CHAPTER - II
REVIEW OF RELATED LITERATURE

II.1  INTRODUCTION

First chapter deals with the conceptual frame work of the present research problem and preliminary subject regarding the research topic. It has the statement of the problem, justification, terms defined, objectives of the study, hypothesis and the delimitation of the study. But, for any particular research to occupy the position in the development of a discipline, the researcher must systematically familiar with both theory and its research. Thus to be familiar a review of the research literature is necessary. It allows the researcher to know the total work done in the concerned area. The clarity of the problem is always possible thorough the good understanding of the knowledge generation in the area of research. It provides the source for hypothesis for their research. It avoids the replication and duplication. It suggests the method, procedure, sources of data and statistical technique appropriate to the solution of the problem. The review of the related literature gives some insight regarding strong points and limitation of the previous studies. It allows them to improve their own research and to turn up at the proper outlook of the study.

The Literature Review according to Cooper in 1988 a literature review uses as research database of reports of primary or original research work, and does not report new primary scholarship itself. The primary reports used in the literature may be oral, but in the majority of cases reports are written documents. The types of research may be empirical, theoretical, critical or analytic, or methodological in nature or so. Literature review tries to describe, summarize, synthesize, evaluate, clarify and or assimilate the content of most important reports. The review of relevant literature is nearly always a standard and basic chapter of a thesis or dissertation.
What is a literature review and why is it necessary

Thesis writing is a substantial and lengthy work that must satisfy a number of academic requirements. The literature review is general and specialized discussion. Researchers spend a lot of time on literature review because if it does well, it can be used in theses. In a weak literature review, the Ph.D. student does a poor and below standard job of reviewing the relevant literature. It can be poor because there are too few references or the student does not sufficiently summarize the important results in the cited references. Keeping organized notes will help to prevent a weak literature review. Every statement in a literature review must be supported either by a reference to published statistical literature. In a literature review include statistical knowledge, area and gaps in published research, new original ideas, avoid duplicating results of other statisticians, and justify the relevance of your proposed research.

The literature review is important because:

- It relates proposed research to prior research in statistics.
- It highlights originality and relevance of any research problem.
- It gives explanation for justification of proposed methodology.
- It demonstrates your preparedness to complete the research.

The present study is concerned with the “problems of students” and its related “three variables” students’ personality characteristics, their sex and institutional environment. Literature related to the basic theoretical and empirical aspects of these variables along with key concept is reviewed in this chapter. Review of related literature has been done particularly with a view to locate the possible correlates of the variables studied. The key concepts “problems of students” and ‘students’ personality characteristics’, ‘sex’ and ‘institutional environment’ are clearly defined in chapter-1 and then the related literature review is presented in the below mentioned sections.

II.2 CHAPTER PREVIEW

Justifiably there has been a significant quantum of research work done on the various problems of school students in the discipline of education and also its related issues, but comparatively research attempts are less on the problems of students of professional courses as compare to school students and students of academic courses.
Within these limitations, this chapter makes a humble attempt to present a brief review of the existing relevant literature on the status of different types of problems of the students from the international and national based research studies on the students of primary, secondary, higher secondary schools, colleges and university level. This chapter also reveals the studies related to the role of personality, sex or gender and institutional environment on the students to justify their relation to their educational, vocational, personal and psychological problems of students of India as well as abroad. The chapter is closed with the major outcomes of the review which converge towards the need and relevance of the present research attempt. In terms of a literature review, "the literature" means the works that consulted in order to understand and investigate the present research problem. Collection of this research literature material for the present study is done through different reliable sources. Following points describes the name of source material used for compiling the related literature along with their importance for this chapter.

1. **Academic journal articles**: these are good for up-to-date information. It is important to know that it can take long time to publish articles. They are commonly used in literature reviews because they produce relatively concise, up-to-date format for research, and because all trustworthy journals are refereed means editors publish only the most relevant and reliable research.

2. **Manuscript and books**: books have a tendency to be less up-to-date as it takes longer for a book to be published than for a journal article. Text books are not very useful for including in literature review as they are planned for teaching, not for research, but they do offer a good initial point from which one can find more detailed sources further.

3. **Glossy magazine related to fields**: magazines are for a general consultation and useful in providing the sort of information, Specialized magazines may be more useful for making starting point by providing news or general information about new discoveries, inventions, policies, etc. that can be further research in more specialized sources.

4. **Conference proceedings**: these can be useful in providing the latest research, or research that has not been published. They are also helpful in providing
information on which people are currently involved in which research areas, and so can be helpful in tracking down other work by the same researchers.

4 **Government and corporate reports** - most of the government departments and corporations’ commission carry out research time to time. Their published finding provides a useful source of information, depending on their field of study.

5 **Newspapers** - provide very limited use for literature review but are more helpful as providers of information about recent trends, discoveries or changes, e.g. announcing changes in government policy, but one should then search for more detailed information in other sources also.

6 **Theses and dissertations** - these can be best useful sources of information if research is authentic.

7 **Internet** - the fastest-growing source of information is on the Internet. It is not possible to characterize the information available but refereed electronic journals; e-journals are appearing on the Internet reliable and refereed means that there is an editorial board or committee that evaluates the work before publishing. E-books, ERIC, DEL.net, and blog posts are other modes on internet.

8 **CD-ROMS** - more and more bibliographies are being put onto CD-ROM for use in academic libraries, so they can be a very precious tool in searching for the information we need.

**II.3 REVIEW OF RELATED LITERATURE FOR THE PRESENT STUDY**

An overview of the literature in the field of educational research and their concerning areas with the selected variables for the study has been presented in this section. A view to illustrate the conceptual, theoretical and empirical development of the variables and their evaluation on the basis of selected problem is describing with various suggested studies.

The investigator likes to review the literature and studies with a view to ascertaining whether personality characters, sex and institutional environment in study would be a base for the research in student’s problems of professional courses that
students are facing today. Another major bottleneck as far as the guidance and counseling programmes for providing solutions to students is concerned, is failed to make an important place in the institutions as well as in minds of educational administrators and their management people. Thus some insight through literature in a separate section on guidance needs and its importance is also fall on this issue. Most of the studies throughout the world are mainly concentrated on problems of students of school children and adolescence. Notwithstanding these limitations, some appreciable quantum of reference materials is collected as a support for the present research investigation.

The problems of students of different courses include different aspects such as:

1. Educational problems.
2. Vocational problems.
3. Personal problems.
4. Psychological problems.
5. Different guidance needs for their problems.
6. Problems related to the personality characteristics.
7. Problems related to their sex difference.
8. Problems related to the personality characteristics.

The investigator is concentrating in this literature review on above aspects of problems of students which are directly relevant and necessary for the present research investigation. These areas and aspects are (a) General Literature related to all types of problems of students during their education. (b) Literature related to school, university and college students (c) literature related to students with problems in professional courses. (d) General literature related to students with special reference to their personality characters, sex and institutional environment/climate. (e) General literature on different guidance needs for their problems.

The review of related literature studied by the investigator is broadly divided into following categories and presented year wise in an integrated form covering all above aspects commonly. The categories are-

- Studies conducted in India
- Studies conducted in Abroad
The studies have been analyzed by keeping objectives, methodology and findings of the study. For reporting the Indian and foreign studies researcher took the help from studies according to the format followed in surveys of M.B.Buch available on internet, annotated bibliography compiled by Kristin Tamblyn, in cooperation with David Comp. of the University of Chicago, as a potential research resource for NAFSA: Association for International Educators, online libraries, e-books, ERIC, DEL.net, and blog posts and other modes on internet. References also have been taken from Dissertations and Theses available in colleges and universities of Jaipur district.

II.4 STUDIES CONDUCTED IN INDIA

1. RAO, T.V. (1975), Perception of College Environment, Work-values and Professional Aspirations of Students of a Medical College, IIM. Ahmadabad. ICSSR financed.

The main objective was to compare the perceptions of college environment, work-values and professional aspirations of students of a medical college. A sample of 539 MBBS students of different semesters was studied through different phases of their studies with a view to comparing the changes which would give indirect evidence to the socializing effects of a college. The major findings of the study were the work values of students appeared to remain relatively unchanged in the first two years of their study, where the ranking of the ten values was more or less the same. By the time they were nearing graduation some significant shifts seemed to be taking place. They laid less emphasis on a job where they could be of service to others. A significant difference existed in relation to the economic values with the final year students who started valuing the financial aspects of their job much more. Academic values had considerably gone down by the time they reached the final stage. The percentage of students desiring to go abroad had increased by about 3.4 per cent from the first MBBS to the final MBBS. The desire to be known in the field was greater in first and second year students than among those in the final year. Their achievement orientation in terms of accomplishing something high or remarkable had decreased over the years and so was their desire to work in rural areas. Apprehensions appeared to be increasing from the first year to the later years. The differences between the first year's and final year's rating of their professional present and future were statistically
significant. There was a general trend among the students to view the campus climate less favorably as they moved from the first year to the final year of their study.

2. **HARIGOPAL, K. (1975), Self Ideal Disparity and Personality Factors among College Students, Ph.D. Psy. Agra**

The main findings of the study were that there was a significant relationship between SID and the personality factor of adjustment versus anxiety. The low SID subjects tended to have higher ego strength and emotionally more stable and mature than the high SID subjects. On the other hand, the high SID subjects because of low ego strength, tended to be emotionally less stable, low in frustration tolerance, changeable and plastic, neurotically fatigued and of worrying disposition. Self ideal disparity was correlated linearly with ego strength. The low SID subjects tended to be high in character strength as measured by the G factor. SID was found to be related significantly in a negative direction to the personality factor venturesome versus shy behaviour. SID was also negatively related with the personality factor, shrewd versus artless. Self-concept control characterized the low SID group. The low SID group tended to be more sedate, relaxed, composed and low in tension as compared to the high SID group.


The objectives were to investigate the degree of self-disclosure, self-acceptance and anxiety among college students, and to investigate the relationship between self-disclosure, self-acceptance and anxiety. The sample of 300 college students was selected from Agra University affiliated colleges by the stratified random sampling technique. The findings were that self-disclosure and self-acceptance were positively correlated for undergraduate girls. These two variables were not correlated for undergraduate boys. Self-disclosure had no significant relationship with anxiety, and self-acceptance had a negative relationship with anxiety among college students. Sex played a significant role in self-disclosure. Girls tended to disclose more at both undergraduate and postgraduate levels. Sex played important role in self-acceptance. Girls tended to be more self-accepting than boys at undergraduate level. Education played a significant role in self-disclosure only in boys. The undergraduate boys
tended to be more self-disclosing than postgraduate boys. Education played significant role in self-acceptance for both boys and girls at college level. The undergraduate girls tended to be more self-accepting than postgraduate boys.

