CHAPTER I
**INTRODUCTION**

The high priority given to education in developing countries and the allocation of scarce resources for the educational programme have laid a premium on high achievement. In a country like India, where the student population exceeds the total population of certain other countries, and where the relationship between high achievement and job opportunities and further education is rigidly emphasized, prevention of wastage, stagnation and low achievement in relation to potential is crucial, not only for the individual, but also for the nation. Maximisation of achievement and accurate predictions are therefore particularly important.

**Successful Performance**

Successful performance in any field of activity has been proved to be so complex in nature and origin that the level of achievement can no longer be predicted on the basis of a few isolated variables. Identification of the causes and correlates of achievement and
determining the nature and extent of their relationships have resulted in ample research work in this area. The conclusions of Endlar and Steinberg\(^1\) that 'one of the most fruitless tasks in Psychology and Education has been that of attempting to predict the academic success of college students' and that 'the only consistent finding has been that there are no consistent results' have not deferred the efforts and have only widened the possibilities explored.

**Intelective factors in Performance**

The large number of studies on intellectual ability, which has been described as the best single predictor of achievement, has shown that it can account for only part of the variability in academic achievement. Also, Butcher\(^2\) points out that, it is virtually impossible to produce an intelligence test which shall be an useful predictor of academic performance and at the same time produce equal average scores for children of different social classes. After analysing a number of

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studies, Terman and Oden\(^3\) conclude that 'where all are so intelligent, it follows necessarily that differences in success must be due largely to non-intellective factors'.

Non-Intellective Factors in Performance

(a) **Environmental Factors**

The non-intellective variables investigated include demographic, environmental and psychological variables. The findings of studies have consistently shown positive relationships between academic success and broad concepts like socio-economic status (Hershel D. Thornburg,\(^4\) Phearman,\(^5\) Ahluvalia and Gupta,\(^6\) Pillai\(^7\)) as well as its components taken individually, like education and occupation of parents (Ahluvalia and

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Gupta, Charles E. Werts and Donivan J.Waltey or particular aspects like facilities for study at home (Pillai, Miles, Ramkumar, Ammal, Santhakumari) and urban-rural locale (A. Devaraj) number of siblings (Bernstein), sex of siblings (Schoonouer), size of

10. N.P. Pillai, op.cit.
17. S.M. Schoonouer, 'The Relationship of Intelligence and Achievement to Birth order, Sex of siblings and Age interval'. Journal of Educational Psychology, 1959, 50, 143-146.
family (Bossard\textsuperscript{18}), working status of mother (Mohr\textsuperscript{19}) are some of the demographic variables investigated.

Working further with the concept of family, Weigand\textsuperscript{20} in a comparison of groups of successful students also found parental reinforcement to be positively correlated with academic achievement. Parental affection (Kurtz and Swanson\textsuperscript{21}), authoritarian tendency of mother (Drews and Teahan\textsuperscript{22}), over-restrictiveness (Rickard\textsuperscript{23}), severe punishments (Conklin\textsuperscript{24} and Kimball\textsuperscript{25}), family

\begin{itemize}
\item \textsuperscript{21} J.J. Kurtz and E.J. Swanson, 'Factors related to Achievement and Under-achievement in School'. School Review, 1951, 59, 472-480.
\item \textsuperscript{22} E.H. Drews and J.E. Teahan, 'Parental Attitudes and Academic Achievement'. Journal of Clinical Psychology, 1957, 13, 328-332.
\item \textsuperscript{24} A.M. Conklin, 'Failures of Highly Intelligent Pupils'. Teachers College Contribution to Education. 1940, No.792.
\end{itemize}
tensions, (Jones, 26 Morrow and Wilson, 27 Tobbets 28),
domineering tendency of parents (Jones 29) are some of
the other areas studied. Such attempts indicate the
movement from economic and demographic aspects to so-
cial and cultural and helped to bridge the relation-
ship between environmental and demographic variables
and personality factors.

