

**A STUDY OF DAYDREAMING, SELF CONCEPT AND
ACADEMIC PERFORMANCE AMONG YOUNG
ADOLESCENTS**



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CERTIFICATE

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CHAPTER I

INTRODUCTION

DAYDREAMING

Daydreaming is the refocusing of attention from outward surroundings to one's inner thoughts and feelings. As the name implies, daydreaming occurs during waking moments. These are characterized by visualized thoughts and imagined situations, usually pleasant or wishful. The stream of consciousness is a comprehensive conceptualization of cognitive processes which includes thoughts, fantasies, memories, images, and daydreams. The stream is continuous in that it is always active during wakefulness and continuous in that the contents of the stream are not independent, but overlap and merge into each other (Gold,1986). Daydreaming is said to be triggered when the brain experiences a lack of external stimulation. In the absence of external stimulation, the brain switches to a default network that produces daydreams (Salmela et al., 2017; Valtonen et al.,2017), which focused on the bodily experiences of sleep and dreaming in relation to organization. In contrast to the emphasis on 'finished dreams,' and the success stories that tend to be connected, this body of work shows other sides of dreaming, including the vulnerability of the dreaming subject, and the potentially disrupting qualities that dreaming can entail. Through this focus, they contributed to greater understanding of the hidden terrains of organizations that are rarely covered in general management literature.

Helin (2019) explores how the process of night-dreaming can enable a writing through vulnerability as a gift from the dreaming-writing-body. Daydreams aren't merely mini-escapes. Allowing your stray thoughts to roam around revitalize you. You'll be able to return to the problem more refreshed. Most of us can benefit from approaching our problems with a fresh perspective. Besides having a fresh perspective, daydreaming seems to work better than trying to force a solution. In one study which tracked different patterns of internal thought, researchers concluded that mind-wandering is important and good for us.² It seems that this cognitive process leads to new ideas. By just hammering away at something steadfastly, you may be overlooking all sorts of information. But freely associating can enable your mind to flit from memories to something you read and then back to something you imagine. In other words, daydreaming can lead you down a sort of magical yellow brick road to insights. These insights may help you reach your goal. So, if you're stumped by a problem, instead of trying harder to solve it, try the opposite. Daydream and then daydream

even more. If you've ever noticed, children's minds wander about constantly. It's no secret that the young are daydreaming a lot. Yet, having your "head in the clouds," as some people describe daydreaming, turns out to be more than a simple or diversionary pastime. What's happening in your brain while daydreaming is pretty sophisticated. As your mind wanders, you are using diverse aspects of your brain. Both the executive problem-solving network as well as the creativity network in your brain are working simultaneously. As we activate these different brain areas, we access information that might have previously been out of reach or dormant. Therefore, boredom or idleness serves a great purpose. It inspires us to daydream, which forges important connections across our brain. How can meandering thoughts help you reach your goals? These stray thoughts are indeed unguided, but new research reveals they are often motivated by our goals. Athletes and performers sometimes use purposeful daydreaming to practice before a game or performance. This method pre-wires their brains for success. It's like practising mentally rather than physically for an outcome you desire. This kind of imagining or structured daydreaming has been popular in the field of sports psychology. While a fantasy-based daydream like morphing into a superhero might end up disappointing or frustrating you because it's too far-fetched, a structured daydream can motivate you as it's realistic.

Research has established that daydreaming is correlated with higher levels of creativity. Relentlessly drilling down on a complex problem doesn't result in discoveries. Take a break. The mind will still incubate on the problem. (Bianca Rodriguez) Licensed Marriage and Family Therapist says, "That's why most of us have aha moments while doing mundane things like washing the dishes where we don't have to focus too hard on the task at hand which allows space in our psyche to receive and reveal new information. One study in which college students had 2 minutes to come up with as many uses as possible for everyday things (like toothpicks and bricks) proved this. Those who daydreamed first, rather than continuing to focus on the problem, did better at generating more creative ideas. Not by a small margin, either. They were 41% more productive and creative. Rodriguez described daydreaming well when she said it's "exercise for your mind." She elaborated further, saying, "We are rarely taught to allow our minds to wander. It's like only tending to one tree in a gigantic forest. Daydreaming allows your mind to zoom out and see the whole forest which creates a different perspective and invites creativity. Daydreaming has gotten a bad rap for far too long. Yet, it affords us humans many benefits. Hopefully, more will be open to embracing the daydreaming process and letting our thoughts roam freely. If you are frustrated by a situation,

problem, or simply want to expand your imagination or creativity, give daydreaming a try and see what mental pathways might open up for you.

SELF CONCEPT

Self- concept is the cognitive or thinking aspect of self that is self-image related (Purkey, 1988). It is also 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. Franken (1994) in his research work states that self-concept is the basis for all motivated behavior, because it gives rise to possible selves and it is possible selves that create the motivation for behavior. Academic self-concept is one aspect of self-concept because it relates to how well students do in school or how well students learn. Byrne (1990) showed that academic self-concept was more effective than academic achievement in differentiating between low-track and high-track students. Self-concept encourages students or learners to develop in the study of Basic Science and this will provide necessary information for provoking inquisitive spirit of secondary school students.

Rogers' Three Parts of Self-Concept

Humanist psychologist Carl Rogers believed that self-concept is made up of three different parts:

- **IDEAL SELF:** The ideal self is the person you want to be. This person has the attributes or qualities you are either working toward or want to possess. It's who you envision yourself to be if you were exactly as you wanted.
- **SELF -IMAGE:** Self-image refers to how you see yourself at this moment in time. Attributes like physical characteristics personality traits, and social roles all play a role in your self-image.
- **SELF-ESTEEM:** How much you like, accept, and value yourself all contribute to your self-concept. Self-esteem can be affected by a number of factors—including how others see you, how you think you compare to others, and your role in society.

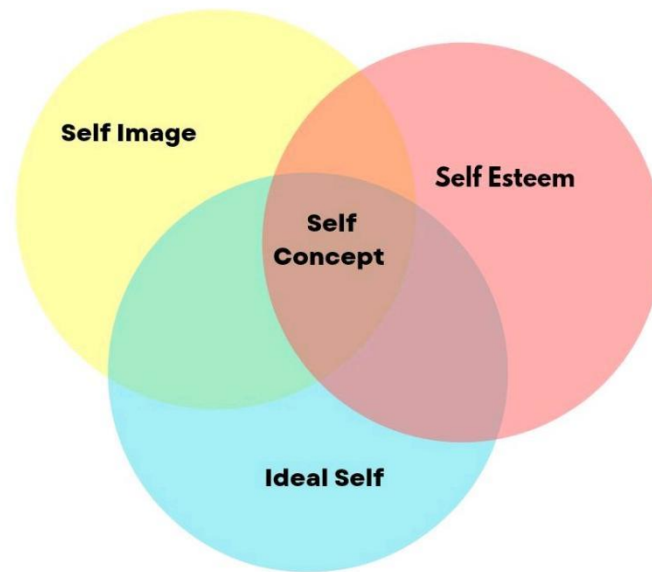


Fig 1 Self Concept by Carl Rogers

Wells and Marwell (1976) indicate in their excellent review, the self-concept has been a central aspect of psychoanalysis, ego psychology, personality research, sociology, and experimental social psychology. These theoretical perspectives have tended to be imprecise and even contradictory in their use of various self-terms. One consequence of this multitude of perspectives and lack of agreement on definitions has been the tendency for the terms to enter into everyday usage, leading to an even further imprecision in the way the words are used. Often, people think they know what is meant, but no one means the same thing. Rogers also suggests that people tend to have a concept of their “ideal self.” The problem is that our image of who we think we should be does not always match up with our perceptions of who we are today. When our self-image does not line up with our ideal self, we are in a state of incongruence.

Rogers believed that by receiving unconditional positive regard and pursuing self-actualization, however, people can come close to reaching a state of congruence. Rogers suggested that people who continually strive to fulfil their actualizing tendency could become what he referred to as fully-functioning. A fully-functioning person is one who is completely congruent and living in the moment like many other aspects of his theory, unconditional positive regard plays a critical role in the development of full functioning. Those who receive non-judgemental support and love can develop the self-esteem and confidence to be the best person they can be and live up to their full potential. With his emphasis on human potential, Carl Rogers had an enormous influence on both psychology and education. Beyond that, he

is considered by many to be one of the most influential psychologists of the 20th century. More therapists cite Rogers as their primary influence than any other psychologist. As described by his daughter Natalie Rogers, he was "a model for compassion and democratic ideals in his own life, and in his work as an educator, writer, and therapist.

Self-concept is not always aligned with reality. When it is aligned, your self-concept is said to be congruent. If there is a mismatch between how you see yourself (your self-image) and who you wish you were (your ideal self), your self-concept is in-congruent. This incongruence can negatively affect self-esteem. Rogers believed that incongruence has its earliest roots in childhood. When parents place conditions on their affection for their children (only expressing love if children "earn it" through certain behaviours and living up to the parents' expectations), children begin to distort the memories of experiences that leave them feeling unworthy of their parents' love. Unconditional love, on the other hand, helps to foster congruence. Children who experience such love—also referred to as family love—feel no need to continually distort their memories in order to believe that other people will love and accept them as they are.

ACADEMIC PERFORMANCE

Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardized tests.

Research has shown that students' strategic approaches to studying and positive affect in studying are positively associated with academic performance, while surface approaches to studying and negative affect in studying are negatively associated with academic performance. Higher education institutions play a pivotal role in producing qualified human power that enables solving the real problems of a community (Idris et al.,2012). Education is a powerful agent of change that improves health and livelihoods and contributes to social stability. At the micro-level, it is associated with better living standards for individuals through improved productivity; given that those who have received a higher education tend to have more economic and social opportunities. At the macro level, education builds well-informed and skilled human capital, which has been considered an engine of economic growth, that positively contributes to economic development (Sothan, 2019). However, gaining knowledge, attitudes, values, and skills through education is not a simple task; rather

it is a long and challenging trip in life. Students are expected to spend much of their time studying and need to graduate with good academic results.

Academic performance/ achievement is the extent to which a student, teacher, or institution has attained their short or long-term educational goals and is measured either by continuous assessment or cumulative grade point average (CGPA) (Talib & Sansgiry, 2012). Academic performance is among the several components of academic success. Many factors, including socioeconomic status, student temperament and motivation, peer, and parental support influence academic performance affectionless control may be associated with improved academics but the emotional and psychosocial effects of this style of parenting need to be investigated before recommendations are made. (Masud et al., 2019).

Knowing the most effective strategies for how to learn can help you maximize your efforts when you are trying to acquire new ideas, concepts, and skills. If you are like many people, your time is limited, so it is important to get the most educational value out of the time you have. Speed of learning is not the only important factor, however. It is important to be able to accurately remember the information that Another one of the best ways to learn is to focus on learning in more than one way. For example, instead of just listening to a podcast, which involves auditory learning, find a way to rehearse the information both verbally and visually. This might involve describing what you learned to a friend, taking notes, or drawing a mind map. By learning in more than one way, you're further cementing the knowledge in your mind. For example, if you are learning a new language, try varying techniques such as listening to language examples, reading written language, practicing with a friend, and writing down your own notes. One helpful tip is to try writing out your notes on paper rather than typing on a laptop, tablet, or computer. Research has found that longhand notes can help cement information in memory more effectively than digital note-taking you learn, recall it at a later time, and use it effectively in a wide variety of situations. Another great way to become a more effective learner is to use relational learning, which involves relating new information to things that you already know. Research suggests that making mistakes when learning can improve learning outcomes. According to one study, trial-and-error learning where the mistakes were close to the actual answer was actually a helpful part of the learning process. Another study found that mistakes followed by corrective feedback can be beneficial to learning. So if you make a mistake when learning something new, spend some time correcting the mistake and examining how you arrived at the incorrect answer. This strategy

can help foster critical thinking skills and make you more adaptable in learning situations that require being able to change your mind.

YOUNG ADOLESCENTS

Adolescence is the transitional stage from childhood to adulthood that occurs between ages 13 and 19. The physical and psychological changes that take place in adolescence often start earlier, during the preteen or "tween" years: between ages 9 and 12. Adolescence can be a time of both disorientation and discovery. They face lot of issues and mental challenges.

