CHAPTER - 2

REVIEW OF THE RELATED LITERATURE
The review of related literature involves locating, reacting and evaluating of research as well as the reports of casual observations and the opinions that are related to the individual’s planned research project. The general purpose of the review is to help the research worker develop a thorough understanding and insight into work already done on the areas left untouched or unexplored. "The related studies also enable the researcher to search out many more related problems as suggestions for further research" – Scott and Wertheimer (1932) say, review of related literature may help to make progress towards the solution of new problems.

"The keys to the vast store house of published literature may open door to source of significant problems and explanatory hypothesis and provide helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results. In order to be fully original and creative, one must react extensively and critically as a stimulus to thinking"

Carter V. Good (1942)
In the field of education, as in the other fields too, the research worker needs to acquire up-to-date information about what has been thought and done in the particular area from which he/she tends to take up a problem for research. Practically, all human knowledge can be found in books and libraries. Unlike other animals that must start afresh with each generation, man builds upon the accumulated and recorded knowledge of the past.

The purpose of the researcher is not to provide a comprehensive coverage of the research related to her topic, in the sense, that every study bearing on the problem is reviewed. She has rather to frame a summary of the previous researchers, which indicate the areas of agreement or it is presumed that the survey of related studies will make the present investigation more direct and to the point. Consequently, available research studies, which directly or indirectly related have been reported in the following lines. It will be in the fitness of things to primarily quote the findings of the study, which initiated and developed the interest of the researcher for undertaking the present study.

The review of the literature serves as a guide post to judge the quantum of the work done and perceive the gaps existing in the concerned field of research. A critical review of the literature enables the researcher to go into greater details and wider applicability of the problem in hand so as to provide new ideas, explanations or hypotheses. The review promotes a greater understanding of the problem and its allied aspects and ensures the unnecessary and useless duplication is avoided. According to Tuckman (1972), the purpose of the literature review is to expand upon the context and background of the study, to help further to define the problem and to provide an empirical basis for the subsequent development of hypothesis.

Before collecting the pertinent data, it was decided to review and appraise the studies already conducted on adolescents. This chapter is devoted
to the review of available literature relevant to the present study. An effort has been made to cover almost all the important dimensions that may have a direct or indirect bearing on this study. The studies under review, have been classified and are presented as under:

2.1. Studies on Academic Achievement and Family / School

2.2. Studies on Personality and Family / School

2.3. Studies on Vocation and Family / School

2.4. General Studies

2.1. Academic Achievement and Family / School

Stewart, Endya B. (2008) conducted the research examining that the correlates of academic achievement is immense. In particular, scores of studies have examined individual-and family-level variables that influence student achievement. Based upon Bronfenbrenner's (1979) ecological theory of human development, this study extends one step beyond previous studies and incorporates school-level characteristics into an investigation of the factors that influence adolescents' academic achievement. Using regression-based techniques that account for within-school clustering of students, this research examined the extent to which individual-level and school structural variables predict academic achievement among a sample of 10th grade African American students abstracted from the National Educational Longitudinal Study (NELS) database. The results suggest that individual-level predictors, such as student effort, parent-child discussion, and associations with positive peers, play a substantial role in increasing students' achievement. Further, the results also suggest that school climate, in particular the sense of school cohesion felt by students, teachers, and administrators, is important to successful student outcomes. Given these findings, the author suggests that an ecological approach which encompasses
individual-, family-, and school-level variables be considered when examining predictors of academic achievement. Also, policy and interventions aimed at improving academic achievement need to take into consideration the impact of individual-level and school structural factors on students and their ability to succeed.

Osman Yildirim, et al. (2008) stated that there is debate about whether the leadership style of the teacher or the learning style of the student affects academic achievement more. A large sample (n = 746) of eighth-grade students in Istanbul, Turkey, participated in a study where the leadership style of the teacher was assessed in terms of people orientation and task orientation. The learning styles examined were: group, individual, visual, auditory, tactile, and kinesthetic. Multiple discriminant analysis indicated that teacher leadership style was the main factor affecting academic performance. No significant relationship was found between learning style and academic achievement.

Amy Lutz, Stephanie Crist (2008) stated that in the United States, children of immigrants face strong pressures to shift to English. They examined how the retention of Spanish-language skills affects the academic achievement of English-proficient Latino/a children of immigrants and how this varies by gender. Further, they examined the role that family interaction may play in mediating the impact of gender and language on achievement. They found that biliterate boys significantly outperform boys who have little Spanish proficiency. However, for girls there is no significant advantage or disadvantage to biliteracy in terms of GPA (grade point average). Their results suggest that, for Latino boys, the academic advantage of biliteracy is explained by strong family social cohesion. Their results also suggest that, while within-family social capital provides a scholastic benefit from family
social cohesion in the case of biliterate boys, strong family ties can also have academic disadvantages.

Helen Joanna Boon (2007) stated that the achievement goals and parenting of a sample of 879 grade 8-10 Australian students were examined to distinguish differences between low- and high-achieving students. Structural equation modelling was used to test a theoretical model linking parental warmth and strictness/supervision via mastery goals, self-efficacy, and self-handicapping to achievement. Results validated and extended previous findings concerning achievement goal theory, self-efficacy, self-handicapping and parenting style, supporting the role of self-efficacy in mediating the effects of parental style through a mastery goal orientation to achievement. Low achievement was significantly linked to neglectful parenting perceptions, higher self-handicapping and lower mastery goals and self-efficacy. An authoritative parenting style was found to predict higher achievement via enhanced mastery goals and self-efficacy while protecting against self-handicapping.

