CHAPTER - II

REVIEW OF RELATED LITERATURE

Survey of related literature is an important prerequisite to the planning and implementation of a planned research project. Best (1986) writes, "the search for reference material is a time consuming but fruitful phase. A familiarity with the literature of any problem area helps the student to discover what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing, and what problems remain to be solved". In order to be aware of the work already done on the subject, to avoid shortcomings in the researches conducted in the past and repetition of the areas explored already, an attempt has been made to examine the existing literature relating to the present problem. A review of the same has been reported in the present chapter.

Psycho-social problems seem to relate to a myriad of factors and conditions. These may be taken up under two broad categories i.e. 'Personal' and 'Social'. The former includes factors relating to the sample under study itself i.e. personality make-up, behaviour patterns and academic achievement etc., whereas the latter refers to the socio-cultural and environmental conditions. For purposes of present investigation, the personal factors of Personality and Academic Achievement and the social factors of Family Ideology and Socio-Economic Status have been taken up. The studies relating to these two aspects have been reported under the respective sub-headings.
GENERAL FINDINGS

Pope (1943) studied the personal problems of high school students. 2000 high school students wrote essays on the subject of their personal problems. Almost half the students mentioned problems in their relationships with their teachers. Problems expressed by them were more directly related to emotional adjustment.

Elias (1949) probed widely into the whole field of adolescent problems and pre-occupations. A test was administered to 5500 high school seniors and it was found that:

(i) 24% to 34% problems related to the lack of development of self-confidence, difficulty in talking to people, losing temper, wanting a desirable personality, being too nervous.

(ii) 15% to 17% problems related to having inferiority complex and poor complexion.

Meissner (1961) on the basis of his study reported that most of the adolescents' anxiety is socially oriented and is expressed in shyness, lack of self-confidence and fear of criticism. At times, if feelings of inadequacy and inferiority develops, neurotic anxiety is likely to replace the socially oriented anxiety.

Moser and Moser (1963) in their study of psychological problems identified besides academic problems, general problems of personal nature like lack of social aptitudes, romantic
involvements, problems of finance, undesirable habits, homesickness and lack of self-sufficiency.

Kakkar (1964) in a study on adjustment problems of adolescents found that 43% cases had serious adjustment problems; the school area posed the greatest number of problems, while in the area 'home', the adolescents were over dependent on parents; girls accepted parental control, but boys grumbled about it and a feeling of insecurity in the home was mirrored in their attitude towards school situations. Further the adolescents under study were deeply concerned about their health, shyness, nail-biting, day-dreaming, lack of self-confidence, sex and problems relating to nervousness. In social areas, problems like 'how to be popular', 'how to get along with others' also worried them.

Advani (1965) probed into the educational and psychological problems of the blind children in the age-group 7 to 21 years. He found that the majority of blind children belonged to poor families with little or no educational background. Their main educational problem was shortage of textbooks, curriculum not well planned, unqualified teachers and schools paying no attention to pupils' vocational and social training. Results of intelligence tests revealed that majority of children were slightly below normal; having poor health than normal children; parents did not have much affection for their children; and blind children were more prone to sexual vices which might be due to their introverted nature.
George (1968) in his study 'Needs and Problems of High School and College Students' found that they had problems in financial, educational, vocational, personal and social areas and also those related to study habits.

Nagpal, Wig and Khanna (1969) studies 'Psychiatric Problems in University Students'. In this study the personality problems and adjustment reactions were found to include problems relating to feelings of inferiority, emotional immaturity and poor socializations.

Agrawal (1970) investigated the adjustment problems of students of different secondary schools. Adjustment problems in home, school and social areas, as perceived by the students themselves decreased with age; whereas in emotional and health areas, they increased.

Seth (1970) while studying the adjustment problems of female adolescents found them having home, school, sex, personal, social and vocational problems.

Sidana's (1971) developmental study of fears in children revealed that girls had significantly more fear than boys. The fear of the older group was more affected by the parental acceptance and rejection than the fear of the younger group. The fear of 6 years and 10 years age groups was affected by the parental reward and punishment.
Agarwal (1975) in his psycho-social study of academic under-achievement at secondary school level found that the underachievers were comparatively less mature emotionally, less calm, less placid, less prone to getting into difficulties, and less able to face reality and possessed lesser ego-strength than the over-achievers. He also found that the socio-economic status of the family of over and under-achievers was related to their achievement.