SIGNIFICANCE OF THE STUDY

Present study is descriptive in nature as it attempts to identify correlation between daydreaming, self-concept and academic performance among young adolescents.

STATEMENT OF THE PROBLEM

A STUDY OF DAYDREAMING, SELF CONCEPT AND ACADEMIC PERFORMANCE AMONG YOUNG ADOLESCENTS

OPERATIONAL DEFINITION

DAYDREAMING: - Daydreaming is a fascinating and ubiquitous aspect of the human experience. It's a form of spontaneous, often subconscious, thought that allows our minds to wander away from the present moment. Unlike night dreaming, which occurs during sleep, daydreaming happens while we are awake and typically involves a mix of reality and imagination. It can range from fleeting thoughts and fantasies to detailed and elaborate scenarios. Daydreaming can provide a temporary escape from reality, help us process emotions, solve problems, and even foster creativity.

The concept of daydreaming has been studied extensively in psychology, revealing its significant impact on our mental processes. It can serve as a mental break, offering a moment of rest from cognitive tasks. Interestingly, daydreaming is not just a random mental activity but often has a purpose. It can help us prepare for future events, rehearse social interactions, or reflect on past experiences. While sometimes seen as a distraction, daydreaming is an integral part of how we think, feel, and imagine

SELF CONCEPT:- The self-concept is a multifaceted and dynamic psychological construct that encompasses our thoughts, feelings, and beliefs about who we are. It represents an

individual's perception of themselves and is shaped by experiences, relationships, and social interactions. The self-concept includes various components such as self-esteem, self-image, and the ideal self.

1. Self-Esteem: This refers to how much value we place on ourselves, encompassing our sense of self-worth and self-respect. High self-esteem involves a positive evaluation of oneself, while low self-esteem reflects a more critical and negative view.
2. Self-Image: This is how we see ourselves in terms of appearance, abilities, and personality traits. It involves our mental picture of ourselves, including how we believe others perceive us.
3. Ideal Self: This represents the person we aspire to be, encompassing our goals, ambitions, and the attributes we wish to develop. The ideal self serves as a motivational force, guiding our behaviours and decisions.

ACADEMIC PERFORMANCE:- Academic performance is a critical measure of a student's success in educational settings, reflecting their ability to achieve learning objectives and master the material taught in their courses. It is typically assessed through grades, standardized test scores, class participation, and the completion of assignments and projects. Academic performance can be influenced by a variety of factors, including cognitive abilities, motivation, study habits, family support, and socio-economic status.

i. Cognitive Abilities

ii. Motivation

iii. Study Habits

iv. Family Support

YOUNG ADOLESCENTS: - Young adolescents, typically defined as individuals between the ages of 10 and 14, are in a critical stage of development marked by significant physical, emotional, social, and cognitive changes. This period, often referred to as early adolescence, serves as a bridge between childhood and late adolescence, presenting unique challenges and opportunities for growth.

OBJECTIVES OF THE STUDY

The objective of research project summarizes what is to be achieved by the study. In view of the available literature & importance of the topic, the following objectives were set: -

1. To find out relationship between daydreaming and self-concept among male and female young adolescents.
2. To find out relationship between daydreaming and academic performance among male and female young adolescents.
3. To find out relationship between daydreaming, academic performance and self-concept among male and female young adolescents.

HYPOTHESES OF THE STUDY

1. There will be significant relationship between self-concept and academic performance among young adolescents
2. There will be significant relationship between daydreaming and self-concept among young adolescents.
3. There will be significant relationship between academic performance and daydreaming among young adolescents.

DELIMITATION OF THE STUDY

1. The study may focus specifically on a certain age range of young adolescents, such as 12-15 years old, to maintain homogeneity within the sample and relevance to this developmental stage.
2. The research may be limited to a Jammu district only.
3. The study focus on adolescents taken from public schools, private schools of Jammu district.

CHAPTER II

REVIEW OF LITERATURE

A literature review is a thorough summary of earlier studies on a subject. The literature review examines scholarly books, journals, and other sources that are pertinent to a particular field of study. This prior research should be listed described, summed up, impartially evaluated, and clarified in the review. A review of the literature provides a comprehensive understanding of existing research and theoretical frameworks relevant to the study's topic of daydreaming, self-concept, and academic performance among young adolescents. The following paragraph outlines key findings and gaps identified in the literature:

Previous studies have investigated the complex interplay between daydreaming tendencies, self-concept development, and academic performance among young adolescents, revealing a nuanced relationship influenced by various psychological and educational factors. Research suggests that daydreaming, while often considered a passive and distractive activity, may serve important functions in cognitive processing, emotion regulation, and creative problem-solving. Moreover, studies have highlighted the significance of self-concept, encompassing one's beliefs, attitudes, and perceptions about oneself, as a crucial predictor of academic achievement and motivation. However, the literature also indicates inconsistencies in findings regarding the impact of daydreaming and self-concept on academic performance, with some studies suggesting positive associations while others indicate negative effects or no significant relationship.

STUDIES CONDUCTED ON DAYDREAMING, SELF CONCEPT AND ACADEMIC PERFORMANCE

Somer (2024) examined by this study aimed to shed light on the role of music in maladaptive daydreaming (MD), a psychological condition characterized by excessive, immersive daydreaming that interferes with well-being and functioning. Forty-one individuals with probable MD participated in asynchronous in-depth email interviews. A thematic analysis yielded three themes describing the role of music in MD. Two homogeneous themes pertained to outlier experiences: Music necessary and Music not desired. The third theme, Music enhances the MD experience, encompassed most of the data retrieved in this study and was further divided into five subthemes: Music avoided in “low energy” daydreaming scenes, Music as white noise, Music enhances MD creativity, Music as an MD trigger

compromises the sense of agency; and Music as a powerful immerser that sets MD's emotional "soundtrack."

Park et al., (2024) investigated the impact of perceived parent–child relationships on creative personality in middle school students according to self-concept, focusing on environmental (parent–child relationships) and individual (self-concept) factors that can influence these students' creative personalities. To this end, this study verified the moderation effect using sixth-year data (third year of middle school students) from the Seoul Longitudinal Educational Study 2010 Panel, utilizing SPSS 26.0 and the PROCESS macro. The results revealed that the self-concept of middle school students moderated the influence of parent–child relationships on creative personality. Specifically, it was found that as the level of self-concept increased above the average the positive relationship between parent–child relationships and creative personality strengthened. Based on the study's findings, theoretical and practical suggestions for creating a home and educational environment to promote creativity during adolescence were discussed.

Conte et al., (2023) studied that daydreaming is a cognitive phenomenon characterized by the redirection of attention from the external world to inner representations. Participants were adolescents from a community sample (N = 251). Daydreaming was assessed through the Daydreaming Frequency Scale (DDFS). Youth Self-Report (YSR) and Strength and Difficulties Questionnaire (SDQ) were used as self-reports to evaluate psychopathological problems and adaptive functioning. Adolescents who daydream show increased depressive, obsessive-compulsive, and post-traumatic stress symptoms. Possible cognitive processes at play in the relationship between daydreaming and psychopathology are discussed. Daydreaming may represent a silent psychopathological index that deserves better recognition in the clinical practice and in mental health initiatives for adolescents.

Purbaningsih (2023) analyzed by observing mothers' perspectives on domestic violence towards adolescents and their problem-solving strategies. The study employed qualitative methods with a descriptive interpretation approach. Data were gathered through in-depth interviews with seven mothers whose daughters had experienced domestic violence by their husbands during pregnancy, having given birth and entered marriage. Thematic content analysis was employed for data analysis. To address the problem, mothers employ various strategies, including seeking advice, providing emotional support, involving health services, mediating, communicating, and reporting incidents to relevant authorities. Maternity nurses should proactively offer information about the risks associated with adolescent pregnancies

and early marriage. The government must actively communicate the significance of the risk of early pregnancy, particularly concerning violence, to teenagers.

Crujisen et al. (2023) studied the longitudinal behavioral neuroimaging study tested two hypotheses concerning self-concept development in adolescence: domain-specific self-concept and similarity between own and perceived peers' opinions of the self. Participants $N = 189$; 10–24 years evaluated their traits in academic, physical appearance and prosocial domains adolescent self-development is characterized by dissociable neural patterns underlying self-evaluations in different domains, and from reflected and direct perspectives, confirming adolescence as a formative phase for developing a coherent and positive self-concept.

Hapsari et al. (2023) examined the study to evaluate the self-concept of adolescents, a proper evaluation of several existing self-concept measurements is needed. The objectives of this study are to conduct a systematic review of the available measures used to assess self-concept in adolescents, to evaluate the psychometric properties of each measurement, and to assess the attributes of patient-reported outcome measurements (PROMs) of self-concept in adolescents. The review was conducted independently by two reviewers. Each attribute in EMPRO was assessed and analyzed to obtain an overall score. Only scores that exceeded 50 were considered acceptable. Results: From 22,388 articles, we reviewed 35 articles with five self-concept measurements. Four measurements were obtained that had values above the threshold (SPPC, SPPA, SDQ-II, and SDQII-S). However, there is not enough evidence to support the interpretability attribute in self-concept measurement.

Busch et al. (2014) studied that schools are increasingly involved in efforts to promote health and healthy behavior among their adolescent students and investigated the effects of the most predominant health-related behaviors—namely, alcohol and marijuana use, smoking, nutrition, physical activity, sexual intercourse, bullying, and screen time use (television, Internet, video games)—on the academic performance of adolescents. Thirty studies dating back to 1992 were retrieved from the medical, psychological, educational, and social science literature. Healthy nutrition and team sports participation were found to have a positive effect on academic performance, whereas the effects of alcohol use, smoking, early sexual intercourse, bullying, and certain screen time behaviors were overall negative. Generally, all relations of health-related behaviors and academic performance were dependent on contextual factors and were often mediated by psychosocial problems, social structures, and demographics. Findings were interpreted with use of sociological theories.

Rathore & Sangwan (2014) studied that the earlier parents become involved in their child's education, the greater the impact. Teachers often emphasize how important the family and home environment are to a child's performance in school. A child's intellectual and psychological development is greatly influenced by their parents' encouragement. The goal of the current study was to evaluate how parental support affected teenagers' academic performance. All of the 13–15-year-old students enrolled in four randomly chosen government senior secondary schools in the rural and urban areas of Hisar made up the sample. The adolescents underwent testing to evaluate their academic performance and the level of parental support they had received. The results showed that just one-third of the respondents were excellent academics, and half of the respondents were average.

Afuwape (2011) analyzed by conducting a study on Students' Self-Concept and their Achievement in Basic Science and reported that there was no significant relationship between the secondary school student's self-concept and their academic performance in Basic sciences. It also showed that there was no significant difference between the self-concept of male and female students in Basic Science as well as their performances.

Ayub (2010) analyzed the connection between life satisfaction and self-concept was the aim of this study. Drawing from a review of the literature, a hypothesis was developed regarding the positive correlation between self-concept and life satisfaction in adolescents. Furthermore, it was assumed that there would be a gender difference in these variables. A sample of 200 students was chosen from several colleges in Karachi, Pakistan, with 100 males and 100 females. Participants' ages ranged from 18 to 21 years old (mean age: 18.56 years). Their socioeconomic standing was middle-class to upper-class, and they had at least an intermediate degree of education. Satisfaction with Life scale and the Six-Factor Self-Concept Scale (SFSCS; Stake, 1994).

Duckworth et al. (2005) studied with the help of 140 eighth-grade students, self-discipline measured by self-report, parent report, teacher report, and monetary choice questionnaires in the fall predicted final grades, school attendance, standardized achievement-test scores, and selection into a competitive high school program the following spring. In a replication with 164 eighth graders, a behavioral delay-of-gratification task, a questionnaire on study habits, and a group-administered IQ test were added. Self-discipline measured in the fall accounted for more than twice as much variance as IQ in final grades, high school selection, school attendance, hours spent doing homework, hours spent watching television (inversely), and the time of the day students began their homework. The effect of self-discipline on final

grades held even when controlling for first-marking-period grades, achievement-test scores, and measured IQ. These findings suggest a major reason for students falling short of their intellectual potential: their failure to exercise self-discipline.

