CHAPTER III

REVIEW OF RELATED LITERATURE

3.0.0 INTRODUCTION

In the preceding chapter, the detail of conceptual background of the study was discussed. The present chapter is devoted to the review of related studies. A large number of studies have been conducted in India. Some related studies were conducted in foreign countries also. For proper understanding studies have been grouped under five headings, namely Motivation, Self-concept, Stress, School Adjustment and Studies conducted abroad.

3.1.0 Studies on Motivation


Bhagyavathy (1983) standardized self-actualization inventory to investigate different levels of self-actualization among 400 postgraduate students. The study indicated that those who perceived themselves as belonging to a high level of self-actualization were directed more by internal than by external reinforcements.

Krishnan (1985) studied the role of motivational factors in the differences of person perception and person- approach. The sample selected through multistage
procedure comprised of 866 female undergraduate students of different colleges of Indore city. The tools used included the rating scale for Acquaintance constructed by the investigator, the Self Disclosure Questionnaire Translated in Hindi from Jourard's Questionnaire, the College Adjustment Inventory by Sinha and Singh and the Personal Orientation Inventory developed by Brammer and Shostrom (as a measure of self actualization). The data were analyzed by computing 't'-values and coefficients of correlation. The findings showed that self actualization was found to be significantly and negatively related with self ratings based in accuracy.

Kumar (1985) aimed to investigate the needs and adjustment problems of gifted and average children. The sample comprised of 509 students of class X drawn randomly from the 18 secondary schools of Delhi. The tools used included Adjustment Inventory by Saxena and the Need Inventory and a Problem Checklist. The data were analyzed with the help of analysis of variance supplemented by 't'-ratio. The major findings were the average boys felt less for aesthetic, belongingness and love needs than the average girls. The gifted children felt highly the need for self-actualization and least for aesthetic needs as compared with other needs, whereas average students felt highly for basic needs and least for aesthetic needs as compared with other needs.

Agarwal (1988) found the relationship between motivation and personality needs of adult learners attending NAEP centers of Agra. The sample consisted of 176 males and 224 female illiterates selected through random sampling method. The tools used included Tripathi’s Personal Preference Schedule and Motivational Technique Scale. The findings of the study indicated that males were found to be highly motivated in economic gains while females were highly motivated for increasing their ability.

Buch (1988) studied the motivational characteristics of the child in terms of his/her motivation towards school. The sample comprised of 223 students
studying in standard IV of primary school run by Municipal Corporation in Baroda city. The tools used included Junior Index of Motivation by Jack Frymier and Achievement Motivation Inventory by Prayas Mehta. The data were analyzed using correlation coefficients. The findings showed achievement motivation was significantly related to age, number of siblings and family size.

**Goyal (1988)** evaluated the effect of adjustment on learning and speed of performance with special reference to interaction. The sample comprised of 600 female students of graduate classes from different faculties selected through purposive random sampling. The tools used included Adjustment Inventory of A.K.P Sinha and R.P Singh and Learning and Speed of performance tool of D.N Srivastva and Chaya Goyal. The statistical technique used included mean and analysis of variance. The major findings were home, health, social, emotional and educational adjustment were significant determinants of learning and speed of performance.

**Mohan (1988)** made a study to find the relation of scholastic achievement with self-esteem and feeling of security. The sample consisted of 300 students. The tool used included Dymond’s Self-Concept Scale and Maslow’s Security-insecurity inventory. The data were analyzed using ‘t’ tests and ANOVA. The findings of the study showed that significant relation existed between scholastic achievement and self-esteem. No significant relation was found between scholastic achievement and feeling of security.

**Singh (1988)** carried out the study of creativity in relation to achievement-motivation and security-insecurity of secondary students. The sample comprised of 1000 students of class X studying in the higher secondary schools of three districts of Rajasthan. The tools used were Creativity Test by Chauhan, Achievement Motivation Test by Rao and Security-Insecurity Inventory by G.Tiwari. The data were analyzed using Mean, S.D and ‘t’ tests. The major findings were the students of science and commerce discipline differ
significantly in respect to their scores of creativity, achievement motivation, security and insecurity.

**Kashyap (1989)** studied the determinants of anxiety and security-insecurity among 1000 adolescents studying in classes XI and XII of different institutions of Aligarh districts selected through random sampling. The tools used included Youth Problem Inventory of M.Verma, Comprehensive Anxiety Scale of Sinha and Sinha and Security-Insecurity Inventory of Tiwari. The statistical techniques used included mean and correlation. The findings indicated that adolescent problems were highly and positively related to anxiety and feeling of insecurity.

**Kanwar (1989)** studied the personal achievement motivation of 460 students from different secondary schools of Assam. The tools used included a set of six Thematic Appreciation Test pictures adapted by Mehta. The data were analyzed using ‘t’ tests. The result indicated that there was no significant difference in the levels of personal achievement motivation of boys and girls.

**Misra (1989)** evaluated the impact of internal and external reward component on people with different levels of motivation. The sample comprised of 96 English medium undergraduate students of Allahabad University selected on the basis of scores obtained on a choice motivator scale. ANOVA and correlation were used to analyze data. The major findings were the intrinsically motivated students showed higher level of performance on intentional as well as incidental learning tasks than the subjects with low intrinsic motivation.

**Mittal (1989)** compared the teachers’ motivation to work among one hundred teachers of Delhi. The sample was selected using stratified random sampling method. The tools used included the Teachers’ Motivation to Work Scale. The data were analyzed using ‘t’ tests and coefficient of correlation. The major findings were teachers working in private schools were significantly more motivated to work than their counterparts working in government managed
schools. The gender of the teacher had no significant influence on the teachers’ motivation to work.

**Asthana (1990)** carried out the study to find whether intrinsic and extrinsic motivation differently affects performance of individuals with different personal characteristics. A purposive sample was drawn of boys and girls studying in class VIII of various Hindi medium schools at Kanpur. The tool used were Personality Test HSPQ (B form). The data were analyzed using analysis of variance and ‘t’ ratios. The findings showed that internal warm hearted emotionally stable and assertive individuals performed better if they worked under intrinsic motivation. Those who were reserved in nature performed better under the conditions of external reinforcement and praise.

**Sharma (1990)** carried out the study to find the relationship between various kinds of need motivation and cognitive style of 91 managers and 90 workers selected randomly from the Bhilai Steel Plant in M.P. The tools used included the Achievement Motive Inventory of Prayag Mehta and the Approval Motive Scale of Tripathi & Tripathi. The data were analyzed using ‘t’ tests, ANOVA. The study showed that the managers and workers showed significant differences in the level of their nAch, nAff and npower.

**Tripathi (1990)** aimed to investigate the academic performance of 800 tribal and non tribal high school students of Sambalpur District in relation to their self-concept, and academic motivation. The tools used included Self-concept Scale by P. Deo, Academic Motivation Inventory by Mork and Doyle. Coefficient of correlation and critical ratio were used to analyze the data. The findings indicated academic performance to be significantly and positively related with self-concept and academic motivation of non tribal students. The tribal students had lower academic performance, lower self-concept than non tribal students.

**Badola (1991)** made a study to find the relationship between creativity and achievement-motivation of students of XI and XII classes of Garwhal region.
The tools used included Verbal Test of Creative Thinking by Baquer Mehdi, Achievement-Motive Test by Bhargava. The findings showed there was no significant relationship between creativity and achievement-motivation in respect of creative students in general.

**Pal (1991)** studied the academic motivation and social behavior patterns of 525 students of class VIII from deprived ecologies of 14 schools situated in Allahabad city. The tools used included Academic Motivation Inventory and Need Fulfillment Scale. The data were analyzed using ANOVA. The study revealed that the girls excelled boys in academic motivation.

**Santra (1991)** studied the self-concept and achievement motivation of 300 santhal children of elementary schools in the Mayurbhanj district. The tools used included Self-concept Scale, Achievement Orientation Scale by Ray-Lynn and School Achievement Record. The data were analyzed using ‘t’ tests and ANOVA. The major findings were the santhal children in the lower classes differed significantly from children in the higher classes in respect of self-concept and achievement motivation.

**Gupta (1992)** conducted a study to find the relationship of students’ academic satisfaction with their personality needs. The sample consisted of 579 B.A (II) students from Meerut University selected through stratified random sample method. The tools used were Students’ Academic Satisfaction Scale (SASS) and Meenakshi’s Personality Inventory. The statistical techniques used were Product Moment Coefficient of Correlation and Two-way analysis of variance (ANOVA). The findings were the need for achievement, affiliation, nurturance and endurance were positively related while need for dominance and aggression were negatively related with academic satisfaction for the entire sample.

