CHAPTER – II
REVIEW OF LITERATURE
Chapter-2

Review of Literature

2.1 Introduction

Can you imagine a life without emotions? Happiness, anger, sadness, fear etc. all are our emotions which are necessary for our existence. Different types of emotions are related to our daily life. In our every activity and experience, we can see emotional aspects:- Happiness in marriage, pain of someone’s death, fall in love with your dearest, restlessness of dog days of summer, happiness of success in examinations, there are all our emotional experiences. Emotions make colorful to our daily experiences. Life is without emotions become disinterested and tedious. We can take every work from human robot but we can’t say it human being because it has not emotions.

At one side emotions bring interest, delight ness in life, but on the other side such emotions can bring conflict and bitterness in life. Emotions play a main role in Mental Health in some extent. There are two important reasons to draw people to take Psychotherapy are depression and anxiety.

Emotions has also many negative aspects. The person who is in love taking or behaving over emotionally which is looking like fool. Likewise, when one is in anger or feeling jealous, he behaves like child. So, for somebody it is abnormal. Sometimes when we are emotionally excited, going to behave illogically. At that time we wish to have life without emotions, but it’s not possible, because partially emotions are hereditary. Animals also have emotions. As we go further in evolutionary stages, we can see emotional consciousness and ability. Which suggests that emotions have a positive aspect to survive a life. Emotions of love and pain make meaningful to our affections for others, likewise fear and anger has also their adaptation important.

Many evidences have suggested that some particular emotional responses decided by learning. There are difference of opinion about how much our emotions are hereditary and how much learned.
In 1872 Charles Darwin has given an opinion in his book, "THE EXPRESSION OF EMOTION IN ANIMAL and MEN" that types of emotional expressions has built from birth e.g. Darwin says that in the feeling of hate we can see behaviors like rancor on his face, press the teeth, chaw lips, a closed fist, etc. And we can see all this behaviors similarly in all types at race. In some animals e.g. as monkey press his teeth in anger, human beings we can see the same behavior in anger. According to Darwin behavior of pressing teeth is somehow hereditary behavior. Though we know that person learn to express and control his emotions (with on the behalf of the result) of factors like learning, experience, thoughtfulness, social development, cultural rules etc. Every living person in society learn to express has emotions socially daring his socialization. As emotions are very much important in human life, in present time modern psychologists have done number of studies on emotions.

So, here we have question that actually what is emotion? Though everyone feels emotion it’s difficult to give its definition. The worth EMOTION is come from Latin verb EMOVERE. It means ruffled or agitated. Some Psychologists suggests difference between emotion and sentiments, that happiness and suffer or pain are light mental conditions of sentiments, and fear, anger, pleasure, hatred all this mental conditions which have ruffled our physical system is emotion. So, “Emotion is the agitated situation of entire nervous system”.

2.2 Studies about Emotions

1. “An attempt to trace the emotional maturity factor and its impact on stress among male and female students.”
- Bose and Makhopadhyay (1993)

Object or purpose - Know the gender difference in emotional maturity and know the impact on stress of emotional maturity factor.

Sample - 30 males and 30 females.

Tools - 1 stress scale 2 Emotional Maturity scale

Statistical Method - Analysis of variance

Results - There is no significant difference among male and female students in emotional maturity. Higher level stressed males have obtained high scores than lower level stressed males in emotional instability and defeat higher level stressed females
have obtained higher scores than lower level stressed females in all results of emotional maturity.

2. “A study of emotional stability and locus of control among institutionalized aged”.
   Patel (1997)

   **Object** - To know the relation among emotional stability and locus of control in old aged persons of old aged Home.

   **Sample** - 80 old aged male female lived in home and 80 old aged male female lived with family.

   **Tools** - 1. Bhatt’s mental health scale
               2. Rotter’s LOC scale revised by Bhogayta.

   **Result** - There is negative co-relation between external locus of control and emotional stability.

   **Stability** - There is positive co-relation between internal locus of control and emotional stability.


   **Object** - Study the emotional condition like depression, loneliness, frustration, hopelessness, etc. of old aged person lived in institutes.