Howard's (1975) study showed that identity achievement and moratorium combined produced more fear of success imagery than foreclosures and diffusions combined.

Mohan (1976) in his study discussed the physical, mental, emotional, and social problems of adolescents. Since the future depends on the adolescents of today, the author has stressed the need for help, guidance, and understanding for youth on the part of the concerned adults.

Borovay (1977) concluded from his investigations that externally oriented females exhibited a higher level of depression than internally oriented females and the non-assertive females also exhibited a higher level of depression than assertive females.

Shirali and Mukta (1977) in their investigation on university students, found the greatest amount of frustration of the sample under study in personal, home and health adjustment.
Asha (1978) is an 'Empirical Study of the Adjustment Problems of Creative Children in Secondary Schools' found that none of the groups classified on the basis of creativity showed significant differences in the areas of health, school and social adjustment. Three creative groups among the boys showed significant differences in emotional adjustment and only two sub-groups of boys showed significant difference in home adjustment.

Crandall and Lehman (1978) found that scores of 46 male and 35 female undergraduates for amount of recent life change correlated positively with symptoms of maladjustment and external locus of control and negatively with social interests.

Gupta and Gupta (1978) in their study 'Areas of Adolescent Problems and the Relationship between them' found that a maximum number of problems were observed in social, school and emotional areas and there was a positive correlation between the different areas of adjustment.

The results of Nowicki's (1978) study indicated that for females, stress in pre-school and pubescent years and for males in the elementary and pubescent years related significantly to externality.

Sharma's (1978) study revealed that in the area of home problems, non-professional group students had more problems than the professional group students.
Sharma (1978) in his study found that age difference had significantly greater impact on the nature and type of problems encountered by the adolescent boys. Two or more than two years difference in age was a potent factor governing the nature of problems. School and unemployment were two areas where these boys felt the maximum and the minimum number of problems. Intelligence level was associated with different types of problems. However, it did not play any role in physical and health problems.

Chaudhary (1979) in her study on University students found that the psychological problems as reported by the students were in adjustment, emotional, academic and sexual areas (in that order).

Hung (1979) found the major problem areas were self-centered concerns; school difficulties and problems of money, work and the future.

Mohan, Sehgal and Bhandari (1979) in an analysis of problems reported by children (10 years of age) indicated that the most frequently reported problems were related to school, followed by problems relating to home and family life. A comparison of these results with other findings revealed that children had few problems in common with adolescents.

Pandey (1979) found that rural students secured better points in emotional health and school adjustment areas, whereas, urban students secured better marks in the aesthetic adjustment
area. Significant relationship existed between adjustment, level of aspiration and achievement. Urban students were facing difficulty in adjustment, in school, health and emotional areas.

Better and Victoria (1980) studied the adjustment problems of Latin American students attending California Universities. The major academic problems encountered by these students were found to be in the basic communication areas and of writing, reading and oral skills. Major non-academic problems related to unavailability of sufficient financial aid, insufficient international news relating to the political status of their country, adjusting to social interaction, food, time orientation and household chores.

In House, Durfee and Bryan's (1980) study, students reported free-time, personal appearance, parental relationships and emotional stress as major concerns.

Johnson and Sarason (1980) predicted that significant correlations between life change and depression and anxiety would be found only with students external in their locus of control.

Lam's (1980) study 'The Problems of Chinese Students at the University of Illinois at Urbana-Champaign' identified problems indicated by the students as related to their future adjustment to college work and their 'English Language Ability'.

Mohan and Kumar’s (1980) study of social and personal problems of tribal youth showed that four out of ten subjects were literate, nine faced early marital difficulties, all subjects wanted to be guided by their 'village goddess' on all matters. All subjects wished to follow traditional norms; and only four practiced family planning. A majority of the subjects reported that they would welcome a change in government.

Yadav (1980) in his investigation on problem children belonging to the age-group 7 to 12 years found that the factors responsible for this type of behaviour were separation of parents, low family income and low education level of parents. Highest percentage of problem children was found among business class society. Nuclear families had greater number of problem children than joint families. Furthermore, father not having time to look after children; harsh treatment by parents; strict discipline; tension and quarrels on money matters as well as on domestic work; home environment and drinking, smoking and gambling by parents; size of the family; shortage of accommodation; living standard and caste prejudice and the type of friends also played an important role in developing problematic behaviour.

