CHAPTER-II

REVIEW OF LITERATURE

Introduction

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

The review of literature is as important as any other components of research process. The major purpose of reviewing the literature is to determine what has already been done that relates to one’s problem. It involves the systematic identification, location and analysis of documents containing information related to the research problem. The review of published literature is a faithful source of information in the process of research and it helps to demonstrate the relationship between completed research and the topic under investigation. A theoretical framework sharpens research objectives, suggests what variables should be eliminated as non meaningful and hence wasteful, increasing the likelihood of significance findings, simplified the complex task of interpreting results, aids in interpreting result, aids in interpreting meaningful even if non-significance result and makes research cumulative from one study to the next.

Purpose of review of literature

The review of related literature is a critical component of a research study. The purpose of a literature review is to convey the reader that ideas have been established on a topic and what are the strength and weakness.
The literature review allows the reader to be brought up to date regarding the stake of research in the field of familiarizes the reader with any contrasting perspectives and viewpoints on the topic. There are good reasons for beginning a literature review before starting a research paper. The reasons include:

- To see what has and has not been investigated.
- To develop general explanation for observed variation in a behaviour phenomenon.
- To identify potential relationship between concepts and to identify researchable hypothesis.
- To learn how others have defined and measured key concepts.
- To identify data source that researches have used.
- To develop alternative research projects.
- To discover how a research project is related to the work of others.
- It can provide new ideas and approaches that may not have occurred to the investigator.

Provide networking opportunities with others individuals in the field.

**Literature related to values**

*Dulumoni Goswami (2013)* conducted study to identify the value dimensions of undergraduate students of technical courses in relation to their sex and parental occupation. Standardized scale measuring values in six dimensions namely Theoretical, Economic, Political, Aesthetic, Social and Religious was administered on 107 male and 35 female sample students selected at random. For measuring parental occupation a self structured questionnaire was employed. The collected data were then analyzed through using Mean, sd, t-test and Pearson’s Correlation
technique. The findings revealed existence of significant sex difference with regard to aesthetic value where female group outscored the male group. No significant difference is found between the two groups in remaining five dimensions of values namely theoretical, economic, political, social and religious implying that females are no longer inferior to males so far their attitude and aspirations towards different aspects of society like economy, politics, power, religion, social work and awareness etc. are concerned. Since, the targeted population for the present study is the undergraduate students of technical courses, the female groups are supposed to be more enlightened and developed in their attitude and perception. Thus, the findings revealing no significant sex difference in most of the value dimensions is not at all surprising.

Laxmi Rani (2013) examined the effect of sex factor on personal values. In the light of the drawn: (a) sex difference failed to show any significant effect on social value, (b) female respondents excelled their male counterparts in terms of economic value, (c) sex factor failed to show any significant effect even on political value, (d) sex difference of the respondents failed to show any significant effect on religious value. The surprising findings were interpreted in terms of modernization, globalization and technical advancement.

Nitasha (2013) highlighted that In the case of theoretical value, the difference between the men and the women teachers is not significant. Female teachers score the last rank in respect to theoretical value because it attracts to intellectuals only. On religious value quite surprisingly the male teacher score first rank. It implies that male teachers are more God fearing. They act more according to the ethical codes and prefer to live simpler life. Male teachers score the sixth rank in respect of economic
value. In case of women the mean of economic value (89.35) is higher than the mean of economic value for men (87.63). The mean of theoretical value for men (88.73) is higher than the mean of theoretical value for women (84.86). Thus in respect of the aforesaid value, the men are better than the women teacher. The higher mean in men is for social value (89.09). Male are more social in comparison to female teachers.

**Nitasha (2013)** revealed that adolescents from urban & rural areas gave first preference to social values because both are resourceful and can translate virtues like love, sympathy and kindness into their behavior. They gave second preference to political values. It may be due to the influence of politicians from these areas at center & state levels. Moreover it is an established fact that more social persons are always more political.

