CHAPTER III
CHAPTER III
REVIEW OF LITERATURE

Review of literature helps the researcher in the following ways:

(1) it provides deeper understanding of the concepts and theories in the area of this study.

(2) it familiarises the researcher with the diverse methodologies that have been used in the area on including the diverse research designs, data bases, techniques and tools, sampling frames and type of analysis.

(3) it helps the researcher to familiarise himself with current literature in four ways:
   (a) converging understandings;
   (b) diverging understandings;
   (c) issues that are still unsolved, and
   (d) issues which have not yet been addressed.

Keeping these considerations in mind, the researcher has made an attempt to review the relevant literature related to the problem in a systematic manner. The studies reviewed here are classified under two categories, namely, (a) the studies related to adjustment and academic achievement of students of general population; and (b) studies related to adjustment and academic achievement of Scheduled Caste and Scheduled Tribe students.

STUDIES RELATED TO ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF STUDENTS OF GENERAL POPULATION

Adaval Kakkar, Agarwal and Gupthe in 1961 (Buch 1974: 325) studied the causes of failure in high school examination. The sample consisted of 80 girls and 116 boys who had failed in the examination conducted by the Board of High School and Intermediate Education, Uttar Pradesh. The study revealed that the students enumerated the factors which were responsible for their failure to a considerable extent from four areas, namely, home, school, health and emotion.
An experimental study of the relation between home environment and scholastic achievement was conducted by Jain in 1965 (Buch 1974: 224). The study has shown the influence of home environment on achievement was positive.

Srivastava in 1967 (Buch 1974: 302) conducted an investigation into the factors related to educational underachievement. The findings indicated that underachievement was related to social and emotional mal-adjustment as well as problems concerning with family and school.

Development of a student adjustment questionnaire and a study on the relationship of adjustment to academic achievement were undertaken by Roy in 1969 (Buch 1974: 357). The sample consisted of 194 students belonging to low and high achievers of both of X Standard. The study revealed that the high achievers had a better adjustment compared to low achievers and the high achievers were well adjusted to their home, health, social and emotional factors.

Nagaraj (1971) studied the relationship between adjustment and academic achievement. The sample consisted of 300 boys and girls of VIII, IX and X standards and a checklist framed in Kannada was administered. The areas of adjustment considered were family, social and emotional. The statistical analysis revealed that the students who had more adjustment problems were low in their achievements.

Qamar Siddiqui and Meraj Sulthana (1980) conducted a study of Personality Adjustment among rural and urban students. Aligarh adjustment inventory was administered in groups to urban and rural students (100 each) of classes IX and X from Aligarh City and Jawan. The study reported that behaviour problems and problems of adjustment were more common among the urban population.

Shivappa in 1980 (Buch 1986: 690) studied factors affecting the academic achievement of high school pupils. The study was confined to 900 high school pupils studying in standard X of twenty-seven selected high schools of Bangalore. The study revealed that there was a positive relationship between personality adjustment and academic achievement.
Sharma in 1982 (Buch 1986: 852) studied the differences that existed between backward and non-backward students in different areas of adjustment and it was found that they differed significantly on overall adjustment scores.

Jindal and Netranand Padhan (1983) conducted a study on security - insecurity, adjustment, socio-economic status and family structure as the predictors of academic achievement of intermediate students. The data required for the study were collected from 110 boys and 110 girls of intermediate class of various colleges in Sambalpur district. The Home, Health, Social and Emotional adjustment was measured by administering Bell's Adjustment Inventory. The study showed that there was a positive relationship between adjustment and achievement of the Problems.

Bhatnagar in 1984 (Buch 1991: 135) conducted a study of family characteristics as related to secondary school students activism, values, adjustment and school learning. The study revealed that the size of the family affected students activism, adjustment and values. Students belonging to large families had more activistic tendencies and poor adjustment.

