CHAPTER-III

Review of Related Literature and Hypotheses
3.1. IMPORTANCE OF REVIEW OF RELATED LITERATURE

A review of related literature is an important pre-requisite to actual planning and the execution of any research work. Best (2001) says, “...a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and what problems remained to be solved”. To make our research effective, adequate familiarity with all the works done upto the time in that field is very essential. The real purpose of the review of the related research is the fitness of a particular project into a broader scheme enabling one to see its importance and to relate it to many studies. The review of related literature helps the investigator:

- to define the limits of his field. It helps the researcher to delimit and define his problem.
- to avoid unfruitful and useless problem areas.
- to avoid unintentional duplication of well established findings.
- to know about the tools and instruments which proved to be useful and promising in the previous studies.
- to know about the recommendations of previous researchers for further research to speculate useful hypotheses, to provide helpful suggestions for significant investigation.
3.2. STUDIES RELATED TO EMOTIONAL INTELLIGENCE:

Arya (1984) in his study found significant difference in the emotional intelligence of students on the basis of their place of residence.

Finnegan (1998) in his study “Measuring Emotional Intelligence: Where We Are Today”, found that emotional intelligence could lead to achievement from formal education years of the children and adolescents to the adult’s competency is being effective in the work place and society.

Kaur (1999) made an extensive study on emotional intelligence in relation to adjustment of adults. It was found that there was not any significant difference in the emotional intelligence and adjustment of adults. Emotional intelligence plays a paramount role in the education and life of the adolescent. If students are emotionally intelligent only then they can be well adjusted personalities and become useful workers of the society.

Mcfarland (2000) emphasized the necessity to revise educational methods for adolescents by developing stronger relationships between student and teacher, student and family and student and community for the development of emotional intelligence.

Kaur (2001) in her study revealed that adolescents of working mothers are better adjusted than those of non-working mothers.

Miglani (2001) found a significant relationship between emotional intelligence and academic achievement.
Kaur (2001) in her study revealed that boys were having higher level of emotional maturity as compared to girls. She further found significant difference in the emotional maturity of science and arts students.

Kaur (2001) in her study on a sample of 356 students of XI class revealed significant positive correlation between general intelligence and emotional maturity.

Jaeger (2001) sampled 150 public administration students who competed in intelligence component as part of care management class. Although findings revealed positive relationship between initial and ending levels of emotional intelligence and academic performance, improvement in emotional intelligence was not a predictor of students academic success.

Soni (2005) conducted a study on emotional intelligence of adolescents as related to their rigidity and found that there exists no relationship between emotional intelligence and different dimensions of rigidity and total rigidity of adolescents.

Lekhi (2005) in her study on a sample of 939 male and female adolescents found that adolescents of general category were having higher level of emotional maturity as compared to the adolescents of scheduled caste category.

Nanda (2006) conducted a study on emotional intelligence in relation to academic achievement for urban adolescents and found positive and significant correlation between emotional intelligence and academic achievement of urban adolescents. The value of correlation for different subjects including total academic achievement were highly positive.
Szubaria (2006) in her study found no significant relationship between success and emotional intelligence.

Singh (2006) in his study, “Academic Achievement of College Students in Fine-arts in Relation to Emotional Intelligence, Creativity, Learning and Thinking Styles”, found significant and positive relationships between emotional intelligence and academic achievement.

Singh (2007) in his study, “Emotional Intelligence, Social Intelligence, Adjustment and Personality Differentials of Adolescents with High and Low Creativity” found that low creative and high creative adolescents were found to be significantly different on five personality factors i.e. factor B (dull Vs bright), factor G (weaker super ego Vs stronger super ego), factor H (shy Vs socially bold); factor I (tough minded Vs tender minded) and factors Q3 (uncontrolled Vs controlled) out of 16 personality factors as given by Kapoor and Srivastava (1980) 16 PF Personality Factors Questionnaire. Therefore, low creative adolescents were characterized as dull, having weaker super ego, shy, tough minded and uncontrolled; whereas high creative adolescents were characterized as bright, having stronger super ego, socially bold, tender minded and controlled.