   **Sample** - Total sample of 120 old aged persons were selected lived in Delhi. In which 60 lived in family and 60 lived in old aged home.

   **Tools** - IPAT Depression scale, VCLA loneliness scale Gariatrics scale of Hopelessness, Rosenzaring’s picture Frustration test.

   Analytic Method- and correlation.
Result - Lived in old aged home old aged persons felt more feelings of loneliness, depression, hopelessness than old aged persons lived in family. Females felt more feelings of loneliness, depression and hopelessness than males. There was no significant effect of living situation and gender in them of emotional conditions like depression and hopelessness.

4. “Family Socialization of emotional expression and non-verbal communication styles and skills.”

Object - Study the family socialization of emotional expression and non-verbal communication styles and skills.

Sample - 64 graduate female students and 64 graduate male students were selected.

Tools - Family type scale with 9 details was used.

Statistical Analysis - F test was used

Result - Personally who can nicely express their emotions in family had lower work skill than the group who express their emotions less in family.

5. Discriminating Patterns of emotion in 10 and 11 year old children’s Anxiety and Depression”

Object - Study the discriminating patterns of emotion in 10 and 11 year old children’s anxiety and depression.

Sample - 146 boys and 143 girls of standard 5th and 6th from rural school were selected.

Tools - The Anxiety Scale.

Statistical Analysis - co-relation
Results - 10-11 year old children had no significant difference in emotions. There was
difference in fear between the groups. There was significant relation between emotion of fear
and anxiety. There was also significant correlations between emotions of fear and depression.

6.”Anxiety and achievement in mathematics”
- Roy and Mallick (1993)

Object - To know the relation between anxiety and mathematical achievement.

Sample - 126 Students studying in 8th standard.

Tools - Trait Anxiety Scale

Statistical Method - Correlation

Result - There was significant co-relation between anxiety and mathematical achievement.

7. “Sex differences in emotional maturity of sports person at college level”.
- Bhargava and Sharma (1993)

Object - The purpose of the study was to know sex differences in emotional
maturity of sports person of college level”.

Sample - 22 boys sports students and 22 girls sports students from PG
college of Agra were selected.

Tools - Emotional maturity scale of singh and Bhargava.

Result - There was significant differences in girls and boys specially in three factors of
e.m.like emotional (regression), social maladjustment, and Lack of freedom. In which girls
had not obtained more scores in Emotional regression, when boys had high scores in other
two factors.
8. “Pattern of Appraised and emotion related to taking on exam”.
   -Smith and Ellsworth.
   
   **Object** - Study the role of emotion in relation among exam and result.

   **Sample** - 86 graduate students of Stanford Uni. Were Selected.

   **Tools**
   1. Performance Appraisal Questionnaire.
   2. Emotion Questionnaire

   **Result** - Higher level stressed group had got less success than lower level stressed group. Before exam in which subjects they had been given good grade as encouragement, in them they had got more marks. When in which they had been given less grade in them they had got less marks. 68% Students also had been given grades as encouragement had got really good marks in exam.

9. “Emotional maturity among student leading
   -Gureshi, Haseer and Bhargava (1998)

   **Object** - Study emotional maturity among student leaders.

   **Sample** - 240 teenager boys and girls from rural and urban tribes area.

   **Statistical Method**
   - 2x2x2 ANOVA.

   **Results** - There was significant difference between condition of atmosphere and main interaction of literacy in rural and urban area. Faber of urban area group had more awareness than rural area group When there was no significant difference in gender factor.