Kapoor in 1987 (Buch 1991: 829) studied factors responsible for high and low achievement at the Junior High School level. The sample of the study selected randomly from class VIII of recognised and unaided Jr High Schools of Lucknow, consisted of 1,396 students. The study revealed that the high achievers had better home, health, social, emotional and school adjustment.

Sharma in 1989 (1997: 488) studied the social, emotional and educational problems of adolescent factors and found many similarities and differences in respect of both between sub-groups by gender, age and SES.

Soundararajan and Vyakula Mary (1992) studied the adjustment problems of high school pupils as related to certain variables. It has intended to find out if there was any significant difference between boys and girls and between pupils studying in different types of schools in respect of their adjustment problems in the three areas viz., emotional, social and educational. It was found that the various categories of standard IX pupils involved in this study had satisfactory levels of adjustment in the three areas.

Beena Shah (1991b) conducted a study of Adolescent's School Adjustment and the Effect of Family Climate. The study revealed that the relationship between family climate
and school adjustment was positive but family climate was less influential in the presence of other relevant variables, namely SES, IQ, Sex, locality and school.

Soundararajan and Anjaneyalu (1993) made a study on adjustment problems of high school pupils in and around Secunderabad. This study was undertaken with a view to finding out the level of adjustment of high school pupils in and around Secunderabad in the three areas of adjustment viz., emotional, social and educational, and also to find out if there was any significant difference between any two sub-samples of them taken at a time in respect of their levels of adjustment in aforesaid areas.

A sample of 481 students of X Standard from rural and urban schools of Secunderabad was drawn randomly. The adjustment inventory by Sinha and Singh was used to collect the relevant data. The 't' test was the statistical technique used for analysing the data. The important findings of the study were:

1. No significant difference was found between urban and rural pupils, and between boys and girls in respect of their total adjustment.

2. The boys and girls were better in educational adjustment than in social adjustment.

3. Boys were better in educational adjustment than emotional adjustment.

Mavi and Patel (1997) conducted a study of academic achievement in relation to selected personality variables of tribal adolescents. The objectives of the study were:

The sample consisted of 525 Class IX students selected randomly from 25 schools of Sundergarh district of Orissa State. The relevant data were collected by employing the adjustment inventory by Reddy, Raven's progressive intelligence text, self-concept inventory by Deo and academic achievement scores in percentage secured by the students in the last annual examination.

The data were computerised and analysed with the help of statistical techniques like product movement correlation, multiple correlation and critical ratio test. The study found that there was a weak relationship between the personality variables chosen and academic achievement in tribal students.
Kusum Latha Agarwal (1999) conducted a comparative study of intelligence, family, relations, SES and adjustment of failed and passed students. The sample consisted of 200 failed and 200 passed students from the higher secondary schools of Garwal region. Jalota's group test of general ability, Bharadwaj, Guptha and Chauhan's SES scale, Sherry and Sinha and Singh's family relationship inventory and Sinha and Singh's adjustment inventory for school students were administered. The results showed a statistically significant difference between the successful and unsuccessful students in respect of intelligence, SES, family relations and adjustment.

STUDIES RELATED TO ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF SC AND ST STUDENTS

Ushasri in 1978 (Buch 1986: 239) made a comparative study of the socially disadvantaged and socially non-disadvantaged pupils with regard to scholastic achievement and academic adjustment. The objective of the investigation was to make a comparative study of the scholastic achievement of the socially and non-socially disadvantaged pupils who were at the terminal level of secondary school education in relation to their academic adjustment.

The tools used in the study included scholastic achievement tests developed to assess the pupil's achievement in four subject areas, namely, natural sciences, physical sciences, social studies and arithmetic. An adjustment inventory to measure eight areas of adjustment, Raven's standard progressive test and self-concept test were used for collection of data. The study was conducted on a sample of 300 class X pupils belonging to the Harijan Community selected at random from twenty schools in the four districts of Andhra Pradesh. The major findings of the study were -

(i) The socially disadvantaged pupils significantly differed from the socially non-disadvantaged pupils with regard to their scholastic performance. The socially disadvantaged pupils (Harijan pupils) tended to obtain lower marks than the socially non-disadvantaged pupils.

