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CHAPTER - III

REVIEW OF RELATED LITERATURE

3.1 INTRODUCTION

The need and significance of the present study has been stated in the first chapter. The Education Commission 1964-66 and the draft national educational policy while recommending the uniform 10+2 scheme throughout the country emphasised that it should form a part of secondary education and not a part of University Education. The objectives of increase in duration of schooling at 10+2 are:

1. The student will gain mental preparedness, maturity and adequacy. Then it will be easy for him to enter into the world of work or to proceed to the University with confidence.

2. The student will gain adequate educational background and training.

3. The duration of school education in a number of countries - eastern and western is 12 years. Since the introduction of 10+2 system of education in secondary schools as per the recommendation of Education Commission in Tamilnadu in the year 1978-79, limited number of studies have been undertaken regarding the problem of higher secondary girls.

As the higher secondary students come under the middle or late adolescent period, they face various adjustment problems and psychological problems regardless of the type of school. With guidance...
and counselling programmes, the problems of adolescent girls can be reduced; but no study was carried out relating guidance and counselling with the problems of adolescent girls. Thus before proceeding the present study, it is necessary to know about the previous researches regarding the problem of adolescent girls and also about the guidance and counselling techniques adopted for solving problems. A review of this related literature will throw light on the present study.

3.2 STUDIES ON THE PROBLEMS OF ADOLESCENTS

Extensive research had been carried out regarding the problems of adolescents in other countries like America. Scientific investigations about personality moulding were done by many investigators. In the sixth century, St. IGNATIUS claimed that if he could have the teaching of a child until he was 6 years old, nothing could undo the teaching. FREUD, in the early part of the twentieth century, emphasized the importance of the early years of life in determining the form the personality pattern would take. His theory was based on evidence that many of his patients who suffered from personality disturbances had unhappy childhood experiences. These unhappy experiences, Freud postulated, came from the frustrations of some natural impulse which he called ‘id’.

Next to him, WATSON and GESELL came to the same conclusion, based on genetic studies of children form early babyhood. GESELL et al., from their studies of adolescents, concluded that ‘the
foundation and most of the framework of the human action system are laid down in the first decade”.

Studies of poorly adjusted children, adolescents and adults have substantiated these claims. Institutional babies, who suffer from emotional deprivation due to the absence of mothering during the first year of life, have been reported to be sad, depressed, apathetic; they lack animation and show signs of “mourn waiting”. Young children subjected to undue thwartings become self-centered and reflective, live in a day dream world, or regress to infantile methods of meeting environmental situations.

BARTEMEIER.L., has pointed out that unfavourable early experiences have a profound effect on personality because the personality pattern is less fully organised than it will be later; "whatever emotional damage is inflicted on a child during the period of infancy has far greater effects upon the future character development than a similar damage inflicted at a later period when the personality has become more fully organised.

The damage from early experiences need not be permanent. The damage will be eradicated or lessened or it will grow worse with the passage of time. It depends partly on the condition responsible for it, partly on how long the person is subjected to the damaging effect of an unfavourable environment, and partly on what remedial steps are taken to correct the damage.
As early as the nursery school years, members of the peer group pass judgement on one another, showing approval or disapproval for different kinds of behaviour. By adolescence the influence of the peer group has increased to the point where it may surpass that of the home in determining the person’s attitudes and behaviour.

ELIZABETH B. HEMLOCK in his book ‘personality Development’ has also written about the mass media as a source of moulding human behaviour. “Media of mass communication, books, magazines, newspapers, radio, television, movies, and comics play a large role in shaping attitudes and beliefs and in structuring behaviour patterns in accordance with culturally approved values of the social group. These media help to reinforce values learned at home, in school, or in the peer group, and they serve as a means of learning new patterns”. In the present century we can include world wide web as another source which gives information about any culture in any country. This also brings about changes in attitudes and behaviour patterns of early and late adolescents if not in early childhood.

HEMLOCK has also written, discontent over personality generally reaches a peak between the ages of 15 and 16 years. It is stronger in boys than in girls and in members of the lower socio economic groups than in members of the higher groups.

Successful adjustment at any age, improves the self-concept, self-confidence and self-assurance of the individual. Failure to come up to self-expectations leads to a deterioration in the self-concept. In late
adolescence or young adulthood, a progressively more unfavourable self-concept, persisting and severe depression, or threats to suicide indicate poor social and personal adjustment of the adolescent. If remedial steps are not taken quickly, he will be headed for serious trouble.

Thus the remedial steps for the above mentioned problems may be taken as counselling. Some of the researches carried out in India regarding the problems of adolescents, adolescent girls also reveal the importance of guidance and counselling.

KUMAR.V (1963) in his study on "Maladjustment among certain Higher Secondary students and its relation to their attainment" had found out that

(i) Fifty percent of the students were excessively dependent on their parents.
(ii) One fifth of the students felt that they were not loved by the family members.
(iii) Class attainments were very much affected by the quality of home and school adjustment.

REDDY (1966) in his study on "Adolescent adjustment in relation to Home environment" revealed the following:

(i) Conflicting attitude of extreme nature on the part of the parents caused significant trends of maladjustment in the children. The subjects belonging to radical fathers were better adjusted in many
of the areas of adjustment than those who came from conservative home.

