REVIEW OF LITERATURE

In this chapter, an attempt is made to present a review of some of the relevant studies which have a bearing on the various issues investigated in the present study so as to provide a backdrop or to put the present study in the proper perspective. Although several studies were examined during the course of the study, only a selected number of studies have been reported in this section to make the presentation more meaningful and effective.

Regarding the problems of Adolescents taken up in the present study, Indian and foreign studies were selected in preparing the following chapter on literature review. Apart from the studies referred to in this section, another set of studies has been discussed in different parts of the text of the thesis, in support of the findings. Again, the review that is presented in this chapter is of an intensive kind rather than that of an enumerative one.

46 Government of India, Ministry of Health and Family Welfare: Paper presented at the South Asia Conference on Adolescence. Mentions that One-fifth (190 million) of India's population is Adolescent. Quality data are more easily available on the older Adolescents (15-19 years), than on the younger (10 to 14 years). The male-female ratio has been deteriorating over the decades (927 females per 1000 males in 1991, from 972 per 1000 males in 1901).

47 Sathe, A.G., - citing the 1981 census report, points out that 14-24 years old represent a majority of the population of India and the future of the country on whom the adequate investments need to be made. But, statistics reveal the sad state of education in the country. Twenty percent of the five-year old children do
not get enrolled in schools and two-thirds of these are likely to be girls. Eight out of ten teenagers in school are likely to discontinue their education. The author holds a link between population and socio-economic factors as responsible for the present state of affairs. Data further shows that, in rural areas traditional beliefs and superstitions dictate social and sexual behaviour patterns. As a result, the rural Adolescent girls continue to enter marriage at early ages with minimum education, and very little choice on fertility control leading to various medico-social problems. The rural Adolescent male is also likely to be semi-literate and vulnerable to venereal diseases, due to lack of information on precaution and restricted sexual behaviour. Compared to rural Adolescents, their urban counterparts are seen as being exposed to a variety of mass media, very often leading to misconceptions and myths that lead to a variety of social, psychological, marital and sexuality problems. Recognizing the need of family life and sex education for Adolescents, some of the organizations working in this area have been mentioned. Implications include a need of community-based approach and exclusive services dealing with youth in both rural and urban areas.

Sharma, N. in his book ‘Understanding Adolescence’ analyses adolescence as one of the most important development stages by explaining childhood, physical, sexual, and psychological maturation during adolescence. It highlights health problems, e.g., obesity, anorexia - nervosa, anemia in puberty, as well as psychological problems like clumsiness, swinging moods, irritability. It also discusses intellectual development in relation to linguistic, musical, mathematical-logical, visual-spatial, bodily kinesthetic, and into personal and intra-personal intelligence. It infers that, high in any one intelligence, an Adolescent can manage well in other areas also. Social environment and attitude of the parents affect in cognitive development, creativity, moral values, religious

beliefs, and political understanding. Personality development depends upon family, community, peers, school, and media. Differences in male and female Adolescents’ personality are due to differences in rearing and socialisation. Economically affluent urban parents want their sons to take up the career of their choice, whereas girls get married as soon as a suitable match is found. Economically lower-class parents force their sons to opt for father's occupation, whereas girls are forced to marry at the reach of puberty. The book further enumerates the policies and laws for adolescence in India. Issues like early marriage, social violence and crime, mental retardation, identity crisis at Adolescence, and future security are raised. Finally, the book concludes by giving the author's own viewpoints about how to tackle some of these issues.

Ghosh, S., in his book ‘The Penguin Guide to Adolescent Behavior’, portrays the characteristics of Indian Adolescents in the light of a changing society. It explains the physiological and psychological problems of boys and girls during adolescence with appropriate examples. It also discusses the need for sex education. Social adjustment is one of the major tasks of growing up. The author takes up issues like needs and concerns, areas of interest and dispute, and relationships with the parents, siblings, friends, peers and opposite sex. She highlights the situational analysis in relation to India's changing socio-economic scenario. Situations like working mothers, absence of fathers and single parenting are commented upon. Lastly, some solutions to power 'danger signals of mal-adjustments' like mental illness, over dependence on defense mechanism, regression, martyrdom and unreasonable home sickness, are provided.

Verma, S., and Larson, R. in, “Are Adolescents more emotional?” a study of the daily emotions of middle class Indian Adolescents, view Adolescence as a period of greater moodiness and emotionality. This study addresses the question

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of whether Indian Adolescents experience greater emotional swings than their parents do. It also examines gender difference, casual factors, and correlates of emotionality among Adolescents. Participants include 8th graders (51 girls, 49 boys) from urban middle class families and their parents. A volunteer group recruited through schools provided self-reports on their activities and emotions following the procedures of Experience Sampling Method (ESM). Additional information on family, peers, stress management, and mental health variables was collected through questionnaires. Adolescents report significantly more negative states and extreme positive emotional states than their parents. Middle states of adolescence are related to school stress and inversely related to family and peer variables. Significant inverse correlation is observed between rates of negative emotions and mental health. Discussing the role of various familial, peer, and social factors in Adolescents wider emotional swings, the researcher caution that frequent negative emotions among Adolescents should not be dismissed as normative and should be taken seriously as a sign of distress.