**Verma (1992)** attempted to measure the motivational differences in terms of psychological needs among 100 randomly selected high and low creative students of class X in Shimla. The tools used included Meenakshi’s
Psychological need of students and Verbal test of Creative Thinking of Baquer Mehendi. The findings of the study showed that high and low creative students did not differ significantly from each other with respect to motivation.

**Kulshreshtha (1993)** correlated achievement motivation and adjustment of randomly selected 400 students of class XI of Mathura city. The descriptive survey method was used for the study. The tools used were Adjustment Inventory by K.P. Sinha and R.P. Singh and Achievement Motivation Test by V.P. Bhargava. High school marks were considered for educational achievement. Mean, SD, correlation and ANOVA were used to analyze the data. The findings indicated that the CR of achievement motivation of science and arts, science and male students, arts and male students, and arts and female students were significant. There was significant negative correlation between achievement motivation and adjustment in all the groups.

A study was carried out by **Sarode (1995)** to see the influence of academic motivation on academic achievement. The sample comprised of 398 boys and 165 girls from ten higher secondary schools of rural area from Jalgaon district selected through lottery method. The study was based on co-relational ex post-facto survey method. The tools used included Academic Motivation Scale (JIM) by Jack Frymier. The data were analyzed by using t-test and correlation. The major findings were academic motivation exerted influence on academic achievement in case of students from science stream both male and female as well as on male students from arts stream.

**Gupta (1997)** conducted a study on self-actualization of 400 deprived and non-deprived students, classes XI and XII of Agra city. The purposive sampling method was used. The tools used included Self Actualization Inventory (SEAI) by K.N. Sharma. The data were analyzed with the help of mean, SD, and critical ratio. The findings showed that the students of the non-deprived group irrespective of the gender bias were more self-actualized than students of the deprived group.
A study conducted by **Trama (1998)** revealed that mothers’ involvement indices were found to play a significant role in influencing motivation of secondary school girls, while in case of boys paternal involvement variables were found to do so.

An attempt was made by **Mehta (2000)** to study self-perception and motivation as factors of academic achievement in children. The sample comprised of 200 boys of grade V, VII and VIII from six suburban schools of Mumbai selected randomly. The tools used included Renick & Harter’s Self-perception profile and Motivational strategies for learning questionnaires by Pintrich and DeGroot. The data were analyzed using correlation, multivariate analysis of variance, and paired t-test. The major findings were the teachers rated the low achievers as having problems in academic skills like being more aggressive, having low need for achievement.

**Darshan (2001)** studied the difference in achievement motivation of 1000 randomly selected students of higher secondary classes possessing high and low manifest anxiety. The tools used included Manifest Anxiety Scale developed by D. N. Srivastava and Govind Tiwari and Achievement Motivation Test developed by S. N. Mukherjee. The major findings were Achievement Motivation was dependent upon the degree of manifest anxiety, thereby indicating that students possessing low manifest anxiety were having high achievement motivation as compared to students possessing high manifest anxiety.

The objective of **Behera (2002)** study was to find the influence of achievement motivation and personality in relation to academic achievement. The sample comprised of randomly selected 374 senior secondary students of Chandigarh. The tools used were Achievement Motivation (n-Ach) Scale by Deo-Mohan and A Personality Scale by Psy-Com. Service. The data were analyzed using t-test, correlation, mean, SD. The findings showed that no significant difference
existed between boys and girls in respect of achievement motivation. There existed a positive and significant correlation in achievement motivation and personality.

Kokkonda (2002) studied the motivational and personality aspects of sports achievers. The sample consisted of 200 university level male sports persons from Osmania University. The tools used were Self-concept by Mukta Rani Rastogi, and Questionnaire for Stress “How much stress can you survive” by Suzanne Ouellette Kobasa. The data were analyzed by computing the means, standard deviations, t-test, and step wise regression. The major findings were the achievers had higher motivation compared to non-achievers. Among the personality dimensions, the self-concept of the achievers was positive as compared to non-achievers. No significant difference was found in stress among achievers and non-achievers.

Naik (2002) studied the creativity among students in relation to their motivational characteristics and school background. The method adapted to conduct the study was the descriptive survey method of the casual comparative and correlation type. The sample consisted of 859 students of class VIII from twelve secondary schools of greater Mumbai where the medium of instruction was English using stratified random sampling technique. The tools used were Self-esteem Scale, School Climate Scale, Creativity Test and data sheet constructed and standardized by the investigator. The data were analyzed using correlation, t-test and multiple correlations. It was found that boys and girls were not found to differ on self-esteem as well as school climate. However, girls were found to be significantly higher on motivational characteristics and total creativity.

Misra (2004) conducted a study on the factors related to achievement in Physics of 315 secondary school students of Lucknow. The major findings indicated achievement motivation had a positive association with achievement in physics
in case of combined, boys and girls sample, though it was not significant in each case.

**Reddy (2004)** studied the influence and relationship of psychological factors on the achievements in sports among 250 purposively selected secondary school students of Hyderabad. The tools used included a questionnaire based on selected psychological variables. The data were analyzed with the help of correlation and chi-square techniques. It was found that there was a significant relationship between achievement motivation and anxiety of players.

**Jahedi (2007)** found significant correlation between motivational beliefs (self-efficacy, intrinsic value and test anxiety) and self-regulated strategies (cognitive strategy and self-regulation) of the students.

### 3.2.0 Studies on Self-concept and Adolescents


**Kale (1982)** studied the development of self-concept of 990 children at preadolescent level with reference to factors. The tools used included Self-concept Inventory and Scale of Teacher-student Relationship. The data were analyzed using analysis of variance, t-test, and multiple correlation regression. The findings indicated that the teacher-student relationship was important in
self-concept. School factors jointly were significantly associated with self-concept.

The study conducted by Sarswat (1982) investigated the relationship of self-concept measures with adjustment. A quota random sample method was used. The sample comprised of 840 students of class IX from 14 schools under the Delhi Administration. The tools used included the Self-Concept Inventory developed by the researcher and the Vyaktitva Parakh Prashnavali by M.S.L. Saxena for measuring adjustment. The data were analyzed using Product-moment correlation and t-test. The major findings of the study were the boys' self-concept was positively and significantly related to social adjustment, while the girls' self-concept was positively and significantly related to home, health, social, emotional, school, as well as total adjustment. Boys and girls differed significantly on total self-concept and its physical, social and moral dimensions. Girls were found to be higher on all these dimensions.

Kulshrestha (1983) studied to determine differences in the dynamics of the concept of self related to both the genders. The sample comprised of 160 high school and intermediate college going students of Arts, Science, Commerce faculties of Aligarh. The tools used included Value Orientation Scale by N.S. Chauhan et al., Test of Self-concept by G.P. Sherry et al. and Non-language Preference Record developed by S. Chatterji to measure interest of students. The data were analyzed with the help of factorial design analysis of variance. The major findings were value orientations affected the concept of self in adolescents. Growth of self-concept during the period of adolescence in both the genders depended upon the variations of interest occurrence.

Singh (1983) studied the relationship between self-concept and academic achievement of male and female students of class XI students. The sample consisted of 1524 students of class XI studying in different schools of Jabalpur district. The self-concept of the students was measured by the Self concept
inventory of Sherry, Verma and Goswami. The statistical tests used included Pearson’s r and ‘t’ tests. The findings indicated a positive significant relationship between self-concept and academic achievement of arts, science and commerce students.

**Bharathi (1984)** conducted a study on the self-concept and achievement motivation of early adolescents. The sample comprised of 360 students selected from the high schools and junior colleges of Hyderabad and Secundrabad and stratified on the basis of age, gender and socioeconomic status. The tools used included the the Achievement Motivation Test by Mehta and the Self-Concept Inventory with two dimensions-Real Self-Concept and Ideal Self-Concept. The data were analyzed using t-test and ANOVA. The major findings were no age differences were found in self-concept-with respect to adjustment. Girls were more dissatisfied with their perceived self than boys. No gender differences were found in achievement motivation.

