Chapter 2

REVIEW OF RELATED LITERATURE

The search for related literature is one of the first steps in the research process. It is a valuable guide to defining the problem, recognizing its significance, suggesting promising data-gathering devices, appropriate study design and sources of data.

---Best, J.W and Kahn, J.V.

2.1 Overview

Scientific investigation starts with a review of literature related to the study. Review of related literature is one of the major steps in any research study. Research can never be done in isolation of the work that has already been done on the problem of study. It allows the researcher to acquaint oneself with the current knowledge in the area where one proposes to do research.

John. W. Best (1992) pointed out that review of related literature is “A summary of writings of recognized authorities and of research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, the step helps to eliminate duplication of what has been done and provides useful hypothesis and helpful suggestions for sufficient investigation”.

In this chapter, an attempt was made to review briefly the available studies from the past to the present in view of the study under
investigation. As already stated in the previous chapter, the study is titled as personality of adolescents in relation to their adjustment and decision making.

The previous studies in this area would be reviewed under the following three sections.

- Studies related to Personality
- Studies related to Adjustment
- Studies related to Decision Making

2.2 Studies on Personality

Chaturvedi. N (1970) studied ‘Personality as a factor in teacher – student deviation’. A sample of 500 students from ten high schools and intermediate colleges was studied.

The researcher found that the teachers and the students showed definite trends of deviancy and the deviated students and teachers had definite traits of personality maladjustment and disorders evident from the profiles of “Pa”, ‘Poll’. Such teachers and students came into conflict with one another more frequently. They were problems for the institutions, teachers and students.

Nagar (1973), made “A Comparative study of personality characteristics of socially accepted and rejected girls of higher secondary schools”. A sample of 320 including 160 accepted and rejected girls of Agra city was studied.
The researcher found that stars and rejecties had shown more inclination. On the whole socially accepted students tended to make higher academic achievement in comparison to socially unsuccessful students.

**Natoo B.K. (1977),** studied “Impact of socio-economic status on personality adjustment of adolescents”.

The researcher found that the coefficient of correlation between personality adjustment of adolescent boys and the socio-economic status of their parents was 0.78. The co-efficient of correlation between personality adjustment of adolescent girls and the socio-economic status of their parents was 0.76. This concludes that the higher the socio-economic status of the family higher the adjustment of adolescents.

**Prakash P (1977),** did “A study of need achievement and personality traits in adolescents”.

The researcher found that socio-economic status of parents does play its role in the development of need achievement among adolescents. It was found that there is a significant difference in need achievement in adolescents between upper middle strata and lower-middle strata.

The major conclusions were that boys and girls do not differ significantly in need achievement; socio-economic status plays its role in developing need achievement among adolescents and personality traits are not related with need achievement among adolescents.

**Singh (1978),** made “An examination of personality adjustment of superior and average children”.

The study aimed at analyzing the personality adjustment of superior and average children. The researcher found that the superior children did
not differ from the average children in case of home, school and emotional adjustment.

**Mills, Carol J (1983),** studied, “Personality characteristics of Gifted Adolescents and their parents, comparisons and implications for achievement and counseling”. A sample of 150 (65 male and 85 female) gifted adolescents and their parents was studied. The Myers, Briggs Type indicator and the Adjective check list were used as tools.

The researcher found that a set of personality characteristics that differed from other adolescent groups was found for the gifted students, although a diversity of types was found in the gifted population. Both the sexes were very similar in personality type. They differed in whether they preferred an interpersonal (females) versus an impersonal (males) orientation. Personality was related to achievement only for the boys.


He found that there were significant differences among the bright to the dull students as regard needs, abasement, change, autonomy, affiliation and heterosexuality. There were significant differences among the bright and the dull students as regards socio-economic status of their families.

**Aggarwal U.G (1988),** did a study on “Personality patterns of socially Accepted and Rejected adolescents”. The present study consisted a sample of 221 boys studying in classes IX and X.

The researcher found that there is no significant difference between the mean scores of socially accepted and socially rejected adolescents with regard to their home adjustment.
Sayed Nurjehan A (1990), made “A study on the relationship between cognitive styles and personality of students studying in the secondary schools of Karnataka state”.

