CHAPTER II

Review of Literature

Review of the related literature allows the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research. It serves the following specific objectives:

1. To enable the researcher to define the limits of his field. Review helps the researcher to limit and delimit & define his problem. To use an analogy given by Ary et al. (1972) a researcher might say. "The work of A, B, and C have discovered this much about my question; the investigations of D have added this much to our knowledge I propose to go beyond D's work I the following manner." The knowledge of related literature makes the researcher up-to-date on the work which others have done. It enables him to state the objectives clearly and concisely.

2. To avoid unfruitful and useless problem areas: Sub-beading the researcher can select those areas in which positive findings are very likely to result and his endeavours would be likely to add to the knowledge in a meaningful way.

3. To avoid unintentional duplication of well established findings: Sub-beading it in no use to replicate a study when the stability and validity of its results have been clearly established. Review helps to achieve purpose.
4. To give an understanding of the research methodologies: Sub-beading Review refers to the way the study is conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The related literature provides insight into statistical methods through which validity of results is to be established.

5. To know previous recommendations: Sub-beading the final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers for further research which they have listed in their studies.

Negative self-concept in adolescence has been associated with various maladaptive behavioural and emotional problems, it is important to address signs of negative self-concept in youth. This brief emphasizes the importance of assessing the various domains that make up an adolescent's self-concept. Furthermore, by determining the specific cause of a negative self-concept, program directors and staff can use a variety of techniques to help adolescents combat any negative views that they may hold about themselves. By intervening to improve adolescents' self-concepts, out-of-school time programs hold the potential to influence the social, academic, and behavioural adjustment of adolescents at a critical time in their development. (Alena M. Hadley, M.S. Elizabeth C. Hair)

This study investigated the relationship of adolescent self-concept to perceptions of parents in single and two-parent families. The sample
consisted of 558 children, 19% from single-parent homes. Examination of the data indicated that children from single parent families have lower self concepts. There was also a significant relationship between self concept and the adolescents' perceptions of their parents. In addition, perceived love was found to be the best predictor of self concept in adolescents. (David M. Rosenthal 2008)

In a society which is rife with gender stereotypes and biases, children regularly learn to adopt gender roles which are not always fair to both sexes. As children move through childhood and into adolescence, they are exposed to many factors which influence their attitudes and behaviours regarding gender roles. These attitudes and behaviours are generally learned first in the home and are then reinforced by the child's peers, school experience, and television viewing. However, the strongest influence on gender role development seems to occur within the family setting, with parents passing on, both overtly and covertly, to their children their own beliefs about gender. This overview of the impact of parental influence on gender role development leads to the suggestion that an androgynous gender role orientation may be more beneficial to children than strict adherence to traditional gender roles. (Susan D. Witt, Summer, 1997)

Parental Involvement and academic achievement. Parental involvement is found to positively predict a child's reading achievement (Min et al. 2010; Reynlds, 1992; Zhan, 2005), mathematics achievement
(Gonzalez & Wolters, 2006; Reynolds, 1992; Yinsqiu, Gauvain, Zhengkui, & Li, 2006), vocabulary skills (Min et al., 2010) Social Studies achievement (Jeynes, 2005a; Niemeyer et al., 2009), and Science achievement (Jeynes 2005a). Furthermore, parental involvement is associated with enhanced intrinsic motivation (Ames, Khoju, & Watkins, 1993; Fan & Williams, 2010), reduced dropout rates (Barnard, 2004), increased motivation (Gonzalez-DeHass, Willems & Holbein, 2005; Grolnich, Ryan, & Detri, 1991), increased academic engagement (Steinberg, Lamborn, Dornbusch, & Darling 1992), less anxiety about school (Tan & Goldberg, 2009), increased self-concept (Senler & Sungur, 2009), and increased self-efficacy (Fan & Williams, 2010; Tan & Goldberg, 2009). However, the exact relationships between these constructs and specific types of parental involvement are not yet lucid.