Kumar (2007) in his study on 300 students (150 from govt. schools and 150 from private schools) studying in class twelve found that emotional intelligence is affected by the nature of institution; the environment of govt. schools helps in enhancing the emotional intelligence of students more as compared to the environment of private schools.
3.3. STUDIES RELATED TO SOCIAL INTELLIGENCE

Gangopadhyay (1975) in his study concluded that boys and girls do not differ significantly in their level of social intelligence.

Mihalyi and Larson (1984) concluded that when the dimension of cooperativeness and happiness of social intelligence is low, then students are neither attentive nor happy in the classroom, and they absorb only a fraction of the information being presented.

Prasad (1995) conducted a study on social intelligence and adjustment and concluded that male and female students differed significantly in co-operativeness, confidence, sensitivity, recognition of social environment and tactfulness; while no significant difference was found in three factors, i.e., patience, sense of humour and memory. He also found that there existed highly significant correlation between social intelligence and adjustment in both male and female groups.

George and Brief (1996) in their study found that fuel feelings weaken empathy and concern and the people in the bad moods give more negative appraisals. In other words low level of social intelligence give birth to negative feeling towards the other fellow beings.

Kaur (2000) in her study found insignificant relationship between children of joint and nuclear families with respect to different dimensions of social intelligence.
Fiedler (2002) in his study concluded that less the social intelligence of the person, more intense the pressure, and more our performance and thinking will suffer.

Kakkar (2002) conducted a study entitled “social intelligence as a determinant of life satisfaction” and found significant relationship between life satisfaction and recognition of social environment, life satisfaction and sense of human dimensions of social intelligence. However, insignificant relationship was found between life satisfaction and cooperativeness, life satisfaction and tactfulness, life satisfaction and memory.

Sam (2003) reported that social intelligence helps the learner in the total involvement and full attention in the class and these moments may be rated as inspired.

Kour (2004) conducted a study on, “Social Intelligence as Related to Mental Health”, and found that the coefficient of correlation between mental health and dimensions of cooperativeness, tactfulness, sense of humour memory, patience, confidence, sensitivity and recognition of social environment of social intelligence comes out to be positive and significant. Thus, significant relationship exists between social intelligence and mental health.

Mikulincer et al. (2005) in his study reported when the level of social intelligence is low, individual do not think clearly, interest is lost in pursuing thinking clearly and pursuing even goals that are important to the individual.
Cacioppo, et al. (2005) in his study found inverse relationship between social intelligence and anxiety as well as task difficulty. The more stress oscillates, the worse our mental and social efficiency as well as performance become.

Kaur (2006) in her study, "Social Intelligence as related to Self-Confidence", found that significant relationship exists between social intelligence and self-confidence.

Singh (2007) in his study on low creative and high creative boys and girls of class eleven studying in the senior secondary schools of Punjab state revealed insignificant difference in social intelligence between low creative and high creative adolescents, between high creative boys and high creative girls. But significant difference was found in the social intelligence of low creative boys and low creative girl adolescents.

3.4. STUDIES RELATED TO EDUCATIONAL ASPIRATION

Sharma (1979) in his study on 1060 students revealed that level of aspiration significantly affect the academic achievement of students.

Gupta (1979) conducted a study on 310 students studying in post graduate classes under the different disciplines. Study revealed that high educational aspiration and high occupational aspiration groups were under the greatest psychological stress as compared to students with low educational and occupational aspiration.

Shah and Thaker (1979) in their study on scheduled caste and scheduled tribe college students in Gujrat, revealed
that as the scheduled caste students were largely the first generation learners, motivated not by self or their family but by the governmental encouragement, they were likely to lack strong motivation, ability, good study habit, good performance etc. required for proper education.

Singh (1979) conducted a study in Rajasthan on the educational problems of scheduled caste and scheduled tribe school students and realized that they had poor awareness of future prospects. They felt that there was a need for extra coaching for them.

William (1980) found significant association between socio-economic status and occupational aspirations and expectations.