**Agarwal (1985)** carried out the study to find the difference in the self-concept of morally developed and underdeveloped adolescents. Thus the sample comprised 47 morally developed and 113 morally under-developed adolescents. The tools used included 16 PF Questionnaire to measure the personality of subjects and Self-concept Scale. The data were analyzed by variance and correlation techniques. The findings showed that self-concept was not related with moral development and moral under-development. There was a significant relationship between self-concept and personality characteristics.

**Pathani (1985)** studied the effect of self-concept and need (self-actualization) on academic achievement of adolescents. The sample consisted of 700 adolescents studying in 14 Intermediate colleges. The data were collected with the help of the Nuerosis Measurement Scale by Uniyal and Bisht and the data pertaining to other variables in this study were collected through standardized tools prepared by the Bisht and Pathani. The findings of the study showed that
self-concept was a significant predictor of academic achievement (actual) and academic achievement (perceived).

**Panwar (1986)** aimed to investigate the roles of school background in self-concept among students of Kumaun Hills. The sample comprised of 180 class XI students studying in three types of schools. The tools used included Self-concept Inventory by Mohsin. The major findings of the study were academic achievement had significant effect on self-concept. Home background had significant effect on self-concept. School background had significant effect on self-concept.

**Garg (1988)** evaluated the influence of personality needs, self-concept among single gender college girls. The sample comprised of 400 girls drawn from various colleges of Agra city, selected through purposive non probability sampling method. The tools used included Self-concept Test by Verma and Goswami and Personal Preference Schedule by Kulshrestha. The findings indicated no significant difference in the need scores of single gender and co-educational institution girls.

**Joshi (1988)** made a study to find the relationship of achievement of the students studying in Ashramshalas with their self-concept and school climate. Normative survey method of research was used. The sample was selected using stratified cluster sampling. The tools used included General Ability test by M. T. Patel, Self - concept inventory by J. H. Shah, and Organizational climate description questionnaire by K. A. Gandhi. The data were analyzed using multiple regression and ANOVA. The result showed both self-concept and school climate were related to achievement of the students.

An attempt was made by **Sharma (1988)** to study creativity in relation to self-concept and needs of adolescents. The sample comprised of 250 college going girls of Aligarh. The tools used included Verbal Test of Creative Thinking by Baquer Mehdi, Your Choice by R.S. Tripathi and Cattell’s 16 Personality
Factors Questionnaire by S.D. Kapoor. The major findings were that when adolescents were imbued with high or less creative components, they had clear perceptions about their self-concept and needs.

**Pandey (1989)** conducted a study on divergent thinking in relation to self-concept of class X students. The sample comprised of 349 students of class X from 24 Parganas of West Bengal. The tools used were Torrence Test of Creative Thinking by E.P Torrence and Atmabodh Nirnayak. The data were analysed using factor analysis. The findings showed that there was a significant relationship between divergent thinking and self-concept.

**Setia (1989)** studied the self-concept and adjustment of creative students (high and low) of different faculties. The sample comprised of 1000 students from different degree colleges. The tools used included Verbal Test of Creative Thinking by BaquerMehdi, Self-concept Inventory, Adjustment Inventory by Sinha and Singh. The data were analyzed using ‘t’ tests. The major findings were high and low creative students of different faculties did not differ significantly on the various dimensions of self-concept. High and low creative students of all the faculties did not differ significantly regarding the different dimensions of adjustment.

**Swami (1989)** compared adjustment and self-concept of orphan students with those of normal students. The sample consisted of 1,082 students. The tools used included Adjustment inventory and Self Concept scale. The major findings were gender had no effect on the difference in the self-concept of orphan and normal students. The self-concept of normal student was better than the self-concept of orphan student.

**Chandana (1990)** investigated the relationship between selected psycho-social variables and career choice attitudes among high school students. The sample comprised of 60 boys and girls of class X from three senior secondary schools of Delhi, selected through random sampling method. The tools used included the
Attitude Scale of Career Maturity Inventory, The Self-concept Inventory by Saraswat and Scale to measure Parental Influence. Multiple regression analysis was used to analyze the data. The major findings were parental influence interacted with self-concept in the prediction of career choice attitude scores and it had greater impact upon the career choice attitudes of girls than that of boys.

**Dua (1990)** studied the changes in academic self-concept through group counseling and the effects on school related behavior. The tools used included the Hindi Adaptation of Dimensions of Self-concept by W.B. Michael and R.S. Smith, the School Adjustment Inventory by M.N. Bhagia. The data were analyzed using Mann-Whitney ‘U’ statistics, Wilcoxon test and chi-square test. The major findings were group counseling was found to be an effective method of changing the academic self-concept of low academic self-concept students of class IX. This consequently resulted in improvement in school adjustment which was significantly higher in girls.

**Jain (1990)** attempted to find the relation between the self-concept and academic goals of the adolescent girls and identified the relationship between positive self-concept and superior cognitive ability. The sample consisted of 600 girls of class X studying in Nagpur selected through stratified random sampling. The tools used included Self-Concept test by Verma, Sherry & Goswami and Achievement motivation test. The study revealed that girls having high self-concept tend to select high achievement goals which were positively associated with each other.

**Kumari (1990)** aimed to investigate the relationship between self-concept and modernity of undergraduate boys and girls. The sample comprised of 200 boys and 200 girls. The tools used included Modernisation Scale of Tripathi and Ramjlal, Swatva Bodh Praskishan of Sherry, Verma and Goswami. The statistical techniques used were correlation. It was found that self-concept in general was propellent to modernity.
Mittal (1990) studied the self-concept of scheduled castes and non scheduled caste students. The sample comprised of 300 schedule caste children and 300 non schedule caste children selected through stratified quota sampling method. The tools used included the Self-concept test by R.P.Bhargava. The data were analyzed using Mean, S.D. and ’t’ tests. The major findings were scheduled castes and non scheduled castes students did not differ significantly on all the dimensions of self-concept except for the feeling of inadequacy.

Nayal (1990) investigated whether self-concept was related with social integration. The sample consisted of 734 adolescents from classes XI and XII from intermediate colleges of Kumaun region selected using stratified random sample method. The tools used were Social Integration Scale and Social Responsibility Scale developed by A. R. Bisht and Self-concept Scale by A. R. Bisht and R.S Pathni. The data were analysed with the help of product moment correlation and ‘t’ tests. The major findings were regarding self-concept; the boys were not different from girls, the science students were superior to arts and commerce students and public school students were higher than government school students.

Pareek (1990) compared the self-Concept of adolescents studying in private schools in Rajasthan. The normative survey method was used with a sample of 750 students. The tools used were Swatha-bodh parikshan. The result showed that Govt. school students had a higher self-concept in relation to private school students.

Roy (1990) studied the relationship between creative reading ability of the students with their self-concept. The sample comprised of students of class VIII of 15 schools in Calcutta. The tools used were Creative Reading Test, Self-concept Questionnaire. The study revealed that creative reading ability and self-concept was found to be significantly correlated.
Burwani (1991) made a comprehensive study of a particular dimension of self-concept, namely; the dimension of competence and its relationship with mental health. The findings of the study showed that discrepancies between the real and ideal self-concept did not affect the academic achievement of the commerce group but in the science group these two were positively treated.

Sorubarani (1991) studied the relationship between child abuse and the self-concept of school-going children. The sample consisted of 200 children in the age group of 10-12 years. The tools used were Child Abuse Questionnaire and the Tamil version of Self-concept Scale by Dan Dinkmejir. Correlation and ANOVA were used to analyze the data. The major findings were both oral and physical punishment lowered the self-concept of school-going children but did not affect the working children. A positive approach by parents towards the children improved their self-concept.

Chouhan (1992) evaluated the influence of the values, self-concept, creativity and anxiety among professional college students. The sample comprised of 405 students from different colleges. The tools used included Self-concept Scale of Mukta Rastogi. The result showed that there was no significant difference in the self-concept of engineering and medical students.

Ganapathy (1992) studied the self-concept of student teachers. The sample comprised of 723 student-teachers from nine selected colleges of education in Tamil Nadu. The tools used in the study included the Self-concept Scale by Mukta Rani Rastogi. The data were analyzed using ‘t’ tests and Pearsons’ Product Moment correlation. It was found that both male and female student-teachers had a positive self-concept.

Madaswamy (1992) conducted a study on the development of positive self-concept among the adolescent girls through an experimental case study method. The sample comprised of 32 girls of class XI of government higher secondary school of Thirumargam. The tools used included Self-concept questionnaire by
Saraswat. The data were analyzed using ‘t’ tests and correlation. The findings indicated that as self-concept is related to the desire to learn, it was found that positive development of self-concept of pupils, increase their favorable attitude towards schools and enhanced their academic achievements.