Overt and subtle involvement. The relationship between overt parental involvement and academic achievement has recently been called into question (Jeynes, 2005b; Jeynes, 2007). As a result of this, recent research has examined the effects of subtle parental involvement (Jeynes, 2010). These types of involvement include maintaining high expectations of one's children, communicating with children, and parental style (Jeynes, 2005b; Jeynes 2007). Most research examined overt measures of parental involvement, rendering it difficult to properly understand the differences between overt and subtle types of parental involvement.

The present study is an attempt to explore academic achievement and home environment as correlates of self-concept in a sample of 300
adolescents. The results of the study revealed self-concept to be positively correlated with academic achievement, though not significantly so. A significantly positive relationship of home environment components of protectiveness, conformity, reward, and nurturance with self-concept is revealed, thereby meaning that use of rewards and nurturance from parents should be done for positive self-concept development among adolescents. However, the correlation of social isolation, deprivation of privileges and rejection components of home environment is significantly negative with self-concept among adolescents indicating that for positive self-concept development among adolescents, there should be less or no use of social isolation, deprivation of privileges and rejection. The study has implications for educationists and parents as well. (Jagpreet Kaur, J.S. Rana and Rupinder Kaur.2008)

This study examined the role of parents acting as a social influence on adolescents' self-knowledge about competence at academic activities. The participants were adolescent boys and girls (N=115) between the ages of 11 to 16 and their mothers and fathers. A proposed model of parental perceptions as mediating influences of pats performances on adolescents' self-perceptions was evaluated for variations in content and social context. Adolescent self-disclosure to parts about academic achievement was also explored. Results indicated that parent-adolescent agreement was stronger with mothers than fathers and for aspects of self-knowledge that make direct inferences about abilities (performance, talent) rather than indirect inferences (effort, task difficulty) in both Mathematics and English. Results were similar in coed and single-sex contexts.
Adolescent self-disclosure to parents suggested an important addition to the model of family influences on the adolescents' sense of academic achievement (L.I. Bornholt, 2008)

This study investigated the relationship of adolescent self-concept to perceptions of parents in single and two-parent families. The sample consisted of 588 children, 19% from single-parent homes. Examination of the data indicated that children from single parent families have lower self concepts. There was also a significant relationship between self concept and the adolescents' perceptions of their parents. In addition, perceived love was found to be the best predictor of self concept in adolescents. (Santiao Yubero, 2008)

Adolescence is a period of life in which the sense of 'self' changes profoundly. Here, we review recent behavioural and neuroimaging studies on adolescent development of the self-concept. These studies have shown that adolescence is an important developmental period for the self and its supporting neural structures. Recent neuroimaging research has demonstrated that activity in brain regions associated with self-processing, including the medial prefrontal cortex, changes between early adolescence and adulthood. These studies indicate that neurocognitive development might contribute to behavioural phenomena characteristic of adolescence, such as heightened self-consciousness and susceptibility to peer influence. We attempt to integrate this recent neurocognitive research on adolescence with findings from developmental and social psychology (Sebastian C. et. all 2008)
The differential effects of parent-daughter identification, parent mathematics self-concept, and parent expectations on adolescent mathematics self-concept were examined with 165 high ability adolescent girls and their parents. Parent mathematics self-concept was related to parent expectations which were in turn linked to daughter mathematics self-concept. (1993)

The author investigated students' persistence regarding career aspirations in science and engineering (SE) professional careers as a function of race and sex. In a nationally representative sample of 8th graders, persistent racial minority and female students were compared with non-persistent racial minority and male students regarding their self-concept, parental involvement, socioeconomic status, and academic achievement. Men were more likely than women to persist in SE career aspirations. Persistent students scored higher than did non-persistent students on all of the variables studied. Academic proficiency and math self-efficacy were 2 of the strongest predictors of persistence in SE careers. (Wei Cheng Mau)

This Study explored the relationships among IQ, perceptions of giftedness, and self-concepts in a sample of 116 Chinese junior secondary school students in Hong Kong. These students, nominated by their schools to join the university gifted programs, were assessed on their IQ, global and domain-specific self-concepts, as well as their perceptions of their own giftedness in terms of their concern for feeling different, their
critical attitude in evaluating their own performance, and their experience of high expectation to achieve from their parents. The findings indicated that in general the ways students perceived their giftedness affected differentially global self-worth and specific self-concept domains. While difference concern and critical evaluation affected students' specific self-concepts adversely, high parental expectation had a more positive influence. Self-concept domains related to social acceptance and friendship issues were most strongly and adversely affected. Implications of the findings for interventions to enhance the self-esteem of gifted students through restructuring their perceptions of giftedness are discussed. (David W. Chan, 2008.)

