CHAPTER 1

INTRODUCTION
Adolescence is a period of transition from the dependence of childhood to the independence of adulthood. In biological terms, adolescence begins with puberty-sexual maturity and a readiness to reproduce and ends with the end of physical growth, which is usually late in the teen years. The psychological perspective emphasizes the development of the cognitions, feelings and behaviours that characterize adolescence. Such approach emphasizes the development of problem-solving skills and an increased reliance on the use of symbols, logic and abstract thinking. This perspective stresses on the importance of identity formation and the appreciation of self and self-worth.

The social perspective looks at the role of adolescents in their societies and defines adolescence in terms of being in between: not yet an adult, but no longer a child. In this context, adolescence usually lasts from the early teen years through one’s highest educational level, when one is thought to enter the adult world.

Actually whether we accept a biological, psychological or social perspective, we are usually talking about people, who in our culture, are between the ages of 12 and 20. So, adolescence will be defined as the period
of development begun at puberty and lasting through the teen years—essentially the second decade of life.

The view that adolescence can be described in terms of turmoil, storm and stress is actually the older of the two, attributed to G. Stanley Hall (who wrote the first textbook on adolescence in 1904) and to Anna Freud (who applied psychoanalytic theory to adolescents). This position claims that normal adolescence involves many difficulties of adjustment. "To be normal during the adolescent period is by itself abnormal" (Freud, 1958, P.275). According to this view, "Adolescents may be expected to be extremely moody and depressed one day and excitedly 'high' the next. Explosive conflict with family, friends and authorities is thought of as commonplace" (Powers et al.).

Adolescence does require changes and adjustments, but those adjustments and changes are usually made in psychologically healthy ways (Feldman and Elliot, 1990; Jessor, 1993; Manning, 1983; Millstein et al., 1993; Peterson and Ebata, 1987; Rutter et al., 1976). As adolescents struggle for independence and for means of self-expression, some engage in behaviours that may be considered reckless. Such behaviours are often a reflection of the socialization process of the teenager's culture (Arnett, 1995; Compas et al., 1995). "While many adolescents face occasional periods of uncertainty and self-doubt, loneliness and sadness, and anxiety and concern for the future, they are also likely to experience joy, excitement, curiosity, a sense of adventure, and a feeling of competence as they master new challenges" (Conger, 1991, P.24)

Factors that influence the development of an adolescent's personality are the strong desires and needs that direct his or her goal and directly or indirectly, bring several changes in his or her personality pattern. Emotional
reactions during adolescence differ in certain respects from the emotional experiences of his earlier stages. Among the factors that influence the emotional reactions of the adolescent can be included health status, intelligence level, degree of school success, amount of social acceptance and kinds of vocational interests.

During adolescence, the desire to be popular, not only with members of one’s own sex, but also with members of the opposite sex, is intensified. With this comes a reawakening of the old realization that a “nice” personality and popularity go hand in hand. For the first time, the individual becomes keenly aware that personality has a “marketable value”, and that it can “buy” popularity.

The personality pattern changes relatively little after people become adults. Therefore, adolescence, especially the latter part of adolescence, is regarded as a “critical age” in personality development. It is regarded as critical for two reasons. First, this is the time at which it is determined whether a person will be a mature, socially conscious, and resolute adult or will be immature, dependent, frustrated and unsure of himself. Second, the personality pattern, already well set, is either well or poorly integrated by this time so far as any gap between the real and ideal self-concept is concerned. The smaller the gap, the better the adjustment to adult life. Persons who have well-integrated personality patterns with stable and realistic self-concepts make far better personal and social adjustments than those with unstable and unrealistic self-concepts.

The girls are particularly more enthusiastic in attending group functions because they get an opportunity on such occasions to put on good clothes and go out. It is very important for them because in our social structure girls seldom get very few opportunities for outing. The fact is that
adolescents want to organise functions according to their free will. They always want to arrange refreshment during the function and do not like to take the consent of elders for this purpose. They feel hurt if guardians interfere in any way in functions organised by them. Evidently, they want complete freedom in functions they organise.