**Madhumita et al (2012)** reported that Value pattern of B.Ed. trainees on the basis of their caste shows that general caste trainees fall under high category for theoretical, aesthetic, social and political value whereas only for economic value reserved caste trainees are under high category. Comparison pattern of the B.Ed. trainees from urban and rural background shows that more number of trainees with rural background belongs to the high category for theoretical and political value than trainees residing in urban areas but for economic, aesthetic and social value more number of urban trainees are under high category.

**Prasad (2008)** conducted a study to look into the value system and value preferences of male and female teacher trainees of B.Ed. programme offered by IGNOU (Indra Gandhi National Open University) through distance mode with regard to their terminal values and instrumental
values. The investigator reported that among the three most preferred terminal values two values viz true friendship and social recognition were found to be same for both the groups. However on the most preferred instrumental values both the groups were found totally different. Among the three more preferred instrumental values, male preferred ambitiousness, broad mindedness and honesty while courageousness, forgiveness and capability were preferred by female teachers respectively. The study further revealed the need for inculcating the values of freedom, equality and peace among teacher trainees. Most of the studies cited above show that the students or professionals or teachers belonging to different academic streams had not shown a definite value pattern. So there is a substantial need to investigate the value pattern of prospective secondary school teachers in relation to their academic stream.

Mohana (2007) studied the effect of independent variables namely, gender, type of the institution, location of the institution, level of teaching, family environment on dependent variable i.e. Professional Ethics of teachers. The investigator reported that the Professional Ethics of female teachers and teachers working in rural areas was higher than that of male teachers and teachers working in urban areas.

Kirandeep Kaur (2006) studied altruistic value of college students and reported that arts students possessed more altruistic value as compared to science students. Altruistic value of female students was more than that of male students.

Kumar (2006) conduct a study entitled “A comparative study of Environmental awareness and values among female secondary school
teaches trainees of rural and urban areas of “Himachal Pradesh” any found that the rural and urban female teaches trainees have almost the same kind of perception as far as religions values, aesthetic value and health value was concerned. Rural female teacher trained on the basis of mean score show more inclination toward values as compared to urban counter parts emitted. There exists positive co-relation between environmental awareness and social value as well as health value.

Sharma (2006) conducted a study entitled “A comparative study of value orientation of Pre-service and in –service secondary school teachers of District Hamirpur of “Himachal Pradesh”. The main findings were that the in-service secondary male teachers do not differ significantly on religious value, social value democratic value, aesthetic value, economic value, knowledge value, domestic value, power Value family prestige value and health value. On the basis of mean scores, in service secondary school male teachers have more belief in health value as compared to pre-service secondary school female teachers. In service secondary school male teachers and pre-service secondary school female teachers do not differ significantly on religious value, social value, economic value, power value and family prestige value.

Rijwana Tarannum (2005) found significant between socially advantaged and socially disadvantaged children in aesthetic, social scientific and mechanical interests.

Singh (2005) found that tribal children have more religious value than their non – tribal counterparts, while non – tribal children have more social value than their tribal counterparts.
Bar and Gurmit Singh (2004) undertook a study with the objective to find the value pattern of teacher trainees and also to find out the variation if any in the values of male and female, rural and urban teacher trainees. It was found that female teacher - trainees had significantly high Aesthetic value, whereas male teacher trainees had significantly high hedonistic and power value. Urban teacher trainees had significantly high economic values, whereas rural teacher trainees had significantly high family prestige value.

Himbala (2004) found that the advantaged group of respondents excelled the disadvantaged group in terms of economic, theoretical, aesthetic and political values.

Verma (2001) found that socially advantaged children are more field independent, while socially disadvantaged children are more field dependent.

Rahman and Haidri (1997) reported significant difference between socially advantaged and disadvantaged groups of children in terms of creativity.