Srivastava (1992) studied the Self-Concept and Adjustment of the students. The sample consisted of 385 students of class X, studying in Navodaya Vidyalaya selected randomly. The tools used included Swath-Bodh parikshan of Sherry, Verma and Goswami and Adjustment inventory by Mittal. The major findings were self-concept and adjustments were found to have a positive relationship with academic achievement.

Manghani (1997) studied the impact of needs on perceived self-concept of children. The normative survey method was used. The sample comprised of 1000 students of class IX from different schools of Mumbai, selected through multistage sampling technique. The tools used included Edwards Personal Preference Schedule (EPPS) to measure needs and Deo’s Personality Word List (PWL). Mean, SD, graphical methods, ANOVA and t-test were used to analyze the data. The major findings showed that there was no significant impact of needs on perceived self-concept of children.

Kumar (1997) aimed to investigate the personality factor and self-concept of the students of co-educational and non-coeducational institutions. The descriptive study method was used. The sample comprised of 600 students of degree and post-graduate colleges of Agra. The tools used included ‘Samohik Mansik Yogyta Pariksha’, 16 PF Questionnaire by S.D. Kapoor and Test of Self-Concept by R.P. Bhatnagar. The data were analyzed using Mean, SD, Coefficient of Correlation. The findings showed that self-concept changed with age. Self-concept (positive) was related with achievement.

Kumari (1998) compared the self-concept, adjustment of sports and non-sports school girls of Himachal Pradesh. The sample comprised of 600 students
selected using stratified random sampling method. The tools used to collect the
data included Self-concept Scale by Saraswat, Adjustment Inventory by Sinha and Singh. The data were analyzed using ‘t’ tests and ANOVA. The major
findings were sports girls belonging to rural and urban areas were found better
in physical, social and temperamental self-concept in comparison to non-sports
girls of the same area. Non-sports girls were better in educational, Moral and
intellectual self-concept than sports girls. The sports girls belonging to rural and
urban areas were better in emotional, social and educational adjustment than
non-sports girls.

Upreti (1998) studied the differences between the self-concept, need patterns of
normal children and those of handicapped children. The sample comprised of
200 children in the age group 13-18 years from 26 educational centres of
Moradabad city. The tools used included Self-concept Questionnaire of R.K
Saraswat and Tripathi’s Personal Preference Schedule. The data were analyzed
using ‘t’ tests. The major findings were self-concept of normal children was
significantly higher than that of the handicapped children. There was no
significant difference found between the self-concept of boys and girls. The
normal children were found to be significantly higher on change need.

Kaur (2001) attempted to measure the correlation with the values of self-
concept and independent variables such as intelligence, creativity and
achievement of rural and urban schools. The descriptive survey method was
used. The sample comprised of 510 girls students studying in Class IX, from
Punjab selected through probability sampling technique. The tools used included
Children self-concept scale by Ahluwalia, Group Test of General Mental Ability
by Jalota, Creative Activities Checklist by Torrance and Academic Achievement
Test. The study revealed that variables of intelligence and creativity were
positively significant with self-concept in urban as well as in rural context. No
correlation was found between the variables of achievement and self-concept.
Seth (2001) studied the self-concept of children at junior high school level. Survey method was used to conduct the study. The sample comprised of 400 students of five schools of boys and girls of class VI and VIII, selected by cluster sampling. The tools used included Self-concept Scale by Ahluwalia, and Family background by Gupta. The data were analyzed with the help of mean, SD, and critical ratio. The major findings were self-concept among the boys was found higher than the girls at class VI and VIII level. Self-concept of the students of higher class was found to be higher than students of lower class. Self-concept among the boys was found higher than the girls at class VI and VIII level.

Kha (2002) studied to ascertain whether there are significant differences in self-concept, interest and motives between school sports girls and non-sports girls of Rajasthan. The sample comprised of 800 sports and non-sports girls of age range 14-16 of class IX and X from 32 districts of Rajasthan, selected using stratified random sampling technique. The tools used were Self-concept scale by Raj Kumar Saraswat, Physical Examination and Attraction Scale (PEAS) by Mohan, R. and Personal Motives Inventory by the Institute of Athletic Motivation. The data were analyzed using mean, median, SD, correlation, and regression analysis. The major findings were Sports girls belonging to secondary schools are having better self-concept and interest in sports activities than non-sports girls.

Rajaswat (2002) studied the self-concept and adjustment of school going adolescents. Normative survey method was used. The sample comprised of 500 school going adolescents studying in secondary and higher secondary classes from rural and urban area. The tools used were Self-concept questionnaire by R.K. Saraswat and Adjustment Inventory by A.K.P. Sinha and R.P. Singh. The data were analyzed using Percentage, correlation and t-test. The major findings were there is a very low negative correlation between self-concept and
adjustment of rural girls and rural boys. The Self-concept of rural girls and urban girls was highly significant.

Shah (2002) studied the effect of psychological variables on high, average and low educational achievement of the students. The survey method was employed. The sample comprised of 1040 SC and Non - SC boys and girls of Standards VIII, IX and X, selected by stratified sampling technique from the secondary schools of the Panchmahal District. The tools used were SES scale developed by Patel & Vora, Verbal-Nonverbal Group Intelligence Test by Desai-Bhatt and Self-Concept Inventory by J.H. Shah. For the educational achievement of the students, their scores in the annual examination of April 1999 were collected. The data were analyzed with the help of Mean, SD, Normal Probability Curve, t-test, ANOVA and ANCOVA. The major findings were the interactions between gender and self-concept had significant influence on educational achievement.

Anand (2004) conducted a study to find the relationship between perception of school climate and self-concept of the students. The research was Ex-Post Factor in nature. The sample comprised of 527 Students of Class XI from 9 different Schools of Lucknow selected with the help of random sampling technique. The tools used included Swatava Bodh Parikshan by Sherry, Verma & Goswami and Perception of School Climate developed by researcher for data collection. The data were analyzed with the help of t-test and Chi-Square Test. The major findings were the students with high self-concept have good perception of the school climate. The streams of study and school climate are not independent of each other. The girls perceived their school climate significantly more positively compared to the boys.

Malik (2004) studied the aggression in adolescents in relation to self-concept, Scholastic Achievement and Performance in Co-Curricular activities. Normative survey method was used for conducting the study. The sample comprised of 400 adolescent students in which from 23 school of district Delhi. The tools used
included the Aggression Scale developed by Kumari Roma Pal and Tasneem Najvi; Scholastic Achievement from the scores of CBSE Board Examination at secondary Level, Self-Concept Questionnaire developed by R. K. Saraswat. The data were analysed with the help of t-test. The findings showed that there was no significant difference between the scores of scholastics achievement and self-concept of adolescent boys and girls.

**Khosravi (2005)** evaluated the relationship between self-concept and anxiety among adolescent students. The survey method was used. The sample comprised of 1200 students from Pune and Varamin of class 8th selected through multi-stage sampling employing random selection technique. The tools used included The Self-Concept Scale developed by Piers-Harris (1964), and the School Anxiety Scale developed by Phillips (1987). The data were analyzed using Pearson Product Moment Method, ‘t’ test and Multivariate Analysis of Variance. The major findings of the study were school anxiety was negatively correlated with self-concept in all the samples from India and Iran. There was no significant difference between boys and girls on self-concept.

**Vaidya (2006)** studied the relation between educational aspirations of higher secondary school students with self-concept, motivation. The sample comprised of 480 higher secondary students from four higher secondary schools selected through stratified random cluster sampling technique. The tools used included Educational Aspiration Scale (From-P) by Dr. V.P. Sharma and Dr. A. Gupta, Achievement Values and Anxiety inventory by Prayag Mehta and the Piers-Harris Children’s Self-Concept Scale by Dr. Kishore Shah. Percentage, Mean, SD, Correlation and ANOVA (F-test) were used to analyze the data. The findings were self-concept and achievement motivation of the students had a significant group effect on their educational aspiration. A negative correlation was found between educational aspiration and self-concept.
3.3.0 Studies on Stress and Adolescents


**Bharathi (1988)** studied the Personality types (A and B) on the dimensions of stress among educated working women. The sample of study comprised of 200 educated working women from Bangalore city including 40 each from five different occupational settings selected through stratified random sampling method. The tools used were Human Stress Scale, the type A - type B Personality Scale of Sudha Satyanarayan and Bharathi. The data were treated with mean SD and ‘t’ test. It was found that both educational qualifications and income were not found to influence stress among educated working women.

