept level of pre-teaching programme.
Thiagarajan and Ramesh (2005) conducted a study on “Self-concept of B.Ed. Trainees”. The objectives were: (i) To find out the level of self-concept of B.Ed. trainees; (ii) to find out, if any, the significant difference in the self-concept of the B.Ed. trainees in terms of their sex, community, locality and optional subject they studied. The self-concept of B.Ed. Trainees was above the average i.e., high self-concept. There was no significant difference in self-concept of the respondents in terms of their sex, community, locality and optional studies.

Kharlukhi (2005) conducted a study on “Self-concept in relation to some Selected Personality Variables among Teacher Trainees in Meghalaya”. The objectives were: (i) To find out the self-concept and personality of teacher trainees in relation to sex, community and locale; and (ii) to study the relationship of self-concept with personality. The findings were: (1) The level of self-concept of teacher trainees for each dimension was noted: the highest percentage (77.50%) of the high level category is found to be in SCD-E (moral), the highest percentage (89.69%) of the average level category is found in SCD-F (intellectual). There was a significant difference between the means of male and female teacher trainees in SCD of physical, social and moral. (2) Level of the scores in each primary personality factors (PPF) was found: the highest percentage (49.53%) of the teacher trainees were assertive, aggressive, stubborn, competitive and bossy. Most of the teachers in the average level category who that they are not so much affected by feelings nor are they emotionally stable, mature and calm. The highest percentage (26.72%) of the low level category is found to be in the PPF-B (less intelligent-more intelligent). This indicates that they require direction and supervision constantly. (3) With regards to the SOPFs, the tribal and non-tribal teacher trainees were significantly different in QI (introversion-extroversion) and QIV (subduedness-independence).

Mary and Paul (2005) conducted a study on “Self-concept of Integrated Course Students in Pondicherry”. The objectives were: (i) To find out the self-concept of the students studying in integrated course; and (ii) to find out the difference between the self-concept of boys and girls, type of family and size of the family, hostellers and day-scholars, arts and science students and on the basis of parental income. The findings were: (1) The student self-concept is above average. (2) Boys and girls differ significantly in their self-concept. (3) Day-scholars and resident scholars differ significantly in their self-concept. (4) Students from joint and nuclear families, and large
and small families don’t differ with each other. The same result was also found in the case of the comparison between the science and arts students. (5) There is a significant difference among income groups in their self-concepts.

Masomeh, Khosravi (2005) conducted a study on “Relationship between Self-concept and Anxiety among Adolescence Students”. The objectives were: (i) To find out the correlation between self-concept and school anxiety among Iranian and Indian students; (ii) to compare the levels of self-concept and school anxiety across gender and culture. The findings were: (1) There was no significant difference between girls and boys on self-concept in Indian students. (2) Among Iranian students there was no significant difference between girls and boys on self-concept. (3) Overall result on school anxiety showed that Iranian students were higher on test anxiety and lack of confidence than the Indian students.

Chakrabarti and Banerjee, Debasri (2005) conducted a study on “Gender Difference in Self-concept among School Students in Kolkata”. The objectives were: (i) to assess whether girls and boys differed in their self-concept and if they did, who had a higher self-concept; (ii) whether there was any difference between boys and girls in the dimensions of self-concept like behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction. The findings were: (1) Boy and girls do differ significantly in their total self-concept score. Boys have a higher self-concept than girls. This may be the result of the gender bias that exists in our society where boys are often given a more positive feedback on their acts than girls, thus raising their self-concept. (2) There is a significant difference in the self-concept of behaviour, intellectual and school status, physical appearance and attributes, anxiety and happiness, satisfaction among boys and girls. However, there is no significant difference noted regarding their concept of popularity. Though boys showed a higher score in behaviour, intellectual and school status. In physical appearance and attributes and anxiety girls showed that they were more happy and satisfied than boys.

Banerjee, Debasri (2003) conducted a study on “Self-concept and Cognitive Style Creation and Non-creative Students in Calcutta University”. The objectives were: (i) to explore the nature of relationship between Self-concept and Creativity; (ii) also to explore the relationship between Cognitive Style and Creativity, and between Self-concept and Cognitive Style. The findings were: (1) Gradewise comparison showed
students of Class VII to be relatively higher than Class VIII students. Cognitive style and self-concept revealed no difference due to grades. (2) Observations based on intercorrelational tables revealed positive and significant correlation between creativity and cognitive style and creativity and self-concept. (3) The factors discriminating between high creative, moderate and low creative are fluency, both verbal and non-verbal elaboration and originality. Cognitive style did not significantly discriminate between creativity groups.

Kaur (2001) conducted a study on “Self-concept in Relation to Intellectual Variables”. The objective was to find out correlation with the values of self-concept and independent variables such intelligence, creativity and achievement of rural and urban schools. The findings were: (1) Variable of intelligence and creativity to be positively significant with self-concept in urban as well as in rural. (2) No correlation found between the variable of achievement and self-concept. (3) It is revealed that variable of achievement contributed 13.6% variance in predicting the self-concept of urban girls. (4) It is clear that conjoint effect of variable of intelligence creativity of achievement is higher in both the samples as compared to predicting the self-concept.

Kumari, Sushama (2001) conducted a study on “Adolescent Pupils’ Attitudes towards Gender Roles in Relation to Development of Self-concept and Social Awareness”. The objectives were: (i) To find out the attitude of adolescent pupils towards gender roles; (ii) to find out the relationship between pupils' development of self-concept and their attitudes towards gender roles; and (iii) to find out the relationship between pupils social awareness and their attitudes towards gender roles. The findings were: (1) Significant difference was observed in the attitude of adolescent girls and boys towards various AGR aspects. (2) Both girls and boys individually were more possessive about their own roles, which are assigned by the society, but generally have contradictory opinion for the opposite gender roles. (3) Girls scored lower on self-concept scale as compared to boys. (4) Social awareness has also been found to affect certain aspects of gender roles. Boys are found to be more aware than girls.
2.3.2. Foreign Studies

**Emenheiser, David (2013)** conducted a study on “*Relations between Academic Achievement and Self-Concept among Adolescent Students with Disabilities over Time*”. This study design included four features: (1) methods appropriate for complex data sets; (2) use of latent constructs; and investigation of differences; (3) between genders and (4) among the categories of disability. Three questions were investigated: What are the relations between self-concept and academic achievement over time among adolescent students with disabilities? What are the differences in these relations among male and female adolescents with disabilities? What are the differences in these relations among adolescent students with emotional disturbance (ED), intellectual disabilities (ID), and learning disabilities (LD)? In a secondary analysis of the Special Education Elementary Longitudinal Study (SEELS) database, cross-lagged longitudinal panel path analyses were used to explore the relations among the overall sample of 14-year-olds as well as of males-only, females-only, ED-only, ID-only, and LD-only subgroups. Additional procedures were used to account for issues due to missing data, non-normality of distributions, and clustered, stratified, and disproportionate sampling. Results of the study suggested that the relations between academic achievement and self-concept were complex. In the overall sample, no significant relations were found. When split by gender, the data indicated nearly equal but opposite path coefficients from self-concept at Time 1 to academic achievement at Time 2. The paths from academic achievement at Time 1 to self-concept at Time 2 obtained statistical significance among the ED-only (positive) and LD-only (negative) groups. The subgroup differences in the relations between academic achievement and self-concept suggested that more subgroup analyses need to occur.

**Oliver, Leola Lanette (2013)** conducted a study on “*Linking Self-concept, Social Comparison and Academic Achievement in Preadolescents*”. A wide body of literature exists on the relationship between childhood and adolescent self-concept and achievement (Molloy, Gest, & Rulison, 2011; Trautwein, Ludtke, Marsh, & Nagy, 2009); however, few studies explore the extent to which other socio-psychological processes interact with these 2 variables. Many studies point to parent and teacher feedback as critical factors in the development of self-evaluative processes in children, but there is an absence of literature exploring the extent to which perceptions of peer achievement and social interactions may predict self-concept (Altermatt, Pomerantz,
A growing number of theorists assert that the self-concept/achievement relationship must be examined within the context of the social environment (Guay, Boivin, & Hodges, 1999; Rogers, Smith, & Coleman, 1978). What is yet to be explored with more in-depth analysis, however, is whether a relationship exists between children's perception of themselves and the level of performance exhibited by their peers (Guay et al., 1999). In an effort to shed light on this subject the present study seeks to identify any correlation between self-concept, social comparison processes, and academic achievement through the lens of the following theoretical constructs: (a) Self-Concept and Self-Theory; (b) Social-Comparison Theory; and (c) Achievement Goal and (d) Social Identity Theories. Social comparison theory and its role in self-evaluation were first promulgated in the 1950s. This theory proposes that individuals seek accurate appraisals of self and engage in comparison to others in the absence of objective feedback (Festinger, 1954). Finally, achievement is explored in connection with achievement goal theory and in context with social identity theory. Achievement goal theory holds that individuals possess an awareness of their abilities and, as a result, adopt relative goal theories associated with achievement behaviors. Each of the foregoing theoretical constructs has implications for an enlarged focus on the development of childhood self-concept, socialization processes and their relationship to academic achievement. This study will add to a growing body of literature exploring potential links between peer social comparison processes, global and academic self-concept, and achievement.

Fellner, Lauren (2012) conducted a study on “Urban, Low-Income Youth: Chronic Stress, Psychological Symptoms, and the Impact of Parental Involvement”. This study sought to determine the manner in which urban stressors impact adolescent psychological functioning and the role of the parent-adolescent relationship as a buffer against symptoms. Two hundred fifty-nine urban, low-income, predominantly African American and Latino adolescents in the Chicago Public School System were administered surveys questioning their exposure to stressors (i.e., exposure to violence, major life events, daily hassles), psychological symptoms (i.e., measures of internalizing and externalizing), and levels of mother and father attachment. Pearson correlations and linear regressions demonstrated that, generally, as stress increased, psychological symptoms increased. Mother and father attachment moderated the relationships between stressors and symptoms such that they weakened the strength of these relationships.
Exposure to violence demonstrated fewer significant effects than other stressors, which may be explained by the normalization of violence in urban environments.

Siew-Fun Tang (2011) conducted a study on “The Relationships of Self-concept, Academic Achievement and Future Pathway of First Year Business Studies Diploma Students”. This study investigates the relationships of self-concept, academic achievement and future pathway of the first year business studies diploma students in a private university college. One hundred and forty three students participated in the study and responded to the Self Description Questionnaire II (SDQII) comprising of three academic facets (Mathematics, English and School) and four non-academic facets (appearance, physical ability, parent relation and peer relation). Multivariate analysis provided evidence that a student’s academic self-concept, in particular the school self-concept, English self-concept and Mathematics self-concept strongly impact his or her academic achievement in the first semester. However, there was no significant relationship between self-concept (academic and non-academic) and a student’s choice of pathway after completing the diploma programme.

Nooraini Othman, Kong Bee Leng (2011) conducted a study on “Relationship between Self-Concept, Intrinsic Motivation, Self-Determination and Academic Achievement among Chinese Primary School Students”. The main purpose of this study is to examine the relationship between self-concept, intrinsic motivation and self-determination with academic achievement among the respondents. Finding showed that correlations between independent variables (self-concept, intrinsic motivation and self-determination of the respondents) and dependent variable (academic achievement) were all significantly low.

Morreale, Cathleen (2011) conducted a study on “Academic Motivation and Academic Self-concept: Military Veteran Students in Higher Education”. The purpose of this study was to explore the academic motivation and academic self-concept of these students in relation to their demographic characteristics, educational experience, and military experience, with, as a context, an understanding of the unique transitions they make between the military and civilian worlds. Results suggested that combat exposure was not related to academic motivation or academic self-concept. However, academic motivation, as well as its subscales, was found to be moderately to strongly related to academic self-concept and many of its subscales. The study provided evidence that select
demographic, educational, and military variables can explain proportions of variances in academic motivation (including intrinsic motivation, extrinsic motivation, and amotivation) and academic self-concept. This study aimed to contribute to the literature on military veteran students and to be a guide for both academic and student affairs professionals, and faculty in higher education, by moving away from a deficit model, and instead presenting military veterans' strengths as they meet the challenges of attending and succeeding in college. In addition, better understanding this population of students will allow for promoting access and success based on improved services, programming, policy, and administration across institutions.