10. ”Changes in child rearing attitudes of mothers of emotionally disturbed children.”
    - Chawdhri (1975)

   **Object** - to study the changes in child rearing attitudes of mothers of emotionally disturbed children
11. “Discriminating patterns emotions in 10 and 11 years old children’s anxiety and depression

Bhimberg and Izard (1986)

Object - Study discriminating patterns emotions in 10 and 11 years old children’s Anxiety and depression.

Tools - Scale of Anxiety Characteristics

Sample - 146 boys and 143 girls of std 5th and 6th from rural area schools.

Statistical Method - correlation was used

Result - There was no significant difference in emotions in 10 and 11 years old Children. There was difference in emotion of fear in both age children. Emotions of fear and anxiety had significant correlation there was significant correlation between fear and depression.

12. “Relationship of emotional maturity with education level of college students.”

Object - Study to relationship of emotional maturity with education level of college students.

Sample - 150 Students of studying in graduate and post graduate level.

Tools - Emotional maturity scale made by Mohsin 1960.
Result - There was positive correlation between education level and emotional maturity post graduate level students had better emotional maturity than graduate level students.

13. “A Psychological study of emotional maturity and locus of control among post graduate students.”

Maru Bahrti C. (1997)

Object - Study emotional maturity and locus of control among post graduate students.

Tool - 1. Individual information sheet
       3. Locus of control scale mad by Bhogayata (1985)

Sample - 210 PG level students from various departments of Saurashtra Uni.

Statistical Method - 2X3 ANNOVA, + test and correlation methods were used

Result - There had been seen emotional maturity in students of various streams. Joint family students had more locus of control than separate family students.

14. “Gender differences in the Socialization of social and emotional competence in preschool aged children”

Queenan, Patrick Lydon

School : GEORGE MASON UNIVERSITY.

Result : In present study how parents have socialized their preschool aged children in childhood is the research topic and specially in this research how children express, understand, response, and control their emotions is studied. Roll of ability in emotional and social aspects is studied. In reactions to socialization by parents some elements which had changed and these changes affected children’s emotional and social ability development is
observed here. So, total sample of 113 preschool aged children had taken in which 59 boys and 54 girls are included. Their family were also studied which were sociable people and they were from middle class and higher middle class.

Results of observations showed that differences has been seen in the socialization of children's feelings. Though there is not any special type of differences as before said mothers had been more excited in the negative expressions of emotions for girls than boys. Mothers had given response to girl’s apologized expressions as a part of socialization. And this responses had given more to girls than boys. Likewise, fathers had given more negative expressions like be sadful or concentrate on problems. They have more lovely expressions for girls than boys. Mothers discussed about their anger with boys than girls and also discussed about their reactions to anger with boys on other hand when fathers discussed about his anger with boys, in which they gave guidance to boys and gave commentary about how one had been social. Which factors largely affect to one’s Social ability was studied by regression analysis in socialization process.

15. “The relationship of positive emotional expression to personality and life outcomes across adulthood.”

Harker, Lee Anne

School : UNIVERSITY OF CALIFORNIA, BERKELEY.

Results : Present study is the relationship of positive emotional expression to personality and life outcomes across adulthood. In this photographs of females in college here book who had given introduction of differences in positive expression in their emotion in milan’s Longitudinal study. Examiner gave numbers to the relation between emotional expressions and personality, and relation between these expressions and which outcomes person get from these expressions was examined. Positive emotions help to produce basis of social knowledge and save as from negative feelings. Behalf of these when one express his positive emotions, in this expression in contact with others we can see abilities as personality characteristic.

As a part of positive expression person smiles, it shows he has satisfaction he has friendly feelings. In these two has groups which group has more positive emotions in his personality
are rised personality persons. Which females are with positive emotions have satisfied relations with their life partner.

The relation between attitudes toward emotions and their effect on person is analyzed It shows that positive feelings of motions has relation with personality, given steps by observer and achievements of life.

16. “Contextually relevant assessment of the emotional and behavioral adjustment of Head start children”.

