REVIEW OF LITERATURE

Servidio (2023) investigated "fear of missing out and self-esteem as mediators of the relationship between maximization and problematic smartphone use" the current study was examined to investigate the association between PSU and maximization with the assumption that fear of missing out (FoMO) and self-esteem could mediate this relationship. Empirical data were gathered from 277 Italian university students who completed an online survey. Correlation analysis and structural equation modelling (SEM) were used to investigate the relationships among the variables. The results showed that PSU, maximization, and FoMO were positively correlated; whereas maximization and self-esteem were negatively correlated.

Dapp, et al., (2023) evaluated "testing the bottom-up and top-down models of self-esteem: A meta-analysis of longitudinal studies" by synthesizing the available longitudinal evidence on prospective effects between global and domain-specific self-esteem. which led to the inclusion of data from 43 independent samples. Onstage meta-analytic structural equation modelling was used to estimate the coefficients of interest Overall, the results of the study indicated a pattern of reciprocal prospective effects between global and domain-specific self-esteem.

Gori, et al., (2023) examined "he associations between attachment, self-esteem, fear of missing out, daily time expenditure, and problematic social media use: A path analysis model" the present study investigated the factors that may be associated with a dysfunctional use of social media use, by exploring the association between adult attachment patterns and problematic social media use and analysing the sequential mediation of self-esteem, fear of missing out (FoMO), and time spent on social media. A sample of 470 social media users completed the Bergen Social Media Addiction Scale, Fear of Missing Out Scale, Rosenberg Self-esteem Scale, and Relationship Questionnaire. The Results showed a path analysis model providing an excellent fit to the data. A significant and positive total effect in the associations between preoccupied and fearful attachment patterns and problematic social media use emerged.

Amad et al, (2021) examined "self-esteem, narcissism, and aggression: Different types of self-esteem predict different types of aggression" this study was to examine the relationship between self-esteem, narcissism, and measures of proactive and reactive aggression in two large community samples of young adults from two countries. whereas aggression was measured by the Reactive–Proactive Aggression Questionnaire in 501 young adults. The results suggest that people with low self-esteem are prone to greater reactive aggression due to anger and hostility, whereas those with high levels of narcissism can act with deliberate, planned aggression to achieve a goal.

Curran et al., (2017) evaluated "family communication patterns, self-esteem, and depressive symptoms: The mediating role of direct personalization of conflict " This study examined personalizing conflict as a mediator in the relationship between family communication patterns and psychological health factors. Data were collected from 249 participants, who completed measures of conversation orientation, conformity orientation, direct personalization of conflict, depressive symptoms, and self-esteem. Results showed significant indirect effects from conformity orientations to both depressive symptoms and self-esteem through direct personalization of conflict.

Cascio et al., (2013) evaluated "anxiety and self-esteem as mediators of the relation between family communication and indecisiveness in adolescence" three hundred and fifty pupils. completed self-report measures on indecisiveness, quality of family communication, trait anxiety, and self-esteem. The findings in this study showed that students' indecisiveness is predicted by family communication mediated by anxiety and self-esteem.

Biro et al., (2006) evaluated "self-esteem in adolescent females" Aim: self-esteem is a major "predictor" of satisfaction with life." this longitudinal study examined mean and individual changes in self-esteem, and how self-esteem is affected by race and body mass. Girls were recruited at ages 9 and 10 years, and followed to age 22 years. analysing scores from the Global Self-Worth Scale, by age or developmental phase. The result of the study showed Self-worth was greater in black than white women, and greater with lower BMI in both races. In the model with

age significant variables included BMI and the interactions between age and race, race and BMI, and the triple interaction between age,race, and BMI.

Lowery et al., (2005) examined "body image, self-esteem, and health- related behaviours among male and female first year college students" the population of the study is, 267 female and 156 male first-year college students. Data were collected in 23 classrooms. The Objectified Body Consciousness Scale, the Weight and Appearance Visual Analogue Scales, the Contour Drawing Rating Scale, the Rosenberg Self Esteem Scale, and a measure of physical fitness/health related behaviours. The result of the study is, when both men and women were consistent exercisers, the women had poorer body image. Finally, for both men and women, more positive physical fitness/health-related behaviours were positively related to self-esteem and body image.