**Misra (1991)** studied the perceived stress and burnout levels of teachers varying in personality drawn from four types of school management. The sample consisted of 200 primary school teachers drawn from four types of school managements. The tools used were Teacher Stress Inventory and Organizational Conflict Inventory by Rahim. The data were analysed using ANOVA and correlation. The findings showed that teachers varying in personality and working under different management types used different coping behaviors to reduce their stress and conflicts.

**Arora (1992)** studied the role of stressful events in drug abuse and drug dependence. The sample comprised of 240 drug dependents and 60 control subjects drawn through purposive quota sampling. The tools used were Presumptive Stressful Life Events by G. Singh and 16 Personality Factors Questionnaire by S. D Kapoor. The data were analyzed using percentages. The study revealed that extra marital relationships, unfulfilled emotions; excessive leisure and money, tension, frustration, alienation, neglect of basic needs were the main causes of drug dependence.
Padmasri (1992) studied the stressful life events in school systems. The sample consisted of 250 students of standard VIII and IX from English Medium School in Tirupathi selected through purposive sampling technique. The tools used were Intellectual Achievement Responsibility Scale, General Information Schedule, and Health Questionnaire. The data were analyzed using ANOVA. The results showed that stress among boys and girls differed significantly, boys being higher on the mean stress scores.

Ranganathan (1998) compared whether the stress among school children and their academic performance are affected by variables such as type of school, gender and class. The sample was drawn from eight different schools in Delhi. The tools used were Behavior Checklist to measure stress developed by the researcher and School Organizational Climate Description Questionnaire of M.L. Sharma. The data were analyzed using multiple regression analysis, factor analysis, ANOVA. The major findings were the children in government run schools were found to have a higher degree of stress then children of other schools. Boys were found to have high degree of stress then girls. Stress was also positively and significantly correlated with the organizational climate of the schools.

Mrignairy (2003) studied the influence of self-concept, stress, gender, locality and their various interactions separately on reasoning ability, personality traits and academic achievement. The Factorial Design was used. The sample consisted of 769 Students of Class X from Jammu Province selected using stratified random sampling technique. The tools used were Bisth Battery of Stress Scales, and an Indian Adaptation of 16PF Questionnaire by Kapoor & Tripathi were used for data collection. Last Year Annual Marks were taken to be the Academic Achievement of students. The data were analyzed by Quartiles and Three way ANOVA technique. The major findings were physical stress, social stress; financial stress, family stress and vocational stress separately significantly affect the academic achievement of the students. There is no
significant affect of gender on the academic achievement of students, but the interaction of gender and stress was found to be significantly affecting academic achievement.

**Poonawala (2005)** studied the relationship between personality and ways of coping with stress. The sample comprised of 263 male and 236 female English speaking students of various colleges from Pune city. The tools used were Rosenberg’s Self-Esteem Scale, and Ways of Coping Questionnaire (WOCQ) by Folkman and Lazarus. The data were analyzed using Pearson’s Product Moment Correlation, t-test, simple regression and step-wise multiple regression analysis. The findings showed that five factors of personality, namely, neuroticism, extroversion, agreeableness, openness and conscientiousness are good predictors of ways of coping with stress.

### 3.4.0 Studies on School Adjustment and Adolescents


**Kumar (1980)** studied some personality correlates with academic adjustment. The sample comprised of 500 undergraduate college students of Bihar University. The tools used included Academic Adjustment Inventory (AAI) developed by the investigator and Eysenck Personality Inventory (EPI). The study found that the academic adjustment of the female students was significantly much better than that of the male students.
Pandit (1985) studied the psychological needs and self-concept of adolescents and their bearing on adjustment. The descriptive survey research method was used. The sample consisted of 640 adolescents of the age group of 15 to 18 years studying in five higher secondary schools and eight junior colleges situated in the different municipal wards of Greater Bombay selected through incidental random sampling method. The tools used included the Edward Personal Preference Schedule by Allen Edwards, the Personality Word List by Pratibha Deo, Bell's Adjustment Inventory, and School Adjustment Inventory by Bhagia. The data were analyzed using the t-tests and two-way analysis of variance and correlations. The major findings were self-concept of adolescent boys and adolescent girls showed that boys had a higher regard for the attributes and qualities, which they perceive as possessed by them, than girls. The social and emotional adjustment of adolescent boys was more satisfactory than that of adolescent girls.

Mehta (1988) studied the problem faced by children with higher scholastic abilities. The sample consisted of 2,370 boys covering average, superior scholastic ability from Delhi using stratified cluster sampling method. The tools used included Jalota’s Group Test of General Ability, Student problem Checklist of NCERT. The data were analyzed using median test and chi-square test. The findings showed that boys with superior scholastic ability differed from boys with average scholastic ability with regard to sensitivity to problems relating to finance and living conditions, adjustment, school curriculum and teaching procedure.

Kumar (1989) studied the adjustment, attitude of the tribal and nontribal students of the secondary level. The sample comprised of 150 tribal and 150 non-tribal male and female students studying classes IX to XII of secondary and higher secondary schools in Lohit district in Arunachal Pradesh. The tools used included the Adjustment Inventory by H.M. Singh, School Attitude Inventory by Rao. The data were analyzed using ‘t’ test, coefficient of correlation. The major
findings were there was no difference in adjustment between tribals and non tribals. Adjustment and attitude towards school were found to be associated positively and significantly, both in the case of tribal as well as non tribal students.

**Shah (1989)** studied the effect of family climate on home adjustment of adolescents. The sample consisted of class IX students of Garhwal Mandal selected through multistage random sampling method. The tools used were Family Climate Scale by Uniyal and Shah and The Adjustment Inventory by Shah. The data were analyzed using ‘t’ tests and correlation. The major findings were in the case of entire group of adolescents, significant and positive relationship was observed between family climate and home adjustment. Urban boys had better adjustment than their rural counterparts. Better home adjustment of adolescents was due to satisfactory family climate.

**Chobey (1990)** aimed to investigate the academic adjustment of socially high and low deprived tribal youths in Rajasthan. The sample comprised of 480 tribal students of Rajasthan. The tools used included Social Deprivation Scale and Adjustment Inventory developed by the researcher. The data were analyzed using ‘t’ tests. The result showed that there was no significant relationship between the score obtained in the academic adjustment inventory and social deprivation scale in the case of socially high and low deprived tribal youths.

**Jain (1990)** compared the academic achievement among children of working and nonworking mothers, educated and uneducated mothers with different levels of adjustment. The sample consisted of 200 children of working and nonworking selected through Purposive Stratified Random sampling method. The tools used were Adjustment Inventory of A.K.P. Sinha, Nairashya Maap of M.S. Chauhan. The statistical measures used were mean, SD, and ‘t’ test. The study revealed that children of working educated and working uneducated and nonworking
educated and nonworking uneducated mothers having high and low adjustment differed significantly regarding their achievement scores.

**Kaur (1990)** attempted to find the adjustment of university research scholars in relation to their personality. The sample comprised of 200 research scholars, both male and female drawn at random from Punjab University. The tools used included Bell’s Adjustment Inventory, Eysenck Personality Questionnaire. The data were analyzed using ‘t’ tests, correlation, F-ratio. The major findings were arts researchers scored highest on social, emotional and total adjustment; professional researchers scored highest on home and health adjustment.

**Mulia (1990)** studied the leadership behavior of the students in the light of stream, gender and level of adjustment of higher secondary pupils. The sample consisted of 500 pupils selected by random numbers from the list of students of higher secondary schools in Ahmedabad using the stratified randomized sampling technique. The tools used were the leadership Behavior Inventory developed by the Investigator and Adjustment Inventory by J.C Parikh and M.T Patel. The data were analyzed using ANOVA. The findings showed that there were no significant differences in leadership behavior among the three streams (Commerce, Arts and Science) as well as among different levels of adjustment and between two genders.

**Shah (1991)** studied the effect of family climate on school adjustment among adolescents. The sample consisted of 1000 adolescents of standard IX in the age-group of 14 to 17 years. The tools used were Family Climate Scale by M.P. Uniyal and Beena Shah and Adjustment Inventory by Beena Shah and Anshu Sharma. The Data were analysed using ‘t’ tests and chi-square. The findings showed that students from an unsatisfactory climate showed better adjustment in schools than students from a satisfactory climate.

