CHAPTER- II

REVIEW OF RELATED LITERATURE
2.1 Review of the Related Literature

The Phrase Review of Literature consist two words, Review and Literature. In such methodology the term literature refers to the knowledge of a particular area of investigation in any discipline which includes theoretical, social educational and political research studies. The term Review means to study and organize the knowledge of the specific area of research to evolve specific of knowledge to show that the study would be an addition to this field.

Thus review of literature is one of the most important aspects of research. It not only provides a source of the study but also helps in the formulation of hypotheses, selection of methodologies and in using appropriate statistical techniques. It also avoids duplication in research studies. There are different sources of review of the literature as Journals, Year-Books, reference book, Hand books, Encyclopedia, research abstracts, and indexes. The researcher must be thoroughly familiar with previous theories and researches.

2.1.1 Review of Related Literature (Anxiety)

(1) Singh, Sunita (2011) studied on level of anxiety among prospective teachers reveal the following findings:

1. Maximum percentage of prospective teachers has average level of anxiety. Although a certain amount of anxiety was considered essential for effective and efficient performance yet beyond a point it adversely affects the individual's performance. Studies of Veeraraghwan and Singh (1992) and Johnson (2010) also revealed that teachers who possess higher levels of anxiety may unintentionally pass on their negative feelings to their students.
2. There was a significant difference in the anxiety level of male and female students of different discipline. It may be due to higher expectations of society from male members. In our society, role, and expectation from male is different from female, males are supposed to be bread winners of their families.

3. There was a significant difference in the anxiety level of students studying in different discipline. It may be due to perception of the society members regarding students of science stream. Science subject is teaches as difficult subject in comparison to other subject in our society. It was also assumed by the members of the society that students of science discipline are more intelligent than others and the expectations of the families members from these groups are more because they think that the future prospect of science students which was better than the prospects of arts students. The job opportunities of Science students are higher than the arts students. Arts students have to struggle for their livelihood whereas science students comparatively more secured.

(2) Ajkowski, C. Z. Roysamb E. et al. (2010) conducted study on a population based families study of symptoms of anxiety and depression’ The objectives of research were to estimate an upper limit on the heritability of self-reported symptoms of anxiety and depression in a large and population representative nuclear families sample. The ten-item symptom checklist (SCL-10) was administered as part of a health survey in a Norwegian county. The SCL-10 was a shortened version of the SCL-25, assessing symptoms of anxiety and depression. In all, 46,064 people responded, and with data from Statistics Norway, responses of first-degree relatives could be linked. Polychromic correlations between families members score on SCL-10 were calculated, and a structural equation model was fitted to these correlations using the software package R. The findings were all
correlations between nuclear families members were in the range of 0.12 to 0.16, indicating small but significant familial influences on SCL-10. In the best fitting model, heritability was estimated at 0.25 (95% CI=0.22-0.27), and sibling specific environmental effects could be discarded.

(3) Asadi, Sadeghi Azar et al. (2010) studied on prevalence of anxiety and its relationship with self-esteem among Zabol University students, Iran. The results of the Cattell Anxiety Inventory, administered to 400 students, indicated that some degree of anxiety was present for 83% of the samples. The prevalence of moderate anxiety (28-40) was 50.8% (203 students), that of neurotic anxiety (41-49) was 22.8% (91 students) and that of severe anxiety (50-80) was 9.5% (38 students). In this study only 17% of students (68) were found to be without anxiety. A significant relationship between gender group and anxiety is illustrated in. Females obtained a significantly higher anxiety score than males (p<0.01), and the prevalence of anxiety was found to be 42.8% and 57.3% among males and females respectively. Result shows that the study revealed a significant relationship between age and anxiety (p<0.01). This was an inverse relationship. The significant relationship between level of income and self-esteem (p<0.05) is shown in shows the relationship to be positive. It was found that students with a good level of income had a higher self-esteem (M=61.61, SD=18.76) and inversely, students who had a lower self-esteem (M=53.31, SD=19.17) had a lower level of income. Reveals a significant inverse correlation between anxiety and self-esteem, namely r=-0.566, and p<0.01.

