Chapter 2  
Review of Related Literature

2.1 Introduction

The researcher has introduced the research problem in the first chapter. She has also given information about personality, the factors affecting on personality etc.

In this chapter the researcher has taken a brief survey of related research work of other researchers.

While writing the thesis, literature review is very important. Critical discussion and summary of literature related to the research problem and exact area are included in literature review. The researcher works for a long time to study the literature review. The literature review is a critical discussion and summary of literature which is relevant to the particular area and topic of the research problem. The researcher should spend a lot of time on literature review because if the literature reviews are studied well, they can be used in the thesis.

By studying literature reviews, the research scholar increases the statistical knowledge related to his research area by finding out existing statistical knowledge related to his research problem. It can generate new original ideas. The research scholar can justify the relevance of his proposed research.

2.2 Necessity of Literature Review

The literature review is useful for the researcher in many ways.

1. The Ph.D. research committee understands about the study of the research scholar about related literature.
2. It can understand the awareness of the student regarding his proposed research topic.
3. From the literature review the student can thoroughly study about published statistical research.
4. Due to the literature review the research student can compare the relevance of the proposed study to the previous research.
5. It also helps to show the true existence and pertinence for Ph.D. research problem.
   It justifies the proposed methodology and also shows the awareness to complete the research.
2.3 What Is Literature Review?

1. The literature review consists of two types of documents - Published documents and Unpublished documents which are related to the proposed study. It contains different types of information, data, notion and proof. They are helpful to express certain views or attitudes about the topic as well as to collect data and evaluate it effectively.

2. Literature review demonstrates the usefulness of the research to the readers. It also shows the necessity, importance and validity of the research. It is a general attitude and discussion which informs about the previous research in the field so that the researcher can understand the strong and weak points, gaps and also the field for additional research.

3. With the help of literature review the readers can relate the other studies to the researcher’s original work.

4. J.W. Best, in his book ‘Research in Education’ says that, ‘Review of literature provides a background for the development of the present study and brings the reader up to date since good research is based upon everything that is known about the problem, this part of the report gives evidence of the investigator’s knowledge of the field.’

To know about the various views about the personalities of adolescent girls studying in separate secondary schools for girls and the girls studying in co-education, review of literature regarding the research problem is very important.

Review of literature gives the readers easy access to the related study about the research topic. It ensures that the researcher’s work is his own work. It is not copied down of other researcher’s work. It provides hints for further research. It constructively analyses the methodology and different approaches of the investigators.

In this way, the researcher becomes able to understand the research problem with the help of literature review, what has already been done on it, how it has been researched and what the key issues are.

2.4 Reviews Related to Personality, Girls’ Education, Women Empowerment through Education, Co-education
Reviews Related to Girls’ Education, Women Empowerment through Education, Co-
education -

Aagarkar G. G. in his book ‘Nivdak Lekh Wa Dongarichya Turungatil Aamache 101 Divas’ described about the need of girls’ education is that much equal as the education of boys. He stated that the women work the whole day and sometimes at night also for her family members without showing any trouble or tiredness. She takes responsibility of child rearing. So according to the author, the women must take education so that they can fulfill this responsibility more effectively. He opposed the early marriages. To support his statement about girls’ education he has given examples of learned women at the period of the Ramayan and the Mahabharat, the Sanskrit literature of the great poet Kalidas, Pandita Ramabai.

The writer discussed about whether to give high standard education to women or not. According to him after some years, there will be equality and both men and women will be free to do any job, take any type of education, give any examination, acquire degree and they will marry whenever they want.

For girls' education he stated that when the boy takes education in the college, no marital problems come in his way to get education but for the women, they have to face the problems come after the marriage. So they cannot get education even though they want to take it. If truly the education should be given to girls then the marriage age must be extended. The girls should not get married till the end of their education.

The writer has also expressed his views about co-education. In his times some people agreed to give education to girls but only up to primary level. If it is insisted to send the girls to school, let them learn sewing, knitting, singing, cookery etc. Other subjects like math, science etc. should not be taught to the girls. He discussed about social condition that the men know very well about their dictatorship over women and they like it. It is but natural that they wish not to leave their bossing on the women. The relation between men and women is just like a master and a servant. But according to the writer if education is given to women, this type of relationship will come to end. Education must be given to women as their intelligence is not used. It is wasted. Their education will be surely beneficial for the world. The things which the men are unable to do, if permission is given to women, they can do them here and the work will be completed properly.
There must be competition between men and women in every field. It is not proper to say women are inefficient or unable to take education or to do certain jobs. Instead give them chance and then decide about it. The writer stated that it is necessary to preserve morality in the society no doubt but for that it is not necessary to make women just like prisoners in the home. When the things are difficult to achieve, human beings have intense curiosity to get it. Like European people if the men and women start meeting always, everywhere, for every occasion, then according to the writer the people won’t look at women with bad mind. Due to co-education the attitude of people will become wider and friendly atmosphere will be created in the society.

**Dutt Ila (1962)** in her article ‘Misuse of Women’s Education’ stated that after the political independence, the condition or pattern of the women’s education should have changed. But the education pattern is same as the British rulers used to follow. She had an objection to that education pattern present in her period particularly about the pattern of women’s education. According to her the education given to women was not according to the domestic sphere. Nature has made man and woman different in some aspect. Woman has to perform some special functions, duties and responsibilities. Woman should not be diversified from her role in the household duties. Otherwise there will be no domestic peace, no social discipline and no happy man-woman relationship.

The author says that instead of earning money for the family, the woman should help man in saving the unnecessary expenses. She should help to cut down the wants of life. Then the earning of man will be sufficient for the family. There is no need of earning by woman.

Personally the writer is against the higher education of women. She says when the women take higher education, they become unfit in their domestic life. She thinks that women are born to perform domestic duties. Women should not become an administrator, a legislator, a soldier or even an engineer or a lawyer. They should not take part in sports and games or join N.C.C. Women should not become member of any recreation club to participate in dancing, singing, playing cards or playing any other indoor games. They have plenty of recreation at their home. They should perform their household duties as well as look after the health and education of their children at home and also keep company with their family members.

Women should be educated in that particular manner which will help them to strengthen their domestic performance, maintain happiness, peace and harmony in the home. She says
women should be educated but there must be change in the pattern of women education. Our economy is very poor so men and women both should help to improve it by not wasting the money and energy on many unnecessary hobbies and activities.

The writer says little knowledge of arithmetic, history, geography, much of economics should be given to women but more knowledge of domestic science, health and hygiene, nursing, child rearing, knitting, tailoring should be given to women. The present education which she takes gives paper certificates to girls in schools and colleges is not beneficial to their families. She should take the thorough knowledge of all the practical sciences and arts. According to the writer the aim of true education for women should be to make them ideal housewives, ideal mothers and ideal sisters.

**Patnaik Ananda (1962)** in her article ‘Some Aspects of Co-education’ described that when the girls are enrolled in Co-education Primary Schools, there creates no problems because the children are young, simple and ignorant of knowledge of sex as they are very innocent. But when they reach in teenage, the problem of co-education starts. She stated that in India, the climate is tropical. Girls and boys get physical and mental maturity earlier than the boys and girls of the same age in colder climates The writer suggested to let the boys and girls learn separately. It is better for them to study separately after middle school until they pass their high school. At this stage, they should make aware of dos and don’ts of sex. She suggested co-education at college level for the girls are mature enough to understand how much distance they should keep in relationship with a boy.

According to the writer, co-education is also economic. To provide all the facilities in separate institutions is rather expensive. Boys and girls can use the same field for sports and games by arranging their timings. Cultural programs in a co-education institution become more interesting and entertaining. All the cultural activities are more enjoyable if the participants are of both sexes.

The writer concluded that there are some things which the boys can do well and some that the girls can do well. But if they both come together, the things become the best.

**Swarna Pratap (1962)** in her article ‘Changing Trends in Women Education’ expressed that due to social evolution, there are many changes took place in the social attitude and values. Before
independence of India condition of women’s education was miserable. Due to the efforts of some missionaries and private institutions, girls’ education was somehow started. But female education was practically not existed everywhere in India. Indian society was traditional and prejudiced against female education. But slowly the situation started changing. Some female schools had been established. In the society according to her, there should not be controversy about female education no longer. Even the orthodox Brahmins have realized the necessity and importance of female education. From the beginning of the century this changing trend can be seen. Morally and socially it is the right of women to get education. According to the writer now there is brighter and more hopeful trend in the education of women. Education will help the women to develop their personality best. She also states that the failed educational patterns must be discovered. The modification should be done accordingly which will help to develop social as well as economic progress of all the women.

Jadhav Mohan et.al. (2003) in their book ‘Development of Education System in India’ stated that in Pre-Vedic period, the society treated women with honor. The women had a right to learn Vedas. In intellectual as well as spiritual field men and women had equal status. Girls were also sent to home of Guru to learn. Wife was treated as owner of the house. At that time, there was no ‘purdah system’ and the tradition of ‘Sati’. The women had to be dependent upon her father before marriage and upon husband after marriage.

At the period of Muslim Rule, education was partly given to women because Mohmad considered that women and men both have equal right of getting knowledge. The small girls were given education in ‘Muktab’.But they did not go regularly and went in groups. In this education system only writing and reading were taught to them. There was no different curriculum for girls. In the cities women had opportunity to take education. The royal ladies learnt privately. They learnt music, dance, literature, religion. Emperor Akbar opened schools for education of girls. When the girls were small, they had given education with boys. But afterwards it was given at home privately. In Muslim Rule due to Pardah System, lack of interest of muslim rulers and women education did not spread into rural area, due to these three reasons, no good facilities were provided for women’s education and so many women stayed away from education.
The authors expressed about the suggestions given for women’s education by the University Commission. According to it, in colleges necessary facilities for women should be increased, educational guidance should be given to women from intelligent men and women, let the women habitual of co-education, lady teachers should be appointed, curriculum should be according to the standards of women, women should concentrate on proper education for them instead of imitating the men.

Kothari Commission had also given suggestion for women’s education as there should not be difference between men’s education and women’s education on state as well as national level, job opportunities to women should be increased, full time job opportunities in the field of education nursing and social work should be given to qualified women.

In National Education Policy also it was cleared that equal opportunity should be given to men and women. Different curriculum for women, job reservations, admission in technical field these things are mentioned in this policy. To develop women more and more, different educational opportunities should be given to them.

Thus in all the educational policies importance is given to women’s education.

Shrivastav Gouri (2005) in her book ‘Women’s Education In India Issues and Dimensions’ described that the concern for girls’ education has got a lot of importance from policy planners and educationalists, particularly after independence. The removal of women’s illiteracy and obstacles in their way to education has given priority and also given importance to retention in education. It is significant steadily. Despite, the increase in enrolment, the dropout rate of girls still continues to be a major problem. There are some reasons because of which the girls are dropout. e.g. Socio-cultural factors, food and health and overall care, education, customs and traditions, economic reasons, common national beliefs, school related factors.

In school related factors, some parents show their reluctance to send the girls in the schools which are far away from their habitation. In case the school is near but it is co-educational, then also parents do not send their daughters in such schools. Some schools are far from the residence. In rural areas, there is absence of women teachers. So the parents are reluctant to send their daughters. But with all proper efforts the government along with those of the NGO’s and active community support would bring the girl child at the centre stage of education.
Vaidya Shipra (2005) in her book ‘Educational Reform’ described that the participation of girls at all stages of education is increasing steadily since 1950-51. But still the participation of girls is below fifty percent at all the stages of education. The gender gap in children in and out-of-school has been reduced. Many girls remain out of school because of some reasons such as sibling care, engaged in economic activities, cattle grazing, weak financial condition and migration. Social belief and parental attitude is also responsible for girls out of school in comparison with boys. Some schemes such as special facilities for girls, opening more girl schools, appointment of female teachers, distribution of free text books, exemption from tuition fees etc., are launched by the state Governments like Rajasthan to increase the enrolment of girls.

Talesra Hemlata (2006) in her book ‘Sociological Foundations of India’ stated that there are inequalities in India on the basis of gender. Most often women had no value in decision making. But modernization has done little to improve the status of women. In rural India girls are having less opportunity of education. When the school is far away in the rural areas usually the girls are not sent to schools. In rural area, the girls have to perform household duties and also to work in the field. So they are physically exhausted and give less attention to studies when there is economical aspect, parents withdraw their daughters from schools and send their sons. At pre-primary level syllabus in the school is same for boys and girls but afterwards girls receive an artistic education and boys are trained for technical subjects and in sports. Thus the principle that woman is made for the home and for keeping the traditions alive let the girls lose their chance to play their part in the re-shaping of the nation. Girls are restricted by tradition. Marriage at young age is also an obstacle in the way of women education. The economic pressures will stagnant their studies and thus the dropouts keep on increasing every year. Some sort of education is available only at university. This is also the reason to drop out.

