CHAPTER - II
A review of literature was added to the study by referring different books, journals and studies conducted by different individuals to show relevance to the study.

**Kakkar, S. (1970).** "Family conflicts and scholastic achievement."

The present study examined the relationship between family conflicts and scholastic achievement. The sample consisted of 125 pairs of parents and 214 children in the third, fourth, and fifth grades. The findings reflected that the IQ and scholastic achievement of children whose parents showed low inter-parental differences of attitudes were notably higher when compared to average/high intra-parental differences. Such differences exist for the whole sample, irrespective of the children's sex. These findings suggested that interpersonal differences/family conflict could be a useful variable to study child behaviour.

**Gupta, M., and Gupta, P. (1978).** "Areas of adolescent problems and the relationship between them."

500 college girls (between 14 and 18 years of age) in Lucknow were administered the Mooney Problems Checklist (Indian adaptation). A maximum number of problems were observed in social, school, and emotional areas, and there was a positive correlation between the different areas of adjustment.

**Mohanty, B., and Pani, B. (1979).** "Effect of student-teacher classroom interaction on the academic performance of students."

Eighty eight grade boys were exposed to four levels of student–teacher interaction, from minimal to maximal. Only the group exposed to the highest level of interaction showed significantly higher performance than the rest of the subjects.

This investigation intended to find out the adjustment areas and problems of concern to many of the adolescents in schools. 540 students (between 13-16 years) equally distributed between the three classes (VIII, IX, and X), the three localities (urban, semi-urban, and rural), and the two sexes, served as samples for the study. The instrument used in this study was a problem check-list developed by the author to assess the level of adjustment of adolescents, and similar to the Mooney Problem Check-list (Mooney, 1951). Results showed that most of the problems were in the area of academic adjustment, followed by future (educational and vocational) and personal adjustment.


A group of 500 adolescent girls (between 14 and 18 years of age) were administered the Indian version (a quantitative dimension was added) of the Mooney Problems Checklist. Adolescence was observed to be a period of calm transition from childhood to maturity. The most prominent problem areas were social, personal, and school related. Areas of least concern were physique and health, courtship, sex, and marriage.


The study suggested that the increase in the number of working mothers in recent generations had an effect on family relationships. Findings from a study with 366 female children (13-17 years of age) were presented, which suggest that daughters of employed mothers are higher in masculinity than the daughters of unemployed mothers. The results suggested that employed mothers were largely perceived by their daughters as neglecting, rejecting, and punishing, whereas the unemployed ones are perceived as protecting,
rewarding, and loving. Various situational factors had been noted that may lead to the development of masculinity in girls due to their mothers' employment and their perception of them as punishing.


This study examined the relationship of anxiety and level of aspiration of scholastic achievement of adolescent girls and boys. The sample of 200 students (100 male and 100 female) of grade XI were randomly selected from Intermediate Boys' and Girls' Colleges in Agra. The average age was 16 years for males and 16.5 years for females. The scales administered were Srivastava and Tiwari's Anxiety Scale and Singh and Tiwari's Level of Aspiration Scale. Results showed that achievement was low when anxiety was high, and that a high level of aspiration increased anxiety. No difference was observed between the effect of anxiety on achievement of both, boys and girls. There was a low positive correlation between level of aspiration and anxiety.


The study examined the personality characteristics of adolescents; described the coping strategies of competent students; identified the factors that competent children perceived as significantly responsible for their competence; and presented a profile of a typical competent girl and boy. The sample, comprising 50 students (12-15 years old), was selected on the basis of their teacher's rating on their above average academic performance, participation in extra-curricular activities, and social popularity. The Gough Adjective Checklist, Rotter's Internal-External Locus of Control Scale, a projective test, and a semi-structured interview (to identify the factors related to the development of competence as perceived by the child) were the tests administered. The results indicated that warm, affectionate relationships with both the parents and the teachers led to a positive perception of the environment and a sense of confidence and personal worth in the subjects. Mature behavior patterns in the subjects were promoted by firm, consistent
discipline at home and at school. The authors reported that in addition to mastery in academic skills, the development of social skills and emotional stability were crucial for the development of a stable sense of competence.


The study investigated whether the high and low achievers differ on the following psychological factors of adjustment: (1) neuroticism, (2) guilt feelings, (3) inferiority feelings, (4) personal worth, (5) attitude to life, and (6) order of birth. The sample consisted of 35 high achievers (70% and above marks) and 40 low achievers (50% and below marks). They were selected from different sections of class VIII of the Hyderabad Public School, Ramanthpur, Hyderabad. The adjustment of the high and low achievers was measured by the psychological adjustment inventory developed and standardized by Prof. N. Y. Reddy (1966) with certain modifications. The results indicated that the high group pupils were better adjusted. They were low on neuroticism, guilt and inferiority feelings, and moderate in evaluating their personal worth. The low achievers were low on psychological adjustment. They scored high on neuroticism, guilt and inferiority feelings. They over estimated their personal worth. Inspite of that, their low performance indicated they had both, psychological and social problems of adjustment.


The main objective of this study was to investigate and differentiate the state of anxiety (general as well as that concerning bodily functions) between the high and low-achieving adolescents, and to study sex differences in the possession of both types of anxiety. The ink-blots were given to a final sample of 60 students, matched on age (14+), grade (class X), sex and socio-economic status. They were further divided equally into 4 categories; high-achieving boys (HAB), low-achieving boys (LAB), high-achieving girls (HAG), and low-achieving girls (LAG). Besides the RIBT, the other measures used were, Raven's Progressive Matrices (1956), last examination marks, Rao's Socio-
economic Status Rating Scale (1977) and the Klopfer, et al (1956) method of scoring and interpretation. Analysis of data indicated that low-achievers (irrespective of sex) were more anxious than high-achievers. Girls in general had a higher level of anxiety than boys. High-achieving girls generally did not differ significantly from other groups in the study, but scored high on anxiety concerning bodily functions.


The paper discussed the identity conflicts which come to the fore during the psychotherapeutic process. The author took up seven cases and examined how emotional conflicts faced in the childhood influence the development of adulthood. He asserted that the disturbances faced by a few individuals who were observed in clinical settings, reflect the overall conflict occurring in the Indian society due to socio-cultural changes. He points out that in Indian society due to socio-cultural changes. He points out that in Indian society, where assertion of individuality was not a cherished value and where there was no recognition of adolescence as a distinct development phase, it was difficult to take the resolution on adolescence conflicts. He critically comments on the school system. He views that the distress in individual lives and fragility of social structure should be objectively evaluated by the social scientists.


This study aimed at finding out the relationship between teacher-pupil relationship and academic achievement. A sample of a 100 secondary school teachers was taken from 10 different schools of Delhi. The teacher-pupil relationship in each school, was measured by the "Teacher-Pupil Relation Inventory" developed by Walfe and Engel (1978), consisting of 56 items with three sub-scales; the need for control subscale, the rapport sub-scale, and the need for love subscale. Marks obtained by the pupils in the last examination, yielded a measure of academic achievement. The study clearly indicated a significant difference in students' achievements under different types of
teacher-pupil relations. Academic achievement was found to be significantly related with all three dimensions of the teacher-pupil relation inventory.


The present study examined the relationship between self-concept, scholastic achievement, intelligence and adjustment of adolescent boys and girls from the urban and rural areas. A self-concept test was constructed in Hindi to measure the self-concept of the adolescents. The sample comprised 450 boys (rural = 217, urban = 233) and 315 girls (rural = 108, urban = 207) studying in class X. The Samanya Manasik Yogyata Pariksha (general mental ability test), the Vyaktitva Parakh Prashnavali, the Swatva-Bodh Parikshan (self-structured test for self-concept), and the students' marks obtained at the high school examination (index of scholastic achievement), were the tools used. The correlation analysis indicated a positive relationship between self-concept and achievement; self-concept and adjustment; and between self-concept and intelligence for the boys and girls from the urban and rural areas. No rural/urban differences in self-concept were observed.


This study assessed the relationship of academic performance with intelligence, socio-economic status, and parental attitude. A sample of 200 students (100 high and 100 low achievers), 12-15 years of age, were selected from 2 different schools of Aligarh city. Examination marks from the two previous years were taken to assess the scholastic achievement of each student. The following standardized tools were used to assess the socio-economic status, intelligence and family relationship: (1) G.P. Srivastava's Socio-economic Status Scale (urban), (2) P.N. Mehrotra's Verbal and non-verbal Test of Intelligence, and (3) G.P. Sherry and Sinha's family relationship inventory. The authors concluded that besides intelligence, various psychosocial factors were responsible for better or poor academic performance. Factors, such as SES, intelligence, and parent avoidance had a significant
influence on academic performance, while parental acceptance did not play an
effective role. However, high achievers got moderate parental attention.

achievement of high school students."

The study attempted to find the possible relationship between anxiety
and academic achievement in a group of high school students, with the aim of
throwing some light on the problem of adjustment of children to school life. The
sample comprised of 150 students of both sexes, with a mean age of 15.04
years and standard deviation of 2.01. The anxiety scale used in this study, was
developed by the Department of Education, Aligarh Muslim University, based
on Sarason's (1963) General Anxiety Scale for Children (GASE), and Sinha's
(1976) Anxiety Scale. For reliability, the split-half and the test-retest methods
were employed, applying the Spearman-Brown formula. The students'
academic performance was judged on the results of three examinations, and
percentages were calculated on the basis of achievement, viz., high achievers
(60%), average achievers (59 to 45%), and low achievers (below 45%).
Findings revealed that the difference between means of anxiety scores of high
and low achievers, was as high as 34.75. The standard deviation of these
groups also differed significantly (5.63). Anxiety and achievement were
negatively related; high achievers had low anxiety, while low achievers had the
maximum anxiety scores. Further, within the high achievers, sex had no effect
on the anxiety scores; however, at average and low levels of achievement, girls
were found to be more anxious than boys, adversely affecting their academic
achievement. Based on the finding that anxiety and achievement are inversely
related, the study concluded with the suggestion that, guidance and counseling
provided at the right time, would minimize the students' anxiety and improved
their school performance and ability to adjust to their environment.

intellectual performance."

This investigation, attempted to explore the relationship between
intellectual performance and various aspects of home and school
environments. The sample consisted of 98 girls studying in classes XI and XII of four schools situated in Manipuri, Agra, and Kanpur districts. Home environment inventory and school environment inventory (Misra, 1981), and Jalota's group test of general mental ability was used to collect relevant data. Analysis of data suggested that, cognitive encouragement, creative stimulation acceptance, and permissiveness in the school environment, correlated positively with intellectual performance, and a significant positive relationship existed between intellectual performance and four aspects of perceived home environment, viz. decreased levels of social isolation and punishment, and increased levels of nurturance and reward.