Gupta (1981) investigated that the urban adolescent girls had maximum number of difficulties in areas like social and 'Personal-Psychological Relations' while minimum number of difficulties were experienced in the area of 'Courtship, Sex
and Marriage'.

Malika (1981) analysed the student indiscipline in Indian higher education with special reference to the problem as it exists in Tamil Nadu. According to him, student indiscipline was mainly due to real or imaginary disregard of student status, opposition to disciplinary action against students, student groups-rivalry, involvement in teachers' problems, student efforts to promote their interests and sympathy with striking students.

Reddy (1981) after administering the problem checklist to urban, semi-urban and rural secondary school students, found that students had many adjustment problems in the areas of academics, future plans, education, vocation, and personal situation.

Singh (1981) probed into the relationship of creativity to adjustment on 600 male high school students. Product moment correlation revealed a low, but significant positive relationship between creativity and adjustment.

Mankad (1982) studied the problems of adolescents in Rajkot and found that high school pupils had significantly more problems than college students in the areas physical health and appearance as well as in family and inter-personal relationships. First five problems faced by the entire sample
acutely were, worry about getting good marks in studies, that virtuous man has to suffer a lot, keenness to know how other students progress, disappointed when the expected work is not done, and inability to reply to a question in the class even though the answer is known.

Simon and Ward (1982) investigated sex differences in the worry patterns of children and found that both in the intensity and frequency of worry, girls scored higher than boys in the areas - family, social and imagination.


Mowji's (1983) study revealed that the junior college students faced educational and vocational problems due to absence of guidance at school and college level.

Bhatia (1984) in his study 'The Emotional, Personal and Social Problems of Adjustment of Adolescents under Indian Conditions with Special Reference to Values of Life' found that adolescents were sometimes like children. Girls were more liable to be treated like children, and were not granted freedom of thought and behaviour which is due to an adult.
It was found that family atmosphere was more tense and unhappy for girls in the Indian environment. In many families parents were more favourably inclined towards boys. A large majority of the adolescents preferred co-educational institutions.

Brodzinsky, Schechter, Broff and Singer (1984) evaluated psychological and academic adjustment of adopted children. Results show that adopted students were rated higher in psychological and school related behaviour problems and lower in social competence and school achievement than non-adopted students.

Cullinan and Epstein (1984) administered the behaviour problem checklist and identified five factors of adjustment problems i.e. Aggression - Disruption, Social Incompetence, Social Maladjustment, Attention disorder, and Anxiety-inferiority.

Prem Lata (1984) probed into the problems of adolescents and found that large number of problems were related to physical development, physical growth, physiological growth, intellectual, emotional, social, and moral development. Adolescent problems covered personal, educational and vocational fields, with parents and teachers not being in a position to resolve the problems. Only counsellor was able to resolve most of the problems faced by the adolescents.
Kumar (1985) did a comparative study of the interests, needs and adjustment problems of gifted and average children. The analysis of the problem checklist indicated that there was no difference in the nature of problems faced by the gifted and the average children. Adjustment problems were found in health, school, emotional, home and social areas.

Salomon (1985) studied the problems of foreign based Indian students of public schools. It was observed that the foreign based Indian public school students were more worried than Indian based public school students. The female students faced more problems than the male students and students of public schools had more problems than the students of public type schools. More problems are faced by the students whose parents were settled in advanced countries than those students whose parents lived in underdeveloped countries.

Kulkarni (1986) probed into the educational problems of the children of Vidi Kamager Mahila (VKM) in Solapur Corporation Area. It was found that majority of VKM were illiterate and had very poor economic conditions. Majority of them did not send their children to schools. The percentage of girls going to school was low. Main reason for not sending them to school was economic. Children were treated as working hands. VKM preferred to spend money on entertainment, religious functions, clothing and other habits rather than on education of their children. Many children left home because of bad atmosphere in the family. Male members indulged in vice, bad conduct and
gambling, etc. VKM had no faith in formal schooling and paid no attention to the progress of their children in schools. Also the medium of instruction adopted was one of poor educational progress of the children. It was different from their own mother tongue.