Azizi Yahaya (2009) conducted a study on “Relationship of Self-Concept And Communication Skills Towards Academic Achievement Among Secondary School Students In Johor Bahru”. The purpose of this study is to examine the relationship of self-concept and interpersonal communication skills to academic achievement. The results indicated that the majority of the students possessed the average level of self-concept and interpersonal communication skills. Self-concept was found to correlate quite significantly with interpersonal communication skills but it was found that self-concept does not correlate significantly with academic achievement.

Haibin Li, Laurel Bornholt (2009) conducted a study on “Self-Concepts and Parental Reports on Children’s Social Skills at Home”. Social behaviours are critical to children’s developmental outcomes, yet the evidence may be difficult to interpret from either child self-report or reports by other people. We propose that any distinctions and commonalities among parent and child reports depend on content and context. The materials were reliable indicators of self-concepts and parent reports on children’s social behaviour at home from the Rowe Behaviour Rating Inventory. Participants were four-to thirteen-year-old girls and boys, and the parents or primary care-givers, in a selected location close to the Australian national average in socio-economic indicators. Results show that child self-reports and parent reports were generally not associated. The findings support the contextual hypothesis of distinct perspectives by parents and children. Findings also contribute to knowledge of children’s social self-concepts that has practical considerations for health and education programmes.
Wengler, Joseph Terence (2009) conducted a study on “Academic Self-concept and Its Relationship to Student Perceptions of Engagement, Membership, and Authenticity in an Alternative High School Setting”. The purpose of this study was to determine if a correlation exists between the academic self-concept of students at an alternative suburban high school and their perceptions of engagement, membership, and authenticity within their learning environment. The student engagement model developed by Newmann, Wehlage, and Lamborn was utilized as the basis for a conceptual framework that represented the relationship between students' innate need for competence and their ultimate level of academic self-concept resulting from their experiences at the school. The study first sought to validate a posited relationship between academic self-concept and student engagement. The study then attempted to quantifiably validate the Newmann et al. student engagement model by targeting the specific constructs of membership and authenticity within it in order to demonstrate that they had a positive effect upon students' academic self-concepts. Such a finding, the study hypothesized, would support the development of more constructive, strategic, and meaningful ways to improve student achievement outcomes. The resulting data were significant. First, a strong positive correlation was found between the dependent variable of academic self-concept and the independent variable of engagement for the entire population. Second, a moderately strong positive correlation was found between the dependent variable of academic self-concept and the independent variable of membership for the entire population. Finally, a moderately strong positive correlation was found between the dependent variable of academic self-concept and the independent variable of authenticity for the entire population.

McCain, Darla Hatch (2009) conducted a study on “Effectiveness of Nutritional Education, Physical Fitness, and Cognitive-Behavioral Therapy on 9 to 11 Year Old Girls’ Self-concept, Body Image, and Physical Activity”. Childhood obesity has reached epidemic proportions. Despite the negative physical, psychological, social, academic, and financial effects of childhood obesity, few programs have been implemented successfully to address this burgeoning problem. The effects of a three-component intervention model, Life Fit, were examined. Participants included three 9 to 10 year old females who were overweight. The Ten-week intervention consisted of two 2 hour sessions per week which included the following components: nutritional education, physical fitness, and cognitive-behavioral therapy. This research was conducted as a
single case study AB design. Results revealed that participants improved their upper body endurance and cardio-respiratory fitness. All participants maintained their pre-intervention BMI.

Ward, Pamela (2006) conducted a study on “Achievement and Self-concept in Diverse Populations of Gifted Middle School Students”. The purpose of this study was to identify differences in achievement and self-concept, and the relationship between these two constructs in related areas, among ethnically diverse sixth grade students identified by their school divisions as gifted. Scores from the Iowa Test of Basic Skills, a standardized test of achievement, and self-concept scores from the Self-description Questionnaire II, were compared using analysis of variance and Bonferroni post hoc procedures. The achievement scores in basic skill areas were correlated with the corresponding domains of academic self-concept. The achievement scores in reading, language expression and usage, mathematic problem solving and data interpretation and mathematic concepts and estimation for the Caucasian group were significantly above those of the African American and Hispanic groups in all areas. The African American group scored significantly above the Hispanic group in reading, language expression and usage and mathematic problem solving and data interpretation. There were no significant differences in any of the domains of self-concept. For the Caucasian group there was a significant correlation between achievement and self-concept in all four areas. There were significant correlations between math self-concept and mathematic problem solving and data interpretation and math self-concept and mathematic concepts and estimation for the Hispanic group, but no correlations in language expression and usage or reading for this group. There were no significant correlations for the African American group. This study suggests that African American and Hispanic sixth grade students identified as gifted have a lower level of basic skill proficiency than their Caucasian counterparts as measured by a standardized test of achievement. There appeared to be no significant differences in self-concept in general or specific academic domains. Caucasian gifted students demonstrated subject-specific correlations between academic self-concept and achievement in all areas. For Hispanic students correlations existed only in mathematics. For African American students no correlations were apparent.
Areepattamannil, Shaljan (2006) conducted a study on “Academic Achievement, Academic Self-concept, and Academic Motivation of Immigrant Adolescents in Greater Toronto Area (GTA) Secondary Schools”. This study examined the academic achievement, academic self-concept, and academic motivation of 573 immigrant and non-immigrant adolescents in two public secondary schools in the Greater Toronto Area (GTA). Multivariate analyses revealed statistically significant differences between immigrant and non-immigrant adolescents with respect to their academic achievement, academic self-concept, and academic motivation. In addition, supplemental exploratory analyses indicated significant ethnic group differences in academic achievement, academic self-concept, and academic motivation. Surprisingly and importantly, analyses showed the absence of statistically significant gender differences among immigrant adolescents in terms of their academic achievement, academic self-concept, and academic motivation. Results from multiple linear regression analyses provided support for the Self-Description Questionnaire II (SDQ II) as a measurement to be used with both immigrant and non-immigrant adolescents. In contrast, support for the Academic Motivation Scale (AMS), which is based on the Self-Determination Theory (SDT), was not adequately substantiated in the current research for either immigrants or non-immigrants.

Blankenbuehler, Stacy (2006) conducted a study on “Self-concept as a Predictor of Resiliency in Gifted Adolescents”. The purpose of this research study was to identify which dimensions of self-concept were predictive of depression and anxiety in gifted adolescents in a residential academic setting. Additionally, this study compared mean scores of the Minnesota Multiphasic Personality Inventory-Adolescents (MMPI-A; Butcher, et. al., 1992) to normative data. A total of 278 high school juniors and seniors from the Indiana Academy completed both the Self Description Questionnaire III (Marsh, 1984) and the MMPI-A. After screening data on the basis of MMPI-A validity scales, the final sample of 222 students consisted of 128 females and 94 males. Simultaneous multiple regression analyses were conducted to identify which dimensions of self-concept were related to depression and anxiety. Frequency data was generated to compare the MMPI-A profiles to normative scores. Three dimensions of self-concept; Same-Sex, Emotional Stability, and General Self-Esteem were found to predict depression. Five dimensions of self-concept; Verbal, Problem-Solving Ability, Same-Sex, Emotional Stability, and General Self-Esteem were found to predict anxiety.
Frequency data showed 10% of the sample fell in the clinically elevated range on the MMPI-A Depression scale and only 6% of the sample fell in the clinically elevated range on the MMPI-A Anxiety scale.

**Case, Margaret (2006)** conducted a study on “*Socio-economic Status, Self-concept, and College Intention among Urban High School Students*”. Despite years of public policy intended to improve the representation of lower socioeconomic status (LSES) students in higher education, socioeconomic status (SES) remains a significant indicator of who enrolls and who persists in college. The persistent, disproportionate LSES enrollment phenomenon was examined in this study; its goal was exploration of whether self-concepts differ by SES and by college intention. The design is two-step, mixed-method, social constructivist, and primarily descriptive. First, perceptions of the 'typical' college student were elicited from high school students attending a purposively selected school. Second, a modified Multi-CAM (Rensis-Likert format) instrument was used to indicate whether participants were similar to these 'typical' college students. Third, an SPSS comparison of means and ANOVA identified statistically significant response differences between the LSES/non-LSES, and College/non-College groups. Intrinsic motivation was an area of significant difference between those LSES participants intending to enroll in college and those not intending to enroll in college upon graduation from high school. Identification of identity difference among SES groups may lead to interventions designed to increase the appeal - or alter the environment - of higher education thereby increasing LSES student enrollment upon graduation from high school.

**Duda, Janelle Marie (2006)** conducted a study on “*Promoting a Positive Self-concept: A Curriculum for Adolescents Residing in Group Homes*”. The purpose of the curriculum is to teach these adolescents how to develop a positive self-concept. This curriculum was created through a review of literature and research articles pertaining to child abuse and neglect, self-concept formation, youth in foster care, and development. This curriculum has implications for social work practice because child abuse and neglect affects all aspects of the adolescent's life, including the development of a positive self-concept.
Gill, Emmett Lee (2006) conducted a study on “The Role of Type of Sport, Race, and Gender in the Identity, Self-concept, and Grade Point Average of Division One Student Athletes”. This study used the 1996 cohort of the NCAA's Basic Academic Skills Study (BASS) to explore the relationships of among gender, race, expected grade point average, academic identity, athletic identity, and self-concept of student-athletes. Identity and self-concept are proposed as proxy variables for exploring student-athlete development. To address the research questions, a secondary analysis was performed on the BASS dataset using multiple regression, MANOVA, and Repeated Measures MANOVA. The multiple regression analyses supported the hypothesis that type of sport, athletic identity, academic identity, and self-concept are significant non-aptitude related predictors of expected grade point average. Secondly, the two one-way MANOVA's revealed significant group differences in the academic identity of freshman female and male and white and non-white student-athletes. However, no group differences were found when comparing freshman student-athletes in revenue and non-revenue sports. Lastly, the Repeated Measures MANOVA indicates between the beginning of student-athletes freshman year and the end of their sophomore year there were significant increases in academic identity and decreases in athletic identity. The findings will aid future research on student-athlete development, and the creation of academic support and life skills programs (i.e., the NCAA CHAMPS Life Skills Program). This research supports the critical role that social workers can play in the academic development of student-athletes.

Gooch, Catherine (2006) conducted a study on “The Relationship between Self-concept and Locus of Control, Sense of Inadequacy, and Self-Reliance in Children”. This study evaluated the relationship between a student's locus of control, sense of inadequacy, and self-reliance, as measured by the Behavior Assessment Scale for Children, Second Edition Self-Report of Personality-Child with the student's self-concept, as measured by the Piers-Harris Children's Self-Concept Scale, Second Edition. Three hypotheses about this relationship were tested on 45 participants aged 9-11 years. The results of the multiple regression analysis revealed that none of the three predictor variables nor the interactions of the predictor variables significantly predicted the dependent variable. However, a post hoc stepwise regression analysis revealed a significant two-way interaction of Locus of Control X Sense of Inadequacy to negatively predict Piers-Harris Total scores. The results of this study impact the field of school
psychology by providing evidence that a student's locus of control and sense of inadequacy do have an effect on their self-concept.