This Monograph reports on a series of systematic analyses of commonly studied measures of parenting support, psychological control, and behavioural control. The purpose of the studies was to bring more precision to understanding how these dimensions of parenting are linked with measures of adolescent functioning. A specialized relationships framework linking the parenting dimensions with adolescent functioning (social initiative, depression, antisocial behaviour) was derived from past theory and from past empirical work that had tested parts of the framework. Structural equation analysis was used to test and refine the framework on a sample of U.S. adolescents, ages 11-17. Results both confirmed and extended past work. Perceived parental support was linked particularly with social initiative and also with antisocial behaviour; perceived parental behavioural control was associated primarily with lower
antisocial behaviour; perceived parental behavioural control was associated primarily with lower antisocial behaviour. This framework was then validated in the U.S. data for all demographic subgroups of the sample and across multiple waves of data, using multiple analytic strategies. Next, it was tested using the same measurement in 10 additional samples of adolescents, ages 13-17, from nations or ethnic groups in Africa, Asia, Europe, the Middle East, and North and South America. In every case, the framework was supported. As a further effort at thorough validation, the framework was also assessed in all 11 samples using dominance analysis, a rank and order approach to predictor importance. The findings of these analyses again supported the validity of the framework and also offered some insight into potential differences in the relative importance of mothering and fathering. Based on the long-standing theoretical endorsement of these parenting dimensions, on accumulated partial evidence from a history of investigating their associations with elements of child and adolescent functioning and on the several forms of validation pursued in this Monograph, suggestions were made as to what the evidence might imply as to the broader relevance of the findings. Specifically, it was suggested that these forms of perceived parenting are family-realm indicators of the broader facilitative social conditions of "connection", "respect for individuality", and "regulation" (Brian K. Barber, Heidi, et al. 2008)

Increased attention has been given to parent education programs over the past decade. One such program is Self-Esteem: A Family Affair, written and published by Jean Illsley Clarke. This outcome study evalu-
ates the effectiveness of the 8 week self-Esteem: A Family Affair pro-
gram with families that had adolescent children aged 11-19. Families
were randomly assigned to the treatment or control group. Each family
was measured for self-esteem, family adaptability, family cohesion and
family conflict, Treatment families scored significantly differently from
controls on measures of adaptability, cohesion, and conflict. The program
is presented along with implications for further research. (David J. Bre-
dehoft and Richard N. Hey Jul., 1985)

Research examining environmental factors associated with adoles-
cents' life satisfaction (LS) has revealed that familial variables (e.g., par-
ent-child conflict, family structure) are crucial correlates. The purpose of
the current study was to identify particular dimensions of authoritative
parenting (strictness-supervision, social support/involvement, and psy-
chological autonomy granting) that are related to LS during early, middle,
and late psychological autonomy granting) that are related to LS during
early, middle and late adolescence, as well as to explore the hypothesis
that LS serves as a mediator between authoritative parenting and adoles-
cent internalizing and externalizing behaviour. A sample of 1201 middle
and high school students completed self-report measures assessing these
constructs. Results indicated statistically significant relationships between
each authoritative parenting dimension and adolescent LS. Although all
three parenting dimensions were positively related to LS, perceived paren-
tal social support emerged as the strongest correlate. Important develop-
mental differences were revealed, including the finding that the associa-
tion between each authoritative parenting dimension and adolescent LS.
changed as children aged. Last, LS fully mediated the relationship between social support and adolescent problem behavior and partially mediated relationship between the remaining authoritative parenting dimensions (i.e., strictness-supervision, psychological autonomy granting) and maladaptive adolescent behaviour. (Shannon M. Suldo and E. Scott Huebner Apr. 2004)