School : UNIVERSITY OF PENNSYLVANIA

Result : This is a experience based experimental research in which children feel fear for sack of their own goodness, and how they feel trouble from this fear is studied. Specially younger and poor children has more possibility to be affected from bad conditions of poorly Moreover, which troubles they had to face in these conditions is also important to know. Head start of the country who take care of these children’s needs in best way. Though recently received information’s suggests that problems in emotional and behavioral matter which children feel about that less attention is given and also what written is necessarily less. Head start has tried to improve initial partly problems by using theories of psychological scales and children’s genetic matters.

Results of these experiment shows that who had got partnership with ASCA user headstart businessman had got soccers, so that they could use head start nicely. Analyze the theories about problems in emotional and behavioral adjustment got five basic and unequal factors that are – aggression, tiredness to be mysterious, oppose to others, to be careless. These five factors has meaningful relation with children’s other behavioral sign or symbols. In the factor of gender and age it shows that boys show more aggression and carelessness then girls, younger children are on upper stage in tiredness, mysteriousness and overactive than alder children.

Moreover, teacher’s observations are also taken as a part of study, in which teachers opinion for head starts partly information is also studied. There was seen eight types of teacher’s
reaction. By this study its possible to help children in problems with adjustment to analyze these problems, and to do effective observations.

17. “Emotional and cognitive reactions to hypothetical moral Transgressions in aggressive and nonaggressive boys in Taiwan”. -Liaw, Shu-Tai.

School : UNIVERSITY OF FLORIDA.

Result : In this study 100 aggressive and nonaggressive boys were interviewed. The sequences of boys are taken as base which was given by teachers. The boys from 3rd and 6th std were selected from Taiwan Everyone was checked personally. Boys had read isbehavioral stories. Which were fantancies. After that boys were asked what they would think and feel about their own misbehavior and were taken answers also.

Results shows that boys from every group answered that they were feeling more negative emotions than positive emotions. This response had no relations with boys age and aggressiveness. But feelings they had felt had more or less difference in intenstivity, and there was difference in their thinking for their own advantages and attitude towards responsibility for these misbehaviors. In comparison with aggressive boys non-aggressive boys said that they felt regretness, guilt, shy, and compassion for their own misbehavior In comparison with aggressive boys 3rd std. non-aggressive boys said that they believe that they were responsible for their misbehavior.

There was also seen difference in age. Younger boys said that they felt more pleasure and pride than elder boys. Elder boys said that if they misbehaved younger boys felt more disagree from their group of friends. Aggressive and non-aggressive both elder boys said that in these cases they felt intensive disturbance for long time in their mind. So, both types of boys were compared for their reactions.
18. “Identifying patterns of child temperament and parent parenting style in students with emotional and behavioral disorders.”

Revje-Pettersen-Pamela Jeanne.

School : GEORGIA STATE UNIVERSITY.

Result : Intense of this study is to identify patterns of child temperament and parent parenting style in students with emotional and behavioral disorders child temperament scale and parent parenting style scale were used. Daiafacies dress model was used to explain the relationship between child’s temperament and felt problems in school. In this study should temperament is taken as temperamental danger and parent’s parenting style was taken as surrounding atmospheres incident.

Here to check children’s emotions and behavioral disorders 4-7 years old 22 children and their mothers were taken.
There questionnaire made by Mc david and Carry in 1978, and revised by Beury in 1889 – parents authority questionnaire was used. Children were classified as their temperament And parents style was taken personally.
Here results were not significant.

19. “Adolescent peer relationships and their association with emotional and physical wellness.”

Graczyk, Patricia Arlene.

School : NORTHERN ILLINOIS UNI.

Results : Purpose of present study is to know adolescent peer relationships and their association with emotional and physical wellness.
10th and 11th grade students had participated in this study. These students had gave information about their best friends, their populating in group, types of friends, frustration, and physical complains. Teachers had completed their work about emotional and behavioral adjustment as decided. Four groups had seen in analysis:–

1. Who has best friends and peers also accept them.
2. Whose peers accepts them but had but best friends.
3. Who has best friends but peers had not accept them.
4. Who has neither best friends nor peers accepts.