Family status, parental aspirations, family relationships, an individual's innate abilities, and maternal employment (as indicated by some studies), were considered to be crucial in influencing the occupational choices of the adolescents. The occupational aspirations of male and female adolescents (mean age = 16 years) of working and non-working mothers were examined. The sample comprised 180 subjects (an equal number of boys/girls of working/non-working mothers). The working mothers were employed as school teachers and had begun their career before the birth of their children. An interview gathered information on select demographic variables, and an Occupational Aspiration Scale (Grewal 1975) was administered to ascertain the level of occupational aspiration. The results, using t-test, indicated that the boys and girls with working mothers had significantly higher occupational aspirations than their counterparts with non-working mothers. Within group differences revealed that the boys, when compared with the girls, with working and non-working mothers had significantly higher occupational aspirations. Qualitative analysis pointed out that whereas the adolescents with working mothers opted for professions such as judge/state governor/diplomats (boys), doctor/college teacher (girls), the adolescents with non-working mothers opted for professions such as agriculture/insurance agent/chemist (boys), school teacher/instrumental musician/steno-typist (girls). Conclusions were based or
the positive impact that maternal employment had on the occupational aspirations of the adolescents. The observed gender differences were explained from a traditional viewpoint, where parents had higher vocational aspirations for the boys, and view the girls in the traditional feminine role as a homemaker.


This study analyzed the effect of home environment on the emotional disturbance of adolescents. The sample consisted of rural and urban school-going adolescents belonging to the age group of 13-19 years, from Almora District, U.P. India. 15 rural and urban intermediate colleges were selected randomly, and 276 emotionally disturbed adolescents (EDAs) were identified with the help of the Emotional Disturbance Inventory (EDI). The home environment of the EDAs was assessed through a Home Environment Scale (HES), which measured their home environment along 7 dimensions, and thus the EDAs were divided into three groups: good, average, and poor home environments. Significantly more EDAs (37.32%) came from a poor home environment. In four dimensions out of seven – (i) affection and care, (ii) facilities in home, (iii) sharing of ideas, trust and decision making, (iv) harmony among family members – approximately more than 50% of EDAs belonged to poor home categories. In general, the quality of home environment was a significant factor contributing to adolescents' emotional disturbance.


This work assessed the effect of the size of the family on academic achievement. The sample consisted of 450 students of the class IX (225 boys and 225 girls). Jalota's SES scale and a family size scale prepared by the investigator, were used as tools. Adolescents belonging to small families and higher socio-economic status had high academic achievement compared to those from large families and lower SES. Academic achievement scores were not dependent on the sex of the respondent.

This study aims at estimating the dependence – proneness and test-anxiety in young school children. The sample of 80 students (40 boys, 40 girls), was randomly selected from class VIII students (12-14 years) of Government Higher Secondary Schools. The two chosen scales were: The Test Anxiety Scale (TAS) Mandler and Cowen (1958), and the Dependence – Proneness Scale (DP) Sinha (1968). Results suggested girls exhibit a greater degree of dependency – proneness than boys, but test anxiety scores showed no significant sex differences. Inter-correlations (all in the negative direction) showed no appreciable significance.


This study examined the relationship between neuroticism and academic achievement. For this purpose, 70 male and 70 female B.A. final year students were selected. These were divided into two groups, high achievers (> 55% marks) and low achievers (<40% marks). Kapoor’s (1966) Neuroticism Scale Questionnaire was administered to both groups. Results revealed that 48% of the students were high on neuroticism (46% males and 51% females), and out of these 87.26% were high achievers. The authors concluded that anxiety and neuroticism to some extent may be related to educational achievement.


This study analyzed each of the socio-economic status (rural) (SES) subfactors and tried to determine their impact on academic achievement. A sample of 586 rural school children, studying in the V, VI, and VII classes of schools in the Sri Venkateswara University area, were selected through a multistage random sampling procedure. Separate achievement tests were developed by the investigator, and, a scale developed by Udai Pareek and Trivedi was used to measure SES of the rural children. The mean academic
achievement of various sub-factors was tested for significance using ANOVA (one-way) technique. Results indicated that the mean performance of the different categories of SES sub-factors was not significant. It was concluded that SES factors wield very little influence over the academic achievement of rural children.


The main objectives of the present study were: (1) to compare six values (viz. theoretical, economic, aesthetic, social, political and religious) of adolescents studying in high, moderate and low socio-economic status (SES) schools, and (2) to find out differences among adolescents with respect to these values. Fourteen schools of Chandigarh city were administered the School Socioeconomic Status (SSES) scale and classified into the three categories of schools. The sample comprised of 454 adolescents (14-17 years old) selected randomly from class IX, X and XI. The scale adapted by Kulshreshtha (in Hindi) to Indian conditions was used to measure the relative prominence of the six values mentioned earlier. Results indicated that the adolescents studying in different types of schools showed distinct patterns of values. Specifically, (i) on the theoretical value, adolescents from high SES schools scored significantly higher mean scores than the moderate SES and low SES school adolescents, (ii) on the economic value, adolescents from low and moderate SES scored significantly higher mean scores than the high SES adolescents with the maximum economic value score seen in the low SES adolescents, and (iii) the adolescents from high SES schools were found significantly higher on social values than were those from low SES.


The specific objectives of this investigation were: (1) to examine the relationship between academic adjustment and scholastic attainment of secondary school children; (2) to examine the influence of the intelligence of the child and socio-economic status of the family, on their academic adjustment
and scholastic attainment; and (3) to examine sex differences in academic adjustment, scholastic attainment, intelligence, and socio-economic status. An inventory to measure academic adjustment was developed by the investigator. Scholastic attainment was measured with the help of the students’ annual examination marks. The Raven’s Progressive Matrices Test consisting of 60 items and a standardized socio-economic status scale, were used to measure the other variables. Relevant questionnaires were also used to obtain information. A stratified random sampling helped select 600 students (300 boys and 300 girls) studying in the VIII class of 10 secondary schools of Andhra pradesh. The results showed a high and positive correlation between academic adjustment and scholastic attainment of the school children. Both the above variables positively correlated with intelligence and socio-economic status, which in turn indicated a positive correlation between the two of them. The sex differences were significant with respect to academic adjustment favoring the boys. Favoring the girls, the differences were significant with regard to their intelligence and the socio-economic status of their families. In respect of scholastic attainment, the sex differences were not significant.

Kaur, M. (1986). "Relationship of creativity with demographic factors such as occupation of father, birth-order, and family-type."

The environmental influences in the development of creativity were considered to be crucial, particularly during the adolescence phase. The study examined the effect of demographic factors such as, occupation of father, birth-order, and family type, on creative abilities of ninth class boys (n=50) and girls (n=50). The sample was randomly selected from five government high schools (one all boys school, one all girls school, and three co-educational schools) of Ludhiana city. A Non-Verbal Test of Creativity Thinking (elaboration and originality dimensions) and a self-structured personal information sheet were administered to the subjects to gather data on selected demographic variables. Three groups namely, highly creative, moderately creative, and less creative, were formed. The results were analyzed using the chi-square test. The creative abilities of the boys and the girls, were independent of the occupations of their fathers (business, labour, and service class). Also, no significant
associations were reported for the variables birth-order (first, second, last born) and family type (nuclear, joint) with the creative abilities of the subjects.


Achievement motivation was considered to be an important determinant of aspiration, effort, and persistence of an individual, when evaluated in relation to certain standards of excellence. Commenting on the studies that indicated academic performance of students to be dependent on their achievement motivation and intelligence, the authors indicated that limited research has been carried out regarding this aspect with respect to rural/urban differences. The present study, therefore, assessed the relationship of achievement motivation and academic performance of rural and urban high school students. The randomly selected sample comprised 196 (102 rural and 94 urban) students studying in class X. The tools used for data collection were Rao’s Achievement Motivation Test and the aggregate marks obtained in the previous class by the respondents. Results analyzed using t-test indicated that significant differences existed between the rural and urban students with regard to academic performance (the mean score of rural students was higher as compared to their urban counterparts) due to less avenues to faster their creative ability. Gender differences were reported for academic performance with girls reporting significantly higher mean values than boys did. However, no significant differences emerged for achievement motivation in both the rural and urban groups. Inter correlations computed between achievement motivation and academic performance of rural boys and girls, and urban boys and girls, indicated that there exists a positive and significant relationship between achievement motivation and academic performance, only for rural girls.


Citing the 1981 census report the author pointed out that 14-24 year old represent a majority of the population of India and the future of the country on whom adequate investments need to be made. But, statistics revealed the sad
state of education in the country. Twenty percent of the five year old children did not get enrolled in schools and two-thirds of these are likely to be girls. Eight out of every teen-agers in school were likely to discontinue their education. The author holded a link between population and socio-economic factors as responsible for the present state of affairs. Data further showed that, in rural areas traditional beliefs and superstitions dictate social and sexual behaviour patterns. As a result, the rural adolescent girls continue to enter marriage at early ages with minimum education, and very little choice on fertility control leading to various medico-social problems. The rural adolescent male was also likely to be semi-literate and vulnerable to venereal diseases, due to lack of information on precaution and restricted sexual behaviour. Compared to rural adolescents, their urban counterparts were seen as being exposed to a variety of mass media, very often leading to misconceptions and myths, that lead to a variety of social, psychological, marital, and sexuality problems. Recognizing the need of family life and sex education for adolescents, some of the organizations working in this area have been mentioned. Implications include a need for community-based approach and exclusive services dealing with youth in both rural and urban areas.


Conducted interviews with 50 students; each from elementary, intermediate and high school grade levels, concerning stress, stressors, symptoms, and coping mechanisms. Students then rated themselves for stress, and the 20 highest-scoring students from each grade level were again interviewed, and the top 5 stressors were identified for each grade level. Family problems, feeling different, school-related problems, and discipline ranked highest for elementary students, whereas adolescent problems, peer pressure, family problems, and not being in control ranked highest for intermediate students. High school students were concerned about the future, good grades for college, peer pressure, and substance abuse.

28 male and 32 female high school seniors in the top and bottom quartiles of achievement were administered the Nowicki-Strickland Locus of Control Scale and B. Bowden’s (1986) tension-stress (TS) test. Results indicate that internally oriented students showed lower tension-stress than externally oriented students. Number of life changes was associated with tension – stress, girls scored higher than boys. School-related stress was deemed to be an important factor in the lives of these students.


