CHAPTER II
HISTORICAL HIGHLIGHTS

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HISTORICAL HIGHLIGHTS

Whatever has happened is a history unto itself. The history is a guideline, teaching for the future. All researches are thus part of the history. A brief account of the researches done in respective field lead a light into the future research.

The researcher has peeped into the past with a view to obtaining an insight into her own research. It helps the researcher directly and indirectly in framing appropriate design. Different researchers have studied different variables and approaches. The summary of various researches at the end provide for a logical foundation for further research.

The present chapter is devoted to a comprehensive review of related literature. Only two researches have been carried out in the Nondirective Model at M.Ed. and M.Phil level. But a number of studies have been done in related fields of guidance and counselling. Many researchers have also studies adjustment and personality as their research problem. Some of these researches related to the present problem have been accounted here. For a proper understanding, the researches have been grouped in the following categories:

1. Nondirective Model;
2. Guidance and Counselling;
3. Personality;
4. Adjustment.
2.1.0 Nondirective Model:


The objectives of the study were:

1) The development of an environment in the classroom conducive to active learning.

For achieving this objective three experiments were conducted having the following objectives:

1. To develop a Model Group Discussion leader, (Experiment-1)
2. To implement the characteristics of the 'Model Group Discussion Leader' in a teacher in order to develop a 'Model Leader Teacher' (Experiment -2)
3. To test the applicability and feasibility of the 'Model Leader Teacher' using Lecture cum Discussion Method to develop an environment in the classroom conducive to active learning (Experiment -3).

This study was based specifically on 'Nondirective Teaching Model' of Carl Rogers and 'classroom Meeting Model' by William Glasser. The first two experiments were based on single group post test only design. In the third experiment randomised control group post test design was used.

The sample was selected randomly from amongst volunteers from student teachers studying for their B.Ed. and M.Ed. in the department of Education, DAVV, Indore.
The observation schedules on five point rating scale were developed in advance. Observation schedules 'A', 'B' and 'C' were developed for rating the characteristics of 'Model Group Discussion Leader', 'Teacher Behaviour' and 'Student Behaviour' respectively. Emphasis was laid on feedback to effect improvement in subsequent performance. For analysing the data significance of means and chi square techniques were used.

**Major findings of the study were:**

1. It was possible to develop successfully a 'Model Group discussion Leader' with the attributes.
2. It was possible to inculcate the characteristics of a 'Model Group Discussion Leader' in a trained teacher to develop a 'Model Leader Teacher'.
3. No significant difference was found between the two methods with reference to student behaviours like 'explaining', and 'eliciting' and 'reaching'.

This study was conducted with a view to try the efficacy of the theoretical modes of 'Nondirective Teaching' by Carl Rogers and 'Classroom Meeting' by William Glasser for effective improvement in the method of teaching in the teachers' training institutions. The need of the hour is to provide such training to the student teachers, which would help them in creating active learning environments in the classroom.

The Major objective of the study was:

1) To study the effectiveness of Nondirective Model of teaching in comparison to traditional teaching in pupils acadamic achievements.

The other objectives were:

1. To find out relationship between intelligence of the students and their achievement.
2. To find out relationship between intelligence and creative ability.
3. To find out creativity of the students.
4. To find out intelligence of the students.

The investigator used representative sampling technique. She selected one school, namely, st. mary school, Indore. The students of IX class were taken as subjects. Out of 74 students, 37 students of section A constituted controlled group and other 37 students of section B served as experimental group.

The investigator followed pretest posttest control group design and descriptive survey method. The following tools had been used for data collection.

1. Achievement test developed by the investigator.
2. Jalota's general mental ability Test.

The investigator selected 4 topics out of 10 of Economics course of class IX. She managed to prepare lesson plans on the line of nondirective Model of teaching and tried to maintain a nondirective environment in the classroom. The controlled group was taught through traditional method.

The major findings of the study were:

1. The effect of NDM of teaching was higher than that of traditional method. (significant at .10 level)
2. Relationship between intelligence and verbal creativity was negligible.
3. Relationship between intelligence and nonverbal creativity was negative and not significant.
4. Relationship between intelligence and academic achievement was positive and highly significant.
5. Mean intelligence of both the groups was normal.

2.2.0. Guidance and counselling:
Very few studies have been done in the area of guidance and counselling. In all 164 studies have been reported so far in this area. Out of these, 117 have been conducted at doctoral level and 47 as research projects. These studies are classified under ten areas.
1. Construction and standardization of Tests,
2. Vocational preferences/ Aspirations/ Choices/ Interests,
3. Vocational Development and Maturity,
4. Exceptional children,
5. Needs and problems,
6. Student Habits and Reading interests,
7. Student Appraisal,
8. Selection of students,
9. Mental Health and

The investigator found very few studies in the area of effectiveness or evaluation of guidance and counseling. Rare studies gave importance to the needs of guidance and counseling.


The Study revealed that,
1. Students needed guidance regarding their educational opportunities.
2. Students needed guidance to help them learn more of themselves, their interests, abilities, possibilities and limitations.
3. Students needed guidance to know possible future educational and vocational opportunities.

The study revealed that:
1. Students needed guidance for linking studies, understanding peers, preparing for examinations, improving study-habits and S.S.C. - What next?
2. Students needed guidance for developing vocational consciousness and for better self-concept.
3. Students needed personal guidance for choice of college, success striving and sex education.


The study concluded that:
1. All students at the high school level felt the need for guidance.
2. The gifted students felt the need for maximum guidance.
3. The boys felt the need for more guidance than girls.
4. Students needed maximum guidance in the vocational area and least in the family relationship area.

The researcher arrived at following conclusions:

1. Effective guidance programme is must for every secondary school. Active steps should be taken in this matter.

2. Guidance services should be started at the very beginning of school life as many of the problems originate in the early years and become more difficult to treat as time passes by.

5) Dasgupta, B., 'Pupils opinion and school Guidance service in West Bengal' The Bureau of Educational and psychological Research, Govt. of West Bengal, Culcutta, 1972.