4. JOSHI. (1980) conducted a study to assess and analyze the educational problems of students belonging to the scheduled castes and scheduled tribes by Baroda district in the context of sociological, psychological, pedagogic and economic factors. In spite of their poor sociological background they did not have a high level of feeling of rejection.

5. NARINDERBAL K.A (1981), Study of Certain Personality, and Demographic Correlates of Sex Role Attitudes amongst College Female Students, Ph.D. Psy. Pan. U.

The objectives of the study were to find out differences between college girls having traditional sex role attitudes and those having self-oriented sex role attitudes on the variables-achievement, motivation, ego strength, locus of control, conservatism/radicalism, anxiety, and attitude towards married working women and to find out the difference between self-oriented and other oriented with respect to demographic variables, parents' education, parents' occupation, socio-economic status type of family structure and position in the family. The sample of the study consisted of 498 TDC (Three Year Degree Course), part II and III female students from the colleges of the Union territory of Chandigarh and Punjab state. Their age range was 16 to 22 years. They found that female students are more conservative. They were traditional in sex role attitude. The correlation between sex role attitude, and anxiety was significant. The females scoring high on ego strength were high on non-traditional sex role attitudes. The females having other oriented' sex role attitude tended to have a negative attitude towards married women taking up jobs. Subjects having a high need for achievement were more self-oriented in sex role attitude. The females with self-oriented attitudes tended to have a mother with higher educational attainment. Females having career mothers were more self-oriented in their sex role attitude as compared to females whose mothers were housewives. The relationship of father's education and occupation with sex role attitude of females was not significant.
The study was conducted to investigate the adjustment problems of undergraduate students of the Varanasi region in relation to the socio-economic and intelligence levels of adjusted male and female students. The sample consisted of 400 students (310 boys and 90 girls) from Varanasi division in U. P. The following conclusions were drawn: In all 40 percent of the boys faced college environmental problems, 50 per cent faced economic problems, and 40 per cent could not develop amicable relation with their classmates. The problems of 53 per cent of girls concerned spending leisure time; 47 per cent were about lack of educational environment in the college. About 42 per cent of the rural students and 53 per cent of the urban faced difficulties in their adjustment with the educational environment. Girls were comparatively more adjusted to the home area. Highly adjusted students secured better points on the intelligence test. Urban boys and girls were better. Adjusted students had comparatively better socio-economic background. Girls secured better points on the socio-economic status scale. Intelligence and adjustment were mutually dependent. Maladjusted students faced complicatedness in maintaining domestic adjustment, economic crisis, educational environment, leisure-time activities etc. However girls faced less difficulty in adjusting to these situations.

The study was conducted to investigate the Problems of students in professional courses of medicines, law, engineering and education in relation to personality factors and found significant relations between the problems of students of medicines, law, engineering and education in context to their personality characters.

Examine personality as a determinant of problem solving behavior. A group of 800 boys and girls from each of the three age groups 10-11 years (5th class), 14-16 years (10th class) and 19-23 years (final graduation and post graduation classes) was
selected as the primary sample for the present study. These 2400 subjects were given Cattle’s personality questionnaires suitable for the respective age group (16 PF, HSPQ or CPQ). The results showed that high scholastic mental capacity (Factor B high), high ego strength (Factor C high) practicability (Factor I low) untroubled adequacy with a mature and anxiety free confidence (Factor O low), low ergic tension (Factor Q4 low) and tendency of being regulated by external realities (Factor M low) were found to facilitate the problem solving behavior considerably while the opposite traits were observed to hinder problem solving behavior.


A sample of 1265 final year students from three streams was obtained using the random sampling procedure and data were obtained using a personal, characteristics questionnaire developed by the author. The major findings were that University department, constituent colleges and affiliated colleges, as institutions, varied on five factorial dimensions, namely, affluence-A (universities and constituent colleges), affluence-13 (affiliated colleges), intellectual orientation-A (universities and constituent colleges), monetary award (universities, constituent colleges and affiliated colleges) and intellectual orientation-13 (affiliated colleges). These factors explained over 63 per cent of total variance. Inter-university comparisons on input pattern pointed to the superiority of university departments and constituent colleges over affiliated colleges on all institutional dimensions. Universities with higher investments attained higher scores on institutional typology than those with average or marginal investments. Variations existed by level of university and level of college on perceived college environment, personal factor, parental socio-economic status, school achievement and college achievement at 0.05 level of significance.

10. UMADEVI, S. (1983), Organizational Goal, Organizational Climate and Faculty Performance Assessment-A Case Study of Andhra University, Ph.D. Soc., And. U.

The sample for the study consisted of 80 teachers of various categories- professors (N=20), readers (N = 20) and lecturers (N = 40). Findings of the study were there was
consensus over the goals of providing extension courses for part-time students and providing consultancy and guidance. The faculties thought skill goals even more important than the teaching and research goals. The faculties perceived that university goals were rational, realistic and highly professional. Further there was no significant difference in the perception of goals among the three faculty categories. Regarding attainment of university goals, it was found that perceived attainment had never come close to perceived importance for any of the research and teaching goals. A consistent goals failure was reported and this was more prominent in research goals than in teaching goals. With the regard to extension and other factor of the university had less to do with faculty performance and more to do with social functions it was found that there were considerable goal gaps. Their consistent goal failures, faculty thought, led to the low climate of the university organization. There was no relationship between the age of the faculty members and perception of university climate. The climate evaluation of arts faculty teachers was significantly different and lower than that of the science and technology group. The performance profile of the university faculty revealed that there were significant differences between readers and lecturers with respect to journal-article publication, but these differences were not significant between arts and science groups. The engineering group had the lowest performance with respect to journal-article publication. Age of the faculty members was found to be the promoter of academic output, academic attainment and academic affiliations and organizations. Multiple correlations revealed that it was the age of the respondent and not the global university climate which determined the performance of the faculty members.

The main outcomes of study were that Junior college students faced educational and vocational problems. They had to face difficulties due to lack of guidance at school and college level. The new pattern had failed due to lack of coordination between schools and colleges and due to faulty planning. The main purpose of the 10 + 2 + 3 was vocationalization. Schools and colleges had not properly trained teachers. They were neither trained before implementing the new pattern nor afterwards. Syllabuses
and books were prepared without taking into consideration interest and level of the students. Science students had no time for any co-curricular activities, while arts students had abundance of time at their disposal. Admissions were given more on influence of the parents rather than on merits of the students. Bulky classes in science and commerce streams produced more problems of indiscipline under the fresh postgraduate teacher than under the trained experienced teachers and professors. Students joined any stream where they got admission. There was dissatisfaction among the lecturers in the junior colleges due to low salary and more workload. Proper library facilities for junior-college students were not available.


The main objective was to gain an understanding of the values, aspirations and adjustment of college students in Kerala. The sample for the study was made up of college students drawn from pre-degree college entrants (n = 300) and college leavers (final year degree. n 1200) enrolled in 10 colleges. The data obtained were analyzed by applying two-way analysis of the variance technique for testing the relationship of the seven areas of the problem checklist to materialism spiritualism orientation and for testing the relationship with variable such as age, curriculum, religion, academic achievement, residential background, income, and family size, father's educational and occupational level. The effect of sex was repeated for spiritualism scores as well. Results showed a majority of the college students were conformists, with a stable system of values, and without insubordinate tendencies. The younger college students were more spiritualism oriented as compared to the elder group which was more materialism oriented. Academic achievement, residential backgrounds and father's education and work-related status had no relationship to value orientation of college students. Financial status was related to value orientation, with the lower income group being more spiritualism oriented and the higher income group more materialism oriented. Size of family was related to value orientation with students from big families. A majority of students did not have clear goals about education, occupation or marriage. Male students exhibited higher aspiration than female behavior of the students.

Study aimed to study classroom climate in the faculties of science, arts and home science of Indian universities and to study the attitude of university and college teachers towards teaching methods, the class-room process and communication patterns. The findings of the study were told us that there was a satisfactory democratic climate in the classroom in the colleges and faculties under study. Most of the students had interconnected feelings, a master image of their teachers and a sense of achievement. Most of them accepted the positive authority of their teachers. There was a good amount of mutual trust between the students and the teachers. However, in the case of science faculty, a significant number of students expressed a less impress' image of classroom. The majority of the teachers used both teacher-centered and student-centered techniques in their teaching. They were aware of various communication patterns and favored their practices. The teachers favored periodic reinforcement through periodic evaluations. They showed their concern for the academic and professional growth of students. They expressed a high degree of commitment to professional values. 3. Further studies were needed for identifying the underlying factors that resulted in making science classes less democratic.


The study was designed to ascertain the relationship of three cognitive style variables, viz. field dependence/ independence, dogmatism and integrative complexity to curricular choices, and achievement in four streams (sciences, social sciences, commerce and languages) of academic concentration and results were that the students in science were significantly more field independent, followed by commerce and social sciences. The field dependence/independence dimension showed little relationship to overall examination performance. The results indicated that the subjects' dependence/ independence was not significantly related to performance in mathematics and science, while it was negatively and significantly related with performance in social science, languages and commerce. No significantly difference was observed in the degree of dogmatism held by subjects in various educational
streams. Social science students were significantly more conceptually abstract than science students. Students of commerce were also more abstract than science students. Social science and commerce students did not differ in their level of integrative complexity. Cognitively abstract students did better than cognitively concrete students in social sciences and commerce.


By taking a sample of 924 students from the schools of Phagwara, in Punjab only 35 students had grave and serious problems. These students were studied using the case study approach. Others were studied through a survey approach using Mooney's Problem Checklist. Some of the major findings of the study showed adolescents as a group had a large number of problems. These were related to physical development, physical growth, physiological growth, intellectual development, emotional development, social development, and moral development. These problems had various symptoms like emotional immaturity, social immaturity, intellectual inadequacy and other tell-tale symptoms. Parents were not prepared for the role of counselling. They were unaware about the problems faced by their children. They were also not able to differentiate the problems from the symptoms. The teachers were also not in a position to identify the problems faced by the students. They were not exposed to any counselling practice. The adolescents' problems covered personal, educational and vocational fields and parents and teachers not being in a position to resolve the problems. There was small social relationship between parents and teachers. Parents blamed teachers for not informing them about the problems faced by their children. On the other hand, teachers blamed parents for not calling on teachers from time to time.