Gandhi, A. in ‘Adolescent Development in Contemporary Society’ presents an interesting profile of Indian Adolescents who according to the author, fall under a wide range of categories, such as rural and urban, and the affluent and the powerful, school-going and drop-outs, and illiterate and working. Statistical data indicate that while Adolescents in India make-up one-fifth of the population, an average of 36% girls in the age group 15-19 are married, resulting in high health risk for both mother and child including nutritional deficiency. Literacy levels due to low enrolment and high dropout rates along with high labour force participation rates are some of the topics discussed. The other issues addressed are substance abuse among adolescents due to increasing identity crisis and reproductive health concerns due to inadequate sex education, poor access to

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contraception and prevailing misconceptions. The challenges that are confronting adolescence include pressures of consumerism, sexism, masculinity, and high standards and goals set by educational institutions that are not only economically taxing but also academically and emotionally challenging. An emphasis on emotional quotient has been suggested. The author suggests that any intervention based programmes for the Adolescents need to first recognise them as important stakeholders and requires investment.

“A study of leisure time utilization by students in Delhi” by Khanna, N., and Singh J., identifies the activities of the students during leisure time. It assesses the adequacy of these facilities and determines the role of teachers in guiding the students for better utilization of their leisure time. The sample comprises of hundred students of class XI and XII from five schools of Delhi, and also includes 50 teachers belonging to same schools. The result indicates that students spend lesser time in leisure activities at school as compared to home. The common leisure activities for the students include reading, games / sports, listening to radio, watching television (films, serials, sports/games, and quiz), cooking and music. Reading short-stories/comics/games/sports/science books are more popular as compared to the religion/adventure/travel /fiction books. The girls prefer listening to stories/children's programmes as well and the boys prefer news and sports programmes. The teachers generally guide their students with reading habits, moral education, general awareness, and career guidance. Limited guidance is available regarding the development of proper hobbies and interest among the students at school. Suggestions put forward by the teachers include the need for greater emphasis on hobby centre and clubs in schools for developing the interest of the students and improvement of the existing facilities for leisure activities at school.

Sexual Problems in Adolescence by Nagaraja, J., examines parental, developmental, and social causes of sexual problems among Indian Adolescents and discusses the abnormal sex problems in this group, including transvestism, pedophilia, homosexuality, exhibitionism, and zoophilia. Case studies are presented to illustrate the various causes and problems. The order concludes that society has failed in its duty to guide the younger generation to her healthy and uncomplicated sexuality.

Reddy, D. N., in “A pilot study on the attitudes of students, teachers and parents towards sex education”, has undertaken with a sample population of 3720 college students, 387 parents, and 162 teachers. Questionnaires were used as the Method of data collection. A majority of (82.82%) of students and a majority of teachers (67.28%) thought that sex education was necessary, whereas more parents were hesitant. When asked about the topics to be included in sex education, parents’ preferred value based issues and physical aspects of sexuality, whereas students opted for the topics concerned with human relationships. The article also includes a detailed analysis of data illustrating the statistical tables.

Bijlani, S., in ‘Why do children commit suicide?’ Present a disturbing profile of the increasing incidence of suicides among the youth. A matter of even greater concern is that the incidence rate is expected to be higher because many cases go unreported as a result of the social and religious stigma attached to suicide. Conflict with parents or step-parents, punishment, romantic relationships, (orthodox attitude of parents), school work and pressures to excel academically (particularly during the crucial board exams), unhappiness resulting from broken homes, and chronic illness are some of the reasons for the

rise in mental health problems and teen suicides. Loneliness, resulting from emotional isolation of the children from their parents, is considered to be another crucial, stressful problem. The magnitude of the problem has increased because of the growing number of nuclear families where both the parents are working and are not able to give adequate time and attention to the children. The author presents certain potential warning signals for Adolescents suicide that parents and friends need to be aware of. These include behavioural problems (running away from home, delinquency, truancy, bullying), concentration problems, boredom, restlessness, fatigue, anxiety, pre-occupation with death, and alcohol or drug abuse. The need for immediate professional help and constant emotional support to a suicidal youngster is stressed.

