

**Theoretical Perspectives on Understanding Secondary School Students'
Psychosocial and Educational Outcomes**

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ABSTRACT:

As a society, we both fear adolescents and fear for them. We fear their rashness, their rudeness, and their rawness; and we fear for their safety, their future, and their very lives. Research gives us no reason to fear adolescents—in fact, it shows our negative images of teens to be largely stereotypical and unfair—but it gives us many reasons to fear for them. To stimulate interest in research on secondary school students' psychosocial and educational outcomes and to serve as a guide for future investigations, the present article presents a review of different theoretical psychologically oriented perspectives - that can inform research on adolescents' educational outcomes, including perspectives on the nature and influences on relationships, coping abilities, and well-being in adolescents. The main focus is on secondary school students' educational aspirations, educational resilience, social connectedness and their well-being. The paper discusses how each theory can be applied to research on adolescents' educational outcomes, with specific attention to the goal setting period at secondary school, and how each may guide future research. The paper strives to highlight commonalities as well as distinctions among perspectives and to illustrate how they may be applied in complementary ways to advance understanding of this distinct phase of a student.

1. Setting the stage

As a society, we both fear adolescents and fear for them. We fear their rashness, their rudeness, and their rawness; and we fear for their safety, their future, and their very lives. Research gives us no reason to fear adolescents—in fact, it shows our negative images of teens to be largely stereotypical and unfair—but it gives us many reasons to fear for them.

The adolescents undergo various dramatic changes like changes in the self, in the family, in the peer groups and in school settings. The school settings typically involve a transition from primary school to secondary school or higher secondary school accompanied by a substantial responsibility of making wise career decisions.

To stimulate interest in research on secondary school students' psychosocial and educational outcomes and to serve as a guide for future investigations, the present article presents a review of different theoretical psychologically oriented perspectives - that can inform research on adolescents' educational outcomes, including perspectives on the nature and influences on relationships, coping abilities, and well-being in adolescents. The main focus is on secondary school students' educational aspirations, educational resilience, social connectedness and their well-being.

Throughout the review, the paper discusses how each theory has been applied to research on adolescents' educational outcomes, with specific attention to the goal setting period at secondary school, and how each may guide future research. The paper strives to highlight commonalities as well as distinctions among perspectives and to illustrate how they may be applied in complementary ways to advance understanding of this distinct phase of a student.

2. Theoretical Underpinnings

Two theories that have been used to explain **educational aspirations** of secondary school students – The Wisconsin Model of Status Attainment (Sewell, Haller, and Ohlendorf, 1970) and Social Cognitive Career Theory (Robert W. Lent, Steven D. Brown, and Gail Hackett, 1994) are grounded within the field of social psychological theory and social learning theory respectively.

The phase of adolescence at secondary school is quite a temporal challenging phase between 'choosing a future educational goal' and 'striving towards approaching the goal'. Especially in India, a more competitive grading structure with increased academic demands has put the adolescent students in intimidating situations where they either grapple with the pressures or succumb to these pressures. This calls for an account of these challenges and the coping abilities of the adolescents in face of the challenges. This forms the premise for using **theories of resilience** to explain secondary school students' resilience in their journey of educational trajectories and the two theories used are - Bernard's theoretical framework of resilience and Bronfenbrenner's ecological transactional model of resilience and the evolved Silas Casillas Model of Academic Resilience.

Secondary school students are neither small kids nor mature adults. They are in a phase between 'desiring to enjoy independence' on one hand and 'need adult guidance at every step' on the other. But typical of this phase, there is also a natural drift from parental relationships towards their peers or friends. This kind of situations sounds somewhat bizarre. In face of challenges, students require the support of a caring adult which in itself is an implicit element of theories of resilience, which will be discussed in later part of the review. This propels in a direction towards understanding adolescents' connectedness enabling smooth transitions to career choice and attainment.

This proposes the use of **theories of connectedness** and the dynamics of relationships in an adolescents' life and the theories considered here are – Bowlby's (1969) attachment theory, The Multiple Worlds Model (Phelan, Davidson, & Yu, 1991) and Epstein's Theory of Overlapping Spheres of Influence (1987).

