



**INFLUENCE OF ACADEMIC STRESS ON STUDENTS'  
SELF-CONCEPT, ADJUSTMENT AND ACHIEVEMENT  
MOTIVATION**

**THESIS  
SUBMITTED FOR THE AWARD OF THE DEGREE OF  
Doctor of Philosophy  
IN  
PSYCHOLOGY**

**BY  
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**UNDER THE SUPERVISION OF  
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ALIGARH MUSLIM UNIVERSITY  
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**2016**

**DEDICATED**

**TO**

**MY PARENTS**

*Mohammad Alim Khan & Sadia Begum*

&

**MY BELOVED DAUGHTER**

*Aiman Aliza Khan*



**DEPARTMENT OF PSYCHOLOGY  
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*Chapter- 1*

*Introduction*

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## **INTRODUCTION**

Education is the powerful instrument for the social, political and economic development of a country. Education is a rope that can carry us to greatness because knowledge is a power. Education system prepares individuals for their role in society. It shapes self-perception of adolescents, and gives them the foundation for their future participation in society that is not limited to participation in the work place (Evans, 2006). A school is one of the most important formal agencies of education which plays a major role in moulding the ideas, habits and attitudes of a child. School is the first major environment outside the home that provides opportunities for a child to learn, increase his abilities, and gain respect and admiration. Education acquired by children in school helps them to develop well balanced personalities, to become physically strong, mentally alert, emotionally stable, culturally sound, and socially efficient along with the most desired aspects of knowledge and learning. It is a place where the students grow and learn as they travel the road from childhood to maturity. Therefore, the school education is considered to be a necessary component for the children of all the citizens of a nation for the development, betterment and utilization of best side of human resources, especially school goers' resources and potentials.

But the present education system creates much stress as it encourages competition and comparison between individuals. In this modern age, there is a growing emphasis on the professionalization of education which is subsequently becoming the need of the day. So far as education and employment is concerned, it is a fact that in the job market, there is a lot of competition where professional education, skill, and other personality attributes play a very crucial role in the competitive fray, especially among young and novice competitors.

Despite the fact that education is universally given a high priority, academic institutions today do not show a motivating atmosphere. Students are being pressurised and forced to mug up things without really understanding them just to get more distinctions and good grades in examinations. To secure more distinctions and ranks students are pressurised by teachers and parents to attend extra classes and coaching that add their mental pressure to perform well. Students hardly get time for recreation in their busy schedule. As a result stress has been seen tightening its grip on the students, as they have to compete at every step of their academic career in this fast

moving world. High school students seem especially vulnerable to this reality. For many students, high school may be stressful. Students feel the effects of stress in harsh and also negative ways. Some of these effects include a sudden drop in grades, depression, general fatigue, insomnia, mood swings, temper tantrums and aggression. Failure to complete high school not only affects the well-being of the students, but also the well-being of the nation as a whole. Most of the students in high school face stress almost every day. Some of this stress is good and the balance of the stress can be overwhelming because an optimum level of stress is good for better performance because the overwhelming stress pushes a student to do things they would not normally do.

High school students are particularly prone to stress than young adults and older groups because of the corresponding age and transition related changes in their life. Stress among the high school students can be due to a number of reasons such as parents' expectations, pressure to perform well academically and a number of intra and inter-personal factors operating either together or in isolation. Besides, most of the high school students apart from their school, attend coaching classes preparing them for entry into various professional courses in several institutions. They thus experience additional strain and stress- physical as well as mental. Hence academic problems have been reported to be the most common source of stress for students (Aldwin & Greenberger, 1987; Clark & Rieker, 1986; Evans & Fitzgibbon, 1992; Felsten & Wilcox, 1992; Mallinckrodt *et al.*, 1989; Struthers *et al.*, 2000). Parents and teachers perceive the family and school reputation at stake in the examination performance of their wards and turn the pressure further to them. Studies showed that stress and anxiety may even have a negative effect on cardiovascular health of otherwise healthy teenagers. It also can harm a person's emotional well being as well. Stress and anxiety levels affect the students academically and change the way the person thinks and acts during school or time spent in studying. The American Youth Policy Forum (2008) writes that many youth drop out in the ninth grade, at the peak of adolescence, both because they are failing or have low test scores and because they are not adjusting well to high school. This is true that students not only experience physical and academic challenges when they enter high school, but they also develop increased cognitive abilities that challenge them to see and understand the world in new ways. The major challenges of students are: poor retention and recall, lack of

appreciation from their parents (loss of motivation), school environment, personal anxieties, fear of teachers, exam phobia, perpetual insecurity, conflicting expectations from the parents and the society, the growing competition, fear of failure or success and parental attitudes. Hence, academic stress plays an important role in students' life and it accounts for variation in performance, achievement or success. Some students began to link their self-worth or future with their grades and may start doubting their capability or competency in their future careers. Some students have become so preoccupied by grades that their health starts to deteriorate.

Students of high school belong to adolescence stage of human span of life. Adolescence is the second decade of life; the period of transition between childhood and adulthood which begins with the onset of puberty and ends with the acceptance of adult roles and responsibilities. This is a crucial period of life. Anxieties, frustration, identity crises, looking out for support, indecisiveness, dependency needs and independence are associated with this period. The definition given by W.H.O. defines adolescence both in terms of age (10-19 years) and in terms of a phase of life marked by special attributes. These attributes include rapid physical, psychological, cognitive and behavioral changes and developments including, urge to experiment, attainment of sexual maturity, development of adult identity, and transition from socio-economic dependence to relative independence. Adolescence is a period of social expansion and development. Adolescents spend a great deal of their life around the activities, interest and attitudes of their peers. As the result, the peers attain great importance during this period. During adolescence the physical, intellectual, and emotional characteristics and patterns of childhood are gradually replaced by adult ones, and girls and boys progressively evolve into a state of relative socio-economic independence (UNICEF, 1999). Adolescents carry with them a sense of who they are and what makes them different from everyone else. Hall (1904) proposed that adolescence is inherently a time of stress and storm. This view suggests that adolescence is a period of life that is more difficult in some ways than other periods and difficult both for adolescents and for those around them. At this stage, besides dealing with the physiological and emotional changes, an adolescent has to come up with parental expectations, his career and school, which at times tend to have a negative effect on him. Various research has highlighted that, in addition to the normal stress of developmental changes that accompany the adolescent period, many students today must also cope

with the stress of heavy academic workloads, a multitude of extracurricular and athletic engagements, and pressure from the increasingly competitive college application process (Bound, Hershbein, & Long, 2009; Conner, Pope & Galloway, 2010; Suldo, Shaunessy, Thalji, Michalowski & Shaffer, 2009). Chiang (1995) also stated that school is one of the main sources of stress among adolescents.

Stress has become an important topic in academic circles. Academic stress refers to a mental feeling of uneasiness or distress in reaction to a school situation or environment which is perceived negatively. Many scholars in the field of behavioural science have carried out extensive research on stress and its outcomes and concluded that the topic needed more attention. Thus academic stress can affect a student's grades, motivation to achieve, health, self-concept, adjustment and a number of personality variables. Therefore we can say that academic stress seems to be one of the important and significant factors that likely to influence once career in life starting from the beginning of schooling. So, the present study is an endeavor to study the influence of academic stress on students' self-concept, adjustment and achievement motivation. The details of the variables involved in the present study are presented as follows:

## **Academic Stress**

The only independent variable of the present research endeavor is academic stress. As we know that modern life is full of stresses and strains. All of us in this world face stressors in one or the other area of our life. Even school going children are under constant stress due to cut throat competitions and parental pressures. Stress related to health, education demands, work environment, and relationships all have their effects on the physical and emotional welfare of the individual. We all experience stress at times. We can say that stress is a part of life no matter how wealthy, powerful, attractive, or happy a person might be. Stress can sometimes help to motivate us to get a task completed, or perform well. But stress can also be harmful if we become over-stressed and it interferes with our ability to get on with our normal life for too long.

Therefore, before discussing about academic stress we must know the meaning and the concepts of stress. If an individual feels that he is not able to cope with the demands and pressures of his environment, when he faces a situation that

threatens to harm him physically or psychologically, he begins to feel tense and uncomfortable, and then he is experiencing stress. Stress may be occurred when one is handling a difficult situation, confronting with a problem, met an accident, waiting in a long cue, during a day on which everything goes wrong etc. Stress and its manifestations such as depression, anxiety, and burnout, have always been seen as a common problem among people in different professions and occupations. However, stress can take different forms depending on the situation. Thus stress is defined as the body's response to situations that pose demands, constraints or opportunities, and stressor is defined as the stimulus that evokes a stress response.

The term stress is derived from Latin word ‘stringere’, meaning to draw tight, and was used in 17<sup>th</sup> century to describe hardship or affliction. The concept of stress was first introduced in the life science by Cannon in the 1930s. Cannon considered stress as a pattern of physiological reactions that prepare an organism for action, either "fight or flight". Because of this reaction, people and animals choose to stay and fight or attempt to escape when confronted by extreme danger. He explained a lot of stress phenomenon on the basis of his fight or flight theory.

One of the first scientific attempts to explain the process of stress related illness was made by Selye in 1946, who extended his biological concept of stress in terms of “General Adaptation Syndrome” (GAS), a set of non specific reactions to various noxious environmental agents. He pointed out that the ‘General Adaptation Syndrome’ has three stages that an individual experiences in stressful situations. Stage one is the alarm reaction. It is like the fight or flight responses to an emergency in which outside stressors mobilize the internal stress of the organism *i.e.* the defense mechanisms become activated. The second one is the stage of resistance. It is the stage of maximum adaptation and ideally, successful return to equilibrium for the individual; if however, the stress continues or the defense mechanisms do not work, one will move on to a third stage. Stage third is the exhaustion, when adaptive mechanisms collapse. In this phase, the general adaptation syndrome is characterized by a return to apparently normal levels of heart rate, blood pressure and the like, but is identifiable by an excessively high level of adrenaline remaining in the blood stream. This produces immediate and strong sometimes excessive reactions to even mild source of additional stress.

Stress was described by researchers in 1950s as a “response to internal or external processes which reach those threshold levels that strain its physical and psychological integrative capacities to, or beyond, their limit” (Basowitz, Persky, Karchin, & Grinker, 1955).

Lazarus (1976) stated that an individual’s stress reaction “depends on how the person interprets or appraises (consciously or unconsciously) the significance of a harmful, threatening or challenging event.” Lazarus disagrees with that of others who see stress simply as an environmental pressure. Instead he observes that “the intensity of the stress experience is determined significantly by how well a person feels he or she can cope with an identified threat. If a person is unsure of his/her coping abilities, they are likely to helpless and overwhelmed.” Hence it depends upon the perception of the individual that how he perceives the situations. But Cox (1978) rejected the idea of looking at stress as simply as an environmental pressure or as a physiological response. He and his researchers suggested as “part of a complex and dynamic system of transaction between the person and his or her environment.”

The experience of stress in humans is universal, but it is perceived in different ways and may mean different thing to different individuals so there are marked individual differences in how stress is experienced. It is perceived as events or situations that cause individuals to feel tension, pressure, or negative emotions including anxiety and anger. Moreover, other people define stress as the response to existing situations, which includes physiological changes (increased heart rate, and muscle tension), emotional and behavioral changes (Bernstein *et al.*, 2008). Stress is always regarded as a psychological process that involves an individual’s personal interpretation and response to any threatening event. Stress has been known “to be the fuel the body uses to meet the challenges of our fast-paced modern life; for others, it is the aversive by-product of such a life” (Altmaier, 1983, p. 4).

Stress is defined as a negative emotional, cognitive, behavioral and physiological process that occurs as a person tries to adjust to or deal with stressors (Bernstein, et al 2008). Stressors are viewed as a circumstance that disrupt, or threaten to disrupt, individuals’ daily functioning and cause people to make adjustments (Auerbach & Grambling 1998). Stress was defined by Auerbach and Grambling (1998) as an unpleasant state of emotional and physiological arousal that individuals

experience in situations that they perceive as dangerous or threatening to their well-being.

According to Mckean et al. (2000) stressors alone do not produce anxiety, depression or tensions. Instead, the interaction between stressors and the person's perception and the reaction to these stressors cause stress. Environmental stress occurs as a result of environmental stimuli or demands apprehended by a person that are exceeding his or her ability to deal with them (Shirom, 1986). A person's response towards stress depends on whether an event is appraised as a challenge or a threat (Lazarus & Folkman, 1984). Challenging stimulus can lead to positive outcomes such as motivation and improved task performance while threatening ones or distress can result in anxiety, depression, social dysfunction and even suicidal intention. What is stressful for an individual may not be a stressor for another. For example, missing some classes may be stressful for a student, but may not be stressful for another student depending on his or her degree of expectations. Stressful situations mostly arise when an individual appraises a situation as threatening or challenging and does not have the adequate coping skills to deal with it.

Pestonjee and Singh (1987) stated that stress has been used a stimulus, response, as well as the interaction between the two. In view of Lazarus (1990), stress is "as continually changing relationship between person and environment". Lazarus (1993) also said stress is a subset of emotion. Levi (1996) stated stress is caused by multitude of demands (stressors), such as an inadequate fit between what we need and what we capable of, and what we demand for us. Saunders (1997) stated stress is an external pressures and tension is the internal pressures. Schermerhorn, Hunt and Osborn, (2005), defined "Stress as a state of tension experienced by individuals facing extraordinary demands, constraints, or opportunities". From these explanations it becomes obvious that the stress is a response, emotional, cognitive, and physiological all at the same time. This means that stress affects our feelings, our thinking, and our body simultaneously.

So, stress is difficult to define because it means different things to different people.' Some view stress as a stimulus (external force acting on the organism) that causes wear and tear such as the pressure to perform at work. At the same time, people respond to the same stressful event differently. Although the overall

experience of stress includes both stimulus and response variables, most definitions tend to emphasize one aspect of stress more than the other. There is also a considerable debate among stress researchers, about how to adequately define stress. As Singer (1980) has stated that, there is still only limited agreement among researchers regarding the definitions of stress.

It is important to note that stress can have both positive and negative effects on people. It means that stress may be a normal, adaptive reaction to threat. Its role is to signal and prepare individuals to take defensive action. Many people always tend to perceive stress as negative. Because the moment we think about the word stress, we have all the negative feelings. Those who recognize stress as negative tension fail to realize that stress can also generate a positive reaction to a stimulus. Actually stress is not all that bad but it is just our body's reaction to the state in which we are. There are two types of stresses, the first one is eustress and the second one is distress. Eustress is the positive stress and distress is the negative stress. The positive reaction of stress can drive individuals to achieve and to test their potential to its fullest. Stress can be a positive aspect of learning if students experience stress as a challenge can exhibit an increased capacity to learn (Roberts & White, 1989). Distress or negative stress, is when the stress becomes too much to bear or cope with. This kind of stress leads to poor decision making. Physiological symptoms of distress include increase in blood pressure, rapid breathing and generalized tension. Behavioral symptoms include overeating, loss of appetite, drinking, smoking and negative coping mechanism.

Auerbach and Grambling (1998) argue that stress can leads to serious problems if it is not managed effectively. Moreover, when a person is exposed to chronic stress, she or he is likely to experience both physical illness (including heart disease), and mental illness (e.g., anxiety disorders). Stress can also lead to change in people's behaviors, such as nail biting, heavy breathing, teeth clenching and hand wringing. When people are stressed, they may feel cold hands and feet, butterflies in stomach, and sometimes-increased heart rate, which all are regarded as common physiological effects of stress, which can be connected to emotion of anxiety (Auerbach & Gramling, 1998).

Stress has become an important topic in academic circles. It is one of the significant obstacles for school students' academic performance. Academic stress

refers to a stress that arises due to academic factors such as heavy school schedule, unrealistic expectation and demands of parents and teachers, low academic performance, poor study habits and not having enough time to deal with school's multiple priorities (Banerjee, 2011). Therefore academic stress is defined as the stress that comes from the pressure to perform well in school examinations and competitive college entrance examinations. As it has already been discussed that stress is not always negative but its optimum level is indispensable for the sound survival of life. In the same way it has been found that moderate amounts of stress can help motivate students and sometimes increase academic performance. The fear of failing can also help to motivate students to prepare and perform well. Although an optimal level of stress can enhance learning ability (Kaplan & Sadock, 2000), but too much stress can cause physical and mental health problems (Niemi & Vainiomaki, 1999; Laio et al., 2007), reduce self-esteem (Bressler & Bressler, 2007; Linn & Zeppa, 1984; Silver & Glicken, 1990) and may affect the academic achievement of students (Choi et al., 2007; Elliot et al., 2005; Hofer, 2007; Robbins et al., 2006; Trautwein et al., 2006; Was et al., 2006).

It is very shocking that academic problems have been reported to be the most common source of stress for students (Aldwin & Greenberger, 1987; Blumberg & Flaherty, 1985; Clark & Rieker, 1986; Evans & Fitzgibbon, 1992; Felsten & Wilcox, 1992; Kohn & Frazer, 1986; Mallinckrodt et al., 1989; Struthers et al., 2000). Babar et al (2004) also found out that the most dominant stressors were that of academics and examinations. Academic stress can affect a student's grades, health, and personal adjustment. Some students have become so preoccupied by grades that their health begins to deteriorate. Research suggests that there are many sources of academic stress. Students may feel stressed, by their own high academic expectations. In addition to their personal experiences of stress, studies identify many other sources of academic stress, including parents, teachers, school administrators, and larger societal origins (Lee & Larson, 2000; Schooll and, 1990; Verma & Gupta, 1990; Verma et al., 2002). Academic stress comes from too much homework, unsatisfactory academic performance, preparation for tests, lack of interest in a particular subject, and teachers' punishment. Mental health professionals in India have identified academic pressure as an acute stress factor that leads to mental distress, and in extreme cases, to suicide, as for instance, Phone counsellor Vadakkekara (Iype, 2004) says, "I get

hundreds of calls from students who are contemplating suicide because they could not achieve the good scores expected by their parents.” This report suggests that academic stress is a ubiquitous problem that students encounter every day.

Today, school and exams are an inevitable aspect of most children’s lives across the cultures. Students have to face many academic demands, for example, school examination, answering questions in the class, showing progress in school subjects. Understanding what the teacher is teaching, competing with other class mates, fulfilling teachers and parents academic expectations. Parents put pressure on their children to work hard so that they can get admission in reputed institutions in such a competitive world. The overall unemployment situation in India has also provoked parents to put pressure on their children for better performance. These demands and pressure make students stressed. As we know that stressful events mostly arise when an individual finds a situation as threatening or challenging and does not have the appropriate coping skills to deal with it. So if a student finds that he/she is unable to fulfil the demands of parents and teachers, he/she may get stressed. In an academic situation, such as school, a student reacts in the form of mental distress to an anticipated frustration associated with failure in annual examination or even to the awareness of the possibility of such failure (Gupta & Khan, 1987). Academic stress is an emotional tension of a student which is expressed or felt by him during his failure to cope with the academic demands and its consequences may be exhibited in the form of major health hazards and problems, both physical and mental. Among the stressors, test or exam anxiety is one of the main causes of academic stress and most students seem to be more emotionally vulnerable to examination (Fisher, 1994). Another frequently reported source of stress that most college students experience is receiving a lower grade than they expected (Evans & Fitzgibbon, 1992; Kohn & Frazer, 1986; Mallinckrodt et al., 1989; Ratana, 2003).

For some students, the experience of academic stress leads to a sense of distress, which is generally manifested in a variety of psychological and behavioral problems. In recent time, there has been appeared several news regarding the increasing suicide rate among students of young age. Students have many obstacles to overcome in order to achieve their optimal academic performance. Academic stressors refer to any academic demands (e.g., internal, social, or environmental demands) that cause a student to adjust. Academic stressors are those events in a

student's life that affect students' academic performance and mental health. Normally, excessive homework, time issues, examinations and competitions are accepted as academic stressors that can be generalized to all cultures.

The Indian examination-oriented education system results in excessive academic demands and stress in students. This educational system in India judges the students on the basis of their performance in the annual examination held at the end of every session. Excessive academic workloads and academic stress are severe obstacles in Indian education system. As in India, psychologists have speculated that academic stress leads to adolescent distress (Iype, 2004) which is generally manifested in a variety of psychological and behavioral problems. For example, a study conducted by a mental health organization in 150 educational institutions in New Delhi found that 40% of students feel overwhelmed by exams. Another study conducted by a non-governmental organization on 850 students and found that 57% were depressed and 9% had considered committing suicide as a result of academic stress (Pasmantier, 2005). Many students frustrated with the pressures of school tend to act out in violent and uncharacteristic ways. Another study conducted by Arun and Chavan (2009) in Chindigarh (India), showed that out of 2402 adolescent students, 1078 (45.8%) reported psychological problems, 1201 students perceived problems in their role as students, 930 (45%) had academic decline, 180 (8.82%) students perceived that life was a burden, 122 (6%) reported suicidal ideas and 8 (0.39%) students reported suicidal attempt. Moreover it was also revealed from other studies that mental health problems among children and adolescents are frequent in India (Narang, S. K., 1994, & Verma, S., & Singh, M. B., 1998). This situation is very alarming, therefore academic stress and its impact should be a serious issue among researchers because of increasing incidence of suicides among students.

There are many factors that can cause stress and influence a student's academic performance and therefore affect his or her overall grade point average (GPA). The amount of exercise, nutritional routines, sleep, class attendance and also the amount of social support the student perceives, all can contribute to how a student academically performs (Hammer et al, 1998). There are also a number of health-related factors that can contribute to a student's academic performance, and therefore have an effect on his or her grade point average (GPA). Exercising too much or not at all can influence academic performance. Some studies have shown that the amount of

social support from family, friends and mentors can make a huge impact on a student's success. Some research on sleep suggests that people who sleep fewer hours a night may have psychological maladjustment. Sleeping shorter amounts of time has shown to increase factors such as anxiety and stress, which have been associated with academic performance (Kelly et al, 2001). These factors cause students problems by causing shortened attention span and also increasing the number of errors students make on tests. In a study Dawood (1995) found that students' stress affects their academic performance. He further showed that the most frequently mentioned stressor by students was school and fear related.

Researches on the difference of stress levels between sexes are usually conducted directly or indirectly. Previous researches shows that female students experience more stress compared to the male students like the research by Gadzella and Baloglu (2001) showed that female students experience stress during changes in their life. While Muhammad Shah (1993) found that there is a significant difference between the stress experienced by male and female students and the research by Mohd Jafri (1991) showed that female students experience more stress when faced with problems compared to the male students.

High school students are generally more prone to stress and anxiety. Being in a transitional stage between childhood and adulthood, they have to confront with varied types of stresses and strains, because adolescence is a very crucial period of time where young people experience self organization and role confusion. For them, stress mainly comes from academic tests, interpersonal relations, relationship problems, life changes, and career exploration. Such stress may usually lead to psychological, physical and behavioral problems. The rising expectations of the parents in terms of scores in high school examinations sometimes put extra burden on adolescents, which may sometimes cause many physical or mental ailments, if not dealt effectively. Mates and Alisson (1992) found that among the academic factors that contribute to the stress in high school students is their achievement in academics. It was reported that school-related situations such as tests, grades, studying, self-imposed need to succeed, as well as that induced by others are the main sources of stress for high school students (Kouzma and Kennedy, 2004)

Stress associated with academic activities has been linked to various negative outcomes such as poor health (Greenberg, 1981; Lesko & Summerfield, 1989; Campbell & Sevenson, 1992), depression (Aldwin & Greenberger, 1987), and therefore poor academic performance (Clark & Rieker, 1986; Linn & Zeppa, 1984; Misra, McKEAN, West & Russo, 2000). For example, Lesko and Summerfield (1989) found a significant positive correlation between the incidence of illness and the number of exams and assignments. Similarly, Aldwin and Greenberger (1987) found that perceived academic stress was related to anxiety and depression in college students. Nevertheless, while too much stress can interfere with a student's preparation, concentration, and subsequently performance, but positive stress can be helpful to students by motivating them to peak performance (Pfeiffer, 2001).

On the basis of the afore-mentioned descriptions, we can say that academic stress is a serious problem for young students in this competitive world which leads various behavioural and psychological problems. Therefore it is important for the institutions to maintain well balanced academic environment conducive for better learning, with the focus on the students' personal needs. Students have different expectations, goals, and values that they want to fulfil, which can only be possible if the students' expectations, goals, and values are integrated with that of the institution (Goodman, 1993). Hence Social scientists particularly psychologists should focus on problems of academic stress and should suggest the psychological strategy to deal it effectively.

## **Self-concept**

Self-concept has been taken as the first criterion variable of the present research endeavour. Let us start to discuss the origin, concept and development of self-concept. Discussions about the self have been of interest to early philosophers such as Socrates, Plato and Aristotle. Socrates argued that the self is the soul, where as Plato focused on the intellect and the rational part of the soul, where he tied the notion of the self to cognitive principles. Aristotle however, rejected Plato's rationalism and claimed that the mind is higher than the soul, and that the mind is an independent substance implicated within the soul (Hattie, 1992).

An individual's identity lies in his sense of 'self'. The meaning of 'self' in psychology is described as "an individual regarded as conscious of his own

continuing identity and of his relation to the environment.” Murphy (1947) said that the ‘self’ is the individual as known to the ‘individual’; it is the way in which one perceives one’s self. It is the centre of anybody’s experience thoughts, emotions, attitudes, knowledge and sentiments. Generally the term self has two distinct sets of meanings. One set has put emphasis on people’s attitudes about themselves; their picture of the way they look and act; the impact they believe, they have on others; and their perceived traits abilities, and weaknesses. This collection constitutes the concept of self image. The second set of meanings relates to the executive functions processes by which the individual manages, copes, thinks, perceives, remembers, and plans. These two sets of meaning, self as ‘object’ and self as ‘process’ are seen in most theories involving the notion of self. Hence self is the nucleus of personality. Sense of ‘self’ gradually develops and changes as a result of a multiplicity of factor which a person experiences during a process of all round growth and development from the period of infancy till attaining maturity and it remains to continue with the life of the person despite his/her social, religious, cultural, and ethnic diversity.

The concept of self has always been given considerable attention, and many have been using it interchangeably with terms such as spirit, psyche or soul to refer to self. The earliest milestone in the self-concept theory came in 1644 when Rene Descartes wrote ‘Principles of Philosophy’. A second milestone in the development of self-concept theory was the writing of Sigmund Freud (1900) that talks about our internal mental processes. Sigmund Freud introduction and emphasis on the self was introduced through the concept of ego development and functioning. His theory holds that we have three main aspects within us, the id (pleasure-oriented), ego (balance between id and superego) and the superego (conscience-driven) which may influence the way we think of ourselves. While Freudian psychologists explored consciousness, the Gestaltists focused on the value of insight. However, the behaviourist gave attention only to measurable and observable behavior and thus, gave little attention to the self.

The current interest in self-concept can be traced back to the work of William James (1890) who is regarded in history for his development of the philosophy of the ‘self’ and development of the ‘self’ into a cohesive theory. James demonstrated the ‘self’ as the core of the personality pattern which provides unity and he also hypothesized that there is a hierarchical order of the self starting at the lowest order

with the ‘material self’ followed by the ‘social self’ with the ‘spiritual self’ being the highest level (Bracken, 1996).

The term ‘self-concept’ has great significance. The self concept is a very interesting and important aspect of human psychology. It shapes how the individual views his relations with the world and reflects his overall quality of being. The self-concept is basically a set of ideas about oneself: who you are as a person, and your place in the world, society, and the lives of people around you. Self concept is an important phenomenon for a healthy and sound personality of an individual. It serves as the frame of reference for the individual to relate himself with others. It is dynamic, unique, and always evolving. The success and failure of one is largely dependent upon one’s perceptions of him/her and what others think of him or her.

Thus the perception of oneself influences a person’s identity, body image, self-esteem, and role in society. Self-concept can be defined as the concept that an individual has of him- or herself (LeFrançois, 1996). No person is born with a self-concept. Self-concept develops as a person grows old. It means that our perceptions towards our selves can be shaped, reshaped, and can also be affected by environmental factors. We develop and maintain our self-concept through the process of taking action and then reflecting on what we have done and what others tell us about what we have done. That is, self-concept is not innate, but is developed by the individual through interaction with the environment and reflecting on that interaction. A positive self-concept is an important part of an individual’s happiness and success. Individuals with a positive self-concept have self-confidence and set goals they can achieve.

Various Psychologists have tried to view varied nature and meaning of self concept, which are being presented here.

Raimy (1943) was the first person who defined the self-concept, “the self-concept is the more or less organized perceptual object resulting from present and past self observation... (i.e.,) what a person believes about himself. The self-concept is the map which each person consults in order to understand himself, especially during moment of crises or choice”. According to Raimy’s point of view, self- concept serves as an executive in that it represents for the individual a way to make a variety of decision with some consistency. Whereas Allport (1961) has defined self-concept as

something of which we are immediately aware. We think of it as the warm, central private region of our life. As such it plays a crucial part in our consciousness (a concept broader than self), in our personality (a concept broader than consciousness) and in our organism (a concept broader than personality). Thus it is some kind of core in our being.

As stated by Franken (1994), “there is a great deal of research which shows that the self-concept is, perhaps, the basis for all motivated behavior. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behavior”

An individual's self-concept is the subjective collection of attitudes and beliefs about him or her. It includes thoughts and feelings about one's strengths, weaknesses, abilities and limitations (Caputo, Hazel, McMahon, & Dannels, 2002). Thus the term self-concept refers to the ordered set of attitudes and perceptions that an individual holds about him/her (Wolffe, 2000; Woolfolk, 2001; and Tuttel & Tuttel, 2004).

Weiten, Dunn, & Hammer (2012) has recently pointed out that a self-concept is a collection of beliefs about one's own nature, unique qualities, and typical behavior. Your self-concept is your mental picture of yourself. It is a collection of self-perceptions. The more recent definition given by Pastorino & Doyle-Portillo (2013) is that “Self-concept is our perception or image of our abilities and our uniqueness. At first one's self-concept is very general and changeable... As we grow older, these self-perceptions become much more organized, detailed, and specific.”

Person's self-concept not only comes from internal individual perceptions, but can also be influenced by individual experiences and external information from others. As stated by Belmore & Cillessen (2006) self-concept is the perception that individuals have of their own worth. This includes a composite of their feelings, a generalized view of their social acceptance, and their personal feelings about themselves. People's self-concept addresses a more factual side of their life, such as knowing what they enjoy or what they tend to think about themselves. According to Klein, Loftus and Burton (1989) and Van Hook and Higging (1988) self-concept is an organized collection of beliefs and self-perceptions about oneself, including one's attitudes, knowledge and feelings regarding abilities, appearance and social relationships. The self is a framework that determines how we process information

about ourselves, including our motives, emotional status, self-evaluations, abilities and much else.

The recent literature has general agreement that the self-concept is the product of cognitive appraisals an individual makes about his/her personal attributes (Hattie, 1992; Marsh et al., 1985; Vander Werff, 1990). Taylor, Davis-Kean, and Malanchuk (2007) have stated about self-concept as "the cognitive representation an individual has of him- or herself". Hence, Purkey (1988) says that it may also be defined as the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence.

Individuals have general perceptions about themselves that make up their global self-concept, whereas more bounded perception can comprise self-concepts about academic, social, emotional or physical facets of self (Marsh & Shavelson, 1985; Pajares & Schunk, 2001). Shavelson, Hubner & Stanton (1976) proposed multifaceted and hierarchical model of self-concept. They postulated that self-concept in general term is one's perception of self. This is basically derived from interaction with significant other's in our life, by self-attribution and the overall experience that he gains in the social environment. The main self-concept consists of the general self-concept. This general self-concept is broken down into academic and non-academic self-concept. The academic self-concept can be divided further into second order specific subject self-concepts like English, History, Mathematics, and Science etc. which can explain learner achievement in each subject. The non-academic self-concept however consists of social, physical and emotional self-concepts. The social self-concept refers to peer self-concept and significant other's self-concept; the emotional self-concept can be seen as self-explanatory that refers to specific emotional states such as anxiety, love, happiness, depression, and anger. And physical self-concept consists of physical ability and how the individual perceived physical appearance (Hattie, 1992; Waugh, 1999).

Self-concept holds three major assumptions about our personal judgement towards our selves, that are— it is learned, organized, and dynamic. Self-concept is learned indicates that, no person is born with a self-concept. Self concept is learned and it is believed to develop as a person grows old. This means that an individual's perceptions and evaluations towards himself/herself can be shaped and can be altered,

and can also be affected by environmental factors. In this sense, self-concept is actually a product of social interactions and development. It gradually emerges in the early stages of life and is shaped and reshaped by experiences through adolescents to adulthood. Self-concept is organized denotes that, a person may have numerous perceptions of himself, for example, he may think that he is a caring, loving, kind, patient, selfish, cruel, rude and stubborn. It does not matter how many different perceptions a person has regarding himself/herself, still there is one perception that facilitates all of these insights, making one organized self-concept. It is generally organized and stable quality of self-concept that gives consistency to the personality and help individual to resist change. Self concept is dynamic refers that, an individual faces different types of situations in his life, his self concept may constantly change depending on the way he responds to such life changes. We behave according to how we perceive ourselves in a particular situation. Self-concept is a continuous development wherein we tend to let go of the things and ideas that are not congruent to our self-concept, and we hold on to those that we think are helpful in building a more favorable perception of our personal existence.

Roger (1959) suggested that self concept has three different components. The first one is self-image or how you see yourself. This does not necessarily have to reflect reality. For example, a person with anorexia who is thin may have a self image in which individual believes that he or she is fat. A person's self image is affected by many factors, such as school environment, academic performance parental influences, friends, and the media etc. The second one is self-esteem. This refers to the extent to which we value ourselves. How much we like, accept or approve of ourselves. We may have either a positive or a negative view of ourselves depending upon how others respond to us and how we compare ourselves to others. When people respond positively to our behavior, we tend to develop positive self-esteem. When we compare ourselves to others and find ourselves lacking, it can have a negative impact on our self-esteem. Self- esteem is an enduring and affective sense of personal value based on self- perception that affects the structure of self concept as well as the positivity of person's self-concept. Self-esteem is considered as a main input to success in life. The development of a positive self-concept or healthy self-esteem is extremely crucial for the happiness and success of children and teenagers. Students with a positive self-concept and high self-esteem are most likely to succeed academically, socially and

physically (Ormrod, 2000). The third one is ideal self or what we wish we could be. In many cases, the way we see ourselves and how we would like to see ourselves do not quite match up. According to Roger, everyone strives to become more like an "ideal self". The closer one is to their ideal self, the happier one will be. When there is a corresponding relationship between the real self and ideal self, a person is generally happy and satisfied, while discrepancy between real self and ideal self often results in sadness and dissatisfaction.

There is an intimate relationship between self-image, ideal self and self-esteem. According to Rogers, the degree to which a person's self-concept matches up to reality is known as congruence and incongruence. Congruence occurs when self-concept is fairly well aligned to reality. Incongruence happens when reality does not match up to our self-concept. Roger's basic principle is that people have a tendency to maximize self-concept through self actualization. He believed that for a person to achieve self-actualization, he/she must be in a state of congruence.

An important theory related to self-concept is the 'Self-Categorization Theory' (Turner et al., 1987) which states that the self-concept composed of two key parts: a personal identity and a social identity. Our personal identity includes such things as personality traits and other characteristics that make each person unique. Social identity includes the groups we belong to including our community, religion, college, and other groups. Research by Trautwein et al (2009) indicates that children and adolescents begin integrating social comparison information into their own self-concept in elementary school by assessing their position among their peers. Gest et al. (2008) revealed that peer acceptance has a significant impact on one's self-concept by age 5, affecting children's behavior and academic success. Both of these research examples demonstrate the social influences on a person's self-concept.

Bracken (1992) suggested that there are six specific domains related to self-concept:

- **Social** - the ability to interact with others
- **Competence** - ability to meet basic needs
- **Affect** - awareness of emotional states
- **Physical** - feelings about looks, health, physical condition, and overall appearance

- **Academic** - success or failure in school
- **Family** - how well one functions within the family unit.

Self-concept is influenced by various factors, including our childhood experiences, how other people respond to us, and how we relate to other people. Beginning infancy, children acquire and organize information about them as a way to enable them to understand the relation between their self and their social world. Parental upbringings contribute to a significant factor that affect self-concept. Positive parental upbringings build up a positive self-concept among children. On the contrary negative parental upbringings build up a negative self-concept among children. Another factor that affect self concept is continuous failure in one's life. Continuous failures in his life make him feel that he is useless and gradually, negative self-concept is developed in this person. Whereas, a positive self-concept is developed if a child sees failure as an opportunity for him to improve himself in every aspect of life or in decision-making. Another significant factor that affects self-concept is depression. A person who suffers from depression tends to think in a negative way and response negatively towards everything including evaluating themselves. Moreover, internal self-critic is another important factor that affects self-concept. Internal self-critic is needed to evaluate every action and decision that a person takes in his/her life. If a person always evaluates himself/herself negatively then he/she is likely to develop negative self concept. On the other hand if he/she evaluates himself/herself in positive way, then positive self-concept develops.

There is debate among researchers that when self-concept development begins but they all are agree on the importance of person's life. Tiedemann (2000) indicates that parents' gender stereotypes and expectations for their children impact children's understandings of themselves by approximately age 3. While others suggest that self-concept develops later, around age 7 or 8, as children are developmentally prepared to begin interpreting their own feelings, abilities, and interpretations of feedback they receive from parents, teachers, and peers about themselves. Despite differing opinions about the onset of self-concept development, researchers agree on the importance of one's self-concept, which plays an important role in the regulation of people's behavior, and influence cognitive and emotional outcomes including academic

achievement, levels of happiness, social integration, anxiety, life satisfaction, and self-esteem, and help individual in taking significant decisions.

The development of self-concept is through the learning process since childhood. At birth the individual does not have self-concept; he does not have knowledge of himself, because the self concept is learned, and no one is ever born with a self-concept (Purkey, 1988). The reality is that the individual, at birth, has no awareness of himself as separate from his environment. Slowly, the child begins to differentiate between the ‘me’ and the ‘not me’. Piers and Herzberg (2002) pointed out that a child's total self-concept is shaped by both cultural and biological factors and formed in the individual through interactions with the environment. Various psychosocial theories have been developed to explain the development of self-concept. Self-concepts, a crucial component of our lives, can shape how we develop during childhood and affect who we become as adults. Shavelson, Hubner, & Stanton (1976) have stated that self-concept develops as a result of one's experiences with the environment and one's evaluations of these experiences. Additionally, opinions of significant others, causal attributions, and concrete feedback play a crucial role in the process of self-concept development.

Lewis (1990) suggests that development of a concept of self has two aspects: -

**The Existential Self:** The child begins to realize that he/she exists as a separate entity from others, and that they continue to exist over time and space. According to Lewis awareness of the existential self begins as young as two to three months old and arises in part due to the relation the child has with the world.

**The Categorical Self:** When a child realizes that he or she exists as a separate experiencing being, the child next becomes aware that he or she is also an object in the world. So the child is becoming aware of him or herself as an object which can be experienced and which has properties such as age, gender, size or skill. In early childhood the categories children apply to themselves are very concrete (e.g. height, hair color, and favorite things). But later, self-description also begins to include reference to internal psychological traits, comparative evaluations and to how others see them.