Gupta, S.C., Singh H., and Godiyal, S.C. in ‘A study of attempted suicide in Adolescents’ have undertaken to find out the Psycho-Social characteristics of Adolescent suicide attempts and the contributory role of failure in school. Subjects were selected from the Gandhi Memorial and Associated Hospitals and Balrampur Hospital in Lucknow. A total of 42 who attempted suicide (20 years and under), hospitalized over a period of one year, were analyzed and clinically evaluated. Analysis showed the ratio of male and female to be 3: 2. Personality evaluation of the attempters was based on a detailed clinical interview with an available family member or relative, as well as with the patient. Of the subjects, 31% had experienced childhood bereavement. The study indicated that the important contributory factors were poor scholastic performance, unhealthy personality patterns, strained family relationships, and high expectations of parents.

Upmanyu, S., Upmanyu, V.V., and Dhingra, M.’s- ‘Loneliness among Adolescents in Relation to Personality and Cognitive Measures’, is a study based on the construct that loneliness will be positively correlated with anxiety, psychoticism, and external locus of control, hopelessness, negative automatic thoughts, and dysfunctional attitude. The sample comprised 200 Boys studying in class XI th and XII th (16 - 20 years) and belonging to the Middle SES. The revised UCLA Loneliness Scale (Russell, Peplau, and Curtrona, 1980), the anxiety scale questionnaire (Cattell and Sheir 1963), the Eysenck personality questionnaire (Eysenck and Eysenck, 1975), the internal - external scale (Rotter, 1996), the automatic thoughts questionnaire (Hollan and Kendall, 1980), the hopelessness scale (Beck et al. 1974), and the attitude dysfunctional attitude scale were the measures used. The results, analysed with factors analysis, indicated no significant association between loneliness, anxiety, negative automatic thoughts, dysfunctional attitude, and psychoticism. Loneliness was positively and significantly correlated with hopelessness, however, and negatively correlated with locus of control, less social contact, and higher amounts of hopelessness were significantly lonelier.

Upmanyu V.V., Upmanyu, S., and Dhingra M. in ‘Social Impact, Social Preference, Loneliness and Depression Cautions against ethical dilemmas in the use of Sociometric measures’, comment on the introduction of the dimensions of social impact and social preference among children to gain a better understanding of their sociometric status. The study examined the Sociometric status in terms of the dimensions of social impact (negative/positive influences) and social preference (likes and dislikes towards peers). These dimensions were

used to sort the children into five sociometric status groups; popular, rejected, neglect, controversial, and average. The sample comprised 158 female students studying in the 8th grade. The subjects served as both the nominators and the nominees. The socio-metric testing was carried out with a partial rank order scale that included both positive and negative nominations. In addition, the loneliness questionnaire, (Asher and Wheeler, 1985) and Zung's (1965) Depressions Inventories, was used. The results indicated a significant negative relationship between loneliness and social preference (correlation). The social impact and social preference emerged as independent dimensions. The neglected, controversial and average groups did not differ in the measure of loneliness.

59 Chaudhary, P., and Minhas, B.K., in ‘Psychological Problems of Adolescents in Relation to Intelligence and Socio-Economic Status, postulates a hypothesis based on the premise that psychological problems of Adolescents would be significantly related to intelligence and socio-economic status. The sample comprised 150 boys and girls (15 - 17 years) selected through stratified random sampling. The Minnesota Counselling Inventory (MCI) (Berdie and Layton, 1957) identified the psychological problems of the subjects in the areas of family relations, social relations, emotional stability, conformity, adjustment to reality, moods and relationships. A validity score of the MCI identified the over-anxious students. Raven's (1960) Standard Progressive Matrices and the Socio-economic Status Scale (Dev - Mohan, 1972) were administered to the subjects. The sample exhibited an average level of intelligence and belonged to middle SES. The adolescents experienced the maximum, amount of difficulty in social relationships and adjustment to reality. Correlation analysis between the psychological problems and intelligence indicated a negative and significant relationship only between intelligence and the over-anxious students. No

significant relationships were observed for psychological problems and SES. Gender differences revealed significantly more social problems for boys than girls and significantly higher conformity behaviour for girls than boys (t-ratios).

Dhoundiyal V.’s “Home Environment and Emotional Disturbance among Adolescents” analyses the effect of home environment on the emotional disturbance of Adolescents. The sample consisted of the rural and urban school-going Adolescents belonging to the age group of 13 - 19 years, from Almora district, UP India. 15 rural and urban intermediate colleges were selected randomly, and 276 Emotionally Disturbed Adolescents (EDAs) were identified with the help of the Emotional Disturbance Inventory (EDI). The home environment (EDAs) was assessed through a Home Environment Scale (HES), which measured their home environment along seven dimensions, and thus the EDAs were divided into three groups: good, average, and poor home environment. Significantly more EDAs (37.32%) came from a poor home environment. In four dimensions out of the seven - (i) affection and care, (ii) facilities in home, (iii) sharing of ideas, (iv) harmony among family members - approximately more than 50% of EDAs belonged to the poor home categories. In general, the quality of home environment was a significant factor contributing to Adolescents’ emotional disturbance.