The researcher selected 20 schools from the Dharwad district of Karnataka state. The findings were (1) significant difference was found between the field independent and field dependent groups on the personality factors A,B,C,D and Q. (2) No significant differences were found between the field dependent and field independent groups.

Judith Semon Dubas et.al (2002), studied “Personality types of adolescents, concurrent correlated, antecedents and type x parenting interactions”. A Sample of 305 (14-19 years old) Dutch adolescents” was studied.

Researcher found evidence for a moderate effect of restrictive control, particularly for under controllers. Discussion highlights the importance of the family environment in understanding behavioral correlates of types.

Jung Wee Park (2003), studied “Adolescent self-concept and health into adulthood”.

He found that self concept tends to be low among girls compared with boys. A strong self concept had a positive long-term effect on girls self perceived health.

Rama Devi E. (2004), studied “Personality characteristics of IX class pupils having high and low socio-metric status of Guntur city”. A sample of 204 students of IX class both boys and girls were randomly
selected from 6 high schools of Guntur city. She used the tools of 1) socio
metric Questionnaire 2) Personality Inventory.

The researcher found that (1) there were no isolates in any of the
schools studied (2) the accepted students reported more problems in three
areas of family life.(3) academic and social intelligence were taken as the
base for the preference with respect to academic issues.

**Scholte, Ron et.al (2005),** studied “Adolescent personality types
and subtypes and their psychosocial Adjustment”. A sample of 3,284
Dutch adolescent boys and girls was studied.

They found that the personality subtypes were associated with very
distinctive adjustment patterns.

**Geeta S. Pastey and Vijayalaxmi A. Aminbhavi (2006),**
studied the “Impact of Emotional Maturity on stress and self confidence of
Adolescents”. The sample of study consists of 105 adolescents studying in
XI and XII to class at Dharwad city Karnataka State.

The findings were that the adolescents with high emotional maturity
have significantly high stress and self-confidence when compared to those
with low emotional maturity. Girls tend to have significantly high self
confidence.

**M.L.Sanz de Ace do Lizarraage et.al (2006),** studied “Goals
and personality of Adolescents”. A sample of 1179 adolescents (565 girls
and 614 boys) age between 15 and 19 years was studied. Researcher used
situational personality Questionnaire and Goals for adolescents
Questionnaire.
Researcher found that to a great extent, Personality factors – Adjustment, Emotively, Superiority, Independence and sociability- Predict goals pursued. And also he investigated the influence of personality factors in the value allotted by adolescents to various groups of goals.

**Ram Singh (2008)**, did “A Study of Extra vertive and Neuroticism Tendencies of popular, Neglected and Rejected Adolescents Belonging to Different Localities”. The present study was conducted on the X class students studying in various government and private co-education institutions located in urban and rural areas. Sample consisted of 1691 students. Hindi version of H.J Eysenck’s Personality Inventory prepared by S.S Jalota and S. D. Kapoor was used as a tool.

The researcher found that the popular students in boys as well as girls groups and in urban as well as rural groups were found more extroersive in their behavior than the neglected and rejected students.

**Francis, Leslie J and et.al (2010)**, studied, “Personality and happiness of others: a study among 13 to 15 years old adolescents”. A sample of 3,095 adolescents was studied. The researcher used Eysenck’s three dimensional model of personal happiness as a tool.

The data demonstrated a high level of concern for the adolescents saying that low neuroticism and high level of concern for the happiness of others tend to extraversion, high social conformity and low psychoticism.

**Meenakshi Mehta (2010)**, studied “Personality needs and Academic Achievement of Sr. Secondary students”. A sample of 120 students of X class was selected from 5 schools in Ghaziabad city. She used Meenakshi Personality Inventory.
She found that need-achievement, need dominance, need-nurturance and need-endurance are positively and significantly related to students’ academic achievement. It is found that some students have low achievement and the cause is the low level of related need.

**Namita Mohan and Lipsamayee BAL (2010),** studied “Self-concept, Personality type and Ethical values among Adolescents”. Data were collected from 60 adolescents (30 boys and 30 girls).

They found that adolescent girls were found to be more ethical than the boys of their age. There was no gender difference with regard to self-concept and Personality type.