Dadu (1992) undertook a study with the objective to determine the impact of SES, location and sex upon values of urban and rural male and female college going students. Significant differences were found between rural male and female students on theoretical, aesthetic and religious values. Rural male and urban male students did not differ in their values but rural female and urban female students differed significantly in their aesthetic and economic values.
Reddy (1980) studied values and attitudes of Indian youth and reported that the rural students showed greater preference for theoretical, economic, political and social values whereas their urban counterparts were more inclined to religious and aesthetic values. In an in depth study of the factors and processes involved in the development of values among adolescents.

Verma (1971) while studying the impact of training on the values and attitudes of students teachers emphasized that admission of only those students to Teachers Training Institution should be made who possess dominant Theoretical, Aesthetic, Social and Religious values and low Economic and Political values and the whole training programme should be geared to inculcate values among student teachers.

Kulasherstha (1969) concluded that Scheduled Caste students preferred religious values whereas non Scheduled Caste students preferred both theoretical and religious values.

Literature related to personality

Tyagi A K (2013) indicated that the majority of the boy’s respondents had more favorable attitude towards physical activity in comparison to girl’s respondents. Similarly the majority of non-scheduled caste students also held favorable attitude towards physical activity in comparison with scheduled caste students, on the basis of obtained mean scores. Significant difference has been found between boys & girls. However the attitudinal difference between non-scheduled caste and scheduled caste students was found insignificant towards physical activities.
N. Doddasiddaiah et al (2013) shows that the scheduled caste students did not differ significantly from that of the other castes in their rural background and the medium of instruction. The scheduled castes by and large continue to pre-dominative in their traditional occupation of agriculture’s labour. It is the urban area that they have gained most is the salaried employment sector. The scheduled castes continue their traditional occupation is the rural areas. The study clearly focused on the socio-economic conditions of the scheduled caste students in secondary education. The rural-urban factor doesn’t seem to have much difference among these students. With the above factors it is clear that the parental educational background is very low which may negatively effect on the students for completion of their secondary education. Motivation from the parents is one of the primary requirements for children’s to get success in their life.

Choudhary (2013) find out that the relation between study habits and attitude with academic achievement among general and scheduled caste students so that their achievement can be improved. There were 100 Students of General Category and Schedule Castes (n=100) with df 98 (n-2). Calculated value of co efficient of co-relation of Study habits and attitude was 1.12. Table value for r at 0.05 level was 1.98 and at 0.01 level was 2.63. As calculated value 1.12 was less than table value therefore co-relation was insignificant at 0.05 level. So Hypothesis 1 “There will be no significant difference of Study Habits and Attitude between General Category and Scheduled Castes Students” is accepted. There were 50 Students of General Category and Schedule Castes (n=100) with df 48(n-2). Calculated t-value of Study habits was 1.32. Table value for r at 0.05 level was 2.01 and at 0.01 level was 2.68. The calculated value 1.32 was less than table value therefore difference was
not significant. So Hypothesis 3 “There will be no significant difference of Study Habits and Attitude with Academic achievement between General Category and Scheduled Castes male Students” is accepted. There were 50 Female Students of General Category and Schedule Castes (n=50) with df 48(n-2). Calculated t value of Study Habits and Attitude with Academic achievement was 2.16. Table value for r at 0.05 level was 1.98 and at 0.01 level was 2.63. As calculated value 2.16 was greater than table value therefore co-relation was significant at 0.05 level. So Hypothesis 4 “There will be no significant difference of Academic Achievement between General Category and Scheduled Castes Female Students” is accepted.

**Rao & Satyapal (2011)** reported that there is significant difference among scheduled caste students on father occupation on Flexibility Dimension of Creativity. Those students are more creative whose fathers are businessmen than whose fathers are in pvt. job, govt. job and laborers. There is significant difference among scheduled caste students whether their mothers are educated or not, on Flexibility Dimension of Creativity. On the basis of mean scores I found that Those students are best performer whose mothers are post graduate, then whose mothers are graduate, second best performer and whose mothers are illiterate are lowest performer. Hence, creative potential of an individual influenced by education of mothers. There is a significant difference among scheduled caste students on Father Education on Flexibility Dimension of Creativity. On the basis of mean scores I found that Those students are best performer whose fathers are post graduate, then whose fathers are graduate, second best performer and whose fathers are illiterate are lowest performer. Hence creative potential of an individual influenced by father education, There is significant difference among scheduled caste
students on Family income, on Flexibility Dimension of Creativity. High income families” students performed better than lower income families; there is significant difference among scheduled caste students on Academic stream, on Flexibility Dimension of Creativity. Science students showed best potential to use language in creative manner then students belonging to arts and commerce. But arts students are better performer then commerce. It means creative potential is impacted by academic stream.