**Hawkins, Christopher (2006)** conducted a study on “*The Relationship of Paternal Involvement to Students’ Self-concept, Behaviors and Academic Achievement*”. The study examined the effects of fathers'/stepfathers' school involvement on student self-concept, behavior, and academic achievement. Two hundred and thirty two high school students from urban and suburban school districts in Northeastern Ohio were asked to respond to questions concerning paternal school involvement, and their academics. Teachers provided behavioral data through the use of an assessment questionnaire. Data analysis using ANOVA, multiple regression and multivariate regression determined that paternal involvement variables were significant predictors of student behavior, but not academic achievement or student self-concept. The findings also indicated that paternal involvement did not vary by variables such as family status or gender. The analyses suggests that it is not contact per se, or specific examples of paternal participation that produce positive outcomes, but the adolescents feelings regarding those paternal actions. Future research on paternal involvement and adolescent outcomes should approach the issue not only from the adolescent subjective viewpoint, but use other cross validated methods as well. The importance of students' supportive paternal relationships and the internalization of the messages conveyed to them underscore the need for a contextual view by school counselors, psychologists and teachers when consulting with paternal figures about school concerns.

**Scales, Tara (2006)** conducted a study on “*Exploring the Academic Self-concept of High Achieving African American College Students at a Predominantly White Institution*”. The purpose of this study was to understand how social sources of self-knowledge influence the academic self-concept of high-achieving African American college students at a predominantly White institution (PWI). Previous research has examined what factors affect academic-self-concept of African American college students. Informed by grounded theory and phenomenological perspectives, this research sought to understand qualitatively how one set of these factors-the social world as a source of self-knowledge-influenced the academic self-concept of a specific population, high-achieving African American college students within the university context. Social sources of self-knowledge included the reflected appraisals of significant (e.g., particular
individuals) and generalized others (e.g., society and culture) and social comparisons. The influence that racial identity had on academic self-concept was also explored. To gain this understanding, 17 high-achieving African American college students were interviewed two times during Fall 2005. As participants were also part of an academic fellowship program, interviews with the fellowship program administrators and observations of many of the programmatic components were conducted in an effort to gain a richer understanding of the experiences of the participants and to increase the trustworthiness of the data. Systematic data analysis yielded a model of how social sources of self-knowledge influence the academic self-concept of high-achieving African American college students at a PWI.

Scott, Amy Nicole (2006) conducted a study on “The Stability of Self-concept between Late Elementary and Junior High School”. The sample, those students who participated in 2 waves of the study, consisted of a total of 195 fluent English-speaking students. Of the 331 students who participated in the first wave, 58.9% also participated in the second wave. Students completed a demographic information sheet and a self-concept scale during both waves of the study. Data were collected when students were in either 4th and 6th grade, 5th and 7th grade, or 6th and 8th grade. Analysis of variance (ANOVA) results indicated that general self-concept and the self-image and social self-concept domains were found to be stable between time 1 and time 2, at each grade level, for males and females, and for each ethnic group. There was a significant gender by grade interaction for academic self-concept. Follow-up tests indicated that across time males in the 4th / 6th grade cohort had higher self-concept than males in the 6th / 8th grade cohort. The importance of self-concept also was stable between time 1 and time 2 for the self-image and academic domains. In the social domain, there was a significant time by gender by ethnicity interaction. Follow-up tests yielded no significant results.

White, Deborah (2006) conducted a study on “Relationship of Classroom Achievement Goals, Personal Achievement Goals, and Frames of Reference with Academic Self-concept”. Examines the relationship between undergraduates’ perception of their classroom environment, their adoption of achievement goals, their use of frames of reference and academic self-efficacy and self-concept. The study also looked at proposed models by Skaalvik and Skaalvik (2002) and Elliot and Thrash (2001) in order to investigate whether frames of reference represent a unique influence on academic self-
concept distinct from the influence of achievement goals. Results reveal that frames of reference do account for a sizable enough variance in self-efficacy to suggest that the standard a student uses to evaluate his academic performance contributes uniquely to his academic self-concept.

Howard, Joan Vaught (2006) conducted a study on “Impact of Academic Self-concept, Achievement, and Discipline on Middle School Student Success”. The impact of academic self-concept, discipline referrals, and achievement on middle school student performance was examined in this study. The findings revealed that academic achievement, academic self-concept, and discipline referrals have a significant correlation with middle school student classroom success. MAP achievement scores and frequency of discipline referrals were identified as significant predictors of classroom performance.

Emch, Ingrid (2005) conducted a study on “Adult Learners’ Experiences as Students with Negative Academic Self-concepts: A Heuristic Inquiry”. The purpose of this heuristic study was to develop a better understanding of the essence of what it means to be an adult with a negative academic self-concept. The interpreted data from the interviews centered on the following common themes including: (1) instructors and/or counselors are a key contributor to academic self-concept; (2) lifestyle issues directly and/or indirectly affect academic self-concept; (3) the need to fit in with others affects academic self-concept; (4) self-concept is based on comparison with others and self-awareness; (5) finding meaning and relevance is important to adults’ transitions from negative to positive self-concepts; (6) taking tests, being timed, or learning at a fast pace is often stressful for adults with a negative academic self-concept; (7) achievement is positively related to academic self-concept; and (8) many adults with a negative academic self-concept strive to help others or serve as a testament to others with similar problems.

Samuel, Kathryn Bokides (2005) conducted a study on “Attachment Representation and Self-concept of Students with Learning Disabilities at the Community College Level”. This study examined the relationship between attachment representations and the self-concept of learning disabled (LD) students at the community college level. The Adult Attachment Projective (AAP) was used to measure attachment representation (secure vs. insecure) and the Tennessee Self-Concept Scale:2 (TSCS:2) was used to
measure self-concept (personal, social, academic, and total self-concept) of the students. The study identifies two (6.5%) students with secure attachment representation and twenty-nine (93.5%) students with insecure attachment. Within the insecure attachment group three classification groups were identified: twelve (38.7%) detached, six (19.4%) preoccupied, and eleven (35.5%) unresolved. One sample t-tests determined that the average level of personal, social, academic, and total self-concept of LD students is significantly lower than the TCS:S:2 standardization sample for similarly-aged, similarly educated students. Based on the AAP, students were classified as being high, medium, or low in the content codes of Agency of Self and Connectedness. The self concept scores, based on the TCS:S:2, were compared across the three levels of Agency of Self and not found to differ. When the self-concept scores were compared across the three levels of Connectedness, the groups were found to differ only with respect to social self-concept, and not with respect to their personal, academic, or total self-concept. Specifically, the highest level of Connectedness was significantly higher in social self-concept than either the low or medium level of Connectedness groups. However, the lowest two groups did not differ. In addition, statistical significance was not found when ANOVA tests were run to compare the total or domain self-concepts with the insecure group classifications of detached and unresolved individuals.

Van Doorn, Judy Rouse (2005) conducted a study on “Viewing Self-concept: The Social/Nonsocial, Psychodynamic, and Cognitive Problem-Solving Model Relationships to Outstanding Creative and Innovative Performance”. In this study, 103 university students completed a self-concept measure indicating past/present and future profiles with selected life events subsumed under self-described categories. Then, students completed three novel problems described as entrepreneurial, consulting with planning, and marketing with advertising exercises to assess creative ability. Subjects with self-concept views that aligned with nonsocial traits suggesting introversion, cognitive focus, and the psychodynamic influences of negative emotion, originality, and detail-orientation performed consistently higher on the creative business exercises. In addition, significant self-concept combinations across all three models indicated particular strengths in creative and innovative performance.
Balasubramanyam, Valli (2005) conducted a study on “The Relationship between Ethnic Identity, Self-concept and Acculturation in Asian Indian Adolescents”. The purpose of this study was to examine the relationship between ethnic identity, acculturation and self concept (academic and non-academic) among second generation Asian Indian adolescents. Boys showed higher levels of acculturation than girls, but both genders were predominantly bicultural. Hierarchical regression analyses to examine the contributions of gender, ethnic identity and acculturation to self-concept indicated that the model explained six percent of the variance with regard to academic self-concept, and only ethnic identity contributed unique variance. The model explained 10 percent of the variance with regard to non-academic self-concept, and both gender and ethnic identity contributed unique variance. After controlling for ethnic identity, girls showed lower non-academic self-concept than boys. After controlling for gender and ethnic identity, neither acculturation nor interaction between acculturation and ethnic identity contributed unique variance to self-concept. Thus, acculturation did not moderate the relation between ethnic identity and academic or nonacademic self-concept.

Bell, Yvonne (2005) conducted a study on “Impact of an Educational Program on Self-concept and Academic Achievement of Pre-adolescent African American Males”. This study examined an educational program designed specifically to address the needs of African American males. The key purposes of this study were to (1) examine one educational program developed to address the needs of African American males and (2) determine if a positive relationship existed between participants’ self-concept and academic achievement. Thirty African American pre-adolescent males attending two local elementary school in a large Midwestern community participated in the study. The results indicated that no significant difference existed for participants on self-concept/self-perception based on enrollment in an educational program. The findings indicated that a relationship existed among several of the variables. Both the pretest and posttest measures of self-concept reported statistically significant findings when they were correlated with the posttest measure of academic achievement. Also, a negative correlation was found when the posttest measure of self-concept was correlated with teacher’s perception of student’s academic ability.
Benton, Jennifer (2005) conducted a study on “Self-concept and Achievement: Student Academic Beliefs and Self-concept as related to Academic Performance using the Repeat Third International Mathematics and Science Study”. The purpose of this study was to (a) demonstrate empirical validity in the use of the Repeat Third International Mathematics and Science Study (TIMSS-R) variables ‘Self-Concept’ and ‘Positive Attitude,’ (b) explore the underlying structure of self-concept in relation to existing measures and models, and (c) examine the relationship between personal beliefs toward mathematics and science in regard to achievement, in a population of eighth grade students. Use of the TIMSS-R Self-Concept variables for math and science was supported, and a two-factor model of self-concept emerged. The data supported the hypothesis that self-concept is positively associated with academic achievement.

Burrichter, William (2005) conducted a study on “Self-with-Other Representations and Academic Self-concept Development in Adolescents”. The purpose of this study was to explore the role that significant others play in the development of academic self-concept in adolescents. Findings of this study indicate that self-with-other representations play a significant role in the academic self-concept development of adolescents and their resultant achievement. Most significantly, the structure that the teacher imposes within the classroom and the student’s perception of their degree of trust and communication with their mother was found to positively correlate with strong academic self-concept. Less significant were the student’s perceived relationships with their peers and fathers. The results of this study suggest that significant relationships can contribute to improvement of student achievement in school. Improving students’ academic self-concept can improve performance on state and national standardized assessments. In addition, this improvement can help retain students in school, reduce drop out rates that could, in turn, increase the potential for a more highly skilled labor force and reduce crime associated with unemployment and poverty.

Byrd, Ronald (2005) conducted a study on “Relationship between Self-esteem/Self-concept and Aggression in Black, Latino, and White Middle School Males”. This study collected and analyzed data for a group of suburban middle school boys, ages 11 to 14 to ascertain their feelings of aggression, their self-concepts and the relationships between the two. The relationships between these feelings and the following were also tested: age, race, and ethnic group. The Piers-Harris Self-Concept Scale (Ellen Piers, 1984) and the
Aggression Questionnaire (Buss and Warren, 2000) were used to collect the data. A total of 95 boys were involved. Race and ethnic groups included black, white and Hispanic. Analysis of variance and chi-square analyses were used to test for homogeneity of the sample according to race and age. No significant differences were found for either variable when the 0.05 level of significance was applied as a criterion for F and chi-square values. Applications of analysis of variance and chi-square also indicated that the responses of the sample were not significantly different from the responses of boys in the norm groups for the instruments. Application of a Pearson Product Moment Correlation Analysis to test for relationships between feelings of aggression and self-concept yielded a most important negative relationship, i.e., when self-concepts of subjects went down, feelings of aggression went up. This finding would seem to have implications of the first order for concerned teachers, parents and administrators.