Norvell and Towle (1986) investigated the association between conduct problems and self-reported depression in 9-12 years old emotionally disturbed male in-patients of a psychiatric hospital for children. Students completed a supplemented version of Behaviour Problems Checklist and Children's Depression Inventory (CDI). Results suggest that overall positive correlation between conduct disorder and self-reported depression is a function of CDI items reflecting misconduct rather than depressed mood.

Tripathi (1986) saw into the relationship of various guidance needs of the pupils of secondary and higher secondary schools with grade, birth-order, parents' educational level, size of the family and the type of school. It was found that there existed a significant relationship between grades of pupils and social, personality, educational, financial, vocational and religious needs. Size of the family was found to be highly related with health, familial and social needs. The birth-order of the pupils was found to have no relationship with any kind of needs. The pupils of single sex schools needed much attention for health, familial and personality guidance needs while those of mixed schools for sexual and educational
guidance needs. Some of the problems which needed urgent attention were teachers' lack of knowledge, their misbehaviour with pupils, difficulties in the subjects of mathematics and sanskrit and defective teaching methods. People coming from low socio-educational status needed polite treatment from teachers.

Venugopal (1986) investigated the emotional problems of children with alcoholic fathers the results of which indicated that students with alcoholic fathers had more emotional problems than the other student group; they differed from students with non-alcoholic fathers in the home and family, finance and personality growth areas.


Lafuente (1987) in 'Problems of the first year university students' found that the most acute problems were worry concerning academic performance, insufficient time, lack of assistance for working students, Professor-student relationships, excess of theoretical learning, inadequacy of the study plan, politicalization of the university and future employment. Less significant were such items as worries over health and fear of not completing their studies.
In Ayyash and Huda (1988) study, students reported more problems in personal and social matters than in academic matters.

Hanson's (1988) analysis of learning style models revealed that the teachers' inability to diagnose learning style behaviours suggest that the underlying psychic causes of students' success or failure are also beyond teachers' understanding.

Sharma (1988) interviewed the students to determine the effects of age as a developmental factor in psychological problems presented by children with various family backgrounds. Problems found include those associated with school, family, habits, speech, personality, feeding, sleep and antisocial behaviour. The most common problems were of scholastic nature and the frequency of these problems increased with age. Problems of anti-social behaviour and personality were found more in the older age groups.

Psycho-Social Problems as Related to Personality

Frank and Harrison (1953) explored the personality development of 300 high school and college girls. These girls showed evidence of "more frequent and more severe emotional disturbances". Problems appeared specially in the area of inter-personal relationship.

Bose's (1960) study revealed that the boys who lived in crowded houses without facilities of a comfortable and peaceful
life loss of support and security, denial of home affection and were deprived of material benefits had turned into wayward vagrants. Interests of these boys were centered in the home, but then affectional ties at home were loose and they were frustrated in an uncongenial home full of strife and friction.

Banerjee's (1963) study on 'Attitudes and other Personality Traits of Unemployed and Employed Undergraduates' showed that the unemployed were significantly less-neurotic, more self-sufficient, less-introverted and more dominant than the employed. The attitude of the unemployed towards the existing government was relatively less favourable than that of the employed, but the case was just the reverse regarding their attitudes towards society.

Sarojini (1971) studied the personality problems of pupils of age-group 8 to 16 years. It was found that personality problems in terms of behaviour, emotionality and neuroticism were significantly more during the period of early adolescence than during the period of pre-adolescence and late childhood. Pupils in co-educational institutions experienced more emotional and adjustment problems than those in single sex schools. Behaviour, emotionality, neuroticism and adjustment problems were experienced more by pupils from low socio-economic status than those from upper middle and lower middle levels. During the years 14 to 16, boys had more adjustment problems than girls. Interaction in personality
problems was observed during the periods of late childhood, pre-adolescence and early adolescence for boys and girls.

Bhagavathy's (1977) study aimed at the personality patterns and adjustment problems of adolescent girls with special emphasis on deviant groups - high achievers and low achievers, problem girls and girls who excelled in co-curricular activities. It was found that the groups could be differentiated on the basis of number and nature of problems in the areas of health, family, social, educational-vocational, financial, fears, religion and morals, boy-girl relationship, recreational and materialism-spiritualism orientation.