The purpose of the study was to ascertain the opinion regarding different aspects of guidance services of a sample of 280 pupils of classes X and XI of 16 schools in which guidance services had been introduced. The study concluded that:

1. School guidance services needed more social acceptance.

2. A large number of guardians were quite guidance concious.

3. The attitude of the heads of institutions career - masters, other teachers towards school guidance services seemed to be quite satisfactory.

4. Pupils needed to be provided with wider programmes of cocurricular activities.

5. More facilities were needed for dissemination of occupational information.

6. Career masters required more time for guidance work.

7. The relationship of career - master and their pupils was satisfactory.
6) Tulsi, P.K., 'Differential Effect of Career Guidance Strategies on Vocational Maturity Patterns in Relation to sex, Intelligence and Need achievement', 1983.

A sample of 1405 students (743 girls and 662 boys) of ninth grade was randomly selected from Government high and higher secondary schools. These students were administered Raven's Standard Progressive Matrices, the Edward n-Ach Scale and Hukamchand career Maturity Inventory.

The major findings were:

1. The variable of sex did not contribute towards variance in scores on self-appraisal, occupational information, goal selection, Planning, problem solving and total competence test.

2. The effect of career guidance strategies was found to be significant on all the dimensions of vocational maturity, except for the goal selection component.


This study aimed at finding out the effectiveness of guidance and counselling on the academic achievement of underachieving preadolescents and adolescents.

The sample was drawn from class VIII (preadolescents) and class (adolescents) belonging to the families holding white-collar and blue-collar jobs.
The counselling consisted of ten sessions. The counselling approach was an integrated, eclectic one using both directive and nondirective counselling. The attempt was to study the interaction of ego, level of aspiration and self-concept. A test on level of aspiration, a case conference, personality models, quiz programmes, autobiography, photo language, games and group discussions were used during counselling sessions. The other tools were a test of intelligence and achievement tests for class VIII and class X.

The finding were:

1. The academic achievement of counselled preadolescent and adolescent under achievers was significantly greater than their counterparts.

2. The academic achievement of counselled adolescent under achievers belonging to families holding white and blue collar jobs did not differ significantly, whereas pre-adolescent under achievers belonging to the families of white and blue collar jobs differed significantly.


The main objective of the study was to find out the effectiveness of nondirective counselling technique on pupil teachers' adjustment.

Forty pupil-teachers were identified as maladjustmented out of 110 pupil-teachers selected from Janta College of Education,
through the administration of a diagnostic test — neuroticism scale questionnaire (NSQ — Hindi version — Kapoor and Kapoor). The forty maladjusted pupil-teachers were divided into two groups — experimental and controlled. The subjects of the experimental group were asked to wait during a sixty-day controlled period and then given the NSQ second time before beginning the counselling. The experimental group was counselled individually by following Carl Rogers' Nondirective technique.

The major findings of the Study were:

1. Out of 110 pupil-teachers, 36.36 percent were maladjusted.
2. There was no significant improvement in the experimental group as well as in the control group during the wait period.
3. The experimental group improved highly and significantly during therapy, while there was no improvement in the control group.
4. There was significant improvement in the experimental group during follow-up, while in the control group there was no improvement.
5. Males improved more than females during therapy.

9) Premlata, 'Teachers, Parents and Counsellors Approaches towards Personal, Vocational and Educational Problems of Adolescents, Ph.D., 1984.

The Investigator selected 924 students from the schools of Phagwara in Panjab. Out of these, only 35 students had grave and serious problems.
These students were studied using the case study approach. Others were studied through a survey approach using Mooney's Problem checklist. Other tools used were the Pro-Forms relating to the problems of adolescents for parents, teachers and the counsellors. The interviews were recorded on tapes.

Some of the major findings were:

1. Adolescents as a group had a large number of problems related to physical development, physical growth, intellectual development, emotional development, Social and moral development. These problems had various symptoms like emotional immaturity, social immaturity, intellectual inadequacy and other tell-tale.

2. Parents were not equipped for the role of counselling. They were ignorant about the problems faced by their children.

3. The teachers were also not in a position to identify the problems faced by the students. They were not exposed to any counselling practice either in theory or in practice.

4. It was only the counsellor who had been able to resolve most of the problems faced by the adolescents. The resolution of problems had covered all the fields - personal, educational and vocational.

5. There was little social relationship between parents and teachers. Parents blamed teachers for not informing them about the problems faced by their children. On the other hand teachers blamed parents for not calling on teachers from time to time.
6. The gap between parents and children was visible from the expressions of children like, 'I wish, I had not been born', 'I wish I had a different family background', 'the atmosphere in my home is not congenial' or a thought of suicide.


The study aimed at finding out the objectives programmes and infrastructural facilities of guidance services provided in Delhi schools. Further the investigator studied effectiveness of guidance services perceived by 100 counsellors 100 principals, 500 teachers, 500 parents and 1000 students, selected randomly.

The tools developed by the investigator were a questionnaire for school counsellors, an interview schedule for students, a perceived effectiveness inventory for parents, a perceived inventory for teachers and a perceived inventory for principals.

The data were analysed using percentage, ANOVA and t-test.

The major findings were:

1. Objective educational and vocational decision making was followed by most of the counsellors.
2. Most of the counsellors used intelligence tests.
3. Cumulative records cards were not used by most of counsellors.
4. Most counsellors judged the effectiveness of counselling services using the criterion that students made realistic subject choices.
5. A large number of counsellors tried their best to solve such problems as underachievement, adjustment, emotional maladjustment, financial problems etc. of the students.

6. A large number of counsellors did not have adequate physical facilities in the schools - such as separate rooms for counselling, for test materials and for displaying the materials.

7. No follow-up guidance programme was being implemented because most of the counsellors did not receive full cooperation from students and guidance functionaries in the school.

8. Counsellors felt that guidance programme was also useful in developing better self understanding among students.

9. Counsellors suggested orientation of teachers and principals for better cooperation in guidance programme.

10. No significant difference was found in the effectiveness of guidance programme if conducted by either man or women counsellors.