DePlany, et al. (2007) sought to understand the types of parent involvement that teachers, parents, and students believe affect the academic achievement of adolescent learners at the junior high school level. Research that included focus groups, interviews, and surveys indicated that teachers and students believed that parent involvement at school was considered less important to a child's academic achievement than parent involvement in academics at home. In addition, parents rated themselves as more participatory in academics than did their children or junior high school teachers.

Pedro F. Casanova, et al. (2005) compared the distribution of parental educational styles and the scores reported both by parents and students for various family characteristics (acceptance, control, involvement,
and expectations) and socio-demographic factors (socio-economic status, family structure, number of children, and order of birth of the children) in a group of adolescents with normal achievement (n = 105) and in a group which present low achievement (n = 205). Likewise, they examined which variables best predict academic achievement in the two groups and of adolescents. The results indicated differences in the distribution of parental styles in the two groups for the majority of the variables analysed. They also observed a differential pattern in the prediction of academic success. In the group of adolescents with normal academic achievement, socio-demographic variables better predict achievement; for students with low achievement, family variables play a more important role in predicting achievement.

Trusty, J. and Salazar, C. F. (2003) Using a national sample of Mexican Americans, developed structural equation models of the effects of four eighth-grade latent variables on educational expectations assessed 6 years later. Models for Mexican American women and men did not differ from one another. The latent variable, parent’s influences, had a strong positive effect on educational expectations at late adolescence. Parents' influences dominated the effects of the other latent independent variables, socio-economic status, eighth-grade achievement test scores, and self-perceptions. The four eighth-grade latent variables explained 41% of the variability in educational expectations at late adolescence. The findings reveal consistencies and inconsistencies with previous research findings and models.

Bean, A. R., Kevin, R. B. and Stephan. M. W. (2003) conducted a study on the impact of parental support, Behavioural control and Psychological control on the Academic Achievement and Self-esteem of African American and European American Adolescents. The purpose of this study was to examine the relationship between adolescent functioning
(i.e. self-esteem and academic achievement) and parental support, behavioural control and Psychological control in European American and African American Adolescents. The Findings revealed that supportive behaviours of African American mothers towards their adolescent children positively predicted both self-esteem and academic achievement. Psychological control was significantly related to adolescent self-esteem in both the models of paternal parenting (African American and European American) and maternal parenting (African American). In addition to this, behavioural control was a significant predictor of academic achievement and self-esteem among European American adolescents.

Sharma, S.N. (2002) studied the association of Parental Involvement, Parental Aspirations (Educational and Occupational) with Students' Achievement and Students' Aspirations. The sample of the study consisted of 310 students of Classes XI and XII and their parents chosen from four schools of Chandigarh and Panchkula through stratified random sampling techniques. The responses on Parental Involvement and Parental Aspirations were collected. Profiles of Parental Behaviour of high and low achieving students were prepared Descriptive statistics. ANOVA, chi-square test were applied to analyse the data. The findings have revealed that Parents of high and low-achieving students exhibited differentiated behavioural profiles with regard to some dimensions of Parental Involvement. Parents of high achieving students often provided academic guidance to their children and also planned various cultural activities such as arranging picnic, dance shows and other festivals. Achievement scores of children belonging to high, average and low groups of Parental Educational Aspirations were not equal. The Academic Achievement Scores were different for children belonging to different parental Involvement groups. High parental Involvement group scored higher
on Educational Aspirations as compared to their counterparts in the Low Parental Involvement group. Higher parental Involvement resulted into higher Occupational Aspirations of Students.

Arya, K. and Kistwaria, J. (2002) attempted to study the factors affecting the academic performance of adolescent girls; and to find out the association between socio-personal characteristics and academic performance of the selected respondents. The sample consisted of 60 women (30 working and 30 non-working) having adolescent daughters from Palampur town of District Kangra. Interview Schedule and Questionnaire were used for the data collection. Chi-square, Percentage was used for the data analysis. It was found that the involvement of adolescent daughters in household activities of employed home-makers was more than corresponding non-employed home-makers. A majority of the adolescent daughters of non-employed mother were performing well in their studies. The daughters of non-employed mother devote more time in their studies in comparison to the corresponding group.

Silbereisen, Rainer K. and Wiesner, Margit (2000) investigated school-related self-efficacy among adolescents from former East and West Germany: Age trends, association with school performance, and family correlates. The first aim of the reported 3 Yr longitudinal study of 247 10-13 Years olds, originally investigated in 1993 in both former East and West Germany, was to study whether school-related self-efficacy would show similar levels in both parts of the country. The second aim refers to the association between school-related self-efficacy and school performance. The third aim refers to the familial experiences that account for individual differences in level and/or change of school-related efficacy. Additionally, parental involvement in school was studied. It was also found that adolescents who enjoyed high parental school involvement and support
behaviours, and also experienced sensitivity with regard to their feelings, preferably belonged to the stable-high self-efficacy trajectory.