A child surrounding, experiences and the style of parental upbringing contribute a significant influence towards the development of concept of self. When

parents interacted and maintained a positive attitude with their children, a more positive self-concept was developed and self-esteem was raised (Dusek & McIntyre, 2003). Conversely, when the interaction between parent and child was minimal, or family communication was poor, negative self-concept and low self-esteem resulted. When children enter in the school, their experience in the school environment has a major impact on their development of self-concept, identity, body image, self-esteem, (Berger, 2001). Children compare their abilities, academic performance, and social status to those of their peers and seek acceptance and approval from this group. The school-age is very important on receiving acceptance and approval by one's peer group to feel included and positive about oneself. Parents, teachers, and peers have a direct influence on the children's developing feelings, views, and concept of self. During the middle-school years, adolescents become more dependent on peer groups and begin to formulate their self-concept and self-understanding based on the influences of others (Berger, 2001). The development of a positive self-concept during adolescence period is very necessary for healthy personality development. Healthy self-concept for the adolescent often lies in parental involvement and support. Hence the role of parents in developing self-concept in children can't be overlooked and the same has been proved by various studies and experiments (Hammett, Omizo, and Loffredo, 1981, Benner and Mistry, 2007)

The self-concept of students refers to a student's perceptions of himself or herself in both academic and non-academic domains such as social, behavioral and job-related (Manning, 2007). The self-concept of the students can be influenced by certain factors. It can be due to the teachers' attitude toward them or the way their parents treat them. These factors can influence the self concept of students either in positive way or in negative way. Positive or negative self concept of students may greatly affect the academic performance of the students. Marsh (2005) found that a student's self-concept is partially dependent on his or her surroundings. He describes this as the big-fish-little-pond effect (BFLPE). If the average ability of classmates is high, equally able students most likely will have a more negative academic self-concept. However, if the average ability in a given student's class is low, then he or she is more likely to have a positive academic self-concept. Students frequently display a decline in self-concept during elementary school and the transition to middle level. This decrease represents an adaptive reaction to the overly positive self-

perceptions that are characteristic of childhood. Young children tend to overestimate their competence because they lack the cognitive maturity to critically evaluate their abilities and to integrate information from multiple sources. As students develop, they better understand how others view their skills and better distinguish between their efforts and abilities. As a result, their self-perceptions become increasingly accurate (Harter, 1999). As students transition from middle level to high school, their self-concept gradually grows. Increasing freedom allows adolescents greater opportunities to participate in activities in which they are competent, and increased perspective-taking abilities enable them to garner more support from others by behaving in more socially acceptable ways (Harter, 1999).

Academic self-concept refers how well a student does in school or how well he learns. There are two levels of academic self-concept: a general academic self-concept of how good a student is overall and a set of specific content-related self-concepts that describe how good he is in math, science, language arts, social science, etc. The relationship of self-concept to school achievement is very specific. General self-concept and non-academic aspects of self-concept are not related to academic work; general academic achievement measures are related moderately to academic success. Specific measures of subject-related self-concepts are highly related to success in that content area. In this context, Gage and Berliner (1992), Showed that measures of general or even academic self-concept were not significantly related to school achievement. It was at the level of very specific subjects (e.g., reading, mathematics, science) that showed a relationship between self-concept and academic success.

It has been observed that prevailing problems of students like, dropping out, poor attendance, low grades, truancy, and negative attitude toward teachers and peers which affect their academic performance and adjustment in school are often due to negative self-concept. Therefore self-concept is considered a very important determinant of school success and academic achievement (e.g., Marsh, 1992, 1993; Guay, Marsh & Boivin, 2003; Marsh & Koller, 2004). In this perspective, Hamachek (1995) said that students with high self-concept generally approach school-related tasks with confidence, which is not found in children with low self-concept. But it appears to be consequence rather than a cause of high achievement (Baumeister et al., 2003). This suggests that increasing students' academic skills is a more effective

means to boost their self-concept than vice versa. Studies conducted by many researchers indicated that academic performance or ability is associated with self-concept among elementary school children (Black, 1974; Rogers et al. 1978), early adolescences (Demo & Savin Williams, 1983), and later adolescents (O'Malley & Bachman, 1979). This indicated that self-concept is an important variable for determining academic achievement of students across the all age groups.

After reviewing various studies, theories and definitions on the very nature and the importance of self-concept, it becomes clear that the phenomenon of self-concept is of utmost significance which determines and influence behavior. How a person views himself affects his behavior to a great degree. Many of the successes and failures that people usually experience in several spheres of life are closely related to the ways people have learned to view themselves and their relationships with others. A positive opinion of self makes one confident giving him high self-esteem which results in a positive self-concept. Positive self-concept makes him feel confident and competent. On the other hand, lack of positive opinion about oneself and having self-doubt and self blame contribute to a negative self-concept. In this way, an individual experiences doubts and lack of self-confidence in his capabilities. Therefore the development of adequate personality is closely related to the development of positive self concept. A healthy self-concept is necessary for overall physical and mental wellness. An adolescent who has a positive self concept is more likely to follow the problem solving approach and tends to be spontaneous, creative and original, whereas an adolescent with distorted or inadequate self concept does not come to grips with the problems of life. He tends to view himself as unwanted, incompetent and develops inferiority complex. Due to poor self concepts such adolescents have lack of confidence in the mastery of environments and leads to academic failures. Therefore it is very important for adolescents to develop a positive self-concept in order to have chances for a happy and satisfying adulthood.

## **Adjustment**

The concept of adjustment is as old as human being on the earth. Adjustment is an essential characteristic of human life. Human beings struggle constantly to satisfy their needs by relating in one way or another to their physical environment. In the modern society, life is becoming very complex and conflicting, and competitive

day by day. If an individual is well adjusted only then one can survive without psychological stress resulting from maladjustment. Thus an adjustment is the process by which living organism maintains a balance between the needs and the circumstances that influence the satisfaction of these needs. An individual is not born adjusted or maladjusted, it is his physical, mental and emotional potentialities that are influenced and directed by the factors of environment in which he finds himself adjusted or maladjusted. Adjustment and maladjustment gradually develops. Therefore, Adjustment can be understood as a process of altering one's behavior to reach a harmonious relationship with their environment. Adjustment varies with the age and continues throughout one's life cycle. Most of the adjustments we make do not even register on our mind as they are not significant enough and we make them like a reflex action. Little thought goes into such adjustments. Travelling in a bus or train is an adjustment, so is going out in the playground and coming back to the classroom, taking up a study programme, taking up a job, working in a place away from home, getting married, or seeking a separation or divorce, all involve adjustment of varying degrees. Adjustment denotes the process whereby an organism or an individual enters into a relationship of 'harmony' or equilibrium with the environment. Thus adjustment is a behavioural process by which a person maintains balance among various needs that one encounters at a given point of time. Therefore adjustment is a process wherein one builds variations in the behaviour to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment.

The term adjustment has been defined by different thinkers in their own respective ways. Psychological adjustment has been described in many ways, from life satisfaction, positive emotions and wellbeing to successful adaptation to life (Ryff, 1989). Shaffer (1961) emphasized that adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Singh (1982) described adjustment as a process which makes man to learn to deal effectively with the environmental demands and strains and to get satisfaction of internal needs and urges. Coleman (1960) suggested three criteria for effective adjustment: (i) the behavior of the individual meets the objective requirements of the situation, (ii) an individual's behavior satisfies his overall needs and (iii) the behavior of the individual is compatible with the welfare

of the group. According to Lazarus (1976) “Adjustment consists of psychological process by means of which the individual manages to cope with various demands and pressures of life.” Parikh, et al (1978) defined adjustment in terms of one's orientation towards his parents, peers, school and himself in terms of the satisfaction he derives from his interactional relationship with the significant others and himself. According to Goodstein (1975) the psychology of adjustment is the particular part of the science that attempts to understand and explain the complex interpersonal behaviour that people exhibit in their daily life. Good (1959) states that adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. Kulshrestha (1979) explained that the adjustment process is a way in which the individual tries to deal with stress, tensions, conflicts etc., and meet his or her needs. In this process, the individual also makes efforts to maintain harmonious relationships with the environment.

On the basis of the above definitions and views we can say that adjustment is a process that involve both mental and behavioural responses, through which an individual strives to cope with inner needs, tensions, frustrations and conflicts and to bring harmony between these inner demand and those imposed upon him by world in which he lives. Thus, adjustment refers to the psychological processes through which individuals manage or cope with the demands and challenges of everyday life. Therefore in adjustment, the two crucial factors are the individual and the environment. In the study of the individual, the considerations are the heredity and biological factors, the psychological factors, and the quality of socialization given to him or her, whereas environmental factors include all the social factors.

Systematic emergence of the concept of adjustment starts from Darwin's theory of evaluation. In those days the concept was purely biological and he used the term adaptation which refers to efforts by a species to adjust to changes in the environment. Darwin maintained that only those organisms survive that are best fitted to adapt to the hazards of the every changing physical environment. He profound the theory of “survival of fittest” in to continue struggle going on among different living beings .The behaviour of organism can described as reactions to a variety of pressures or demands that are brought to bear upon them in their environment. A great deal of human behaviour can be explained in terms of human action as adaptation to various kinds of physical demand. Man, among the living being, has the highest capacities to

adapt to new situations. Man as a social animal not only adapts to new situations and to physical demands but he also adjusts to social pressures in the society. They also adjust to psychological demands that emerge in the interactional process with other persons in the society. This biologically originated concept of adaptation was renamed as adjustment by psychologists, because they are primarily more concerned with psychological adjustment than physical adaptation of human beings in society. The word adjustment has been discussed and described in various ways by different psychologist, biologists, mental hygienists and other behavioural scientists.

As discussed above, biologists take adjustment in terms of adaptation to the physical world. Some describe adjustment in terms of conformity to the environmental demands; some state that a normal or statistically average man is an adjusted man. Clinical psychologists consider an organized behaviour is to be adjusted behaviour and therefore, freedom from fears obsessions, phobias hostilities, complexes, and other pathological symptoms, are the criteria against which adjustment can be evaluated. Personality psychologists define adjustment on the basis of self concept or self picture of the individual which should be in accord with reality. Adjustment is the process of meeting life problems, and is personality and the self concept aspect of personality in action. While counselling psychologists dealing with a maladjusted person, attempt to bridge the gap between the real self and the ideal self of the person. It means that maladjustment is taken to be a state of cleavage between the real self and the ideal self. Some psychologists have explained adjustment from quite a different angle and defined it in terms of integration of separate responses or acts.

We see that adjustment means reaction to the demands and pressures of social environment imposed upon the individual, and the demand may be external or internal to whom the individual has to react. An individual may be called adjusted at one time but he may be maladjusted at another time in the same social complex .He may be adjusted to one aspect of life and not to another, for example, he may be emotionally adjusted but socially maladjusted. Therefore Adjustment is considered as an index to integration; a harmonious behavior of the individual. Thus the term adjustment refers to the extent to which an individual's personality functions effectively in the world of people. It refers to the harmonious relationship between the person and the environment. In other words, it is the relationship that comes among the organisms,

the environment and the personality. A well adjusted personality is well prepared to play the roles which are expected of the status assigned to him within given environment. His needs will be satisfied in accordance with the social needs.

Some of the motives or needs that stimulate adjustive behaviour are primary physiological needs such as hunger and thirst of greatest importance in complex human adjustments. Social motives involved in interactions with other persons, including needs for security, approval, recognition affections, conformity, prestige, mastery, self realization and the like. Social motives are not inborn, but are learned by each person during the course of his development and socialization. Innate emotional responses provide the base from which many important social motives develop. Emotional motivation of the individuals has an especially important role in the process of adjustment.

We all are constantly in the process of adjusting to this or that situation or condition, or to the interpersonal relationship. So we try to adjust situations and conditions in our environment in such a ways that our daily program of activities runs smoothly. This process of adjustment is continuous that tends to bring out more or less changing attitudes throughout the individual's life. Human beings, indeed all living beings, make adjustment all their life. People as well as his environment are constantly changing as also are his needs in accordance with the demands of the changing external environment. Consequently, the process or terms of an individual's adjustment can be expected to change from situation to situation and according to Arkoff (1968), there is nothing like satisfactory or complete adjustment which can be achieved once and for all time. It is something that is constantly achieved and re-achieved by us (Mangal, 2006). An individual adjustment is adequate, wholesome, or healthful to the extent that he has established a harmonious relationship between himself and the conditions, situations, and persons who comprise his physical and social environment. Adjustment is relative in character because it varies to some extent with social and cultural norms and because of individual variations in behavior. There are no such things as a perfectly adjusted person. Even a well-adjusted person sometimes finds himself with problems beyond the scope of his adjustive ability.

A well adjusted person shows mature, efficient, satisfying and generally healthy responses. The term healthy implies that the response is wholesome, that is

best suited to man's nature, to his relations with others and to his responsibilities. Wholesomeness is an important characteristic of a good adjustment. A well adjusted personality is well prepared to play the roles which are expected of the status assigned to him within given environment. His needs will be satisfied in accordance with the social needs.

Psychologists have interpreted adjustment from two important points of view viz. adjustment as an achievement and adjustment as a process. Adjustment as an achievement refers how well and effectively an individual can perform his duties in different circumstances. If we interpret adjustment as achievement then we will have to set the criteria to judge the quality of adjustment. This would mean judging the quality on certain parameters. However, psychologists have been interested to examine adjustment as a process. Adjustment as a process has major importance for psychologists, teachers and parents. By this process the individual tries to bring harmonious, stable and satisfying relationship with his environment i.e. by this process the individual alters his impulses and responses to fit the demands of his environment. To analyze the process we should study the development of an individual longitudinally from his birth onwards. When a child takes birth, he is absolutely dependent on others for the satisfaction of his needs, but gradually with age he learns to control his needs. His adjustment largely depends on his interaction with the external environment in which he lives. When the child is born, the world for him is a big buzzing, blooming confusion. He cannot differentiate among the various objects of his environment but as he matures he comes to learn to articulate the details of his environment through the process of sensation, perception, and conception.

Adjustment during the period of adolescence will determine to a larger extent what will one be as a person as an adult. Most of the problems centring around adolescents or they remain always under the grip of stressors like about their physical appearance, health and physical development, marks scored, relationship with members of their families, their teachers, and peer of both sexes and home adjustment. The adjustment problems of adolescents are quite serious as they are confused and anxious regarding the biological, psychological and social challenges they have confronted. They have emotional problems like sudden mood changes, irritability, irresponsible behaviors, depression etc. In some cases the negative

emotions are too intense and prolonged which can result in depression or adjustment problems among adolescents (Sbarra, 2006).

Adolescence is a very critical period of development as it is believed to be a period of great stress and storm, during this critical period enormous biological, cognitive, and psychosocial changes occur that make an adolescent soft target of various psychological and adjustment problems if they are not handled tactfully. Adolescents' psychological problems are mainly determined by the extent to which they are adjusted in their home, school and in society. With respect to adolescent adjustment, Lamborn et al. (1996) pointed out that parental warmth/involvement and behavioral control is associated with greater social competence, autonomy, positive attitudes toward school and work, academic achievement and self-esteem, as well as with less depression, school misconduct, delinquency and drug use. Hetherington (2006) observed that adolescents in step families have more adjustment problems than their counterparts in non-divorced families. After home, school is the second major socialization institution for any child. It is the child's first exposure with the world outside the house. Adolescents spend a large proportion of their day in school or pursuing school-related activities, hence adjustment in adolescence is strongly influenced by the school environment in which the students function and acquire knowledge. Adjustment difficulties, loneliness and depression are much more common nowadays among college students than their peers who are not in college. Specifically, adjustment difficulties arise from unresolved family problems, the differences between the expectations and the realities of college, academic deficiencies, financial difficulties, and the lack of developing sufficient social support in the campus. When adjustment difficulties arise, many college students try to resolve such problems through unwise and sinful behaviours. If the adjustment is not proper it leads to development of maladjustment and discontent. This maladjustment may lead to absenteeism, truancy, low achievement and other unworthy habits of children (Subramanyam, 1986). The peers attain great importance during this period as there is substantial evidence linking poor peer relations to adjustment difficulties such as aggressive behavior, feelings of loneliness, poor academic achievement, school dropout, involvement in criminal activity, and mental health problems (Bagwell, Newcomb, & Bukowski, 1998; Coie, Dodge, & Kupersmidt, 1990; Parker & Asher, 1987).

By keeping in mind the objectives of present research, it is imperative to mention the areas of adjustment which are as follows:

**Home adjustment:** Home is first social institution where a child needs to be adjusted. It is the basic unit of society. Most of the children who are successful and well adjusted come from homes where a wholesome relationship existed between them and their parents, whereas children who were discouraged and rejected at home, lacked concentration in school work (Bowlby, 1969). With respect to adolescent adjustment, parental warmth/involvement and behavioral control are associated with greater social competence, autonomy, positive attitudes toward school and work, academic achievement and self-esteem, as well as with less depression, school misconduct, delinquency and drug use (Lamborn et al., 1996). The adjustment to home is very essential otherwise it may lead to deterioration in family relationships and peer group relationship outside home. Not only parental relationships influences adjustment or maladjustment of children but relationship with grandparents and other relatives are also equally important. Gauge and Bukoueski (1996) using a sample of 138 early adolescents and their parents examined the family and friendship with children's perceptions of adjustment and well being. The findings revealed that experiences of the family and friendship domains interact in their associations with children's impressions of their adjustment.

**School adjustment:** School is a world of varied human contacts that demands adjustment on the part of child. It is a world where friendships are made and those who do not easily make friends feel isolated. They are not self-bound. Particularly, minority and economically less favoured groups may feel lack of status and acceptance. Level of academic achievement during adolescence and educational attainment later in life are strong predictors of variety of indicators of well being in adulthood. A well-adjusted adolescent meets his/her college environment with the initiative of full sharing with others and for the optimum development of himself/herself. As the children start school they face many challenges. Personal challenges occur as children take new identity at school. Children face the challenges to adjust to the strange building, new teachers, new academic activities, and they need to mix with the new and more diverse group of children. When children exhibit a range of social skills associated with cooperation, initiating interactions or assertion, and self control, they are more likely to adjust easily to school. Poor school adjustment leads to low

academic achievement, behavioural problems, discordant educational aspirations and even school dropout (Vasalampi et al. 2009; Raju & Rahamtula, 2007). Researchers have shown that students who are maladjusted do not perform well in examination. Being a student is a very demanding task which requires adjustment to brand new experiences.

**Emotional adjustment:** Mental or emotional adjustment refers to an individual's overall psychological wellbeing that includes the way he feels about self, the quality of his relationships, and his ability to manage his feelings and deal with difficulties. Emotionally adjusted people predominately experience positive emotions, with few ups and downs in mood. Frequent, intense and apparently unjustified emotional outbursts lead others to judge the individual as "immature". Suppression of emotional expression results in moodiness, which tends to make the individual rude, uncooperative and preoccupied with self. Person's emotions exercise a potent influence upon his attitudes and behaviour. Those adolescents who are satisfied with their life styles, whose urges and desires are met with satisfactions tends to enjoy life to the fullest and become emotionally adjusted. Some students adjust well to the college environment whereas others struggle with the transition, some leaving school entirely (Ezezek, 1994; Holmbek & Wandrei, 1993).

**Social adjustment:** Social adjustment refers to adapting to social demands in a proactive manner. A social aspect of adjustment requires that the individual should achieve a reasonable compromise between his drive for self realization and the need of the society in which he lives. As pointed out by Gerdes and Mallinckrodt (1994), social adjustment is the process by which students become integrated into the campus community, build support networks, and negotiate the new freedoms afforded by college life. They should maintain a satisfying contact with the other members of their group. Socially adjusted students are assertive in voicing their thoughts and opinions. Moreover, these students are often resilient in the face of social criticism, shrugging off disagreements and criticism. They enjoy being around others. Social adjustment is the most difficult developmental task of adolescent's life. Adolescence is a period of social expansion and development. The adjustment must be made to members of the opposite sex in a relationship that never existed before and to adults outside the family and school environments. It was found that students who reported difficulty in

socially adjusting to college are more likely to suffer from feelings of loneliness, anxiety, and depression (Mounts, Valentiner, Anderson, & Boswell, 2006).

Now it is essential here to discuss briefly mechanisms of adjustment. Adjustment mechanisms are almost used by all of us. It is a device by which an individual reduces his tensions or anxiety in order to adjust himself properly with the environment. When the behaviour is satisfactory to the individual and society, there is said to be adjustment. However if behaviour responses are not adequate or satisfying, another pattern of behaviour is acquired. This changed behaviour is generally referred to as a mechanism of adjustment that is a learned responses tending to reduce an inner urge and to result in either individual or social satisfactions. Thus to solve problems or to meet conflicting situations an individual uses certain self adjustive and self defensive approaches which may protect him from frustrating situations. There are some basic mechanisms of adjustment which help people to make adjustment:

- 1) Sensing and perceiving: We receive information about our environment through our five sensory systems i.e. sight, hearing, touch, taste and smell. Each sensory mode has the ability to adjust to the environment.
- 2) Thinking: Thinking is a private mental activity which involves the creation of mental imagery. Thinking is vital for adjustment. Through thought we understand ourselves and others. It enables us to explore alternate solutions to problems before we take actions.
- 3) Reasoning: Reasoning is our ability to identify the logical implications of a statement, event, or relationship. Reason is a basic component in the process of adjustment. Reasoning allows us to seek new facts, weigh alternatives, and predict the outcome of our choices.
- 4) Learning: Learning is the most important process that helps us to make adjustment during our lives. Learning involves changing behavior as a result of one's experience. We gain new knowledge, skills, or new associations through the process of learning.

- 5) Feeling: Feeling make a bridge between the sensory and perceptual system, and the cognitive system. Basic feelings of anger, anxiety and love are intimately tied to survival in human and other animal species.
- 5) Identification: Identification is a process that is central to socialization. Identification refers of becoming like someone else in attitudes, values, and behaviour. An individual may attempt to gain personal satisfaction from the behaviour of other people. We may have the attitudes of our parents, teachers, friends, or religious leaders to get approval and love.
- 6) Coping: Coping is a term used for many strategies people use to overcome obstacles. Coping skills differ at each life stage but the tendency to cope is always present. Through coping we may try to alter some aspect of the environment and of ourselves. Thus we try to make adjustment.
- 7) Social responsiveness: Human beings are born into an active social system. From birth we are able to respond to social stimuli. For example, babies smile at the sound of the human voice. The social motive is very strong.

All mechanisms are used by people to protect against danger, regain mental health and enhance their self-esteem. They increase satisfaction and help in the process of adjustment if used within limit.

To conclude the above discussions, it is to say that adjustment is a process that helps a person to lead a happy and contented life while maintaining a balance between his needs and his capacity to fulfil them. Every human being seeks adjustment to various situations. He constantly makes efforts to adjust himself to his surroundings, because a good adjustment is essential for leading a happy life and gaining satisfaction. Satisfactory adjustment is characterized by behaviour which is both adaptive and constructive. Better adjustment helps a student to achieve academically better result. It enables him to change his ways of life according to the demands of the situation and gives him the strength and ability to bring about the necessary changes in the conditions of his environment.

## Achievement Motivation

Achievement motivation has been taken as third and last criterion variable in the present investigation. Motivation is essential to almost every aspects of life.

Motivating students to learn in school, colleges has become a topic of great concern for educationist and psychologists today. Lack of motivation is a big barrier in learning and a pertinent cause in the deterioration of educational standards. Achievement motivation is the tendency to endeavor for success and to choose goal oriented success. In an academic environment, achievement motivation is the enthusiasm for learning, the eagerness to acquire knowledge and grow in self-improvement. It is the moving force that instils within a child, the desire to accomplish or achieve. Achievement motivation in academics forms to be the basic for a good life. Students who are oriented towards achievement, in general, enjoy life and feel in control.

Motivation is generally defined as an internal condition that stimulates, directs and maintains behavior. The word motivation comes from the Latin verb *movere*, which means “to move”. Therefore, motivation refers to the processes that lead to the instigation, continuation, intensity, and quality of behavior. Motivation is the basic drive for all individual's actions that refers to the dynamics of their behavior which involves their needs, desires and ambitions in life. Motivation is an internal state or condition, sometimes described as a need, desire, or want that serves to activate or energize behavior and gives it direction (Kleinginna & Kleinginna, 1981). Motivation is the driving force behind all the actions of an individual. Every action is motivated by a purpose or goal. The factor that gives vigour to all human behaviour is the underlying motivation which may primary and secondary motives. Primary motives are the drives of the organism like hunger, thirst, and sex etc. while the secondary motives are learned motives like affiliation, fear, achievement and power etc. A motive is a relatively permanent and general characteristic of one's personality which is one of the determinants of motivation. A motivated person, therefore, is conceptualized as someone with cognitions or beliefs that lead to constructive achievement behavior, such as exerting effort or persisting in the face of difficulty. Specifically, motivation is a construct that describes why some people choose to participate in various activities, try harder, and persist longer than others.

The term achievement refers to the outcome of an individual's effort and action in some sphere of activity as Eysenck et al. (1972) in their Encyclopaedia of Psychology described the term achievement as a general term for the successful attainment of some goal requiring certain effort. The concept of achievement

illustrates the fact that subject is not only accomplishing a task without assistance but is trying to perform well with the aim of eliciting positive reinforcement for his demonstrated competence in the task. Thus, achievement motivation refers to a person's efforts to master a task, achieve excellence, overcome obstacles, perform better than others, and take pride in exercising talent.

The concept of achievement motivation was first systematically studied by McClelland (1953) and his associate, though the concept of achievement motivation actually originated by Murray (1938). McClelland conceptualized achievement motivation to denote the strong urge felt by an individual or society for achievement in various aspects like education, culture, money, etc. that satisfies the need of self-esteem. McClelland et al (1959) defined achievement motivation as a competition with a standard of excellence. Motivation stemming from a desire to perform well or a striving for success is called achievement motivation. Need for Achievement (n Ach) (McClelland, 1961) is one of the psychological motives that plays an important role in success and achievements of a person. Further McClelland defined achievement motivation as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery. Recently Daft (2008) has defined achievement motivation as “the desire to accomplish something difficult, attain a high standard of success, master complex tasks and surpass others.” The desire to undertake challenges with competitive spirit and sustained effort is better known as achievement motivation.

Thus the achievement motivation is characterized by a desire to attain a high standard of excellence and to accomplish the unique objective. The performance or achievement of any individual will depend upon his desire to achieve, though achievement is a learned motive to compete and to strive for success. Individuals with a high achievement motivation display a high level of aspiration in terms of achievement goals (Heckhausen, 1955). Level of achievement is affected by choice, effort and persistence. The higher these indexes, the higher the motivation and the more likely task achievement will occur.

Extrinsic and intrinsic motivations are fundamental constructs in conceptualizations of achievement motivation. Extrinsic motivation refers to engagement generated by external forces, such as incentives and rewards. It means

doing something which leads to a separable outcome. Intrinsic motivation refers to the performance of activities for the sake of the pleasure or satisfaction inherent in the activity itself which means doing something because it is inherently interesting or enjoyable. It is possible, of course, for a single set of behaviors to be driven simultaneously by both intrinsic and extrinsic motive (Spence, 1983).

Achievement motivation is based on reaching success and achieving all of our aspirations in life. As (Briones & Flores, 2010) stated that high achievers tend to be persistent and work hard to attain goals they set for themselves. Thus achievement motivation is an important psychological aspect to enhance the performance of students.

The term ‘achievement motivation’ has different connotations to different people. For someone it is the enjoyment of life and feel in control. To others it may convey the meaning of desire for success and accomplishment of tedious tasks. However, psychologists have defined achievement motivation in broader spectrum. Munn, Fernald and Fernald (1972) stated that “generally this motive (achievement motivation) is defined as a desire for attaining some specific standard of excellence.”

Various theories have been proposed to understand the concept of achievement motivation.

The McClelland’s theory (1961) focuses on three needs:

1. Need for achievement (n-ach). There is a strong need to excel, to achieve in relation to a set of standards, to strive to succeed. The n-ach person is achievement motivated and therefore seeks achievement, attainment of realistic but challenging goals, and advancement in the job.
2. Need for power (n-pow). This refers to the need to make others behave in a way that they would not have behaved otherwise. This drive produces a need to be influential, effective and to make an impact.
3. Need for affiliation (n-affil). This refers to the desire to make friendly and close interpersonal relationships. The n-affil person has a need for friendly relationships and is motivated towards interaction with other people.

From all the motivational systems the achievement motive attracted the most attention due to its relevance in all spheres of life.

All people possess all of the above motivational needs, though in different degrees and this mix of motivational needs characterises a person's style and behaviour. McClelland (1961) stated that most people possess and exhibit a combination of these characteristics. Some people exhibit a strong bias to a particular motivational need and this motivational need consequently affects their behaviour and working/managing style. Further McClelland (1961) also believed that the need for achievement is a distinct human motive that can be distinguished from other needs. One characteristic of achievement motivated people is that they seem to be more concerned with personal achievement than with the rewards of success. They do not reject rewards but the rewards are not essential as the accomplishment itself.

McClelland and his colleagues defined the need for achievement as "the concern over competition with a standard of excellence" (McClelland et al., 1953). Therefore, achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997).

People who have high achievement motivation prefer to work on a problem rather than leaving the outcome to chance. Romando (2007) pointed out that achievement motivated people seem to be more concerned with their personal achievement rather than the rewards of success. Individuals dominated by this motive are generally active, work hard, set high goals, take challenging tasks, drive pleasures from doing difficult things and look for quality. They may have a standard in mind, with which they keep comparing themselves, they dream about accomplishing tasks. High achievers tend to be persistent and hard work to attain goals they set for themselves (Briones & Flores, 2010). Gesinde (2000) posits that the urge to achieve varies from one individual to the other, while for some individuals need for achievement is very high whereas for others it may be very low. However, there are high achievers and low achievers. Low achievers tend to attribute failure to a lack of

ability, and success to luck. High achievers, on the other hand, tend to attribute failure to a lack of effort, and success to effort and ability. Variation in the achievement motivation could be due to the fact that achievement motivation is believed to be learnt during socialization processes and learning experiences. In young children, achievement motivation appears to be heavily influenced by parents (Coleman, 1993).

The famous psychologist Atkinson (1966) believes that achievement motivation has two factors, respectively, the motivation to pursue achievement and the motivation to avoid failure. A person's achievement oriented behavior is based on three parts: the first part being the individual's predisposition to achievement, the second part being the probability of success, and third, the individual's perception of value of the task. The motive to avoid failure is determined by three similar considerations: (1) the need to avoid failure(2) the person's estimate of the likelihood of failure at the particular task; and (3) the incentive value of failure at that task, that is, how unpleasant it would be to fail (Atkinson,1966). The individual's perception of probability for achieving the task would cause a need to achieve and a fear of failure. Both are strong emotions that influence the individual's decision on whether or not to attempt the task (Bar-Tal, Frieze, and Greenberg, 1974). Atkinson found that if a person's motivation to pursue success is stronger than the motivation to avoid failure, the person will have higher subjective probability estimation on success; similarly if a person's motivation to avoid failure is stronger than the motivation to pursue success, the individual will have higher subjective probability estimation on failure. If the same person may experience both motives at the same time depending on the situation, then the sum of the two motivations will be the result. If the result is more positive to approach the task, then the individual will be motivated toward the task. If the result is more positive to avoid the task, then the individual will be motivated to avoid the task. Which motive the person selects depends on the relative strength of the achievement motives, either to achieve success, or to avoid failure

Some individuals need to achieve is overwhelmed by their fear of failure. They are so concerned they would not be able to succeed at the task; they do not even attempt the task. These individuals have a hard time dealing with their shortcomings, or they fear failing in front of their peers, so they avoid situations where the opportunity to fail exists or where things are out of their control (Atkinson, 1974).

People are normally motivated to act in ways that help them achieve goal accomplishment. The strength of the motivation to act depends on the perceived achievability of the task as well as the importance of the task. As Atkinson and Feather (1966) stated, “When the probability of success is high, as in confronting a very easy task, the sense of humiliation accompanying failure is also very great. However, when the probability for success is low, as in confronting a very difficult task, there is little embarrassment in failing” (p.15).

According to Atkinson and Feather (1966) “Achievement motivation is conceived as a talent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment.” Individuals high in achievement motivation are at their best when they can maintain a high level of involvement in ensuring the excellence of activities under their coordination or control.

Goal orientation theory (Nicholls, 1989) is a social-cognitive theory of achievement motivation which was specifically developed to study achievement behavior in classrooms and student motivation (Ames, 1992). Goal orientation theory examines the reasons why students engage in their academic work and what meanings they attribute to that behavior (Vallance, 2004). In this theory, motivational and cognitive factors are integrated and the nature of motivation is exposed as being dynamic and multifaceted (Pintrich & Schunk, 2002). Goal orientation research suggests that students are motivated by environmental and individual as well as academic and social goals in the classroom.

The motivation applied for achieving academic objective is termed as academic achievement motivation. Academic Achievement motivation is the most important contributor to students’ academic success. Motivation, as an academic engagement refers to “cognitive, emotional, and behavioral indicators of students investment in and attachment to education” (Tucker, Zayco, & Herman, 2002). Motivation, as it relates to students, is very important. Students who have high motivation to achieve generally do well academically. Students with low motivation do not do well academically. But motivation does not guarantee achievement. Similarly, achievement does not reflect motivation (Keefe and Jenkins, 1993). All students are influenced by a need to achieve. It causes them want to be successful at

what they attempt. But each student is affected to different degrees. For some students, the desire to achieve overwhelms other factors that could cause failure, such as; lack of skills, lack of experience, lack of ability, or lack of time. Researches show that achievement motivation is the key element that influences students' self-monitoring capacity and study efficiency. Being motivated keeps them dynamic and gives them self-respect. They set moderately difficult but easily achievable targets, which help them achieve their objectives. They do not set up extremely difficult or extremely easy targets. By doing this they ensure that they only undertake tasks that can be achieved by them.

Academically achievement motivated students prefer to work on a problem rather than leaving the outcome to chance. It is seen that achievement motivated students seem to be more concerned with their personal achievement rather than the rewards of success. It is also observed that students with high achievement motivation evidenced a significantly higher rate of advancement in academics as compared to others. A great deal of research has found that students high in academic achievement motivation are more likely to have increased levels of academic achievement. Many studies have been conducted to discover what motivates students (Atkinson, 1999; Atkinson and Feather, 1966; Spence, 1983). Okolo and Bahr (1995) discovered that there are specific student behaviors that are associated with achievement motivation. These are paying attention to the teacher, maintaining interest in academic activities, volunteering answers in class, asking for guidance, persistence in problem solving, going above and beyond what are required and taking risks for improvement. The study of Okolo and Bahr (1995) also revealed that there are particular characteristics that affect achievement motivation of students and these include as:

- (a) Students' ability to perform a task which includes their skills; background knowledge and prior experiences;
- (b) The degree to which students value an activity and perceive it as relevant, interesting and important and
- (c) Students' beliefs about learning and about themselves as learners.

The need for achievement is increased when persons experience success. If students experience success their need for achievement will thus be strengthened. Some students have a need to achieve in all that they do. Their desire for success

drives them to accomplish every task, no matter what the task is, or the difficulties involved in completing it. Other students also feel a need for success, but consider the value or worth of the task before attempting it. If the student feels the task has no value, the student chooses not to do the task, even though they are perfectly capable of accomplishing the task (Atkinson, 1974). Those students who hold a high attitude of success work hard to achieve success, regardless of the task

On the basis of the afore-mentioned descriptions, we can say that achievement motivation forms to be the basic for a good life. People who are oriented towards achievement in general, enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-respect. They set moderately difficult but easily achievable targets which help them to achieve their objectives. They do not set up extremely difficult or extremely easy targets. By doing this they ensure that they only undertake tasks that can be achieved by them. Achievement oriented students are driven to master complex challenges, to find solutions, overcome goals, and they love getting feedback related to the level of success. Individuals with high achievement motivation are self confident. They are neither satisfied with automatic success that comes from easy goals nor do they try to do impossible tasks. Therefore it is imperative for educators and parents to understand the interaction of the various aspects contributing to student's motivation in order to ensure the academic success of school children.

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# *Chapter-2*

# *Review of Literature*

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## **REVIEW OF LITERATURE**

The purpose of the present chapter is to review the available research which are related to the topic being studied in the present research because the survey of literature is the only means to highlight the importance and relevance of the study. Research is a continuous process, which has some continuity with earlier information. So, the knowledge congregated in the earlier time should be consolidated to keep it on record for further use. Review of literature is an integral part of a research work which provides a deep insight and clear perspective of overall field and delivers a greater understanding of the problem and its aspects that ensures the avoidance of unnecessary duplication. Literature review is a fruitful source in quest of formulating the problem, objectives and hypotheses. Literature review provides the reader with an up to date account and discussion of the research findings on a particular topic.

Since the objective of the present research is to study the predictive influence of academic stress on students' self-concept, adjustment and achievement motivation. Therefore the variables involved in the study need to be reviewed in the context in which these variables have been studied. All possible efforts are made by the researcher to review the literature which is directly or indirectly related to the present research. The descriptions of available literature follow:

### **Studies related to Academic Stress**

Stress has been seen tightening its grip on the students, as they have to compete at every step of their academic career in this fast moving world. Consequently they feel the effects of stress in harsh and also negative ways. It has been observed that academic problems are the most common source of stress for students (Aldwin & Greenberger, 1987). Salami (2001) pointed out that stress is a common problem for students in schools that may be reflected in their academic performance. Schafer (1996) found that the most irritating daily hassles were usually school-related stressors such as constant pressure of studying, too little time, writing term papers, taking tests, future plans, and boring instructors. Stress related to academic activities has been linked to various negative outcomes, such as poor health (Greenberg, 1981; Lesko & Summerfield, 1989), depression (Aldwin & Greenberger, 1987), and poor academic performance (Clark & Rieker, 1986; Linn & Zeppa, 1984). Lesko and

Summerfield (1989) found a significant positive correlation between the incidence of illness and the number of exams and assignments. Similarly, Aldwin and Greenberger (1987) found that perceived academic stress was related to anxiety and depression in college students. Since 1980s a good deal of studies has been conducted on academic stress and highlighted its relationship to other behavioural aspects and/or outcomes.

The examination system in India results in stress in students as Kiefer, (1970) and Hill, (1996) discovered that in East Asian countries, adolescent students have been reported as the victims of academic stress and it has been well documented where it is referred to as 'examination hell'. Shirom (1986) also found that examination-related stresses were the most salient, followed closely by classroom assignment overload. Additional categories of stress include the teaching process and the interface between university and work, on one hand, and university and family life, on the other hand. Verma & Gupta (1990) investigated academic stress in students aged between 12 and 15 in north Indian city of Chandigarh and reported that the stress of examinations, homework, and the expectations of teachers and parents resulted in a variety of somatic symptoms. Students suffered from headaches, stomach aches, nausea and fevers, in addition to behavioural problems such as aggressiveness, temper tantrums, and adjustment difficulties. Students were also found to experience tension, anxiety, withdrawal, irritability, and sleeplessness. They also reported that symptoms were found to be a greater in younger rather than older students.

Kaplan, Liu and Kaplan (2005) conducted a study to test the hypothesis that educational expectations of junior high school students in interaction with school-related stress during early adolescence would adversely affect their grades during high school. Data were collected through home interviews on 1,034 students during junior high school and 3 years later during high school. He discovered that early adolescent school-related stress both independently and in interaction with high academic expectations negatively affects academic performance 3 years later. These results suggested that high stressful school environments and an increase in academic expectations may serve to increase students' school-related stress and obstruct their academic performance.

Huan, Yeo, Ang, and Chong (2005) explored the role of optimism together with gender, on students' perception of academic stress and found a significant negative relationship between optimism and academic stress in students. Gender was

not found a significant predictor of academic stress and no two-way interactions were found between optimism and gender of the participants. Whereas Govaerts and Gregoire (2005) examined the key role of the cognitive appraisal processes on the way stress is experienced by adolescents. In this research adolescents' cognitive appraisal processes and their relationships with academic stress was analyzed. A sample of adolescents reported 145 academic stressful situations, while boys perceived themselves as having more resources for coping with it. Students' age was negatively correlated with the perception that the stressful situation would be resolved on its own. Five appraisal patterns were identified using cluster analysis. Subsequent analysis showed that the five groups were differed in their perceived degree of stress. One group was labelled at-risk appraisal group, demonstrating a high level of perceived stress, and two groups showed a favorable pattern associated with low level of perceived stress. In the same year Hesketh and Ding (2005) carried out a cross-sectional survey to assess the rate of anxiety and depression in adolescents. Results indicated that symptoms of anxiety sufficient to interference with enjoyment of life, relaxation, and sleep were common (48%, 40%, and 27% respectively). School related problems were the predominant sources of worry. One third reported a history of depression, 16% had at times felt life been not worth living, and 9% reported that they had attempted suicide. Girls generally reported symptoms of depression. Patterns of help-seeking were reliance on friends and parents; only 1% had sought professional help.