(b) Psychological Factors

Psychological variables have been identified
as a factor in academic performance. A large number
of studies have been carried out on different popula-
tion groups on the various aspects of personality in
their facilitating or debilitating effect on academic
performance. According to Centi 30 the personality of
the individual has been identified as a factor in aca-
demic achievement. Horrell 31 Hoyt and Gebhart, 32

26. E.S. Jones, 'The Probation Student: What he is
like and what can be done about it. Journal of Educa-

27. W.R. Morrow and R.C. Wilson, 'Family Relations
of bright high-achieving and under-achieving high school

28. J.R. Tobbets, 'The Role of Parent-Child Relation-
ships in the achievement of High School Pupils'. Diss-

29. E.S. Jones, ibid.

30. Paul Centi, 'Personality factors related to Col-
lege Success'. Journal of Educational Research, 1962,
55, 187-188.

31. B.M. Horrell, 'Academic Performance and Persona-
liy Adjustment of Highly Intelligent College Students'.
Genetic Psychological Monograph, 1957, 83.

32. D.P. Hoyt, and G.Gebhart, 'Personality needs of
Under-and Over-achieving Freshmen'. Journal of Applied
Psychology, 1958, 42, 125-128.
Middleton and Guthrie, Krug, Holland, Carter, and Paul identified significant personality differences among achievers and non-achievers. Gowan, in his studies on gifted children, extracted a large number of personality traits which have been individually related to academic success. In the succeeding years, the concept of personality factors has been investigated even further in terms of definition of psychological terms and in measurement of personality factors.

Cattell, Sealy and Sweny, Butcher, Ainsworth and Nesbitt.


37. Paul Centi, op. cit.


Terman,\(^{41}\) Rushton,\(^{42}\) identified personality factors such as ego-strength, self-confidence, super-ego, asthenia, self-sentiment, surgency, neuroticism and dominance as related to academic success. The possibility of predicting academic achievement through scores on the MMPI scales has been attempted by Drake,\(^{43}\) Hackett,\(^{44}\) and Drake and Delling.\(^{45}\) Level of aspiration (Sears,\(^{46}\) Muthayya,\(^{47}\) Gould and Kaplan\(^{48}\) ), anxiety

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41. L.M. Terman and M.H. Oden, ibid.,


47. B.C. Muthayya, 'Level of Aspiration and Intelligence of High Achievers and Low Achievers in the Scholastic Field'. Journal of Psychological Researches, 1962, 6, No.3.

(Keller and Rowley, 49 Hafner and Kaplan, 50 Breen, 51 Child and Whiting 52) effect of counselling (Richardson, 53 Sheriffes, 54 Sheldon and Landsman 55), satisfaction (Berdie 56), conformity (Eble 57) motivation (Connor, 58 Farquhar 59), temperament (Geddinghans 60).


51. B.E. Breen Jr., 'Anxiety, Intelligence and Achievement'. Psychological Reports V, 1959, 701-704.


53. V.H. Richardson and J.D. Perry, 'Counselling for academic recovery'. Journal of Counselling Psychology. 1956, 3, 136-139.


emotional stability (George and Nair⁶¹), adjustment (Griffths,⁶² Knafle⁶³), values (Winter,⁶⁴ Battle⁶⁵), creativity (Getzels and Jackson,⁶⁶ Torrance,⁶⁷ Yamamoto⁶⁸), competition (Ferguson,⁶⁹ Mogar⁷⁰) frustration reaction


70. R.E. Mogar, 'Competition, Achievement and Personality'. Journal of Counselling Psychology, Summer 1962, 9, 2, 168-175.
(Muthayya)$^{71}$ are among the various factors studied, in relation to academic achievement. This large number of studies in evidence of the fact that personality variables - each relating to one aspect of personality or a constellation of factors of personality - are related to academic performance.