(ii) The subjects of seventeen to nineteen year age group revealed significantly more personal maladjustment than the subjects in the early adolescent group. The late adolescents were more prone to problematic behaviour than the early adolescents. The subjects in the twenty years age group were found to be more free from problems than those in all other age groups. The subjects in lower age groups tended to reveal maladjustment with respect to heterosexual relationship. In the areas of home and school, maladjustment increased with age. The higher the age, the greater was the maladjustment.

(iii) The highly orthodox group was the most maladjusted group closely followed by the other conventional and somewhat orthodox group.

(iv) The firstborn was found to be more maladjusted than the second born.

(v) A direct relationship was found between the level of adjustment in the children and education of the parents. Higher the level of education of the parents, the better was the degree of adjustment in their sons.

(vi) The 'father high and mother low' group was found to be better than 'father and mother equal' and 'mother high and father low' groups.
GEORGE (1968) in his study on “Needs and problems of High School and College students” reports as follows:

Objectives of the study

(i) To find out the needs and problems of school and college students and to find out their nature and extent of problems.

(ii) To indicate the extent to which students personal work was needed in meeting the different needs and solving the problems.

Findings

(i) There was a close correspondence between the problems and needs of school and college students.

(ii) Highest frequencies of problems for both the samples were in financial, educational and vocational areas, study, study habits, personal and social areas.

(iii) Maximum help was sought in educational and vocational areas.

(iv) Low socio-economic and rural pupils face more problems.

(v) Among the school students girls had more problems than boys and among the college students girls had less problems than boys.

(vi) School students received more help from all sources than college students.

(vii) Vocational and educational guidance were needed for the students.

AGARWAL (1970) in his study “Adjustment problems of female students” has stated the following findings:
(i) Adjustment problems at home, school and social areas as perceived by pupils themselves decrease with age whereas in the case of emotional and health areas they increase.

(ii) The number of overall adjustment problems in different areas except home are higher for the pupils of lower socio-economic groups.

SETH (1970) has done investigation regarding “Adjustment problems of female adolescents”.

Objectives

To find out the adjustment problems in the family, in the school, problems of social and vocational adjustment and problems of personal adjustment and problems of adjustment related to sex.

Findings

The female teenagers had home, school, sex related, personal, social and vocational problems.

The reason for these problems were found to be

(i) The lag between physical and social development.
(ii) The emotional changes that occurred in this period.
(iii) The desire for activity and interest in peer group and in members of the opposite sex.
(iv) Tendency to substitute dependence with independence and self control, and
(v) The difficulty to reach and attain one’s own philosophy of life.
Although problems seemed to be common, the aspect of individual differences was found to be in operation. The individual factors of significance were found to be age, religion, material status and sibling position.

The study also aims at finding out whether the girls attitude is influenced by the religious background, locality (rural or urban), the nature of friends, their plans about future occupations, the books read, the cinema seen, the education of the family and the income of the family of the subjects.

Findings

(i) The attitude of girls from mixed schools is found to be more favourable to co-education than the attitude of girls from girls’ schools.

(ii) The attitude of girls from urban area is more favourable to co-education than the attitude of girls from rural area.

(iii) The girls who prefer the company from the opposite sex for outing have a more favourable attitude towards co-education than the attitude of girls who prefer the company from their own sex.

(iv) Some girls are bold enough to study with boys and compete with them while a few have a fear to mix with boys.

MULAY (1971) undertook “A study of needs and problems of adolescents” University Training College, Nagpur.
Findings

(i) The urban boys are found to have more problems than girls.

(ii) The problems of adolescents are highly related to their socio-economic status.

(iii) Rural students have more favourable study habits and attitudes than the urban students.

(iv) The urban girls have better study habits and attitudes than the urban boys.

(v) Urban students have significantly higher achievement motivation than the rural students.

KAKKAR (1976) in his study on “Adjustment problems of adolescents” has studied various forms of adjustments.

Objectives of the study

1. To find the adjustment problems at home, at school and in social areas.

2. To find the relationship between intelligence and adjustment.

3. To study the implications of mental hygiene.

Findings

About 43% of the adolescents had adjustment problems. Girls accepted parental control. Boys grumbled. Boys were more aggressive and curious about new knowledge while girls were shy and nervous.
SUDHA (1978) in her investigation on “A study of a few socio-psychological factors in relation to the problems of adolescents girls of the age group ten to sixteen” had found out that:

1. The girls of age fourteen to sixteen had more intensity of problems on life, life goals, moral values, religious and spiritual matters, academic achievement and traditional culture customs than that of the girls of lower age group.

2. Rural girls were found to face more problems than the urban girls in almost all the areas, the greatest concern being in moral, religious, spiritual and recreational aspects.

TOSHIN (1978) in his investigation on “physical, social, economic problems of adolescent girls of secondary schools”, had found out that:

(i) The nature of adolescent problems varied with social and living conditions. The problems were more often connected with social needs. The possibilities of frustration increased with maturity and expansion of the needs and wants of adolescents.