In the school going adolescents a tendency is seen these days to flout the orders of the principal and criticise him or her openly. If some action is taken against them they will not hesitate in declaring a strike. They will not hesitate in expressing their resentment against the principal's interference in games, rustication of a student or disciplinary action against a teacher. Besides, they also try to dictate terms in the process of effecting a compromise. If the principal does not act according to their desire they will try to give more aggressive colour to their protest. They also instigate their guardians to raise their voice against the principal. They may also declare a strike call to all educational institutions in the area. If they do not resort to strike, they indulge in strong criticism and so arrange it that it reaches the ears of the principal and other teachers.

An important dimension of the psychological adjustment problem is the prevalence of hysterical tendencies among girl students. It is interesting to note that girls studying in co-ed institutions were less hysterical than girls in the segregated institutions. It is understandable that girls having hysterical tendencies did not fare well. Hysterical tendencies have a close relation with family socialization.

1.1. THE PROBLEM

Personality development for adolescent girls is very crucial. The development of selfhood confidence, awareness of problems of life are some of the important dimensions of personality. All adolescent girls face these
problems in greater or smaller degree. In the absence of significant options, many a time the girls, in order to avoid conflicts, cling to traditional values and concepts like ideal womanhood. There is a dichotomy between the individual as she ‘is’ and as she is ‘perceived’. The psychological problems of girls are generated, more because of the conflict between how a girl is expected to behave and what she likes to do. It is in this situation perhaps that the need for counselling is most felt, as institutions such as family and school are unable to help.

Employment of educated women does not mean liberation from domestic responsibilities. The strains of attending to dual role have been clearly brought out in many sociological studies. One of the consequences of the dual burden and the priority of family responsibility has been under-scoring of achievement and promotion.

In the fourth survey there are only two studies on this crucial topic. One is of job satisfaction among teachers, clerks, mechanics and medical personnel. This study has also tried to compare attitude of those girls who are in vocational schools. In most of the factors like job satisfaction, vocational attitudes and vocational interest they were affected by different variables. A noteworthy finding is that school achievement was negatively correlated with the occupational aspirations of girls in vocational courses.

Vocational preferences and competencies, the situations in which people live and work, and hence their self-concepts, change with time and experience making choice and adjustment a continuous process. The vocational preferences of the developing child are subject to continual change.

The most important social system which impinge upon the individual and influence his development, is the family in which he happens to be born and reared. The vocational development of the individual, which is a
continuous process, beginning in early childhood and continuing into the late years of life, appears to be as much influenced by his family as are other aspects of his development.

The abilities, interests, physique and personality of the individual, which play such an important role in his vocational development, are partly determined by hereditary factors and the particular constellations of genes which the individual inherits depends upon his parents and ancestors.

Physical factors such as the geographical location of the home, the physical conditions prevailing in the home and the health of various members of the family may at time have a significant effect on the vocational development of the individual.

The location of the family residence also determines the type of vocational activities which the individual may take up. A person who has spent the formative years of his life in a project area—which is the centre of engineering activity is likely to have more information about engineering, develop an interest in it, and see himself as playing a role in it, than a person who has lived far away from such type of activity.

Physical conditions in the family such as overcrowding, noise, lack of proper light and ventilation, and an inadequate diet may all have an injurious effect on the health of the individual as well as on his ability to concentrate on studies or work, and thus may adversely affect his vocational development.

The types of cultural stimulation prevalent in the family, and the types of equipment available, which depend considerably on the socio-economic level of the family, will play a part in facilitating or hindering the development of the youngster's abilities and interests in certain direction, providing or failing to provide him with opportunities to test his self-concept
through explanatory activities. Family as a mediator of culture also influence vocational development. Caste and religion, mediated through the family, at times have a profound influence on vocational development.

Interest in female’s lack of participation in science and other technological careers has resulted in many investigations of factors that contribute to the achievement of young women in science. The positive attitudes of parents and peers, success in science classes and access to science activity and mentoring appear to be critical to female’s continued interest in science (e.g., Baker and Leary, 1995; Jones and Wheatley, 1990; Kahle, Matyas, and Cho, 1985; Lee, 1997; Wigfield, Eccles, Mac Iver, Reuman, and Midgley, 1991). In addition, research on diverse samples of adolescents has shown that prior experiences, self perceptions and parents perceptions are influential in their children’s achievement choices (e.g., Jacobs, 1991; Jacobs and Eccles, 1992; Jacobs and Weisz, 1994). Another factor that has been related to achievement choices in a variety of areas is the value of the task or goal to the student (Atkinson, 1966; Eccles et al., 1983).