(4) Deb, Sibnath and Chatterje, Walsh (2010) conducted study on anxiety amongst high school students in India. The broad objective of the study was to understand better anxiety among adolescents in Kolkata city, India. Specifically, the study compared anxiety across
gender, school type, socio-economic background and mother’s employment status. The study also examined adolescents’ perceptions of quality time with their parents. A group of 460 adolescents (220 boys and 240 girls), aged 13-17 years were recruited to participate in the study via a multi-stage sampling technique. The data were collected using a self-report semi-structured questionnaire and a standardized psychological test, the state-trait anxiety inventory. Results show that anxiety was prevalent in the sample with 20.1% of boys and 17.9% of girls found to be suffering from high anxiety. More boys were anxious than girls (p<0.01). Adolescents from Bengali medium schools were more anxious than adolescents from English medium schools (p<0.01). Adolescents belonging to the middle class (middle socio-economic group) suffered more anxiety than those from both high and low socio-economic groups (p<0.01). Adolescents with working mothers were found to be more anxious (p<0.01). Results also show that a substantial proportion of the adolescents perceived they did not receive quality time from fathers (32.1%) and mothers (21.3%). A large number of them also did not feel comfortable to share their personal issues with their parents (60.0% for fathers and 40.0% for mothers).

(5) Bhansali, Reena and Trivedi, Kunjan (2008) studied on academic anxiety and gender. A comparative study between boys and girls of 16-18 years was conducted to know the academic anxiety prevailing amongst them. The objective of the study was to find out the gender differences in incidences and intensity of academic anxiety amongst adolescents. Incidental purposive sampling technique was used in the selection of the sample. A total sample of 240 adolescent, 120 boys and 120 girls from different high schools of Jodhpur city were selected. Self-constructed Adolescent Problem Inventory was pilot tested and applied on the chosen sample. The obtained results were statistically
analyzed. The results revealed that considerable amount of academic anxiety prevailed amongst the sample. Result shows that the all adolescent had same amount of academic anxiety, 35.4% had low level of academic anxiety 41.3% had border line and high as 23.3% students had high academic anxiety. However when split on gender. The investigator observed that girls 66.1% as compared to boys 33.9% were high on these problems. Significance difference between the genders is at considerable high level of academic anxiety (p<0.01 level) where girls are having more academic anxiety than boys.

(6) Morrison, Kate (2001) conducted study on the efficacy of manualized psychotherapies for depression, panic disorder and generalized anxiety disorder (GAD). A meta-analysis was done that bear on the clinical utility and external validity of empirically supported therapies. The results suggest that a substantial proportion of patients with panic improve and remain improved that treatments for depression and GAD produce impressive short-term effects that most patients in treatment for depression and GAD do not improve and remain improved at clinically meaningful follow-up intervals.

(7) Karimi, Ayatollah and Venkatesan, S. (2001) conducted study on mathematics anxiety, mathematics performance and academic hardiness in high school students. The study has shown the relationship between mathematics anxiety, mathematics performance and academic hardiness in high school students. The sample comprised 284 (144 males and 140 females) 10th grade high school students from Karnataka state. Pearson correlation analysis and two independent samples t-test are used to analyze the data. The results have revealed that mathematics anxiety has significant negative correlation with mathematics performance but no significant correlation is detected with academic hardiness. It was also found that the gender differences in mathematics anxiety are significant, whereas no
significant differences are detected between boys and girls in mathematics performance and academic hardiness. This study has established the fact that the performance of students in mathematics can be perceived by mathematics anxiety and females scored slightly higher on this variable but this relation has not observed with academic hardiness.