(ii) The major social problems were related to social acceptance, physical appearance, social status, personal security and relationship with peer group members.

HARJEETKAUR (1979) in his study on “A social psychological study of Truancy among female students” had found out that some characteristics of adolescents were responsible for creating truancy and
for the increase in its incidence, for instance, are sex drives, self assertiveness, conflict among id, ego and super-ego, high degree of emotionality, suggestibility and co-education.

DEVI (1979) in her investigation on “Physical Education and its influence on the adjustment of girls in secondary schools” has summarised her findings as:

There was a significant difference between the adjustment of girls in the experimental and control groups in social, health, home, emotional and school areas.

Physical education played a very important role in the adjustment of the adolescent girls.

GOWAMI (1980) in his study on “Adjustment problems of school going adolescent girls and development has found out that

(i) The number of problems increased with age

(ii) The adolescent girls encountered maximum number of problems in the emotional and mental aspects followed by problems in the school and home aspects. The physical and sexual problems were the least.

(iii) In classes IX and X, the emotional, mental, school and study were the most problematic areas followed by home, social, religious, moral, physical and sexual areas.
SAHGAL (1980) in his study “co-educational and non co-educational systems as related with personality traits, self-concept and values of women students” has found out that:

- The co-educational become significantly more reserved, cool and cautious in their emotional expressions than the non-co-educational.
- The co-educational perceived themselves significantly more wise, systematic, intelligent, critical, curious, efficient, competent, having clear thinking, likable, polite, open minded, co-operative and friendly.
- The co-educational described themselves as more attractive and graceful than the non-co-educational.

CHATTOPADHYAY (1981) studied the normative trends of the population - problems, difficulties and adjustment patterns in major spheres of life. It was revealed in his study that there was

(i) Low awareness about the importance of curriculum subjects and their respective contributions in the preparation for future life.
(ii) A hidden eagerness for heterosexual friendship. From the view of the girls of eight scholastic groups, he found that one tenth of them expressed a dire need for counselling service to minimise their anxiety and tension in relation to several aspects of their anticipated personal relationships and the consequences in future life.

Objectives

(i) To analyse personality traits of junior high school students.
(ii) To ascertain the problem area of junior high school students
(iii) To study the problem areas with regard to the personality factors.
(iv) To identify the pressing problems.

Findings

(i) The girls had lower mental capacity
(ii) They were unable to handle abstract problems, more emotionally mature, stable, constant in interests and calm. Boys were more stoical, complacent, deliberate, not becoming easily jealous, self-effacing, talkative, cheerful, happy go-lucky, frank, expressive, reflecting the group, quick, alert, unsentimental and self-reliant. The most pressing problems for the total sample were: anxiety regarding securing good marks in examinations, parents taking too many pains for them, feeling ashamed for doing something wrong, anxiety about attaining success in life, finding hard to forget mistakes.
BHATNAGAR (1983) formulated the following as aims of his study:

- To find out the occupational choices of the girls
- To find out the factors which influenced the occupational choices of girls
- To study the extent of divergence between the occupational choices and vocational interests of girls and
- To study the differences among different groups of female students in occupational choices and factors influencing them along with their interests.

He found that:

- The girls had diversified occupational choices.
- The highest factor influencing occupational choice was interest, followed by serving humanity, society, serving poor / backward, serving sick / disabled, to see different places, to please oneself, to be a model for youngsters, economy and so on.
- Only ten percent of the girls were able to make occupational choices in accordance with their vocational interest.
- No significant difference was found amongst urban and semi-urban girls in the congruence of their occupational choice and vocational interest. However, girls were found to have more congruence in their occupational choice and vocational interests.
RAI (1984) found out the problems of adolescent girls in co-educational institution in the areas of health and physical development, finance, living conditions and employment, social and recreational activities, social and psychological relations, personal and psychological relations, courtship, sex and marriage, vocational and educational future, curriculum and teaching procedure.

He found out the problem of adolescent girls studying in segregated girls' institutions and compared the problems with that of girls of co-educational institutions. The adjustment problems of girls from various socio-economic status studying in these two types of schools were compared.

The study revealed that the major problems faced by girls in co-educational schools were in the area of social and recreational activities, courtship, sex, marriage and finance, living conditions and employment. Girls in segregated institutions encountered maximum problems in the areas of social, recreational activities, courtship, sex and family while the least problems were in the areas of social psychological relations, curriculum and teaching procedure, moral and religious areas. The total adjustment as well as area wise adjustment viz. home, health, social, emotional and school was average for the sample as a whole.

BHATIA, K.T., investigated the emotional, personal and social problems of adjustment of adolescents under Indian conditions with special reference to values of life, Ph.D. Edu., Bombay University 1984.
The aims of the study were:

• To inquire into social and personal background of the junior and senior college going students of Greater Bombay.

• To study the nature of problems faced by adolescents, of both sexes in their inter-personal relationships in the college.

• To find out the nature of problems that adolescents faced in their daily lives relating to the social, personal and emotional adjustments at home and at college.

Sample used - 830 adolescents (340 boys 490 girls) in the age group of 15 to 20 years.

Tools used: Questionnaire and interview.