Masculinity-Femininity as a concise measure of Personality

Williams and Knecht$^{72}$ conclude their survey of personality variables, which influence achievement, thus:

'Judging from the nature and relationship so far disclosed between personality traits and achievement, one might expect that accurate prediction of achievement is not possible, unless a fairly large number of personality factors - in addition to ability scores - are available for each student. If this is true, then the accumulation and analysis of test data, necessary for prediction could conceivably be a forbidding task to many school systems', emphasises the need for concise measure of personality assessment, than have been attempted before. Williams

$^{71}$B.C. Muthayya, 'Frustration Reaction and achievement motive of High achievers and Low achievers in the Scholastic field'. Psychological Studies, 9, 1.

and Knecht\textsuperscript{73} have themselves introduced the concept of likability. Ramkumar\textsuperscript{74} has introduced self-concept as a concise factor to be related to academic achievement. The present investigator intends to study masculinity-femininity as a concise measure of personality which can be related to academic performance.

**Sex Differences in Personality and Achievement**

Sex differences in personality traits and particularly in those traits which influence academic performance considerably have been identified. Most of the studies relating to personality and achievement mentioned earlier have also identified in inferiority feeling (Fenlason and Ruth Hertz,\textsuperscript{75} Sudhir Kumar\textsuperscript{76}), empathy (Koffka\textsuperscript{77}), sympathy (Murphy\textsuperscript{78}), persuasibility (Janis and Field\textsuperscript{79}).

\begin{itemize}
  \item J.R. Williams and D.D. Knecht, \textit{ibid.}
  \item V. Ramkumar, \textit{ibid.}
  \item A.F. Fenlason and Ruth Hertz, 'The College Student and Feeling of Inferiority'. \textit{Mental Hygiene}, 1938, 22, 389-399.
\end{itemize}
aesthetic sense (Battorf,80 Adorno81), speech development (Watson and Lindgren82), linguistic ability (Hobson,83 Havighurst and Breese84) are further examples. Anxiety manifests itself differently in the two sexes among discrepant achievers, which in turn influence academic performance, (Taylor and Farquhar85). This study shows further that, 'the factor connoted restlessness and tension among boys (agitation), where as for girls it involved two distinct aspects: withdrawal into 'fantasy' and acting-out behaviour (emotional instability). In their activity patterns both males and females were characterized by planning and organisation (academic

80. E.A. Battorf, 'A Study Comparing two methods of developing Art Appreciation with College Students'. Journal of Educational Psychology, 1947, 38, 17-44.


compulsivity), but boys also possessed tendencies to reject school and showed little academic interest (academic negativism). Boys were ambivalent in their goal orientation which suggests an underlying tension resulting from lack of purpose. They also tended to rebel against authority and social norms (extra-punitive), while girls expressed more concern with the maintenance of standards (conservatism). Boys showed a success orientation which placed a high value on self. Girls showed low involvement in interpersonal relations (social distance). Significant sex differences are noticed by Raman Nambeesan, in his investigation on the problems faced by high school pupils. Attitude scores of junior high school children showed significant sex differences (Lunn), girls tended to have more favourable school related attitudes while boys had a better academic self-image were better socially adjusted and were less anxious in classroom situations.


Several of the personality variables mentioned earlier, have been related to academic achievement also. Positive relationship of the trait sociability with academic achievement has been identified (Beach\textsuperscript{88}). Academic success has been found to be positively related to extraversion (Eysenck and Cookson\textsuperscript{89}), Savage\textsuperscript{90}) dominance (Morgan,\textsuperscript{93} Gough\textsuperscript{94}), self-confidence (Morgan,\textsuperscript{95} Bachtold,\textsuperscript{96} Lum,\textsuperscript{97} Kurtz and Swanson,\textsuperscript{98} Gough\textsuperscript{99}) self-