(8) Kashani, et al. (1990) conducted study on a community study of anxiety in children and adolescents. Researcher employed an epidemiologic approach to investigate rates, symptoms, and behavioral concomitants of anxiety in 210 children (aged 8, 12, or 17 years) from a community sample. Results were evaluated with structured diagnostic assessments. Anxiety was the most frequently reported type of psychopathology across all 3 age groups. Although the prevalence of any anxiety symptom remained constant, specific types of anxiety varied with age. Age differences in non-anxiety behaviour were found between samples with and without anxiety, particularly with regard to interpersonal dysfunction.

(9) Fincham, (1989) conducted a study on longitudinal analysis on learned helplessness, anxiety assessment and academic achievement, where the stability of individual differences in anxiety assessment and learned helplessness over 2 year period and their relation to concurrent and future school achievement were examined. The samples consisted of 82 children and were administered measures of anxiety assessment and helplessness in III grade and again in V grade. Results revealed that both anxiety assessment and helplessness in III grade was related to achievement test scores in the V grade.

(10) Srivastava, Rakesh K. (1984) conducted a study on Families structure, manifest anxiety and disclosure of self among urban boys. 100, 17–18 year old urban Indian males from nuclear and joint families completed an anxiety scale and a self-disclosure inventory to investigate the relationship between students families structure (nuclear, joint), manifest
anxiety, and self-disclosure. In a joint families, the wife and husband, the parents of the husband, his brothers and sisters, and often some other relatives live together; the management of the joint families was in the hands of the head of the families who was not always the earning member but generally the oldest families member. In nuclear families, only the husband, wife, and their children live together. Students from both families’ structures were matched for age, education, birth order and SES. Results indicate that students from nuclear families had significantly lower manifest anxiety and significantly higher self-disclosure than students from joint families.

(11) Dhyani, Rachana and Agarwal, Neeta (1982) conducted a study on anxiety and its effect on academic achievement of adolescent boys and girls of non-working women (a comparative study) anxiety has posed serious problems for children, parents, teachers, society and nation, it has got a direct bearing on the academic achievement of adolescent. If adolescent are physically and mentally healthy they better perform in their academic achievement so it was the purpose of study. The results of the study were:

1. There was no significant difference in anxiety between boys and girls of nonworking women.
2. There was significant difference in academic achievement between boys and girls of nonworking women boys are better score compare to girls in achievement.
3. There was significant difference in high anxiety level between boys and girls of nonworking women girls are high score in high anxiety level compare to boys.
4. There was significant difference on 0.05 levels in average anxiety level between boys and girls of nonworking women girls are high score in average anxiety level compare to boys.
5. There was no significant difference in low anxiety level between boys and girls of nonworking women.

6. There was no significant difference on academic achievement in high anxiety level between boys and girls of nonworking women.

7. There was significant difference on academic achievement in average anxiety level between boys and girls of nonworking women. Boys are better score in academic achievement on average anxiety level compare to girls.

8. There was significant difference on academic achievement in low anxiety level between boys and girls of nonworking women. Boys are better in academic achievement on low anxiety level compare to girls.

9. There was negative correlation between anxiety and academic achievement of boys and girls of nonworking women.

(12) Sharma, Sager and Sud, Anup (1981) conducted a study on examination stress and anxiety assessment: A cross cultural perspective. It was a comparative study of the examination stress assessed either as anxiety assessment or in terms of its worry and emotionality components in 7679 high school students (males and females) from four Asian (Indian, Jordanian, Chinese and Korean) and five Euro-American (Hungarian, Turkish, Indian, German and American) cultures. These comparisons have been made on the basis of data reported in the studies which used the English anxiety assessment inventory (Spiel Berger, 1980), or its psychometrically equivalent versions in languages of the other eight cultures. The major conclusions were.

(a) There were differences with respect to the levels and patterns of anxiety assessment in terms of its worry and emotionality components not only within Asian or Euro-American
but also among Asian and Euro-American cultures. As such, higher anxiety assessment was a phenomenon not peculiar to the western cultures. Such findings can be explained not only in terms of the differences in the socio-cultural premises, but also in terms of the differences in material conditions.

(b) Females, across nine cultures, have higher anxiety assessment, worry and emotionality than their male counterparts. Greater role expectation conflict in females seems to be the major factor for such a consistent gender difference.