(ii) The socially disadvantaged and the non-socially disadvantaged significantly differed with regard to their academic adjustment scores.
Sharma in 1979 (Buch 1986: 1501) conducted a psychological study of adjustment problems of Harijans, Scheduled Caste and Backward Class Students of Agra district. The enquiry was conducted to study the adjustment of Harijans (HJ), Scheduled Castees (SC) and Backward Classes (BC) location-wise as well as sex-wise. The sample included 560 Harijan, SC and BC students and 280 students of general upper class of Agra district were selected. The adjustment was measured through two tools - Vyaktitva Prakasha Prashnavali (VPP) (Saxena) and the Hindi version of incomplete sentence blank (ISB). The major findings of the study were:

1. The adjustment of HJ, SC and BC students was very unsatisfactory as against the condition of General Upper Class students which was reported satisfactorily.

2. The urban students had higher adjustment scores on VPP than the rural students, whereas the urban students had higher maladjustment scores on ISB.

Singh in 1979 (Buch 1986: 1457) made a study of Personality of tribal students. The main aims of the study were to make comparative study of some Personality dimensions (intelligence, anxiety, extroversion, achievement motivation) and academic achievement of santal (tribal) and non-santal undergraduate students and to find out the relationship, if any, between the personality dimensions and academic achievement of both the samples. A random sample of 400 santal and 200 non-santal male students of undergraduate classes of Bhagalpur University. Mean, t-test, correlation etc., were computed for data analysis. The important findings of the study were -

1. Santal (tribal) students were significantly higher in anxiety, lower in intelligence achievement motivation and academic achievement than Non-Santal students.

2. There was a positive and significant correlation between intelligence and achievement.

3. Extroversion was negatively but significantly related with academic achievement of Santals whereas it was positively and significantly related in the case of Non-Santals.

4. The relationship between achievement motivation and academic achievement was positive but non-significant.
Shashidhar (1981) conducted a study of the relationship between a few school variables and the achievement of Scheduled Caste students studying in secondary schools of Karnataka. The main objective of the investigation were:

1. to determine the extent to which the SC students' adjustment in the school influenced their achievement;
2. to find out the influence of socio-metric status of SC students on their achievement; and
3. to examine the relationship between intelligence and achievement.

The sample included all the SC students of VIII, IX and X standard from 34 schools of Bangalore district. Socio-metric questionnaire by Sharma, Non-verbal group test of intelligence of Nair, an adjustment inventory to measure these students' adjustment in the schools were used to collect data.

The major findings of the study were

1. In all the three standards, the socio-metric status was not significantly related to the achievement of SC goals, but it was positively and significantly related to the achievement of the SC boys of standard IX.
2. Intelligence was related to the achievement of the SC students in all the three standards. The relationship between intelligence and achievement was affected by the association of variables like socio-metric status, students' adjustment in the school.
3. An inverse relationship between the scores on the adjustment inventory and achievement was observed in the case of the SC students in standards VIII, IX and X.

Aruna (1981) conducted a study of the factors influencing the achievement of standard VII students belonging to Scheduled Castes and Scheduled Tribes whose medium of instruction was Kannada. The major objectives of the study were-

1. to compare the academic achievement of the Scheduled Caste and Scheduled Tribe students studying in standard VII with that of general population;
(2) to find out the caste-wise, location-wise, sex-wise differences in the academic achievement of SC and ST students;

(3) to examine the relationship of intelligence, adjustment and socio-economic status with the academic achievement of SC and ST students; and

(4) to find out the significance and the extent of influence of the selected factors on the academic achievement of SC and ST students.