In a study of 26 parents, who participated in a parent group showed difference in attitudes, as measured by the Parent Attitude Survey, from the 24 parents who had expressed a willingness to participate in a parent group but who had yet not attended a group. Since, the parents had been randomly assigned to the two groups, it is concluded that the parent group experience accounted for the differences in parental attitudes. The 23 children of the parents who had participated in the parent group showed differences in self concept as measured by Primary Self Concept Inventory from the 22 children of the parents who had not yet participated in a parent group. Since all of the children were tested 2 months after the first group of parents had completed the parent group and prior to the first session of the second group, these results suggested that the treatment effect experienced by the parents during the parents group participation was communicated to their children and resulted in high self concepts (Sammerton & Roberts, 1978).

Rao (1978) examined relationship between self-esteem and socio-economic status, sex, mother education, employment, religion and cast. The effective sample was 220 high school students. Results showed sig-
significant relationship between self-esteem and SES but not between self-esteem and religion.

An examination of relationship between children’s self-concept, and their evaluation of parents, in families where father deprivation has occurred either through divorce or death, was conducted. Data was gathered through the Personal Attribute Inventory for children, administered to 132 fifth to eight graders. The correlates were further analyzed relative to whether children perceived their present family situation as ‘happy’ or ‘unhappy’. Results indicated significant correlations between self-concept and evaluation of parents in unhappy and divorced family units. Non-significant relationships were obtained in ‘happy’ and father loss through death configuration (Parish and Nunn, 1981).

Lee (1985) developed a profile of successful black adolescents in rural school system on the basis of interviews, conducted with 68 black 8th and 12th graders, identified by their teachers as successful, often despite social and economic hardships. Areas examined include home and family life, school experiences, self concept, activities and interest. Though disadvantaged, ever since birth, the students showed high educational and occupational goals, and positive but realistic views of the self.

Isrelite (1986) compared the self-report levels of family responsibility, suppression, anxiety and self concept in 14 female siblings (aged 14-18 years) of hearing impaired children and 14 female siblings (aged 16-18 years) of normal hearing children. Ss completed a family responsi-
bility inventory, the Beck Depression Inventory, the State Trait Anxiety Inventory, and the Tennessee Self Concept Scale. Results indicate significant differences on 2 dimensions of self-concept: identity and social self. It is suggested that subjects in the experimental group defined themselves not only as individuals in their own right but also as siblings of hearing impaired children. This self definition did not appear to influence subjects' feelings about their personal worth or their worth as family members, however, it may have contributed to feelings of inadequacy in social situation.

Srivastava and Tewari (1986) conducted a study to explore the effect of cast factor and socio-economic condition on children’s self-perception. Significant differences in the self concept of Ss coming from different SES groups were observed.

Stein (1987) investigated the total self concept of obese students as compared to non-obese students in a junior nursing class of 86 students, as compared to non-obese students in a junior nursing class of 86 students (aged 18-25 years). A determination was made of the relationships between self concept and variable of obesity, age of onset and social class, using Tennessee Self Concept Scale and demographic data. Results indicate that the actual obese Ss had less self esteem in the area of total scores, physical self, family self, identity and self satisfaction. Neurotic scores were also elevated. In addition, the considered obese Ss had less
self esteem in personal self, social self and behaviour also, their general maladjustment, personality distortion and neurosis scores were elevated.

Perceived self, social self, and ideal self of 158 culturally disadvantaged and equal numbers of advantaged students of Aurangabad were measured by Rangari (1987). Social, economic and cultural deprivations were the main criteria on which the Ss were classified. The findings revealed that the culturally disadvantaged group was higher in perceived self and low in ideal self, as compared to the disadvantaged group. However, with respect to social self the two groups failed to differ significantly. Similarly, in a study of Santal and non-santal college students no significant difference with respect to self concept was observed (Asha, Rani and Singh, 1987)