Cabero, Cheryl Franco (2005) conducted a study on “Relationship between Levels of Self-concept, Secure Attachment and Perceived Inter-parental Conflict in Adult Children from Intact and Non-intact Families”. Adult children from intact and non-intact families were compared on levels of self-concept, attachment style and perceived inter-parental conflict. Participants were between 18 and 25 and of various ethnic and socio-economic statuses. In the sample there were 21 males and 81 females. Consistent with the hypotheses there was a significant relationship between parental marital status and level of self-concept and perceived inter-parental conflict. Adults from non-intact families perceived higher inter-parental conflict and reported lower levels of self-concept. Contrary to expectations adults from intact and non-intact families did not differ on level of secure attachment. As expected, a higher level of perceived inter-parental conflict was related to lower levels of self-concept and less secure attachment styles across the sample. Age at time of divorce was neither related to level of self-concept or level of secure attachment. The variables perceived inter-parental conflict, intact and non-intact groups, and gender were linearly related to the level of self-concept. Perceived inter-parental conflict made the strongest unique contribution to the variance in self-concept when holding other variables constant.

Donoghue, Renee (2005) conducted a study on “Academic Self-concept Formation in Students with Learning Disabilities”. The literature has indicated that students diagnosed with learning disabilities frequently demonstrate differences in their self-
concept formation compared to students who are not diagnosed with a learning disability. The cognitive self-appraisals and the emotional sense of worth that children with learning disabilities hold have been recognized as key components of the development of self-concept. These components are essential to consider when developing a treatment plan aimed at improving academic skills and self-concept correlates related to the learning disability. By investigating self-concept (specifically academic domains) formation, and the correlates of self-concept formation within this population, a comprehensive picture of students with learning disabilities can be painted. This collective picture will assist in identifying interventions that incorporate techniques that effectively enhance self-concept development, which ultimately will allow for better academic outcomes for learning disabled students.

Gore, Jonathan Smith (2005) conducted a study on “Determinants of Self-concept Change in New Environments”. Results using bivariate correlation, regression, and structural equation modeling analyses showed that the process through which most change occurs is through contact with new relationships (the relationship route), but the volitional attempts at change (the individual route) also predicted self-concept change. Contact with new social groups (the group route) was associated with higher levels of psychological well-being, and contact with the new environment as a whole (the ecological route) was associated with self-expansion. The findings also provided some evidence that individual differences in expectations moderated some of the effects of the routes on the self-domains. These results suggest that self-concept change during the transition to college can mostly be understood through the change in one's social environment.

Henry, Endra Kiesha (2005) conducted a study on “Self-concept and Deviant Processing of Social Cues: The Influence of Children’s Self-concept on their Mental Access of Aggressive Responses, Hostile Attributional Biases, and Aggressive Behavior”. This study examined the relationship between children’s self-concept and their tendencies to attribute hostile motives to the actions of others, to generate aggressive solutions in situations of interpersonal conflict or provocation, and to engage in aggressive responding. Results also indicated that narcissism was implicated, in interactions with self-reported self-esteem, teacher-rated self-esteem, and perceptual bias, in maladjustment in psychological and social functioning, so that children who
were judged to be high in narcissism but who were otherwise comparable to their peers were found to exhibit a greater tendency to generate aggressive solutions in situations of interpersonal conflict or provocation, and to exhibit more aggressive responding in such situations. These findings call into question the centrality that has been afforded self-concept in the myriad strategies that have been devised to reduce levels of child aggression and indicate that clinical and educational interventions intended to curb aggression and deviant processing of social cues should focus not on boosting self-esteem, but on moderating narcissism, given that children who are most prone to engage in deviant social information processing and aggressive responding are those who are preoccupied with validating a grandiose self-image – not those who simply possess a non-optimal level of self-esteem.

**Sears, Karen Powell (2005)** conducted a study on “*Extending Disidentification Theory: The Effects of Stereotype Threat on the Self-concept, Academic Engagement, and School Performance of African American and Latino High School Students*”. The results offer support for the major ideas of disidentification theory. Specifically, the study finds that stereotype threat diminishes the school related self-concept of African American students. It also finds that stereotype threat exacts a negative toll on the academic engagement of African American and Latino students, and that racial identity and gender do not moderate the effect of stereotype threat on academic engagement.

**Shea, Amber (2005)** conducted a study on “*Middle School Teachers’ Perceptions of Student Self-concept: Is There a discrepancy between what is needed and what is being taught?*” This study explored middle school teachers’ perceptions of student self-concept in terms of teachers’ demographic characteristics, including school type (Title I vs. non-Title I), program type (general vs. special education), gender, and length of teaching service (new vs. veteran). Results from this study showed that all teacher demographic variables agreed that it is important to teach self-concept skills to middle school students and that there is an existing need at the middle school level to teach self-concept curriculum. All demographic variables except special education teachers indicated that they are not using a curriculum specifically designed to improve self-concept. Special education teacher responses were neutral as to whether or not they are using a specific curriculum to improve self-concept.
Sincharoen, Sirinda (2005) conducted a study on “Self-concept and Change in Stage of Physical Activity among Older Adults and College Students”. This prospective, short-term longitudinal study examined the role of physical-activity identity, adherence self-efficacy, and physical self-efficacy in predicting naturally occurring changes in stage of physical activity among adults ages 60 and older and among college students. Regression analyses indicated that among older adults and college students, different self-concept predictors measured at Time 1 were associated with (a) transitioning from the irregular to regular physical activity participation and (b) maintaining regular physical activity participation at Time (five months later). Physical-activity identity was associated with transitioning from the Preparation Stage to the Active Stage among older adults; whereas for college students, adherence self-efficacy determined change in stage of physical activity. Among older adults at the Maintenance Stage, both physical-activity identity and adherence self-efficacy predicted maintaining one’s current stage of physical activity: in contrast, none of the self-concept predictors were significant for college students at the Maintenance Stage. In addition, Expectancy-Value models for change in stage of physical activity were supported among older adults at the Maintenance Stage.

Stern-Cavalcante, Wilma (2005) conducted a study on “Self-concept and Social Anxiety in Late Childhood and Early Adolescence Stages of Development”. This study examined the relation of self-concept to social anxiety in late childhood and early adolescence. Consistent with previous research, there was a strong negative association between social anxiety and self-concept. The scholastic and physical appearance domains of self-concept uniquely predicted children’s global self-worth whether they are socially anxious or not. The unique variance in attractiveness (i.e. variance not shared with other domains of self-concept) seemed particularly important to children’s self-view. More interestingly, when the different domains of self-concept were examined after global self-worth had been accounted for, social competence was the best predictor of social anxiety. Importance ratings of self-concept domains were not associated with global self-worth with the possible exception of the importance rating assigned to the social domain. In general, children’s self-concept ratings were ‘attuned’ (associated with the ratings of others) in all domains, with the exception of the physical domain. SA children seemed biased relative to their NSA peers; SA children’s self-concept ratings were lower than those of their NSA peers across equivalent levels of competence as assessed by raters familiar with the children.
Sun, Gang (2005) conducted a study on “The Use of Piers-Harris Children’s Self-Concept Scale to Measure the Multidimensional Structural Model of Self-concept for Children in Second Grade”. This study investigated the use of the recently published Piers-Harris Children’s Self-Concept Scale-Second Edition (Piers and Herzburg, 2002) with second graders and explored the multidimensional structural model of self-concept for second graders. The study involved 644 second graders and 586 third to sixth graders. Results indicated excellent reliability for the Piers-Harris 2 Total Score and good reliability for the subscales for both the second graders and the older children. The existence of a general self-concept was suggested by the high correlations between the subscale scores and the Total Score. The multidimensionality of self-concept was strongly supported by correlations between the subscales and the confirmatory factor analyses results. The second graders had slightly better goodness-of-fit indexes for the six-factor model of the Piers-Harris 2 than the older children had. Correlations between academic and behavioral measures and the Piers-Harris 2 scores also provided evidence to support the multidimensional structure of self-concept. Academic achievement measures such as Math and Reading grades and the ITBS Composite were not correlated with non-academic self-concept measures such as Physical Appearance and Attributes. The Classroom Behavior Rating Scale scores were significantly correlated with the Behavioral Adjustment and the Intellectual and School Status subscales, and not significantly correlated with other subscales. Home Behavior Rating Scale scores, however, were not significantly correlated with the Behavioral Adjustment scores, which was not expected. Reading grade and ITBS Composite score were not significantly correlated with the Intellectual and School Status subscale.

Watson, Cary Margaret (2005) conducted a study on “Contextual Factors Associated with Adolescent Depressed Mood: An Exploration of Gender and Self-concept”. The study explores the possibility that these different developmental events—self-concept/identity development and the divergence of depression rates by gender—may be related. Specifically, this study tests the hypothesis that support from one’s surrounding contexts—family, school, and peers—may be related to rates of depressed mood differentially based on one’s gender, one’s ethnicity, and one’s evolving self-concept. Analyses tested the possibility that for girls with highly interdependent self-concepts (more common among girls for reasons of gender socialization), support from the
surrounding contexts would be a protective factor against depression. Similarly, for boys with more independent self-concepts (more common among boys for reasons of gender socialization), support from surrounding contexts would be a protective factor. For girls and boys with “non-gendered” self-concepts, the relationship between contextual support and depressed mood would not be as strong. Using quantitative survey data from 448 adolescents ranging in grade level from sixth to twelfth grade, statistical tests were performed to look for group differences as well as differences in relationships between variables. Results from these exploratory analyses provide tentative support for the hypotheses. They suggest that adolescent girls with more interdependent self-concepts display a stronger inverse relationship between contextual support and depressed mood—i.e., the more support they perceive, the less depressed mood they report—than other girls. Results differ somewhat for boys. Those with more independent self-concepts display a stronger inverse relationship than other boys between contextual support and depressed mood, but these results were not as consistent across contexts as they were for girls.

Yeung, Alexander Seeshing; Chow, Alan Ping Yan; Chow, Phoebe Ching Wa; and Liu, Winnie Puiling (2005) conducted a study on “Self-Concept of Gifted Students: The Reddening and Blackening Effects”. Based on an ancient Chinese saying that “near vermillion, you turn red; near sepia, you turn black”, when gifted students are grouped together, a vermillion (reddening) effect may result from assimilation. In contrast, when gifted students are grouped with non-gifted students, a sepia (blackening) effect may operate. However, recent theories have also shown a big-fish-little-pond (BFLP) effect resulting from comparison. Four groups of primary students (N = 757) were placed into 3 classes. Class 1 had gifted students from Group 1. Class 2 had Group 2 (gifted) and Group 3 (average) students placed together. Average students of Group 4 were placed in class 3. When a gifted program for classes 1 and 2 started, Groups 1 and 2 (the big fish) had higher self-concept than Group 4 (the small fish) but Group 2 did not score higher than Group 3. One year later, whereas Groups 1 and 2 remained higher than Group 4, Group 2 scored higher than Group 3. Initially, there was a strong blackening effect for the big fish in Group 2, but a strong BFLP effect operated later. The results cast doubt on the provision of gifted programs where gifted students are pulled out from the regular classroom.
Ommundsen, Yngvar; Haugen, Richard; and Lund, Thorleif (2005) conducted a study on “Academic Self-Concept, Implicit Theories of Ability, and Self-Regulation Strategies”. The purpose of the study is to explore how academic self-concept and implicit theories of ability are related to four self-regulation strategies—motivation/diligence, concentration, information processing, and self-handicapping. Results revealed that an incremental theory had, as predicted, a positive relation with motivation/diligence and concentration, but had only trivial relations with information processing and self-handicapping, whereas a fixed theory had only the predicted relation with self-handicapping. As hypothesised, a high academic self-concept was positively related to motivation/diligence, conception, and information processing and negatively to self-handicapping. The findings may indicate that, in order to promote meta-theoretical processing and prevent student from self-handicapping, it is important to strengthen academic self-concept, and to foster an incremental conception of ability among students.