Shrivastava S.K.(2010) showed that caste factors plays significant role in terms of mental ability and adjustment. In the study non-sc female students showed better intelligence level and they feel better adjustment as compared to sc female college students.

Agarwal et al (2008) showed that no significant difference in personality traits of Brahmin and Vaishyas and also male and females, but 4 out of 16 personality factors showed significant interactive effects. Those factors were: submissiveness Vs dominance, tough mindedness Vs tender mindedness’, self-assured Vs apprehensiveness and undisciplined self-conflict Vs following self-image.

Mehta, M.(2008) at el indicates that differences in personality patterns are present among SC, ST and non-backward boys but they are more prominent in rural areas than in urban areas. So a concentrated effort needs to be taken for the overall development of SC and ST boys particularly in rural areas. Not only the teachers in rural schools should be trained to take care of each individual but also the curriculum should be designed in a manner that the leadership qualities in each individual can be nurtured so that the overall development of personality can take place. that rural SC and rural non-backward boys differed on factors ‘A’, ‘C’
‘F’, and ‘H’ indicating that rural SC boys were more reserved, affected by feelings, sober and shy than rural non-backward boys who were more warmhearted, emotionally stable, enthusiastic, venturesome and socially bold. However urban SC and urban non-backward boys did not have much difference. They differed only on Factor ‘J’ indicating that urban SC boys were more vigorous and zestful in their behavior than urban non-backward boys, who were more obstructive and individualistic. When an overall comparison pertaining to SC boys is made, it is found that SC boys differed significantly from the non-backward boys on factors ‘A’, ‘C’ ‘F’ and ‘J’. This shows that SC boys are generally more reserved, detached, affected by feelings, emotionally less stable, sober, serious, and zestful in comparison to non-backward boys, who are more outgoing, warmhearted, calm, emotionally stable, happy-go-lucky, enthusiastic and individualistic. The reason for this difference may be due to the fact that SC’s are scattered and isolated, particularly in rural areas. Their condition has not improved much even after 55 years of constitutional benefits. It is presumed that constitutional safeguards like abolition of untouchability, provisions of reservation; scholarships etc have not permeated to the rural areas vis-à-vis the urban areas. Resultantly, the personalities of rural SC boys are still characterized by introvert tendencies and attitudes such as shyness, reserve nature, affected by feelings etc that makes them socially inhibited. Due to this segregation from the mainstream society disadvantaged children have been found to possess negative self-image.

**Manju Mehta et al (2008)** show that rural SC and rural non-backward boys differed on factors ‘A’, ‘C’ ‘F’, and ‘H’ (Table 1 and 2) indicating that rural SC boys were more reserved, affected by feelings, sober and shy than rural non-backward boys who were more warmhearted, emotionally stable, enthusiastic, venturesome and socially bold. However
urban SC and urban non-backward boys did not have much difference. They differed only on Factor ‘J’. Urban SC boys were more vigorous and zestful in their behavior than urban non-backward boys, who were more obstructive and individualistic. When an overall comparison pertaining to SC boys is made, it is found that SC boys differed significantly from the non–backward boys on factors ‘A’, ‘C’ ‘F’ and ‘J’. This shows that SC boys are generally more reserved, detached, affected by feelings, emotionally less stable, sober, serious, and zestful in comparison to non-backward boys, who are more outgoing, warmhearted, calm, emotionally stable, happy-go-lucky, enthusiastic and individualistic. The reason for this difference may be due to the fact that SC’s are scattered and isolated, particularly in rural areas. Their condition has not improved much even after 55 years of constitutional benefits. It is presumed that constitutional safeguards like abolition of untouchability, provisions of reservation; scholarships etc have not permeated to the rural areas vis-à-vis the urban areas. Resultantly, the personalities of rural SC boys are still characterized by introvert tendencies and attitudes such as shyness, reserve nature, affected by feelings etc that makes them socially inhibited. Their inability to take initiative in dealing with the social environment causes a sense of low esteem and inferiority, which poses a serious threat to their path of upliftment.

