CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the important literature related to the present study. Previous research studies are abstracted herein and it provides a background for the development of the present study and brings the reader up to date.

Survey of the related literature is an important prerequisite to actual planning and the execution of any research project. Best (1986) writes, "the search for reference material is a time consuming but fruitful phase. A familiarity with the literature of any problem area helps the student to discover what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing and what problems remain to be solved." In the present chapter an attempt has been made to examine the existing literature relating to the present problem.

Psychological problems of the adolescents may be associated with the many root factors, personal needs, inadequate socio-cultural and environmental conditions, inappropriate parental handling and many more. For the purpose of present investigation psychological problems of the adolescents, their relationship with ego-identity, locus of control and family cohesion of the two sexes pursuing different courses of study, i.e., arts and science have been taken up. The studies relating to these variables have been reported under the respective subheading.
PSYCHOLOGICAL PROBLEMS

Mooney (1943) in her study, "Personal problems of freshman girls" found that adjustment to college work was the major problem of the girls. They also had problems in understanding and dealing with their personal feelings, in finding outlets into satisfying social and recreational activities, in guarding and in improving their health. In her study, Home and Family adjustment had the lowest percentage response.

Khulan and Arnold (1944) studied the religious beliefs and problems during adolescence. It was found that at the 12th grade, 56% to 80% of the problems mentioned related to disliking church services, failing to go to church, to know the meaning of religion, sin, heaven and hell and conflicts of science and religion.

Hertzler (1950) probed into 2,000 adolescent girls problems in the secondary school of 5 Southern California communities. His major findings were:

1. 27% to 46% problems related to vocations, finances, living conditions, difficulty in making friends, difficulty in keeping conversation going, over-anxious parents and lack of interest in school work.

2. 17-19% problems related to bad skin and religion.

In a study of "Comparison of groups of socially accepted and socially unaccepted high school students" by Garrison (1952) it was revealed that the unaccepted students had more problems than the accepted ones. In the case of the unaccepted, not
feeling well, being overweight, lack of status and being unhappy were the most commonly reported problems, while for the most accepted, problems in their relationship with the members of the opposite sex, problems about future education and problems about jobs proved to be of special concern.

Meissner (1961) reported that most of the adolescents' anxiety was socially oriented and was expressed in shyness, lack of self-confidence and fear of criticism.

Moser and Moser (1963) in their study found that the general problems of personal nature, besides the academic problems in the college and university students are lack of social aptitudes, romantic involvements, problems of finance and undesirable habits, home sickness and lack of self-sufficiency.

Kakkar (1964) in a study on adjustment problems of adolescents found that 43% cases had serious adjustment problems; the school area posed greatest number of problems while in the area home adolescents were overdependent on parents; girls accepted parental control, but boys grumbled about it; a feeling of insecurity in the home was mirrored in their attitude towards school situations. In social areas, problems like 'how to be popular', how to get along with others' also worried them.

Reddy (1966) studied the adolescent adjustment in relation to home environment. The sample consisted of 1280 adolescents from schools and colleges within the age range of
14-20 years. Results indicated that conflicting attitude of extreme nature on the part of parents led to significant trends of maladjustment in the children. In the areas home and school maladjustment increased with age. Further, the adolescents in the age group 17-19 years revealed significantly more personal maladjustment than the subject in the early age group.

George (1968) in his study "Needs and Problems of high school and college students" found that they had problems in financial, educational, vocational, personal and social areas and also those related to study habits.

In a study of "Psychiatric Problems in university students" by Wig, Nagpal and Khanna (1969), the personality problems and adjustment reactions were found to include problems relating to feelings of inferiority, emotional immaturity and poor socialization.

Srivastava (1970) investigated the neurotic behaviour among school going adolescent girls in grades 11 and 12th. The findings of the study revealed that neurotic girls were unsufficient in work, unable to concentrate, were irritable and restless, slept poorly, showed marked and chronic fatigue and were least interested in school work. Further, in all aspects of personality adjustment viz., home, health, social, emotional and school these girls showed maladjustment.

Kauffmann (1972) study expounded that the more disturbed Ss tended to report more positive perceptions of family
relationships particularly their relationships with their older siblings. However, institutionalized Ss tended to perceive themselves more negatively than normal and school disordered Ss in the context of family relationships.

Ramzy-Salch and Hermans (1974) analyses of feelings and behaviour showed that in adolescents (1) high happiness in comparison with low happiness was related to feelings fullness of life, personal freedom, companionship, feelings of physical health, more hours of sleep, infrequent use of medicine and being more at home and (2) high emotionality was related to a lower use of drugs, less watching of TV, less going out and having more contacts with friends.

Kumar (1975) in an analysis of the determinants of the problems of adolescents found that the major areas of their problems were lack of social adjustment, self confidence and feelings of inferiority. An important determinant, in a majority of cases and amongst many other factors was found to be parental dominance.

Schab (1975) used an open-ended questionnaire to ascertain the wishes of 1,092 White and 714 Black US adolescents from the States of Georgia, Tennessee and Florida. Results indicated that Ss were not committed to school, home or church. They wished for more consideration and understanding and were not completely satisfied with themselves. They also had a desire to be smarter.
Kalra (1976) studied the psychological determinants of problem behaviour among 1,078 girl students of IX, X, XI grades in and around Calcutta. The following were some of the findings of the study:

1. There were no significant differences between classes with respect to problems,

2. The items concern for the girls as indicated by the Mooney Problem Checklist were - worrying about examinations, nervousness, scholastic difficulties, fearlessness, carelessness, laziness, shyness and emotional instability,

3. Schools formed a significant difference contributing to the behaviour problems among students.

Becker (1977) examined attitude toward self, family and community held by 458 American and 252 eleventh and twelfth grade, approximately 17 years old Israeli youths. Results exhibited that young Americans compared with their Israeli counterparts were more committed to early independence and self-reliance, express more resentment of their obligations to others including parents and siblings, display a greater sense of detachment from other individuals and from community, and exhibit less interpersonal trust.

du Preez (1977) in his study found that most of the academic student's had conservative religious views; desired an active religious experience and were loyal to the church and wanted to be involved in church activities; were satisfied
with the spiritual, educational, social and recreational activities provided to meet their needs and interests and showed great moral sensitivity. They also revealed dissatisfaction with the amount of help that the academy and church were giving them with their problems through faculty, staff and teachers.

Shirali and Mukta (1977) in their investigation on university students, found the greatest amount of frustration of the sample under study in personal, home and health adjustment.

Gupta and Gupta (1978) in their study 'Areas of adolescent problems and the relationship between them' found that a maximum number of problems were observed in social, school and emotional areas and there was a positive correlation between the different areas of adjustment.

Sharma (1978) reported that age difference had significantly greater impact on the nature and type of problems encountered by the adolescent boys. Two or more than two years difference in age was a potent factor governing the nature of problems. School and unemployment were two areas where the boys felt the maximum and the minimum number of problems.

Key (1978) studied the effect of teacher roles and organizational systems upon secondary school student attitude
toward organizational climate. Organizational system was found to have a significant effect on students' attitudes toward counseling and school goals, but not in the areas of curriculum, extracurriculum or communication. Teacher role had no significant effect on students' attitudes to any facet of organizational climate.

Weller and Luchterhand (1978) predicted that as the Ss moved through high school they experienced less parental control and turned less to their parents for advice. Contrary to expectations, however, they became less estranged from their parents.

Chaudhary (1979) in her study on University students found that the majority of students reported adjustment problems as being the most dominant followed by emotional, academic and sexual problems respectively.

Gupta and Gupta (1979) administered Mooney Problem Checklist to 500 college girls, 14 to 18 years old. The results showed that the only area in which early and late adolescent girls differed significantly was in 'personal psychological relations'. Further, it was found that girls were least concerned about courtship, sex and marriage.