\begin{itemize}
\item \textsuperscript{88} L.R. Beach, 'Sociability and Academic Achievement in various types of Learning Situations'. British Journal of Educational Psychology, 1960, 51, 208-212.
\item \textsuperscript{89} H.J. Eysenck and D. Cookson, 'Personality in Primary School: Ability and Achievement'. British Journal of Educational Psychology, 1969, 39, 109-122.
\item \textsuperscript{90} R.D. Savage, 'Personality Factors and Academic Attainment in Junior School Children'. British Journal of Educational Psychology, 1966, 35, 91-92.
\item \textsuperscript{91} H.H. Morgan, 'A Psychometric Comparison of Achieving and Non-Achieving College Students of High Ability'. Journal of Counselling Psychology, 1952, 16, 292-298.
\item \textsuperscript{92} L. Griffin, and R. Flaherty, 'Correlation of CPI Traits with Academic Achievement'. Educational and Psychological Measurement, 1964, 24, 369-372.
\item \textsuperscript{93} L.M. Bachtold, 'Personality Difference Among High-Ability Under-Achievers'. Journal of Educational Research, 1969, 63, 16-18.
\item \textsuperscript{94} H.G. Gough, 'The Construction of Personality Scale to Predict Academic Achievement'. Journal of Applied Psychology, 1953, 37, 361-366.
\item \textsuperscript{95} H.H. Morgan, \textit{op.cit.}
\item \textsuperscript{96} L.M. Bachtold, \textit{op.cit.}
\item \textsuperscript{97} K.M. Lum, 'A Comparison of Under and Over-achieving Female College Students'. Journal of Educational Psychology, 1960, 51, 109-114.
\item \textsuperscript{98} J.J. Kurtz and E.J. Swanson, \textit{ibid.}
\item \textsuperscript{99} H.G. Gough, \textit{op.cit.}
\end{itemize}
control (Bachtold)\textsuperscript{100}, self-reliance (Lewis\textsuperscript{101}), emotional stability (Bachtold\textsuperscript{102}), stable pragmatic and task-orientation (Hogan and Weiss\textsuperscript{103}) and motivation to achieve (Morgan\textsuperscript{104}). Also, variables like permissiveness, intraception and persuasiveness are associated with academic success (Gowan\textsuperscript{105}). And, feelings of inadequacy, inferiority and self-derogatory attitude towards self (Taylor\textsuperscript{106}), immaturity, femininity (Altus\textsuperscript{107}) were related to academic failures.

Sex differences in achievement patterns show interesting and varied results. Magdaline Joseph\textsuperscript{108} found that among under-achievers, boys were more than girls,

\begin{itemize}
\item \textsuperscript{100} L.M. Bachtold, \textit{op.cit.}
\item \textsuperscript{101} W.D. Lewis, 'A Comparative Study of the Personalities, Interests and Home background of Gifted Children of Superior and Inferior Educational Achievement'. \textit{Journal of Genetic Psychology}, 1941, 59, 207-218.
\item \textsuperscript{102} L.M. Bachtold, \textit{op.cit.}
\item \textsuperscript{103} Robert Hogan and Daniel S. Weiss, 'Personality Correlates of Superior Academic Achievement'. \textit{Journal of Counselling Psychology}, 1974, 21, 2, 144-149.
\item \textsuperscript{104} H.H. Morgan, \textit{op.cit.}
\item \textsuperscript{105} J.C. Gowan, \textit{ibid.}
\item \textsuperscript{106} R.G. Taylor, 'Personality Traits and Discrepant Achievement: A Review of Journal of Counselling Psychology', 1964, 11, 76-82.
\item \textsuperscript{107} W.D. Altus, 'Non-Intellectual Factors and Grades: Study habits and Adjustment tests'. \textit{American Journal of Psychology}, 1947, 10, 415.
\end{itemize}
and among over-achievers girls were more in number. Shaw and his colleagues found that the male under-achievers revealed more negative feelings about themselves than did female achievers. Female under-achievers tended to have ambivalent feelings toward themselves. Sex differences in academic achievement have been investigated exhaustively by Parsley, Powell and O'Connor, Lentz, Fisher and Walgren, and others, and definite conclusions have been arrived at, under certain conditions. Sex differences were noted by Thomas Mathew among over-achieving, normal-


111. T.F. Lentz, 'Sex Differences in School marks with Achievement Test Scores kept Constant'. School and Society, 1929, 65-68.


achieving and under-achieving adolescents, as the number of over-achieving boys, normal-achieving girls and under-achieving boys to be significantly higher.