**Adsul and Kamble (2008)** indicate that gender difference in achievement motivation is significant, male students and female students having higher and average level of achievement motivation respectively. Caste rendered significant effect on achievement motivation. Forward and scheduled caste students have higher achievement motivation while other backward and nomadic tribe’s students have below average achievement motivation. However impacts of economic background of family are
found not to be significant. As well as caste, gender and economic background of family does not jointly affect achievement motivation of college students.

Tripathi et al (2008) indicated that a significant effect of Gender on self-esteem of the subjects. The effect of Socio-economic Status (SES) on self-esteem was found insignificant. Interaction effect of Gender & SES was also found insignificant.

Singh (2005) studied the determinants of learner achievement at primary stage and found that high socio economic status was positively related with achievement, the achievement of students belonging to SC/ST groups was low; achievement of government school students was also poor.

Tulasi Acharya and Deepak Kumar Behera (2005) highlighted that undisputedly, education holds the master key to socio-economic development and as a matter of fact, it has been regarded as the engine of development. In the context of Indian society in general and the socio-economic milieu of Orissa in particular which is characterized by caste discrimination, skewed income distribution and the attendant social conflict, educational factor is perceived as a prime factor in the direction of social mobility and potent leveler of social inequality. Preparation to placing a monitor to effective measure the ingress of education in a given society, one must reckon with the degree of educational achievements of disadvantaged section and the factor influencing it. The article makes an honest attempt to set forth some of the prime factors influencing the educational achievement of Schedule Caste vis-à-vis General Caste in order to have a comprehensive understanding of the dynamics of the process for the end purpose of policy formulation.
Bajpai (2001) conducted study on 371 high school girls (176 general caste, 61 backward caste and 134 schedule tribe) at three districts (Jhabua, Dhar and Khargone) of Madhya Pradesh. They administered sharma’s adoption of Bell’s adjustment inventory. The results indicated that scheduled tribe girls were found to be significantly least adjusted group in home, health, social and overall adjustment. Backward caste girls were lesser adjusted in the above areas, except in social and overall adjustment than general caste girls.

Nanda (2001) revealed that mental health of high school students also revealed that the general category students had better mental health than scheduled caste, scheduled tribes and first generation learners. On the basis of locale, urban students had better mental health. Scheduled caste had better mental health than scheduled tribe students.

Jiloha (1998) found that SC and ST students are high on depressive tendency, emotional instability and low on social desirability traits.

Joshi (1998) reported that no significant difference among scheduled caste and non scheduled caste in the area of personality adjustment of adolescents. He also found that type of family had no significant effect on the personality adjustment of adolescents.