Hubbard, Lea (1999) examined the gender-specific strategies that 30 low-income African American high school youths developed to remain academically successful and traces their success to participation in an educational reform program, the culture of their families and the culture of the low-income communities in which they lived. One learns the benefit of examining the interrelatedness of ethnicity, class, and gender when attempting to understand the ways in which academic success and college aspirations are constructed.

Nair, P.V. and Bindu, T.V. (1998) investigated into the differences in Asian and Non-Asian medical students in terms of achievement-related background variables. To compare Asian and non-Asian medical students in terms of their representation in the medical science area. Students enrolled in the first two years of a 6-year BS/MD programme in the three Midwestern universities constituted the sample for this study. The tools used to collect the data were Measure of Achieving Tendency developed by Mehrabian, Categories developed by Harner et al., a scale based on Krathwohl's Affective Domain of "Reception to Organization" and a self-developed questionnaire for collecting information about the demographic, home and achievement related variables. The findings revealed that Asian-Americans seemed to be more attracted to science dominated areas. The non-Asians exhibited greater fear of success imagery but scored less on Resultant Achievement Motivation (RAM) than Asians. The two groups differed from each other in terms of parents' educational and professional level, monthly allowance for chores, minimizing chores before tests, hours spent in earning money during high school years and in dating activities, parental participation in educational and vocational decisions, time spent with babysitters when
young, parental acceptance of non-medical programme entry and parental support in intrinsically motivated individuality.

Jaynes, William (1998) studied whether divorce or remarriage had the primary negative impact on academic achievement and whether the finding depended on whether SES was controlled for. Data came from the first 2-yr follow up of 17,874 8th graders in the National Education Longitudinal Survey. Analysis were performed using models that did and did not control for SES. Results show that the analyses that used models that did not control for the SES level of the custodial parent(s) produced results that indicated that divorce had a greater negative impact on educational achievement than did remarriage. On the other hand, the analyses that used models that did control for SES produced results that indicated that remarriage had a greater negative impact on educational achievement than did divorce.

Sawyers, Julanne Young (1996) determined whether there was a relationship between parental involvement, the relationship between parents and teachers, and student academic achievement. The literature demonstrates a relationship between student academic achievement and parental involvement in school, but it is not clear what promotes the involvement, what kind of involvement is beneficial and how much is needed. This study attempted to investigate specific involvement activities as well as the impact of the parent-teacher relationship on parental involvement. Three hundred ninety-nine families and one hundred forty-three teachers participated in this study. Information gathered included demographic information, parent-teacher contact information, the Working Alliance Inventory, ITBS Percentile Ranks, and Student Progress Reports. Pearson correlations were done to investigate the presence of relationships. Conclusions based on the analyses were: (1) There is a relationship between some types of parental involvement and some measures of academic achievement for this
population. (2) There is a relationship between parental involvement and the relationship between parents and teachers. (3) There is a relationship between the parent-teacher relationship and student academic achievement. Implications for teacher training, counseling practice, and further research were also addressed.

Mohamud, Abdinur Sheikh Mohamed (1996) investigated whether differences exist between attitudes of secondary school students towards learning and academic achievement on the basis of their parental involvement, parental education, and socioeconomic status. Data were collected from randomly selected 512 secondary school students from Botswana and Ghana. A Likert scale questionnaire was administered to gather data from students on attitudes towards learning and parental involvement. Unstructured interviews with 10 teachers and the responses of 66 parents in an open-ended questionnaire provides parent and teacher perspectives on parental involvement in education. Multivariate analysis of variance reveals significant differences in attitudes towards learning between students of different family involvement levels. Parental involvement is related to student attitudes towards learning on such items as: (1) confidence in the quality of school performance; (2) importance of school; and (3) enjoyment in class participation. Results show that parental education is related to one attitude variable—importance of school. SES, however, is found not to be related to any of the six attitude variables. The multivariate statistical analysis did not show interaction effects between the three family background variables studied. Qualitative data from parents show that parents are concerned about increasing school fees during times of economic decline. Results also show that parents have very little communication with teachers, thus concurring with earlier research results. Teacher interviews revealed that female parents are more involved in school programs than male parents. Suggestions for future research include
investigations regarding paternal, maternal, rural and urban families and their involvement in the education of their children.