Mathur (1979) investigated the causes of frustration in 772 adolescent students of Class XI of Mathura District. It was found that economic problems of home, nutritional deficiency and fear of committing a social error were the most frequently reported causes of frustration.
Mohan, Sehgal and Bhandari (1979) in an analysis of problems reported by children (10 years of age) indicated that the problems most frequently reported were related to school, followed by problems relating to home and family life. Findings also revealed that children had few problems in common with adolescents.

Uchat (1979) found that college students had poorest perception of the examination system. Social activities got lowest endorsement among the elements of social milieu. The college teachers and the examination system was seen less favourably by arts, science and commerce groups than self and social milieu.

Goswami (1980) constructed an adjustment inventory for assessing personality adjustment of adolescent girls. The study reported that the adolescent girls encounter maximum problems in the area of emotional, mental, school, study and home adjustment. The least problematic areas were physical adjustment and sex adjustment.

Lam's (1980) study, 'The problem of Chinese students at the University of Illinois at Urbana Champaign' identified problems indicated by the students as related to their future adjustment to college work and English language ability.

Yadav (1980) in his investigation on problem children belonging to the age group 7 to 12 years found that the nuclear
families had greater number of problem children than joint families. Furthermore, father not having time to look after children, harsh treatment by parents, strict discipline, tension and quarrels on money matters as well as on domestic work, drinking, smoking and gambling by parents, size of the family, shortage of accommodation, living standards, caste prejudice and the type of friends also played an important role in developing problematic behaviour.

Greenberger and her co-workers (1981) examined the effects of adolescents part-time employment on family and peer relationships. Results indicated that working had a negligible impact on the quality of family and peer relationships. Females but not males enter the work force in part as a result of weaker emotional ties to their parents. Further, workplace was not a source of close personal relationships with others.

Gupta (1981) investigated that all adolescent girls had maximum number of difficulties in areas like social, school and personal psychological areas while minimum difficulties were experienced in the area of courtship, sex and marriage. The areas of concern for early adolescent girls were social recreational activities and school while those for late adolescent girls were social recreational activities and personal psychological relations.
Krishna and Kumar (1981) administered a battery of tests to 125, 14 to 18 years old who were either emotionally adjusted or emotionally disturbed. The latter group was more neurotic, anxious, insecure and poorly adjusted in home, health, social and emotional areas than the former.

Reddy (1981) after administering the problem checklist to urban, semi-urban and rural secondary school students found that students had many adjustment problems in the areas of academics, future plans, education, vocation, and personal situations.

Remschmidt and Schwab (1981) reported that Ss aged 10-13 years threatened suicide significantly more often than did Ss aged 14-18 years. The three most important causative factors found in suicide attempts were family conflicts, conflicts with partners and school problems.

Sudha (1981) probed into problems of school going girls aged 10-16 years from both rural and urban areas. Findings showed that rural Ss had more problems. Problem areas of greatest concern included moral, religious, spiritual, academic achievement, cultural and traditional customs and economic issues.

Mankad (1982) studied the problems of adolescents in Rajkot and found that high school pupils had significantly more problems than college students in the areas physical, health and
appearance, family and interpersonal relationships. First five problems faced by the entire sample were - worry about getting good marks in studies, virtuous man having to suffer a lot, keenness to know how other student's progress, disappointment at the expected work not being done and inability to reply to a question in the class even though the answer is known.

Sharma, Saraswathi and Gir (1982) in their study 'Role of parents and teachers in promoting social competence in Children' found that warm, affectionate relationship with both parents and teachers led to a positive perception of the environment, sense of confidence and personal worth in these Ss. However, firm and consistent discipline at home and at school seemed to be responsible for promoting mature behaviour pattern in Ss.

Singh, Singh and Goburdhum (1982) in a comparative study of the problems of Indian and Foreign students reported problems related to health and physical development, adjustment to college work, curriculum and teaching procedures. Indian students reported more problems related to finances, living conditions, morals and religion and vocational and educational future.

A Health Interests and Needs questionnaire administered to 200 college students by Baldi and Cyb (1983) indicated that Ss had not received adequate health education in the high
school and more interested areas of Ss were stress reduction and relaxation, self health care and first aid. Over 3/4th of the Ss stated that they would take a course in health education if it focussed on their areas of interests.

Brown and Armstrong (1983) studied the structure of pupil worries during transition from junior to secondary school. The three distinct regions were identifiable in the multidimensional space concerning worries about interpersonal and social relationships, school work and discipline.

Freshman et.al (1983) examined emotional distress among 607 urban Black high school students, 15 to 18 years of age. Ss reported high distress primarily about feelings of disadvantage volatile anger, interpersonal sensitivity and loneliness. Females were significantly more likely than males to indicate emotional distress.

Mowji's (1983) study revealed that the junior college students faced educational and vocational problems due to absence of guidance at school and college level.

Bhatia (1984) in his study found that adolescents were sometimes like children. Girls were more liable to be treated like children and were not granted freedom of thought and behaviour which is due to an adult. The family atmosphere was more tense and unhappy for girls in the Indian environment. In many families parents were more favourably inclined towards boys. A majority of adolescents preferred co-educational
Bojuwoyes (1984) assessed and compared the perception of students counselling problems by the Nigerian secondary school student's and teachers. The major findings were:

1. Family relationships and physical and health development were considered more critical problems by the co-educational school students than by the non-coeducational school students,

2. Career development and financial adjustment were perceived as critical problems by males.

Brodzinsky and his associates (1984) evaluated psychological and academic adjustment of adopted children. Results showed that adopted students were rated higher in psychological and school related behaviour problems and lower in social competence and school achievement than non-adopted students.

Walker (1984) surveyed the perceptions of health problems by inner city and private school students. The inner city Ss ranked dental problems, acne and health worries highest and indicated a desire for more help with physical problems, social problems and parent relations; while the private school Ss ranked depression - sadness, tiredness and acne highest.

Prem Lata (1984) probed into the problems of adolescents
and found that large number of problems were related to physical development, physical growth, physiological growth, intellectual, emotional, social and moral development. Parents and teachers not being in a position to resolve the adolescent problems that covered personal, educational and vocational fields, only the Counsellor was able to resolve most of the problems faced by adolescents.

Gonzalaz and Perez (1985) described the characteristics of 12-18 years old youngs in Santiago, Cuba. These included youths needs for independence, self affirmation, social acceptance, simultaneous rejection of norms of family and society and need for their support, instability in behaviour and mood, need to love and be loved and preoccupation with and curiosity about sex.

Offer, Ostrov and Howard (1985) studied the self images of normal adolescent's. Ss were aged 13-19 years. ANOVA indicated that most of the adolescents were not in the 'thores of turmoil' and were functioning well. Most reported having adapted without undue conflict to the bodily changes and emerging sexuality associated with puberty. Gender also played an important role in influencing feelings about the body, sexuality and vocational aspirations.

Stewart and Zaenglein-Senger (1985) administered a questionnaire assessing delinquent behaviour, family problems and parent-S interaction to 1,088, 8th to 12th grade females.
It was concluded that female delinquency tended to occur in families in which adolescent girls felt that they could not talk to their parents, parents failed to listen to their children and adolescent girls felt that their parents did not believe them even when they told the truth.

Tripathi (1986) examined the guidance needs of the pupils of secondary and higher secondary schools. It was found that there existed a significant relationship between grades of pupils and social, personality, educational, financial, vocational and religious needs. Size of the family was found to be highly related with health, familial and social needs. The pupils of single sex schools needed much attention for health, familial and personality guidance needs while those of mixed schools for sexual and educational guidance needs. Some of the problems which needed urgent attention were teachers' lack of knowledge, their misbehaviour with pupils, difficulties in the subjects of mathematics and sanskrit and defective teaching methods.