Negga, Applewhitr, & Livingston (2007) examined the stress of African American college students and reported that the top five reported sources of stress were: death of a family member (Interpersonal stress) 82%; low grades (academic stress) 69%; time management (academic stress) 61%; boyfriend/girlfriend problems (Interpersonal stress) 57%; and missed classes (academic stress) 55%. Furthermore, significant correlation between self-esteem, social support and stress for all students was found.

Academic stress has been studied in relation to adjustment. In this connection, Hussain, Kumar and Husain (2008) explored the level of academic stress and overall adjustment among public and government high school students and also explored the relationship between academic stress and adjustment. Results showed that magnitude of academic stress was significantly higher among the public school students whereas

government school students were significantly better in terms of their levels of adjustment. However, inverse but significant relationships between academic stress and adjustment were found for both the group of students and for each type of school whereas, Singh and Singh (2008) assessed the stress and adjustment among professional and non professional students. The study was carried out to compare the stress and emotional adjustment of professional and non professional courses students. The findings indicated that the professional students were poorly emotionally adjusted than non professional group of students. Gawali (2012) also carried out a study on academic stress and adjustment among school students and found that there was significant adjustment difference between male students and female students in terms of their home adjustment. Result indicated that there was no significant difference in terms of academic stress between male students and a female students and negative correlation between academic stress and adjustment of school students.

Huan, See, Ang and Har (2008) explored the impact of adolescents' concerns on their academic stress. The objective of this study was to examine the contributing role of the four different aspects of adolescents concerns namely: family, personal, peer and school concerns on the academic stress of youths in Singapore. Gender differences were also explored in terms of these predictions as well as the academic stress experienced by adolescents. Findings revealed that only the scores on personal concerns subscale were positively associated with the academic stress arising from self and other expectations in both boys and girls. For the girls, school-related concerns were also predictive of academic stress arising from other expectations. They also obtained significantly higher scores on the academic expectations stress inventory than boys did. The study of Singh and Upadhyay (2008) revealed that first year students experienced higher degree of academic stress in comparison of third year students. They also found that female students perceived more academic stress in comparison of their male counterparts.

Ghaderi, Kumar and Kumar (2009) compared and tried to understand the experiences of stress, anxiety, and depression among the Indian and the Iranian students. Interestingly, the findings revealed that the depression, anxiety and stress level of Indian students are significantly higher than those of Iranian students.

Furthermore gender differences were not found significant on depression, anxiety and stress among the Indian and Iranian students.

Yusoff (2010) carried out a cross-sectional study involving 100 secondary school students from a Malaysian government secondary school. The findings indicated that the main stressors were related to academic. The top five coping strategies were religion, positive reinterpretation, active coping, planning, and use of instrumental support. The researcher concluded that the prevalence of stress among secondary school students in a Malaysian government school was high. Academic related problems were the major stressor for the students. The most frequent coping strategies being used by the students were positive coping strategies. In the same year in India Manisha and Sethi (2010) made an effort to investigated mental health of adolescents in relation to academic stress and found no significant difference in the mental health of male and female adolescents except for the dimensions of emotional stability and security-insecurity. Findings also showed insignificant difference in the academic stress of male and female adolescents. No relationship was found between the mental health and academic stress of male and female adolescents.

Kadapatti and Vijayalaxmi (2012) tried to identify the stressors of academic stress among pre-university students. The result showed that the high aspiration, poor study habits, more study problems, change in medium of instruction and low socio-economic conditions were the factors responsible for the academic stress and become stressors for stress among the students.

Bartwal & Raj (2013) examined the relationship between academic stress and emotional intelligence of school going adolescents. The findings revealed that the academic stress experienced by both male and female adolescents is similar, high score on emotional intelligence can deal in a better way with the academic stress. Whereas Glozah (2013) examined how academic stress and perceived social support influence the psychological wellbeing of senior high school students in Ghana. The findings revealed that perceived social support buffered the effects of academic stress on psychological wellbeing. Girls reported higher scores on perceived social support but reported more depression. Boys reported higher academic stress and better psychological wellbeing, and these have been attributed partly to the socialisation role of gender.

Recently Kaur (2014) studied the impact of academic stress on mental health among school going adolescents. The findings of the study revealed that the significant differences existed in mental health of adolescent with regard to level of academic stress they experience. Further significant difference was also found in the mental health of students with respect to their gender in terms of high and low level of academic stress. Lal (2014) investigated academic stress among adolescent in relation to intelligence and demographic factors. Findings revealed an insignificant difference in academic stress of average and low I.Q. students but significant difference existed in academic stress of male and female students as male students had less academic stress than female students. Findings also showed that there were no significant differences in academic stress of rural and urban institutions students as well as government and private senior secondary school students. And Bartwal and Singh (2014) examined academic stress of school going adolescents. Results of the study revealed that there was no significant gender difference existed with regard to academic stress in rural and urban male and female adolescents. A very recent study by Dhull and Kumari (2015) reported a significant difference between academic stress of male and female adolescents. Female were found to be under more academic stress as compared to their male counterparts.

It has been very much clear from the above relevant literature that academic stress is one of the greatest sources of stress among students. Literature review showed that academic stress has been studied in relation to self-esteem, self-concept, academic performance, anxiety, emotional intelligence, mental health, psychological well-being and intelligence of adolescents.

Now onward, studies related to self-concept are being presented here-after.

## **Studies related to Self-Concept**

As it has already been discussed in the preceding chapter-1 that self-concept is one of the most important personality variables that determine behavior of a person. It is considered to be a key to success and necessary for an adequate personality development and for overall physical and mental wellness of an individual. Therefore, an effort has been made to provide survey of literature on self-concept in relation to different behavioral phenomena.

Nelson (1984) reported that classroom climates providing support and structure were consistently associated with high levels of student scholastic self-concept and satisfaction with teacher. Families with high degree of parent-child interaction and climates providing support and structure were generally associated with high levels of self-concept (peer, scholastic and general), satisfaction with family, and to a lesser extent achievement. There were some evidence that gain in self-concept and achievements over the course of year were related to classroom or family environment variables. Students with the highest level of scholastic self-concept had both classroom and family environment high in support and structure.

Mboya (1986) conducted a descriptive study to investigate the relationships among global self-concept, self-concept of academic ability, and academic achievement of black American adolescents. Result indicated that there was a significant and strong relationship between self-concept of academic ability and academic achievement. Similarly Keith, Pottebaum and Eberhard (1986) investigated the effect of self-concept on academic achievement with a large sample of high school students. They found that self-concept seemed to have no meaningful effect on a student's achievement, but it could have indirect effects on achievement through locus of control. However, the indirect effect is reportedly quite small.

Hoge et al. (1990) attempted to see the impact of school experiences on student's self-esteem using a longitudinal study of sixth-and seventh-grade students. Self-esteem was measured at three levels- global, academic, and discipline specific. A multiple regression analysis assessed the impact of grades, school climate, teacher evaluations of work habits, award and participation during the year, and student ratings of teachers on self-esteem changes from fall to spring. In all tests, school climate and evaluations by teachers had significant effects on self-esteem. Grades were more important for discipline-specific self-esteem than for global or academic self-esteem. In the same year Karim (1990) carried out a study on self concept: A cross cultural study on adolescents. He found that sex variation had a significant impact on personality perceived and socially perceived self. Females possessed more positive self concept as compared to males.

Lau and Leung (1992) studied relationship between Chinese adolescent's self-concept, delinquency relations with parents and school and their perception of

personal control from a multidimensional perspective. Results revealed that external control was associated with low general, academic and social self-concepts, high delinquency and poor relations with parents and school. External control was related to low academic self-concept in both sexes, but to low appearance, social and general self-concept only in girls. Moreover, it was found that girl's sense of external control was more strongly associated with their poor relations with parents and school.

Again Mboya (1995) investigated the relationship between perceived teachers behavior and adolescent's self-concept. The results showed that a significant positive relationship existed between perceived teacher support, interest, encouragement, expectations and participation, and the adolescent family, school and health self-concepts.

Hay et al. (1998) investigated educational characteristics of students as a function of high and low self-concept and observed that students with high self-concept were more popular, cooperative, persistent in class, and lower in anxiety compared to students with low self-concept. Furthermore, teachers reported their observation that students with high self-concept were talkative and more dominating with peers, while students with low self-concept were found quiet and withdrawn with peers and poorer than their peers in reading, spelling, and mathematical abilities. Findings supported the notion that there is an interactive relationship between self-concept and achievement. Haque and Sarwat (1998) also reported a strong positive relationship between achievement and academic self-concept.

There were various studies carried out on influence of family structure and parenting on students' self-concept. For example, McClum and Merrell (1998) examined the relationship between adolescents' perception of their parents' responsiveness and demandingness, adolescents' locus of control orientation and adolescents' self-concept rating. The results indicated that an authoritative style of parenting may contribute to the development of self-adequacy by being associated with internal locus of control orientation and stronger self-concept, whereas permissive and authoritarian styles of parenting may be associated with negative patterns of social and emotional development. Sweeney and Bracken (2000) also explored relationships between students' multidimensional self-concepts as a function of their family structure. Students were classified into five family types (i.e., intact,

reconstituted mother-headed, reconstituted father-headed, single parent mother-headed, single parent father-headed). Results showed that the self-concepts of students from single-parent families were significantly lower than the global scores of students from intact families. Family self-concept of students from reconstituted families was significantly lower than students from intact families. Similarly Sally (2000) studied the perception of different parenting attitudes of adolescents and its impact on self-concept and self-complexity of development. The result showed that authoritative and indulgent families, providing nurture and warmth contribute positively to the development of different self-components. Authoritarian family system however proved to show a less enhancing background for the self-development of youngsters. Self-concept components, as well as self-complexity, were also influenced by the parenting attitudes in indulgent family systems, where restriction was low. Whereas, Arundhati and Sangita (2002) studied the effect of mother disciplinary practices on self-concept and adjustment among 150 children (from 12 to 14 years). Findings revealed that induction type of disciplinary practices were best of parenting and the subjects who had experienced these types of practices had high levels of self-concept as well as adjustment. Gibson et al. (2006) also explored the effect of perceived parental involvement and use of growth fostering relationships on self-concept of adolescents. Result showed the influence of family, peers, mentors and involvement in community groups on self-concept. Brown et al. (2009) examined how children's self-concept was related to child temperament, dyadic parenting behavior and triadic family interaction. He reported that temperamental proneness to distress and triadic family interaction made independent contribution to children's self-reported timidity and agreeableness. In contrast, dyadic parenting behavior moderated the association between child temperament and children's self-reported timidity and agreeableness such that temperament was only associated with children's self-concept when mothers and fathers engaged in particular parenting behaviors. Result suggested both direct and interactive influence of family dynamics and child characteristics on children's self-concept development.

Abdur (2001) explored the relationship of self-concept with classroom environment, gender role, cognitive development and academic achievement of student at secondary school level. Study showed better the classroom environment higher was the self-concept of students. The mean scores of private, urban and rural

school students on self-concept scale and classroom environment scale were significantly different from one another. This indicated that student self-concept if considered on the basis of classroom physical conditions, maternal equipment, supervision of the head, policy of school human relation and so on, only was to be more healthy in private school as compared to urban and rural school. Cognitive development was significantly correlated with self-concept and self-concept was found to be positively correlated with education success. It played a determining role in setting levels of academic achievement and was operating as both cause and effect in respect to academic achievement.

Shafiq (2002) examined a relationship between academic self-concept and academic achievement among school children and reported that students with high academic self-concept differ significantly on achievement from those who had low academic self-concept. Similar type of study also carried out by Chan (2003) investigated the relationship between students' academic achievement, self-concept, and test anxiety. Both within and across schools comparisons were made to evaluate the effect of the long and short term academic achievement on self-concept and test anxiety. In addition, the effect of gender on self-concept and test anxiety was also examined. The findings supported the Big Fish Little Pond (BFLP) effect on the ability within, but not between schools. The BFLP effect was not only found on students' academic self-concept sub-scales, but also on some of their non-academic self-concept sub-scales. Moreover, high band students had more emotional disturbances during examinations, whereas low achievers had greater worries about academic failure. Gender effect was found on self-concept and test anxiety. A weak negative correlation was found between self-concept and test anxiety. Results also indicated the importance of within school comparisons on students' self-concept. Categorizing students into different band schools may generate a labelling effect on students' self- concept, which may in turn affect their academic achievement. Hence, schools reputation and status has its psychological impact on students that ultimately become instrumental for varying level of academic performance.

Clark and Seevers (2003) carried out a study to examine the relationship between student self-concept, both in a global sense and more specific areas, with achievement scores in reading and mathematics and found a significant positive correlation between global self-concept and reading achievement and a weaker

positive correlation for mathematics achievement. Dambudzo (2005) conducted a study on the relationship between learner self concept and achievement in secondary schools in Zimbabwe. Result indicated a positive and reciprocal relationship between learner self-concept and academic achievement. It was also found that sports had an influence on the academic achievement of male students in government schools. Students believed that sports improve their confidence, discipline, time management skills and social relationships.

Jing (2007) in her study on the ‘analysis of the relationship among test anxiety, self-concept and academic competency’ found that self-concept negatively affected students’ self-perceived academic competency. She hypothesized that test anxiety would result in negative self-concept and college students with low self-concept may perceive themselves as having lower academic competency. She also confirmed that self-perceived academic competency was positively correlated to academic performance (i.e., high self-perceived academic competency was positively correlated with GPA (grade point average, a measure of performance).

Hangal et al. (2007) examined self concept, emotional maturity and achievement motivation of the adolescents studying in class 8th and 9th standard. The result revealed that the adolescents of homemaker had significantly higher self-concept. It was also noticed that the children of employed mothers had high emotional maturity and female children of employed mother are highly achievement oriented.

Tarquin et al. (2008) investigated relationship among previous experiences of student alienation and various aspects of self-concept. Students were asked to report on their worst experience in school, symptoms they had following their worst experience, and overall feelings about themselves. Results revealed a moderate negative correlation between self-concept and student alienation. Liu et al. (2008) explored the relationship between home and classroom environment on students’ academic self-concept in a streamed setting. A 3-year longitudinal study was conducted with secondary students from three government schools in Singapore. Result indicated that there was significant difference in the strength of the relationship between higher and lower-ability stream students’ academic self-concept and their perceived home environment and classroom climate. In addition, step-wise multiple linear regressions established that lower-ability stream student’s perceived teacher’s

expectation had more consistent and substantial impact on their confidence level than that of their higher-ability stream counterparts. In comparison, higher ability stream student's perceived parental academic support had more consistent impact on their academic self-concept than that of lower ability stream peers.

Yahaya et al. (2009) investigated relationship between the dimensions of personality, self-concept and family influence. Results showed weak relationship between the dimensions of personality and self-concept and between the dimensions of personality and family cohesiveness. However, there was no relationship between the dimensions of personality and religious/moral and freedom aspect. Results also showed that there was a strong relationship between self-concept and family cohesiveness and moderate relationship between self-concept and religious/moral aspect. However there was no relationship between self-concept and freedom. Jagpreet et al. (2009) studied home environment and academic achievement as correlates of self-concept among adolescents. The result of study showed that self-concept was positively correlated with academic achievement, though not significantly. A significant positive relationship of home environment component of protectiveness, conformity reward and nurturance with self-concept was revealed. However, the correlation of social isolation, deprivation of privileges and rejection components of home environment was significantly negative with self-concept among adolescents.

Tabbah (2011) examined multiple domains of self-concept in Arab American adolescents in relation to their school experiences, including discrimination, self-perceived teacher and classmate social support, and actual teacher perceptions. Results showed that half of the sample experienced some form of discrimination, either personal or someone the subjects knew. Experiences of discrimination were significantly related to students' scholastic competence and physical appearance. Self-perceived classmate support was significantly related to all domains of self-concept. Teacher related variables, however, deemed less significant, except for behavioral aspects of self-concept.

Ishak and Chew (2012) conducted a study taking into account family bonding, self-concept and school experiences. Results showed that there was indirect effect from family bonding to self-concept through school experiences among secondary

students as a mediator. Besides school experiences, there was a direct effect from family bonding to self-concept and family bonding to school experiences among students.

Rath and Nanda (2012) conducted a study to examine the effect of gender and academic competence on the self-concept of adolescents. The result revealed that academically competent adolescents had higher physical, moral, personal, family, social and overall self-concept than less-competent ones. The strength of association between personal self-concept and overall self-concept in boys was higher than the association found in girls. Similarly, the strength of association between physical self-concept and overall self-concept, as well as social self-concept and overall self-concept was higher in girls than that of the boys.

Srivastava and Joshi (2014) studied the relationship between academic self-concept and self-esteem of urban and rural boys in high and low facility school. The findings of the study revealed that there was positive correlation between academic self-concept and self-esteem of urban and rural boys and girls in both high and low facility schools.

The studies presented above have made it quite clear that self-concept is one of the important variables that we need to focus on. Literature review has shown that self-concept has been studied in relation to various variables like academic competence, academic ability, adjustment, emotional maturity, achievement motivation cognitive development etc but no direct study has been conducted on self-concept in relation to academic stress. From the above review it has been observed that self-concept is very much affected by home environment, parental attitude and school environment.

## **Studies related to Adjustment**

Adjustment refers to a behavior that enables an individual to meet the demands of the environment. It is considered as the main indicator of success in life. Without proper adjustment one cannot even think of proper development. Adjustment problems in adolescents give rise to numerous academic, social, psychological and health related problems. Studies have shown that family support, peer support, teachers support in school, and school climate appear to have significant effects in the

process of adjustment of adolescents. An effort was made to study those variables which are related to adjustment of students.

Chatterjee & Bhasker et al. (1981) examined the effects of adjustment, extraversion and field independence on academic achievement and found that better adjusted subjects had significantly higher scholastic achievements than poorly adjusted subjects. Achievement scores did not correlate significantly with extraversion scores. Sharma and Mehta (1988) studied the effects of need for achievement upon psychological adjustment and academic achievement. The findings revealed that the students having high need for achievement were found to have significantly higher psychological adjustment (total as well as individual areas of emotional and educational adjustment) in comparison to students having low need for achievement. Joshi (1990) conducted a study to examine a relationship among achievement, personality and adjustment. The findings revealed that over all achievement of the subjects was not significantly correlated with personality (extraversion - introversion) and adjustment in general or with adjustment towards home, schools and peers.

Alexander & Rajendran (1992) found better adjustment among urban students than the rural students. In relation to the parents' education, the adjustment was found to be associated. Students of well educated parents were better adjusted than students of poorly educated parents. Flanagan & Eccles (1993) conducted a longitudinal study for 2-years to explore the effects of change in parental work status on early adolescents' school adjustment before and after the transition to junior high school. Findings revealed that adolescents in deprived and declining families were less competent than their peers in stable or recovery families. In addition, adolescents whose parents experienced a decline in work status were the most disruptive in junior high school. Whereas most students had difficulty in adjusting to junior high school, the transition was particularly difficult for those students whose parents were simultaneously dealing with changes in work status

Home environment is one of the most important factors which influence adolescents' adjustment. Apart from school, family plays an important role in the development of adolescents. Chaudhary et al. (1995) studied the role of home environment (authoritarian vs. democratic) on different dimensions of adjustment.

Findings revealed that children from a democratic home environment exhibited superior adjustment in all areas (home, health, social, emotional and composite) as compared to their counterparts reared in an authoritarian home environment.

Dutta, Baratha & Goswami (1997) examined home adjustment of adolescents and found no difference between the age group of 16-18 years and 19-21 years in home adjustment. In the same year Dutta, Baratha & Goswami (1997) in another study found that adolescents of older age group had good skills of health adjustment than the younger age group of adolescents. They also found that boys adjusted better than girls. Further Dutta, Baratha & Goswami (1998) investigated social adjustment for the age group 16 to 18 years and 19 to 21 for both male and female and reported that there was no significant difference between males and females and also between the two age groups in the area of social adjustment. In a study Isakson et al, (1999) conducted a short term longitudinal design to assess the adjustment of adolescents as they move from junior high to high school and found that the adolescents experienced significant changes during the initial transition into high school that were related to sense of school membership, perceived support from parents was also related to adolescents adjustment to the transition.

Caplan et al. (2002) investigated the effects of self-concept and family environment on psychosocial adjustment to early entrance college students. Results revealed that a combination of self-concept and family environment variables predicted psychosocial adjustment. Dopkins and Carin (2003) assessed the impact of parenting cooperation with children school adjustment. The sample consisted of 52 families' mothers, fathers and their children. Results showed that there were significant interactions between parent's rejection and supportive behaviour with children's school adjustment. Agarwal (2003) conducted a comparative study of adolescents' level of adjustment in relation to the academic success and failure. Result revealed that successful adolescents were significantly superior in their social emotions and educational adjustment in comparison to unsuccessful adolescents.

Oliva and Arranz (2005) indicated that having siblings was related to adolescent's social and personal adjustment, although only it was among girls and only in cases of good sibling relationships. In cases of poor sibling relationship,

adjustment was the negative effects of everyday situations of rivalry and conflict outweighed the benefits of any support that was provided.

Adjustment was also studied in relation to stress. Tung and Chahal (2005) studied relationship between stress and adjustment and found no significant causal relationship between stress and the adjustment. However direction of the results implied that level of adjustment influences the number of stressful events and amount of stress experienced by them. Chothani (2014) examined the level of academic stress and adjustment among Gujarati medium and English medium school students. Results suggested that level of academic stress were significantly higher among English medium school students. Whereas Gujarati medium school students were significantly better in terms of their level of adjustment. A recent study carried out by Bhaskar, Rudramma, and Komala (2014) to understand the relationship between the level of stress and adjustment among adolescents reported that boys experienced significantly higher level of stress as compared to girls. The mean scores on adjustments showed that both boys and girls have unsatisfactory and average levels of adjustments. Highly significant gender difference was shown with regard to home and social adjustment areas. Highly significant correlation was noticed between stress and social, emotional and total adjustment areas.

Paliwal, Dube and Mathur (2006) examined the school environment, school adjustment and self confidence of adolescents. The results of the study showed that majority of boys and girls scored in average category on school adjustment and self-confidence. Gender differences were found insignificant on all the aspects of school adjustment and self confidence. School environment indicated no correlation with self confidence and school adjustment of students except on social adjustment which was found to have negative correlation with self confidence. Shalu and Audichya (2006) studied and compared the school adjustment of adolescents with reference to their emotional, social and educational sphere. Result revealed a significant difference in emotional adjustment among the gender as boys scored better, whereas no significant difference was observed in school, social and educational adjustment. Similarly Bharadwaj and Helode (2006) reported no significant gender influence on school adjustment. They also pointed out that emotionally stable adolescents were better in school adjustment and mental health and adjustment were related to one another.

Various studies carried out to see the adjustment problems among school students. For instance, Mythili, Bharathi and Nagarathna (2004) examined the adjustment problems of intermediate students and pointed out that students of private colleges had more problems than those of government colleges. Raju and Rahamtulla (2007) carried out a study to examine the adjustment problems of urban and rural school students of Visakhapatnam district. The variables included for the study apart from adjustment (family, social, academic, financial and emotional) are age, gender, class, type of school etc. The major finding of the study showed that adjustment of school students is primarily dependent on the school variables like the class in which they are studying, the medium of instruction adopted in their school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment. Louis and Emerson (2012) also tried to identify adjustment difficulties of high school students. Ten schools, comprising of children from urban, rural, coeducational and convent schools were chosen. Findings revealed that there were problems observed across emotional, social and educational domains in both boys and girls. However, there were no significant gender differences. Brief scheduled interviews with children after test administration revealed contributing stress factors that have lead to maladjustment. Dar and Tali (2014) conducted a study to find out the adjustment problems among Kashmiri adolescents. The result showed that the adolescent boys and girls of Kashmir had high adjustment problems in various areas like family, school, and social and on a personal front. It was found that the adolescent boys and girls of Kashmir did not differ significantly with each other in adjustment problems. Rajeswari and Eljo (2013) explored emotional adjustment of school students and found that there was low level of emotional adjustment ability among school students.

Jia et al. (2009) investigated student's perceptions of three dimensions of school climate viz., teacher support, student-student support, and opportunities for autonomy in the classroom and the associations between these dimensions and adolescent psychological and academic adjustment in China and U.S. Results showed that students' perception of teacher support and student-student support were positively associated with adolescent's self-esteem and grade point average but negatively associated with depressive symptoms for both Chinese and American adolescents.

Gehlawat (2011) suggested that there were no significant differences in the emotional, social, educational and the total adjustment of students with respect to their gender. In the same year Adhiambo, Odwar and Mildred (2011) found that there were no significant differences between girls and boys in school adjustment, there were significant differences between high achievers and low achievers in dedication, absorption, engagement and school adjustment. Gupta and Sadh's (2012) also reported similar type of findings that no significant difference existed between boys and girls regarding different dimensions of adjustment as well as in total adjustment.

George and Ukpong (2012) investigated adolescents' social adjustment problems and academic performance of secondary school students. The study particularly examined the impact of sex differences of adolescents exposed to family counselling services on their academic achievement vis-à-vis their counterparts not exposed to counselling service. Results depicted that a significant difference existed in the academic performance of socially adjusted male students exposed to family counselling services from that of their counterparts not exposed to family counselling. So it was recommended that teachers should give more attention to the females in class to enable them cope up academically with their male counterparts.

Thus above literature review gave a picture of the importance of adjustment in one's life. Adjustment has been studied in relation to various variables viz. education, academic achievement, achievement motivation, academic success and failure, stress etc. Parents' education, home environment, school environment, peer support and socio-economic status influence students' adjustment. It is quite clear from the above survey of literature that school students have adjustment problems in various areas like social, emotional, educational etc.

## **Studies related to Achievement Motivation**

Achievement motivation is a desire on the part of the person to perform in terms of a standard of excellence or to be successful in competitive situation. Achievement motivation is based on reaching success and achieving all of our aspirations in life. An individual dominated by this motive are generally active, work hard, set high goals, take challenging tasks, set moderately difficult but easily achievable targets which help them to achieve their objectives. Achievement motivation, as it relates to students, is very important. Students with high achievement

motivation generally do well academically whereas students with low achievement motivation do not do well academically. Various researches have shown that there is an interest in achievement motivation as it relates to students. Several studies have been conducted to discover what motivates students (Atkinson, 1999; Atkinson and Feather, 1966; Spence, 1983). Hence in ongoing writing an attempt was made to find out studies related to achievement motivation.

Achievement motivation was also studied in relation to adjustment and self-concept of adolescents as Vasishtha (1989) examined a relationship among achievement motivation, adjustment, self concept and academic achievement. The findings showed that academic achievement appeared to be a function of achievement motivation and personality adjustment, unduly high achievement motivation may enhance the level of anxiety causing a blow to the adjustment and well adjusted students achievement while maladjusted ones may lack in both the self concept and academic achievement. Similarly, Kulshreshtha (1992) investigated relationship of educational achievement of adolescents with intelligence, adjustment and achievement motivation. There was statistically significant negative correlation between achievement motivation and adjustment in general and higher groups. Significant negative correlation was found between the educational achievement and achievement motivation among male and female students of arts. Lawrence and Vimala (2013) investigated relationship between self-concept and achievement motivation of high school students and found a significant relationship between self-concept and achievement motivation of high school students. Furthermore the girls were better than the boys in their achievement motivation. Chetri (2014) studied self concept and achievement motivation of adolescents and their relationship with academic achievement. The sample for the investigation comprised of 480 boys and girls of class Xth from various government and non government managed schools within the age range of 16-17 years, from urban and rural areas. One of the findings of the study was that insignificant difference was observed in the self concept of the student in gender, locale and management variation. The next finding was in respect of non significant difference in achievement motivation with regard to gender and locale variation. Another finding of the study was the significant difference in the academic achievement of the students with regard to locale and management

variation. Furthermore the study revealed significant relationship between self-concept, achievement motivation and academic achievement.

Hancock (1994) studied the influence of motivation and gender on secondary school student's academic performance; the relationship between academic achievement motivation and English language proficiency was studied on the sample of 160 Nigerian secondary students. Results showed that there were no significant gender differences between male and female students with regard to either academic motivation or language proficiency. However, mastery of English was found to be positively related to students' motivation levels which were also true for male and female students. Ahmed (1998) also revealed that influence of gender on achievement motivation was found to be statistically insignificant.

Lau and Chan (2001) carried out a study on motivational characteristics of underachievers, to explore the problem of underachievement in Hong Kong. They compared under achievers with high achievers and low achievers on their motivational characteristics. The results provided clear evidence that motivational variables were important factors in discriminating under-achievers and high achievers. Under-achievers had poor academic self-concept, low attainment value in learning, and deficiencies in using effective learning strategies.

EI. Anzi (2005) studied academic achievement in relation to anxiety, self-esteem, and optimism- pessimism on Kuwaiti male and female students. The findings reported significant positive correlation between academic achievement and both optimism and self-esteem whereas, the correlations were negative between academic achievement and both anxiety and pessimism. In the same year Saleh, Lazender and De Jong (2005) explored how grouping arrangements affect students' achievement, social interaction, and motivation. Students of high, average and low ability were randomly assigned to homogeneous or heterogeneous ability groups. All groups attended the same plant biology course. The main results showed that low-ability students achieved more and more motivated to learn in heterogeneous groups. Average-ability students performed better in homogenous groups where as high ability students showed equally strong learning outcome in homogeneous and heterogeneous groups. Results on social interaction revealed that heterogeneous

groups produced higher proportions of individual elaborations, whereas homogenous groups used relatively more collaborative elaborations.

Studies showed the influence of school climate on students' achievement motivation. Meece, Anderman, and Anderman (2006) used an achievement goal framework to investigate the influence of classroom and school environments on students' academic motivation and achievement. Considerable evidence indicated that elementary and secondary school students showed the most positive motivation and learning patterns when their school settings emphasize mastery, understanding, and improving skills and knowledge. Whereas school environments that are focused on demonstrating high ability and competing for grades can increase the academic performance of some students, research suggested that many young people experience diminished motivation under these conditions. Chaturvedi (2009) observed the effect of school environment and certain demographic variables on achievement motivation and academic achievement of young adolescents. All the six sub-scales of school environment had significant effects on achievement motivation and three sub-scales had significant effect on academic achievement. The scores on achievement motivation as well as academic achievement differed significantly in case of gender, grades and father's occupation. Type of schools possessed significant difference on academic achievement only. This study further suggested that school environment plays a significant role in achievement motivation as well as academic achievement of young adolescents. Further Wang and Holcombe (2010) carried out the longitudinal research examining the relationships among middle school students' perceptions of school environment, school engagement and academic achievement. The result indicated that students' perception of the distinct dimensions of school environment in seventh grade contribute differentially to the three types of school engagement (school participation, sense of identification with school, and use of self-regulation strategies) in eighth grade. They also found that student perception of school environment influenced their academic achievement directly and indirectly through the three types of school engagement: school participation, sense of identification with school, and use of self-regulation strategies. Specifically, student's perception of school characteristics in seventh grade influenced their school participation, identification with school and use of self-regulation strategies in eighth grade that occur therein and, in turn, influenced student's academic achievement in eighth grade.

Alfaro, Umana-Taylor, and Bamaca (2006) examined the events to which mothers, fathers, teachers, teenage and friends influenced Latino adolescents' academic motivation. Result showed that mother's and teacher's academic support were positively related to adolescent girls on academic motivation and father's and teacher's academic support were found to be positively related to adolescent boys

Home environment can't be neglected in relation to achievement motivation as Bansal et al. (2006) carried out a study to investigate the relationship between quality of home environment, locus of control and achievement motivation. Result revealed that good quality of home environment had significant positive correlation with high level of achievement motivation among high achievers. It was also found that as the quality of home environment deteriorated, the level of achievement also deteriorated. "Internal" locus of control had significant positive correlation with quality of home environment. "External" locus of control was non-significantly related with achievement levels and quality of home environment. Significantly greater proportion of high achievers with 'average' level of achievement motivation showed 'internal' locus of control. While distribution of high achievers with high and low levels of achievement motivation showed no significant difference for the internal and external locus of control. Halawah (2006) made an attempt to examine the effect of motivation, family environment and student characteristics on academic achievement and observed that students' mean level of motivation was less than the means of parental influence and student's characteristics. No gender differences were observed on the variables measured by the instrument. Correlations between each of motivation, family environment, student characteristics and academic achievement were small and practically not significant. Remarkably, high correlation value was found between motivation and students characteristic. The highest correlation value was observed between family environment and students' characteristics. Muola (2010) investigated the relationship between academic achievement motivation and home environment. Results showed a significant positive relationship between six of the home environmental factors, that is fathers' occupation, mothers' occupation, fathers' education, mothers' education, family size and learning facilities at home and academic achievement motivation. Parental encouragement was the only factor that was not significantly related to academic achievement motivation.

Tella (2007) carried out a study to examine the impact of motivation on students' school academic achievement in mathematics in secondary schools using motivation for academic preference. Results suggested that gender differences were significant when impact of motivation on academic achievement was compared in male and female students. In addition, result also indicated significant difference when extent of motivation (degree of students' motivation) was taken as variable of interest to see its effect on academic achievement in mathematics. Nagarathanamma and Rao (2007) designed a study to see the difference between adolescent boys and girls on achievement motivation. They found that there was no significant difference between boys and girls with regard to achievement motivation level. Pandey and Ahmad (2008) also explored difference between male and female adolescents on academic performance, achievement motivation, intelligence and socio economic status. The researchers found insignificant difference between male and female adolescents on the measures of academic achievement, achievement motivation, intelligence and socio economic status.

Area of living also influence the achievement motivation as Joshi and Srivastava (2009) reported that urban adolescents scored higher in academic achievement as compared to rural adolescents. Boys were significantly higher on self-esteem as compared to girls. Girls were found significantly higher on academic achievement as compared to boys. Similarly Velmurugan and Balakrishnan (2013) carried out a study to investigate the achievement motivation of higher secondary students in relation to locality and type of family. Results revealed no significant differences were found between the rural and urban school students, and the students belonging to joint family and nuclear family in their achievement motivation.

Elias, Noordin and Mahyuddin (2010) conducted an on line survey on 178 students from junior to senior students enrolled in education courses in a university in Malaysia. Achievement motivation, self-efficacy and student adjustment were measured. The results showed that adjustment, achievement motivation and self-efficacy were found to be correlated positively with one another.

Awan, Noureen and Naz (2011) examined the achievement and its relationship with achievement motivation and self concept. The results indicated that achievement motivation and self concept are significantly related to academic achievement.

Significant gender differences were observed which were in favor of girls. Singh (2012) also attempted to find out the significant relationship of achievement motivation of senior secondary students in relation to their self-concept and Socio-emotional climate of the school. Result depicted that achievement motivation of senior secondary school students did not differ significantly at different levels of their self-concept and socio-emotional climate of the school.

Sood's (2012) made an attempt to study the need for achievement among high school students in relation to their academic achievement and certain socio-demographic factors like gender, family type and residential background. The results suggested that need for achievement positively and significantly affected academic achievement of high school students. The students with high need for achievement possessed significantly higher academic achievement as compared to students with average or low need for achievement. Girls were found to have significantly higher need for achievement as compared to boys. No significant difference in need for achievement was found among rural and urban students as well as students belonging to nuclear and joint type of families. Although, the students residing in urban areas and those belonging to joint type of families have shown higher need for achievement than their counterparts, but the respective mean differences were not significant statistically. Shekhar and Devi (2012) reported significant difference between the achievement motivation of sciences and arts stream students and achievement motivation among male and female college students. The differences indicated significant role of gender and academic majors in achievement motivation of college students.

Kumari and Gartia (2012) explored the relationship between stress and academic achievement of senior secondary school students. Results showed a positive correlation between stress and academic achievement. Significant difference existed in the academic achievement of students having high, moderate and less stress. Students with high and moderate stress performed better than the students having less stress. Furthermore it was also found that stress and academic achievement were not mediated by gender.

Azmi and Fatima (2014) evaluated the levels of spirituality (high, moderate and low) as determinants of achievement motivation among adolescents. They found

that low and moderate level group of subjects did not differ significantly with respect to achievement motivation while high spiritual group of subjects scored higher than low spiritual group of subjects. Therefore this study concluded that high spiritual subjects hold higher achievement motivation as compared to low spiritual group of subjects.

Emmanuel, Adom, Josephine and Solomon (2014) investigated the relationship between achievement motivation, academic self-concept and academic achievement of high school students. The results suggested that majority of the high school students were highly motivated, have high self-concept and performed well on the Mathematics. The study found a significant correlation between self-concept and academic achievement. Further there was a positive but insignificant relationship between achievement motivation and academic achievement. Gupta (2014) attempted to explore whether various social categories of school going adolescents differ with respect to self-concept, academic achievement and achievement motivation. The results showed that gender difference was significant for four dimensions of self-concept out of six dimensions. However, for academic achievement and achievement motivation, gender difference was found to be insignificant. Caste wise students differed significantly in academic achievement. When father's education and occupation were considered, highly significant differences were observed for academic achievement and achievement motivation but insignificant difference with regard to dimensions of self-concept.

It has been observed through survey of literature that achievement motivation is a topic of great interest among researchers. The fact that achievement motivation is directly related to intelligence, adjustment, self-esteem, optimism- pessimism, anxiety, home environment, locus of control, classroom and school environment, self-concept and socio- emotional climate of the school, self-efficacy, stress etc. Achievement motivation has also been influenced by some demographic variables like gender, type of family, type of school, locality, socio-economic status etc.

Above literature review shows that variables which have been undertaken in the present study have great significance and are the topics of great concern among researchers. There were a number of studies conducted on these variables which showed the importance of these variables in students' life. Therefore, it is the dire

need, especially in the present competitive modern age to investigate effects of academic stress on self-concept, adjustment and achievement motivation of students.

### **Objectives of the study**

Now it is evident from the above studies that academic stress, self-concept, adjustment and achievement motivation are not only relevant but also play a crucial role in determining the academic success and failure, as well as social, emotional and psychological well-being of students. Therefore, keeping these facts in mind, the following objectives have been set for the present study:

1. To investigate the influence of various facets of academic stress on self-concept as a whole and its different constructs among total sample of high school students.
2. To determine the influence of various dimensions of academic stress on adjustment and its various dimensions among total sample of high school students.
3. To examine the influence of various facets of academic stress on achievement motivation among total sample of high school students.
4. To explore the influence of various dimensions of academic stress on self-concept and its various constructs among private and university-run high school students separately.
5. To inspect the influence of various constructs of academic stress on adjustment and its various dimensions among private and university-run high school students separately.
6. To investigate the influence of various facets of academic stress on achievement motivation among private and university-run high school students separately.
7. To determine the difference between boys and girls on academic stress, self-concept, adjustment and achievement motivation on total sample.
8. To investigate the difference between students of private and university-run high schools on academic stress, self-concept, adjustment and achievement motivation.

## Hypotheses

Formulation of hypotheses is a very essential step in research investigation. It is an important aspect of every research, because it provides direction to the investigation. A hypothesis is a tentative statement about the relationship between two or more variables. Hypothesis is a presumption which provides the bases for investigation and ensures the proper direction in which the study should proceed (Michael, 1985). Hence it is necessary to formulate hypotheses. Therefore, On the basis of review of related literature investigator formulated following null hypotheses:

To avoid repetitions, broadly six hypotheses were comprehensively formulated which are given below:

**Ho<sub>1</sub>:** Various dimensions of academic stress (Inadequate academic environment in the college, Lack of adjustment, Apprehensive about future, Poor administration and Worries) would not be predictors of self-concept and its various facets (Physical self-concept, Social self-concept, Temperamental self-concept, Educational self-concept, Moral self-concept and Intellectual self-concept) among high school students.