From among twenty-one educational districts of Karnataka, Chitradurga was selected since it had a high percentage of both SC and ST students and the entire population of SC and ST students studying in standard VII with Kannada as their medium of instruction was considered. The tools used for the study were the Achievement-Test Battery constructed and standardised for the purpose, Premalatha's Non-Verbal group test of intelligence, Pareek and others' Pre-adolescent adjustment scale. The t-test, co-efficient of correlation, and step-wise regression analysis were used in the analysis of the data. The major findings of the study were -

(1) The academic achievement of SC and ST students studying in Standard VII was significantly lower than the general population;

(2) The academic achievement of ST students was superior to that of SC students;

(3) The academic achievement of SC and ST students of rural schools was inferior to that of their counterparts on urban schools;

(4) The academic achievement of boys was (SC + ST) superior to that of girls.

(5) There was a significant correlation between the adjustment and the academic achievement of SC and ST students.

(6) There was a significant correlation between SES and the academic achievement of SC/ST students.

Singh in 1981 (Buch 1986: 215) made a study on Adjustment Problems of the Scheduled Caste and Scheduled Tribe students in residential schools of Rajasthan. (The Investigation aimed at studying the academic achievement of the Scheduled Caste and Scheduled Tribe students in residential schools). The sample included the Scheduled Caste and Scheduled Tribe students of six residential schools. Data were collected with the help of personal bio-data blank, interest record, study habit inventory, Raven's Progressive test,
Incomplete sentence blank, Problem checklist and Interview Schedules. The major findings of the study were –

(1) A majority had academic problems like poor hand writing, difficulties in English, Mathematics, and lack of food and books.

(2) They suffered from anxiety, uncertainty of future, unpleasant dreams, and inferiority.

(3) Some listed partiality and biased attitude of teachers along with lack of recreational facilities problems.

(4) Interviews with heads, teachers and wardens indicated that the students were of average ability, having learning difficulties in English, Mathematics and Physical Sciences while they performed well in games and sports.

(5) The teachers also felt that they suffered from an inferiority complex.

Shivashankara in 1981 (Buch 1986: 211) made a comparative study of some Psychological factors of the socially non-disadvantaged and the socially disadvantaged students in relation to the academic achievement. The objectives were (1) to find out the predictor value of the academic achievement from a variety of psychological factors, and (2) to discriminate the level of achieving group on the selected characteristics.

Irrespective of the medium of instruction and whether from aided or un-aided institutions, all the students were included in the population. By random sampling, a comparable sample of 200 Scheduled Caste/Scheduled Tribe students and an equal number of students from the socially non-disadvantaged class were chosen from standard X of the same schools. The tools used in this study for the collection of data were, the Study habit inventory, Achievement motivation test, Standard progressive matrices, Adjustment inventory and the School adjustment inventory. Multiple regression analysis was applied for analysis of the data.

The major finding of the study was that (1) the variables that influenced the socially non-disadvantaged group were study habits, achievement motivation, intelligence, adjustment and school adjustment, whereas the variables which influenced the socially disadvantaged group were intelligence, personality adjustment and school adjustment.
Koul in 1983 (Buch 1991: 1436-7) conducted case studies of Scheduled Tribe failure students of Middle and Matriculation level of Himachala Pradesh. The main objectives of the study were –

(1) To compare the two groups of students from different tribes of the state who had failed consistently and who had passed in the middle/matriculation examination at the first and second attempts.

(2) To compare the two groups of students identified under (1) and (2) on the non-cognitive variables of age, socio-economic status, personality adjustment, general anxiety, security-insecurity.

(3) To conduct case studies of significant failure and pass students.