Lusebrink (1990) investigated Jim, a 16-year-old adolescent, was brought to therapy sessions by his mother. Jim had become increasingly withdrawn and was spending more and more time by himself in his room. He also had been truanting from school and, with some other youths, had gotten in some trouble with the authorities.

Selby et al. (2007) examined Anecdotal and empirical evidence suggests that suicidal individuals may daydream about suicide as a method of mood regulation (including increasing positive affect). These daydreams may center on future suicidal plans, previous suicide attempts, or on the ways that others will react to their death. Yet, even though violent daydreams may increase positive affect in the short term, in the long run they may actually increase both suicidality and the ability to engage in suicidal behavior. In this study, a sample of 83 college students was given the Beck Depression Inventory, Anger Rumination Scale, and the Beck Scale for Suicide Ideation. The authors hypothesized that a two-way interaction would exist between high levels of depression and high levels of violent daydreaming to predict increased levels of suicidality. Using linear regression, the results of this study supported the hypothesis. The clinical and theoretical implications of these findings are discussed.

Langens et al. (2002) examined that empirical research has shown that conceptions of desirable future states seem to have a stronger motivational impact on individuals high (relative to low) in achievement motivation. Therefore, it was assumed that daydreaming mediates between goal commitment and goal attainment in individuals high (but not in those low) in achievement motivation. This hypothesis was tested in a sample of German first-year university students who rated two goals—a study and a friendship goal—for goal commitment and kept a daydream diary for two weeks. Among individuals high in achievement motivation, goal commitment was related to the number of daydreams revolving around advancing toward the two goals (positive daydreaming) and positive daydreaming was related to goal attainment assessed six weeks after the onset of the study. For individuals low in achievement motivation, goal commitment was related to goal attainment, but positive daydreaming was unrelated to both goal commitment and goal attainment. Additional mediational and path analyses supported the conclusion that positive daydreaming mediated between goal commitment and goal attainment for individuals high, but not for those low in

achievement motivation. The results are interpreted with respect to recent findings on the motivational consequences of positive goal imagery.

Langens et al. (2002) studied that the authors argue that the emotional consequences of positive daydreaming (i.e., spontaneously imagining the successful attainment of personal goals) depend on an individual's fear of failure. Positive daydreaming may signal an absence of positive outcomes for individuals high in fear of failure. As a consequence, positive daydreaming may induce negative emotions and attempts at mood repair in individuals high in fear of failure. Three studies (one concurrent, one experimental, and one prospective) examined this hypothesis. Study 1 found that individuals high (relative to low) in fear of failure who had recurrent positive daydreams about attaining agentic personal goals reported increased levels of depression and confusion. In Study 2, fear of failure predicted reductions in goal commitment after participants imagined the successful attainment of an agentic personal goal. Study 3 found that participants high in fear of failure reported fewer daydreams about attaining a personal goal when they were strongly committed to attain this goal.

Hartmann et al. (2001) analysed that a contextualizing image (CI) is a powerful central image of a dream which appears to "contextualize" (provide a picture-context for) the dreamer's emotion. For instance, dreamers who have experienced any serious traumatic event sometimes dream, "I was overwhelmed by a tidal wave." This appears to picture their feeling of terror and/or vulnerability. A scoring system for CIs is examined here and is applied to dreams and daydreams supplied by 40 students. Two raters scoring dreams on a blind basis showed good inter-rater reliability. Recent dreams were shown to have more as well as more intense CIs than recent daydreams; likewise, dreams "that stand out" had more intense CIs than daydreams that "stand out." Students with "thin boundaries" had more and more intense CIs than students with "thick boundaries" in their recent dreams and nightmare, but not so clearly in dreams and nightmares "that stand out." The emotions judged as contextualized by the powerful images tended towards fear/terror and helplessness/vulnerability in dreams (especially in dreams that stand out) whereas emotions contextualized by images in daydreams showed a wide range with no clusters.

Harrison et al. (2010) examined the present research examined differences between religiousness and spirituality by looking at their respective relationships to daydreaming and "boundaries of mind." Having "thick" boundaries implies a degree of separateness among aspects of mind or between a person and the outside world, whereas "thin" boundaries signify fluidity. In order to observe these personality traits in conjunction with a person's religious

practices, 113 undergraduate participants received a series of questionnaires. Although religiousness and spirituality were highly related to each other, religiousness showed stronger relationships to thicker boundaries. Relationships between boundary structure and daydreaming style were also investigated, revealing that thin boundaries may have more of a negative connotation than previously thought. Limitations and possibilities for further research are discussed.

Kirkcaldy et al. (2002) studies that there is a vast array of studies which have demonstrated the psychological and physical health benefits of regular aerobic exercise for adults, few studies have focused on children and adolescents. The current study examined associations between the extent of participation in endurance sport, and self-report data on self-image, physical and psychological health and overall lifestyle in a large representative sample of German high-school students. Method: Almost 1000 German adolescents (aged 14–18 years) were administered a comprehensive series of questionnaires aimed at assessing anxiety-depression, trait addiction, smoking and drinking behaviour, physical ill-health reports, and self-perception of self-image, parental acceptance and educational attainment. Results: Regular practice of endurance exercise was related to a more favorable self-image. There was a strong association between participation in sports and the type of personality that tends to be resistant to drug and alcohol addiction. Physical exercise was further significantly related to scores for physical and psychological well-being. Adolescents who engaged regularly in physical activity were characterized by lower anxiety-depression scores, and displayed much less social behavioral inhibition than their less active counterparts. Conclusion: It is likely that discussion of recreational or exercise involvement may provide a useful point of entry for facilitating dialogue among adolescents about concerns relating to body image and self-esteem. In terms of psychotherapeutic applications, physical activity has many additional rewards for adolescents. It is probable that by promoting physical fitness, increased physical performance, lessening body mass and promoting a more favorable body shape and structure, exercise will provide more positive social feedback and recognition from peer groups, and this will subsequently lead to improvement in an individual's self-image.

Hosman et al. (2004) examined by self-evaluation is crucial to mental and social well-being. It influences aspirations, personal goals and interaction with others. This paper stresses the importance of self-esteem as a protective factor and a non-specific risk factor in physical and mental health. Evidence is presented illustrating that self-esteem can lead to better health and

social behavior, and that poor self-esteem is associated with a broad range of mental disorders and social problems, both internalizing problems (e.g. depression, suicidal tendencies, eating disorders and anxiety) and externalizing problems (e.g. violence and substance abuse). We discuss the dynamics of self-esteem in these relations. It is argued that an understanding of the development of self-esteem, its outcomes, and its active protection and promotion are critical to the improvement of both mental and physical health. The consequences for theory development, program development and health education research are addressed. Focusing on self-esteem is considered a core element of mental health promotion and a fruitful basis for a broad-spectrum approach.

Okeke et al. (2009) analyzed the relation between academic race stereotype endorsement and academic self-concept was examined in two studies of seventh- and eighth-grade African Americans. Based on expectancy-value theory, the authors hypothesized that academic race stereotype endorsement would be negatively related to self-perceptions. Furthermore, it was anticipated that the relation between stereotype endorsement and self-perceptions would be moderated by racial centrality. The hypothesis was supported in two independent samples. Among students with high racial centrality, endorsement of traditional race stereotypes was linked to lower self-perceptions of academic competence. The stereotype/self-concept relation was nonsignificant among youth for whom race was less central to their identities. These results confirm the supposition of expectancy-value theory and illustrate the interweaving of group and individual identity with motivational beliefs.

Little et al. (2000) examined on racial comparisons of self-esteem was examined. Early research in this area, exemplified by the doll studies of racial preference, was viewed as demonstrating that Blacks have less self-regard than Whites. However, a meta-analytic synthesis of 261 comparisons, based largely on self-esteem scales and involving more than half a million respondents, revealed higher scores for Black than for White children, adolescents, and young adults. This analysis further revealed that the direction and magnitude of racial differences are influenced by such demographic characteristics as participant age and socioeconomic status, as well as by characteristics of the measuring instruments. Many findings—for example, that the self-esteem advantage for Black respondents increases with age and is related to the sex composition of the sample—underscore the need for long-term longitudinal studies of self-esteem development in male and female members of both racial groups.

Taylor et al. (2007) examined by a risk and resilience framework, the current study used cross-sectional data to examine the degree to which Latino adolescents' ($N=274$; M age=16.3; 47.1% female) self-esteem, ethnic identity, and cultural orientations mediated or moderated the relation between perceived discrimination and depressive symptoms. Utilizing a multiple group comparison approach, path analyses indicated that higher levels of ethnic identity exploration and resolution significantly predicted higher levels of self-esteem for both boys and girls. Furthermore, self-esteem partially mediated the relation between perceived discrimination and adolescents' depressive symptoms. Additional analyses revealed that boys' cultural orientations moderated the relation between perceived discrimination and both self-esteem and depressive symptoms. Taken together, findings indicated that various aspects of the self (i.e. self-esteem, ethnic identity, cultural orientations) can protect and/or enhance the risks associated with discrimination.

Orth et al. (2010) analyzed the development of self-esteem from young adulthood to old age. Data came from the Americans' Changing Lives study, which includes 4 assessments across a 16-year period of a nationally representative sample of 3,617 individuals aged 25 years to 104 years. Latent growth curve analyses indicated that self-esteem follows a quadratic trajectory across the adult life span, increasing during young and middle adulthood, reaching a peak at about age 60 years, and then declining in old age. No cohort differences in the self-esteem trajectory were found. Women had lower self-esteem than did men in young adulthood, but their trajectories converged in old age. Whites and Blacks had similar trajectories in young and middle adulthood, but the self-esteem of Blacks declined more sharply in old age than did the self-esteem of Whites. More educated individuals had higher self-esteem than did less educated individuals, but their trajectories were similar. Moreover, the results suggested that changes in socioeconomic status and physical health account for the decline in self-esteem that occurs in old age.

Seaton et al. (2010) examined the influence of cognitive development in the relationship between multiple types of racial discrimination and psychological well-being. A sample of 322 African American adolescents (53% female), aged 13–18, completed measures of cognitive development, racial discrimination, self-esteem and depressive symptoms. Based on the cognitive development measure, youth were categorized as having pre-formal or formal reasoning abilities. The results indicate no significant differences in perceptions of individual, cultural or collective/institutional racism between pre-formal reasoning and formal reasoning adolescents. However, the results do suggest that perceptions of

collective/institutional racism were more harmful for the self-esteem of pre-formal reasoning youth than the self-esteem of formal reasoning youth. The implications for the racial discrimination literature among African American adolescents are discussed.

Borsch et al. (2024) investigated that there is growing interest in the role of schools in supporting children facing adversity, including children with refugee and immigrant backgrounds. Based on six months of ethnographic fieldwork (December 2018 to June 2019) and interviews with teachers in two classes for adolescent newcomer refugee and immigrant learners in Denmark, this paper explores teacher responses to everyday dilemmas in supporting and caring for refugee and immigrant learners at school with a focus on three key areas: 1) in relation to teaching while safeguarding the adolescents' self-image, 2) in caring for the adolescents emotionally, socially and physically, and 3) in building trust and being the adolescents' confidants. Based on the findings, we argue that caring for newcomer adolescents cannot be reduced to questions of formal training and technical skills. Rather, it is intimately linked to attentiveness, experimentation and sensitivity to learners' needs. Furthermore, we discuss how scholarly analysis of teacher responses to care-related dilemmas can help generate contextualized insights into the broader support needs of teachers engaging in care work in specific social contexts.

Núñez et al. (2024) influenced by the association between adverse childhood experiences and suicide-related behaviors (SRB) of adolescents has been widely studied in Western high-income countries, but not yet in Latin America. The aim of this study was to determine this association and to explore a dose-response relationship between adverse childhood experiences and SRB in Chile. We conducted a cross-sectional survey to assess adverse childhood experiences up to 1 year prior to the survey and SRB (suicide ideation and attempts) in a sample of secondary school students. Multilevel and multivariable logistic regressions were run with SRB as dependent and adverse childhood experiences as independent variables, adjusted by self-esteem, general mental health, friend and parental support, and the age at onset of cannabis and alcohol use. We included 7,458 adolescents (48.7% girls), mean age = 16.0 (SD = 0.7), and found a prevalence of 78.1% for at least one adverse childhood experience. The 6-month prevalence of suicidal ideation was 18.1% (95% confidence interval [CI]: 17.2%–19.0%), and the prevalence of suicide attempts was 5.0% (95% CI: 4.6–5.6). Among all adverse childhood experiences, only sexual abuse was a risk factor for both SRB. We also found an independent effect of the total number of adverse childhood experiences on suicidal ideation ($p < .001$) and on suicide attempts ($p < .001$).