Gupta, M. and Gupta, P.’s ‘Areas of Adolescent Problems and the Relationship between them’, 500 college girls were selected (between 14 and 18 years of age) in Lucknow and administered the Mooney Problems Checklist (Indian adaptation). A maximum number of problems were observed in social, school, and emotional areas, and there was a positive correlation among the different areas of adjustment.

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Krishna, K.P., and Kumar, S.’s “Personality, motivational and adjustment differentials of emotionally disturbed and emotionally adjusted Adolescents” is a Comparative study on emotionally disturbed and emotionally adjusted Adolescents in neuroticism, extraversion, anxiety, security - insecurity, need for achievement, and risk - taking. The dimensions of home, health, social and emotional adjustment were also compared for the two groups. The sample for the study comprised 58 emotionally disturbed Adolescent boys who had sought for psychological assistance complaining of one or several symptoms of anxiety and mal adjustment. For comparison, 67 emotionally adjusted Adolescents were selected from a sample of 200 students (at three high schools). The two groups (emotionally disturbed and emotional adjusted Adolescents) were matched for age (14 - 18 years), education and place of residence. Eysenck Personality Inventory, Revised Comprehensive Test of Anxiety, Security - Insecurity Inventory, Sentence Completion Test, Choice- Dilemmas Questionnaire, and the Bell's Adjustments Inventory were the tools used. Results were analysed with t-test. The emotionally disturbed group scored significantly higher than the emotionally adjusted group on neuroticism, anxiety and security-insecurity dimensions, with poor adjustment in the areas of home, health, social and emotional. No significant differences between the two groups emerged for extraversion, need for achievement, and risk taking dimensions. The authors elaborate on the results, drawing support from previous related studies.

Rangaswamy, K.’s “Tension Headache in Adolescents” is a study of tension headaches (moderate to severe degree) of Adolescents with good scholastic performance. The objective was to find out the intellectual level of functioning, adjustment difficulties, and personality of such Adolescents and compare them with a normal control group. Adolescents who had a good scholastic


performance and had complaints of tension headaches were selected for the study. The students were in the age of 15 to 18 years, studying in the final or pre-degree class in various schools of Madras city. The tests administered were Bhatia's Performance Test of Intelligence (student form) Murphy's (1966), Bell's adjustment inventory (student form) Bell (1939), EPI from Eysenck (1964). The two groups deferred significantly on the personality dimensions of the EPI. As far as adjustment was concerned, the two groups deferred significantly in health, social, emotional, and total adjustment. It was concluded that high intelligence, personality, and emotional problems are associated.

Rao, V.N. Channabasavanna, S.M., and Parthasarathy, R.’s “Family Situations of Disturbed Adolescent” is an attempt to find out the predominant family situations associated with adolescent problems. Eighty Adolescents were selected for the study. 40 of these were outpatients of the psychiatric departments of NIMHANS, Bangalore. The remaining 40, without any manifest psychiatric problems, were chosen for comparison. The two groups were matched for economic status, age, sex, education, etc. Hamilton's Anxiety Scale and a guided interview schedule were used to elicit relevant information. The family situations of the outpatient group of Adolescents were more disturbing and stressful than those of the comparison group. The expectations of parents of the outpatients were unrealistic, and the relationship with siblings was unhealthy and quarrelsome. Findings suggest the need for group therapy in addition to individual treatment.

Venugopal M., and Ramachandra, S. in “A study of Cognitive Attribution among Adolescents the Behavior Problems” say that cognitive attribution refers to the beliefs and perceptions that a person forms regarding himself and his

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world. The study hypothesizes that significant differences in cognitive attribution will be prevalent among boys with behavior problems (selected from a Remand Home, Experimental Groove) and those without behaviour problems (high school students, control group). The control group was selected after consultation with the class teachers to confirm the absence of behaviour problems. The sample consisted of 20 boys each in the two groups (mean age= 17 years). A self-structured open ended questionnaire was administered that gathered information on areas such as attitude, persons, and the environmental factors responsible for their present condition, perception regarding self and the others, and future plans. 75% of the experimental group subjects and all the control group subjects had a positive attitude towards their parents. The control group had a positive attitude towards peers and attributed their present condition to the efforts of their parents. A greater proportion of the subjects from the experimental group came from broken homes. Significant differences (chi-square) were observed between the two groups regarding the people responsible for their present condition (experimental group felt that they themselves/friends were responsible). The subjects from the experimental group attributed their present condition to a wish to become popular. They expressed family restrictions and regret for the past. The control group had specific plans regarding the future, whereas the experimental group had a vague and generalized view.

