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REVIEW OF LITERATURE
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-: REVIEW OF LITERATURE :-

2.1 INTRODUCTION:

Today man has been able to make impossible things possible. Today it has become almost very easy to obtain information regarding anything. In the olden days the information of reference nooks was very difficult. Today due to computer revolution the information of reference books is on the tips of the fingers. In short it has become quite easy.

In the research work due to previous study regarding has become very much useful. Previous study is a land mark for present research work. Through e-journals the information regarding study and the researches carried out in various subjects has become within reach. The researcher tries to find out the integral reference literature. They want to know how, where and when the research was carried out. Thus the study of reference literature is very much important. The following things are necessary to know.

2.2 IMPORTANCE TO STUDY OF REVIEW OF LITERATURE:

For any study reference literature is a large sphere. It portrays necessary picture of research problem. It is necessary to understand ‘thoroughly’ how important reference literature is! Without clearly understanding its aims and objectives research work cannot be carried out effectively.

The mystery of our cultural development is hidden in reference. To attain the aims of reference, the doors of knowledge is always open and it yields good results (Raval 2003).

Water R. Burg says, “The reflected literature in any field forms the foundation on which all future work will be built”.
It is necessary to study the previous research work to clearly understand the purpose of research, its limitations etc. Related study of literature plays important role in making the researcher understand the real method of research.

Reference literature levels to development and progress in any field of life. No academic research is carried out in vacuum. Other’s principles, ideology become our path-leaders. We learn from others too. The researchers have thoroughly gone through the study of the previous reference literature and have prepared summary.

2.3 THE SPECIALITY OF PREVIOUS RESEARCHES:

2.3.1 The scientific value of previous research:

Many times previous researches have been most useful, helpful and path-showing for the researcher. In experienced researches are under illusion that they are carrying out their own original research. But their illusion is shattered through reference literature. It educates new researcher regarding various process of research. It gives not only intellectual information but it educates him regarding right decisions, possible faults and mistakes. The researcher is warned against all weak points. He learns many things from previous researches.

Previous research provides related factors, variables and distinct information. Research means to fill in the gaps in previous knowledge. It informs the researcher regarding the depth of the study and related literature.

When the researcher studies his subject of research he receives knowledge regarding his subjects and through reading literature guides him on the right path.

New knowledge is obtained from the subject in whom some work is carried out. No research is carried out in vacuum. It emerges from the past research. The researcher becomes firm in his research
and this strengthens his ideology. The area in which the researchers is carrying out his research, it may happen that some research has already been carried out in that area, then different new types of work can be done.

Is the repetition required? One can know about it. If there are some defects remained in it, they can be removed through attempts. The researcher pets guidance for his each process. Previous researches are helpful to a researcher to set his research. Previous conclusions too are helpful and useful to him. He can use them for society.

2.3.2 **Usefulness of previous research**:

The research work is not completed only by presenting previous researches. The previous researches should be thoroughly studied and its details should be presented. Previous research motivates the researcher e.g. if the doubt arises in the conclusion of previous research, then the researcher is motivated for new research. For deeper scrutiny and more surety new researches are carried out. Due to limited fields study is carried out in limited fields only. If another new field is selected and taking new topic, new fresh research is under taken then only new conclusions are possible. ‘New work in the same area’ is a matter of motivation. Repetition in the same area is advisable or not be known. Labour, money and time should be wisely utilized so previous study should be minutely examined. In previous research the result might have been contradictory to the proposal of the researcher. For clarification new research is carried out. And through new conclusions different problems can be solved and clarified. New research bearing new attitude is carried out.

2.3.3 **Previous researches can be challenged**:

May researches were undertaken during 1930 and 1940 regarding the impact of social norms on behaviour. It was generalized
that a person behaves according to social norms. Social norms influence his decisions. When a person is in the peer group he is influence by group. Aesh, the researcher challenged the above statement of Sherif. Aesh suspected the methodology and said that there was more influence of experiment process than group. The subject had to give decision regarding the progressiveness of the points of light kept in darkness. Aesh said that the subjects found it difficult to give any decision. Here individual will not follow his group and give his decision. He can give individual decision. Aesh challenged the research of sheriff. Aesh found that there was no influence of group on 2/3 decisions. While the influence of group was continued on 1/3 decisions.

2.3.4 Previous research can be made more clear through current research:

Previous research is evaluated and results are obtained but sometimes the process is not clear. More explanation of the process is required. Various components are inter-related on the result of the research. Which component is responsible for result is difficult to say, hard to decide. When there is ambiguity of this type new research is undertaken and it is possible to find out which component is responsible for result.

2.3.5 Repetition can be carried out:

Any research can be repeated. Previous research and its method can be altered once again research can be undertaken. At that time previous research is useful. Previous research is deeply studied.

2.3.6 The conclusion of previous research and its relation is studied:

The aim of repetition in research is to test the original research. Its aim is not to improve or change the formation of research. The main
aim is to test the conclusion of previous research. New research is carried out for this purpose.

The researchers of social science took interest in this matter. This type of attitude affects mutually. In one research it was examined whether there is any change in the mentality of people regarding the Americans, if the foreigners live in America. The conclusion was that due to this type of contact there was remarkable change in the mentality of foreigners regarding the Americans.

2.3.7 To know the causes of the results beyond expectations:

The results of any problem may be a failure. Due to this result research is motivated.

Harlow and his companions did practical research on the baby monkey to know the effect of absence of love. The proposal was that ‘If the baby monkey is kept away from mother’s love it develops soft psychological disorder’. In the childhood such baby monkeys were brought up by artificial mother. Yet according to Harlow they did not suffer from any such psychological disorder. The result was beyond Harlow’s expectation.