The main objective of the study was to find the determination of various guidance needs of the pupils of secondary and higher secondary schools. Pupils problem checklist was developed consisting of 240 items having nine different areas: (1) Physical health needs, (2) Families' needs, (3) Social needs, (4) Sexual needs, (5) Personality needs, (6) Educational needs, (7)
Financial needs, (8) future life needs and vocational needs and (9) Religious needs.
The checklist was employed on the sample of 720 pupils chosen from 24 schools situated in different areas of Ahmedabad city. For data analysis t-test and one-way analysis of variance were applied.
The findings were:
1. A significant relationship exists between grades of pupils in social, personal, educational, financial, vocational and religious needs.
2. Sex of the pupils was highly related with health, social, personality, vocational and religious guidance needs. Female pupils were being in need of much attention.
3. Father's education was related with familial, personality, educational and financial guidance needs.
4. The size of the family was found to be related with health family and social needs.
5. Birth order of the pupils was found to have no relationship with any kind of needs.
6. The pupils of single-sex schools needed much attention for health, familial and personality guidance needs while those of mixed schools for sexual and educational guidance needs.
7. Some of the problems which needed urgent attention were teachers' lack of knowledge, their misbehaviours with pupils' difficulties in the subjects of mathematics and sanskrit and defective teaching methods. Pupils coming from low socioeducational status needed polite treatment from teachers.
2.3.0. Personality

The researches accounted here have studied personality as a dependent variable. Only the major findings related to personality have been taken into consideration here.

Kumar (1954) concluded that no generalization could be made about the common personality traits shared by all the people of a particular nation. No similarity could be found in any two individuals. A common tendency in the psyche of the sample was peculiar confusion between the positive indentification with the mother and internalization of father’s super ego.

Banerjee (1963) found that the unemployed undergraduates were significantly less neurotic, more self-sufficient, less introvert, and more dominant than the employed.

Hussain (1963) revealed that factors such as locality, home, income, religion and age influenced personality of criminals and normals during adolescence. On personality scales, the tendency of normals rated higher than the criminals.

Mishra (1987) investigated that a person with high n-Ach was less authoritative, more reactive to frustration by stressing by obstacles on the way to his goal and less anxious than a person with low n-Ach.

Adaval (1973) reported that lack of confidence, submisiveness, group dependency, low ego-strength were significantly related confirmity behaviour, where as intelligence, conservatism,
conventionality and shyness were not related significantly with confirmity behaviour, separately.

Garhok (1973) studied that, (1) The personality make-up of the orphans as a group was different from that of non-orphans. The orphans showed psycho-neurotic trends in the form of exhibition of more negative emotion, feeling of anxiety, inferiority, dejection, helplessness, insecurity, shyness, reservness and emotional instability. (2) Orphan's personality was dominated by negative emotions. (3) Orphans were more aggressive and sensitive, less cheerful, less co-operative and less social in comparison with non-orphans.

Gupta (1975) examined that age as well as sex affected significantly the four second stratum factors of personality like adjustment vs anxiety, introversion vs extroversion, pathemia vs coteria and subdueness vs independance.

Harigopal (1975) concluded that self-ideal disparity (SID) significantly related with the personality factor of adjustment vs anxiety. The low SID subjects tended to have higher ego strength, emotionally more stable and mature than high SID subjects.

Shah (1976) concluded that mothers' authoritarianism effected the first fifteen factors of 16 P.F. except Q4, of children. The children of low authoritarian mothers seemed to be more mature, emotionally accepting, trustful, warm, cultured, radical and
independent minds than the children of high authoritarian mothers.

Tripathi (1976) determined that self-disclosure was significantly related to some personality variables of Bhotia students of Kumaun Hill Region. High and low disclosees had significant differences with regard to some personality factors namely, affected by feelings vs emotionally stable, vigorous vs doubting, tough minded vs tender minded and plasid vs apprehensive. (2) High and low disclosees had some common personality traits, namely, reserved vs outgoing, less intelligent vs more intelligent, sober vs happy, expedient vs conscientious, group dependent vs self-sufficient, undisciplined self-conflict vs controlled and relaxed vs tense.

Barlinge (1977) compared that children of emotionally balanced mothers tended to be less hostile than those of mothers making emotional balance. Children of anxiously possessive mothers tended to be tense, negativistic and hostile towards parents.

Bhagavathy (1977) found significant differences in the personality among five groups of adolescent girls, viz, high achievers, low achievers, problematic girls, girls who excelled in curricular activities and normal girls.

Sharma (1977) concluded that culture was a very important factor in moulding one's personality. The Khasi females were significantly more extrovert than the Naga females. No significant difference was found in the case of aggression.
Bhattacharya (1978) compared that the high creative secondary and higher secondary students were more warm hearted, more outgoing, more intelligent, less excitable and more adventurous than the low creative students. The low creative students were assertive, aggressive with weaker ego-strength, dependent, shy, withdrawn and quick in seeing danger.

Dhillon (1979) revealed that participants in physical activities scored higher on extraversion and neuroticism than the non-participants. Sex found insignificant in respect of extraversion and neuroticism.

Grover (1979) observed that parental aspiration showed significant correlation with personality traits of boys.

Jhag (1979) reported that sex, ruralurban area and scientific creativity did not influence personality factors on HSPQ of creative children.

Krishna (1979) concluded that the male and female students differed significantly in neuroticism, extraversion, security-insecurity and responsibility dimensions of personality.

Rani (1979) found that musically gifted girls both at school and college levels tended to be more reserved, cool, critical, sceptical, aloof, quick in grasping, fast learners and intelligent than non-gifted girls.

Singh (1979) evaluated that the highly superstitious college and
university teachers were significantly different from low supersstitious college and university teachers in fifteen personality dimensions of 16 P.F. test except one dimension simple vs sophisticated.

Aurora (1980) investigated that non-devients possessed comparatively better integrated personality than devients. Non devients had good self-sentiment attainment, strong ego and superego, social boldness, emotional detachment, mature emotional expression and realistic in dealings. They were radical submissive and desurgent devient boys suffered from dryness of emotionality. Their level of intelligence for matters of adjustment remained of a lower order. Self sentiment, ego and superego showed shunted growth and non-effective integration. They remained typically dominant and guilt-prone.