Researcher tested the formulated hypotheses for which sample of the study consisted of 773 students of Punjab University belonging to various categories. The findings of the study implied that Indian students in general scored lower on neuroticism and
manifest anxiety than their foreign counterparts. The foreign female students scored higher on neuroticism, achievement motivation and realistic motivation but lesser on anxiety in comparison with foreign male students. Indian male students scored higher on extraversion dimension than female students. Indian male students scored lower on neuroticism, manifest anxiety and achievement motivation than female students. Science students scored lower on neuroticism, anxiety and realistic motivation in comparison with arts students.


The objective of the study was to test the formulated hypotheses for which sample consisted of 657 university students of graduate and postgraduate classes. The finding were: Simple stress score was a powerful predictor of strain, but the subjective assessment of events for the amount of distress they evoked (but not for change and balance of distress and relief) was more strongly correlated with the measure of strain. Weighted stress score based on ratings of an independent group of judges was only as highly correlated with the subjects’ symptom scores as the simple stress score. The events which occurred in one year prior to the study had consistently higher correlations than correlations of shorter periods within that year or the total life span excluding this one year. Life events did account for a significant proportion of variance in symptom scores but shared no variance in the number of times a subject sought medical help from a doctor. However, not all but only undesirable events could account for this variance. Stresses emanating from interaction with family and study environment were also important contributors to strains. The occurrence of day-to-day problems had higher pathogenic significance than even major life events. There was a trend towards higher correlations on weighting for stress of recurrence but the differences between the two types of correlations were not significant. Stress scores were higher in the case of males compared to females, Muslims compared to Hindus, rural students compared to urban students, students living in hostels, hired room or lodges compared to those staying in their own homes. No discrepancies were seen between self and parental aspirations. Marriage was not viewed as an immediate prospect. Boys and girls approved intermingling, but girls were seen to prefer the
customary type of marriage. Female students were seen to be better adjusted than male students in all the areas studied.


The sample for the study consisted of 312 unemployed persons out of whom 212 were graduates and 100 postgraduates. All these individuals had been unemployed for at least one year. Result suggested that age was a positive contributor to stress. Intermittent job experience was a predictor of stress. The observed role of mother's education in promoting stress experience was the result of greater internalization of work norms by educated mothers than uneducated mothers. The respondent's unemployment anxiety was aggravated by his educated mother's anxiety. The five stress indicator responses, i.e. emotionality. Radicalism, hostility, behavior adjustment and health did not interrelate with one another. Emotionality was consistent in its association with behavior. Taking emotionality as roundabout stress indicator response, regression analysis showed that self esteem selective job preference and de-linking of education from jobs contributed to lower emotionality among educated unemployed. Post graduates and respondents belonging to the arts faculty and the artisan castes had reported high average radicalism scores. Higher education and low caste status reinforced each other in causing high radicalism among the educated unemployed.


The investigation was designed to study the indiscipline behavior among Kumaun and Garhwal University students as related to creativity and personality of students. The sample for the study consisted of 556 students from the faculties of arts, science, commerce, law and education in the universities of Kumaun and Garwhal. Of these, 353 were male and 203 were female students. The main findings of the study were: there was a negative correlation between the level of intelligence and the tendency to create indiscipline. The various measures of creativity are Fluency, flexibility and originality, correlated negatively with the tendency to create indiscipline. In the library
situation, introversion had a positive relationship with the tendency to create indiscipline.


The major objectives of the study are to analyze the objectives of school guidance services and to study both physical and financial infrastructural facilities. The major findings of the study obtained as objective educational and vocational decision making was followed by maximum counsellors. Many counsellors used intelligence tests. Cumulative record cards were not used by most of the counsellors. Educational and occupational information collected was circulated by most of the counsellors through classroom talks only. Most counsellors judged the effectiveness of counseling services using the criterion that students made practical subject choices. Most of the counsellors tried their best to solve such problems as underachievement, adjustment, emotional maladjustment, financial problems etc. of the students. A large number of counsellors did not have adequate physical facilities in the schools-such as separate rooms for counseling, for test materials and for showing the materials. No follow-up guidance programme was being put into practice because most of the counsellors did not receive full assistance from students and guidance functionaries in the school. Counsellors felt that the overall guidance programme was not only very effective but also very helpful in developing better self-understanding among students. The counselors’ major problem was lack of cooperation from principals, teachers and parents. Counsellors suggested orientation of teachers and principals for their better support in guidance programmes. Teachers working with boys and girls in urban schools, and with girls in, rural schools, perceived the guidance programme as more effective if conducted by women counsellors rather than by male counsellors. In the perception of students, parents and principals associated with urban and rural schools, no significant differences were found in the effectiveness of guidance programme if conducted by either men or women counsellors. The guidance programme was perceived as more effective by students and parents associated with urban schools than with rural schools. 15. Principals and teachers did not perceive any difference in the effectiveness of guidance programmes of girls' schools and boys' schools.

The objectives of the investigation were to identify the main adjustment problems of foreign students studying in the universities of Rajasthan and to find out the differences in the adjustment of foreign students on the independent variables of nationality, sex, age, level of study, branch of study, duration of study, marital status and the type of sponsorship. The study was carried out on a sample of 425 foreign students from all the universities of Rajasthan. The sample included students from 22 different nations which, for the purpose of this study, were classified into nine nationality clusters. The sample included both male/female, married/unmarried, self-supported/government-supported students of various age groups. The main findings of the study were: the best adjustment of foreigners was in the academic area and the worst in the physical area. Overall adjustment of Nu (Fiji) was the best and that of Uganda and Zaire the worst. The typical problems of adjustment which were experienced by more than 60 per cent of the foreign students were lack of accommodation, inadequate medical care, non-availability of telephone facility, lack of clean water and water cooler, unappetizing food, and home sickness. The academic performance of the students was average. A considerable section of foreign students did not find the methods of teaching in Indian universities up to their expectations.


Findings revealed in this study that a significant difference between the personality and cognitive aspects academic failure of arts and science students.


The total 10 objectives were framed for the study for which the sample consisted of 600 male students- 100 hostellers and 100 non-hostellers from each of the three universities. Only those hostellers were selected who had been living in university hostels continuously for four years or more and such non-hostellers were selected who had
never lived in a hostel. The major conclusions were: In KUK (Kurukshetra university), a majority of the hostellers coming from urban areas did not consider most of the facilities favorably at the same time as hostellers from the rural area found the facilities adequate. Almost all the physical facilities were measured as ‘good’ by both the groups of urban and rural hostellers of HAU. Both the groups of urban and rural hostellers of MDU spoken dissatisfaction with almost all the facilities provided to them in their hostels. 4. Hostellers belonging to urban areas in KUK were found to possess more undesirable habits than rural based hostellers but a reverse trend was observed both in HAU and MDU. More than fifty per cent of the hostellers and non-hostellers of KUK had habits like 'visiting religious places' and 'becoming regular in studies'. In all the three universities the residents have demanded better quality of food, permission to use electric appliances and guest room provision. A good number of hostellers (74 per cent) of KUK and 72 per cent residents of HAU felt that they learnt courtesy/ manners and received social/academic guidance in the hostels. Similarly 65 per cent KUK, 68 per cent of HAU and 65 per cent of MDU (Maharishi Dayanand University) residents reported that their nervousness was removed during their stay in the hostels. The hostels generally did not provide residential accommodation for the wardens or any teacher. About 8 per cent of the residents of KUK prepared food in their rooms without seeking any permission. 10. As many as 56-60 per cent of the residents were found to have hung or pasted pictures of pin-up girls in their rooms.


The study attempted to investigate attitudes towards self-improvement which comprised physical, mental, emotional socio-economic, vocational and moral aspects. Nine questions inquiring into differences in terms of attitudes towards self-improvement with respect to, (i) sex, (ii) different religions. (iii) Different age levels, (iv) different achievement levels. (v) Different classes (educational), Major findings of the study revealed that female students secured higher scores on their attitudes toward self-improvement than male students. Religion had a marked influence on the attitudes of students toward self-improvement. Academic achievements positively correlated with attitudes toward self-improvement. The scores obtained by younger students (15-20) studying in PUC were higher than those of elder students pursuing
degree, postgraduate and professional courses. Urban students showed an edge over rural students in their attitudes toward self-improvement. Parental education had greater influence in developing positive attitudes toward self-improvement than occupation and annual income of parents. Students showed a marked preference for vocational, physical and socio-economic improvements and negative preference for mental, moral and emotional improvements.

Study revealed that scheduled cast and tribes are facing educational problems in their educational fields and guidance from teachers and trained experts can help them out.

26. PRABHA (1994)
Conducted a study on Vocational interest and problems as related to general mental ability and achievement motivation. It was conducted to examine the extent of relationship between different component of vocational interest and General mental ability. The study revealed that with the increase in general mental ability of the pupil there exists a possibility of enhancing the level of achievement motivation general mental ability had been found to be highly significant and negatively related to constructive components and moderately significant but negatively related to commercial, 73 persuasive and house hold dimensions of vocational interest. All the coefficient of relationship except for house hold is positive.

Helpful results were drawn out that dimensions of personality in the profile of students in education course significantly related with their achievement levels.

Abstract.
The study was undertaken to investigate behavioral problems in children with scholastic skill difficulties. A sample of children (n=20) aged 5 to 8 years with
scholastic difficulties with those who did not have difficulties were evaluated. The purposeful sample was chosen from the outpatient services of Child and Adolescent Mental Health Unit, NIMHANS, Bangalore. Criteria was used for the age between 5 and 8 years, attending regular school (Upper Kindergarten and above), IQ of 80 and above on Mali’s Intelligence Scale for Indian Children (MISIC) and diagnosed as having scholastic skill disorders as per ICD 10 criteria. Children with pervasive developmental disorders, neurological disorders and psychoses were excluded. The control group formed of 20 children who fulfilled the inclusion criteria regarding age, schooling and intelligence. None of these children had difficulties in scholastic skills as assessed on NIMHANS SLD Index. The child behavior checklist (CBCL) developed by Achenbach and Edelbrock was used to Scholastic Achievement/ Difficulties/ Backwardness. Study revealed that 40 per cent of study group had difficulties in skills such as color identification/recognition, visual memory, auditory discrimination, language, writing of lower case alphabets and confusion over what alphabet/number comes before or after a specific alphabet or number. Analysis of the behavior problems exposed that children with difficulties in scholastic skills were found to be more impulsive, threw more temper tantrums, were more nervous, restless, stubborn, disobedient, and had great difficulty in concentrating on academic and non academic tasks.