Kapase Gokul P. (2008) in his book ‘Development of Women Entrepreneurship in India’ stated that, today women entrepreneurs play an important role in the economic development of the region. Education plays a vital role in the development of entrepreneurship. The formal education is always considered as an important asset of an individual in building his occupational career. Formal education helps in acquisition of required skills for job and also alights about
different occupational opportunities. Education is the best source of developing women resourcefulness. Women of India have perfectly trained to listen, obey and leave decisions. But by acquiring necessary skill through education and training, the women entrepreneurs can stand on their own feet. The women who have more educational qualifications are looking towards entrepreneurship as a challenge, ambition and doing something fruitful. But other women with moderate qualifications could not think of it beyond a tool of earning money.

**G. Sandya Ram, (2010),** in the present paper made an attempt to highlight the International and National initiatives to promote women’s education in India. She stated that 50 per cent of Indian population constitutes women and so their contribution in the nation’s progress is very important.

As women illiteracy rate is higher, there is restriction to their participation among most fields. Education system expanded rapidly but still there is wide gender gap. The constitution of India gives equal rights and opportunities to women in all fields. But women in India are unable to take full advantage of their rights and use the opportunities in practice. The researcher found the factors responsible for low female literacy rate in India. They are

1. In India, there is gender based inequality, social discrimination and economic exploitation.
2. Girl child is mostly engaged in household work.
3. There is high dropout rate of girl child from school.
4. Female are kept aside in decision making processes.
5. Absence of female teachers
6. Schools are far away from the dwelling place are also responsible for girls absence in schools.

The researcher described that recently the education has received greater priority because the planner and policy maker have realized the importance of women education in the development process. United Nations also emphasized strongly for giving better educational opportunities to girls and women. ‘Encouraging Co-education’ is also one way to make change in stereotyping of women education.

Education is the most powerful tool for women empowerment so special priority is given to women education at National and International Level. In spite of many provisions and
schemes, still there is large gap between male and female literacy level in India. This can be reduced by arranging and implementing more programs for women empowerment and help them to join the mainstream of education successfully.

**N. Sharmila and Albert Christoper Dhus, (2010),** stated that women education improves the health, nutrition and economic status of household which helps to improve the economy of a nation also. If there is lack of women education, it affects an economic development of a country.

The objectives of the study were

1. To examine the trends in women education, the investment on education and also the infrastructural supports in India.
2. To study the female literary level.
3. To observe the gap between rural and urban female literacy rates.
4. To observe the rural poverty act as a push factor for women’s education. To see it does not become an obstacle in the way of women’s education.
5. To study rural poverty, urbanization and drop-out rate on the educational attainment of women.
6. Effect of Urbanization in the attainment of women’s education in India.
7. Effect of Drop-out rate on women’s education.

It is revealed that

1. For achieving of women’s education, girls’ drop-out rate must be reduced as it has negative effect in attainment of women’s education.
2. The facilities in schools had significantly improved but still lot more is there to do.
3. There have been concerted efforts to encourage girls to attend schools. In future, it will lead to higher literacy.

   The government must focus towards increasing women centered educational infrastructure to improve female literacy levels in India.

**Barua Nissar A. (2012) :** stated that education constitutes the basis for enhancing the quality of a county’s population. In India, The country has made remarkable progress in girls’ education. Since independence, India recognizing the wide spread prevalence of illiteracy and its inadequate
educational infrastructure, had been consciously endeavoring to built up its educational system. Over the years significant attainments were made which had reached levels comparable with developed countries, though such attainments were largely undetermined by the high dropout rate reflecting massive wastages in resources. Besides, a question mark had been put on the efficiency of provision of education given the high failure rate in examinations and the inadequate level of learning at various levels of education. The latter has been a matter of serious concern.

Khandare Bharat D. And Totala Pravin N. (2013) stated that after 60 years of the independence of India, women proved that they are successful in every field as compared to men. After independence, there has been phenomenal development of education system in India resulting in the creation of the largest education systems of the world. After independence, higher education sector attracted greater attention of the native government. Women must have equal opportunities to access higher educations. Poor access to higher education is accompanied by under representation of women in the science and technology and a clustering of women in the traditional female studies of arts, humanities, languages, education, nursing and medicine. In many countries, women’s enrolment decreases as they move up to the higher education system.

The researchers studied the enrollment position of the women and participation in various courses of higher education. They also studied the facilities provided and efforts by UGC for encouraging women in Higher Education.

The researchers studied that the UGC has launched a number of schemes to achieve gender parity. Day care centers in universities and colleges provide day care facility on demand basis for children of 3 months to 6 years of age. UGC is also implementing Indira Gandhi Scholarship for single girl child for pursuing higher and technical education. UGC supports for the construction of girls’ hostels. There is also a scheme for the development of Women’s Studies in Universities and Colleges. The primary role of these centers is to promote knowledge simulation and transmission through teaching and research.

The researchers found that

1. The participation of women in higher education is increasing every year.
2. The significant increase shows the awareness about higher education by the women.
3. UGC is giving the attention towards the women for their increasing participation in higher education but still they need to give more attention towards that, UGC should launch more and more as well as effective schemes for the women to attract towards higher education.

4. The highest women attracted towards arts previously but now a days the women are attracting increasingly to join the professional courses like Education, Engineering, Technology, Law, Medicine, Veterinary Science, but it is not sufficient.

5. More efforts should be taken to attract the women to higher education.

Sufficient number of new women colleges should be opened and more access must be given to higher education of women.

**Jitendra Kumar & Sangeeta, (2013)** stated that women education in India has a major preoccupation of both the government and civil society because educated women can play a very important role in the development of the country. With the help of education women empowerment is possible because it enables them to face the challenges in their life, to confront their traditional role and change their life. So education is important for women empowerment. India is poised to becoming superpower, a developed country by 2020. But the growth of women’s education in rural areas is very slow. This truly means that large number of women in our country are still illiterate, backward and exploited. Education of women is the most powerful tool to change their position in society. Education also reduces inequalities and helps to their status within the family as well as society. The Government of India declared the policy to provide education to all and made it as the fundamental right of every Indian child from age 6-14. But position of girls’ education is not improving as per the determined parameter for women. The researchers conducted the study to know the present position of women education. The study concluded that the rate of women education is increasing but not in proper manner. But education helps in the overall development of personality of the child. Currently in majority of rural areas of India women are treated well, but still they are not fully involved in the mainstream of social life. The rural society does not respect them and not only in India but also in different parts of world, equal opportunities are denied to women. But the rise of feminist ideas has been changing this scenario resulting in the tremendous improvement of women’s condition throughout the world recently. Doors of education are opened for women. Thus the Indian
government has also given the importance to girls and women education and implementing the policy rigorously.

The study revealed that educated women can promote education to their all children and also help to the quality of life inside the house and outside. But gender discrimination still exists in India. So the government has a challenge to eradicate this discrimination and uplift the women status through giving them education up to higher level of education. Kerala and Mijoram are the only states in India which are having universal female literacy rates. The improvement in social and economic status of women is said to be equal in the country but in rural areas the literacy rate is less than that of the boys. In spite of the sincere efforts by the state governments and central government through various schemes, women education still lags behind in India for several reasons. Due to the gender inequality the literacy rate for the women is only 65.64% against 82.14% of men as per 2011 Census. To encourage the education of women at all levels providing knowledge and education, the government has established schools, colleges and universities even exclusively for women in the state. To bring more girls, especially from marginalized families of BPL, in mainstream education, the government is providing a package of concession in the form of providing free books, uniform, boarding and lodging, clothing for the hostilities mid-day meals, scholarships and so on. Education for All (EFA) programme and other many educational programmes are providing various facilities to enhance the education for women, so these programmes are very helpful to improving the girls’ education in India.

Nasrin (2013) reveals that education is the only means to help the Muslim women come out of their economic misery because economically they are dependent on the males. Hence get the low status.

The researcher studied the reasons of the Indian Muslim women for not achieving the literacy status. According to her because of their economic conditions, no availability of schools, more drop-outs, less likely to survive educationally, lack of resources in the available schools, lack of interest in education and lack of honest leadership in the community the Muslim women do not take education.

Taking into consideration the above discussion on education, it can be concluded that special facilities should be given to Muslim women to get education.
Sangeet & Jitendra Kumar (2013) stated that various educational schemes aim to bring about a change in improving the quality of education in schools with a special focus on capacity building of teachers, infrastructural improvement and greater ownership of community. There are schemes run by the central and state government which aim to improve the nutritional in school going children and provide regular health of children with special focus on girls, SCS, OBCs and deprived categories. Believing that a healthy child is able to learn better, these schemes aim to promote education as well as improve the overall well-being of the student. Due to liberalization and globalization of Indian economy, there are rapid changes in scientific and technological world. There is need to improve the quality of life and reduce the poverty. It is necessary to achieve a higher level of knowledge and skills those who leave the school because whatever knowledge and skills provided to them in the 8 years of elementary education are not sufficient for them. It is also necessary that with the general education, the students should provide more opportunities for vocational knowledge and skill at higher secondary level to enable some students to get employment.

A centrally sponsored scheme called RMSA was launched in March 2009 by the Government of India.

The objectives of the scheme are

1. To make secondary education of good quality, accessible and affordable to all young persons.
2. Education of girls is the primary focus in RMSA.
3. To construct residential quarters for teachers in remote / hilly areas and preference will be given to female teachers.
4. Rural posting allowance can be given to women teachers in low women literacy districts.
5. Hostel facilities are given to the girls.

To encourage participation of girls in the secondary and Higher Secondary Stage, ‘A National Scheme of Incentive to Girls for Secondary Education has been launched at June 2008.

School management as well as all the social cultural activists, leaders etc. should undertake extensive community mobilization to overcome cultural barriers in girls’ education at secondary and higher secondary state.

Absence of lady teachers in Secondary and Higher Secondary Schools is one of the major reasons for dropout among the girls. The girls at this stage are in the adolescent age. Effective
implementation of these schemes like SSA, RMSA will ensure that all the children are enrolled in schools and that the learning outcomes are as per with the cognitive abilities of children at each grade. This paper informed about the provisions for girls, SCs, OBCs and Minorities in RMSA. These special categories should take benefit from this RMSA so that the goal to universalize can be completed within the time period.

**E.W.H. Sambhi** described in her article ‘Co-education’ that co-education means education of men and women in the same school or college. She has given the thoughts of Plato about co-education - “Sexes are essentially equal in capacities and that the gifts of nature are equally diffused in the two sexes; all the pursuits of men are the pursuits of women also, therefore co-education is logical.”

According to the writer, man is a social animal. So he loves to mix-up with the people of same sex as well as opposite sex. He becomes happy to experience the realities of cause and effect in human relationship.

The writer has discussed the benefits of co-education as

1. Women and men get equal opportunity to make their own decisions.
2. Students realize the intimate relation between education and life.
3. It develops better understanding.
4. Both males and females learn to adjust their sex-role.
5. The strain and conflict of growth becomes less to a great extent.
6. The students become free from anxiety and develop a healthy personality.
7. The students grow to a full-fledged and mature life.
8. The students will learn to know each other and suit each other.

The writer concluded that co-recreational activities must be included in co-education. The co-education is imperative and it must be introduced on all levels of education. It will bring a balance in the Physical, Intellectual and Moral development of individual. It will effect gradually in a phase wise program. It will tune up with the traditional views and customs of the people concerned. In India, in future, people will surely accept the coeducation and give preference to it.

**Kuldip Kaur**, in the article ‘Women’s Higher Education’ written in the book ‘Education in India’ expressed that there has been significant development in women’s education, especially
after independence. More than 50 per cent of girl students study in co-educational institutions, especially in degree colleges. Still there is high demand of separate women’s institutions for higher degrees. This is the major reason why rural families do not send their daughters for higher education. Data on women in higher education in India clearly shows that girls lag behind boys. So there in need for greater attention to this problem during the subsequent plan.

**Reviews Related to Personality –**

**Kulshreshtha R.,(1989)** studied the value orientation, interest and attitudes in relation with self-concept among male and female adolescents.

The objectives of the study were

1. To study the effect of value orientations, interests and attitudes on self-concept in both male and female adolescents.
2. To find out interaction between value orientation and peer relation in respect of effect on self-concept to understand the dynamics of self-concept/
3. To study the self-concept of the students in the Indian socio-cultural settings.

The researcher took the sample of 180 students studying in High schools and Intermediate colleges in Aligarh. The males and females were ranging in the age group 15 to 17 years. They belonged to the rural area.

After analyzing the collected data the researcher found out that

1. The value orientation affected the self-concept in adolescents.
2. Value orientation has positive relation with self-concept in both male and female adolescents under different level of interests.
3. Interests play a significant role in the growth of self-concept.
4. Interests shape the self-concept of adolescents.

**Jain Jyoti(1990)** studied about parents contribution in realization of academic goals, self-concept of adolescent girls and their academic goals. She also observed the identification of self-concept with parents.

The objectives the study were

1. To find out the relationship between self-concept and the academic goals of adolescent girls.
2. To see the relationship between self-concept and cognitive ability.
3. To find out relationship between parents identification and their contribution in the relation of academic goals of adolescent girls.
4. To study about academic goals and frustration.