The results of Venugopal's (1986) study indicated that students with alcoholic fathers had more emotional problems than the other student group and they differed from students with non-alcoholic fathers in the home and family, finance and personality growth areas.

Check (1987) explored traits possessed by both effective and ineffective teachers by administering a 25 item questionnaire to 747 college students, 104 senior high school students and
93 eight graders. Results revealed the most negative teacher qualities in comparison to effective qualities were inability to communicate, boring and monotonous presentations, being disorganized, aloofness and insensitivity to students' needs.

Gupta (1987) studied the relationship between mental health and religiousness using 313 Tibetan secondary school students aged 16 to 18 years. Tibetan adolescents were found to be highly religious and may have high standards of mental health. However, inadequacy, depression and anxiety were associated with being highly religious.

Mayer and Bauman (1987) surveyed 519 adolescents aged 15-19 years on Saipan in the Marianas Islands to determine their health practices, problems and needs. It was found that although Ss rarely saw physicians, they commonly reported health problems such as headaches, abdominal pain and dental cavities. Psychosocially their problems involved parents, girl friends/boy friends, school and suicidal thoughts.

Koplik and DeVito's (1987) study 'Problems of freshman: Comparison of classes of 1976 and 1986' indicated an increased distress amongst the 1986 Ss in every aspects of their lives. 1986 Ss worried more over future success in life than 1976 Ss. Women reported more problems with health concerns, anxiety and depressive symptoms. Man reported greater concern over social skills.
Lafuente Benaches (1987) found that the most acute problems faced by the 1st year undergraduates were worry concerning academic performance, insufficient time, lack of assistance for working students, professor-student relationships, excess of theoretical learning, inadequacy of study plan and future employment. Less significant were such items as worries over health and fear of not completing their studies.

Ayyash and Huda's (1988) study revealed that Libanese college students reported more problems in personal and social matters than in academic matters.

Gade, Hurlburt and Fuqua (1988) on the basis of their study reported that Ss especially boys have poor attitudes about their school and teachers and that the Ss have inferior study habits.

Golombeck and his co-workers (1988) explored and found that the disturbance in personality function was associated with increased anxiety and depression, school difficulties and interpersonal withdrawal.

Harris and Howard (1988) surveyed 477 male and 432 female high school students on the incidence of frequent feelings of depression and anger, self image and perceptions of the quality of parenting. Analysis indicated that intense feelings of depression were more frequent in girls whereas intense feelings of anger were more frequent in boys. A negative self image
that included a sense of incompleteness was more characteristic of Ss who were prone to feelings of depression. Perceived acceptance by parents was negatively correlated with depression and anger in both sexes.

Sharma (1988) interviewed the students to determine the effects of age as a developmental factor in psychological problems. Problems found include those associated with school, family, habits, speech, personality, feeding, sleep and antisocial behaviour. The most common problems were of scholastic nature and the frequency of these problems increased with age. Problems of antisocial behaviour and personality were found more in the older age groups.

Manese, Sedlacek and Leong (1989) in their study 'Needs and perceptions of female and male international undergraduate students' indicated that female Ss expected to have a harder time at school, were more easily discouraged, did not act on beliefs and did not view themselves as leaders. They also reported greater need to become more comfortable in speaking up in class and to take better class notes. Both male and female Ss had a positive view of support they received from family and friends.

Larson and Bell (1989) investigated the implications of variations in privacy preferences for the quality and style of interpersonal behaviour in an initial encounter situation among 77 undergraduates. Results exhibited that Ss with high preference for privacy interact less and less comfortably with
strangers than people with a low preference.

Razavi (1989) assessed self perceived problems of international students in three community colleges in the Washington, D.C., metropolitan area. 1,556 students were surveyed. Findings showed that younger students reported more problems than older students. No significant differences were found concerning the number of problems experienced by international students in the three community colleges. However, the most serious problems experienced by international students included orientation, admission, academic, social and financial needs.

Singh and Bhangoo (1989) surveyed 120 male and female undergraduates to identify common adolescent resentments. It was found that interference by relatives, favoritism by teachers and restricted freedom of movement were the most frequent resentments. The male Ss were more resentful in all areas and were found to demand more privacy and privilege.

Slater and Calhoun's (1989) study implicate family background and conflict as salient, interacting variables associated with long term social adjustment. In addition, males were found to be generally less well adjusted than the females.

Atallah (1990) determined Saudi Arabian adolescent girls (of 10th, 11th and 12th grade) personal problems and their counselling needs. Results indicated that Saudi Arabian High School females generally have the greatest problems in the
areas of curriculum and teaching procedures, personal psychological relations and social psychological relations. They have minimum problems in the areas of finances, living conditions and employment, home and family and health and physical development. It was also found that 66% reported that they would like opportunities to discuss their personal concerns and 71% supported the concept of establishing counselling programs in the schools.

Carr (1990) after interviewing 29 churched and unchurched youth, male and female, aged 13 to 18 years, revealed that most of the youth were disenchanted with church and had low regard for some of the pastors because of their questionable behaviour.

Delene and Brogowicz (1990) surveyed 1,056 undergraduates concerning health care needs, attitudes and behaviors. Data revealed that college students do not appear to be well informed about health care issues and they tend to be more concerned about body image, physical fitness, personal attractiveness and weight control than about preventing serious diseases and illness.

Dunkel-Schetter and Lobel (1990) studied stress in college students by bringing together past research with 3 surveys conducted at the University of California, Los Angeles. Sources of stress included academic demands, interpersonal issues, financial concerns, sexuality and emotional distress. Subjects experienced high stress levels in the domains of friendships, romantic and family relationships, financial affairs and academic
Isralowitz and Hong (1990) examined issues facing Singapore youth and whether social class status affected their perceptions of problems. The major problems reported by 200 subjects aged 13-18 years included being pressured to keep up with school work, needing help with school work, arguing with parents, receiving enough sex education, feeling good about oneself, worrying about suitable work, worrying about future and difficulty in assessing recreational facilities.

Powell and Watson (1990) compared national samples of teenagers who respond to the same Problem Checklist in 1956, 1968 and 1980. It was found that 1968 group had higher intensity and frequent problem responses than the 1956 and 1980 groups. Further, all groups were similarly concerned about school and future jobs.

Schonert (1990) compared behaviorally disordered adolescents and their non-behavior disordered peers with respect to moral reasoning, empathy and social participation. Results revealed that behaviorally disordered adolescents were lower in principled moral reasoning, empathy and social participation, coming from broken homes, having no religious affiliation, possessed low confidence with regard to their academic capabilities, having less frequent contacts with friends, and having poor relationships with siblings, peers and parents than were their matched non-behavior disordered peers.
Fritz (1991) concluded that the emotionally disturbed students had a significantly higher level of problem behaviours than did the socially maladjusted students, but not a distinct pattern of behaviour.

Johnson (1991) analyses the psychological adjustment of physically disabled and non-disabled adolescents. Qualitative findings revealed similar personal values, stressors and satisfactions, personal coping skills and personal meaning of adversity for disabled and nondisabled subjects. Results supported the postulate that physical disability does not influence psychological adjustment of adolescents in predictable ways.

Rawlins (1991) studied the relationship among hope/hopelessness, self-esteem, perceived social support and life events in 200 adolescents (ages ranged from 15-19 years) of grades 11th and 12th. Findings of the study indicated that 90.86% of the subjects had low hopelessness scores, 56.85% had medium self esteem scores, 73.10% had medium perceived social support scores and 79.70% experienced low number of life events.