This study explored the overall impact of three structural components of elementary schools, namely, facilities and equipment, teacher qualification and teacher-pupil ratio, on the cognitive output of the pupils. The subjects under investigation were randomly selected from 126 higher secondary schools, represented different types of managements. Five tenth standard students were selected from each of these schools for the study, totaling 630 students. The study employed two sets of measures. The first set comprised of 3 independent measures on the 3 school excellence variables, namely, (1) facilities and equipment (F and E), (2) teacher qualification (TQ), and (3) teacher pupil ratio (TPR). The other set estimated the students’ academic achievement in language and arithmetic. The results showed a large percentage of schools obtained a “good” rating on the F and E scale. 20.8% were “average” and only 20 were “poor”. On the TQ scale 57.1% obtained a “good” rating, 36.6% “average”, and only 8 schools rated “poor”. The schools in the study, were found to assume a ratio of 1:25:36 on the good, average, and poor categories on the TPR. It was also noted that the academic performance of pupils from schools rated high on excellence, differed significantly from the achievement of pupils from schools with the lowest score.

Administered a questionnaire to 1,301 high school students to identify potential self-perceived stressors. Four stress factors were found among 12 of these items: Interpersonal Aggression, Goal Conflict/Support, Social Conflict/Support, and Perceived Environmental Mastery. The remaining items identified other stressors, mediating factors, social supports, and coping mechanisms. An analysis of variance (ANOVA) identified status-group differences. Nearly 10% of the students indicated that they did not handle stress well. Students identified the academic performance grouping system, having jobs, keeping up with school, and fear of theft of personal belongings as causing the most stress.


Analyzed the scores of 200 Italian high school students (aged 15-17 years) on (1) the Children’s Depression Scale, (2) the Self-Efficacy Scale (R. Schwarzer, 1985), (3) the State-Trait Anxiety Inventory, and (4) the Test-Anxiety Inventory. The factor-analysis solution suggested linkages among state-anxiety, test-anxiety, worry, self-efficacy.


This study was undertaken to find out the differences in the attitude of rural and urban students towards school, and the sex differences in their attitude. Class X students of both sexes (n = 160), were randomly selected from four government schools of Ludhiana district as sample. The instrument used was Gopal Rao’s School Attitude Inventory, with 30 items depicting five major areas, namely attitudes towards teachers, school, and school program, attitude related to social acceptance, and parental attitude towards school as perceived by the pupils. Results concluded that urban students had more positive attitudes than the rural ones, but, both, urban and rural parents showed a positive attitude towards school as reported by pupils. Boys indicated a more positive attitude towards teachers than girls, while girls differed significantly in
their attitude towards school programs. No sex differences were noticed in other aspects.

Khan, R.S. (1989). “Students’ perception of teachers at different educational levels of public and government schools.”

This study was carried out to compare students’ perception of teachers of middle, lower secondary, and higher secondary levels of public and government schools. Two schools of New Delhi, the Cambridge Public School and the Government Higher Secondary School, were selected for the study. A total of 180 students from classes VIII, X, and XII, were taken from the Cambridge School and 180 students of the same classes, were taken from the Government School. They were then classified as low, average and higher achievement groups, with 60 in each group from each school. A Students’ Perception Rating Scale with 16 items, each one representing a five-point scale, was used. Findings showed that the mean perception scores of the government schools were significantly greater and in the positive direction, at all educational levels, than the public schools.


The present study investigated school adjustment in relation to social and familial variables such as education and occupation of father and number of children, stable-unstable economic conditions, and place of dwelling. The sample consisted of 250 high school students. They were classified as high and low groups based on their performance on the High School Adjustment Inventory (HSAT). Findings indicated that the predictors of good school adjustment are: higher education and occupational status of fathers, small family size, stable home conditions, and higher economic status. Rural-urban dwelling made no difference.

Examined adolescent stress and its effects on self-esteem in 2,154 North Dakota high school students (aged 14-19 years) who were administered the Life Experiences Survey and the Self-Esteem Inventory. As the number of stressful life events increased, the level of self-esteem decreased. This relationship was especially true for negative events. Students ratings of intensity of the events were not related to self-esteem.


Compared examination stress assessed either as test anxiety or in terms of its worry and emotionality components in 3,822 male and 3,635 female high school students from 4 Asian (Indian, Jordanian, Chinese, and Korean) and 5 Euro-American (Hungarian, Turkish, Italian, German, and American) cultures. Comparisons were made on the basis of data reported in studies using the Test Anxiety Inventory. There were differences with respect to the levels and patterns of test anxiety in terms of its worry and emotionality components not only within Asian or Euro-American cultures but also among Asian and Euro – American cultures. Females had higher test anxiety, worry, and emotionality than their male counterparts. Greater role expectation conflict in females was a major factor.


Explored academic pressures among 60 schools children (aged 12 – 15 years) to enable teachers and parents to assist children in coping with academic stress (AS). Students scored high on academic anxiety and were matched on age, sex, and IQ. The Interview Schedule-cum-Checklist was used. Academic stress was caused by the examination system, burden of homework, and the attitudes of parents and teachers. Symptoms of academic stress were categorized as physiological, psychological, and behavioural.

Surveyed 1,301 high school students on stress in the areas of academics, social life, and external influences. Nearly 10% of the students reported that they did not handle stress well. The performance grouping system, fear of theft, jobs, teacher accessibility, and racial tensions contributed to perceived stress. In talking with school counselors, students felt most comfortable discussing a personal problem. Counselors were more likely to be seen as accessible by students with higher stress levels than were other school staff.


This paper reported the results of a study which addressed itself to the question – do students differentiate between effective and ineffective teachers? On what dimensions were the differences significant? And, what were the implications of these for designing effective teaching – learning systems? Using the stratified random sampling method, 100 students (50 males, 50 females) from four colleges of a cosmopolitan city were selected as subjects. Kumar’s teacher effectiveness scale, comprising 13 items was used as a measure. Indicating differences in student perception, analysis revealed mean overall effectiveness scores to be lower for ineffective teachers than effective teachers. While most interdimensional correlations for effective teachers were significant, there were fewer for the ineffective teachers. In the overall effectiveness, the most important factors were involvement and intellectual efficiency. The dimensions of effectiveness that demonstrated significant relationship to overall effectiveness were flexibility, personal relations, maturity, and confidence. The attributes of ineffectiveness, the study suggested, perhaps helped in providing meaning to attributes of effectiveness, and highlights the role of proactivity as the appropriate strategy, on the part of teachers, for effective management of teaching – learning systems.

The author considered favorable home environment to be conducive to the satisfactory personality development of children. The present study compared the Christian and Non-Christian tribal (Santhals) school-going adolescents on their levels of intelligence, reasoning, achievement motivation, vocational values, aspiration, value of education, extra curricular activities, the most important thing in their life, and their goals. The sample comprised 150 Christian and 150 non-Christian male tribal adolescents studying in classes X and XI. A personal data schedule, the Bihar Test of General Intelligence (Mohsin, undated), Standard Progressive Matrices (Raven, 1960), Achievement Motivation Test (Mukherjee, 1965), and An Inventory of Vocational Values (Prasad, 1968) were the tools used. Results, analyzed using the t-test, indicated that the Christian tribal adolescents scored significantly higher than the Non-Christian tribal groups on verbal intelligence, reasoning and ability tests, need achievement, altruism, physical conditions of work, the value of power, self-enhancement, and the social climate. The Christian tribal adolescents also differed significantly on their value of education (higher aspiration), preference for extra-curricular activities, and goals (higher degree, a good job, social recognition). The non-Christian adolescents scored significantly higher on three values namely, economic return, security, and traditional values. The non-Christians aspired for domestic work and service of any type, placed moderate/low value to education, liked sports and social service, and set their goals in life to become a teacher or a clerk.


This study was undertaken to ascertain the association of academic motivation, test anxiety and its components (worry and emotionality), with scholastic achievement. The study was carried out within ex-post-factor research design following the descriptive survey strategy of research. The tools used for data collection were, the Keele Academic Motivation Questionnaire (Hartley, Holt and Hagarth, 1971), and the Test Anxiety Inventory (Sharma, Sud and Spiedberger, 1983). From the initial randomly selected sample of 180 students, data from 36 high achievers (60% and
above), and 69 low achievers (33%-49%), were used for analysis. The findings indicated that high achievers had significantly higher level of academic motivation than low achievers. As far as test anxiety and its' components were concerned, no significant difference between the high and low achievers was indicated.


This study explored the basic academic pressures burdening the school going adolescent. It also investigated whether there were any specific age and sex related stress factors and symptoms. The sample comprised of 60 students (12 – 15 years old), high on academic anxiety and matched on age, sex, and IQ. The subjects were administered an open-ended Interview schedule cum-checklist, developed by the investigators. Results indicated that academic stress was caused due to the examination system, burden of home work, and attitudes of parents and teachers. The symptoms included a variety of indicators that were classified into physiological, psychological and behavioral.


This study was undertaken with the following specific observations: (1) to survey and prepare profiles of students from agriculture, education, engineering and technology, management, medicine, and social work in relation to their: (i) family and socio-economic background, (ii) professional and institutional choices, (iii) professional aspirations and apprehensions, (iv) attitudes to their profession, (v) work values, (vi) personality needs, (vii) perceptions of institutional environment, (viii) extent of alienation and (ix) reaction patterns to campus issues; (2) to assess the extent of differences in these profiles of students of different professions and institutions; (3) to study the extent to which the gap between student needs and institutional environment can predict student alienation, frustration, and protest behaviours in the campus; and (4) to prepare institutional case studies with strategies for
renewal. A total of 525 students were drawn from 10 different institutions covering the aforesaid disciplines. Most of the students (90%) were in the age range 20-25 years. The choice of the medical profession showed a higher proportion of parental influence while management showed the lowest. Self-interest and scope influenced the other choices. Choice of institutions depended on reputation, location, lack of alternatives and availability of desired specialization, etc. A remarkably high proportion of students indicated an optimistic future. Students from all the professions studied, indicated a uniformly positive attitude to their profession. The institution where one studies, was found to have great impact on student value development. The results indicated that the variation in overall need-press gap score was not high.