All the five objectives of the study have been well articulated. All the eight hypotheses of the study have been well formulated in the null form. Research Design is Cross-sectional normative survey. Sample of 500 Primary School Teachers had been drawn through random sampling from the Government, Private, Rural and Urban Schools of Gharwal Mandal cutting across Chamoli, Uttar- Kashi, Rudra-Prayag, Paudi Gharwal, Tihari and Dehradun. The findings as follows: In Indian Students (Boys and Girls), school anxiety was found significantly negatively correlated with self-concept. Girls were higher on school anxiety than boys. There was no significant difference between boys and girls on self-concept. In Indian Students (Boys and Girls) on school anxiety factors, girls were elevated on test
anxiety, fear of expression and psycho-physical reactions than boys. But girls were lower on lack of confidence than boys. In Indian Students (Boys and Girls) on self-concept, there were no significant differences between boys and girls on behavior, intellectual and social status, physical appearance and attributes, anxiety, popularity, happiness and satisfaction. Among Iranian students both boys and girls, school anxiety significantly was negatively correlated with self-concept. Girls were higher on school anxiety than boys and there was no significant difference between girls and boys on self-concept. Amongst Iranian students, both boys and girls on school anxiety factors, girls were higher on test anxiety, fear of expression, psycho-physical reactions than boys. But there was no significant difference between them on the behaviour, intellectual and social status, physical appearance and attributes, popularity. But boys were higher on anxiety than girls, and girls were higher on happiness and satisfaction than boys. School anxiety was negatively correlated with self-concept in all the samples (Boys and Girls) from India and Iran.

30. SUJATA K. (2005), Influence Of Aptitude And Personality Profile On Academic Achievement Of Undergraduate Students Of UAS, Dharwad, Department of Human Development University of Agriculture Sciences, Dharwad, Karnataka state., abstract

UAS Dharwad students Aptitude and personality factors and its relation on academic performance revealed that, the personality factor like outgoing, bright, self controlled and independence significantly influence academic achievement of students. Verbal reasoning, numerical ability, abstract reasoning and space relations significantly influenced academic achievement of students. Most of the personality factors had a significant influence on aptitude of the students. Majority of students were in the lower range seven areas of aptitude. Home Science students were significantly higher in verbal reasoning and mechanical reasoning, whereas, girl students of agriculture were significantly higher in numerical ability, abstract reasoning, clerical speed and accuracy and language. Greater part of students was in moderate range of all 16 personality factors Home science students were more socially aware than the rest of the students. Agriculture boys were considerably higher in the factors on aggression, moralistic, imagination self sufficient and intelligence. Marketing students were significantly more outgoing enthusiastic, suspicious, insecure and self controlled than
the other two groups. Majority of students were in fair category of academic achievement. Girls and boys of agriculture were superior in academic achievement compared to the other two faculties. Young students were more enthusiastic tender minded and better in numerical ability than older students, while older students were better in clerical speed and accuracy. Students from small than large families were more bright and moralistic. Students of nuclear than combined families were more mature and significantly better in space relation. The aptitude scale developed by Bennett et al. (1993), 16 personality factors questionnaire developed by Cattell (1982), socio-economic inventory developed by AICRP(CD) (2002) were used.

31. FR. P.P. JOSEPH (2005), A Comparative Study Of Difficulties In English Learning Faced By Different Categories Of School Students In Bhopal, Barkatullah University, Bhopal.

Objectives of the study is to ascertain the difficulties in English language learning being experienced by students of Class V and VI, studying in English and Hindi medium schools of Bhopal and to recognize the levels of difficulties between different groups of students studying in English and Hindi medium schools and to assess variation of difficulty level among the groups, analyze, interpret and diagnose the factors influencing the level of difficulty between the school students. Findings of the Study informed the induced method of teaching in English designed, developed and implemented by the investigator has been found effective in bringing desired changes among the students as evident through the “t” values. Perceptions of Students, Teachers, Administrators and Parents on difficulties in English language learning and remedial measures have been studied analytically and systematically.


Overall 5 Objectives were made in the study for which findings included the adolescents had mainly 8 types of stresses. They are educational, psychological, physical, vocational, personal, and economic and others. Vocational, educational and psychological stresses were higher than other types. Examination was the biggest stress giver in educational area. 69.2% students felt normal stress while 16.5 students
felt higher stress and 14.3% felt lower stress. Significant difference was established in stress between boys and girls. Girls felt more stress than boys. Secondarily, significant difference was found in stress of science and arts group of students. Art group felt more stress than science group. No noteworthy difference is found in stress of science and commerce group students. 70.6% students felt average level of insecurity while 14.1% felt higher insecurity and 15.1% felt lower level of insecurity feeling. Girls felt more insecurity than boys. (8) There is no significant difference found in feeling of insecurity amongst science, arts and commerce group students. There is positive correlation between level of stress and level of feeling of insecurity among adolescents. Stress management strategies model was set by the researcher and suggestions for parents, teachers and adolescent respectively were also given.

33. SRIVIDHYA V. (2007), Mental Health And Adjustment Problems Of Students Of Navodhaya, Central And State Schools, Department Of Human Development College Of Rural Home Science, University Of Agricultural Sciences, Dharwad. Thesis.

Answers of the study on mental health and adjustment problems and influencing factors are presented as mental health of students. Majority of students (45.4 per cent) had normal mental health while minimum percentage (6.6 per cent) had good quality mental health, not any in very good category and more than 2/5th had poor mental health. This drift was common among students studying in all the three educational systems Students of different educational systems did not differ considerably by the levels of components of mental health such as positive self evaluation, perception of reality, integration of personality, autonomy, group oriented attitude and environmental mastery. Mental health of the students of different educational systems did not vary by transition of school. The problems of students ranged between 2 - 41 per cent in all the areas of adjustment. Students faced more problems in the areas such as social psychological relations, the future: vocational and educational, curriculum and teaching procedures. Students faced less problems in the areas of courtship: sex and marriage Students of different educational systems did not differ on adjustment problems. Influencing factors - Adjustment of students did not vary by age among all the three educational systems. Religion did not affect the adjustment problems of students of different educational systems. Personal and domestic factors such as
family type, ordinal position, sibling status, education and occupation of the parents and family income, schooling factors like school transition had no influence on adjustment problems of students of different educational systems. Interrelation of mental health and adjustment problems of students a significant relation was observed between mental health and adjustment problems of students. The more the problems students faced the lower was the mental health Problems with respect to health and physical development, social and recreational activities, personal psychological relations, social psychological relations, moral and religion, adjustment to school work, curriculum and teaching procedures, courtship: sex and marriage were significantly linked to positive self-evaluation, perception of reality, integration of personality and group oriented attitude.

34. SATISH KUMAR, (2007), A Study Of The Attitude Towards School, Aspirations and Educational Problems Of Truant And Non-Truant Students Of The Government High Schools Of Haryana In The Context Of Their Academic Achievement, Kurukshetra university, thesis abstract.

Sample of 400 students of govt. school were taken to study of the attitude towards school, aspirations and educational problems of truant and non-truant students of the government high schools of Haryana in the context of their academic achievement, and major conclusions included that absentee students were found to have negative attitude towards the School, the non-truants (present) were found to have positive attitude towards the School. The truant students were found to have low aspiration towards the School, whereas, the non-truants were found to have elevated aspiration towards the School. The aspiration level of above average achiever non-truant students of Ambala Division was found higher than that of above average achiever truants, whereas, the aspiration level of below average achiever truant students was found higher than that of below average achiever non-truants. The physical development of truant students of Ambala Division was found higher than that of non-truant students. 5. The truant students were mainly found from poor economic background families, though, there were some truants having rich family background, also. The non-truant students were largely found from modest economic family background. The truant students were found to have comparatively low Psycho-Social background than non-truant students. The truants were relatively found facing more of
educational problems. The economic, residential and employment problems of truant students of Ambala Division were found larger than that of the non-truants. The truant students were found taking extra interest in social and recreational activities than non-truant students. The truant students were found to be facing more of vocational and educational problems than non-truants.


In this paper, a research direction called Modeling and Analyses of Rural Engineering Problems (MAREP) is introduced. Rural engineering problems are in large quantity in agriculture, carpet, coir, and other industries. While such problems are local in nature and the people working in these industries do not have adequate knowledge and background on the technical aspects, these problems go mostly unattended and, more importantly, unreported in the technological literature. Hence, the problems never get solved and the people go on to use obsolete technology, which hinders the overall improvement in quality and efficiency of the said industry products or processes. This paper was an attempt to create awareness of such problems and popularize the MAREP to solve these problems.

36. VISHWAKARMA, RAM SWAROOP (2008), A Study of the Impact of School Environment on Learning Behaviour and Academic Achievement of the Students of Chhatarpur District. Ph.D., Dr Hari Singh Gaur University, Sagar.

With 5-objectives study was conducted at 115 government and non-government upper primary schools students, boys and girls, in all eight blocks of the revenue district Chhatarpur in the state of Madhya Pradesh. The schools were chosen in randomly and quota sampled from all eight blocks of the district of Chhatarpur. All in all 1500 boys and 1500 girls were selected randomly from urban and rural areas maintain a balance between government and non-government upper primary schools. Psychological survey method and documentary survey method was taken up for the rationale of the present study. Findings included the impact of rural non-government upper primary school
environment is more on boys than on girls in comparison to the environment of rural government upper primary schools. The bang of rural non-government upper primary schools’ learning behavior is higher on boys and girls in comparison to rural government upper primary schools’ learning behavior. The impact of school environment on learning behavior of the boys and girls of urban non-government upper primary schools is higher. The impact of school environment on academic achievement of the boys and girls of the urban government upper primary schools is higher.