PSYCHOLOGICAL PROBLEMS AND EGO-IDENTITY

Lipsig (1968) in a study of Identity crisis in males found a sense of flux rather than sense of continuity with regard to identity and its relationship to adjustment.

Erikson (1970) gave autobiographic notes on identity
crisis. According to the life histories of different individuals he found that identity crisis was significantly related with unconscious tensions and conflicts and sometimes accompanied by sexual repression.

Waterman and Waterman (1970) on the basis of their study reported that subjects who went through an identity crisis over occupational choice had less favourable evaluation of their education than subjects who never experienced such a crisis. But they were more committed to a vocational goal.

Torder and Marcia (1973) found that women without a firm identity status conformed most and showed the greatest amount of negative feelings i.e., anxiety, hostility and depression.

Wolff (1974) in his study "Crisis Points and Problems of Identity" found that the individuals who felt insecure about their parents in early childhood had greater difficulty in developing a firm sense of ego-identity than the individuals whose early experiences were relatively more secure.

Hjelle (1974) studied the relationship of self-actualization to religious participation and suggested that self-actualizing students construe involvement in religious activities as detrimental to their psycho-social development.

Raphael (1978) examined the aspects of 112 (grade 12th) high school females manner of dealing with adolescent issues.
Results indicated that Moratorium status females' manner of dealing with adolescent issues was the most adaptive, followed by some adaptive value of foreclosure status females. The diffusion status females' manner of dealing with issues was least adaptive of the three identity statuses.

Garugati, Palmonari and Ricci (1979) studied personal identity among adolescents in relation to the quality of their interpersonal relations among 96 boys and 114 girls in three groups i.e., age 12 years, 14 years and 17 years. Correlational analysis of the data by age group indicated age 14 years as the time of significant changes related to perceptions of self identity and interpersonal relations. They further concluded that the process of individuation expressed through differentiation increases with age and that the perception of integration of self with family is stronger than with peers.

Roney (1979) found that identity achievement was positively related to psychological adjustment.

St. Clair and Day (1980) worked on "Ego-identity status and values among high school females." Results indicated that Ss' identity in the achievement, moratorium and foreclosure statuses had higher religious value scores than did those in the diffusion status. It can also be found that 2/3 of the identity achievers came from homes disrupted by divorce or death of one parent while less than 20% of the members of
the other 3 statuses came from broken homes.

Erwin (1982) studied the development of identity as it changes over the freshman year in college and as it differs among high school students of various educational levels. MANOVA showed that complexity of identity over the college freshmen year was illustrated by gains in confidence and losses in conceptions about body and appearance. Men overall exhibited a higher degree of identity than women.

Wilkerson and his co-workers (1982) on the basis of their study imply that young people who have successfully resolved identity crisis and conflicts will feel a sense of mastery over their environments and control of their destiny.

Chang (1989) tested the J.E. Marcia's categorization system for ego-identity in 578 male and 539 female students at 2 Universities in Taipei. Results showed that there was a significant increase in identity achievement status from freshmen to seniors. 26.3% Ss who had work experiences, higher academic status and participated in student organizations were tended to be identity achievers.

Research by Johansson (1983) on sophomore and 34 senior baccalureate nursing students in a private liberal arts college reported that there was no significant difference in stressors among students of different identity statuses. In the areas of sex role, religion and occupation, moratorium students felt
significantly more depression than achieved foreclosed subjects. The students who received the stress management programme experienced significantly less anxiety and depression than the students who did not receive the programme.

Joshi (1984) in his investigation found that ego-identity was positively and significantly related to school environment and home environment. Ego-identity of the adolescents perceiving these environments favourably was higher than those adolescents who perceive these environments unfavourably.

Kato (1985) administered 2 author constructed questionnaires (an identity status scale and a crisis commitment questionnaire) to 170 male and 140 female undergraduates. The findings of the study were as follows: (1) Identity diffusion and foreclosure status were found in only 4% of Ss and identity diffusion/moratorium immediate status represented about 50% Ss, (2) In males, levels of crisis and commitment in the areas of future occupation, life-styles and values and study varied significantly among identity statuses, (3) In females, the level of crisis during the time following university admission and level of commitment in relation with friends of the same sex, study, future occupation, lifestyles and values varied significantly among identity statuses.

The results of Campbell, Adams and Dobson's (1986)
study were found to be consistent with the notion that a combination of emotional attachment to parents and the encouragement of independence striving by parents is associated with healthy identity development.

Lasser (1986) investigated the relationship between female adolescent ego development and parenting behaviour from the perspective of the adolescent girls view of their parents. The sample consisted of 131 high school girls. Results indicated that the girls at the lowest level rated their parents as behaving in a consistently inconsistent manner towards them whereas girls at the highest ego level rated their parents as behaving in a remarkably consistent manner towards them.

Rosenberg (1986) reported that in addition to the problem of physical change, 12-16 years old girls were more likely than boys to experience depersonalisation. Girls at this age were found to report ideas about themselves which seem to change from day to day and even from moment to moment. Such self concept fluctuations clearly undermine the sense of personal sameness and foster episodic depersonalisation.

Mori (1987) in "An adolescence crisis delinquency hypothesis" discussed juvenile delinquency as an expression of the anxiety experienced by adolescents in establishing their own identity as young adults. Three crisis groups were cited by him as being responsible for criminal behaviour:
Group I included the basic crisis often emphasized in classical criminology.

Group II involved personal crisis and included factors characteristic of adolescents such as fear of failure and anxiety concerning social isolation and separation from loved ones.

Group III concerned the general anxieties characteristic of adolescents i.e., the fear of unknown and uncertainty about the future.

Alam and Srivastava (1988) on the basis of their study suggested that poor adjustment and high anxiety lead to feelings of inadequacy, insecurity, inferiority apprehension and self devaluation which have a negative impact on self perception.

Halton (1988) found significant and positive relationship between moral development and ego-identity status, with identity achievement subjects scoring the highest, followed by moratorium and foreclosure and then diffusion subjects.

Protinsky (1988) compared the degree of ego-identity achievement in eighteen, 15-18 years old who had been identified as having behavioural problems with nineteen, 14-17 years old who were reported not to have behaviour problems. It appears that the crisis states of trust, initiative and identity were more closely associated with identity achievement for Ss with behavioural problems than were autonomy and industry.

Sikdar (1988) discussed the nature of adolescent
identity crisis in India and western societies and suggested that there is lesser incidence of this crisis in India, leading to a subsequently lower rate of mental illness.

Bilsker, Schiedel and Marcia (1989) on the basis of their study supported the view that issues of interpersonal function are uniquely relevant to female identity development. It was also suggested that career issues become equally important to both sexes (males and females).

Shapiro and Freedam (1989) examined the family dynamics of adolescent suicide and reported that in adolescence parental regression or lack of responsiveness combined with the child's fantasies and ego deficits may evoke rage or feelings of abandonment resulting in suicide attempts.

Papini, Micka and Barnett (1990) assessed the perceptions of intrapsychic and extrapsychic functioning as bases of 178 adolescent (aged 15-20 years) ego-identity statuses. Results showed that (1) more mature identity status Ss are characterized by greater levels of healthy separation-individuation as well as adaptive, cohesive and open patterns of family functioning and (2) the less mature identity statuses are characterized by denial of the importance of interpersonal relationships and overwhelming anxiety about the self in a close relationship.

Peterson (1990) explored the influence of parent-adolescent conflict on identity status scores of 278 migrants.
and main stream adolescents aged (15-19 years) in relation
to their varying methods of dealing with disagreements with
their parents. Results were generally consistent with the
Erikson's theory in showing that the 8% minority of teen-
agers who habitually disputed so violently with their parents
as to attempt to inflict verbal or physical injury scored
higher on the maladaptive identity dimension known as diffusion
while those 26% who routinely avoided all forms of heated
discussions or argument scored nonsignificantly higher in
identity foreclosure.