It is possible to understand from the brief survey of research on personality factors related to achievement, in the context of sex differences and studies of sex differences in achievement given above, that, the relationship of personality factors to academic achievement can be influenced by the sex of the individual concerned. It is also possible to state from the studies that while the different traits of personality have been investigated in isolation with respect to sex differences, there is the possibility for combination of traits under a common factor. The findings from research on sex differences since 1950, makes it clear that personality traits can be combined together differently for males and females. Masculinity-Femininity has been postulated as this factor by Terman and Miles, In the light of the remarks of Williamson and Knecht, the importance of a study of


Masculinity-Femininity as a concise factor of personality, which can be related to academic achievement is established.

Adjustment and Achievement

(i) Adjustment at Home and Achievement

Effective adaptation to internal as well as external environments, or the individual's positive relationships with the environment has been pointed out as having serious implications for the person's development. At the school-going stage, the environment of the individual mainly encircles his home, school, and community. The importance of family in determining the behaviours of the young members is an accepted sociological fact. As Entorf\textsuperscript{117} states, 'Personality satisfying and socially constructive family relationships seem to depend very largely upon the capacity for genuine and sustained affection and possession, especially on the part of the parents, of a certain sense of personal adequacy, which renders domination, dependence, or emotional exploitation unnecessary within the family circle'. Scott\textsuperscript{118} clearly stresses the importance of

\textsuperscript{117} M.L. Entorf, 'Ends and Means in Teaching Family Relationships'. \textit{Parent Education}, April 1938.

family setting, the quality of home environment and
the familial relationships of members to be indispen-
sable factors in the personality development of younger
ones. The relationship existing between positive ad-
justments within the family and satisfactory home at-
mosphere on academic success has been explored by va-
rious Indian researchers like Kumar,\textsuperscript{119} Dhaliwal,\textsuperscript{120}
Jain,\textsuperscript{121} and Patel and Joshi.\textsuperscript{122} Happy and secure re-
lation with father (Gilmore),\textsuperscript{123} parental love (Ellis\textsuperscript{124}),
understanding the needs of children (McKinney\textsuperscript{125}),

\begin{itemize}
\item[\textsuperscript{119}] V. Kumar, 'Maladjustment among Certain Higher
Secondary Students and its Relation to their Attainment'.
\item[\textsuperscript{120}] A.S. Dhaliwal, 'A Study of Some Factors Contri-
buting to Academic Success and Failure among High School
Students: Personality Correlates of Academic Over-achi-
evers and Under-achievement'. Doctoral thesis, Aligarh
Muslim University, 1971.
\item[\textsuperscript{121}] S.K. Jain, 'An Experimental Study of the Rela-
tionship between Home Environment and Scholastic Achieve-
\item[\textsuperscript{122}] A.S. Patel and R.J. Joshi, 'A Gas Study of Ad-
justment Processes of High and Low Achievers'. Journal
of Psychological Researches. September 1977, 21,3,
178-184.
\item[\textsuperscript{123}] J.V. Gilmore, 'A New Venture in the Testing of
\item[\textsuperscript{124}] A. Ellis, 'Some Significant Correlates of Love
and Family Attitudes and Behaviour'. Journal of Social
Psychology, 1949, 30, 3-16.
\item[\textsuperscript{125}] F. McKinney, Psychology of Personal Adjustment.
\end{itemize}
authoritarian tendency in treating by mother (Drews and Teahan\textsuperscript{126}) were also identified to be related to adjustment and academic performance.

(ii) Adjustment at School and Achievement

Kakkar\textsuperscript{127} relates the insecurity in home relationships and adolescents' attitude toward school situations. As school environment provides vast interactional situations with classmates and teachers, a number of factors relating to school environment have been identified as having relationship with academic success. Contentment with school experiences (Jackson and Lahaderna\textsuperscript{128}), likeness for teachers and classes (Gerberich\textsuperscript{129}), positive attitude towards schools (Lunn\textsuperscript{130}), peer group and teachers (Berdie\textsuperscript{131}), school subjects (Klein\textsuperscript{132}), adjustments with the well adjusted teacher (Gladstone\textsuperscript{133}),

\textsuperscript{126} E.H. Drews and J.E. Teahan, ibid.
\textsuperscript{129} J.R. Gerberich, 'Factors Related to the College Achievement of High Aptitude Students who fail of Expectation and Low aptitude'. \textit{Journal of Educational Psychology}, 1941, 43, 253-265.
\textsuperscript{130} J.C. Lunn, ibid.
\textsuperscript{132} A. Klein, 'Failure and subjects liked and disliked'. \textit{High Point}, 1939, 21, 22-25.
Laycock\textsuperscript{134}) are some of the many factors that are identified to be related to academic performance. The findings of recent research studies by Srivasthava,\textsuperscript{135} Sharma,\textsuperscript{136} and Dhaliwal\textsuperscript{137} have cemented the relationship between school adjustment and academic success.