Singh (1978) attempted to identify personality factors relevant to the process of adjustment during pre-adolescence. The personality variables having the highest number of positive relationships with eight adjustment variables (health and physical development; school adjustment; home and family; money, work and future; boy and girl relations; relations to people in general; and self-centered concerns; and global problems were Phlegmatic Temperament Vs Excitability; Desurgency Vs Surgency; and Low Ergic Tension Vs High Ergic Tension. Those showing the highest number of negative relationships were Thretcia Vs Parmia; Ego weakness Vs Ego strength, Expedient Vs Conscientious, and Weak Self Sentiment Vs Strong Self Sentiment.
Hargasova (1979) compared the personality traits of two groups of University students (Group-A who characterized their problems as concerning their studies, and Group-B who referred to their problems as being personal). Chi-square test applied to the data yielded the following basic personality characteristics of problem students: I+, H-, O+, Q4+, M+, B+, Q2+ and F-.

Aurora (1980) did a comparative study on the personality factors of deviants and non-deviants going to higher secondary schools. It was seen that the non-deviants possessed a better integrated personality; good self-sentiment attainment, strong ego and super-ego exhibited social boldness, emotional detachment, fulsome emotional expression; they were radical, submissive and desurgent and were realistic in their dealings. In the case of deviants it was seen that although they resorted to flights, but not so in their dealings, their emotionality was at the dry level; ego, super-ego and self-sentiment were anaemic, intelligence retarded in adjustive functions; they were sensitive to threats and possessed social insecurity.

Chaube (1982) probed into the personality traits and pressing problems of junior high school students and found them to be anxious regarding securing good marks in examinations, parents taking too many pains for them, feeling much too ashamed for doing something wrong, anxiety about attaining success in life, losing one's temper quite often, wanting to plan for the future, finding it hard to forget certain mistakes,
anxiety about what happens after death, parents' worries due to paucity of money, and having a headache quite often.

Singh's (1982) analysis of behaviour problems suggests that students with high fear of failure were more anxious, more attention seeking, more depressed and less boisterious and destructive.

The results of Duckitt and Brollis (1983) study indicated a significant interaction affect only for extraversion, with high scorers (extroverts) appearing to be significantly more tolerant of recent life changes than low scorers (introverts).

Joginder (1984) studied 'Alienation of Urban Youth: A study in Relation to Personality, Achievement Motivation and Academic Achievement' and found that the students going to the girls colleges obtained the highest scores in academic traits followed by co-educational students and boys college students. Students going to co-educational colleges obtained the highest neuroticism scores followed by girls' college students and boys college students. Students of co-educational colleges obtained the highest extroversion scores followed by boys college students and girls college students.

Psycho-Social Problems as Related to Academic Achievement

Stagnar (1933) found that students who were well adjusted obtained high grade averages as compared to those with low scores.
Alpert and Harber (1960) by giving a battery of six anxiety scales to the students of Stanford University, found that the specific scales tended to have higher negative correlations with measures of academic achievement than did the general anxiety scales.

Mauter's (1964) study on 'Adolescent attitude towards Death' found that the youngsters who expressed greater fear of death and incidence of primitive beliefs, tended to be poor achievers. High achievers on the other hand, were sophisticated and less fearful of the inevitability.

Benjamin's (1969) study focussed on socio-psychological factors related to the academic success of Negro high school students. A differentiation between the academic groups on the Mooney Problem Checklist was found on only one of its eleven areas, 'Personal-Psychological Relations', and this for the male students only. A tally of the 330 items showed all students to be concerned with financial, educational-vocational, and more individualistic personal problems.

Singh and Kuma's (1977) study 'Anxiety and Educational Achievement' revealed a negative relationship between anxiety and achievement; low anxiety subjects were found to score significantly better than high anxiety students.

The results of Christian's (1979) study indicated that the subjects' need for achievement was high and was unaffected by age, SES, rural/urban background, fear of failure, hope of success or concern.
Finn's (1979) study on adolescents' academic success and failure, suggested that adjustment to family environment may be a condition for adolescents academic success.

Gupta (1979) found a significantly high relationship between psychological stress and achievement motivation, educational and occupational aspirations.

Bisht (1980) studied the 'Interactive Effect of School Climate and Need for Academic Achievement on the Academic stress of Students' and found it to have influenced academic frustration, academic conflict and academic pressure. It was further seen that school climate had no effect on academic conflict and pressure on students.