Verma, S. and Singh, M.B., in ‘Perceived Causes of Behaviour Problems among the Indian Adolescents’ highlight the major perceived causes of the behaviour problems among Adolescents resulting from various aspects of family relationships. The sample consisted of 80 boys and 18 girls in the age group of 16 - 19 years, selected randomly from two Boys colleges and two Girls colleges of Ludhiana. A majority of the subjects belonged to higher and middle-income groups. The instrument developed by Adzenga (1984) was modified to suit

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Indian conditions, and an appropriate questionnaire was designed for the study. The major behaviour problems reported in this study were aggression (59.38%), lying (58.13%), bullying (34.38%), stealing (26.88%), depression (25%), and cruelty (28.13%). The social environment in home was reported to be a dominant factor having major bearing on Adolescent behaviour problems. Also a maximum number of Adolescents belonging to middle - income parents considered poor parent - child relationship (26.25%), parental disharmony (44.37%), sibling rivalry (53.7%), economic constraints (19.37%), and gender discrimination (46.87%) as the positive factor for behaviour problems. Thus partial parental treatment and male child favoritism emerged as main causes of behavioural problems among Adolescents.

Alim, F. ’s ‘Problems of Adolescents’ Parents’ examines the problems of parents of Adolescents. The sample selection comprising 50 couples is based on the following criteria: (1) parents having children in the age range of 17-21 years; (2) parents of with at least one boy and one girl; and (3) parents in the income range of Rs.4,000 – 6,000 per month. The checklist method is used for the present study. Data analysis shows that there are no significant differences between the problems of fathers (38 %) and mothers (42%) or with regard to sons, but with regard to daughters, it shows a significant difference (fathers is 6% and mother is 12%). A majority of fathers have problems with both of their Adolescent children, whilst most of the mothers have more problems with their Adolescent daughters. The study shows that problems arose with regard to hairstyle, clothing and food habits. Socially, parents have problems with their Adolescent children's choice of friends, their refusal to participate in social activities, and their quarrelling with siblings.

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Bhushan, R. in “study of Patterns of Family Communication: Parents and their Adolescent Children” focuses on the pattern of family communication as informed by his parents and male and female Adolescent children, from a sample of 32 nuclear families. The researcher observes that the mother is more communicative with the Adolescents. Sons are more difficult to communicate with. Adolescents view that sons face problems in communicating with their fathers whereas girls face the same with their mothers. The author suggests that this type of study can help families to improve communication pattern and aid them in understanding the problems regarding interaction.

“Perception of Parental Control by Adolescents. Indian Psychological Review.” by Hegde, B., and Gaonkar, V., is an attempt to find out the perception of parental control by Adolescents on different activities such as social, academic, leisure time, and household activity as well as in terms of discipline and behaviour. One hundred and twenty six Adolescents between the age group of 13-18 years are selected from high schools and colleges (63 male and 63 female). The required information is elicited from Adolescents using a pre-tested questionnaire. The results indicate that female Adolescents’ perception of parental control on social activity and household activity was significantly higher than male Adolescents, whereas boys perceive more control in academic activities. Further, Adolescents from joint families and Islam perceive more control on social activities than Adolescents from nuclear and Hindu or Christian families.

Paintal, H.K., and Pandey, N. in “A conflict - based study of attitudes of Adolescents towards their parents: implications for parental counselling” try to find out the extent of conflict expressed by Adolescent boys and girls in the three
income levels and to assess their attitude towards their parents. The sample consists of 313 Adolescents (168 boys and 145 girls) of class 11 in the age range of 15-18 years, from five schools in Lucknow that represent different levels of income. A semi projective method taken from Sack's Sentence Completion Test (SSCT) is used to identify conflicts and attitudes towards mother and father. It is seen that the proportion of Adolescents having conflict with father but not with mother, is significantly higher. Also there are significant differences among the three income levels with respect to conflict towards parents, and the intensity of conflict. Expressed conflict intervention is highest in the upper income groups. Majority of the Adolescents describe mother as caring, loving, encouraging, whereas the father as angry and ill tempered.

Roy Chaudhury, P. and Basu, J.’s “Parent-child relationship, school achievement, and adjustment of Adolescent boys” considers parenting patterns to determine the developmental and functional effectiveness including achievement and adjustment of school children. The study examines the extent to which various aspects of parenting influence the school adjustment and achievement of boys when the effect of intelligence is partialled out in Adolescent boys (105) studying in class VIII of two government schools, in the age range of 13 - 14 years participated in the study. The tools used for data collection included the parent child relationships (Rao, 1989), the adjustment inventory for school students (Sinha, 1984) and the culture fair test (Cattle and Cattle, 1960) to assess general intelligence, average scores of three consecutive major exams to assess achievement, and an information schedule to obtain general information regarding personal and familial conditions of the respondent. Results indicate that: (1) mothering pattern significantly influenced school adjustment whereas fathering pattern has a negligible influence: and (2) inadequate and negative

parenting, particularly rejections and neglect, inhibit achievement of Adolescent boys. This is more pronounced in boys having average or low cognitive ability. The authors conclude by suggesting the need for a stable, loving, and accepting familial background for the Adolescents for their all round development and academic success.