Findings

(i) Adolescents were sometimes treated like adults and sometimes like children.

(ii) The girls were more likable to be treated like children and were not granted the freedom of thought and behaviour due to an adult.

(iii) It was found that family atmosphere was more tense and unhappy for girls in the Indian environment.

(iv) In many families parents were more favourably inclined towards boys.

(v) A large majority of the adolescents preferred co-educational institutions and mixed parties with members of both sexes.
(vi) Girls were not permitted to stay out late by parents.

(vii) A large majority of the boys and girls preferred to have friends of opposite sex.

(viii) A large majority of adolescents were influenced by their friends in terms of dress, outings, attitudes and ideas.

(ix) Adolescents claimed that the greater freedom at College gave them more self-confidence.

(x) A large number of adolescents had gained sex education through books, magazines, movies and friends.

(xi) Adolescents were hesitant to favour sex instruction in schools.

SHANTAMMA (1991) in her study on “Problems of adolescent girls in co-education schools of Salem” has found out that:

(i) There is a significant difference in the problems of girls in aided and government co-education schools.

(ii) There is a significant difference in the problems of physical and co-curricular nature of the adolescent girls studying in co-education schools.

(iii) There is significant difference in the problems posed by physical and emotional aspects for the adolescent girls in co-educational schools.

(iv) There is significant difference in the problems of co-curricular and emotional aspects.

(v) There is significant difference in the problems of educational and emotional aspects.
RANGANAYAGAM, K (1996) in her study on “Problems of higher secondary girls in Salem district” has found out that:

Among the six aspects of problems namely physical, family, educational, emotional, co-curricular and social, it is seen that social problem tops the list. It is followed by emotional, co-curricular, educational, family and physical problems in the order given. Since social and emotional problems are more for the higher secondary girls, the society and parents have to find out the causes for these problems and have to take steps to minimise these problems so that the girls will improve their life styles without much worries.

The investigator has also observed that the higher secondary girls of Salem district have obstacles to participate in co-curricular activities. From the findings, the investigator has suggested that the schools can have guidance and counselling cell for the students as well as for their parents.

Kakkar Alpana, 1999 made a study on “Parental acceptance-rejection as related to problems of adolescents”. The major finding of the study was:

There was a direct (positive) significant correlation between parental acceptance-rejection and the four basic problems of adolescents, viz., family, social, school and personal problems of adolescent boys as well as girls.
Barua, Krishna and Barua, Juri, 1999 made a study on "Adjustment difficulties of adolescents in relation to maternal employment". The major findings were:

1. Significant differences existed in adjustment of adolescents of working and non-working mothers in three areas, viz., emotional, social and educational. The adolescents of working mothers were better adjusted than their counterparts from non-working mothers in all the three areas.

2. In the case of non-working mothers, adjustment pattern of boy and girl adolescents differed significantly. Girls of non-working mothers were better adjusted than boys.

3. In the case of working mothers, both boys and girls had similar adjustment pattern.

Study on adolescents in India provides insight for world leaders at the U.N. General Assembly special session on children.

The study was by three non-governmental CEDPA (Centre for Development and Population Activities) partners in Peri-Urban Delhi, rural MP and rural Gujarat.

Sample: 1693 young women and 835 alumni of the Better Life Options Programme (BLP) and 858 young women who had not been exposed to this program (aged 15-26 years).

Findings: India has one of the fastest growing youth populations in the world, with an estimated 105 million girls between
10-19 years old. Approximately 10 million young women in this age bracket are either pregnant or already mothers. The majority of girls in this age range is out of school and has limited choices for the future. Girls are caught in the cycle of early marriage, repeated pregnancy and poverty. The median age for a girls’ marriage is 16.7 years old. One in six girls between the ages of 13 and 19 years has begun child bearing. Anaemia is prevalent in 56% of the girls in this population sector and 50% of the maternal deaths are due to unsafe abortions.

CEDPA - has been implementing the pioneering Better Life Options Program for adolescents in India through its partner organization since 1989. The program uses an empowerment model that offers adolescent girls a combination of life skills, literacy and vocational training, support to enter and stay in formal school, family life, education and leadership training through a unique holistic approach that integrates education, livelihood and reproductive health. Alumni surveyed and completed the program between 1996 and 1999. The study was completed in 2000.

Findings concluded that the integrated approach results in significant impact on participants’ economic empowerment, self esteem and confidence, autonomous decision making, child survival practices, and health care, in addition, participating in the BLP resulted in long lasting changes even among girls living in the most disadvantaged situations.
These findings of “Adolescent girls in India choose a better future” were announced by Dr. Arundhati Mishra of the Delhi, India office of the CEDPA in conjunction with the United Nations General Assembly session on Children on May 18, 2002 at the Global Perspectives on Adolescent Reproductive Health and Right Panel sponsored by the International Sexual and Reproductive Rights Coalition (ISRCC).