A large body of literature has established the importance of parents’ beliefs in influencing their children’s achievement attitudes, academic performance and career decision/vocational preferences. In addition, Parents’ task-specific gender role stereotypes have been shown to influence children’s self-perceptions of achievement and their performance (Jacobs, 1991; Jacobs and Eccles, 1992).

The importance of peer relationships has been a long standing topic in the study of adolescence (e.g. Brown, 1990). The few studies that have examined the link between peers and academic choices suggest that friends influence academic achievement motivation (Berndt, Laychak, and Park, 1990; Gustafson, Stattin and Magnusson, 1992) and that peer group
membership is consistently related to educational outcomes for children and adolescents (Ide, Parkerson, Haertel, and Walberg, 1981). Baker and Leary (1995) discovered that by eighth grade most girls believed that their friends would disapprove of a girl's choice to go into a science career, although most girls liked science in general. By 11th grade, adolescent girls believed that their friends would support female's pursuing science careers; however, they also believed that females no longer liked science.

Some studies have found that peers have an indirect impact on career decision making by influencing the classes that students choose to take (Cohen and Cohen, 1980; Smail, 1985). Students report being more worried about what their friends will think than about whether they can handle the class work (Beal, 1994); they say that friends have a strong influence through their actions and their encouraging or discouraging comments, leading them to choose a class or career that a friend has chosen (Bender, 1994). Beal, 1994 suggested that negative reactions from classmates may make it difficult for the students to try subjects or classes that are different from what is typically expected for their gender.

Changes in either the physical or social environment may produce changes in the person's self-concept and in terms, in his characteristic behaviour. Just moving to a new environment, e.g. where the socio-economic status of the people is superior to that of the people of the old environment will not automatically improve the child's, the adolescent's or the adult's personality. Whether it does so or not will depend largely on how well the person is accepted in the new environment and how well the new environment meets his needs.

To have a favourable effect on the personality pattern, changes in the environment must do four things. First, they must improve the status of the
person and by doing so, enable him to feel more secure and adequate. Second, the changes must enable the person to be more in equilibrium with his environment in the sense that the environment meets his needs at that time. Third, the changes must enable him to come closer to his ideal. And fourth, by providing opportunities for broader social experiences with people of different cultural backgrounds and with different values and ideals, they must help the person see himself more realistically and revise his goals and aspirations in keeping with his abilities.

For most children and young adolescents, the physical and social environments do not change. Many live in the same neighbourhood, go to the same school, play with the same members of the peer group and have the same adults as neighbours year after year. Relations with family members, especially parents are likewise persistent. As a result, opportunities to change their self-concepts by changing to environments better suited to their needs are very limited.

That is why studies of the effects of college attendance are so important as a means of throwing light on how environmental changes affect the personality pattern. While some changes unquestionably are due to intellectual maturation, most come from the fact that college tends to lift some of the repressions and frustrations young people experience in their homes and offer opportunities for them to learn to be independent.

By breaking ties with his old environment, both in the home and in the school, the college student can make a fresh start, profiting from his past mistakes and learning to adjust to new people and situations without the aid of parents and teachers. In addition, his broader and more diversified social contacts enable him to establish new values and revise his childhood values,
to evaluate himself in relation to his new peers, and to play new and more mature roles than he played at home.

Academic achievement is often adversely affected by lack of social acceptance. Those who are well accepted perform better than those who are neglected and much better than those who are actually rejected. Poor academic work is common among those who are resentful because they do not receive the social acceptance they crave. Although some students try to compensate for lack of social acceptance by high academic achievement, this is a far less common source of motivation than in social acceptance.

Successful achievement is likewise hampered by subjective or personal factors. Theoretically, these are more easily controlled by the person than the objective or environmental factors. In practice, however, they are so often the result of pressures from significant people—pressures to aspire unrealistically high—that the person is unable to control them. In addition, anxiety stemming from trying to achieve in unfamiliar situations or in situations which are associated with failure in the past militates against good performance even when the person is strongly motivated to achieve.

Poor achievement may come from the person's unfavourable attitude towards self, from poor health, from lack of motivation, and from many other subjective factors. Many people, e.g. accept the belief that, with age, they will reach a plateau in their achievements from which they will inevitably go to lower levels as advancing age makes them less and less capable. This attitude deprives them of the motivation to work up to their capacities.

