CHAPTER - II

REVIEW OF RELATED LITERATURE
Many researches done previously in India and abroad have helped the researcher in understanding the problem and its magnitude in correct perspective. There have been many studies on the adjustment problems of adolescents or college students etc. but they have also touched the subject undertaken by this researcher, here and there though from a different angle and with different aims nevertheless these studies do provide some insight into certain aspects of human adjustment, vocational preferences, effect of family on achievement etc. which have helped the researcher in grasping and treating the problem correctly.

These studies are as follows-

**LOUIS (1974)** had conducted a study on the relationship between differential family patterns and the academic adjustment and achievement of public elementary school pupils. He found that elementary school pupils from homes with customary family patterns tend to be academically better adjusted than elementary school pupils from homes with differentiated family patterns.

**BORING (1975)** studied the effect of school setting, race and sex on the occupational interests of the students. The findings revealed that school setting had no observable effect on the occupational interests of the students while sex and race had a significant effect on the occupational
interests. However, sex had stronger effect than the race.

PETERSON (1982) studied the relationship of family structure to adjustment of school children. He found that the children with two parents were found better adjusted than the children with one parent.

KAKKAR (1964) studied the adjustment problems of adolescent boys and girls of XI class. The results obtained that 43% cases had serious adjustment problems; the school area possessed the greatest number of problems while in home area the adolescents were over dependent on parents. Girls accepted parental control but not boys.

BHAGIA (1966) investigated the problems of school adjustment and constructed an adjustment inventory. He found that girls exceeded boys significantly in their adjustment in general environment and organisational aspect of the school. He also concluded that private school pupils were significantly better than government school pupils in their adjustment to the teacher.

SINGH (1967) investigated the relationship of intelligence, achievement, motivation, manifest anxiety, extraversion, introversion and neuroticism or emotionality with the academic-achievement of the students. He found that (i) high and low-achievers were significantly discriminated (beyond .01 level) on all the variables namely-intelligence, achievement, motivation, manifest anxiety, extraversion,
introversion and emotionality; (ii) Science students scored significantly higher on the intelligence test than the art students; (iii) intelligence and academic achievement were significantly related (beyond .01 level) and (iv) academic achievement was found to be positively and significantly related to achievement motivation and manifest anxiety at .01 level and with extra version, introversion and neuroticism at .05 level.

Saxena (1967) studied the needs, reactions to frustration, adjustment and vocational interest of the super normal, normal and sub-normals. He found the results that (i) super normal girls and boys possessed a high capacity to face frustrating situations and to adjust to the normal group; (ii) correlation between intelligence and different fields of adjustment for boys were .51 for Home; .43 for Health, .25 for social, .29 for Emotional and .48 for total adjustment; (iii) the correlation between intelligence and different fields of adjustment for girls were as reported by Home .43, Health .28, Social .21, Emotional .22 and Total .41 and (iv) Vocational interest and intelligence had no relationship.

Saur (1974) conducted his study on the factors affecting the occupational aspirations of adolescents. He found that there existed a significant difference between the level of occupational aspiration of intellectually superior and average students. The boys and girls did not differ significantly in their occupational aspiration
levels. A significant relationship was found between socio-economic status and level of occupational aspiration, while the relationship between organisational climate of a school and level of occupational aspiration was not significant.

KATIYA (1975) carried out a study of values and vocational preferences of Intermediate class students of U.P. He used Sherry and Verma’s Personal Values Questionnaire and Thurstone’s Interest Schedule. The study aimed at (i) to compare the vocational preferences of the students of different courses of study, religion, Hindu caste group, level of parent’s income, level of father’s education and profession and (ii) to study the relationship between values and vocational preferences of students. The results reveal that students were high in democratic, social, knowledge values while medium in health and religions. The students of very high income group were higher than the very low income group.