The sample for the study of 109 consistent failure cases, both boys and girls, of tribal communities came from the districts of Chamba, Lahaul, and Spiti of Himachala Pradesh. The data was collected by administering Raven's Progressive Test, General Mental ability test, Maslow's Security and Insecurity Scale, Sinha's anxiety scale, Singh and Singh's Adjustment Inventory, Thematic Appreciation Test. The major finding of the study was - The tribal failure students were found to be less adjusted than the pass group of tribal students in the areas of emotional, social and educational adjustment and it was also revealed that the failure students had more introverse tendencies.

Dutt in 1983 (Buch 1991: 1430-6) conducted a socio-psychological study of the tribal high school male students of Himachala Pradesh with Achievement Motivation. The main objective of the study was comparison of tribal high school male students having high achievement motivation with tribal high school male students having low achievement motivation on different variables, viz., intelligence, test anxiety, social adjustment, emotional adjustment, emotional adjustment potential support and control.

The study was conducted on 200 tribals and 200 non-tribals studying in 29 high schools of Chamba district of the Himachala Pradesh. The tools used for the study were - General Mental ability test by S. Jalota, in Hindi, Test anxiety scale by Nijhawan, Adjustment Inventory for School students by A K P Sinha and R P Singh, Eyesenck's Mandsley Personality Inventory adapted to conditions by Jalota and Kapoor and the test of Achievement Motivation by Prayag Mehta.
The major findings of the study were -

(1) The tribal students with high achievement motivation were better than students having low achievement motivation with regard to intelligence and extroversion;

(2) Tribal students were more extrovert than the non-tribal students.

(3) Non tribal students were better than tribal students with regard to intelligence and emotional adjustment.

The study highlighted that for betterment of tribal students' personality, guidance and counseling programmes should be encouraged.

Gupta in 1985 (Buch 1991: 1432) conducted a study of Adivasi students in Ranchi district. The main aim of the survey was to collect information about the social, personal, economic and academic problems of Adivasi students and to investigate the role of some important factors which influenced their adjustment and attitude. A random sample of 200 Adivasi schools and college students of Ranchi and Simdege were administered a questionnaire. Data were also drawn through interviews, case histories and observation.

The major findings of the study were -

(1) The overall situation posed by the Adivasi students was far from satisfactory.

(2) Their problems of Adjustment to different spheres of life, social, personal, financial and academic depended on various factors such as social class, accommodation, personality traits and level of education.

(3) Certain socio-cultural and personal factors influenced adjustment of the Adivasi students to a great extent.

Lal in 1985 (Buch 1991: 92) conducted a study of adjustment problems of scheduled caste students in schools of Haryana with reference to some personality variables. The objectives of the study were -
(i) To investigate the differences, if any, between the Scheduled Caste group of subjects and the general category group of students on the chosen variables, namely, adjustment, personality and general intelligence, and

(ii) To ascertain the relationship between them.

A sample of 560 students from rural and urban areas was drawn from boys' and girls' and co-educational government and higher secondary schools of Haryana State. The sample consisted of Scheduled Castes and general category students. The tools used in the study were -

(1) The Dutta Guptha personality inventory for measuring adjustment problems.

(2) Cattell's Sixteen personality factors questionnaire and Jalota's Group General Mental ability test.

The data were analysed through a three way factorial design of the analysis of variance order.

The major findings of the study were -

(1) There was no significant relationship between the general life of adjustment area and personality factors on the total sample.

(2) There was no significant relationship between intelligence and social adjustment.

(3) There was no negative and significant relationship between intelligence and personality factor Q1 (conservation) for the total sample.

(4) There was a significant positive relationship between intelligence and the home adjustment area for the Scheduled Caste sample.

(5) There was no relationship between intelligence and adjustment areas except financial adjustment for the general category sample.

