This chapter presents a review of researches done on adolescent behaviour problems in relation to selected demographic variables and academic achievement in the following ten groups:

Group-A: Relationship of Adolescents' Academic Achievement with behaviour Problems.

Group-B: Relationship of Adolescents' Sex with their Behaviour Problems and Academic Achievement.

Group-C: Relationship of Adolescents' Faculty of Study with their Behaviour Problems and Academic Achievement.

Group-D: Relationship of Adolescents' Medium of Instruction with Behaviour Problem and Academic Achievement.

Group-E: Relationship of Adolescents' Type of Institution with their Behaviour Problems and Academic Achievement.

Group-F: Relationship of Adolescents' Type of Education with Behaviour Problems and Academic Achievement.

Group-G: Relationship of Adolescents' Parental Occupation with their Academic Achievement and Behaviour Problems.
Group-H: Relationship of Parental Income with their Adolescents' Academic Achievement and Behaviour Problems.

Group-I: Relationship of Parental Education with their Adolescents' Behaviour Problems and Academic Achievement.

Group-J: Relationship of Adolescents' Type of Family with their Academic Achievement and Behaviour Problems.

Group-K: Relationship of Ages and Numbers of Adolescents' Siblings with their Academic Achievement and Behaviour Problems.
CHAPTER-II

REVIEW OF RELATED LITERATURE

According to Arthur M. Schlesinger, "No individual, least of all a research scientist, can wisely ignore the long reach of the past. History enlarges his range of observed phenomenon, affords a sense of mutuality of institution and suggests the conditioning factors in contemporary life." (F.S.74. 1974).

At a time of lively appraisal of educational development in India, when several changes are taking place in organisation, curricula, teaching techniques, it is essential to seek a systematic up to date information on the correlation of adolescents behaviour problems and the relationship with their academic achievement to which the present study is devoted. The investigation and studies on the various factors affecting adolescents achievement needs to be thoroughly examined with a view to deriving maximum benefit from their findings in the proper interpretation of the researchers findings.

In this chapter on review of related literature all the available literature pertaining to adolescents behaviour problems and its relationship with academic achievement, based on investigations carried out on Indian situations, have been studied grouping them under the 11 following variables i.e.

a) academic achievement, b) sex,
c) faculty of study, d) medium of instruction,
e) type of institution, f) type of education,
g) father's income, h) father, mother's occupation,
i) father's mother's education, j) type of family and
k) number and ages of siblings.
The related studies indicate that adolescents' behaviour problems may or may not be related to their academic achievement and that they may be influenced by several independent variables acting singly or coupled. Therefore, some studies may be found to overlap.

The studies in each group are not exhaustive, neither is it possible to collect all the researches done, but from the related researches collected, the researcher has grouped the studies and given a general list of their findings in context to the present study. The list of general findings is preceded by the researchers general conclusions for each group which itself may have its own limitations.

Group-A: Relationship of the adolescents Academic Achievement with their behaviour problems

Related to group 'A' seventeen Indian studies were found referring to Adolescent Academic Achievement and the Behaviour Problems. Twelve studies are of the Ph.D. level, one M.Ed. and one D.Phil. and one as an NCERT research project and two studies are publication in the journal of Psychological Research.

The following are their findings at four different levels:

1) Studies of Academic Achievement, having no relationship with behaviour problems and other influencing factors:

Prakash Chandra (1975) studied behaviours in high school adolescents and found that behaviour problems in adolescents and their academic achievement were negatively related.

Srivastava K.K. (1978) investigated the effects of family anxiety in girl students (13-18 years) and concluded that family anxieties did not significantly affect the educational achievement of adolescents. Sujatharani R., (1981) studied adolescent adjustment patterns and found that academic achievement was not influenced by religion, sex and type of family.
2) Studies of behaviour problems being manifest in low academic achievers.

Sinha, N.C.P. (1967) concluded that neuroticism was positively related to adolescent's academic achievement whereas manifest anxiety and extraversion were negatively related.

Thorat C.N. (1969) studied adolescents (17-18 years) and found that low achievers faced far more behaviour problems as compared to the average achievers.

Bhaduri A. (1971) found that under achievers tended to have a higher socio-economic status, a more congenial home condition and more of leisure time activities.

Shukla T.A. and Khoche V. (1974) found that mentally subnormal adolescents had more adjustment problems in the home, health, social and emotional areas as compared to the normal adolescents.

Gupta S. (1978) studied the impact of vocational training in behaviour modification of adolescent and found that adolescents' with positively high work and training values secured high in performance and those with low scores did not show degree of superior performance.