**Bimal Charan Swain and Ashok Kumar Parida (2010),** studied “Sociometric status in relation to personality characteristic and Intelligence of High school students”. The sample of 124 male students divided into three groups of 45, 42 and 37 was selected by using purposive sampling technique from one district of Orissa.

The findings were (1) there exists significant positive relationship between sociometric status derived from the sociometric criterion and personality factors A, E, F and Q (2) In case of 14 personality factors measured by High-School Personality Questionnaire, factors B,D,E,G,H,O and Q₂ are simple measures. The remaining personality factors have emerged to be complex measures. (3) Positive personality traits have been found to be more important than negative ones in making a person popular.
2.3 Studies on Adjustment

**Reddy, N.Y. (1966),** studied “A study of adolescent adjustment in relation to home environment”. A sample of 1280 adolescents’ age 14 to 20 years was chosen. Researcher used Adolescent Adjustment Inventory.

The researcher found that the subjects belonging to radical fathers were better adjusted in many areas of adjustment than from conservative homes. 18-19 years age groups have significantly more personal adjustment than early age groups. The first born and second born were found to be most maladjusted and least adjusted significantly.

**Bhagia, N.N. (1966),** made a “Study of the problems of school adjustment and developing adjustment inventory”. A sample of 3,324 pupils of 28 schools was taken.

The researcher found that girls exceeded boys significantly in their adjustment to general environments and organizational aspects of the school. Rural school pupils exceeded urban school pupils significantly in adjustment to their teachers, classmates and self. Private school pupils are significantly better than government school pupils in their adjustment to the teachers.

**Vanajakshi, K.B (1968),** studied, “The relation of Academic Achievement to behavioral Adjustment among girls of the college level”. The researcher found that the analysis of the results on the basis of socio-economic status indicates that the students coming from high socio-economic status tend to show lesser maladjustments.
Majumdar (1972), made “A study of the problems of adjustment in adolescence”. A sample of (E) 100 maladjusted boys, 60 maladjusted girls (C) 100 adjusted boys, 60 adjusted girls of Calcutta was studied.

The researcher found that social environment did not play an important role in making adolescents pathological behavior. Much discomfort and disharmony was there in the early life of E group boys. Maladjusted family environment was generally characterized by tension, conflict and over all imbalance.

Madhu Sudhan and Sundara Raja Rao (1975), studied “The problems of students in secondary schools in Coimbatore city”. This study reveals significant negative correlation between the economic status of the family and the problems of adolescents. It was also found that boys have significantly more problems than the girls.

Goswami P.K (1978), made “A study of self concept of adolescents and its relationship to scholastic achievement and adjustments”. A sample of 765 10th class students was taken.

The researcher found that the global self concept of male adolescents significantly differed from that of female adolescents. Self concept of urban and rural students had no significant difference. Global self concept and scholastic achievement had a positive correlation.

Pandey B.B (1979), did “A study of adjustment problems of adolescent boys of deoria and their educational implications. The researcher found that rural students secured better points in emotional, health and school adjustment areas. Urban students secured comparatively
better marks in the aesthetic adjustment area. Urban students were facing
difficulty in adjustment in school, health and emotional areas.

**Goswami N (1980),** studied “Adjustment problems of school
going adolescent’s girls and the development of an adjustment inventory
for their measurement. A sample of 370 girls was taken. He used the tools
of Sinha and Sinha.

The researcher found that 1) adolescent girls encounter maximum
number of problems in the emotional and mental areas followed by the
problems in the school study and home areas. (2) In classes IX and X the
emotional, mental, school and study were the most problematic areas
followed by home, social, religious, moral and sexual areas.

**Singh, S.D (1983),** studied, “Need patterns, Achievement and
adjustment of mentally superior children”. A sample of 450 students of
different levels of SES and intelligence was taken.

The researcher found that superior girls had a better adjustment in
social and sexual attitudes. There was a positive relationship between
intelligence and achievement for superior group but a negative relationship
for the average group.

**Annamma (1984),** studied “Values, aspirations and adjustment of
college students in Kerala”. A sample of 300 first year degree, 1200 final
year degree students was taken. She used the Mathew materialism
spiritualism scales.