For her study the researcher took the population of 600 girls of std. X from seven schools. She used the Self-concept Test of Swatvabodhi Prashikshan by Jherry and Verma, Ravan’s Standard Progressive Matrics Achievements Motivation Tests, Frustration Test and Nairashya Map of Chauhan and Tiwari. Corelation techniques were used to see about the relationship between the responses of the parents and the adolescent girls.

From the study the researcher found that –

1. Academic achievement was dependent upon the self-concept. The girls who were having high self-concept selected high academic goals.
2. The girls who were having positive self-concept, they had superior cognitive abilities.
3. Identification with parents contributes positively to have higher academic goals.

**Manjuvani (1990)** studied the influence of school as well as home environment on mental health status of children.

The objectives of the study were

1. To observe the influence of home environment on the mental health status of students.
2. To observe the influence of school environment on the mental health status of students.
3. To investigate the home and school environment on the one hand.
4. To investigate three components of mental health i.e. assets, liabilities and mental health index, on the other hand.
5. To establish home and school environment influence on mental health.

The researcher had taken a sample of 154 students from classes VIII to X (271 boys and 243 girls) from Tirupati high school for the study.

The researcher used the tools included three inventories dealing with home environment, school environment and mental health. She analyzed the data by Multiple Regression Analysis.

The researcher found out that

1. The home environment is a major significant contributor to all the three components of mental health.
2. The school environment contributed to liabilities and mental health index.

**Pareek D. L. (1990)** examined personality traits, self-concept and aspirations of the adolescents. The researcher studied them comparatively in central schools, state schools and private schools in Rajasthan.

The objectives of the study were –

1. To find out the self-concept and personality trait of students in various types of schools.
2. To decide about the relationship between self-concept, personality trait and aspirations of adolescents studying in various schools.

The researcher selected the sample of 750 adolescents from different schools by using correlative survey method. The researcher used Swatvabodhi Prashikshan, Cattel’s 16 P.F. Questionnaire and also collected data by using Level of aspiration and input check list as well as Student’s Aspiration Test.

The study found that –

1. Adolescents studying in private as well as central schools were comparatively more intelligent than the adolescents studying in government schools.
2. The adolescents studying in private and central schools mostly preferred the science faculty while as the adolescents in government schools mostly preferred Arts faculty.
3. 49.5% of the adolescents studying in private schools, 42.5% of the adolescents studying in the government schools possessed average self-concept.
4. The adolescents studying in the government schools were more imaginative.
5. There was no significant relationship found out between personality traits and level of aspiration among the adolescents from different types of schools.
6. The adolescents studying in private schools were more conscientious than the adolescents studying in central and government school.

**Ramiah L (1990)** evaluated the relationship between parental involvement and self-concept of the students in standard IX in Devkottal.

The objectives of the study were –

a. To find out the level of parental involvement and self-concept of the students of standard IX.
b. To examine if there is any significant relationship between parental involvement and self-concept of students in std. IX.

The researcher studied 400 students. The data was collected by using Sarswar Self-concept Tool, Questionnaire on parental involvement. Mean S.D., correlation and ‘t’ test were used to analyze the data.

From the study the researcher found out that –

1. Significant relationship was seen between parental involvement and self-concept of the students.
2. If parental involvement is more, then there was higher self-concept seen among the students.
3. Parental involvement in the physical support dimensions was more for female students than to the male students.
4. As far as educational and intellectual dimensions were concerned the parental involvement was relatively less.

Roy and Veeraraghavan (1990) conducted a study on 60 senior secondary school children. They completed tests of reading ability and intelligence and a home background questionnaire. Reading ability was a function of home background and personal attributes such as intelligence, interest in reading, reading habits, and personality traits.

The researchers found that

1. Reading ability is correlated positively with academic performance.
2. Better the reading ability, higher is the academic performance.

Belkin (1991) studied the relation between teacher’s activity and students’ creative performance. He stated that, without the expectation of joy, there will be no creative personality. He argues that the main purpose of the teacher's activity is to create a success situation for every student. From his study he suggests steps to create a success situations bank. According to the researcher that will allow teachers and students to share successful ideas and avoid illusory successes.

Bhurwani (1991) inquired about disposition of self-concept in the field of competency and its effect on academic achievement and mental health.
For the study the researcher has taken the sample consisted of 432 first year science and commerce girls from seven good institutions with an English medium background. The age was between 18 to 20 years.

The tools used included a self-concept inventory constructed and standardized by the investigator, higher secondary marks in two common subjects were taken as a unit to see the academic achievement of students.

The researcher investigated that

1. Students who perceived themselves to be high component did not show mental ill health symptoms.
2. A trend could be noticed to suggest that high ideal self-concept was conducive to mental health.
3. Conflict between ideal self-concept and real self-concept was seen connected with mental ill-health.
4. Academic achievement was positively connected with perceived intellectual competence but not with scores of other areas of self-competence.
5. However ideal self-concept regarding their competence did not seem to affect the academic achievement scores.
6. Discrepancies between real and ideal self-concept did not affect the academic achievement of commerce group; but in the science group these two were positively related.
7. Student who revealed mental ill health symptoms were poor in academic achievement.

Jones et al (1991) examined the academic strengths and weaknesses of high school seniors, the Academic Behaviors (ABs) that discriminate between high academic achievers and low academic achievers and the relationship between AB, procrastination, and academic achievement.

The researcher has selected 175 students of 12th grade from 3 high schools and their parents.

The researcher observed that

1. Academic skills were significantly, though modestly, related to their academic achievement.
2. Subjects demonstrated very little overall strength, and many weaknesses, in their ABs.
3. Two of the strengths reported were related to what they learned previously to new course materials and to everyday life.
4. Procrastination was related to study habits.

Results demonstrated a significant need for teachers to become more involved in improving students’ academic skills.

Kaur (1991) examined 160 students (80 male and 80 female).

The objectives of the study were
1. To find out the relationship between home environment and school environment.
2. To observe the study habits of these students attending Grades 8-10 in India.

The researcher used self-report questionnaires.

The results indicated that
1. The parents of girls are more interested than the parents of boys in their children’s homework.
2. More boys study according to the planned schedule.
3. The girls who had more household responsibilities do not study according to the planned schedule.
4. Over 90% of boys and girls were satisfied with their school's facilities, teacher's teaching methods, and the grading system.

Shah (1991) examined the effect of family climate on adolescents’ school adjustment.

After conducting the study the researcher noted that
1. The boys from a positive home climate were better adjusted in school than those from poor home climate.
2. In the case of girls, in urban areas family climate has been found positively related to school adjustment.
3. In rural areas the opposite results were found.
4. The effect of family climate varied with SES, intelligence, sex and locality of the adolescents.
5. The prevalence rate of health hazards had been estimated at 6.42% (Rozario et al., 1990) with greater disturbance at the age of 13 years in boys, resulting in poor academic performance and adjustment.

Gilbert (1992) reported that clinical psychologist Taibi Kahler's Process Communication Model is based on six personality types - dreamers, persistent, promoters, reactors, rebels, and workaholics.

The researcher observed by satisfying people's individual communication needs that, 1. The model helps improve student motivation and achievement, enhances staff morale.
2. The model reduces the need for discipline.

Mitchell (1992) measured the constructs of intrinsic and extrinsic motivation for college students' learning, examining self assessed motivation, composite ACT score, and grade point average (GPA).

The researcher noted that

1. Extrinsic motivation more strongly (though negatively) predicted GPA.
2. There was a significant positive relationship between GPA and intrinsic motivation.
3. Motivational indicators were sensitive to gender differences.

Bhopat (1993) studied inferiority, feeling of security-insecurity, achievement motivation and academic achievement of orphan students living in orphanages as compared to normal students.

The researcher had taken male and female normal as well as orphan students of grade VIII to grade X. The age limit of the students was between 13 to 18+ years.

After analyzing the data the researcher concluded that

1. Orphan students were showing low level of security than normal students.
2. Orphan female students were showing insecurity than normal female students.
3. Both orphan and normal students did not differ with respect to feeling of security-insecurity.
4. Orphan male students were showing insecurity than orphan female students.
5. Both normal male and normal female students did not differ with respect to feeling of security-insecurity.
6. Both orphan and normal students of grade VIII did not differ with respect to feeling of security-insecurity.

7. Both orphan and normal students of grade IX did not differ with respect to feeling of security-insecurity.

8. Orphan students of grade X were showing low level of security.

9. Orphan students of grades VIII to X did not differ with respect to feeling of security-insecurity.

10. Normal students of grades VIII to X did not differ with respect to feeling of security-insecurity.

11. Both orphan and normal students of ages 12 to 18+ did not differ with respect to feeling of security-insecurity.

12. Orphan students of age 12 & 13 were feeling insecure. Normal students of age 12 to 18+ did not differ with respect to feeling of security-insecurity.

13. The groups of orphan and normal male and female were similar in academic achievement.

14. The orphan students of grade X were higher than normal students of grade X in academic achievement.

15. The orphan students of grade X were higher than orphan students of grade IX in academic achievement.

16. The orphan and normal students of age 12 to 18+ were similar in academic achievement.

17. The orphan students of age 16 years were higher than the normal students of the same age in academic achievement.

18. The orphan students of all ages were similar in academic achievement.

19. The normal students of ages 12 to 18+ years were similar in academic achievement.

Brown and Walberg (1993) conducted a study to examine the effect of motivational manipulated conditions on students' mathematics scores.

The researchers selected elementary students as sample. They received either ordinary standardized test instructions or special instructions (do as well as possible for themselves, parents, and teachers).

The results stated that
1. Those given special instructions scored significantly higher in the test.
2. The motivation makes a substantial difference.

**Devi (1993)** conducted a study on tribal and non-tribal high school students.

The objectives of the study were

1. To observe creativity in relation to mental health of tribal and non-tribal high school students.
2. To observe academic achievement in relation to mental health of tribal and non-tribal high school students.

The researcher had taken the tribal and non-tribal high school students as sample for the study.

The researcher found that

1. Only one mental health factor had significant effect on creativity.
2. Extrovert students had been found more creative than introverts.
3. The rest of the factors of mental health i.e., insecurity, inferiority, psychoticism, neuroticism, state-anxiety, trait-anxiety and adjustment as single main variables did not show significant difference on creativity of the students.
4. Sex as a single main variable showed significant differences on academic achievement of students when analyzed with insecurity, psychoticism, extraversion, state anxiety, trait anxiety and adjustment factors of mental health in different factorial designs.
5. Mean scores showed that female students had higher academic achievement than male students in all these cases.
6. However, sex as a single main variable did not show significant difference on academic achievement when taken with inferiority and neuroticism factors of mental health.
7. The various factors of mental health i.e., insecurity, inferiority, psychoticism, neuroticism, extraversion, state anxiety, trait anxiety and adjustment as single main variables did not show significant difference on academic achievement of students.
8. None of the two factors have interactional effects of sex and various factors of mental health, viz., insecurity, inferiority, psychoticism, neuroticism, extraversion, state anxiety, trait anxiety and anxiety adjustment on academic achievement were significant.
9. The correlation coefficients showed that insecurity was not significantly related with academic achievement either for the total sample of the students or for the individual groups i.e., male tribal, female tribal, male non-tribal and female non-tribal students.

10. Inferiority was significantly and negatively related with academic achievement for the total sample of the students as well as for non-tribal male students. But, it did not show significant relationship for tribal male, tribal female and non-tribal female students.

11. Psychoticism was significantly and negatively related with academic achievement of the total sample of the students as well as for female tribal students.

12. However, the relationship was not significant for the other three groups. Neuroticism was significantly and negatively related with academic achievement for the total sample of the students as well as for tribal male and non-tribal male students.

13. Extraversion was significantly and positively related with academic achievement for the total sample of the students as well as for non-tribal female students.

14. State anxiety was not significantly related with academic achievement for the total sample of the students as well as for individual groups.

15. Trait anxiety was significantly and negatively related with academic achievement for the total sample of the students as well as for non-tribal male students.

16. Adjustment was positively and significant related with academic achievement for the total sample of the students.

17. However, all these significant coefficients of correlation between academic achievement and various factors of mental health varied from negligible to low in magnitudes.

**Freeman and Morss (1993)** examined the study habits of 31 Asian and Asian-American college students in the Midwest. They conducted interviews for the study. Study habits were categorized into 7 factors.

- Analysis indicated that

  1. These students studied regularly, studied for long periods of time, and were very intense.
  2. They used study groups and adaptive study approaches.
  3. They did not make much use of external aids but focused on comprehension of material presented in their textbooks.
4. Results may have some implications for students whose focus has shifted from reading the textbook to other forms of study.