Cordero, Loidis R. (1996) investigated if teacher perceptions of the importance and existence of 11 school effectiveness characteristics play a significant role in the academic achievement of limited English proficient students. These characteristics were (a) positive climate, (b) planning process, (c) academic goals/high expectations, (d) clearly defined curricula, (e) monitoring of student progress, (f) teacher staff effectiveness, (g) administrative leadership, (h) student responsibility and participation, and (i) rewards and incentives. Edmonds (1974), Brookover (1984), Lezotte (1984), Carter and Chatfield (1986) have indicated the existence of these characteristics in schools is positively associated with academic achievement of all children including the LEP students. The data for the study were gathered from the administration of the Professional Teacher and Staff Perceptions of School Programs Survey to 1750 teachers and staffs in 75 elementary schools, and standardized reading and math scores 750 LEP students on three tests—the Degrees of Reading Power, the Metropolitan Achievement test of Mathematics, and the New York State Pupil Evaluation Test of Mathematics. Pearson-product moment coefficients at the 0.05 and 0.01 probability levels were obtained as measures of the relationships. The findings of this study indicate that reading achievement of LEP students is positively associated with only one of the 11 school effectiveness characteristics—administrative leadership; math achievement is positively associated with teacher perception of the existence of four school effectiveness characteristics—namely, (a) teachers and staff effectiveness, (b) administrative leadership, (c) the planning process, and (d) a positive school climate. Math achievement is also positively associated with: teacher perception of the importance of six school effectiveness characteristics showed a positive association with mathematics achievement: (a)
administrative leadership, (b) monitoring student progress, (c) planning process, (d) academic goals, (e) parent and community involvement, and (f) positive school climate. Moreover, the findings indicate that administrative leadership is perhaps the most influential of the 11 school effectiveness characteristics. This characteristic exhibited a correlation with academic achievement. In general, teacher perceptions of the importance and existence of school effectiveness characteristics hold great potential to act as a predictor of academic achievement in mathematics but not for reading achievement of limited English proficient students.

Bao, Chengmo (1996) contributed to the understanding of the role that family socioeconomic status (SES) prior to and after immigration, the change in SES, student's global and academic self-concept, years of schooling in China and in the U.S., gender, and grade, plays in academic achievement of inner-city Chinese-American immigrant adolescents with limited English proficiency (LEP). Furthermore, the researcher aims to investigate the comparative effects of the independent variables upon academic achievement of the Chinese-American LEP students. The sample in the study consisted of 339 seventh, eighth, and ninth grade Chinese-American students, 176 males and 163 females, who were drawn from a full-time bilingual program in a New York City intermediate school during the academic year 1994-95. All these participants were foreign born and came from immigrant families. Four instruments were administered. Lin-Xie's Chinese Occupational Prestige Scale and Hollingshead's Four Factor Index of Social Status were used to measure SES in China and in the U.S. Rosenberg's Self-Esteem Scale and Brookover's Self-Concept of Ability Scale were utilized to measure global and academic self-concept. Grade-point averages and standardized math percentile scores served as the academic achievement measures. These variables were then analyzed using the Pearsonian Correlation Coefficients and hierarchical multiple regression methods. The major findings of the study
supported the view that SES, self-concept, and years of schooling were important factors in accounting for academic achievement of the Chinese-American immigrant students with LEP. The results of the study indicated that SES was superior to all of the other independent variables in accounting for academic achievement, and that academic self-concept was superior to global self-concept in accounting for academic achievement of the Chinese-American students. These findings have implications for further research in investigating predictors of academic achievement. Future research may focus on developing experimental interventions of enhancement of global and academic self-concept in order to test the effects of self-concept on the academic achievement. In addition, a cross-cultural study between ethnic groups may offer relevant information for bilingual educators.

Torres-Villa, Maria Soledad (1995) determined the relationship between academic achievement and home environment variables and to determine what combination of these variables would most accurately predict academic achievement for Hispanic students after statistically controlling the effects of intelligence. The predictor variables that were considered in this study were the following: (1) educational level of the mother, (2) educational level of the father, (3) language spoken at home, and (4) parenting styles as defined by Baumrind's theory: authoritative, authoritarian and permissive. The criterion variable of this study was the students' Grade Point Average (GPA). Method. Subjects for this study were 98 Hispanic High School students from suburban areas in Southeastern Pennsylvania. Participants completed two instruments: the Parental Authority Questionnaire (PAQ), which evaluates the parental authority provided by the parents according to Baumrind's theory of parenting styles, and the Test of Non-Verbal Intelligence (TONI-2). The data collected was analyzed by means of Analysis of Variance, and multiple regression. Exploratory analyses included Multiple Analysis of variance and multiple
Results. Mother's authoritarianism and mother's permissiveness combined explain 12% of the variance in GPA. There was no significant relationship between the language spoken at home and GPA. Exploratory analysis indicated that father's permissiveness alone explain 27% of the variance of the GPA in the male students. Conclusions. The current study suggests that the application of a theory developed for one ethnic group to another must be cautious. Baumrind's theory of parenting styles appears more applicable to male Hispanic students than to female. For male students, the father's authoritative parenting style is a good predictor of GPA. The father's authoritative parenting is positively related to GPA. The father's permissive parenting is negatively related. For female students none of the variables used in this study proves to be good predictors of achievement. The language spoken at home or parents' level of education are not significantly related to GPA. Differences in the student's perception of the parenting style are found depending on the home situation in which the student lives. Students living with the mother, perceive the absent father as permissive. Implications are discussed.

Kim, Soon Jin (1995) examined the effects of parenting styles, cultural conflict, peer influence, and the length of residency on academic achievement and psychosocial adjustment among Korean immigrant students. Path analysis was used to investigate the effects of eight independent variables on two dependent variables. The eight independent variables were authoritarian parenting, authoritative parenting, permissive parenting, peer influence, parent-child differences on culture maintenance, differences on adolescent freedom, differences on family sharing, and length of residency in the United States. The two dependent variables were academic performance and psychosocial adjustment of Korean immigrant students. The subjects of this study were 169 Korean immigrant students, who were recruited from three high schools in the Los Angeles area. The results of this
study indicated that the eight independent variables did not influence, either alone or as a group, the subjects' GPA. On the other hand, the same eight variables did account for variance in the subjects' psychosocial adjustment, represented in this study as self-esteem. Three variables—authoritarian parenting, authoritative parenting, and length of residency in the United States—individually did account for the variance in self-esteem of the participants.