The purpose of the investigation s to study self-concept, anxiety and adjustment in anxiety neurotics, alcoholics and normals. Twenty male subjects between 18 and 45 years were studied in each group. Analysis of data showed that normals differ significantly from the clinical groups i.e. they show higher self-concept, lower anxiety ad better adjustment. Both alcoholics and anxiety neurotics had low self concept, high anxiety and were both personality and socially maladjusted (Suman and Nagalaxmi 1987)

Wagner (1988) assessed the psychological adjustment of 134 children (aged 5-61 years) exhibiting either nocturnal (NL) or nocturnal/devinal enuresis (NDE) Ss were administered the Piers-Harris Chil-
dren’s self concept scale and the what it think and feel scale. Ss parents completed the personality inventory for children and an enuresis nuisance and tolerance scale. Results indicate that although parents described their children as relatively normal individual who were not exhibiting signs of psychopathology, NDE Ss report having below average level of self esteem that was significantly lower than that reported by NL. Ss more of a nuisance than did parents of nocturnal enuresis.

In a study by Basavanna and Ujjwalarani (1988), 120 Indian college students from high and low socio-economic status used a Semantic Difference measure of self perception and perception of others to rate twenty sets of personality adjectives. Upper cast subjects showed higher levels of self-regard than low cast subjects. Economic status did not affect self-perceptions when social disadvantage was already present.

Hausley et al. (1988) evaluated the scores of one hundred and nine 14 and 16 years old girls on self-esteem scale as a function of economic status, race and area of residence. Mean self-esteem of upper economic status urban subjects was significantly higher than that of lower economic status urban subjects. Self-esteem of upper economic status urban subjects was significantly higher than their rural peers. Urban black subject’s self-esteem was significantly higher than that of urban white subjects.

Whitbeck et al (1991) examined the effects of parent’s reports of family economic hardship on the self-esteem of their adolescent children, using structural equation modeling with data from 451 families of adoles-
cents. Family economic hardship affects early adolescents self-esteem indirectly by decreasing parental support and involvement, but had a weak direct affect. The effect of the family’s economic hard times on parents behaviours towards their adolescent children are more psychologically central to early adolescents than are the direct consequences of the family’s economic situation.

Studer (1993) compared the self-concept of 217 adolescents (grades 9-12), from identical home structures (i.e. intact, maternal custodial and parental custodial, and examined variables that effect the adolescent’s adjustment to parental divorce. A difference did exist in five self-concept facets between adolescent males and females from homes in which there had been parental divorce. Males had high scores than females in four self-concept facets; physical ability, general, emotional and physical appearance. Adolescents from intact homes had better self-concepts than adolescents from homes in which a parental divorce had occurred.

Bharsakhale, Srivastava and Jai prakash (1994) measured self-image of scheduled casts and non-schedule cast’s school going children in relation to their sociometric status. The Ss were 300 students studying at X, XI, XII standard. Their age range was 14 to 18 years. Sociometric Status Questionnaire by Jai Prakash, Bronfenbrenner’s Fixed Frame of Reference, and Self Image Questionnaire by Aggrawal and Mishra were administered on them. Subjects were classified on the basis of sex, cast and frame of reference. Sociometric status was associated with self-
concept. The Ss with high sociometric status had better self-concept than those who had low sociometric status. Non SC Ss had significantly superior self-concept, whereas SC Ss had poor self-concept.

Rudolph and others (1995) conducted two experiments on 161, 7-12 years old children, who completed the perception of peers and self-questionnaire, children’s report of parent’s behaviour inventory, social support appraisal scale, and children’s expectation’s of social behaviour questionnaire. Generalization was found among Ss representations across family, peer and self. In second experiment negative representation of self and others were associate with increased social impairment, including dysfunctional social behaviour and less positive status in the peer group.