Additionally, ages at onset of alcohol and cannabis use were associated with suicidal ideation and suicidal attempts, respectively. This is the first study exploring the influence of adverse childhood experiences on suicide-related behaviors in adolescents from Latin America.

Masud et al. (2015) investigated the literature accords the importance of parenting style and their impact on young adolescent's behavior. There are many factors that affect the academic performance of children and parenting styles is one of the significant factors of academic performance. But there is lack of research that integrates and systemizes the relationship between parenting styles and academic performance especially in Pakistan. The unit of analysis of this research was studies that were previously conducted on parenting styles and academic performance of young children. Main focus of search was to availability of data that is most recent and relevant, so this research paper focuses on 39 studies. Articles from seven databases (Google Scholar, Science Direct, Taylor and Francis Journals, Web of Science, JSTOR, Springer link and SAGE Journals) were identified related to the topic using a pre-established set of terms that included both parenting styles and academic performance. All the studies highlighted that parenting styles affect the academic achievement of adolescents. It was analyzed that authoritative parenting style is the most effective parenting style in enhancing the academic performance of young children. More research is needed on parenting styles in different continents to have an understanding of the cultural effect of parenting styles on the academic performance of adolescents. Implications for parents and policy makers are discussed.

Sabia (2009) studied by using data from the National Longitudinal Study of Adolescent Health, this study examines the relationship between school-year employment and academic performance of young adolescents under age 16. Ordinary least squares estimates show a significant positive relationship between modest hours of school-year employment and grade point average. However, the inclusion of individual fixed effects diminishes the relationship substantially, suggesting that much of the positive correlation can be explained by individual heterogeneity. This interpretation of results is supported by the absence of evidence that school-year work affects school engagement or future-oriented-ness, the usual mechanisms through which work is hypothesized to produce positive schooling spillovers.

Richardson et al. (2005) perceived academic performance and self-reported suicidal behavior in adolescents ($n = 2,596$), mean age 13 years, from 27 South Australian high schools. Groups perceiving their academic performance as failing, below average, average and above average were significantly different on measures of self-esteem, locus of control, depressive

symptoms, suicidal thoughts, plans, threats, deliberate self-injury, and suicide attempts. Multivariate logistic regression analyses revealed that failing academic performance (compared to above average) is associated with a five-fold increased likelihood of a suicide attempt, controlling for self-esteem, locus of control and depressive symptoms. Teachers should note that a student presenting with low self-esteem, depressed mood and perceptions of failure may be at increased risk for suicidal thoughts and behaviors, and need referral for clinical assessment.

Colom et al. (2007) examined that substantial body of research has documented associations between a variety of problem behaviors and academic achievement measures. A systemic viewpoint posits that behavioral and academic problems exert reciprocal influences on one another, which, over time, can negatively affect the development of individuals and their environments. However, the results of these studies should be interpreted cautiously, given the considerable comorbidity of problem behaviors that often exists among school-age youth. Another limitation is that those associations mostly are documented in cross-sectional studies. This longitudinal study addressed the relationships between internalizing and externalizing self-reported problem behaviour syndromes (withdrawal, somatic complaints, anxiety/depression, delinquent behaviour, and aggressive behaviour) and mean measures of academic achievement (overall, mean score of reading & spelling, and arithmetic performance). We found some interaction effects of problem behavior, gender and grade on academic achievement. First, we found a decrease of academic achievement through grades 6 to 8, among girls who exhibit less aggressiveness, while academic achievement among ones that are “more” aggressive stays the same across grades. Academic achievement among girls is pretty much the same across all grades, yet overall academic achievement is higher in non-delinquent group in all age groups. Secondly, in boy’s group there is a decrease of academic achievement through grades 6 to 8 among boys who show more aggressiveness, while academic achievement among boys who exhibit less aggressiveness stays the same across grades. The significant multivariate effect of “grade”, “gender” and delinquency interaction indicates that there is a decrease of academic achievement across grades in both boys group, yet the decrease among boys showing more delinquent behaviors is bigger than among the normal boys group.

Escorial et al.(2007) studied that there are several candidate measures when asking which psychological construct significantly predicts academic performance. Hundreds of studies have addressed this issue by measuring intelligence, basic cognitive processes, or

personality. However, the simultaneous consideration of a broad and varied array of measures is much less common. Here we consider several cognitive and personality measures concurrently to define latent factors representing six constructs of presumed interest: fluid intelligence, short-term memory, working memory, processing speed, controlled attention, and temperament difficulties. One hundred and thirty-five secondary school students were tested. Their academic performance was measured by average grades in the nine scholastic areas of their curriculum. The main finding shows that a latent factor defined by fluid intelligence and memory span along with a latent factor defined by impulsiveness, sensation seeking, and lack of fear account for an impressive figure of 60% of the variance in academic performance.

Liu et al.(2017) influenced that the meta-analysis explores the relationship between SNS-use and academic performance. Examination of the literature containing quantitative measurements of both SNS-use and academic performance produced a sample of 28 effects sizes ($N = 101,441$) for review. Results indicated a significant negative relationship between SNS-use and academic performance. Further moderation analysis points to test type as an important source of variability in the relationship. We found a negative correlation between SNS-use and GPA, while a positive one for SNS-use and language test. Moreover, we found that the relationship of SNS-use and GPA was more strongly negative in females and college students.

Cornejo et al. (2014) studied the cross-sectional study included a total of 2038 youths (989 girls) aged 6-18 years. Cardiorespiratory capacity was measured using the 20-m shuttle run test. Motor ability was assessed with the 4×10 -m shuttle run test of speed of movement, agility, and coordination. A muscular strength z-score was computed based on handgrip strength and standing long jump distance. Academic performance was assessed through school records using 4 indicators: Mathematics, Language, an average of Mathematics and Language, and grade point average score. Results Cardiorespiratory capacity and motor ability were independently associated with all academic variables in youth, even after adjustment for fitness and fatness indicators (all $P \leq .001$), whereas muscular strength was not associated with academic performance independent of the other 2 physical fitness components. In addition, the combined adverse effects of low cardiorespiratory capacity and motor ability on academic performance were observed across the risk groups (P for trend $<.001$).

Lee et al. (1999) This study explores whether the social support that young adolescents may draw on for their academic activities is related to how much they learn in mathematics and reading over the course of a year. Data came from 1997 survey reports collected by the Consortium for Chicago School Research from 30,000 sixth and eighth graders in 304 Chicago public elementary schools about the support these students receive from their teachers, their parents, their peers, and their neighborhoods and from annual standardized tests conducted by the Chicago Public Schools. Using hierarchical linear modeling methods, we found that, on average, social support is positively but modestly related to learning. However, both learning and the relationship between social support and learning are contingent on the academic press of the school students attend. Findings are discussed within the context of school reform policies focusing on increasing social support.

Pecora (2012) investigated the challenges faced by the United States and other countries with respect to education are particularly acute with respect to youth placed in out of home care and alumni of foster care. After describing the number of youths in foster care in the United States and recent research on their outcomes, this article will describe what factors have been linked with educational success for these youth and young adults. Strategies for improvement outlined in the article include pursuing permanency to help youth find enduring mentors, maximizing placement and school stability, conducting strengths-based assessment, aggressively pursuing educational supports, and treating mental health problems that may act as barriers to classroom success.

Nounopoulos et al. (2006) research finds that the availability of specific coping resources can alleviate the more harmful effects of stress among adolescents. Although studies have investigated the relationship between coping resources and various outcomes among general samples of youth, no research has focused on adolescents who report high personal standards in comparison to their peers. Research in this area is important considering that such youth often report high stress when attempting to meet their personal standards, particularly as these standards pertain to their academic environment. In this study, 166 youth were administered the Coping Resources Inventory Scales for Educational Enhancement (Curlette et al., 1993) and the Almost Perfect Scale-Revised (Slaney, Rice, Mobley, Trippi, & Ashby, 2001). Self-reported grade-point average (GPA) also was collected. Results found that holding high standards was positively associated with specific coping resources, and that confidence in academic pursuits mediated the relationship between perfectionistic tendencies and GPA. Implications of these findings and suggestions for future research are discussed

Mo-suwan et al. (1999) analyzed that body mass index (BMI, kg/m²) calculated from weight and height measurement of subjects in 1992 and 1994; parental education level and occupation, and monthly income, by questionnaire performed in 1992; grade-point-average (GPA) and grades of mathematics and Thai language from the school records of final examinations in 1994. Results: Overweight subjects (BMI value >85th percentile of the NHANES-I data for age and gender) in grades 7–9 had a mean GPA 0.20 point (95% confidence interval (CI)=0.04, 0.37) lower than that of the normal weight children after controlling for gender, age, school and grade. They were twice more likely to have low grades (lower than 2 on the scales of 0–4) of mathematics and Thai language than normal weight children. There were no associations between GPA or individual subject grades and previous BMI status in 1992. Children in grades 7–9 who became overweight over the two years, had a mean GPA of 0.48 point lower than those who did not become overweight (95% CI=0.12, 0.84). In grades 3–6 subjects, however, becoming overweight had no effect on GPA and individual subject scores.

Eamonet al. (2002) studied mother/child data set of the National Longitudinal Survey of Youth was used to test a mediation model of the effects of poverty on the mathematics and reading achievement of 1,324 young adolescents 12 through 14 years of age. A revised model provided a better fit than the hypothesized model and generally was supported by cross-validation on a split-half sample. Poverty was related to lower mathematics and reading achievement indirectly through its associations with less cognitively stimulating and emotionally supportive home environments, which in turn were related to adolescents' school behavior problems. Poverty was related also to lower mathematics and reading achievement indirectly through a direct link with school behavior problems. Poverty was related to lower reading, but not mathematics, achievement through its association with less stimulating cognitive home environments. The model was estimated separately for female, male, Black, Hispanic, and White young adolescents; group differences are discussed.

Ronald Mullis et al. (1988) examined by utilizing the National Education Longitudinal Study of 1988 (NELS: 88), this study examined some of the frequently used indicators of social capital and resource capital as predictors of academic performance of 24,599 middle school adolescents (12,111 males and 12,244 females) ranging in age from 13–16 years. Sixty-eight per cent were White, 12.2% were Black, and 12.9% were Hispanic. The participants were drawn from a stratified national sample of over 1000 public and private schools in the United States. Data from NELS: 88 were analyzed using indicators of social capital and resource

capital. Preliminarily modelling indicated the need to separate social capital into two components: parental networks and student networks. Resource capital, including parent education, parent income, and educational items in the home, was most predictive of academic performance. In addition, student reported misbehavior (behavior) in school was included as a mediating variable. The findings indicated that both indicators of social capital were not strong contributors to academic performance among adolescents. Resource capital indicators were found to be stronger contributors to academic performance. The context variable (hypothesized as a mediator variable) of student misbehavior in school was found to be the best predictor of academic performance. The results are discussed in relation to social capital theory and future research of viable predictors of academic performance among adolescents.

Annunziata et al. (2006) analyzed the relation between family functioning and school success was examined in 211 at risk, African American, inner-city adolescents attending middle school (grades 6–8). Interviews with adolescents and caregivers yielded data on family cohesion, parental monitoring, and school engagement; school records provided data on grade point average. Results showed that both family cohesion and parental monitoring predicted school engagement, but neither family characteristic predicted GPA. Important gender differences also emerged. For boys only, the relation between family cohesion and school engagement was stronger when parental monitoring was high. For girls only, the effects of cohesion and monitoring on school engagement were additive: girls with both high family cohesion and high parental monitoring were most likely to be engaged in school. These findings extend the research base on family protective factors for antisocial behavior in young adolescents. Implications for future examination of family process characteristics in high-risk adolescents are discussed.