Nomani in 1985 (Buch 1991: 1446) conducted a socio-psychological study of adjustment of the Adivasi students. The main aim of the project was to study the adjustment covering family, health, social and emotional aspects of the Adivasi students of
Ranchi district with sex and environment as the main variables and to throw light on the problems of their adjustment as well as to offer a few suggestions. The sample included 150 male and 50 female students selected randomly from different colleges and schools of Ranchi and Simdege. A Hindi adaptation of Bells' Adjustment Inventory was used. A 't' Test was applied to test the significance of differences. The major findings were:

1. There was no significant difference in adjustment of males and females.
2. No significant difference was found in the adjustment of Ranchi and Simdege samples.
3. The Male and Female samples did not significantly differ in different areas of adjustment.
4. College boys were superior to the school boys in respect of family adjustments.
5. Social adjustment in general was not satisfactory.

Nagaiah in 1986 (Buch 1991: 1442) conducted a study on the effect of home environment and parenting style of some personality variables - among tribal students and urban students of Madhya Pradesh. The sample consisted of 300 students selected randomly from different higher secondary schools of Madhya Pradesh. The relevant data were collected by employing the home environment questionnaire by Jai Prakash, the parental acceptance-rejection questionnaire by Rohner. Analysis of Variance, 't' test and co-efficient of correlation were the statistical techniques used for analysing the data. The important findings of the study were:

1. Home environment and parenting style were not found to be significantly related with each other.

2. Healthy or poor home environment was not found to affect the development of personality disposition in all three cultures (Bhil, Goel, Urban).

3. The subjects receiving parental acceptance and rejection did not differ on all personality disposition in Bhil and Gond Tribal groups.

Sujatha and Yeshodhara in 1986 (Buch 1991: 1410) conducted a comparative study of some educational variables of SC/ST. The major objectives of the study were -
1. To study the level of academic achievements (AA), achievement motivation (AM), School Adjustment (SA), Personality factor (PF) of SC/ST and Non SC/St high school students.

2. To find out the relationship between academic achievement and other educational variables selected for the study achievement motivation, school adjustment and personality factor.

3. To find out the relationship between academic achievement, achievement motivation, school adjustment and personality factors and background variables like SES and type of school.

The sample consisted of 1,340 class IX Kannada medium students selected by stratified random sampling technique giving proportionate representation to SC/ST and Non-SC/ST students and also boys and girls. It was drawn from 27 schools, out of which 14 were Government and 13 were private. The required data were collected by using a Kannada version of Prayag Mehta's achievement motivation inventory, a Kannada version of Bhagia's school adjustment inventory, a Kannada version of Cattele's Junior-Senior High School personality questionnaire and a revised version of Kuppuswamy's SES scale.

The major findings of the study were-

1. SC/ST students were low in their academic achievement and achievement motivation. They had relatively poor school adjustment compared to non SC/ST students.

2. In the case of SC/ST as well as non-SC/ST groups, a significant relationship was found between academic achievement and SES of students whereas achievement motivation and SES, school adjustment and SES were found to be independent of each other.

3. There was a significant association between the achievement and type of school in the case of SC/ST students but not in the case of non-SC/ST students.

Raghavakumari in 1986 (Buch 1991: 1452-3) made a study on social attitudes and problems of SC/ST Girls in Secondary schools. The objectives of the study were -

(1) To study the attitudes and problems areas of SC/ST and non-SC/ST girls.
(2) To compare these groups with respect to their attitudes and problem area.

(3) To explore the relationship of achievement with the problem area.

The sample consisted of 850 SC, 194 ST and 78 non SC/ST girls chosen from 45 Secondary schools of three districts in Karnataka - Mysore, Mandya and Hassan. Rao's social attitude scales and Mooney problem check list were the tools used to collect data. Achievement marks were noted from the office records. 't' test and chi-square tests of independence were used for hypothesis testing. The major findings were;

1. The SC group had a better attitude to manual work than the ST group.
2. The SC and ST groups had more problems than the non-SC/ST group.
3. The rural SC/ST groups seemed to have more problems.