In another research the baby monkeys were kept away from other monkeys. It was not expected that they will develop mental disorder and it will influence their behaviour. When these baby monkeys matured some soft mental disorder characteristics appeared in their behaviour. In these two researches the result was beyond the expectations of researchers. This motivates many new researches (Shah-2000).

In short, select clear method for problem. Refer the previous researches and know about the planning of research. Many researchers have undertaken important researches regarding various emotional
intelligence and social adjustment. The essence of some important researches is given here.

2.4 REVIEW OF LITERATURE:

A review of literature is an important prerequisite for actual planning and then execution of any research work. The research workers need to acquire up-to-date information of what has been thought and said in particular areas so that they can derive benefit from the work of their predecessors.

2.4.1 REVIEW OF SELF-CONCEPT:

(1) Shivani Mishra, (2001), Effects of an Intervention programme on self-concept of pre- Adolescents, Unpublished Thesis, S.P. University, V.V. Nagar, Sample :- Pre adolescents (Age- 13year) in school at Anand in Gujrat. The Sample consisted of 60 normal Students from 7th class for an experimental Group and control group. Tools :- Self- concept test. Results :- Two- week intervention program was given to enhance the self- concept. Results revealed that a significant positive effect was found after the intervention programme on the self- concept development in experimental group. Various types of positive interventions are useful for the development of self-concept among pre-adolescents.

(2) Dr. Milan T. Mistry, (2008), A study in context of certain variables of self-concepts of the students of Std XI of General stream of Higher Secondary Schools, Reader Department of Education, Guj Uni Ahmedabad. Sample :- In this study, the students of std XI of general stream were selected as a sample and for this purpose Ahmedabad city was selected. From each zone one school was selected & the city was divided into
five zones and The Scholl of Ahmedabad city have been selected by stratified random sampling method. This Comprises of 119 male and 76 female students of std XI thus 195 students have been selected on the basis of school standard and sex. **Tools:** -(i) Self Concept inventory by J.H. Shah.(ii) Personality measurement questionnaire by Dr. R.N. Thakur.  
**Statistical Analysis :-** Mean and Standard Deviation and ‘t’ test.  
**Results :-** There is a significant relationship between self-concepts levels and sex of the students of std XI studying in higher secondary school. It is seen that the high self-concept of the boys of std XI was found very less. Whereas that of the girls of std XI was found high. The medium self-concept of boys of std XI was found to be more where as that of the girls of Std XI was found to be less.

(3) Backson Muchini, (2005), *Unaccompanied Mozambian children in Zimbabwe the Interface with street children.*  
**Sample :-** Mozambican children in Zimbabwe are found in refugee camps, urban centers, commercial farms, Communal areas and children’s institutions. They range in age from early infancy to 18 years and they are predominantly males. **Tools:** Case History Method.  
**Conclusion:-** Both the reasons for and types of parent child separations are examined. Individual case histories are presented to highlight the children’s social, emotional, Psychological and Physical experiences the researcher’s findings indicate that they are seen as a unaccompanied. The article highlights the Vulnerabilities of unaccompanied children but also provides examples of their coping strategies. It concludes with concrete recommendations.
on policy and programmatic intervention strategies for this marginalized group. The children are seen as a rejected & dejected. They are also found suffering from feeling of alienation.

(4) Salmani - Borough, N. Sharifi Neiestank, ND. Kazemnejad, (2009), Self- Concept and influential factors on it in the street children aged 6 -12 years. Sample:- This research is a descriptive and cross sectional study towards determining the effective factors of the self- concept of street children aged 6-12 years who were referred to the khajouye kermani culture house of Tehran. In this regard, 140 street children between the ages of 6-12 were selected. Statistical Analysis :- Mean score, Standard deviation criteria. Tools :- Self- Concept questionnaire

Results and discussion :- The Method used for the collection of data was a questionnaire which included personal, family and societal information and questions related to the self-concept of the children. The data were collected by interviews with the children. In accordance with the average and the deviation criteria achieved, the level of self-concept was divided into four groups,(1) extremely negative (2) negative, (3) positive and (4) extremely positive The results showed that half of the subjects (50%) had very negative Self - concepts of themselves and only 2.2% of them had a very positive self-concept levels. Therefore the street children had a very low self-concept level. Also as concerns the factors affecting self- concept was also a meaningful relationship between self-concept and some factors such as gender, education, level of income, duration of work, level of happiness within the family, counseling, reaction to the
child’s mistake, having necessities for the home, adequate nutrition and clothing, having street friends before work. Therefore street children are at risk as regards their mental and physical development because they suffer from low Self-concept levels and require special attention because of the vast responsibilities nurses can play an important role to improve the health of these children. The familiar in which counseling was used have shown remarkable improvement in the development of positive self-concept. So children need special intervention in between 6-12 years age for the development of positive self-concept development.