In conclusion, many factors, both objective and subjective, obstruct achievement. When the person knows or suspects that he is capable of achieving more than he actually has, he feels guilty, ashamed, and embarrassed if he believes that the fault lies within himself. If he believes that
his lack of success stems from obstacles put in his path by the members of the social group, he feels resentful and martyred. In either case, his personality will be damaged.

1.2. NEED AND IMPORTANCE OF THE PROBLEM

In a country, its economy depends upon education of the masses. Women and men both are to be treated equally in case we want the development of the nation. The social problems are in our way. People do not attach equal importance to the education of girls. Emerging Indian society demands challenging roles on the part of women.

Education is one of the most important factors which determines the status (both social and economic) of a person. For the purpose of getting any job, the level of education plays a very significant role in determining one’s suitability or otherwise. Literate women force constitutes an important input in the process of socio-economic development of a nation; but the literacy among women in India still appears like a far fetched cry.

Education can be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favour of women. Women studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women’s development.

The removal of women’s illiteracy and obstacles inhibiting their access to and retention in education will receive overriding priority through provision of special support services, setting of time targets and effective monitoring. Major emphasis will be laid on women’s participation in vocational, technical and professional education at different levels. The policy of non-discrimination should be pursued vigorously to eliminate sex
stereotyping in non-traditional occupation, as well as in existing and emergent technologies.

One of the major recommendations of the National Policy of Education (1986) is to promote "Empowerment" of women through the agency of education. Whether or not education has really helped to improve the status and life of Indian women continues to be a matter of debate. Nevertheless given the fact that education is one of the basic rights of every woman being irrespective of sex, age, creed, religion, colour, etc, the issue of female access to educational opportunities assumes prime importance.

In the present world women makeup almost half of the human resources than men. Not only can they enter any profession or economic activity, but they have proved themselves as mothers and caretakers of our potential human resources, i.e., the children. Education of human resources and especially the women has necessarily to be assigned a key role in any development strategy. If trained and educated on sound lines, they, beyond any doubt, can become an asset in accelerating economic growth and ensuring social change in desired direction, as it is education that assists in developing basic skills and abilities and fosters a value system conducive to material development goals. However, despite the emphasis laid on equality of sexes in the Indian constitution, women are still discriminated in the social and economic spheres.

The personality of an individual affects his vocational interests just as it does his general interests and their development. An extrovert, in all probability, would make a successful public relation officer but not a scholar or librarian. Similarly a quiet and an introverted personality would be unhappy if placed on the job of a salesman. Every job can be described in
terms of the personality characteristics, it requires for the person to be happy
and satisfied in it.

A study by Norton (1953) revealed that persons very stable in their
jobs showed interest patterns most suitable to work of their choice. Besides a
significant difference has been found in the earnings of persons in jobs most
suited to their personality characteristics and the one who have been placed in
jobs not suited to their interest patterns.

In addition to the job satisfaction, suitable personality and interest
pattern provide the individual with an opportunity for the development of
vocational drive. More work skills and abilities are not the sole determinants
of success of the individual on the job. Good personal adjustment and skills of
inter-personal communication are equally important.

John Holland (1973) has rightly observed “If vocational interest are
construed as an expression of personality in work, then they represent the
expression of personality in work, school subjects, hobbies, recreational
activities, and preferences. In short, what we have called “vocational interest”
are simply another aspect of personality”.....

The emotional climate of the home directly influences the person’s
characteristic pattern of behaviour and his characteristic adjustment to life. If
the home climate is favourable, the individual will react to personal problems
and frustrations in a calm, philosophical manner and to people in a tolerant,
happy and cooperative way. If the home climate is frictional, he will develop
the habit of reacting to family members and outsiders as well in a hostile or
antagonistic way.

In view of the above discussion the present investigator got interested
in knowing the personality profiles, vocational preferences and academic
achievement of adolescent girl students in relation to their family environment and school climate.

1.3. STATEMENT OF THE PROBLEM

The problem for the present study was formulated as under:

"Academic achievement, personality profiles and vocational preferences of adolescent girl students in relation to their family environment and school climate".