Siddhu, K., and Singh, M.B. in “Fathers Acceptance of teenage Children” investigates the effects of factors such as father's age, education, family income, ordinal position, and the size of family, on father's acceptance of teenage sons, in the areas of independence, education, and religion. The samples consist of eighty fathers, selected randomly, whose teenage boys (13 - 16 years) are enrolled in three recognized schools of Ludhiana city. A personal information sheet and self-developed acceptance scale is used to interview the fathers. The findings revealed that none of the selected variables have a significant influence of fathers' acceptance of their teenage sons.

In yet another study “A study of mother-daughter conflicts as perceived by Adolescents” the authors review literature that suggests Adolescents as more accepting of the peer norms than the family norms. The increased need for independence in the context of adult monitored family environment poses conflicting situations. In the Indian scenario, greater restrictions are expected to be placed on the daughters by their mothers. The study examined the mother-daughter conflicts that are related to age, birth order, family size, and mothers' age, education and occupation. The sample comprised 64 randomly selected girls (16 - 19 years). A self-structured interview schedule gathered information regarding selected demographic variables and a multiple-choice scale assessed

the mother-daughter conflict in the areas of independence, academic achievement, household chores, selection of clothes, and religion. Results using the t-test indicate that the mean scores of younger Adolescent girls (16 - 17 years) are higher than older Adolescents (18 - 19 years) in mother-daughter conflicts, with the younger girls reporting greater conflicts with their mothers. Also greater conflicts are indicated where mothers are less educated compared to their well-educated counterparts, and for the Adolescents coming from large families as compared to those coming from small families. No differences emerged for birth order, younger/older mothers, and employed/un-employed mothers with regard to mother-daughter conflicts. The need for parent education and sensitizing the mothers to understand the Adolescents’ needs to foster a healthy personality is discussed.

The study of World Health Organization on “Young People and their Families: across cultural studies of parent/Adolescent discord” examines significant sources of conflict between Adolescents and their parents, in the context of major social changes, and perceived reduction of parental authority, with focus on adolescence health, sexual behaviour and drug use. It compares patterns of parent/adolescent conflict in three ethnically diverse regions, India, Nigeria and Cote D'Ivorie, and focuses on the distribution of fair parental authority over the set of issues, depending on the gender of the child and the parent. The study surveyed 2567 adolescents and the young adults in the age range of 12 - 18 years. Three questionnaires, modified to reflect local culture and family life are used for cross-cultural comparison. The results indicate that despite cultural differences, parents shared some common concerns such as staying out late, and drinking beer, smoking cigarettes, using drugs and having the first sexual experience. The findings from India (Bombay) reflect that family conflict is comparatively more individualistically inclined. Adolescence provokes the

parents, not out of disrespect for family authority, but for personal qualities objectionable to parents. Undesirable traits of character and lack of self-discipline are among the principal causes of discord. Academic performance of sons, vocational choices of daughters, sons’ sexual behavior and many inconsequential points of mother-daughter friction are consistent and common consensus. The study, however, clearly indicates that young people continue to share the basic values of their parents, and seek to preserve family values in a changing society.

Joshi U., and Maniar, in “A. Influence of TV viewing on Adolescence” investigates the influence of televiewing on the overall development tasks of Adolescents (body make, sex roles, and independence, preparation for family life and career, civic competence) as perceived by their mothers and examines whether variations occur with the mothers educational qualifications. Mothers are particularly chosen for this study due to the premise that mothers could be a vital source of information for gathering factual data regarding their children. The study also investigates the influence on televiewing on physical, social, cognitive, emotional, and moral development in relation to the mother's educational qualifications. Mothers of 50 adolescents studying in classes VIII and IX participated. The research tool had sections dealing with background information, and a three-point scale assessing influences of televiewing. Results, using ANOVA, reveal a moderate influence of televiewing on the developmental tasks of adolescents, whereas the influence of televiewing on overall aspects of development (physical, social, cognitive, emotional, and moral) is perceived to be high. No significant differences are reported with reference to the mother’s educational qualifications. Televiewing is considered a powerful medium of communication that has wide-ranging accessibility and

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viewership across ages, particularly among children. Concern is expressed regarding the influence of television that often weakens the authority of teachers and parents. The results are explained with reference to the potential of TV as an important medium, which when used optimally, can help in improving the knowledge base. Suggestions such as provision of alternate recreational opportunities for children and setting up of fixed televiewing schedules by parents have been provided.