(5) MB Ubangha, RE Oputa, (2008), Differences in self-concept, Academic orientation and Vocational interests of Normal and Institutionalized street children in Lagos Metropolis, Sample :- 120 children randomly selected from 2 rehabilitation homes, 2 private and 2 public schools within Lagos Metropolis was used. Statistical Analysis :- Chi-square, ANOVA, Tools :- (1)Bakare’s (1977) Vocational Interest Inventory, (2) Lipsitt’s (1985) Self-concept Scale for children, (3) Hare’s (1985) Self-esteem Scale. Results :- The study investigated differences in self-concept, academic orientation and vocational interests between normal children and institutionalized street children in Lagos Metropolis. Results showed similarities in the self-concept of all classes of children investigated irrespective of gender. However, the children differed in academic Orientation and vocational interests. These findings were discussed in the light of their implications for bridging the gap between street and normal children and recommendations were also made.
(6) Gupta, Arun Kumar (M.A.M College) Impact of yoga practices on adjustment patterns and self-concept. Journal of Indian psychology, Vol. 25, No. 1&2 January & July-2007, 74-83. Explores the impact of yoga on adjustment and self-concept. The study was conducted on 100 subjects (60 males and 40 females) doing a fourth-month Hindi certificate course in yogic studies at Bihar Yoga Bharti, Mungar, Bihar. The Bell adjustment inventory adopted by Mohsin and Hussain(1970) and Mohsin Self-Concept Inventory (1980) were used for measuring the variables. Results indicated that the practice of yoga had a significant impact on different areas of adjustment as well as in building a positive image about oneself. The findings of the present investigation warrant further research in the area.

2.4.2 REVIEW OF ADJUSTMENT:

(1) Nirmala Devi (2011), Associate Professor, Hindu College of Education, Sonipat, Haryana, India, A study of adjustment of students in relation to personality and achievement motivation. Healthy Adjustment is necessary for normal growth of an individual in the life and education. Education trains persons for healthy adjustment in various life situations of the present and future. This logic implies that education and adjustment are interlinked and complementary to each other. Therefore, it is imperative for educators and researchers to understand the trends in adolescents’ adjustment and the factors contributing to their good mental health. The study conducted by the investigator was a sincere attempt to understand the problems of adjustment faced by adolescents in areas- Emotional, Social, Educational and General/ Total sphere.
Educational personnel can review and plan for reforms in school educational programmes accordingly it would help in developing social and emotional maturity among the learning youth. The sample consisted of 699 students studying in high school classes in the state of Haryana. To study student’s adjustment in the educational, social and emotional areas in relation to their personality and achievement motivation three tests - Adjustment inventory for school students A.K.P. Sinha and R.P. Singh, Agra; Eysenck’s Personality Questionnaire (Junior) for E and N Hindi adaptation by Dagar and Achievement Motivation Test- P. Mehta, Delhi were applied. It was found that achievement motivation has no effect on the adjustment, Extraversion has positive effect on social, educational and general adjustment and Neuroticism has negative effect on the emotional, social, educational and general adjustments. Effect of other secondary aspects on adjustment like sex and school location are also analyzed and found that rural students proved better than the urban students on social, Educational and General/Total adjustment.


- Objectives :
  1. To compare the emotional, social and educational adjustment of class X students with respect to their gender.
  2. To compare the total adjustment of class X students with respect to their gender.
• **Methodology:**

The researcher employed descriptive survey method for the present study. In this study, adjustment is the dependent variable whereas the gender served as the independent variable.

• **Sample:**

The population of the study constituted of all the class X students studying in Rohtak city. The present study was conducted on a random sample of 100 students (boys=50 and girls=50) of class X of secondary schools of Rohtak. The age of the students ranged between 14 &15 years.

• **Tools:**

Adjustment Inventory for School Students (AISS) by A.K.P Sinha and R.P.Singh.

• **Findings:**

1. No significant difference was found in the emotional adjustment of boys and girls of class X.
2. There was no significant difference in the social adjustment of boys and girls of class X.
3. No significant difference was found in the educational adjustment of boys and girls of class X.
4. The boys and girls of class X don't differ significantly with respect to their total adjustment.

(3) M.V.R. Raju and T. Khaja Rahamtulla (2007), Andhra University, Visakhapatnam, *Adjustment Problems among School Students*. The present study is intended to examine the adjustment problems of school students from urban and rural schools of Visakhapatnam district. Adjustment is a process by which a living organism maintains, a balance between the needs and the circumstances. The variables included for the study apart
from adjustment (family, social, academic, financial and emotional) are age, gender, class, type of school etc. The study was conducted on a sample of 461 students (197 boys, 264 girls) randomly selected from the various government and private schools from urban and rural areas of Visakhapatnam district, Andhra Pradesh. A standardized questionnaire developed by Jain (1972) was adopted for this study. The data was analyzed to examine the influence of individual factors on adjustment variables. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

(4) Sangeeta and Chirag(2012), Senior Research Fellow, Department of Education, M.D University, Haryana, India and Assistant Professor, Indus College of Education, Rohtak, Haryana, India, A study of adjustment problems of college students in relation to gender, socio-economic status and academic achievement. The 21st century- a computer age is bound to make students behave like a machine demanding excessive concentration and speedy reaction. This would naturally pose a greater threat to the students’ ego and adjustive mechanism. Thus, the problem of adjustment is of immense importance for all of us and it is felt that the students must be helped in developing good adjustment besides the intellectual progress. In this context the investigators have conducted a study of adjustment problems among college students. The main objective of the study was to identify the adjustment problems
among undergraduate college students and its relationship with academic achievement. For this purpose Descriptive survey method of research was used. A sample of 120 students of B.A 1st year (60 High SES & 60 low SES) was selected from 160 students selected randomly from six colleges located in Rohtak city. The methodology includes ‘t’ test and Pearson product moment correlation method. Analysis of results indicates that college students have a satisfactory level of adjustment and there is a significant relationship between academic achievement and adjustment of college students. The study revealed significant differences in the college adjustment in relation to gender and socio economic status.