1.4. DEFINITIONS OF THE TERMS AND VARIABLES

The terms and variables involved in the study have operationally been defined as under:

(a) Academic Achievement

Academic achievement of pupils refers to the knowledge attained and skills developed in the school subjects. So, academic achievement means the achievement of pupils in the academic subjects.

Trow (1956) defined academic achievement as:

"Knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades or units based on pupil's performance".

Good (1959) refers to academic achievement as:

"The knowledge attained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher".
According to Sinha (1970) academic achievement means:

"Students whose academic performance is superior in character in the form of high percentage of marks are taken as successful candidates. On the other hand, students who fail in the previous examination, and obtain low divisions in their examination are considered as individuals who have failed in their attainments".

Craighead and Edward (2001) stated that:

"Academic achievement may be defined as a measure of knowledge, understanding of skills in a specified subject or a group of subjects. Thus, academic achievement refers to achievement in a separate subject or total scores of several subjects combined. Hence, academic achievement is concerned with the quantity and quality of learning attained in a subject or a group of subjects, after a period of instructions.

Academic achievement of students refers to the knowledge attained and skills developed in the school subjects. So, academic achievement means the achievement of students in the academic subjects in relation to their knowledge and skills.

For the present investigation, the academic achievement in referred to as aggregate of marks obtained by the subjects in class 8th examination conducted by the J&K Board of School Education.

b) Personality Characteristics

Leaving aside the various theological, philosophical or purely sociological meanings of personality, it may be of some interest to summarize briefly some of the meanings attached to the term by recent writers in the field of psychology.
Morton Prince (1929) defined personality as "the sum total of all biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the disposition and tendencies acquired by experience".

A more dynamic approach was that of Lewin (1935) who defined a person as "a dynamic totality of systems".

The unique nature of personality is emphasized by Allport who defined personality as:

"Personality is the dynamic organization within the individuals of that psychophysical system that determines his unique adjustment to his environment".

According to Ogden (1926), "Personality is the expression of a man's inner life, character is the expression of what he does or achieves".

According to Vernon (1957), we mean it simply, what sort of man is so and so, what he is like? .... While a man's intelligence, his bodily strength and skills are certainly his personality, yet the term refers chiefly to his emotional and social qualities together, with his drives, sentiments, interest and aptitudes".

Cattel (1956) equates personality with the individual aspects of behaviour. He focusses on the behaviour of the individual and maintains that it should have predictive power. He defines personality as .... "Personality is that which permits a prediction of what a person will do in a given situation. Personality is concerned with all the behaviour of the individual both over and under the skin".
Eysenk defines personality, "As more or less stable and enduring organization of a person's character, temperament, intellect and physique which determine his unique adjustment to the environment".

Freud's (1949) approach to personality is based on psychoanalytic theory. Freud stated that there are three levels of consciousness. The first is conscious behaviour, the thoughts, feelings and actions of which people are aware; the second preconscious behaviour is mental activity that people are unaware of and cannot become aware of except through certain techniques. The third is unconscious.

Rotter (1966) categorized people as either 'internal' or 'external'. Internals believe that they have control over their environment and what happens to them. Their self-confidence tends to ensure that they react well to most stressors. At the other extreme, externals believe that whatever happens to them is the result of luck, fate (or superior beings). Thus, they would tend to react poorly to stressors. This is an example of another "black or white" classification where most people fall somewhat between the extremes.

Personality characteristics in the present study is operationally defined as the personality characteristics of 9th grade girl students measured through Jr. Sr. High School Personality Questionnaire (Cattel's HSPQ-Form A)

- Personality Adjustment

Adjustment is primarily a cognitive process manifested explicitly or implicitly in terms of cognitive and affective functions leading a man to carry on transactions with the world around him. A human organism does not simply adopt biologically to different kinds of physical demands and pressures emerging out of living in interdependence with other individuals. The nature of adjustment depends upon the individual's social experience out
of mastery over his impulses, over external environment through perception, abstraction and self-control from infancy onwards.

Personality adjustment has been defined as a process by which a living organism maintains balance between its needs and the circumstances that influence the satisfaction of these needs and as harmonious relations with the environment. It has also been defined in terms of the problems faced by the individual at conscious level and in terms of ego-strength.