Saxena (1981) found that sex-differences were significant as far as the level of aspiration was concerned.

Prince (1981) conducted a study of aspiration for education in the pupils from deprived community. The main findings of his study shows the achievement, anxiety, self concept, value system, intelligence, achievement motivation and scholastic attitude were significant predictors of level of aspiration for education.

Jasiya (1983) in her study found that level of aspiration and frustration affect the achievement and these are positively related to each other. Both age and sex separately influenced significantly the level of aspiration.

The main objective of Singh (1983) study was to study the significance of mean difference in the level of aspiration in
relation to achievement. The sample comprised of 450 students of high school from 15 randomly selected institutions in rural and urban areas of Gorakhpur, Basti and Deoria districts. Study revealed that there was a positive correlation between level of aspiration and achievement.

The objectives of Prakash (1984) study were to explore the difference, if any, between the level of aspiration of urban and rural students and between the boys and girls. Another objective was to find the difference between the level of aspiration of scheduled caste and non-scheduled caste students. A sample of 320 students were selected from 1466 ninth grade students of government and private schools of Delhi, after categorizing them on the basis of area, sex, caste and locus of control. The findings were (i) area (urban or rural) as a single main variable did not show significant difference on the level of aspiration. (ii) sex as a single main variable did not show any significant difference on the level of aspiration. (iii) caste (scheduled caste and non-scheduled caste) as a single variable did not show any significant difference on the level of aspiration.

Das (1986) in his study revealed that educational aspiration of students belonging to urban schools was higher than that of students of rural schools. High intelligence group had higher educational aspiration than the students of low intelligence group. Students of high socio-economic status group had higher educational aspiration than students of low socio-economic status group.
Tripathi (1986) in his study on a sample of 300 boys and 200 girls from nine districts of east UP concluded that level of aspiration of males from arts, science, and commerce streams showed no significant difference.

Suman (1986) in a sample consisting of 200 arts and 100 science students found that for arts students, master degree was an important aspiration whereas for science students, master degree in medicine was the main aspiration.

Gupta (1987) found that level of aspiration correlated negatively and significantly with academic achievement in the total sample comprising of boys and girls.

Vijay (1990) in his study found significant difference in the educational and aspiration level of children of working and non-working mothers.

Kakkar's (1990) major findings visualized that scheduled caste students have all those personality characteristics which are needed for progress in life, rather they were higher than their non-scheduled castes counterparts in vigour and ascendancy. They were equal to others in original thinking; emotional stability and sociability.

Aggarwal (1992) in her doctoral research concluded that socio-economic status, academic achievement and aspirations of scheduled caste students were low to non-scheduled caste students but the scheduled caste students did not differ from non-scheduled caste students in terms of their intelligence.

Delano (1995) conducted a study on factors that affect
the educational aspiration and found the significant differences in aspirations of males and females and socio-economic status of the parents has significant impact on the educational aspirations of females.

Kaur (1997) in her study conducted on a sample of 255 rural high school girls from all schools of selected Block at Faridkot district of Punjab, found out that percentage of students who aspired to study further, preferred to go in for courses leading to degrees were 45.92% in diplomas 39.80% and in short courses 14.82%.

Courtney (1999) in his study found that athletics promotes students opportunities and aspirations, motivation and can be transformed to academic goals.

Hmingthanzuala (2001) in his study found that students from different socio-economic status and different regions have significant differences in interests, aspiration and academic performances.

Kaur (2007) conducted her study on a sample of 400 students of +1 class taken from Jalandhar City (Punjab). Study revealed that high and low stress students differ significantly in their level of educational aspiration. Also it was revealed that educational aspiration level influences academic achievement of adolescents.

3.5 STUDIES RELATED TO MENTAL HEALTH

Hussain (1977) conducted a study and revealed that academic achievement of group with moderate stress was
significantly better than that of high and low stress group. Further, academic achievement of group showing moderate goal discrepancy was better than that of groups showing either high or low discrepancy.

**Dubey (1983)** in his study on scheduled caste adolescents found significant correlation between personality factors and frustration of scheduled caste students. Further it was found that parental deprivation inhibited the personality development of the scheduled caste students.