(iii) Adjustment with Community and Achievement

In adolescence, social adjustment is important, not only because the adolescent craves for social success, but also because his social adjustment in adolescence will determine to a large extent what he will socially be throughout the adult years (Malm and Jamison\textsuperscript{138}). The better adjusted the individual, the more active he will be socially. According to Ryan,\textsuperscript{139} children who made poor social adjustments were victims of parental

\begin{ quoting}
\textsuperscript{134} S.R. Laycock, 'Effect of the Teachers' Personality on the Behaviour of Pupils'. \textit{Understanding the Child}, 1950, 19, 50-55.
\textsuperscript{137} A.S. Dhaliwal, \textit{ibid}.
\textsuperscript{139} M.E. Ryan, 'Social Adjustments of Kindergarten Children Ten Years Later'. Smith, College Studies in Social Work, 1949, 19, 138-139.
\end{ quoting}
rejection, sibling rivalry, foreign culture of the parents, undue emphasis on achievement, over indulgence, inconsistency, economic strain, divorce and poor health conditions. A child can be subjected to great strain, illness, suffering and very poor guidance techniques and still adjust well if he is loved. Also, parental attitudes and disciplinary techniques contribute to poor social adjustments (Wilkins 140). Positive attitude toward school and school subjects, and social adjustment are identified as related to high achievement (Lunn 141). Peer group acceptance and high achievement are positively related (Muna 142). Higher levels of socialisation leads to academic success (Morrow and Wilson 143). Adjustment with the community has been consistently correlated positively with academic success. (Astin 144), Demos and Weijola, 145

141. J.C.B. Lunn, ibid.
Gough, Gough, 146 Holland, 147 Griffin and Flaherty, 148 Flaherty and Reutzel, 149 Mason and Adams and Blood. 150
Also, studies of Miller 151 Steinzor, 152 Kurtz and Swanson, 153 Owens and Johnson 154 highlight the positive


151. A.J. Miller, 'Is the Exceptionally Able College Students Socially Maladjusted'? School and Society, 1937, 45, 862-864.


relationships between social adjustment and academic performance.

Sex differences in Adjustment Patterns

Factors that are identified to be influencing the adjustment of males and females, at specific areas of interaction are the culture of the society, religious faiths, norms and values and the demands imposed by particular societies on its members, leading to divergent personality development in the two sexes (Anastasi). The influence of culture of the society has been identified to be an important factor in the differentiation of sex roles, leading to differences in behaviour of its members of the two sexes. Studies have consistently shown that sex differences in adjustment are most likely due to socio-economic background (Bonney) personality of the individual (Eysenck and Meili), and rate of growth (Dictionary of Sociology). Among the factors

that discriminate boys and girls on adjustment problems, Dugan\textsuperscript{159} identified 'emotional difficulties' and also found it to be related to academic failures. Monroe's\textsuperscript{160} study attempted to discriminate personality traits on the basis of sex differences. But, Eysenck and Meili\textsuperscript{161} conclude that 'though members of the different sexes achieve varying results in personality and ability tests, as well as interest and attitude tests, the origins of these differences is as yet unexplained; presumably as interaction between biological and cultural factors is involved'. Tagetz\textsuperscript{162} identified 'no significant sex differences in personal, social and total adjustment on a group of school children. But, sex differences in adjustment patterns have been noted by Indian researchers - Raman Nambeesan,\textsuperscript{163}


\textsuperscript{161}H.J. Eysenck and W.A.R. Meili, \textit{op.cit.}


\textsuperscript{163}Raman Nambeesan, \textit{ibid.}
Kakkar, George and Abraham. In a recent study, Komalavally observed significant sex differences in social adjustment and general adjustment; girls scoring higher than boys. The greater amounts of conformity in females' has been pointed out by Sistrunk and McDonald. On the basis of research findings mentioned earlier, it can be said that the adjustment of the individual at various situations is depended on many factors and sex of the person is an important factor.

