CHAPTER-II

REVIEW OF LITERATURE

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2.1. Personality

2.2. Achievement motivation

2.3. Self-confidence

2.4. Adjustment
“Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past”.

Best (1959)

In view of aforesaid statement the significance of reviewing literature describes as developing an insight in the problem being studied as well as the result of earlier studies help in understanding the relevance of the studies undertaken. Hence a comprehensive survey of the previous literature reflecting on considered psychological constructs for male and female adolescents adopting throughout either of English or Marathi medium of instruction in their academic were studied. The reviews of related literature pertaining to the constructs, under investigation are reported under as follows -

- Personality
- Achievement motivation
- Self-confidence
- Adjustment
2.1. Personality

Manaswini Dash, Avipsa Senapati (2014) investigated the differences between the children taught in English medium and those taught in Odia medium schools along the various personality dimensions. Sample comprised of 40 children studying in English medium and 40 in Odia medium school, 20 each from grade IV (aged 8-9 years) and grade VI (aged 10-11 years) were administered the Children’s Personality Questionnaire (Porter & Cattell, 1972). Statistical analyses of the data using 2 (Medium of Instruction) X 2 (Grade) ANOVA revealed significant differences in some of the personality factors which revealed that the English medium school children are more intelligent, impatient, dependent, guarded, tender-minded, forthright, and careless of social rules than their Odia medium counterparts. They tend to show off a lot to get important positions and prefer to act individualistically. Grade VI children were found to be more intelligent, assertive and patient than the grade IV children. The results of the present study revealed that the children getting their education through English which is not their mother tongue are significantly more intelligent, impatient, dependent, guarded, tender-minded, genuine and forthright, and careless of social rules than their Odia medium counterparts. They tend to show off and prefer to act individualistically.

Lawrence A. S. Arul and Lawrence A. J. (2014) carried study to find out the personality type of secondary school students with reference to background variables – gender, residence, medium of instruction, nature of management and family size and reported significant difference in the personality type of
secondary school students with reference to gender, residence, medium of instruction and nature of management

Mukesh Kumar & Rajan Dixit (2011) conducted study on the personality type and medium of instructions; it has been found that over and underachievers groups of English and Hindi medium students differ on personality factors, English medium male overachievers exhibit significant differences on 11 personality factors as compared to underachievers.

D. Venkatesan (2010) et al. (2010) investigated the impact of learner’s primary medium of instruction (MI) at school in understanding the technical content given to them in English and proposes a design for developing an Adaptive e-Learning (AeL) system personalized to the learner. Based upon the significant gap in the performance between the regional language medium students and English medium students, the decision procedure rules for providing personalized content to the learner were developed. The AeL system personalized to the leaner was successfully implemented with the help of an extensive survey to bridge the gap in performance between the regional language medium students and English medium students. It was further investigated whether learner’s personality influenced the performance when AeL offers the course contents in certain structure. The findings indicated that medium of instruction at school is more significant compared to the region the students hailed from, as well as the personality survey helped differentiate the preference for the course structure between various personality types.

Michelangelo Vianello, Konrad Schnabel b, N. Sriram c, Brian Nosek (2013) investigated gender differences in implicit and explicit measures of the
Big Five traits of personality. In a high-powered study (N = 14,348), we replicated previous research showing that women report higher levels of Agreeableness, Conscientiousness, Extraversion and Neuroticism. For implicit measures, gender differences were much smaller for all, and opposite in sign for Extraversion. Somewhat higher levels of implicit Neuroticism and Agreeableness were observed in women, and somewhat higher levels of implicit Extraversion and Openness were observed in men. There was no gender difference in implicit Conscientiousness. A possible explanation is that explicit self-concepts partly reflect social norms and self-expectations about gender roles, while implicit self-concepts may mostly reflect self-related experiences.

Sujatha K (2005) studied the gender differences and personality characteristics and revealed that boys and girls differed significantly in 11 out of 20 personality factors. Boys were outgoing, enthusiastic, sensitive, imaginative, extrovert and independent, 66 while girls were suspicious, insecure, self-control and higher anxiety, tough poised compared to boys.