Mrinal Pande, a freelance journalist has written about the invisible world of adolescents. As per the definition of adolescents by WHO - World Health Organisation 1996:4, “they are people between 10 and 19 years of age.” Adolescents number about one fifth of India’s population and half of them are girls. The journalist has also mentioned that early marriage, unwanted pregnancies, malnutrition, reproductive track infections, even sexually transmitted diseases may haunt this large invisible group and remain mostly unaddressed. Even though the average age of marriage is 18, custom and other exigencies ensure that most adolescent girls are married off earlier. Recent data reveals that, like female literacy, marriage and fertility are also marked by sharp regional variations. In Bihar, Madhya Pradesh and Andhra Pradesh, more than 50 percent of adolescent girls are married. In Kerala and Goa it is less than 15 percent. Teen age pregnancy is very high in Madhya Pradesh and Maharashtra. Some non-governmental organisations have begun counselling services for unmarried and married adolescents along with confidential and free medical services. The writer has also emphasised the need for
counselling and incorporating sex education as a part in school curriculum. The majority of our young, especially the unmarried girls, still have no access either to institutionalised information, help or services that will help them cope with the normal problems of adolescence.

ARIVUKKAN (2003) studied the problems of working women in Salem and Erode districts. The investigator carried out the study with the aim of finding out the difference in the problems of working women as administrators, high school teachers, college teachers, secondary grade teachers, doctors, medical assistants and junior assistants.

It was found by the investigator that high school teachers experience more problems than college teachers, secondary grade teachers, doctors, medical assistants and junior assistants.

The finding revealed that the problems faced by high school teachers may be due to the fact that they deal with students of early adolescent period.

3.3 STUDIES ON SELF-CONCEPT

STUDIES Conducted Abroad

GRANDALL and BELLUGI (1954) in their study found that good self-concept is related to good adjustment.

LIPSITT (1958) studied the relation between self rejection or negative self-concept and measures of anxiety. He found that children
with poor self-concept were more anxious at a statistically significant level than children with good self-concept,

**Studies Conducted in India**

DEO and GUPTA (1963) and DEP (1964) studied the self-concept of students entering different classes at college level and found significant difference in self-concept among these groups. DEO (1967) in his study has concluded that the undisciplined group generally exhibit a high tendency to mark more words for their self description as compared with the disciplined group, which marked fewer words.

DITTES (1959) found out that people with poor self-concept are less popular than those who have esteem for themselves and they are generally rated as less effective in groups. They have a stronger need for groups and over react to acceptance.

BHATNAGAR (1964) has worked on self-concept of high achievers and non-achievers. He concluded that negative self concept characterised low achievement and positive self-concept, adequate achievement.

SHARMA (1968) has found out that subjects with negative self-concept were significantly more anxious than subjects with positive self-concept.
HURLOCK (1978) has found out since self-concept is the dominant element in personality pattern, it governs the individuals' characteristic reactions to people and situations and determines the quality of his behaviour.

RANI, B (1980) has conducted a study on "Self-Concept and other non-cognitive factors affecting the academic achievement of the scheduled caste students in institutions for higher technical education".


The objectives of the study were to study: (1) The aspects of self-concept, that is, real, ideal self-concept and the self ideal discrepancy, (2) The achievement motivation and various self-concept measures in different age groups, and different socio-economic status groups and to observe the interaction effects of age, sex and socio-economic status and achievement motivation.

Sample: High school and junior colleges of Hyderabad and Secunderabad.

Findings: (1) Older age-group subjects perceived themselves as being less able, less aspiring for greater ability and showed more dissatisfaction with their ability. (2) No age differences were found in self-concept with respect to achievement. (3) The strength of achievement motivation increased significantly from 12 to 16 years.
(4) Girls perceived themselves better adjusted and also aspired to be better adjusted than boys. (5) Boys perceived themselves to be more personality oriented than girls and they also aspired to be more personally oriented. (6) No sex differences were found in achievement motivation. (7) The self concept was not affected by socio-economic status.

AVANIJA, K.K., 1995 made a study on correlates of self-concept among students of Navodaya Vidyalayas. The major findings were:

1. The self-concept profile of Navodaya Vidyalaya students was far better than the Government High school students in Karnataka.
2. There was a significant two-way interaction between area (urban or rural) and adjustment on self-concept of Navodaya Vidyalaya students.

GYANANI, T.C., 1999 made a study on "Correlated biographical determinants of self-concept". The major findings were:

1. Caste, learner generation, father's education and socio-economic status of the family played a significant role in determining the self-concept of the Indian adolescents.
2. General caste adolescents had high self-concept in comparison to the scheduled caste students.
3. The different biogenic correlates differentiately determined the various dimensions of the self-concept of the general and scheduled caste students.
4. In case of general caste adolescents, mother’s education played a significant role in the determination of self-concept whereas in case of scheduled caste adolescents, urbanisation played a significant role in determining their self-concept.

3.4 STUDIES ON ATTITUDE TOWARDS SCHOOL

COREY and BEERY (1938) found that dislike of a teacher sometimes is carried over to the subject, though the converse is less likely to be true. Students can enjoy a teacher even if the subject taught is unpopular. They have also found that a tendency for dislike of a teacher at school prevents students from taking the concerned subject later at college. The teacher who has little sympathy with the pupils, and does not understand their needs, may induce a dislike of school and school work which may affect the whole of their later lives.