Department of first Asian and second national medical students’ research conference, on 20th to 24th Feb-08, conference proceedings in Indian medical research, June 2008. Health of medical students is of primary concern as they are future doctors; however studies pertaining to college environment and stress are sparse in literature. This study was carried out in two types of institutions: uniform services institution and a civil medical college, to compare the mental health of medical students from two different college environments. Method: Total 240 students (120 from each college) were randomly selected from the attendance roster for the survey. Students of 1st, Vth and IXth semester were selected for mental health evaluation. Standardized questionnaires were given to estimate anxiety, depression and general mental health. Data so generated were analyzed with statistical evaluation SPSS software. Findings revealed significant differences between the two groups on BDL, HADS and GHQ. Non parametric test was carried out on BDL. Conclusions were drawn that mental health of medical students was better in service institute as compared to civil medical college. Answers are concerned with scholastic and college environment, stressing upon the fact that they have a major effect on the mental health of medical students. The stress level of the students diverse according to the terms they belonged to.

Study was conducted to find out the educational problem of secondary school students. The researcher selected ten (10) secondary schools of Gujarati medium as a
sample with the help of purposive sample method in the present study 583 students have been selected as a sample with the help of purposive sample. Both Boys and Girls were selected for the present study. Results found that classroom environment should make healthy and interesting. The interaction of teacher-student should be loveable. Teachers should understand the problems of students and give them proper guidance to know about them individualities and strength. Government is supposed to increase scholarship and monetary aids for poor or weaker sections students of socio-economic students. Educational panel should make the syllabus according to mental age and individual differences of students. Teachers should properly use the teaching learning materials in the classroom. Library and laboratories should be established and well maintained it. Schools should systematize health check-up programme for the students, especially for Girls. Teachers should create school environment free for good communication. Schools should increase services for co-curricular activities for the students. Teachers should make the un-biased and reasonably measures for cumulative evaluation of pupils. Teachers should try to aware of family situation of our students and try to solve it.

39. DR. D. B. TALI, MS ROSY (2012), Vocational Aspiration Of +2 Students In Relation To Their Achievement Motivation And Demographic Variables, academician, volume 2, issue 2 (February, 2012) ISSN-2249-7137, South Asian academic research journals, http://www.saarj.com, abstract

Occupational Aspiration scale developed by J. S Grewal (1973) and Deo-Mohan achievement motivation (n-Ach) scale developed by Dr. Pratibha Deo, and Asha Mohan were administered to a sample of 200 +2 students from three Govt. schools and three private schools of Yamuna nagar district of Haryana. For which statistical hypotheses were framed and tested through t-test. The findings were; +2 students belonging to high and low achievement motivation do no differ significantly with respect to their vocational aspiration. Male and female +2 students have equal aspiration and knowledge towards vocational choices. +2 science students have inclined more serious towards their career or vocation as compare to arts students. Arts and commerce +2 students have similar kind aspiration on vocational preference or have equal knowledge and aspiration towards vocational choices. Science and commerce do not differ significantly with respect to vocational aspiration. +2 students
studying in private schools have more inclined towards choice of vocation than students studying in Govt. schools.


The study was undertaken to study the personal problems of adolescent students of earthquake affected areas of District Baramulla, Jammu and Kashmir. The investigator took two hundred (200) adolescent students (100 male and 100 female) reading in 9th and 10th grades as sample for the study. Nadeem and Ahanger’s (2001) Urdu Adaptation of California Test of Personality (CTP) for the measurement of personal problems was administered. The analysis of the data revealed that the male adolescent students of earthquake affected areas and female adolescent students of earthquake affected areas of Uri (District- Baramulla, Jammu and Kashmir) differ from each other on distinct proportions of personal adjustment like self reliance, sense of personal worth, feeling of belongingness, withdrawing tendencies and nervous symptoms. It was found that female adolescent students were personally well adjusted than male adolescent students of earthquake affected areas of district- Baramulla. Correlation between various dimensions of personal adjustment and academic achievement of male and female adolescent students were found positive and significant.

II.5 STUDIES CONDUCTED IN ABROAD

41. BUNTROCK, KERMIT; HOWE, TREVOR G. (1966), Occupational Problems and Vocational Training Needs of High School Drop-Outs from Rural Areas in Iowa. (Ed016799), Peer Reviewed: Abstract:

224 dropouts identified from previous studies of 13,000 students in 109 high schools in 16 Iowa counties, 102 still in the state were personally interviewed to classify occupational problems and vocational training needs for the 10-year period following withdrawal from school. Nearly, all of the dropout were married and had children and were from big families and had brothers and sisters who had also dropped out, and a
relatively high percentage were from rural communities. Males gave loss of attention or dislike of school and courses, and females gave marriage or pregnancy as main reasons for exit their school. Males attributed their year of unemployment since leaving school to adjustment and unemployment difficulties. The median income had risen from $59 per week for their first job. Nearly, all claimed to be satisfied with present jobs. Over one-half of both males and females indicated interest in further job training, and 24 had already received some since high school. Males were interested in skilled craft areas and the specific areas of mechanics, agriculture, drafting, electronics, and welding. Females desired training in secretarial areas, cosmetology, medical technology, and nursing. Dropouts' suggestions for improving the schools included curriculum expansion to comprise various types of vocational-technical education, special teachers, classes for slow learners, more individual help, and better counseling.


Increased understanding of the personality differences between clients and non-clients could help counseling centers to provide more effective service both to clients and students with difficulties who are reluctant to seek help. The Epps ‘t’ scores of 2 groups of clients and a group of non-clients were compared. Both vocational-educational and personal counseling clients scored significantly higher on the abasement and lower on the dominance subscales than did non-clients. The order scores of the vocational-educational clients were significantly higher than those of the 2 other groups.


The purposes of this study were to determine whether the disadvantaged English-speaking youth of the British Isles and the United States have similar identifiable educational and vocational problems. Administrators, teachers, pupil personnel workers, and randomly selected faculty in nine pairs of matched communities in the
United States and the British isles ranked 22 problems on a checklist to show their relative importance. In follow-up interviews the respondents discussed the most often checked problems. Pupils failing to work up to or achieve near their capacity was the most serious problem in both countries, but others were those related to pupil lack of interest in the school and academic program, pupil home environment, pupil behavior out of school, and lack of parental cooperation and understanding. Educators of the two countries differed to a considerable degree in their concern over problems related to school dropouts, pupil failure to obtain basic reading, writing, and reasoning skills, lack of interest in the school activity program, and lack of post-high school vocational-technical educational opportunities.


The Mooney Problem Checklist (MPCL), Bam Sex Role Inventory (BSRI) and a series of socio-metric rating scales were administered to four groups of adolescents (40 males and 48 females from grade 8—average age = 13.5 years; 39 males and 37 females from grade 12—average age = 17.5 years). The total number of problems reported and the number in many of the 11 areas of the MPCL were fewer in the older group of males than the other three groups. As the number of problems was expected to decrease with age, it was proposed that females' problem level was maintained at a high level by pressures to conform to a feminine sex-role identity. This speculation was based on the findings that females became more stereotyped (more feminine, less masculine) with age and that femininity was significantly related to the number of problems for females. Although masculinity and peer group acceptance were expected to relate negatively to the number of problems, none of the groups supported the prediction for masculinity, and only the younger males confirmed the hypothesis for peer acceptance. {This research was conducted by the first author as an empirical thesis project in partial fulfillment of the requirements of the degree of Bachelor of Arts (Honors’) at Macquarie University in 1979. The project was supervised by the second author and Associate Professor J. K. Collins}. 

Among the many publications addressing the theme of foreign medical graduates (FMGs) in the US, little attention has been given to those FMGs who have returned to their home country to practice after completion of postgraduate training at American hospitals and universities. This report of FMGs from Peru who completed postgraduate training in the US in 1965-1975, is concerned with the re-adaptation process of 70 physicians who returned to Peru to practice medicine. The determinants of the decision to return; the academic, familial, and adaptation problems during the readjustment process; and the impact of these physicians on medical education and health care services in Peru are discussed.


Examine the differences between the students who have perceived themselves as successful and unsuccessful problem solvers. Differences were examined transversely a range of cognitive, affective, and behavioral variables, with 2 types of problems—intrapersonal and interpersonal. 20 undergraduates who scored high and 20 who scored low on an independently developed problem-solving inventory were questioned about how they solved interpersonal and intrapersonal problems within a 1-hr structured interview and completed the Mooney Problem Checklist (MPC). Results revealed that the self-perceived successful and unsuccessful problem solvers differed in the number of problems they acknowledged on the MPC; on a number of self-report ratings about the personal problem solving process like attributions, expectations, intervention strategies, attitudes, and behaviors); and also on ratings made by the interviewers on several cognitive and behavioral variables. Results also indicate that the type of personal problem being solved affected the problem-solving process.

Results of a survey on American board of psychiatry and neurology certification were used to compare 503 foreign medical graduates (FMGs) and 2,332 US medical graduates (USMGs) on several variables: demographic characteristics, attitudes toward certification, performance, and personal experience with the examination process. FMGs were more similar than dissimilar to USMGs in attitudes, values, and opinions about certification, and it is concluded that the differences are not sufficient to warrant some of the prevalent misconceptions about FMGs.


Findings were the most predominant problem areas of the students were academic, future and finance and the least were girl/boy relation, religion and health. The students’ greatest concern was on their difficulties with some subjects, feeling of loneliness and worry about height, headache and toothache, homesickness, family financial problems, quarrels with friends, communication with the opposite sex, missing mass, and passing the exams. Some Reading Problems of Arab EFL Students. The troubles of least concern were playfulness, asthma attacks, and closeness with parents, family debts, popularity in school, being called a baby, full contribution in mass, and the significance of education. The 12-13 age groups had more academic problems than the other age groups; the 16-17 age groups had less scholastic problems; and the 18 and above group had more girl/boy relationship problems.


Results of a survey on American Board of Psychiatry and Neurology certification were used to compare 503 foreign medical graduates (FMGs) and 2,332 US medical graduates (USMGs) on several variables: demographic characteristics, attitudes toward certification, performance, and personal experience with the examination
process. FMGs were more similar than dissimilar to USMGs in attitudes, values, and opinions about certification, and it is concluded that the differences are not sufficient to warrant some of the prevalent misconceptions about FMGs.