In regard to identity, Feldman (1991) found less
mature identity status group to have significantly higher
scores on conflictual independence from both parents than
the more mature identity status group.

Gonzales (1991) studied adolescents perceptions of
their parents beliefs and their relationship to identity
formation. Results revealed that higher identity status
in male adolescents is related to assumed similarity in
beliefs with their parents and assumed parental consistency
between parents beliefs. In contrast female adolescents
showed no significant correlation between their perceptions
of their family beliefs and their level of identity formation.

Howard Hamilton (1991) found that gifted adolescents
possessed higher levels of moral reasoning and ego-identity
formation than those in their peer group. All students
exhibited a high motive to achieve and selected competitive educational and career goals for the future.

PSYCHOLOGICAL PROBLEMS AND LOCUS OF CONTROL

Graff and Ladd (1971) in their study "POI correlates of religious commitment inventory" showed that less religious Ss tended to be more self accepting, spontaneous, accepting of one's natural aggressiveness, inner directed and less dependent than Ss with a high level of religiosity.

Farley and Mealiea (1973) found that persons who believe they exert little control over their own destiny indicated greater generalized fear of potentially threatening objects, persons and events than persons believing that destiny lay in their own hands.

The results of Gilbert's (1973) study revealed that externals were seen as vulnerable in interpersonal interactions and have least awareness of social desirability whereas internals were successfully defending against anxiety and loss of control was indicated by their intimate disclosures. Moreover, good awareness of social desirability makes them (internals) adept in interpersonal situations.

Sanstroem and Walker (1973) found that internal males held more positive attitude towards physical exercise and cardiovascular fitness and were also more likely to participate
in voluntary exercise than externals.

Procuick and Breen (1974) in their study exhibited that internal control was related positively to effective study habits and attitudes and to college academic success while opposite was true for powerful others and chance control.

Rohrbaugh and Jessor (1975) reported that religiosity correlated positively and significantly with other measures of personal controls and negatively with measures of deviance proneness and deviant behaviour.

Appelbaum and his associates (1976) investigated the relationship between locus of control and assertiveness in 112 undergraduates with high and low social desirability. Internals were found to be described as more assertive than externals, but this relationship did not vary with social desirability.

Bander's (1976) study revealed that externals reported significantly more test anxiety and attributed their failure to bad luck significantly more frequently than did internals.

The findings of Prociuck, Breen and Lussier (1976) study supported the predictions that hopelessness would be positively related to external locus of control and to depression.

Brannigan, Rosenberg and Ioprete's (1977) research on leadership between internal-external expectancy, maladjustment and psychotherapeutic intervention indicated that (1) externality
is related to poor psychological adjustment and (2) psychotherapy can be effectively utilized to modify expectancy.

Breen and Prociuk (1977) examined the relationship between internal-external locus of control and guilt. Results demonstrate that internals reported a higher degree of hostility and guilt than externals. Also, females expressed greater hostility and morality-conscience guilt than males.

Crandall and Lehman (1977) found that scores of 46 male and 35 female undergraduates for amount of recent life change correlated positively with symptoms of maladjustment and external locus of control and negatively with social interests.

Results of Abrahamson’s (1978) study indicated that adolescent’s beliefs in their own or an individual’s ability to control the environment (more generally labelled a belief in internality) were related to perceptions of parental acceptance, firm control and psychological autonomy. Parental high as opposed to moderate maternal acceptance is tied to higher adolescent academic achievement.

Echohawk (1978) investigated American Indian youth’s locus of control orientation relationship with leadership and behaviour problems. The results exhibited that (1) children rated high on leadership would tend to score on locus of control in the internal direction and (2) children rated high
on behaviour problems would score more in the external direction.

Pandey and Khan (1978) on the basis of their study expounded that more internal subjects were likely to be more actively involved in social actions.

In Bradley and Caldwell's (1979) study "Home environment and locus of control" results showed a generally moderate relation between several home environment factors and development of internal locus of control. The home variables pride, affection and warmth and encouragement of social maturity showed the strongest relation to control orientation.

Good (1979) studied the students perceptions of the locus of control beliefs of successful and unsuccessful people. It was found that unsuccessful people would be perceived as having more external beliefs than would successful people.

Hjella (1979) examined the relationship between social interest, locus of control and self actualization with 72 female undergraduates. Results exhibited that those subjects evidencing high social interest showed significantly higher internal control and significantly more self actualization than the subjects evidencing low social interests.

Hung (1979) studied the relationship between locus of control and adjustment problems in 180 junior high school
students. The external group reported more problems than either the internal control group or a moderate control group. The major problem areas indicated by all the 3 groups were self centered concerns, school difficulties and problem of money, work and the future.

Lowe, Gormanous and Kersey (1979) reported that self consciousness scores of the subjects in their study showed that external Ss were more socially anxious than internal Ss.

Kilmann and his co-workers (1979) investigated the relationship between locus of control and perceived adjustment to critical life events among 164 undergraduates. External scorers reported a significantly more difficult adjustment to life events than internal scorers.

Bhagat and Chassie (1980) found Ss with internal locus of control would perform better and be more satisfied with their studies and personal lives than Ss with external locus of control.

House and his associates (1980) in their study entitled, "A Survey of Psychological and social concerns of rural adolescents" examined 1,349 junior and senior high school students in North Carolina. Results demonstrate that freetime, personal appearance, parental relationships and emotional stress were the major problems of the students. Ss rated classmates as having higher frequencies of most
problems than themselves. Older Ss had more positive self concept and white Ss had more internal locus of control.

Johnson and Sarason (1980) on the basis of their study predicted that significant correlations between life change and depression and anxiety would be found only with Ss external in their locus of control.

A study by Rajamohan (1980) confirmed that females with an internal control orientation are more sensitive to environmental aspects which provide information useful in future, more likely to engage in social action for self improvement and more concerned with skill and achievement.

Savage and Stearns (1980) found no significant mean difference between freshmen and seniors on fear of success. However, ANOVA revealed that the externals showed significantly more fear of success imaginary than internals.

Sturgeon and Hamley's (1980) in their study found that 144 parochial college students of both sexes categorized as intrinsic group presumably internalized their religious beliefs resulting in less anxiety and greater internal locus of control.

A multiregressional analysis of Rohner and his associate's (1981) study revealed that internality increased significantly with Ss age and with their perceptions of increased parental acceptance.
Szmigielska (1981) attempted to identify personality
traits in 60 female psychology students, 30 with internal and
30 with external locus of control. A qualitative analysis
revealed that internal Ss were socially better adjusted, better
able to co-operate, had higher persuasive abilities and were
more responsible and independent in their activities. It was
concluded that internal locus of control is more advantageous
for social adjustment than external locus of control.

Stevick, Dixon and Willingham (1982) examined the
relationship between social interest and locus of control among
100 female and 25 male undergraduates. Results indicated that
internals reported significantly more social interest than did externals.

Cellini and Kantorowski (1984) studied the relationship
between locus of control and career decidedness among 113 males
and 177 females. ANCOVA showed that Ss with an internal locus
of control significantly more often reached closure on their
career plans during their college years than did Ss with
external locus of control.

Ruisel (1984) found that Ss with high self assessment
rated their health positively, were more active, had more
positive ratings of mood and were more internally rather than
externally regulated in their behaviour. They also devoted
more time to studies and generally had high performance
motivation.
Cooley and Nowicki (1985) on the basis of their study found that a significant correlation existed between internality and assertiveness only for males.

Narayanan, Venkatapathy and Govindarasu (1985) study confirmed that in females probabilistic orientation would be systematically related to internal locus of control and chance but not for males.