Mohd Katharia (2011) reported that the there is significant difference on the factors B,E,F,G and I of personality characteristics of male and female higher secondary students. In one of the finding of the Baseline survey of two rural Marathi medium schools in Maharashtra by TISS, India (2010) point out at existing gap in learning system between schools and also between female and male students of Middle school; under gender wise classification, clearly indicates that there is not much difference between female and male in terms of dealing with issues such as group activity, debates and discussion, keeping
oneself calm, and taking leadership initiatives. The capability of doing things better category however signals out a certain level of difference between male and female students.

Devi N. (2011) attempted a study to understand the problems of adjustment faced by adolescents in areas- Emotional, Social, Educational and General/ Total sphere. Educational personnel can review and plan for reforms in school educational programmes accordingly it would help in developing social and emotional maturity among the learning youth. The sample consisted of 699 students studying in high school classes in the state of Haryana. To study student’s adjustment in the educational, social and emotional areas in relation to their personality and achievement motivation three tests - Adjustment inventory for school students A.K.P. Sinha and R.P. Singh, Agra; Eysenck’s Personality Questionnaire (Junior) for E and NHindi adaptation by Dagar and Achievement Motivation Test- P. Mehta, Delhi were applied. It was found that achievement motivation has no effect on the adjustment, Extraversion has positive effect on social, educational and general adjustment and Neuroticism has negative effect on the emotional, social, educational and general adjustments. Effect of other secondary aspects on adjustment like sex and school location are also analysed and found that rural students proved better than the urban students on social, Educational and General/Total adjustment.
2.2. Achievement motivation

Sinha R. K., Imam A and Anwar E (2016) examined the effect of gender, location of school and medium of instructions on the academic achievement of secondary school students in Magadh region of Bihar. The samples selected through random sampling method including 1000 students (533 urban and 467 rural students). The data collected were analyzed using SPSS package. The results of the study showed that gender had no significant effect on the academic achievement of secondary school students in Magadh region of Bihar. Further the result showed that location of school and medium of instructions had no significant effect on the academic achievement of secondary school students in Magadh region of Bihar.

Agnihotri R. (2016) delved relationship between Multiple Intelligences, Creativity and Achievement Motivation under descriptive and correlational analysis study. The data was collected from a sample of 1005 students in Mysore by using random sampling method. The data was collected by using the ‘Multiple Intelligences scales’ constructed by the researcher, ‘A Verbal Test of Creative Thinking’ by Baqer Mehdi and ‘Achievement Motivation’ test by Prathibaha Deo and Asha Mohan. The major findings of the study obtained reveals that majority of the students have obtained average level of scores for Multiple Intelligences, Creativity and Achievement Motivation. Secondly more number of students in comparison to below average level of scores has obtained above average level of scores. Lastly less number of students compared to above average and average level of scores have obtained below average level of scores. v The outcomes of the study with respect to
hypothesis testing reveals a significant difference in the level of Multiple Intelligences with reference to gender and a non-significant difference with reference to type of school, locale of the school and medium of instruction. In the level of creativity a non-significant difference was obtained with reference to gender and a significant difference with respect to type of school, locale of the school and medium of instruction was evident. Achievement Motivation shows a significant difference with reference to all the background variables and finally the relationship between Multiple Intelligences with Creativity and Achievement Motivation were found to be highly significant.

Doshi, Dhara R and Jogsan, Yogesh A (2015) study on the Academic Achievement Motivation and Personality Factors among college students. For This objective Total 300 college student (150 Girls, 150 boys) were taken as a sample. T.R. Sharma’s Academic Achievement Motivation scale was used and big five Factor Personality (NEOPI) scale was used which was made by Paul T. Costa and R. McCrare. T-Test Was applied to check difference between mean. Co-Relation was used for check Relation. Results shows that Girls have high Academic Achievement Motivation as compare boys. In personality (Neuroticism, Extroversion, Openness, Agreeableness and Conscientiousness) also significance difference can be seen. Co-Relation between Academic Achievement motivations and Personality factors positive correlation Personality and Academic Achievement Motivation 19. Here positive correlation between personality factors A, B, C, F, G, H, Q3 and academic achievement motivation. 20. Here negative correlation between personality factors D, E, I, J, J, O, Q4 and academic achievement motivation.
Pan A. and Guha A. (2015) studied the relationship between the self-concept and achievement motivation in relation to gender and strata of English medium school students in Hooghly district. The sample comprises 100 boys and 100 girls of Xth standard of six self-financed English medium secondary school students of 14-16 age range. The collected data analysed through t-test and Pearson product moment correlation. The finding revealed that both self-concept and achievement motivation differ significantly in relation to gender and strata and there is a significant correlation between self-concept and achievement motivation.