The main objective of this study was to compare the academic achievement, achievement motivation, and school adjustment of students of private and government schools. The instruments used in this study were, Yeshodhara and Sujatha’s Kannada version of Prayag Mehta’s Achievement Motivation Inventory (verbal), and Padmini’s Kannada version of Bhagia’s School Adjustment Inventory, further modified by Yesodhara and Sujatha. The annual examination marks of the students represented their academic achievement. A total of 1340 (709 from government and 631 from private schools) class X students drawn from 27 high schools (14 government, 13 private) in the districts of Mysore, Mandya, and Hassan, were selected by stratified random sampling, for this study. Proportionate representation was given to SC/ST and non-SC/ST students, and to boys and girls. Results related to academic achievement show there were a significant difference between the achievement of the students of private and government schools, and academic achievement of the private school student was lower than that of government schools (a surprising finding. Abstractor’s note), but in terms of achievement motivation, private school students were found to be better. The
School adjustment scores of students were not influenced by the type of school in which they study.


Societal changes have resulted in an increase in the prevalence of anxiety and adjustment problems among students. The present study examined the adjustment of male and female students in relation to their levels of anxiety and intelligence. Null hypotheses were put forth. The normative survey method was used to select 250 subjects studying in class XII. The Adjustment Inventory, the Sinha Anxiety Scale, and the Raven's Standard Progressive Matrices, were the tools used. Two groups (high/low) based on their scores on the Standard Progressive Matrices and the Anxiety Scale were formed. The results analyzed using the t-test indicated that the students with high intelligence displayed significantly higher mean scores in the areas of personal, social, and total adjustment, as compared to the students with low intelligence. The male students differed significantly from the females only in the area of social adjustment. The students with low level of anxiety had significantly higher scores in the personal, social, and total adjustment spheres than their counterparts with a high level of anxiety. The results were discussed with reference to the students with high intelligence and low levels of anxiety displaying better emotional maturity, control, and overall adjustment.


They administered the Children's Depression Inventory, the Beck Depression Inventory, the Test Anxiety Scale, the Autobiographical Survey, and Breskin's Rigidity Scale to 27 gifted students (aged 12-28 years). The mean scores for depression were below the cut-off score while their test anxiety, general anxiety, and rigidity scores were at moderate levels.

The present study attempted to find out the perception of parental control by adolescents on different activities such as social, academic, leisure time, household activity as well as in terms of discipline and behaviour. One hundred and twenty six adolescents between the age group of 13-18 years are selected from high schools and colleges (63 male and 63 female). The required information was elicited from adolescents using a pre-tested questionnaire. The results indicated that female adolescents’ perception of parental control on social activity and household activity was significantly higher than for male adolescents, whereas boys perceive more control in academic activities. Further, adolescents from joint families and Muslim religion perceived more control on social activities than adolescents from nuclear and Hindu or Christian families.


Working on the conviction that a teacher’s objective rating could be an important indicator of the student’s academic achievement, the study hypothesized that: (1) students of successful and failure groups would significantly differ on teacher’s rating; (2) gender differences would emerge on teacher’s rating of students; and (3) class and gender differences would be prevalent between successful and failure groups. High school students (200 males, 200 females) from Government and aided schools took part in the study. Academic performance of the students in two previous exams was taken with students scoring above 55% comprising the successful group and students failing in two or more subjects comprising the failure group. A self-made personal data sheet was used consisting of bio-data of the students and teacher’s rating on a five point scale on the basis of the student’s academic attainment. Both the students and the teachers filled the data sheets. Results using t-tests reveal that the mean of teacher’s rating scores are significantly higher in the successful group as compared to the failure group, and girls from successful groups are rated higher than boys from the same group. Class and gender wise differences reveal higher rating for girls in both the successful and
the failure group (excepting class VIII). The possible reason cited for gender difference is better quality relations of girls with their teachers.

**Fite, Kathy, Norma K. Zinkgraf, Steve, (1992).** “Self-concept, anxiety, and attitude toward school: A correlation study”.

They examined relationships among high school students' levels of anxiety, self-concept, and attitude toward school. 100 11th graders completed the Tennessee Self-Concept Scale, the State-Trait Anxiety Inventory, and the School Anxiety Measure. Results suggested the following: (1) High anxiety levels were associated with low self concept; and (2) a positive self-image and low state and trait anxiety were associated with a positive view of how others perceived one’s academic performance.

**Prokopcakova, Alexandra, (1992).** “Coping with stress situations, anxiety and control”

14 – 17 year old students completed a battery of measures, including the State-Trait Anxiety Inventory, to assess anxiety and behavioural control in coping with stressful situations. Highly anxious students reported low behaviour control and a greater tendency to use an escape coping strategy (ESCS) in stressful situations. Girls had a significantly higher level of trait anxiety than did boys. The greatest difference in anxiety levels was in situations provoking unrealistic anxiety. Boys had a higher level of behavioural control in situations of physical injury caused by accident, animals, or dangerous people. Girls performed significantly higher in predictive control situations involving possible punishment by parents. Anxiety was related to ESCS and was used by girls with higher trait and state anxiety level. The choice of ESCS used by girls varied with the situation.


67 at-risk elementary, 65 junior high, and 65 senior high school students completed an open-ended interview regarding sources of school stress. The
334 stressors identified were grouped into the following categories: school work, social interactions, treatment by teachers, discipline and classroom management procedures, extracurricular activities, and miscellaneous. Solutions to addressing student stress include teaching students more effective coping skills and reducing the sources of stress.


Developed an instrument to measure the intensity of stress that high school students perceive in the areas of academic, social, personal, and family-home environments. 1,460 high school students completed the instrument on which they ranked 25 items per environment on a scale of 0 – 20. All 4 environments were represented in the top 20 most stressful events. Death of a brother or sister was the most stressful item, experienced by 7.9% of the students with a median stress response of 8.64. The 2nd most stressful event, death of a parent, occurred with slightly greater frequency (13.8%) and was ranked in intensity at 8.12. While comparisons of schools in urban and rural environments yielded no significant differences in perceived intensity of stress experiences, a greater percentage of students from schools in more urban environments reported experiencing selected social items.


Examined self-reported depressive affect in 204 female and 96 male students (aged 13-19 years) in relation to stress and the quality of relationships with family and friends. Higher levels of depressive affect were connected with pressure to achieve for both boys and girls, sexuality for girls, and suicidal behaviour in families and friends for boys. The effects of high stress were buffered for boys by positive peer relationships, and for girls by cohesive family relationships.

Investigated developmental and gender influences on stress and coping in adolescents. Data were collected from the same 167 students (75 boys and 92 girls) during the freshman year and again during the senior year of high school. Life events stress was measured through the Adolescent Life Change Event Scale, and coping strategies were categorized from data from a questionnaire. Girls reported more life events stress at both testing than boys. Life events stress was greater at senior testing for both girls and boys, but girls’ scores increased more. Girls reported more life events associated with interpersonal and family relationships. Both girls and boys reported coping with stress mostly through active distraction techniques (such as exercise). However, girls’ use of active distraction decreased over time, while passive distraction increased. Self-destructive and aggressive coping behaviours increased for boys.


This research was undertaken to analyse school organizational climates in government and missionary run schools. It included 410 class X students (226 boys and 184 girls) of four schools numbers I, II, III, and IV. The first three were run by different Government of India organizations, and school IV was run by a missionary organisation. The investigator developed his own school organizational climate (SOC) Inventory, similar to a Likert type inventory, with 100 statements. Results showed that the mean values of SOCs differ significantly from each other. School III (53.36%) fell significantly below the desirable climate levels prevailing in schools I (64.98%), II (74.13%), and IV (68.71%). Examining the students perception of the SOC in their respective schools, 70% students of the school with the lowest SOC score (53.36%), found their school climate not good at all. The results also indicated that the principal plays a vital role in establishing a desirable SOC. As a whole, all the generators of organizational climates (students, teachers, principal, administration and services) count towards the significant difference which was
found to exist in the levels of desirable organizational climates in the four schools of this study.


The author presented a review of literature that suggested family climate and school environment influenced students’ success, failure, and personality. The study assessed the role of settings (urban/rural) (registered/public schools), perception of teachers and parents by students, and the effect of SES on their academic success. The sample of 200 students (successful and failure) was equally distributed between rural/urban, and semi-government/private schools. Successful students were considered to be those who had successfully cleared competitive entrance examinations (MLNR, Engineering, and CPMT examinations), as compared to the failure group. Socio-economic Status Scale (Singh, 1986), Perception of Teachers Scale and Perception of Parents Scale (Agarwal, Misra and Pandey, 1992) were used. Results for SES indicated that limited differences were obtained among rural and urban subjects in both situations (successful and failure). However, certain differences were observed for urban students from semi-government and private schools (private school students had higher mean scores as compared to semi-government school students for both, successful and failure groups). Regarding perception of teachers, respondents from the rural areas had a favourable attitude towards their teachers as compared to their urban counterparts. Also, students from the successful group (particularly from private schools) in both rural and urban areas, had higher perception of teachers. For perception of parents, rural students (failure group) showed higher values than their urban counterparts. Urban students from private schools reported higher perception of parents.


Describing adjustment as a process of maintaining physiological and psychological balance leading to self-enhancement, the authors hypothesized
that there will be a positive association between adjustment and achievement of the school-going adolescents. They also hypothesized that the number of siblings, parents’ educational qualifications, and occupational status had a bearing on the adjustment and achievement levels of the students. Three hundred students in the age range of 14 to 17 years participated in the study. Personal Information Questionnaire, Bell’s Adjustment Inventory for School Students, and academic records were the tools used. Analysis involved using the correlation coefficient, analysis of variance and critical ratio. Results pointed out a positive association between adjustment and achievement of the students. Adolescents with less number of siblings were found to be higher achievers as also were the adolescents whose parents had a high educational level. Parents’ occupation as an independent variable was not seen to have significant impact on their children’s adjustment and achievement.


The study was carried out in the Dharwad block of Karnataka state in 1989-90, aiming to study the difference in the level of adjustment among male and female adolescents of urban and rural areas, and to determine the effect of age and academic achievement on the level of adjustment of urban and rural adolescents. One hundred and fifty two students from the urban and 148 from the rural area, between the age range of 13 to 19 years, were selected as sample. The results showed that the adjustment of the adolescents was more dependent on academic achievement in the rural sector than in the urban sector. Age was not found as a significant factor in adjustment problems.

Herman, Sandra L., Lester, David., (1994).” Physical symptoms of stress, depression, and suicidal ideation in high school students.”