Banga (1980) concluded that the boys studying in English-medium central schools were found to be reserved, uncompromising, emotionally less stable, excitable, overactive and unrestrained, aggressive, toughminded uncontrolled and careless of social rules. The girls studying in English-medium central schools were out going, cooperative, emotionally stable, enthusiastic, tenderminded, restrained, forthright and tense. The boys studying in Hindi-medium Government Schools were out going, impulsive emotionally stable excitable, overactive, strong-headed, tenderminded, shrewd polished, tense, adventurous and socially bold. The girls studying in Hindi-medium Government School were
emotionally less stable, excitable, assertive, creative, tender-minded, shrewed, having weak ego and trusted.

Kabu (1980) found that personality factors were not found to have any consistent pattern in mathematically gifted students of different classes.

Madhu (1980) compared that personality characteristics of high creative students differed from low creative students. The creative children were controlled, striving to get acceptance or approval, ethically standard, ambitious to do well; concerned with social images, considerate of others, foresighted, conscientious, relaxed, unfrustrated and composed. Whereas less creative boys were sixothyme, temperamental and desurgent.

Varma (1980) studied that (1) sportsmen participated in the college and university level were more dominant, happy-go-lucky, tough-minded, and less sentimental than non-sportsmen. (2) Sportsmen and non-sportsmen did not differ significantly on personality traits like reserved vs outgoing, less intelligent vs more intelligent, emotionally less stable vs emotionally stable, shy vs venturesome, trusting vs suspicious, practical vs imaginative, conservative vs experimenting and indisciplined vs socially precise.

Bali (1981) studied common personality factors of highly creative persons in different fields. The six factors were identified as emotionality, sensitivity, egoideal, emotional introversion,
creative mood and social will. Further he concluded that (1) Poets possessed factors like emotional sensitivity, creative mood and social will (2) painters profiles consisted of the factors like emotional sensitivity and creative mood. (3) scientists' profiles of personality consisted of common factors like ego-ideal, emotional introversion and social will and (4) Musicians profiles of personality showed ego-ideal and social will.

Pramanick (1981) found that Hindu, Muslim and cristian differed significantly in attitude towards family, social self-esteem, aggression and authoritarianism.

Ram (1981) found mean differences between the scores of four factors of 16PF test viz, reserved vs out going, expedient vs conscientious, conservative vs experimenting and indisciplined vs controlled of the male and female respondents. The remaining twelve factors were not significant. (2) Out of 16 PF, eight factors, namely, reserved vs out going, less intelligent vs more intelligent, expedient vs conscientious, practical vs imaginative, placid vs apprehensive, conservative vs experimenting and relaxed vs tense were found significantly different with reference to the disciplines of the respondents.

Talwar (1981) concluded that sportswomen at college level were good natured and easy going, emotionally stable and realistic, cheerful and frank, duty bound and responsible, assertive venturesome and spontaneous. Both sportswomen and non sportswomen were equally intelligent, trusting, adaptive and
obvious of physical realities.

Giani (1982) examined that sex, age, culture, neuroticism and psychoticism were significant on extraversion of the Indian and foreign students.

Johnson (1982) observed that sports participants in high schools were more adjusted, free from abnormal tendencies more sociable and thoughtful than non-participant students.

Madhosh (1982) compared that (1) the populars of Jammu and Kashmir region were intelligent, out going, warm hearted, socially bold and relaxed, where as those of Ladakh region were conservative, socially not bold, critical and intelligent. (2) The neglectees of Jammu and Kashmir region were dull, cool, tense, submissive and timid, where as those of Ladakh region were out going, freedom lovers and sensitive, (3) the isolates of Jammu and Kashmir region were withdrawing tense and shy but those of Ladakh region were liberal, out going and happy-go-lucky.

Banga (1983) revealed that the boys became more suspicious, self opinionated, more tense and frustration driven and more radical after the physical training programme. This programme negatively affected the emotional control of boys and the traits like, out goingness, warm heartedness and easy goingness of girls. The girls became more practical, careful and conventional, suspicious, self-opinionated and artless after the physical training programme.
Gupta (1983) reported that scholastic achievement and n-ach significantly influenced the personality factors, viz, A,B,C,E,O and Q3 for boys and A,D,F,I,O and Q2 for girls.

Hossain (1983) studied that the secondary school teachers and teacher trainees of Bangladesh differed significantly in personality variables, viz, sociability, cheerfulness, happiness, anger, jealousy and intelligence.

Khan (1983) found that educationally backward pupils of grade VII to X were more reserved, detached and aloof, less intelligent, emotionally unstable, more excitable, impatient, more aggressive, shy, timid, threat-sensitive, tender minded, insecure, internally reflective, worrying and guilt-prone, socially group dependent and careless of social values and tense.

Pathak (1983) investigated that orthopaedically disabled children studying in normal school were slightly reserved, emotionally stable, obedient, expedient and vigorous.

Malik (1984) observed that (1) The personality patterns of populars were more outgoing, intelligent, emotionally stable, assertive, happy go-lucky, conscientious, venturesome, doubting, apprehensive, self-reliant, controlled and tense. (2) The rejectees were outgoing, average on intelligence, emotionally less stable, excitable, tough minded, high on doubting depending, undisciplined and tense (3) The isolates were reserved, more intelligent, emotionally stable, shy, tough minded, doubting,
placid, obedient, sober, conscientious, group dependent, undisciplined and relaxed. (4) The neglectees were reserved, less intelligent, emotionally less stable, assertive sober, expedient, shy, toughminded, vigorous, stick to their own decisions, undisciplined and relaxed.

Sahney (1984) concluded that the delinquents showed significant differences from non-delinquents in respect of extraversion vs introversion, social maladjustment, automism and deaial.

Singh (1984) investigated that boys with high and low social attitude were self-relient and self confident. The girls with high and low social attitude were tender, dependent and influential. Boys and girls with better social attitude had high morality, high sense of duty and high responsibility.

Tiwari (1984) found sex significant A, B, E, Q1, and Q4 factors of personality of the pupils on HSPQ. Irrespective of sex privileged and deprived pupils differed significantly on personality factors like C, D, G, and Q3 on HSPQ.

Tiwari (1984) studied that neuroticism and extraversion were not good predictors of personality dynamics of the groups, viz, unemployed, under employed and employed. Unemployed and under employed educated youths felt more psychological insecurity as compared with employed cases.