Bhatnagar J.N. (1979) in his investigation into values, aspirations and personality traits of adolescents (15-17 years) of Rajasthan, showed that delinquents expressed fear of failure in examination and a lack of interest in studies.

Gupta A.K. (1981) studied parental preferences in relation to adolescents personality adjustment and achievement and reported that the delinquency tendency was manifest more among adolescents of extreme achievement groups. Where as Gupta M. (1981) in his study on urban adolescents girls found that the adolescent girls problems have adverse effect on learning and destructive tendencies in them were found to inhibit their constructive attempts.
Lastly Sandhu T.S. (1981) reported that adolescents' of Rajasthan showed that shyness, feeling of insecurity, tenseness were significantly related to non-intelligent adolescents.

3) Studies of high achiever's being better adjusted:

Kumar V. (1963) in his study on maladjustment among certain higher secondary students found that sincere individuals were better in their behaviour as well as in their achievement and that the quality of home and school adjustment affected class attainment.

Badami H.D. and Badami C.H. (1972) studied adjustment in relation to school achievement and found that the high achievers were significantly better adjusted than the low achievers.

Patel A.S. and Joshi R.J. (1977) studied adolescents 13-15 years old and found that the high achievers were significantly higher in adjustment than the low achievers - where as result of Chatterjee R.G. and Bhaskar P. (1981) indicated that better adjustment and field independence adolescents had significantly higher scholastic achievement than poorly adjusted and field dependents.

4) Study of high anxiety and ego stress in high achiever:

Sarma S. and Gupta A. (1988) in their study of anxiety, intelligence and performance of adolescents observed high anxiety and egostress in adolescents with high academic achievement.

GENERAL CONCLUSIONS:

1) Academic Achievement and Behaviour Problems in Adolescents are unrelated.

2) Low Academic Achiever’s have far greater behaviour problems than average or high achievers.

3) High Academic achieving adolescents are well adjusted.

4) High academic achievers exhibit high anxiety and ego stress.
Group-B: Relationship of the Adolescents' sex with their behaviour problems and Academic Achievement.

A total of twenty one related Indian studies were found pertaining to adolescents sex and the nature and intensity of behaviour problems. Nineteen are at the Ph.D. level, one of the M.Ed. level, one is a research published in an educational journal.

The following are their findings at four different levels:

1) Studies showing that sex alone does not influence behaviour problems.


Zachariah S. (1982) studied adolescents and found that intelligence and personality were found to decrease the negative relationship between fantasy life and educational achievement for all subjects.

Chauhan Y. (1984) found that sex and frustration on the psycho-social plane appeared highly contributing to promotion and demotion of components of 13-17 year old adolescents’ creativity.

2) Studies showing boys have more behaviour problems than girls:

Thorat C.N. (1969) studied 236 adolescents of 15-16 years and found that boys faced more behaviour problems like jealousy and quick temper and fewer the problems better the academic achievement.

Sarojini S. (1970) studied personality problems of 8-16 years students, Badami H.D. and Badami C.H. (1972) and Mankad R.B. (1982) investigated problems of Class X, XI PUC and FY adolescents of Rajkot and found that male
adolescents were significantly poorly adjusted, having more emotional and moral behaviour problems.

Sultana Q.A. (1983) studied 1000 college adolescents and found adolescent girls to be better educationally, emotionally adjusted in the home and society as compared to boys.

Kiran Sumbali Bhau (1984) studied aggression among children and adolescents and found boys to be more aggressive than girls.

Bhardwaj K. (1985) studied 300 adolescents between 16-22 years and found that the attitude of social revolution was a characteristic feature of scheduled caste male adolescents. Whereas Ratna Sen Gupta (1985) found that in the world of adolescent boys sports adventure, spy stories featured prominently and they thought of girls as tolerable nuisances.

3) Studies showing girls have more behaviour problems than boys:

Studies by Patel A.S. and Joshi R.J. (1977) and Gupta S. (1978) found that girls had maximum problems in their personal and social speeches. Srivastava K.K. (1978) studied adolescent girl students (13 to 18 years) and found that parents were responsible for the girls absence, late coming, and lying. Parents indifferent attitudes affected their education.

Gupta M. (1981) studied urban adolescent girls and reported that adolescence was a rather calm phase of development in India and more than average problems were experienced by 17% girls in different areas of life. 60% girls had an average problem level where as 14.8% had a below average problem level.