Chowdhury, Aparajita and Muni, Anita Kumari (1995) explored the role of parental support in satisfying children's needs and academic achievements. **Objective:** To explore the role of parental support on their children's need satisfaction, and academic achievement taking sex as a mediating factor. The study also examines the reciprocal relationship between parental support and need satisfaction. **Methodology:** The sample consisted of 50 children of boys and girls studying in Grades VII, VIII and IX in school, which was in a predominantly middle class community area. The mean age of the students was 13.5 years. Children's need satisfaction/family effectiveness/social support inventory and the school examination marks were used as source of data. The collected data were treated using mean and SD. **Major Findings:** (1) The need felt by the girls was slightly higher than the boys in all three variables. (2) The need satisfied by the parents was much more than the need satisfied by the outside family members/persons, like peers, friends, neighbours etc., in case of boys. Similarly, the same results were obtained among the girls. It was evident that parental support played a significant role in satisfying their children's needs. (3) The need felt was slightly more among the girls. Boys' need satisfaction was less than that of their counterparts. The boys' need felt, parental support and need satisfaction was comparatively less than that of their counterparts. (4) With regard to their academic achievement it was found from the
academic marks of the children that the average ranking (40 to 60 marks) students were getting more parental support.

**Carver, Karen Price (1995)** examined the relationship between family environment and adolescent educational outcomes for a recent cohort of siblings from the 1980 High School and Beyond Survey. A sibling methodology is used in order to conduct an exploration of within and between-family variation in two outcomes not previously considered in past research: intellectual ability and educational achievement (grades). Three major questions are addressed. First, does the shared and non-shared family environment impact the intellectual ability of siblings similarly? Likewise, is there symmetry in the effect of family environment on academic achievement for older versus younger siblings? Finally, do between-family processes bias the effect of intellectual ability on academic achievement?

Family environment is conceptualized by distinguishing between two domains: the environment which is shared between siblings and that which is non-shared (or unique). This conceptualization is achieved through the employment of an underutilized, nationally representative sample of siblings and a methodology that uses a latent variable structural equation modeling technique (EQS). The data source allows for the consideration of a sample of siblings that is not constrained geographically and that contains female sib pairs. The latent variable structural equation model approach provides an advantage in that it (1) corrects for response error, (2) considers within-family effects separately for each sibling (rather than giving just an average within-family effect), and (3) allows tests of proportionality to be conducted. Other sources of variation beyond traditional family background variables (i.e., parental education, occupation status and income) are considered. These variables are: parental monitoring, parent-child interaction, and educational resources provided to children in the home. Three major conclusions were reached in this research: (1) there is remarkable symmetry
in the effects of the family environment on intellectual skill for older and younger siblings; (2) the impact of the family environment on academic achievement was substantially less for younger siblings as compared to their older siblings; and (3) the regression of grades on mental ability did not yield evidence of family bias.

Oliverson Stephen N. (1994) tested the hypothesis that the degree to which parent engage in home-school interaction and home educationally related processes would be related to variations in student educational outcomes, specifically grade point average (GPA), Stanford Achievement Test (SAT) scores, and daily attendance. Perceptions of involvement were assessed by survey in a sample of parents whose students attend one large high school located in a mid-sized western city. The original sample (N = 800) was used to fill four quadrants, denoting four styles of families, on a family-style matrix. Families qualified for any one of the four quadrants if scores on both variables of home-school interaction and home educational focus were at least one standard deviation above or below the total sample mean, yielding a study sample size of 52. Two-way analysis of variance (ANOVA) revealed that the main effect of home educationally focused processes was related to significantly higher student performance outcomes in GPA, SAT scores and lower absentee rates. The main effect of home-school interaction was significantly related to student-class tardies. Interaction effects of home-school interaction and home educational focus were not significantly related to any of the student outcome measures tested. Results are discussed with reference to the roles of educators, family/parent influence, and home-school partnerships.

Gipson, Peggy Collier (1994) determined a structured parental involvement program would affect improvement among students in four specific areas: student achievement, grades, discipline, and attendance.
Second, the study determined if a structured parental involvement program would change the perceptions of the participating parents regarding teachers' concern for their children, administrators' willingness to cooperate with parents, and the usefulness of the school's parent communication system. Sixth through eighth grade students enrolled in a north Alabama public middle school and their parents comprised the populations in the study. Students were divided into experimental and control groups after being randomly selected. Students were administered achievement tests in reading comprehension and mathematical computation. The tests were administrated prior to and upon the completion of a structured parental involvement programme which was conducted among members of the experimental group. First and second semester grades in reading and mathematics, the occurrence of discipline problems, and student attendance was also examined for both groups. Parents of students in each group were surveyed to determine if a structured parental involvement programme positively or negatively impacted their perceptions toward the school. The response rate was 100% for the pre-survey and 93% for the post survey. The data were analyzed using 't' tests. A statistically significant difference was found in academic achievement between the two groups and statistically significant difference was also found in the perceptions of parents toward the school. No significant difference was found in the numerical grade averages between the groups involved in the study. Findings indicated that a structured parental involvement programme more positively impacted student achievement, discipline, attendance and parents' perceptions toward the school, than traditional and non-structured parental involvement techniques. The survey findings indicated that parents who participated in activities related to a structured parental involvement programme maintained a more positive attitude toward the school. Based on the findings
and conclusions of the study and available research, recommendations for practice were made for school board and school system administrators.