Results of Tzuriel and Haywood's (1985) study indicated that intrinsically motivated Ss tended to perceive their fathers as more loving and less rejecting, giving less attention (protecting), were more internally controlled and older than externally motivated Ss.

Kumar and Tripathi's (1986) study reported that disadvantaged youth had higher external scores than advantaged youth on Rotter's Internal-External Locus of Control Scale.

Slowick, Omizo and Hammett (1987) determined the effects of reality therapy (RT) process on locus of control and self concept. Twenty six adolescents received RT (experimental group) and 30 Ss did not (control). MANCOVA indicated that experimental Ss had significantly higher scores on academic interests, leadership and initiative measures and lower scores on anxiety. However Ss did not differ significantly on locus of control. Ss given RT were more interested and satisfied with the experiences in school.
Long and his associates (1988) contrasted the lifestyle habits of 162 college students who were high and low on different dimensions of locus of control. For all the three locus of control dimensions (internality, powerful others and chance) a significant interaction was obtained between high and low group and the four areas of life style—work, social, health and leisure. The high internals, low powerful others and low chance groups obtained significantly higher work and health scores than did their counterparts.

In the study, 'The influence of locus of control on students aspirations expectations and information preferences for summer work' Friedrich (1989) found that external locus of control was related to lower expectations for job satisfaction and greater discrepancies between what Ss aspire to ideally and what they believe they will obtain.

Innes and Thomas (1990) suggested that avoidant and inhibited young people attribute social success and failure to stable internal causes and also have lower degree of self efficacy for social interactions.

Lester (1990) found that suicidal ideation is associated with the belief in an external locus of control for a non-clinical population.

Ghocron's (1991) study did not confirm the entirety of predicted relationship between perceived satisfaction with
physical appearance, locus of control and their combined contribution to the prediction of self esteem and career behaviour among high school and college female students.

Darling (1991) on the basis of her study suggested that adolescent control beliefs specifically are influenced by both the functional roles performed by significant others and by the number of negative life events they have been exposed to.

Pan (1991) conducted a research to address the relationship amongst social support, the stress of life change events, locus of control and health. A total of 594 senior high school students from 3 senior schools in Taipei, the Republic of China constituted the sample. Results indicated that there was no main effect among the total subjects. However, when the internals and the externals were separated the direct effects of social support on health were found among the internals, but not among the externals. IOC orientation plays important role in social support.

PSYCHOLOGICAL PROBLEMS AND FAMILY COHESION

Epstein and McPartlant (1978) studied the effects on student development of open and traditional family and school environments, among 4079 white students of grades 6th, 7th, 9th and 12th in sixteen secondary schools. Results indicated that at all grade levels greater participation in family decision was associated with more positive personality development and
school coping skills.

Koznar (1978) studied "Family rearing in relationship to dissocial behaviour and its prevention" and found that internal disharmony in the family, insufficient relationship of parents to the child and inadequate child rearing practices were the strongest factors in the development of disturbed personality.

The results of Schwaz and Getter's (1980) study showed that the indices of neuroticism and major psychopathology of late adolescents were predicted by parental conflict. More neurotic daughters came from high conflict families with dominant fathers, whereas more neurotic sons came from high conflict families with dominant mothers.

Chatterjee and Shah (1981) in an attempt to examine the relation between parental behaviour and the subjects found that in the case of female subjects, emotional and social adjustment scores were correlated with the perception of their fathers as nurturant and affectionate. No clear correlations emerged for male subjects.

Dancy and Handal (1981) examined the real and ideal family climate as perceived by 60 Black adolescents. It was found that independent of parental marital status or degree of perceived conflict, Ss as a group perceived their current family climate as less cohesive, more conflicted, less intellectually oriented and less organized than the ideal family climate.
Gajer Piacuum, Smiljanic and Tomljenovic's (1981) study expounded that Ss whose psychological development was disturbed had unfavourable familial influences. They exhibited predominantly behaviour disorders rather than depression.

Kleiman (1981) investigated the relationship of family structure to psychosocial health in 53 healthy and normal 11th and 12th grade males. Results showed that families of healthy Ss had more effective parental coalitions and generational boundaries than families of normal Ss. The factor found to be the most important to optimal psychosocial functioning was the nature of parental interaction with each other.

Tyeman and Humphery (1981) compared the adolescents who were referred for outpatient psychiatric services with matched controls and found that families of the adolescent patients were lower in cohesion, expressiveness, independence and intellectual, recreational orientation and higher in conflict.

Bell and Bell (1982) found that poor functioning among adolescent girls was associated with strong coalitions between parents and between one of the parents and the child as measured by their level of agreement about the family environment.

Singh and Chauhan (1983) examined the effect of family background on self-disclosure of 200 male adolescent, 14-18 yrs. old high school students. It was concluded that adolescents
in large nuclear nonservice families had fewer restraints and more freedom, closeness, togetherness and mutual trust than Ss in medium or small extended non-service families. Both groups of Ss had the greatest amount of trust in their mothers and disclosed most often to them while they self disclosed least often to teachers.

Loeber and Dishion (1984) on the basis of his study compared boys reported to fight in both the settings i.e., at home and in the school. Results indicated that the Ss reported to fight both by the mothers and the teachers had parents with poor monitoring and disciplining practices than the parents of other Ss. Their families were also characterised by more marital conflict, poor problem solving skills and parental rejection. Observations also revealed that Ss who fought only at home and had mothers who were less coercive than the Ss who fought only at school.

Tarter and his co-workers (1984) speculated that the risk of physical and sexual abuse is greater when an adolescent's cognitive impairment and poor communication skills interact with parental psychopathology and a stressful home environment. They found that the abused delinquents families were lower on cohesion, expressiveness, organization and intellectual, recreational and religious orientation and higher on conflict.

Poole and Gelder (1985) investigated family cohesiveness and adolescent autonomy in decision making in a sample of 292
females and 227 males. Findings indicated that (1) all Ss in the study saw themselves as making most of the decisions influencing their lives, yet the influence of the family was still evident and differed depending on sex, class and ethnicity. (2) Family cohesiveness and autonomy emerged as two independent factors with females higher on both dimensions.

Richardson and his coworkers (1985) in their investigation on adolescents' perceptions of family environment found that Ss perceived family environment as characterized more by harmony than by discord. Males and females consistently reported good to excellent relationship with their parents. However, the conflict between the Ss and their parents most often centered on issues on freedom and responsibility, although the discipline used by the parents in resolving such conflicts was perceived by most Ss as fair and relatively lenient.

Dressler's (1986) study showed that Ss who perceived their extended kin to be more supportive had fewer symptoms of depression and the buffering effect of extended kin support on life events was found only among males.

In Hoffman and Weiss's (1987) study, psychological separation from parents, parental conflicts and dominance and parental symptoms were examined in relation to the common resenting problems of college students. A direct relation was found between the degree of interpersonal conflict in the family and interpersonal distress among family members as reported by students.
Kraus's (1987) research on the environment of 11-15 years old students showed that the greatest role in character formation is played by family environment although local and school environments are also important.

Kashani and his coworkers (1983) studied the characteristics of well adjusted 14-16 years old adolescents. The results showed that out of 150 only 25 adolescents were found to be well adjusted and described their parents as more caring and reported a large number of social support system.

Kersey and Protinsky's (1988) study revealed that adolescents with greater discrepancy between perceived and ideal levels of family cohesion would be less well adjusted than those with smaller perceived-ideal discrepancies.

Lau and Cheung (1988) investigated the relationship between Chinese adolescents perceptions of parental control and organization. It was found that greater parental control was associated with less cohesion and more conflict with parents whereas the opposite was true for organization.