The ultimate goal of people in an adolescent's social milieu is to raise a child who is healthy and successful in life, who can contribute to self and to society and to promote the well-being of the child. The strong focus on pathology evident in much of the scientific inquiry into adolescent wellbeing reflects a concern about young people's abilities to deal with period of vulnerability and uncertainty (Horwitz & White, 1987; Jessor, Donovan, & Costa, 1990; Nolen-Hoeksema, 1990; Owens, 1994). Well-being at this phase tends to have long term effects on the adolescents' life.

This demands an understanding of the adolescents' well-being particularly in that phase when they are struggling with conditional pressures from their environment, aspiring to set goals for future and striving hard to approach towards the goals.

Theories of well-being - Allardt's sociological theory of welfare, The Multi-dimensional model of student well-being, Self-Determination Theory (Deci & Ryan, 1985; Ryan & Deci, 2000) and Fredrickson's broaden-and-build theory of positive emotions (2001) have been used to explicate the various aspects of adolescents' well-being in their voyage from identifying their career goals to striving towards achieving these goals.

Each theory is discussed in detail.

1. The Wisconsin Model of Status Attainment (Sewell, Haller, and Ohlendorf, 1970)

As Woelfel (1975) has point out, the process of setting status aspiration levels involves an individual faced with a choice among alternative behaviors and in the case of aspiration level research, the individual chooses an appropriate point or segment along a status. The Wisconsin model of status attainment, consistent with social psychological theory, assumes that preferences are formed and modified largely on the basis of information from others about the occupational structure and the self. Such a model poses little problem as long as there is consensus among the sources of information. But the observations in our daily life do not actually conform to this. If we look at our adolescents, they are surrounded by family, teachers, peers, tuition teachers, distant relatives and friends who have different expectations from the student. Herein, the problem arises as to how students are going to integrate such information and resolve the conflicts arising in their decision making. This theory focuses particularly on the role of significant others in influencing the adolescents' perceptions. These significant others can be anyone - family, teachers, peers, tuition teachers, distant relatives or friends. As the theory has shown, influence from the expectations of others is not the only operative factor, but inclusion of variable like levels of educational aspiration would be reasonable.

The Wisconsin summarizes in a systematic fashion well-established notions in social psychology and stratification research as they impinge on the process of status attainment. Most important among them: (1) The forceful impact of interpersonal influence on the formation of attitudes and their behavioral enactment, portrayed by the strong direct effects of significant others' influence on educational aspirations and its smaller direct effect on educational attainment. (2) The role of self-reflexive action in the adjustment of status aspirations to more or less conform to perceived ability (Woelfel and Haller, 1971a). (3) The basic role of status aspirations, as antecedents of educational attainment. Status aspirations are complex forms of attitudes whose translation into attainment levels is affected by the context in which individuals attempt to enact them. The Wisconsin model thus can be defined as an attempt to clarify the processes underlying secondary students' aspirations and how they influence students' goal setting in that direction.

2. Social Cognitive Career Theory (Robert W. Lent, Steven D. Brown, and Gail Hackett, 1994)

The process of making informed career choices based on personal experiences depends on the goals set. In Social Cognitive Career Theory (SCCT), career goals determination is considered as the personal intentions in favor of the improvement of some impressive career behaviors (Lent, Brown, & Hackett, 1994). Considering the high importance of goals in the process of striving towards it, there has always been a search for answers to investigate the underlying factors. Based on this idea, SCCT of Lent et al. (1994) can be used for investigation. The principal assumption of this theory is based on the interconnection between the personal, cognitive, and environmental parameters. Thus behavior is considered to be a function of personal factors, learning experiences, self-efficacy belief, outcome expectation, interests, environmental norms and values, and intention. Moreover, in accordance with SCCT, self-efficacy belief and outcome expectation have a direct influence on goal selection, which therefore can be changed due to the effects of self-efficacy belief and outcome expectation (Gainor & Lent, 1998). The basis of the SCCT is actually the Social Cognitive Theory of Bandura (1986). Goal selection or intention on the basis of Lent et al.'s (1994) definition is a social cognitive variable, which leads to more activity by the individual in the relevant area inspiring the individual to move toward action choice and its execution more energetically through organized planning. Lent et al. believe that goal and intention determination contribute to the organization and guidance of the behavior so that despite the lack of environmental improvement, the individual shows more stable behavior and feels more confident to have access to the desirable outcome. Outcome expectations are more influential as the individuals expect positive results from the behavior and hence project that behavior. The academic outcome expectation is the relation between scientific performance (like studying hard and acquiring great average grade) and career prospect (like having preference of better and more career choices). This evolves from acquiring knowledge of various career prospects, one's own interests, and personal abilities. Outcome expectation thus has a direct effect on the goals and intentions (Ochs & Roessler, 2004). Self-efficacy belief is another factor that plays a significant role. Individuals who have more self-efficacy belief are more stable and consistent against problems because they believe that they possess the required competency and efficacy to get the necessary results (Bandura, 1977).