Gupta R. (2014) explore whether various social categories of school going adolescents differ with respect to self-concept, academic achievement and achievement motivation. 846 students from 28 schools of West Bengal, India, constituted the sample chosen by SRSWOR by the sampling scheme of Rao, Hartley and Cochran (1962). To test hypothesis of simultaneous equality of a set of variables such as selfconcept, academic achievement and achievement motivation across the social categories, ANOVA was undertaken. The results revealed that gender difference was significant for four dimensions of self-concept out of six dimensions considered. However, for academic achievement and achievement motivation, gender difference was not found to be significant. Caste wise students differed significantly in academic achievement. When father’s education and occupation were considered, highly significant differences were observed for academic achievement and achievement motivation but insignificant difference with respect to dimensions of self-concept.
Salina Binti Rabae (2014) determined the influence of personality on academic achievement and performance TVET teaching graduate students. The study was conducted on TVET graduate students who have obtained academic achievement and teaching practice. This study was also conducted on 37 respondents using Ensyenk Junior Personality Inventory (JEPI). This study is purposive sampling. The data obtained will analyze using SPSS (Statistical Package for the Social Sciences). Descriptive statistics and Pearson used to analyze the relationship between academic achievement and personality performance TVET teaching graduate students. The mean value is calculated to determine the personality types of students between extroversion or neurotic personality types. Results will indicate that the types of personality extroversion respondents are in high mean. The results also will show that there is a significant correlation between personality type and achievement academic or not. The study will showed is there have a significant relationship between personality and performance TVET teaching graduate students.

Keywords: type of personality, academic achievement, performance TVET teaching

Kaur, K. (2013) analysed whether the engineering students with high and low achievement motivation differed from each other in personality or not? Total sample of 559 (305 boys and 254 girls) engineering students was taken from different engineering colleges of Punjab. This study focused at investigating how big five factors of personality i.e. Neuroticism, Extraversion, Openness to Experience, Agreeableness and Conscientiousness differentiated between students having high or low achievement motivation. t-test was applied to find out which of these factors differentiate significantly on
achievement motivation among the sample under study. The results of the study revealed that Conscientiousness and Extraversion differentiated both boys and girls having high achievement motivation from their counter parts having low achievement motivation. Thus, the results revealed that personality factors play a significant role in differentiating engineering students having high and low achievement motivation. Key Words: Achievement Motivation, Neuroticism, Extraversion, Openness to Experience, Agreeableness, Conscientiousness

Mirza Naveed, Sadia Sajjad et al. (2013) explored how much students are comfortable about learning in English language, and the relevant associated problems and constraints faced by them. For this retrospective study, a self-made questionnaire was used to collect the data from 300 university students by using the stratified random sampling with proportional allocation. To confirm the chosen variables Confirmatory factor analysis is used and the Discriminant analysis is used to determine the most discriminating variable among the selected variables. The characteristics of different groups of students based on their Agreement, Disagreement and Neutral Opinion regarding MOI are explored by using Cluster analysis. It is argued that productive learning process utilizing English language does not only rely on the English language knowledge, but also on other factors such as students’ ability and talent, communication skills, supportive teachers and supportive home environment, motivation and the right attitude toward language, just to name a few. The findings revealed that the majority of the students had a positive attitude and were highly motivated towards the use of English as a MOI. The conclusion also indicated that, English medium
background, supportive home environment, right learning strategies and English communication skills played an important role in enhancing the positive attitude and motivation to improve their academic performance and achievements.

Saemah Rahman and others (2010) identified the role of second language (English) through the examination of relationship between students self-efficacy and achievement motivation with their achievement. Results of the study found significant relationship between self-efficacy in English language and achievement motivation with students’ achievement in science which is taught in English. The study also found significant differences in self-efficacy and achievement motivation according to socio-economic status (SES). Results of the study supported the importance of language and the need to address the influence of SES level to students’ self-efficacy in the language, achievement motivation and performance.