McCaulay et al., (1988) examined "body image, self-esteem, and depression-proneness: Closing the gender gap" the purposes of the present study were to further examine gender differences in body image and its relationship to depression-proneness and self-esteem. The Body Cathexis Scale, the Depression-Proneness Inventory, the Janis-Field Feelings of Inadequacy Scale, and a background questionnaire were administered to 176 female and male undergraduates at a small Midwestern college. Findings were consistent with sociocultural messages, and showed a pervasive preoccupation with weight and appearance for both men and women.

Mehjabeen Khan., (2023) examined "academic self-efficacy, coping, and academic performance in college" the purpose of the study was to find a relationship in the college academic setting between academic self-efficacy, stress coping skills, and academic performance. The population of the study is, sixty-six undergraduate students, Stress was measured using the COPE Inventory. Self-efficacy was measured using the Academic Self-Efficacy Scale. The finding of the study is, Academic Self Efficacy and the Planning subscale of the COPE Inventory were positively correlated with GPA.

Hussain., (2023) evaluated "impact of reward system on students' motivation and academic performance: A Study of Secondary Schools The population of the study is 10th-class students".

in order to obtain qualitative data from students and their opinions. A survey research strategy was chosen for the study. Data were segregated by SPSS. The findings of the study display that the academic performance of secondary school students is improved by a variety of factors.

Adolphus et al., (2019) examined " associations between habitual school-day breakfast consumption frequency and academic performance in British adolescents" the population of the study is Adolescents aged 16-18 years completed a retrospective 7-day food diary to report breakfast intake and a questionnaire to report GCSE grades. The results of the study offer promising associative evidence which warrants further exploration in well controlled studies.

Mushtaq et al., (2018) examined "the effects of social media on the undergraduate students' academic performances" thus, this study is designed to find out the positive and negative effects of social media on the academic performances of students. As quantitative approach was adapted to collect the relevant data of study, a number of 371 survey questionnaires were administered among the undergraduates in nine faculties of Alberni University. Subsequently, SPSS software was applied to analyse the relevant data of the study. However, The results of ANOVA showed that there are no statistically significant differences between positive and negative impact of social media and students' academic achievements.

Taha et al., (2017) evaluated "the effect of breakfast on academic performance among high school students in Abu Dhabi" this study is to examine the effect of breakfast intake on the academic performance of young female students in the emirate of Abu Dhabi. Data was collected through a self-administered questionnaire from 130 female students. The findings of the current study indicate that Sixty-two percent of the 130 students eat breakfast regularly. Breakfast consumption is associated with increased academic performance among high school female students. The association of breakfast intake was found to be statistically significant.

Adolphus et al., (2015) evaluated " the relationship between habitual breakfast consumption frequency and academic performance in British adolescents" the study was to examine the association between habitual breakfast consumption frequency and Cognitive Abilities Test (CAT) performance, a reasoning test routinely used in UK schools. completed a questionnaire to report usual weekly breakfast intake frequency. Breakfast was subjectively defined by the participants.

The CAT has three components: verbal, non-verbal, and quantitative reasoning .The findings of the current study suggest more comprehensive ways in which future studies might investigate the relationship between habitual breakfast consumption and academic performance.

Ahmad et al (2013) evaluated " effect of self-efficacy on students ' academic performance" the main purpose of the paper is to discuss how self-efficacy developed and the way it influences students' academic performance in addition to social interaction with peers. Present study was designed to study the impact of self-efficacy on 15 boys, Urdu Self-efficacy scale was administered. According to the study found that students with high self-efficacy obtained higher scores on 50 mathematical problems test.

Yu Lee ., (2013) examined "investigating students' learning approaches, perceptions of online discussions, and students' online and academic performance" the main purpose of this study was to understand the relationships between students' approaches to learning, their perceptions of online discussions, students' contributions in asynchronous discussions, and their academic performance. Two sets of questionnaires were used for understanding students' approaches of learning and perceptions of online discussions. The results of the study showed, first, some aspects of students' perceptions influenced the numbers of ERs and RWRs.
Secondly, students' contributions to Initiation messages and RWR significantly related to deep motivation and deep strategies.

Ganyaupfu ., (2013) evaluated "teaching methods and students' academic performance" the objective of this study was to investigate the differential effectiveness of teaching methods on students' academic performance. A sample of 109 undergraduate students. The differential effectiveness of the three teaching methods on student academic performance was analysed using the General Linear Model based univariate ANOVA technique. The result of the study is, The statistic and the Tukey HSD post-hoc results indicate significant differences on the effectiveness of the three teaching methods. The mean scores results demonstrate that teacherstudent interactive method was the most effective teaching method.