Dharma, Surya (1994) examined the relationship between student characteristics, preschool experience, school resources, school process variables and fifth grade student academic achievement in Pennsylvania Elementary Public Schools. This study examined the relative contribution of various input variables to the school output variable taken as a proxy for the quality of education. The present study utilized a Pennsylvania Educational Policy Studies (PEPS) database created by the University of Pittsburgh's Learning Research and Development Center (LRDC). The level of analysis in the study was the school level as a mean score of student achievement in reading and mathematics. The achievement score results were obtained from the Test of Essential Learning and Literacy Skills (TELLS), a state test mandated for every school district in Pennsylvania. The unit of observation of the study was 1248 schools which include about 88,976 students and 30,260 teachers. Stepwise multiple regression analysis was employed to examine the relationship between independent variables and school mean student achievement. The coefficient of determination, $R^2$, was used to show the explanatory power of each of the different groups of variables included in the regression equation. Moreover, change in $R^2$ would also indicate the variance explained by each predictor entered into the regression equation. In addition to testing whole school samples, the samples were split into three groups of schools based on the socioeconomic status of the families whose children were currently enrolled. The percentage of low income family as a proxy of SES was used to divide the three groups of school samples. Stepwise multiple regression was also employed in each group to examine the relative contribution of independent variables to student performance. In general, the results indicated that in Pennsylvania family background had a strong influence on student achievement both in reading and mathematics.
Student achievement seems to be lower in low SES groups of schools as compared to student achievement in high SES groups of schools. Racial composition had a strong influence on student performance across the schools. Preschool experience was significantly associated with student achievement in the whole school model and in the low SES groups of schools. School process characteristics indicated by parental involvement and maximization of learning time significantly predicted student performance in both subjects. Parental involvement explained the greatest variance of the school mean reading achievement in low SES group of schools. Overall, school process seems to make a difference in 5th grade achievement after controlling for student family background.

Cardenas-Rivera, Norma Guzman (1994) explored the relationship between parental level of acculturation and parenting style and to explore the influence of parenting style in Mexican American families on the academic achievement of their adolescents, (N = 217). Gender was also explored as a potential influence on parents' choice of the parenting style used with their children. Three methods of data classification were employed in the present study using classification and analysis recommendations found in related literature. Families were classified into groups (authoritative, authoritarian, indulgent, neglectful, good enough, somewhat authoritative, somewhat non-authoritative, and non-authoritative) on the basis of the adolescents' rating of their parents on two dimensions: parental involvement and parental supervision. Acculturation was measured with items on spoken and written language and ethnic identification in the Children's Hispanic Background Scale (CHBS). Results revealed no association between parental level of acculturation and parenting style adopted by parents for any of the three classifications. One of the analyses revealed an association between child's gender and parenting style with a trend toward a relationship in the interaction between gender and parenting.
style on achievement for the lame classification of data (Steinberg, et al. Modification).

Ramachandran, K.M. (1993) attempted to identify social and familial variables which cause under achievement in Malayalam in secondary schools of Kerala. **Objectives:** (i) To determine whether significant group differences exist on the basis of sex and locale for (a) each of the associate variables, (b) achievement in Malayalam, (ii) to compare the mean scores obtained in each of the social and familial variables by over achievers, normal achievers and under achievers among the select sample with a view to identify the discriminating social and familial variables between three levels of achievement, (iii) to find out the extent of relation between each of the eleven associate variables and achievement in Malayalam for a representative sample of secondary school pupils and for the relevant sub samples therein, and (iv) to compare the correlation obtained in the case of relevant pairs of sub-samples of boys/ girls and rural/urban with a view to find out whether the correlations differ significantly. **Hypotheses:** 1. Significant group difference exists in each of the associate variables of eleven social and familial variables on the basis of sex and locale. 2. Significant difference exists in the mean scores of achievement in Malayalam between groups formed on the basis of sex and locale. 3. Each of the eleven associate variables will be a discriminating variable between groups like over achievers, normal achievers and under achievers when these groups were identified on the basis of prediction with predictor variable as intelligence. 4. Each of the eleven social and familial variables will be significantly related to achievement in Malayalam for the total sample and for each of the relevant sub samples. 5. Significant difference exists in the correlations of social and familial variables with achievement.
2.2. Personality and Family/School

Adrian Furnham, et al. (2008) state that more than 400 students from four universities in America and Britain completed measures of learning style preference, general knowledge (as a proxy for intelligence), and preference for examination method. Learning style was consistently associated with preferences: surface learners preferred multiple choice and group work options, and viewed essay-type and dissertation options less favourably. Deep learners, on the other hand, favoured essay-type and oral exams as well as final dissertations. Males favoured oral (viva voice) exams and females coursework assessment. Extraverts preferred multiple choice, oral, and group work assessment, while openness was positively associated with essays and oral exams but negatively associated with multiple choice and group work. Regression analysis showed that personality, learning style, general knowledge, and demographic factors accounted for 5-10% of the variance in preferred examination technique. Results in part replicate earlier studies and are discussed in terms of changes in examination methods.