The SCCT theory can be applied here to study the influential factors on goal setting and analyze students' behavior as a function of personal factors, learning experiences, self-efficacy belief, outcome expectation, interests, environmental norms and values, and intention.

3. Bernard's theoretical framework of resilience

Students wish to be successful in achieving their goals. But often, students are not able to utilize their fullest potential because of the unfavourable conditions that hinder the process. When faced with stress, the ability to adapt successfully to the situation at hand and achieve a positive outcome, is an example of resilience and the factors that contribute to the development of resiliency are caring relationships and support, high expectations, and meaningful participation and involvement (Bernard, 1993). Bernard's model suggests that as these protective factors reside within families, schools, and communities, such people and places provide for developmental needs of safety, love and belonging, respect, power, challenge, mastery, and meaning. When resilience is fostered and engaged, students' internal assets, such as social competence, problem solving, autonomy, and sense of purpose, emerge. These personal strengths reflect resilience on the part of youth (Benard, 2004). Benard's (2004) resilience construct depicts how within positive school environments, students may acquire feelings of caring adult relationships, high expectations, and meaningful participation.

Resilience emerges from the interactions of a dynamic system as it transacts with a dynamic context (Lerner, 2006). Resilience is developmentally contextualized, as it is also culturally situated. We are all born with innate resiliency, with the capacity to develop the traits commonly found in resilient survivors: social competence (responsiveness, cultural flexibility, empathy, caring, communication skills, and a sense of humor); problem-solving (planning, help-seeking, critical and creative thinking); autonomy (sense of identity, self-efficacy, self-awareness, task-mastery, and adaptive distancing from negative messages and conditions); and a sense of purpose and belief in a bright future (goal direction, educational aspirations, optimism, faith, and spiritual connectedness) (Benard, 1991).

This theory is thus apt to study the various contexts- family, school, and peers in which the adolescent students are embedded. Moreover, students' goal setting process undergoes constant interactions between the contexts.

Resilience is our inborn capacity for self-righting (Werner and Smith, 1992) and for transformation and change (Lifton, 1993). Environmental protective factors comprise three broad categories. Caring relationships convey compassion, understanding, respect, and interest, are grounded in listening, and establish safety and basic trust. High expectation

messages communicate not only firm guidance, structure, and challenge but, and most importantly, convey a belief in the youth's innate resilience and look for strengths and assets as opposed to problems and deficits. Lastly, opportunities for meaningful participation and contribution include having opportunities for valued responsibilities, for making decisions, for giving voice and being heard, and for contributing one's talents to the community (Benard, 1991).

With these categories in mind, one can be assured that, each one of us has strengths and the capacity to transform for the desirable and by investigating into the strengths and the factors underlying the weaknesses of an individual, we can keep ourselves informed about 'what really works!' and move beyond risk identification towards strengthening resilience. This grounds practice in optimism and possibility, essential components in building motivation. It also provides one of the major protective factors — positive expectations — that when internalized by youth motivate and enable them to overcome risks and adversity. The major implication from resiliency research for practice is that if we hope to create socially competent people who have a sense of their own identity and efficacy, who are able to make decisions, set goals, and believe in their future, then meeting their basic human needs for caring, connectedness, respect, challenge, power, and meaning must be the primary focus of any prevention, education, and youth development effort. Resiliency research shows the field that the blueprint for building this sense of home and place in the cosmos lies in relationships.

Resilience literature implies that a lack of understanding and collective focus on primarily the negative factors in the lives of students may be responsible, in part, for the failure of many children for whom interventions were designed (Bernard, 1997). Thus, this theory of resilience can form the background for studying the various stresses in secondary school students' life and the factors underlying their stress, so that positive approach to interventions can be applied at the right time.