**Rathor (1990)** compared the personality adjustment among middle school students in relation to social structure of the school. The sample comprised of
887 pupils, both boys and girls, studying in classes VI to VIII in six schools of Kashmir. The data were collected through the California Test of Personality of Thorpe Louis et al. and the Sociometric test developed by Sharma. The major findings were boys showed more adjustment difficulties in comparison to girls.

Agnihotri (1991) studied the educational adjustment of tribal and non tribal first generation and traditional learners. The sample comprised of 113 first generation tribal learners and 108 traditional tribal learners along with 120 first generation non tribal learners and 117 traditional non tribal learners of the same region. The tools used included Raven’s Progressive Matrices. The data were analyzed using F-ratios. The study revealed that there were more educational adjustment problems in the tribal groups.

Dass (1991) studied the achievement motivation, adjustment of college athletes in relation to their performance in track events. The sample comprised of 300 track event male athletes from six districts of Punjab. The tools used included Achievement-Motivation Test by Rao, Adjustment Inventory for college students by Sinha and Singh. The data were analyzed using ‘t’ tests and multiple correlation. It was found that high performers had better achievement-motivation and better adjustment than low performers on all the track events.

Kang (1991) compared sports persons and non-sports persons, both male and female, with respect to personality needs and adjustment. The sample comprised of 152 sports persons and 152 non-sports person selected through the stratified random sampling method. The tools used included Attitude Scale in Three Areas by Sodhi and Sharma and Attitude Scale in four areas constructed by the investigator. The data were analyzed using ‘t’ tests. The study revealed that significant differences existed between the personality needs, adjustment of sports persons and non-sports person and of sportsmen and sportswomen.

Joshi (1992) compared type of school in respect of classroom morale. The sample consisted of students studying in the intermediate classes of standard XI
and XII in Hindi and English medium institutions in the Garhwal region. The major findings were, type of School (English or Hindi medium) taken independently had no effect on the classroom morale both for boys and girls.

**Singh (1992)** studied the adjustment, achievement-motivation and self-concept of physically handicapped students as compared to normal students. The sample comprised of 426 normal and 426 physically handicapped students from classes VIII and IX drawn from six different districts of Gujrat. The tools used included Adjustment Inventory of K.G. Desai, Achievement-Motivation Inventory by Prayag Mehta. The data were analyzed using ‘t’ tests. The findings showed that the normal students were better adjusted and had high self-concept than the physically handicapped students.

**Kaur (1993)** studied the effects of achievement motivation, self-confidence, and assertiveness upon adjustment on adolescent girls. The sample comprised of 400 students of XI and XIII grade from government higher secondary schools situated in Jaipur. The tools used included Self-confidence Inventory by Rekha Angihotry; An Indian Adaptation of Rosenweig’s Picture Frustration Test by Udaip Pareek; Adjustment Inventory by A.K. P. Singh and K.P. Singh and Assertiveness scale was developed by researcher. The data were analyzed by ANOVA and correlation. The major findings were high need achievers showed greater educational and total adjustment to all situations than low need achievers. High self-confident girls were highly adjusted to all the areas of adjustment (emotional, social, educational, home health and total) than the less self-confident girls.

**Kagade (1996)** studied the adjustment and self-concept of the students. The study was field-work oriented research. The sample comprised of 1941 students studying in standard VIII and IX from Marathi medium secondary schools located in Pimpri Chinchwad Municipal Corporation selected through Random Sampling technique. The tools used were Adjustment by M.N. Palsane, Self-
Concept Inventory by V.V. Jagawar and marks of terminal examination in different subjects from the school records. The data were analyzed using Mean, mode, median, SD, chi-square and correlation. The major findings were home adjustment and educational adjustments have influence on academic achievement. Social adjustment does not have any positive influence on academic achievement. Home adjustment and educational adjustment are significantly correlated with perceived self-concept.

**Patel (1997)** designed the study to find the adjustment in general as well as in four specified areas, namely, home; health; social and emotional inclusive of boys and girls in urban and rural areas. This was a survey study based on “Ex Post Factorial” Design. The sample comprised of 2200 eleventh standard students of two districts of Gujarat, selected through random sampling method. The tools used were adjustment of the students was measured with the Gujarati adaptation of Bell Adjustment Inventory (Raval, 1990). The three patterns of relationship among the students were traced out by using a ‘Sociometric Questionnaire’ constructed by the investigator with the help of experts. The data were analyzed through F-test, L.S.D. test and $\chi^2$ tests. The findings showed that adjustment of male group was better than female group in respect of social, emotional and total adjustment.

**Sharma (1998)** studied the school adjustment of working and non-working mothers’ children. The sample comprised of 600 children of working and non-working mothers of Agra city selected through purposive sampling technique. The tools used included Adjustment Inventory developed by V.K. Mittal. The data were analyzed using ‘t’ tests. The major findings were the children of working and non-working mothers differed significantly regarding their school adjustment but the children of working mothers had more problems.

**Kumudhavalli (1999)** studied the relationship between the medium of instruction and academic achievement and adjustment of primary school
children. The study used survey method. The sample comprised of 593 children from standards II, III and IV from English and Gujarati medium Schools in the central suburb of Ghatkopar, Mumbai selected through multistage sampling. The tools used included Adjustment Inventories and Interview schedule developed by the researcher. The data were analyzed using Pearson product moment correlation, t-test and Analysis of Variance (ANOVA). The study revealed that there was no significant difference in the adjustment scores of English and Gujarati medium school students.

**Yadav (1999)** compared the adjustment and values of undergraduate male and female students of arts and science. The nature of the study was Ex post facto type. The sample comprised of 600 students of arts and science of Aligarh Janpad, selected through Multi stage sample technique. The tools used were Personality adjustment inventory by R.P.Singh and value test developed by R.P.Singh. The data were analyzed with the help of mean, SD and t-test. The major findings were there is significant difference between the mean of various aspects of personality adjustment like home, social, health, emotional and economic aspects of all undergraduates male and female students.

**Karambe (2002)** studied the gender-wise adjustment of secondary and higher secondary students in all the areas of adjustment and total adjustment. The method of descriptive research was used in which survey appraisal study was adopted. The sample comprised of 1062 students of 10th and 12th standard from Marathi and English medium of Greater Mumbai, selected through multistage sampling. The tools used were Adjustment Inventory standardized by the researcher. The data were analyzed using mean, variance; SD, Biserial and tetra choric correlation, and t-test were used. The major findings were the adjustment of students from private schools is found to be better than students from corporation schools. Gender wise comparison of 10th standard and 12th standard students from both the mediums revealed that boys had more home problems,
peer relation problem than girls. Girls have more health and emotional problems than boys. Boys are found to be more social but more aggressive than girls.

**Bhushan (2003)** studied the effect of family climate, school adjustment, and attitude towards education on academic achievement. A Normative Survey Method was used. The sample comprised of 720 Govt. Sr. Sec. School Students belonging to General, SC and BC category from four districts of Haryana. The tools used included Family Climate Scale [FCS] by Dr. Shah, Adjustment Inventory for School Students [AISS] by Dr. Sinha and Singh and Attitude Scale towards Education [ASTE] by Dr. Chopra. The data were analyzed using Mean, SD, Karl Pearson Coefficient of Correlation and t-test. The result indicated that low positive coefficient of correlation was obtained on academic achievement with family climate and attitude towards education but a moderate positive correlation was found between school adjustment and academic achievement of General, SC and BC category students.

**Devi (2003)** studied the adjustment of students in relation to personality and achievement motivation. The sample consisted of 699 students of class X. The students were selected from the secondary schools situated in Rohtak, Sonepat and Jhajjar districts of Haryana. The tools used were Adjustment Inventory for School Student developed by A. K. P. Sinha and R. P. Singh, Achievement Motivation Test developed by P. Mehta. It was found that Achievement Motivation has no effect on the Adjustment.

**Thakkar (2003)** conducted a study to find the relationship between academic achievement and adjustment of rural and urban students. The sample comprised of 200 students from rural and urban locality of standard IX selected using random sampling method. The tools used were Adjustment Inventory by M.N. Palsana, Study Habits Inventory by M.N. Palsana and Academic Achievement scores on the basis of their two unit tests, semester/terminals and final examinations. The data were analyzed using 't' test and correlation. The major
findings were with regard to adjustment, in the areas of home and family, personal and emotional and total adjustment; there is positive significant difference between rural and urban students. However, in the areas of social and educational adjustment this difference is not significant. There is no significant correlation between academic achievement and adjustment habit among rural and urban locality.