Kapoor, P., and Varma, P.’s “Aggression in Relation to Television Viewing” aimed at studying the relationship between television viewing and aggression in adolescents. A sample of 30 High Aggressive (HA) and 30 Low Aggressive (LA) adolescents, matched on SES and academic achievement, is selected from various schools and colleges. Tools used for assessment are the H.G. inventory (Buss and Durkee, 1957) and a 13-item questionnaire constructed by the researchers to obtain information on television viewing habits. Results show that LA adolescents watch TV more regularly but less number of hours than the HA adolescents. HA adolescents watch TV with more concentration and did not like to be disturbed while watching TV. They also tend to daydream more, after watching TV, than the LA adolescents. In essence, results suggest that long hours of concentrated TV watching are related to aggression in Adolescents.

Sikka, K.D.’s “Juvenile Delinquency and the Mass Media” makes an effort to spotlight both sides of the debate, whether or not mass media exercises deleterious influence on juveniles; prompts and promotes delinquent conduct. The author enumerates and discusses in detail various media namely, newspapers, film magazines and comics, radio, and television and movies. The paper concludes with the observation that, although mass communication media

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have offered positive cultural experiences, their contributions to juvenile delinquency and crime, as also moral laxity, have been equally substantial.

78 BhagbanPrakash (n.d.).’s "Adolescence in India" critically examines the present scenario in educational field. The overcrowded class - rooms, long years of study and absence of human relationship between teachers and students make the educational institutions produce unemployable human capital. He highlights the five point agenda of the Kothari commission and Rampal Parikh report on "University system and extension as the third dimension". The author critically reviews the facets of the new education policy. He raises some issues as emerging areas of concern in this field in the 21st century. Some of the issues are: crowded campus, infrastructure, political invasion in this field, marginalization of poor students, high-risk behaviour of students etc. Lastly he gives recommendations to achieve social relevance in higher education.

79 Chaddha, N.K. and Sahni V., in “A correlation study of teacher - pupil relations and academic achievement” aim at finding out the relationship between teacher-pupil relationships and academic achievement. A sample of 100 secondary school teachers was taken from 10 different schools of Delhi. The teacher - pupil relationship in each school, was measured by the "teacher - pupil revelation inventory" developed by interview Walfe and Engel (1978), consisting of 56 items with three sub-scales, and the need for love sub affects scale. Marks obtained by the pupils in the last examination yielded a measure of academic achievement. The study clearly indicated a significant difference in students’ achievements and is at different types of teacher - pupil relations. Academic achievement was found to be significantly related with all three dimensions of the teacher - pupil relation inventory.

“Academic Achievement, Intelligence and Modernity” by Chengti, S., and Halyal, P.S., views Modernity as a multi-dimensional trait that involves various aspects such as secular and scientific outlook, adoption of innovations, and belief in the efficacy of human affairs. The study examines the influence of certain personal factors such as intelligence and academic achievement, on modernity of students. College going students (N=540) were divided into high, middle, and low categories on variables of academic achievement and intelligence. The tools used were the modernity scale (personality, socio-cultural, political and health dimensions), personal data schedule (personal and demographic status and achievement scores), and an intelligence scale (Tandon, 1971). The results using t-test reveal that high academic achievement sub-group has significantly higher modernity scores on all the dimensions and on a total modernity as compared to the middle achievement sub-groups, and who have high scores only on the personality dimension. When middle academic achievers are compared with lower academic achievers significantly higher the former reports scores on dimensions of personality and socio-cultural modernity. However, no major differences between dimensions of political, health and total modernity are reported between the two groups. Looking at the effect of intelligence on modernity scores, results reveal that students of high intelligence have significantly higher scores on all dimensions and total modernity when compared to the other two groups. Using a one way ANOVA test to assess the influence of independent variables on modernity results indicate significant main effects for academic achievement and intelligence as determinants of individual modernity dispositions in students.

Deb, M., and Nunda, P. ’s “Class X students from rural and urban areas: their attitude towards school”, is a study was undertaken to find out the differences in attitude of rural and urban students towards school, and the sex differences in the

attitude. Class X students of both sexes (n= 106), were randomly selected from four government schools of Ludhiana district as a sample. The instrument used Gopal Rao's school attitude inventory with 30 items depicting five major areas namely attitudes towards teachers, school and school programme, attitude related to social acceptance, and parental attitude towards school as perceived by the pupils. Results concluded that urban students have more positive attitudes than the rural ones, but both urban and rural parents showed a positive attitude towards school as reported by pupils. Boys indicated more positive attitude towards teachers than girls, while girls deferred significantly in their attitude towards school programmes. No sex differences were noticed in other aspects.