Friendship and popularity in teenage had good relation with person’s status and emotional illness. There was difference between boys and girls about the strength of this relationship. There was difference between boys and girls about the strength of this relationship. There was dear relationship between physical health and their popularity in boys. There was strong relationship between physical health and friendship. There was strong relation between negative interaction and emotional and physical wellness. And its quantity was also more than positive interaction In teenagers positive interaction in friendship it was seen that boys had more characteristics about emotional and physical illness. Which sounds good So, There was no significant relation between adolescent peer relationship and their association with emotional and physical wellness.

20. “Relationship between parental characteristics and perceptions of and perceptions of and emotions responses to child behavior”.

School : UNIVERSITY OF CALGARY

Results : In this study relationship between parental ADHD characteristics and their expectations and fenestrations for their child’s behavior, even their strength for this relationship was also stacked. More over how much time they spent with their ADHD child was also covered. When children express their emotional reactions for that how parents were responding was also studied. In this study 51 mothers and fathers and their 6-13 years old children were interviewed. These children were feeling trouble to keep attention. Behalf of these all parental characteristics these children felt this trouble in their home. These patrons
were seen a video tape of unknown ADHD children and their interaction with their mothers. This study was based on theory of Therold model of maladaptive parenting (Lehe, Kinger, afkinsion, amp. Fraber, 1984). Hypotheris of this theory is when parents are ready to compromise with their child’s behavior, they have less tolerate the condition. But results were insignificant. Which mothers had more frustration and more ADHD characteristics, sometimes they made mistakes in describe their children behavior. In contrast, which mothers had more empathy, they had given more positive reactions to the children’s behavior of video tape. But which mothers had felt frustration, there was unpredictable responses for children’s behavior’s of video tape. Which fathers had high expectations for their child’s behavior, they had made more mistakes describe it, in comparison with fathers who had ters expectations had made ters mistakes. Which fathers were frustrated, they had negative responses for their child’s behavior. There was no significant relationship between which time parents spent with their ADHD child and emotional response to unknown ADHD children behavior.

**Youth Problem**

2.3 : Studies in India

There was not accountable studies done in the field of students problems in India before 1960. After 1960, All India Educational and Vocational Guidance Association (A.I.E.V.G.A.) has done some important studies on students’ needs and problems.

In 1960, AIEVG started widespread national level survey about students needs and problems under the guidance of Dr. G. W. Redell. This survey had main three purposes. That were:-

1. Survey college students problems.
2. How students get help for their problems.
3. Survey their expectations from college to help them to solve their problems.

For this study 1% sample had taken from all universities of India But 17 universities had given active support from 35 universities. Questionnaire which was prepared by rescard committee was sent to 6,760 students. But information got from 3,096 students.

There was 40 items in questionnaire Every item indicated . special problems. This Questionnaire was printed in English, Hindi, Marathi, and Gujrati. Were asked 2 below
Items from all items.
1. Have you experienced difficulty from this special problem in your life?
2. When you are confuse from this any type of help? Do you want that chancellor from college would help you?

**Results:**

1. Boy students had indicated more problems than girls students.

2. Hostel students had indicated more complains or problems in comparison of Local students.

3. Boy students were more worried than girl students about their future.

4. Boy students had felt more difficulty than girls students in matter of forget their mistakes.

5. Boy students had more problems in sexual factor and friendship with opposite sex than girl students.

**Research in Tripura**


In 1966-67 451 College students of Tripura were given questionnaire prepared by AIEVGTA. In which 284 boys and 167 girls were included.

Results of this research is given below.

1. College students had indicated 19 problems.

2. Boy students had indicated more problems in comparison of girls students. In which Boys had approximately 21 and girls students had approximately 17 problems.
This research shows that Indian students have so many problems.