**Varma (2003)** compared the difference between academic motivation, adjustment and academic achievement of students on the basis of arts and science. The research was Descriptive Survey in nature. The sample comprised of 600 Students of Arts and Science from Intermediate Schools of Firozabad selected by Random Sampling Method. The tools used included Group Intelligence Test by Dr. S.S. Jalota, Adjustment Inventory by Dr. A.K.P. Sinha & Dr. R.P. Singh, Achievement Motivation Test by Dr. V.P. Bhargav and High School’s marks as Academic Achievement were used for data collection. The data were analyzed with the help of Critical Ratio, Correlation, and Analysis of Covariance. The findings indicated that the critical ratio of mean of achievement motivation, adjustment and academic motivation of male and female students was not significant. There was a significant difference between achievement motivation and academic achievement of arts and science students. There was no difference in adjustment of arts and science students.

**Chand (2005)** studied the frustration among scheduled caste adolescent boys and girls in relation to their adjustment. The sample comprised of one thousand two hundred scheduled caste students of class XI selected through Cluster Sampling Method. The tools used included Frustration Test developed by N.S. Chauhan and D. Govind Tewari, Adjustment Inventory for School Students (AISS) developed by A. K. P. Sinha and R. P. Singh. The data were analysed with the help of ANOVA followed by t-test. The major findings were the scheduled caste boys who have high level of adjustment differ significantly from the students having low level of adjustment on the scores of frustration. The
well-adjusted scheduled caste boys have lower level of frustration in comparison to low adjusted scheduled caste boys.

**Sahoo (2005)** aimed to study the relationship between adjustment of students and parent involvement. The descriptive survey method was used. The sample comprised of Five hundred students of class IX and X from 5 government and 5 public schools of North-West zone of Delhi selected through random sampling method. Parents of these students were taken for studying their involvement. The tools used included Self-Esteem Inventory by M.S. Prasad and G.P. Thakur, Adjustment Inventory by A.K.P. Sinha and R.P. Singh and Parent-Involvement Scale constructed by the investigator. The data were analyzed using product moment correlation, ‘t’ test and percentage. The major findings were positive and significant relationship was found between social adjustment of students and parent-involvement. No significant relationship was found between educational adjustment of students and parent-involvement.

**Chopra (2006)** compared the emotional, social and educational adjustment of elementary school children of single parent and intact parent families. The sample comprised of 100 students studying in classes VI, VII and VIII were taken from six elementary schools of Kurukshetra District selected through purposive sampling technique. The tools used included Adjustment Inventory for School Students by A.K.P. Sinha and R.P. Singh. The data were analyzed using mean, Standard Deviation (SD) and ‘t’ test. The findings showed that the emotional, social, and educational adjustments of elementary school children of single parents have severe problems rather than intact families and affect their development.

The study conducted by **Agarwal (2008)** found the relationship between social maturity and adjustment of the adolescents. The survey method was used. The sample comprised of 691 adolescents from 12 of the schools located across all the 7 districts of Punjab selected through random sampling technique. The tools
used included Social Maturity Scale by Srivastava, Academic Achievement (10th Class records), Adjustment Inventory by Mattal and Mental Health Battery by Singh & Gupta. The data were analyzed using Pearson’s Product Moment Coefficient of Correlation, Step up regression, and t-ratio. The major findings were no significant correlation has been found between school adjustment and social maturity. Adjustment as a whole has been found to be positively significantly correlated with social maturity. Security-Insecurity has not been found associated with social maturity. Self-concept has not been found associated with social maturity.

Suri (2009) studied the effect of emotional intelligence, gender, type of schools and their interaction on adjustment. It was a co-relational study. The sample comprised of 400 boys and girls from various BSP and Non-BSP schools of Bhilai city situated in Durg district of Chattisgarh State selected through random sampling technique. The tools used included Mangal Emotional Intelligence Inventory and Adjustment Inventory by Dr. R.K. Ojha. The percentage scores obtained by the students in XII Class CBSE examination were treated as their Achievement Scores. The data were analyzed using Pearson’s Product Moment Correlation and 2*2*2 Factorial Design ANOVA. The major findings were adjustment and achievement was not found to be significantly correlated. Gender was found to produce differential effect on overall adjustment of the students, whereas, type of school was not found to produce differential effect on overall adjustment of the 12th Class Students.

3.5.0 Studies conducted abroad

Several studies were conducted by various investigators, like Zuckerman (1989), Lyon (1993), Garton (1995), Goldberg (1998), Hanrahan (1998), Struthers (2000), Schueler et al. (2003), Chung (2008), Freeman et al. (2008), Schmakel (2008), Martin et al. (2009), Ahmad et al. (2010), Liu (2010), Awan (2011),

Zuckerman (1989) studied stress, self-esteem, and mental health in relation to gender. The sample comprised of 804 women and 127 men from different colleges. The findings of the study were for both men and women; levels of stress and reactions to stress were associated with self-esteem, interpersonal self-confidence, and self-concepts.

Lyon (1993) studied the relationship of academic self-concept to achievement. The sample comprised of junior high school students. The findings showed that academic self-concept was found to correlate significantly more strongly with achievement than general self-concept, motivation and class-room behavior.

Garton (1995) studied the relationship between stress and self-concept in young adolescents. The sample comprised of 1,482 students of 10 to 15 years age. The stress was measured using a questionnaire and self-concept was measured using Piers-Harris Self-Concept Scale. The major findings were that there is a small negative relationship between overall self-concept and the frequency and effect of stressful events, suggesting that as stress increases there is a decrease in self-concept. Relationships between self-concept, stress, and age and gender are explored, and confirm that females experience more stress and express it as having a greater impact than boys, while age, within the 10- to 15-year-olds sampled, does not reliably predict frequency of experience and effect of stress.

Goldberg (1998) et al., studied the Influence of intrinsic motivation and self-concept on academic achievement in second and third grade students. Measures of intrinsic motivation, perceived competence, and academic achievement were administered near the beginning and end of one school year. The major findings were structural equation modeling indicated that intrinsic motivation influenced perceived competence and that perceived competence influenced subsequent academic achievement.
Hanrahan (1998) studied the effect of learning environment factors on students' motivation and learning. It was found that, even though the students viewed the class positively, and described them as highly motivated to learn, the level of cognitive engagement was affected by two interrelated factors: the control the teacher had over almost all activities, and student beliefs about learning in this context.

Struthers (2000) studied the extent to which college students' academic coping style and motivation mediate their academic stress and performance. The study revealed that the relationship between college students' academic stress and course grade was influenced by problem-focused coping and motivation but not emotion-focused coping.

Schueler et al., (2003) studied the adolescent stress levels and coping strategies. The sample comprised of 62 male and female adolescents between the age 12.5-18 years in Portage and Shawano country. The tools used included survey of Stress Management and Coping Mechanisms of adolescents developed by the researcher. The major findings were both genders and groups desired further knowledge on stress and time management skills and the opportunity to obtain these skills through the school or community.

Chung (2008) studied the factors that influenced academic stress in medical students. The sample comprised of one hundred sixty medical students. The tools used included Medical Stress Scale, Multiphase Personality Inventory and Academic Motivation Scale. The data were analyzed using linear regression and path analysis. The major findings were stress management increased motivation in students. Depression was associated with both stress and motivation and personality was associated with motivation.

Freeman et al., (2008) studied the academic achievement, academic self-concept, and academic motivation of immigrant adolescents in the secondary schools of Greater Toronto Area. The major findings were both verbal self-
concept and school self-concept were the best predictors of English GPA for both immigrant and nonimmigrant adolescents. While school self-concept was the only predictor of overall GPA for nonimmigrant adolescents, the additional factors of math self-concept and extrinsic motivation-external regulation were the best predictors for immigrant adolescents.

Schmakel (2008) studied early adolescents’ perspectives on motivation and achievement in academics. The sample comprised of students from four urban schools. The findings indicated that effective instructional design and delivery alone may not optimize junior high students' engagement and achievement in academics. Motivational instruction constructs that emerged included effective use of classroom time, challenge, group work, and use of student resources. Motivational support constructs included teacher empathy, respectful control, and parental push.