**Ho<sub>2</sub>:** Various facets of academic stress (Inadequate academic environment in the college, Lack of adjustment, Apprehensive about future, Poor administration and Worries) would not be predictors of adjustment and its various areas viz. home adjustment, health adjustment, social adjustment and emotional adjustment among high school students.

**Ho<sub>3</sub>:** Various constructs of academic stress (Inadequate academic environment in the college, Lack of adjustment, Apprehensive about future, Poor administration and worries) would not be predictors of achievement motivation among high school students.

**Ho<sub>4</sub>:** Various dimensions of academic stress (Inadequate academic environment in the college, Lack of adjustment, Apprehensive about future, Poor administration and worries) would not significantly predict self-concept and their various constructs, level of adjustment and their various dimensions and achievement motivation among students of private and university-run schools separately.

The hypotheses mentioned above were based on the main objectives of the research work but beyond the main purpose of the study, following few hypotheses were also formulated to make comparisons among sub-sample groups on predictor and criterion variables viz., academic stress, self-concept, adjustment and achievement motivation. These hypotheses were also in null forms which are given below:

**Ho<sub>5</sub>:** There would not be significant difference between boys and girls on academic stress, self-concept, adjustment and achievement motivation for total sample.

**Ho<sub>6</sub>:** There would not be significant difference between students of private schools and university-run schools on academic stress, self-concept, adjustment and achievement motivation.

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*Chapter-3*

*Methodology*

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## METHODOLOGY

The aim of the present endeavor was to study the ‘influence of academic stress on students’ self-concept, adjustment and achievement motivation’ where academic stress has been taken as predictor variable and self-concept, adjustment and achievement motivation have been taken as criterion variable. Since, it was an empirical research investigation therefore; certain procedures have to be adopted. It is imperative to mention at this juncture that researches in all discipline, whether it is science, social science, arts or commerce require sound methodology for objective and systematic investigation. So a key part of any dissertation or thesis is the methodology. Methodology is a method or the procedure used by a researcher to accomplish the purpose of his research. It is a very essential step in any research and has its importance in scientific investigation because objectivity in any research investigation cannot be obtained unless it is carried out in a very systematic and planned manner. Mounton and Marais (1993) have defined methodology as “the logic of the applications of scientific methods to the investigation of the phenomena”. It is a sum total of the various procedures or steps adopted in carrying out researches in order to find out the real dynamics operating in relational and cause-effect relationship.

The following steps were taken for fulfilling and meeting the objectives through empirical investigation.

### **Sample**

It is difficult rather impossible to take the whole population for investigation in behavioural science researches, so a portion which represents the whole population is selected by using appropriate sampling technique in accordance with the nature of the research problem. Sample is a subset of a specific population selected for measurement, observation or questioning to provide statistical information about that population. The sample should be representative of the population to ensure that we can generalise the findings from the research sample to the population as a whole as Kerlinger (1983) believes that “sampling is taking any portion of a population or universe as representative of that population or universe”. The sample of a study can have a profound impact on the outcome of a study so sample should be obtained very

carefully. Therefore purposive random sampling technique was used in the present investigation to draw research sample from the population comprising of different sections of high school students.

In the present proposed research the sample comprised of 400 students of high school whose age ranged between 15-17 years hence, sample population in terms of age is highly homogenous. Out of 400 students, 200 students were taken from schools of Aligarh Muslim University, Aligarh, comprising of 100 boys and 100 girls, and the remaining 200 students were taken from different schools of Aligarh district comprising of 100 boys and 100 girls.

The following figure shows the clear break-up of the sample.

**Table – 3.1: Showing the break-up of the sample**

Group	Girls	Boys	Total (N)
Private school students	100	100	200
University-run school students	100	100	200
Total (N)	200	200	400

For further details pertaining biographies of the sample are highlighted in Table- 3.2

**Table – 3.2: Showing the biographies of the Subjects**

Groups	Total (N)	Age			Family Status		Family Income		
		Range	Mean	S.D	Nuclear %	Joint %	Below Average %	Average %	Above Average %
Private schools	200	15-17	15.85	.605	66.0	34.0	37.0	38.5	24.5
University-run Schools	200	15-17	15.83	.707	68.5	31.5	42.0	39.0	19.0
Male	200	15-17	15.94	.720	60.5	39	36.5	41.5	22.0
Female	200	15-17	15.75	.574	74	26	42.5	36.0	21.5
<b>Total</b>	<b>400</b>	<b>15-17</b>	<b>15.84</b>	<b>.675</b>	<b>67.2</b>	<b>32.8</b>	<b>39.5</b>	<b>38.8</b>	<b>21.8</b>

## **Description of Tools**

Tools are very important part of the research. In behavioral sciences measurement is considered to be a complex task but such challenges have to be taken up by psychologists to understand the dynamics of human behavior. Various psychological tests have been developed to understand human behavior objectively. Therefore, keeping in view the aims of the present study, the standardized psychological tools were administered. The description of the tools used in the present research study follows:

### **Academic Stress Questionnaire (ASQ)**

In order to assess academic stress among high school students, Academic Stress Questionnaire was used. It was developed by Akram, Khan and Baby (2013) to assess academic stress among students (15-18 years). The scale consists of 36 items. Responses were scored on a 4-point Likert scale ranging from No Stress (0), Slight Stress (1), lot of Stress (3) to Extreme stress(4). Higher scores reflect increased academic stress level. The ASQ provides five factors, viz., (i) inadequate academic environment in college/university, (ii) lack of adjustment, (iii) apprehensive about future, (iv) poor administration, and (v) worries.

Cronbach's alpha for all five factors were found to be .68, .60, .55, .53, and .57 respectively. Cronbach's alpha of all 36 items was found to be .829. The construct validity of ASQ ranges from 0.41 to 0.88.

### **Self-concept inventory**

In order to measure self-concept of high school students, a Self-concept inventory constructed and standardized by Saraswat (1984) was used. The inventory can be administered individually as well as in groups. There is no time limit but generally 20 minutes have been found sufficient for responding all the items. This self-concept inventory provides six separate dimensions of self concept, they are as follows:

- 1- Physical self concept: It refers to individuals' view of their body, health, physical appearance and strength.
- 2- Social self-concept: It indicates individuals' sense of worth in social interactions.

- 3- Temperamental self-concept: It implies individuals' view of their prevailing emotional state or predominance of a particular kind of emotional reaction.
- 4- Educational self-concept: It refers to individuals' view of themselves in relation to school, teachers and extracurricular activities.
- 5- Moral self-concept: it refers to individuals' estimation of their moral worth; right and wrong activities.
- 6- Intellectual self-concept: It shows individuals' awareness of their intelligence and capacity of problem solving and judgements.

Each dimension contains eight items. Thus inventory contains 48 items. Each item is provided with five alternatives ranging from most acceptable to least acceptable description of self-concept. The alternatives are arranged in such a way that the scoring system for all the items will remain the same i.e. 5, 4, 3, 2, 1, whether the items are positive and negative. The subject has to tick one of those which describe him well. The sum of scores for each dimension of the self-concept inventory can be obtained by adding the scores. The total self-concept scores are obtained by adding scores of all the six dimensions. The maximum obtained score is 240 and minimum is 48. High score on this inventory indicates high self-concept and low score means low self-concept.

Reliability of the inventory was found by test-retest method, and it was found to be .91 for the total self-concept measure. Reliability coefficient of various dimensions varies from .67 to .88. Expert's opinion was obtained to establish the validity of the inventory. Thus the content and construct validity were established.

### **Bell Adjustment Inventory (Modified Version)**

In order to assess adjustment of high school students in the present investigation, Mohsin-Shamshad Adaptation (Hindi) of Bell Adjustment Inventory (modified version, 1987) was used. This inventory measures adjustment level in four areas viz., home, health, social, and emotional. It also yields scores for total adjustment. The adjustment inventory consists of 124 items with yes/ impartial /no response pattern. 31 were home, 29 were health, 32 Social & 32 were emotional adjustment Items. Both internal consistency and the temporal-stability of the inventory were determined by using odd-even reliability with Spearman Brown formula and test-retest technique. The odd-even reliabilities for home, health, social,

emotional areas and for the total test items were found to be 0.826, 0.815, 0.844, 0.861 and 0.921 respectively. Validity of the inventory was ensured by adapting various validation procedures.

### **Achievement Motivation (N-Ach) Scale**

Achievement Motivation (n-Ach) Scale developed by Deo & Mohan (1985) has been used in the present investigation. The scale consists of 50 items, 13 are negative and 37 are positive items with 5 points to rate i.e., Always, Frequently, Sometimes, Rarely and Never. It was a self rating scale and can be administered individually as well as in a group. It has no time limit. The scale covered fifteen areas viz., (1) academic motivation, (2) need for achievement, (3) academic challenge, (4) achievement, anxiety, (5) importance of grades/marks, (6) meaningfulness of task, (7) relevance of school/college to future goals, (8) attitude towards education, (9) work methods, (10) attitudes towards teachers, (11) inter-personal relations, (12) individual concerns, (13) general interest, (14) dramatics, and (15) sports. Two stencil keys are used for scoring, one for positive items and one for negative items. A positive item carries the weights of 4, 3, 2, 1 and 0 respectively for the categories of Always, Frequently, Sometimes, Rarely, and Never. The negative items are to be scored 0, 1, 2, 3 and 4 for the same categories respectively that are given above. The total scores are obtained by the summation of all the positive and negative item scores. The minimum score obtained can be 0 (zero) and the maximum can be 200.

The test-retest method was applied to obtain the reliability coefficient of the scale. The reliability coefficient of the total groups as well as for the separate male and female group were  $r = .69$ ,  $r = .67$  and  $r = .78$  respectively which were significant at .01 level. The coefficient of correlation between the scale and the projective test of achievement motivation was observed to be 0.54 and 0.75 with Aberdeen Academic Motivation Inventory of Entwistle (1968).

### **Biographical Information Blank**

To know the information about the biographies of the respondents, a biographical information blank (BIB) was prepared such as age, sex, fathers' and mothers' qualifications, fathers' and mothers' professions, number of brothers/sisters, number of total family members, type of school, type of family (nuclear/joint) etc. The biographical information helps in discussing the results.

## **Procedure**

Prior to the data collection, the researcher visited three private schools and three university-run schools of Aligarh Muslim University, Aligarh and contacted to the principals of these schools and took permission from them to collect the data from the students of class 10<sup>th</sup> for her research work. When the permission was given researcher visited the classrooms and tried to establish rapport with the students. After establishing rapport with them, they were briefly told about the study. Once they gave their consent for the study, questionnaires were administered. Participants were instructed to read the instructions of each questionnaire carefully. The students were assured that the information given by them would be kept confidential and their responses would be used only for research purposes. Subjects were encouraged to give honest responses.

## **Statistical Analyses**

Once the data were collected then it becomes essential to apply appropriate statistical test in order to reduce long wide-ranging scores into intelligible and interpreted form, so that we can understand the results very easily and conveniently. So by keeping the nature of research investigation and its objective in mind, it was decided to apply multiple regression method on the data. Multiple regression method is quite flexible to access two or more predictors at a time to see their influence on criterion variable. It is basically used to make prediction about criterion variable on the basis of various predictor variables. This technique consists of Standard, Hierarchical, and Stepwise depending on the way predictor variable entering the equation. The variables used for prediction are called predictor variables and the variable that is predicted is called the criterion variable. In the present investigation, hierarchical multiple regression analysis was found very appropriate in analyzing the data. Hierarchical regression is a popular method used to analyze the effect of a predictor variable after controlling for other variables. It allows to specify a fixed order of entry for variables in order to control for the effects of covariates or to test the effects of certain predictors independent of the influence of others. In the analysis of hierarchical regression the researcher has the experience or knowledge that leads him or her to believe that certain variables should be included in the model and in what order (Rowell, Nese & Dennison). In the present investigation independent

sample *t*-test was also applied in order to find out the significant difference between genders, and private and university-run school students. Analyses were done using 16.0 version SPSS (Statistical Package of Social Sciences), which yielded results in different steps.

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*Chapter-4*

*Results and Discussion*

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## **RESULTS AND DISCUSSION**

The present chapter deals with the findings of the entire research endeavour. The present study being an empirical one was aimed to examine empirically the predictive influence of academic stress on students' self-concept, adjustment and achievement motivation. Therefore, in quest of testing the objectives of the study, Hierarchical Multiple Regression Analysis (HMRA) was used.

The first step of the analyses comprises of descriptive statistics that is Means and Standard Deviations of the total sample and sub-sample groups on study variables. The second step of analyses involves the correlation between demographic variables and study variables as well as inter-correlation among different study variables.

In third step, total sample group and sub-sample groups (private and university-run high schools students) were given the treatment of Hierarchical Multiple Regression Analysis (HMRA) to identify whether five factors of academic stress were significant predictors of self-concept and its dimensions.

Thereafter, the same statistical treatment of HMRA was given to the total sample groups and sub-sample groups (private and university-run high school students) for identifying significant predictors from amongst the above mentioned predictors for adjustment and its dimensions.

In the same manner again the treatment of HMRA was given to the total sample group and sub-sample groups (private and university-run high school students) to identify significant predictors from amongst the five factors of academic stress for achievement motivation.

At the sixth step, comparative assessment of the sample groups of male students and female students on predictor and criterion variables was undertaken.

In the last phase, comparative assessment of the sample groups of private and university-run high school students on above mentioned variables was done.

Following the above sequence, results and their discussions will appear in the proceeding writings. But before starting to deliberate on results and discussion, it is highly important to mention over here that all of the hypotheses formulated for prediction are null hypotheses, therefore, in case of significant predictors of criterion

variables, the null hypotheses are treated as rejected and in other case of non significant, the null hypotheses are treated as accepted. Null hypotheses were also framed for comparative assessment of the sub-samples on predictor and criterion variables. Therefore, the null hypotheses will be rejected if significant difference is found, and in case of non significant difference, the null hypotheses are treated as accepted. Now, results and their discussions as follows:

**Table-4.1**  
**Showing Descriptive Analysis of sub-sample groups and total sample on Psychological Variables**

Groups	Academic Stress Mean (SD)	Self Concept Mean (SD)	Adjustment Mean (SD)	Achievement Motivation Mean (SD)
Total (N=400)	82.47 (14.74)	175.30 (19.51)	34.84 (14.49)	133.95 (19.54)
Male (N=200)	82.60 (14.53)	174.66 (17.24)	33.25(14.81)	131.81 (21.413)
Female (N=200)	82.33 (14.99)	175.94 (21.58)	36.44 (14.03)	136.09 (17.27)
Private School Students (N=200)	82.90 (13.87)	176.28 (22.94)	33.44 (13.03)	134.26 (18.64)
University-run school Students (N=200)	82.04 (15.59)	174.34 (15.34)	36.24 (15.73)	133.64 (20.45)

Above table (4.1) shows the descriptive analysis of total sample groups and sub-sample groups on psychological variables.

**Table 4.2**  
**Zero order correlation between demographic variables and study variables**

Demographic variables	Academic Stress	Self-concept	Adjustment	Achievement Motivation
Gender	-.009	.033	-.110*	.110*
Type of Family	.020	.053	-.020	-.008
Type of school	-.029	-.051	.097	-.016

\*P<.05

Label assigned: gender: Male=1, Female=2; Type of family: Nuclear=1, Joint=2; Type of school: private school=1, University-run School=2.

Bivariate correlations between demographic variables and study variables are presented in Table 4.2. The value presented in the table depicts that gender has

negative correlation with adjustment indicating higher adjustment for males. The table also shows that gender has positive correlation with achievement motivation indicating higher achievement motivation for females. Type of family has no significant correlation with academic stress, self-concept, adjustment and achievement motivation. Type of school is also not significantly correlated with any of the study variables.

**Table 4.3**  
**Zero order correlation among study variables**

Variables	Academic Stress	Self-concept	Adjustment	Achievement Motivation
Academic Stress	1	-.077	-.294**	-.053
Self-concept		1	.249**	.333**
Adjustment			1	.238**
Achievement Motivation				1

\*\*P <.01

The correlation table (4.3) depicts that academic stress has statistically significant negative correlation with adjustment. Academic stress also has negative correlation with self-concept and achievement motivation but the correlation is not statistically significant. Self-concept is positively and significantly correlated with adjustment and achievement motivation. Adjustment has significant positive correlation with achievement motivation.

**Table-4.4**  
**Summary of Hierarchical Regression Analysis for Predicting Self-Concept (N=400)**

Variable	Step 1		Step 2
	$\beta$	$\beta$	$\beta$
Constant	172.552***		181.780***
Gender	.041		.043
FT	.058		.056
ST	-.049		-.049
IAEIC			-.037
LOA			-.009
AAF			.065
PA			-.048
Worries			-.096
	$R^2 = .007$		$R^2 = .020$
	$\Delta R^2 = .007$		$\Delta R^2 = .013$
	F-change = .992		F-change = 1.086
	F = .922		F = 1.014

\*P <.05, \*\*P <.01, \*\*\*P <.001

A two step hierarchical regression analysis was performed with self-concept as the criterion variable and the results are shown in above table- 4.4. In first step of the regression model demographic variables (gender, family type and school type) were entered as covariates. In model two, dimensions of academic stress were entered. Demographic variables did not account for significant variance in self-concept scores of high school students ( $R^2 = .007$ ,  $F\text{-change} = .922$ ,  $P > .05$ ) contributing insignificantly to the prediction of total self-concept. Entering dimensions of academic stress in step two did not make any significant change and there was increase of only 1.3% of the variance in  $R^2$  ( $R^2 = .020$ ,  $\Delta R^2 = .013$ ,  $F\text{-change} = 1.086$ ,  $P > .05$ ) indicating no contribution of academic stress in predicting total self-concept.

The above table shows the significance of academic stress in predicting self-concept for the whole sample. None of the dimensions of academic stress turned to be significant predictor of self-concept. Inadequate academic environment in the college, lack of adjustment, poor administration and worries dimensions of the academic stress were negatively correlated with self-concept though the correlation was not statistically significant.

**Table-4.5**

**Summary of Hierarchical Regression Analysis for Predicting Physical Self-Concept  
(N=400)**

<b>Variable</b>	<b>Step 1</b>		<b>Step 2</b>
	$\beta$	$\beta$	$\beta$
Constant	27.721***		29.710***
Gender	.083		.089
FT	.138**		.136
ST	-.055		-.058
IAEIC			.098
LOA			-.047
AAF			-.013
PA			.030
Worries			-.097
	$R^2 = .026$		$R^2 = .043$
	$\Delta R^2 = .026$		$\Delta R^2 = .016$
	$F\text{-change} = 3.554^*$		$F\text{-change} = 1.345$
	$F = 3.554^*$		$F = 2.179$

\*P < .05, \*\*P < .01, \*\*\*P < .001

Hierarchical regression analysis was performed with physical self-concept, (table-4.5). Demographic variables (gender, family type and school type) were

entered in first step of the regression model. The demographic variables together accounted for a significant 2.6% of the total variance in physical self-concept scores of the high school students, ( $R^2 = .026$ ,  $F=3.554$ ,  $P<.05$ ). Family type ( $\beta = .138$ ,  $t$ -value=2.761,  $P<.01$ ) emerged as statistically significant predictor of physical self-concept of high school students. When dimensions of academic stress were entered at step two, the amount of variance for second model is increased to 4.3. Therefore variables in model 2 explained an additional 1.6% of the variance ( $R^2 = .043$ ,  $\Delta R^2 = .016$ ,  $F$ -change =1.345,  $P> .05$ ) indicating insignificant or no contribution of academic stress in predicting physical self-concept. The Beta coefficients for all the dimensions of academic stress were found to be insignificant.

The above findings showed that dimensions of academic stress did not emerge as a significant predictor for physical self-concept. Findings also revealed that demographic variables together made contribution in predicting physical self-concept. The Beta ( $\beta$ ) value for type of family showed that type of family had significant correlation with physical self-concept. It implies that those students who reside in joint family have better physical self-concept. Physical self concept refers to individuals' view of their body, health, physical appearance and strength. As we know that adolescence is the most important and critical period of individual's development where lots of physical changes are occurred. There is a rapid increase in height; weight and a significant modification in body composition. Adolescents are much concerned about their physical appearance, body image and physical fitness. If an adolescent receives compliments and appreciations about his/her looks and strength then his/her physical self-concept increase. Family is an important socializing agent that has a significant influence on physical self-concept of adolescents. In joint family adolescents interact and spend time with their grandparents and other members of the family (uncles, aunts and cousins) and get affection, love and support from them. Besides parents, other members of the family also take care of adolescents' health. In joint family there are number of family members to admire adolescents' physical appearance and strength. Home environment can also promote healthy dietary patterns. If an adolescent lives in joint family, he is encouraged by his parents as well as other members of the family to eat healthy foods. All of these factors may contribute in developing better physical self-concept in joint family system.

**Table-4.6**
**Summary of Hierarchical Regression Analysis for Predicting Social Self-Concept  
(N=400)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	28.363***	38.971***
Gender	.108*	.100
FT	-.012	.012
ST	-.053	-.052
IAEIC		-.007
LOA		.055
AAF		.053
PA		-.116
Worries		-.064
	$R^2 = .015$	$R^2 = .042$
	$\Delta R^2 = .015$	$\Delta R^2 = .027$
	F-change = 2.012	F-change = 2.221
	F = 2.012	F = 2.155

\*P <.05, \*\*P <.01, \*\*\*P <.001

Table (4.6) shows the results of hierarchical regression analysis for social self-concept. Demographic variables accounted for only 1.5% of the variance which was found to be statistically insignificant. ( $R^2 = .015$ ,  $F = 2.012$ ,  $P > .05$ ). Gender was found to be a positive predictor of social self-concept, ( $\beta = .108$ , t-value = 2.151,  $P < .05$ ). In step two dimensions of academic stress were entered, they did not make a statistically significant change in variance accounted for by the demographic variables. There was increase of only 2.7% of the variance in  $R^2$  ( $F$  change = 2.221,  $P > .05$ ). None of the dimensions of academic stress was found to be significant predictor of social self-concept of high school students.

It is evident from the table (4.6) that academic stress was not found to have significant contribution to predict social self-concept for total sample of high school students. Though out of five dimensions of academic stress four dimensions viz. inadequate environment in the college, apprehensive about future, poor administration and worries were negatively correlated with social self-concept but the correlations were not significant. As far as demographic variables are concerned only gender was found to be a positive predictor of social self concept. Social self-concept refers to individuals' sense of worth in social interactions. According to the finding girls have better social self-concept. This may be because girls are more aware of their social relationships. They try to have more interaction with their neighbours, relatives and

friends. They are more eager to be liked, more desirous of making a favorable impression on others. Therefore they value their social relationships more than boys. This finding is consistent with research conducted by Andrew (2002) that males scored significantly lower on social self-concept than females. This finding is also in line with research findings of Marcic and Kobal Grum (2011) which showed women were more satisfied with being with others than men, and they were more competent to interact with others, as well as they were more loyal and honest in comparison with men. It is true that girls are more submissive and less aggressive than boys, so they can maintain long lasting interpersonal relationships. Girls express emotions which strengthen relationships and inhibit emotions that could harm relationships (Timmers et al 1998). This suggests that girls give more importance to their social relationships. They get pleasure and satisfaction in maintaining good social relationships which increases their social self-concept.

**Table-4.7**

**Summary of Hierarchical Regression Analysis for Predicting Temperamental Self-Concept (N=400)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	31.698***	34.794***
Gender	.067	0.85
FT	-.41	-.038
ST	-.129*	-.135
IAEIC		-.089
LOA		-.108
AAF		-.026
PA		-.182**
Worries		-.012
	$R^2 = .023$	$R^2 = .050$
	$\Delta R^2 = .023$	$\Delta R^2 = .026$
	F-change = 3.132*	F-change = 2.180*
	F = 3.132*	F = 2.555*

\*P <.05, \*\*P <.01, \*\*\*P <.001

Hierarchical regression analysis for the prediction of temperamental self-concept was carried out and its findings are set in table (4.7). The table showed that demographic variables accounted for a significant 2.3% of the variance. School type was found to be significant predictor of temperamental self-concept of high school students ( $\beta = -.129$ , t-value=-22.591, P<.05) indicating university-run high school students are lower on temperamental self-concept. Temperamental self-concept refers

to individuals' view of their prevailing emotional state or predominance of a particular kind of emotional reaction. This result may be explained in terms of inadequate academic environment, lack of interaction between teachers and students, lack of discipline and physical environment of the classroom in university-run schools as compared to private schools. All these may contribute to develop negativity, pessimism and aggressiveness among them. Wang, Selman, Dishion and Stormshak (2010) reported that students' perception of school discipline and positive teacher student relationship was related to lower probability and frequency of behavioral problems. Therefore the finding that university-run school students have lower temperamental self-concept as compared to private school students is quite logical. Dimensions of academic stress were lead to increase of 2.6% ( $\Delta R^2 = .026$ , F Change =2.180, P<.05) bringing the total variance to 5% which was statistically significant. This suggests that dimensions of academic stress together play a significant role in the prediction of temperamental self-concept of high school students. Poor administration- a dimension of academic stress was found to be significant negative predictor of temperamental self concept ( $\beta = -.182$ , t-value=-2.752, P<.01). These findings seem to be very logical, because the school represents perhaps the most important institution in the students' life. The students spend approximately three-fourths of the conscious part of their weekdays at school; they critically depend on this setting for their development. A healthy school administration foster's confidence in children. When the school administration is supportive and interactive, students see their school as welcoming, feel motivated, get interest in doing studies and enjoy being part of the school and take keen interest in learning and as a result the chances of students' success also increase. But if the school administration is poor, they feel tensed, confused, not interested in studies and they may lose their temper easily. Therefore supports of staffs and teachers at school can have important consequences for students' well-being. Adolescents who feel that there are people who take care of them at school and feel connected to the school are less likely to engage in a variety of negative behaviors including drug use, violence and sexual activity (McNeely, Nonnemaker, and Blum 2002). Thus school experience seems to be a significant determinant of students' temperamental self-concept.

**Table-4.8**
**Summary of Hierarchical Regression Analysis for Predicting Educational Self-Concept  
(N=400)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	29.963***	29.180***
Gender	.032	.039
FT	-.064	-.067
ST	.081	.072
IAEIC		-.043
LOA		-.099
AAF		-.071
PA		-.009
Worries		.021
	$R^2 = .013$	$R^2 = .020$
	$\Delta R^2 = .013$	$\Delta R^2 = .007$
	F-change = 1.684	F-change = .57
	F = 1.684	F = .985

\*P <.05, \*\*P <.01, \*\*\*P <.001

The results of two step hierarchical regression analysis for predicting educational self-concept of high school students are shown in table (4.8). Demographic variables were accounted for only 1.3% ( $R^2=.013$ ,  $F=1.684$ ,  $P>.05$ ) which was insignificant. Beta coefficient for all demographic variables was insignificant. In step two dimensions of academic stress were entered which led insignificant increase of .07% in the variance ( $R^2=.020$ ,  $\Delta R^2=.007$ , F Change =.571,  $P>.05$ ) accounted for by the demographic variables. Beta coefficients for all the dimensions of academic stress were found to be insignificant.

Above mentioned findings suggested that academic stress did not predict educational self-concept. Four dimensions of academic stress viz. inadequate academic environment in the college, lack of adjustment, apprehensive about future and poor administration were negatively correlated with educational self-concept whereas worries had positive correlation with educational self-concept but the correlations were not found to be statistically significant.

**Table-4.9**
**Summary of Hierarchical Regression Analysis for Predicting Moral Self-Concept  
(N=400)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	31.584***	32.781***
Gender	.107*	.093
FT	.075	.075
ST	-.236**	-.238
IAEIC		.043
LOA		.011
AAF		-.029
PA		-.142*
Worries		.069
	$R^2 = .071$	$R^2 = .088$
	$\Delta R^2 = .017$	$\Delta R^2 = .017$
	F-change = 10.113***	F-change = 1.417
	F = 10.113***	F = 4.698

\*P <.05, \*\*P <.01, \*\*\*P <.001

Table (4.9) reflects the results of multiple hierarchical regressions for moral self-concept of total sample. Demographic variables together accounted for 7.1% ( $R^2=.071$ , F Change=10.113, P<001) of the total variance in the scores of moral self concept (dimension of academic stress). Demographic variables together were found to contribute in the prediction of moral self-concept of high school students. Gender ( $\beta=.107$ , t- value=2.185, P<.05) was turned to be statistically significant predictor of moral self concept indicating females have better moral self-concept. Moral self-concept refers to individuals' estimation of their moral worth; right and wrong activities. Such findings obtained may be due to the facts that girls are more conscious about wrong and right. They are expected to follow the rules and norms of the society as well as moral values more than boys. Girls believe in religious customs and traditions more than boys. They seem to value social norms that lead to a more developed moral self-concept. Therefore they have better moral self-concept as compared to boys. Gilligan (1993) and Woolfolk (1987) pointed out that gender also affects one's self-concept, especially in the area of moral development.

Another demographic variable which came to be statistically significant predictor of moral self-concept for total sample was school type ( $\beta=-.236$ , t-value=-4.864, P<.001) indicating private school students have high moral self-concept as compared to university-run school students. Explanations for this finding can be that

private schools have well disciplined environment, and adequate rules and regulations which develop respect, fairness and good habits among students. Teachers can keep an eye on every student's right and wrong activities in private schools because the strength of the class is less in private schools as compared to university-run schools. In private schools various skits or dramas which have moral values are organized time to time which may develop moral characteristics and prosocial behavior among students. Consequently all these help to develop, shape and reinforce students' moral self-concept.

After controlling demographic variables, dimensions of academic stress were entered in step two. It is observed from the table that the effects of dimensions of academic stress were found to be insignificant with increase of only 1.7 % in the variance ( $\Delta R^2 = .017$ , F-change = 1.417, P>.05) accounted for by the demographic variables. Poor administration- a dimension of academic stress was found to be a statistically significant negative predictor of moral self-concept of total sample of high school students ( $\beta = -.142$ , t-value = -2.193, P<.05). As we know that school plays most important and significant role in the formation of students' self-concept. It is true that school administration plays a very important role in developing students' moral self-concept. Being in adolescence period high school students are at the age to form moral views and attitudes and they learn moral values specifically through social interactions and group living. Moral values include compassion, kindness, hard work, co-operation, forgiveness etc. School is one of the most important settings where children and teens learn moral values from their teachers and other staff members as Pianta (1999) pointed out that relationship with teachers are a crucial part of children's daily classroom experiences as well as a potential resource for enhancing developmental outcomes. So, teachers and other staffs of the school should strive to create a healthy and safe environment within the classrooms and schools to encourage positive moral interactions among students. The impact of teachers and school administration on students' development of moral self-concept is also evident from a study of Power, Higgins, and Kohlberg (1989), in which they examined the importance of building character through the formation of good habits modeled by teachers and by the structure throughout the school environment and found that healthy relationships and a sense of a democratic process play a large role in the moral formation of students. So, school administrators need to focus on teachers'

motivation because effectively motivated teachers provide the most favourable setting for students. Teachers can develop scenarios that prompt young adolescents to examine concepts of fairness, justice, and equity. Since the view and behaviour of a teacher affects students' self-concept, so when teacher motivate students, support and interact with them, then this affects the students in positive way and this positive feeling and attitude promotes moral self-concept. This finding is indirectly supported by Schaps, Battistich & Solomon (1997) who reported that when students find their school environment to be supportive and caring, they are more likely to develop positive attitudes towards themselves and pro-social attitudes and behaviours towards other. Brooks (1993) said that teachers have a very significant, lifelong impact on their student, and they affect the self-esteem by the use of strategies like communicative encouragement and positive feedback. Therefore students' sense of morality is an important issue that a teacher and an administrator must consider.

**Table-4.10**  
**Summary of Hierarchical Regression Analysis for Predicting Intellectual Self-Concept**  
**(N=400)**

Variable	Step 1		Step 2
	$\beta$	$\beta$	$\beta$
Constant	26.984***		29.391***
Gender	.060		.066
FT	.120**		.113
ST	.017		.015
IAEIC			-.112
LOA			-.131*
AAF			.230***
PA			-.014
Worries			-.099
	$R^2 = .016$		$R^2 = .064$
	$\Delta R^2 = .016$		$\Delta R^2 = .048$
	F-change = 2.176		F-change = 4.005***
	F = 2.176		F = 3.712***

\*P <.05, \*\*P <.01, \*\*\*P <.001

The findings of hierarchical regression analysis for predicting intellectual self-concept for total sample are set in table (4.10). The results of step one depicted that demographic variables together did not account for the significant variance as the value of  $R^2$  was not significant ( $R^2 = .016$ ,  $F = 2.176$ ,  $P > .05$ ). Family type significantly contributed to the prediction of intellectual self-concept, ( $\beta = .120$ ,  $t$ -value = 2.391,  $P < .01$ ) showing adolescents from joint family have higher intellectual self-concept. Family is the first school of a child. Family plays an important role in the intellectual

development of a child. Family has a major impact on child especially during adolescence. A strong and positive relationship amongst members of a family affects the attitude and behaviour of adolescents. In joint family children are reared and taken care of by a number of people. Therefore joint family offers opportunities to adolescents to discuss their problems, needs and interests with grandparents and other members of the family. Not only parents but other members of the family also appreciate and encourage their children when they do well in schools. Thus adolescents begin to believe in their capabilities and talents because the type and amount of praise received from family affect their intellectual self-concept. In joint family adolescents play various games and puzzles with their cousins and family members which may increases their intellect and creates a healthy competition among them. All these contribute to influence their intellectual self-concept. Bayder and Brook-Gunn (1991) also noted that grandmother care is related to higher cognitive development and fewer behavioural problems among preschoolers.

Dimensions of academic stress were entered in step two, which made a significant increase in  $R^2$  ( $\Delta R^2 = .048$ , F-change = 4.005,  $P < .001$ ) bringing the total variance to 6.4%. Lack of adjustment was found to be a statistically significant negative predictor of intellectual self-concept ( $\beta = -.131$ , t-value = -2.065,  $P < .05$ ). Intellectual self-concept refers individuals' awareness of their intelligence and capacity of problem solving and judgements. Thus the finding suggests that if a student is not well adjusted in school, he or she would have less intellectual self-concept. Adolescence is a time for rapid cognitive and intellectual development. Intellectual development refers to the increased ability of people to understand and reason. Students spend large amounts of their time at school. Therefore the effects of teachers, peers and school environment on the students are obvious. A student who has lack of adjustment in the classroom is likely to have difficulties in talking in front of the class and participating in classroom activities. As a result, the student can become frustrated and disengaged from school and learning. In turn teachers may underestimate him as it was found that teachers underestimate the intelligence of children who are anxious or withdrawn (Martin, 1994). Thus, this affects student's intellectual self-concept because self-concept of an individual is also affected by the evaluation of others. It is true that school adjustment incorporates aspects of well-being as well as academic achievement and high intellectual self-concept. If the class

room environment is supportive and appropriate, students can achieve to their maximum abilities because schooling has direct effects on students' educational achievement. A good school climate has been found to predict not only superior academic achievement but also positive behavior and high self-esteem (Rutter et al., 1979; Ouston et al., 1980; Hoge et al., 1990). Hence it is essential for teachers to realize the strengths and abilities of their students and to help students discover their talents. A teacher should develop good rapport with students to create a good classroom environment.

Whereas apprehensive about future- another dimension of academic stress emerged as a statistically significant positive predictor of intellectual self-concept ( $\beta=.230$ ,  $t$ -value=3.433,  $P<.001$ ). This pattern of finding seems to be quite interesting. In this regard, it can be said that those students who are anxious about their future and career try to do better in academics. They study various books, news papers to get knowledge. Hence, their intellectual self-concepts facilitate. It can be explained in other terms as a student who has high intellectual self-concept is anxious and thinks more about their future and career. The finding is indirectly supported by Rieger (2005) who said that a higher intelligence or Intelligent Quotient (IQ) sometimes is a cause of anxiety or stress in children because "gifted" children often worry about a lot more things than the average one. Children with higher intelligence are also under pressure to excel or being 'different'.

**Table-4.11**

**Summary of Hierarchical Regression Analysis for Predicting Self-Concept of Private Students (N=200)**

<b>Variable</b>	<b>Step 1</b>		<b>Step 2</b>	
	<b><math>\beta</math></b>		<b><math>\beta</math></b>	
Constant	171.079***		172.992***	
Gender	.026		.027	
FT	.053		.026	
IAEIC			-.038	
LOA			.022	
AAF			.142	
PA			-.055	
Worries			-.098	
	$R^2 = .003$		$R^2 = .020$	
	$\Delta R^2 = .033$		$\Delta R^2 = .017$	
	F-change = .298		F-change = .659	
	F = .298		F = .555	

\*P <.05, \*\*P <.01, \*\*\*P <.001

The results of two steps hierarchical regression analysis for predicting self-concept as a whole of private high school students are set in the table (4.11). The block of gender and family type was entered in step one of the regression model as covariates. The demographic variables accounted for .03% of the variance ( $R^2=.003$ ,  $F$  Change=.298,  $P>.05$ ) in the total scores of self-concept, contributing insignificantly to the prediction of self-concept of the private high school students. After controlling for demographic variables, dimensions of academic stress were entered in step two which added insignificantly to the variance accounted for by the demographic variables ( $R^2 =.020$ ,  $\Delta R^2 =.017$ ,  $F$  Change =.659,  $P>.05$ ) None of the variables was found to be a significant predictor of self-concept of private high school students.

**Table-4.12**

**Summary of Hierarchical Regression Analysis for Predicting Physical self-concept of Private Students (N=200)**

Variable	Step 1		Step 2
	$\beta$		$\beta$
Constant	26.346***		24.803***
Gender	.214**		.216
FT	.114		.127
IAEIC			-.007
LOA			-.065
AAF			.119
PA			.042
Worries			-.021
	$R^2 = .051$		$R^2 = .064$
	$\Delta R^2 = .051$		$\Delta R^2 = .013$
	$F\text{-change} = 5.245**$		$F\text{-change} = .540$
	$F = 5.245**$		$F = 1.867$

\* $P < .05$ , \*\* $P < .01$ , \*\*\* $P < .001$

Table (4.12) depicts that demographic variables (gender and family type) accounted for 5.1% ( $R^2=.051$ ,  $F$  Change=5.245,  $P<.01$ ) of the total variance in physical self-concept, contributing significantly in the prediction of physical self-concept of private students. Result showed that only gender ( $\beta=.214$ ,  $t\text{-value}=3.039$ ,  $P<.05$ ) was found a statistically significant predictor of physical self-concept indicating female are better on physical self-concept. This can be because of the fact that in our society more attention is given to those girls who are beautiful and attractive as Goldman & Lewis (1977) and Hatfield & Sprecher (1986) stated that physically attractive girls are treated more favorably, they tend to become more confident and do have better social skills. Therefore girls are very much conscious

about their appearance as compared to their counterparts. They try to look beautiful and attractive. Physical appearance is a powerful contributor to self-esteem in adolescent girls (Harter, 2006). This suggests that girls link their self-esteem or self-concept to their physical beauty. In large review of research studies, the consensus is that physical attractiveness is of great importance for women than for men (Feingold, 1990). Lerner, Orlos, and Knapp (1976) also found that the self-concepts of many female adolescents stem primarily from the sense of their physical attractiveness. Therefore on the basis of findings it can be safely concluded that girls have more physical self-concept as compared to boys.

Entering dimensions of academic stress in step two did not add any significant variance to the variance accounted for by the demographic variables ( $R^2 = .064$ ,  $\Delta R^2 = .013$ ,  $F$  Change = .540,  $P > .05$ ). None of the variables was found to be a significant predictor of physical self-concept of private high school students.