**Kulshreshtha (1993)** examined relationship of educational achievement of adolescents with intelligence, adjustment and achievement motivation. The researcher studied male and female students of lower, general and higher groups studying in science and arts as sample of the study. The researcher observed that

1. The critical ratio (CR) of intelligence of male and female students was significant.
2. The CR of means of all the groups was not significant at any level except the mean of arts and female students.
3. The CR of achievement motivation of science and female students, and male and female students were not significant.
4. The CR of educational achievement of all the groups was significant except male and female students.
5. There was significant positive correlation among educational achievement and adjustment, educational achievement and intelligence, achievement motivation and intelligence, adjustment and intelligence in all the groups.
6. There was significant negative correlation between achievement motivation and adjustment in all the groups.
7. There was significant negative correlation between the educational achievement and achievement motivation of male and female students of arts.
8. There was negative correlation between the educational achievement and achievement motivation of male and female students of science.
9. CR of means of achievement motivation, adjustment and educational achievement of male and female students were not significant. Only the CR of means of intelligence was significant.
10. CR of means of intelligence, achievement motivation, intelligence and educational achievement of students of science and arts were significant. Only the CR of means of adjustment was not significant.
11. Adjustment significantly affected educational achievement of students of higher and lower and general and lower group when intelligence was controlled while the male and female students of higher and general group did not affected.

12. Adjustment and intelligence significantly affected educational achievement of male and female students of higher and lower, and general and higher groups when achievement motivation was controlled while the male and female students of lower and general groups did not affect significantly.

Maqsud and Coleman (1993) studied about the effect of the influence of parents on the development of their children's achievement motivation. They had studied 180 Bophuthatswana adolescents as sample. They were living in a boarding school or with family.

The researchers concluded that

1. The parents have strong influence on the development of their children’s achievement motivation.

2. They found significantly higher achievement motivation scores for the adolescents living with family.

Prakash (1993) studied emotional maturity and adjustment of rural and urban students of different socio-economic status. The male and female students of low and high socio-economic status were selected as sample. They were from rural and urban area.

After study the researcher found that

1. There was significant difference between emotional maturity of the entire male and female students while this group was not significantly different in adjustment.

2. Significant difference was found in the field of emotional instability and leadership, health, home and economic adjustment.

3. There was significant difference between emotional maturity of male and female students of rural and urban area but there was no significant difference in its fields, like, emotional instability, maladjustment and split personality.
4. There was no significant difference between the adjustment of male and female students of rural and urban area but there was significant difference in its fields, like, health and economics.
5. Both groups were significantly different in adjustment while there was no difference in social, emotional and home adjustment.
6. There was no significant difference between the means of total aspects of emotional maturity and no significant difference was found in total means of adjustment.
7. There was significant difference between emotional maturity of male and female students of high and low socio-economic status. Similarly significant difference was found in adjustment and its fields separately.
8. There was significant difference between emotional maturity and adjustment of male and female students of urban area having high and low socio-economic status separately.

**Shaugh Hnessy (1993)** explored personality variables measured by the 16 Personality Factor (16PF) test and their relevance to success. The researcher has chosen 94 students of the final course grade, in college calculus courses. Two personality variables were significant predictors of success as determined by the final course grade. The researcher used a Statistical Analysis System multiple regression procedure to analyze the collected data. He found that
1. Factor G of the test (conscientious, conforming, moralistic, staid, rule-bound) to be a significant predictor of success.
2. Factor G can be considered a measure of persistence and perseverance.
3. The relevance of Factor A was less clear, but it was statistically significant in the multiple regression.

**Wambach (1993)** described a study of motivational factors influencing 19 first-year students who made the dean's list their first quarter in college, despite a poor academic performance in high school. He applied Weiner's attribution theory of motivation. Most students attributed their prior academic performance to a lack of motivation effort.
Chambers (1994) reported a study where a middle school teacher presented three case studies of seventh-grade students who began the school year poorly but then decided to change. All three students had challenging home situations. But after becoming motivated to succeed, showed dramatic and rapid improvement. Such motivational changes are seen as stemming ultimately from reasons intrinsic to the individual student.

Chitra et al. (1994) studied 6 psychosocial factors that could augment the educational achievement, prestige and socio-economic status (SES) among scheduled caste (SC) communities. The factors studied were: personality, intelligence, occupational aspiration, SES, social distance, and awareness of facilities. To study the personality traits sample of 104 SC girl students and 100 non-scheduled caste girl students studying in a higher secondary course was selected. SC subjects differed from the NSC group only in their SES, and all 6 psychosocial factors were equally responsible for the academic achievement in both the groups.

The researcher concluded that education causes a positive change in personality, intelligence, and occupational aspiration by narrowing down the gap between the two groups.

Du Bois et al. (1994) examined the effects of family environment and parent-child relationships on school adjustment. The researchers had selected the students during the transition years to early adolescence.

They had selected 159 4th-6th grade students as the sample. The students completed questionnaires at baseline and at 2 years follow-up, concerning family climate, social support at home, parental acceptance and rejection, school grades, school attendance, self-esteem, and school work competence.

The results show that

1. Students in families who were supportive and organized reported higher levels of scholastic self-concept.

2. Students who reported rejection from parents reported lower levels of self-esteem and school adjustment.

Jegede (1994) reports on a study of 160 Nigerian secondary students, to determine the influence of achievement motivation and gender on performance in English language learning. The
researcher found that, if adequately motivated, the students are capable of mastering English. He attributed the lack of gender differences to social change in Nigeria.

Meyer (1994) in a study found systematic, structural gender differences between male (n=266) and female (n=144) college students in perceptions of and approaches to learning. It is argued that gender variation in study behavior is an important but often neglected source of variation in student learning that can and should be managed by educators.

Vickers (1994) reported a study comparing academically at risk elementary students with typical students to determine differences in family functioning. Researcher collected data on the families and students.

The researcher determined that

1. At-risk families were different in demographics and family functioning.
2. At-risk families were less cohesive and adaptable than families not at risk.

Williams (1994) described that two things in particular could change the status of students in elementary and secondary education system and make improved academic achievement possible. One is providing role models that students can relate to in the classrooms, and the other is getting families involved in their children's education. A study on family life and school achievement by Reginald M. Clark argues that the family's main contribution to the child's success in school is made through the parent-child relationship. The overall quality of a family's lifestyle is the determinant of whether children came prepared for academic performance. Children who know what is expected of them and who experience the intergenerational transmission of behaviour patterns that emphasize education perform better in school. Parents must be interested in their children's activities. They must have high expectations for school and home performance. Disadvantaged circumstances must not be used as excuses for failing to support children or grandchildren, because parent involvement is the key to academic and social success.

Lumsden (1995) reported that a multitude of factors affect the attitudes and behaviours that students bring to the learning situation. This document discussed some motivation-related terms and concepts. It then examined about several factors that affect students: basic beliefs and
attitudes toward learning. The first section differentiated between the following terms: ability focus and task focus, performance goals and mastery goals, and learning and performance. The concept of "motivation to learn" implies that no external reasons exist to pursue the academic activities. Variables that contribute to the development of motivation to learn include parent role, developmental changes, self-perceptions of ability and competence, self-worth and effort, causal attributions, meaning, autonomy, and relatedness and belonging.

**Panda and Samal (1995)** presented a comparative study of personality and academic achievement of adolescent daughters of working and non-working mothers. The researchers had studied the sample consisted of 120 adolescent girls selected from classes VIII and X in Bhubaneswar. Out of them 60 had working mothers and 60 had nonworking mothers. The data was collected by using Maudsley Personality Inventory and Psychoticism Scale.

The researchers found that working mothers’ daughters were more extrovert, independent, confident, emotionally stable, aggressive, and less anxious than daughters of nonworking mothers.

**Wederich (1995)** examined social support, locus of control, well-being, stress and strain.

The researcher found that

1. The subjects with higher well-being have less stress and strain than subjects with lower well-being.
2. The mental health problems and low mental health was common at job.
3. Strain was the major cause for poor mental health.
4. Anxiety, depression, tension, worries, work environment, socio economic status, urbanization and social environment directly influence mental health.

**Abdullahi (1996)** examined the extent to which the study habits of secondary school students influence their academic performance. 198 male and female secondary school students (aged 15 -20 years) in Kwara State, Nigeria completed the Study Habit Inventory. The subject's scores in English language from the Junior Secondary School Examination were used as the criterion measure. Results indicated that the subject’s study habits predicted objective achievement on the English test, indicating that students share some measure of blame for poor academic
performance. Study habit patterns showed that, although the students spent much time on study period procedure, they showed very little concentration and consultation with their teachers.

Alimoff (1996) examined how teachers in a Christian school in the North Bay, California area, perceive the academic and behavioural performance of students whose parents are involved in the school compared to the performance of students whose parents are not involved. Parental involvement includes parents attending parent-teacher conferences, open houses, classroom activities and events, keeping in touch with the teacher through phone calls and notes, volunteering in the classroom; and being a guest speaker. Parents also demonstrate their involvement by reviewing the child's schoolwork, reading with the child, and monitoring the child's academic progress. Behavioural performance referred to the student's ability to interact socially with other students and to comply with teacher expectations. Seven kindergarten to sixth-grade teachers (Caucasian female) in a Christian school were asked to fill out questionnaires and to answer interview questions regarding the importance of parental involvement. The results of the study indicated that parental involvement is essential in helping children achieve optimum success in school, both academically and behaviorally. The results suggest that parental involvement should be encouraged in the classroom and at home for a number of reasons, including:

1. Parental involvement sends a positive message to children about the importance of their education.
2. Parental involvement keeps the parent informed of the child's performance.
3. Parental involvement helps the school accomplish more.

Lucking and Manning (1996) in one of their articles examined factors contributing to low academic achievement among young adolescents and provides data documenting low achievement in 12-to 14-year olds. Strategies for improving this population's achievement are offered, taking into consideration factors contributing to low achievement, such as difficulty constructing wholes during learning experiences, lack of motivation, disenchantment with schooling, and anxiety concerning peers.

Al-Hilawani and Sartawi (1997) investigated the influence of GPA, academic majors and academic levels on the study skills and habits of female university students. The researchers
studied 480 female students (mean age 21 years) from all measures in the Faculty of Education at the United Arab Emirates University.

From the statistical analysis the researchers found that

1. Students who had high GPA achieved significantly better on the study skills and habits instruments than the students who had low GPA.
2. Students majoring in special education and educational psychology obtained a significantly higher score than did students in the "other majors" classification (e.g., Pre-School Education, Elementary Education, and Arts Education).
3. There were no significant differences on study skills and habits due to student's academic levels.
4. Learning centers and introductory courses on good study skills and habits are recommended to help university students who have academic problems.

**Hess (1997)** studied the contribution of independent adequate study habit in the achievement of academic success in college. According to recent research, optimal classroom performance is achieved when learners exhibit a variety of useful study habits, use deep and surface level processing of information, and effectively monitor their own reading comprehension.

In the current study, four hypotheses were tested:

1. Individuals who employ a greater number of productive study habits achieve higher levels of academic success than those who employ fewer; and those who use more deep level study than surface level study will achieve higher levels of academic success than those who primarily rely on surface level study.
2. Individuals who employ a greater number of productive study habits will achieve higher levels of reading comprehension than those who employ fewer; and those who use more deep level study than surface level study will achieve higher levels of reading comprehension than those who primarily rely on surface level study.
3. Individuals who employ a greater number of productive study habits will achieve higher levels of Meta comprehension than those who employ fewer; and those who use more deep level study than surface level study will achieve higher levels of Meta comprehension than those who primarily rely on surface level study.
4. Individuals who employ more Meta comprehension will comprehend what they read better than those who use less Meta comprehension.

To test these hypotheses, a sample of 106 students was assessed on the Estes I Richards Study Habits Inventory and were graded on their performance in a Learning and Development Class, completed a questionnaire about their self-monitoring activities (to assess Meta comprehension), and responded to comprehension questions about a reading passage. Participants were also asked if they like to read, and additional information was obtained on a variety of indices.

The results supported hypotheses 1, 2 and 3, but not 4. Because of instrument unreliability, the link between Meta comprehension and reading comprehension was not well tested in the current investigation. Additional research is needed to clarify, replicate, and extend these findings.

Johnson (1997) examined the relationship between specific personality traits and learning styles and academic achievement in gifted students, resulting in their becoming underachievers and being considered at-risk in the educational system. The researcher also studied to determine when the rate of sharpest decline in academic performance occurs over a five-year period of time which would have essential implications in intervention strategies to prevent this occurrence.

The researcher had taken the population of 46 gifted students in a South Carolina school district. Based on a median-split of average cumulative end-of-year grades over a five-year period, the students were categorized into two groups: achievers and underachievers. The two groups afforded an opportunity to examine differences in personality traits, learning styles and academic performance between the two groups within the population. The data was collected by using the Sixteen Personality Factor Questionnaire and the Basic Assessment of Cognitive Organization to determine personality traits and analytic global learning styles. The cumulative end-of-year academic grades were used to investigate whether there was an identifiable point in time over a five-year time span when the sharpest rate of decline in academic performance occurred or not.

Results of the Spearman Rank-Order Correlation Coefficients showed that

1. There were significant correlations between ten personality traits and academic achievement.
2. The mean differences between the gifted achievers and gifted underachievers confirmed that these personality traits contributed to the academic achievement of these students.
3. There did not appear to be a significant correlation between analytic and global perceptual tendency.
4. The academic achievement is significant although the majority of gifted students were either highly flexible or more global than analytic.
5. No particular point of decline in academic achievement was readily identified.

Acharya (1999) studied the effect of learning environment at school and home on the cognitive abilities of secondary school students of Kachchha district.