2.3. Self-confidence

Khemchandani B (2016) carried out a study on Self-confidence among B.Ed. Teacher Trainees in relation to their age and medium of instruction. Sample comprised of 80 B.Ed. teacher trainees of Ulhasnagar region through convenient Sampling Method. The test was Agnihotri’s Selfconfidence Inventory (ASCI) developed by Agnihotri and Dr. Rekha Gupta. The finding revealed that very few B.Ed teacher trainees were having ‘very high’ self-confidence, many teacher trainees had ‘high’ self-confidence, majority of the teacher trainees were having ‘average’ self-confidence, few teacher trainees
had ‘low’ self-confidence and very few teacher trainees were having ‘very low’ self-confidence. There was significant correlation between self-confidence and age of B.Ed teacher trainees. No significant relation between self-confidence and medium of instruction of B.Ed teacher trainees was found. Overall it can be concluded on the basis of the present study that the level of self-confidence increases with increase in the age. But the medium of instruction does not have significant relation with the self-confidence.

Renu Tomer R. and Agrawal A. (2014) explored the effect of parental deprivation on self-confidence of adolescents. In the present study 4x2 factorial design was used. There were two independent variables, the first independent variable was parental deprivation, and distinguished at four levels that is mother deprivation, father deprivation, both deprivation and no deprivation. The second independent variable was gender distinguished at two levels that is male and female. 160 subjects (9th and 10th class) were selected for the study. Out of which 40 subjects have mother deprivation, 40 have father deprivation, 40 have both deprivation and 40 have no deprivation. In each group there were equal no of male and female. Data was collected with the help of "Agnihotri self-confidence Inventory". Obtained data were analyzed by mean, ANOVA and newman-Keuls comparison test, result reveal that parental deprivation and gender significantly affect the self-confidence of adolescents.

William J. Mary A & J. Florence S. (2014) find out the student’s awareness of the concept of self-esteem and the level they possess. The Rosenberg Self-esteem scale (1965) was used as a tool to measure the self
esteem which has 10 items having 5 items with reverse scoring. On calculating the sum of the scores, higher the score higher the self-esteem was the remark. The study’s findings reveals that English medium students possess high self-esteem and also as the age of the students increases there is a significant difference found in their self-esteem level.

Goel M. and Aggarwal P (2012) reported self Confidence is one of the personality trait which is a composite of a person’s thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitudes pertaining to his worth. They further described self Confidence as ability to a person’s perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation. They reported self-confident person perceives himself to be socially competent, emotionally mature, intellectually adequate, successful, satisfied, decisive, optimistic, independent, self-reliant, self-assured, forward moving, fairly assertive and having leadership qualities.

Ruth Yasemin Erol and Ulrich Orth (2011) examined the development of self-esteem which constitute self-confidence in adolescence and young adulthood. Data came from the Young Adults section of the National Longitudinal Survey of Youth, which includes 8 assessments across a 14-year period of a national probability sample of 7,100 individuals age 14 to 30 years. Latent growth curve analyses indicated that self-esteem increases during adolescence and continues to increase more slowly in young adulthood. Women and men did not differ in their self-esteem trajectories. In adolescence, Hispanics had lower self-esteem than Blacks and Whites, but the self-esteem
of Hispanics subsequently increased more strongly, so that at age 30 Blacks and Hispanics had higher self-esteem than Whites. At each age, emotionally stable, extraverted, and conscientious individuals experienced higher self-esteem than emotionally unstable, introverted, and less conscientious individuals. Moreover, at each age, high sense of mastery, low risk taking, and better health predicted higher self-esteem. Finally, the results suggest that normative increase in sense of mastery accounts for a large proportion of the normative increase in self-esteem.

Cheung, Vinky (2011) provides a picture of the adolescents’ self-esteem development under the fine-tuned medium of instruction (MOI) policy at an English medium of instruction (EMI) school in Hong Kong. The research focuses on the differences of students’ self-esteem level in form three and form six as well as the differences of female students’ and male students’ self-esteem level in these two forms respectively. Data collected from 119 secondary school students from an EMI school in Hong Kong. A questionnaire, Chinese Adolescent Self-Esteem Scale (CASES), was used to measure students’ self-esteem in seven domains: social, intellectual, family, physical, moral, appearance and general self-esteem. The findings showed adolescents’ self-esteem level varied. In particular, male students’ social self-esteem level and general self-esteem decreased while female students’ intellectual self-esteem, family self-esteem, appearance self-esteem and general self-esteem increased during adolescence. In terms of gender, male students in junior form perceived a higher intellectual self-esteem, appearance self-esteem and general self-esteem than female students in junior form. In contrast, female students in senior form had a higher social self-esteem, moral
self-esteem, and family self-esteem than male students in senior form. He overall revealed that male and female students from an English Medium of Instruction (EMI) school had a higher self-esteem level than those from a Chinese Medium of Instruction (CMI) school.