Paulson et al. (1990) studied the relationship between drug use, school performance, and academic aspirations among 446 Anglo and Hispanic youths, age nine to seventeen, is explored. Two groups of subjects—current substance users and non-users—were interviewed. Subjects in each comparison group were similar in age, ethnicity, and gender. Overall results, consistent with prior research, indicate a significant relationship between current school performance, future educational aspirations, and drug use. No difference was noted between substance use groups on indicators of general interest in school work or probability of dropping out of school. Important differences in response patterns occurring with age, ethnicity, and gender were found.

West et al. (2020) examined by daydreaming is important for creativity and the understanding of our minds and those of others. However, some adults daydream to such an extreme degree that the behavior becomes disruptive; a condition known as maladaptive daydreaming (MD). We propose that highly immersive daydreaming is not always maladaptive, and immersive characteristics of daydreaming may benefit emotional regulation, empathy, and creativity. This study consisted of 542 participants from 56 countries recruited online from MD and other communities. Our results revealed that the maladaptive components of MD predicted higher affective empathy, poorer emotional regulation abilities, and reduced creative output. The immersive components of daydreaming predicted higher empathy for fantasy characters and poorer emotional regulation. These results suggest that the immersive and maladaptive components of MD have distinct behavioral correlates, but that any form of immersive daydreaming is not an effective emotional regulation strategy. Implications for the planning of effective treatment for MD are discussed.

Abu-Rayya et al. (2020) analyzed by measuring maladaptive daydreaming (MD) and psychosocial indices among 194 participants, aged 18-56 years: 99 female survivors of childhood sexual abuse (CSA) and 95 control respondents with no reported history of sexual abuse. Our data show that survivors of CSA scored higher on MD compared to controls. Survivors of CSA with probable MD scored higher on psychological distress, social phobia, and social isolation compared to survivors of CSA without suspected MD, implying that MD might exacerbate the psychosocial problems linked with CSA. MD psychological screening of female survivors of CSA and the development of a treatment module for MD could improve the quality of clinical services provided to survivors.

Costanzo et al. (2021) investigating Maladaptive daydreaming describes excessive fantasy activity that interferes with an individual's life. Surprisingly, the precursors of maladaptive daydreaming and its role in excessive involvement in virtual worlds have been scarcely investigated. In the current study, we examined the relationships among attachment styles, maladaptive daydreaming, and problematic social media use (PSMU) in a sample of community-dwelling adults. Eight hundred seventy-seven participants between 18 and 68 years old were recruited via an online survey and asked to fill out self-reported measures on attachment styles, maladaptive daydreaming, and PSMU. Mediation analyses showed that maladaptive daydreaming is a significant mediator in the relationships between preoccupied and fearful attachment styles and PSMU, suggesting that maladaptive daydreaming partly explains the established link between insecure attachment styles and excessive use of social

media. Individuals with PSMU fostered by maladaptive daydreaming may benefit from clinical interventions that promote the use of adaptive regulatory strategies to develop feelings of security and self-confidence that may serve to reduce the excessive involvement in social media.

Chirico et al. (2022) study the patterns of mutual associations between maladaptive daydreaming-related variables (MD, i.e., interference with life and somatosensory retreat), psychopathological symptoms (i.e., depression, anxiety, somatization, obsessive–compulsive, interpersonal sensitivity, psychoticism), emotion regulation strategies (i.e., cognitive reappraisal and expressive suppression), and problematic social networking sites use (PSNSU). A total of 531 young adults completed self-report measures through an online survey shared on social network groups. Two network models were performed on 297 young adults with probable MD (MDers) ($M_{age} = 23.2, SD = 2.7$) vs. 234 non-MDers ($M_{age} = 23.4, SD = 2.6$). Results showed that, compared to non-MDers, MDers showed significantly higher scores in all the study variables, except for cognitive reappraisal. Moreover, in the MDers network, the following patterns were identified no connections between the cluster of psychopathological symptoms, and neither cognitive reappraisal nor expressive suppression; a connection, through obsessive–compulsive (OC) symptoms, between the cluster of psychopathological symptoms and MD-interference with life; and a connection between PSNSU and MD-interference with life. Accordingly, the Network Comparison Test evidenced that the network structures of MDers vs. non-MDers were significantly different ($M = .24; p = .01$). Overall, higher scores on psychopathological symptoms in MDers provide support to the assumption that MD is a clinical condition, in which OC symptoms may play a critical role. Additionally, the association of PSNSU and MD-interference with life suggests that MDers might rely on PSNSU as a maladaptive emotion regulation strategy. Under this scenario, MD may be regarded as a potential vulnerability factor for PSNSU.

Ybrandt (2008) investigated a model of the relation between self-concept and internalizing and externalizing problem behaviors in adolescence, with the self-concept influencing problem behaviors ($S \rightarrow IE$), was assessed using a sample of 277 Swedish adolescents. The model was tested in a path analysis with data from Youth Self Report (YSR) and Structural Analysis of Social Behavior (SASB) questionnaires. Consistent with the model, a positive self-concept was found to be the most important factor for adjustment and for protection against common problem behavior. A negative self-concept combined with female gender

were risk factors for internalized problems. Self-control had only a direct effect on externalizing behavior for boys. Adolescents of 15, 16 years of age had a stronger relationship between a negative self-concept and externalizing problem behaviors than younger and older adolescents. Internalizing problem behaviors such as anxiety and depression predicted aggressive and delinquent behavior. These findings highlight the importance of promoting of a positive self-concept in every adolescent in various psychosocial contexts.

Shapka et al. (2005) investigated the longitudinal changes in multiple domains of self-concept over a two-year period, for 518 high school students, using a multilocation-multicohort design. We were interested in identifying gender and age effects, as well as in examining the hierarchical nature of self-concept by determining the domains of self-concept that are most predictive of one's overall sense of self-worth. Using Harter's Self-Perception Profile, we found that most domains of self-concept increase with age, although perceived scholastic competence decreases. There were several gender differences, all of which replicated known discrepancies in the literature. In addition, perceptions of appearance were most closely tied to general self-worth, and this pattern was stable over time. As well, we found that current and changing levels of the various domains of self-concept were the best predictors of change that occurred in overall self-worth. Finally, we found that weighting the various domains of self-concept by the importance that each individual places on that domain did not improve the predictive power of specific domains to general self-worth.

Audra K. Parker (2010) studied that young adolescents grapple with a host of changes that may influence how they perceive themselves: rapid physical and emotional development, the transition to new school environments, and the onset of adolescence. The purpose of this study is to investigate young adolescents' perceptions of self-prior to and during their middle grade's years. Data were collected from 78 fifth grade students using the Piers Harris Self-Concept Scale beginning in the spring of their fifth-grade year and continuing across multiple data points in middle school. Data analyses indicate that young adolescents initially experience positive changes in five of six domain-specific aspects of self-concept after the transition to middle school, followed by subsequent declines to mean ratings at or below their elementary school values. Findings highlight the importance of attending to young adolescents' self-concept needs prior to and during their middle grade's experiences.

Wilgenbusch et al. (1999) examined by investigation consolidated the recent research on gender differences in self-concept among children and youth by conducting a systematic meta-analysis of research published since 1980, particularly involving self-concept as a

multidimensional phenomenon. Through a comprehensive search process, 22 studies representing over 19,000 child and adolescent participants were analyzed. The articles included participant samples from 7 nations: the US, Australia, Northern Ireland, South Africa, Finland, Norway, and Canada. Participants ranged from 1st grade through 12th grade. Mean effect size estimates across dimensions showed a complex pattern of gender differences and similarities, some of which were consistent across grade levels and others of which were not. Although some of the findings defied stereotypes, several were consistent with previous notions regarding differences in self-concept based on gender. The direction and complexity of these results emphasizes the importance of discussing developmental differences in self-concept in a thoughtful and careful manner and argues against the use of simplistic global generalizations.

Salahu-Din et al. (1994) studied that adolescents in foster care progress towards achieving the developmental tasks of adolescence may be more challenging because of the additional stress of being separated from their birth families. Examined in this study is the influence of identification with birth family on the ability of 116 youth in foster care, in a midwestern state, to develop a self-identity and positive self-esteem.

CHAPTER – III

METHODOLOGY

INTRODUCTION

The methodology section of this study offers significant benefits by providing a structured framework for investigating the relationships between daydreaming, self-concept, and academic performance among young adolescents. Through a carefully designed research methodology, this study ensures clarity, validity, and reliability in its findings. By specifying the research design, sampling strategy, and data collection procedures, the methodology ensures that the study effectively addresses its research questions while minimizing biases and errors. Moreover, the ethical considerations outlined in the methodology section underscore the commitment to upholding ethical standards in research, safeguarding the rights and well-being of participants. Furthermore, the rigorous data analysis techniques employed in this study enable a thorough examination of the complex interplay between daydreaming tendencies, self-concept development, and academic achievement, thereby contributing to a deeper understanding of these phenomena. Ultimately, the methodology serves as a cornerstone for generating robust, credible insights that advance knowledge in the field of adolescent psychology and education.

METHOD

There are several methods of collecting data but the selection of method of research is determined by the nature of the problem. The descriptive survey method is used in the study after considering nature, need and purpose of present research. Descriptive survey studies are conducted to collect the data of existing phenomena with the view to employ data to justify current condition and practices or make intelligent plans description of the tools and the sample is given under.

POPULATION AND SAMPLE OF THE STUDY

SAMPLE

Sampling is the soul of scientific study. A good sample minimizes the error of estimation, is less time consuming, and economical in terms of time and money. The size of sample varies from study to study, methods and nature of population. In the present study, keeping in view the limitation of time the researcher has to be contented within the limited samples. The

investigator randomly selected 120 students including both male and female from of colleges of Jammu District.

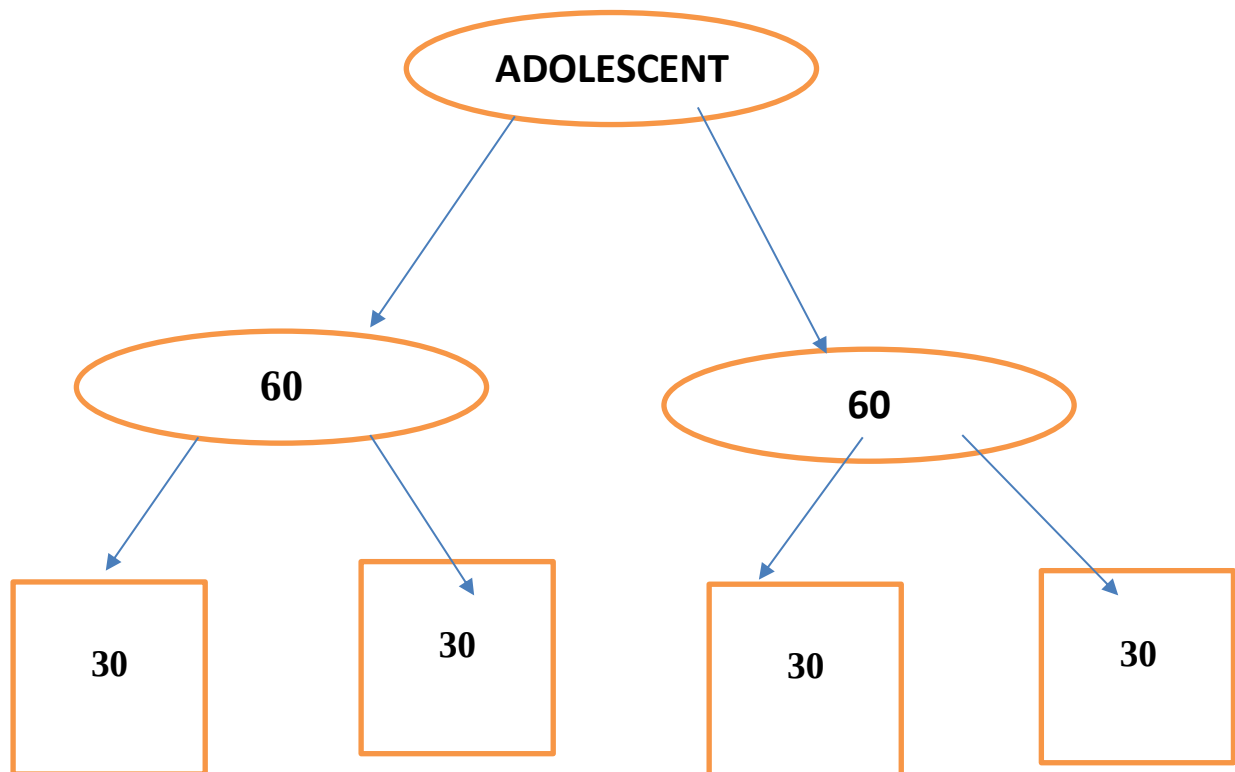


TABLE 1

DISTRIBUTION OF SAMPLE OF ADOLESCENTS

S.NO.	NAME OF THE SCHOOL	NO.
1.	GOVT. GIRLS HIGH SCHOOL	40
2.	ORIENTAL ACADEMY	20
3.	K.C. PUBLIC SCHOOL40	60

On the basis of above illuminations and nature of problem following independent variables were selected in present study.