The sample consisted male and female students from city as well as village secondary schools.

The researcher found that
1. Girls had higher score than boys in all the five scores of cognitive abilities (Achievement, Intelligence, Creativity and its components Liquidity and Originality).
2. The students studying in city schools had higher score than those studying in village school in all the five areas of cognitive abilities (Achievement, Intelligence, Creativity and its components Liquidity and Originality).
3. There was an effect of educational environment of school on only intelligence and liquidity scores of students.
4. There was an interaction effect of sex, residence area, learning environment at home on the cognitive ability of secondary school students and the interaction effect of sex type of school learning environment at school on the cognitive ability of secondary school students was also found.

Kaur (1999) studied learning environment in residential and non–residential schools and its impact on academic achievement, initiative, mannerism and co–operation of high school students.

The researcher studies the sample of students learning in private, government, residential and non-residential schools.
The researcher had observed that different school systems follow a different pattern of curricular activities through teaching learning process (as perceived by teachers) by way of content knowledge / delivery, facility in content delivery, use of skill of presentation, stimulus variation evoking students interaction, use of evaluation devices and use of reference material. Teaching learning processes (classroom interaction) as observed through FCICS were not different in residential and non-residential and also same in between government and private school. The nature of different co-curricular activities did not correspond with the type of school. It showed that different types of schools used different types of co–curricular activities. The nature of different classroom equipments, library equipments and facilities, and laboratory facilities do not correspond with the types of schools. The teacher taught relationship within and beyond class was different in different types of schools. There was no interaction between types of schools and teachers’ affective response modes in case of within the class as well as beyond the class. The organizational environment of all the four schools was found as representative of moderate organizational climate. None of these schools were found to be absolutely open or absolutely closed.

The researcher found that

1. Private school yields higher mean achievement scores than the government school students.
2. The mean academic achievement scores of the non-residential school children were found higher than the mean achievement score of the residential school children.
3. Students of private schools yielded higher mean score of initiative than the students of government schools.
4. The mean initiative scores of students studying in residential schools were found higher than the mean scores of initiative for non-residential school children.
5. Private schools were promoting higher levels of mannerism among children as compared to government schools.
6. Mode of schooling (residential / non-residential) did not yield different levels of mannerism among IX grade children.
7. Learning environment due to management style (government/private) yielded equal levels of cooperation among IX graders.
8. The mean cooperation scores of residential school children were found higher than the mean score of the non–residential school IX graders.

Entwistle (2001) studied the interaction of cognitive and conative processes in learning with students’ perceptions of assessment procedures. Learning outcomes are viewed as a function of stylistic preference, approach to studying, awareness of targets, motivational approach, and suitable response to task demands. The author commends the notion of composite concepts, perhaps like a disposition to learn or understand, that appear to capture real-life experiences of learning. Interviews with students that described such experience are offered in support of this notion, whereas factor analyses of self-reports showed the co varying nature of approaches to studying, stylistic preferences, academic success, and understanding.

Fajonyomi (2001) examined the effectiveness of study skill counseling, rational emotive therapy, and a combined treatment in improving the academic performance in English. The sample of 40 Nigerian senior secondary school students was studied. The effect of gender was also examined. Three experimental groups were pre tested, treated for 10 weeks and post tested on the English Language Performance Test. Results showed that

1. The 3 treatment models had an equivalent significant effect on students' performance.
2. There were no differences between treatment and control groups based on gender.
3. Based on the results it is recommended that school counselors might use any of these models in helping low achievers in English, to improve their performance.

Kokkonen and Pulkkinen (2001) studied the role of extraversion and neuroticism as antecedent of emotion regulation. They also studied deregulation of emotions among 89 women and 81 men of 27 years old. For collection of data they used Eysenck’s Personality Questionnaire. Then emotional regulation was measured by the ‘Repair’ subscale and emotional social support was measured by the life situation questionnaire at the age of 36 years co relational.

Findings revealed that extraversion and neuroticism showed differential continuity between ages 27 and 33.

Polleys (2001) carried out a study with the objective
1. To investigate the relationships between self-regulated learning (SRL), personality, and achievement.
2. To investigate whether a relationship exists between personality and self-regulated learning.
3. To investigate whether a relationship exists between achievement based on assignment to a remedial group and self-regulated learning.
4. To find out whether achievement moderates the relationship between personality and self-regulated learning.

The sample was 126 college students, approximately half of whom were remedial students. All subjects completed both the Myers-Briggs Type Indicator and the Motivated Strategies for Learning Questionnaire.

Statistical measures, including multiple regression correlations, a series of moderated regressions, and a MANOVA procedure were performed in analyzing the data. The researcher found that

1. There is significant relationships between SRL and personality found in 17 instances out of a possible 60 for the whole group of subjects.
2. The multivariate test found no significant influence of achievement on SRL.
3. When subjects were separated into the remedial and non-remedial groups, differing patterns emerged.
4. The non remedial group showed relationships in only seven of the 60 possibilities.
5. The remedial group, however, showed relationships in 15 of the 60 possibilities.
6. The personality preference was the most powerful predictor of self-regulated learning for both remedial and non-remedial groups.
7. Although the personality-SRL relationships were different in many factors between the non-remedial and remedial groups, the overall multivariate test showed no significance; hence, achievement was not found to be a moderator of the personality-SRL relationships.

Rani (2001) conducted comparative study of the achievement of male and female scheduled caste students in relation to their locus of control, adjustment and values.

The researcher had selected the male and female students as sample for the study.
The researcher found that

1. The academic achievement of male scheduled caste students was affected by their adjustment.
2. The male scheduled caste students who were better adjusted have higher academic achievement as compared to female scheduled caste students.
3. The male scheduled caste students who were poorly adjusted have higher academic achievement as compared to female scheduled caste students.
4. The academic achievement of male scheduled caste students was affected by their better emotional adjustment.
5. The male scheduled caste students having better emotional adjustment have higher academic achievement as compared to female scheduled caste students.
6. The academic achievement of male and female scheduled caste students was not affected by their poor emotional adjustment.
7. The academic achievement of male scheduled caste students was affected by their better social adjustment.
8. The male scheduled caste students having better social adjustment have higher academic achievement as compared to female scheduled caste students.
9. The academic achievement of male scheduled caste students were affected by their poor social adjustment.
10. The male scheduled caste students having poor social adjustment have higher academic achievement as compared to female scheduled caste students.
11. The academic achievement of male scheduled caste students was affected by their better educational adjustment.
12. The male scheduled caste students with better educational adjustment have higher academic achievement as compared to female scheduled caste students.
13. The academic achievement of male scheduled caste students was affected by their poor educational adjustment.
14. The male scheduled caste students having poor educational adjustment have higher academic achievement as compared to female scheduled caste students.
Chiplunkar V. V. (2002) writes about parenthood. He states that it is easier to be a father or a mother than to be a parent. As parents, they have responsibility of their children. They have to take efforts purposely to make the children physically and mentally strong, to develop their intelligence, to inculcate values in their life and to imbibe on them about good behavior. Parents must accept their responsibility to develop their child. Parents should not force their children to fulfill their unfulfilled wishes or likings without considering the ability of their children. As a result the children lag behind and get frustrated. Such proud parents with limited knowledge are only responsible for the hopeless and ruined life of their children.

The parents should take care of their children, guide them properly, to toil for their development, as per situation they should restrict themselves and show their ideal behavior and inculcate good values among the children. The parents should encourage the children to develop any hobby, to travel, to build their body and maintain good health, to develop the feeling of self-protection and personality development. Parents must give their prime time for their children. They must love and guide them. Where there is love, there is faith. They should have trust on their children. To err is a man. So parents must forgive and forget. They should appreciate the children for their good behavior or success.

Parents must create loving, healthy, joyous, warm and trustworthy atmosphere in the home. The future of such children is really bright. Parents should not cut the wings of the children instead they should help them with love to have a grand flight toward the enormous sky.

The writer states that the teachers as well as school both also play an important role in the personality development of children. The schools should arrange curricular and co-curricular activities. They should also handle various activities. But for this they have to spare extra time, to find out new ways, they must have affinity for the pupils.

Inang (2002) studied the correlation of subjective well-being among students. The study explored the relationship of psychological variables like satisfaction with life, optimism, spiritual health, quality of life and sense of achievement with subjective well-being and interrelationship between these variables.

The researcher had selected the sample of 240 students (126 male and 114 females) in the age group of 18-25 years. They were from professional engineering and medical colleges of Gorakhpur, Mysore and Bangalore.
The study revealed that

1. Optimism, quality of life, satisfaction with life and spiritual health were positively and significantly related with subjective well-being.
2. Three demographic variables namely father’s income, education and mother income were significantly correlated with subjective well-being in the sample of engineering students.
3. Type of family was positively and significantly related with satisfaction with life for medical students.
4. Mother’s education was significantly correlated with spiritual health for respondents from engineering colleges from Bangalore city.
5. The age of students was significant only for the students from Gorakhpur.
6. Mother’s education was significantly correlated with optimism of students of engineering colleges.
7. It was also significantly correlated to quality of life, spiritual health and optimism for the total sample.
8. Father’s income and education and mother’s income and education were significantly related to quality of life.
9. Work was recognized as a variable which provides a sense of achievement and was positively and significantly related to subjective well-being for students from Gorakhpur.
10. It was also negatively correlated to subjective well-being, satisfaction with life, and quality of life.
11. When personal characteristics like hard work, self-confidence cognition, etc. were seen as responsible for success, they were positively and significantly correlated to subjective well-being and quality of life.
12. Regression analysis showed that subjective well-being was predicted if positive personal characteristic were seen as responsible for success and it was negatively predicted if money was seen as the aim of life.

Rajaswat (2002) studied self-concept, morality and adjustment of school going adolescents.

The researcher had selected the urban and rural school going adolescent boys and girls as sample for the study.
The researcher found that

1. Self-concept of rural girls and urban girls was highly significant.
2. The rural girls were having clear vision of self in all dimensions as compared to urban girls.
3. Self-concept of urban boys and urban girls was less.
4. Morality of rural girls and rural boys was much more than those of urban girls and urban boys.
5. Moral values of rural girls and rural boys were more rigid and they followed their values more strictly than the urban girls and urban boys.
6. The adjustment of rural girls and urban girls was more than rural boys and urban boys.
7. Girls can adjust easily with the situation while boys of rural and urban areas do not adjust themselves with the situation.
8. There was a positive but very low correlation between morality and self-concept of adolescent rural girls and rural boys.
9. There was a negative but very low correlation between morality and adjustment. This indicated that morality increases adjustment with decrease in urban and rural population.
10. There was a very low negative correlation between self-concept and adjustment of rural girls and rural boys.

Shinde Y.K.(2002) described in his book ‘Palak Sanjivani’ that the development of personality of students takes place in three main ‘Sanskar mediums’ – Home, Educational Institutions and Society. In today’s situation, it is found that 85% students are having incomplete, immature, undeveloped and problematic personalities. 50% youth are not in a condition of thinking about anything. Children are increasingly becoming passive, inactive and directionless. Instead of developing the personalities, they are destroying it. Though there is rapid growth in number of schools, colleges and universities, some countries are in distress because besides all these efforts if the generations become with wrong and distorted temperament, there is fear of destruction of the nation.

In the coming society, there is vast speed of complete change. The children should be developed to adjust themselves in this changing society for their survival. If we do not achieve new vision of development, our existence will come in danger. In future development, the
students will understand technology when their personality is developed completely. Their personality must become self-motivated, self-enlightened and full of strength. Then only they can face the situation successfully.

The writer stated that in 1835 Lord Mecauley had made a provision, the Indians should involve for a long period in a vicious circle that ‘education means exam, exam means job and job means life’ and their dream of shaping a man through education should remain on paper only. Maximular studied the Indian culture deeply than the Indians. The writer had given reference of Maximular’s letter – ‘India has been conquered once. But it must be conquered again. The second conquest should be, ‘A Conquest by Education.’

Still today Indian Educational Institutions are entangled in giving the typical conventional education of different subjects and conducting examinations afterwards. Without thinking about the liking or expressing capacity of children, they are indulged in giving excess stress on the qualities which they don’t have. Every human gets success in his life because of his liking in certain field only. The students should be introduced to their personality characteristics. To decide the quality of a child on the basis of his marks obtained in the various subjects is to mislead the merit. What is the merit exactly? is not explained properly. So the current examinations misguide the real merit. It is wrong to think, the percentage obtained is the merit of a child and result of the examination is the merit of a school. Today in every Indian home parents are playing a deadly game of ‘percentage and pass and fail in exam.’ So life needs value based personality as the development of good qualities has been forgotten by all.

To develop a man through education, this process must be strengthened. Everyone must decide firmly from today to develop the personality of girls and boys. At first we must remove the narrow attitude as being only examination oriented. Nobody is ready to accept the responsibility of development of children’s personality. Though the situation becomes adverse, definitely there is a way to come out. According to the writer with reference to the development of children, “if every house gets repaired then the nation also gets repaired,” this is the modern spell. To develop all round personality of the children, parents must take initiative. They should not depend upon anyone and for that they must reconstruct the home – the centre for ‘real sanskar.’ When parents will become the alchemist of the life of children, then there will be revolution of the development in India. So the parents must try their best to remove all the deficiencies, inferiority complex and mental disorder from the personality of their children. Thus
the parents should try to develop their children’s personality and let them get the knowledge of revival of successful life.