Varshney M. (1984) studied the effect of psychological adjustment on the behaviour of educated adolescent girls in relation to social change, and reported that majority of the young adolescent (16-21 years) unmarried girls were unaware of the seriousness about the problems which they had to meet in future - religious superstitions, lack of education and ignorance. about problems faced by the nation were factors responsible for such a state of affairs.
4) Studies differentiating type of behaviour problems prevalent in the two sexes:

Kumar Ashok (1975) found that the extent of seriousness of each problem was different in the two sexes. In boys, sense of insecurity and in the girls lack of self-confidence were the main problems. Parekh R., (1982) investigated social background and problems of Adolescents and found that boys spent more time in games and girls preferred to watch TV, and listen to radio and gossip.

Paul P.V. (1986) studied higher secondary school and Junior College value orientation of adolescent boys and girls and found male adolescents striving for excellence, ambition, and service, whereas females towards tidiness, aesthetics, punctuality, striving for love, harmony, peace, sympathy, sound character and gaining economic return.

GENERAL CONCLUSION:

1) Sex alone does not determine the nature and type of behaviour problems in adolescents, other influencing factors along with sex influence them.

2) Adolescent boys face more behaviour problems in the emotional, home, moral and adjustment spheres.

3) Adolescent girls face more behaviour problems in the social sphere.

Group-C: Relationship of adolescents Faculty of Study with their Behaviour Problems and Academic Achievement.

Under group-C two related studies at the Ph.D. level by Pandey, R.P. (1974) and Jahan, Q., (1985) studied profile of Science, Arts and Commerce students at the Higher Secondary Level. Their studies indicate that, science stream adolescents were found to be superior in intelligence and emotional stability as compared to the Arts course students. Jahan Q. also found that over achieving science stream adolescents were more reserved, intelligent, emotionally,
stable excitable, obedient, sober, shy, self-assured, self-sufficient, controlled and relaxed as compared to under achievers. Over achievers of arts stream were warm hearted, intelligent, affected by feelings, undemonstrative, assertive, enthusiastic, conscientious, zestful, apprehensive and tense as compared to under achievers. The over achievers of commerce were more reserved, intelligent, affected by feelings, sober, conscientious and self-assured as compared to under achievers.

GENERAL CONCLUSIONS:

1) Science stream adolescents are found to be superior in intelligence.

2) Several personality traits are peculiar to adolescents of 3 different faculties.

Group-D: Relationship of Adolescents' medium of Instruction with their Behaviour problems and Academic Achievement

Related to this group four studies were referred out of which three were carried out at the Regional College of Education, Mysore. The fourth study consisting of thirty one related studies was carried out in the Central Institute of Indian Languages. These findings are studied at three levels:

1) Studies which indicate better achievement in adolescents through English medium:

Dave and Dave (1971) in their experimental study established their hypotheses along with Basavayya (1974) that adolescents of similar socio-economic background, with English medium did better in all subjects than their peers in the Kannada medium.

2) Study which indicates better academic achievement in adolescents with mother tongue as medium:

Anand C.L. (1973) studied the effect of socio-economic
environment and medium of instruction in mental abilities of adolescents in Mysore State. He found that the students studying through Kannada medium achieved significantly higher mean scores than those studying through English medium even when the influence of non-verbal and verbal intelligence was partialled out.

3) Study indicating the medium of instruction as making no difference in academic achievement:

Dave P.N. and Anand C.L. (1971) validated the hierarchy of educational objectives and related them to the medium of instruction of Adolescents of Mysore State. No difference was revealed in academic achievement between pupils studying through mother tongue or the second language (English or Regional Language) and further stated that a medium of instruction other than one's own mother tongue did not seem to retard the growth and development of mental scholastic abilities.

GENERAL CONCLUSION:

1) No generalization can be put forward on a limited number of related studies regarding the relationship of the medium of instruction and Adolescent Behaviour problems, as the results of the four studies seem to contradict each other's findings.

Group-E: Relationship of Adolescents' Type of Institution with their Behaviour problems

In this group two Ph.D. studies were found related to the type of institution playing a role in the nature and intensity of adolescent behaviour problems. Their findings are -

Mankad, R.B. (1982) analized class X, XI, PUC and FY adolescents problems in Rajkot and found that in the areas of physical health, ap-
pearance, family and inter-personal relationships highschool students had more problems than college subjects but in the economic area reverse was the case.