Gupta (1985) found significant differences between bright and dull students of XII std. as regards to needs difference,
abasement, nurturance, change, endurance, needs exhibition autonomy, affiliation and heterosexuality.

Singh (1985) revealed that personality traits influenced by intelligence. High intelligent boys and girls were suspicious, skeptical and controlled. The low intelligent group was outgoing, happy-go-lucky and apprehensive. High and low intelligent boys differed on B,F,O,Q3 and Q4 personality factors. High and low intelligent girls differed on A,C,G, and Q3 personality factors.

Vishal (1985) reported that yogies differed from general population in mean scores on certain factors of personality, which were interpreted but no names were given.

Dubey (1986) studied that males were more reserved, detached, critical and cool where as females were conscientious, persevering, rulebound, tolerant of traditional difficulties and respecting established ideas.

Prakash (1986) found sex, SES and sports participation of college students significant in E,G,H,M an N factors of personality on 16PF test.

Sadhu (1986) indicated that there existed a similarity in the personality traits of mothers and children under mutual acceptance, where as dissimilarity existed in the personality traits of mothers and children under mutual rejection and incongruent parent-child relations. The study also concluded that
acceptance and rejection of children, size of the family, sex and birthorder affected significantly the personality traits of the children.

Sharma (1986) investigated that sex and locality of the leaders did not influence their personality traits.

Shikari (1986) revealed that tribal students of Gujarat state irrespective of their sex and background were found dogmatic, to feel more alienated, to feel more insecure and to show greater anxiety as compared to the non-tribal area.

Sinha (1986) observed that high prejudiced males and females scored significantly higher on anxiety and feeling of insecurity than low prejudiced males and females. High prejudiced males were tough minded, outgoing, more intelligent, assertive, happy-so-lucky, suspicious, conservative, controlled and tense. High prejudiced females were outgoing, more intelligent, assertive, tender-minded, imaginative, shrewd, experimenting, self-sufficient, controlled and tense.

Tripathi (1986) found that tribal and nontribal children differed significantly in personality patterns.

Zahir (1988) indicated that maternal acceptance helped in the development of dominance, self confidence and tendency of extraversion of the students of higher secondary schools.

2.4.0 Adjustment

The researches accounted here have studied adjustment as a dependent variable. Only the major findings related to adjustment
have been taken into consideration here.

Hussain (1963) concluded that factors such as locality, home, income religion and age influenced the adjustment of criminals and normals during adolescence. On adjustment scales, the criminals rated higher than normals.

Mishra (1967) found that a person with high n-Ach possessed good adjustments.

Pandey (1970) found that supernormal and normal adolescents did not differ in home, health and emotional adjustment. Normal adolescents were better adjusted in social adjustment than supernormals.

Jain (1971) observed significant gains in the self assessment adjustment of the students who attended Acharya Rajaneesh's Meditation Camp. Significant improvement was reported by the students with respect to sleep and dream, life aim, health, reading habits, food habits, work efficiency and adjustability.

Pathak (1971) revealed that populars were significantly superior to the neglectees, isolates and rejectees in home, social, emotional and school adjustment.

Garhok (1973) reported higher dissatisfaction among orphans in home, social and health adjustment.

Nair (1975) arrived at a conclusion that the creative pupils differed significantly from the non-creative pupils in respect of
adjustment variables, viz, covert sense of personal freedom, freedom from antisocial tendencies, school relations and community relations.

Khan (1976) studied that (1) there was a significant differential effect of parental deprivation on the level of adjustment. (2) Partially and fully deprived children did not differ significantly with respect to adjustment. (3) Rural children were less adjusted than urban children (4) Female children had superior adjustment as compared to males.

Bhagavathy (1977) revealed that the five groups of adolescent girls, viz, high achievers, low achievers, problem girls, girls who excelled in cocurricular activities and normal girls differed significantly on the number and nature of the problems in the areas of adjustment like, health, family, social, educational, vocational, financial, fears, religion and morals, boy-girl's relationship, recreational and materialism-spiritualism orientation.

Nathawat (1977) found no significant differences in the areas of home, health, social, emotional and school adjustment among high, moderate and low creative individuals.

Sharma (1977) studied that (1) The adjustment of harijans, schedual caste and backward class students was unsatisfactory (2) Faculty difference, educational level and SES of the students were not related to adjustment. (3) The sex had significant effect on adjustment.
Tulpule (1977) concluded that girls were found to be 80 percent emotionally, 30 percent socially, 25 percent maladjusted at home and 58 percent maladjusted in the area of general adjustment. Family income played a significant role in maladjustment of the girls.

Asha (1978) examined that highly moderately and less creatively groups of boys and girls did not show significant difference in health, social and school adjustment.

Singh (1978) evaluated that the superior children of secondary school did not differ from average children in the case of home, school, health, social and emotional adjustment.

Bhatnagar (1979) reported that the overall adjustment of the student leaders was significantly better than social confirmists and delinquents.

Dhillon (1979) concluded that participants in physical activities scored significantly higher in all aspects of school adjustment, viz, academic matters, adjustment with schoolmates and teachers, adjustment with school and administration and adjustment with self than non-participants.

Dutta (1979) studied that the Brahmin children had significantly higher personal social adjustment than the harijan children.

Kalra (1979) investigated that faulty rearing, emotional deprivation, organic deficiencies, social and economic impoverishment resulted in habit disorders, speech defects,
sleep defects, scholastic backwardness and psychosomatic problems irrespective of sex, birthorder, family size and structure.

Krishna (1979) found sex significant in home, health, social and emotional adjustment.

Pandey (1979) determined that (1) Rural students were better adjusted in emotional, health and school adjustment. (2) Urban students were better adjusted in the aesthetic adjustment.

Rani (1979) compared that musically gifted girls both at school and college levels were less adjusted than non-gifted girls in emotional and social adjustment.

Sharma (1979) examined that (1) Boys and girls of higher secondary class differed significantly on their adjustment slopes. (2) Girls were significantly superior to boys at the age of 13 were as in late adolescence from 16+ to 18+ boys showed significantly better adjustment.