(13) Chatterjee et al. (1976) conducted a study on gender differences on anxiety. It was reported that females to be more anxious than males. The overall picture seems that either females are more anxious or there are no sex differences. Nijhawan (1972) reported that gender differences in general anxiety were more prevalent in the lower social class, less in the upper social class, while no significant differences were found in the middle class. As regards test anxiety gender differences were prevalent in the upper class only.

2.1.2 Review of Related Literature (Self-concept)

(1) Cowen, Emory L. et al. (2012) on the basis of results obtained from the Brown fain Self-Rating Inventory, college undergraduates were divided into two groups: high and low scores for negative self-concepts. The groups were then compared with respect to various personality and socio-psychological measures. Some of the measures indicated that the high negative self-concept group responded in a manner more indicative of good adjustment than did the low scorers. There were also indications that high scorers hold less intense religious beliefs.

(2) Adsul, R. K. (2011) conducted study on SES and self-concept in 392 fourth graders and found that low achieving and low SES students generally have negative social and
emotional self-perceptions whereas low achieving higher and SES students have more negative school related self-perceptions.

(3) Daniel, R. Muijs (2011) conducted study on the relationship between self-concept and achievements in educational settings have been a major focus of research and theory for many years (Hamachek, 1995; House, 1996; Hattie, 1992; Marsh et al., 1988; Burns, 1979). Research has supported the belief that there is a persistent and significant relation between the self-concept and academic achievement. It has also been noted that this relationship has been reported for children all grade levels, from the primary grade levels through college (Mc Candless and Evans, 1973; Adeniran, 1985; Salawn, 1991). Academic success and positive self-concept have also been shown to be positively correlated in black and hispanic children (Vasquez, 1974; Borovetz, 1975) examined academic and social self-concept of 594 Israeli 7th grade children. Results indicate that low achieving students of middle-eastern background only in the comparison group sustained a significant negative change in their social and academic self-concepts. Trusty, Peak; and Mathew (1994) investigated the relationship among achievement and self-concept

(4) Charles, Michael Were1 et al. (2010) conducted study on Gender differences in self-concept and academic achievement among visually impaired pupils in Kenya. Variation in self-concept and academic achievement particularly among the visually impaired pupils has not been conclusively studied. The purpose of this study was to determine if there were gender differences in self-concept and academic achievement among visually impaired pupils in Kenya. The population of the study was 291 visually impaired pupils. A sample of 262 respondents was drawn from the population by stratified random sampling technique based on their sex (152 males and 110 females). Two instruments were used in this study:
Pupils’ self-concept and academic achievement test. The study established that there were indeed gender differences in self-concept among visually impaired pupils in Kenya. The study therefore recommend that the lower self-concept observed among boys should be enhanced by giving counseling and early intervention to this group of pupils with a view to helping them accept their disability.

(5) Chere, Campbell Gibsona (2009) conducted study on toward an understanding of academic self-concept in distance education. The purpose of this study was to examine the nature of academic self-concept in distance education and to determine its enhancers and detractors. It was determined that this construct was dynamic and multi-faceted the process of both learning as an adult and learning at a distance, as well as the content studied, influence academic self-concept. Implications for both practice and further research are discussed.

(6) Ali, Fathi Ashtiani et al. (2007) conducted study on relationship between self-concept, self-esteem, anxiety, depression and academic achievement in adolescents. This study was surveying some of personality characteristics of adolescents and their associations with academic achievement. 1314 randomly allocated students of Tehran’s high schools were assessed by Beck self-concept inventory, Coopersmith self-esteem inventory, Spielberger State-Trait anxiety inventory, Beck depression inventory. Results indicate that self-concept was correlated with self-esteem and these two have positive impacts on augment of academic achievement. Moreover, the increase of self-concept and self-esteem were related to the decrease of anxiety and a negative significant relation exists between self-concept, self-esteem and depression which will insure decrease in academic achievement.
(7) Stephen, L. Franzoi (2004) conducted study on self-concept differences as a function of private self-consciousness and social anxiety. The present study investigated the self-concepts of 80 individuals who were either high or low in private self-consciousness and either high or medium to low in social anxiety. Subjects responded to self-report questionnaires and, in addition, their friends evaluated them. Subjects who were low in both private self-consciousness and social anxiety tended to evaluate themselves more favorably, while low private self-conscious, high socially anxious subjects evaluated themselves more unfavorably.