Du Toit et al., (2011) investigated " relationship between physical fitness and academic performance in south African children" the population of the study is, primary school children.

The Fitness gram, the Bruininks-Oseretsky Test of Motor Proficiency II, percentage body fat and Body Mass Index (BMI). Relationship between the variables were determined by Spearman correlation coefficients and effect sizes, and a stepwise discriminant analysis. The results of the study show a significant correlation between total strength scores and academic performance in the total group and between several fitness variables and academic performance in the female group

Terblanche et al ., (2021) investigated "impact of self-esteem and student-and lecturer interaction on academic performance in a chartered accounting programme" this study intends to investigate the relationship between self-esteem and student interaction and therefore learning performance and academic performance in a chartered accounting programme at a historically disadvantaged university in the Eastern Cape of South Africa. A positivistic, survey approach was used to collect data from 313 students. Responses were analysed using general structural equation modelling. The study found that self-esteem influences student student interaction, lecturer-student interaction, learning performance and academic performance.

Kayani et al., (2018) evaluated "physical activity and academic performance: the mediating effect of self-esteem and depression" a major objective of the study is to explore self-esteem and depression as mediators between physical activity and academic performance. The population of the study, 358 participants have been selected from Universities in Pakistan. The Rosenberg Self-esteem scale, the University stress scale, and the short form of the International Physical Activity questionnaire, respectively. Academic performance had been measured as the cumulative grade point average (CGPA) of the last two consecutive semesters. The result of the study is, The total effect of physical activity on academic performance was significant but smaller than the total indirect effect through mediator.

Mohsen (2017) examined "the impact of self-esteem, academic self-efficacy and perceived stress on academic performance: A cross-sectional study of Saudi psychology students" the main purpose of the current study was to assess stress levels and preferred learning styles, among a cohort of psychology students in Saudi Arabia. Participants were 214 psychology students, who completed online measures including the VARK, the Perceived Stress Scale (PSS), the Academic Self-Efficacy (ASE), and the Rosenberg Self-Esteem Scale (RSES). The result of the

study is, Most of the sample preferred a multimodal learning style. Furthermore, low yet significant correlations between academic performance and academic self-efficacy, and selfesteem, were identified.

Arshad et al ., (2015) evaluated "self-esteem & academic performance among University Students." the current study was conducted to assess the self-esteem and academic performance among university students after arising of several behavioural and educational problems. The population of the study is, A total number of 80 students, The participants were administered Rosenberg Self-Esteem Scale and Academic Performance Rating Scale to measure their self-esteem and academic performance. The result of the study, score of male and female students was compared. Pearson's Product Moment and the t-test were used for statistical significance of data.

Rosli et al .,(2012) investigated "self-esteem and academic performance relationship amongst the second year undergraduate students of University Kembangan Malaysia, Kuala Lumpur Campus" a cross sectional study was carried out to examine of Faculty of Health Sciences and Faculty of Medicine, stress and demographic data using 3 scales – Rosenberg Self-Esteem Scale (RSES), Perceived Stress Scale (PSS) and Body Area Satisfaction Scale (BASS). The results of the study showed that students with higher self-esteem perform better in their academic self-esteem score and body area satisfaction was significant and self-esteem and stress is inversely significant. In conclusion, self-esteem is one of the key factors in affecting an individual's academic performance, more significant than other contributing factors including stress and body image.

Colquhoun et al., (2012) examined " self-esteem and academic performance of 4th Graders in two Elementary Schools in Kingston and St. Andrew, Jamaica" the main objectives were, evaluate the influence of self-esteem on academic performance, determine factors that account for changes in self-esteem, and examine factors of academic performance. The sample for this research was one hundred and twenty (120) respondents. Multiple repression techniques were conducted to identify variables explaining performance, with self-esteem being among the variables. The findings of the study and knowledge gleaned from this work present a critical guide and a framework fo r policy practitioners to implement measure that can effectively address low performance among 4th graders.

Lane et al ., (2004) evaluated "self-efficacy, self-esteem and their impact on academic performance" the sample of 205 postgraduate students. Participants completed measures of past performance accomplishments, self-esteem, and self-efficacy at the start of a 15-week course. The result of the study is, each student's average grade from modules studied was used as the performance measure. Correlation results indicated significant relationships between self-efficacy and self-esteem. Multiple regression results indicated that self-efficacy mediated the relationship between performance accomplishments and academic performance.