Examined the relationship between depression, psychosomatic stress symptoms (PSS), and preoccupation with suicide among 52 male and 45 female high-school students in Grades 10 and 11. Students completed the Beck Depression Inventory, a belief in locus of control scale, and a 37-item symptom checklist. The occurrence of minor physical symptoms of stress, but
not the major psychosomatic disorders, was associated with depression. Girls and depressed students reported more symptoms. Physical symptoms were not associated with suicidal preoccupation once the level of depression was taken into account.


The study is based on the assumption that the children’s perceptual system, particularly their operational style, undergoes changes due to multiple influences of the environment in which they grow. The study compared the perceptual styles of urban and rural children to examine the effect of environmental influences (home and school) on their perceptual styles. Age trends, gender differences and the effect of intelligence on perceptual styles of children are also studied. The sample, selected through stratified random sampling, consisted of 240 rural/urban boys and girls of classes VIII to X. The tools used were Home Environment Inventory, School Environment Inventory, Raven’s Progressive Matrices (color), Group Embedded Figure Test (measured field-dependence/independence), and Matching Familiar Figure Test (measured reflectivity/impulsivity). Statistical analysis using t-tests and ANOVA revealed significant differences between urban and rural children with urban children being more field-independent and reflective and rural children being more field dependent and impulsive. Children from good home and school environments were more field-independent and reflective as compared to children from poor home and school environment with urban children getting higher scores on home and school environment than rural children. Significant age and gender trends were found between the groups in field-dependence/independence style. In the reflectivity/impulsivity style, differences were prevalent only in urban boys and girls and intelligence had a crucial influence on field-dependence/independence and reflectivity/impulsivity styles.

This research examined the relation of stress and social support to psychological adjustment of preadolescents and adolescents during a school transition. 124 sixth graders and 131 ninth graders reported on social support (satisfaction with parent and friend support), stressors (life event stressors and daily hassles), and psychological symptomatology (anxiety, depressive symptoms, and delinquent behaviour) at the end of a school year before making a transition to a new school, and again in the beginning of the new school year after they had moved. The results demonstrated that both friends and parents are important providers of support for children making the transition to middle school and high school. There was support for both the main effects and buffering models of the stress-social support relationship. Main effects suggested that children with high parent support had lower self-reported anxiety, depression, and delinquent behaviours. High friend support predicted lower levels of depressive symptoms and delinquent behaviours. Buffering effects were evident in levels of depressive symptoms only, with life event stressors buffered by high friendship intimacy and satisfaction with friend support. Daily hassles were buffered by both friend and parent support, with the most prominent effect for parent support on depression for children who had high levels of daily hassles. Sex and grade differences also emerged in measures of social support and psychological symptomatology. Girls' friendships compared to boys' were higher in stability, satisfaction with support, and intimate exchanges. In addition, girls reported higher levels of anxiety, while boys were higher in self-reported delinquent behaviours. Grade differences suggested that older students were higher in psychological symptomatology and friendship intimacy than their younger counterparts. At the same time, these older students reported significantly less satisfaction with parent support than younger counterparts. At the same time, these older students reported significantly less satisfaction with parent support than younger students.

The study aimed to determine the intelligence, achievement motivation, and test anxiety of high and low academic achievers. The subjects studying in Class IX (50 high and 50 low academic achievers) were from four randomly selected Government Model Senior Secondary schools. The tools used for assessing the mentioned variables were Group Intelligence Test (Mehta, 1984), Achievement Motivation Scale (Shah, 1986), and Test Anxiety Scale (Sarason, Davidson, and Ruebush, 1960). An additional schedule developed by the researchers was used to assess socio-personal characteristics of subjects. Results revealed that the mean scores of intelligence and achievement motivation for high academic achievers were greater than that of low academic achievers. The test anxiety scores were found to be maximum for low academic achievers followed by that of the total sample (of academic achievers) and was lowest for high academic achievers. Z-test was further used to determine significant differences between the scores of intelligence, achievement motivation, and test anxiety of the two groups. Significant differences were found in the mean scores of intelligence and test anxiety of high and low academic achievers. Better perception, good study habits, and less anxiety of high academic achievers were some of the reasons considered by the authors to explain the results.


Viewing academic achievement as an index of an individual’s potential and capacity in the present society, the study examined the level of adjustment among the high and low achieving adolescents in the areas of home, health, school, social, and emotional. Null hypotheses were put forth. The sample comprised 50 high and 50 low achievers studying in classes X and XI. The students were selected using the equal interval technique from a larger sample of 757 students, on the basis of their academic achievement in the board examination. High achievers had an aggregate score of above 60% and low achievers had an aggregate score below 33%. The Adjustment Development Questionnaire measured the dimensions of home, health, school, social, and emotional areas of adjustment. Results, analyzed using t-test, revealed
significant differences between the high and low achievers. The high achievers had significantly higher mean scores in the areas of home, social, and emotional adjustment, as compared to their low achieving counterparts. However, no significant differences were evident in the areas of health and school adjustment for the two groups. The need for favourable parental response, emotional support, and motivation from the parents and peers, to encourage achievement among the children was discussed.


This study was designed to compare anxiety level and performance of subjects, before and after counselling. The sample comprised of 60 male, class X students (15-18 years), from a Public School in Delhi, whose scores were high on Spielberger Test Anxiety Scale (1978), Anxiety Check List and Anxiety Ladder Scale, and low on Performance Test. Of these, the experimental group of 30 subjects was randomly exposed to study skill counseling and the remaining control group of 30 was not. The tools used were (1) Test Anxiety Self-Evaluation Scale developed by Spielberger (1978), (2) Survey of Study Habits and Attitudes (SSHA) (Brown and Hottzman, 1956), (3) Study Habits Inventory (M.Mukhopadhaya and D.N. Sansanwal, 1983), (4) Anxiety Check List, (5) Anxiety Ladder Scale, and (6) Academic Performance Test. The results of this study suggested that study skill counseling is effective in reducing test anxiety and in improving performance.


In this study the worry trait and emotionality trait distinction has been used along with the global measure of trait test anxiety on a non clinical sample of high school girls. Eighty girls (mean age =14 years) from Government high schools of Harlan were selected, which included 20 each, high in worry and emotionality trait, and 20 each, low in worry and emotionality trait. The tools used were, the Hindi version of Test Anxiety Inventory (TAI-H), and the Hindi version of the Present Affect Reactions Questionnaire (PARQ). Attentional
Skills Training (AST) and Relaxation Training were the two strategies deployed in this study. Major findings with regard to state anxiety measures showed that, while high and low test anxious subjects were significantly different from each other on trait test anxiety and its component scores, they did not differ significantly from each other on state anxiety and its component scores. Further, none of the treatments turned out to be effective in the improvement of academic performance of test anxious students.


Viewing academic achievement as an index of an individual's potential and capacity in the present society, the study examined the level of adjustment among the high and low achieving adolescents in the areas of home, health, school, social, and emotional. Null hypotheses were put forth. The sample comprised 50 high and 50 low achievers studying in classes X and XI. The students were selected using the equal interval technique from a larger sample of 757 students, on the basis of their academic achievement in the board examination. High achievers had an aggregate score of above 60% and low achievers had an aggregate score below 33%. The Adjustment Development Questionnaire measured the dimensions of home, health, school, social, and emotional areas of adjustment. Results, analyzed using t-test, reveal significant differences between the high and low achievers. The high achievers had significantly higher mean scores in the areas of home, social, and emotional adjustment, as compared to their low achieving counterparts. However, no significant differences were evident in the areas of health and school adjustment for the two groups. The need for favourable parental responses, emotional support, and motivation from the parents and peers, to encourage achievement among the children was discussed.


Explored which coping strategies for dealing with examination stress contributed to lower rates of emotional and physical problems among Korean
adolescents. Using the university entrance examination stress faced by students, gender differences in coping strategies and the effectiveness of coping with examination stress were also examined. 358 Korean students (216 males and 142 females) in the 12th grade completed questionnaires reporting their level of additional life event stress, the coping strategies they were using to cope with exam and non-exam stress, and their levels of depression and physical symptoms. Results showed problem-solving and information-seeking coping were found to be related to reduction in depression; however, emotional – discharge coping was related to an increase in physical symptoms. Coping with exam stress was found to be related to adjustment and independent of the level of additional life event stress.


The purpose of this study was to examine depressive symptomatology in an adolescent sample and its relationship with background characteristics, coping strategies, stressful life events and perceptions of life situations. Although depression, coping strategies, and life events had been explored in various adult studies, the relationships among all of these variables have not been studied with adolescents. Three hundred and fifty 16-to 21-year-old students attending a public high school in urban Ontario volunteered to participate in this study. Depression was assessed by the Children's Depression Inventory (Kovacs, 1983). Coping strategies were measured using the Self Help Inventory, which assesses activities, cognitive and interpersonal skills that can be used as coping strategies (Burns, Shaw, & Croker, 1987). The students were also asked to complete the Life Events Checklist, which identifies both good and bad life events that have occurred in the last year (Johnson & McCutcheon, 1980). A hierarchical regression analysis was conducted using the transformed Children's Depression Inventory as the criterion variable. The predictor variables used included coping strategies, substance use, life events, and perceptions related to school, friends and life in general. The results of this study indicated that these psychosocial variables have significant relationships with depression. Coping strategies had a
moderate relationship with depression scores, indicating that those students who utilized various coping strategies had lower depression scores. Perception of life also had a strong relationship with depression scores. Investigating these variables in conjunction with depression has the potential to contribute to the understanding of the etiology and treatment of depression in adolescents.


The study investigated the relationship between family size and children’s academic achievement, by controlling the socio-economic characteristics of parents and academic-related factors such as attending coaching classes, participating in extra-curricular activities etc. The study also investigated the direct and indirect effects of all these factors on childrens' academic achievement. The data were collected from 130 students of class X (72) and class XII (58). A structured questionnaire and interviews were used. Results indicated that family size bore a negative correlation with academic achievement and father’s education bore a positive relationship even when other factors were controlled.


Examined relations among mothers’ awareness of their early adolescents' stressors, mother/adolescent communication, and adolescent problem behaviours. 161 ninth-graders and their mothers completed the Inventory of High School Students' Recent Life Experiences (P.M. Kohn and J. A. Milrose, 1993), the Parent/ Adolescent Communication Scale (D. H. Olson et al, 1992), and Anxious/ Depressed and Aggressive subscales on the Child Behaviour Checklist (T. M. Achenbach, 1991). The results show that adolescents reported experiencing more stress for 8 content areas than mothers reported for their adolescents. Mother/adolescent communication was related inversely and significantly to adolescent problem behaviours, whether reported by mothers or by adolescents. Mothers’ awareness of adolescent
stress was related significantly and positively to adolescent reports of mother/adolescent communication and significantly and negatively to adolescents' reports of their anxious/depressed and aggressive behaviours. The findings indicate that mothers were only minimally aware of their adolescents' stressors and that adolescents whose mothers were more aware of their adolescents' stressors and who communicated more with their adolescents reported better adjustment.