Roy in 1986 (Buch 1991: 1454) conducted a study of certain behavioural and personality concomitants associated with social economic deprivation. The objective of the study was to determine the personality and behavioural variables along which the socio-economically deprived group which can be least discriminated against by privileged people. Specifically, the two groups were compared in respect of (i) achievement, (ii) intelligence, (iii) adjustment to school regulations, (iv) adjustment to instructional programmes, (v) adjustment to peers in school, etc.

The sample consisted of 200 urban and rural children of class V within the age range of 10-12 years, of whom 100 belonged to the socio-economically deprived group and 100 to the privileged group. The tools used were a socio-economic deprivation in deep questionnaire, achievement records from school examination marks, a rating scale for measuring four adjustment variables by Roy Chakrabarthy. The two-tier analysis comprised of 't', chi-square test which were used for analysis of data.

The major findings were -

(1) The two groups differed significantly in respect of all the variables except on that of relationship with siblings.

(2) Adjustment to institutional programmes appeared to be the single variable that discriminated the two groups to a maximum extent.
Mehta in 1987 (Buch 1991: 836) made an attempt to investigate the effect of some psychological factors on school achievement of SC/ST students and the students as identified by the Baxi Commission in Sourashtra. The data were collected by administering the Prayag Mehta’s TAT picture test to measure achievement motivation. The Adjustment Inventory by Sinha was used to measure student’s adjustment. A 2 x 2 x 2 x 3 factorial design was used for the study and analysis of variance technique was used for testing hypotheses. The major findings of the study were: there was no difference in the school achievement of the pupils having high and low levels of adjustment when one of the independent variables was attitude towards parents and teachers.

Beena Shah in 1989 (1997: 573) explored the educational problems of tribal students and also studied their educational aspirations and achievement motivation. The sample comprised 221 tribal and 116 non-tribal students of classes VI-XII in Chamoli district. The study revealed that senior level tribal students of general schools had more adjustment problems with their teachers as compared to their tribal counterparts.

Kakkar in 1990 (1997: 440) conducted a study on the personality characteristics and educational problems of Scheduled Caste students. The study found that Scheduled Caste students had all those personality characteristics which were needed for progress in life; rather they were higher than their non-Scheduled Caste counterparts in vigour and ascendancy; equal to others in personality relations and responsibility, emotional stability and sociability. Regarding educational problems faced by the Scheduled Castes students, the researcher has suggested that teachers be trained in methods of teaching so that they could benefit by the training.

Sharma 1991 (1997: 470) made a study on the adjustment problems faced by Scheduled Castes and Scheduled Tribes students. The sample consisted of one hundred Scheduled Castes and Scheduled Tribes boys, and one hundred SCs and STs girls of Udaipur. questionnaire on personal adjustment were used to collect data. The study revealed that girls, and not boys, faced adjustment problems in the emotional and academic fields.

Archana Aggarwal in 1992 (1997: 317), conducted a study on social, psychological and educational study of SC students studying in high schools of Lucknow City. The sample consisted of 225 Scheduled Castes students studying in the secondary classes in
Lucknow City. The reference group consisted of the same number of non-Scheduled Caste students. The study found Scheduled Caste students to be inferior to non-Scheduled Castes students in terms of socio-economic status, self-concept and academic achievement, but the SC students did not differ from the non-SC students in terms of their intelligence. On socio-economic status, self-concept and academic achievement, Scheduled Caste girls were found to be higher than their male counterparts.

REVIEW OF LITERATURE: SUMMARY OF FINDINGS

The findings of the research studies reviewed are summarised here. Studies reviewed here have revealed that there is a positive and high correlation between the adjustment and academic achievement of scheduled caste and scheduled tribe students. This is true in the case of general population also. Some of the comparative studies revealed that the students of general population (Non SC/ST) have significantly higher scores in the area of adjustment as well as in scholastic achievement. Some of the studies have shown an inverse relationship between adjustment and academic achievement.