(5) Yadav, Ramesh Chandra (2010), "A comparative study of adjustment of Secondary school teachers" The quality of good professionally competent teachers depends on some factor where the degree of level of adjustment present in the school environment. In the present study. It has been observed that there is no significant difference between male, Female and Rural, Urban Secondary School Teachers. Sample for the study Cosmist of 100 Secondary School Teachers. In which 50 from rural Area and 50 from urban area. Adjustment of Secondary school Teachers was lesured by M.T. A.I. (shor fore) developed by Dr. S. K. Mangale. The results shows that There is no significance difference between adjustment of male and female Secondary school teachers and there is no significance difference between adjustment of Rural and Urban Secondary school teachers.

Respect to Women’s Educational Level and Employment Status” Department of Human Development and Sociology, Punjab Agricultural University, Ludhiana, Punjab, India. In this study, families with employed and non-employed women across different educational levels from Ludhiana city were compared on their existing level of marital adjustment. For it 300 Sikh families (N = 300) were selected according to the working status of woman in the family and divided into two categories of families, that is, families with employed women (n1= 150) and families with non-employed women (n2= 150). These two categories of families were selected by drawing equal numbers of families (n1i, n2i = 50) from each of the three levels of education (With reference to woman in the family) viz. post-graduation and above (Level I), up to graduation (Level II) and metric and below excluding illiterate (Level III). A socio-demographic questionnaire was used to identify families for the sample under study. Level of marital adjustment in the selected families was assessed using marital adjustment questionnaire. Arithmetic mean, standard deviation and t-test were used to analyze the data. The findings revealed that sexual dimension of marital adjustment among husbands and wives was unaffected by wives’ education level and employment status. On the contrary, it was observed that wives employed and educated up to Level I or Level II and their husbands were significantly more socially adjusting than wives non-employed and educated up to Level III and their husbands respectively. Husbands showed no variation on the emotional dimension of marital adjustment with wives’ educational level and employment status, whereas, wives
were seen to be more emotionally dependent on their husbands when they were educated up to Level III or were non-employed.

(7) Adesoji, A. Oni (2010), “Peer group pressure as a department of adolescent social adjustment in Nigerian schools” Department of Educational Foundations, Faculty of Education, University of Lagos, Akoka-Yaba, Lagos, Nigeria, Asian Pacific Journal of Educators and Education, Vol. 25, 189–202, 2010. This study investigated peer group pressure as a determinant of adolescents' social adjustment in Nigerian schools, with a focus on the Ikeja Local Government Area of Lagos State. Two null hypotheses were tested using a random sample of one hundred and twenty adolescents from four secondary schools in the Ikeja Local Government Area. The instrument was a self-designed questionnaire. The collected data were analyzed using an independent t-test and a Pearson Product Moment Correlation Coefficient. The results of the analysis showed that peer group pressure among adolescents is related to their social adjustment and that the gender of the adolescents affects their social adjustment as well. Based on these findings, the following recommendations are made: parents should serve as role models for their children to emulate; parents should be watchful of the types of friends kept by their adolescent children; and parent-child relationship should be cordial enough to permit adolescents in discussing their problems with them. In addition, the management of adolescents (secondary school students) should be the joint responsibility of parents, guidance counselors, school administrators and society at large.

Department of Education, Annamalai University, Annamalai Nagar, Tamil Nadu, India. In the present study social adjustment of higher secondary school students was investigated. Roma Pal (1985) Social adjustment inventory have been administered to a random sample of 600 higher secondary school students. It is found that there is a significant difference between male and female students on their social adjustment. There is no significant difference between joint family and nuclear family students and students in the first and second birth order and third and above birth order on their social adjustment.

(9) Irfana Akram and Muhammad Akram Naseem (2010) the aim of conducting this project is to find out the level of Self-concept and Social adjustment of handicapped persons living in Lahore city. The study is also aimed at finding out the role of Rehabilitation centers/institutions in building the self-concept among handicapped persons. This study also finds out the factors effecting the social adjustment of handicapped persons and the relationship between the self-concept and social adjustment of handicapped persons living in Lahore city.


This presentation proposes that, as practitioners and researchers in gifted education, we differ significantly from our counterparts in other areas of special education, such as teachers of intellectually handicapped or hearing impaired students, in
our failure to recognize and respond to the different levels or degrees of the condition we study.

We recognize, for example, that the intellectually handicapped student has learning needs which are different from those of his or her age-mates of average intellectual ability, and the further such a child is from the average the more we acknowledge that he or she needs a special educational setting. We may mainstream a child of IQ 70 or 60, but few educational systems would propose full time mainstreaming of children of IQ 40. Yet the majority of children 60 or more IQ points above the mean are in heterogeneous classrooms.

The study has found striking differences between the self-esteem of the radical accelerants and non-accelerants. In general the radical accelerants obtained positive but modest scores on the academic sub-scale of the Coppersmith Self-Esteem Inventory; they were comparing their achievements with those of their older classmates. The subjects who scored more than one standard deviation beyond the mean for their age were, in general, non-accelerants who compared themselves with age-peers of average ability. By contrast, the radical accelerants had positive and healthy levels of social self-esteem whereas the majority of the non-accelerants had scores of more than one standard deviation below the mean, with a number of children obtaining scores that were disturbingly low. The social self-peers sub-scale of the SEI assesses students' perceptions of their social acceptability; not surprisingly the children's scores reflected the degree to which they were accepted or rejected by their classmates.
Social acceptability was also found to be related to the students' level of moral development. In almost all cases, the subjects' scores on the Defining Issues Test were several years beyond the mean for their ages. Those students whose moral reasoning was unusually accelerated, and who were retained in the regular classroom, had the most severe difficulties with social acceptance. Children of similar ages, with similar DIT scores, who had been radically accelerated, were much more likely to be accepted and valued by their classmates.