**Dandekar Renu (2008)** in her book ‘Samwad Tarunaishi’ describes about teenagers, their state of mind, emotions, physical development etc. She also discusses about the parental relationship with their adolescent children and vice versa. She stated that at her young age girls and boys did not talk with each other freely like today. They talk just to give message or any notebook or book, nothing more than that. It was restricted. Girls can make friendship with girls and boys with boys only. The friendship with opposite gender was not allowed by parents. But now the time is changed. Boys and girls can talk with each other freely. They can be the good friends, go for picnic together, make projects together etc. The parents have also given freedom to them. But the parents have a complaint against the youth that they don’t talk with them freely and spare time for them. They don’t like anything selected by their parents. These adolescents are much indulged in the company of their friends. The adolescents think that their parents do not understand them and parents think that their children do not understand them. Actually people don’t know the mentality in certain age. Children should realize the mentality of parents and parents of their children. Parents had gone through the adolescent stage. So they had experienced the emotional state in this period. The only thing is that they just have to remember about it.

Parents must understand the behavior of the adolescents. This period is very sensitive. The children are busy in thinking about themselves, feeling that they are something different. Their personality starts shaping and they see the dreams of future. With these children so many times parents have conflict. There is stress and strain in their relationship. In this period the youths face the changing challenges and it is the duty of parents to support them, to understand them, to guide them. They should not feel bad when their children are close with their friends.

There are physical, mental, social changes can be seen in boys and girls. These changes are different in boys and girls. The girls become shy. There is fixation of thoughts. Because of physical changes they are always in dilemma. The girls like to be in the company of friend of both the genders. They attract towards opposite gender. The girls of this age don’t like the advice of parents. They express their opinions firmly. They like to make friendship with friends of same age and of same taste.
So parents must have good communication with their children and the children also must have good communication with their parents. This will surely help to build the youth with certain good thoughts and concepts as well as principles which are enriched by reading, their skills develop, their quality increases, they have faith towards nation they can make good planning, develop the equality, increase in their power and capacity and they are update with current technology who maintain the relationship with affinity, who leave away from bad habits, who understand the great heritage and understand themselves also. This can build the youth who can recognize the needs of society, realize the social responsibility, who have good vision.

The writer suggests that care must be taken that the parents and children must be the centre of good communication and this relationship will surely help the proper development of the personality of adolescents.

Chand (2005) studied frustration among scheduled caste adolescent boys and girls in relation to their intelligence, socio-economic status and adjustment.

The researcher found that

1. The scheduled caste boys possessing high intelligence have lower level of frustration in comparison to low intelligence scheduled caste boys who have higher level of frustration.
2. The scheduled caste boys who have high level of adjustment differ significantly from the boys having low level of adjustment on the scores of frustration.
3. The well-adjusted scheduled caste boys have lower (boys) belonging to high and low SES groups.
4. There exists significant difference in frustration level between scheduled caste girls possessing high and low intelligence.
5. The scheduled caste girls possessing high intelligence have lower level of frustration in comparison to low intelligence scheduled caste girls having higher level of frustration.
6. There was significant difference in frustration level between scheduled caste girls belonging to high and low adjustment groups.
7. The highly adjustment scheduled caste girls have lower level of frustration in comparison to low adjusted scheduled caste girls.
8. There was significant difference between high and low frustrated students on the dependent variable i.e. Intelligence.
9. The low frustrated students were more intelligent in comparison to high-frustrated students.

10. There was a significant difference between high and low frustration students on adjustment.

11. The low frustrated scheduled caste students were better adjusted in comparison to high-frustrated scheduled caste students when leveled on two levels of socio-economic status and sex.

12. The scheduled caste boys were more adjustable in comparison to scheduled caste girls.

13. The effect of sex was not independent from the level of frustration on adjustment.

**Dandekar Renu (2005)** in her book ‘Shikshanatil Changale Kahi’ describes the various elements related to school. They are direct or indirect elements. But when they become homogeneous, the school gets a new different form. School is the figure that gives the shape to our life.

One of the elements of school is teacher. He is the sculptor of the future of the students. There are so many persons who decide to be a teacher. They have their dreams, their expectations. Their feelings, emotions are different as well as their sensations. All these things will be spread in the world if their students. Students are the only world of these teachers. When there are no students in front of them, they become restless. They worry about the future of the students, every movement of the children. Pupils also tell their difficulties, problems openly. He is the ideal teacher who becomes restless when he sees the unpleasant behavior of the students, the poverty of the students, their home problems, mental health, some other difficulties. The real teacher becomes one with his students.

According to the writer, there are some teachers just like oasis who give their extra time to develop the skills of pupils e.g. writing or reading. When the pupils achieve the skills, that joy is enormous which has no bounds. Some teachers feel his students should write beautifully, read fluently, they should have good health, they should sing beautiful songs, to make various teaching aids etc. So all these teachers should come together and create something different in the field of education. Pupils as well as society will surely worship such teachers.

The teachers must give motivation to students to overcome any problem. They must give them spirit, support to the pupils. They should administer new activities every year. They should
make self examination about his teaching. They should conduct the activity of supplementary reading. They must prepare themselves to give good learning experiences. The teachers must be creative. They should give real experiences to the pupils whenever possible. e.g. If the text is about deaf and dumb child, the teacher should arrange a visit to deaf and dumb school and experience the atmosphere in the school, the process of teaching and learning etc. If the pupils experience themselves, they start thinking about such students and naturally there imbibes the social responsibility value among them.

To develop the overall personality of the students, the teacher must be a friend, guide, director, counselor, life maker, parent, inspirer, creator of curiosity of the students. And such students will be the creator of an ideal society.

Katja Joronon, (2005) focused on the adolescent behavior in the present study.

The objectives of the study were

1. To assess the intensity of adolescent subjective well being and realize values and the relationship between them.
2. To examine the relationship among adolescent subjective well-being health behavior and school satisfaction.
3. To study the adolescent & parental perceptions of family dynamics & the relationships between adolescent subjective and family dynamics, the familial contribution to adolescent subjective well-being, peer relations, school attendance.
4. To develop an explanatory model of adolescent subjective well-being.

The study revealed that

1. The majority of adolescents who participated in the study were happy.
2. The boys were having significantly better self-esteem than the participant girls.
3. The girls valued human relationships more than the boys.
4. In case of relationship between adolescent satisfaction and ill-being, the results partly supported that ill-being is only weakly associated with subjective well-being.
5. The intra individual changes in case of satisfaction in life strongly influenced by degree of autonomy were positively related to their social competence, academic competence and self – esteem.
6. The self rated health and body image were associated with subject well-being.
7. The adolescents perceived the family as a source of physical protection and existential significance. The study of Katja Joronen generated new knowledge that

1. The ill-being was experienced more frequently by girls than the boys.
2. Familial stability and mutuality of adolescents were significantly related to their global life satisfaction.
3. In their daily life, both positive and negative familial elements and involvement are experienced by the adolescents.

Rajpal Kaur, (2006) in the book ‘Adolescent Psychology’, stated that in children’s life, relationship with parents and friends is very crucial. They need parents’ informational support and companionship. Children and adolescents who perceive their parents and friends as more supportive show better psychological and school adjustments. Sometimes the apparent effects of social support differ for boys and girls, but there is no consistent pattern of sex differences has emerged. The decrease in mothers’ support during adolescence may be greater for boys than for girls. The increase in friends’ support during adolescence is typically greater for girls than for boys. The increase in friends’ support during adolescence is typically greater for girls than for boys.

Singh (2007) studied mental health status of high and low emotionally intelligent adolescents. For this purpose a sample of 400 adolescents (200 Male and 200 Female) was taken from various schools and colleges of Varanasi.

Emotional intelligence (EI) scale was administrated to total sample and two extreme groups of high EI and Low EI adolescents were formed on the basis of scores of EI scale using Q1 and Q3 as cutting points. Mithila mental health status inventory by Kumar et al. (1986) was administrated to these two extreme groups. Scores on the five subscales of MMHSI as well as for total scale were compared for high EI and low EI groups. The results revealed that

1. There was significant difference in mental health status of the above two groups, indicating better mental health of highly emotionally intelligent adolescents.
2. High EI group have better mental health on social non conformity dimension.
Kamlesh Singh et al, (2009) studied the status of women in India today. He stated that still today in India, there are innumerable prejudiced traditions and customs like dowry, child marriage etc in the psychosocial and cultural environment. There is illiteracy, physical and mental violence in the society. The Indian girls have secondary status. The Indian girls have to face psychosocial and cultural barriers. The study identified the psychosocial and cultural barriers in the village society which hinder to get girls full potential.

For the study 210 rural girls of the age groups between 13-19 years were chosen. The results showed that

1. Because of the secondary status, the Indian girls may have poor psychological well being and low self-esteem.
2. The girls have to involve in more unpaid activities as compared to men.
3. While perceiving their aims the substantial number of girls observed some obstacles such as fear of early marriage, not allowed to go outside for study, lack of money and information.

So the researcher strongly suggests some intervention programmes which will reconstruct the future village society, where there would be no gender discrimination and promote overall well being of girls.

Agarwal et al. (2010) studied the mental health of the adolescents.

The objectives of the study were

1. The effect of Type-A behavior pattern on mental health of adolescents.
2. The effect of Type-B behavior pattern on mental health of adolescents.

In order to pursue the objective Type A/B behavioural pattern scale and mental health battery were used to collect the data.

The researcher selected the sample consisted of 100 adolescents selected randomly from various schools.50 adolescents who have Type-A behavior pattern and 50 adolescents who have Type-B behavior pattern. Equal numbers of male and female students were taken for the study. Data was analyzed by using 2x2 ANOVA.

Finding of the study revealed that
1. Adolescents of Type-B behavioral pattern have better mental health than adolescents of Type-A behavioral pattern.
2. Male adolescents have better mental health than female adolescents.

**Sharma Bandhana, Darshana P. (2010)** in the present study studied the impact of home environment, academic achievement on mental health of higher secondary school students. The objectives of the study were

1. To study significant differences in mental health among secondary school students.
2. To study significant differences among secondary school students with good & poor home environment.
3. To study significant differences among secondary school students with high and low academic achievement.
4. To study the significant interaction between sex and home environment as well as academic achievement among secondary school students.
5. To study the interaction between home environment and academic achievement among the secondary school students.

For the present research the researchers studied 300 participants (150 males + 150 females)

The study revealed that

1. The role of mental health is very important in formal as well as informal education to develop healthy personality of an individual.
2. If the parental involvement is high, the students achieve more.
3. If the parental involvement is low, it leads to low achievement by the students.
4. Parental rejection tends to develop mental health problems which may lead to depression, behavior disorders etc.

**Baviskar S.G. & Bedse Jyoti A. (2010)** studied the personality of adolescent girls studying in academic and education colleges. They studied the girls in co-education. They also studied the impact of educational environment on their behavior.

The researcher concluded that
1. There is no significant difference for depressive personality style and self-defeating personality style among the girls of education and academic college.
2. There is significant difference for passive aggressive and self-defeating personality among both the groups.
3. Educational environment plays an important role on their behavior
4. Sadistic approach is low among female for co-educational environment.

G.R. Menon et-al, (2010) studied the role of education in the development of the personality of an individual.

The objectives of the study were
  1. To study the effect of education to make the person knowledgeable, competent, capable and skillful.
  2. To study the relation between parents’ high socio-economic status and the success of their young children in school.
  3. To study the impact of the factors such as economic, sociological, political, demographic, financial, familial, cultural on quality and quantity of education at secondary level.
  4. To study the relationship between socio-economic status of parents and its impact on the matriculation examination.
  5. To study the impact of parent’s level of education on the academic of parents and academic performance of the students, impact of physical facilities, parent involvement in learning activities, impact of parent teacher relationship on academic performance in the matriculation examination.

According to the researchers, personality starts developing at the age of 13 to 16 years at secondary school level so secondary education level is very important.

The finding revealed that

1. The majority of students whose parents were well educated performed better in the matriculation examination as compared to the students whose parents were less educated or illiterate.
2. Significant relationship was seen between parents’ occupational status and academic performance of the students.
3. The educational performance of the students at matriculation examination was better whose family income was high.

Pathan Swaleha (2010) in her study describes that adolescence is the period which starts from age 12/13 to the beginning of adulthood. This period is marked with significant mental and physical changes. These changes are commented by their family members, relatives, peers & teachers who in turn shape their thinking about self positively or negatively. The child’s attitude towards self plays a vital role in the child’s life especially during the critical adolescent years. This is the period of transition from late childhood to independent adulthood that is the span of ten years marked with sexual growth.

The objectives of the study were

1. To focus on adolescent students in particular and their attitude towards their own self.
2. To study the adolescents and their positive and negative attitude towards self as compared to girls.
3. The role of parents in development of positive or negative attitude among the adolescents.