**Table-4.13**

**Summary of Hierarchical Regression Analysis for Predicting Social Self-Concept of Private Students (N=200)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	25.468***	25.908***
Gender	.214**	.238
FT	.046	.044
IAEIC		-.045
LOA		-.087
AAF		-.230*
PA		-.138
Worries		.020
	$R^2 = .057$	$R^2 = .100$
	$\Delta R^2 = .057$	$\Delta R^2 = .043$
	$F$ -change = 5.901**	$F$ -change = 1.843
	$F = 5.901**$	$F = 3.038$

\* $P < .05$ , \*\* $P < .01$ , \*\*\* $P < .001$

Findings of the above table (4.13) suggested that demographic variables accounted for a significant 5.7% of the variance in social self-concept ( $R^2 = .057$ ,  $F$  Change = 5.901,  $P < .01$ ). Gender was found to be significant positive predictor ( $\beta = .241$ ,  $t$ -value = 3.435,  $P < .001$ ) of social self-concept showing females have better social self-concept. Explanation of this finding has already been given in Table-4.6. Entering facets of academic stress at step two did not lead to any significant changes in the value of  $R^2$  ( $R^2 = .100$ ,

$\Delta R^2 = .043$ , F Change = 1.843, P > .05). Apprehensive about future was emerged as a statistically significant negative predictor of social self-concept ( $\beta = -.230$ , t-value = -2.587, P < .05). It means that if a student is apprehensive and worried about his/her future it will affect his/her social relationship. High school students are prone to stress due to a number of reasons such as parental expectations, pressure to get good grades, getting admission in high quality colleges and preferred academic stream. Besides, most of the high school students apart from their school, attend coaching classes preparing them for entry into various professional courses in several institutions. Therefore their minds are full of apprehensions and are not free to use their full potentials. A large amount of their time spend in study, therefore they may not have enough time to maintain good social relationships. It is true that when a student is under constant pressure, he or she can't maintain healthy interpersonal relationship. This may affect their social self-concept.

**Table-4.14**

**Summary of Hierarchical Regression Analysis for Predicting Temperamental Self-Concept of Private Students (N=200)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	25.585***	30.931***
Gender	.119	.132
FT	-.038	-.049
IAEIC		-.182*
LOA		-.157
AAF		.011
PA		-.236*
Worries		.039
	$R^2 = .017$	$R^2 = .070$
	$\Delta R^2 = .017$	$\Delta R^2 = .052$
	F-change = 1.719	F-change = 2.161
	F = 1.719	F = 2.049

\*P < .05, \*\*P < .01, \*\*\*P < .001

The result of two step hierarchical regression analysis for predicting temperamental self-concept for private high school students are depicted in table (4.14). Demographic variables are entered in step one and the model accounted for insignificant 1.7% of the total variance of temperamental self-concept. Dimensions of academic stress were entered in step two and the model accounted for 5.2% of the variance but it was insignificant ( $R^2 = .070$ ,  $\Delta R^2 = .052$ , F Change = 2.161, P > .05).

Inadequate academic environment in the college ( $\beta=-.182$ ,  $t$ -value=-2.012,  $P<.05$ ) and poor administration ( $\beta=-.236$ ,  $t$ -value=-2.594,  $P<.01$ ) were found to be statistically significant negative predictors of temperamental self-concept of private high school students.

Above findings showed that inadequate academic environment in college significantly negatively correlated with temperamental self-concept. This finding receives indirect support from the findings obtained by Abdur (2001) whose study showed that better the classroom environment higher was the self-concept of students. School is like a second home of a child; for an average, child spends more than one third of his day in the school, therefore the environment of school influence the temperamental self-concept of a child. Lack of discipline in school, lack of support from teachers and lack of proper guidance in school make students confused, irritated, anxious, aggressive, frustrated and maladjusted. Studies showed that a child who has school adjustment problems may become anxious, withdraw, or exhibit disruptive, aggressive, or non-compliant behaviors (Keogh, 2003; Martin & Bridger, 1999). Whereas when students find supportive school environment and caring, they are less likely to become involved in substance abuse, violence, and other problem behaviors (Hawkins, Catalano, Kosterman, Abbott, & Hill 1999; Battistich & Hom 1997; Resnick et al. 1997). Thus it can be safely concluded that inadequate academic environment affects students' temperamental self-concept negatively. Furthermore another dimension of academic stress which was also found as a statistically significant negative predictor of temperamental self-concept is poor administration. With regard to the significant predictive influence of 'poor administration' in explaining their influence on temperamental self-concept of sub-sample group of private school students have already been explained earlier, in case of total sample group.

**Table-4.15**  
**Summary of Hierarchical Regression Analysis for Predicting Educational Self-Concept  
of Private Students (N=200)**

<b>Variable</b>	<b>Step 1</b>	<b>Step 2</b>
	$\beta$	$\beta$
Constant	30.902***	33.781***
Gender	.008	.010
FT	-.061	-.079
IAEIC		-.056
LOA		.104
AAF		-.115
PA		-.053
Worries		.007
	$R^2 = .004$	$R^2 = .026$
	$\Delta R^2 = .004$	$\Delta R^2 = .022$
	F-change = .388	F-change = .877
	F = .388	F = .737

\*P <.05, \*\*P <.01, \*\*\*P <.001

The results of hierarchical regression analysis for predicting educational self-concept of private students are shown in table (4.15). Demographic variables (gender and family type) were entered in step one. Demographic variables accounted for only .04% of the variance in educational self-concept. ( $R^2 = .004$ , F Change= .388, P>.05). Neither gender nor family type (joint/nuclear) turned to be a significant predictor of educational self-concept. After controlling for demographic variables dimensions of academic stress were entered. They also did not yield any significant changes in the variance accounted for by the demographic variables ( $R^2 = .026$ ,  $\Delta R^2 = .022$ , F Change =.877, P>.05). None of the variables found to be significant predictor of educational self-concept of private high school students.

**Table-4.16**  
**Summary of Hierarchical Regression Analysis for Predicting Moral Self-Concept of  
Private Students (N=200)**

<b>Variable</b>	<b>Step 1</b>	<b>Step 2</b>
	$\beta$	$\beta$
Constant	32.406***	32.981***
Gender	-.033	-.038
FT	-.044	-.022
IAEIC		.063
LOA		-.051
AAF		-.190*
PA		.026
Worries		.145
	$R^2 = .001$	$R^2 = .034$
	$\Delta R^2 = .001$	$\Delta R^2 = .022$
	F-change = .102	F-change = 1.329
	F = .102	F = .979

\*P <.05, \*\*P <.01, \*\*\*P <.001

The findings of hierarchical regression analysis for predicting moral self-concept among high school private students are presented in (4.16). At step one, the block of demographic variables and at step two dimensions of academic stress were entered.  $R^2$  and  $R^2$  change for demographic variables and academic stress were insignificant. Apprehensive about future -a dimension of academic stress was emerged as a statistically significant negative predictor of moral self-concept ( $\beta=-.190$ ,  $t\text{-value}=-2.064$ ,  $P<.05$ ). This finding suggests that those students who are worried and apprehensive about their future have less moral self-concept. It is because of the fact that adolescents in high school are under a lot of pressure because in India, high school students attempt first board examination, known as the secondary examination. Results of the secondary examination are vital for individuals since this is the main determining criteria for future admission to a high quality senior secondary school and a preferred academic stream. Therefore, parents demand their children to perform well and get good grades in the first board examination and for this, parents appoint two to three tutors for their children. There are fierce competitions among students. Hence they may be afraid and apprehensive that they will fail or that they would not get admission in good colleges. Moreover in high school, adolescents have to start thinking about what kind of career they should pursue. This can be a scary prospect, especially if they don't really know what they want to do or what they are good at. All these can create serious problems and as a result students become worried and tensed. So, weak & average students try to get good grades through unfair means i.e. cheating. Bushweller (1999) found that academic dishonesty is a growing concern amongst students for better grades. They may also indulge in destructive behavior like suicide, drug abuse, drinking, smoking etc. Stress is associated with drinking, drug abuse, or smoking (Scales, 2008; Brooks et al., 2002; Field & Powell, 2007). Thus apprehensive about future was found to have negative correlation with moral self-concept.

**Table-4.17**

**Summary of Hierarchical Regression Analysis for Predicting Intellectual Self-Concept of Private Students (N=200)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	26.310***	26.345***
Gender	.082	.088
FT	.160*	.169
IAEIC		-.112
LOA		-.066
AAF		.246**
PA		-.001
Worries		-.078
	$R^2 = .028$	$R^2 = .069$
	$\Delta R^2 = .028$	$\Delta R^2 = .041$
	F-change = 2.822	F-change = 1.695
	F = 2.822	F = 2.031

\*P <.05, \*\*P <.01, \*\*\*P <.001

Above table (4.17) is showing the results of hierarchical regression for predicting intellectual self-concept of private high school students. The result in first step showed that family type ( $\beta=.160$ , t-value=2.244, P<.05) was a significant positive predictor of intellectual self-concept of private students indicating students from joint family were higher on intellectual self-concept. And the model accounted for 2.8% of the variance in intellectual self-concept ( $R^2=.028$ , F Change=2.822, P>.05). After controlling for demographic variables dimensions of academic stress were entered and the results showed that model did not make significant change. The model accounted for 4.1% of the variance in intellectual self-concept ( $R^2 = .069$ ,  $\Delta R^2 = .041$ , F Change =1.695, P>.05). Whereas, the beta coefficient for apprehensive about future was a significant positive predictor of intellectual self-concept ( $\beta=.246$ , t-value=2.713, P<.01).

The findings shown in the above table indicated that students from joint families had better intellectual self-concept as compared to students from nuclear families. Apprehensive about future turned to be positive predictor of intellectual self-concept of private school students. The same results were obtained and have been discussed under Table-4.10, therefore, explanations which have been given earlier stand valid to explain the present finding pertaining to the private school students.

**Table-4.18**

**Summary of Hierarchical Regression Analysis for Predicting Total Self-Concept of University-run School Students (N=200)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	168.326***	180.236***
Gender	.066	.078
FT	.068	.083
IAEIC		-.040
LOA		.003
AAF		-.027
PA		-.022
Worries		-.123
	$R^2 = .008$	$R^2 = .038$
	$\Delta R^2 = .008$	$\Delta R^2 = .030$
	F-change = .788	F-change = 1193
	F = .788	F = 1.078

\*P <.05, \*\*P <.01, \*\*\*P <.001

A two step hierarchical regression analysis was conducted with self-concept as the criterion variable for university-run high school students (200). Values are placed in the table (4.18).The demographic variables (gender and family type) were entered in step one and the dimensions of academic stress were entered in step two. None of the variables was found to be significant as all the values of  $R^2$  and  $\Delta R^2$  changes were found to be insignificant.

**Table-4.19**

**Summary of Hierarchical Regression Analysis for Predicting Physical Self-Concept of University-run School Students (N=200)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	27.669***	31.126***
Gender	-.025	.015
FT	.166*	.177
IAEIC		-.152
LOA		-.130
AAF		-.089
PA		.040
Worries		-.152
	$R^2 = .029$	$R^2 = .086$
	$\Delta R^2 = .029$	$\Delta R^2 = .057$
	F-change = 2.961	F-change = 2.380*
	F = 2.961	F = 2.575*

\*P <.05, \*\*P <.01, \*\*\*P <.001

Hierarchical regression analysis was conducted with physical self-concept as the criterion variable for university-run high school students (200). Demographic variables accounted for 2.9% ( $R^2=0.029$ , F Change= 2.961, P>.05) of the total variance, contributing insignificantly to the prediction of physical self-concept of university-run high school students. Beta coefficient for family type was significant ( $\beta=.166$ , t-value=2.350, P<.05) indicating students from joint families were higher on physical self-concept. Explanations for such result has already been discussed in Table-4.5 Therefore, there is no need to repeat the explanations.

Entering dimensions of academic stress scores in step two added significantly to the variance accounted for by the demographic variables and explained an additional 5.7% of the variance ( $R^2=.086$ ,  $\Delta R^2 =.057$ , F-Change =2.380, P<.05) contributing jointly in the prediction of physical self-concept. However the Beta coefficient for all the dimensions of academic stress except poor administration signified negative, though insignificant predictive relation with physical self-concept of university-run school students.

The result (table-4.19) indicates that academic stress plays a significant role in the prediction of physical self-concept of university-run high school students. The physical self-concept is an individual's opinion of his or her appearance, strength body fat, coordination and other related aspects of the physical self (Marsh et al., 1994). Physical self-concept tends to be positively related with physical activity and exercise as Fox (1997) pointed out that physical self-perception is especially likely to be affected by physical activity participation. So, those students who do physical activity and exercise regularly may have better physical self-concept but on the other hand when students are under high academic stress and pressure, they may not get enough time to exercise or to take care of their physical fitness, appearance and wellbeing, hence their physical self-concept may beg into decline. The finding of the present study that academic stress negatively influences physical self-concept was indirectly supported by a study which showed that stress may cause physical health problems such as high blood pressure and disturbed metabolism (AL-Dubai, Al-NAggar, Alshagga and Rampal, 2011). Academic stress is an emotional tension of a student which is expressed or felt by him when he fail to cope with the academic demands and pressures. The consequences of high academic stress may be exhibited in the form of various physical, emotional, social and psychological problems.

**Table-4.20**
**Summary of Hierarchical Regression Analysis for Predicting Social Self-Concept of University-run Students (N=200)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	29.773***	34.501***
Gender	-.022	-.021
FT	-.065	-.032
IAEIC		.042
LOA		-.017
AAF		-.116
PA		.054
Worries		-.177*
	$R^2 = .004$	$R^2 = .075$
	$\Delta R^2 = .004$	$\Delta R^2 = .071$
	F-change = .428	F-change = 2.940*
	F = .428	F = 2.228*

\*P <.05, \*\*P <.01, \*\*\*P <.001

Table-4.20 depicts the findings of hierarchical regression analysis for the prediction of social self-concept of university-run high school students. Demographic variables did not add any significant variance in the prediction of social self-concept ( $R^2=.004$ , F Change=.428, P>.05), the Beta coefficients for gender and family type were insignificant. Entering dimensions of academic stress scores in step two made a significant increase in  $R^2$  and accounted for 7.1% of the variance in social self-concept ( $R^2=.075$ ,  $\Delta R^2=.071$ , F-Change =2.940, P<.05). Result showed that worries (dimension of academic stress) was statistically significant negative predictor of social self-concept of university-run schools students. It is true because pressure to perform well in classroom and examination make the academic environment very stressful for the students and as a result students become worried and tensed. This is likely to affect social relations both within the university and outside (Fairbrother & Wam, 2004). Worrying can be so obsessive that it can endanger the health of social relationships and affects students' social self-concept negatively.

**Table-4.21**
**Summary of Hierarchical Regression Analysis for Predicting Temperamental Self-Concept of University-run School Students (N=200)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	28.385***	29.071***
Gender	.078	-.058
FT	-.068	-.042
IAEIC		.067
LOA		-.069
AAF		-.221*
PA		-.246*
Worries		-.092
	$R^2 = .009$	$R^2 = .056$
	$\Delta R^2 = .009$	$\Delta R^2 = -.047$
	F-change = .940	F-change = 1.9221
	F = .940	F = 1.641

\*P <.05, \*\*P <.01, \*\*\*P <.001

Findings of the hierarchical regression analysis for the prediction of temperamental self-concept of university-run school students are shown in Table (4.21). After controlling for demographic variables at step one, dimensions of academic stress were entered in step two. Entering dimensions of academic stress did not result in any significant change, and the regression model accounted for 4.7% of the variance in temperamental self-concept ( $R^2 = .056$ ,  $\Delta R^2 = -.047$ , F-Change=1.9221,  $P>.05$ ). Apprehensive about future- a dimension of academic stress ( $\beta = -.221$ , t-value=-2.171,  $P<.05$ ) was statistically significant negative predictor of temperamental self-concept. It is quite true that adolescents whose minds are full of apprehension and worries feel hopelessness, sadness, frustration, aggression etc. Generally high school students experience feeling of tension and apprehension due to lot of academic pressure from teachers and parents. Many of the high school students have lack of proper career guidance so they are uncertain about their career and future in this highly competitive world. They are worried about getting good grades, getting into good colleges and getting admission in their preferred academic streams. Such pressure can affects their temperaments and can lead to feeling of depression, general fatigue, insomnia, mood swings, temper tantrums and aggression. Thus on the basis of the finding it is concluded that apprehensive about future has negative influence on temperamental self-concept. Another dimension of academic stress which was emerged as a statistically significant negative predictor of temperamental self-concept

of university-run school students was poor administration ( $\beta=-.246$ ,  $t\text{-value}=-2.477$ ,  $P<.05$ ). The predictive influence of poor administration on temperamental self-concept has already been explained in case of whole sample (Table-4.7) so we do not need to explain it here again.

**Table-4.22**  
**Summary of Hierarchical Regression Analysis for Predicting Educational Self-Concept  
of University-run School Students (N=200)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	31.038***	28.309***
Gender	.058	-.062
FT	-.069	-.098
IAEIC		.024
LOA		-.103
AAF		-.063
PA		-.013
Worries		-.033
	$R^2 = .009$	$R^2 = .035$
	$\Delta R^2 = .009$	$\Delta R^2 = .026$
	F-change = .910	F-change = 1.021
	F = .910	F = .989

\* $P < .05$ , \*\* $P < .01$ , \*\*\* $P < .001$

The results of hierarchical regression analysis for predicting educational self-concept among university-run school students are set in table (4.22). At step one; demographic variables (gender and family type) were entered. The value of  $R^2$  was insignificant and the Beta values for gender and family type were found to be insignificant. At step two, dimensions of academic stress were entered. None of the variables was found to be significant and the values of  $R^2$  and  $R^2$  change were insignificant.

**Table-4.23**  
**Summary of Hierarchical Regression Analysis for Predicting Moral Self-Concept of University-run School Students (N=200)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	23.433***	25.766***
Gender	.220**	.196
FT	.136*	.142
IAEIC		-.008
LOA		.029
AAF		.070
PA		-.253*
Worries		.059
	$R^2 = .060$	$R^2 = .095$
	$\Delta R^2 = .060$	$\Delta R^2 = .035$
	F-change = 6.276**	F-change = 1.478
	F = 6.276	F = 2.871

\*P <.05, \*\*P <.01, \*\*\*P <.001

Table-4.23 indicates that demographic variables accounted for 6% of the variance ( $R^2=.060$ , F Change= 6.276, P<.01) in moral self-concept and have significant contribution in the prediction of moral self-concept of university-run school students. Gender ( $\beta=.220$ , t-value=3.167, P<.01) was statistically significant predictor of moral self-concept suggesting high moral self-concept for female students. An explanation about significant influence of gender on moral self-concept has already been discussed in table-4.9 while discussing the role of gender in the prediction of moral self-concept for whole sample. Family type ( $\beta=.136$ , t-value=1.952, P<.05) was also found to be a statistically significant predictor of moral self-concept showing students from joint families to be high on moral self concept. This is because in joint family adolescents also spend time with grandparents, uncle, aunts and cousins etc. Since children stay with elders since childhood, they are more mannered, respect others and become more responsible. They have more chances to learn co-operation, obedience, tolerance and discipline as compared to nuclear family which help them to develop better moral self-concept. Rules and etiquettes are instilled in joint family system, like sense of belongingness, sense of togetherness, respectfulness for elders and love for younger ones. Consequently all these values can serve as keystone for developing moral self-concept.

Entering dimensions of academic stress in step two did not add significant variance to the variance accounted for by the demographic variables ( $R^2 =.095$ ,

$\Delta R^2 = .035$ , F-Change=1.478, P>.05). However poor administration - a dimension of academic stress was statistically significant negative predictor of moral self-concept of university-run school students ( $\beta = -.253$ , t-value=2.595, P<.01). It means that if school administration is not supportive and caring then it affects students' moral self-concept negatively whereas if school administration is cooperative and take care of students needs and demands then the students adopt discipline and other good qualities. Same finding is also obtained in case of total sample (Table-4.9). Since, explanations of this significant predictor has already been given earlier, therefore, there is no need to explain it again.

**Table-4-24**

**Summary of Hierarchical Regression Analysis for Predicting Intellectual Self-Concept of University-run Students (N=200)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	28.009***	31.490***
Gender	.038	.050
FT	.078	.078
IAEIC		-.108
LOA		-.204*
AAF		.247*
PA		-.007
Worries		.0138
	$R^2 = .007$	$R^2 = .081$
	$\Delta R^2 = .007$	$\Delta R^2 = .075$
	F-change = .674	F-change = 3.121*
	F = .674	F = 2.432*

\*P < .05, \*\*P < .01, \*\*\*P < .001

The results of hierarchical regression analysis for predicting intellectual self-concept of university-run school students are placed in Table (4.24). Demographic variables did not account for a significant variance in intellectual self-concept scores. Beta coefficient for gender and family type were not significant. After controlling for demographic variables in step one, dimensions of academic stress were entered in step two. Results revealed that dimensions of academic stress accounted for significant 7.5% of variance ( $R^2 = .081$ ,  $\Delta R^2 = .075$ , F-Change= 3.121, P<.05) contributing significantly in the prediction of intellectual self-concept of university-run high school students. Lack of adjustment (dimension of academic stress) was statistically significant negative predictor of intellectual self-concept ( $\beta = -.204$ , t-value=2.198, P<.05). Whereas apprehensive about future- another dimension of academic stress was a statistically significant positive predictor of intellectual self-concept ( $\beta = .247$ , t-

value=2.461, P<.05).The same patterns of results were found in the context of Table–4.10, therefore the explanations given over there stand relevant here too.

The above findings advocate the negative influence of academic stress on self-concept of high school students because all the dimensions of academic stress were emerged statistically significant negative predictors of dimensions of self concept of high school students. Only apprehensive about future- a dimension of academic stress emerged as a statistically significant positive predictor of intellectual self-concept across all the sample of high school students.

These findings support and extend the findings of the earlier research, which found grades, school climate and evaluations by teachers had significant effects on self-esteem (Hoge et al., 1990). These findings also received support from the study of Menhas (2006) who revealed significant relationship between academic stress and self-concept. Moreover Garton & Pratt (1995) found that stress is related to reduced self-concept in school students aged 10 to 15. Stress was the best predictor of self-esteem (Mullis, Youngs & George, 1993).These findings seem to be quite logical, as Evans (1972) reported that in schools which permit students to make educational choices, the students are more likely to develop a healthy self-concept than those students who do not have these opportunities. He concluded that school can have either a positive or a negative effect on student self-concept. Therefore when the academic environment is stressful, students find their schools as unwelcoming, feel worried and less interested in studies and not enjoy being part of the school. On the other hand when the school environment is supportive and interactive, the chances of students' success also increase. As healthy environment always result in better development of personality and human development and adaptation is significantly shaped by high impact social environment e.g. communities, churches, schools and families (Cowen, 1977). Self-concept is learned and acquired over a period of time. Teachers have an important role in the formation of children's self-concept because as Fox (1993) states, "The classroom is one of the major challenges in pupils' lives so the feedback that teachers give (children) will shape their whole conception of themselves". Minuchin et al. (1969) also reported that students in school environments which encouraged the development of thought and learning processes reported more self-knowledge and self-understanding than students who were educated in school environments oriented to fact acquisition. The influence of the

teachers on student's self-concept is of considerable importance as "The concepts which the teacher has of the children become the concepts which the children come to have of themselves" (Patterson, 1973: 125 cited in Purkey, 1978: 6). This suggests that if the teacher has positive concept towards the student, the student feel positive and his self-concept increases, whereas if the teacher has negative attitudes toward the student, the student may develop negative self concept.

Adolescence is a stage where transition occurs from childhood towards the adulthood. During this phase of development they face rapid physical and psychological changes due to which they can sometimes feel incompatible with the changes around their physical and social environment. Adding to this are academic factors which causes further problems. Meeting demands at school could contribute to a significant amount of stress and this often goes unnoticed by parents and educators. Thus, school environment has been acknowledged as an important and vital aspect of any school and plays a central role in fostering students' cognitive and affective outcomes (Brookover et al., 1978), student's values (Vyskocil & Goens, 1979) and student's personal growth and satisfaction (Bailey, 1979).

**Table-4.25**  
**Summary of Hierarchical Regression Analysis for Predicting Adjustment  
(N=400)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	12.955***	7.547***
Gender	-.110*	-.105
FT	.002	.004
ST	.097	.113
IAEIC		-.126*
LOA		-.098
AAF		-.015
PA		-.117
Worries		-.094
	$R^2 = .021$	$R^2 = .127$
	$\Delta R^2 = .021$	$\Delta R^2 = .105$
	F-change = 2.900*	F-change = 9.412***
	F = 2.900*	F = 7.086***

\*P <.05, \*\*P <.01, \*\*\*P <.001

Values of hierarchical regression analysis for the prediction of adjustment as the criterion variable for total sample are given in Table-4.25. Demographic variables accounted for 2.1% of the total variance ( $R^2 = .021$ , F Change=2.900, P<.05) contributing significantly in the prediction of adjustment of high school students.

Gender was a statistically significant predictor of adjustment ( $\beta=-.110$ ,  $t\text{-value}=-2.184$ ,  $P<.05$ ) indicating high adjustment for male students. The past research findings are mixed regarding this, some research findings reported no significant difference existed between boys and girls regarding different dimensions of adjustment as well as in total adjustment (Paliwal *et al.*, 2006; Mahmondi, 2010; Gehlawat, 2011; Adhiambo, Odwar and Mildred, 2011; Louis and Emerson, 2012), while some researchers observed that female students were better adjusted than male (Sharma and Dharmawat, 2009; Ekka and Ara, 2011; Kaur, 2012).

After controlling for demographic variables dimensions of academic stress were entered in step two and they added significantly to the variance accounted for by the demographic variables and explained an additional 10.5% of the variance ( $R^2=.127$ ,  $\Delta R^2=.105$ ,  $F\text{ Change}=9.412$ ,  $P<.001$ ) contributing significantly in the prediction of academic stress. Inadequate academic environment in the College (a dimension of academic stress) was found to be statistically significant negative predictor of adjustment ( $\beta=-.126$ ,  $t\text{-value}=-2.076$ ,  $P<.05$ ). This finding is quite logical as school environment is the atmosphere of a school that potentially influences students' adjustment. We know that adjustment plays a vital role in the development of adolescents. Adjustment is a kind of interaction between the individual and his or her environment. School is the main important setting where a child spends his maximum time away from home. School environment refers to the quality and consistency of interpersonal interactions within the school community that affects adolescents' cognitive, social, psychological and emotional development. If school environment is adequate and according to the needs of students then they will adjust better in their schools. Whereas inadequate academic environment, for example indiscipline in the classroom, lack of cooperation from teachers and poor guidance facilities in school affect students' adjustment negatively. This finding of the study is supported by a large number of earlier studies which have also found that better school climate facilitates pupils' learning and adjustment (Haertel *et al.*, 1981; Fraser and Fisher, 1982; Bryant *et al.*, 1994; Cheng, 1994; Baker *et al.*, 1998), whereas a poor school climate is associated with psychological problems of students (Kellam *et al.*, 1994, 1998; Klicpera *et al.*, 1995; Russel & Russel, 1996; Mooij, 1999; Buddeberg-Fischer *et al.*, 2000; Russo *et al.* 2001). Similar type of finding was also observed by Hussain, Kumar and Husain (2008); they found inverse but significant

relationships between academic stress and adjustment. Thus, if academic climate is affectionate and cooperative enough, it can facilitate better adjustment in students.

**Table-4.26**  
**Summary of Hierarchical Regression Analysis for Predicting Home Adjustment**  
**(N=400)**

<b>Variable</b>	<b>Step 1</b>	<b>Step 2</b>
	<b><math>\beta</math></b>	<b><math>\beta</math></b>
Constant	5.603***	6.865***
Gender	.120*	.109
FT	.050	.048
ST	-.120*	.125
IAEIC		-.016
LOA		.083
AAF		-.021
PA		-.152*
Worries		-.003
	$R^2 = .033$	$R^2 = .075$
	$\Delta R^2 = .0331$	$\Delta R^2 = .042$
	F-change = 4.462**	F-change = 3.563**
	F = 4.462**	F = 3.954**

\*P<.05, \*\*P<.01, \*\*\*P<.001

A two step hierarchical regression analysis was conducted with home adjustment- a dimension of adjustment as the criterion variable for total sample. Demographic variables (gender, family type and school type) were entered at step one and the model accounted for 3.3% of the variance in home adjustment ( $R^2 = .033$ , F Change=4.462, P<.001). Gender was significant predictor of home adjustment ( $\beta = .120$ , t-value=2.409, P<.05) indicating females have better home adjustment. This pattern of finding can be explained in the context of Indian culture, in India girls spend more time at home because socialization process for girls leads them to pursue more home based hobbies and interests such as knitting, sewing, interior designing and cooking; on the other hand boys take part more in outdoor activities. Girls are more submissive, cool and easy going by nature so they do not mind or get aggressive easily when their parents or elders point out them on their mistakes. On the other hand boys like hanging around with their friends. They do not want to spend their leisure time at home. They get irritated easily when their elders interfere in their personal and social life. Thus the findings of the present study revealed that girls have better home adjustment as compared to their counterparts. Our results are similar to the study carried out by Sunita (1986), where she found that girl's were better adjusted at home

than boys. Whereas, Mahmoudi (2011) reported in his study that boys and girls were not differed on scores of home adjustment.

Another demographic variable which was turned to be significant predictor of home adjustment was school type ( $\beta=-.120$ ,  $t\text{-value}=-2.423$ ,  $P<.05$ ) showing private high school students are better on home adjustment. Private school students have better home adjustments than university-run schools because of few reasons. One of the reasons is that most of the students of private schools are day scholars and they are living with their parents or guardians because most of the private schools do not provide hostel facilities. They spend time and share their feelings and problems with their parents. Parents and guardians keep a proper watch on the daily indoor as well as outdoor activities of their ward. For adolescents, parents and families are a source of care and emotional support. Families give teenagers practical, financial and material help. And most adolescents want to spend time with their families, sharing ideas and having fun. While on the other side almost 40% students of university-run schools are living in hostels away from their homes and the warden of hostel can only force them to follow the norms and values of the hostel premises but can't support and guide with that love and emotions which students generally have at their homes. They visited their homes only twice or thrice in a year so they can't spend enough time with their parents and family members and as a result they have poorer home adjustment as compare to their counterparts. Another reason for the better home adjustment in private school students is the financial status of students' families. Generally private school students belong to rich or financially better families as compared to university-run schools students, otherwise they cannot afford the high fees of private schools. On the other hand, university-run schools are funded by central or state governments and students of every section of society can afford education here; generally we find students from financially weaker section of society over here. The biographies of the present sample which is presented in Table-3.2 (chapter 3) also show the students of private schools are more from above average family income group than students of university-run schools. Therefore the demands and needs of private school students are fulfilled easily by their parents as compared to university run schools students. Studies show that financial problem is one of the reasons of clashes and conflicts at home. These are some reasons because of that private school students have better home adjustments than university run schools.

Dimensions of academic stress were entered in step two. Dimensions of academic stress added significantly 4.2% to the variance accounted for by the demographic variables ( $\Delta R^2 = .042$ , F Change = 3.563, P < .01). Beta coefficient showed a statistically significant negative contribution of the poor administration in prediction of home adjustment of total sample ( $\beta = -.152$ , t-value = -2.334, P < .05). Home adjustment includes adjustment of adolescents with their parents as well as with other family members. For adolescents, parents and families are a source of care and emotional support. They want to spend time, share ideas and have fun with their families. Home adjustment is very essential otherwise it may lead to deterioration in family relationship. On the basis of the findings it can be said that school administration influences home adjustment of high school students that means students carry school experiences to their home that affects their adjustment. School administration means the relation between the principal and teachers, teachers and teachers, and teachers and office staff and if the relationship is cordial it plays an important role in creating harmonious and congenial environment in the school. Such harmonious environment affects students' home adjustment positively. On the other hand if the school environment is not congenial and adequate then it affects students' home adjustment negatively. Our finding received indirect support from Bronfenbrenner's ecological systems theory (1979); this theory stated that child development occurs within a context of relationships in a complex manner. Each layer of environment contributes to the development of the child. The mesosystem is the layer that provides the relations between the different structures in the microsystem such as family, school and neighbourhood. The connections between family experience and school experience have strong bidirectional effect on child function.

**Table-4.27**  
**Summary of Hierarchical Regression Analysis for Predicting Health Adjustment**  
**(N=400)**

Variable	Step 1		Step 2
	$\beta$	$\beta$	$\beta$
Constant	7.431***		7.465***
Gender	.008		.006
FT	-.029		-.030
ST	-.010		.009
IAEIC			-.049
LOA			-.040
AAF			.061
PA			-.059
Worries			-.145*
	$R^2 = .001$		$R^2 = .041$
	$\Delta R^2 = .001$		$\Delta R^2 = .040$
	F-change = .431		F-change = 3.237**
	F = .431		F = 2.080**

\*P <.05, \*\*P <.01, \*\*\*P <.001

Above table (4.27) highlighted the findings of hierarchical regression analysis for the prediction of health adjustment for the total sample. Demographic variables together accounted for only .01% ( $R^2 = .001$ , F Change=.431, P>.05). Entering dimensions of academic stress result in significant change in  $R^2$  and accounted for an additional 4% of the variance ( $R^2 = .041$ ,  $\Delta R^2 = .040$ , F Change =3.237, P<.01). A perusal of Beta value ( $\beta = -.145$ , t-value=-2.409, P<.05) indicates that worries (dimension of academic stress) is statistically significant negative predictor of health adjustment. It is a very logical finding because stress from pressures to excel in academics or examination and heavy school schedule affect students' physical, mental and emotional health. This study is supported by earlier research which showed that academic pressures can produce levels of stress for certain students that can have negative effects on their mental health (Jones, Russell, 1992; Ainslie, Ricardo, Shafer & Alexandra, 1996). It is well known fact that health plays prime role in the development of one's personality. Sound health is the source of satisfaction and adjustment. The person should be physically as well as mentally healthy. A physically and mentally healthy adolescent always feels well adjusted in society than the unhealthy one. Academic stress takes a toll on students' health and well-being as many studies demonstrate that students consistently fail to get healthy amounts of sleep and that the leading causes for this phenomenon are an excess of homework and stress (Conner et al., 2010; Noland, Price, Dake, & Telljohann, 2009). Several studies

found that stress is a significant risk factor for many mental health disorders, such as anxiety and depression (Jaser et al., 2005; Brooks et al., 2002).

**Table-4.28**  
**Summary of Hierarchical Regression Analysis for Predicting Social Adjustment**  
**(N=400)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	9.400***	6.763***
Gender	.025	-.034
FT	.023	-.030
ST	-.120*	-.134
IAEIC		.146
LOA		-.178**
AAF		-.059
PA		-.015
Worries		-.031
	$R^2 = .016$	$R^2 = .102$
	$\Delta R^2 = .016$	$\Delta R^2 = .086$
	F-change = 2.103	F-change = 7.498***
	F = 2.103	F = 5.536***

\*P <.05, \*\*P <.01, \*\*\*P <.001

The findings of hierarchical regression analysis for predicting social adjustment are shown in table-4.28. The findings of step one indicated that the demographic variables accounted for 1.6% of the total variance. School type ( $\beta = -.120$ , t-value = -2.415, P <.05) was emerged as a significant negative predictor of social adjustment showing private school students have better on social adjustment. Social adjustment includes an effort to cope with standards, values and needs of a society in order to be accepted in the society. The result of step two showed that dimensions of academic stress contributed significantly in the prediction of social adjustment and the model accounted for 8.6% of the variance in social adjustment ( $R^2 = .102$ ,  $\Delta R^2 = .086$ , F Change = 7.498, P <.001). Lack of adjustment (dimension of academic stress) significantly negatively predicted social adjustment ( $\beta = -.178$ , t-value = -2.862, P <.01). With regard to this finding, it can be said that if a student has lack of adjustment in school, he finds difficulties to make good relationships with others either inside the school or outside the school as Berzonsky and Adams (2003) rightly said that the school context involves an intense socialisation process during which adolescents become increasingly aware of the perspectives of classmates, teachers and other societal influences. Social adjustment is the most difficult developmental task of adolescent's life. Adolescence is a period of social expansion and development. Social

growth is the most important aspect of one's development which acquired through the relationship with others especially with the parents, peers and the teachers, and it is the assessing criterion of social growth related to the person's adjustment with him/herself and others (Hartup & Rubin, 2013). This finding is supported by Gallay and Pong (2004) who found importance of school climate for social adjustment from 5 to 12 grade students. Our finding is also in tune with the earlier research findings which have reported that positive teacher-student relationships were associated with positive academic and social outcomes for high school students (Alexander, Entwistle, & Horset, 1997; Cataldi & Kewall Ramani, 2009). Therefore it became clear that when classrooms are well-managed, the relationships among students and between teachers and students are good then the social adjustments of students tend to be positive.

**Table-4.29**  
**Summary of Hierarchical Regression Analysis for Predicting Emotional Adjustment**  
**(N=400)**

Variable	Step 1		Step 2
	$\beta$	$\beta$	$\beta$
Constant	4.337***		7.997***
Gender	-.336***		.353
FT	.006		.005
ST	-.016		-.087
IAEIC			-.193**
LOA			-.023
AAF			.031
PA			-.134*
Worries			-.117*
	$R^2 = .139$		$R^2 = .259$
	$\Delta R^2 = .139$		$\Delta R^2 = .120$
	$F\text{-change} = 21.252***$		$F\text{-change} = 12.684***$
	$F = 21.252***$		$F = 17.073***$

\*P<.05, \*\*P<.01, \*\*\*P<.001

The result of two step hierarchical regression analysis was conducted with emotional adjustment as criterion variable are shown in above Table (4.29). The result in step one indicated that demographic variables accounted for 13.9% ( $R^2 = .139$ , F Change=21.252, P<.001) of the total variance, and were significant predictors of emotional adjustment. Gender significantly contributed to the prediction of emotional adjustment, ( $\beta = -.336$ , t-value=-7.773, P<.001) indicating high emotional adjustment among male. This is because of that boys are expected to be stronger than girls, so they hide their emotions. They are more emotionally stronger than girls. They have

the ability to take care of themselves in any situation. They are less vulnerable to criticism or disapproval of others than girls. Girls are emotionally weak; they get tensed and worried easily as compared to their counterparts. Moreover, girls tend to exhibit more emotional problems during adolescence than boys, including symptoms of depression and anxiety. Furthermore due to rapid rate of growth during adolescence girls especially tend to exhibit more anxiety and frustration. This finding is in tune with previous research findings which reported that boys are significantly better adjusted than girls on the emotional adjustment area (Shalu and Audichya, 2006; Raju and Rahamtullah, 2007). The present result is also in agreement with the study carried out by Talukdar and Talukdar (2008) where they showed that female students had more emotional problems than male students. According to Rudolph (2002) gender differences can be explained by two models that are the stress exposure model and the stress reactivity model. The stress exposure model believed that girls experience more stressors than boys, thus they exhibit more negative emotional outcomes during adolescence and the stress reactivity model suggested that girls respond to stressors with higher levels of negative emotional reaction than boys (Hankin et al., 2007; Rudolph, 2002).

Above table (4.29) demonstrates that dimensions of academic stress accounted for an additional 12% of the variance ( $R^2 = .259$ ,  $\Delta R^2 = .120$ ,  $F$  Change = 12.684,  $P < .001$ ) contributing significantly to the prediction of emotional adjustment. Inadequate academic environment in the college (dimension of academic stress) was found to be a statistically significant negative predictor of emotional adjustment ( $\beta = -.193$ ,  $t$ -value = -3.442,  $P < .01$ ). Another dimension of academic stress which was found to have statistically significant negative predictive relationship with emotional adjustment was poor administration ( $\beta = -.134$ ,  $t$ -value = -2.229,  $P < .05$ ). Furthermore worries- a dimension of academic was also found to have statistically significant negative predictive relationship with emotional adjustment ( $\beta = -.117$ ,  $t$  value = -2.279,  $P < .05$ ).