- A) DEPENDENT
 - Young Adolescents
- B) INDEPENDENT
 - Day Dreaming

- Self-Concept
- Academic Performance

SAMPLING TECHNIQUE

In the present study the investigator used 'Purposive sampling Technique' for data Collection.

RESEARCH TOOLS USED AND ITS DESCRIPTION

The selection of suitable tools is of vital importance for successful research. Different tools are suitable for collecting different kinds of information for various purposes. Selection of tools for data collection depends upon the nature of problem undertaken.

For the present investigation the investigator has used the following tools of research: -

- **Self-Concept Scale (CSCS) by Dr. S.P Ahluwalia**
- **Frustration Test by Dr. N.S Chauhan and Dr. Govind Tiwari**
- **Academic Achievement**

DATA COLLECTION

The data collection for the study was quantitative in nature. standardized measurement tools were used to gather information on loneliness and problematic mobile phone usage among adolescents in the Jammu District. This approach allowed for systematic data collection, facilitating the analysis of trends, patterns, and associations between variables of interest. After data collection, stringent protocols were adhered to ensure the confidentiality and privacy of participants' information. All collected data were anonymized and securely stored to prevent unauthorized access or disclosure. Additionally, participants were informed about the purpose of the study, their voluntary participation, and their right to withdraw consent at any time without facing repercussions.

STATISTICAL TECHNIQUE EMPLOYED

The collected data was scored according to directions given in the list manuals. Then standard statistical procedures were used to conduct the analysis. Descriptive statistics such as Mean and Standard Deviation were calculated to test significance of means of different variables in the study. Correlational Analysis was performed to derive the relationship between the variables and to see one variable's effect on other variables. Analysis of Variance was used to derive the significance between the variables of the study. Then Regression Analysis was

performed to see how one variable predicts other variables. Lastly, MANOVA (Multivariate Analysis) was applied to measure the interaction effect between the variable.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

Analysis of data means to break up the whole data into its components. Proper analysis and Interpretation of results is important pillar of the good research work. The present study focused on the relationship of procrastination with personality, stress and academic achievement. The quantitative data was collected for the present research problem by using different tools. The data related to procrastination in relation to personality, stress and academic achievement among students required to be organized, analyzed and interpreted. The data organization comprises the editing, classifying and tabulating the collected information with the use of different tool. The data editing represents the accuracy, usefulness and completeness of the collected information. The classification indicates differentiation of data into various categories and groups. For this purpose, the investigated conduct the problem i.e. under the investigation, formulating the five objectives and further to achieve them five hypotheses were framed. The analysis of data is presented, discussed and interpreted as follows:

This chapter presents the demographic characteristics of the study participants as well as the results of the study based on the leading research questions/hypothesis that the study is expected to address.

Demographic characteristics of participants

Table 4.1

Frequency Distribution of male and female young adolescence in my research (N=120).

S.NO.	Gender	N	%age
1	Female	48	40
2	Male	72	60

The demographic characteristics of participants included in the study are presented above. As represented in (Table 4.1), the valid and total sample of the study is 120. Of the total (N=120) Sample, 60 percent (72) are males and 40 percent (48) are females. The percentage is Represented in the fig 1 below.

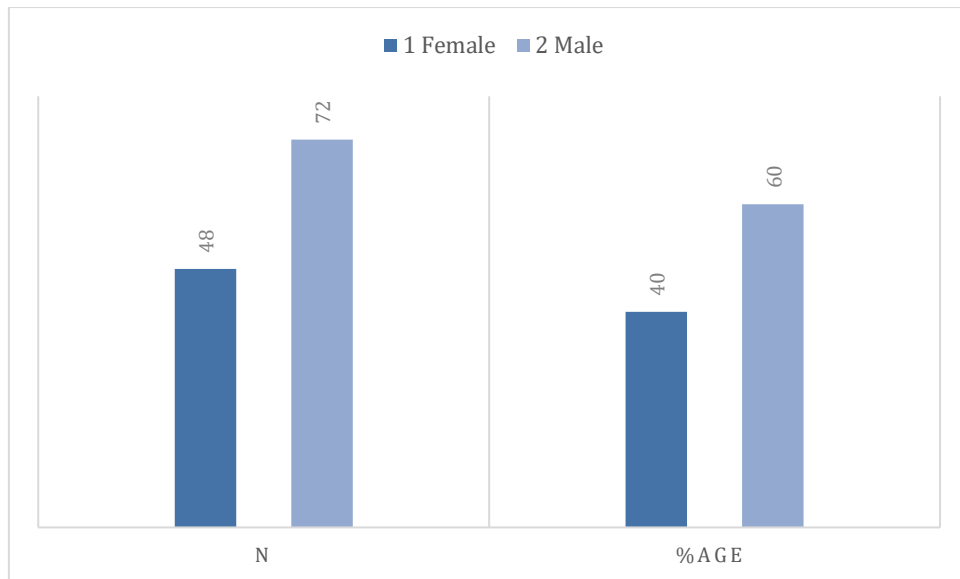


Fig 1 Showing frequency distribution of male and female in young adolescence (N=120).

Table 2

Showing the age range of the sample.

Age	Frequency
13	8
14	4
15	19
16	31
17	45
18	13
Total	120

This table depicts the age range in the sample chosen (N=120). This shows that the age 13 has a frequency of 8, the frequency of age 14 is 4, the frequency of 15 is 19, the age 16 has a frequency of 31, while of 17 is 45 and 18 is 13.

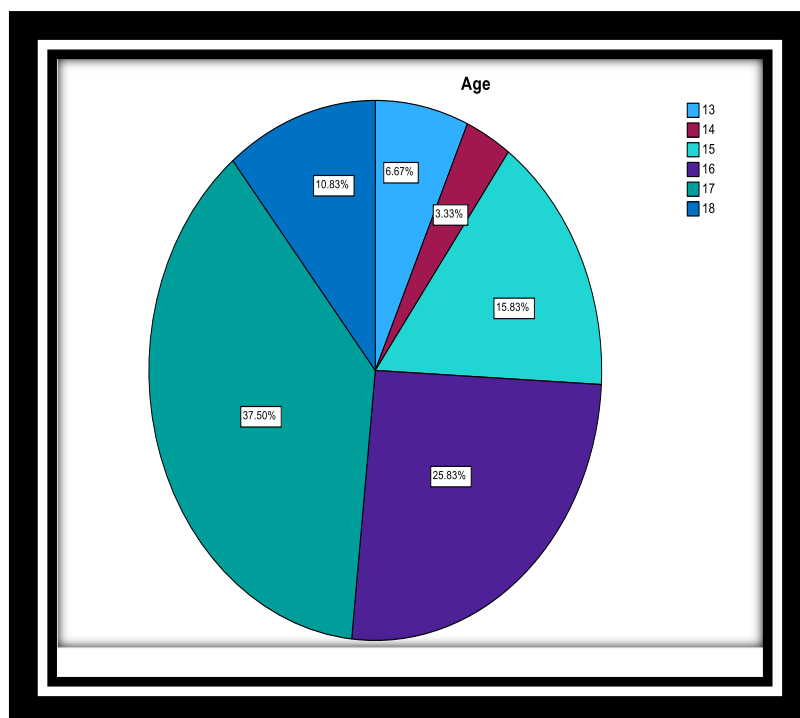


Table 3

Showing the locality of the sample where N=120.

Locality	Frequency
Urban	74
Rural	46
Total	120

Out of total sample N=120, 74 belong to the Urban, while 46 belong to the rural area. Fig 3, below is a pictorial depiction of the above data.

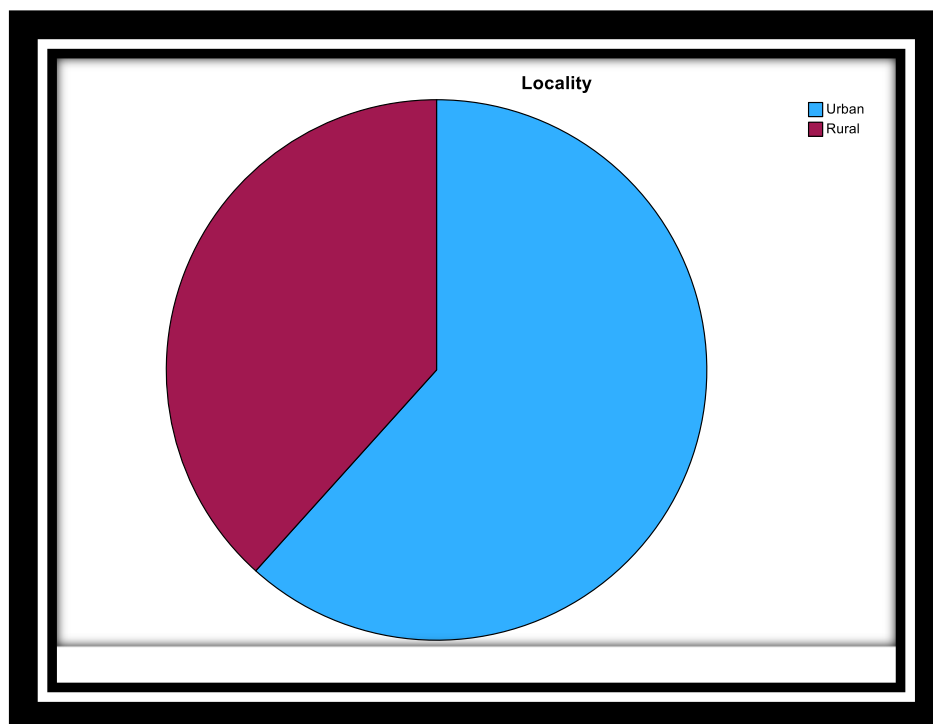


Table 4

Showing the self-concept ranging from low and high.

	Frequency	Percent
High	113	94.16
Low	7	5.84
Total	120	100.0

Out of total sample N=120, 94.16 percent are found to have a high self-concept, while 5.84 have a low self-concept.

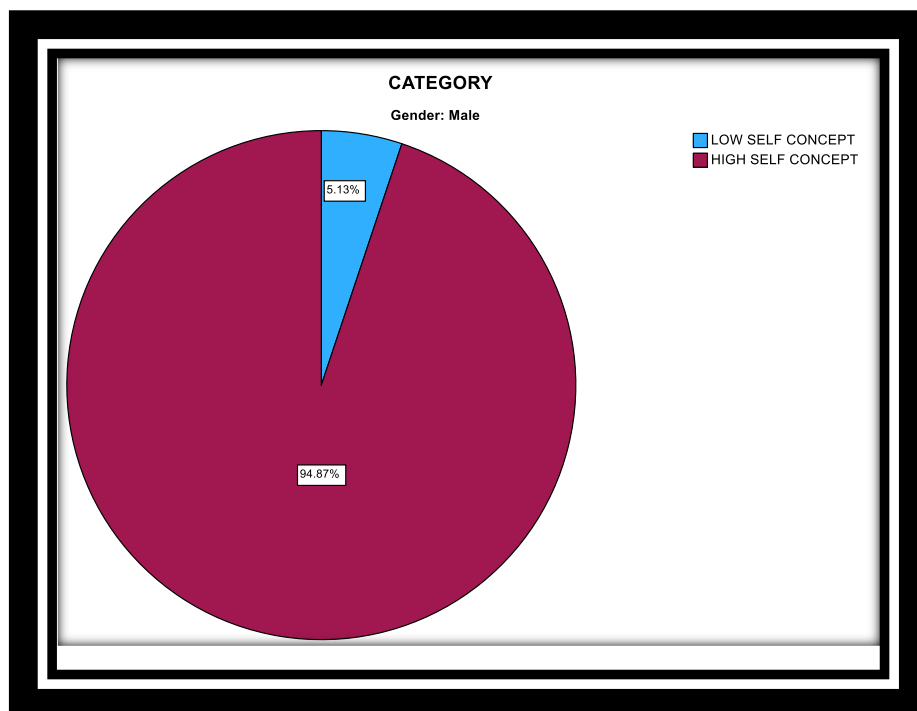


Table 5

Showing the academic performance ranging from excellent, moderate and good.