(8) Herr, Jens B. Asendorpf et al. (2004) conducted study on implicit personality self-concept: Assessment and validation. Result contrary to these prior findings, controlled shy behaviour was not significantly correlated with the direct shyness self-ratings, and spontaneous shy behaviour was not significantly correlated with the indirect measures of shyness. Thus, although the observers interpreted these two behavioral indices as indicators of shyness, they were in fact unrelated to the self-concept of shyness in the control condition. Therefore, the expected double dissociation between the indirect and direct measures of shyness was not found for the control condition.

(9) Skalvik, Einar M. and Hagtvet, Knut A. (1990) conducted study on academic achievement and self-concept. Causal relationships among academic achievement, self-concept of ability and general self-esteem were examined for two cohorts of Norwegian school children. Measures of the three variables were collected when the students in the two cohorts were attending third and sixth grade and 18 months later. Four hypotheses were tested by a methodology developed in the frame of structural covariance models with latent variables by means of the program. The results supported different causal
relationships in the two cohorts, suggesting a recursive model at grades 3 and 4 and a reciprocal model at Grades 6 and 7.

(10) Bhogayata, C. K. (1986) studied on relationship amongst creativity, self-concept and locus of control. The result found as:-

1. Boys were more creative than girls, but they did not differ in their self-concept and locus of control.

2. Urban students had a higher self-concept than rural students, but urban and rural students did not differ in their creativity and locus of control.

3. The zero-order correlations of self-concept and locus of control with fluency, originality and creativity were 0.248, 0.219, 0.253, 0.239, 0.241 and 0.240 respectively. The correlation between self-concept and locus of control was 0.345. All the correlations were linear, positive and significant at 0.01 levels.

4. The multiple correlations of self-concept and locus of control with fluency, originality and creativity were 0.297, 0.282 and 0.301, respectively. These multiple correlations were positive and significant at 0.01 levels.

5. The fluency, originality and creativity of the students were predictable from their self-concept and locus of control.

6. The students with a higher self-concept were more fluent, original and creative than the students with a lower self-concept.

7. The students with internal locus of control were more fluent, original and creative than the students with external locus of control.

8. The main effects of self-concept and locus of control on creativity were significant, but their interactive effect on it was not significant.
(11) Shrauger, J. Sidney and Schoeneman, Thomas J. (1979) conducted study on symbolic inter actionist view of self-concept. Naturalistic studies interactions indicate that the self-perceptions of people agree substantially the way that perceived by other persons. There was no clear indication that self-evaluation is affected by the feedback from other person in natural setting.

(12) Brook, W. B. et al. (1964) studied on self-concept of ability and school achievement. Three hypotheses concerning self-concept were tested using a sample of 1,050 seventh grade students and a selected subsample of 110 over and under-achieving students. A significant positive relationship was found between self-concept of ability and grade point average; this relationship persisted even when measured intelligence was controlled. Specific self-concepts of ability related to specific areas of academic achievement were found; in some areas these were better predictors of achievement in the subject than general self-concept of ability. Self-concept was significantly and positively related to the perceived evaluation of significant others.