The results of this study suggest that whereas ability grouping with age-peers, or a moderate degree of acceleration, or a combination of these and other intervention procedures, may be an appropriate response to the academic and social needs of moderately gifted students, they are not adequate to the needs of the exceptionally and profoundly gifted. Extremely gifted students require a carefully designed and monitored program of radical acceleration, linked to ability grouping and individualized instruction. Keeping them with age peers is not the way to "socialize" these children. If we isolate them from true peers in the heterogeneous classroom we place them in the position of being the one-eyed man in the country of the blind who, far from being king, is feared and ostracized because he has vision or, perhaps, because of what he can see.

(11) Johanna, Hansson & Dan Spinelli Scala (2009), "Social Adjustment at a Decentralized EU Institution", Department of business studies, Uppsala University. This study investigates which out of seven predetermined factors influence the social adjustment of expatriates at a decentralized EU institution. Much of the existing literature that deals with
expatriate adjustment departs from the assumption that the expatriates are entering an organization which is greatly influenced by the culture and customs of the country in which it is located, and that the expatriate is in minority in terms of nationality. In the decentralized EU institutions on the other hand (1) the culture of the organization and host country are markedly different from each other, and (2) the organization consists of mostly expatriates rather than host country nationals. Three sources of data are used; secondary sources, questionnaires and interviews. The results show that all seven factors which were investigated to some extent influenced social adjustment. The unique nature of the decentralized EU institutions could be the reason to why organizational cultural novelty was perceived as more important for interaction adjustment and general cultural novelty more important for general adjustment. The unique nature also could also be the reason to the negative relationship between spouse adjustment and general adjustment, possibly because the expatriate families are more inclined to live in an international “bubble” when both work and social connections are multicultural.

(12) Nwoke, Mary Basil, (2011), “Ethnic Group, Age and Gender Differences in Social Adjustment of Teenagers in Nigeria”, Department of Psychology, University of Nigeria Nsukka, State Enugu, Nigeria, published in international Journal of Psychological Studies Vol. 3, No. 1; June 2011. The study investigated ethnic group, age and gender differences in social adjustment of teenagers in Nigeria. A total of 1,500 male and female Secondary School students from three minority ethnic groups, the Tiv, the Ogoni and the Yala, were used for the study.
The participants were 750 Junior Secondary three (JS III, 375 males and 375 females, 13-15 years) with a mean age of 14 years, and 750 Senior, Secondary three (SS.III, 375 males and 375 females; 16-18 years) with a mean age of 17 years. The Social Adjustment Scale developed and validated by the researcher was used to test the social adjustment of students. Results showed, that there was significant ethnic group difference (F2, 1488) = 8.86 P< 001, and age difference (F1, 1488) = 7.41 P < .04 in the social adjustment of teenagers. The interaction effect, of ethnicity x age was significant (F2, 1488)= 3.9 P < .04, age x gender interaction was significant (F1,1488) = 5.03 p<.04.Ethnicity x age x gender interaction also significant (F2, 1488)=4.03p<.04 Schaffer test of comparison showed that Ogoni teenagers scored highest in the social adjustment scale.


Method: Data from two studies were analyzed. Reliability analyses included internal scale consistency, test—retest and parallel forms. Convergent and criterion validities were examined with respect to disorder severity.

Results: Cronbach's α measure of internal scale consistency ranged from 0.70 to 0.94. Test—retest correlation was 0.73. Interactive voice response administrations of the WSAS gave correlations of 0.81 and 0.86 with clinician interviews.
Correlations of WSAS with severity of depression and obsessive—compulsive disorder symptoms were 0.76 and 0.61, respectively. The scores were sensitive to patient differences in disorder severity and treatment-related change.

**Conclusions:** The WSAS is a simple, reliable and valid measure of impaired functioning. It is a sensitive and useful outcome measure offering the potential for readily interpretable comparisons across studies and disorders.

(14) **Roland Yeow, Roger KO, Sharmaine LOH, (2011), “An exploratory study of social adjustment among Youth in residential homes”, Research Department, Boys’ Town Singapore at Town 622 Upper Bukit Timah Road Singapore, published in Educational Research (ISSN: 2141-5161) Vol. 2(9) pp. 1488-1497 September 2011.** The purpose of this study was to examine differences of social adjustment factors between youths living in residential care setting and the non residential care youths. Out of 468 youths who participated in this study, 127 were living in residential homes (Mean age = 15.46 years, SD= 1.54) and 341 youths were not (Mean age= 13.76, SD=0.63). They were surveyed on social adjustment factors of family support, peer support, teacher support sense of belonging and student’s motivation to learn. Focus group discussions were also held. A two way between multivariate analysis of variance was performed to investigate age and group differences in social adjustment factors. Results showed that residential care youths had a more negative perception of teachers compared to non-residential care youths; residential care youths had a more positive perception of family bonding compared to non-residential care youths. For residential care youths, there was
also an increase in self-initiated learning behaviors as age increased. Results indicated that residential care youths were not as maladjusted as initially thought and lent support to the strengths based approach to working with youths.