**Khan (1980)** investigated the psycho-social causes of tension in the college going youth. The study was conducted on 704 adolescents studying in BA (I) in the colleges situated in Aligarh and Bulandshahar of UP state. Study revealed that tension was more among youth who hailed from urban areas than among those who resided in rural areas.

**Srivastava (1988)** in his study found that boys were more aggressive than girls. It was further revealed that children of younger parents and larger families tended to be more aggressive irrespective of caste differences.

**Rejio et al (1988)** conducted a longitudinal study on 272 children (9-13 years) and revealed that development of mental health disorders and occurrence of symptoms increased with age and that men and women differ in many ways in terms of the nature of the mental health.

**Singh and Broota (1992)** in their study found that girls were more test anxious, worrisome and emotional than boys.

**Kamau (1992)** has examined burn out and mental health
among the teachers. Male teachers were found to be emotionally over extended, exhausted, internally controlled, anxiety ridden, callous towards students, more personally accomplished and less capable of establishing constructive relationship. They were more capable of coping with ordinary demand and stress of life as compared to females. Urban high school teachers were less emotional, less satisfied, more internally controlled, anxious and had poorer mental health than rural teachers. Government school teachers, trained, married and those with internal control were more concerned with their well-being, less anxious, less emotionally over-extended, more competent and more internally controlled than their counterparts.

Singh (1992) studied the adolescent's mental health as perceived and practised by parents and teachers. The findings of the study revealed that the teachers awareness of each principle of mental health and their practice of these principles are significant. Moreover, the awareness of teachers pertaining to all the mental health principles to which this study was extended is significantly greater than the practice of these principles by them.

Pathak and Rai (1993) carried out a study on mental health of higher secondary school students in relation to socio-economic status. They found that mental health of high, average and low socio-economic status students differed significantly. The mean of female students on mental health was greater than that of male students. Hence, female students were more healthy than the male students when socio-economic status was controlled.

Harpham (1994) asserted that urbanisation in developing countries involved changes in social support and life events, which affect mental health mainly depression and anxiety, particularly among low income women.

Taak (1999) conducted the study on factors influencing mental health. She took a sample of 300 students of Ludhiana district. She found that there is no significant difference between mental health of boys and girls of same age group.

Kaur (2001) studied the impact of home environment on mental health. She concluded that there is a positive but insignificant relationship between home environment and mental health of students. There is a negative and significant relationship between parental concentration and mental health of school students. There is positive and significant relationship between parental avoidance attitude and mental health of school students.

Kaur (2001) in her study on a sample of 356 students (186 urban, 170 rural, 138 boys and 218 girls) found insignificant difference in the emotional maturity of boys and girls and also between students' belonging to urban and rural areas.

Khosla (2002) conducted a study on well-being in relation to family environment of adolescents and concluded that there is positive and significant relationship between well-being and
family environment of adolescents. Further, the findings indicate no significant difference in the relationship of well-being and family environment among boys and girls.

**Dewan (2003)** in her study on a sample of 769 students found that students with average academic stress were more emotionally stable as compared to the students with low and high academic stress.

**Deep (2004)** in her study on a sample of 200 students of eleventh class revealed that academic stress affect the academic achievement of the students negatively.

**Kaur (2007)** in her study on a sample of 400 students of 10+1 found that adolescents having high level of stress and low level of stress do not differ significantly in their scores of academic achievement.

### 3.6 STUDIES RELATED TO PERSONALITY

**Ghiselin (1965)** conducted a study on “Creativity in relation to personality, values and achievement motivations”. It was found that high creative school going children are more introvert than the low creative.

**Kurtzman (1967)** in his study found that more creative individuals tended to be more adventurous, have greater tolerance for ambiguity, more extrovert than their less creative counterparts. More creative boys were found to be self-confident and mature than the less creative boys. Girls do not differ on these two traits. More creative boys received greater acceptance from their peers but more creative girls are less accepted by
their peers. More creative have strong ego strength. No difference between high and low creative was found for boys on intelligence, but high creative girls were more intelligent than less creative girls.