Mitchell, Natasha (2005) conducted a study on “Academic Achievement among Caribbean Immigrant Adolescents: The Impact of Generational Status on Academic Self-Concept”. Caribbean American immigrant students, who represent one of the largest subgroups in the Black population in the United States, exhibit low achievement scores and high dropout rates, which are both correlated with lifelong negative employment and psychosocial outcomes. To understand how immigrant status may impact academic achievement in this population, this study had 200 Caribbean immigrant adolescents complete the Tennessee Self-Concept Scale and a demographic questionnaire. The results of an analysis of variance revealed a significant main effect of generational status for academic self-concept, but post hoc analysis revealed no significant differences among the mean academic self-concept scores for first-, second-, and third-generation Caribbean adolescents.

Atlas, Rona (2004) conducted a study on “Self-concept, Ego Threat, and Emotional Arousal: Factors related to Aggressive and Social Withdrawal Behaviours in School-Aged Children”. The study was an examination of the association between ego threat and social behaviour problems in children utilizing an ego threat model (Baumeister, Smart, and Boden, 1996). Ego threat was positively associated with aggression and social withdrawal. In contrast, ego threat was negatively associated with children’s
prosocial behaviour. Emotional arousal was not a mediating or moderating factor for the relation between ego threat and aggression, social withdrawal, or prosocial behaviour patterns. Children’s reports of social anxiety and loneliness were negatively associated with ego threat; reports of hostility were not associated with ego threat. The results suggest that ego threat is an important factor in children’s social behaviour difficulties that needs further investigation. Ego threat, however, is just one of a multitude of factors that may influence children’s aggressive and social withdrawal behaviours and, as such, does not provide a comprehensive model for understanding children’s social behaviour difficulties. The results highlight important developmental differences between adults and children and suggest that the ego threat model may not be sufficient to explain the development of aggressive and social withdrawal behaviour patterns in school-aged children.

**Barton, Andra (2004)** conducted a study on “The Perceived Effects of Self-concept on Elementary School Students in a High-Income School District in response to a Forced School Transition due to Attendance Re-zoning”. This study examines the perceived impact on self-concept when students are forced to change schools due to attendance re-zoning. The population for this study consisted of primary grade students attending elementary schools in a high-income school district in Texas. Prior to the transition the school district experienced a rapid surge in population growth, which resulted in a forced re-zoning of attendance boundaries. The use of the North-York Self Concept, Primary and Intermediate, Inventory showed no statistical difference in the perceived impact on self-concept of students who were forced to change schools due to attendance re-zoning.

**Berger, Linda Hlubik (2004)** conducted a study on “The Psychology of Genealogical Research and Its Potential for Facilitating Self-concept Change and Identity Development”. This study investigates the psychological impact of engaging in genealogical research. Ten genealogists were interviewed and asked to reflect on changes in self-concept, identity development, the reflected appraisals of others, and social networks and activities, both currently and prior to their engaging in genealogical research. It was hypothesized that positive change would be reported in all four areas. The hypotheses regarding positive self-concept change, identity development, and social growth were fully supported, whereas, the hypothesis regarding perceived positive change in the appraisal of others was supported, but to a lesser extent. This qualitative
study contributes to the current literature on the potential benefits of using genealogical research in psychotherapy because, to date, only theoretical papers, and several clinical summaries and personal stories have been published on the topic. Thus, it supplies a foundation for further research in an area rich with potential.

Brady, Michael (2004) conducted a study on “The Influence of Paternal Involvement in Education on Children’s Self-concept from a Reflected-Self Model”. This study examined the impact that paternal involvement in educational activities has on children’s self-concept development. The study revealed a non-significant contribution of both predictor variables to children’s self-concept, and a non-significant relationship between gender and paternal involvement in self-concept development. Although the findings suggest that the level of paternal involvement has little impact on children’s self-concept, another factor may have confounded the outcomes; for example, families that were low in parental involvement may have declined to participate in the study.

Coyer, Jessica (2004) conducted a study on “Relationship among Sex Roles, Academic Locus of Control, and Self-concept in Gifted and Average Children”. This study assessed the relationship among sex roles, academic locus of control, and self-concept in gifted versus average intelligence children. The results indicated that on the CSRI boys scored higher on Masculinity and girls scored higher on Femininity regardless of IQ level. None of the other hypotheses was supported indicating that neither sex nor IQ was significantly related to self-concept or academic locus of control. There are many possible reasons that no support was obtained for the assertions made by Kerr (1994) and Kerr and Cohn (2001) in the present study. Some reasons may be related to the restricted sample and characteristics of the sample (i.e., SES, available academic opportunities).

Drysdale, Maureen and Milne, Sarah (2004) conducted a study on “Gender Differences in Math and Verbal Self-Concept and the Impact on Academic Achievement”. This study examined the relationship between academic domain specific self-concept (specifically mathematical and verbal) and the academic achievement in mathematics and English of young adolescents. Middle school students in grades seven and eight ranging in age from 12 to 15 years completed three subscales of the Self-Description Questionnaire-II (general school, verbal and mathematical self-concept). Results indicated that females displayed lower levels of mathematical self-concept while males displayed lower levels of academic self-concept, verbal self-concept and verbal
achievement scores. No significant gender differences were found in mathematics achievement.

**Deacon, Robert Earl (2004)** conducted a study on “*Relationship between Disruptive Classroom Behavior and Self-concept in Adolescence*”. The correlational study examined the relationship of DCB to self-concept in an adolescent group of public school students. The study also examined differences in gender and ethnicity in relation to the DCB/self-concept link. The findings showed a statistically significant inverse relationship between DCB and self-concept. Thus, when students’ perceptions of self-concept were low, these students self-reported more disruptive behavior in the classroom. Gender was not a factor in assessing the DCB/self-concept relationship. Males had somewhat higher perceptions of self-concept than females but the difference was not statistically significant. Pearson’s r analyses relating disruptive behavior to self-concept by gender supported this result. Unlike gender, ethnicity was a determinant in perception of self-concept in this study. There was a strong, inverse relationship between self-concept and DCB for Hispanic students ($r = -0.53$) and a moderate, inverse relationship for Caucasian students ($r = -0.28$). Although the relationship between DCB and self-concept was stronger for Hispanic than for Caucasian students, the results of the study indicated that there was not a statistically significant ethnic difference between mean DCB scores as measured by the YSR.

**Fukuda, Eriko (2004)** conducted a study on “*Examining the Self-concept of Groups of Students*”. The study was an examination of the differences in 15 self-concept domains among special groups of adolescent students. Two self-concept scales were used: the Self-Perception Profile for Learning Disabled Students (SPPLD) and the Pyryt Mendaglio Self-Perception Survey (PMSPS). The sample consisted of 54 students who were gifted, 30 as having learning disabilities, 21 students who were gifted and had learning disabilities, and 43 regular class students. Correlations between two self-concept scales were also observed as a measure of concurrent validity. Results from the SPPLD revealed that students who had learning disabilities were significantly different from other groups of students on perceived general intellectual ability as well as perceived reading competence. No differences on the self-concept domains were found for the PMSPS across the groups of students. Correlations between self-concept scales suggest similar constructs were measured, confirming validity of results.
Gecevis, Ann (2004) conducted a study on “Outdoor Challenge Programs in Middle School: Effects on Self-concept and Achievement”. The purpose of this research study was to evaluate current outdoor challenge programs used by several schools to determine the impact of participation in such programs on the self-concept and achievement of middle school students as self-concept and achievement are related to outcomes in later life. There was no statistically significant difference in overall self-concept following participation in the outdoor challenge program. Scholastic and physical appearance self-concepts improved significantly as a result of participation in the program. No significant changes were evidenced in social, athletic or behavioral self-concepts. Post-hoc analyses revealed that participants with low achievement and average self-concept maintained their initial levels of athletic and social self-concepts following treatment; whereas, self-concept in these areas dropped for the control group over time. Changes in self-concept from pre-test to longitudinal follow-up did contribute to changes in English achievement for the control group. Changes in self-concept from pre-test to longitudinal follow-up contributed to changes in Math achievement for the experimental group. Consequently, students would benefit from challenge programs run consistently for a length of time to allow for more opportunity to challenge negative self-concepts and create positive, successful experiences that lead to permanent improvements. Another consideration is that students with low self-concept should be targeted for intervention earlier in their schooling so that they do not develop patterns of behavior based on many years of negative self-concept. Developers and implementers of challenge programs should also consider the generalization and maintenance of skills learned in the program to every day educational experiences. Future research on challenge education programs should focus on discerning what length of program is most effective, monitoring longitudinal results, considering developmental differences, looking at the impact of school structure, and utilizing behavioral measures in program evaluation.

2.4. STUDIES RELATED TO PROBLEM BEHAVIOUR

2.4.1. Indian Studies

Malhotra, Nalini and Amit Pal Kaur (2011) conducted a study on “Personal Correlates of Problem Behavior among Adolescents”. This study examined the association of adolescents’ problem behavior with emotional intelligence and self-
concept. Results showed significant negative correlation between problem behavior and freedom from anxiety; aspect of self-concept. Optimism and appraisal of emotions were also significantly negatively correlated with problem behavior of adolescents. Further, regression analysis indicated that emotional intelligence and self-concept as personal correlates can significantly predict internalizing and externalizing problem behavior. In general, these findings reveal that emotional intelligence and its factors and self-concept has a considered role in psychopathology among adolescents.

Panicker, Anuja, Janaki and Kumar (2010) conducted a study on “Intervention for Institutionalized Adolescents with Behavioural Problems”. This study aimed to identify the predominant problematic behaviors seen in adolescents residing in institutionalized care and to implement an intervention program for the same. Sixteen female institutionalized adolescents were taken for the current study. Socio-demographic details and predominant problematic behaviours were identified, following which pre-and post intervention assessment of these behaviours were done. Intervention program consisted of individual, cognitive behavioural counseling and group counseling sessions. Analysis indicated significant improvement in identified problematic behaviours after 14 weeks of intervention.

Thenmozhi and Pooja Agarwal (2008) conducted a study on “Life Skill Training for Behavior Problems in Children with Learning Disability”. This study investigated the effect of life skills training for behavior problems in children with learning disability. A sample of 45 boys and girls having diagnosed with learning disability and attention disorders were chosen for the study. They were administered with Behavior Problem Checklist (BPCL) by Peshawaria, Reeta (1990) to measure the behaviour problems. Nimhans battery of test was used to assess Learning disability and Attention problem. About 20 children who have scored high on behaviour problems were selected for the intervention program. Life skills training module was developed exclusively for this group and were given training in 24 sessions for a period of three months. Pretest and post-test were analyzed to find the results.

Joshi, Renuka and Anirudh Kumar Tomar (2006) conducted a study on “Effect of Family Environment on Behavioural Problems and Self-esteem in Adolescents”. This study attempted to evaluate the effect of family environment on behavioural problems and self-esteem of adolescents. The results revealed that children belonging to
unfavourable family environment (UEF) were significantly higher on conduct disorder, anxiety and somatization compared to the children of favourably family environment (FEF). On self-esteem also UFE children possessed significantly low level of personally perceived self. Boys were observed significantly higher on conduct disorder, depression, physical illness with emotional problems and somatization compared to the girls. Boys were, however, found to have significantly low level of personally perceived self and socially perceived self than girls.

2.4.2. Foreign Studies

Jeffery, Elizabeth (2013) conducted a study on “The Associations between Maternal Depression, Parenting Stress, and Child Behavioral Problems”. The purpose of this study was to examine how parent-reported depressive symptoms and perceived parenting stress related to parental reports of child behavior problems. Moreover, the study examined if parenting stress could potentially serve as an explanatory factor for the relation between parental depression and a child's negative behavioral outcomes. Fifty-eight mothers reported their levels of depression using Beck Depression Inventory, parenting stress using the Parenting Stress Index-Short Form, and their children's behavioral problems using the Child Behavior Checklist. Scores on all the three questionnaires were positively correlated. Regression analysis indicated that when holding parenting stress constant, the relation between parental depression and child behavioral problems became non-significant, suggesting that parenting stress might provide an explanation for the link between parental depression and child behavioral problems.