Mboya (1996) examined the relationship between dimensions of family and school social environments and various aspects of adolescent’s self-concepts. Contemporary theory and results have suggested that the family and the school contribute significantly to the development of children and adolescents. Inventory data from 1192 secondary school students in Cape Town, South Africa indicated that perceived parental behaviour was associated with family, general school behaviour, physical appearance, emotional stability, peer relations, health and global self-concepts. Perceived teacher’s behaviour was associated with family relations, general school behaviour, emotional stability, health and global self-concepts. Perceived parental behaviour was a stronger predictor of self-concept than was perceived teacher behaviour.
Six studies examined the value-behaviour relation and focused on motivational properties of values, the self, and value activation. Priming environmental values enhanced attention to and the weight of information related to those values, which resulted in environmentally friendly consumer choices. This only occurred if these values were central to the self-concept. Value-congruent choices were also found in response to counter value behaviour in an unrelated context. Donating behaviour congruent with central altruistic values was found as a result of enhanced self-focus, thus demonstrating the importance of the self in the value behaviour relation. The external validity of the value-centrality measure and its distinction from attitudes were demonstrated in the prediction of voting. Values were thus found to give meaning to, energize, and regulate value congruent behaviour, but only if values were cognitively activated and central to the self (Verplanken and Holland, 2002).

Warkins and Regni (1989) examined factors influencing participation in sports by 196 male and 202 female Nepalese high school students. Independent variables were sex, academic and non academic self concept, and family status as measured by extent of parents education; self concept was assessed by a measure based on the R.J. Shavelson et, al. hierarchical multifaceted model. Subjects were more likely to be active in sports if they were boys, had higher nonacademic self concepts and came from families with better educated mothers.

Salokun (1990) investigated the effects of a 10-wk skill training program in basketball and field hockey on the self-concepts of 72 male
and female Nigerian early adolescents (aged 12-14 yrs) and late adolescents (aged 16-18 yrs) and examined whether sex and age differences influenced these effects. Compared to 72 age and sex matched controls, trained Ss scored significantly higher in total positive self, self-satisfaction and physical self measures. Late adolescent males scored significantly higher on total positive self, self-satisfaction and physical self than their female counterparts. Early adolescent females scored significantly more positively on self-satisfaction measures than late adolescent females. In both sexes, early adolescents scored higher than late adolescents in social self measures. The influence of the learning process and the context of the social setting on self-concept are discussed.

Keltikangas (1990) studied the stability and gender differences of self-concept (SCP) during adolescence and early adulthood in 395 male and 499 female randomly selected Finnish Ss, using the shortened version of the Coopersmith Self-Esteem Inventories. There were no differences between the and women in the total score for SCP. In early adulthood, men scored higher than women on general self-esteem, and women scored higher on the home parents factor in each developmental period from preadolescence to adulthood. The stability of SCP, period from preadolescence to adulthood. The stability of SCP as well as its different components, was rather high. General self-esteem showed the highest predictive value for the total score 6 yrs later.

Long (1991) analyzed the relationship between sex role orientation and women's mental health using multiple measures of self-concept in-
cluding time competency, inner-directed support, self-regard, self-acceptance, self-esteem and locus of control. Two hundred ninety three adult women (95 professionals, 86 students, 54 clients and 58 victims of domestic violence) completed 3 instruments; the Personal Orientation Inventory, the Tennessee Self-Concept Scale and a Self-Esteem Scale. Results indicate a strong positive correlation between masculinity and all 6 measures of self-concept as well as internal locus of control. Femininity scores, on the other hand, seem to be largely irrelevant as predictors of self-concept.

Maqsud & Rouhani (1991) examined the relationships among socioeconomic status (SES), locus of control, self-concept and academic achievement in 58 boys and 77 girls (aged 16-17 years) in South Africa. Analyses revealed that Ss were significantly more externally oriented when compared with the normative data for the Nowicki-Strickland Locus of Control Scale (S. Nowicki and S. Strickland, 1973). SES was positively associated with internality, self-concept and achievement in English, while externality was negatively related to these variables.

Petarkis and Bahls (1991) investigated the relation of elementary school program in physical education (PE) to the self-concepts of 212 children in grades I & II. Subjects came from 2 parochial schools, one with a HE: program and one without. The Martinek - Zaichkowsky self-concept scale was administered during the last 2 wks of September and the 1* 2 wks of April. An analysis of variance (ANOVA) with repeated
measures indicated that PE did not enhance self-concept, except for Ss in grade 2.