This learning module, one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with counseling exceptional students with personal and social problems. Addressed in the individual learning experiences are the following topics: understanding the important considerations and techniques involved in counseling students with personal or social problems (building rapport, working on special problems, referring students to other professionals, and keeping records). It also describing and evaluating the performance of teachers who have counseled students with social or personal problems in case studies; and counseling such students in an actual teaching situation.

Research examining collegiate problem drinking from 1975–1985 was reviewed. Eight topics are distinguished pertaining to the definition and correlates of problem drinking: consumption patterns, self-identification as a problem drinker, motivations, harmful consequences, personality characteristics, family, peers, and environment; long-term consequences of problem alcohol use and male-female differences in problem drinking. Problem of drinking is ranged from a low of 6% to a high of 72%, with most studies suggesting that approximately 20–25% of students have drinking problems. Problem drinkers are characterized relative to non-problem drinkers as impulsive, prone to deviant behavior, less oriented towards academic success, more independence-seeking, and more likely to drink for escapist (rather than sociability).
reasons. The powerful role of college friends in the development of alcohol abuse is significant and increases, relative to family influences, with age. Collegiate problem drinking is associated with difficulties with friends and teachers. Although, it has not been established as a cause of alcoholism or later-life drinking problems, while the incidence of problem drinking is higher among men, overall motivational, personality, and environmental influences appear similar for problem drinkers of both sexes. Differences between male and female problem drinkers tend to reflect gender-related patterns of drinking found in society at large.


This study compared the perceived teaching problems of pre-service elementary and secondary teachers of both sexes with the apparent teaching problems of beginning teachers. Results indicated that the rank order of teaching problems of pre-service and beginning teachers are dissimilar and beginners had stress problems with classroom discipline, assessing student work, and relationships with parents, whereas pre-service teachers had stress problems with subject matter. Both groups shared strong concern about motivating students. Elementary and secondary pre-service teachers differed on some of the rankings of problem seriousness. Meaningful relationships between pre-service teachers' total levels of concern for problems and their scores on measures of teacher efficacy and commitment to teaching were not observed.


Research into the nature and extent of problems faced by overseas students in Australia is based almost totally on surveys of this population moreover by staff of support services or by or on behalf of policy making bodies. The nature of educational difficulties like language and study problems is still comparatively unknown. However it has been explored to some degree by study skills counselors and teachers
of English as a second language. Slight was known about perception of these problems by academic staff. It explained learning problems of overseas students as seen by the academic staff at the University of Queensland and compares them with the perception of learning problems held by overseas students. Academic staff (145) representing 50 departments and 136 overseas students on behalf of 14 courses at postgraduate level and 10 courses at undergraduate level reacted to questionnaires identifying educational problems and suggesting possible solutions.

Surveyed 476 college health center directors to determine if certain stress-related diagnoses were more prevalent among foreign than domestic students. A greater proportion of stress-related diagnoses were found among international students, with foreign students having higher frequencies than domestic students in 10 stress-related diagnoses.

In study researcher examined the differences between a sample of 195 male and 112 female international and 59 male and 180 female American university students relative to their self-perceived health status, health attitudes, behaviors, and locus of control. Results indicate that socio-cultural (external) and self-perceived (internal) stressors may influence both groups' health status and care. American ss experienced more common minor stress-related illnesses/ailments than did international ss. both groups indicated they functioned more from an internal health locus of control. Healthiest and poorest wellness attitudes were reported by the international male and American male ss respectively. No observed differences were noticed on the groups' wellness behaviors.

149 applicants to 2 residency programs in psychiatry were surveyed with the opinion about mental illness scale. Stepwise regression analyses showed that the place where the applicant was raised was the best predictor. In comparison with those raised abroad, those raised in the US tended to be less authoritarian-restrictive inclined, tended to report less adherence toward an unsophisticated benevolent approach, and less adherence toward an interpersonal- etiology approach.


Investigation for 165 counseling psychologists on vocational diagnostic and treatment decisions when vocational and personal problems are presented at the same time as. Participants evaluated the same vocational problem either alone or in combination with a personal problem of one-half, equal, or double the severity of the vocational problem. Without consideration for counselors’ problem preference, ranking of the vocational problems were the same across the 3 personal problem severity levels. However, with preferences considered, counseling psychologists who reported greater preference for working with personal problems, in contrast to vocational problems, which were less likely to assess, diagnose, and treat the vocational problem than were counseling psychologists who reported equivalent or reversed problem preferences. These biasing effects occurred when the personal problem was of equal or double the severity of the vocational problem.


Comparison of the attitudes of 79 international medical graduate applicants to a psychiatry residency training program using the substance abuse attitude survey by J. N. Chappell et al showed the finding that men were less moralistic about substance
abuse than women and there were no significant attitudinal differences among these international medical graduate despite their diverse backgrounds.

59. HARLEY BAKER, RANDY NELSON, VIRGIL ADAMS, JANE DELGADO AND KAY WILDER (1992), The Academic and Social Environment at UC Santa Cruz, abstract. The Office of Planning and Budget, UC Santa Cruz, Santa Cruz, California 95064 [408 459-2446].

Report prepared by the institutional research group in the Office of Planning and Budget had examined students' perceptions and evaluations of the academic and social environment at UC Santa Cruz. A questionnaire was developed that focused on the academic and social environment of the University. Survey focused on background characteristics, student opinions and values, social attitudes and activities, life on campus, academic attitudes and activities, barriers to progress and personal experiences. Results are reported separately for undergraduate students, graduate students and fresh persons. Native juniors and junior transfer students are compared to observe how their perception of the academic and social environment differs. It also explores how students from different backgrounds describe and evaluate the campus environment. Undergraduate students' evaluations of the social and academic environment were mixed, noting both positive and negative aspects of the University environment. Advising was found to be a most important problem, with few undergraduates receiving advising and a third dissatisfied with the availability of advisors. Two-thirds of the graduate students were satisfied with their boards of study and the quality of the instruction. Over half of the graduate students reported frequent drug or alcohol use. Among new persons, over ninety percent rarely or never saw their advisors. Few differences were found between native juniors and junior transfer students.


The purpose of this study was to identify and analyze the adjustment problems encountered by international students enrolled at Texas southern university. The study also attempted to determine if there were significant differences in the adjustment problems among respondents in the various variables and sub-groups identified.
Sample included 226 students from Africa, 115 students from Asia, 39 students from the middle east, and 36 students from other countries the instrument chosen for the survey was the Michigan international students problem inventory (mispi) developed by John W. Porter in 1962 and revised in 1977. Ten null hypotheses were tested. Significance was determined by the one-way analysis of variance and turkey procedures. The study showed that the most troublesome adjustment problems encountered by the international students were financial aid, placement services and social-personal, respectively. Specifically, African students encountered more difficulties in total adjustment and in more problem areas than the other groups. Asian students expressed the greatest difficulties in the English language area. Middle-eastern students expressed the fewest difficulties in the financial aid and English language areas. Students who were self-supported had more problems than students who were financially supported by their families in the orientation services, financial aid, and placement services.

61. AYDIN, F. (1997), Intercultural Adjustment As Predicted By Attachment And Personality Variables. Dissertation abstracts international, 57 (10-b), 6554.

The intention of this study was to calculate the predictive potential of several attachment-related and personality variables held to be significant in determining one's adjustment to a new country. The quality of one's early relationship with parents, one's adult attachment style, a series of personality variables, as well as the availability of social support, history of international travel/living, English proficiency and demographic factors were studied. Selected sample of 82 first year international graduate students, 44 males and 38 females were taken. The findings suggested that one's early relationship with parents and the resulting attachment style do have a significant impact on the experience of separation from one's country and one's ability to adapt to a new cultural environment. Caring and respectful early environment can develop of a secure attachment style along with certain personality characteristics, like tolerance, personal control, and trust in people which in their turn seem to allow individuals to reach out and establish the bonds and structures necessary to maintain themselves within a latest cultural environment.

A review was conducted of the results of 107 studies of the prevalence and correlates of cheating among college students published between 1970 and 1996. The studies found cheating to be more common in the 1969-75 and 1986-96 time periods than between 1976 and 1985. Among the strongest correlates of cheating were having moderate expectations of success, having cheated in the past, studying under poor conditions, holding positive attitudes toward cheating, perceiving that social norms support cheating, and anticipating a large reward for success.

63. DR. KAMAL R. MOURTAGA (1999), some reading problems of Arab EFL students, abstract,

This article was about reading problems that Palestinian school and university EFL students face. After evaluating & collecting data on the basis of observation, a teacher questionnaire, and case studies, researcher classify these problems according to their causes into 4 categories i.e. 1. Reading problems related to the misunderstanding of the reading process. 2. Reading problems related to insufficient linguistic competence in general, and practice of reading in particular. 3. Reading problems related to differences between English and Arabic. 4. Reading problems related to the English spelling sound system.

64. NORIKO HARA, ROB KLING (1999), Students' Frustrations with a Web-Based Distance Education Course, First Monday, Volume 4, Number 12, December, Abstract.

Many supporter of computer-mediated distance education emphasize its positive aspects and understake the kind of work that it requires for students and faculty. This article was about the qualitative case study of a Web-based distance education course at a major U.S. university. This paper analyzed why these negative phenomena are not found in the literature and whether students' frustrations inhibit their educational opportunities. In this study, students' frustrations were found in three interrelated sources: lack of prompt feedback, ambiguous instructions on the Web, and technical problems. Results concluded that these frustrations inhibited educational opportunities.
This case study also illustrated some student perspectives and calls attention to some fundamental issues that could make distance education a more satisfying learning experience.


This article examines the state of female students’ enrollment and dismissal rate and major factors that cause them to dropout from the higher learning institutions. Data were collected from the drop out students, instructors, gender officers and guidance and counseling office of the University through questionnaires, interview and focus group discussion. Moreover, secondary data were collected from the university registrar. The results of the study reveal that though the enrollment rate of female students increased from time to time there is a wide gap between the two sexes. Moreover, the dismissal rates of female students are greater than males. The major factors that caused female students to be dismissed from the university include harassment, homesickness, lack of assertiveness training, teacher’s gender insensitivity, absence of special support program, poor time management, anxiety, and financial problems lack of proper guidance, and counseling service and department, placements without interest.