Sharma, V.N (1995) reported that the scheduled caste and non – scheduled caste students differ significantly in all the personality factors except factors A and H. The non – scheduled caste students are more intelligence, emotionally stable, overactive, dominance, enthusiastic, socially bold, sensitive and prefer own decision while scheduled caste students are more moralistic, tough – minded, zestful, self-assured and socially group dependent. (2) Sex variable significant effect the
personality factors A, B, D, F, H, I, Q₁, Q₂, and Q₄ traits at 0.01 level while factor E at 0.05 level. The sex variable does not effect the personality factors C, J and Q₂ significantly. (3) The interaction effect of sex and caste of the students effect significantly personality factors A, D, F, G, H, I, Q₁, Q₂, Q₃, and Q₄ at 0.01 level. The sex and caste variable do not effect significantly personality factors B, C, E, J and Q₂. (4) The socio–economic status of students significantly effect the personality factors A, B, G and I at 0.05 level. But socio–economic status does not effect the personality factors C, D, E, F, H, J, Q₁, Q₂, Q₃, and Q₄. (5) The interaction effect of socio–economic status and caste of the students effect significantly only the personality factor Q₃ at 0.05 level. The sex and caste variable do not effect significantly personality factors B, C, E, J and Q₂. But the interaction effect of socio–economic status and caste of the students do not effect the personality factors A, B, C, D, E, F, G, H, I, Q₁, Q₂, and Q₄. (6) The urbanization variables (locale) effect the personality factors E, I, Q₁ and Q₂ at 0.05 level. The urbanization variables do not effect the personality factor A, H, and Q₄ significantly. (7) The interaction effect of urbanization and caste of the students effect significantly personality factors A, B, E and Q₁. The interaction effect of urbanization and caste of the students do not effect significantly personality factors C, D, F, G, H, J, Q₂, and Q₄.

Mehta(1996) highlighted that ST boys mainly ‘Meenas’, argued that they may have developed ‘easy going personality’ due to the new reservation policy in education and employment sector which may have made them perceive that they can achieve their goals without much hazard. Attainment of vocational goals seem easy to them, therefore they have developed ‘easy going personalities’ in comparison to non-backward boys who are rather very serious, particularly in urban areas.
Rajput (1989) studied the educational aspiration and academic achievement of secondary school students with the objective to examine the influence of family factors on the academic achievement of adolescents by taking a sample of 1000 higher secondary school students through stratified random sampling technique and found that the academic achievement of students was influenced in proportion to their parental encouragement; there was no effect of socio economic status on the academic achievement of the students, but academic achievement of urban students was influenced by the socio economic status of family; academic achievement was influenced by their family environment.

Gupta (1987) studied relationship between locus of control, anxiety, personality traits, level of aspiration and academic achievement of secondary school students with the objective to assess the magnitude and direction of relationship of locus of control, anxiety, personality traits, level of aspiration with academic achievement by taking a sample of 670 students of average intelligence drawn from a population of 3780 students of class XI of Hindi medium school of Allahabad city and found that locus of control, anxiety, level of aspiration was correlated negatively with academic achievement; socio economic status had significant positive correlation with academic achievement; boys were high achievers, more internally controlled and less anxious than girls.

Agarwal (1975) found that SC students have more external locus of control (believing in systems, luck and chance for its accomplishments) than non-scheduled caste group. Effect of caste on Intelligence has always remained a matter of controversy with studies conducted, both in support and against.


**Literature related to Mental Health**

**Paramjeet Kaur (2014)** revealed that insignificant differences in the positive self evaluation; group oriented attitude; environmental competency and overall Mental Health of general and scheduled caste category students.

**G. Ramanathan & P. Venkatammal (2013)** reported that College students differ in mental health on the basis of gender, College students differ in mental health on the basis place of residences, College students differ in mental health on the basis of type of college. There is a positive relationship between demographic variable and mental health.

**Mimrot & Pathrikar (2011)** shows, that there are no significance differences between S. T. and N.T. tribal third year B.A. male and female students in relation to frustration". There are no significance differences between S. T. and V.J.N.T. tribal third year B.A. male and female students with relation to frustration. There are no significance differences between N.T. and V.J.N.T. tribal third year B.A. male and female students with relation to frustration. There are no significance differences between male and female of third year B.A. with relation to frustration. There are no significance differences between S.T. and N.T. tribal third year B.Com. male and female students with relation to frustration. There are no significance differences between S.T. and V.J.N.T. tribal third year B.Com. male and female students with relation to frustration. There are no significance differences between N.T. and V.J.N.T. tribal third year B.Com. male and female students with relation to frustration. There are no significance differences between male and female of third year B.Com with relation to frustration. There are no significance differences between
S.T. and N.T. tribal third year B.Sc. male and female students with relation to frustration. There are no significance differences between S.T. and V.J.N.T. tribal third year B.Sc. male and female students with relation to frustration. There are no significances differences between N.T. and V.J.N.T. tribal third year B.Sc. male and female students with relation to frustration. There are no significance differences between male and female of third year B.Sc. with relation to frustration.