(15) Vaghela, Parikshit M., (2009), “A comparative study of social adjustment of Literate and illiterate people”, Department of Psychology, Gujarat University, Ahmedabad, published in Souvenir of 13th International and 44th National conference of IAAP, Aurangabad, 30,31 January and 1 February 2009. The present investigation is to find out the difference in the adjustment of literate and illiterate people. The sample consisted of 240 people. Out of which 120 were literate people and 120 were illiterate people. For this purpose of investigation “SOCIAL ADJUSTMENT INVENTORY (S.A.I.)”. By Dr. R.C. Deva was used. The obtain data was analyzed through ‘t’ test to know the mean difference between literate and illiterate peoples. The result shows that there is significant difference in social adjustment level of literate and illiterate people.

(16) Kaji, S.M., (2009), “A study of social adjustment of married and unmarried people in Ahmedabad city”, Department of Psychology, L.D. Arts college, Ahmedabad, published in Souvenir of 13th International and 44th National conference of IAAP, Aurangabad, 30,31 January and 1 February 2009. The present investigation is to find out the difference in the social adjustment of married and unmarried people in Ahmedabad city. The sample consisted of 240 people out of which 120 were married and 120 unmarried. For this purpose of investigation “Social Adjustment Inventory” by Dr.R.C.Deva
was used. The obtained data was analyzed through ‘t’ test to know the mean difference between the two groups. The results show that there is significant difference in social adjustment level of the married and unmarried people; and Married-Unmarried Males and Married-Unmarried Females.


The present study is to find out the difference in the social, emotional and marital adjustment of government v/s nongovernment employees living in Gujarat state. The sample consisted of 900 people out of which 450 were government employees and 450 were nongovernment employees. For this purpose of investigation “Social Adjustment Inventory” by Dr.R.C.Deva was used. The obtained data was analyzed through ‘t’ test to know the mean difference between the two groups. The results show that there is significant difference in social adjustment level of the government and nongovernment employees; in government employees social adjustment is more in relation to nongovernment employees and there is significant difference in marital adjustment level of the government and nongovernment employees; in government employees marital adjustment is more in relation to nongovernment employees.

(18) Vaghela, Naresh G. (2010), “A study of Adjustment of the student studying in secondary and higher secondary schools of Ahmedabad city in relation to certain variables”, unpublished M.Phil. Thesis, Gujarat University, Ahmedabad. The present study is to find out the difference in
the adjustment of secondary and higher secondary schools students. The sample consisted of 160 secondary and higher secondary schools students. Out of which 60 were Secondary students and 60 were higher secondary schools students. For this purpose of study “High school adjustment Inventory” by A.K. sing and A. Sen gupta was used. The obtained data was analyzed through‘t’ test to know the mean difference between secondary and higher secondary schools students. The result shows that there is no significance difference in family, health, social and emotional adjustment level of secondary and higher secondary schools students.

(19) Gupta, K. M., (1978), “An effect of Economic status on family, emotional and social adjustment”, unpublished Ph.D. thesis, Sardar patel University, Anand. The aim of the study is to find out an effect of Economic status on family, emotional and social adjustment. The sample consisted of 400 persons. Out of which 100 were teachers, 100 were students, 100 were business man and 100 were government employees. For this purpose of study “Adjustment Inventory” by Saxena was used. The obtained data was analyzed through‘t’ test to know the mean difference between an effect of Economic status on family, emotional and social adjustment. The result shows that economic status made difference in adjustment level. There is significance difference in, social and emotional adjustment level of government employees and business man and adjustment level of students was so poor.

(20) Malek, T. Jdaitawi and other (2011), Department of Counseling and Psychology, College of Arts and Science University Utara Malaysia, Emotional Intelligence in
Modifying Social and Academic Adjustment among First Year University Students in North Jordan. The present study examines the influence of emotional intelligence training in increasing social and academic adjustment among first year university students in North Jordan. A total number of 289 first year university students who were randomly selected from the two universities in North Jordan comprised both the experimental and control group. The results of the study indicate significant mean differences between the two groups having emotional intelligence as a variable. Additionally, the results indicate no significant differences between experimental and control group on social and academic adjustment variables. Supported by no significant mean difference according to gender between participants but the results indicate significant mean differences according to age between them. Although the descriptive statistics results show no significant differences as expected; the experimental group is revealed to be more effective with participants in all the research variables. Therefore, it is recommended that emotional intelligence training should be utilized as adjunct strategy in enhancing student social and academic adjustment among adolescents and adult students.

2.4.3 REVIEW OF MENTAL HEALTH:

(1) Wig N.N and Nagpal, R.N., studied mental health in failing university students of Post Graduate Institute of Medical Education and Research (1970). Method: To compare the findings in the successful and unsuccessful students, with a view to assess the significance of emotional and psycho-social factors in determining their academic performance. Mandsley
personality inventories, Cornell Medical Index Health Questionnaire, were administered to a sample of 1180. Results:
The main findings of the study were 1) among the high achievers there was a significantly higher incidence of fathers with professional executive occupation. A high percentage of failing students listed their fathers as belonging to business occupations and having no formal education. In most of the cases low achievers had fathers of agricultural background. In the social relations the failed students were more often reported as the extremes, either as social and mixing or as isolated and lonely.

(2) Sinha, A.K. and Bhan, R.N., studied, mental health in the university students (1978). The main objective of the research was to assess the mental health of university students and to find out its psycho-social dynamics. Method: The sample consisted of 259 male and 118 female and 293 male engineering students. The students were administered Maslow’s Security-Insecurity Inventory, on the basis of scores, students were divided into two groups, insecure and secure. These two extreme groups were administered

(3) T.A.T., and Crown and Crisp Middlesex Hospital Questionnaire. Results: The findings of the study were 1) The engineering boys were significantly superior in mental health to the university boys. 2) Emotional insecurity was more prominent among children from agricultural community. 3) Emotional security-insecurity was evenly spread among the children from the business community and the service community.