82 Beena Shah in “Adolescents’ School Adjustment: The effect of family climate” finds out the relationship between family climate and school adjustment of Adolescents. A sample of 1000 Adolescents in the age group of 14-17 years (students of class X) out of twelve schools were chosen randomly. The relationship between family climate and school adjustment of Adolescents was measured by family climate scale, socio-economic status scale, intelligence test, and adjustment inventory. The study has drawn the following conclusions: The relationship between family climate and schools adjustment is positive, but family climate is less influential in the presence of other relevant variables (SES, IQ, sex, locality and school). In the case of rural Adolescents, family climate is not effective in their school adjustment whereas in the case of urban Adolescents negative and significant association yielded between family climate and school adjustment. However, in the case of urban boys and girls, again family climate has shown paramount influence on school adjustment.

Sassi, A., and Khan, M.Z., in “Family and the emergence of deviant behaviour among children and adolescents”, consider family as the most important agent for social control of children that transmits societal values. However, slum dweller-families need not necessarily conform to these. The study considered the socio-economic characteristics of slum households, nature and extent of anti social, pre-delinquent behaviour among children and examined corresponding reactions of parents. The eldest male child (8-16years) and one of the parents from 100 randomly selected households in a slum neighbourhood were interviewed using a pre-tested, vernacular schedule. Results using percentages and chi-square revealed that juveniles were between 8-13 and 15-16 years, belonging mainly to Muslim families followed by Hindus. Their parents were mostly illiterate and involved in daily wage jobs. The children were either studying in primary/middle level or were dropouts with a large proportion of children supplementing the family income. Anti-social behaviour such as use of abusive language, fighting with siblings, and returning home late was most prevalent (13-15years), followed by pre delinquent and delinquent behaviour such as teasing, group fights, tobacco use, and pick-pocketing. Gambling and stealing were more prevalent in the younger children (8-13 years) which could be taken as reactions to anti-social and pre-delinquent influences. The authors highlight the need for sensitizing parents on social/anti-social behaviour and providing proactive guidance for children.

Reviews of the research on school counselling have consistently found that the services school counselors provide have a positive effect on children

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interventions have a substantial impact on students’ educational and personal development. Individual and small-group counselling, classroom guidance and consultation activities seem to contribute directly to students’ success in the classroom and beyond; and school counselors should spend the majority of their time performing these interventions. Coordination activities should be confined to those that improve the program’s efficiency and accountability.

85 Jones, R. in “Suicide Watch: What can you do to stop children from killing themselves?” stress that the School counselors have sometimes proven effective in preventing students from committing suicide. The most effective prevention programs start young, and depict the act of suicide as the result of mental health disorder as opposed to a romantic way out. It is essential that counselors involve the parents of troubled students in the counselling process.

86 Anand, S.P.’s “Guidance for Mental Health in Schools”, defines the concept of mental health, and then examines its genesis in emotional maturity and in the process of adjustment. Discussing the mental health of children, the author states that children are the joint responsibility of home, society and school, and their respective roles affecting the mental development of children are discussed. Guidance for mental health is an urgent need that has to be integrated into the school system and in to the parent education.

87 “Teaching children to cope with anger” by Omizo, M.M., Hershberger, J.M., and Omizo, S.A stress that Children who are experiencing family problems report being helped by school counselors.

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Hanish, L.D. and Guerra, N.G’s “Children who get victimized at school” defines that School counselors have been found effective in reducing victimization by assisting victimized children, reducing bullies, victimizing behaviors and modifying the school climate and structure. Different forms of intervention, when used together, have been shown to reduce some victimization-related behavior.

Baker, S. B., and Gerler, E. R. in “Counselling in schools” found School counselling programmes have significant influence on discipline problems. The students who participated in school-counselling programme had significantly less inappropriate behavior but more positive attitudes towards school than those students who did not participate in the programme. Another study found that group counselling provided by school counselors significantly decreased participants aggressive and hostile behavior.

To sum up, the following are the highlights of the above brief review of a number of studies undertaken on various aspects like Adolescents face maximum problems in the areas of academic adjustment, followed by concerns regarding ensuing educational and vocational achievements and personal adjustment. The results highlight the influence of the home environment and the pattern of interaction between the parents and the children on personality development, adjustment, and reactions to frustration, development of identity and self-concept of the Adolescents. Gender appears to be a key variable.

These studies were undertaken by psychologists, sociologists and social workers. These scholars could find various problems of Adolescents and the various causes; they are not limited to any particular gender, caste, class and region.

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Most of the authors do stress on school counselling and others stress on guidance. A lot of studies undertaken prove that counselling is very effective to the Adolescents.

The findings by the investigator have much bearing on the findings of the above studies as well as those cited in different parts of the study to support the findings of the present study.