Examined the social, cultural and study experiences of three international undergraduate business students. Study was concerning their perceptions of their expectations and concerns upon entering university, their perceived strengths and challenges, and cultural identity issues. Results show that students not only exhibited a pragmatic view of their education, but also specific expectations and goals which in many cases were not being met. Findings suggest that, often, international students are overlooked and not given a chance for their voices to be heard.

This study investigated that which personality traits are typical of medical students as compared to other students, and which personality traits predict medical student performance in pre-clinical years. Cross-sectional inventory study of students in nine academic majors and a prospective longitudinal study of one group of medical students assessed by inventory during their first preclinical year and by university examination at the end of each pre-clinical year gave the results that Medical studies falls into the group of majors where students score highest on extraversion and agreeableness. Conscientiousness (i.e. self-achievement and self-discipline) significantly predicts final scores in each pre-clinical year. Medical students who score low on conscientiousness and high on unreservedness and excitement-seeking are significantly less likely to sit examinations successfully. It had been concluded that extraversion and agreeableness may be beneficial for doctors’ collaboration and communication skills in future professional practice. Because conscientiousness affects examination results and can be reliably assessed at the start of a medical study career, personality assessment may be a useful tool in student counseling and guidance.


Research has shown that international students studying in the United States report significantly lower levels of social adjustment than American students. Cultural differences may contribute to this problem; however, social relationships between international students and American students lead to greater adjustment for the former group. In spite of this finding, many international students fail to develop significant interpersonal relationships with American students. In this study, self-construal, social anxiety, and social skills were investigated as possible mediating variables for international student social adjustment. During the first phase of the study, data were collected from 59 Chinese and 105 American graduate students at a large state
university in the southeastern United States. Results indicated that Chinese students experience lower social adjustment, higher levels of social anxiety, and report higher interdependent self-construal than American students. Independent self-construal was inversely related to social anxiety for both groups. In addition to this an inverse relationship between social anxiety and social adjustment was found for the American students only. In second phase of the study in which subset of Chinese and American students from the first phase participated in four separate dyadic interactions with both Chinese and American confederates. The students were asked to rate their level of anxiety both before and after the interaction and their behavior during the communication also videotaped and later rated by independent observers. Results revealed that American students experienced higher anxiety than Chinese students both before and after the interactions. Social adjustment appears to play a role in this difference since Chinese subjects with low social adjustment reported lower post-interaction anxiety than those with high social adjustment.


This study compared academic stressors and reactions to stressors between American and international students using Gadzella's life stress inventory (B. M. Gadzella, 1991). Five categories of academic stressors (i.e., frustrations, conflicts, pressures, changes, and self-imposed) and four categories describing reactions to these stressors (i.e., physiological, emotional, behavioral, and cognitive) were examined. The sample consisted of 392 international and American students from two Midwestern universities. American student reported higher self-imposed stressors and greater behavioral reactions to stressors than international students. Respondent’s status (American or international) and interaction of status and stressors emerged as the 2 strongest predictors of their behavioral, emotional, physiological, and cognitive reaction to stressors. Five stressors attained statistical significance in the regression model.
70. AREEJ BINT MOHAMMAD, (2004), The Problems of Graduate Studies for Female Students at Al-Imam Muhammad IBN Saud Islamic University and Proposed Solutions to Them. Dissertation
This research aims to identify the problems of graduate studies for female students at the Al-Imam Muhammad IBN Saud Islamic University, through the following sub-objectives: A- to identify the organizational and administrative problems; B- to identify the problems of curriculum and teaching methods; C- to identify the female students' personal problems; D- to identify the problems of scientific supervision; E- to identify the problems of selecting topics for research; F- to identify the problems of conducting readings and the search for scientific material; G- to identify the problems of application and field research; H- to identify the problems relating to defense of theses I- to put forward solutions for addressing the problems mentioned in order to increase the effectiveness of graduate studies for female students at Al-Imam Muhammad IBN Saud Islamic University in Riyadh. Graduate female students suffer from a lack of effective academic guidance to them; 2- No manual of academic guidance and study syllabus statement are available to female students at the beginning of each semester; 3- The comprehensive test is considered the most important obstacles to female students wishing to register for the PhD. Degree; 4- The TOEFL test is one of the biggest obstacles for female students wishing to register for the PhD programs; 5- Lack of interest of Al-Imam Muhammad IBN Saud Islamic University in availing opportunities for full-time graduate studies for female students - Parents discomfort for late returning to home after the lectures 2- Predominance of the spirit of competition among female students has impacted the level of cooperation among them 3- Overlooking the study circumstances of the female student by her work supervisor.

A quasi-experimental pre-, post-test, follow-up and control group design was used to investigate the effect of psychological and educational counseling in reducing anxiety in nursing students. The research study used methodological triangulation, involving
the use of structured data collection techniques such as standardized questionnaires and semi-structured focus groups. Focus groups were used to provide greater insight regarding the student's opinions. The sample consisted of 100 second- and fourth-year baccalaureate nursing students from the Faculty of Nursing at Shiraz University of Medical Sciences, Iran. They were randomly assigned to either an experimental group or a control group. The experimental group received a 12-week involvement programme. The results indicated that from pre- to post-test there was no statistically significant reduction in anxiety between groups, but there was a statistically significant reduction in anxiety after one semester (in the follow-up). Student self-esteem was improved significantly from pre- to post-test. This improvement was statistically significant and stay behind the same in follow-up. A statistically significant dissimilarity was seen in the student grade point average from pre-test to follow-up in the experimental group but not for the control group.


An apparent increase in seriously disturbed students consulting student health services in the UK has led to concern that increasing financial difficulties and other outside pressures may affect student mental health and academic performance. The current research investigated whether student anxiety and depression increases after college entry, the extent to which adverse life experiences contribute to any increases, and the impact of adversity, anxiety and depression on exam performance. Sample included 351 UK-domiciled undergraduates who completed questionnaires one month before university entry and mid-course. The Hospital Anxiety and Depression Scale (HADS: Zigmond & Snaith, 1983) was administered at both time points and a modified List of Threatening Experiences (Brugha, Babington, Tennant, & Hurry, 1985) was administered mid-course. Results were included that mid-course 9% of previously symptom-free students became depressed and 20% became anxious at a clinically significant level. Of those previously anxious or depressed 36% had recovered. After adjusting for pre-entry symptoms, financial difficulties made a significant independent contribution to depression and relationship difficulties independently predicted
anxiety. Depression and financial difficulties mid-course predicted a decrease in exam performance from first to second year.

73. EMEBET MULUGETA, (2004), Swimming Against the Tide: Educational Problems and Coping Strategies Of Rural Female Students In Ethiopia Eastern Africa Social Science Research Review. ISSN: 1027-1775, EASSRR Vol. XX No.2 2004: 71-97, Abstract.

The present study attempts to describe some problems of girls' education. Some of the restriction identified included poverty, school distance and cultural practices, such as early marriage and marriage by abduction. Regarding coping, though there are several facilitating factors such as support from parents and teachers, and models/mentors, many of the girls in the study indicated that in the final analysis, the student herself would take responsibility for her success or failure. Her aspiration and faith decided how much work she puts into her education. The more a girl aspires the harder she works, and the more chance she will have to succeed. Hard work when combined with success earns the girls recognition and support both from families and school. These factors, i.e., hard work, achievement, appreciation and support the girls get from others feed into each other increasing the likelihood of girls succeeding in their education. As the findings show there are a lot of constraints that discourage the girls from attending their classes properly and succeeding in their education.


This study examined whether university students were psychologically distressed or had difficulties with career decisions to indicate whether they needed career services, whether they were aware of the services offered by the campus counseling and career services, and finally, whether they had used the services. Findings indicated that students indicated difficulties with career decisions, high levels of psychological distress, and low levels of psychological well-being and that about half of students
Review of Related Literature

were aware of career services but much fewer had used those services. There were relationships among psychological distress and career-related variables for undecided students. Results are discussed with implications for career services on university campuses.


This study was conducted to obtain viewpoints of three main groups of stockholders including faculty Members, students and graduates on medical school problems and insufficiencies. Results found that the subjects believed that the most important problems in Kermanshah medical school include neglecting the student evaluation, no educational objectives or being inattentive to them, unwanted effects of pay for service plan, too much duties for interns (students), overload of medical duties and insufficiency in the number of faculty members, no rewarding system for teachers, inattention to needed outcomes, shortage of facilities for student in hospital and being negligent about mutual respect between students and teachers. Conclusion: some of the problems such as the effects of pay for service plan and insufficiency in the number of faculty members have solutions stemming beyond the university at Ministry of Health level, however, most problems are local, therefore, if the directors pay more attention regarding planning, allocation and management, we can see quality improvement in medical education in Kermanshah medical school.

76. FU JIANPING, (2008), Psychological Problems and Strategies in Job-seeking of Students in higher Vocational Colleges, Journal of Guangdong Baiyun University, china. Article

Students in higher vocational colleges are met with various psychological problems in the course of job-seeking and have been found seriously frustrated with them. In this paper the author analyzes those psychological problems such as overconfident, sense of inferiority, anxiety, pessimism, dependence and helpless, etc. from the angel of students themselves, colleges and the society, and puts forward his solutions for job-seeking students to overcome mental adversity and build healthy confidence.

This is the first study that focuses specifically on the gambling behavior of Florida College students. Summary of the key findings based on the data obtained 66.2% of the total sample (77.8% males; 60.6% females) report gambling on at least one activity in the past year. 46.5% of the college sample consisted of individuals who gamble and do not report any gambling related problems. The most popular gambling activities engaged in within the previous year consist of playing the lottery (lottery, scratch cards, or draws) (39.9%), cards (27.3%), charitable games or raffles (18.9%), wagering on arcade, computer or video games (17.0%), casino games (land-based) (15.6%), wagering on professional sports (13.6%), electronic gambling machines outside a casino (13.1%), betting on non-professional sports events (9.4%), and sports pools (9.1%). Males were more likely to frequently (a few times a month to daily) gamble on card playing, sports, the Internet, games of skill and in casinos. Females predominantly chose to play the lottery on a frequent basis. Sports-related gambling emerged as a very popular form of gambling amongst male students. When considering the rates of participation for all three types of gambling [placing bets on professional (26.0%) and non-professional (18.1%) teams as well as participating in sports pools (17.9%)], the popularity of this pastime becomes evident. Both males and females predominantly indicated that they gamble for reasons of entertainment and to win money. Gambling for reasons of socialization were also cited by both genders, but more so by males (30.4% vs. 17.6%).