The Objectives of the study by Jaffee, Sara R. et al. (2007) were: Children who are physically maltreated are at risk of a range of adverse outcomes in childhood and adulthood, but some children who are maltreated manage to function well despite their history of adversity. Which individual, family, and neighbourhood characteristics distinguish resilient from non-resilient maltreated children? Do children's individual strengths promote resilience even when children are exposed to multiple family and neighbourhood stressors (cumulative stressors model)? Methods: Data were from the Environmental Risk Longitudinal Study which describes a nationally representative sample of 1,116 twin pairs and their families. Families were home-visited when the twins were 5 and 7 years old, and teachers provided information about children's behaviour at school.
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Interviewers rated the likelihood that children had been maltreated based on mothers' reports of harm to the child and child welfare involvement with the family. **Results:** Resilient children were those who engaged in normative levels of antisocial behaviour despite having been maltreated. Boys (but not girls) who had above-average intelligence and whose parents had relatively few symptoms of antisocial personality were more likely to be resilient versus non-resilient to maltreatment. Children whose parents had substance use problems and who lived in relatively high crime neighbourhoods that were low on social cohesion and informal social control were less likely to be resilient versus non-resilient to maltreatment. Consistent with a cumulative stressors model of children's adaptation, individual strengths distinguished resilient from non-resilient children under conditions of low, but not high, family and neighbourhood stress. **Conclusion:** These findings suggest that for children residing in multi-problem families, personal resources may not be sufficient to promote their adaptive functioning.

Maatta, Sami *et al.* (2007) identified the kinds of achievement orientations that adolescents show, and to examine the kinds of antecedents and consequences the use of a particular orientation has. The participants were 734 Swedish adolescents (335 boys and 399 girls) who filled in questionnaires measuring their achievement beliefs and behaviours, depressive symptoms, engagement with school, and norm-breaking behaviour. By using clustering-by-cases analysis, five achievement orientation groups were identified: optimism, defensive-pessimism, self-handicapping, and learned helplessness, and a group showing average levels of criteria variables. The results showed further that a decrease in depressive symptoms and an increase in engagement with school predicted a move to the use of optimistic and defensive-pessimistic groups, whereas a reverse pattern predicted a move to the helplessness and self-handicapping groups. Moreover, the optimistic and defensive-pessimistic achievement orientations
at Time 1 predicted an increase in engagement with school and a decrease in depressive symptoms later on, whereas self-handicapping and learned helplessness predicted a decrease in engagement with school and increase in depressive symptoms and norm-breaking behaviour.

Gerard Saucier et al. (2007) stated that environmental variables are often assumed to constitute a qualitatively different domain from personality variables, and unlike personality variables, their structure is relatively poorly understood. They studied retrospective descriptions of families-of-origin in 3 samples using the items of Moos's (1974) Family Environment Scale (FES). Using cluster-analytic procedures, we generated a new set of 22 homogeneous item clusters for the FES at a level more specific than the 10 conventional FES scales, thus enhancing potential fidelity in the measurement of family environments. They showed that these item composites are well organized under a 3-factor structure and that reports of family environments on these 3 factors correlate moderately with those of the Big Five personality factors that have the most analogous content. Results suggest possible homology between the structure of family environments and the structure of personality dispositions.

The study by Lars Fallan (2006) reveals that ignoring the student's personality type may be in conflict with the purpose of the reform. The student's personality type affects both the most effective mode of learning and even the student's selection of major areas of study. The most dominant personality type among business students is the sensing and judging (SJ) student. Because SJ students select a majority of majors where facts, procedures and sequential learning are the usual mode of learning, implementation of the recommended substitution of classroom teaching with more active forms of learning may lead to lower academic achievement and a need for more resources. The conclusion from this study is that personality
type counts both when it comes to a preferred mode of learning and selection of a major in a business school. Further research may reveal whether this conclusion is valid in higher education overall.

M. Victoria, et al. (2006) investigated the influence of personality factors in the value allotted by adolescents to various groups of goals. For this purpose, the "Cuestionario de Personalidad Situacional, CPS" (Situational Personality Questionnaire) and the "Cuestionario de Metas para Adolescentes, CMA" (Goals for Adolescents Questionnaire) were administered to a representative sample from the province of Navarra, Spain, made up of 1179 adolescents (565 girls and 614 boys), ages between 15 and 19 years old, from public and affiliated school centres and from various socioeconomic levels. After performing a principal components factor analysis on the CPS data, the results revealed that, to a great extent, personality factors—Adjustment, Emotivity, Superiority, Independence and Sociability—predict goals pursued by adolescents.

Grant, Darlene (2006) state that Girl Scouts Beyond Bars, an in-prison mother-daughter visitation program, was designed using a resilience framework. This article describes the Girl Scouts Beyond Bars program and discusses current research findings about the effects of the program on participants' ability to form healthier relationships with their mothers and improve their sense of self and self-esteem.