Zinta & Negi (2011) the result shows that on qualitative revealed that the polyandrous people reported deep psychological pain and abuse as compared to their counterpart. The scheduled castes and the females from both the caste and both types of marriage report more physical and psychological abuse and distress compared to other group. The result based on multivariate analysis also revealed that the main effect of Gender and caste was found as statistically significant. The female and scheduled caste tribal people were found poor in physical aspects of the neuroticism. Similarly in psychological aspect the main effects of the Gender and caste emerged as highly significant. Here also the female and scheduled caste was found poor in psychological aspects of the neuroticism than to other group. In PGI both physical and psychological aspects of the neuroticism the main effect of caste and Gender appeared to be highly significant. It depicts the role of gender and caste in their psychological wellbeing. In the State Anxiety inventory only the main effect of the Caste was found high significant. The scheduled caste reported more state anxiety episodes compared to other group. Beside this, the only the two way interaction between Marriage and Caste was found as statistically significant. Other interactions emerged as statically non significant. The scheduled caste reported less consequences of polyandry as compared to the scheduled tribes. In polyandry Attitude
Inventory Area-1 (causes), the main effects of Marriage was and Sex as well as Marriage and Caste was found as statistically significant. The polyandrous people reported more causes of polyandry related marriage as compared to their counterpart monogamous population. Male reported less causes of polyandry marriage as compared to the female. The scheduled caste reported more causes of polyandry marriage as compared to their counterpart. In polyandry Attitude Inventory Area-B (consequences) only the main effect of Marriage was found as statistically significant. The polyandrous people reported more consequences of polyandry as compared to the monogamous population. In nutshell the polyandrous female from both the caste reported more psychological abuse and distress as compared to their counterpart.

Sutariya et al (2010) indicated that urban and rural scheduled caste adolescents are more depressed than their counter part non scheduled caste adolescents. Urban and rural non scheduled caste adolescents have superior depression than urban and rural scheduled caste adolescents. Scheduled caste adolescents belonging to urban and rural areas are more anxiety ridden than non scheduled caste adolescents.

Mathur & Bhayal (2010) conducted a study to assess the frustration tolerance in adolescent girls of urban and rural settings. For this purpose the sample consisted of 50 urban adolescent girls and 50 rural adolescent girls. Their age ranged between 17-21 years. All the girls in this age group were literate. Frustration test was administered individually to each subject. Significance of mean difference was tested by applying ‘t’ test. Result indicated that urban and rural girls do not differ significantly as far as frustration tolerance is concerned.
Singh et al. (2009) investigated the effects of type of family and gender on self-efficacy and well-being of adolescents. Family was the source of support of any individual and one of the motivating factors for human being to grow and achieve. One hundred adolescents (50 boys and 50 girls) from joint and nuclear families were administered the measures of self-efficacy and well-being. Data were analyzed by ANOVA. Results revealed a significant effect of type of family and gender on self-efficacy. The interaction between type of family and gender was also found to be significant; however neither family type nor gender had significant effect on the measure of well-being.

Kumar, S. (2009) conducted a study on mental health and emotional competence of prospective teachers of Himachal Pradesh in relation to their gender, stream and social category. Finding of the study revealed that Male and female prospective teachers of open and reserved categories differ significantly in all dimensions of mental health. Male and female prospective teachers of open and reserved categories differ significantly in their overall mental health.