Geeta S. Pastey G.S. and Aminbhavi V. A. (2006) find out the impact of emotional maturity of adolescents on their stress and self confidence. Sample of the study consists of 105 adolescents studying in XI and XII class at Dharwad city Karnataka State, India. The scales such as emotional maturity (Singh and Bhargav, 1994), Self Confidence Inventory (Rekha Agnihotri, 1987) and Students’ Stress Scale (Deo, 1997) were administered on the selected sample. Along with responses to the above scales, some personal data information were also collected from the sample. The obtained responses were scored and converted to standard (T) scores, further subjected to ‘t’ and ‘F’ tests. The findings revealed that the adolescents with high emotional maturity have significantly high stress (t=10.44; p< 0.001) and self-confidence (t=-2.92;p< 0.01) when compared to those with low emotional maturity. Adolescents with more number of siblings have shown significantly higher level of self-confidence (t = 2.96; p< 0.01) than their counter parts. It is also found that educational level of father has significantly influenced stress of their adolescent children (F= 5.303; p< 0.01). Adolescent boys tend to have significantly higher stress than girls (t=1.72) and girls tend to have significantly high self-confidence (t=1.83).

Muhammad Ahsan ul Haq (2000) scrutinized self-esteem of university students and explore association of self-esteem with academic achievement,
gender and other factors. A sample of 346 students was selected from Punjab University, Lahore Pakistan. Rosenberg self-esteem scale with demographic variables was used for data collection. Besides descriptive statistics, binary logistic regression and t test were used for analysing the data. Significant gender difference was observed, self-esteem was significantly higher in males than females. Logistic regression indicates that age, medium of instruction, family income, student monthly expenditures, GPA and area of residence has direct effect on self-esteem; while number of siblings showed an inverse effect.

### 2.4. Adjustment

Chakrabarty N. (2016) investigated a sample consisting of 300 adolescent girls 150 from co-educational Assamese medium school and 150 from co-educational English medium schools of Kamrup district (R) of Assam was taken for the study. R.K.Ojha Bells Adjustment Inventory and a self-devised questionnaire were used to collect data from the sample. The statistical measures adopted were: Mean, standard Deviation and t-test. The results revealed that there is no significant difference of problems of adjustment between the adolescent girls studying in English medium and Assamese medium schools. Key Words: Adolescence, Adjustment, Emotional, Personality, Physical, Social.

Paul and Sujata (2015) investigated the home environment and adjustment among adolescents. The sample consisted of 100 boys and girls school students out of which 50 were boys and 50 were girls students. For this
purpose of investigation "Adjustment Inventory" by H.S. Asthana and "Home Environment Inventory " by Mishra was used. The obtained data were analyzed through t-test to know the mean difference between boys and girls school students. The data so collected was analyzed using statistical measures of Mean, Standard deviation and t-test. The findings of the present study revealed that there exist significant differences between the male and female adolescents on home environment and adjustment.

Joymalya Paramanik, Birbal Saha and Bhim Chandra Mondal (2014) investigated the adjustment ability among secondary school students in relation to gender and residence. The sample consists of 471 class X students with 234 boys and 237 girls which were drawn randomly from different schools of Purulia districts, WB. The investigators have constructed and validate an Adjustment Inventory (AI) for school students to collect the necessary data. The study revealed that there is no significant difference between adjustments of students residing either at urban or rural area. But on the other hand the mean adjustment score of girls is higher than those from boys which indicate that the girls are better adjusted as compared to their boys counterpart.