(4) Sarkar, A.K., studied relationship between mental health and some family characteristics of middle class school-going
adolescents (1979). Method: The sample consisted of 212 boys and 188 girls. By administering Mental Health Inventory, the children were divided into healthy and unhealthy groups. Then these children were interviewed through children’s interview schedule. Results: The findings were 1. The mentally unhealthy group of children had higher family tension than the healthy group. 2. The children from families with syncretic division of functions had better mental health.

(5) Veereshwar P. studied in 1979 about the mental health and adjustment problems of college going girls. Method: A sample of 406 girls in the age group of 18 to 20 years was drawn from the under graduate students of Meerut University. The research tools used were A standardized adjustment inventory for college students by A.K.P.Sinha and R.P.Singh and a youth problem inventory by M.Verma (1975). Results: The adjustment problems for girls existed in all the areas but the percentage of extreme cases was meager. There was a significant difference in the area of family adjustment between urban girls and rural girls. Personal emotional problems were shown less by urban girls and the difference was significant. The social area held problems for both urban and rural girls. The difference between the two was significant, i.e. the percentage of rural girls showing unsatisfactory adjustment in the social area was higher.

(6) Majid A. studied in 1984 about the various dimensions of mental health. Method: G.A. Ansaris Self-Acceptance Scale, A Ansari and G.A.Ansari Level of Aspiration Coding Test and E.L.Shostrom’s Personal Orientation Inventory were administered to a sample of 210 boys and 220 girls. The extracted factors were rotated orthogonally to achieve a
psychologically meaningful simpler structure of factor loading. Results: The following factors were obtained. Factor I was called self-acceptance because it was contributed by the variables which reflected an accepting attitude of an individual towards himself. Factor II for the combined group and factor III for boys and girls were called existential autonomy. Factor III for girls was called open mindedness. Factor III for boys and factor III for the combined group emerged as a configuration of loading contributed by all the variables of mental health. This factor was therefore named the factor of general mental health.

(7) Abraham (1985) studied certain psycho-social correlates of mental health status of university entrants of Kerala. Method: The sample of the study comprised 880 predegree students (454 males and 426 females). The tools used were: Psychological Needs Inventory (M.Abraham and F.Fernandez) (Kerala) Introversion Extroversion Scale (A.S.Nair) Students Adjustment Inventory (M.Abraham & R.Jacob) Mental Health Status Scale (M.Abraham and B.Prasanna). The objective of the study was to explore the association between mental health status and psycho-social variables for total sample and sub samples. Results: The main findings of the study were 1) Twenty two psycho-social variables discriminated between high and low mental health status groups (unselected group) and 18 psycho-social variables discriminated between high and low mental health status groups equated for intelligence, age and sex. 2) Twenty three of 25 psychosocial variables, except need for knowledge and new experience and involvement in politics showed significant correlation with mental health status but none of the values obtained were very high, showing that the influence was not
considerable. 3) The factor structure for three groups—total sample, high mental health status group, and low mental health status group, differed significantly from one another in terms of number of structure factors, the loadings and in terms of factors present in each.

(8) Bhattacharjee M. in 1988 studied about the needs, frustration, and frustration intolerance and mental health of adolescent girls studying in certain urban secondary schools in West Bengal. Method: Five schools of 3 urban areas of Nadia and 25 parganas were selected and 804 Class VIII, IX and X girls were drawn. An adolescents girls Needs, Frustration and Frustration Intolerance Picture Projection Test, Series Neurotic Questionnaire (F-test), Rays Social Intelligence Test & Kuppuswamy Socio Economic Status Scale were used. Results: Materialistic sexual relationship, security and independence needs were high. Incidence of mental ill-health was high. There was a high positive correlation between Frustration – intolerance and mental ill-health. There was a negative relationship between mental ill-health and frustration intolerance of the idealistic and altruistic need.

(9) Kashyap and Veena studied in 1989 about Psychological determinants of adolescents problems. Method: The sample comprised of 1000 adolescent students studying class XI & XII of different institutions of Aligarh District. The tools used included Youth Problem Inventory of M. Verma, Anxiety Scale of Sinha and Sinha, and Frustration Scale of Chanhan and Tiwari. Results: Adolescent problems were found highly and positively related to anxiety, frustration and emotional
immaturity. Rural girls felt significantly less secure than rural boys and urban girls.

(10) Ray and Yadava (1993) administered Mental Health Scales and Socio-Economic Status on 251 boys and 250 girls from grades 9 to 12 of 2 urban and 2 rural higher secondary schools and found that mental health and socioeconomic status were positively and significantly correlated.

(11) Ghoshal, Arup and Dutta studied in 1995 about the feeling of loneliness and hopelessness among day scholars and hostellers. Method: The sample of the study comprised of 60 hostellers and 30 day scholars studying either in class XI or XII of Narendrapur Residential College. Their age ranged from 16 to 17 years. The tools used to collect data included Revised UCLA Loneliness Scale and Beck Hopelessness Scale. Results: Short term hostellers felt lonelier than the day scholars, feeling of loneliness was more in the ‘Long term’ hostellers than in the day scholars, but they did not differ in the feeling of ‘hopelessness between themselves’.