Another approach of defining personality adjustment has been the way of analyzing it into different components viz, interpersonal competence, health, intelligence, empathy, autonomy and judgement and creativity and in terms of a series of criteria of adjustment viz. self-acceptance, growth and self-actualization, unifying outlook of life, autonomy and perception of reality that is free from need distortion and mastery of the environment.

Some authors have described the process of adjustment more exhaustively. According To Dashiell (1937), adjustment is:

“A process that covers the individual’s life span, operating within a complex environmental field. The process is goal-directed behaviour instituted by a need which may rise at any level within the hierarchy of needs ranging from elementary physiological tissues through the most complicated psychological symbolization. The process is sustained when this goal directed behaviour meets, in a complex environment setting, a thwarting circumstance which serves to heighten tensions, producing varied responses in the organism. One or a combination of these varied responses eventually leads to a solution response which enables the organism to attain a transitory goal that results in the reduction of that particular tension.”
White's concept of adjustment is:-

"That a variety of behaviours including visual exploration, grasping, crawling, walking, attention and perception, language and thought, curiosity and manipulation of the environment is part of the process by means of which the person (and lower organism as well) learns to interact effectively with the environment and develops competence to change or control the environment for his own needs. Effective adjustment requires competence to affect, manipulate and control the environment."

A comparative review of all the definitions mentioned above stress certain generally accepted and socially desirable norms which go with a well adjusted personality. These characteristics include a balanced transaction between the ego-ideals and needs on the one hand and physical environment on the other, in the midst of which an individual strives for his success.

The personality adjustment for the present study has operationally been defined as the score subjects obtain on the Bells Adjustment Inventory.

c) Vocational Preferences

Vocational preferences have often been defined as what the individual prefers to do. Out of a number of vocational alternatives he expresses his preferences or interests for one or another and this forms his choice. There are several studies in the literature of vocational psychology wherein interest is defined as the preference. According to this approach, the individual gives expression to his best liked occupation (Fryer, 1931; Trow, 1941; Gilger, 1942; Ginzberg, 1951; Hanburger, 1958 and Crites, 1969).
Bingham (1937) has defined vocational preferences as under:

“An interest is a tendency to become absorbed in an experience and to continue it.”

Strong (1943) defined vocational interest as:

“The sum total of likes and dislikes for a wide range of stimulus objects and activities”.

In the words of Crow and Crow (1963) vocational interest means:

“The motivating force that impels us to attend a person, thing or it may be affective experience that has been stimulated by the activity itself”.

Crites (1969) has defined vocational interests/choices operationally as:

“An individual ‘X’ makes a vocational choice if he expresses an attention to enter a particular occupation.

In the same direction, William James (1969) speaks about vocational preferences as:

“A form of selective awareness or attention that produces meaning to one’s experience”.

For the present study, vocational preferences have operationally been defined as the scores obtained by the subjects on Vocational Interest Record (VIR) developed by Dr. S.P. Kulshrestha.

d) Family Environment

In every family, regardless of its size and composition, each member is expected to play a certain role. Each role is clearly defined by family members and contributes to a harmonious living arrangement for all family
members. Lehrman says that the family is a, “structure made up of the interrelated roles assigned to its various members.” Some family roles are traditionally prescribed, while others are prescribed by individual families to meet their particular needs. Some roles are inflexible while others are flexible. Some are even chosen by individual family members, with or without the approval of the other members.

Among the various social groups, the family occupies the first and the most significant influences for the development of the child. It does not only provide the hereditary transmission of basic potentials for his development, but also provides environmental conditions, personal relationships and a cultural pattern, favourable or unfavourable, positive or negative as reflected from its structure, socio-economic and cultural status, and the pattern of mutual relationship and emotional state among its members.

Children from warm and loving homes, where recognition and acceptance of the child along with careful guidance predominates, tend to be outgoing, active and adjustable affairs. They tend to have positive, friendly and cooperative attitude with their peer group. Children from cold, unloving and unaccepted families tend to have a variety of adjustment problems in home, school and their peer groups while the over-protected children, whose wants are satisfied indiscriminately and who receive little guidance and training in discipline tend to be shy, withdrawn, inactive and unpopular with their peer group and generally unsuccessful in social adjustments.