4. Bronfenbrenner's ecological transactional model of resilience and the evolved Silas Casillas Model of Academic Resilience

It is quite obvious from the Bernard' theory of resilience, how different contexts provide protective factors to students, as their internal assets emerge with their increased resilience. Through his theory, Bronfenbrenner stressed the importance of studying a child in the context of his multiple environments, also known as ecological systems in the attempt to

understand his individual development. A child finds himself simultaneously enmeshed in different ecosystems, from the most intimate home ecological system moving outward to the larger school system and the most expansive system which is society and culture. Each of these systems inevitably interact with and influence each other and every aspect of the child's life. By studying the different systems that simultaneously influence a child, the ecological systems theory is able to demonstrate the diversity of interrelated influences on the child's development. Awareness of contexts can sensitize us to variations in the way a child may act in different settings.

A model was developed with base on Bronfenbrenner's Ecological Systems Theory as the auxiliary knowledge to propose a theoretical explanation of academic resilience. Silas Casillas (2008) carried out the work to explore factors from students' perceptions of their permanence in education after completing compulsory education. This can be the basis to understand students' aspirations and their resilience in striving towards their goals.

The model stresses importance on the personal dimension -constituted by two elements: self-confidence and effort/motivation. These are mainly associated with previous experiences in school contexts and are based on the value individuals give to education respectively.

The model asserts familial dimension to be configured by the personal dimension in the sense that an individual with self-confidence and who is engaged in a dynamic of perseverance towards educational objectives will look for support and example in different members of the family (nuclear or extended). The emotional support found in the nuclear family plays a very important role in the reaffirmation of the individuals' self-confidence and motivation towards education. It normally takes the form of recognition of the educational achievements, encouraging words, adult attention paid to the personal and academic activities of the subjects, or time adults spend with children in activities. Provision of the material resources needed for the individual to perform well at school involves a complex series of interactions, power dynamics and negotiations within the family members.

The school dimension of resilience is similar to the family dimension. Here, the emotional support is mainly provided by the teacher and by the peers. It has mainly the same function like the emotional support provided by the family: motivation, encouragement and personal and academic reassurance. This academic reassurance normally follows a process in which the teacher identifies an academic activity or subject in which the individual is especially good at,

and then concentrates the attention on it, praising the students for his or her achievements with social recognition from teachers and peers. The personal reassurance is related to an environment in which the student feels comfortable and accepted. The third element of this dimension namely role models of resilience is mostly represented by the teachers who in many cases are good examples of resilience, as they normally are in a situation that can be considered as desirable by the students.

The theory can thus bring to the fore the factors underlying the various dimensions of students' school experiences by capturing their perceptions of the experiences in the multiple contexts.

5. Bowlby's (1969) attachment theory

Considering the various dimensions referred to in the previous model, one needs to acknowledge that multiple attachments can occur with the individuals of the contexts and these experiences too have a great impact on the adolescent students. Bowlby's ethological attachment theory (1969/1982) is one such theory, which provides an essential framework for understanding the impact of early social/emotional relationships on cognitive-affective structures used by the child to construct views of the world, self, and others. A child's initial dependence on others for protection provides the experiences and skills to help a child cope with frustrations, develop self-confidence and pro-social relationships - all qualities necessary to promote positive engagement with learning. Research has inextricably linked attachment to school readiness and school success (Commodari 2013, Geddes 2006). Ainsworth and her colleagues (e.g., Ainsworth & Bell, 1970) were first to provide empirical evidence for Bowlby's attachment theory. Attachment researchers overall agree that early experiences with the primary caregiver are particularly important in forming one's later attachment style (e.g., Ainsworth, 1989) as the primary caregiver is assumed to serve as the prototype for future relationships. Relationships with school teachers (Pianta & Steinberg, 1992) may be qualitatively similar to those with the primary attachment figure. Children who experience positive, supportive relationships with their teachers (Howes & Smith, 1995) demonstrate greater social competence with both peers and adults in school, are more frequently ensconced in supportive social networks, have fewer behavior problems and demonstrate higher achievement orientation and academic performance (Howes et al., 1994; Pianta, Steinberg, & Rollins, 1995) when compared to peers with insecure relationships. Thus knowledge of attachment in childhood and the students' experiences at school can enhance the understanding

of the interplay of the processes underlying students' school outcomes. This theory can thus have implications for school based interventions that are responsive to the unique requirements of the students and developmentally appropriate.