STACEY (1948) studied the attitudes of grammar school students towards school and found that there is not any significant relationship between attitudes to school and the intelligence and achievement of pupils or the socio-economic levels of their families.

ARVINDSON (1956) thought that, although a better attitude to school was associated with high marks, it was not the cause of them, but that attitude conditioned the factors which determined the child’s achievements.

MEHTA (1974) further researched adolescents towards social issues like education, marriage, and political orientation in political life.

DAVIES (1959) found that attitude to school were favourable in a secondary modern school, but reduced after the first year. The
Reasons were stated as lengthy lessons, lack of variety and the amount of writing required.

Ahmed (1968) in his study on the attitudes and behaviour patterns of the students as functionally related to the various aspect of their social background found that (1) Some girls select their college and course in terms of long-range plans of preparation for adult life, and the majority were not deeply concerned with their future work and career. (2). A considerably lower proportion of qualified young girls looked upon marriage as their ultimate objective.

Sri Avinashilingam (1970) aimed at finding out the problems in educating girls of the age eleven to seventeen years in rural areas in relation to the aspirations and attitudes of the girls and their parents towards education. The study revealed that parents of high income, small family structure, higher educational and occupational levels favoured their daughters going to school. School going girls of eleven to seventeen years had higher aspirations than the drop out girls. The socio-economic conditions were more conducive to school going girls than to drop out girls. School going girls had less problems than drop out girls. Parents of both the school going girls and drop out girls expressed dissatisfaction towards the prevailing school conditions.

Mehta (1974) studied women's attitude towards social issues like education, marriage, different professions, participation in political life, social, religious and cultural life; verified the conviction that the attitude of the women was rarely specific and studied the relationship
between some of the demographic variables of the women and their attitudes. It was found that there was no significant difference in the attitudes of (i) married and unmarried woman (ii) Hindu and Muslim women (ii) women belonging to higher socio-economic status and those belonging to lower socio-economic status (iv) women with higher family education background and those with lower family education background.

Women coming from science group, young age group, less religious group and group with more progressive family background were modern and progressive in their attitudes. Adequate education was considered as an essential prerequisite for economic independence. Women were in favour of professional education.

PICHANDY E. (2003) in his study on “Relationship between attitude of eleventh standard students towards school and their achievement” with the objectives

(i) To find the relationship between attitude of eleventh standard students towards school and their achievement.
(ii) To compare the attitude of different groups of students towards school.
(iii) To compare the achievement of different group students has found out that

1. Boys and girls differ in their attitude towards school.
2. The rural and urban school students do not differ in their attitude towards schools but there was significant difference
in their achievement levels. Urban school students scored more than rural school students.

The investigator has concluded that there is positive relationship between the attitude of students towards school and their achievement. In order to develop a high percentage of positive attitude towards school, the teacher and the society have to cooperate with the school authorities to develop the school environment.

3.5 STUDIES ON INVOLVEMENT IN STUDIES

AARON P.G., MARIHAL V.G, and MALATESHA A.N, did a comparative study of the socio-psychological conditions of the pupils and the teachers in 1969. They had one variable as involvement of parents in school affairs. They found that there is little parental participation in both the types of schools, (rural and urban) but rural parents are more conscious of the child and are more aware of the existence of the school.

PARI, R.N., in his study, sought to find out the relationship of different aspects of co-curricular activities with personal development of pupils and thus established the importance of the former in relation to the latter in 1969. The findings are:

1. Participation of pupils in co-curricular activities is generally poor.
2. Pupils getting better facilities for participation have better development.
3. Participation in aspects of social and welfare activities, literary activities and speech activities is better related with personal development than other aspects.

4. Provision of co-curricular activities in schools is not well utilised by pupils.

5. Participation in co-curricular activities is highly related to curricular development.


He found that girls were more involved in studies than boys. Non scheduled caste students showed more involvement than Schedule caste students. Students from urban schools showed more involvement than students from rural schools. Students with high involvement in studies were outgoing, warm hearted and easy going. Boys having high involvement in studies showed more socially desirable behaviour than girls. Besides, boys belonging to both high and low involvement groups showed higher level of aspiration than girls. High and low involvement groups did not differ with respect to the perception of characteristics preferred by parents. There was a highly significant relationship between intelligence and involvement in studies. Background, psychological and scholastic achievement variables contributed to the prediction of involvement in studies.
DOCTOR (1984) attempted a study on classroom climate and the psyche of pupils and their achievement and found that the academic achievement was dependent on teachers’ and pupils' behaviour, pupils and classroom climate.

ALLI, G (1997) studied the ninth standard students involvement in studies. The findings are:

1. Ninth standard boys and girls do not differ significantly in their involvement in studies.
2. There is no difference in the involvement of ninth standard rural and urban school students in their studies.
3. There is no significant difference in the involvement of ninth standard students of private and government schools in their studies.
4. The investigator has concluded that the influence of parents combined with that of the teachers and peer groups can go a long way in bringing about increasing involvement in studies.

3.6 STUDIES ON ANXIETY

A number of studies have been conducted to find the relationship of anxiety with variables like learning, sex, age, educational achievement, intelligence and personality traits.