The primary objectives for this dissertation were to: (1) examine the differences in depressive symptomatology among specific subgroups of adolescents; (2) examine the causal relationship among perceived stress, anger coping, seeking social support, drug use, and adolescent depression, and (3) test for mediational and moderational effects. The data for this study were collected from three separate studies of ethnically diverse samples of adolescents attending continuation high schools in Southern California. Depression, as measured by the CES-D, was significantly correlated with suicidal ideation, substance use, perceived stress, anger coping, and seeking social support. Depression was stable over time. Females consistently reported higher depression, perceived stress, and seeking social support than males. Collectively, the results provided support for the stress-coping model as those who were stressed tended to engage in maladaptive coping behaviours which caused depression. Depression increased perceived stress. Although perceived stress decreased gateway drug use, it increased depression, perceived stress, seeking social support, and anger coping behaviours. Anger coping behaviours increased depression, perceived stress, anger coping, and gateway and hard drug use, while decreasing seeking social support behaviours. Seeking social support behaviours increased depression and perceived stress, yet decreased hard drug use. Both gateway and hard drug use predicted later drug use. For Latinos and females, anger coping mediated the perceived stress-depressive symptomatology relationship. While the stress—depression relationship mediated by anger coping was higher for females as
compared to males, ethnicity did not moderate this relationship. New findings elicited by this dissertation were that perceived stress and anger coping were consistently strong predictors of depression in a sample of higher risk adolescents; providing support for the stress-coping model. However, results did not confirm the gender intensification theory as females in this sample indicated that they externalized their depression by utilizing anger coping behaviours and substance use. Overall, these consistency of the Psychosocial Stress Scale (C. Gonzalex-Forteza et al, 1997). Human students: 61,779 normal male and female Mexican adolescents (mean age 14.34 years) (secondary school students). Data on sociodemographic variables and psychosocial stress symptoms were obtained by questionnaire. The results were evaluated according to sex, educational level, part-time or full-time student status, urban or rural residence, educational status of family head, reactivity to betrayal by best friend, problems with school authorities, and parental prohibitions. Factorial structure and internal consistency were determined. Correlation analysis, multiple regression analysis and other statistical tests were used.

Sharma, S., and Pathania, R. (1997)." Attitude of school students towards education."

Describing the goal of education to bring about social, economic, and cultural transformation, the study assessed the attitude of students towards education. The sample consisted of 140 students studying in classes VIII, IX and X. Attitude Scale Towards Education (Chopra, 1982) was administered to the students. Results indicated that a majority of the students were of the view that education was important and useful in life. Other salient features emerging were that, students were interested in education and considered education to be important for character building, good citizenship, and for the maintenance of cultural values. They also felt that illiteracy was the main cause of the prevailing social evils. Approximately half of the sample of students preferred leisure time activities to education, whereas the rest preferred education, to leisure time activities (45%). One fourth of the students also maintained the view that after getting education, people started disrespecting their elders.
Results were discussed with reference to similar findings of other research studies conducted.


Compared the stress, social support, and adjustment of 40 students with learning problems due to learning disabilities or mild mental retardation and 396 general education students without learning problems, in middle school (Grades 6, 7, and 8). The authors examined stressors related to academics, peers, and problems with teacher/rules and overall felt stress; social support from family, other adults, and peers; and adjustment including feelings about self and liking school. The relation between stress, social support, and adjustment also was examined. Students with learning problems experienced more stress, less peer support, greater adult support, and poorer adjustment than did those without learning disabilities. Adjustment was related to students’ stress in middle school.


Commenting on the findings of Heyneman and Loxley (1982), that in India school factors were by far the most predominant influence on student achievement, and that home factors mattered little, this paper addressed the crucial policy question namely, were school characteristics more important to student achievement than pupils’ home background? The study examined important institutional and home background factors that encouraged student achievement in India and looked at the specific institutional factors (controlling for pupils’ home background) viewed as indicators of school quality (class size, education, experience, and teacher training). The sample comprised of 902 urban eighth graders from 30 schools, who took two cognitive skill tests in numeracy and literacy. Information was collected from the school authorities and the teachers who taught the sample students. Results, using regression analysis, indicated that for the institutional determinants of student
achievement, school resources, length of instructions per week, school management type, and teachers' cognitive skills were important indicators of academic achievement. Ability, as a characteristic of the students, emerged to be significant in explaining variations among the students' achievement with male students performing better than the female students. The female students in an all-girls school scored lower in maths than their co-education school counterparts. Low caste, number of siblings, and parents' help with studies, had a negative influence on achievement. The author concluded that both home and school influences are important to student achievement and there was a need to invest in upgrading school resources, teaching materials, and having more skilled teachers.


The work reported in this paper was part of a larger project to study attitudes to mathematics. Students (N = 411-224 males, 187 females) studying in the ninth standard of six schools of Mumbai, formed the sample. A questionnaire was administered to the students as well as to the teachers from 22 schools. A five-point scale, rating subjects on four factors namely; interest, ease/difficulty, usefulness, and freedom of expression permitted; was also used. Analysis of data consistently showed that the views of boys and girls coincided, a very significant fact considering that their attitudes changed at a later stage in schooling. Boys rated English, Marathi and Mathematics as their first three favorite subjects, respectively, whilst the girls named Marathi, Hindi, and English. The least liked subject, by both, was Geography. Fifty percent of the students rated Mathematics as the most favored subject. Easiness of the subjects, teachers' way of teaching, together with characteristics such as, provides new knowledge, does not require rote learning, contains stories, etc. enhanced subject appeal. Difficulty, poor teaching, subject had too many numbers or figures, etc. contributed to the dislike of the subject. Findings also indicated that teachers were aware of students' attitudes towards various subjects, and that both, male and female teachers, had similar perceptions about students.

The major objectives of this research were: (1) to study the differences in personal values of students belonging to different religions, (2) to examine the influence of modernization, social class, family size, type of family, and sex, on the personal values of Hindu and non-Hindu students, and (3) to find out the relationship between social class, modernization and personal values of students. A simple stratified random sampling procedure was employed to select 200 girls and 200 boys, representing the three types of schools (Government, private aided and private unaided) proportionately. The study employed three tools namely, modernization scale by Singh, Amarnath, Tripathi, Ramjeebad (1979); values test developed by Gilani; and socio-economic status scale by Kuppuswamy (1985). Results indicated that with regard to religion, Hindu boys and girls, Hindu and Muslim boys, and overall, Hindu and non Hindu (Muslim and Christian) students, differed significantly in their personal values. Further, Christian and Muslim students’ personal values were influenced by modernization. Students from high socio economic status and those belonging to a larger family size, had significantly higher personal values as compared to their counterparts. The personal values of students with low SES and smaller family size was influenced by modernization, and social class and modernization had a significant negative relationship with personal values of students.


The study assessed age and gender differences in school adjustment of adolescent boys and girls of employed and non-employed mothers in emotional, social, and educational sphere. Sample comprised of 240 students. The tools used were Background Information Form and Adjustment Inventory for School Students (Sinha and Singh, 1984). Results using z-test revealed that: (1) girls of both working and non-working mothers had better overall
adjustment than boys, with majority of the girls falling in the good and average category; (2) girls of non-working mothers had better social adjustment but lower educational adjustment than girls of working mothers; (3) boys of working mothers had better adjustment in only the social sphere as compared to boys of non-working mothers; (5) age and gender differences were prevalent with boys of working and non-working mothers, having less adjustment than girls at 16-18 years, particularly in the educational area. The results are discussed with reference to the quality of schooling experiences and lack of awareness among mothers about adolescent problems. The need for exploratory studies on adjustment problems of school-going adolescents is voiced.


The goal of the present study was to examine the relations among mothers' awareness of their adolescents' stressors, mother-adolescent communication, maternal monitoring, and adolescent problem behaviours in single-mother families. Eighty-two 13-to 15-year olds and their mothers completed a stress inventory for high-school students, a parent–child communication scale, a maternal monitoring questionnaire, and a checklist for adolescents' anxious/depressed and aggressive behaviours. The results indicated that single mothers were only minimally aware of the numbers and importance of adolescent stress in eight content areas. In addition, awareness, communication, and monitoring were inversely and significantly related to adolescent problem behaviours as reported by adolescents and their mothers. However, multiple regressions showed that only adolescents' reports of monitoring contributed independently to the prediction of adolescents' reports of problem behaviours; whereas only mothers' reports of communication contributed independently to the prediction of mothers' reports of problem behaviours.

In view of the increasing rates of youth suicide, this article reviews the research on stress, depression, and suicide among adolescents with learning disabilities from the risk resilience perspective. These adolescents may be at increased risk of suicide for 2 reasons: (1) they suffer from increased rates of depression, or (2) the other correlates of learning disabilities (e.g., impulsivity, deficits in social skills) may predispose them to higher rates of suicide. The data indicate that certain subgroups of adolescents with learning disabilities (i.e., those with nonverbal learning disabilities and/or those who are less academically adept) manifest higher rates of depression. Also, some evidence exists to support an increased risk of suicide among this population. Methodological problems in suicide research are discussed in light of the need for research on suicide and learning disabilities.


The book portrayed the characteristics of the Indian adolescents in the light of a changing society. It explained the physiological and psychological problems of boys and girls during adolescence with appropriate examples. It also discussed the need for sex education, Social adjustment was one of the major tasks of growing up. The author took up the issues like needs and concerns, areas of interests and dispute, and relationships with the parents, siblings, friends, peers and opposite sex. She highlighted the situational analysis in relation to India’s changing socio-economic scenario. Situations like working mothers, absence of fathers and single parenting are commented upon. Lastly, some solutions to the ‘danger signals of maladjustment’ like mental illness, overdependence on defence mechanism, regression, martyrdom, unreasonable homesickness were provided.