Her findings are female students were seen to be better adjusted
than male students in all the areas studied.
Pandit. I (1985), conducted “A study of the psychological needs and self concepts of Adolescents and their bearing on Adjustment”.

The researcher found that the adjustment of adolescents in home health, social, emotional and school areas was significantly different in all cases except health adjustment. Out of all the five areas of adjustment school adjustment was most satisfactory followed by health, home, emotional and social adjustments.

Sunitha (1986), studied “Social and emotional adjustment in adolescents (13 to 16)” with the sample of 400 students (200 boys and 200 girls). Tools used 1) the bell adjustment inventory 2) the scoot motor ability test.

The researcher found that 1) Girls were better adjusted at home than boys. 2) Boys scored more than girls. 3) Boys were more socially adjusted than girls.

Sinha. K (1988), did “A study of Adjustment and some personality variables in female undergraduates”. The sample consisted of 100 female undergraduate students. He used adjustment inventory (Asthana, 1968) and Cattle and Scheier (1959) personality inventory scale.

The researcher found that Adjustment was negatively related with anxiety and neuroticism and positively correlated with extroversion. Extroversion was found to be negatively correlated with anxieties and a positive relationship was found between neuroticism and anxiety.

Venkayamma (1989), conducted “A comparative study of sociometric status on the personal adjustment of 8th class pupils in Guntur
A sample of 246 8th class students was studied. She used the tools of socio metric questionnaire and adjustment inventory.

She found that most of them are average in total emotional adjustment and high in home, social and emotional adjustment.

**Punithambal. M (1990),** conducted “A comparative study of Adjustment problems of disadvantaged and non-disadvantaged children in relation to their Academic Achievement”. The sample consisted of 994 children; 494 disadvantaged and 500 non-disadvantaged. He used the tool of pre-adolescent adjustment inventory prepared by Pareek et.al.

The researcher found that (1) High and low achievers in the disadvantaged group differ significantly from those in the non-disadvantaged group with respect to their level of adjustment. (2) The adjustment ability of disadvantaged children is lower than that of the non-disadvantaged children.

**Singh and Indrani Banerji (1992),** conducted “A study of parent–child relationship in relation to adjustment and achievement”. A sample of 92 students comprised of both boys and girls was studied.

They found that (1) Parent–child relationship has no contribution on adjustment and academic achievement of students of secondary level. (2) The correlation between parent child relationship and academic achievement, PCR and adjustment was not significant.

**Jayasree. K (1992),** conducted “A study of sociometric status of 9th class students in secondary schools of Guntur town in relation to their personal adjustment and academic achievement”. A sample of 170 IX class
students was chosen. She used socio metric questionnaires and adjustment inventory.

The researcher found that the students on the whole reflected a high adjustment mean (159.52) than their socializing ability mean (45.237). The students were seen to be a little lower in school adjustment when compared to the other two.

Ann S. Masten. Jennifer Neemam. Signe Andeans (1994), studied “Life events and adjustment in adolescents; the significance of event independence, desirability and chronicity”. A sample of 176 adolescents was taken.

The Researcher found that events independent of the adolescents’ behavior were expected to have lower correlations with adjustment scores than events that could be influenced by the adolescent or that were overlapping in content with adjustment.

Kukred Baijnath (1994), studied “Adjustment of Pre-adolescent students of Saraswathi Vidya Mandir Convent school and Government Junior High school a comparative study”. A sample of 360 students was taken. He used adjustment inventory for school students by Sinha and Singh as a tool.

The researcher found that 1) In all areas of adjustment, emotional social education as well as total, the pre-adolescent girls studying in SVM were found to have higher mean scores than the girls of C.S. 2) In comparison to boys, the girls showed significantly better educational and total adjustment.

The researcher found that nearly two-thirds of the teens said they turn to their mother first when they have a health question and about half said they would talk to a peer when they do not want to discuss heath issues with their parents. Female respondents were more likely than males to report more internal locus of control and to believe the family was unified in decision making.

Conger, Conger and Elder (1997), studied, “Family Economic Hardship and Adolescent Adjustment”. The sample comprised of 357 adolescents from rural Lowa and found that females were having higher grades than males. And also found that males reported of having significantly lower GPA’S than the females.