McDonald, et al. (1991) assessed the role of psychological variables (mood, physical estimation and attraction, self-concept and personality) in predicting physical performance and fitness in 64 male and 38 female active-duty US Navy personnel. Subjects performed physical performance and fitness task and completed standardized questionnaires. Results were analyzed by canonical correlation and multiple regression techniques. Men and women differed significantly on measures of size, body fat, and physical capacity. Findings indicate that questionnaire measures most notably attraction, estimation and physical self-concept-Scores, can be used to predict both men and women in significance of primary questionnaire measures to predict performance of fitness, with attraction, estimation and physical self-concept scores being the best predictors among all questionnaire measures in both gender groups.

House (1992) investigated the relationship between 996 male and 1,328 female college students academic self-concept, their achievement-related expectancies and their subsequent college persistence. Findings show that questionnaire items that assessed students academic self-concept were better predictors of persistence than were expectancies for success in college. There were some differences between men and women in which variables were significantly associated with persistence. Most notably, self-perceptions of mathematical ability were significantly
associated with persistence for both 4 and 8 semesters for women but not for men, neither of the 2 student expectancies directly related to persistence (expectations of dropping out temporarily or permanently) were significantly related to persistence.

Chaudhary and Ray (1992) compared self-concept, locus of control and adjustment of intellectually superior (ISP) students with those of intellectually normal (INR) students. 48 ISP and 57 INR students were selected from the 7th, 8th, and 9th standards and were administered measurement scales. Results indicate that the ability of both groups to adjust appears to be similar and is thus not influenced by intelligence. Intelligence does not seem to influence the locus of control and that is a significantly positive relationship between intelligence and self-concept. The ISP Ss and had a higher self-concept.

Osecka and Blanty (1993) examined whether self-esteem in men and women are related to other aspects of their self-concept. Seventy-two male and 116 female college students completed Rosenberg's self-esteem scale and a semantic differential on which Ss rated themselves on 46 5-point bipolar scales. Predictors of self-esteem were different for men and women. Men were highly self-confident when they rated themselves as perfect, worthy, strong, morally straight; and successful women with high self-esteem rated themselves as interesting, strong, correct, conspicuous and callous. Thus, the self-esteem of men is based on their capability of self-assertion experienced as a feeling of competence. The responses of women show that they define themselves more in terms of their social environment.
Marsh and Redmayne (1994) investigated a multidimensional, hierarchical physical self-concept and its relation to multiple dimensions of physical fitness. Relation between 6 components of physical self-concept (endurance, balance, flexibility, strength, appearance and general physical ability) and 5 components of physical fitness (endurance, balance, flexibility, static strength and explosive strength/power) were examined among 105 girls (aged 13-14 yrs). Exploratory and confirmatory factor analyses identified the 6 physical self-concept scales and provided support for a multidimensional, hierarchical model of physical self-concept. The self-concept and physical fitness generally supported the construct validity of the self-concept responses and the correlation between 2nd order factors representing general physical self-concept and general physical fitness was substantial.

Trafton et al. (1997) administered a battery of psychometric inventories to determine mood states, motivation, pre-competitive anxiety, locus of control, personality traits and psychological skills in order to quantify psychological characteristics prevalent among telemark skiers across skill level, and gender and to compare results with prior research established on traditional athletes. Subjects were 22 male and 21 female telemark skiers (mean age 28.8 years). Measures included the profile of mood states, the sports attitude inventory, the Sport Competition Anxiety test, the Controlled Repression-Sensitization Scale, Levenson's Locus of Control, the Eysenck Personality Inventory and the Psychological Skill Inventory for Sport. Data indicate no significant skill effects in mood states, locus of control or personality characteristics. Male Ss exhibited
significantly less anxiety management but greater self-confidence than females across psychological skills. Subjects displayed lower tension, depression, anger, confusion, total mood disturbance and higher vigor compared to normatives. Telemark skiers displayed similar mood states and psychological skills associated with athletes in other sports.

This brief review of literature points out to a fact that there is dearth of studies evaluating the effect of parental encouragement on the development of self-concept. Much studies treating parent-child relation as a major factor need to be done, because in Indian context family environment is highly influential.