Ushashree's (1980) study revealed that there were no differences in the mental abilities of the socially advantaged and disadvantaged students of Andhra Pradesh. But the socially disadvantaged group was inferior in scholastic achievement and academic adjustment.

Singla (1985) in his study found that various aspects of adjustment were positively correlated to academic achievement.

Clark (1987) on the basis of his study concluded that the degree of financial hardships reported by the adolescents was positively related to their feelings of depression and it affected the academic achievement of young adolescents.
Psycho-Social Problems as Related to Family Ideology

Mooney (1943) in her study 'Personal Problems of Freshmen Girls' found that adjustment to college work was the major problem of girls. They also had problems in understanding and dealing with their personal feelings, in finding outlets into satisfying social and recreational activities, in guarding and in improving their health. In her study 'Home and family adjustment' had the lowest percentage of responses.

Reddy (1966) studied the adolescent adjustment in relation to home environment. His findings were that conflicting attitude of extreme nature on the part of parents led to significant trends of maladjustment in children. Furthermore, a direct relation was found between the level of adjustment in the children and the education of the parents.

Kumar (1975) in an analysis of the determinants of the problems of adolescents found that the major areas of their problems were lack of social adjustment, self-confidence and feelings of inferiority. An important determinant, in a majority of cases and amongst many other factors was found to be parental dominance.

The results of Schwaz and Getter's (1980) study showed that the indices of neuroticism and major psychopathology of late adolescents were predicted by parental conflict. More neurotic daughters came from high conflict families with dominant fathers, whereas more neurotic sons came from high conflict families with dominant mothers.
Chatterji, Mukerjee and Chakraborty (1981) compared the effect of family environment on neuroticism among two 200 member groups of 13-18 years old boys, juvenile detention home residents and slum dwellers. Environmental factors had no effect on the neurotic tendency of non-delinquents. For the delinquents, lack of parental affection and absence of mother in family increased neurotic tendency.

Chatterjee and Shah (1981) in an attempt to examine the relation between parental behaviour and the subjects found that in the case of female subjects, emotional and social adjustment scores were correlated with the perception of their fathers as nurturant and affectionate. No clear correlations emerged for male subjects.

Grossman, Shea and Adams (1981) found that, contrary to popular assumptions, divorce backgrounds were not predictive of lower scores on the measures of Ego Identity. Infact, males from divorced families had higher ego identity achievement scores than males from intact families or females from intact or divorced families.

In Damle's (1983) study the socio-cultural background of the problems of the Asian youth with special reference to India has been discussed. It has been argued that the "demographic situation compels the participation of youth in development--------- the persistence of some of the traditional features such as the pattern of family and kinship
as well as rigidities in the system of stratification would hinder the effectiveness of youth ---------. Notwithstanding the structural constraints, the youth will assert itself more and more in the coming decades".

Bojuwoye (1984) while assessing the perceptions of students' counselling problems found family relationships and physical and health development being more critical problems for the co-educational school students than for the non-co-educational students.

Kalia (1986) in her study 'A Socio-Psychological Study of Student Activists' found that the parents of the activists were less conventional, less authoritarian, more democratic, with less emphasis on strict discipline and impulse control.

In Hoffman and Weiss's (1987) study, psychological separation from parents, parental conflicts and dominance, and parental symptoms were examined in relation to the common presenting problems of college students. A direct relation was found between the degree of interpersonal conflict in the family, and interpersonal distress among family members as reported by the students.

Frank's (1988) study 'Income, Family Stressors and Parent Education as correlates of School Drop Out' found that parental education level was the strongest predictor of drop-out.
Velleman (1988) found that family disharmony appeared to be associated with a negative adulthood adjustment to a far stronger degree than did parental problem - drinking status. Disharmony also appeared to be more strongly associated than parental problem of drinking with the existence of childhood difficulties.

Psycho-Social Problems as Related to Socio-Economic Status

Hollingshead's (1949) study 'Elmtown's Youth', revealed that the prestige structure which is important for social adjustment is essentially associated with the economic functions from which the family derives its livelihood.

Kates (1952) found that the intensity of annoyances was greater in the adolescent whose home background was inferior as compared to the adolescent whose socio-economic status was slightly superior. The poorly adjusted adolescents found more situations annoying to them.