Shobha Lakshmi Sahu (1997), studied “Ordinal position in relation to adjustment”. A sample comprised of 25 first born boys-25 last born boys, 25 first born girls, 25 last born girls of 17-20 years of age group was studied.

The researcher found that there is no significant difference in first born-last born boys’ and girls’ in terms of adjustment, in terms of emotional social, health and educational adjustment.

Suresh Prasad Singh (1997), studied “School Adjustment in relation to some parental characteristics”. A sample of 400 school students of class 10th reading in different schools located in the town of Gaya was
studied. He used school adjustment scale (Suman-1989) and Sharma socio-economic scale.

The researcher found that students of higher level of parental education are significantly higher on school adjustment than students of lower educational level of parents. And also found urban groups of students are better in school adjustment than rural group of students.

**Venkatamal (1999),** conducted “A study of Adjustment among college students”. A sample of 100 students (50 Science and 50 Arts disciplines) was drawn. He used Adjustment Inventory for college students and attitudes towards interaction with people tools were the tools used in this study.

The researcher found that there is a significant relationship between individuals’ adjustment and their personality characteristics. Individuals with type B characteristics are well adjusted, where as the individuals with type A and type C characteristics are poorly adjusted.

**Arali.C and Rathna Prabha.C (2004),** studied “Influence of family environment on emotional competence of adolescents” with a sample of 120 adolescents. Family environment scale of Bhatia and Chadda and Emotional Competency scale by Bharadwaj and Sharma were used as tools.

They found that majority of adolescents’ perceived average cohesion, expressiveness, conflict, acceptance and caring, active recreational orientation organization and control except independence. Majority of adolescents were average in all competencies and emotional competence in general except encouragement of positive emotional
competency. The family environment as a whole was found to have significant positive influence on emotional competence of adolescents.

**Gurubasappa H.D (2005),** studied “Adjustment and mutual ability as correlates of academic achievement of secondary school students”. The total sample comprised of 400 IX grade secondary grade students in Tumkur district of Karnataka state. He has taken the tool of N.V. Reddy for Adolescent Adjustment Inventory.

The researcher found that 1) there is a significant difference in the academic achievement of students with different levels of adjustment and mental ability. 2) There is a significant high correlation between academic achievement and adjustment and mental ability. 3) There is a significant difference in the academic achievement of students related to gender, type of school, medium of instruction, locality and socio-economic status.

**Sunitha N.H and Khadi P.B (2006),** made a study on “Academic learning environment of students from English and Kannada medium High schools”. The sample consisted of 240 High school children from 8th, 9th and 10th class with an age range of 12-16 years studying in English and Kannada medium High Schools of Dharwad city. He used academic learning environment scale, social economic status schedule a combination of items developed by Aaron et.al (1969), Venkata Ramaiah (1983) and Hauser (1994).

The researcher found that students with English medium of instruction were significantly higher in students’ involvement. Socio economic status was positively and significantly related to academic achievement of High School students among entire group of students. It is
also found that fathers’ occupation and mother’s education were also positively related to school learning environment.

Raju M.V.R. and Khaja Rahamtulla (2007), studied “Adjustment problems among school students”. The study was conducted on a sample of 461 students (197 boys, 264 girls). A standardized questionnaire developed by Jain was adopted for this study.

The researcher found that 1) adjustment of school children is primarily dependent on the school variables like the class in which they are studying. 2) 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.

John Louis Manohara.R (2008), studied “Adjustment of B.Ed Teacher Trainees in Pondicherry Region: A survey”. A sample of 300 B.Ed trainees was selected from four colleges of education at Pondicherry region. The data was collected by using adjustment Inventory for college students by A. K. Sinha and R.P Singh.

The researcher found that the overall adjustment of B.Ed teacher trainees is average. Gender does not have influence on adjustment of the B.Ed teacher trainees.

Akbar Hussain, Ashutosh Kumar and Abid Hussain (2008), studied “Academic stress and adjustment among High school students”. A sample of 100 students of 9th class was chosen. He used the tools of Sinha and Sinha for academic stress and Sinha and Singh for adjustment inventory.
They found that magnitude of academic stress was significantly higher among the public school students where as government school students were significantly better in terms of their level of adjustment. Significant relationships between academic stress and adjustment were found for both the groups of students and for each type of school.