Paul, P.V. (1986) carried out a study of value orientation of Higher Secondary and Junior College adolescents and found that the college going adolescents were more strongly oriented towards applying themselves steadily to goals aimed at stability and optimum, where as school adolescents were more oriented to appreciating the values of tidiness. College adolescents were more striving for social harmony, peace and social service. School adolescents were more oriented towards enjoying, happiness and being living to other. School adolescents strived for economic returns and intellectual stimulation. College adolescents towards achievement. School adolescents strived for strong work habits and were courageous where as college adolescents for recognition, happiness and comfort.

GENERAL CONCLUSIONS

1) School adolescents had strong work habits, were tidier, enjoyed intellectual stimulation and were prone to loving others and enjoying but faced problems in physical health, appearance, family and inter-personal relationships.

2) College adolescents had strong social aims of an optimistic future aimed at achievement. They strived for recognition comfort and happiness but faced problems in the economic area.

Group-F: Relationship of adolescents' Type of Education with their Behaviour problems and Academic Achievement

Only one Ph.D. study was available in this area by Sarojini, S. (1970) who found that adolescents in co-educational institutions had more adjustment and emotional problems than single sex schools. She studied personality problems of age group 8 to 16 years students.
GENERAL CONCLUSIONS:

No definite conclusion may be drawn from a single study which indicates adolescents from coeducational institutions face more emotional and adjustment problems as compared to those from single sex schools.

Group-G : Relationship of parent’s occupation with their adolescents’

Academic Achievement and Behaviour Problems.

Related to this group nine studies - five related to fathers’ occupation and four on working mothers in relation to adolescents academic achievement and behaviour problems have been studied. Five are at the Ph.D. level, one is a research published in an educational journal and two researches were carried out one each at the RCE, Mysore and Calcutta ISI respectively.

1) Studies showing relation of behaviour problems and academic achievement of adolescents’ with their fathers’ occupation:

Dave P.N. and Dave J.P. (1971) investigated into SEE as related to the Non-verbal intelligence of rank and failed students of class eight. He found a higher percentage of rank students as belonging to homes having higher parental occupations and education as compared to failed students.

Chatterjee S., Mukherjee M. and Banerjee S.N. (1971) reported on the effect of certain socio-economic factors on the scholastic achievement of the high school students. They found that in the high ability group children of servicemen excelled children of businessmen, but the trend reversed in average and low groups.

Chaudhari V.P. (1975) having studied the factors contributing to academic under-achievement reported that the bright children mostly came from families where parents were engaged in professions requiring general knowledge and mathematics.
Ojha K.P. (1979) confirms that parental occupation was related to rural and urban adolescent boys educational achievement after studying the corelationship between SES and achievement of high school boys.

Yadav R.K. (1980) studied the emotional factors in problem children in the age group of 7-12 years and found highest percentage of behaviour problems in children from business class of society.

2) Studies related to behaviour problems academic achievement in adolescents' and their mothers' occupation.

Gupta K.K. and Harbhajan Singh 'Soch' (1978) found that children of serving mothers show lower academic achievement level as compared to non-serving mothers.

Lata, P. (1984) investigated teachers, parents and counsellors approaches towards problems of adolescents. She found that adolescents physical growth, physiological, intellectual, social, moral and emotional problems being out of gap between parents and children and their lack of response to teachers callings from time to time.

Thare, Sheela Kamal (1986) conducted a comprehensive study of some psychological and non-psychological factors of children of working and non-working mothers found no significant difference in academic achievement of working and non-working mothers' adolescent children. She has pin pointed some characteristics of adolescents of working mothers as less excitable, more assertive, more independent and more disciplined as compared to non-working mothers children.

Kothari Saroj (1987) studied mothers academic qualification and the development of the moral concepts of her adolescents. She found that professional mothers have more stricter rules and they require their children to assume more responsibility and show better academic achievement.
GENERAL CONCLUSIONS:

1) Adolescents of businessmen have low achievement scores and high percentage of behaviour problems.

2) High achievers are from homes where the fathers required knowledge of general knowledge and mathematics in their profession.

3) Adolescents of working mothers show low achievement but one found to be independent, responsible and better disciplined than adolescents of non-working mothers.

4) Professional mothers have stricter rules for their adolescents.

Group-H: Relationship of parents' income with the adolescents

Academic Achievement and Behaviour Problems

There are fourteen studies related to group 'H'. Out of which ten studies are of the Ph.D. level, one for the D.Lit. and three done as researches published in a research bulletin. Their findings are given below in the following two groups.