**Nair (1975)** studied personality characteristics of creative high school pupils. The major findings were: (1) The creative pupils were found to differ significantly from the non-creative pupils in respect of the adjustment variables viz., sense of personal freedom, freedom from withdrawing tendencies, freedom from antisocial tendencies, school relations, community relations and anxiety. In respect to the variables comprising self-reliance, sense of personal worth, feeling of belonging, freedom from nervous symptoms, social standards and social skills, the creative pupils differed from the non-creative to a comparatively lesser degree.

**Jhag (1979)** studied personality correlates of creative children of 10 + 1 studying science subjects. The findings of the study were: (i) The urban students were superior to the semi-urban in scientific creativity. (ii) The creatives and non-creative did not differ significantly on Personality Factor A (reserved vs. Outgoing). (iii) The male and the female subjects had more or less similar personality styles in respect of the reserved versus outgoing trait. (iv) Students belonging to the urban and semi-urban background did not differ significantly in personality styles, particularly on the reserved vs outgoing trait. (v) There was significant contribution of scientific creativity to the variance in Factor B (concrete thinking versus abstract thinking). (vi) Creative students were significantly better in
abstract thinking, emotional stability, independence, self-venturesome, relaxed and controlled. (vii) The creative boys were adventurous while the creative girls were shy, timid, restrained and sensitive to threat. (viii) The creative boys were more self-assured, placid, secure, complacent (self-satisfied) and calm while the creative girls were more guilt-prone, apprehensive, self-reproaching, insecure and worrying.

**Bhattacharya (1978)** studied Interaction of Personality and Creativity. The major findings were: (i) There was no interaction of creativity and the fourteen personality factors of HSPQ on the achievement of students of classes IX and XI. (ii) Factors C, G, H, Q₄ and creativity interacted to affect the intelligence of ninth and eleventh class students.

**Singh (1979)** conducted a study to find the relationship between some personality dimensions (e.g. anxiety, extroversion) and academic achievement of tribal and non-tribal students. Study was conducted on 400 tribal and 400 non-tribal students. It was found that variable of anxiety and extroversions were negatively and significantly related with academic achievement of students.

**Muddu (1980)** revealed that personality characteristics of the high creative group totally differed from those of the low creative group. The high as well as the low creative groups did not show any significant correlation with intelligence. Low creative boys were more fluent than the high creative boys. There was no significant relationship between the high intelligent group and the low creative group and between the high creative intelligent group. The creative children were
emotionally controlled, striving to get acceptance or approval, ethically standard, ambitious to do well, concerned with social images, considerate for others, conscientious, relaxed, unfrustrated and composed.

**Qureshi (1980)** reported that (i) Intelligence, manifest anxiety and aspiration indicated different influence on creativity and its components-fluency, flexibility and originality. (ii) Scores for creativity and personality characteristics of various grades indicated that during classes VI to VIII divergent traits of personality viz. outgoing, more intelligent, emotionally stable, excitable, assertive, happy-go-lucky, venturesome, doubting, self-sufficient, expedient, tough-minded, placid, in-disciplined and relaxed were found consistently associated with all the creativity measures. In the later classes IX-X, convergent personality traits differed from those listed (except intelligence) and were found highly correlated with all the creativity measures.

**Srivastava (1982)** studied creativity in relation to personality factors, birth order and linguistic ability among the high school students. The study revealed that there was positive relationship between the scores on creativity and the scores on different personality factors.

**Dutt (1983)** in his study on tribal high school male students of Himachal Pradesh found that tribal students were extrovert than non-tribal students. It was further found that non-tribal students were better with regard to intelligence.

**Sujatha and Yeshodhara (1986)** in their study on scheduled caste/scheduled tribe and non-scheduled caste/non-
scheduled tribe on a sample of 1340 class IX students (half SC/ST and half non SC/ST) concluded that both scheduled caste/scheduled tribe and non-scheduled caste/non-scheduled tribe were low on personality factor B (less intelligent Vs more intelligent) and were average on the other factors e.g. factor-C (affected by feelings Vs emotionally stable), factor-G (expedient Vs conscientious), Q2 (group dependent Vs self sufficient) of Cattell’s 14 HSPQ.