The book analyzed adolescence as one of the most important developmental stages by explaining childhood, physical, sexual, and psychological maturation during adolescence. It highlighted health problems, e.g., obesity, anorexia-nervosa, anemia in puberty, as well as psychological problems, e.g., clumsiness, swinging moods, irritability. It also discussed
intellectual development in relation to linguistic, musical, mathematical-logical, visual-spatial, bodily-kinesthetic, and interpersonal and intrapersonal intelligence. Inferred that, high in any one intelligence, an adolescent "can manage well in other areas" also. Social environment and attitude of the parents affect in cognitive development, creativity, moral values, religious beliefs, and political understanding. Personality development depends upon family, community, peers, school, and media. Differences in male and female adolescent personality were due to differences in rearing and socialization. Economically affluent urban parents want their sons to take up the career of their choice, whereas girls get married as soon as a suitable match is found. Economically lower-class parents force their sons to opt for fathers' occupations, whereas girls were forced to marry as they reach puberty. The book further enumerates the policies and laws for adolescents in India. Issues like early marriage, social violence and crime, mental retardation, identity crisis at adolescence, and future security were raised.


Adolescence is viewed as a period of greater moodiness and emotionality. This study addresses the question of whether Indian adolescents experience greater emotional swings than their parents. It also examined gender differences, causal factors, and correlates of emotionality among adolescents. Participants include 8th graders (51 girls, 49 boys) from urban middle class families, and their parents. A volunteer group recruited through schools provided self-reports on their activities and emotions following the procedures of Experience Sampling Method. Adolescents and their parents provided 13,674 reports on their experience when signaled at random times by alarm watches over one week. Additional information on family, peer, stress management, and mental health variables was collected through questionnaires. Adolescents report significantly more negative states and extreme positive emotional states than their parents. Negative states of adolescents are related to school stress and inversely related to family and peer variables. Significant inverse correlation is observed between rates of
negative emotions and mental health. Discussing the role of various familial, peer, and social factors in adolescents' wider emotional swings, the researchers caution that frequent negative emotions among adolescents should not be dismissed as normative and should be taken seriously as a sign of distress.

**Budhdev, P.V. (1999).** "Academic achievement among children of working and non-working mothers."

The study examined the effect of the mother's occupation on the academic achievement of the children. The subjects (614 boys and 686 girls of working and non-working mothers) were studying in classes VIII, IX and X. The achievement score from the annual mark sheet of the students served as an index of their academic achievement. The results, using t-test, revealed that the achievement scores of the children of working mothers were significantly higher than the achievement scores of the children of non-working mothers. Gender differences indicated that the achievement scores of the boys of working mothers were higher than the achievement scores of the girls of working mothers. The children studying in classes VII and X (with working mothers) had significantly higher mean scores than the children of non-working mothers (studying in the same classes). Also, the children from the nuclear families and average/high family income groups, had significantly higher achievement than the comparative group with non-working mothers.


Based on the premise that family performs a crucial role in the academic performance of children, the present study investigated the effect of certain select family variables on the academic achievement of the children. The subjects (N=120) from classes IX and X were recruited from ten private schools. Respondents were selected on the basis of their academic performance in the previous annual examination, and those securing first to sixth ranks from each class comprised the sample (12 subjects from each school). The parents of the children also formed the sample of the study. The
tools used for data collection were an interview schedule for children, that
gathered information regarding their perception of parental contributions,
expectations, sibling assistance, and assistance from other family members.
General information regarding the children was also taken. Parents responded
to a questionnaire regarding information on parental expectations,
contributions, aspirations, and perceptions. Results, using frequency
percentages, suggested that among the demographic factors small family size,
nuclear families, high SES, high educational level of parents, parental
aspirations, parental support and encouragement, and sibling assistance, to
contribute towards the academic achievement of children. Further,
correlational analysis revealed that father’s occupation and parental
contribution at home influenced the children’s school achievement.

parental attitudes and parental aspirations.”

Correlating academic stress with parental attitudes the study aimed to
find out the level of academic stress among adolescents and examined the
relationship of parental attitudes and parental aspirations with academic stress.
Adolescents (75 boys and 75 girls) aged 17-18 years studying in five randomly
selected Government Model Senior Secondary Schools participated in the
study. The parents (150 fathers and 150 mothers) of the children participating
in the study were contacted at their homes for studying the parental attitudes
and aspirations. The tools used were Academic Anxiety Scale for Children
(Singh and Gupta, 1986), Parental Attitude Research Inventory (Schaefer and
Bell, 1958), and Parental Aspiration Scale (Grover, 1987). Results using Karl
Pearson’s coefficient of correlation revealed that a majority of boys and girls
experienced moderate to high levels of academic stress. Academic stress also
increased with the hostility – rejection and authoritarian attitudes of parents. A
positive correlation is also suggested between high parental aspirations and
high academic stress. The authors concluded by pointing out to the excessive
curriculum load, homework, and a highly competitive examination system, as
possible reasons for the prevailing trend. The need for parents to give due
consideration to the interests, potentialities, and aptitudes of the children rather than burdening them with unrealistic aspirations was discussed.


Commenting on the various situations in which children face adjustment problems, the study assessed the adjustment and quality of school life of students from three religious groups. A null hypothesis was put forth for no significant differences in mean adjustment scores of children from class IX and XI in different religious groups and also no significant correlation in quality of school life, acculturation, and adjustment in different classes and religious groups. Hindu, Muslim, and Christian subjects (180 boys and girls) in the age range of 15-17 years in classes IX and XI formed the sample. The tools used for the study were Acculturation Scale (Celano and Tayler, 1992), Adjustment Inventory for School Students (Sinha and Singh, 1984), and Quality of School Life Scale (Epstein and Mc Partian, 1978). Results using two-way ANOVA for the first hypothesis indicated that, in the area of emotional adjustment only religion showed a significant effect. For social adjustment and educational adjustment the main effects of religion, class, and interaction between religion and class, emerged significant. For the second hypothesis results indicated that acculturation was correlated significantly with educational adjustment in class IX and with emotional adjustment, in class XI. Also for class XI students educational adjustment, total adjustment, and emotional adjustment correlated significantly with commitment to teachers and quality of life in the Hindu and Muslim group. Similar results (excepting significant educational adjustment) were indicated for Muslim students in class IX.


Examined school stress and the coping strategies children use in public schools in Poland. The main goals were to identify and investigate: (1) school stress components, its frequency and intensity, (2). Its psychological and temperamental correlates and consequences, and (3) students' coping
strategies. A field-correlative design was applied to test 271 students, between the ages of 13 and 14, using six questionnaires. School stressors and children's coping strategies were identified and analyzed on two separate questionnaires with open-ended questions. A school stress scale investigated the frequency of stress components and the intensity of stress. Anxiety level was measured by a standardized, Polish version of the STAIC. Temperamental characteristics were tested by the standardized questionnaire STI-R/4. The most frequent stressors were teachers' abusive behaviours in the classroom teaching and assessment. Students' coping strategies, and their school results, were determined by the intensity of school stress, anxiety, and temperamental characteristic.


The authors considered the Smart School initiative of the Government of India IT Action Plan (1998) an effort to make the school system relevant in a technologically changing world. The paper has put forward recommendations (blueprint for Smart Schools in India) that were considered to be crucial for the establishment of such schools (readiness of the school and its management, changing role of the teacher, the need for teacher training, changes in curricular practices, and the increasing role of Information Technology). Elaborating on their vision, the authors believed that Smart Schools assisted students by providing them with varied learning experiences. By the time they reached the secondary school level, students were expected to be technologically competent by supplementing their curriculum from the Internet, putting up bulletin boards on the Internet, showing leadership and innovation in the use of these technologies, and communicating with teachers and the school. The role of the teacher was envisaged as one who used varied multimedia, created a conducive environment for different learning experiences, encouraged guides, and assessed the performance of students. The teachers' skill could be enhanced further through in-service and pre-service training. Schools were seen as encouraging the students by providing technology support, enhancing links between schools and the wider world,
promoting excellence in administration and management, and assessing individual learners' performance. The authors concluded by commenting on the positive outcome of Smart Schooling and the importance of making a beginning in this area.


Analyzed data from the parent and student components of the National Educational Longitudinal Study of 1988 to investigate family educational involvement in secondary education and to examine connections between parental involvement practices and the educational outcomes of high school seniors. Utilizing multiple involvement indicators for the 8th and 12th grades, the study concluded that the nature of relationships between parental involvement and 12th grade educational outcomes depends on the type of parental practices and educational outcomes considered. Parental involvement indicators were not associated with achievement growth between the 8th and 12th grades. However, a number of parental involvement indicators were associated with seniors' enrollment in an academic high school program and with their coursework in core academic subjects. High levels of educational expectations, consistent encouragement, and actions that enhance the learning opportunities of children were the family practices that were positively associated with the above educational experiences of high school seniors. The relationships between parental involvement and educational outcomes exist regardless of students' socioeconomic or race/ethnic background.

Buote, Carol Anne (2001) Relations of autonomy and relatedness to school functioning and psychological adjustment during adolescence.

The current study examined children's perceptions of autonomy and relatedness within parent peer, and school contexts in relation to school functioning and psychological adjustment. Children (N = 478) in Grades 8, 9, and 11 completed self-report questionnaires assessing feelings about their
relationships with parents and peers, and perceptions of school. Teachers completed ratings of children strengths and competencies. Academic achievement was assessed using end of year school grades. Results revealed several significant gender and grade differences. Whereas girls reported greater de-idealization of their parents and peers, and higher quality of attachment to peers did boys, boys reported being less dependent on their peers than did girls. Overall, children in grade nine were more dependent on, their peers and reported more trust and communication in their peer relationships than did children in grade eight. Correlational results indicated that school functioning was positively associated with school autonomy, parental attachment, peer attachment and school belonging, and that problems in psychological adjustment were negatively associated with peer autonomy, school autonomy, parental attachment, peer attachment, school belonging, and positively associated with parental autonomy. Results of the multiple regression analyses indicated that autonomy and relatedness variables accounted for significant amounts of variance in GPA, teacher-rated school competencies, internalizing problems, and externalizing problems. Analyses also revealed variables which uniquely predicted areas of functioning across contexts and gender. This cross-sectional study provided new theoretical insights regarding relations of autonomy and relatedness to school functioning and psychological adjustment during adolescence across multiple contexts. The findings contributed to a more thorough understanding of the dimensions of autonomy and relatedness that may have important implications for educators and parents of adolescents for improving educational practice and for promoting school success and positive adjustment.

Shumow, Lee; Miller, Jon D (2001); Parents' at-home and at-school academic involvement with young adolescents.