On the basis of the brief survey of studies given above and the detailed review in Chapter II in the area of sex difference in personality traits, adjustment at home, school and community and academic achievement a demarcated area of research, combining these variables emerges. The present study is an exploratory one in this area, which tries to relate masculinity-femininity to adjustment and to achievement of adolescents.

The Problem

The study is entitled 'A STUDY OF THE RELATIONSHIP OF MASCULINITY-FEMININITY TRAIT IN ADOLESCENTS TO THEIR ADJUSTMENT PATTERNS AND ACADEMIC ACHIEVEMENT'.

Definition of Terms and Terminology

The main terms used in the study have been defined as follows for the purposes of the study.

Relationship: This term refers to the mutual influence between two or more data.\(^{168}\)

Masculinity-Femininity: Masculinity has been defined\(^{169}\) as 'the extent to which an individual manifests the behaviour patterns, interests, attitudes and personality traits considered typical of the male sex in a given culture'. This definition is applicable to Femininity with the term 'female sex' introduced for 'male sex'.

In operational terms, Masculinity-Femininity can be referred as the characteristics more commonly associated with men and boys/women and girls.\(^{170}\)


**Trait**: A trait is a group of specific acts which have been organized into a pattern of behaviour showing consistency in recurrence. 171

**Adolescent**: A person is regarded as an adolescent, until he operates as an adult. 172

Adolescents referred to in this study are boys and girls, between the ages 14+ and 19+, studying in Standard X, in the schools of Kerala.

**Adjustment**: The relationship that exists between an individual and his environment, especially his social environment, in the satisfaction of his motives. 173

In the present study, academic achievement is indicated by the marks scored by a pupil at the SSLC examination, which is a common examination, conducted at the end of ten year schooling, by the Board of Examinations, Department of Education, Government of Kerala.

**Hypotheses**

The main hypotheses of the study are:

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Masculinity-Femininity is a dimension of personality which differentiates adolescents into groups.

Certain demographic and environmental variables influence masculinity-femininity in adolescents with differences in extent of influence.

Masculinity-Femininity is related to adjustment at home, school and community for the sample.

Masculinity-Femininity is also related to academic achievement for the sample.

The relationship between any two of the three variables - masculinity-femininity, adjustment and academic achievement will be influenced by the third variable.

The extent and direction of relationships possible between masculinity-femininity and adjustment patterns and masculinity-femininity and academic achievement for deviant groups of adolescents - masculine girls and feminine boys will be different from the normal group.

Objectives of the Study

In terms of the hypotheses of the study, the major objectives of the present study are:

(1) to measure masculinity-femininity trait
in adolescents and to determine the influence of certain demographic and environmental variables on the trait.

(2) to measure adjustment at home, school and community for adolescents who are classified into groups, on the basis of age, sex, religion, economic status and demographic variables.

(3) to find out the nature and extent of relationship between masculinity-femininity and adjustment at home, school and community, for adolescents and to determine the influence of certain demographic and environmental variables on the relationship.

(4) to measure the achievement of adolescents who are classified into groups on the basis of age, sex, religion, economic status and demographic variables.

(5) to find out the nature and extent of the relationship between masculinity-femininity and academic achievement for adolescents and to determine the influence of certain demographic and environmental variables on the relationship.

(6) to find out the nature and extent of the relationship between adjustment and academic achievement for adolescents, and to determine the influence of certain demographic and environmental variables on the relationship.
(7) to study the interrelationship between any two of the three variables - masculinity-femininity, adjustment and academic achievement - removing the influence of the third variable.

(8) to identify deviant groups of adolescents - masculine girls and feminine boys - and to repeat the earlier investigations on these samples.