Burt, Cohen and Bjorck (1989) tested the main and stress moderating effects of perceived family environment on young adolescents life adjustment. Analyses of the study demonstrated that families perceived as cohesive, organized and expressive were related to positive psychological functioning whereas families perceived as conflict ridden and controlling were related to negative functioning.
Shulman, Seiffge and Samet (1989) compared adolescents' coping styles across different perceived family climate in a sample of 187, 10-12th grade Israeli students. Analyses indicated that the perception of family cohesion and organization combined with respect for individual development were related to a higher level of functional coping in the adolescent. A sense of lack of family support was related to a higher level of dysfunctional coping.

Tolan's (1989) study findings suggested that a family ability to support each other and to harness that support to cope with transitions and stress during adolescence relates to a lower level of anti-social behaviour.

Brown and Mann (1990) probed into the relationship between family structure and process variables and adolescents' participation in family decisions and vigilant decision-making. Girls are found to be more participating in family decisions but boys reported more of vigilance. High family cohesion, good parent-adolescent communication and sound parental conflict resolution skills were significantly related to Ss' vigilant decision making supporting the role of family environment in the adolescent's socialization for decision making.

Burke (1990) investigated the relationship between family systems functioning and parent adolescent relationships. Findings revealed that non-problem families were generally more satisfied with their family relationships, possessed more positive communication skills and had more family resources available to them than problem families.
Kleinman and his coworkers (1990) determined the relationship between each subscale of the Family Environment Scale and adolescent distress using 351 male and 615 female adolescents. Analyses revealed that (FES subscales) family cohesion, conflict and active recreational orientation were related to adolescent distress regardless of age and sex.

Cohen's (1991) study supported the concept of family relationships being most significant in early adolescence. The sex interaction was insignificant. Females had cohesion as predictive of depression while males had conflict as the most significant predictor.

Favretto (1991) found that family conflict and family cohesion were predictive of level of depression and incidence of somatic complaints. It was also found that students experiencing a current parental divorce perceived their homes to be high in conflict and low in cohesion.

Fenter (1991) examined specific aspects of students' home environment and the relationship of those home environment to the manifestation of student behaviour problems in school. The study involved 173 high school students at Northside High School in Fort Smith, Arkansas. Data analysis indicated that sex, class status, grade point average, **ethnicity** family living environment, cohesion level, expressive level, conflict level, active recreational inclination, religious emphasis, sociability, idealization, disengagement, democratic
family style and laissez-faire family style were all variables of home environment that was significant in determining whether or not a student would exhibit behaviour problems in school.

Flannery (1991) probed into the impact of puberty on parent-adolescent relations and found that with increasing physical maturation adolescents perceive greater conflict with both parents. Parents who were less positive and more highly engaged in interactions perceived more relationship conflict and rated adolescent behaviour as more problematic.

The findings of Hess's (1991) study indicated that early adolescents who perceived their families as more cohesive and more satisfying were most likely to feel self competent and to have better peer relations and grades.

Scott (1991) attempted to clarify the relative influence of parents and religion on adolescent problem behaviour. Religiousness was consistently inversely related to problem behaviours to a modest but dependable degree. The extent of problems with parents and lack of family cohesiveness were positively related to problem behaviour.
SURVEY OF RESEARCH ON INTER-RELATIONSHIPS AMONGST INDEPENDENT VARIABLES

Ego-Identity and Locus of Control

Waterman, et al. (1970) found that subjects characterized as relatively high in ego-identity were significantly more internal on the Rotter (1966) I-E dimension than those who were developmentally lower on identity diffusion continuum.

Howards (1975) reported that the identity achievement Ss followed by the foreclosure Ss were more internal in control orientation.

Lombardo and Berzonsky (1976) attempted to replicate the findings of Lombardo, et al. using 60 internal and 60 external Ss and reported that externals were less self accepting than internals.

Sampson's (1978) study revealed that authoritarianism and self-monitoring was positively correlated with externally located identity characteristics; a dispositional attributational bias and the internal orientation were positively correlated with internally located identity characteristics.

Ginsburg and Orlofsky (1982) examined the relationship between identity status, ego-development and locus of control in 75 female undergraduates. Findings indicated that identity statuses did not differ significantly in locus of control, but did differ on the depth measure of
Rodman's (1983) study revealed that locus of control was not a better predictor of identity status and nor was there any interaction between these variables.

Abraham (1984) investigated the relationship between locus of control and identity status in a sample of 223, 9th and 12th grade high school students in rural areas of South Western State. Results confirmed that identity achievement Ss were significantly less external in locus of control than Ss in all other identity statuses.

Fuqua, Blum and Hartman's (1988) findings of the study amongst others included the following:

The group with an internalized locus was found to be relatively free from anxiety and had firm identity. The one characterized by external locus of control had poor identity formation.

Goldstein (1990) found that moratorium Ss were less likely to feel external control in social domain than either foreclosed or diffused Ss.

Ego-Identity and Family Cohesion

Grossman, Shea and Adams (1981) found that, contrary to popular assumptions, divorce backgrounds were not predictive of lower scores on the measures of Ego-identity. Infact males from divorced families had higher ego-identity achievement
scores than males from intact families or females from intact or divorced families.

Adams (1985) investigated the family contribution to the female adolescent's identity development. The findings indicated that parental identity formation status may have an impact on the adolescents identity formation and that parent-child relations was a significant differential of less and more mature female adolescent identities.

Streitmatter (1988) examined the relationship between gender, family status and ego-identity. Family status was found to be a significant mediator of ego-identity development in Ss. Results also indicated that females were more mature than males on a measure of moratorium, that Ss living in an intact family environment were more likely to make commitments without examining alternatives (high foreclosure scores) than were their cohorts who reported living in disrupted family environment. Males for the former conditions were more diffused. Overall, the impact of family disruption was more notable among males than females.

Sneeep (1990) in his study, "Adolescent identity formation: The role of family cohesion and adaptability" found that the relationship between family cohesion and youth moratorium scores and between family adaptability and youth's diffusion and identity achievement scores were significant. Youth's foreclosure scores were unaffected by cohesion and
adaptability. Diffusion and moratorium scores were lowest among youths from families with low cohesion and low adaptability.

Dyk (1991) identified family relation factors that facilitate or inhibit mid-adolescence identity development. The results from both perceptual and behavioral data supported the notion that to facilitate identity exploration during mid-adolescence, there needs to be a balance of expression of individuality and moderate connectedness in the family environment.

Carn-Watkins (1991) suggested that secure family relations characterized by both connectedness and individuality were important to healthy psychosocial development and various dimensions of identity may be differentially influenced by family process during mid-adolescence.

Locus of Control and Family Cohesion

Abrahamson's (1978) study revealed that adolescent's beliefs in their own power or an individual's ability to control the environment are related to perceptions of parental acceptance, firm control and psychological autonomy.

Scheck (1979) explored the possible influence of certain combinations of parental child rearing dimensions on the development of an internal locus of control in adolescent females. ANOVA for parental child rearing dimensions showed
that Ss who received high support were significantly more internal and that in addition, Ss who received high 'consistency' treatment were significantly more internal than the Ss who received low 'consistency' treatment.

Nowicki (1982) found that internals showed greater family cohesion and expressiveness and lower conflict than externals.

Leung, Salili and Barber's (1988) study exhibited that locus of control and three dimensions of family environment i.e., cohesion, organization and conflict were significantly inter-correlated.

Findings of Kagan's (1989) study indicated that alternative high school students in comparison to regular high school students did not have more locus of control and they reported significantly less cohesion in their families.