	Frequency	Percent
Excellent	15	10.26
Moderate	90	82.05
Good	15	7.69
Total	120	100

Out of total sample N=120, 10.26 have excellent academic performance, 82.05 have moderate academic performance and 7.69 have good academic performance.

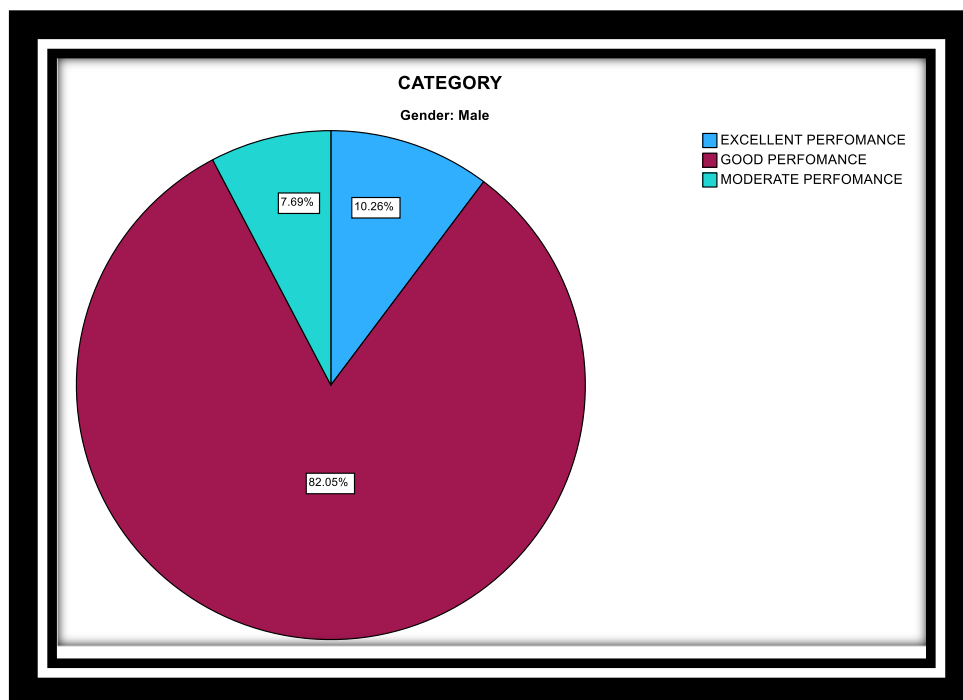


Table 6

Showing the daydreaming ranging from high, normal and probable.

	Frequency	Percent
High	116	92.86
Normal	2	3.57
Probable	2	3.57
Total	120	100

Out of total sample N=120, 92.86 percent have high maladaptiveness, 3.57 have normal and probable.

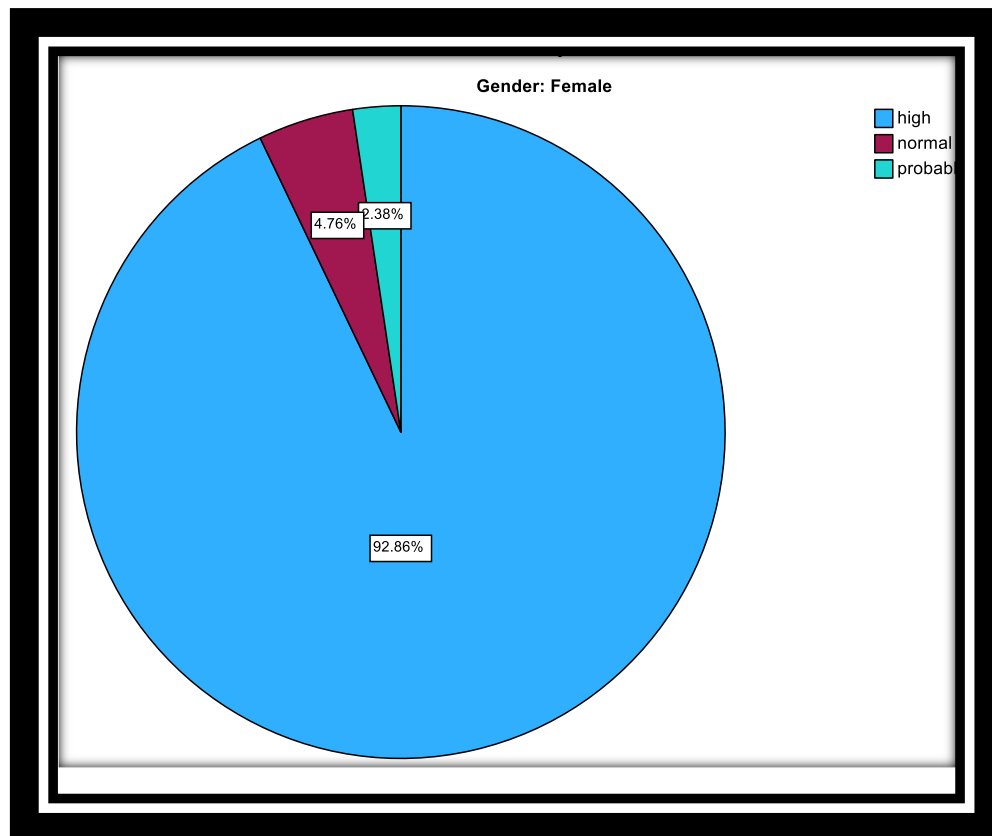


Table 7

Relationship between Day Dreaming and Self Concept

Variable	Mean	SD	N	r
Day dreaming	112.36	19.885	120	-0.114
Self concept	112.36	19.885	120	

The table presents descriptive statistics for the variables "Day Dreaming" and "Self Concept," each with a mean score of 112.36 and a standard deviation of 19.885, based on a sample of 120 participants. The negative correlation coefficient ($r = -0.114$) between day dreaming and self concept suggests a slight inverse relationship, indicating that as the frequency of day dreaming increases, the level of self concept slightly decreases. This aligns with previous research by Stawarczyk et al. (2013), which found that increased day dreaming can be associated with lower levels of self-esteem and self-concept clarity (Stawarczyk et al., 2013).

Table 8

Relationship between Day Dreaming and Academic performance

Variable	Mean	SD	N	r
Day dreaming	112.36	19.885	120	-0.035
Academic performance	28.27	3.507	120	

The table provides descriptive statistics for "Day Dreaming" and "Academic Performance." The mean score for day dreaming is 112.36 with a standard deviation of 19.885, while academic performance has a mean score of 28.27 and a standard deviation of 3.507, based on a sample size of 120 participants. The correlation coefficient ($r = -0.035$) between day dreaming and academic performance indicates a very slight negative relationship, suggesting that higher levels of day dreaming are minimally associated with lower academic performance. This finding is consistent with the work of Carciofo et al. (2016), who reported that frequent mind-wandering can negatively impact attention and academic outcomes, though the effect size in this study appears quite small (Carciofo et al., 2016).

Descriptive Statistics

Gender		Mean	Std. Deviation	N
Male	Academic performance	28.45	3.031	78
	Self-concept	89.69	9.712	78
Female	Academic performance	27.93	4.274	42
	Self-concept	90.52	12.343	42

Table 9

Correlation between academic performance, self-concept, day dreaming among gender

Variable	Mean	SD	N	r
Academic performance Male	28.45	3.031	120	-.038
Female	27.93	4.274		
SCQ male	89.98	10.662	120	-.194
Female				
Day dreaming male	115.41	16.082		-.102
Female	106.69	24.725		

The table provides descriptive statistics for academic performance, self-concept, and day dreaming, disaggregated by gender. For academic performance, males have a mean score of 28.45 (SD = 3.031) with a slight negative correlation with day dreaming ($r = -0.038$), while females have a mean score of 27.93 (SD = 4.274). For self-concept, males have a mean score of 89.98 (SD = 10.662) and a stronger negative correlation with day dreaming ($r = -0.194$). In terms of day dreaming, males have a mean score of 115.41 (SD = 16.082) with a negative correlation with self-concept ($r = -0.102$), whereas females have a mean score of 106.69 (SD = 24.725). These findings are in line with previous research by Carciofo et al. (2016), which indicates that day dreaming can negatively impact self-concept and academic performance, with varying effects across genders (Carciofo et al., 2016).

CHAPTER-V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This chapter presents a summary of the information attained in the literature review. A critical analysis is included regarding the difference between the constructs of social media addiction, self-esteem and psychological well-being among young adolescents. The chapter concludes by mentioning the limitations of the study as well as recommendations for further research.

Findings of the study:

1. There is a significant relationship between self-concept and academic performance among young adolescents.
2. There is a significant relationship between daydreaming and self-concept among young adolescents. Accepted
3. There is a significant relationship between academic performance and daydreaming among young adolescents. Accepted

Conclusion

The study reveals significant interconnections between self-concept, academic performance, and daydreaming among young adolescents. The first finding indicates a significant relationship between self-concept and academic performance, which aligns with previous research demonstrating that a positive self-concept contributes to better academic outcomes (Marsh & Craven, 2006). Adolescents with a stronger sense of self are often more confident in their academic abilities, which enhances their performance in school.

The second finding establishes a significant relationship between daydreaming and self-concept. This supports earlier studies that suggest daydreaming, often viewed as a reflection of internal thoughts and self-reflection, can be positively associated with a more developed and nuanced self-concept (Singer, 1966). Adolescents who engage in daydreaming may use this time to process their experiences and self-perceptions, thereby influencing their self-concept.

The third finding shows a significant relationship between academic performance and daydreaming. This is consistent with prior research indicating that while excessive daydreaming can detract from academic focus and performance (Seli, Carriere, & Smilek,

2015), a moderate level of daydreaming can actually be beneficial by providing a mental break that may enhance creativity and problem-solving skills (Mooneyham & Schooler, 2013).

Collectively, these findings underscore the intricate dynamics between self-concept, daydreaming, and academic performance, suggesting that fostering a positive self-concept and managing daydreaming can be crucial for improving academic outcomes among young adolescents.

Suggestions for future research:

Longitudinal Studies on Daydreaming and Academic Outcomes: Conduct a longitudinal study to track how daydreaming habits affect academic performance over a longer period. This could reveal whether the effects of daydreaming are stable over time or if they change with developmental stages. **Exploring Different Types of Daydreaming:** Investigate the different types of daydreaming (e.g., positive vs. negative, constructive vs. maladaptive) and their distinct impacts on self-concept and academic performance. **Daydreaming and Emotional Regulation:** Explore the relationship between daydreaming and emotional regulation strategies, examining how daydreaming might be used as a coping mechanism or affect emotional well-being. **Self-Concept and Academic Motivation:** Investigate how different dimensions of self-concept (such as academic self-concept vs. social self-concept) impact academic motivation and performance. **The Role of Parental Influence on Daydreaming and Self-Concept:** Examine how parental attitudes and involvement might influence adolescents' daydreaming tendencies, self-concept, and academic outcomes. **Cultural Differences in Daydreaming and Academic Success:** Research cultural variations in daydreaming practices and their perceived effects on academic performance and self-concept. **Daydreaming and Cognitive Development:** Investigate how daydreaming might interact with cognitive development stages in adolescents and its impact on academic skills such as problem-solving and critical thinking. **Interventions to Modify Daydreaming Patterns:** Design and test interventions aimed at modifying maladaptive daydreaming patterns to see if they lead to improvements in academic performance and self-concept.

Impact of Technology on Daydreaming Patterns: Explore how modern technology (such as social media and digital games) influences daydreaming patterns and their subsequent effects on self-concept and academic performance. **Gender Differences in Daydreaming and Academic Outcomes:** Investigate whether there are gender differences in daydreaming

tendencies and their effects on self-concept and academic performance. Daydreaming and Creativity: Study the relationship between daydreaming and creativity, and how this relationship might influence academic performance and self-concept.