The study examined the determinants of financial problems and dissatisfaction and the degree to which experiencing financial problems and dissatisfaction influenced attitudes towards financial counseling in a sample of 400 young male Australian workers. Financial management practices and money attitudes significantly predicted
financial problems. Financial management practices, money attitudes, and financial problems also significantly predicted financial satisfaction. There was no significant relationship between financial problems and dissatisfaction and financial counseling attitudes. These findings highlight the need for financial education initiatives for young male workers to be directed at facilitating changes in financial management practices and money attitudes and educational efforts to increase the social acceptability of seeking professional financial assistance for young male workers with financial problems.

79. ZHOU ZONG-KUI, SUN XIAO-JUN, LIU YA, ZHOU DONG-MING (2009), Psychological Development and Education Problems of Children Left in Rural Areas, College of Education Science, Central China Normal University, Wuhan 430079, China

The present survey has found that those children left in the rural areas have experienced problems of various degrees in personal safety, learning, morality and psychological development when their parents have gone out to look for a job in city are typical representatives of a socio-economically disadvantaged group. Their teachers have reported that they have, compared with others, more troubles in daily performance, learning, moral behavior and emotion. Self-reports from these students have also shown that they have considerably poorer interpersonal relations and self-confidence than those who live with their parents, but more notable in loneliness, social anxiety and academic adaptation. The relevant education of their psychological development therefore demands assortment of all possible measures.


The purpose of this study was to determine the degree of dyslexic reading problem among primary school students and the relationship between the degree of dyslexia and the demographic factors. Eight demographics factors, according to gender of age, class, parents’ income, parent education, parents’ occupation, students’ position in the family and the number of brothers and sisters in the family are chosen for the study. There are 32 characteristics of dyslexic student listed in the questionnaire “Dyslexia
Screening Instrument”. 250 dyslexic students from 7 primary schools in Petra Jaya area in Sarawak, who were early, determined in the pilot study, were the sample in the study. The analysis is done by using SPSS Windows 6.1. The result of the study shows the dyslexic students concerned really facing reading problem because 58-62% of them exhibit the 32 characteristic of dyslexia. However, the relationship between dyslexia and the demographics factors is weak, that is at the correlation of r=0.0 – 0.12 only. This shows that the dyslexic problems among the students are of no correlation with the demographic factors.


With two major aims above study was to investigate first the psychometric properties of the Thai Social and Emotional Skill Rating Scale (TSESRS) developed by the author. The measurement model of this material is a three factor model containing social skills, emotional skills, and social-cognitive skills. The evidence suggested that the following psychometric properties of the TSESRS are within the acceptable cut-off levels: item-validity, item-reliability, item-discrimination, test-reliability, construct validity, criterion related validity, and factorial validity. These results suggested that the TSESRS measures three distinct latent constructs, that is, social skills, emotional skills, and social-cognitive skills. The second aim was to examine the structural relationship of three exogenous variables, that is, social skills, emotional skills, and social-cognitive skills with two types of behavior problems, that is, internalizing and externalizing problems and the results revealed that among the three exogenous variables, social-cognitive skills were the only significant predictor of both internalizing and externalizing problems. The relationship between social-cognitive skills and two types of behavior problems was negative. This concluded that if higher a students’ social-cognitive skills, the lower their level of internalizing and externalizing problems. The indicators of social cognitive skills were emotion control, problem solving, and decision making skills.
82. BORJIAN BOROUJENI, S.A.SHIRZAD and all (2009), Students’ Educational Problems, Presented in the University’s Educational Councils From 2002-5. Shahrekord University Of Medical Sciences, journal of medical education, vol. 13, no 1, 2 (2009)

This study was intended to analyze the students’ educational problems in Shahrekord University of Medical Sciences, according to the councils’ minutes from 2002 to 2005.

Methods: In this study, 333 cases of the students’ educational problems were extracted from the minutes of 66 educational councils’ meetings during a period of four years. They were analyzed according to the students’ study field, level, turn (morning or evening courses), sex, and the state of being native.

Results: Among all, request for omitting a course, educational leave, and registering a course were the most frequent problems. Non native students’ educational problems were more than native ones and males problems were more than females. Educational problems among students of medicine, radiology and field of fighting against diseases were more frequent than others. The difference between the frequency of problems in the students attending morning classes and those attending evening classes was not significant.

83. SOIRAYA, BUSSARA (2009), Perceived Problems and Needs of Students for Educational Management of Home Economics Technology Faculty, Rajamangala University Of Technology Phra-nakhon. Thailand, Abstract:

Three objectives of this research were to study perceived problems of students for educational management of Home Economics Technology Faculty, Rajamangala University of Technology Phra-nakhon, compare perceived problems of students for educational management classified by gender, students' year and field of study and study needs of students for educational management of Home Economics Technology Faculty. The results followed that Problems concerning instructors, content of study and method of teaching were less perceived by students, Evaluation and measurement, teaching and learning management and instructional media and instruments were perceived as problems at intermediate level, The high perceived problems of students were infrastructure concerns particularly, the lack of gymnasium, stadium and first-aid centre, Students from different year and field of study and were dissimilar gender had statistically difference of perceived problems for educational management. The
highest needs for educational management concerning instructor aspect was lending equity to all students. Regarding the aspects of study contents, method of teaching, evaluation and measurement and teaching –learning management, the highest needs were complete and update knowledge, practical based teaching, evaluating after teaching, and appropriate study schedule, respectively. Enough and clean toilet as well as enough educational equipments were the highest needs for the aspects of infrastructure, and educational media and instrument, respectively.

84. HAROLD ANDREW PATRICK (2010), Personality traits in relation to Job satisfaction of Management Educators, Christ University institute of Management, Asian journal of management research

Researcher noted that job satisfaction seemed very stable over time, and that it might be the product of personality traits. 175 management faculty members from 25 business schools had been surveyed adopting standardized tools. This study assesses Big Five personality traits and General Job Satisfaction. The findings will aid management institutions in selecting, and retaining faculty as higher job satisfaction is linked to higher levels of productivity, effectiveness and commitment.


The study was to find out the factors which created problems to the listeners during listening process in the classroom. The research observed the design of a case study. The scope of the study was narrowed down to only three Govt. Boys’ Higher Secondary Schools of District Kohat. The study found that pronunciation; accent and colloquial expression were the problem, which always existed during the process of listening exercises.

The present study was to investigate the prevalence rates of emotional and behavioral problems among Pakistani children. Age and gender effects were also investigated. The internal consistency and construct validity of the Urdu Child Behavior Checklist (CBCL) were examined. Data were collected from private and public schools in the Pakistani city of Lahore. A higher pervasiveness of internalizing problems as compared to externalizing problems was found in the overall sample. Within empirical syndromes, Anxious/Depressed was the most prevalent whereas among the DSM-oriented scales, somatic problems were the most prevalent. Similar to other cultures, there were significant gender differences with a higher degree of Externalizing Problems scores among boys as compared to girls. The opposite was true for Internalizing Problems Despite the cross-cultural similarities in developmental trends, there was a significant effect of culture. The high Pakistani scores may be attributed to the current increase in violence and terrorism in Lahore.. There were also some significant interactions. Findings also indicated that the Urdu CBCL has adequate internal consistency in the current sample.

87. JOHN E. DELZELL, (March 8, 2011), Jr, MD, MSPH, Education in Medicine, Characteristics of Future Physicians, A blog posted in an educationinmedicine.blogspot.com.

In a blog post of “characteristics of Future Physicians”, it was about characteristics that should be in graduates of medical schools. Some of them are emotionally stable, unquestionable integrity, intelligent; and has sustained genuine concern for patients during their illness. Some are less obvious but seem really important like motivated primarily by idealism, compassion, and service, able and willing to learn from others, observant and adaptable. So the question is: are there personalities that do better in a medical curriculum and those that do worse? article by Dr Sade told there are some personalities that do better in medical school and some that seem to struggle more. Medical school is an extremely stressful environment. Many of the students that come to medical school have never struggled academically. Students that come to medical school have often not had any real life experiences. They have not had a job, or had extensive life experiences. The good news is that some personalities may be better at handling the stress of medical school, and then potentially life as a physician. McManus this authors found that stress could exacerbated or even caused by
personality factors, specifically by high levels of neuroticism, low levels of extraversion and low levels of conscientiousness. These traits are dimensions that are part of the Five Factor model of personality. The model is used by many of the studies of personality contributing to success in academic setting. Another authors compared the students' personality scores and academic assessments in Years 1 through 5. The conscientiousness dimension was a significant predictor of academic performance in the pre-clinical years but interestingly in the clinical years (Years 4 and 5) it correlated with poorer performance. So, there are personalities that may be more suited for medical school. And even more importantly, these personality traits can affect success as physicians. Hojat, et al (8) studied six personality measures. They also asked about the students' relationships with their parents and their general health. They compared these assessments with global faculty ratings of competence in the clinical clerkships (family medicine, internal medicine, obstetrics and gynecology, pediatrics, psychiatry and surgery). The ratings used a 4-point scale (‘high honors’, ‘excellent’, ‘good’, ‘marginal competence’). The students in the lowest group had significantly lower levels of self-esteem and sociability, they were lonelier, and had, less satisfactory relationships with their parents.


This study was conducted to survey the students' problems as one of the priorities of education. Methods and material: This is an analytical study carried out on talented and regular students. The data were collected through a questionnaire including demographic characteristics of students and also review of the quality of life of the students in different aspects such as personal, family, social, their perspective toward job and finally some solutions to the problems as mentioned by the students. The data were then analyzed. Results: In this study, significant differences were observed between mental and personal problems' mean scores of the normal and talented students with the talented students having higher scores (P<0.05) but talented students were less concerned about their future and career than normal students (P<0.05). According to the talented students, the best solution would be using a councilor as
well as the advisor teacher (80%), decreasing some troublesome legislation (73%) and holding educational workshops (62%). Discussion: According to the results, due to the mental and family problems, talented students are a vulnerable group and need some consultation systems in the university, using faculty advisors and their families. Therefore, due to their close connections with these students, more attention of the faculty advisers to them and establishing more student counseling centers at the universities seem to be necessary.