2.1.3 Review of Related Literature (Personality Traits)

(1) Zilli, Sufiyan Abu (2013) conducted a study of personality factors, self-efficacy and locus of control on organizational effectiveness. The present research was a sincere effort towards making private organizations highly effective and meaningful. Since, middle managers have been found playing very significant role in organizational development, particularly in the case of private organizations. Hence, keeping in view the above said notion, the central objective of the present research was to examine the role of personality factors, self-efficacy and locus of control in determining overall organizational Effectiveness and it’s all dimensions among the middle managers of private sectors.
Personality factor was an important determinant of how a person thinks, feels, behaves and
adjusts in the environment. It refers to a spectrum of individual characteristics that
consistently distinguish people from one another in terms of their basic tendencies to think,
feeling and act in certain ways

(2) Luqman, Nadeem and Khan, Sajid (2013) studies on personality traits, cognitive
distortions, life expectations and achievements as risk factors of anxiety and depression
among students. Present investigation seeks to investigate personality traits, cognitive
newline distortions, life expectations and achievements as risk factors of anxiety and
depression among students. There were three core or main objectives of present
investigation, (1) To determine that some personality traits leads as risk factors of anxiety
and depression among students, (2) To determine that cognitive distortions leads as risk
factors of anxiety and depression among students, (3) To determine that Life Expectations
and achievements Leads as risk factors of anxiety and depression among students. These
were the core objectives of investigation. In order to investigate these core objectives
investigators collected the data of 300 students from higher senior secondary school
students, graduation students and post-graduation students from Aligarh Muslim
University. Further data was divided into 100 students each group in order to explore above
mentioned objectives investigator used, following measures, short version of NEO-FFI,
dysfunctional attitude questionnaire and an open ended questionnaire for investigating
factor of life expectations and achievements, beck anxiety Inventory and beck depression
Inventory 2nd ed. According to the purpose and objectives of investigation step-wise
multiple regression analysis, Simple linear regression analysis, independent t-test and One
Way ANOVA were used. Step wise multiple regression analysis showed that for first two
groups that was higher senior secondary group and for graduation group’s neuroticism appeared as significant predictor for both anxiety and depression.

(3) Leonie, J. Vreeke and peter, muris (2012) conducted a study on relations between behaviour inhibition big five personality factors and anxiety disorders symptoms in non-clinical and clinically anxious children’s. This study examined the relations between behavioral inhibition, big five personality traits, and anxiety disorder symptoms in non-clinical children \( (n = 147) \) and clinically anxious children \( (n = 45) \) aged 6–13 years. Parents completed the behavioral Inhibition questionnaire-short form, the big five questionnaire for children and the screen for child anxiety related emotional disorders-revised. Results indicated that, compared to parents of non-clinical children, parents of clinically anxious children rated their offspring higher on neuroticism and behavioral inhibition, but lower on extraversion, conscientiousness, and intellect openness. Further, extraversion emerged as the strongest correlate of an inhibited temperament, and this appeared true for the clinically anxious as well as the non-clinical children. Finally, in both the clinical and non-clinical samples, higher levels of behavioral inhibition and neuroticism were unique and significant predictors of anxiety disorders symptoms.

(4) Murray, (2005) studied on the relationship between personality types, anxiety assessment and Self-Esteem with regards to academic achievement. This study was performed to determine if there was a relationship between personality type, anxiety assessment, self-esteem and academic achievement, which was measured by the students GPA. The study was conducted at a university in Indiana using under graduate volunteers. The study used a scale from the MBTI to help determine personality types (introvert or extrovert), also Rosenberg’s 10 - item scale for self-esteem, and Spielberger, anxiety
assessment inventory. The hypothesis was that extraverts who have a higher self-esteem, and low anxiety assessment would have better success with academic achievement than those who are introverts with low self-esteem and high anxiety assessment. It was found in this study that there was no significant relationship between personality type, anxiety assessment, self-esteem and academic achievement.