PSYCHOLOGICAL PROBLEMS, EGO-IDENTITY, LOCUS OF CONTROL AND FAMILY COHESION AS RELATED TO SEX AND AREA OF STUDY

Hand (1949) studied the problems of adolescents and found that boys showed more worry about their educational and vocational future than the girls. Girls showed more worry than boys in the areas of personal and social relationships.

Lewis (1949) observed that in the categories 'Social' and 'Home life' the incidence of problems among girls was over
twice as much as that amongst the boys.

Roff and Brody (1953) studied the appearance and choice status during adolescence and found that both boys and girls were disturbed by unwanted attributes such as fatness, unattractive features, poor complexion and lack of or excessive height.

Amos and Washington (1960) in their study found that the areas of major concern for boys were school, money, work and future, and self centered concerns whereas for girls self centered concerns, money, work and future and school were the areas of major concern.

Cole and Hall (1964) found that social problems trouble girls more than the boys, as do problems related to morals, religion, sex and marriage and problems around personal attractiveness.

Sarojni (1971) studied personality problems of pupils of age group 8 to 16 years. Her findings revealed that during the years 14-16 boys had more adjustment problems than girls. Behaviour, emotionality and adjustment problems were significantly more for boys than girls during the period of early adolescence.

Mathew (1974) on a comparative study of inferiority feelings in pupils with body defects and without body defects
expounded that the normal pupils were low in inferiority feelings as compared to the pupils with body defects. In both the groups greater number of females were found to have inferiority feelings than the males.

In Wilson's (1975) study females reported engaging in significantly more career information seeking behaviour than males.

Tiwari (1977) after comparing the personality of high school boys and girls found that girls of Gorakpur Region were superior in health and sociability than boys whereas the boys were superior to girls in industriousness.

Sharma's (1978) study revealed that arts students had greater problems in the home area whereas the science and medical students faced more problems in home, social, emotional and educational areas than the commerce students.

Sudha (1979) in her study on the school going girls indicated that the problem areas of greatest concern for them were moral, religious and academic achievement.

de Alencar's (1981) study indicated that females and older Ss presented more positive attitudes in relation to school than did males and younger Ss.

Mohanty and Pani (1981) reported that differences between mean scores of boys and girls in both emotional and
social aspects of personality development were not significant.

Simon and Ward (1982) investigated sex differences of secondary school pupils in the worry patterns. Results showed that both in the intensity and frequency of worry, girls scored higher than boys in family, social and imagination. No significant differences occurred for personal adequacy, health and economic factors.

Killon's (1983) study showed females to be significantly lower in the areas of emotional stability, realism, individualistic tendencies, resourcefulness and composure than the males.

Minhas (1989) in her study of counselling needs of the adolescent students in relation to sex found that boys had greater need for counselling in social relations whereas girls had more of problems in the counselling needs area of conformity.

Odiwuor (1989) investigated the psychological problems of Indian and Nigerian College students. The major findings of the study were:

(1) Social and recreational activities (SRA); personal psychological relations (PPR); and finances, living conditions and employment (FIE) were the areas of maximum concern for Indian and Nigerian boys,
The maximum concentration of problems in case of girls were in the areas of social and recreational activities (SRA); home and family (HF) and social psychological relations (SPR),

Social and recreational activities (SRA), home and family (HF) and personal psychological relations (PPR) were the areas of maximum concern for the science students. For arts students, these areas were social and recreational activities (SRA); personal psychological relations (PPR) and social psychological relations (SPR).

Jain (1990) in his study of psychological problems of college students found that the areas of major concern for girls were curriculum and teaching procedure, personal psychological relations and the future vocational and educational whereas for boys these were social recreational activities, personal psychological relations and adjustment to college work.

The present investigator herself (1990) in her study relating to the psychological problems of adolescents found significant sex differences in the problem areas social and recreational activities and social psychological relations. Significant differences were also found in the problem areas finances, living conditions and employment, social psychological relations and the future vocational and educational amongst the 'arts and science students.
Walia (1993) studied the counseling needs of students at the +3 stage. The findings of her study reflect that problem areas of maximum concern for boys, girls, and arts and science students were social and recreational activities, personal psychological relations, and adjustment to college work. However, the ranking of these typical problem areas were different for different groups.

The studies concerned with ego-identity as related to sex and areas of study are as follows:

Washburn (1961) reported that the differences in maturity of self-view between college and high school females was less marked while the self-views of college males were more mature than those of high school males.

Saraswat (1964) found no differences in the normal functioning of the ego of boys and girls.

Nawas (1971) studied a group of 125 males and females firstly as adolescents and then eight years later as adults. He noted that changes from adolescence to young adulthood indicate a significant increase for males and a highly significant decrease for females both in ego-complexity and in ego-sufficiency.

Newman and Newman (1979) argued that the pattern of identity achievement is different for males and females. Further, successful achievement of identity reflects different
parental child rearing practices for males and females.

In Erwin's (1982) study men in general exhibited a higher degree of identity than women.

Sharma (1983) in her investigation, 'A study of behavioural characteristics in relation to ego-identity among adolescents' found that boys were significantly better and got high scores than girls on the development of ego-identity.

The present investigator herself (1990) in her study also quoted earlier, was found no sex and area of studywise differences on ego-identity formation.

Anju (1992) in her study concluded that girls were significantly higher on overall adjustment and their mean score on ego-identity was higher though not significantly so than that of boys.

Given below are the studies pertaining to sex differences in locus of control —

Rotter (1966) stated that sex differences on I-E Scale appear to be minimal.

Feather's (1967) study at the University of England showed that females scored significantly higher on external scores than the males.

McGhee and Grindall (1968) on the basis of their
study found that girls scored higher than boys on locus of control which means more of externality.

Dunham's (1973) study on 459 secondary school students exhibited no differences in internal-external locus of control for boys and girls.

Procuiik and Breen (1973) found no significant sex differences on internal and external locus of control for boys and girls.

Staats (1975) administered Rotter's I-E Scale to a non-college population of males and females in three age groups viz. 5 to 15 years; 16 to 25 years and 46 to 60 years. It was found that expectations in respect of internal locus of control increased with age. Males were found to be more internal in their beliefs than females.

Wilson's (1975) study quoted earlier too, showed that males scored higher in internal orientation than the females.

Malikiosi and Ryckman's (1978) study indicated that women were more external than men.

Khanna and Khanna (1979) found that women were more external than men.

Results of Toves, Schill and Ramanaiah's (1981) study showed that internality was more of an advantage for males than females.
Cellini and Kantorowski's (1982) study revealed that females tended to be more external than males.

Hong and Bartenstein (1982) found non-significant sex differences on the Levenson Locus of Control Scale.

Studies relating to the differential impact of family cohesion or lack of it on boys and girls showed the following._

Mussen and his co-workers (1963) in a comparative study of Italian and American children found that boys who received insufficient parental affection tended to feel rejected and unhappy.

Siegelman (1965) in a study of parent-child relationships, reports that anxious and introverted males tended to come from families in which both parents were rejecting.

Chen and Su (1979) studied the relationship between perceived parent-child relationships and adolescent adjustment. Findings showed that perceived loving parent-child relationship was positively correlated with improved personal and social adjustment. Females were found to be more readily influenced by perceived parent-child rearing practices than males.

The results of a study by Richardson and his associates (1990) quoted previously also, showed that both sexes exhibited good to excellent relationship with their parent's, with mothers emerging as particularly important source of
understanding. Males were more likely than females to report closeness to their father's.

The studies reported in the present chapter show that the evidence in respect of the relationship between the different variables under study, differences between the sex-wise and academic discipline-wise groups on all the variables, as also the groups differentiated on the basis of high and low scores on the various variables is available but is not conclusive. The present study was, therefore, planned to further explore the various aspects of the problem. The hypotheses formulated and stated in the previous chapter are based on the review of earlier investigations presented in this chapter.