Nagaich (1986) conducted a study on disadvantaged tribal students of Madhaya Pradesh. It was found that personality disposition of Bhil, Gond and urban students differed significantly from each other.

Bhardwaj’s (1990) study revealed the following findings (i) Female students are self-sufficient, temperamentally independent, accustomed of going on their own way, making decisions and taking action on their own. They discount public opinion, but are not necessarily dominant in their relations with others. They do not dislike people but simply do not need their agreement or support. Whereas, male students are 'group-dependent', tend to prefer to work and make decisions with other people, like and depend on social approval and admiration. They tend to go along with the group and may be lacking in individual resolution. They are necessarily gregarious by choice, rather they need group support. (ii) Male and female students have no difference in their personality make up regarding "reserved Vs outgoing", "less intelligent Vs more intelligent", affected by feeling Vs emotionally stable", "undemonstrative Vs excitable", expedient Vs conscientious",
"shy Vs venturesome", "tough minded Vs tender minded", "zestful Vs reflective", "placid Vs apprehensive", "uncontrolled Vs controlled", "relaxed Vs tense". (iii) The high creative, students have higher rate of anxiety in comparison to their counterparts low creative students. (iv) High creative students have higher rate of popularity than the low creative students. (v) No significant difference is found particularly between boys and girls on the different variables of self-concept i.e. behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction.

**Chobey (1990)** compared the personality traits of socially high and low deprived tribal youth of Rajasthan, studying in commerce stream. Study revealed no significant difference in their personality traits.

**Khatoon (1994)** compared the personality patterns of Muslim and Hindu female adolescents with the help of 14 HSPQ. Hindu and Muslim students showed significant difference only on factor 'H'. (shy Vs venturesome).

**Bodyal (1996)** Studied personality differentials among B.Ed. students, Her study revealed that: (i) There is no significant sex differences in extroversion-introversion among B.Ed. students of Jammu University. (ii) There is no significant sex differences in self-concept among B.Ed. students. (iii) There is significant sex difference in the variable of dependence-independence. (iv) There is no significant sex differences in the temperament among B.Ed. students. (v) There is significant sex differences in the variable of adjustment.
Rani (1997) in her study concluded that adolescents of minority and non-minority communities differed significantly on ten personality factors viz. factor A (reserved Vs outgoing), factor B (less intelligent Vs more intelligent), factor C (affected by feelings Vs emotionally stable), factor M (practical Vs imaginative), factor N (forth right Vs shrewd), factor O (confident Vs apprehensive), factor Q₁ (conservativeness Vs experimenting), factor Q₂ (dependent Vs self-sufficient), factor Q₃ (indisciplined Vs controlled) and factor Q₄ (relaxed Vs tense).

Sharma (1997) compared the personality traits of students of Khalsa, Convent, DAV and Govt. School students and concluded significant difference in their personality traits.

Mishra (1998) compared the personality patterns of scheduled caste and scheduled tribes and non SC/ST students. The students were administered the 14 HSPQ for measuring personality. The scheduled caste students in comparison to non-scheduled caste students were found to be reserved, less intelligent, less stable and happy-go-lucky.

Pannonen (2000) assessed the personality traits in five cultures i.e. Canada, England, Netherlands, Norway and Israel with the help of Non-verbal Personality Questionnaire of Murray and found significant difference in their personality on many traits.

Kour (2004) in her study found that double talented girls are brighter, responsible, disciplined, conscientious, sensitive, self-sufficient, resourceful, socially precise, fast learner, assertive, independent minded and expressive than single talented and non-talented.
Sinha (2006) conducted his study on a sample consisting of 1000 students belonging to general (389), backward (344) and scheduled caste (267) students of high schools of Pratapgarh district of J & K. Study revealed that general category students have high self-concept in comparison to backward caste students. Self-concept of backward caste students is higher than that of scheduled caste students.