Hsieh, Manying (2010) conducted a study on “The Relations among Emotion Regulation Strategies, Self-concept, and Adolescents’ Problem Behaviors”. The processes mediating the relations between emotion regulation and problem behaviors have not been studied. Expressive suppression refers to an emotion regulation strategy that involves efforts to inhibit one's manifestations of internal emotional states, whereas cognitive reappraisal refers to a strategy to deal with emotions by changing how one thinks about a situation. Two mediated models were tested using structural equation modeling hypothesizing that cognitive reappraisal and expressive suppression have indirect effects on internalizing and externalizing problems. Self-concept was hypothesized to mediate the relations between emotion regulation and internalizing and
Stephenson, Jane (2009) conducted a study on “The Relationships among School-Wide Positive Behavioral Support, School Size and Math Achievement”. This study examined the relationships among SWPBS implementation, SWPBS effectiveness, school size, and math achievement utilizing a secondary analysis of records and a principal opinion survey in 26 elementary schools in one large, diverse, mid-Atlantic school district. While results are inconclusive and should be interpreted with caution, six key findings (three related to SWPBS implementation and three to SWPBS effectiveness) were indicated: (1) No statistical relationship was found between school size and SWPBS implementation, although 64% of principals agreed that additional resources and 48% of principals agreed that additional years might be needed to implement SWPBS. (2) All but one principal (96%) agreed that their schools were implementing SWPBS with a high degree of fidelity, with 100% of principals agreeing that universal interventions such as students knowing school rules, rewards and consequences were in place in their schools. However only 50% of principals agreed that tertiary level interventions involving mental health, community collaborations were being implemented. (3) No statistical relationship was found between SWPBS implementation and math achievement and only 46% principals agreed that additional math interventions were included in their school programs. (4) No statistical relationship was found between school size and SWPBS effectiveness although 100% of principals in large schools and 75% of principals of small schools agreed that school size influenced SWPBS effectiveness. SWPBS, School Size, and Math Achievement. (5) All principals agreed that SWPBS has had a positive impact on student behavior, and students with disabilities, and results in less teacher time spent on student behavior. Ninety-size percent of principals agreed that SWPBS has had a positive impact on teachers' behavior management. (6) A statistically significant relationship was found between SWPBS
effectiveness and improved math achievement in medium size schools, supported by 69% of principals agreeing that SWPBS resulted in increased student engagement in math and increased time for math instruction.

Guthals, Jennifer Elaine (2009) conducted a study on “Relationship between Positive Behavior Supports, Student Achievement, Severe Problem Behavior, and Administrative Stress”. This study investigated the relationship between these four factors, as measured through the Effective Behavior Supports Survey (Sugai, Horner, & Todd, 2003), Adequate Yearly Progress (AYP) (OPI, 2008), suspension/expulsion rates, the Administrative Stress Index (Gmelch & Swent, 1977), and respondent characteristics. All practicing elementary and secondary principals in Montana were invited to participate in this survey via online and mailed invitations; 232 principals responded out of 516 possible. Respondent characteristics indicated the sampling was an accurate representation of Montana principals. The resulting data were analyzed for correlations between the four main factors and their components. Variables meeting screening tests were subjected to discriminant function analysis. All combinations of variables including PBS and administrative stress levels were also subjected to further statistical analysis. Results indicated that Montana principals reported low to moderate levels of administrative stress and high levels of PBS components present. Participants indicated AYP status in all areas, as well as levels of severe problem behavior, as similar to state averages. No experimentally important relationships were found between district size, school grade level, school poverty level, previous training/education, or years of experience, nor were these variables found to have an experimentally important relationship with any other study variables. No experimentally important relationship was found between PBS rates, student achievement, severe problem behavior, or administrative stress. However, an experimentally important relationship was found between level of PBS-related training and rates of PBS components present; statistical analysis showed a consistent pattern of participants with the highest levels of PBS-related training reporting the highest rates of PBS components present. In addition, though the results did not meet tests of importance, there was a consistent pattern of low administrative stress levels associated with higher rates of PBS components present.
Ladd, Mara Victoria (2007) conducted a study on “Mitigate and Cope: A Context-based Approach to Intervention for Problem Behavior in Home and Community Settings”. The present study explored whether interventions aimed at mitigating problematic contexts and teaching skills to effectively cope with these contexts would result in a reduction in problem behavior and an overall improvement in family quality of life. Nine children with developmental disabilities (Autism Spectrum Disorder or Down Syndrome) who displayed problem behavior participated. The Contextual Assessment Inventory (CAI) was administered to parents of the participants to identify multiple problem contexts at home. Intervention techniques were then developed collaboratively with parents to mitigate the context or teach the child to effectively cope with the context. A multiple baseline experimental design was used to demonstrate intervention effects for specific high priority contexts. Subsequent to the experimental demonstration, a clinical extension of the intervention methodology was applied to the remaining problem contexts. There were significant improvements in problem behavior, activity completion, and overall family quality of life.

Anderson, Owen Arthur (2006) conducted a study on “Linking Work Stress, Parental Self-efficacy, Ineffective Parenting, and Youth Problem Behavior”. The purpose of this study was to examine the relationships among work stress, parental self-efficacy, ineffective parenting behavior, and youth problem behaviors. Questionnaires were collected from 297 families assessing parent perceptions of work stress and parental self-efficacy; youth perceptions of ineffective parenting behavior; and parent, youth, and teacher perceptions of youth internalizing and externalizing problem behavior. There was evidence of work to family spillover, in that work stress (mothers' work-family conflict and fathers' job dissatisfaction) was linked to diminished parental self-efficacy and increased ineffective parenting behaviors, which in turn, increased youth internalizing and externalizing problem behavior. Additionally, lower mothers' parental self-efficacy was directly related to youth externalizing problem behavior, and lower fathers' parental self-efficacy was directly related to youth internalizing and externalizing problem behavior. Finally, higher work-family conflict for fathers was directly associated with youth internalizing problem behavior.
**Myers, Christopher (2005)** conducted a study on “*Problem-Solving Effectiveness and Racial Identity as Moderators of the Relationship between Race-related Stress and Adjustment and Black-American Students at Predominantly White Universities*”. In this study, Helms’s (1990) model of racial identity development and Heppner’s (1988) theory of problem-solving effectiveness were applied to the college adjustment process of Black students attending a predominantly White university (PWU). It was argued that Black students attending a PWU face significant race-related stress, over and above general stress. It was hypothesized that both racial internalization attitudes and problem-solving effectiveness would significantly predict greater adjustment, and that significant interactions would be found with race-related stress. The study sampled 95 Black students (33 men, 57 women and 5 unreported) on a mid-sized public PWU in the northeast. Participants completed the Student Adaptation to College Questionnaire (SACQ; Baker and Siryk, 1984), the Schedule of Racist Events (SRE; Landrine and Klonoff, 1996), the Problem Solving Inventory (PSI; Heppner, 1988), the Racial Identity Attitudes Scale for Blacks (RIAS-B; Helms, 1990), The College Student Life Events Schedule (CSLE; Sandler and Lakey, 1982), and a demographic questionnaire. Results showed no effect for general stress. Race-related stress, problem-solving effectiveness, and internalization were significantly predictive of self-reported social adjustment. No significant interactions were found. For academic adjustment, only problem-solving effectiveness was uniquely predictive. A significant interaction (race-related stress X internalization) was also found, such that students at low levels of internalization and high levels of race-related stress reported poorer academic adjustment.

**Cai, Xinsheng (2004)** conducted a study on “*Stability of Externalizing Problem Behaviors with Onset in Early Childhood: A Meta-analytic Review*”. A meta-analysis was conducted to examine the magnitude of stability of externalizing problem behaviors with onset before age 6 and the variables affecting the stability effect sizes. Gender difference in the stability was also investigated. Seventy empirical research reports, representing 12,111 non-referred children assessed before age 6 drawn from 72 independent aggregated samples and 27 pairs of matched gender samples, met inclusion criteria. Stability was coded as correlational effect sizes for the relationship between externalizing behaviors at Time 1 and Time 2. Results showed great variability in the weighted mean stability effect sizes ranging from -0.01 to 0.56 with most of the effect sizes around 0.30. Boys’ externalizing behaviors were more enduring than girls’
externalizing behaviors. The effects of informants and subtypes of externalizing behaviors were the most robust findings. The stability effect sizes were larger if Time 1 and Time 2 measured the same subtypes of externalizing behaviors and used the same type of informants. The stability of children’s externalizing behaviors decreased as time intervals between measurement points increased. Children assessed before age 3 and from low socioeconomic status (SES) and Caucasian backgrounds had less stable externalizing behaviors. Low SES had differential effects on boys and girls. Externalizing behaviors were less stable for boys from low SES families than girls. The findings suggest that externalizing behaviors in young children are not as stable as those in school age children and the information on externalizing behaviors in early childhood alone is insufficient to predict later antisocial behaviors accurately.

Albert Liau; Agnes Liau; George Teoh; and Michael Liau (2003) conducted a study on “The Case for Emotional Literacy: The Influence of Emotional Intelligence on Problem Behaviours in Malaysian Secondary School Students”. There has been a recent renaissance in civics and moral education in the Asia-Pacific region. The need to incorporate the notion of emotional literacy into such programmes is discussed and results from the analysis of the influence that emotional literacy has on problem behaviours in Malaysian secondary school students are presented. Results indicated that emotional literacy, measured in terms of emotional intelligence, was linked to internalising and externalising problem behaviours. Emotional literacy also served as a moderating factor between parental monitoring and externalising problem behaviours.

2.5. STUDIES RELATED TO LIFE STRESS

2.5.1. Indian Studies

Sachin, Krishan Kumar, Brij Lata Kotia and Rajeev Dogra (2012) conducted a study on “Impact of Perceived Stress and Locus of Control on Conflict Resolution Styles”. This study examined the impact of perceived stress and locus of control on conflict resolution styles. The study was carried out on 300 adolescents with a mean age of 15-18 yrs. The results indicated more perceived stress, agitation and anxious behavior in girls as compared to their male counterparts. Avoiding coping styles showed a positive correlation with the level of stress. External locus of control also showed a positive correlation with high level of perceived stress.
Nagarjuna, Vijaya Lakshmi (2008) conducted a study on “A Study of Stressors among Management Students”. The study focuses on identifying the causes of stress among management students and also to examine which category of stressors were more prevalent in the total sample. 120 male MBA students who showed high anxiety were asked to list out the various stressors they were experiencing in the last one month. These stressors were grouped into four broad categories such as intrapersonal, interpersonal, academic and environmental stressors. Results showed that there were more intrapersonal stressors reported by the students. The most common stressor reported in the total sample was found to be overload of assignments (66.7%), followed by inability to manage time effectively (50%), pre placement fear (43.3%) and home sickness (40%).

Kaur, Tejinder and Prerna Kumar (2008) conducted a study on “Gender Differences in Adolescent’s Mental Stress”. The aim of the study was to assess the mental stress level of both male and female college going adolescents of different colleges of Jaipur City. A sample of 269 undergraduate students from different colleges were taken for the study on the basis of purposive sampling. A test of mental stress by Powell (2000) was used to help determine the level of mental stress of the subjects. It was found that the mental stress level of college going girls was much higher than the mental stress level of boys. The mean difference was found to be highly significant at the 0.001 level.

Aseema and Gakhar (2007) conducted a study on “Social Stress, Locality and Gender affecting Academic Achievement and Reasoning Ability”. The objective of the study is to study the factors of social stress, locality, gender and their various interactions that separately affect the academic achievement and reasoning ability of the students. The findings were: (a) Rural students as well as male rural students score of high as compared to their counterparts. (b) Locality was affecting the reasoning ability of the students significantly at 0.1 level. (c) The students with low social stress scored higher than the students having high or average social stress. (d) Rural students scored highest on reasoning ability than urban students.