CON administered tests of anxiety to fifth grade boys in Melbourne, Australia and divided them to three groups representing high, middle and low anxiety. The academic performance of the middle
anxiety group was significantly better than that of the other two groups. The poorest was that of the high anxiety group.

An instrument was developed by Seymom, and his co-workers to measure ‘test anxiety’. By test anxiety he meant the kind of anxiety which prevented people from doing well in stress situations. It was found that those children who scored high on test anxiety scored low in intelligence and achievement test.

FELDHUSEN and KLAUSMEIER also developed an anxiety test as the “children’s manifest anxiety scale” (CMAS), to explore the relationship among anxiety, intelligence and achievement. They found that the lowest I.Q. group had the highest degree of anxiety. Anxiety scores were negatively correlated with I.Q. and achievement for the middle and low I.Q. group; the correlations for the high I.Q group were approximately zero. Research with students at college level also shows that high levels of anxiety interferes with academic performance even for students with above average ability.

TRAVERS has found out that in the learning of very simple responses, such as a typical conditional reflex, the speed of learning is greater for high anxiety subjects than for low anxiety subjects. When the subjects are required to learn in a more complex manner which involves the selection of responses from two or more that are available, then reverse occurs; the high anxiety subjects learn at a lower rate than the low anxiety subjects.
VERMA (1968) found that quite a large number of the failed students suffered from tension anxiety and mental conflicts.

THAKUR (1971) found that:

1. High anxiety pupils took more trials, committed more errors and took more time in learning verbal tasks than low anxiety pupils.

2. Knowledge of results facilitated the verbal learning of both the high anxiety and low anxiety subjects. The motor learning of high anxiety subject was found to be less efficient than that of low anxiety subjects. Knowledge of results facilitated the motor learning of high anxiety subjects significantly more than that of the low anxiety subjects.

PATEL (1973) found that the experienced groups showed marked decrease in neurotic symptoms, depression and anxiety as a result of counselling.

RAIS study (1974) revealed that anxiety as a personality trait had a challenging role in scholastic achievement in as much as low level of anxiety helped in achieving high, whereas very low level of anxiety resulted in poor achievement.

LAKSHMI (1976) in her study revealed that high anxiety students showed more significant gains in performance than the low anxiety students.
CHRISTIAN (1977) found that the need achievement had no relation with age and anxiety; anxiety had no relation with age; there was significant positive correlation between anxiety and hope of success; there was a significant negative correlation between performance and anxiety.

ARULRAJ (1981) in his study on the relationship between anxiety and scholastic achievement of higher secondary pupils, has found the following.

1. Girls had more anxiety than boys.
2. Vocational course students had more anxiety than academic course students.
3. Students with low anxiety performed better in scholastic achievement.

PANDYA, PRATAP T. (1996) made a study on adjustment, achievement motivation, anxiety and educational achievement of working and non-working mother’s children. The major findings were:

1. Social adjustment of non-working mothers’ daughters was higher than working mothers’ sons.
2. Achievement motivation of working mothers’ sons was higher than non-working mothers’ sons.
3. Non-working mothers’ sons’ anxiety was superior than daughters.
4. Living in divided family, non-working mothers’ children’s educational achievement was more than working mothers’ children’s educational achievement.

5. School adjustment of working mothers’ children, studying in class IX was better than non-working mothers’ children studying in class IX.

3.7 STUDIES ON ACHIEVEMENT

These tests are used to find what has been learned, what knowledges and skills have been developed after a period of study or exercise. It is a measure of progress of a student. It may be teacher made achievement test or standardized test.

DESIDERATOR et. al., (1977) have proposed and tested in general model relating to the social and institutional factors involved in school achievement of children from poor socio-economic background. School achievement was assessed by the marks in a national school examination. The factors considered were race, sex, type of school attended, nutritional status and scores in draw a man test and also the family size, income and education of the parents.

SINGAL (1981) studied the identification of parental motivation and school achievement of talented students by computing correlation coefficients with models, motivation behaviors and achievement motivation. Student achievement varied and this aspect was directly dependent upon the parental motivation. Talented pupils differed
significantly from pupils of average and below average parental motivation and academic achievement level.

GHOSH, G.P. undertook a study of the achievement of the students in chemistry and found relationship with some of its determinants (1985).

Some of the major conclusions were:

1. Urban students did not show better performance in the achievement test in chemistry than rural students.
2. Boys did not show superiority over girls.
3. There was a positive correlation between the scores in achievement test in chemistry and academic motivation test.

MEENA, V.H. (1986) in her investigation on factors affecting academic achievement in science of standard IX students of greater Bombay has found out that:

1. The significant predictors in the case of girls for physics achievement were scientific knowledge and aptitude, motivation for learning science other than physics, verbal intelligence, numerical ability and liking for physics teachers.
2. Abstract reasoning was found to be significant predictor only for physics achievement. Numerical ability was a significant predictor of achievement in physics and chemistry but not in biology.
VARALAKSHMI, B. (1996) in her study on 'The relationship between self concept and achievement of higher secondary students' with the objective of

1. Finding the differences in the self concept of i) boys and girls ii)urban and rural students iii) Government and private school students.