**Surekha (2008)**, studied “Relationship between students adjustment and academic achievement”. A sample of 115 students (boys 75, girls 40) IX standard of Warangal city was studied. She used the tool of A.K. P and R.P. Singh for adjustment.

The researcher found that 1) the students of private schools are better adjusted than students of government schools. 2) Boys of private schools are better adjusted than boys of government schools. 3) Girls of private schools are better adjusted than girls of government schools. 4) The students of private schools are better than students of government schools in academic achievement. 5) There is a significant negative relationship between the students’ adjustment and academic achievement.

**HO. Alice Yee (2009)**, studied “Adjustment and achievement of ethnically diverse, urban adolescents across the transition to high school”. A sample of 1,979 adolescents from 7th to 10th grade was studied.

The researcher found longitudinal change in ethnic identity, perceptions of educational barriers and academic achievement across the transition to high school.

**Vithya V. and Karunanidhi. S (2010)**, studied, “The influence of certain psychological factors of under achievers and high achievers” with
a sample of 676 school going adolescents. The sample was exposed to I.Q assessment, self-Esteem Questionnaires (Karunanidhi, 1995)

The researcher observed that the under achievers were found to have low self-esteem, low achievement motivation, poor family environment and poor school climate than high achievers.

**Zareena S.K. and V.M. Vatsala (2011)**, studied adjustment problems time management and affect of parents socio economic and educational status on students achievement. A sample of 80 pupils of 8th standard was taken and adjustment inventory developed by Mallika and Time Management Scale of T.P. Kamala were used. The researchers concluded that socio economic factors did not have an effect on the achievement of students. Low achievers did not show more adjustment problems than High achievers.

**Najama Unnisa (2011)**, studied “Academic adjustment in schools” and reported that there is a close relationship between adjustment and education. Well adjusted individuals prosper well in educational endeavor.

### 2.4 Studies on Decision Making

The researcher noticed that private school children were reflective and quasi government school children were more impulsive. The children differ in the expression of cognitive style.

Garg S. (1984), studied “Decision making in children - an experimental investigation”. The sample for the study comprised of 192 children in the age range of 10 to 16 years. He used the tool of the lucky seven games, a skill – chance game, advice games, a guards guessing games, a probability, the decision making and risk taking.

The researcher found that 1) Decision making under condition of risk and under condition of uncertainty was found to be different. 2) Children were found to make choices as if they were attempting to maximize expected utility. 3) Girls in general were correct to be higher in confidence in judgments.

Michael Hammes and Dan Petersen (1986), studied “Teaching Decision-making skills to a sixth grade population”. A sample of 95 students of sixth grade was studied.

The researcher found that resistance to persuasion skills can be taught and successfully learned in a school health education environment and that a child’s self-concept and social status is not associated with learning RPS. Command of such skills may induce in young students greater independence from high pressure tactics often used by associates in social settings.

Jay W. Rojewski; Roger B.Hill (1988), studied “Influence of Gender and Academic Risk Behavior on career Decision making of occupational choice in Early Adolescence”.

- 76 -
They found that male adolescents were more likely than female adolescents to feel discouraged, lack necessary information about careers, perceive external barriers and lack interest in making choices. Gender and at-risk status did not significantly influence occupational aspirations.

Leon Mann, Ros Harmoni and Colin Power (1989), studied “Adolescent decision making in the development of Competence.”

The researcher found that many adolescents at the age of 15 years show a reliable level of competence in meta cognitive understanding of decision making. No evidence is available relating to age differences in willingness to make choice, devise compromises. Peer group pressures to conformity, breakdowns in family structure and functioning and restricted legal rights to make important personal decisions.


The researcher found that 1) schooling as a socializing force not only shaped the anticipation of future and the development of self, it also influenced the dreams of children. 2) with regard to self perception ,the schooled higher castes children were found to be more ambitious than the schooled Nolia children though the latter were more ambitious than the unschooled Nolia children .