Mussen (1953) while expounding the relationship of social adjustment to social class found that poor social standing reduced a person's opportunities for establishing social contacts and handicapped him in learning good social techniques. This led to the feelings of inferiority and inadequacy in him.

Karuna's (1962) study showed that economic factor was the most important determining factor of educational aspirations. She found that income and economic status were great handicaps for obtaining higher education since it was so expensive.
Langner's (1963) in his midtown community mental health research project relating to 'stress and strain' found that broken homes and poor health among persons of low socio-economic status contributed to the higher rate of mental disorders amongst them.

Agarwal (1970) in his study found SES as a significant differential of problems of adjustment of the adolescent students in the areas of 'Home' and 'Health'.

Mulay (1971) conducted a study on a sample of adolescent students, derived from urban and rural schools in the various districts of Vidarbha region of Maharashtra State. He found significant differences in the psychological problems of urban and rural students, boys and girls and those belonging to different SES levels.

Krishnan (1976) investigated the problems of adolescent boys and girls of high and low socio-economic status using fantasy as a tool. It was seen that adolescents belonging to low SES had greater degree of problems in adjustment to school environment, and, fear of failure in examination than the high SES group.

Tripathi's (1978) study revealed that SES was related to frustration in case of both boys and girls; frustration affected scholastic achievement and poor scholastic achievement caused frustration.
Ojha and Jha (1979) studied the extent to which social class, family system and family occupation determine achievement motivation. The results indicated that middle class SES, nuclear family system and entrepreneurial occupations were associated with high achievement motivation, while upper and lower SES, joint family system, and bureaucratic occupations were associated with low achievement motivation.

Verma's (1980) findings were that, experiences determined to some extent by socio-economic status and sibling size played a vital role in the acquisition of aggressive responses.

Shukla and Misra's (1981) study expounded that the period of adolescence was more intense for lower SES students, and students were found inhibited and toned down in their overt relationships with others.

The results of Kureshi and Husain's (1982) study showed that high SES subjects were significantly more extra-punitive than the lower/middle socio-economic status subjects.

In Touliatos and Lindholm's (1982) study reported earlier in the chapter, one of the significant findings was that the youngsters from higher social classes had fewer disorders than those from lower classes.

Pathak and Rastogi (1986) while tracing the direction and pattern of aggression and self-disclosure in adolescents of low SES, found them showing inwardly directed aggression and exhibiting greater number of ego defensive responses.
The results of Upadhyay and Tiwari's (1986) study indicate a substantial inverse relationship between modes of frustration and SES, with higher SES students exhibiting less aggression, fixation, resignation, aggression and global frustration than the low SES students.

Psycho-Social Problems as Related to Sex and Areas of Study

Hand (1949) studied the problems of adolescents and found that boys showed worry about their educational and vocational futures more than the girls. Girls showed more worry than boys in the areas of personal and social relationships.

Lewis (1949) studied the problems of adolescents. It was interesting to observe that in the categories 'Social' and 'Home-life' the incidence of problems among girls was over twice as much as that amongst the boys.

Amos and Washington (1960) in their study of 'Comparison of pupil and teacher perceptions of pupil problems' found that the areas of major concern for boys were school, money, work and future, and self-centered concerns, whereas for girls self-centered concerns; money, work and future; and school (in that order) were the areas of major concern.

Cole and Hall (1964) found that social problems trouble girls more than the boys, as do problems related to morals, religion, sex and marriage and problems centering around personal attractiveness.
Kakkar (1964) in his study found that boys were more aggressive and curious about new knowledge while girls were shy, withdrawn and nervous. Furthermore, boys were possessed with sex problems, while girls had problems like fear in the dark, fear in the crowd, etc.

Klein, Plutchik and Conte (1973) found that in families which were receiving therapy and which could be presumed as conflicting, sons exhibited fewer problems when the father was dominant and daughters when the mother was dominant.

Gupta and Gupta's (1979) study showed that the only area in which early and late adolescent girls differed significantly was in the 'Personal-Psychological Relations'. Further, it was found that girls were least concerned with 'Courtship, Sex and Marriage'.

Sudha (1979) in her study on the school going girls indicated that the problem areas of greatest concern for them were moral, religious, spiritual, and academic achievement.