Nadeem and Wani (2006) in their study on Kashmiri, Dogri and Ladakhi adolescent girls found that out of 14 factors 10 have turned out to be significant. It is interesting to note that in these ten comparisons, the mean difference favours the Kashmiri group on factor, B, D, G, I, Q₂, Q₃ and Q₄ and the Dogri Group on the factors A, C and E. This implies that Kashmiri girls in comparison to Dogri girls are more intelligent, excitable, tender minded, self-sufficient, controlled and tense. On the other hand, Dogri girls have been found to be warmhearted, emotionally stable and assertive. Four of the comparisons which have been found significant are factors F, H, J, and Q₁. This means that the two groups of girls are somewhat similar on the continuum of sober-enthusiastic, shy-adventurous, zestful-reflective and self-assured-appeprehensive.

It has been found further that Kashmiri adolescent school going girls in comparison to Ladakhi adolescent school going girls, differ significantly on personality factor, A, B, C, E, G, I, Q₂, Q₄, the mean difference being significant at .01 and .05 levels. The mean difference favours the Kashmiri group on factors B, C, I, Q₂ and Q₄ which implies that Kashmiri girls in comparison to Ladakhi girls are more intelligent, emotionally
stable, sensitive, self sufficient and tense. On the other hand, Ladakhi girls have been found to be higher on the factors A, E, and G, which means they are warm hearted, assertive and conscientious. It has also been found that the two groups of Kashmiri and Ladakhi adolescent girls do not differ significantly on factors O, F, H, J, Q1, Q3. This means that the two groups of girls are similar on the continuum of undemonstrative-excitable, sober-ethusiastic, shy-adventurous, zestful-reflective, confident-apprehensive and uncontrolled-controlled.

**Verma (2007)** studied the socio economic status of the migrant agricultural workers in Punjab and found that the majority of migrant agricultural workers belong to Bihar and Uttar Pradesh. They migrate to Punjab because of poverty and lack of employment opportunities in their native states. The migrant agricultural workers from these states generally move to agriculture. The agricultural productivity here being much higher that in their own states, they earn wages higher than the wages offered in their native states.

The young ones are more prone to migration as they are more venturesome and have no social liability. Moreover, they are preferred by the farmers for handling various farm operations as they are more energetic and have more stamina. The local workers are of comparatively higher age. As a result of migration at early age, the majority of the migrant agricultural workers are illiterate.

More than two thirds of the migratory workers are married but a vast majority of them have to leave their wives to live in separation at their native village. As a result, a majority of them
have lower number of children in comparison to the local workers who tend to have larger families. Migrants come not only from scheduled caste and backward class backgrounds but poverty and unemployment also compel other classes to migrate. One third of the migrant workers do not own a house at the native places, or have one room mud houses. In comparison, the local agricultural workers have either semi-pucca or pucca house. As regards the provision of other facilities, their position is more or less similar. This is also true of their being caught in debt trap. By and large, it can be said that rural labour are still dependent at the mercy of their employer for the sustenance.

Singh (2007) concluded that low creative and high creative adolescents were found to be significantly different on five personality factors i.e. factor B (dull Vs bright), factor G (weaker super ego Vs stronger super ego); factor H (shy Vs socially bold), factor I (tough minded Vs tender minded) and factor Q\textsubscript{3} (uncontrolled Vs controlled). While high creative boys and high creative girls differs only on two personality factors i.e. personality factor A (reserved Vs outgoing) and factor O (self-assured Vs apprehensive). Low creative boys and low creative girls were found to be significantly different on three personality factors i.e. factor A (reserved Vs out-going), factor Q\textsubscript{3} (uncontrolled Vs controlled) and factor Q\textsubscript{4} (relaxed Vs tense).