1) Studies showing higher the parental income higher the academic achievements:

Chaudhari V.P. (1975) investigated into the factors contributing to academic under achievement in adolescents. He found that bright students mostly came from families where parents had more income than the parents of dull students.

Ojha K.P. (1979) who studied the corelationship between SES and achievement of high school boys found that higher the SES better the academic achievement of high school boys.

Bhardwaj K. (1985) studied attitudes as process and product of the socio-psycho-being of College going adolescents reported that the culture-
rebelling rural and urban adolescents of high economic status possess the attitude of social revolution.

2) Studies showing relations of high, middle and low parental income on adolescents academic achievement and behaviour problems:

Mathur K. (1963) who studied the effects of socio-economic status on the achievement and behaviour of 500 higher secondary school students of Agra found that the percentage of students belonging to higher SES was high for superior intelligence.

Reddy N.Y. (1969) found that higher family income was associated with better adjustment, the upper middle income group boys were found to be the least maladjusted. The low income group boys were found to have problems of feelings of inferiority, pessimistic attitudes and impaired relations with parents. Middle income group boys were found to have heterosexual relations.

Sarojini S. (1970) of Madras studies personality problems of pupils of age group 8 to 16 years. She found that behaviour, emotional and neurotic problems were experienced more by adolescents from low socio-economic status than those from the middle.

Dave P.N. and Dave J.P. (1973) investigated the socio-economic environment as related to the Non-Verbal intelligence of rank and failed students of class eight. They found that a high percentage of rank students belonged to homes having higher parental income, occupation and education as compared to that of failed students.

Badami M.D and Badami C.H (1972) studied adjustment in relation to school achievement sex and socio-economic status of adolescents. They found that the adolescents belonging to high and low socio-economic status were comparatively better adjusted than students of the intermediate status.

Krishnan S (1976) studied adolescent girls problems through fantasies. It was reported that adolescents from low SES expressed greater degree of
problems in family adjustment, school environment and fear of failure in examination than those from high SES.

Savitri and Krishnan (1977) from SIET College from women Madras concluded that adolescents coming from low socio-economic families have significantly more problems relating to family, school, future success, boy girl relationship; areas, than high socio-economic families.

Sujatharani R. (1981) undertook a study on the relationship of masculinity-femininity tracts in adolescents to their adjustment patterns and academic achievement. It was reported that adolescents belonging to their adjustment patterns and academic achievement. It was reported that adolescents belonging to higher economic status had better academic achievement than those of lower SES.

Chopra S.L. (1982) studied some non-intellectual correlates of academic achievement. It was found that a large number of first class students belonged to higher socio-economic status.

Kiran Sumboli Bhau (1984) of Srinagar studied aggression among children and adolescents. She found adolescents from lower SES to be more aggressive than ones from higher SES group.

Sunder S. (1984) studied the problems of absenteeism in Delhi schools. It was reported that in mainly poor families, absentees were intellectually backward and lacked academic competence it was a face saving mechanism.

Sudha BG and TirthL.V. (1986) found that girls living in villages and under prevailing low and middle socio-economic status face more problems than urban adolescent girls of high socio-economic status living in comfort.

GENERAL CONCLUSIONS:

1) Adolescents belonging to high SES have better intelligence and academic achievement as compared to those from low SES.
2) Adolescents from low SES face greater adjustment behaviour and failure problems and tend to be more aggressive with attitudes of social revolution.

3) Parental income by itself does not affect academic achievement on adolescents behaviour problems.

Group-I: Relationship of Parental Education with their adolescents Behaviour Problems and Academic Achievement.

At the Ph.D. level five related studies indicating parental education as related to the educational achievement and determinants of various adolescent behaviour problems.

Their findings are as follows:

Chatterjee S., Mukherjee M. and Banerjee S.N. (1971) studied the effect of certain socio-economic factors on the scholastic achievement of Higher Secondary school students and found parental education to be directly related to the achievement of the adolescent.

Kumar Ashok (1975) studied the determinants of emotional problems of adolescents. He found that education of parents, parental domination and socio-economic status of the family were determinants of various adolescent problems.

Chaudhari V.P. (1975) investigated the factors contributing to academic under achievement in adolescents. He reported that bright children normally came from families where parents had higher level of education and that mothers of bright achievers had higher level of education than mothers of under achievers.

Ojha K.P. (1979) who studied the correlationship between SES and achievement of High School boys found that parental education was related with the educational achievement of both rural and urban boys.

Lata P. (1984) investigated into teachers, parents and
counsellors approaches towards personal vocational and educational problems of adolescents. He found that teachers blamed parents for not responding to their calls and that the gap between parents and children was visible from adolescents’ expressions like "I wish I had a different family background."