Martin et al., (2009) studied the role of interpersonal relationships in students’ academic motivation and achievement. The major findings of the study were student-level action (universal programs and intervention, targeted programs for at-risk populations, extracurricular activity, cooperative learning, and mentoring), teacher and classroom-level action (connective instruction, professional development, teacher retention, teacher training, and classroom composition), and school-level action (school as community and effective leadership) were important to enhance the academic motivation and achievement.

Ahmad et al., (2010) studied the factors affecting the students’ academic performance. The sample comprised of 250 students belonging to 14 disciplines of the university. The tools used included a questionnaire developed by the researcher. The data were analyzed using ‘t’ test and F test. The result showed that motivation and inspiration from parents took their children to better academic performance and encouraged them for the hard work.
Liu (2010) studied the relation between academic self-concept and motivation with gender. It was found that gender and academic self-concept and motivation were significantly but weakly correlated. Female students tended to have higher academic self-concept and motivation scores than their male counterparts.

Awan (2011) studied the achievement and its relationship with achievement motivation and self-concept. The sample comprised of 336 secondary students (146 males and 172 females) from four private and four public schools of the Sargodha district. The tools used included Academic Self-Description Questionnaire II by Marsh and General and Goal Orientation Scale by McInemey. The major findings were achievement motivation and self-concept was significantly related to academic achievement. Significant gender differences were discovered which were in favour of girls.

Coetzee (2011) studied the relationship that exists between academic self-concept, motivation and academic achievement at the University of the Free State. The sample was selected by means of convenience sampling. The major findings of the study were significant correlations existed between academic self-concept, motivation and academic achievement.

Niehaus et al., (2011) studied how academic self-efficacy, intrinsic motivation, and participation in an after-school program contributed to the academic achievement of Latino middle school students over the course of one school year. The sample comprised of 47 Latino students from sixth to eight grades. The major findings were students’ self-efficacy and intrinsic motivation remained stable across the school year and was not related to students’ degree of participation in the after-school program.

Othman (2011) studied the relationship between self-concept, intrinsic motivation and self-determination with academic achievement among the respondents. The sample of the study was 200 students in standard 5 and standard 6 from a Chinese primary school in Johor, Malaysia. Data were
collected using a self-developed set of questionnaire. The data were analyzed using Pearson correlation. It was found that there was a weak significant relationship between self-concept and academic achievement among the respondents. There was also a weak and negative significant relationship between students’ intrinsic motivation and their academic achievement.

Chen (2012) studied the correlations among students’ learning motivation, life stress, learning satisfaction and self-efficacy. It was found that learning motivation was strongly correlated with interpersonal stress and self-development stress, and the motivation for career development was positively correlated with learning stress and self-development stress.

Holesovska (2012) studied the stressful situations in school and their influence in motivation in gifted adolescents. The major findings of the study were stressors were one of the main factors which influenced school motivation. Stress can influence school performance and also development of giftedness.

Rucker (2012) studied the relationship between motivation, perceived stress and academic achievement in students. The sample comprised of 146 undergraduate psychology students at the University of Twente. The tools used included an online questionnaire, containing the Academic Motivation Scale, the Perceived Stress Scale and additional questions concerning their academic performance and possible stressors. The major findings were that both gender and native language affected the level of perceived stress. In addition to that, the feeling of stress was significantly correlated with the failing rate of courses. Not being motivated was found to be associated with higher levels of stress and a lower Grade Point Average.

3.6.0 Sum Up

The problems under investigation in the studies of motivation vary widely. Motivation was studied under different aspects like self-actualization, self-
esteem, security-insecurity, achievement motivation, aesthetic needs, academic motivation, personality needs and motivational beliefs. The studies of motivation were mostly related to variables like gender, stream (science, arts, and commerce), school adjustment, self-concept, academic achievement and academic stress. Kanwar (1989), Sarode (1995) found that there was no significant difference in the level of personal achievement motivation of boys and girls. Agrawal (1988) found that males were found to be highly motivated in economic gains while females were highly motivated for increasing ability. Kulshreshtha (1993) also found that male students were high on achievement motivation. On the contrary Pal (1991) found that girls excelled boys in academic motivation. Naik (2002) found that girls were significantly higher on motivational characteristics.

Bhagyavathy (1983) found that high self-actualization was directed by internal reinforcement not external. Kumar (1985) felt that gifted children felt need for self-actualization. Gupta (1997) found that non deprived group was more self-actualized. Mohan (1988) found no significant relationship between scholastic achievement and feeling of security. On the contrary Singh (1998) found that Science and Commerce students differed significantly on their scores on security-insecurity needs and Kashyap found that adolescents’ problems were highly and negatively correlated with the feeling of security.

Tripathi (1990), Santra (1991), Kokkonda (2002), Freeman et al. (2008) found that self-concept and academic motivation was positively correlated. On the contrary Othman (2011) found a weak and significant relationship between self-concept and academic achievement motivation.

Few studies were conducted on academic motivation, intrinsic motivation and academic achievement. Misra (1989) found that intrinsic motivation was significantly related to cognitive functioning. Students who were intrinsically motivated showed higher level of performance in incidental as well as
intentional learning task. Tripathi (1990) also found that academic performance was positively related to academic motivation. Gupta (1992) found need for achievement was positively related to academic satisfaction. Sarode (1995) found that academic motivation exerted influence on academic achievement for both gender. Mehta (2000) found that high achievers were more motivated. Behera (2002) and Schmakel (2008) also found positive significant correlation between achievement motivation and academic achievement. Jahedi (2007) found significant correlation between motivational beliefs and self-regulated learning. Goldberg (1998) found that intrinsic motivation influenced academic achievement.

In most of the studies conducted in India and abroad; self-concept was related to academic achievement, gender and adjustment. Saraswat (1982), Jain (1990), Liu (2010) found that the self-concept of girls was higher than boys. Nayal (1990), Ganpathy (1992), Uperti (1998), Malik (2004), Khosravi (2005) found no significant difference between the self-concept of boys and girls. Pandit (1985), Sethi (2001) found self-concept of boys were higher. Singh (1983), Pathani (1985), Panwar (1986), Joshi (1988), Ganapathy (1992), Srivastava (1992), Lyon (1993), Kumar (1997), Vaidya (2006), Awan(2011) found that self-concept was a significant predictor of academic achievement. Saraswat (1982) found self-concept of girls was positively and significantly related to school adjustment. Panwar (1988), Srivastava (1992), Anand (2004) found that self-concept was positively and significantly related to school adjustment. Nayal (1990) found that public school students had higher self-concept than government school students. On the other hand Pareek (1990) found government school students had higher self-concept. Nayal (1990) also found that science students were superior in their self-concept.

Very few studies were conducted on stress of the students. Padmasri (1992) and Ranganathan (1998) found that boys had higher stress than girls. Coetzee (2011) found that significant difference existed between male and female students in
terms of overall stress. Mrignairy (2003) found that interaction of gender and stress significantly affected academic goals. Rucker (2012) found that not being motivated was associated with higher level of stress. Chung (2008) found that stress management increased motivation in students.

Most of the studies were conducted on overall adjustment of the students in relation to gender and academic achievement. Kumar (1980), Rathor (1990), Karambe (2002) found that girls were more adjusted than boys. Pandit (1985), Patel (1997) found social adjustments of boys were more than the girls. Mulia (1990) found that there was no significant difference among the different levels of adjustment between the two genders. Yadav (1999) found no significant difference between the various personality adjustment of males and females students.

Kagade (1996) found that educational adjustment was significantly correlated with perceived self-concept. Singh (1992) found that normal students had high self-concept and were better adjusted than physically handicapped. Kaur (1993) found that high need achievers showed greater educational and total adjustments to all situations than low achievers. Bhusan (2003) and Suri (2009) found that adjustment and achievement were found to be significantly correlated. On the other hand, Devi (2003) found that achievement motivation had no effect on the adjustment. Sahoo (2005) found no significant relationship between educational adjustment of students and parents involvement. Chopra (2006) found that educational adjustment of school children of single parents have severe problems rather than intact families.

All the above mentioned related studies helped the investigator to know different factors influencing motivation of the students and directed the investigator in conducting the study on Motivational Needs according to Maslow’s Need Hierarchy in Relation to Self-concept, School Adjustment and Stress of Higher Secondary Students of Indore District.