(12) Dr. S.K. Srivastava and Deepesh Chand Prasad and Vipin Kumar (1999) conducted a study of Mental Health of Hindi and English medium students. Method: Mithila Mental Health Status Inventory (M.M.H.S.I) constructed and standardized by Anand Kumar and Giridhar P. Thakur (1986) to measure the egocentrism, alienation, expression, emotional instability and social non-conformity level of mental health were administered to a sample of 40 students of Hindi medium and 40 students of English medium of the age group 14 to 17 years boys as well as girls. Results: The Results of the study were: symptoms of
egocentrism, and emotional instability in English medium students were more in comparison to Hindi medium students.

(13) Manjulavani E studied in 1990 about the Influence of School and Home Environment on the Mental Health of children. Method: A sample of 514 students from classes VIII to X 271 Boys, 243 girls from Tirupathi high school participated in the study. The tools used included 3 inventories dealing with home environment and school environment and mental health. Results: The home environment was a major, significant contributor to all the 3 components of mental health. The school environment contributed to liabilities and the mental health index.

(14) Pathak. R.P and Rai V.K studied in 1993 about mental health of higher secondary students in relation to Socio Economic Status. Method: The sample comprised to 501 students of Class IX – XII drawn from two urban and two rural higher secondary schools of Azamgarh. Mental Health Scale by Anand and Socio Economic Status Index by Bhattacharya were administered to the subjects. Results: The study revealed that the Mental Health of low socio economic status students was lower than that of the students with higher socio economic status. Female students were mentally healthier than the male students when socio economic status was controlled. Urban and Rural students did not differ significantly in mental health when socio economic status was controlled. Science students were mentally healthier than the Arts students when socio economic status was controlled.

sample of the study comprised of 720 children, 360 boys and 360 girls studying in classes VIII to X belonging to the age 13 to 16 years. The tools used to collect the data were Mental Health Status Scale of Manjulavani and School Environment Inventory.

Results: It was found that the three groups of subjects differed significantly among themselves with regard to their mental health assets, liabilities and mental health status score. It was found that the moderate and high school environment groups did not differ significantly in their mental health status.

(16) Sarita Sanwal, Shuba Dute and Bharti Bhatnagar studied in 2006 about the mental health of adolescents with specific reference to integration of personality. Method: The sample of the study comprised of 120 adolescents between the age group of 13 to 15 years, 60 girls and 60 boys. The sample was selected from Jaipur city. Mental Health Inventory by Jagdish and Srivastava, A.K was used for collecting the data. Results: The major findings of the study revealed that the percentage of integration of personality (IP) which means balance of psychic forces in the individual that includes the ability to understand and share other people’s emotions, the ability to concentrate at work and have interest in several activities. The girls were leading in this category as they have more patience, tolerance, emotional stability and were more well-adjusted than boys.

(17) Manika Mohan, Usha Kulshreshtha and Manisha Tiwari studied in 2006 about Mental Health and Adjustment Levels of Hostellers and Day Scholars. Method: The sample of the study consisted of 100 adolescent girls, 50 hostellers and 50 day scholars doing graduation. Data was collected with the help of Mental Health Inventory by Jagdish and Srivastava (1989) and
Adjustment Inventory for College Students by Sinha and Singh (1984). Results: The results revealed that hostellers (G1) were better on the self-evaluation and environmental mastery. Day scholars (G2) were found, better on the three dimensions of Mental Health i.e. perception of reality, integration of personality and group oriented attitude. Both the groups were not found significantly different on home, health and social adjustments but showed significant difference in emotional and educational adjustments.

(18) Dr. R. Perumal studied in 2008 about mental health status and locus of control related to the achievement of eighth standard English medium students. Method: The sample of the study constituted of a representative group of 450 8th standard students of Kerala State. The Mental Health Scale developed by Abraham & Prasanna (1981) and Malayalam version of Rotter’s Internal, External Locus of Control Scale were used. Results: There was a significant difference in the correlation between Mental Health status and Locus of Control in the sample based on locale and gender. There was a significant difference in the correlation between Mental Health status, Locus of Control and Achievement in English in the total sample and sub sample based on gender and locale.

(19) Tejpreet Kang and Asha Chawla studied, in 2009, the Mental Health of Rural Adolescents. Method: The sample of the study consisted of 100 rural adolescents equally distributed over both sexes. The age range was from 18 to 20 years Socio Economic Status Scale by Bhardwaj (2001) and Mental Health Check List by Pramod Kumar (1992) were used. Results: The results revealed that non-significant difference existed in Mental Health
status of rural adolescent boys and girls. Girls were found to be on the better side of Mental Health as compared to boys who were found to be more restless, lonely, angry and uneasy, whereas boys were found to have better somatic health in terms of somatic problems like headache, fatigue and sleeplessness compared to the girls.

(20) Bahman Kord Tamini and Mohammad Ali Mohammady Far, studied, in 2009, the Mental Health and Life Satisfaction of Irani and Indian students. Method: Statistical community of this research comprised of Sistan and Baluchestan University students of Iran and Aligarh Muslim University students of India, 50 from each group. General Health Questionnaire developed by Gold Berg et al (1997), Life Satisfaction Scale developed by Huebner (1994) were used. Results: The findings of the study showed that life satisfaction improves students Mental Health. Considering the fact that the life dissatisfaction of students gives rise to emotional and psychological problems. The Aligarh Muslim University students’ life satisfaction was better than SBU students. Aligarh Muslim University students had better Mental Health status than the SBU students. Furthermore rich mental health causes life satisfaction and poor mental health life dissatisfaction.

2.5 CONCLUSION:

In this chapter study related previous researches was carried out. For the help of different studies we know the relation between Self-concept, Adjustment and Mental health. In the next chapter we will study about planning of study, objectives of study, variables of study and various factors regarding it.