The researcher studied 1065 students (549 boys & 516 girls). She collected the data by using questionnaire cum attitude scale and interviews.

While telling about treating as adolescents some adolescents stated that they are treated as a child. Some students feel self–conscious and some stated that they are not capable of taking their own decisions. Some reported that they feel confident and some did not. Some students feel significantly inferior but some stated that they are well adjusted in college atmosphere.

The results confirmed that

1. The adolescents do have positive and negative attitude towards themselves.
2. If child receives parent’s affection, acceptance, attention, love, security, then the child develops positive attitude towards self.
3. If a child experiences rejection, insecurity and indifference in treatment, unwanted feelings then the child may develop negative attitude towards self.
4. An adolescent has various attitudes on various subjects and would like to discuss them in friendly atmosphere with parents and teachers.
5. They need a helping hand at this stage of life to have more clear views towards healthy life.
6. The boy students had different attitudes towards self as compared to girl students.
7. The boys have more positive attitude towards self. Girls feel more embarrassed.
8. The physical and mental changes through which the child is passing through has different impact on their cognitive thinking.
9. At this stage the family support and friendly approach of parents and teachers may be helpful to ease out their problems and confusion. So parents’ role is important.

Ashok Kumar Das (2011), studied about the status of literacy gap and role of literate women to achieve the millennium development goals in an Indian perspective. He stated that as education is considered as a human right, it is the right of women also to get education for their development. It is a tool for the economic, social and political opportunities available to women. Education to women not only provides knowledge, skills and income earning opportunities but also improves family health and increases children education, particularly of girls. Low levels of education significantly affect the health and nutritional sense of women.

For the study Ashok Kumar Das studied the status of female literacy in Indian education, He analyzed the level of male female gap in Indian education. He also analyzed the role of female education to achieve the Millennium Development Goals.

He stated that
1. Literate women are able to solve problems in family as well as in a society move effectively than the illiterate women.
2. An educated woman can participate in income-generating activities and can promote family income and thus help the family to remove the poverty.
3. Education broadens the scope to universalize the primary education.
4. The educated mother always educates her children but an illiterate mother may not.
5. For women, education proves an enlightened candle to show their rightful place in society and development.
6. Education promotes women empowerment which ultimately leads to generate equality.
7. Educated women can understand child rearing better and also keep themselves healthy.

The Indian government has implemented different schemes to ensure the girls education.
As per his study, Ashok Kumar Das suggested that

1. Though the government has launched various schemes to achieve the Millennium Development Goals and to reduce the male–female literacy gap, they are not enough if they are not implemented properly.
2. The schooling must be free for girls up to the higher secondary stage.
3. The government should make the constitutional amendments for girls’ education, especially to overcome the poverty and hunger particularly in rural areas, abolishing the social discrimination.
4. The policy changes and decision making processes which are often defective and are not practical which need to be rectified immediately.

Dharmvir et al. (2011) made a comparative study on anxiety and emotional maturity among adolescents of co-educational and uni-educational schools. They examined 50 boys and 50 girls from co-educational schools and 50 boys and 50 girls from uni-educational schools. They selected the sample from the schools of Yamunanagar District of Haryana.

The study revealed that there is no significant difference in anxiety and emotional maturity among adolescent girls and boys studying in co-educational and uni-educational schools.

Margaj Chandrakant (2011) describes about personality development. He states that every parent expects his child to be a well-known person. He should get higher education, have a prosperous life. He should get all happiness in his life. Even though there are some sorrows in his life, he should be able to face them bravely. In brief, parents think their children should be all-round. This is stated as development of personality.

The writer explained the things included in the development of personality. According to him, the children should be healthy. They should be sensible. They must know about the society. The children must know how to behave with others politely, which good things they have to acquire, which things they must avoid to do. The children must be that much courageous to face every difficulty in their life. They must acquire the skills which are necessary in this modern age.
They should make themselves tough to face any natural or man-made calamity. They must get training about how to help the victims in such disasters.

Today’s children are the citizens of tomorrow. Only the capable citizens can make the nation strong and prosperous. Hence there is great need to pay attention towards the proper development of personality of children. The knowledge must be given to children about the concept of personality development, self-esteem, value education, development in adolescent period, management of stress and strain, life skills, disaster management and how to fight against terrorism.

The writer describes that the various changes take place at different stages of personality development. These changes are sometimes constructive and sometimes destructive. Constructive changes are the proper development of personality. If there is balanced development of mind, intelligence, emotions sociability, then the personality becomes enriched and balanced. There are so many virtues can be seen in every individual. From these virtues the person can be recognized. The personality is combination of outward appearance as well as inner qualities. These two elements always affect each other. For good and balanced personality only the outer good looking appearance is not important but good values are more important. The life skills must be developed among the students. There must be development of individual skills as well as social skills. Planning is very important in life because every successful person achieves success due to proper planning only.

In this modern age the life has become very stressful and complicated. There are so many challenges the students have to face. To face these challenges or adverse situations in the life of students, parents and teachers should inculcate some skills in the students. Due to fast life and rigorous competition the students are always under pressure. They become restless. Sometimes there are some personal problems, some family problems also which create stress in the life of students. Their life becomes aimless. There are diverse effects on the physique, there creates some physical problems. The efficiency decreases and also disturbs the mental health. Parents and teachers should help such students to come from such situations. They should teach the children the effective management of stress and strain. The writer says there are two techniques which are told from the ancient period – ‘Fight or Run’. First of all the students must fight the problems and if unfortunately they are beyond their capacity then only they should leave them. To make the intensity less of stress and tension, they should encourage the students
to meditate for some time, to do Yogasanas, to make themselves busy in any hobby or any good recreation. In this way achieving good skills the students can develop their personality.

**M. Suguna (2011)** states that educated women can play a very important role in the development of the country. Education can only change their traditional role and change their life. Still, the growth of women’s education in rural areas is very slow. So, it is important to bring more girls, in mainstream education, the government is providing a package of concessions in the form of providing free books, uniform, boarding and lodging, clothing for the hostilities, midday meals, scholarships, free circles and so on.

**Pramanik Rashmi (2011)** studied about the adolescent girl child and victim of cultural stereotypes in India. For the study she selected three different high schools from Sambalpur city. She conducted the study among the school going children. She attempted to know about the everyday experiences of the girl child in school and home.

For the study the researcher selected 80 students randomly. Through the paper, the researcher attempted to find out the work load of the school going girls both in home and school environment. The researcher analyzed various cultural stereotypes on the girl child which are widely accepted by the parents and teachers of the students taken as sample. She also examined various factors that force the girl children who had taken as a sample to play role both in home and community.

A girl child is kept away from nourishing her natural talents. The girl child should give equal access in education, training, physical and mental health care and related information. For this, all the obstacles in the way of development of girl child must be removed.

The findings cleared that

1. Efforts must be taken for gender equality and gender justice for the girl child.
2. The Indian society must give dignity and opportunity to girls.
3. Campaigns must be arranged all over the country to educate and their role in the society.
4. The media, the family, the government, the society and voluntary agencies should concern about the potential of girls.
5. This approach will surely empower the girl child in India.
6. It will help the child to enter the mainstream of economic and social activities.

Pathan Swaleha (2011) in her study stated that in education field a child spends his important years of life. Education affects the pupil’s personal, social, emotional and psychological development. These years play an important role in the child’s overall development and his field of socialization. The field of education offers him knowledge as well as gives opportunities to interact with teacher, friends of same sex and opposite sex. It shapes the child either positive or negative towards life. The students seem to be unaware of merits and demerits of the single sex institutions and co-educational institutions distance from home etc. ignoring the deliberate choice of single sex or co-education system.

The researcher studied the objectives of her study that

1. The relationship between the type of college (single sex vs co-educational) and students’ attitude towards co-education.
2. The relationship between the sex of student (Boys Vs. Girls) and his/her attitude toward co-education.
3. To study the attitude towards self, opposite sex, teachers, parents and college depends on the sex of the pupil.
4. To compare and assess the reactions of students from co-educational institutions with those students from single – sex institutions.

For her research study she had chosen 1106 students from both the types of institutions and 118 teachers from co-education and single –sex schools.

Dr. Pathan collected the data by using questionnaire cum attitude scale and interviews.

She found that

1. The boys and girls from co-educational institutes differ in their attitudes toward co-education.
2. Co-education students differ from single-sex students in their thinking and way of behavior.
3. Male pupils have more conflict with their fathers as compared to girls.
4. Whereas girls have more conflict with their mothers than with their fathers. That means girls have more attachment with their fathers but have more conflict with same – sex that is their mothers and vice versa.

5. The boys do have different thinking as compared to girls.

6. The pupils from single – sex institutions had an unfavorable attitude towards themselves as compared to the pupils from co-educational institutions.

7. The pupils from co-educational institutions had a positive attitude towards opposite sex, teachers, parents and the system of co-education as compared to the pupils from single-sex institutions.

8. Boys had positive attitude towards themselves but negative attitude towards male teachers as compared to girls.

9. Girls had negative attitude towards opposite sex female teachers as compared to boys.

10. Boys had positive attitude towards co-education as compared to girls.

11. Both boys and girls from co-education institutes had significantly higher and better attitude towards self, opposite-sex, teachers, parents and college as compared to boys and girls from single sex institutions.

12. Excessive majority pupils from co-education as well as single-sex institutions preferred the system of co-education with logical reasoning for their preferences.

**Abhipsaben and G. Yagnik (2012)** stated that the roles of teachers are multi dimensional in nature and devoted to a balanced development of society considering girls education as an important area of education. The basic role of teaching require its extension in all types of activities which promote girls education from present to future perspective because education is a gradual and a long process aimed at a responsible citizenship and individual participating in the great process of development in a democratic country. The paper combines both macro and micro perspective integrating each other for the common role of girls’ education.

**Atefeh Beydokhti et al. (2012)** stated that now a days , compared with computers and Internet technology, mobile phones have a greater impact on social life, people's lifestyle and their consumer behavior because mobile phones are cheap and easy to use. For the study the researchers selected both male and female students as sample.
The objective of the study was to examine the relationship between 5 main personality factors, neuroticism, extroversion and addiction of students to SMS.

The results showed that

1. Neuroticism and addiction to text messaging are positively related but there is negative correlation with extraversion.
2. There is no significant difference between male and female students in terms of addiction to SMS and personality characteristics.

**Deb et-al. (2012)** studied the anxiety amongst the high school students in India.

The objectives of the study were

1. To compare anxiety across gender, school type, socio-economical background and mothers’ employment status.
2. To study about adolescents’ perception of quality time they receive from their parents.

It is seen that in school going children and adolescents, anxiety is one of the common psychological disorders. Parents expect a lot from the children in their academic achievement. So there is pressure on students to achieve best result in examination. These results are important to get future admissions in good educational institutions. The researcher stated that in one year alone in India 2320 children committed suicide due to the failure in examinations.

For the present study the researcher selected a group of 460 adolescents (220 boys + 240 girls) of the age group 13-17 years. The students were from English Medium as well as Bengali Medium Schools.

The study revealed that

1. More boys were anxious than the girls.
2. The adolescents from Bengali medium schools were more anxious than adolescents from English Medium Schools.
3. Adolescents from middle socio – economic group had more anxiety than the adolescents from high and low socio-economic groups.
4. The adolescents whose mothers were working women had more anxiety.
5. The adolescent who did not get quality time from their parents, did not feel comfortable to share their issues with their parents.
6. Out of 460 adolescents in Kolkata, one-fifth of the boys and less than one fifth of the girls were the victims of high anxiety.

7. To find out solution to this issue, parent education is specifically given to the Indian parents.

**Geeta Rani (2012)** stated that only the youth can make any country great and can change image of the country but now we see depression among the youth. Hence the parents, teachers, guardians all are worried about depression and the problem has become a national concern.

The study revealed that various factors like academic achievement, health issues, behavior and attitude are responsible for depression among youths.


In puberty period there is always a ringing of bell in the mind of the teenagers about the physical and mental changes, the impact of television, the pressure of friends in the group, the increasing expectations of other persons, the questions arise in their mind when they see themselves in the mirror, anxiety about their future. Due to all these things the teenagers feel stress. When such teenagers with stress, tension appear in front of their parents naturally there becomes a war like situation. But in this critical condition the emotional wisdom of children and parents leads the situation on proper path. This wisdom makes them realize the feelings of each other. The controlled behavior of parents helps the children to control their strong emotions and channelize them in a proper direction, to understand each other, to search for proper way and to select appropriate alternative to achieve their aim. So the role of parents is very important. The parents must become one with the emotional world of the adolescents. As parents, they must link with the wavelength of his child.

So many times it becomes difficult for the parents to handle the adolescents. They try to use all those useless weapons but it is futile. Whenever the parents intimately communicate with their children, to handle the problem, they should find out new weapon. They are: Check– Select –Use (go ahead). To check the channel of teenager is important. Parents should appreciate the adolescent boys and girls for their good qualities. This appreciation or praise is their emotional
need. Parents should always motivate the children and ‘salute‘ their efforts. Likewise teenagers like to prove their role in their group. In this age they try to understand themselves and at the same time the feeling creates in them that they are helping others. It is necessary to create proper atmosphere to bow the seed of this emotion. The parents should encourage their children is join the youth club, tracking groups, sports clubs.