A process-person-context model was used to investigate parental academic involvement with a nationally representative sample of young adolescents. Fathers of young adolescents were less involved at school than were mothers but similarly involved academically at home. Parents of struggling students were involved more in homework assistance and parents
of successful students were involved more at school than were other parents. Parent educational level operated as a main effect and as a moderator. High school graduates helped their children with homework more than did parents who were not high school graduates; college-educated parents were involved more at school. Parents' academic involvement at home was associated negatively with young adolescents' academic grades and a standardized achievement test score, but associated positively with young adolescents' school orientation. Parental at-school involvement was associated positively with young adolescents' academic grades but not with either the standardized achievement test score or school orientation.


The authors examined the degree to which parents' negative self-feelings affect the relationship between their educational attainment and the educational expectations they have for their adolescent children, as perceived by their children. In turn, they investigated the degree to which parents' negative self-feelings affect the relationship between their educational expectations for their adolescent children and the current academic achievement of those children. Data from 1,864 pairs of parents and their 11-15 yr old children was used. Results provided preliminary indications that parents' expectations for their children and the transmission of those expectations might be modified by how parents felt about themselves.


This study aimed at investigating the relationship between hours of homework, stress, and mood disturbance in senior high school students, 141 boys and 228 girls, recruited from high schools across Victoria, Australia. Participants' ages ranged from 16 to 18 years. A 1-wk homework diary, a Self-reported Stress scale, and the Profile of Mood States were administered to students. Analysis showed that the number of hours spent completing homework ranged from 10 to 65 hours per week. Independent samples t-test
analyses showed significant sex differences, with female students scoring higher on hours of homework, stress, and mood disturbance compared to male students. Pearson product-moment correlations were significant and positive for hours of homework with stress and for school-wide survey to determine the prevalence of student stress. She then discussed strategies counselors can use to meet students' needs, specifically detailing a support group intervention, in which she details the process of selecting, beginning, conducting, and ending the group. Other strategies include collaboration with teachers and parents and individual counseling.


The study described the time use profile of Indian adolescents; examined their subjective states during schoolwork; and evaluated whether youth who spend more time in leisure experience fewer negative emotions and had better mental health. The sample of 100 urban, middle class adolescents studying in class VIII responded to the Experience Sampling Method wherein the subjects carried alarm watches for one week and provided 4,764 reports on their activities and subjective states at random times. The Child Behaviour Checklist (Achenbach et al. 1991) was administered to gather information on internalizing and externalizing problems among adolescents. The time use profile indicated that adolescents spend one-third of their waking time in school related activities, with the girls spend more time than the boys (t-test). Negative subjective states were reported during schoolwork as reflected by the low affect state, below average activation levels, lower feelings of choice, and high social anxiety among the subjects. These negative states were more frequent during homework. The subjects, who spend more time doing homework, experience lower average emotional states and more internalizing problems, reported higher academic anxiety and lower scholastic achievement.

This study was designed to examine relations between parental school involvement, family processes, and parenting practices as these affect the school engagement and school performance of at-risk, inner-city, early adolescents. A group of middle school students and their families, who were screened as being at developmental risk, completed measures as part of a larger preventive intervention study. Self-report measures were used to assess parent and adolescent views of family processes (family cohesion) and parenting practices (parental monitoring). Parents also completed a rating of their own involvement in their child's schooling. Grade point average was obtained from school records. Family cohesion and parental monitoring were measured using multi-rater instruments that were normed on at-risk, inner-city families. Factor analysis revealed three dimensions of parental school involvement were operating in the sample. Parental monitoring moderated family cohesion in predicting boys' school engagement. In boys family cohesion was only predictive of better school engagement in the context of effective parental monitoring. Both family cohesion and parental monitoring were uniquely predictive of girls' school engagement. Parental school involvement did not mediate the effects of family variables on school success. Discussion focuses on gender differences in parental monitoring, measurement issues stemming from the use of instruments not validated within the target community, and ways of supporting and encouraging school involvement among inner-city African American families.

Bowen, Natasha K; Bowen, Gary L; Ware, William (2002)
Neighborhood social disorganization, families, and the educational behaviour of adolescents.

Using data on 1,757 middle and high school students from a nationally representative sample, relationships among youth perceptions of neighborhood characteristics, parenting processes, and their own school behaviour, attendance, and grades were tested using structural equation modeling. A model with direct neighborhood effects on self-reported educational behaviour as well as indirect effects mediated through perceptions of supportive parenting and parental educational support fit the data well in calibration and validation.
samples. Perceived neighborhood social disorganization exerted a larger effect than did family processes on self-reported educational behaviour. The importance of including measures of neighborhood environment in future research on educational outcomes is discussed in the context of their substantial contribution in the present investigation.


This project examined the hypothesis that students' perceptions of teacher autonomy support, parent attachment, competence, and self-worth would predict motivational orientation and achievement test performance. Male and female participants were 135 sixth-grade and 91 ninth-grade regular education students from a large, ethnically diverse school district. Stepwise regression analyses indicated that autonomy support, parent attachment, scholastic competence, and self-worth predicted the academic criterion variables. Interestingly, scholastic competence was a significant predictor in all of the regression models.

**Juang, Linda P; Silbereisen, Rainer K (2002)** The relationship between adolescent academic capability beliefs, parenting and school grades.

Examined the interplay between parenting, adolescent academic capability beliefs and school grades. The authors examined how aspects of parenting and adolescent's cognitive ability predicted adolescent academic capability beliefs and school grades at 6th grade, which, in turn, predicted adolescent school outcomes at 9th grade. Next, configurations of 641 adolescents (mean age 15 yrs) were examined (based on cognitive ability, parental involvement, and capability Beliefs) at 6th grade, related to their school grades at 9th grade. Results suggested that parents who demonstrated more warmth, engaged in more discussions concerning academic/intellectual matters, had higher school aspirations, reported more interest/involvement in schooling, had adolescents with higher capability beliefs at 6th grade, and
related to better school grades for adolescents at 9th grade. In the second set of analyses, results show that adolescents who were characterized by the configuration of having above average ability, parental school involvement and capability beliefs, received the best school grades. In contrast, adolescents who were characterized by below average ability, parental school involvement and capability beliefs, demonstrated the worst school performance.

Xu, Jjanzhong; Yuan, Ruiping (2003) Doing homework: Listening to students, 'parents,' and teachers' voices in one urban middle school community.

An increasing amount of scholarship had focused on the roles of teachers and parents in the homework process, as well as on student homework behaviours and whether or not these behaviours affect student success in school. However, research explicitly comparing students' attitudes toward homework with those of parents and teachers had been minimal, at best. This study examined student, parent, and teacher attitudes toward homework through open-ended interviews with teachers, students, and their families from diverse cultural backgrounds in one urban middle school community. The study revealed that these three participating groups shared considerable consensus on the importance of homework and the purposes of homework. It further revealed a number of disagreements between child and adult viewpoints, as well as between parent and teacher viewpoints, related to their primary concerns in doing homework in the home context. Implications from the study were discussed in the light of these findings, particularly relating to how to address homework-associated conflicts resulting from these disagreements.

Georgouleas, Georgios; Besevegis, Elias (2003) Adolescent's views of their relations with their parents.

The aim of this study was to portray various aspects of the way the Greek Children view their relations with their parents. The sample consisted of 123 boys and 152 girls aged 13-17 years. Children were asked to characterize their parents as authoritative, authoritarian, or permissive and to evaluate
various aspects of their family life with their parents. They were also asked to report on the frequency of conflicts with their parents and the emotional climate of their home. Results indicated that the vast majority of children characterized their parents as authoritative, while less than one tenth characterized them as authoritarian. There were slight differences due to the gender of both parents and children. The aspects of life that most often evoked conflicts between children and their parents were. Children’s performance at school, staying out late, and use of language. Finally, the majority of children reported that they considered they get along quite well with their parents.

**De Bruyn, Eddy H; Dekovic, Maja; Meijnen Gwim (2003)** Parenting, goal orientations, classroom behaviour, and school success in early adolescence.

The present study was designed to investigate the chain of associations between parenting behaviour and early adolescents' school success. Students' goal orientations and classroom behaviour were hypothesized to mediate between parenting and school success. The sample consisted of 327 preuniversity-tracked pupils in their first year of secondary school. Results indicated that boys and girls shared the same pathway from maternal disciplinary strategies to school success mediated by the child's goal orientations and cognitive classroom engagement. Path analyses revealed moderate associations between parenting and goal orientations. Goal orientations were found to be moderately linked to classroom behaviour dimensions conducive to school success. Although models for boys and girls differed slightly, overall results highlight the continuing relationship in early adolescence between parenting and pupils' beneficent academic behaviour. The study highlighted several processes by which parents might shape their early adolescents' school success.

**Plunkett, Scott W; Bamaca Gomez, Mayra, Y (2003)** The relationship between parenting, acculturation, and adolescent academics in Mexican-origin immigrant families in Los Angeles.
This study examined the relationship between gender, acculturation, parenting, and adolescents' academic outcomes in Mexican-origin immigrant families. Self-report survey data were collected from adolescents attending three high schools in Los Angeles. Correlation and multiple regression analyses were conducted on the 273 adolescents whose parents were both born in Mexico. Girls reported higher academic motivation and educational aspirations. Substantial support was found for the positive relationship between mothers' and fathers' behaviours (ability to help, monitoring, support) and adolescents' academic motivation. Substantial support was found for the relationship between mothers' and fathers' educational level, language spoken at home, and educational aspirations. Generation status was not related to the academic outcomes.

Hill, Nancy E; Castellino, Domini R; Lansford, Jennifer E; Nowlin, Patrick; Dodge, Kenneth A; Bates, John E; Pettit, Gregory, S. (2004) Parent academic involvement as related to school behaviour, achievement, and aspirations: Demographic variations across adolescence.

A longitudinal model of parent academic involvement, behavioural problems, achievement, and aspirations was examined for 463 adolescents, followed from 7th (approximately 12 years old) through 11th (approximately 16 years old) grades. Parent academic involvement in 7th grade was negatively related to 8th-grade behavioural problems and positively related to 11th-grade aspirations. There were variations across parental education levels and ethnicity: Among the higher parental education group, parent academic involvement was related to fewer behavioural problems, which were related to achievement and then aspirations. For the lower parental education group, parent academic involvement was related to aspirations but not to behaviour or achievement. Parent academic involvement was positively related to achievement for African Americans but not for European Americans. Parent academic involvement may be interpreted differently and serve different purposes across sociodemographic backgrounds.