Poonawala (2005) conducted a study on “Personality Type, Self-Esteem and Ways of Coping With Stress”. The objectives were: (1) To find out the relationship between personality and self-esteem. (2) To find out the relationship between personality and
ways of coping with stress. (3) To find out the relationship between self-esteem and ways of coping with stress. (4) To investigate the effect of personality and self-esteem as predictions on the ways of coping with stress. The findings were: (1) Five factors of personality, namely, neuroticism, extroversion, agreeableness, openness and conscientiousness are strong predictors of self-esteem. (2) Five factors of personality are good predictors of ways of coping with stress. (3) Self-esteem is a good predictor of ways of coping with stress. (4) Females are higher than males on neuroticism and openness. (5) There are no gender differences in self-esteem. (6) Males use confrontive coping, accepting responsibility, painful problem solving, and distancing as ways of coping with stress more than females.

Deo (2004) conducted a study on “Type - A Behaviour Pattern and Stress among Twelfth Standard Students”. The objective was to find out whether TABP in students generate stress among them and to examine sex and faculty-wise difference on stress. The sample comprised of 394 XII standard students from seven representative college of Pune City, two hundred students belonged to science faculty and 97 each were from the commerce and art facilities. Equal numbers of male and female students were selected in the sample Type-A Behaviour pattern student. Scale and students stress scale were used. Female students experienced almost the same amount of stress as the XII standard male students had experienced. The students of arts faculty had encountered the maximum amount of stress. TABP in students was positively associated with stress.

Kanwar (2004) conducted “A Cross Cultural Study of Anger in Relation to Family, Gender and Stress”. The objectives were: (1) To find out if there are any differences in anger experience and expression between the people from the Pune and those from Kohima, the far north east part of India (Nagaland). (2) To explore relationship between family environment, gender, stress, culture and anger variables. The findings were: (1) Kohima (Naga) were found to be higher on anger expression than the Pune cities. (2) Kohima females were found higher than others. (3) There were no significant differences between Pune male and females on Anger Expression index. (4) Naga male were higher than Pune city males on anger expression. (5) Anger frequency differed significantly across gender. Males were higher than females. The frequency of anger did not differ in the two samples. (6) Correlation showed low but positive correlation between Anger Expression Index and FES’s Achievement orientation subscale, moral
and religious subscale and control subscale. Gender and location (predictor variables) were significantly correlated with Anger Expression Index. (7) Further regression of the predictor variables of location, gender, family environment sub-scales and Daily Hassles Scale on the Anger Expression Index showed that Location (Culture) is the best predictor of anger followed by gender. Only location (culture) and gender had a joint and interactive effect on anger.

Sharma (2004) conducted a study on “Effect of Stress Reduction Model on Cognitive and Affective Domains Variables of Higher Secondary Students”. The objective was to study the effectiveness of Stress Reduction Model (SRM) on the basis of stress, anxiety, frustration, self-confidence, self-esteem, immediate memory span and creativity. The findings were: (1) SRM has the potentiality in reducing stress, anxiety and frustration of students significantly. (2) In comparison to traditional approach, Stress Reduction Model was found significantly superior (a) in reducing stress, anxiety and frustration in students, (b) in improving self-confidence, self-esteem, personally perceived self, socially perceived self, immediate memory span, fluency, flexibility, originality and creativity of students, and (c) in improving abstract seasoning of students.

Mrignairy (2003) conducted a study on “Effect of Stress, Locality and Gender on selected Cognitive and Non-cognitive Variables”. The findings were: (1) Different levels of various stresses do not affect significantly the academic achievement of students. (2) Physical stress, social stress, financial stress, family stress and vocational stress separately significantly affect the academic achievement of the students. (3) There is no significant affect of sex on the academic achievement of student yet when it is combined with academic stress, physical stress, social stress, family stress and vocational stress separately, it produces significant difference in the academic achievement of students. (4) Different levels of self-concept stress, social stress and vocational stress are found to be significantly affecting the reasoning ability of the students. (5) Area wise difference is found to be significantly affecting the reasoning ability of students in case of academic stress, physical stress, social stress, financial stress, family stress and vocational stress. (6) Different levels of academic stress, physical stress, social stress, family stress and vocational stress are found to be significantly affecting the personality factor – A (Reserved Vs Outgoing) of the students. Students with normal stress are
outgoing, and emotionally expressive whereas students with high level of stress are aloof, cool and stiff.

**Grover (2002)** conducted a study on “Loneliness among Adolescents: The Role of Perceived Stress, Anger, Social Support, Depression, Locus of Control and Coping”. The objectives were: (1) To examine the relationship of loneliness with perceived stress. (2) To examine the relationship of loneliness with state and trait anger. (3) To examine the relationship of loneliness with social support. (4) To examine the relationship of loneliness with locus of control. (5) To examine the relationship of loneliness with depressive tendencies. The findings were: (1) Today’s Indian youth is certainly more estranged. As a result adolescent experience loneliness and despair based on feeling of being unprotected and incapable of sharing their problems with peers or parents. (2) Adolescents interact with health care professionals in a variety of settings and for a variety of reason. (3) Further several issues are in need of clarification and resolution, relationship within the sub-categories of loneliness and the relationship among theses measures in children.

**Rao, Kiran; Moudud, Shanaz and Subbakrishna (2000)** conducted a study on “Appraisal of Stress and Coping Behaviour in College Students”. The objectives were: (1) To examine coping behaviour in relation to the nature of stress and the appraisal of the stressor; and (2) To determine whether gender differences are present in the cognitive appraisal of stress. The sample consisted of 258 undergraduates within the age-group 18-28 years, hailing from urban middle-socio-economic status from nuclear families drawn from co-educational colleges. The stressful Event Response Schedule by (Albuquerque et. al. 1990) and Coping Check-list (Rao, Subbakrisha and Prabhu, 1989) were used to collect data. The collected data was subjected to percentage and chi-square. The findings were: (1) The students perceived both the academic and interpersonal situations as being moderately to severely stressful. (2) There was no significant differences with regard to appraisal of the stressors. (3) It was found that majority of students indicated that they would use a combination of problem focused, emotional-focused and social support seeking coping behaviour to deal with both types of stressors. (4) In case of failure in an examination, more students reported that they would use self-blame. (5) In relation to stressor like break in the interpersonal relationship they would tend to withdraw to a quite favourite spot to think over.
2.5.2. Foreign Studies

Mrowka, Karyn Anne Kowalski (2014) conducted a study on “Academic Stress in an Achievement Driven Era: Time and School Culture”. The researcher conducted three-part interviews with students and school leaders to learn about their experiences with academic stress in an academically competitive school culture. The researcher learned that there were positive and negative impacts of academic stress and that some of the main causes included simultaneous deadlines, conflicts between extracurricular activities and homework, and busywork. This study is important for school leaders, particularly to examine whether and how high school students perceive and articulate that time-related school components common in high school culture (such as scheduling, homework / workload policies, and extracurricular activities) contribute to these students' stress levels. The study illuminated similarities and differences in student versus school leader perception about the stress of time-related school components on students.

Dorin, Jason (2014) conducted a study on “Attachment Style and Perceived Stress in College Students”. The purpose of this study was to examine the impact that attachment (as measured by an adult attachment measure) has on a college student's perceived stress levels. A sample of seven hundred and twenty-seven college students ranging from 18 to 30 years (N=727; 73.2% female, 26.8% male; 46.8% Hispanic/Latino, 18.2% Asian/Pacific Islander, 13.3% Caucasian, 7.4% other/mixed, 5.0% Middle Eastern, 4.5% African American/Black, 4.5% Armenian, and 0.3% Native American) completed two self-report questionnaires assessing attachment styles (ECR-S) and perceived stress levels (PSS). Analyses revealed a statistically significant relationship between an adult's level of secure attachment and level of perceived stress. The overall results showed that secure attachment levels were significantly and negatively related to perceived stress levels. These results provide further evidence of the impact that earlier relationships have on a person's functioning in adulthood, specifically with regards to one's ability to cope with a physically and emotionally demanding environment.

Ford, Renee (2014) conducted a study on “The Relationship Between Adult Attachment Style and Stress Coping Skills to College Graduation”. The purpose of this study was to determine if there was a relationship between adult attachment style, stress coping skills, and college graduation. This logistic regression study included 81
individuals who either withdrew or graduated from college within the last 4 years. Participants provided demographic information, completed the Experiences in Close Relationships-Revised (ECR-R) to measure attachment anxiety and avoidance, and the Perceived Stress Scale (PSS) to measure level of perceived stress. A significant Wald statistic between attachment anxiety and college graduation indicated that as attachment anxiety increased, participants were less likely to graduate. However, there was not a significant relationship between attachment avoidance and college graduation. A significant Wald statistic between stress coping skills and graduation indicated that as the level of perceived stress increased, participants were less likely to graduate. When the predictor variables of attachment anxiety and stress coping skills were paired together, neither variable added uniquely to the prediction of graduation.

Tan, Cheryl (2011) conducted a study on “Influence of Shyness and Social Approach/Withdrawal on the Relationship between Interpersonal and Non-Interpersonal Stressors and Anxiety Problems in Pre-Adolescent and Adolescent Children”. This study investigated the relationship between interpersonal stressors and anxiety, as moderated by shyness and social approach/withdrawal tendencies. It was hypothesized that when faced with various types of stressors, children who are rated as shy with a tendency towards social withdrawal are at greater risk for anxiety problems than children rated as sociable with a tendency towards social approach. It was also hypothesized that shyness and social approach/withdrawal have a greater impact on the relationship between interpersonal stressors and anxiety than non-interpersonal stressors. Data was drawn from a larger joint study of coping and job loss, conducted through The George Washington University and Arizona State University. Cross-informant data obtained from both the parent and child from a large sample of 203 subjects were analyzed. The model proposed in this study was not supported, although analysis indicated that higher levels of interpersonal stressors are associated with higher levels of anxiety in contrast to non-significant findings regarding the association of non-interpersonal stressors and anxiety.

David Putwaina (2007) conducted a study on “Researching Academic Stress and Anxiety in Students: Some Methodological Considerations”. Despite a long history of interest in North American and Western European literature, researchers in the UK are only now beginning to turn attention to the issue of academic stress in schoolchildren
and how it may affect emotional well-being, health and performance on school assessments. Based on the author's experiences of designing an extensive research project, this article explores the conceptual and methodological difficulties encountered when designing and conducting research in this area. First, there is a lack of precision in terminology used. The terms 'stress', 'anxiety' and 'worry' are used interchangeably in the literature as if they referred to the same phenomenon, and the domains of 'examination stress' and 'academic stress' are not clearly defined. As a consequence, it is not clear exactly what phenomenon the literature is actually referring to. Second, it is not always clear in the literature what the term 'stress' is referring to. In some cases, it is being used to refer to the properties of a stimulus (e.g. an examination) and in other cases to the subjective experience of distress. Assuming a subjective experience of distress will necessarily follow from a particular stimulus is problematic as it fails to account for the interpretation of that stimulus to the student involved. The much ignored construct of test anxiety may offer some advantages to the researcher by having a clearly defined domain and referent. Third, there is an overwhelming bias in the research towards quantification and ways of 'measuring' stress and anxiety in students. The usefulness of this approach is considered along with the potential advantages of alternative approaches.