The positive parental approach makes the adolescents smart and dutiful. Parents should understand the feeling of teenagers and firmly support them, help them. Then only the parent-child relation becomes healthy. They trust as well honor each other. Dr. Kelkar describes the approach of world famous psychologist Ham Jinot – The parents who have declared or undeclared war against the problems of their teenagers, the parents must remember that they will never win this war. There is only one way to win and that is ‘love’. Not with quarrel but with love they can create intimacy with their children. The parents should courageously and coolly handle the bundle of problems of their adolescent children.

To make the parent teenager relation more and more healthy, the parents should remember important things to take care of the adolescents with love and affection, to keep the home atmosphere light by cracking jokes, motivate the teenagers to follow the ideal behavior and build the ‘bridge of perception’. Then only there forms a fresh healthy relation between parents and teenagers.

Bhatnagat Mudita, Suman, (2012) in their study of self disclosure stated that education spreads enlightenment, removes the darkness of life. Educated person is having stable mind and balanced personality. So he is able to face the challenges in the life. Education helps in the social development which depends upon the social intelligence. Though all the stages of growth & development of an individual are important, adolescence is the most important and critical stage in the life. It is an important phase in his total life span. Education enables the adolescents to face various difficult situations and problems in their life. To make the adolescents’ life successful and make them socially intelligent, parents teachers and educationist have to play an important role. Socially intelligent adolescent discloses himself. Self-disclosure is an important characteristic of personality.

The researchers studied the self disclosure among the adolescents as well as social intelligence among them. They studied difference between self disclosure and social intelligence
of rural and urban adolescents, difference in social intelligence among adolescent boys and girls, relationship between self disclosure and social intelligence among adolescents.

By using descriptive survey method, the researchers studied 100 adolescents from rural areas (50 boys & 50 girls) and 100 adolescents from urban area (50 boys & 50 girls)

The researchers found that girls are more extrovert than boys. They can disclose their feelings more quickly than the boys.

The urban adolescents are more social and unreserved than that of rural adolescents. The urban adolescents disclose their feelings more quickly than the rural adolescents.

The adolescent boys are more socially intelligent than the adolescent girls. Boys are more independent and liberal. As compared to girls, the boys spend more time in social gatherings. The rural adolescents are more socially intelligent than the urban adolescents.

There is positive relationship between self disclosure and social intelligence. It shows that the person who is able to disclose his feelings to others is free from chaos, stress and strain. So that person is socially intelligent.

**Safia Mazid Nadhia Hussain Mattoo (2012)** studied on Personality and Academic Performance among Adolescents was undertaken to examine the unique contribution of personality traits (sociability, self confidence and ambitious) towards academic performance, to see the relationship between personality, gender and academic performance of adolescents and to assess the relationship between the type of school, personality and academic performance of adolescents. The results revealed a highly significant relationship among the three dimensions of personality i.e sociability, self confidence and ambitious. The type of school may be government or private they have a highly significant impact on the academic performance of respondents. Among male respondents, type of school was also highly correlated with their academic performance. Significant relationship was found between the type of school and self confidence of the respondents. Personality traits- (sociability, self confidence and ambitious) and academic performance were also found to influence each other significantly in case of male respondents studying in private schools and female respondents in government schools.

**Sharma Brinda (2013)** stated that socio cultural norms pertaining to appearance encourage the women to engage in potentially harmful behaviors such as eating disorders, cosmetic surgery and
international sunbathing to a large degree than men. In the present study, she understood the
differential perceptions and expectations associated with boys and girls in the context of society
and family. The gender based perception and the level in parent child and peer relationships will
have an effect on the individual’s neurotic tendencies.

The objectives of the research were

1. To study about any relationship between the individual’s physical attractiveness and his/
   her level of neuroticism, whether the parent child relationship pattern differs among
   adolescent boys and girl.
2. To study about the relationship between the individual’s degree of interpersonal stress
   and his/ her degree of neuroticism.
3. To find out if neuroticism differs significantly among adolescent girls and boys.
4. To study on psychological constructs like depression, anxiety, adjustment, self-concept,
   achievement motivation and overall psychological well being in females and on the
   significance of sensitization of both girls and boys on the issues of gender discrimination
   and stereotypes.
5. To focus on the importance of a cordial parent-child relationship to encourage
   assertiveness, coping skill and self acceptance especially among girls.
6. To examine the influence of perception of individual attractiveness and interpersonal
   relationship with parents on neuroticism in adolescent boys and girls.

For the study the researcher had selected 100 higher secondary students. (50boys and 50
girls) With incidental random sampling technique, she had chosen the students who were living
with both their parents and studying in regular schools. She employed Kundu Neurotic
Personality Inventor, Parent-child Relationship Questionnaire.

As per her research,

1. Mean neuroticism in adolescent females is slightly higher than the mean neuroticism in
   adolescent males.
2. The level of neuroticism would vary with gender.
3. The physical attractiveness would correlate with psychological health (neuroticism) and
   self acceptance is more significant for women than positive correlation between
neuroticism in males as well as females who reported a rejecting relationship with their parents.

4. There would be significant correlation among pattern of parent child relationship and neuroticism in adolescent girls and boys.

5. There is a positive correlation between physical attractiveness and neuroticism in females.

6. An association was found between the level of parent child relationship and neuroticism especially the dimension of rejection in difference, demanding and loving.

**Kaana Malik, (2013)** stated that when the children are in early grades, they learn about gender roles and took for appropriate behavior through which they develop the images about men and women afterwards. In the school the child learns more about socialization. In school environment, students share beliefs, fears, values and norms. The objectives of the study were

1. To study the students’ differential academic achievements and personality traits in the single sex and co-educational primary schools.

2. To study the differential academic performance and personality development of girls and boys in the single – sex and co-educational primary schools.

The researcher studied 4448 students (2185 boys + 2263 girls) for the study.

The academic performance was seen as per the marks obtained in the board examination. For assessing the personality of students Children Personality Questionnaire was used.

The study revealed that

1. The academic achievement of students in the single – sex schools were significantly higher than the students of co-educational schools.

2. The academic achievement mean score of students in co-educational schools was much lower that means the boys and girls had got better learning environment in the single sex schools.

3. The students in co-educational schools work in groups. So they were more influenced by each other.

4. The students in single – sex schools were moderately influenced by each other.
5. Difference in the overall personality traits of boys in both types of schools is large than
difference seen between the overall personality traits of girls in both types of schools.
6. There were better academic achievements and personality traits of students in the single-
sex schools as compared to the students in co-educational schools.
7. The co-educational schools had more adverse effect on girls than that of boys.

Naresh Kumar & Gurdeep Kaur, (2013) stated that in adolescent period the adolescents suffer
by socio economic status. Occupation, income and cultural features at home, these factors are
included in Socio-Economic Status.

The objectives of the study were
1. To study the stress management and socio-economic status of adolescents.
2. To study the stress management of government senior secondary school students, the
stress management of the students with respect to gender as well as locale.
3. To study the Socio-Economic status of Government senior secondary school students
with respect to gender and locale.
4. To study the relationship between stress management and socio economic status of
government senior secondary school students.

By using descriptive research method, the researchers selected the sample of 200 students
from Government Senior Secondary School by simple random method. They studied the boys
and girls from rural and urban areas.

The study revealed that
1. There was no significant difference in the mean scores of stress management of boys and
   girls and urban Government Secondary School students and also of rural and urban
   Government Senior secondary school students.
2. There was no significant difference in the mean scores of socio-economic status of rural
   and urban Government Senior Secondary school students.
3. The socio economic status did not play any significant role in managing stress of students
   of Government senior secondary schools.
4. There was no significant relationship between stress management and socio-economic
Sharma Priyanka (2013) in the present study stated that leadership is an important aspect of human behavior. Adolescence is the best period to introduce leadership & cultivate it among the adolescents. With the dynamic quality of leadership the individual can lead a group of people to achieve the desired goal. As the world is very competitive, the youth must develop leadership quality. The leadership quality helps the adolescents to develop their personality. It also helps in the future life of adolescents.

The objective of the study was to study the leadership styles of adolescent girls as well as boys studying in the school.

For the study, the researcher studied sixty students (30 boys and 30 girls) of the age 16-18 years from different schools.

The study revealed that
1. The adolescent girls are having authoritarian leadership style.
2. The adolescent boys are having democratic leadership style.

Solanki Rasana, Sharma Sunil (2013) studied the existing situation of women in India, need for her empowerment, realization of her powers and her contribution in nation buildings.

The aim of the study was
1. To study various programs launched by the Government for HER’S welfare
2. To assess their success regarding the report released UNDP in 2010.

According to the writer, Educational inequality is the major obstacle in the social and economic development of women. Gender equality and gender development are the prominent issues for the planners and policy makers.

The paper revealed that
1. The women should understand their own power and fight for her existence.
2. Nobody will give power to women.
3. There must be change in the minds of Indian Women themselves.
4. Empowerment would increase women’s visibility.
5. More bargaining power should be given to them within the household.
6. Women must think themselves powerful then the change will begin.
7. India might truly become an economic superpower only when every citizen in the country has given chance, the right & full participation in the economy.

Sangeeta, et al, (2013) The researchers stated that due to fast changing scenario and economic boom in respect of family set up, the mind of youngsters is disturbed. The adolescent girls are facing more problems in adjusting themselves as social liberation of females is at the peak now a days, in India. By now, they were not allowed to expose various aspects of their life which were rather hidden by this time. There is increase in nuclear families. It adds the burden in terms of non-availability of elder’s advice in case of any emotional chaos. In this way the gap between parents and children is widening day by day and children feel rather less secured. So they are facing more problems of adolescents and developing various psychological complications. They are lured by glamorous world due to the excessive household approach by multimedia and television. It is also increasing the complexity in their life which causes a major problem in their ‘Academic Achievement’ and propagation of higher studies.

According to the researchers, a good home life can help the child by pass many of pit falls of adolescence. Particularly a kind, warm , solid relationship with parents who show respect for their children, interest in their children’s activities, help the children to develop the personality positively. In such atmosphere children are more likely to flourish socially, self confident in their relationship with others and to be more co-operative with others.

The objectives of the study were

1. To study the family problems in relation to academic achievement of girls at senior secondary level, the school problems, social problems, personal problems in relation to academic achievement of girls at senior secondary level.

2. To study the effect of adolescents’ problems on academic achievement of girls at senior secondary level.

For the research, the researchers selected adolescent girls in 11th standard from the schools situated in Jaipur, Rajasthan. 120 girl students participated in the study.

From the study the researchers found that

1. Low, medium and high achievers of adolescent girls were significantly different in academic achievement in senior secondary level.
2. Significant difference was detected between mean scores on ‘family problem’ in adolescent girls.
3. Social problems and personal problems were significantly high in girls.
4. A strong relationship was found between dimensions of Adolescents’ problems through all the achievement groups of senior secondary school girls, except in High Achievers.
5. The study reheated a strong relationship through the entire ‘Achievement Groups’ of adolescent girls.
6. Social and personal problems were found significantly higher in adolescent girls.
7. All the adolescent problems were significantly higher in ‘Low Achievers’ in comparison to ‘Medium’ and ‘High’ Achiever adolescent girls.
8. In medium and high achiever girls, problems regarding all the sections were found low correlated or negatively correlated with ‘Academic Achievement.’

**Yeshpal (2013)** studied the personality of adolescent girls and boys comparatively.

The objectives of the study were

1. To compare the personality characteristics introversion – Extroversion and academic achievement of the children studying in Govt. and Private Senior Secondary Schools.
2. To study the development of personality of adolescents and their self adjustment towards school.

For the research study the researcher used descriptive survey method. He took sample of 200 students of 11th and 12th class from five schools of Gurgaon district. 100 students were from Govt. Schools. (50 boys + 50 girls) and 100 students were from Private Schools (50 boys + 50 girls)

The research reveals that

1. The adolescent faces many problems regarding adjustment in this period of life.
2. The adolescents of this modern age are not shy.
3. They mix up with other people easily and confidently.
4. They are always aware the things happen around them.
5. In extrovert category, in Government Schools, 25 students (16 boys 19 girls) had fallen in this type.
6. They feel free and more responsive to the things around them.
7. They can easily mix up with the people.
8. As compared to the boys, the girls seem to be more serious and responsible.
9. In the extrovert type of students concerned with private schools, 21 students were fallen in this category.
10. Among them 16 were boys and 5 were girls. It indicated that boys are more carefree as compared to girls.
11. Most of the students in both types of schools were ambient.
12. They react according to the situations.
13. The girls and boys do not differ significantly in their academic achievement.
14. They have achieved almost the similar marks.
15. The parent education should deal with the subject of educational pressure and comparing their own with the best ranked child.

2.5 Conclusion

In this chapter, the researcher has studied the related material to her research work. They give the background to the researcher to plan the present research study.

In the next chapter the researcher has discussed the method and procedure of the study.