6. The Multiple Worlds Model (Phelan, Davidson, & Yu, 1991)

Once the child steps out of attachment at the infancy stage, s/he enters a world of multiple contexts and navigates the borders of different contexts. With respect to understanding students' multiple worlds and transitions between them, this model can provide an advance towards adolescents' educational development. The term 'world' here is used to mean the cultural knowledge and behavior found within the boundaries of students' families, peer groups and schools and it is presumed that each world contains values and beliefs, expectations, actions and emotional responses familiar to insiders. Phelan and her colleagues found that African American, Filipino, Vietnamese American, Mexican American, and European American high school students migrated across borders between their worlds of family, peers, and school in four prototypic patterns. Some crossed borders smoothly, with a sense that their parents, friends, and teachers held compatible goals and expectations for them. However, even though they seemed on track for their future occupational plans, they were often isolated from students who were not part of their smoothly connected worlds. A second group occupied different worlds from their school peers in terms of culture, social class, ethnicity, or religion, but still found crossing between school and home worlds manageable, They could adapt to mainstream patterns yet return to community patterns when with friends in their neighborhoods, even though they risked criticism from people in each world who expected unwavering adherence to their expectations. A third group occupied different worlds but found border crossings difficult. They were able to do well in classrooms where teachers showed personal interest in them, but "teetered between engagement and withdrawal, whether with family, school, or friends" (Phelan, Davidson, & Yu, 1991, p. 84). Finally, students in the fourth group found the borders impenetrable. They found moving between worlds so difficult that they had become alienated - whether from school, family, or peers. Even so, many still hoped to move successfully into the world of school. Phelan, Davidson, and Yu (1991) concluded that students' ability to move between worlds affects their chances of using educational institutions as stepping stones to further their education, work experiences, and meaningful adult life, but that success in managing these transitions varies widely.

This model can pave way for adolescent students' educators and caregivers to create bridges among their multiple worlds to foster pathways for striving towards goal attainment and well-being.

7. Epstein's Theory of Overlapping Spheres of Influence (1987)

The confluence of contextual changes occurring among the multiple worlds may possibly increase the vulnerability of students in facing the challenges in their educational trajectories and thus accelerates the need to identify the right sources and techniques to promote students' well-being.

Inspired by the ecological model of Bronfenbrenner (1979, 1986) and designed from a social and organizational perspective (Litwak& Meyer, 1974; Seeley, 1981, cited in Epstein, 1987, 1992, 1996), the overlapping spheres of influence model emphasizes the cooperation and complementarity of schools and families, and encourages communication and collaboration between the two institutions (Epstein, 1987, 1996). This model consists of spheres representing the family and the school that may be pushed together or pulled apart by three forces: time, the characteristics, philosophies and practices of the family and those of the school. Interaction between the two spheres is at a maximum when the school and the family function as genuine partners within an overall program that includes a number of shared activities. The model emphasizes reciprocity among teachers, families and students and recognizes that students are active agents in school-family relations. The model assumes that an exchange of skills, abilities and interests between parents and teachers that is based upon mutual respect and a sharing of common goals will benefit children's learning and development (Epstein, 1996, 2001). The model allows for a holistic analysis of the obstacles and facilitating factors associated with school-family partnership and of the significant role played by the actors involved in childhood education throughout the life cycle.

This model can be employed to guide students' parents and educators to use appropriate strategies for improving the efficacy of all those involved thereby creating effective school-family partnerships.

8. Allardt's sociological theory of welfare

Thories discussed above have stated that students' experiences are shaped by multitude of factors within the contexts where they are embedded and the interactions between the contexts. These factors are inter-dependent and their combined impact affects the quality of

students' school experiences and eventually their goal-setting. If students have to achieve the best and enjoy their educational experiences, their well-being is a matter of great consideration. Wellbeing has generally been referred to as the optimal psychological functioning and experience (Ryan & Deci, 2001, p 142).

According to Allardt, well-being has to be defined depending on the living conditions. Both material and non-material basic human needs have to be considered in the indicator systems of well-being. Allardt divided these needs into three categories - having, loving and being. Based on this model, a conceptual model of well-being in school has been defined to fit the school setting by applying the literature on school health and evaluation. In this model, well-being, teaching/education, and achievements/learning are interconnected. 'Teaching and education' affects every category of well-being and is connected with learning. 'Learning' or achievements are both connected with well-being, and teaching and education. This concept is divided into four categories: school conditions (having), social relationships (loving), means for fulfillment (being), and health status(health). Under 'school conditions', safe working environment, learning environment counselling etc. are discussed. 'Social relationships' refers to the social learning environment, student-teacher relationships, relationships with peers, group dynamics, decision making in school, school-home cooperation etc. Applied to the school context, 'being' is seen in terms of students' participation in decision-making, opportunities for improving knowledge and skills, positive learning experiences that enhance self-fulfilment. According to Allardt, health is a resource and an essential part of well-being [(Allardt, 1976a), pp. 134-141 and 237]. Health considered as a personal state simultaneously affected by external conditions was considered as a separate category in the school context.