The above findings clearly indicated that emotional adjustment of the students was significantly negatively predicted by three dimensions of academic stress i.e. inadequate academic environment in the college, poor administration and worries. This shows that academic stress has more adverse impacts on emotional adjustment of adolescents. Emotional adjustment is having the health of psyche, consent of life and

the coordination between thoughts, emotions and behaviors. Emotional adjustment is very crucial for the overall psychological well-being and particularly for psychological adjustment of adolescents because if an adolescent is emotionally adjusted he/she express his/her emotions aptly at right place on right time. Studies have suggested features of middle and high school environments that may have an impact on emotional well-being, such as school size and ratio of students to teachers, pedagogic practice, and quality of interactions within the school (Eccles et al., 1993; Hargreaves et al., 1996; Pellegrini et al., 2000; Rutter et al., 1979). The high school students are at a very crucial stage of their lives wherein they are still in the process of exploring their place and role in society. It is at this stage of their lives that they are most in need of their adjustment abilities. Louis and Emerson (2012) tried to identify adjustment difficulties of high school students and their findings revealed that there were problems observed across emotional, social and educational domains in both boys and girls. Brief scheduled interviews with children after test administration revealed contributing stress factors that have lead to maladjustment. Therefore on the basis of the findings it can be concluded that academic stress has negative influence on emotional adjustment of high school students.

**Table-4.30**

**Summary of Hierarchical Regression Analysis for Predicting Adjustment of Private Students (N=200)**

Variable	Step 1		Step 2
	$\beta$	$\beta$	$\beta$
Constant	32.534***		10.570***
Gender	.062		.071
FT	-.041		-.002
IAEIC			-.154
LOA			.101
AAF			-.207*
PA			-.270**
Worries			-.138
	$R^2 = .006$		$R^2 = .176$
	$\Delta R^2 = .006$		$\Delta R^2 = .170$
	F-change = .624		F-change = 7.933***
	F = .624		F = 5.877

\*P <.05, \*\*P <.01, \*\*\*P <.001

Hierarchical regression analysis was conducted with adjustment as the criterion variable for private high school students and its values are highlighted in Table-4.30. In first step, demographic variables (gender and type of family) were

entered. The demographic variables in all accounted for .06% of the total variance in adjustment scores. Demographic variables did not contribute significantly in the prediction of adjustment of private high school students ( $R^2=.006$ ,  $F$  Change= .624,  $P>.05$ ). Dimensions of academic stress were entered in step two and the model added statistically significant 17% of the variance in adjustment scores ( $R^2 =.176$ ,  $\Delta R^2 =.170$ ,  $F$  Change =7.933,  $P<.001$ ). The findings show that academic stress make statistically significant contribution in the prediction of adjustment of private high school students. Apprehensive about future ( $\beta=-.207$ ,  $t$ -value=-2.432,  $P<.05$ ) and poor administration ( $\beta=-.270$ ,  $t$ -value=-3.154,  $P<.01$ ) have statistically significant negative predictive relationship with adjustment.

Above findings suggested that apprehensive about future-a dimension of academic stress had statistically significant negative predictive relationship with adjustment of private high school students. It is well perceived fact that today's highly competitive academic environment, globalization, environmental issues, rapidly changing technologies and the dynamics of society affect the future of individuals that make young adolescents uncertain about their goals and career for the future and make them apprehensive and worried about future. As it has already been discussed that high school can be very stressful for some students because there is a range of academic pressure, worry over grades, parental pressure, competition, sports, or a tough class load. Hence they show various adjustment problems. On the basis of the findings it can be suggested that one of the important goals of education should be to teach adolescents how to develop a positive attitude towards the future and increases their satisfaction with life so that they can become qualified and successful individuals and professionals.

Furthermore the findings have shown the negative influence of poor administration- another dimension of academic stress on students' adjustment. This finding is consistent with the findings of Reddy, Rhodes, & Mulhall, (2003); they suggested that teachers' support has been found associated to students' adjustment in middle schools. It is well known fact that school administration plays a very important role in the adjustment of students. It influences students' cognitive, social, and psychological development. The interactions and experiences that students have in school have enduring impact on their academic success and psychosocial adjustment later on in life. School administration refers to the quality and consistency of

interpersonal interactions among staff, between staff and students, among students, and between school and home. Lack of discipline in the school or classroom, lack of interaction and cooperation between teachers and students and among students, lack of proper guidance in school, biased attitudes of teachers and unfair rules affect students' adjustment negatively. Reid (1983) reported that 56% of students gave institutional reasons for initially missing school and 86% cited institutional reasons for continuing to miss school. These institutional reasons were clearly linked to students' perception of the school climate. Some examples reported were "school rules and punishment," "bullying," and "the teachers" (Reid, 1983, p. 112). Thus Student's adjustment is strongly influenced by the school environment in which student functions and seeks knowledge. The degree of his adjustment is determined by the psychosocial environment of the school.

**Table-4.31**

**Summary of Hierarchical Regression Analysis for Predicting Home Adjustment of Private Students (N=200)**

<b>Variable</b>	<b>Step 1</b>		<b>Step 2</b>
	$\beta$	$\beta$	$\beta$
Constant	6.529***		8.549***
Gender	-.140		-.129
FT	.074		.099
IAEIC			-.041
LOA			-.052
AAF			-.154
PA			-.265**
Worries			-.089
	$R^2 = .029$		$R^2 = .115$
	$\Delta R^2 = .029$		$\Delta R^2 = .087$
	$F\text{-change} = 2.920$		$F\text{-change} = 3.756^{**}$
	$F = 2.920$		$F = 3.575$

\*P <.05, \*\*P <.01, \*\*\*P <.001

The results of hierarchical regression analysis for predicting home adjustment are presented in above table (4.31). The demographic variables in all accounted for 2.9% of the total variance in home adjustment scores of private high school students. Demographic variables did not contribute in the prediction of home adjustment ( $R^2 = .029$ , F Change= 2.920, P>.05). Dimensions of academic stress were entered in step two and the model added statistically significant 8.7% of the variance in home adjustment scores ( $R^2 = .115$ ,  $\Delta R^2 = .087$ , F Change =3.756, P<.01). Poor administration- a dimension of academic stress was statistically significant negative

predictor of home adjustment ( $\beta=-.265$ , t-value=-2.984,  $P<.01$ ). The predictive influence of poor administration on home adjustment has already been explained in case of whole sample (Table-4.26), so we do not need to explain it here again.

**Table-4.32**

**Summary of Hierarchical Regression Analysis for Predicting Health Adjustment of Private School Students (N=200)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	7.393***	7.143***
Gender	.006	.005
FT	-.018	-.002
IAEIC		-.164
LOA		.028
AAF		-.191*
PA		-.121
Worries		-.151
	$R^2 = .000$	$R^2 = .079$
	$\Delta R^2 = .000$	$\Delta R^2 = .087$
	F-change = .039	F-change = 3.266**
	F = .039	F = 2.345*

\* $P < .05$ , \*\* $P < .01$ , \*\*\* $P < .001$

The results of the hierarchical regression analysis for predicting health adjustment in private school students is set in table (4.32). At step one, demographic variables were entered. The demographic variables did not account any variance in health adjustment scores. In step two, result showed that dimensions of academic stress accounted for a significant 7.8% of the variance ( $R^2=.079$ ,  $\Delta R^2=.078$ , F Change =3.266  $P<.01$ ). Apprehensive about future had a statistically significant negative predictive relationship with health adjustment of private high school students ( $\beta= -.191$ , t-value=-2.120,  $P<.05$ ). It is true that when a student is under pressure, tension and is preoccupied with thoughts of future, his health begin to deteriorate. He may develop many physical as well as mental health problems.

**Table-4.33**
**Summary of Hierarchical Regression Analysis for Predicting Social Adjustment of Private School Students (N=200)**

Variable	<b>Step 1</b>	<b>Step 2</b>
	$\beta$	$\beta$
Constant	11.506***	7.597***
Gender	.171*	.163
FT	.075	-.051
IAEIC		.038
LOA		-.231**
AAF		.061
PA		-.017
Worries		-.024
	$R^2 = .031$	$R^2 = .082$
	$\Delta R^2 = .031$	$\Delta R^2 = .052$
	F-change = 3.107	F-change = 2.157
	F = 3.107	F = 2.454

\*P<.05, \*\*P<.01, \*\*\*P<.001

Above table depicts the findings of hierarchical regression analysis to predict social adjustment of private students. Demographic variables accounted for an insignificant 3.1% of the variance in social adjustment ( $R^2=.031$ , F Change= 3.107, P>.05). Gender was statistically significant positive predictor of social adjustment of private high school students ( $\beta=.171$ , t-value=2.403, P<.05) showing girls have better social adjustment than boys. This finding is directly supported by Gilligan's work (1982) which suggested that girls might invest more time and effort in social relationships than boys, and value relational intimacy in a different way or to a different degree than boys. Kemmelmeier & Oyserman (2001) reported that women define themselves with others in society but men define themselves with themselves. Therefore on the basis of the findings we can safely conclude that girls tend to have better social adjustment as compared to their male counterparts.

Dimensions of academic stress accounted for 5.2% of the variance ( $R^2=.082$ ,  $\Delta R^2 = .052$ , F Change =2.157, P>.05) in social adjustment. Result showed that Beta value ( $\beta=-.231$ , t-value=2.637, P<.01) for lack of adjustment (dimension of academic stress) was statistically significant and had negative relationship with social adjustment of private high school students. It showed that problems in school with teachers or peers can create stressful circumstances for children. Trouble with teachers and schoolmates may prompt frustration and social adjustment difficulties.

Same finding has been obtained in case of total sample, so we do not need to explain it here again.

**Table-4.34**

**Summary of Hierarchical Regression Analysis for Predicting Emotional Adjustment of Private School Students (N=200)**

<b>Variable</b>	<b>Step 1</b>	<b>Step 2</b>
	$\beta$	$\beta$
Constant	7.274***	7.839**
Gender	-.345***	-.351
FT	.095	.057
IAEIC		-.193*
LOA		.001
AAF		-.224**
PA		-.330***
Worries		-.191**
	$R^2 = .139$	$R^2 = .347$
	$\Delta R^2 = .139$	$\Delta R^2 = .208$
	$F\text{-change} = 15.906***$	$F\text{-change} = 12.226***$
	$F = 15.906***$	$F = 14.522***$

\*P<.05, \*\*P<.01, \*\*\*P<.001

The values of Hierarchical regression analysis for predicting emotional adjustment is depicted in Table (4.34). Result revealed that demographic variables (Gender and family type) were accounted for 13.9% of the variance ( $R^2=.139$ , F Change= 15.906, P<.001) in emotional adjustment. Gender ( $\beta=-.345$ , t-value=-5.139, P<.001) was a statistically significant predictor of emotional adjustment indicating males were better on emotional adjustment. Dimensions of academic stress were entered in step two, and the model accounted for a significant 20.8% of the variance ( $R^2=.347$ ,  $\Delta R^2=.208$ , F Change =12.226, P<.001). Inadequate academic environment in the college ( $\beta=-.193$ , t-value=-2.542, P<.05), apprehensive about future ( $\beta=-.224$ , t-value=2.952, P<.01), poor administration ( $\beta=-.330$ , t-value=-4.325, P<.001) and worries ( $\beta=-.191$ , t-value=-2.829, P<.01) were came out to be statistically significant negative predictors of emotional adjustment of private high school students. The predictive Influence of these predictors on emotional adjustment has already been explained in case of total sample. Therefore these variables do not require any more explanation.

**Table-4.35**  
**Summary of Hierarchical Regression Analysis for Predicting Adjustment of University-run School Students (N=200)**

Variable	Step 1		Step 2
	$\beta$	$\beta$	$\beta$
Constant	27.975***		8.698***
Gender	.150*		.128
FT	.028		.021
IAEIC			-.204*
LOA			-.069
AAF			-.149
PA			.005
Worries			-.102
	$R^2 = .022$		$R^2 = .119$
	$\Delta R^2 = .022$		$\Delta R^2 = .097$
	F-change = 2.231		F-change = 4.212**
	F = 2.231		F = 3.698**

\*P <.05, \*\*P <.01, \*\*\*P <.001

Two step hierarchical regression analysis was conducted with adjustment as the criterion variable for university-run high school students (N=200). The first block of gender and family type was entered in step one. Demographic variables accounted for 2.2% ( $R^2=.022$ , F Change= 2.231, P>.05) of the total variance, contributing insignificantly to the prediction of adjustment. Gender was a statistically significant predictor of adjustment ( $\beta=-.150$ , t-value=-2.108, P<.05) indicating male students were higher on adjustment. After controlling for demographic variables, dimensions of academic stress were entered in step two. Dimensions of academic stress were accounted for 9.7% of the variance ( $R^2 = .119$ ,  $\Delta R^2 = .097$ , F Change=4.212, P<.01) showing significant contribution in the prediction of adjustment. The Beta coefficients for inadequate academic environment in the college was found to be significant ( $\beta=-.204$ , t-value=-2.422, P<.05) suggesting inadequate academic environment in the college was a significant negative predictor of adjustment for the sample of university students. Explanations for such finding have already been given while discussing the role of inadequate academic environment in the college in predicting adjustment of total sample (4.25).

**Table-4.36**  
**Summary of Hierarchical Regression Analysis for Predicting Home Adjustment of University-run School Students (N=200)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	7.889***	4.242
Gender	-.106	-.096
FT	.030	-.006
IAEIC		-.014
LOA		-.092
AAF		-.089
PA		-.084
Worries		-.041
	$R^2 = .013$	$R^2 = .051$
	$\Delta R^2 = .013$	$\Delta R^2 = .038$
	F-change = 1.290	F-change = 1.543
	F = 1.290	F = 1.476

\*P <.05, \*\*P <.01, \*\*\*P <.001

Above table (4.36) showed that demographic variables accounted for 1.3% ( $R^2 = .013$ , F Change= 1.290, P>.05) of the total variance, making insignificant contribution to the prediction of home adjustment. Dimensions of academic stress were accounted for an additional 3.8% of the variance ( $R^2 = .051$ ,  $\Delta R^2 = .038$ , F Change=1.543, P<.05) contributing insignificantly to the prediction of home adjustment. The Beta coefficients were insignificant for all the dimensions of academic stress.

**Table-4.37**

**Summary of Hierarchical Regression Analysis for Predicting Health Adjustment of University-run School Students (N=200)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	7.702***	.623**
Gender	.010	.006
FT	-.040	-.061
IAEIC		.064
LOA		-.037
AAF		-.068
PA		.020
Worries		-.167*
	$R^2 = .002$	$R^2 = .039$
	$\Delta R^2 = .002$	$\Delta R^2 = .037$
	F-change = .180	F-change = 1.484
	F = .180	F = 1.112

\*P <.05, \*\*P <.01, \*\*\*P <.001

Values of hierarchical regression analysis for predicting health adjustment among university-run school students are set in table (4.37). At step one; demographic variables (gender and family type) were entered. Demographic variables accounted for only .02% of the variance ( $R^2=.002$ ,  $F$  Change= .180,  $P>.05$ ) in health adjustment. After controlling for demographic variables dimensions of academic stress were entered. Entering dimensions of academic stress did not make any significant change in  $R^2$  ( $R^2 =.039$ .  $\Delta R^2 =.037$ ,  $F$  Change =1.484,  $P>.05$ ). Worries – a dimension of academic stress was found to have statistically significant predictive relationship with health adjustment of university-run school students ( $\beta=-.167$ ,  $t$ -value=-1.910,  $P<.05$ ). The significant predictive influence of worries on health adjustment has already been explained in terms of total sample; hence, it stands the same in the present context.

**Table-4.38**

**Summary of Hierarchical Regression Analysis for Predicting Social Adjustment of University-run School Students (N=200)**

Variable	Step 1		Step 2
	$\beta$	$\beta$	$\beta$
Constant	8.360***		11.080***
Gender	.096		.063
FT	.014		-.045
IAEIC			-.136
LOA			-.188**
AAF			-.158
PA			.055
Worries			-.086
	$R^2 = .009$		$R^2 = .147$
	$\Delta R^2 = .009$		$\Delta R^2 = .138$
	$F$ -change = .897		$F$ -change =6.190***
	$F = .897$		$F = 4.712***$

\* $P < .05$ , \*\* $P < .01$ , \*\*\* $P < .001$

The results of hierarchical regression analysis for predicting social adjustment among university-run high school students are depicted in Table (4.38). Demographic variables accounted for only .09% of the variance and did not make significant contribution in prediction of social adjustment of university-run school students. Entering dimensions of academic stress in step two made a significant change in  $R^2$  and the model accounted for an additional 13.8% of the variance ( $R^2 =.147$ ,  $\Delta R^2 =.138$ ,  $F$ -Change =6.190,  $P<.001$ ). Moreover lack of adjustment was found to be statistically significant negative predictor of social adjustment ( $\beta=-.188$ ,  $t$ -value=-2.872,  $P<.01$ ). Same finding was also observed in the context of total sample of high

school students (4.28), so the explanations which have been given there stand valid here also.

**Table-4.39**

**Summary of Hierarchical Regression Analysis for Predicting Emotional Adjustment of University-run School Students (N=200)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	3.8333*	9.870***
Gender	-.384***	3.46
FT	.075	.035
IAEIC		-.159*
LOA		-.003
AAF		-.143
PA		-.031
Worries		-.119
	$R^2 = .146$	$R^2 = .244$
	$\Delta R^2 = .146$	$\Delta R^2 = .098$
	F-change = 16.872***	F-change = 4.975***
	F = 16.8623 ***	F = 8.860***

\*P <.05, \*\*P <.01, \*\*\*P <.001

Table 4.39 highlighted the results of hierarchical regression analysis to predict emotional adjustment. Demographic variables accounted for 14.6% of the variance ( $R^2 = .146$ , F-Change = 16.872, P<.001) making significant contribution in the prediction of emotional adjustment of university-run high school students. Result showed that gender ( $\beta = -.384$ , t-value = -5.791, P<.001) was a significant predictor of emotional adjustment indicating high emotional adjustment for male students. Dimensions of academic stress were entered at step two, the model accounted for a significant 9.8% of the variance ( $R^2 = .244$ ,  $\Delta R^2 = .098$ , F-Change = 4.975, P<.001). Inadequate academic environment in the college was statistically significant negative predictor of emotional adjustment ( $\beta = -.159$ , t-value = -1.996, P<.05). This finding suggests that if the academic environment of the school is not adequate, it will influence students' emotional adjustment negatively. Cohen and colleagues (2009) defined school climate as the character and quality of life within a school and refers not only to the physical environment but also to the whole school experience. The finding about negative impact of inadequate academic environment in the college on emotional adjustment of students is in line with the findings obtained by Loukas and Robinson (2004) and Zullig et al. (2010), they reported that a sustained positive school climate promotes student social, mental and emotional development, and behavioural and learning outcomes, while guaranteeing both physical and social

safety. Hence adequate academic environment or climate is very essential for the positive emotional development and emotional adjustment of high school students otherwise they feel isolated, lonely and develop destructive behavior

Above findings clearly demonstrate the significance of academic stress in predicting adjustment of high school students. Result revealed that Academic stress had negative impacts on adjustment and its dimensions (home, health, social and emotional adjustment). These results are similar to those obtained in studies conducted by Bhaskar, Rudramma, and Komala (2014) who reported that high significant correlation was noticed between stress and social, emotional and total adjustment areas and Gawali (2012) also observed negative correlation between academic stress and adjustment of school students. Raju and Khaja (2007) reported that adjustment of school going adolescents is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school and the type of the management of the school and reasoned out that parental education and occupation of the adolescent students also significantly influences their adjustment. School is more than a place where culture is transmitted and skills being taught. It is a world of varied human contacts that demands adjustment on the part of child. If school environment is stressful, students often get nervous, frustrated and worried and would likely to develop adjustment problems. If the adjustment is not proper it leads to development of maladjustment and discontent. School plays a vital role in the development of an adolescent as they spend most part of their day attending school, engaging in extracurricular activities; and even at home engaged in scholastic work. The degree of students' school adjustment is shaped by the structure and dynamics of their psychosocial school environment, Connell and Wellborn (1991) argue that personal aspects like student involvement in school, social activities and emotional well-being, highly increase in a school environment that provides structure, supports individual autonomy and rewards positive initiative. Good adjustments make the adolescents proud and self-satisfied, motivate them for future success, encourage them to be an independent thinking person and build their confidence and in turn improve their mental health. Hence adjustment is very important in one's life.

**Table-4.40**  
**Summary of Hierarchical Regression Analysis for Predicting Achievement Motivation  
(N=400)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	127.948***	131.348***
Gender	.111*	.110
FT	.008	.009
ST	-.016	-.005
IAEIC		-.010
LOA		-.138*
AAF		.079
PA		.065
Worries		-.061
	$R^2 = .012$	$R^2 = .029$
	$\Delta R^2 = .012$	$\Delta R^2 = .016$
	F-change = 1.650	F-change = 1.324
	F = 1.650	F = 1.449

\*P <.05, \*\*P <.01, \*\*\*P <.001

Hierarchical regression analysis for predicting achievement motivation of total sample of high school students was conducted and the results were presented in table (4.40). In step one, demographic variables were entered. They did not contribute significantly in the prediction of achievement motivation. They accounted for only 1.2% of the total variance in achievement motivation. Gender emerged a significant predictor of achievement motivation indicating females have better achievement motivation. Dimensions of academic stress were entered in step two. They also did not add significantly to the variance accounted for by the demographic variables ( $R^2 = .029$ ,  $\Delta R^2 = .016$ , F Change = 1.324, P>.05). Lack of adjustment- a dimension of academic stress was emerged to be a statistically significant negative predictor of achievement motivation ( $\beta = -.138$ , t-value = -2.129, P<.05). This finding is in congruence with the findings of Chaturvedi (2009) who concluded that school environment plays a significant role in achievement motivation as well as academic achievement of young adolescents. Diane (2005) suggested that high academic stress results in low achievement motivation. Moreover Studies have shown that the school environment is of great importance; it plays an important role in academic achievement of students, who are considered to be the fundamental resources of educational system, as well as their excellence. Watson (2001) also suggested that if the culture is not hospitable to learning then student achievement can suffer.

**Table-4.41**  
**Summary of Hierarchical Regression Analysis for Predicting Achievement Motivation  
of Private School Students (N=200)**

Variable	Step 1		Step 2
	$\beta$	$\beta$	$\beta$
Constant	124.606***		127.056***
Gender	.173*		.179
FT	.000		-.003
IAEIC			-.102
LOA			-.069
AAF			-.071
PA			.071
Worries			.007
	$R^2 = .030$		$R^2 = .042$
	$\Delta R^2 = .030$		$\Delta R^2 = .012$
	F-change = 3.036*		F-change = .484
	F = 3.036		F = 1.201

\*P <.05, \*\*P <.01, \*\*\*P <.001

Above table (4.41) depicts the values of hierarchical regression analysis to predict achievement motivation of private school students. The block of gender and family type was entered in first step of regression model as covariates. Result showed that the model accounted for 3% of the variance ( $R^2 = .030$ , F-Change = 3.036, P <.05), and gender was a statistically significant predictor of achievement motivation ( $\beta = .173$ , t-value = 2.429, P <.05) indicating higher achievement motivation for females. Dimensions of academic stress were entered in step two and they added insignificant 1.2% of the variance ( $R^2 = .042$ ,  $\Delta R^2 = .012$ , F-Change = .484, P >.05) in achievement motivation of private high school students. Result revealed that none of the dimensions of academic stress significantly predicted achievement motivation of private students.

**Table-4.42**
**Summary of Hierarchical Regression Analysis for Predicting Achievement Motivation  
of University-run School Students (N=200)**

Variable	Step 1	Step 2
	$\beta$	$\beta$
Constant	129.301***	135.923***
Gender	.054	.044
FT	.017	.023
IAEIC		.104
LOA		-.215*
AAF		.087
PA		.085
Worries		-.121
	$R^2 = .003$	$R^2 = .041$
	$\Delta R^2 = .003$	$\Delta R^2 = .038$
	F-change = .301	F-change = 1.540
	F = .301	F = 1.187

\*P <.05, \*\*P <.01, \*\*\*P <.001

Two step hierarchical regression analysis was conducted with achievement motivation as the criterion variable for university-run students (N=200). Demographic variables accounted for only .03% of the total variance ( $R^2=.003$ , F-Change= .301, P>.05). Dimensions of academic stress were entered in step two. Dimensions of academic stress accounted for an insignificant 3.8% of the variance in achievement motivation ( $R^2=.041$ ,  $\Delta R^2=.038$ , F-Change =1.540, P>.05). Only lack of adjustment dimension of academic stress ( $\beta=-.215$  t-value=-2.263, P<.05).was found to have statistically significant predictive but negative relationship with achievement motivation of university-run high school students.

In the light of the above findings it can be said that lack of adjustment in school has negative impacts on achievement motivation of students. A substantial body of research on the interpersonal aspects of the school environment has demonstrated that perceptions of positive teacher-student relationships and feelings of school belongingness both related to positive academic motivation and achievement (Goodenow, 1993; Midgley et al., 1989; Moos, 1979). We know that achievement motivation is the most important contributor to students' success. In an academic environment, achievement motivation is the enthusiasm for learning, the eagerness to acquire knowledge and grow in self-improvement. It is the moving force that instils within a child, the desire to accomplish or achieve. Mostly it is found that Students with more stressed behaviour show average or poor results in academic achievement. Malik & Balda (2006) found a negative correlation between stress and academic

achievement. Stress is a common problem to male and female students in schools and the way it is managed may reflect in their academic performance (Salami, 2001).

The finding of this study also showed that some of the dimension of the academic stress had positive relationship with achievement motivation though the relationship was insignificant. Similar findings also obtained by studies of Gelow, Brown, Dowling & Torres (2009) which stated that a state of emotional stress was reported to have a significant positive relationship with reported school performance. Some stress in classroom is envitable. Many academic tasks are demandimg and therefore induce some strain. Many students realize their full potential only when under considerable tension. In another research Womble (2003) did not find any relationship between perceived stress and academic achievement of college students. Generally, it is an accepted view that a good school environment enhances students' outcomes almost in all aspects of one's life in the form of achievement level in the modern competitive fray.

The following Table 4.43 shows gender difference on academic stress, self-concept, adjustment and achievement motivation

**Table-4.43**  
**Shows mean comparisons of boys and girls on Academic Stress, Self-Concept, Adjustment and Achievement Motivation**

Variable	Gender	Mean (SD)	t-value
Academic Stress	Boys	82.60 (14.53)	.186
	Girls	82.33 (14.99)	
Self-Concept	Boys	174.66 (17.24)	-.655
	Girls	175.94 (21.58)	
Adjustment	Boys	33.22 (14.81)	2.208*
	Girls	36.44 (14.02)	
Achievement Motivation	Boys	131.80 (21.41)	2.203*
	Girls	136.09 (17.27)	

\*P <.05

Above results indicate that boys and girls of high school (N=400) do not differ significantly on academic stress as mean values (82.60) of boys is not greater than the mean values (82.33) of girls and t-value (.186) is not statistically significant. This

finding is supported by the numerous earlier research findings (Huan, Yeo, Ang, and Chong, 2005; Manisha and Sethi, 2010; Gawali, 2012; Bartwal & Raj, 2013; Bartwal and Singh, 2014) which reported insignificant difference in terms of academic stress between male and female adolescents. This finding may be due to the fact that in present scenario, people have become aware of the importance of girls' education. Parents are paying much attention on girls' education. They get their daughters admitted in good schools and have expectations from their daughters. Girls want to compete in every field. To come up with parental expectations girls and boys have the same level of pressures to perform well in the examination. Both male and female have same obstacles to overcome in order to achieve their optimal academic performance.

While looking into the table 4.43 it is observed that boys and girls of high school are not differ on self-concept as the difference between mean values of boys (174.66) and girls (175.94) is not statistically significant. This means boys and girls of high school have similar level of self-concept. This finding is in accordance with earlier findings obtained by Bester (2007), Nuthana (2007) and Navdeep (2012) who found that male and female students did not differ significantly on the self-concept. This may be because of the fact that nowadays in our society there is gender equality; girls and boys both are considered to be the same. The socialization process for boys and girls also did not differ in our society, which affects the self-concept of boys and girls.

Further it is also depicted from the above table (4.43) that the mean values (36.44) of girls is greater than the mean values (33.22) of boys on adjustment and the t-value is  $t = 2.208$ , which is significant at .05 level of significance. This indicates that girls have poor adjustment than boys because according to the Bell Adjustment Inventory which was used in the present study, higher scores indicate poor adjustment and lower scores indicate better adjustment. Thus the present finding clearly demonstrates that adolescent girls have more adjustment problems than adolescent boys. This could be due to some reasons, for instance, adolescent girls experience quite different kinds of strain and problems from those experienced by the boys. Physical and biological developments of girls are different from boys and these differences play a pivotal role in the development of personality, formation of attitude, self-concept, interest and these factors influence the adjustment of girls in

different areas. Physical changes among girls are also more rapid than boys that make them confused, puzzled and tensed. Menstruation is a serious concern for girls which may affect their pattern of adjustment as studies reported that menstrual abnormalities were the most common problems of adolescent girls. Asthana and Sashi (2007) observed that girls generated more behavior problems in comparison to boys. Besides this, social and cultural factors also play a significant role in determining the pattern of adjustment among girls. It is a fact that girl students have to play usually multiple roles especially in our Indian culture. Girls, either at home or outside the home, experience a lot of limitations as a result of the expectations and limitations that are imposed by family and/or society girls have more adjustment problems than boys. Cook (1995) observed that female students were found to have more adjustment problems such as establishing social relationship in college compared to the male students. The finding of the present study is consistent with the previous research findings conducted by Mohsin et.al. (1985), Singh (2006), Enochs and Roland (2006), and Lama (2010), which reported that boys had better adjustment than girls.

Table (4.43) also indicates that girls have better achievement motivation than boys as mean values (136.09) of girls is higher than the mean values (131.80) of boys and t-value ( $t=2.203$ ) is significant at .05 level of significance. This may be because of the fact that today's parents are taking interest and give value to their daughter's education. They motivate their daughters to achieve their goals. Girls hold a high desire of success, they work hard to achieve. They are interested in studies. They have been given similar opportunities for education as boys. We have also been observing that in India girls' topped or performed better in board examinations and various competitive examinations for few years. The most recent of them is the recently declared results of UPSC, CBSE and the central and state level exams in which girls topped or performed better than boys. This new phenomenon of girl students performing better than their male counterparts can be attributed to several reasons, for example many educational schemes and initiatives have been taken up by the successive central and state governments as well as NGOs to raise literacy rate and educational awareness among girls, such as Beti Bachao Beti Padhao campaign, Sakshar Bharat Mission for Female Literacy, Rajive Gandhi Scheme for Empowerment of Adolescent Girls etc. have contributed significantly. The present finding is in congruence with the finding of Lawrence and Vimala (2013) and Awan,

Noureen and Naz (2011) which observed that girls were better than the boys in their achievement motivation. This finding is also supported by Joshi and Srivastava (2009) who stated girls were found significantly higher on academic achievement as compared to their counterparts. Today's women are not lagged behind. They are showing their competence in various fields like politics, administration, sports, journalism, media which were once considered the purview of men only.

The following Table-4.44 depicts difference between private high school students and university-run high school students on academic stress, self-concept, adjustment and achievement motivation.

**Table-4.44**

**Shows mean comparisons of university-run school and private school students on Academic Stress, Self-Concept, Adjustment and Achievement Motivation**

Variable	Type of school	Mean (SD)	t-Value
Academic Stress	Private	82.90 (13.17)	.579
	University-run	82.04 (15.59)	
Self-Concept	Private	176.28 (22.94)	1.009
	University-run	174.32 (15.34)	
Adjustment	Private	33.44 (13.03)	-1.94
	University-run	36.24 (15.73)	
Achievement Motivation	Private	134.26 (18.64)	.314
	University-run	133.64 (20.45)	

Above table (4.44) shows that university-run school students and private school students did not differ on predictor or any criterion variables viz. academic stress, self-concept, adjustment and achievement motivation. Mean values of university-run high school students and private high school students on any variables are found to be statistically insignificant.

While looking into the differences on the basis of type of schools i.e. between the students of private and university-run school, Table-4.44 clearly indicates insignificant differences on academic stress. The mean score of private schools students (82.90) and the mean score of university-run school students (82.04) is statistically insignificant. It means the private and university-run school students had

the same level of academic stress. This is because of the fact that high school students from private schools or university-run schools have to appear in competitive examinations, they are worried about getting admission into the right college and streams of their choices. They work hard to get good grades in high school examination. They are uncertain about their future. Their academic problems are same so they have same level of academic stress. This finding is directly supported by the study of Lal (2014) who found that no significant differences in academic stress of government and private senior secondary school students.

Furthermore, Table 4.44 also shows insignificant difference between private and university-run high school students on self-concept, achievement motivation and adjustment. The finding that private and university-run high school students have same level of self-concept is in congruence with the findings of Chetri (2014) which reported insignificant difference in the self-concept of the various government and non-government managed schools students. Private and university-run school students have same level of achievement motivation and adjustment. A study carried out by Yellaiah (2012) indirectly supported to our results which found that government and private schools students did not differ on adjustment and academic achievement. Such findings obtained may be due to the fact that the sample for the present research is drawn from Aligarh Muslim University-run schools and these schools are no longer underprivileged. Students and their families always show great desire and wish to get their children enrolled in the schools of Aligarh Muslim University (A.M.U.). Apart from this, university-run schools have very difficult admission procedure where students have to qualify competitive exams to get in. Students work hard to get enrolled in these schools. Because of this reason university schools students are academically good with proven track records and they are very competitive with students of private schools. Schools affiliated to A. M. U. are as good as private schools. Therefore, there was no significant difference was found between private schools and university-run schools students on self-concept, adjustment and achievement motivation.

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## *Chapter-5*

## *Conclusion*

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## **CONCLUSION**

The present study examined the influence of academic stress on students' self-concept, adjustment and achievement motivation. The conclusions drawn from the findings are given below in the same manner as results were described viz, dealing with the total sample and sub-samples respectively.

### **Total Sample**

Out of five dimensions of academic stress, three dimensions have emerged as statistically significant predictors of self-concept for total sample. Lack of adjustment-a dimension of academic stress significantly and negatively predicted intellectual self-concept. Poor administration – another dimension of academic stress significantly negatively predicted moral self-concept as well as temperamental self-concept, whereas apprehensive about future (dimension of academic stress) turned to be a positive predictor of intellectual self-concept.

As far as adjustment was concerned, it was found that inadequate academic environment in the college (dimension of academic stress) significantly negatively predicted adjustment as a whole for total sample of high school students. Poor administration, worries and lack of adjustment (dimensions of academic stress) significantly and negatively predicted home adjustment, health adjustment and social adjustment respectively. Moreover, emotional adjustment was significantly negatively predicted by three dimensions of academic stress viz., inadequate academic environment in the college, poor administration and worries.

It is worth mentioning here that academic stress emerged as a strongest predictor of emotional adjustment of high school students.

It was revealed from the findings that only lack of adjustment-a dimension of academic stress significantly negatively predicted achievement motivation.

### **Sub-sample group of private school students**

In this sub-sample group only three facets of academic stress emerged as a statistically significant predictors of self-concept. Inadequate academic environment in college and poor administration found to be significant negative predictors of temperamental self-concept. Apprehensive about future significantly emerged a

negative predictor of social self-concept as well as moral self-concept but positively predicted intellectual self-concept.

On the other hand, all the five dimensions of academic stress stood to be the significant predictors of adjustment of private high school students. Apprehensive about future significantly negatively predicted adjustment and its two dimensions i.e. health adjustment and emotional adjustment. Poor administration was found to be a significant negative predictor of adjustment and its two dimensions i.e. home adjustment and emotional adjustment. Furthermore, lack of adjustment was turned to be a significant negative predictor of social adjustment. It was also observed from the table that inadequate academic environment in the college and worries significantly negatively predicted emotional adjustment.

Furthermore analyses revealed that none of the dimensions of academic stress was found to be significant predictors of achievement motivation for this sub-sample group.

### **Sub-sample group of university-run school students**

Out of five dimensions of academic stress, four dimensions were emerged as a statistically significant predictors of self-concept of university-run high school students. Worries stood to be the statistically significant negative predictor of social self-concept and lack of adjustment was found to be statistically significant negative predictor of intellectual self-concept. Whereas apprehensive about future had statistically significant positive predictive relationship with intellectual self-concept but statistically significant negative predictor of temperamental self-concept. Poor administration turned to be a significant negative predictor of moral and temperamental self-concept.

As far as adjustment variable was concerned, findings of the analyses have demonstrated that out of the five dimensions of academic stress, inadequate academic environment in the college had a statistically significant negative predictive relation with total adjustment as well as social adjustment. Worries and lack of adjustment emerged as statistically significant negative predictors of health adjustment as well as emotional adjustment of university-run high school students respectively.

Analyses in its further step showed that only lack of adjustment (dimension of academic stress) emerged as a significant negative predictor of achievement motivation.

Thus it may be concluded that academic stress plays a very significant role in predicting self-concept and adjustment of high school students. Though academic stress also plays an important role in the prediction of achievement motivation of students of high school but the prediction is weak in frequency.

Moreover, it is also imperative to mention in the light of the findings of the present research that girl students and boy students did not differ significantly on academic stress and self-concept. Boy students were found significantly better on adjustment as compared to their counterpart girl students, whereas girls were found to have significantly higher achievement motivation as compared to boys. Furthermore university-run school students and private school students did not differ on academic stress, self-concept, adjustment and achievement motivation.

## **Implications**

The research without use are always considered to be useless therefore, it is essential to highlight implications of the present investigation. Since the present study aimed to examine the influence of academic stress on students' self-concept, adjustment and achievement motivation, therefore the findings of the present study have educational implications. The findings of the present study suggest that academic stress has negative influence on self-concept, adjustment and achievement motivation, so it becomes necessary for psychologists, policy makers, teachers and counsellors to understand the stress related to academic problems of the students and to develop intervention programme to help students. In view of the present research findings it is to say that academic stress is certainly needs to be tackled therefore school counsellors and psychologists should develop effective coping strategies that can help alleviate the negative effects of academic stress. Educational planners and administrators can utilize the findings of the present investigation in order to asses and modify their schemes. Parents should be supportive. They should not put academic burden on their children. The school counsellors should design appropriate learning environment programs; cognitive oriented programs thus, creating awareness in parents, so that they may transform the home environment into congenial one. Thus

the findings strongly suggest that school authorities, educators, teachers and psychologists are required to take appropriate measures to reduce students' academic stress and enhance their self-concept, adjustment and achievement motivation. In the light of the findings, the researcher firmly believes that a good deal of focus is necessary to increase self-concept, enhance adjustment and promote achievement motivation by creating a congenial school climate, and designing appropriate policies.

### **Limitations and suggestions for future research**

After having gone through the present research endeavour, it is experienced that research in any discipline especially in the areas of behavioural sciences is a never ending effort but it is an ongoing and a continuous process as findings obtained today may entirely change tomorrow due to dynamic changes in human nature and their environment. In spite of this fact every social science research comes with some limitations which require proper care in future. Similarly the present piece of research work also bears certain limitations that are likely to hamper the generality of the findings. Therefore it is relevant here to highlight some limitations and suggestions of the present research work which help in conducting similar research work in future.

- The sample for the present investigation was taken only from private schools of Aligarh district and university-run schools of Aligarh Muslim University Aligarh (A.M.U.) which minimizes to generalize the findings. So it is suggested to obtain a larger sample of school students from different districts with the same set of variables.
- As the present research was carried out on the students undertaking from various schools of Aligarh and from A.M.U., where Muslim students are found to be in a promising number which also minimizes the generality of the findings. Therefore, it is suggested that such type of study must be conducted on relatively a large sample to be undertaken from across various sections of the population.
- Another limitation of the study is that this research was conducted on the urban sample group, hence, the findings of it could be generalized only on urban school students. Therefore, it is suggested that the sample should be taken from both urban and rural areas for comparative assessment and in-depth information.