(5) Joseph, Catherine et al (2005) studied to test taking response styles and associated personality traits in aircrew during evaluation. The medical category given to aircrew following their medical evaluation determines their future flying status. This fact has a direct bearing on the level of self-disclosure that an aircrew uses in answering questions regarding themselves on personality questionnaires during the psychometric assessment. Test taking response style refers to the way in which a respondent reacts to a test and test taking atmosphere. Personality evaluation of military personnel in our laboratory using objective personality questionnaires has indicated that internal validity scales are high in over 55% of the subjects, making test results less reliable and more difficult to interpret. The aim of the study was to investigate the incidence of aircrew that score significantly higher on response style scales of the 16 PF and MMPI test questionnaires and to delineate whether these scores are associated with any specific personality traits. The 16 PF and MMPI test questionnaires were administered to 60 and 40 aircrew respectively, which were referred for psychological assessment as part of their medical evaluation. Test results were scored and percentage incidence of low, moderate and high scores on response style scales were calculated in the group and subjected to 2 tests. Five response style indices and twenty nine personality variables scores were analyzed both within and between each other, using Pearson’s product moment correlation. Results indicated that a significantly larger
percentage of these aircrew scored higher on motivational distortion (MD scale on 16PF) and on the defensiveness scales (L and K), but cannot on the say (Scale) and infrequency (F scale) of the MMPI. This suggests that in referred aircrew, test taking response style was primarily influenced by their unwillingness to disclose personal information. Two groups of aircrew were differentiated. The significantly larger aircrew group scoring high on MD and K scales had personality traits which were in consonance with core personality traits of aircrew. However, a smaller group which scored high on F and scales, had personality characteristics indicative of less adaptive traits.

(6) Ackerman, Phillip L. and Heggestad, Eric D. (1997) conducted study on Intelligence, personality, and interests: Evidence for overlapping traits’ the researcher review the development of the modern paradigm for intelligence assessment and application and consider the differentiation between intelligence-as-maximal performance and intelligence-as-typical performance. They review theories of intelligence, personality, and interest as a means to establish potential overlap. Consideration of intelligence-as-typical performance provides a basis for evaluation of intelligence-personality and intelligence-interest relations.

(7) Pareek, D. L. (1990) conducted study on a comparative study of the self-concept, personality traits and aspiration of the adolescent studying in central school state government school and private school in Rajasthan. Result shows (1) 45.2% of the adolescent studying in the central school. 44.4% of the adolescent studying in the private school. 52.6% of the adolescent studying in the state government school students Possesses average self-concept. (2) Adolescent studying in private and central schools was more intelligent than the adolescent studying in the government schools. (3) Government schools
were generally practices whereas student in private and central school were more intelligence. (4) Adolescent in central and government school preferred art steams. (5) Students in private schools were more conscientious in comparison to students in central and government school. (6) There existed no significant relationship between personality traits and level of aspiration among students from different type of schools.

(8) Gaikwad, J. M. (1988) a study of personality traits of elementary school children in related to mothers marital adjustment and child rearing practices. Study findings (1)- Marital adjustment and child rearing practices seemed to be of slight influence in development outgoing and emotionally stable characteristics in children. (2) Better adjusted mothers were found helpful in developing obedience and conscientiousness in their children. (3) Harmonious marital adjustment was seen as remotely associated with the development of placed and related qualities of personalities. (4) The well-adjusted mothers were found using healthy child rearing practices but the correlation coefficients field to bring out any significant relationship. (5) Emotionally instability was more among children coming from families where marital adjustment was poor however the differences were not significant.

(9) Charney, Dennis S. et al. (1981) studied on personality traits and disorder in depression examined the relationship of personality traits and personality disorder to depressive subtype, descriptive characteristics, and outcome in 160 depressed inpatients (mean age 39.1 years). Personality disorder was significantly more common in unipolar non-melancholic depressed students than in unipolar melancholic or bipolar depressed students Personality disorder was related to earlier onset of depressive illness and worse outcome within the unipolar non-melancholic group. Obsessive traits were most common
in the unipolar melancholic students, while histrionic, hostile, and borderline traits predominated in the non-melancholic ones. The usefulness of a multi axial diagnostic system and the importance of separating trait and disorder in personality assessment are discussed.

After studying the above researches, researcher understands the nature of the problem and methodology used by other persons. The variables used in the present study, till now it was not analyzed by other researchers in nuclear and joint families. The students belongs to the rural areas have also the same amount of self-concept, anxiety and personality traits. So the researcher has decided to conduct this study.