This model can thus assist school professionals in proposing specific indicators for the different categories of well-being best suited to the school under consideration and highlight the area or areas in which schools could make improvements in order to promote the wellbeing of its pupils.

9. The Multi-dimensional model of student well-being (Fraillon,2004)

There has been an attempt to provide many definitions of well-being by different researchers. Fraillon (2004), whose focus was on students pointed out the futility of this gap: the education sector has been presented with an ironic paradox: there is unequivocal consent that it is essential to consider, monitor and respond to student well-being and yet there is little sector-

wide consensus on what student well-being actually is” (p.16). Yet Fraillon found six characteristics of well-being that were most prevalent in the academic literature of which he accepted only multiple dimensions as useful for an overarching definition of well-being, which refers to the degree to which a student is functioning effectively in the school community. The measurement model of student wellbeing comprised two dimensions: intrapersonal and interpersonal. The intrapersonal dimension of student well-being includes those aspects of well-being primarily manifest in a student's internalised sense of self and capacity to function in their school community. The nine distinct aspects of the intrapersonal dimension of student well-being are autonomy, emotional regulation, resilience, self-efficacy, self-esteem, spirituality, curiosity, student engagement, and mastery orientation. The interpersonal dimension of student well-being includes those aspects of well-being primarily manifest in a student's appraisal of their social circumstances and consequent capacity to function in their school community. The four distinct aspects of the interpersonal dimension of student well-being are communicative efficacy, empathy, acceptance(of others) , and connectedness (to others). This model comprising the major facets of well-being can be applied especially in the area of students' development to foster their well-being.

10. Self-Determination Theory(Deci& Ryan, 1985; Ryan &Deci, 2000)

Self-determination theory (Deci& Ryan, 1985, 1991), when applied to the realm of education, is concerned primarily with promoting in students an interest in learning, a valuing of education, and a confidence in their own capacities and attributes. A large corpus of empirical evidence based on SDT suggests that both intrinsic motivation and autonomous types of extrinsic motivation are conducive to engagement and optimal learning in educational contexts. In addition, evidence suggests that teachers' support of students' basic psychological needs for autonomy, competence, and relatedness facilitates students' autonomous self-regulation for learning, academic performance, and wellbeing. Typically, individuals seek to satisfy these needs through interaction with their environment. Thus, if students feel meaningfully connected to and accepted by teachers and classmates—that is, if they have supportive relationships with others at school—their need for relatedness will be satisfied. If students feel that they can meet the challenges at school (e.g., homework and exams), they will experience a sense of personal competence. Moreover, if they have freedom of choice and are free to pursue their own interests and values at school (for example, by choosing between

different subjects and deciding on a topic of personal interest) students will experience satisfaction of their need for autonomy. If the school provides experiences that support satisfaction of these three fundamental needs (a.k.a., “positive school experiences”), students' mental health and well-being will improve (Reeve, 2004; Roeser et al., 1998). According to SDT, the social contexts that are responsive and supportive can facilitate young people to engage in self-initiated, self-regulated, and volitional behavior. Research studies have provided evidence that parents who are autonomously supportive provide their children with choices and options and allow them to explore and enact according to their own interests and values. By showing genuine interest to their children's needs and being empathic to their views and perspectives, parents help their children to develop themselves as active and volitional agents. Research by Soenens and Vansteenkiste has shown that parental autonomy support contributed significantly to self-determination in the domain of school and peer relationship. The provision of structure by parents, such as giving clear expectation about behaviour, promotes children's competence, understanding of ways to attain success, and perceived personal control. Parental involvement facilitates children's motivation to achieve, internalization of values, and students' academic self-regulation. A caring and supportive home environment also satisfies children's needs for relatedness.

This theory provides a basis to gain an understanding of students' connectedness at home and school, the extent of autonomy they experience and the impact of all the combined factors on their well-being.