2. Finding the difference in the achievement of i) boys and girls ii)urban and rural students iii) Government and private students.

3. Finding the relationship between self concept and achievement of higher secondary students has revealed that:
   i) There is positive and significant relationship between self concept and achievement of higher secondary students.
   ii) Higher secondary students of urban and rural schools do not differ in their self concept.
   iii) Boys and girls of higher secondary schools do not differ in their self-concept.
   iv) Boys and girls of the higher secondary schools do not differ in their achievement.
   v) Rural and urban higher secondary students do not differ in their achievement.
   vi) Higher secondary students of Government and private schools differ in their achievement.

It was concluded by the investigator that if the students are better trained in developing self-concept, they can register very high performance.
TICKOO, SANGEETHA and JAGDISH (1997) made a study to find the relationship between achievement motivation and mental health among school students of grade X in Senior Secondary school of Agra city. The major findings were:

1. Achievement motivation was positively related to all the dimensions of mental health except ‘perception to reality’ and environmental mastery.

2. Achievement motivation was positively related to overall mental health.

CHANDRALEKA (1998) undertook a comparative study of the continuous achievement of higher secondary students in mathematics, physics and chemistry in class XI and class XII. The findings of the study were:

1. Girls scored better than boys.
2. Urban students scored better than rural students.
3. Matriculation students scored better than Government school students.

AKHANI, PANNA; RATHI, NANDA and JASORE, MEERA, in 1999 have made a study on “Academic achievement, study habits and loneliness of children of employed and unemployed mothers”. The major findings were:

1. In the areas of comprehension, children of employed mothers had better ability than children of unemployed mothers whereas in the
areas of concentration, task orientation, sets, interaction, supports, recording, language and drilling there was no difference in ability.

2. Mothers' employment did not deteriorate the child's academic achievement.

3. Children of employed mothers faced more loneliness than the children of unemployed mothers, especially boys.

3.8 STUDIES ON GUIDANCE AND COUNSELLING

By the end of 1960's more than two-thirds of the secondary schools in the USA had the services of a full time counsellor. There were more than 30,000 full time secondary school counsellors or one counsellor for every 500 students.

The American school counsellors Association in an official statement suggested that the secondary school counsellor assume ten professional responsibilities: 1) Planning and development of the guidance program 2) Counselling 3) pupil appraisal 4) Educational and occupational planning 5) Referral work 6) Placement 7) Parent help 8) Staff consulting 9) local research 10) Public relations.

BHATNAGAR, A. and GUPTA, N. (1988) conducted a study to find out the effect of a short term group guidance programme on the affective domain of career decision making of class IX students. The results revealed higher career maturity scores after the guidance
intervention programme, however, no sex differences emerged in career maturity either before or after the intervention.

KANTH R.J. (1989) studied the impact of directive counselling on the study habits and writing skills of students. (Sample of 80 students of class VI and VII). Directive counselling was used with both the groups and its impact was studied.

GAIKWAD, S.S. (1989) investigation purported to study factors that affect class X students decision making abilities related to educational and vocational career, and the effect of vocational guidance on these abilities. The findings revealed that the students who were above average in intelligence showed definiteness and those who were below average in intelligence were not certain about further course of study. Also those with higher intelligence had more occupational information as compared to those with lower intelligence who had less occupational information. The study showed that psychological testing, occupational information and group guidance programme certainly help the students in making appropriate educational and vocational choices.

DUA, P. (1990) studied the effect of group counselling intervention in the academic self-concept, achievement and school adjustment of 204, class IX students of government boys and Government girls secondary schools of New Delhi.
The study followed an experimental design wherein the pretest and post-test double group experimental design was used.

Group counselling was found to be an effective method for changing the academic self-concept, which in turn, improved the academic achievement and consequently improved the school adjustment.

GUPTA, S.K. (1991) made a study of the impact of training in career awareness and career decision making skills upon career related attitudes and the guidance needs of secondary school students. He found significant impact of training on career planning skills.

SARASWATI, R.K. (1992) conducted a study to develop a need based guidance programme for Navodaya Vidyalaya students of class VI. (The sample was 500) It was suggested that guidance services should be established under a trained guidance counsellor for the welfare of the students.

KAUR, SWARNJIT and TEHAL KOHLI (1993) made a study on “Evaluation of guidance programmes and practices in high/higher secondary schools of Punjab”. The major findings were:

1. Guidance programme was not being carried out effectively in schools.
2. The existing guidance programmes in Punjab were not able to fully achieve the objectives set forth for organising such programmes.
3. The process has been marred by lack of financial support, lack of administrative support, high counsellor-pupil ratio, lack of awareness on the part of students and their parents about the utility of guidance programme, lack of adequate facilities and incentives to guidance workers, professionally ill-equipped guidance workers, lack of adequate in-service orientation/training facilities in guidance for school/guidance personnel, lack of adequate facilities to assistant guidance counsellors, lack of proper control of state level agency over district level agencies and lack of proper co-ordination between schools, guidance agencies and employment exchanges.

So far review of a number of studies on the areas pertaining to the present study has been reported in this chapter. This is followed by the present study in the next chapter.