YADAV (1979) studied the role of intelligence, scholastic achievement, socio-economic status, values and needs as motives for vocational preferences. The descriptive method of research was used. Thurston’s Interest Schedule, R.K. Tandon’s Group Test of Intelligence, Jalota & Kapoor’s Socio-economic Status Scale Questionnaire, Personal Values Questionnaire by Sherry & Verma and Tripathi Personal Preference Schedule. The findings of the study were that (i) intelligence had positive relationship with vocational preference of art students in physical science, biological
science, executive, computational, persuasive, linguistic, humanitarian and artistic areas while for science students the relationship of intelligence with vocational preferences in physical science, biological science and computational area are negative; (ii) Scholastic achievement and positive correlation with preferences in biological sciences for art students and negative correlation with preference in Biological sciences, executive, persuasive, linguistic and computational areas for science students; (iii) the most preferred vocational fields for adolescents were executive, linguistic and physical science while least preferred were musical, artistic and biological science areas and (iv) Among the values family prestige, health, hedonistic, democratic and aesthetic were significant motives for vocational preferences of adolescents.

SHARMA (1983) studied that self-concept and adjustment affected the academic-achievement. The sample of 1860 students of both girls and boys between age of 13-18 was drawn by random sampling from class V to XII. Ahluwalia's self-concept scale, Arcterna's Adjustment Inventory, Rating Scale and Personal Data Schedule had been applied as tools. The results revealed that the self-concept affected academic-achievement. Adjustment did not influence academic-achievement.

RAWAL (1984) attempted to study the vocational interests of girl and boy students of Intermediate level of Almora city. The study involved 400 students (200 boys and
200 girls) studying science and art subjects. Vocational Interest Record of Ranal and Srivastava was used to assess the Vocational Interest of the students. It was found that the boys and girls differ significantly in their vocational interest. Boys have tended to give preference to agricultural, artistic, executive, literary and scientific jobs, while girls preferred social, commercial and jobs related to household works. Students belonging to science group have shown their interest in technical and science vocations whereas arts students in artistic and literary vocations.

SONTAKEY (1985) found in her study that motivation principles were most potently operative to determine the behaviour of high and low achievers. Murray's statement "No brain, no personality" (Murray, 1959) was supported by the data obtained in her study. High achievers were charged with a high level of motivation to realise higher goals in their lives.

SINHA, TRIVEDI & GUPTA (1988) have studied that scholastic achievement was significantly associated with intelligence, socio-economic status and other family variables.

SHARMA, R.K. of Punjab University in the year 1978 made a study and analysed the Factors Influencing the Behaviour Patterns of Adolescents Studying in Different School Environments.
The Major objectives of the investigation were:

(a) To study the behaviour patterns of the normal adolescents studying in different school environments.

(b) To study the inter relationship of areas of behaviour patterns of normal adolescents studying in different school environments.

(c) To analyse the factors of the behaviour patterns which were influential in different socio-economic status (SES) schools.

(d) To make a comparative study of the areas of behaviour patterns and factors of behaviour patterns of normal adolescents among different school environments; and to find out the differences, if any, and the levels of significance of the differences; and

(e) To attempt to offer suggestions regarding the adolescent development in the Indian situation in the light of the findings of the study.

The sample for the study included 400 normal adolescents in the age range 13 to 16 years, who had intelligence quotient of 100 or more, and who had not created any behaviour problems.

The major findings of the study were:

(a) Intelligence was an influencing factor in the development of behaviour pattern of the students in all types of schools.
(b) Behaviour pattern of adolescents in low SES schools was significantly better than that of adolescents in the high SES schools.

(c) The intelligence levels in moderately high SES and high SES school adolescents was significantly higher than those in the two other categories.

(d) Schools SES did not significantly influence the sociometric status of the adolescents.

(e) The normal adolescents were not rejected by their peers in any type of school environment.

(f) The more the emphasis on sophistication and the more the complexities in the environment of the school, the lower the behaviour patterns, and vice versa.

(g) On the basis of the total sample the behaviour patterns of normal adolescents were positively influenced by intelligence, self disclosure and sociometric status, whereas they were negatively influenced by the SES of the family.

SHANKAR (1977) and RAO (1978) have found that the students from poor families have lower self esteem.

After studying all this, above-mentioned literature the researcher found herself better equipped to tackle the field of study chosen by her, namely to find out the contribution made by different types of schools present in
our society to various types of vocations which are considered prestigious in our society; and also to find out what are the various factors that help students in their selection to these vocations. Though no study has been conducted so far in this field the above studies have been helpful in understanding some related facts and hence the researcher feels indebted and thankful to all the previous researchers for their efforts.