11. Fredrickson's broaden-and-build theory of positive emotions(2001)

A secondary school students' well-being is largely dependent on the kind of experiences encountered by the students in the environment they are embedded in. Students spend their major amount of time in school.

According to self-determination theory, school experiences that allow students to satisfy fundamental psychological needs are beneficial for their psychological growth and wellbeing; thus, self-determination theory proposes a unidirectional relation between positive school experiences and happiness. However, following the broaden-and-build theory, happiness itself is supposed to facilitate approach behavior and thereby lead to more positive school experiences. Thus, the broaden-and-build theory moves from the assumption of a solely unidirectional relation between positive school experiences and happiness (as derived from

self-determination theory) to that of a reciprocal relation.

According to Fredrickson's (2001) broaden-and-build theory, positive emotions such as joy, interest, or contentment broaden a person's thought–action repertoire, whereas negative emotions narrow the range of percepts, thoughts, and actions presently in mind. Thus, in contrast to negative emotions, positive emotions lead to a wider-than-usual range of percepts, thoughts, and actions and thereby promote cognitive and behavioral flexibility, creativity, and the ability to identify available opportunities. Most importantly, broadened thought–action repertoires help build enduring physical, psychological, intellectual, and social resources; these personal resources, in turn, increase the experience of positive emotions and well-being over time (Cohn, Fredrickson, Brown, Mikels, & Conway, 2009; Fredrickson, Cohn, Coffey, Pek, & Finkel, 2008; Fredrickson & Joiner, 2002; Lyubomirsky, 2001). In other words, positive emotions, broadened thought–action repertoires, personal resources, and emotional well-being are reciprocally connected. As a consequence, positive emotions trigger an “upward spiral” towards well-being over time (Cohn & Fredrickson, 2009).

Reschly, Huebner, Appleton, and Antaramian (2008) are among the few who have applied the broaden-and-build theory to the educational context, demonstrating that students' positive emotions are related to adaptive coping, which, in turn, is associated with increased student engagement. In conclusion, the broaden-and-build model offers an important extension to current interpretations of the relation between positive school experiences and subjective well-being as derived from self-determination theory (Deci & Ryan, 1985; Ryan & Deci, 2000).

This theory provides a wider scope for getting an insight into students' experiences and the impact on their well-being.

3. Inferences

At the most general level, this review underscores the significance of secondary school students' experiences at home, school and with peers and its' impact on their goal setting and the process of goal setting ultimately promoting students' well-being. The chief principles to emerge from the review are that an adolescent's social environment plays a prominent role in their goals and aspirations. Theories have stressed how significant others' expectations influence students' perceptions of their goals and how their behavior in the process is considered as a function of personal factors, learning experiences, self-efficacy belief, outcome expectation, interests, environmental norms and values, and intention. Theories have reiterated

the importance of the various contexts, both individual and interconnected which constitute protective factors for students and in turn students' internal assets reflect their resilience in the respective settings. Attachment theory proposing relations with mother and father extends itself to resilience theory that expands beyond this to external support systems such as positive connections with peers, teachers and school, and participation in activities. Theories have affirmed how resources in the social system compensate for the shortcomings in any one of the system and that navigation from one system to other is comparatively accessible and systems can be better integrated by collaborating with each other. Further, family-school collaborative partnership has been underscored to promote academic success of children by having shared goals and aspirations for them. The ultimate goal being well-being of students, theories have again emphasized the importance of school conditions, social relationships, means for self-fulfillment and health status and have proposed various aspects of well-being including resilience and connectedness. Theories have stressed the function of positive emotions for students' well-being through positive school experiences and satisfying the basic psychological needs of the student beneficial for their well-being.

As such, it cannot be expected that a particular theoretical perspective can bear the whole weight of explanation. But since there are so many different theoretical approaches, it is necessary to base our explanations on our investigative choices. The present review chose different combinations of theoretical perspectives relevant to its unique context and the researcher's own perceptions so as to gradually build up a substantial explanation with a possibility to come closer to understanding adolescent students' perceptions of their educational aspirations, educational resilience, social connectedness and their well-being. The review suggests that sometimes, dynamics may be more influential at certain point of time in life. This issue is more promising for future research and a longitudinal research in this field would inform better understanding of students' educational trajectories and the resulting well-being across the life span. Research on adolescent students' perceptions of their experiences in various contexts in different situations offers scholars a window into how relationships develop and change, as well as the opportunity to understand the multiple processes and contexts that influence these lifelong bonds.

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