Smetana J.G and Asquits (1994), studied “Adolescents and parents conceptions of parental authority and personal autonomy” and
found that the types of decisions an adolescent is allowed to make changes over the course of adolescence and also reported that as adolescents become older.

They began to view decisions concerning multifaceted and personal issues as falling under their own authority and outside of parental jurisdiction, while parents believe that they retain that jurisdiction. This suggests that adolescents become more cognitively separate from their parents.


**MC Neal (1995),** in his study of the determinants of children’s attainments, found that family income or poverty ratio increases the likelihood to graduate from high school, after controlling for background factors and also found that the number of years of poverty decreases number of years of schooling completed.


The researcher found that 1) there is a positive correlation between risk taking and vigilant decision making. 2) This study has found a positive
correlation between the score in work locus of control and vigilant decision making. 3) Risk taking is positively correlated with vigilant decision.

Ramalingam. Panch (1995), conducted a study on the “Comparison of Decision making styles among Higher secondary students”. The present study was conducted with male and female plus two students (N=200) in Pondicherry. He used Leon Mann’s Decision making Questionnaire II to collect the data.

The researcher found that 1) There is a significant difference between male and female students in their Defensive Avoidance Decision making style. 2) The students of government and private schools significantly differ in their vigilance decision making.

Lamborn et. al (1996), studied “Ethnicity and community context as moderators of the relations between family decision – making and adolescent adjustment. 1) They examined unilateral adolescent decision on their own. They found that unilateral adolescent decision making predicted poor behavioral adjustment such as deviant behavior, lower academic performance and poor psychosocial functioning. 2) They also examined joint decision making where the adolescent and the parent make decisions together. They found that joint decision making predicted positive behavioral adjustment, less deviant behavior, better academic performance and better psychosocial functioning. Lastly they examined unilateral parental decision making and found that it only significantly predicted school performance by ethnicity.

Teo, Carlson, Mathieu, Engeland and source (1996), conducted “A prospective longitudinal study of psychological predictors of achievement”. A sample of 174 urban youth from Minneapolis was drawn.
The researchers examined the effect of IQ and other individual factors on achievement outcomes at age 11 to 16. They found that, of all the variables examined, IQ was the strongest predictor of individuals reading and math achievement in Grade 6 and age 16.

**Bosma et. al (1996),** made a study on “Decisions on adolescents behavior within the family”. The researcher reported that higher levels of decision making were associated with increased parent – child conflict which is associated with poor behavioral adjustment such as greater deviance and poorer academic competence.

**Peterson et. al. (1999),** in his study “Predicting adolescent autonomy from parents: relationship connectedness and restrictiveness”. They found that parents who were rated as high in authority, influence and support had adolescents who were engaged in more decision making behavior. They concluded that the development of decision making in adolescents occurs within the context of a parent – child relationship.

**Beyers and Goossens (1999),** studied “Emotional autonomy, psychological adjustment and parenting: interactions, moderating and mediating effects”. They used perspectives on Adolescent Decision making Questionnaire developed by Bosma et. al (1996). They found that decision making and behavioral adjustment depends upon parenting style.

**Noom et.al. (1999),** studied “Antinomy, attachment and psychosocial adjustment autonomy.” In adolescents who were around the age of 15 years old they found that adolescent decision making is a gauge of adolescent development.
Itamar Gati and Noa Sake (2001), studied “High school students career-Related Decision Making Difficulties”. A sample of 1,843 adolescents was studied. They found that boys reported higher difficulties than girls in external conflicts and dysfunctional beliefs.

Bednar and Fisher (2003), studied “Peer referencing in adolescent decision making as a function of perceived parenting style”. They found that late adolescents who rated their parents as authoritative were more likely to refer to their parents when making moral and informational decisions. They also reported that late adolescents who rated their parents as authoritarian or permissive were more likely to refer their peers when making decisions. These results show some long – term effects of a healthy parent child relationship measured here as supportive parenting.

Kushwaha A K S and Basheer Hasan (2005), studied “Career Decision making as a Function of cognitive Differentiation Among careers and sex”. A sample of 240 adolescent students (120 male and 120 female) of class x within the age range of 14 to 16 years was drawn. He used constructed and standardized tool by Tiwon and Hesan (1990) to assess the decision making ability of adolescent students.