Intelligence, socio-economic status, social adjustment, emotional adjustment, achievement motivation, location of the institution, home/school climate, place of living exhibited significant correlation with academic achievement of the pupils. A few studies have also shown that even between SC/ST students, the ST students have more educational problems, and urban pupils of both the general and SC/ST are better than rural students in the area of adjustment and academic achievement. But SC students are better adjusted both in the rural as well as in urban area when compared to STs.

The findings of the studies which examined the gender disparity in adjustment and academic achievement have shown mixed findings. Some studies concluded that boys and girls differed in academic achievement and adjustment and others observed that they did not differ.

INSIGHTS FROM REVIEW

The review of research literature on adjustment and academic achievement reveals that not many studies have been carried out to understand the relationship between adjustment and academic achievement. Most of the studies have not focused directly upon adjustment and achievement. All the studies which have been covered under review and
which were conducted on general population as well as on SC/ST students used a common adjustment inventory to measure the adjustment for SC/ST and non-SC/ST students. Since the adjustment problems of SC/ST is unique and different when compared to that of general population, a common tool will not be ideal.

Type of Studies:

Most of the studies carried out were of two types, correlation as well as comparative studies. The correlation studies studied the relationship between socio-economic status, intelligence, sex, school and home atmosphere, social and emotional factors with academic achievement of the pupils. The comparative studies focussed on significant differences between scheduled caste and scheduled tribe students and that of general population.

Variables Considered:

Variables like age, sex, SES, location of the school, place of living, academic motivation, intelligence, personality factors, school and home adjustment were considered in the studies carried out.

Hypotheses tested:

Hypothesis were formulated in the null form to test the extent and nature of correlations between different variables, and test the significance of difference of the means of different samples and groups. The statistical techniques like t-test, ANOVA, Correlation, Chi-square and multiple regression were used for testing the hypotheses.

Tools used:

The adjustment inventories by Bell, Singh and Bhatia were used in most of the studies. Some studies have also used the problem check lists and personality inventories apart from case studies and interviews.

GENERAL UNDERSTANDINGS AND DISTINCTIVENESS OF THIS STUDY

The review of related literature made in the present study reveals that the present study is unique and distinct in several respects.
All the studies which were reviewed here have not focussed their attention directly on finding out the relationship between adjustment and academic achievement of students. In these studies, either adjustment or achievement or both were considered as one or two variables in a larger framework of study. Further, no attempt has been made to study the school and home adjustment in relation to academic achievement on SC/ST students separately. In the present study, an attempt has been made to study exclusively the relationship of school and home adjustment in relation to academic achievement.

In the studies reviewed, it is observed that the same tool which is used to measure adjustment of general population is also used for Scheduled Caste and Scheduled Tribe population. Since the adjustment problems of scheduled caste and scheduled tribe students vary when compared to general population, a common tool cannot measure the components of adjustment meaningfully. Therefore, in the present study, the researcher constructed a school and home adjustment inventory for scheduled caste and scheduled tribe students and also validated the same.

Studies reviewed herein have not considered the influence of type of management on the relationship of school and home adjustment on the one hand, and academic achievement, on the other. Therefore, in the present study, the type of management was considered as moderator variable which could moderate the relationship between school and home adjustment and academic achievement.

The facilities in the school for the students of scheduled caste and scheduled tribe plays a significant role in their adjustment and academic achievement. The present study considers this as an important aspect and a tool was prepared to collect information regarding the facilities provided at school.

None of the studies which has been reviewed here has considered the scholastic and Home-School aspects of adjustment under areas of adjustment. Therefore, in the present study, the researcher has included scholastic adjustment as an area under school adjustment to understand the nature of difficulties in understanding various school subjects by the students. Problems of students in understanding various topics in the prescribed subjects of study have also been addressed in the present study. To understand the influence of home
on school activities of the students, home-school aspects of adjustment has been included as an area under home adjustment.

Hence, the present study is considered as unique and distinct from the studies that have been reviewed in this chapter.