Singh (1979) concluded that high and low superstitious college and university teachers were significantly differed in home, health, social, emotional and occupational areas of adjustment.

Veereshwar (1979) arrived at following conclusions, (1) Adjustment problems for girls existed in all the areas but the percentage of extreme cases was meagre. (2) Girls belonged to rural and urban area differed significantly in family, emotional and social adjustment except health adjustment.
Kabu (1980) compared that the mathematically gifted students at secondary and higher levels of education were better adjusted than non-gifted students.

Kumar (1980) studied that (1) The academic adjustment of the female students was significantly much better than the male students. (2) The normal (or stable) students had better academic adjustment than the neurotic (or unstable) students. (3) The introvert students had better academic adjustment than the extravert student.

Saun (1980) found that high and low achievers and male and females differed from each other with respect to health, social, emotional and home adjustment.

Gupta (1981) studied that adolescents from joint families were significantly better on educational, social, health, emotional and home adjustment than adolescents from independent family type.

Kamalesh (1981) found that scheduled and non-scheduled caste students irrespective of rural-urban area differed significantly in adjustment problems.

Pandey (1981) reported that (1) the teachers of the government secondary schools were better adjusted than those of private secondary schools in the areas of home, social and educational adjustment where as they had similar levels of adjustment in emotional and health areas. (2) Sex played significant role in
family and emotional adjustment and area was significant in home and social adjustment.

Sharma (1981) attempted to find out sex, area, viz, tribal, rural and urban, emerged as a significant correlates of adjustment of the youth of Himachal Pradesh.

Sharma (1981) inquired that NCC college cadets had greater adjustment problems than the non NCC college students in the home, emotional and educational areas, except health and social areas.

Sharma (1981) concluded that sex, area (rural-urban) and status (primary, secondary and college teachers) of the teachers were found significant on occupational, health, home, emotional and social adjustment.

Sujatharani (1981) observed that, (1) home adjustment of boys was higher than that of girls, (2) school adjustment of adolescents below the age of 16 was higher that that of their older counterparts, and (3) community adjustment was not influenced by age, religion and economic status except sex.

Talwar (1981) reported that sportswomen and non-sportswomen were equally adjusted in home as well as in profession (2) Sportswomen had better adjustment in health, society and emotions than non-sportswomen.

Nayak (1982) found no significant difference in the adjustment of urban and rural married teachers of lower division and upper
division categories, (2) married lecturers and married teachers were found to have some adjustment problems with their environment.

Kumari Sudha (1982) studied that populars differed significantly from neglectees, isolates and rejectees in home, social, health, emotional, school and total adjustment.

Banga (1983) revealed that the boys improved their scores on adjustment after teacher training programme in physical education, on the other hand girls went down in their adjustment scores. Both boys and girls had improved their physical fitness index as a result of training.

Pathak (1983) evaluated that orthopaedically disabled children studying in normal school had good emotional adjustment and average educational and overall adjustment.

Siri Rassamee (1983) observed that the first and forth year students in colleges of education in Thailand had adjustment problems related to educational aspects. The senior trainees had better adjustment than the junior ones. Arts trainees had better adjustment than science trainees.

Sultana (1983) studied that girls were better adjusted than boys with regard to home.

Annamma (1984) found that female students were seen to be better adjusted than male students in all areas, viz, educational, health, home; financial, sexual, emotional and social problems.
Bhatnagar (1984) arrived at a conclusion that the size of family and birthorder affected the adjustment of the students. The broken family was positively related to poor adjustment.

Gangopadhyay (1984) found that rural higher secondary student had better adjustment than urban students.

Rawal (1984) studied that the emotionally disturbed students studying in intermediate college did not differ significantly as regard to their level of adjustment. School environment influenced the total adjustment of emotionally disturbed students.

Singh (1984) found that the rural student were more adjusted than urban college students in all four areas of home, social, college and emotional adjustment.

Chadda (1985) found no significant difference in the emotional adjustment between the various subgroups of teachers, viz, male rural male urban, female rural - female urban, male rural - female rural, male urban - female urban, urban - rural and male - female teachers.

Desai (1985) found sex and SES significant in adjustment of the students. It was proved that formal and informal sex education programme was effective in changing the adjustment of the students of std. VII, IX, X and XI.

Kumar (1985) revealed that (1) The gifted children were better adjusted in health and least adjusted in school than average
students (2) The gifted and average boys had better adjustment in health, emotional and school area than their counterparts. There was no difference in social and home adjustment in both the groups.

Mohanty (1985) evaluated that the intervention programme for reducing the level of anxiety improved the adjustment and academic performance of children at higher levels of schools.

Pandit (1985) observed that (1) Sex was significant in social and emotional adjustment of adolescents, (2) The school adjustment of adolescents was the most satisfactory followed by health, home emotional and social adjustment respectively.

Sahai (1985) revealed that high masculine and high feminine subjects were found to be better adjusted as compared to low masculine and low feminine subjects. The pattern of relationship of masculinity/femininity with adjustment was different for male and females.

Babel (1986) concluded that the best adjustment of foreign students from all the universities of Rajasthan was in the academic area and the worst in the physical area. The typical problems of adjustment which were experienced by more than 60 percent of the foreigners were lack of accommodation, inadequate medical care, non-availability of telephone facility, lack of clean water and water cooler, unappetizing food and home sickness.
Grewal (1986) investigated that SES of the undergraduates students affected their levels of adjustment. No relationship was found between physical fitness and adjustment of the students.

Padhy (1986) reported that (1) schooling and age did not have effects on adjustment of elementary school children (2) Ethmic background seemed to be more influential in terms of childrens' adjustment in the areas of home, peers, teachers and general situations.

Sunita (1986) studied that girls were better adjusted in home than boys, while boys were socially and emotionally better adjusted than girls.

Donga (1987) revealed that (1) female trainees were more adjusted than male trainees, (2) there was no significant effect of marital status, level of education, status in family and age on adjustment, (3) socially backward trainees were more adjusted than non-backward trainees, (4) trainees of different colleges differed significantly in adjustment, (5) the middle income group was most maladjusted, (6) trainees who resided in hostels were highly adjusted.