3.7 HYPOTHESES

1. There will be no significant difference in the **emotional intelligence** of general and scheduled caste students.
In order to test this hypothesis following sub hypotheses were framed.

la There will be no significant difference in the **self awareness** of general and scheduled caste students.

b There will be no significant difference in the **empathy** of general and scheduled caste students.

c. There will be no significant difference in the **self-motivation** of general and scheduled caste students.

d. There will be no significant difference in the **emotional stability** of general and scheduled caste students.

e. There will be no significant difference in the **managing relations** of general and scheduled caste students.

f. There will be no significant difference in the **integrity** of general and scheduled caste students.

g. There will be no significant difference in the **self development** of general and scheduled caste students.

h. There will be no significant difference in the **value orientation** of general and scheduled caste students.

i. There will be no significant difference in the **commitment** of general and scheduled caste students.

j. There will be no significant difference in the **altruistic behaviour** of general and scheduled caste students.

2. There will be no significant difference in the **social intelligence** of general and scheduled caste students.
In order to test this hypothesis following sub hypotheses were framed.

2a. There will be no significant difference in the patience of general and scheduled caste students.

b. There will be no significant difference in the cooperativeness of general and scheduled caste students.

c. There will be no significant difference in the confidence of general and scheduled caste students.

d. There will be no significant difference in the sensitivity in general and scheduled caste students.

e. There will be no significant difference in the recognition of social environment of general and scheduled caste students.

f. There will be no significant difference in the tactfullness of general and scheduled caste students.

g. There will be no significant difference in the sense of humour of general and scheduled caste students.

3. There will no significant difference in the educational aspirations of general and scheduled caste students.

4. There will no significant difference in the mental health of general and scheduled caste students.

In order to test this hypothesis following sub hypotheses were framed.

4a There will be no significant difference in the positive self-evaluation of general and scheduled caste students.
b. There will be no significant difference in the perception of reality of general and scheduled caste students.

c. There will be no significant difference in the integration of personality of general and scheduled caste students.

d. There will be no significant difference in the autonomy of general and scheduled caste students.

e. There will be no significant difference in the group oriented attitude of general and scheduled caste students.

f. There will be no significant difference in the environmental competence of general and scheduled caste students.

5. There will be no significant difference in the personality characteristics of general and scheduled caste students. In order to test this hypothesis following sub hypotheses were framed.

5a. There will be no significant difference in the personality factor A (experimental vs conventional) of general and scheduled caste students.

b. There will be no significant difference in the personality factor B (emotionally stable vs excitable) of general and scheduled caste students.

c. There will be no significant difference in the personality factor C (spiritual vs materialist) of general and scheduled caste students.

d. There will be no significant difference in the personality
factor D (social vs self centered) of general and scheduled caste students.

e. There will be no significant difference in the personality factor E (adaptive vs rigid) of general and scheduled caste students.

f. There will be no significant difference in the personality factor F (confident vs apprehensive) of general and scheduled caste students.

g. There will be no significant difference in the personality factor G (more inquisitive vs less inquisitive) of general and scheduled caste students.

h. There will be no significant difference in the personality factor H (relax vs tense) of general and scheduled caste students.

i. There will be no significant difference in the personality factor I (affectionate vs undemonstrative) of general and scheduled caste students.

j. There will be no significant difference in the personality factor J (persistent vs casual) of general and scheduled caste students.

k. There will be no significant difference in the personality factor K (self critical vs happy go lucky) of general and scheduled caste students.

l. There will be no significant difference in the personality factor L (supportive vs inhibitive) of general and scheduled caste students.
m. There will be no significant difference in the personality factor M (independent vs group dependent) of general and scheduled caste students.

n. There will be no significant difference in the personality factor N (enthusiastic vs lethargic) of general and scheduled caste students.

o. There will be no significant difference in the personality factor O (assertive vs humble) of general and scheduled caste students.

p. There will be no significant difference in the personality factor P (more analytical vs less analytical) of general and scheduled caste students.

q. There will be no significant difference in the personality factor Q (forthright vs. crooked) of general and scheduled caste students.

r. There will be no significant difference in the personality factor R (divergent vs convergent) of general and scheduled caste students.

s. There will be no significant difference in the personality factor S (dominant vs submissive) of general and scheduled caste students.

t. There will be no significant difference in the personality factor T (conscientious vs unscrupulous) of general and scheduled caste students.