- After reviewing various literatures it was found out that home environment always play a crucial role in the development of self-concept adjustment and achievement of adolescents. Hence it is suggested that in future research on home environment should be taken into considerations.
- Socioeconomic variables always play a very significant role in determining certain psychological variables but in the present research socioeconomic variables were not deeply studied. Therefore these variables should be taken into account for future research.
- It is also suggested on the basis of difficulties faced during data collection that selection of tools are very essential because length of tools/instrument makes respondents irritated while replying to the lengthy questionnaire. so this suggestion must be properly taken care of with utmost importance and priority.
- It is also being suggested that an attempt should be made to investigate the impact of educational encouragement on self-concept, adjustment and achievement motivation of students.

Despite these limitations, the present study provides useful results and adds to the knowledge of the impact of academic stress on students' self-concept, adjustment and achievement motivation. The findings of the present study bear a wide range of generality and implications for schools while making educational policies, and dealing with students. This study can contribute in raising awareness among teachers to create a supportive school environment. This may help students to reduce their stress and enhance their self-concept, level of adjustment and achievement motivation.

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# *Appendices*

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## **Appendix-1**

### **GENERAL INSTRUCTIONS**

Dear Sir/Respondents,

It is a pleasure to meet you for the purpose of data collection in pursuit of research work. This work cannot be accomplished without your co-operation. The aim of the present endeavor is to study about the various aspects of your behavior and to improve the quality of your life and performance. So it is necessary to know your views and opinions related to job. The questions/ statements in the questionnaire are meant to know your PERSONAL VIEWS. To make the research endeavor successful, it is important for you to extend your whole hearted co-operation by giving frank and honest responses to each question/statement. I assure you that the information given by you would be kept strictly confidential. Once again you are requested to extend your co-operation for the accomplishment of the task. Your co-operation is solicited

**Before going through the questionnaire, please see the following general instructions:**

1. Answer the questions serially, i.e. as they appear in the format.
2. If some statements or questions appear to be similar, even then you answer each of them separately.
3. It is expected that while answering, you do not consult anyone else. We want to know your opinions, views and feelings, not theirs.
4. Please be as honest as possible and do not hesitate. Feel free to give your frank responses. Confidentiality of your responses is assured.

**Please, do not leave any question/statement unanswered**

Dr. Shah Alam  
Associate Professor,  
Dept. of Psychology  
AMU Aligarh  
(Research Supervisor)

Ayesha Khan  
Research Scholar  
Dept. of Psychology  
AMU Aligarh

## Appendix-2

### ACADEMIC STRESS

**Instructions:** Please indicate the extent to which the following items are a source of stress to you. Indicate your response by putting (✓) mark against any one of the categories given against each item.

- 1. No stress at all**
- 2. Slight stress**
- 3. A lot of stress**
- 4. Extreme stress**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Indiscipline in the classroom	[ ]	[ ]	[ ]	[ ]
2. Difficulty in understanding classroom lectures	[ ]	[ ]	[ ]	[ ]
3. Worry about the future career (e.g. employment )	[ ]	[ ]	[ ]	[ ]
4. Difficulty in comprehending examination question papers	[ ]	[ ]	[ ]	[ ]
5. Worry about getting admission in higher class	[ ]	[ ]	[ ]	[ ]
6. Poor guidance and coaching facilities in the University/ College for studies	[ ]	[ ]	[ ]	[ ]
7. Health worries	[ ]	[ ]	[ ]	[ ]
8. Fear of failure in competitive examination	[ ]	[ ]	[ ]	[ ]
9. Lack of cooperation from teachers	[ ]	[ ]	[ ]	[ ]
10. Course Syllabi are not job oriented in some subject	[ ]	[ ]	[ ]	[ ]
11. Adjustment problems with roommates/friends	[ ]	[ ]	[ ]	[ ]
12. Lack of concentration in the classroom	[ ]	[ ]	[ ]	[ ]
13. Difficulties in maintaining relationship without/with opposite sex	[ ]	[ ]	[ ]	[ ]
14. Too much homework to do each evening/night	[ ]	[ ]	[ ]	[ ]
15. Teachers make too many extra demands on students	[ ]	[ ]	[ ]	[ ]
16. Syllabi of subjects are not as per with the competitive examinations	[ ]	[ ]	[ ]	[ ]
17. Adjustment with foreign students or students from other states	[ ]	[ ]	[ ]	[ ]
18. Uncertainty after leaving University/ College	[ ]	[ ]	[ ]	[ ]
19. Effects of watching too much T.V. on studies	[ ]	[ ]	[ ]	[ ]
20. Lack of understanding by parents about study commitments	[ ]	[ ]	[ ]	[ ]
21. Lack of sufficient career guidance	[ ]	[ ]	[ ]	[ ]
22. Difficulty in preparing notes from books	[ ]	[ ]	[ ]	[ ]

23. Lawlessness in the University/College campus	[ ] [ ] [ ] [ ]
24. Poor medical facilities at the University health service	[ ] [ ] [ ] [ ]
25. Poor facilities in the Faculty/College (books, material, equipments, drinking water, laboratory etc.)	[ ] [ ] [ ] [ ]
26. Too much demands by parents after University/College hours which disturb studies	[ ] [ ] [ ] [ ]
27. Petty University/ College regulation	[ ] [ ] [ ] [ ]
28. Difficulties in keeping up with homework/working notes	[ ] [ ] [ ] [ ]
29. Continuous periods of optional/compulsory subjects in daily time table	[ ] [ ] [ ] [ ]
30. Delay in academic session	[ ] [ ] [ ] [ ]
31. Conflicting attitudes towards life	[ ] [ ] [ ] [ ]
32. Delay in declaration of examination results	[ ] [ ] [ ] [ ]
33. Concern over physical appearance	[ ] [ ] [ ] [ ]
34. Worry over transport charges (i.e. rickshaw)	[ ] [ ] [ ] [ ]
35. General environmental cleanliness	[ ] [ ] [ ] [ ]
36. Tension in driving a vehicle or walking on the busy streets/bad road	[ ] [ ] [ ] [ ]

## Appendix-3

### SELF-CONCEPT

**Instructions:** On the following pages there are some questions and their probable answers given against them. You read them carefully and whichever suits, you put a tick (✓) in the blank space given against it. You have to mark only one answer. An illustration is given below. There is no time limit for it but you should answer it as soon as possible.

**Illustration :** If you think that you have beautiful teeth, you tick (✓) in the space given below the word 'Beautiful'

What type of teeth do you have ?	Very beautiful <input type="checkbox"/>	Beautiful <input checked="" type="checkbox"/>	Average <input type="checkbox"/>	Beautiless <input type="checkbox"/>	Beautiless at all <input type="checkbox"/>
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1.	Do your friends come to you for advice?	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Some-times <input type="checkbox"/>	Usually Not <input type="checkbox"/>	Never <input type="checkbox"/>	Scores <input type="checkbox"/>
2.	What do you think about your appearance ?	V. Beautiful <input type="checkbox"/>	Beautiful <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Not satisfactory <input type="checkbox"/>	Ugly <input type="checkbox"/>	Scores <input type="checkbox"/>
3.	How do you find yourself in doing physical work?	Very Strong <input type="checkbox"/>	Strong <input type="checkbox"/>	Average <input type="checkbox"/>	Delicate <input type="checkbox"/>	Very Delicate <input type="checkbox"/>	Scores <input type="checkbox"/>
4.	How do you find your temperament ?	Always Cheerful <input type="checkbox"/>	Cheerful <input type="checkbox"/>	Normal <input type="checkbox"/>	Sometimes Unhappy <input type="checkbox"/>	Always Unhappy <input type="checkbox"/>	Scores <input type="checkbox"/>
5.	How do you like school studies	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Average <input type="checkbox"/>	Not Good <input type="checkbox"/>	Not Good at All <input type="checkbox"/>	Scores <input type="checkbox"/>
6.	Do you believe in religious customs and traditions?	Very Much <input type="checkbox"/>	Usually <input type="checkbox"/>	Normally <input type="checkbox"/>	Some-times <input type="checkbox"/>	Never <input type="checkbox"/>	Scores <input type="checkbox"/>
7.	Do you participate in criticizing others.	Always <input type="checkbox"/>	Mostly <input type="checkbox"/>	Generally <input type="checkbox"/>	Not usually <input type="checkbox"/>	Never <input type="checkbox"/>	Scores <input type="checkbox"/>
8.	Do you express your ideas frankly in the presence of other?	Always <input type="checkbox"/>	Mostly <input type="checkbox"/>	Normally <input type="checkbox"/>	Some-times <input type="checkbox"/>	Never <input type="checkbox"/>	Scores <input type="checkbox"/>

9.	How do you like your complexion?	V. Beautiful <input type="checkbox"/>	Beautiful <input type="checkbox"/>	Normal <input type="checkbox"/>	Not so Beautiful <input type="checkbox"/>	Ugly <input type="checkbox"/>	Scores <input type="checkbox"/>
10	Do you think yourself one of the cheerful persons?	Always <input type="checkbox"/>	Mostly <input type="checkbox"/>	Normally <input type="checkbox"/>	No <input type="checkbox"/>	Never <input type="checkbox"/>	Scores <input type="checkbox"/>
11	Do you behave abnormally also?	Always <input type="checkbox"/>	Mostly <input type="checkbox"/>	Some-times <input type="checkbox"/>	Seldom <input type="checkbox"/>	Never <input type="checkbox"/>	Scores <input type="checkbox"/>
12	Do you think yourself an experience person?	Highly <input type="checkbox"/>	Usually <input type="checkbox"/>	Average <input type="checkbox"/>	Less Experienced <input type="checkbox"/>	Without any Experience <input type="checkbox"/>	Scores <input type="checkbox"/>
13	Do you think about your teachers ?	Always <input type="checkbox"/>	Mostly <input type="checkbox"/>	Normally <input type="checkbox"/>	Usually Not <input type="checkbox"/>	Never <input type="checkbox"/>	Scores <input type="checkbox"/>
14	Do you think yourself to be a cool-tempered man?	Very Much <input type="checkbox"/>	Usually <input type="checkbox"/>	Average <input type="checkbox"/>	Some Disturbed <input type="checkbox"/>	Much disturbed <input type="checkbox"/>	Scores <input type="checkbox"/>
15	Are you regular in doing your home work assignments?	Always <input type="checkbox"/>	Mostly <input type="checkbox"/>	Normally <input type="checkbox"/>	Some-times <input type="checkbox"/>	Never <input type="checkbox"/>	Scores <input type="checkbox"/>
16	Do you insult others?	Never <input type="checkbox"/>	Not Often <input type="checkbox"/>	Usually <input type="checkbox"/>	Mostly <input type="checkbox"/>	Always <input type="checkbox"/>	Scores <input type="checkbox"/>
17	Do you have difficulty in understanding something when the teacher explains in the class?	Never <input type="checkbox"/>	Usually <input type="checkbox"/>	Generally <input type="checkbox"/>	Often feel Difficulty <input type="checkbox"/>	Usually feel difficulty <input type="checkbox"/>	Scores <input type="checkbox"/>
18	Do you think if you get an opportunity you can discover something new?	Definitely <input type="checkbox"/>	Most Probably <input type="checkbox"/>	Probably <input type="checkbox"/>	Doubtful <input type="checkbox"/>	Not at All <input type="checkbox"/>	Scores <input type="checkbox"/>
19	Do you feel irritated if somebody finds fault with your work.	Never <input type="checkbox"/>	Usually Not <input type="checkbox"/>	Som-times <input type="checkbox"/>	Usually <input type="checkbox"/>	Always <input type="checkbox"/>	Scores <input type="checkbox"/>
20	How do you find your personality ?	Most Attractive <input type="checkbox"/>	Attractive <input type="checkbox"/>	Normal <input type="checkbox"/>	Un-Attractive <input type="checkbox"/>	Totally Unattractive <input type="checkbox"/>	Scores <input type="checkbox"/>

21 .	How do you like the company of others?	Always Good <input type="checkbox"/>	Mostly Good <input type="checkbox"/>	Usually Good <input type="checkbox"/>	Sometimes Dislike <input type="checkbox"/>	Never Like <input type="checkbox"/>	Scores <input type="checkbox"/>
22 .	How much are you satisfied with your weight?	Full Satisfied <input type="checkbox"/>	Satisfied <input type="checkbox"/>	Usually Satisfied <input type="checkbox"/>	Not so Satisfied <input type="checkbox"/>	Un-satisfied <input type="checkbox"/>	Scores <input type="checkbox"/>
23 .	Do you feel irritated while you face petty difficulties?	Always <input type="checkbox"/>	Mostly Not <input type="checkbox"/>	Generally <input type="checkbox"/>	Sometimes <input type="checkbox"/>	Always <input type="checkbox"/>	Scores <input type="checkbox"/>
24 .	Are you Coward by nature?	Not at All <input type="checkbox"/>	Not Much <input type="checkbox"/>	Normal <input type="checkbox"/>	Usually <input type="checkbox"/>	Very Much <input type="checkbox"/>	Scores <input type="checkbox"/>
25 .	How much are you satisfied with the present position of your studies in class?	Completely Satisfied <input type="checkbox"/>	Somewhat Satisfied <input type="checkbox"/>	Always <input type="checkbox"/>	Somewhat Dissatisfied <input type="checkbox"/>	Total Dissatisfied <input type="checkbox"/>	Scores <input type="checkbox"/>
26 .	How do you like school examination?	Like Very Much <input type="checkbox"/>	Mostly Like <input type="checkbox"/>	Generally Like <input type="checkbox"/>	Seldom Like <input type="checkbox"/>	Never Like <input type="checkbox"/>	Scores <input type="checkbox"/>
27 .	How is your voice?	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Normal <input type="checkbox"/>	Not Good <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>	Scores <input type="checkbox"/>
28 .	Are you curious to know the end while reading a novel or seeing a movie?	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Normally <input type="checkbox"/>	No <input type="checkbox"/>	Not at All <input type="checkbox"/>	Scores <input type="checkbox"/>
29 .	How do you find your health?	Very good <input type="checkbox"/>	Good <input type="checkbox"/>	Average <input type="checkbox"/>	Weak <input type="checkbox"/>	Feeble <input type="checkbox"/>	Scores <input type="checkbox"/>
30 .	How is your attendance in the class?	Always Present <input type="checkbox"/>	Usually Present <input type="checkbox"/>	Average <input type="checkbox"/>	Generally Absent <input type="checkbox"/>	Usually Absent <input type="checkbox"/>	Scores <input type="checkbox"/>
31 .	How much are you satisfied with your height?	Fully Satisfied <input type="checkbox"/>	Satisfied <input type="checkbox"/>	Normal <input type="checkbox"/>	Somewhat Dissatisfied <input type="checkbox"/>	Fully Dissatisfied <input type="checkbox"/>	Scores <input type="checkbox"/>
32 .	Do you try to get first position in the tests given in the class?	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Generally <input type="checkbox"/>	Often Not <input type="checkbox"/>	Never <input type="checkbox"/>	Scores <input type="checkbox"/>
33 .	Do you take care of the merits and demerits of a work before doing it?	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Generally <input type="checkbox"/>	Usually Not <input type="checkbox"/>	Never <input type="checkbox"/>	Scores <input type="checkbox"/>

34 .	Where do you place your self while speaking truth?	Always Speak Truth <input type="checkbox"/>	Usually Speak Truth <input type="checkbox"/>	Generally speak Truth <input type="checkbox"/>	Usually Hesitate in speaking Truth <input type="checkbox"/>	Always have to Resort to Falsehood <input type="checkbox"/>	Scores <input type="checkbox"/>
35 .	Where do you place your-self in obeying public rules e.g. rules pertaining to public places, like road, park, railway station etc.?	Always Obey Rules <input type="checkbox"/>	Usually Obey Rules <input type="checkbox"/>	Generally Obey Rules <input type="checkbox"/>	Usually Do Not Obey Rules <input type="checkbox"/>	Never Care for Rules <input type="checkbox"/>	Scores <input type="checkbox"/>
36 .	Are you more intelligent than your colleagues?	Certainly More <input type="checkbox"/>	Usually <input type="checkbox"/>	Generally <input type="checkbox"/>	Less <input type="checkbox"/>	Not at All <input type="checkbox"/>	Scores <input type="checkbox"/>
37 .	Do you take part in organizing it when your classmates go to picnic etc.?	Always <input type="checkbox"/>	Usually <input type="checkbox"/>	Generally <input type="checkbox"/>	Usually Not <input type="checkbox"/>	Never <input type="checkbox"/>	Scores <input type="checkbox"/>
38 .	Do you solve yourself the difficulties and problems of your studies?	Always Solve <input type="checkbox"/>	Usually Solve <input type="checkbox"/>	Generally Solve <input type="checkbox"/>	Usually Can't solve <input type="checkbox"/>	Always Help to Others <input type="checkbox"/>	Scores <input type="checkbox"/>
39 .	How much do you attend to artistic aspect of the photograph while seeing or making it?	Give Very Much Attention <input type="checkbox"/>	Give Much Attention <input type="checkbox"/>	Give Average Attention <input type="checkbox"/>	Give Some Attention <input type="checkbox"/>	Do Not Give Any Attention <input type="checkbox"/>	Scores <input type="checkbox"/>
40 .	What will you do if you are doing some important work and your friends ask you to accompany them for a walk?  Will start immediately Will go after thinking for sometime Will keep silent Will not go after thinking for sometime Will refuse at once					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
41 .	While taking the examination you are not able to answer some question and a book of the same subject is lying near you, will you take help of the book ?  Will never do such thing Do not have the courage to do inspite of will Generally do not do this Will use the book if get an opportunity Will immediately use the book					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>

42	<p>If you get an opportunity to drink water in the house of so called low caste persons, what will you do ?</p> <p>Shall take water</p> <p>Will take water after some consideration</p> <p>Will care for cleanliness</p> <p>Will take water but would tell nobody</p> <p>Will not take water</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
43	<p>Do you hesitate in mixing with persons of opposite sex ?</p> <p>Do not hesitate at all.</p> <p>Sometimes hesitate</p> <p>Generally do not hesitate</p> <p>Usually hesitate</p> <p>Always hesitate</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
44	<p>You are standing in the bus que for a long time when bus comes, the conductor takes some passengers and stops at your turn because there is no space in the bus, what will you do in these circumstances ?</p> <p>Will wait for the next bus</p> <p>Will request the conductor</p> <p>Will run and try to board the bus</p> <p>Will push the other passengers and try to board the bus</p> <p>Will make a noise</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
45	<p>What will you do if you come to know of immoral character of your friend ?</p> <p>Will completely break the friend.</p> <p>Will lessen the friendship.</p> <p>Will continue friendship but will try to make him understand.</p> <p>Will continue friendship as it was</p> <p>Will strengthen the friendship.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
46	<p>You have to do four tasks – (a) you have to call the doctor to show your sick brother (b) you have to do the preparation for going out the next day (c) you have to read novel, (d) the friend is going away, you have to go to see him. What will you do in the first place?</p> <p>Will call the doctor to show the sick brother</p> <p>Will prepare for going out</p> <p>Will read novel</p> <p>Will go to see the friend</p> <p>Will not do any of the above mentioned work</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
47	<p>Your friend gives you one thousand rupees to keep when you count they are eleven hundred. What will you do ?</p> <p>Will return one hundred rupees to the friend at once</p> <p>Will tell the friend at once</p> <p>Will return 1100 rupees while returning them</p> <p>If the friend does not come to know, will take out one hundred rupees if possible.</p> <p>Shall take out one hundred rupees.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>

48	Do you like to do the work keeping in mind the desire of other? · Always do the work keeping in mind the desire of others Usually do the work keeping in mind the desies of others. Generally do the work keeping in mind the desires of others. Sometimes do not care for the liking of other. Always do according to one's will	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
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#### SCORING TABLE (Area-Wise)

Item No.	A	Item No.	B	Item No.	C	Item No.	D	Item No.	E	Item No.	F
2		1		4		5		6		7	
3		8		10		13		34		11	
9		21		14		15		35		12	
20		37		16		17		41		18	
22		40		19		25		42		33	
27		43		23		26		44		36	
29		46		24		30		45		38	
31		48		28		32		47		38	
<b>Total Interpretation</b>											

Some of All Areas

## Appendix-4

### ADJUSTMENT

क्या आप अपने आपको अच्छी तरह जानना चाहते हैं? इसके बाद वाले पत्रों में दिये प्रश्नों के उत्तर यदि आप सही—सही और सोच समझकर देगे, तब आप अपने आप को अच्छी तरह जान सकेंगे।

यहाँ उत्तरों के सही गलत हो की सम्भावना नहीं है। प्रत्येक सवाल का उत्तर 'हाँ' या 'नहीं' ?' में दे सकते हैं। इन तीनों में से जो उत्तर आपके विचार से सबसे ठीक हो उसे उत्तर सत्र में घेरे प्रश्नवाचक चिन्ह (?) को तभी घेरें जब आप निश्चित हो जायें कि आप 'हाँ' या 'नहीं' में उत्तर नहीं दे सकते हैं। समय की पाबन्दी नहीं है फिर भी जल्दी समाप्त करने की कोशिश करें।

			हाँ	नहीं	?
1.	(ख)	क्या आपको सदा जुकाम जल्दी ही पकड़ लेता है।			
2.	(घ)	क्या आप अक्सर हवाई किले बनाया करते हैं।	हाँ	नहीं	?
3.	(घ)	जब कभी बीमार पड़ते हैं, तो डाक्टर से मिलने में क्या आपको डर लगता है?	हाँ	नहीं	?
4.	(ग)	किसी प्रीतिभोज या स्वागत—समारोह में क्या आप उपस्थित प्रमुख व्यक्तियों से मिलने की चेष्टा करते हैं?	हाँ	नहीं	?
5.	(क)	क्या आपको कभी घर से भाग जाने की प्रबल इच्छा हुई है?	हाँ	नहीं	?
6.	(ग)	किसी प्रीतिभोज में लोगों का परिचय देने का कार्यभार (जिम्मेदारी) क्या आप अपने ऊपर ले लेते हैं।	हाँ	नहीं	?
7.	(क)	क्या आप कभी यह महसूस करते हैं कि आपके माता—पिता आपसे निराश हैं?	हाँ	नहीं	?
8.	(क)	क्या आप पर अक्सर निराशा छा जाती है?	हाँ	नहीं	?
9.	(ग)	जब कुछ लोग आपस में बातचीत कर रहे हों जो कोई उचित विचार प्रकट करने के लिये सोचने में क्या आपको अक्सर कठिनाई होती है।	हाँ	नहीं	?
10.	(क)	परिवार के भरण पोषण के लिये जिस तरह का काम आपके पिता को करना पड़ता है, क्या उसके लिये आपको कभी शर्मिन्दा होना पड़ा है?	हाँ	नहीं	?
11.	(ख)	क्या आप कभी किसी उदास मण्डली को मनोरंजक बना सकते हैं?	हाँ	नहीं	?
12.	(क)	क्या आपकी माँ घर में अपनी हुक्मत चलाने की कोशिश करती है?	हाँ	नहीं	?
13.	(क)	क्या आपके माता पिता में से किसी ने अक्सर आपकी अनुचित निंदा की है?	हाँ	नहीं	?
14.	(ग)	किसी सार्वजनिक सभा में सभी के बैठ जाने के बाद प्रवेश करने में क्या आपको घबराहट होती है?	हाँ	नहीं	?
15.	(घ)	लोगों के बीच रहने पर भी क्या अक्सर आप अपने को अकेला महसूस करते हैं?	हाँ	नहीं	?
16.	(क)	क्या आप महसूस करते हैं कि आपके घर में सच्चे स्नेह और प्रेम की कमी रही हैं?	हाँ	नहीं	?
17.	(ग)	स्कूल में क्लास के सामने मौखिक (मुँहजबानी) विवरण देने में क्या आपको कठिनाई होती है।	हाँ	नहीं	?
18.	(ख)	क्या आपको अक्सर सर दर्द होता है?	हाँ	नहीं	?
19.	(ख)	शोर—गुल न रहने पर भी क्या कभी—कभी आपको नींद नहीं आती है?	हाँ	नहीं	?
20.	(ग)	बस या रेल में सफर करते समय क्या आप कभी—कभी दूसरे सहयात्रियों से बात करते हैं?	हाँ	नहीं	?
21.	(ख)	दिन के अन्त में क्या आप अक्सर बहुत थकावट महसूस करते हैं?	हाँ	नहीं	?
22.	(घ)	भूकम्प या आग लगने की कल्पना क्या आपको डरा देती है?	हाँ	नहीं	?
23.	(ख)	क्या आपका वनज हाल में कुछ घट गया है?	हाँ	नहीं	?
24.	(क)	आज्ञा उचित है या अनुचित इसका ख्याल किये बिना क्या आपके माता—पिता में से किसी ने भी उसे मानने के लिए आपको बाध्य किया है?	हाँ	नहीं	?
25.	(ग)	क्या आप दूसरों से बिना किसी हिचक के सहायता माँग लेते हैं?	हाँ	नहीं	?
26.	(क)	निकट सम्बन्धियों में से किसी की बीमारी या मृत्यु के कारण क्या आपका परिवारिक जीवन दुःखमय हो गया है?	हाँ	नहीं	?
27.	(ख)	क्या आप कभी किसी दुर्घटना में बुरी तरह घायल हुए हैं?	हाँ	नहीं	?

28.	(क)	क्या रूपये की कमी के कारण पारिवारिक जीवन आपको अच्छा नहीं लगता हैं ?	हाँ	नहीं	?
29.	(घ)	क्या मामूली बातों पर आपकी आँखों में आँसू आ जाते हैं ?	हाँ	नहीं	?
30.	(ग)	क्या आपकी झिझक का शर्मीलापन आपको परेशानी में डाल देता है ?	हाँ	नहीं	?
31.	(क)	क्या आपके माता—पिता में से किसी ने प्रायः आपके आचरण में दोष निकाला हैं ?	हाँ	नहीं	?
32.	(ख)	क्या आपको कभी ऑपरेशन कराना पड़ा है ?	हाँ	नहीं	?
33.	(ग)	कुछ लोगों के बीच विचार—विमर्श के लिये अपनी बात पेश करने में आप बहुत अत्मसंचेत हो जाते हैं ? यानी आपका ध्यान अपनी ओर चला आता है।	हाँ	नहीं	?
34.	(घ)	सॉफ देखकर क्या आप डर जाते हैं ?	हाँ	नहीं	?
35.	(क)	आप जिस तरह के साथियों की संगति में रहते हैं, उस पर क्या आपके माता—पिता ने अक्सर आपत्ति (एतराज) की हैं?	हाँ	नहीं	?
36.	(घ)	क्या आपकी गलती न रहने पर भी आपके काम में अक्सर गड़बड़ी हो जाती हैं ?	हाँ	नहीं	?
37.	(ख)	क्या आपको अक्सर सर्दी जुकाम हो जाया करता है ?	हाँ	नहीं	?
38.	(ग)	दूसरों के लिये योजनाएँ बनाने तथा उन्हें निर्देशन देने का क्या आपको अनुभव हुआ है।	हाँ	नहीं	?
39.	(ग)	क्या बिजली के कोंधने से आप डर जाते हैं ?	हाँ	नहीं	?
40.	(क)	क्या आपके माता या पिता जल्द ही चिड़चिड़ा जाते हैं ?	हाँ	नहीं	?
41.	(ख)	क्या आपको अक्सर 'इन्फ्ल्यूएंजा' हो जाया करता है ?	हाँ	नहीं	?
42.	(घ)	स्कूल में कम नम्बर पाने पर क्या आप अक्सर उदास होते रहे हैं ?	हाँ	नहीं	?
43.	(ग)	किसी ऐसे आदमी से जिससे आपका परिचय तुरन्त हुआ है बाते शुरू करने में क्या आपको दिक्कत होती है ?	हाँ	नहीं	?
44.	(ख)	पिछले दस वर्षों में क्या आप काफी बीमार रहे हैं ?	हाँ	नहीं	?
45.	(ख)	घर में कोई काम किस तरह होना चाहिए इस विषय पर अपने माता—पिता में से किसी से क्या आपको अक्सर विरोध हुआ है ?	हाँ	नहीं	?
46.	(ग)	क्या आपके प्रश्न का उत्तर जानते हुए भी पूछे जाने पर अक्यर इसलिए उत्तर नहीं दिया कि आप क्लास में औरों के सामने बोलने से घबराते हैं ?	हाँ	नहीं	?
47.	(ख)	क्या आप अक्सर पेट में आयु की गड़बड़ी से परेशान रहते हैं ?	हाँ	नहीं	?
48.	(क)	क्या आपके निकट सम्बन्धियों में अक्सर घरेलू झगड़े हुआ करते हैं ?	हाँ	नहीं	?
49.	(ग)	यदि आप लड़का हैं तो लड़कियों से और यदि लड़की हैं तो लड़कों से क्या घुल मिलकर बाते कर सकते हैं ?	हाँ	नहीं	?
50.	(घ)	क्या आप जल्द निरुत्साह हो जाते हैं ?	हाँ	नहीं	?
51.	(ख)	क्या आपको अक्सर चक्कर आया करता है ?	हाँ	नहीं	?
52.	(घ)	क्या आप अपने किये पर अक्सर पछताते हैं ?	हाँ	नहीं	?
53.	(घ)	यदि आप किसी महत्वपूर्ण प्रीतिभोज में अतिथि रहे हैं, तो कोई चीज़ घटने पर मांगने के अपेक्षा क्या उसके बगैर ही काम चला लेते हैं ?	हाँ	नहीं	?
54.	(क)	क्या आप ऐसा महसूस करते हैं कि आपके माता—पिता आपको सयाना न समझ पाने के कारण आपके साथ बगैर ही काम चला लेते हैं ?	हाँ	नहीं	?
55.	(घ)	किसी वस्तु को गौर से देखने में क्या आपकी आँखों पर जोर पड़ता है ?	हाँ	नहीं	?
56.	(घ)	किसी ऊँची जगह में खड़े होने पर कभी आपको यहा डर लगा है कि कहीं आप नीचे कूद न पड़े	हाँ	नहीं	?
57.	(ग)	जलसों तथा सभाओं में लोगों के सामने मंच कर आने का क्या आपको कभी अवसर मिला है ?	हाँ	नहीं	?
58.	(ख)	सुबह उठने पर क्या आप अक्सर अपने को थका हुआ महसूस करते हैं ?	हाँ	नहीं	?
59.	(क)	क्या आप ऐसा महसूस करते हैं कि आपके माता—पिता ने आप के साथ जरूरत से ज्यादा सख्ती की है ?	हाँ	नहीं	?
60.	(घ)	क्या आप बहुत जल्दी क्रोधित हो जाते हैं ?	हाँ	नहीं	?
61.	(ख)	क्या आपको अक्सर अपने को डाक्टर से दिखाने की जरूरत पड़ी है ?	हाँ	नहीं	?
62.	(ग)	लोगों के सामने भाषण देने में क्या आपको बहुत कठिनाई होती है ?	हाँ	नहीं	?
63.	(घ)	क्या आप अपने को अक्सर असाहा पाते हैं ?	हाँ	नहीं	?

64.	(क)	क्या आपके माता—पिता में से किसी को कुछ ऐसी खास आदत है जिससे आप रंज हो जाते हैं ?	हाँ	नहीं	?
65.	(घ)	क्या आप अपने अन्दर किसी तरह की कभी या हीनता महसूस करके दुखी रहते हैं?	हाँ	नहीं	?
66.	(ख)	क्या आप अधिकतर थकावट महसूस करते हैं ?	हाँ	नहीं	?
67.	(घ)	क्या आप अपने को बहुत जल्द घबराने वाला समझते हैं ?	हाँ	नहीं	?
68.	(ग)	क्या आपको लोगों के साथ नँच रंग में बड़ा मजा आता है ?	हाँ	नहीं	?
69.	(घ)	क्या आपको अपनी शक्ल—सूरत के कारण चिन्ता रहती है ?	हाँ	नहीं	?
70.	(क)	क्या आप अपनी माता को अपने पिता की अपेक्षा अधिक प्यार करते हैं ?	हाँ	नहीं	?
71.	(ख)	क्या आपको अपच (बदहजमी) की शिकायत रहती है ?	हाँ	नहीं	?
72.	(ग)	यदि आपको किसी ऐसे व्यक्ति से, जिससे आप पूर्णतया परिचित न हो, कोई चीज माँगनी हो, तो क्या आप खुद माँगने न जाकर उस व्यक्ति को पत्र लिखकर माँगना पसन्द करेंगे ?	हाँ	नहीं	?
73.	(घ)	क्या आप जल्दी ही शरमा जाती हैं ?	हाँ	नहीं	?
74.	(क)	घर में शान्ति रखने के लिये, आपको क्या अक्सर चुप रहना या घर से बाहर निकल जाना पड़ता है ?	हाँ	नहीं	?
75.	(ग)	उन लोगों के सामने होते हुए जिनकी आप बहुत प्रशंसा करते हैं परन्तु परिचित नहीं है, क्या आप अपने विषय में सोचने लगते हैं ?	हाँ	नहीं	?
76.	(ख)	क्या आपको टौन्सिल या कण्ठ नलिका की बीमारी है ?	हाँ	नहीं	?
77.	(घ)	क्या आपको इस बात से परेशानी होती है कि संसार असार है ?	हाँ	नहीं	?
78.	(ग)	क्या आपक कभी—कभी सामाजिक कार्यों के नेता होते हैं ?	हाँ	नहीं	?
79.	(घ)	क्या अपके दिल पर जल्द ही चोट लग जाती है ?	हाँ	नहीं	?
80.	(ख)	क्या आपको अक्सर कब्जियत की शिकायत रहती है ?	हाँ	नहीं	?
81.	(क)	क्या आपके अन्दर कभी—कभी परिवार के सदस्यों प्रति धृणा और प्रेम के विरोधी भाव एक साथ आते हैं ?	हाँ	नहीं	?
82.	(ग)	यदि आप किसी सभा में देर से पहुँचे तो क्या सामने वाली खाली कुर्सी पर बैठने के बदले खड़े रहना या वहाँ से हट जाना पसन्द करेंगे ?	हाँ	नहीं	?
83.	(ख)	क्या बचपन में आप अधिक बीमार रहा करते थे ?	हाँ	नहीं	?
84.	(घ)	क्या सम्भावित विपत्तियों के विषय में आप चिन्तित रहते हैं ?	हाँ	नहीं	?
85.	(ग)	क्या आप जल्द ही मित्रता कर लेते हैं ?	हाँ	नहीं	?
86.	(क)	क्या अपनी माता के साथ आपका सम्बन्ध साधारणतः अच्छा रहा है ?	हाँ	नहीं	?
87.	(घ)	क्या आप यह सोचकर परेशान होते हैं कि दूसरे लोगों आपके मनोभावों को भाँप लेते हैं ?	हाँ	नहीं	?
88.	(ख)	क्या आपको नाक से साँस लेने में अक्सर दिक्कत होती है ?	हाँ	नहीं	?
89.	(ग)	पार्टी या प्रीतिभोज में क्या आप अक्सर लोगों का ध्यान अपनी और खींच लेते हैं ?	हाँ	नहीं	?
90.	(क)	क्या आपके माता या पिता जल्द क्रोधित हो जाते हैं ?	हाँ	नहीं	?
91.	(ख)	क्या आपको कभी बहुत जोर का सरदर्द होता है ?	हाँ	नहीं	?
92.	(क)	क्या आपके घर में जिन्दगी की सारी जरूरी चीजें हमेशा मिलती रही हैं ?	हाँ	नहीं	?
93.	(ग)	क्या आपकी प्रवृत्ति बहुत लोगों से परिचय रखने की अपेक्षा कुछ की सच्चे मित्र बनाने की ओर है ?	हाँ	नहीं	?
94.	(क)	आदर्श पुरुष की जो कल्पना आपके मन में है, क्या आप अपने पिता को उसके अनुरूप समझते हैं ?	हाँ	नहीं	?
95.	(ख)	क्या आप यह सोचकर परेशान होते हैं कि रास्ते में लोग आपकी ओर देख रहे हैं ?	हाँ	नहीं	?
96.	(ख)	क्या आपका वनज जितना होना चाहिए, उससे काफी कम है ?	हाँ	नहीं	?
97.	(क)	क्या आपके माता—पिता में से किसी ने आपकी शक्ल सूरत की आलोचना की है, जिसके कारण आपको दुख पहुँचा हो ?	हाँ	नहीं	?
98.	(घ)	अपनी आलोचना सुनकर क्या आप बहुत परेशान हो जाते हैं ?	हाँ	नहीं	?
99.	(ग)	यदि आपको लोगों के समूह से उठकर जाने की अनुमति लेनी हो तो क्या आपको हिचक होगी ?	हाँ	नहीं	?

100	(ख)	क्या आपको चश्मा लगाना पड़ता है ?	हाँ	नहीं	?
101	(घ)	क्या आपके दिमाग में कोई बेकार बात आकर आपको परेशान करती है ?	हाँ	नहीं	?
102	(क)	दस से पन्द्रह वर्ष की उम्र के बीच क्या आपके माता-पिता ने अक्सर आपको सजा दी है ?	हाँ	नहीं	?
103	(ग)	किसी शिक्षक के आपके घर अचानक आ जाने पर क्या आप काफी घबरा जाते हैं ?	हाँ	नहीं	?
104	(ख)	क्या आपको अपनी तनुरुस्ती पर ध्यान देना पड़ता है ?	हाँ	नहीं	?
105	(क)	क्या आप जल्दी ही घबरा जाते हैं ?	हाँ	नहीं	?
106	(क)	अपनी जीविका के विषय में माता-पिता के साथ क्या आपका मतभेद हुआ है ?	हाँ	नहीं	?
107	(ग)	क्या किसी अजनबी से बाते शुरू करने में आपको कठिनाई होती है ?	हाँ	नहीं	?
108	(घ)	अपमानजनक अनुभव क्या आपको बहुत देर तक चिन्तित किये रहते हैं ?	हाँ	नहीं	?
109	(ख)	क्या आप बीमारी के कारण स्कूल से अक्सर अनुपरिधित रहे हैं ?	हाँ	नहीं	?
110	(घ)	क्या आप कभी किसी ऐसी चीज से बहुत डर गये हैं जिसके बारे में आप जानते हैं कि उससे आपको कोई हानि नहीं हो सकती ?	हाँ	नहीं	?
111	(क)	क्या आपके माता-पिता में से कोई बहुत घबरा जाने वाले हैं ?	हाँ	नहीं	?
112	(ग)	क्या आप सामाजिक उत्सव या मनोरंजक समारोह में भाग लेना पसन्द करते हैं ?	हाँ	नहीं	?
113	(घ)	क्या बिना किसी खास कारण के आपकी मनोदशा में परिवर्तन होता रहता है ?	हाँ	नहीं	?
114	(ख)	क्या आपके कुछ दाँतों को इलाज की जरूरत है ?	हाँ	नहीं	?
115	(ग)	कक्षा में कोई चीज जुबानी सुनाते समय क्या आप पर हृद से ज्यादा हुकूमत की है ?	हाँ	नहीं	?
116	(क)	क्या आपके माता-पिता में से किसी ने आप पर हृद से ज्यादा हुकूमत की है ?	हाँ	नहीं	?
117	(ग)	क्या अक्सर आपके मन में कुछ भाव इस तरह से उठते हैं कि आपको नींद नहीं आ पाती हैं ?	हाँ	नहीं	?
118	(क)	क्या अपने अक्सर ऐसा महसूस किया है कि आपके माता या पिता आपको समझा नहीं पायें ?	हाँ	नहीं	?
119	(क)	क्लास में कोई चीज़ सुनाने के लिये अपना नाम देने में क्या आपको हिचकिचाहट होती है ?	हाँ	नहीं	?
120	(घ)	अँधेरे में अकेला रहने पर क्या आपको डर लगता है ?	हाँ	नहीं	?
121	(ख)	क्या आपके कभी चर्म रोग हुआ है, जैसे कारबकल, फोड़े-फुन्सी या खुजली दिनाय इत्यादि ?	हाँ	नहीं	?
122	(क)	क्या आपने ऐसा महसूस किया है कि आपकी अपेक्षा आपके दोस्तों का पारिवारिक जीवन अधिक सुन्दर है ?	हाँ	नहीं	?
123	(ख)	क्या आपका सर्दी-जुकाम जल्द अच्छा नहीं होता है ?	हाँ	नहीं	?
124	(ग)	जब कमरे के भीतर बैठकर कुछ लोग आपस में बातचीत कर रहे हों, तो उस कमरे में प्रवेश करते समय क्या आपको हिचकिचाहट होती है ?	हाँ	नहीं	?