Rai (1988) compared that blind students were less adjusted on the dimensions of family relationship, emotional stability, adjustment to reality, mood and confirmity. Sighted children showed poor adjustment on school relationship and leadership than blind children.
Sarswat (1988) concluded that the boys' self-concept was positively related to social adjustment, while the self-concept of girls positively related to home, health, social, emotional, school as well as total adjustment.

2.5.0 Summing up

The through scrutiny of the historical highlights of the studies related to present problem may be summarised as follows:

Only two researches have been carried out on Nondirective Model. The following conclusions can be derived:

Chaudhari (1978) concluded that it was possible to inculcate the characteristics of a 'Model Group Discussion Leader' in a trained teacher to develop a 'Model Leader Teacher' on the basis of Nondirective Model. Sahani (1986) revealed that the effect of Nondirective Model of teaching was higher in pupils' academic achievement in Economics than traditional teaching.

In India, research in the field of guidance and counselling is still at a primary stage. Out of 11 researches presented in 2.2.0 six studies were conducted on effectiveness of guidance and counselling and five studies were conducted for finding out the needs for guidance and counselling.

Sudha (1959), Gajjar (1967), D'Souza (1969), Rana (1971) and Tripathi (1986) surveyed the needs for guidance and counselling. The summary of the conclusions derived from their studies are as follows:
1. Students needed guidance regarding
   - educational and vocational opportunities,
   - to learn more of themselves, better self concept, interests, abilities, possibilities and limitations,
   - for linking studies such as preparing for examinations, improving study-habits, after S.S.C., What next ?,
   - for the choice of college, success striving,
   - for sex education
   - for family relationship and understanding peers.
2. The gifted students felt the need for maximum guidance.
3. The boys felt the need for more guidance than girls.
4. Effective guidance programme is must and active steps should be taken for this.
5. Guidance services should be started at the very beginning of the school life as many of the problems originate in the early years and become more difficult to treat as time passes away.

Dasgupta (1972), Tulsi (1983), Fernandes (1984), Prasad (1984) Premlata (1984) and Gupta (1985) studied the effectiveness of guidance and counselling. Following conclusions can be drawn out from their studies: Dasgupta (1972) found that:

1. A large number of guardians were quite guidance conscious.
2. The attitude of the heads of the institutions, career-masters, other teachers towards school guidance services seemed to be quite satisfactory.
3. More facilities were needed for dissemination of occupational information.
4. career masters required more time for guidance work.
5. The relationship of career masters with their pupils was satisfactory.

Tulsi (1983) concluded that career guidance strategies were found to be effective in all the dimensions of vocational maturity, except for the goal selection component. Sex was insignificant in all dimensions of vocational maturity.

Fernandes (1984) reported that academic achievement of counselled preadolescent and adolescent underachievers was greater than their counterparts.

Prasad (1984) revealed that the experimental group improved higher during therapy and follow-up, while there was no improvement in controlled group. Further, it was found that males improved more than females during therapy.

Premlata (1984) found that adolescents had a large number of problems. Parents were not equipped and were ignorant about the problems faced by their children. Teachers were not in a position to identify the problems of adolescents. Parents and teachers blamed each other's responsibilities. Only counsellor could resolve most of the problems of adolescents related to personal, educational and vocational.

Gupta (1985) indicated that objective educational and vocational decision making process was followed by most of the counsellors. Most counsellors used intelligence tests and did not use
cumulative record. Though a large number of counsellors did not have adequate facilities, they tried their best to solve the problems. No follow-up guidance programme was implemented. Guidance programme is useful for better self-understanding. Male and female counsellors were equally effective. The researcher further indicated that orientation programme should be organised for teachers and principals.

Personality was an attractive field for the researchers to study. Out of 53 researches presented in 2.3.0 some researches gave importance to the study of personality traits of different people, some studies were related to the influence of various independent variables on different factors of personality and some researches were aimed at finding out differences of different personality factors of different people. Following conclusions related to personality can be drawn:

Kumar (1954) said that no generalization could be made about common personality traits shared by all people, whereas Bali (1981) identified six common factors of personality of highly creative persons. Khan (1983) and Pathak (1983) studied the personality profiles of educationally backward pupils and orthopaedically disabled children respectively.

Many researchers had tried to study the influence of various independent variables on different personality factors of different people.
Sex was found significant with respect to different personality factors (Gupta; 1975, Jhag; 1979, Krishna; 1979, Ram; 1981, Giani; 1982, Tiwari; 1984, Dubey; 1986, Prakash; 1986 and sadhu; 1986). Whereas Dhillon (1979) and Sharma (1986) did not find effective influence of sex on different personality factors.

Hussain (1963), Gupta (1975) and Giani (1982) concluded that different personality factors were found to be significantly influenced by age.

Sharma (1977) and Giani (1982) proved culture to be a significant factor in moulding one's personality.

Hussain (1963), Jhag (1979) and Sharma (1986) reported that locality influenced the various factors of personality.

The other variables, viz, home, income, religion (Hussain; 1963), mothers' authoritarianism (Shah; 1976), disciplines (Ram; 1981), neuroticism and psychoticism (Giani; 1982), Physical training programme (Banga; 1983), Scholastic achievement and n-ach. (Gupta; 1983), intelligence (Singh; 1985), SES and sports participation (Prakash; 1986), acceptance or rejection of children, size of the family and birth order (Sadhu; 1986) significantly affected different factors of personality.

The variables, viz, self ideal desparity (Harigopal; 1975), self discloser (Tripathi; 1976), parental aspiration (Grover; 1979), emotional balance and anxious possessiveness of mothers (Barlinge; 1977) were found to be significantly related to different personality factors.
Many researchers put emphasis on finding out differences between/among different people with reference to various personality factors. The scrutiny of the researches related to above mentioned objective of personality may be concluded as follows.