Oramah, Emmanuel U. (2014) examined gender differences in the school adjustment of senior secondary school adolescent students. Participants in the study were 326 secondary school adolescent students drawn from 6 schools in Oshimili-North and Aniocha South Local Government Areas of Delta North Senatorial District. Regarding gender distribution, 164 females and 162 males responded to the study instrument tagged Student School
Adjustment Scale (SSAS). The age of the respondents ranged from 13-20 years with a mean of 15.06 and a standard deviation of 1.45. Data collected was analyzed in terms of mean, standard deviation, and t-test statistical technique. The result confirmed no gender differences in the school adjustment of respondents (t = 1.29, df 324, P > .05).

Chothani K. (2014) examined the level of academic stress and adjustment among Gujarati medium and English Medium School Students. For that purpose 120 students of class IX and X were selected randomly from different schools out of which 60 were taken from Gujarati medium school and the remaining 60 were taken from English Medium School. Abha Rani Bisht (BBS) scale for measuring academic stress was used to see the level of stress and Sinha and Singh Adjustment Inventory for school students was used to examine level of adjustment among the students. The data were analyzed by 't' test and ANOVA were applied to check the difference in significance between the entire two mediums of instruction. The main and internal effect has been discussed. Results indicated that level of academic stress was significantly higher among the English Medium school students whereas Gujarati medium school students were significantly better in terms of their level of adjustment. The Medium of Mother tongue per both boys and girls adjustment level are high and academic stress level low than other medium of instruction at school level.

Basu S. (2012) investigated the adjustment abilities of secondary school students. The Adjustment Inventory for School Students (AISS) developed by Sinha & Singh was employed to assess the adjustment level of the students.
The study was carried out on a sample of 120 secondary school students, keeping in mind various demographic factors. The survey method of research was employed to collect the requisite data. The data so collected was analyzed using statistical measures of Mean, Standard deviation and t-test. The findings of the present study reveal that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school. On the basis of the findings of the study, we may conclude that: 1. The adjustment of female secondary school students is significantly better than that of male secondary school students. 2. The adjustment of secondary school students from joint families is significantly better than that of students belonging to nuclear families. 3. The adjustment of secondary school students belonging to English medium schools is significantly better than that of students belonging to Hindi medium schools. Overall she reported the existence of highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school.

Liu LL, Benner AD, Lau AS & Kim SY. (2009) examined the role of adolescents' and mothers' self-reports of English and heritage language proficiency in youth's academic and emotional adjustment among 444 Chinese American families. Adolescents who were proficient in English tended to exhibit higher reading achievement scores, math achievement scores, and overall GPA. Mothers who were English proficient tended to have children with higher academic achievement and fewer depressive symptoms. Results also indicated that adolescents' heritage language maintenance was associated
with positive adjustment, particularly amongst foreign-born youth and for youth whose parents were highly proficient in the heritage language. Mother-adolescent match in heritage language proficiency was related to higher math achievement scores and overall GPA. Additionally, higher heritage language proficiency was associated with fewer depressive symptoms for foreign-born but not U.S.-born youth. Overall, the findings suggest that proficiency in both the English and heritage language may confer advantages to Chinese American youth.

Rueger, Sandra Yu et al. (2008) investigated the relation of early adolescents' perceptions of social support from parents, teachers, classmates, and close friends with students' adjustment on a range of behavioral indices. Data were collected on a sample of 246 students in Grades 6 through 8 using the Child and Adolescent Social Support Scale (CASSS), and the Parent Rating Scale of the Behavior Assessment System for Children (BASC-PRS). Analyses using the social support subscale scores (Parent, Teacher, Classmate, and Close Friend) replicated past research in finding gender differences on mean levels of perceived social support, with girls perceiving higher levels of classmate and close friend support than boys. In addition, girls reported significantly more support from close friends than any other source, whereas boys reported significantly less support from classmates than any other source. Finally, results demonstrated gender differences in the relationship between social support and several indices of student adjustment, and provided evidence for the importance of considering gender differences in planning future research related to social support.
Singh (2006) examined the effects of socio, emotional and socio-emotional climate of the school and sex on the adjustment of students along with their interactions effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school.

Raju and Rahamtulla (2007) intended to examine the adjustment capacity of school students and found that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction, and the type of management of the school.

Maureen et.al. (2011) made a study on school adjustment in relation to academic achievement and gender which revealed that there were no significant differences between girls and boys in school adjustment.

Kaur (2012) investigated the problems of adjustment in relation to achievement, sex and locality. He found that girls have more adjustment power than boys while locality does not influence adjustment power.