Research of Allahabad University:-

Here, also AIEVGA prepared questionnaire was used. The purpose of this research was to know that students want help to solve their problems. Or not. The analysis of this study shares that students had showed necessary to help them to solve their every problem.

Research of M.S. University of Vadodara:-

National level survey about students problems had been done by AIEVGA in India. During that time, a study was done by Prem Paschima about students problems in M.S. Uni. Of Vadodara. Here first year college students were given questionnaire with 234 problems.

According to results there was 12 most afflicted problems which were from main 5 fields were personal, familiar, educational, social and organizational.

In 1964 this study was given proper form. So, adjustment scale was prepared for college students. In which 11 fields were included.

1. Health and Physical

2. Sensitization and relaxation

3. lack of economic and facilities.

4. Self time-table and freedom

5. Neurotic disorders.

7. Sensuality and marriage

8. Society

9. family

10. Education, School and teachers


In this study 1996 students of first and third year of Vadodara Uni. (1505 boys and 941 girls) were given adjustment – scale.

**Result:**

Total 1424 first year college students had 37 problems, in which boys had approximately 38.67 problems and girls had approximately 29.03 problems. So, boys had more problems than girls.

To know as growing any changes in quantity or quality of students problems, were shown or not third year students were also studied. Total 572 third year students had afflicted from approximately 34.44 problems. So, third year students had less problems than first year students. Boys had approximately 39.37 and girls had approximately 22.97 problems. In comparison of first year boys and girls approximate problem results, third year boy students had more problems. Than girls.

Students want to consult and how they get help for problems were also asked. Analysis of their response shows that:-

1. 25.7% first year students showed that they had consulted to their parents and friends for their problems while. 73.9% students showed that they want someone expert person for proper guidance about their afflicted problems.
2. 31.6% third year students showed that they had consulted their relations and friends for their problems. While, 58.6% students showed that they want someone expert person for proper guidance about their problems.

The study shows that highly statused parents’ children were more adjustable. Many other studies also support. Which parents were doing hand craft working and white collar job their children were less adjustable. While, which parents have job like business, education, medicine or engineering their children were more adjustable.

2.4 Other Studies:

Bhatt (1971)

_Purpose:_ A comparative study of adjustment problems of students with high achievement and low achievement.

_Sample:_ 100 higher achievement and 106 lower achievement students from 60 schools of Ahmedabad were selected.

_Tools:_ Revised intelligence scale of Desai and Bhatt.

_Result:_ Lower achievement students had more higher level adjustment than higher achievement students in.....

2 K.P. PANDIT:- (1973)

_Purpose:_ A study of adjustment problems and reactions to frustration of talented students.

_Sample:_ 300 students from Gujarati, English and Marathi medium Schools of Vadodara city.

_Research Method:_ 2X2 Factorial
**Results:** Talented students had less approximate problem scores than dull students. But problematic cases were same in both group.

1. Totally talented group was higher in adjustment then other groups.

2. In matter of response to experimental frustration both group had opposite difference.

3. **R.B. MANKAD (1979):**

   **Purpose:** To study problems of adolsense of Rajkot City.

   **Sample:** 1000 students from 24 colleges of Rajkot were selected as sample.

   **Tools:** Self made problem scale was used.

   **Statistical Method:** $X^2$ method

   **Result:**

   1. There is gender difference in quantity of problems.

   2. There is difference in physical looking, health, family, economy and education all level school students has more problem in physical problem than college students.

   3. There is same serious problem to all level students in take good marks.

   4. There is significant difference in frequent anger.

   5. College students have more anxiety for future than school students.

4. **Yogesh Jogsan:- (2005)**

   **Purpose:** To study problems of graduation college girls of Rajkot City.
Sample: From 1833 girls 345 girls were selected by accidental group sample method from arts, commerce and science students of Rajkot city.

Tools:
1. Individual information sheet.
2. Self mode problem scale.