Veereshwar (1979) studied the mental health and adjustment problems of college-going girls coming from both urban and rural areas. Adjustment problems for girls existed in all the areas, but the percentage of extreme cases was meagre. There were significant differences between urban and rural girls in areas of family adjustment, college or educational area, social area, personal and emotional problems.
Only in the area of health, both groups showed quite satisfactory adjustment.

Gupta and Gupta's (1980) study on a group of 500 adolescent girls identified their problems by administering Mooney Problem Checklist to them. They found that the most prominent problem areas were those relating to social and personal relations and school. The areas of least concern were physique, health, courtship, sex and marriage.

Goswami's (1980) study on a sample of school going adolescent girls of Gauhati, identified their problems in the areas of emotionality, mental ability, school study and home.

In Touliatos and Lindholm's (1982) study "Congruence of Parents' and Teachers' Ratings of Children's Behaviour Problems", parents and teachers tended to agree that boys exhibited more deviant behaviour than girls.

Mankad's (1982) study of adolescents at Rajkot revealed that except for the areas of 'Emotional' and 'Moral and Religious' problems, the boys always had more problems than girls.

The results of a study by Vanvaria, Agrawal and Singh (1982), showed that females scored higher on fear of success, tended to be placid, intelligent, anxious about achieving success, and somewhat less interested in sensual
satisfaction and comforts. For males, there was a close association between fear of success and such variables as warm-heartedness, soberness, conscientiousness, relaxation, and assertiveness.

Agarwal (1984) studied the attitudes of both College and University students towards social problems. Distribution of College boys and girls for alcoholism and communalism were leptokurtic, whereas those for University boys and girls were platykurtic. In areas of corruption, distribution of scores for College and University boys were leptokurtic, and for University and College girls were platykurtic. In case of dowry and poverty, the attitude scores of all the groups were platykurtic. On all these five social problems, at both College and University levels, girls were more concerned and conscious than boys.

Mucchielli (1984) on the basis of his researches suggests that at the age of 12 years, girls are 6-7 months ahead of boys in physical, social and psychological development. By 18 years of age, this gap has increased to 5-6 years. It is pointed out that while dealing with males and females at different stages of development when brought together in school settings, the teacher needs to be aware of the potential needs and problems of boy and girl students.

Nagar's (1985) study of socio-psychological problems and personality patterns of the deprived children living in
the destitute homes of Rajasthan found that about 13% of the students came in the category of highly problematic children and 75% of the deprived children were suffering from many problems. About 30% of the deprived girls had more than 55% problems whereas the corresponding percentage of boys was 10. Girls were also found to have more problems than boys.

Tripathi's (1986) study revealed that sex of the students was significantly related with their health, social, personality, educational, financial and vocational needs for guidance.

Minhas (1989) in her study of counselling needs of the adolescent students in relation to sex found that boys had greater need for counselling in social relations whereas girls had more of problems in the counselling needs area conformity.

Odiwuor (1989) in his investigation of college students' psychological problems, Indian and Nigerian found that areas of maximum concern for boys were 'Social and Recreational Activities', 'Personal-Psychological Relations' and 'Finances, Living Conditions and Employment'. The maximum concentration of problems in the case of girls was in the areas 'Social and Recreational Activities', 'Home and Family' and 'Social-Psychological Relations'.

Jain (1990) in his study of psychological problems of college students found that whereas the areas of major concern for girls were 'Curriculum and Teaching Procedures', 'Personal-
Psychological Relations' and 'The Future: Vocational and Educational', for boy students these were 'Social and Recreational Activities', 'Personal-Psychological Relations' and 'Adjustment to College Work'.

Vohra (1990) in her study relating to the psychological problems of adolescents found significant sex differences in the problem areas SRA and SPR as measured by the Mooney Problem Checklist.

Rao (1965) on the basis of his study found that arts, science and commerce college students had more adjustment problems than the professional college students.

Odiwuor (1989) in a study of the psychological problems of college students found that arts and science students did not differ much in the rank-order of their problems in terms of the total number of reported problems. Whereas SRA, HF and PPR were the areas of maximum concern for the science students, for arts students, these areas were SRA, PPR and SPR.

Vohra (1990) in her investigation of the psychological problems of science and arts adolescent students found that there were significant differences in the problems areas FLE, SPR, FVE and the aggregate of problems. The problems in her study were identified with the help of Mooney Problem Checklist.