Educational implications:

Daydreaming can have both positive and negative effects on academic performance. Educators should recognize that not all daydreaming is detrimental, and there can be productive aspects of daydreaming, such as creativity and problem-solving. A positive self-concept is linked to better academic performance. Teachers should work to build and reinforce students' self-esteem and academic self-concept. If daydreaming is found to negatively impact academic performance, mindfulness and focus techniques might help students manage their daydreaming and improve concentration. Understanding individual students' daydreaming patterns can help tailor educational approaches to better meet their needs. If your research finds that maladaptive daydreaming negatively affects academic performance, targeted interventions could be beneficial. Parents play a crucial role in shaping children's self-concept and daydreaming behaviors. Educating parents can enhance their support for their children's academic and emotional development. Curricula that address self-concept can be beneficial for students' academic success and emotional well-being. Extracurricular activities might offer a constructive outlet for daydreaming and contribute to students' self-concept and academic performance. Teachers' expectations and beliefs about daydreaming and students' academic potential can influence students' self-concept and performance. The impact of daydreaming on academic performance might vary across different learning environments.

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APPENDIX

Demographic details:

1. Name
2. Age
3. Qualification
4. Gender
5. Locality

CONSENT FORM

I, Shehzaan Ahmed, the undersigned, voluntarily agree to participate in the research study titled "Day Dreaming, Self Concept and Academic Performance among Young Adolescence " in Jammu district. I understand that my participation involves providing information through surveys and interviews, which will be used solely for academic purposes. I am aware that my responses will be kept confidential and that I can withdraw from the study at any time without any penalty. I have been informed about the purpose of the study and understand that there are no risks involved. By signing below, I acknowledge my informed consent to participate in this research.

Date:

Signature:

QUESTIONNAIRE

Academic Performance Scale

Name: _____ Date: _____ Instructions:

Please answer each question using the 5-point scale to answer each question so that it accurately reflects what you do or have done as a student. Be as honest as possible because the information can be utilized to discover areas of strength.

Scale:

SA – STRONGLY AGREE, A –AGREE, N–NEUTRAL D- DISAGREE SD - STRONGLY DISAGREE

Questions	SA	A	N	D	SD
1. I made myself ready in all my subjects.					
2. I pay attention and listen during every discussion.					
3. I want to get good grades in every subject.					
4. I actively participate in every discussion.					
5. I start papers and projects as soon as they are assigned.					
6. I enjoy homework and activities because they help me improve my skills in every subject.					
7. I exert more effort when I do difficult assignments.					
8. Solving problems is a useful hobby for me.					

Scoring Instruction: To score the scale, “**Strongly Agree**” is scored (5); “**Agree**” is scored (4); “**Neutral**” is scored (3); “**Disagree**” is scored (2); and “**Strongly Disagree**” is scored (1).

		<i>Complete ly Disagree</i>		<i>Disagree</i>		<i>Agree</i>		<i>Complete ly Agree</i>	
1.	I have control over my own life.	0	1	2	3	4	5	6	7
2.	I'm easy to like.	0	1	2	3	4	5	6	7
3.	I never feel down in the dumps for very long.	0	1	2	3	4	5	6	7
4:	I can never seem to achieve anything worthwhile.	0	1	2	3	4	5	6	7
5:	There are lots of things I'd change about myself if I could.	0	1	2	3	4	5	6	7
6.	I am not embarrassed to let people know my opinions.	0	1	2	3	4	5	6	7
7:	I don't care what happens to me.	0	1	2	3	4	5	6	7
8:	I seem to be very unlucky.	0	1	2	3	4	5	6	7
9.	Most people find me reasonably attractive.	0	1	2	3	4	5	6	7
10	I'm glad I'm who I am.	0	1	2	3	4	5	6	7
11	Most people would take advantage of me if they could.	0	1	2	3	4	5	6	7
12	I am a reliable person.	0	1	2	3	4	5	6	7
13	It would be boring if I talked about myself.	0	1	2	3	4	5	6	7
14	When I'm successful, there's usually a lot of luck involved.	0	1	2	3	4	5	6	7
15	I have a pleasant personality.	0	1	2	3	4	5	6	7
16	If a task is difficult, that just makes me all the more determined.	0	1	2	3	4	5	6	7
17	I often feel humiliated.	0	1	2	3	4	5	6	7
18	I can usually make up my mind and stick to it.	0	1	2	3	4	5	6	7
19	Everyone else seems much more confident and contented than me.	0	1	2	3	4	5	6	7
20	Even when I quite enjoy myself, there doesn't seem much purpose to it all.	0	1	2	3	4	5	6	7
21	I often worry about what other people are thinking about me.	0	1	2	3	4	5	6	7
22	There's a lot of truth in the saying "What will be, will be".	0	1	2	3	4	5	6	7
23	I look awful these days.	0	1	2	3	4	5	6	7
24	If I really try, I can overcome most of my problems.	0	1	2	3	4	5	6	7
25	It's pretty tough to be me.	0	1	2	3	4	5	6	7

26	I feel emotionally mature.	0	1	2	3	4	5	6	7
27	When people criticise me, I often feel helpless and second-rate.	0	1	2	3	4	5	6	7
28	When progress is difficult, I often find myself thinking it's just not worth the effort.	0	1	2	3	4	5	6	7
29	I can like myself even when others don't.	0	1	2	3	4	5	6	7
30	Those who know me well are fond of me.	0	1	2	3	4	5	6	7

The 16-item Maladaptive Daydreaming Scale (MDS-16)
Eli Somer, Jayne Bigelsen, Jonathan Lehrfeld & Daniela Jopp

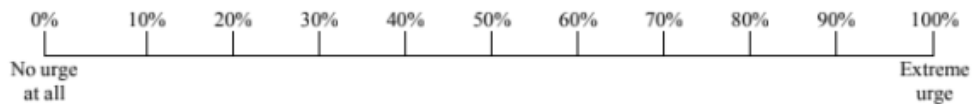
In answering the following questions, please refer to your daydreaming activities in the last month, if not otherwise specified. Choose the option that best fits your experience. For example: Some people get so caught up in their daydreaming that they forget where they are. How often do you forget where you are when you daydream? In this example, 20% is chosen.



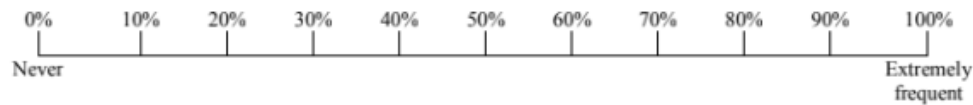
1. Some people notice that certain music can trigger their daydreaming. To what extent does music activate your daydreaming?



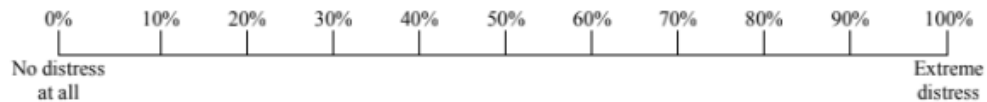
2. Some people feel a need to continue a daydream that was interrupted by a real world event at a later point. When a real world event has interrupted one of your daydreams, how strong was your need or urge to return to that daydream as soon as possible?



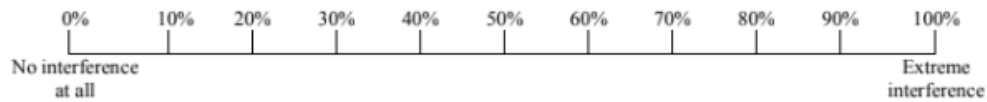
3. How often are your current daydreams accompanied by vocal noises or facial expressions (e.g. laughing, talking or mouthing the words)?



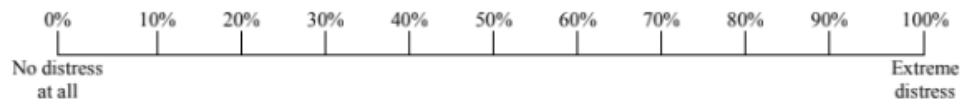
4. If you go through a period of time when you are not able to daydream as much as usual due to real world obligations, how distressed are you by your inability to find time to daydream?



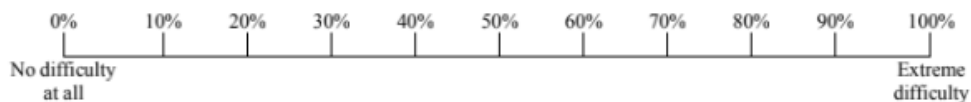
5. Some people have the experience of their daydreaming interfering with their daily chores or tasks. How much does your daydreaming interfere with your ability to get basic chores accomplished?



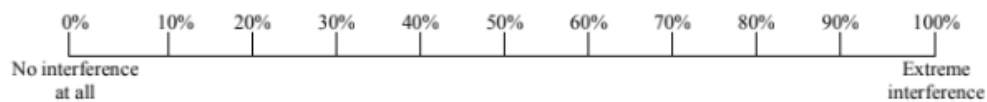
6. Some people feel distressed or concerned about the amount of time they spend daydreaming. How distressed do you currently feel about the amount of time you spend daydreaming?



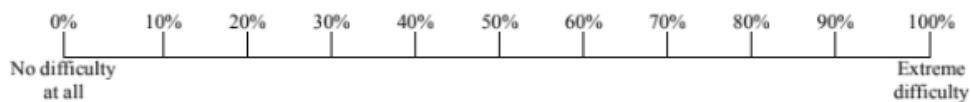
7. When you know you have had something important or challenging to pay attention to or finish, how difficult was it for you to stay on task and complete the goal without daydreaming?



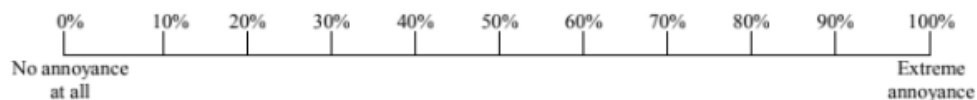
8. Some people have the experience of their daydreaming hindering the things that are most important to them. How much do you feel that your daydreaming activities interfere with achieving your overall life goals?



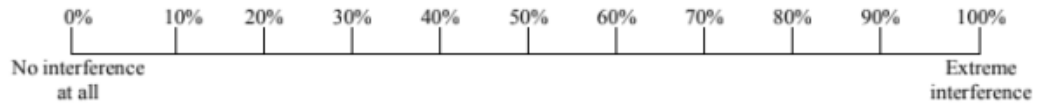
9. Some people experience difficulties in controlling or limiting their daydreaming. How difficult has it been for you to keep your daydreaming under control?



10. Some people feel annoyed when a real world event interrupts one of their daydreams. When the real world interrupts one of your daydreams, on average how annoyed do you feel?



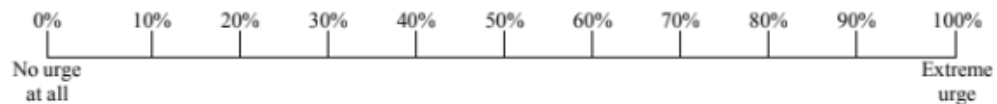
11. Some people have the experience of their daydreaming interfering with their academic/occupational success or personal achievements. How much does your daydreaming interfere with your academic/occupational success?



12. Some people would rather daydream than do most other things. To what extent would you rather daydream than engage with other people or participate in social activities or hobbies?



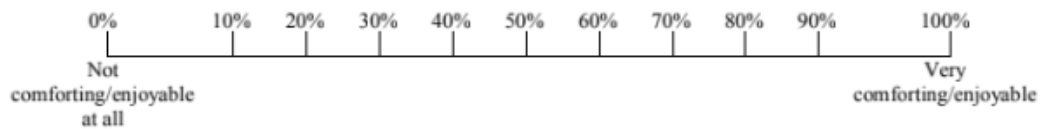
13. When you first wake up in the morning, how strong has your urge been to immediately start daydreaming?



14. How often are your current daydreams accompanied by physical activity such as pacing, swinging or shaking your hands?



15. Some people love to daydream. While you are daydreaming, to what extent do you find it comforting and/or enjoyable?



16. Some people find it hard to maintain their daydreaming when they are not listening to music. To what extent is your daydreaming dependent on continued listening to music?