Voss, Denise (2006) conducted a study on “An Examination of the Effects of Brain Gym® on the Self-reported Symptoms of Stress in School-Age Children”. This study examined the effects of a movement program called Brain Gym® on the self-reported symptoms of stress in school-age children. The study used a pre-test/post-test, control group, quasi-experimental design, with a convenience sample of two 6th grade classrooms. Students in both classrooms were pre and post-tested utilizing the School Situation Survey (SSS), a 34-item self-report measure of school stressors and manifestations of stress. Teachers in both classrooms completed a brief questionnaire developed by the researcher: the Teacher Report of Observed Behavior designed to address teacher's impressions of changes in student's behavior over the course of the study. In addition, students in the treatment classroom completed the Brain Gym Student Report, a brief questionnaire designed by the researcher to examine students' perceptions of their enjoyment and the perceived usefulness of the Brain Gym movements for stress reduction. Students in both classrooms took the California standardized achievement tests, known as the STAR (State Testing and Recording), examinations. Students in the treatment classroom performed the Brain Gym movements twice daily during the two
weeks in which the examinations were given. The control classroom prepared for and took the examinations using standard classroom procedures, without any stress reduction measures. Results failed to support the use of Brain Gym movements to reduce self-reported symptoms of stress, as identified by the SSS.

**David Chan (2006)** conducted a study on “*Emotional Intelligence, Social Coping, and Psychological Distress among Chinese Gifted Students in Hong Kong*”. The relationships among emotional intelligence, social coping, and psychological distress were investigated in a sample of 624 Chinese gifted students in Hong Kong. A mediation-effect model specifying that emotional intelligence had an effect on psychological distress mediated by social coping was hypothesized and tested using structural equation modeling procedures. For comparison, a direct-effect model and a direct-and-mediation-effect model were also fitted to the data. The results indicated that the mediation-effect model provided an adequate and good fit, suggesting that the effects of self-relevant and other-relevant emotional intelligence on psychological distress were mediated by avoidant coping and social-interaction coping, respectively.

**Latus, Maryann Therese (2006)** conducted a study on “*Stressors among First-Generation College Students: A Retrospective Inquiry*”. A multiple-case-study qualitative approach was used to examine the stressors among first-generation college students. The students were in their senior year at a medium-sized Midwestern public university. The researcher conducted two focus groups and a total of 10 in-depth interviews with first-generation college students. Several themes emerged from the data that was collected. The overarching themes that served as the primary framework for this study were stressors related to family, friends, and the university. One of the major themes, how the participants coped with their particular stressors, is discussed in detail. The differences that were found between this group of first-generation college students and those researched in past studies are noted.

**Liang, Christopher (2005)** conducted a study on “*Relationship of Intergenerational Family Conflict, Racism-related Stress, and Psychological Well Being and the Role of Collective Self-esteem among Asian American College Students*”. The study examined the role of two main ecological challenges: intergenerational family conflict and racism-related stress on the psychological well-being of Asian American college students (n=131) attending a large mid-Atlantic university. The findings supported that these two
ecological challenges are important to consider in conceptualization of the self-esteem problems, career problems, and interpersonal problems of Asian Americans. Significant relationships between these two ecological challenges and depression or anxiety were not found. Results suggest that racism-related stress contributes additional strain to Asian Americans career problems and self-esteem problems beyond that of culturally based intergenerational family conflict. A moderation hypothesis also was tested in this study. Collective self-esteem was not found to moderate the relationship between the ecological challenges and psychological well-being.

**Tickerhoof George, Nickole (2005)** conducted a study on “Stress, Psychosocial Factors, and the Outcomes of Anxiety, Depression, and Substance Abuse in Rural Adolescents”. The results of this study support the proposed model and the hypotheses that stress and psychosocial factors are mediators between the relationships among the demographic and outcome variables. Empirical data gathered and reported in this and other studies will assist health care professionals (e.g., physicians, nurse practitioners, and school nurses) to develop and implement interventions that target mediating variables such as coping. These interventions have the potential to improve rural adolescents’ ability to socialize, adapt, and cope; assisting them in making better decisions and growing into productive, healthier adults.

**Feurer, Debra Paige (2004)** conducted a study on “School-related Stress and Depression in Adolescents With and Without Learning Disabilities”. The study examined school-related stress and depression in adolescents with and without learning disabilities. A total of 87 students (38 LD and 49 non-disabled) from secondary schools in the Calgary area completed self-report questionnaires on depressive symptoms and on school-related stress. Results from quantitative analyses revealed that adolescents with learning disabilities did not report significantly higher levels of depression than their non-disabled peers. In terms of school-related stress, adolescents with learning disabilities reported significantly higher levels of academic self-concept stress, but did not differ significantly from their non-disabled peers on peer interaction stress, teacher interaction stress, and academic stress. Significant, positive correlations between each of the school-related stress variables and depression were found for both the learning disabled and non-disabled groups.
2.6. CRITICAL REVIEW

The investigator reviewed fifty-three Indian studies, and among these studies 20 studies are related to adjustment, 18 are related to self-concept, 4 studies are related to problem behaviour and 11 studies are related to life stress. Moreover, the investigator reviewed ninety-one foreign studies. In these studies, 19 studies are related to adjustment, 52 are related to self-concept, 9 studies are related to problem behaviour and 11 studies are related to life stress.

The investigator of the present study would like to add some critical comments regarding the studies reviewed. After the critical evaluation of the related studies, the investigator has made the following conclusions.

Chauhan (2004) found a positive linkage is held between the extroversion and introversion personality type of poor adjusted pupils with their degree of learning style preferences.

Sindhu (2005) concluded that low positive correlations were found between students’ liking for their teachers and school adjustment. Better liking of teachers contributed to better achievement of boys.

Shruti Mishra and Shraddha Shukla (2007) found that both high pupils (adjustment and need-achievement) had high level of creativity. It could be stated that high pupils had high level of creativity. Adjustment had also effect upon creativity. Total need-achievement and adjustment had no interaction effect upon creativity.

Gupta, Arun Kumar (2007) reported that the practice of yoga had a significant impact on different areas of adjustment as well as in building a positive image about oneself.

Godiyal and Padiyar (2008) indicated that the boys and girls are differed significantly in their adjustment, whereas the scores on socioeconomic status established superiority of girls over boys.

Sarika (2008) concluded that endogenous locus of control is concussive to academic achievement on the one hand and adjustment pattern on the other whereas exogenous locus of control hinders both in cases of academic achievement and overall adjustment.
Ashokkumar Surapur (2012) reported that the government school students with higher interest in science and high school adjustment had more influence on academic achievement in science than the government school students with higher interest in science and low school adjustment; and the government school students with good study habits and low school adjustment had more influence on academic achievement in science than the government school students with poor study habits and low school adjustment.

Chandrakekhar and Lancy D’Souza (2013) concluded that shyness significantly influenced adjustment both in social and emotional areas, where adolescents with higher levels of shyness had shown maladjustment in both the areas compared to adolescents with lower levels of shyness. Further, reduction of shyness with behavioural medicine has been delineated.

Karunanayake, Danesh (2005) reported that as income and mother’s education level increased emotional independence decreased for participants from a community college but not for participants from a university. For all participants there was a significant positive relationship between PD and emotional independence. Finally, for low SES individuals, income moderated emotional independence and academic adjustment.

Van Eman, Linnea Marie (2009) found that significant simple main effects were found in three of the five subscales of Academic Adjustment suggested psychological advantages were evident for non-accelerated girls in their attitude towards school and attitude for teachers and classes. For motivation, there was a pattern change in that for girls, the non-accelerated scored higher than the accelerated group, but the opposite was true for boys. Boys in the accelerated group scored significantly higher in motivation than did the non-accelerated group. Finally, there were no gender differs by group for student academic perception or goal valuation.

Lama Al-Qaisy (2010) reported that male students are more inclined to adjustment than females.

Noor-Azniza, Ishak, Malek Jdaitawi, Yahya Saleh Ibrahim, Farid Mustafa (2011) found that significant relationship between emotional intelligence and of both social adjustment and academic adjustment. In addition, the moderating effect of gender was
not found. However, the moderating effect of age on the relationship between emotional intelligence with social adjustment and academic adjustment were established.

Thiagarajan and Ramesh (2005) concluded that the self-concept of B.Ed. Trainees was above the average i.e., high self-concept. There was no significant difference in self-concept of the respondents in terms of their sex, community, locality and optional studies.

Sharma, Bhawana (2008) reported that the self-concept did not have any effect on the school environment as the value of ‘t’ was not found significant even at 0.10 level.

Dorai Thambi and Muthuchamy, I. (2008) reported that the level of self-concept of women B.Ed. trainees increases significantly after the teaching practice programme compared to the self-concept level of pre-teaching programme.

D'souza Giselle (2010) found that a negative correlation of stress with academic self-concept.

Ram Mangala and Anwar (2011) reported that female teacher trainees showed a high difference in self-concept than male teacher trainees. Teacher trainees who came from urban background indicate a higher score when compared to the rural teacher trainees. Age wise, significant difference was observed among the teacher trainees. There was no much significant difference among government, government-aided and private institutions.

Brady, Michael (2004) reported that the level of paternal involvement has little impact on children’s self-concept, another factor may have confounded the outcomes; for example, families that were low in parental involvement may have declined to participate in the study.

Drysdale, Maureen and Milne, Sarah (2004) reported that females displayed lower levels of mathematical self-concept while males displayed lower levels of academic self-concept, verbal self-concept and verbal achievement scores. No significant gender differences were found in mathematics achievement. Educational implications are discussed.

Gore, Jonathan Smith (2005) found that self-concept change during the transition to college can mostly be understood through the change in one’s social environment.
Watson, Cary Margaret (2005) reported that adolescent girls with more interdependent self-concepts display a stronger inverse relationship between contextual support and depressed mood–i.e., the more support they perceive, the less depressed mood they report–than other girls. Results differ somewhat for boys. Those with more independent self-concepts display a stronger inverse relationship than other boys between contextual support and depressed mood, but these results were not as consistent across contexts as they were for girls.

White, Deborah (2006) reported that frames of reference do account for a sizable enough variance in self-efficacy to suggest that the standard a student uses to evaluate his academic performance contributes uniquely to his academic self-concept.

Nooraini Othman, Kong Bee Leng (2011) found that correlations between independent variables (self-concept, intrinsic motivation and self-determination of the respondents) and dependent variable (academic achievement) were all significantly low.

Joshi, Renuka and Anirudh Kumar Tomar (2006) reported that children belonging to unfavourable family environment (UEF) were significantly higher on conduct disorder, anxiety and somatization compared to the children of favourably family environment (FEF). On self-esteem also UFE children possessed significantly low level of personally perceived self. Boys were observed significantly higher on conduct disorder, depression, physical illness with emotional problems and somatization compared to the girls. Boys were, however, found to have significantly low level of personally perceived self and socially perceived self than girls.

Malhotra, Nalini and Amit Pal Kaur (2011) found that significant negative correlation between problem behavior and freedom from anxiety; aspect of self-concept. Optimism and appraisal of emotions were also significantly negatively correlated with problem behavior of adolescents. Further, regression analysis indicated that emotional intelligence and self-concept as personal correlates can significantly predict internalizing and externalizing problem behavior.

Albert Liau; Agnes Liau; George Teoh; and Michael Liau (2003) found that emotional literacy, measured in terms of emotional intelligence, was linked to internalising and externalising problem behaviours. Emotional literacy also served as a moderating factor between parental monitoring and externalising problem behaviours.
Deo (2004) found that female students experienced almost the same amount of stress as the XII standard male students had experienced. The students of arts faculty had encountered the maximum amount of stress. TABP in students was positively associated with stress.

David Chan (2006) reported that the mediation-effect model provided an adequate and good fit, suggesting that the effects of self-relevant and other-relevant emotional intelligence on psychological distress were mediated by avoidant coping and social-interaction coping, respectively.

Dorin, Jason (2014) found that secure attachment levels were significantly and negatively related to perceived stress levels. These results provide further evidence of the impact that earlier relationships have on a person's functioning in adulthood, specifically with regards to one's ability to cope with a physically and emotionally demanding environment.

The present study is unique and differs from the studies reviewed in terms of tools used, population and sample. It is also found from the above studies that none of them directly dealt with the influence of psychological factors on the academic achievement of rural higher secondary students.