For the present study, family environment has been operationally defined as the scores obtained by the subjects on Family Environment Scale (FES) developed by Bhatia and Chadha.
e) School Climate

The school, like the family, is a potent institution in the development of the social behaviour of the child. It provides a complex of social situations or a miniature social world in which children live and perform their functions in interaction and under the guidance of the teachers. There is a pupil world separate from the teacher personnel. The factors which affect this world as a milieu for child development includes the size of the school, its population, age and sex composition, the appearance of class distinctions and the distinctness of its social culture.

The school, like the family, works as a transmitter of culture, deeds, thoughts, and values inherited from the past, but judging its relevance for the present and utility for the future, it gives operational recognition to certain psychological factors in human development. Boys and girls in the school are imparted education on the basis of individual differences, with remedial measures in the deficient areas. This process of identification, recognition and remedial measures satisfies the basic human needs, avoiding unnecessary frustration and maladjustment in the children. Psychological methods of motivation along with guidance and counselling in academic as well as socio-personal areas help the child in proper adjustment to various social fields. Various school activities release his tension and make him a self-directing and self-disciplined person.

Schools are the chief determinants of what a person thinks of himself and of what his habitual patterns of behaviour will be. Solomon stressed this point when he said, “The school room must be looked upon as a force secondary in importance only to the home in the development of human personality.”
Nevertheless, the school’s role as a shaper of personality is formidable. Next to parents, teachers have more influence on the development of a child’s personality than any other group of people. The teacher-child relationship has its greatest impact in the child’s early school years when teachers normally play the role of surrogate parents during the time the child is away from home. As the child grows older, the teacher’s influence decreases. This is true also of parental influence. However, by the time the decrease in teacher—and parental-influence begins to be felt, the foundations of personality are well laid.

For the present study, school climate have been operationally defined as the scores obtained by the subjects on Socio-Emotional School Climate Inventory (SESCI) prepared by Sinha and Bhargava.

1.5. OBJECTIVES OF THE STUDY

The following objectives were formulated for the purpose of the present study:-

1. To study the academic achievement of 9th grade girl students.

2. To study the personality characteristics of 9th grade girl students.

3. To study the personality adjustment of 9th grade girl students.

4. To study the vocational preferences of 9th grade girl students.

5. To study the family environment and its relationship with the academic achievement of 9th grade girl students.

6. To study the family environment and its relationship with the personality pattern of 9th grade girl students.
7. To study the relationship between family environment and vocational preferences of 9\textsuperscript{th} grade girl students.

8. To study the school climate and its relationship with the academic achievement of 9\textsuperscript{th} grade girl students.

9. To study the relationship between school climate and personality pattern of 9\textsuperscript{th} grade girl students.

10. To study the relationship between school climate and vocational preferences of 9\textsuperscript{th} grade girl students.

11. To study the relationship between personality factors and academic achievement.

12. To study the relationship between academic achievement and personality adjustment of 9\textsuperscript{th} grade girl students.

1.6. **HYPOTHESES OF THE STUDY**

1. Girl students of 9\textsuperscript{th} grade having high/low academic achievement will differ significantly in their family environment.

2. There will be positive and significant relationship between family environment and academic achievement.

3. Girl students of 9\textsuperscript{th} grade having high/low academic achievement will differ significantly in their school environment.

4. There will be positive and significant relationship between school climate and academic achievement.

5. Girl students of 9\textsuperscript{th} grade having high/low personality adjustment will differ significantly in their family environment.
6. There will be positive and significant relationship between family environment and personality adjustment of 9th grade girl students.

7. Girl students of 9th grade having high/low personality adjustment will differ significantly in their school environment.

8. There will be positive and significant relationship between school climate and personality adjustment.

9. Girl students of 9th grade having varied vocational preferences will differ significantly in their family environment.

10. There will be positive and significant relationship between family environment and vocational preferences of 9th grade girl students.

11. Girl students of 9th grade having varied vocational preferences will differ significantly in their school climate.

12. There will be positive and significant relationship between school climate and vocational preferences of 9th grade girl students.

13. There will be positive and significant relationship between academic achievement and personality adjustment of 9th grade girl students.

14. There will be positive and significant relationship between personality pattern and academic achievement.

1.7. DELIMITATIONS OF THE STUDY

The present study was delimited to girl students studying in 9th grade ranging in the age group of 15-16 years drawn out from all the six districts of Kashmir.