Results:
1. Arts students were felt educational, social, family, economic, physical, sexual and emotional problems.

2. Hostel girls and separate room living girls had more educational, economical, physical and sexual problems.

3. Lower economical – social status girls had more educational, social, familiar, physical, sexual and emotional problems.

5. L.P. Hasit:-

Purpose: To study some problems and particular personal social variables related to adjustment of adolescence.

Sample: 6 higher secondary schools randomly selected from 35 Arts-commerce schools and 15 Science Schools from total 50 schools of Rajkot city 6 colleges randomly selected from 22 colleges of Rajkot city.

Tools:
1. Individual information sheet.
2. Social economical status scale.
3. Youth problem scale.
4. Mental health scale.
5. Bell adjustment scale.

Result:
1. There is significant difference in adolescent’s age and youth problem score.
2. There is significant difference in mental health between high and low youth problem adolescent. Adolescents with high youth problems have more mentally health than low youth problems.

3. There is no significant difference in factor of gender in adolescents.

Inferiority complex, less study and dislike ness towards home were signs of problems in adolescent in study of Reddy (1971) This study also showed that adjustment problems were decreasing with adulthood urban and rural area living were not meaningfully effected in matter of adjustment.

There is difference in adjustment in factor of family, school, society, emotionality, and physical health. This difference are related with social sexual status. And hatered like social terminological factors in adjustment.

Pathk’s (1972) study shows that popular and hatered people have significant difference in adjustment, but not in girls.

Gupta (1979) has studied about personality factors of SC, lower class and other category university students, in which there was significantly minor difference of SC and other category students. SC students had more achievement motivation, more inferiority complex feeling, less aggressive, less strength SC students persected incomplete and inferior feeling for themselves. These students had showed feeling of emotional imbalanced.

Sharma (1982) has done psychological study about problem of adjustment of SC and lower class students. Purpose of this comparative study was to know adjustment of students and it showed that adjustment scores did not effected by their stream of study. Their education level also not effected to adjustment score. But students’ gender significantly effected their adjustment Boys had more adjustment scores than girls in Sharma’s study.

A comparative study self concept adjustment interest and motivation of SC and non-SC students. 200 rural and 200 urban area pre-graduate students were selected. His results showed that there was less than general level of adjustment in students of SC lower Social –
economic level of city area. There was no adjustment problems in non-SC students which were from rural and urban area.

A study of adjustment problem of adolescents was done by Sheth (1970). Purpose of this study were given below.

Family Adjustment problem in family
School Adjustment problem in school
Sex related adjustment problem.
Personal adjustment problem
Organizational adjustment problem.

Sheth had randomly selected adolescent girl students of Lucknow city. Interview method was used to get data. In this interview method family, school, sensuality, personality, society and organizational factors related adjustment problems were included. Adolescent girls had problems in school, sensuality, personality, society and organizational factors. Sheth discussed causes related these problems and they were like these:- Physically and social developmental backward, emotional changes during adolescence, equality, Activity and interest in different sex, decide importance of life.

Rao (1967 and 1967-A) had done study of adjustment problems of college students.

2.5 International related research studies:-

1. “Sociology of youth problems and accomplishments: Satriologia molodechi: dostizheniya, problemy.” Blinov, Nikolay, Mikhailovich (USSR)

Results: Present study is about youth. In which special indication were taken about their social attitude and observation. Here 14 to 30 years old youth were taken from USSR as sample. In which highly intellectual class or socially reputed cultured group members were selected in which 66.6% 20 to 30 years old. They all unmarried. Results showed that they had problems with their area, their culture, their political activity and selection of life partner.

2. “Youth Research in the 1980”.

Marly, Christopher (France)
Results: Present study is related with youths' character or change process, marginalization, two generation relationship. Self-concept all this dramatic factors in which youth associated and got results and by that they could make valuation of their obscurity and different types of disorders. Normally which could presented as youth problem.