Kothari Saroj (1987) studied the effects of mothers academic qualification on the development of moral concepts in adolescents. She found that the mothers’ academic qualification has significant positive impact on the existing moral concepts of the child. She imposes stricter rules expecting high academic achievement from the adolescents.

**GENERAL CONCLUSIONS:**

1) Parental education is related to the achievement of adolescents.

2) Bright children came from families where parents had high level of education.

3) Mothers’ academic qualification has significant impact on the adolescent.

**Group-J : Relationship of the Adolescents’ Type of family with their academic achievement and behaviour problems.**

Of the studies available five were found to be related to group 'J'. Two studies of the Ph.D. level, one research financed by NCERT and two researches conducted by the Department of Psychology, Hyderabad.

Their findings are clubbed under the following three areas:

1) Studies on adolescents type of family and its relationship to their academic achievement and behaviour problems.

Reddy N.Y. (1968) studied the adjustment of adolescents in joint and single families. He found that adolescents from joint family exhibited significantly
higher degree of maladjustment than those from single families. Inferiority feeling was the frequent problem in adolescents' from joint families, whereas bad heterosexual relations were found in single family group.

Patel G.K. (1983) investigated into the patterns of frustration of adolescent pupils of secondary school. He found no significant difference between main scores of frustration of adolescents' from small and large families. Family size, sex and birth order together influence frustration scores of pupils.

2) Studies on Adolescents from Nuclear families, and its relation to their academic achievement and behaviour problems:

Reddy N.Y. (1967) found adolescents of nuclear families to be free of most adjustment problems.

Yadav R.K. (1980) who studied the emotional factors in problem children of age group 7-12 years had the reverse to report. He found that nuclear families had greater number of problem children than joint families. Harsh treatment and strict discipline by parents led to maladjustments where as pampering, tensions and quarrels on money matters, domestic work lead to problem behaviours. Home environment drinking, smoking, gambling, house problem, living standards, caste prejudice all lead to behaviour problems. Children did not attend school, instead they loitered around cinema houses, hotels and read cheap literature.

3) Study on adolescent from joint families and its relationship to their academic achievement and behaviour problems:

Gupta A.K. (1981) studied parental preferences in relation to adolescents personality adjustment and achievement. He found that adolescents from joint families exhibited significantly better educational social and health adjustment. Emotional and home problems were independent of family type.
GENERAL CONCLUSIONS:

1) Adolescents form joint families exhibit feelings of inferiority whereas those from nuclear families had bad heterosexual relations.

2) Hard discipline lead to maladjustments, whereas pampering, tensions etc. lead to behaviour problems.

Group-K: Relationship of the Ages and Number of adolescents' siblings with their Academic Achievement and behaviour problems

Under Group 'K' six related studies were available, one at the Ph.D. level and one is a publication, and the remaining four carried out at various research centres.

Their findings are as below:

Pierce and Bowman (1960) found that high achieving students came from families where they were the first born or the only child as compared to the low achievers. Small families, they report, produced more high achievers than did large families.

Chatterjee S., Mukherjee, M. and Banerjee S.N. (1971) studied the effects of certain socio-economic factors on scholastic achievement of high school children and found the family size and number of siblings to be inversely related to the scholastic achievement, especially in low intellectual level parents.

Lalithamma K.N. (1975) investigated the factors which affect achievement of secondary school pupils of Kerala State. She found that the achievement of the first born was better than that of the last born.

Singh Paul Sharma S.N. (1978) studied the effect of birth order on adjustment and academic achievement of adolescents and found that birth order was significant at the .01 level for adjustment and at the .05 level for achievement.
Prof. Jvisuva Thas Jeya Singh (1983) studied the influence of family size and birth order, occupation on criminal behaviour. He reported the following effects of family size and order of birth in criminals.

a) In three person families the chances of last born to become a criminal is great.

b) In four to five persons families the chances of second born to become a criminal is great.

c) As family size increases the chances of first and last born to become criminals are great.

Gupta, M.D. (1987) in her study on birth order found that the last born was intellectually inferior to the first born, the second born was inferior the first born.

GENERAL CONCLUSIONS

1) The first born child is found to be better in academic achievement than the other children in the family.

2) Academic achievement of children from small families is better than those from large families.

3) In large families the first born and small families the last born show criminal tendencies.

Having reviewed the related studies in this chapter, the next chapter is devoted to the Method and Procedure of the Study.