## Appendix – 5

### ACHIEVEMENT MOTIVATION

#### **DIRECTIONS**

1. We are interested in measuring your attitude towards achievement in academic and other types of activities. So we are giving you this scale.
2. A separate response sheet is provided to you for marking your responses.
3. Do not put any mark on this booklet.
4. This scale consists of a number of items which are in the form of statements.

For every statement, the possible responses are divided into five categories which are: Always, Frequently, Sometimes, Rarely and Never. Read each statement of an item very carefully and put a cross under the category which, in your opinion, best expresses your feelings about the statement. If you feel, the statement is true for you always, put a cross (x) under the column marked Always, if frequently, put a cross under Frequently, if sometimes, put a cross under Sometimes and if rarely, put a cross under Rarely and if never, put a cross under Never. In this way, you have to give you responses to all the statements.

S. N.	Items	Always	Frequently	Sometimes	Rarely	Never
1	I shall be most pleased if I have to miss the classes for Some days.					
2	I pay full attention to the work in the class.					
3	I mind much if I reach late in the class.					
4	I love to read more and more to find unknown regions of Knowledge.					
5	I love to have a personal library, not counting text-books.					
6	I set standards for myself and then strive to achieve them.					
7	I wish to specialize and become top most in the field of my liking.					
8	I like to experiment and create new things and surprise people.					
9	I work hard for hours together to be successful in Whatever I undertake.					
10	I have a tendency to find solutions of problems and puzzles other people fail at.					
11	I aspire to get excellent results in all academic competitions.					

12	I am ready to leave the job half done and try a new one.				
13	I get nervous in the examination if one or two questions are not from the syllabus				
14	I prefer to go to a party rather than prepare for an examination next week.				
15	On getting low marks, I feel disappointed and determine to work hard to do better next time.				
16	I think I find my lessons meaningful and interesting.				
17	While studying, my mind wanders off the lesson and I get lost in imagination.				
18	I think it is better to gossip away in the canteen than to attend the classes.				
19	When the teacher is teaching, I like to read stories/novels /comics or make cartoons in the class.				
20	The school/college haunts me and I want to leave it at the very first opportunity.				
21	It irritates me a lot if I have to stay late in the school/college for some lectures.				
22	I want to go to college/university because there is plenty of opportunity to enjoy life.				
23	I think studies, sports and other activities can go together.				
24	I agree that the present course of my study will help making my future life a success				
25	I feel very much frustrated if I do not get a chance to compete in the field of my choice.				
26	I regularly take down notes in the class and complete my assignments.				
27	I plan to study carefully all the year round in an effort to get good marks in all the subjects in all the tests.				
28	I believe in work first and play later.				
29	I do a lot of preparation at home for the next day's work in the class.				
30	I like to ask questions regarding every information given In tables and charts in the books rather				

	than leave them such and read further.				
31	I think my teachers are competent in their work.				
32	I like to create nuisance in the class and annoy the teacher.				
33	I try my utmost to please my teacher through work and not through flattery.				
34	My friends consider me dull and shirker.				
35	It is true that my teachers think of me as a sincere and hard working student.				
36	I feel hurt if others (parents, teachers and friends) criticize me and I try to improve upon my weaknesses.				
37	My parents advise me to take life easy and never bother too much for studies or for future life.				
38	I wish to carry my mission forward inspite of facing a lot of criticism.				
39	I think of life to be an intellectual challenge.				
40	I am interested in organizing the activities of a group team/class/committee.				
41	I try to get associated with top most people in the field of my choice.				
42	I love to have some adventure in my leisure hour.				
43	I would like to watch a surgical operation being performed.				
44	I like to compete in dramatics.				
45	I think of dancing and music to be good hobbies for students.				
46	I have a strong desire to be a champion in games/sports/athletics.				
47	I have tried to get in the sports team of my school/college, to represent my teaming other states or countries.				
48	I believe sports develop initiative, leadership and discipline.				
49	Hill climbing and mountaineering are a welcome challenge I would like to take.				
50	On a holiday, I prefer going for cycling, swimming or boating to sitting at home without much work.				

## **Appendix – 6**

### **BIOGRAPHICAL INFORMATION**

Name (If you wish) \_\_\_\_\_

Rural/Urban \_\_\_\_\_

Age \_\_\_\_\_

Class \_\_\_\_\_

No. of Siblings \_\_\_\_\_

Family Status \_\_\_\_\_ (Nuclear/Joint)

Father's occupation \_\_\_\_\_

Father's qualification \_\_\_\_\_

Mother's occupation \_\_\_\_\_

Mother's qualification \_\_\_\_\_

No. of Family Members \_\_\_\_\_

Family Income (Total) \_\_\_\_\_

Thank you very much

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## Relationship between stress and adjustment of adolescents

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Present study was undertaken to examine the relationship between stress and adjustment of adolescents. The present study also examined gender differences on the stress and adjustment. For the purpose of this study 120 (60 male, 60 female) students of high school were selected randomly from three different schools of Aligarh (UP). The tools which were used in the present study were reliable and valid. Perceived Stressful Life Events Scale (PSLES) developed by Venkatesh Kumar (1995) and An Adjustment Inventory developed by Penny Jain (1972) were used. Pearson Product Moment correlation was applied to investigate the relationship between stress and adjustments of adolescents; t-test was applied to investigate the gender difference on stress and adjustment. Findings of the study revealed that Stress had significant inverse relationship with social, educational, family and total adjustments of adolescents. Stress was also inversely correlated with emotional and financial adjustment of adolescents. But here the inverse relationships were not statistically significant. Another finding of the study revealed that there was significant gender difference on stress as male adolescents had high stress than female adolescents. Further female adolescents were significantly better on social, family and financial adjustments than their counterparts. But males and females were not differing significantly on educational and emotional adjustments. Female adolescents were significantly better on total adjustments as compared to male adolescents.

**Keywords:** Adjustment, Adolescents, Stress

Adolescents' adjustment is a phenomenon that is of great concern to psychologists as well as health practitioners. Adolescents experience both positive emotional states of happiness and peace, and the negative emotional states of anxiety, depression and stress. How successful they meet these emotional demands is a measure of their capabilities to adjust. Adjustment during the period of usually adolescence determine to a larger extent of adjustment. Stress and anxiety in adolescents are just as prevalent as in adults. Negligence of parents, high expectations in academic or other performances, abused childhood, growing up tensions and demand for familial responsibility etc. the main causes of childhood and teen stress. Stressed adolescents often show signs of emotional disabilities, aggressive behavior, shyness, social

phobia and often lack of interest in otherwise enjoyable activities. For adolescents, the increasing pressures and demands also affect their adjustment.

The National Council of Educational Research and Training (1999) defined adolescence as a period of physical, psychological and social maturity from childhood to adulthood. The adolescent period involves a number of biological, cognitive, and psychosocial changes (Susman & Dorn, 2009). This is often a difficult time, both for parents and their children. This is when young people establish an identity of their own, separate themselves from their parents, and create significant relationships outside their own families. It is the time of rapid development of growing to sexual maturity, discovering one's real self, defining personal value and finding one's

vocational and social direction. Adolescence is a period of frequent turmoil, frustration, insecurity and struggle with so many major conflicts, decisions and developmental tasks. Thus, the most difficult developmental period is probably adolescence period. Psychologists have described adolescence as a period of "storm and stress" a period of dramatic ups and downs through which every teenager must pass in order to develop into a mature adult. The term adolescence is coined from the Latin verb 'adolescere' that implies "to grow into maturity". So the essence of the word adolescence is growth and it is in this sense that adolescence represents a period of intensive growth and change in nearly all aspects of physical, mental, social and emotional life. Adolescence is a period of social expansion and development. The young person moves from being part of a family group to being part of a peer group and to standing alone as an adult (Mabey and Sorensen, 1995). The type of peer group shapes the behavior of the adolescent to a great extent. His interests, attitudes and values are influenced by his peers. The adolescent boys and girls become self conscious about their place in society. Peer relationships become more important and more intimate, and adolescents become more aware of their status in the peer group (Compas & Wagner, 1991; Rose & Rudolph, 2006; Waylen & Wolke, 2004). These normative transitions and challenges broaden and enrich the world of adolescents, and are important for their emotional, behavioral and intellectual growth and development (e.g. Spear, 2000).

Adolescence is a developmental period when children may be particularly vulnerable to the negative effects of stress. Exposure to stressful events (stressors) represents significant sources of risk to the healthy development of adolescents, and stressors are experienced in different intensities and durations of arousal in adolescence (Compas & Reeslund, 2009). However, when faced with the same stressor(s), the stress process and the impact from stress vary individually and lead to different health outcomes; this depends on individual and environmental vulnerabilities and resources,

as well as the ability to cope effectively with the stressors (Compas & Reeslund, 2009).. Adolescence is the most vulnerable period for development, when child once entering in this stage requires intensive readjustment to school, family and social life. Psychologists have regarded it as a period of heightened emotionality as Continuous physical changes mainly give rise to emotional uncertainty and instability.

Today's adolescents face demands and expectations as well as high competition, that appear to be numerous and complex. Meeting demands at home, school and maintaining a good social relationship can contribute to a significant amount of stress. Adolescents' success in their educational endeavors and their general socio-emotional adjustments are influenced by a variety of personal characteristics and environmental experiences. The challenges include forming new relationships, adjusting existing relationships with parents and family. They need to learn to be independent and if they failed to cope with the new challenges, they may develop adjustment problems. If these problems are not solved, the adolescent is bound to develop inner conflicts, anxiety, and stress.

Stress is a normal universal human experience. Stress is generally defined as the body's nonspecific response or reaction to demands made upon it. The common characteristic of all the definitions are that they focus on environmental circumstances or conditions that threaten, challenge, exceed, or harm the psychological or biological capacities of the individual (Grant et al., 2004). The most widely accepted definition of stress is the transactional definition offered by Lazarus and Folkman (1984): "Psychological stress involves a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being".

There are two types of stress that we experience; these are adaptive and negative stress. Adaptive stress helps us rise to life's challenges. We get a buzz of energy and feel

alert. Stress is positive when the person feels stimulated and able to manage the situation. This positive response prepares the body for action and activates the higher thinking centres of the brain. A positive response to stress can provide the energy to handle emergencies, meet challenges, and excel. Stress can be negative, when it becomes destructive as a result of how an individual negatively perceived it and reacted to it (Blonna, 2005). Negative stress is the kind of stress that prevents someone from relaxing. This in turn leads to worry, irritability, or even panic.

Adjustment is a process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Adjustment is a learned behavior, not an innate quality. It is a continuous and indispensable process and it is necessarily determined by the norms of the society. The problem of adjustment is so important that psychologists and social scientists are now agreed on issues that most of interpersonal, inter-group and person-group relations in various intensities are the product of success or failure of adjustment. Kulshrestha (1979) describes adjustment is a way in which the individual attempts to deal with stress, tension, conflict anxiety etc and meets his/her needs. Adjustment has been considered as an index to integration; a harmonious behaviour of the individual by which other individual of society recognise person is well adjusted (Pathak, 1990).

Much of the literature on stress response and adjustment suggests that heightened reactivity to stress is a risk factor for negative adjustment during adolescence, both in regards to problems managing anger and in interpersonal relationships (Granger et al. 1996; Kobak et al. 2009; Miller et al. 2006). Tung and Chahal (2005) examined relationship between stress and adjustment and found no significant causal relationship between stress and the adjustment. However direction of the results implied that level of adjustment influences the number of stressful events and amount of stress experienced by them. A study conducted by Nauert (2008) found

that adolescents who experienced family stress had school adjustment problems for the next two days. Similarly, teens with academic problems reported family stress for the next two days. Dawood (1995) found that students stress affects their academic performance. Masih and Gulrez (2004) studied "Age and Gender Differences on Stress". Results revealed that there is no significant difference in terms of gender, so far as students stress is concerned. Vijayalakshmi and Lavanya (2006) conducted a study on "Relationship between Stress and Mathematics Achievement among Intermediate Students". The findings showed that male students had more stress when compared to female students. Moeini et al. (2008) examined "Perceived Stress, Self Efficacy and its Relations to Psychological well Being Status in Iranian Male High School Students". Results revealed that greater stress was associated with lower general self-efficacy and lower mental health status.

Keeping in mind the growing problems of stress and adjustments among adolescents the present study was undertaken to examine the relationship of stress with adjustment of adolescents, and also to investigate the gender difference on stress and adjustment.

### **Objectives**

To investigate the relationship between stress and adjustment of adolescents and to compare the social, educational, emotional, family and financial adjustments of adolescents with respect to their gender.

### **Methodology**

#### **Sample:**

To comply with the objectives of the present study, 120 high school students (60-male, 60-female) were randomly selected from three different schools of Aligarh (UP). The age range of students was 15-17.

#### **Measures:**

In the Present study the perceived stress of adolescents was measured by the Perceived Stressful Life Events Scale (PSLES) developed by Venkatesh Kumar (1995). The scale was an adapted version of Holmes and Rahe (1967)

Social Readjustment Rating Scale (SRRS). The perceived Stressful Life Events Scale consists of 45 statements. Each statement is responded to by students on a three point scale i.e., sever, moderate and nil.

An Adjustment Inventory developed by Penny Jain (1972) was used to measure the adjustment of adolescents. The inventory has 5 sections which are related to the: FA= Family, SA=Social, EA= Emotional, FA=financial and Em. A=Emotional adjustments respectively. The total of all the five areas of scores will be the total adjustment scores of the subject.

In the present study for analyzing the obtained data, the investigator has used SPSS package (version 16.0) for undertaking "Pearson Product Moment Correlation" (to find out the relationship between stress and adjustments of adolescents) and "t-test" (to compare the stress and adjustments of male and female adolescents).

### Results and Discussion

Table 1 shows the correlation coefficient of stress and adjustments of adolescents. It is evident from the table that stress is negatively correlated with all the dimensions of adjustment as well as total adjustments of adolescents. But it is clear from the table that negative correlation is not significantly existed between stress and emotional adjustment, stress and financial adjustment. While there is significant negative correlation existed between stress and Social adjustment, stress and educational adjustment, stress and family adjustment as well as stress and total adjustment of adolescents. The correlation coefficient of stress with social adjustment is significant. The correlation coefficient of stress with educational adjustment is significant. The correlation coefficient of stress with family adjustment is found to be significant. The correlation coefficient of stress with total adjustment is significant.

**Table-1: Correlation Coefficient of Stress and Adjustment**

Stress	-.231* ( Social Adjustment)
Stress	-.296** (Educational Adjustment)

Stress	-.171 ( Emotional Adjustment)
Stress	-.208* ( Family Adjustment)
Stress	-.166 ( Financial Adjustment)
Stress	-.187* ( Total Adjustment)

Note: \* significant at 0.05 level, \*\*significant at 0.01 level.

Table 2 depicts significant gender difference in adolescents' stress. Male and female differ significantly on social adjustment. Whereas, there is no significant gender difference exists on educational adjustment and emotional adjustment. But there is significant difference exists between genders on family adjustment. Male and female also differ significantly on financial adjustment. Significant gender difference also exists on total adjustment.

It is commonly held view that stress has negative correlation with adjustments. The result of present study provides additional support for the often-observed negative relationship between stress and the adjustments of adolescents. The findings of the present study reveal that there is significant inverse relationship between stress and social, educational and family adjustment. The findings of the study also reveal that stress has significant negative correlation with the total adjustment of the adolescents. The findings of the present study receive support from Granger et al. (1996); Kobak et al. (2009); Miller et al. (2006) who suggests that heightened reactivity to stress is a risk factor for negative adjustment during adolescence, both in regards to problems managing anger and in interpersonal relationships. Though, an inverse relationship is found between stress and emotional and financial adjustments, but this inverse relationship was not found to be statistically significant. It was apparent from the results presented in table 1 that the inverse relationship of stress and educational adjustment was statistically highly significant. This means that stress deteriorates the educational performance. This finding is consistent with the findings of Dawood (1995) who found that students stress affects their academic performance.

**Table-2: Mean, Standard Deviation & T-Value of Male & Female Adolescents on Stress and Adjustment**

Variable	Gender	N	Mean	Std. Deviation	t- Value
Stress	Male	60	92.63	12.216	2.158*
	Female	60	86.18	19.665	
Social Adjustment	Male	60	6.08	1.670	-6.721**
	Female	60	8.37	2.033	
Educational Adjustment	Male	60	6.80	1.219	-1.914
	Female	60	7.55	2.101	
Emotional Adjustment	Male	60	5.10	1.654	-1.496
	Female	60	5.55	1.641	
Family Adjustment	Male	60	6.05	1.610	-7.939**
	Female	60	8.60	1.897	
Financial Adjustment	Male	60	6.45	1.407	-2.176*
	Female	60	7.15	2.057	
Total Adjustment	Male	60	31.80	5.018	-2.340*
	Female	60	34.43	7.127	

Note: \* significant at 0.05 level, \*\*significant at 0.01 level.

There was significant gender difference on stress. This finding of the present study is in congruence with findings of the study conducted by Vijayalakshmi and Lavanya (2006) which showed male students had more stress when compared to female students. Present study reveals that there was no significant gender difference found on emotional adjustment. Gender difference was also not found significant on educational adjustment. In explaining this finding, it can be said that today's boys and girls face same level of educational pressures by their parents. Parents give much attention on girls' education also. They are being expected to be almost equal on educational platform. This finding is consistent with the findings of Shalu and Audichya (2006), where they observed no significant gender difference on educational adjustment. Present study shows that female adolescents had higher social and family adjustments than male adolescents. The finding of the present study that female has better family adjustment is consistent with the finding of the study conducted by Dutta et al. (1997). They reported girls had better home adjustment. The finding of the present study also reveals that female adolescents were better on financial adjustment. In the present study female adolescents were also found to be

better on total adjustment as compared to their counterparts. This finding is consistent with the findings of Mythili et al. (2004). They reported that boys have more adjustment problems compared to girls. This finding of the present study is also in congruence with findings of the study conducted by Roy, Ekka and Ara (2011), where they observed that female students were better adjusted than male students.

### Conclusion

Now we can conclude that stress is inversely related with the adjustments of adolescents. There exists gender difference on stress and adjustments. Girls are better on some dimensions of adjustments viz. Social, family and financial adjustments and also on total adjustments. Hence we can say that the adjustments of boys and girls can be different due to, time as rate of maturity differs between boys and girls especially during adolescents. The boys in general have more problems especially during adolescents because very rigid demands are placed on the boys regarding their career and expectation.

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## Academic stress and self-concept of high school students

**Ayesha khan, Shah Alam**

### Abstract

The present investigation was undertaken to understand the relationship between academic stress and self-concept of high school students. The present study also examined the difference between government and private high school students on self-concept and academic stress. The sample for the investigation consists of 400 boys and girls from government and private high schools of Aligarh district within the age range of 15-17 years. To examine the self-concept of high school students Self-Concept Questionnaire developed by Dr. R. K. Saraswat (1984) was used which provides six dimensions viz. physical, social, intellectual, moral, educational, and temperamental as well as a total self-concept score. Academic Stress Questionnaire (ASQ) developed by Akram, Ilyas and Sabiha was used to investigate academic stress. Findings showed statistically significant negative correlation between academic stress and self-concept. Private school students are significantly better on moral self-concept and temperamental self-concept. Private and government high school students are significantly differed only on one dimension of academic stress i.e. inadequate academic environment in the college.

**Keywords:** Academic Stress, Self-concept, High School Students.

### Introduction

Modern life is full of stresses and strains. Everybody in this world faces stressors in one or the other area of life. Stress is a part of life no matter how wealthy, powerful, attractive, or happy people might be. However, stress may take different forms depending on the situation. Stress and its manifestations, such as anxiety, depression, and burnout, have always been seen as a common problem among people in different professions and occupations. Stress and anxiety harm a person's physical, psychological and emotional wellbeing. Stress has been seen tightening its grip on the students, as they have to compete at every step of their academic career in this fast moving world. High school students seem especially vulnerable to this reality. Most of the students in high school face stress almost every day. Some of this stress is good and the balance of the stress can be overwhelming. An optimum level of stress is good for better performance because the overwhelming stress pushes a student to do things they would not normally do. High school may be stressful for many students. They feel the effects of stress in harsh and also negative ways. Some of these effects include depression, general fatigue, insomnia, mood swings, temper tantrums, a sudden drop in grades and aggression. Failure to complete high school not only affects the well-being of the students, but also the well-being of the nation as a whole. Auerbach and Grambling (1998)<sup>[6]</sup> argue that stress can lead to serious problems if it is not managed effectively. Stress and anxiety levels affect the students academically and change the way the person thinks and acts. Student faces several ups and downs. The peer pressure, demand of the teachers and parents for good grades, and the competitive environment in the schools lead to stressful life for the students. Consequently, stressful life leads to depression, anxiety and in severe cases suicide and suicidal attempts among students. School-related stress is the most prevalent, untreated cause of academic failure. According to The American Youth Policy Forum (2008)<sup>[5]</sup> many youth drop out in the ninth grade, at the peak of adolescence, both because they are failing or have low test scores and because they are not adjusting well to high school. Research has shown that adolescents' mental health problems are associated with academic underachievement, social skill deficits, and increased levels of suicidal inclination and behaviors (Kovacs, 1989)<sup>[19]</sup>. Chiang (1995)<sup>[8]</sup> stated that school is one of the main sources of stress among adolescents. Such stress comes from too much homework, unsatisfactory academic performance, preparation for tests, lack of interest in a particular subject, and teachers' punishment.

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High school students belong to adolescence stage of human span of life. According to World Health Organization (1997) adolescence is being between the ages of 10-19 years. Adolescence period is conceptualized as a transitional period, which begins with the onset of puberty and ends with the acceptance of adult roles and responsibilities. During adolescence period the physical, intellectual, and emotional characteristics and patterns of childhood are gradually replaced by adult ones, and girls and boys progressively evolve into a state of relative socio-economic independence (UNICEF, 1999). Adolescence is the period of growth that is the bridge between childhood and adulthood. Adolescence period is generally associated with self-exploration and identity seeking. It is a very crucial period of life because adolescents have to grow into the new mind and body and find the coherent sense of self that is necessary for their adjustment in society. Thus, the most difficult developmental period is probably adolescence period. The period of adolescence has sometimes been viewed as filled with stress and uncertainty about self, riddled with sudden and frequent mood shifts, a time dubbed as the identity crisis. At this stage, besides dealing with the physiological and emotional changes, an adolescent has to come up with parental expectations, his career and school, which at times tend to have negative effects on him. Adolescents are generally more prone to stress and anxiety.

### **Self-concept**

Self-concept refers to the composite of ideas, feelings, and attitudes people have about themselves. Self-concept is an effort to explain ourselves to ourselves, to build a scheme that organizes our notions, sentiments and approach about ourselves. But this scheme is not enduring, incorporated or static because in every sphere of our life our self-perceptions vary from situation to situation (Woolfolk, 1998) [29]. Generally self-concept embodies the answer to who am I? Self-concept may be defined as the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. Self-concept can be defined as the concept that an individual has of him- or herself (Le François, 1996) [20]. Self-concept is developed and maintained through the process of our action and then reflecting on what we have done and what others tell us about what we have done. That is, self-concept is not something which we born with, but is developed by the individual through interaction with the environment and reflecting on that interaction. The self-concept develops through continuous self-assessment in different circumstances. Self-concept, like all other cognitive concepts, develops and refines with growing age and increasing experience. According to Harter (1985) [15] self-concept develops in stages. The development of self-concept is through the learning process since childhood. A child surrounding, experiences and the style of parental upbringing contribute a significant influence towards the development of self-concept. If a child lives in a confused and negative parental upbringing, as a result this child tends to develop negative self-concept. On the contrary, a positive parental upbringing will develop a positive self-concept. According to Wang and Lin (2008) [28] self-concept was seen as the general confidence that individuals felt about themselves and the levels of an individual's self-concept predict whether or the extent to which he or she was able to accomplish

academic tasks successfully or unsuccessfully. A substantial body of literature indicates that self-concept is related to academic performance. Moderate to strong relations between academic achievement and academic self-concept has been found in a large proportion of research (Abouserie, 1995; Chowdhury & Pati, 1997; Collins, Hanges, & Locke, 2004; Wang & Lin, 2008) [1, 9, 11, 28]. Student self-concept refers to a student's perceptions of his or herself in both academic and nonacademic domains such as social, behavioral and job-related (Manning, 2007). The self-concept of the students can be affected by certain factors. It can be due to the teachers' attitude toward them or the way their parents treat them. These factors can influence the self-concept of students either in positive way or in negative way.

### **Academic stress**

Stress is viewed as a negative emotional, cognitive, behavioural and physiological process that occurs as a person tries to adjust to or deal with stressors (Bernstein, *et al.* 2008) [7]. Stress is an unavoidable consequence of life. In words of Selye (1956), any external event or any internal drive that threatens to upset the organism equilibrium is stress. Any circumstances or situations that threaten a person's normal functioning are called stressors. Stress is perceived differently by different people. A situation may be stressful for a person but it may not be perceived stressful by another person. Therefore, Stress is perceived in different ways and may mean different thing to different individuals. Stress can have both positive and negative effects on people. Stress that causes negative impacts is called distress and stress that have positive impacts is called eustress. It means that stress may be a normal, adaptive reaction to threat. Most of the psychologists assert that moderate level of stress motivates individuals to achieve and fuels creativity, although stress may hinder individuals from performance on difficult tasks (Auerbach & Grambling 1998) [6]. Stress has become an important topic in academic circles. Many scholars in the field of behavioural science have carried out extensive research on stress and its outcomes and concluded that the topic needed more attention (Agolla, 2009) [2]. Academic stress is conceptualized as a mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. It is a mental feeling of uneasiness or distress in reaction to a school situation that is perceived negatively. The consequences of academic stress may be exhibited in the form of major health hazards and problems, both physical and mental. Academic stress has an adverse effect on the mental and physical health of adolescents. Reaction to stressful situation is based on individual appraisals and interpretations, when students interpret stressful situations as a dangerous or threatening they experience feelings of tension, apprehension and worry. Academic problems have been reported to be the most common source of stress for students (Aldwin & Greenberger, 1987; Clark & Rieker, 1986; Evans & Fitzgibbon, 1992; Felsten & Wilcox, 1992; Mallinckrodt *et al.*, 1989; Struthers *et al.*, 2000) [4, 10, 13, 14, 21, 26]. In India, psychologists have reported that academic stress leads to adolescent distress (Iype, 2004) [18]. Academic stress is considered as an emotional tension of a student which is manifested or felt by him during his failure to cope with the academic demands as Aldwin and Greenberger (1987) [4] found that perceived academic stress was related to anxiety and depression in college students. While too much stress

can interfere with a student's preparation, concentration, and subsequently performance, but positive stress can be helpful to students by motivating them to peak performance (Pfeiffer, 2001) [23]. Struthers *et al.* (2000) [26] reported that a high level of academic stress was associated with lower course grades. Schafer (1996) [25] found in his study that the most irritating daily hassles were usually school-related stressors such as constant pressure of studying, too little time, writing term papers, taking tests, future plans, and boring instructors. Academic stress pervades the life of students, and tends to impact adversely their mental and physical health, and their ability to perform schoolwork effectively (Clark & Rieker, 1986; Felsten & Wilcox, 1992) [10, 14].

### Review of related literature

On the basis of survey conducted on college students, American College Health Association's Group Data Report (2006) found that the one greatest health obstacle to college students' academic performance was academic stress. Of the 97,357 college students who participated in the survey, 32 percent reported that academic stress had resulted in an incomplete, a dropped course or a lower grade. Academic stress can be the ultimate career stopper.

Mboya (1995) [22] examined the relationship between perceived teachers behavior and adolescent's self-concept. It was found that a significant positive relationship existed between perceived teacher support, interest, encouragement, expectations and participation, and the adolescent family, school and health self-concepts.

Tarquin *et al.* (2008) [27] studied relationship among previous experiences of student alienation and various aspects of self-concept. Students were asked to report on their worst experience in school, symptoms they had following their worst experience, and overall feelings about themselves. Results showed a moderate negative correlation between self-concept and student alienation.

Huan, Yeo, Ang, and Chong (2005) [16] investigated the role of optimism together with gender, on students' perception of academic stress. Four hundred and thirty secondary school students from Singapore participated in this study and data were collected using two self-report measures: the Life Orientation Test and the Academic Expectations Stress Inventory. Results showed a significant negative relationship between optimism and academic stress in students. Gender was not a significant predictor of academic stress and no two-way interactions were found between optimism and gender of the participants.

Husain, Kumar and Husain (2008) [17] explored the level of academic stress and overall adjustment among Public and Government high school students and also examined the relationship between academic stress and adjustment. Results indicated that magnitude of academic stress was significantly higher among the Public school students where as Government school students were significantly better in terms of their levels of adjustment. However, inverse but significant relationships between academic stress and adjustment were found for both the group of students and for each type of school.

### Significance of the study

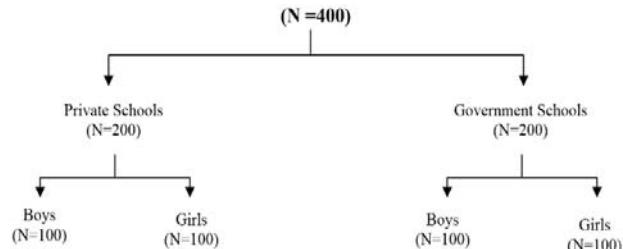
High school students are in adolescence period and it is the age of stress and strain and children have to cope up with many types of stressful situation, academic stress affects the

personality make up of adolescents the most. It has adverse effect on the self-concept of the students. Self-concept is considered by many researchers and psychologists as the central theme of life which influences all relationships, performances and achievements either positively or negatively. Self-concept is a key to success because the basic assumption is that individuals who feel good about themselves and their abilities are the ones who are most likely to succeed. The importance of self-concept within educational settings has been discussed by several scholars. Keeping in mind the growing problem of academic stress among high school students the study was undertaken to examine the relationship between academic stress and self-concept.

### Method

**Sample and sampling technique:** In the present study the sample comprised of 400 students of Class-X who were taken from four Private and government schools of Aligarh whose age ranged from 15 to 17 years. The following figure shows the clear break-up of the sample.

### Distribution of Subjects



### Research tools

#### Self-Concept Inventory

In order to measure self-concept Dr. Raj Kumar Saraswat's Self-concept questionnaire (1984) [24] was used. The questionnaire provides six dimensions namely physical, social, intellectual, moral, educational, and temperamental as well as a total self-concept scores. The questionnaire consisted of 48 items with 8 items falling under each dimension. Each item is provided with five alternatives. The scale has high internal consistency. The reliability was found to be 0.91 for the total self-concept measure. There is no time limit for responding to all the items. The maximum obtained score is 240 and minimum is 40. High score on this inventory means high self-concept and low score means low self-concept.

**Academic Stress Questionnaire (ASQ):** ASQ was a 36 items questionnaire used to assess the academic stress of high school students and was developed by Mohammad Akram, Mohd. Ilyas Khan and Sabiha Baby. The ASQ provides five factors namely inadequate academic environment in college/university, lack of adjustment, apprehensive about future, poor administration and worries. Cronbach's alpha for all five factors were found to be .68, .60, .55, .53, and .57 respectively. The construct validity of ASQ ranges from 0.41 to 0.88.

### Procedure

To obtain the data, both the scales were administered to a group of high school students during their class hours. All the required suggestions were given to them and they were

also assured that their responses will be kept confidential and only the researcher would have access to their data.

### Statistical analysis

In the present study for analyzing the obtained data, Pearson Product Moment Correlation was used to find out the

relationship between academic stress and self-concept of high school students and t-test was used to investigate the difference between private and government high school students on academic stress and self-concept.

### Result & Discussion

**Table 1:** Coefficient of correlation between academic stress and self-concept

Variables	PH	SO	INT	MO	ED	TEMP	TOTAL SC
Inadequate academic environment in the college	-.078	-.068	-.102 *	.038	-.004	-.043	-.051
Lack of adjustment	-.015	-.121*	-.105 *	-.035	-.070	-.079	-.037
Apprehensive about future	-.027	-.074	-.055	-.041	-.031	-.027	-.014
Poor administration	-.029	-.150**	-.049	-.101*	-.017	-.061	-.065
Worries	-.098*	-.117*	-.100*	-.007	-.034	-.030	-.101*
Total academic stress	-.091	-.117*	-.115 *	-.026	-.045	-.249**	-.077

\*\*P < 0.01 level, \*P < 0.05 level.

(Abbreviations used: PH- physical, SO- social, INT- intellectual, MO- moral, ED- educational, TEMP- temperamental, TOTAL SC- total self-concept).

Pearson product moment co-efficient correlation (table1) was carried out to see the relationship between academic stress and self-concept of high school students. Result revealed that inadequate academic environment in the college has significant negative correlation only with intellectual self-concept as 'r' value (-.102) is significant at 0.05 level. Lack of adjustment has significant negative correlation with social and intellectual self-concept as 'r' values (-.121) of social self-concept and intellectual self-concept (-.105) are significant at 0.05 level. Furthermore another dimension of academic stress i.e. apprehensive about future is not significantly related to any of the dimensions of self-concept. Poor administration has statistically significant negative correlation with social self-concept and moral self-concept as 'r' value (-.150) for social self-concept is significant at 0.01 level and 'r' value (-.102) for moral self-concept is

significant at 0.05 level. The last dimension of academic stress (worries) has statistically significant negative correlation with three dimensions of self-concept viz. physical ( $r = -.098$ ,  $p<0.05$ ), social( $r = .117$ ,  $p<0.05$ ) and intellectual ( $r = -.100$ ,  $p<0.05$ ) self-concept. Furthermore total academic stress has statistically significant negative correlation with social ( $r = -.117$ ,  $p < 0.05$ ), intellectual ( $r = -.115$ ,  $p<0.05$ ) and temperamental self-concept ( $r = -.249$ ,  $p<0.01$ ).

Findings of the present study showed an inverse relationship between students' self-concept and academic stress. This implies that higher the adolescents' academic stress lower the level of self-concept among high school students. Therefore it can be safely concluded that academic stress and self-concept of high school students are negatively related.

**Table 2:** Difference between private and govt. high School students on self-concept

Variables	sub samples	N	Mean	S.D	t-value
Physical	private	200	29.94	3.73	1.17
	Govt.	200	29.45	4.51	
Social	private	200	29.16	4.33	1.04
	Govt.	200	28.71	4.29	
Intellectual	private	200	29.22	4.02	-.275
	Govt.	200	29.11	3.60	
Moral	private	200	31.92	4.54	4.88***
	Govt.	200	29.42	5.71	
Educational	private	200	30.96	4.20	-1.65
	Govt.	200	30.28	3.99	
Temperamental	private	200	29.62	16.27	2.56*
	Govt.	200	26.56	4.28	
Total self-concept	private	200	176.28	22.94	1.00
	Govt.	200	174.32	15.34	

\*\*\*P < 0.001 level, \*P < 0.05 level.

T test was carried out to see the difference between private and government high school students on self-concept and its dimensions. Result showed that private and government high school students differed significantly on moral self-concept. The mean scores (31.92) of private high school students are greater than the mean scores (29.42) of government school students. This clearly indicates that private high school student have much better moral self-concept as compared to

government high school students as t value (4.88) is statistically significant at 0.001 level. This is because of being in private schools make them feel good. They may feel that they have better opportunities to become successful. In private schools, disciplines are maintained and educators pay more attention on students' overall personality development. These may help to boost private students' moral self-concept. Furthermore result also revealed that private high school

students and government high school students are significantly differ on temperamental self-concept. Mean scores (29.62) of private high school students are greater than the mean scores (26.56) of government high school students and the t value (2.56) is statistically significant at 0.05 levels. This shows that temperamental self-concept in private high school students are better than government high school students. This result may be explained in terms of poor family background and inadequate academic environment of govt. school students. All these contribute to develop negativity, pessimism and aggressiveness among them. Therefore their temperamental self-concept is low. Furthermore t-test failed to reveal a statistically reliable difference between the mean scores of private and government students on other dimensions of self-concept like physical, social, intellectual, and educational as well as total self-concept.

**Table 3:** Difference between private and govt. high School students on academic stress

Variables	sub samples	N	Mean	S.D	t-value
Inadequate academic environment in the college	Private	200	21.67	3.87	2.96**
Lack of adjustment	Govt.	200	20.40	4.69	
Apprehensive about future	Private	200	17.02	3.68	-.20
	Govt.	200	17.10	4.01	
Poor administration	Private	200	16.72	3.32	.72
	Govt.	200	16.44	4.33	
Worries	Private	200	13.88	2.81	.63
	Govt.	200	13.68	3.64	
Total academic stress	Private	200	13.98	3.12	-.99
	Govt.	200	14.32	3.48	

\*\* P < 0.01 level.

Table 3 indicate that private and government high school students are differed only on one dimensions of self-concept i.e. inadequate academic environment in college as mean scores (21.67) of private high school students are greater than mean scores (20.40) of government high school students and the t value (2.96) is statistically significant at 0.01 level. It is also clear from the table that there is no statistically significant difference between private high school students and government high school students on other dimensions of academic stress as well total academic stress. We can observe from the table that the mean scores of private high school students are slightly greater on most of the dimensions of the academic stress and total academic stress. This is due to the fact that students are overburdened by lots of home works, high expectations from parents and teachers and high competitions in private schools. This may create anxiety and stress among them. On lack of adjustment as well as worries, govt. high school students have slightly greater mean scores than private high school students. This may be due to the fact that in govt. schools there is lack of interactions between teachers and students, discipline, teaching facilities and also lack of concerns of teachers towards students. In such a poor academic environment students may not develop good adjustment and may be getting worried about their future in this highly competitive

world.

### Conclusion

Correlation analysis revealed that the first dimension of academic stress (inadequate academic environment in the college) has significant negative correlation only with intellectual self-concept. Second dimension of academic stress (lack of adjustment) has significant negative correlation with social and intellectual self-concept. Third dimension of academic stress (apprehensive about future) is not significantly correlated to any of the dimensions of self-concept. Fourth dimension of self-concept (Poor administration) has statistically significant negative correlation with social self-concept and moral self-concept. Fifth dimension of academic stress (Worries) has significant negative correlation with physical, social, intellectual and total self-concept. And total academic stress has significant negative correlation with social, intellectual and temperamental self-concept. Another findings of the study showed that private high school students have better moral and temperamental self-concept as compared to government high school students. Next findings of the study indicated that private and government high school students are differed on first dimension of academic stress i.e. inadequate academic environment in the college as private high school students have more stress on this dimension of academic stress as compared to government high school students.

### Educational implication

An educational implication of this study is that academic stress and self-concept are negatively correlated. Therefore parents and teachers should try to remove unnecessary academic stress from students by using various techniques. This study can contribute in raising awareness among teachers to create a supportive school environment. This may help students to reduce their stress and enhance their self-concept. It is very important and necessary to cultivate an all-round personality in this highly competitive and rapid changing world. Therefore special care and support system is very necessary to nourish the potentialities of Students. Self-concept is considered as a key to success so parents and educators should counsel and guide them to develop positive self-concept.

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This is to certify that the paper titled

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MOTIVATION OF STUDENTS**

Authored/Co-authored by

Prof. /Dr. /Mr. /Mrs. /Ms. AYESHA KHAN

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