The researcher found that cognitive differentiation among careers has been found as a potential variable in generating significant variance upon career decision making.

Hasan B (2006), made a study on “Career maturity of Indian adolescents as a function of self – concept, vocational aspiration and
gender”. A sample of 480 students of X class (240 males and 240 females) within the age range of 14 to 16 years was studied.

The researcher found that all the three independent variables were found to be potential enough in generating variance in career maturity. The first order interactions were not found significant whereas the second order interactions were found significant for almost all the components of career maturity.

Manoj Kumar Dash (2006), studied “Assessment of decision making ability: an aspect of quality improvement”. He used the tools of self made decision making questionnaire and Flanders decision making questionnaire.

The researcher found that 1) the predominant decision making style of the institution was found to be vigilance. 2) The predominant decision making style of men and women was found to be vigilance. 3) The predominant decision making style of all teacher educators was found to be vigilance.

Kimarie Engerman and Ura Jean Oyemade Bailey (2006), studied “Family Decision-Making style, peer group affiliation and prior academic achievement as predictors of the Academic Achievement of African American students”. A sample of 16,489 students was studied. They have taken a tool of National Education Longitudinal study of 1988.

The researcher found that prior academic performance and socio-economic status (SES) predicted academic achievement.

Kathieen Commendactor M.S.N. (2007), studied “The relationship between female adolescent self – esteem, decision making and
contraceptive behavior”. A sample of 98 female adolescents aged 14-17 years was studied. He used global self – esteem scale prepared by Rosenberg’s and decision making scale by the Flinders questionnaire as tools.

Researcher found that no significant associations or correlations were found between age, global self esteem, decision making – self esteem and decision coping (vigilance).

**RamaniGopal C.S. (2008)**, made a study on “Self-Esteem and Decision Making styles of school Teachers”. A sample of 132 teachers (male 82 and female 50) was studied. He used Leon Mann’s decision making questionnaires I and II as tool. Researcher found that a significant positive relationship exists between self – esteem and vigilant style of decision making.

**Baruch Fischhoff (2008)**, did “Assessing adolescent decision-making competence”.

The researcher found that competence varies by individual and by decision, leading to domain-specific policies and interventions, affording teens as much autonomy as they can manage.

**Veerle Germeijs, Karine Verschueren (2009)**, studied “Adolescents Career Decision-making process, related to quality of attachment to parents”.

They found that the association between perceived security with mother and the decision tasks of orientation, broad and in-depth environmental exploration and self-exploration was mediated by adolescents’ career decision-making self-efficiency.
2.5 Summary of Observations and Research Gap


Though studies on personality traits, personality types and characteristics were done on teacher trainees, teachers, high school students and adolescents individually, studies have not yet been made strictly upon the personality of adolescents under the distinct domains under taken by the researcher.

**Time Line Chart – Personality**

- Prakash. P (1977)
Summary of Studies on Adjustment and Felt Gap


The earlier studies focused on research in adjustment and adjust mental problems of school students, advantaged and disadvantaged children and also on relationship of adjustment with academic achievement, family back ground parental background etc. But so far studies have not been made to relate personality with adjustment.
Summary of Studies on Decision Making and Felt Gap


Very little research on decision making was done in India. Most studies stated above are pertaining to research done abroad. More over research focused on decision making in school students, teachers, working women etc. but very few studies were found to be done on adolescents.

**Time Line Chart – Decision Making**

- Bosma et.al(1984)
- Jay W. Rojewski; Roger B.Hill (1988)
On observing the research gap in each of the above said three domains and studies done in India and abroad, it is inferred that the studies focused on selected variables like gender, locality, family conditions, parenting, economic background, abilities of children etc. However no exclusive study was made relating the three domains-personality, adjustment and decision making of adolescents. Hence the researcher felt the dire need to make an exclusive study on personality, adjustment and decision making of adolescents on the basis of variables which have been left or untouched in the earlier studies like gender, locality, medium of instruction, type of school, nature of home environment, order of birth and economic background.

So, the present study on personality, adjustment and decision making of adolescents in Andhra Pradesh attains significance in the field of education.