There are significant differences with reference to different personality factors between/among different people. The results are:

- High n-ach and low n-ach persons: Mishra (1987)
- Orphans - nonorphans: Gorhok (1973)
- High achievers, low achievers, problematic girls, normal girls and girls who excelled in curricular activities: Bhagawathi (1977)
- High creative low creative: Bhattacharya (1978) and Madhu (1980)
- Sports participants and nonparticipants: Dhillon (1979) and Johnson (1982)
- High and low superstitious teachers: Singh (1979)
- Deviants and non-devients: Aurora (1980)
- English medium and Hindi medium from government and central school: Banga (1980)
- Mathematically gifted and non-gifted: Kabu (1980)
- Sportsman and nonsportsman: Varma (1980)
Abundant work has been done in the field of adjustment. The investigator reviewed 59 studies related to adjustment. Out of 59, 4 researches tried to improve the adjustment by various methods or by educational programmes, 4 researches studied the adjustment profiles or problems, 17 researches tried to study the influence of various independent variables on various areas of adjustment and rest of the researches put emphasis on finding out differences with regards to various adjustment areas of different people.

Jain (1971) found gain in self-assessment adjustment by Acharya Rajaneesh's Meditation camp. Banga (1983) concluded that training programmes in physical fitness produced differential influence on adjustment of boys and girls, but equally improved in physical
fitness. Desai (1985) revealed that sex education programme was effective in changing the adjustment. Mohanthy (1985) showed that the intervention programme for reducing the level of anxiety improved the adjustment and academic performance.

It can be reviewed that:

The adjustment of Harijans, schedule caste and backward class students was unsatisfactory (Sharma; 1977), married lecturers and unmarried teachers had adjustment problems (Nayak; 1982), orthopaedically disabled children had good emotional adjustment and average educational as well as overall adjustment (Pathak; 1983) and 60 percent of the foreigners experienced the typical problems of adjustment (Babel; 1986).

Sex influenced significantly with regard to various areas of adjustment (Khan; 1976), Sharma; (1979) Krishna; (1979), Kumar; (1980), Saun; (1981), Pandey; (1981), Sharma; (1981), Sharma; (1981), Sujatharani; (1981), Sultana; (1983), Anamma; (1984), Desai; (1985), Pandit; (1985), Sunita; (1986), and Donga; (1987), whereas sex was found insignificant in influencing adjustment by and Chadda (1985). The variable rural-urban area was found significant with regard to various areas of adjustment (Khan; 1976, Pandey; 1981, Sharma; 1981, Sharma; 1981, Gangopadhyay; 1984, Pandey; 1979, Singh; 1984). Nayak (1982) and Chadda (1984) did not find rural-urban area to be significant in influencing adjustment. SES was found to be significant by Sharma (1977), Desai (1985) and Grewal (1986). Age did not play a significant role in influencing
various areas of adjustment (Sujatharani; 1981, Padhya; 1986) and Hussain (1963) found that age was significant in influencing adjustment. The other variables were: locality, home, income, religion (Hussain; 1963), parental deprivation (Khan; 1963), faculty, educational level (Sharma; 1977), family income (Tulpule; 1977), faulty rearing, emotional deprivation, organic deficiencies, social and economic impoverishment (Kalra, 1979), status of job (Sharma; 1981), size of family and birthorder (Bhatnagar; 1984) school environment (Rawal 1984) ethnic background (Padhy; 1986) and self-concept (Saraswat; 1988). Religion, economic status (Sujatharani; 1981), physical fitness (Grewal; 1986) and schooling (Padhy; 1986) did not have their effects on adjustment.

The following conclusions related to different areas of adjustment were found to be significant with reference to different variables. They are between/among:

- High n-ach - low n-ach
  Mishra (1967)

- Populars, neglectees, rejectees and isolates
  Pathak (1971) and Kumar Sudha (1982)

- Orphans - nonorphans
  Garhok (1973)

- Creative - noncreative
  Nair (1975)

- High and low achievers, problem girls, normal girls and girls who excelled in curricular activities
  Bhagavathi (1977)

- Student leaders, social confirmists and delinquents
  Bhattnagar (1979)

- Participants in physical activities-nonparticipants
  Dhillon (1979)
- Bhrahmin - Harijans Dutta (1979)
- Gifted-nongifted Rani (1979) and Kumar (1985)
- High-low superstitious college teachers Singh (1979)
- Mathematically gifted nongifted Kabu (1980)
- High-low achievers adolescents from joint families and form independent families Saun (1980)
- Schedule-nonschedule caste Kamlesh (1981)
- Superior -normal Singh (1981)
- NCC cadets-non NCC cadets Sharma (1981)
- Sportswomen-nonsportswomen Talwar (1981)
- Senior and junior from different disciplines Siri Rassamee (1983)
- Masculine-feminine Sahai (1985)
- Socially backward nonbackward, trainess of different colleges and resided at hostel and at home Donga (1987)
- Sighted-blind Rai (1988)

Above researches found significant differences between the two, whereas Pandey (1970) did not find significant difference in adjustment of super-normal and normal as well as Asha (1978) found no differences among high, moderate and low creative groups.
It is clear from the above discussion that only two studies had been done in the area of NDM at M.Ed and M.Phil level. Chaudhari (1978) used NDM of teaching to develop a 'Model Group Discussion Leader' and Sahani (1986) used it for teaching Economics. So the investigator thought it desirable to work on NDM with a different angle.

Moreover, it can be observed from the review that less efforts were made in the past to study the effectiveness of guidance and counselling. Further these studies are too small in number to provide sufficient empirical evidence. The researchers had used different counselling techniques on different kind of subjects. Hence no generalization can be made out. The only common conclusion can be drawn from these studies is that the different guidance and counselling techniques produced differential effects with reference to the related area. In the light of this, the investigator thought to work on NDM with reference to this study as a guidance technique.

It is clear from the studies related to personality and adjustment that much work had been done in this area. The wide range of the samples of these studies varied from pre-school children to college students, blind, delinquents, orthopaedically handicapped, neurotics, normals, supernormals and from different religion and so on. But less coverage has been given to the contribution of the factors that improve personality and adjustment. So the investigator had humbly tried to fill this gap.
There is no doubt that the historical highlights certainly enlightened the investigator in deciding the problem, specifically, in selecting the sample, choosing appropriate design and suitable techniques for analysis of the data as well as in planning and implementing for the present investigation. The details of the methodology followed in carrying out the present investigation are given in preceding chapter - III.