Singh (2008) studied mental health behaviour as a function of SES and residence. A sample of 200 college students of both sexes participated in the study. 100 students were taken from colleges located in the rural areas of Patna district and 100 students were taken from urban areas of the same district. They were administrated mental health battery (MHB) and SES scale. The obtained results were analyzed with the help of $t$-test. It was found that SES particularly lower SES had a negative impact upon sound development of mental health behaviour. However rural-urban region was not found to be a significant determiner of mental health behaviour. Socio-economic status to which the person belongs has an
impact upon various behavioural and emotional conditions of the person, thereby influencing his mental health behaviour in long term. However, SES, whose chief feature was poverty, was found to tax mental health behaviour because it causes considerable stress for individual and families.

**Hankin et al. (2007)** found that adolescent girls reacted more strongly to stress in the form of elevated depressive symptoms than did adolescent boys. Others have found that gender differences in emotional reactivity may also be domain specific for example, girls report more subjective distress to negative peer events than to negative events in other domains

**Sharma M (2006)** conducted a study on life satisfaction and mental health of secondary school teachers serving in tribal and non-tribal areas of Himachal Pradesh in relation to certain democratic variables and teaching competency findings of the study revealed that, there is significant difference in the level of mental health of secondary school teachers belonging and serving in tribal and non-tribal areas. There is no significant difference in the level of mental health of male and female secondary school teachers they have average level of mental health. There is no significant difference in the level of mental health of secondary school teachers having less and more teaching experience. Both have average level of mental health. There is no significant international effect of i) type of teacher ii) area and gender iii) type of teacher and gender iv) area and teaching experience v) type of teacher and teaching experience on the level of mental health of secondary school teachers.
Shalu and Audichya (2006) assessed and compared the school adjustment of 60 rural adolescents (14 to 16 years) with reference to their emotional, social and educational sphere. The sample consisted of 30 rural boys and 30 rural girls between the age group of 14-16 years, studying in 8th to 10th standard in government co-educational school only. The study revealed that there were significant difference boys and their level of emotional adjustment whereas no significant difference was found in school, social and educational adjustment level.

Hampel and Petermann (2006) investigated age and gender effects on perceived interpersonal stressors and psychological adjustment among early and middle adolescents and examined the associations of perceived stress and coping with adjustment. The sample included 286 Austrian adolescents aged 10 to 14 years who attended the fifth to seventh grade. Self-report data on perceived stress, coping as well as emotional and behavioural problems, were assessed. Results revealed that fifth graders scored lower on maladaptive coping strategies and externalizing problems and reported more adaptive coping strategies than sixth and seventh graders. Compared with boys, girls evaluated a higher amount of perceived interpersonal stress and used more social support. Additionally, girls scored higher on maladaptive coping strategies an emotional distress and scored lower on distraction than boys. Problems- focused and emotion focused coping were negatively related to emotional and behavioural problems, whereas perceived stress and maladaptive coping was positively associated with adjustment problems. These relations were stronger in female than in male adolescents.

Henry and Mishra (2006) reported that the lower socio- economic status and educational backwardness may be the some of the factors of lower
emotional intelligence of tribal adolescents as these conditions do not provide stimulating environment to them to develop the competent emotional skills in them. The lower socio-economic status of person more frustration he experiences both in personal and social relationships and thereby has a poor emotional intelligence level.

Rahi et al. (2005) found that the prevalence of psychopathological disorders was significantly higher in the first borns and also reported more number of psychopathological cases in the joint families and large sized families.

Kasinath (2003) studied the interactive effect of mental health, school adjustment and socio economic status on academic achievement with the objective to find out the difference among students who were well adjusted and mal-adjusted to school environment differ in their academic achievement by taking a sample of 200 students (102 boys and 98 girls) with the age range of 15-16 years and found that mental health had significant determinant effect on achievement in school subjects; students having better social and emotional adjustment attain good academic scores.

Nanda (2001) conducted a comparative study on the mental health of SC, ST, first generational learners and general category’s adolescents and found that categories in descending order according to mental health were general, SC, ST and FGL group. FGL group was also found to be poorer in mental-health status in urban as well as rural schools.