Prinzie, P. et al. (2005) state that cohort-sequential latent growth modeling was used to analyze longitudinal data for children's externalizing behaviour from four overlapping age cohorts (4, 5, 6, and 7 years at first assessment) measured at three annual time points. The data included mother and father ratings on the Child Behaviour Checklist and the Five-Factor Personality Inventory and teacher ratings on the Hierarchical Personality Inventory for Children of 674 children of a proportional stratified general
population sample. Results indicated a significant nonlinear decline in problem behaviour from ages 4 to 9. Child benevolence was negatively related to initial levels of problem behaviour. Higher scores on emotional stability in children corresponded to larger reductions of problem behaviour over time. Parent conscientiousness and emotional stability were negatively related to initial levels of externalizing problem behaviour. At the age of 4 years, boys had higher initial scores than girls, but boys and girls followed a similar developmental trajectory.

Brendgen, Mara, et al. (2005) examined (a) whether groups of children can be empirically identified with distinct longitudinal profiles of depressed mood from late childhood through early adolescence, (b) to what extent these different longitudinal depression profiles are predicted by — problematic relations with parents, same-sex peers, and other-sex peers, and (c) what role individuals' temperamental characteristics play in this context. Based on a sample of 414 early adolescents (197 girls), four groups were identified with distinct longitudinal profiles of depressed mood between ages 11 and 14: One group with consistently low levels of depressed mood, another with consistently moderate levels of depressed mood, a third group whose depressed mood increased sharply from late childhood through early adolescence, and a fourth group who already showed clinical-range levels of depressed mood during late childhood and whose depressive feelings increased even slightly more thereafter. Subsequent analyses revealed that rejection by same-sex peers was related to the odds of following an increasing trajectory of depressed mood, but only for girls with a highly reactive temperament. A problematic relationship with parents increased the odds of an elevated trajectory of depressed mood regardless of individual temperament. The theoretical and practical implications of these findings are discussed.
Tomas, C. P. and Adrian, F. (2003) were interested to know to what extent and which personality traits predict academic performance. This was investigated in two longitudinal studies of two British University samples. Academic performance was assessed throughout a three year period and via multiple criteria (e.g. exams and final year project). In addition, several indicators of academic behaviour, e.g., absenteeism essay writing, tutors, exam predictions were also examined with regard to both academic performance and personality traits. In sample 1 (N=70) the big five personality factors (Costa and McCrae 1992)- particularly Neuroticism and conscientiousness- were found to predict over-all final exam marks over and above several academic predictors, accounting for more than 10% of unique variance in overall exam marks. The results suggested that Neuroticism may impair academic performance, while conscientiousness may lead to higher academic achievement. In sample 2 (N=75) the EPQ-R (Eysenck and Eysenck 1985) was used as the personality measure and results showed the three super-factors were the most powerful predictors of academic performance accounting for nearly 17% of unique variance in overall exam results. It is demonstrated that (like Neuroctism) Psychotism could limit academic success. The present results provide evidence supporting the inclusion of well established personality measures in academic selection procedures, and run counter to the traditional view of ability measures as the exclusive Psychometric correlate of academic performance.

The study conducted by Charlotte, N. M. Patrick, M. M. and Barbaraj, T. (2003) examined relation between 60 fifth grade girls (mean age = 10.72 years) self reports and maternal reports of the Five-Factor model of personality (FFM) and girls participation in risky behaviours one year later (mean age = 11.74). The results indicated that
unconscientious and disagreeable girls were susceptible to participation in risky behaviours. These relations remained significant even after controlling for assessments of girls' pubertal development. An interaction between girls openness to experience and pubertal development was found; girls who were open and who developed early were at risk for engaging in health compromising behaviours.

Koteshwar, M. N and Reddy, B. R. (2001) attempted to explore the impact of personality characteristics on the reading achievement of high school students. The sample consisted of 1,293 students of classes VIII, IX and X. The high school reading achievement test in Telugu developed by the investigator as well as Cattel's High school personality questionnaire (HSPQ) were administered. The results indicated that all the 14 factors of HSPQ had a significant impact on the reading achievement of the sample subjects.

The objectives of the study conducted by Singh, S. and Laxmi, V. (1999) were to investigate the personality characteristics of 50 tribal and non tribal high school students. Eysenck Personality Inventory (Eysenck and Eysenck 1964) was used to measure neuroticism and extraversion. The results revealed a significant difference between tribal and non tribals on the dimensions of extraversion and neuroticism. Tribal students scored significantly higher on neuroticism than their non-tribal counterparts. Tribal students scored significantly lower on the dimensions of extraversion as compared to non-tribals.

Rani, N. (1999) investigated the interaction effects of personality factor Qi, locus of control, and creativity on task performance of 160, female adolescents of class XI, and XII (age 15-17). The Hindi adaptation of 16 PF (Kapoor), Rotter's locus of control Scale, Scrambled Word Task Test (Goel and Shrivastva, 1998) and verbal Test of Creative Thinking
Mehdi, 1981) were administered. The results indicated that the interaction effect of \( Q_1 \) and locus of control was significant in influencing task performance. There was a significant interaction effect of \( Q_1 \) and fluency component of creativity. The interaction effect if all the three factors was found to be non-significant. These factors were independent of each other in affecting the performance of female adolescents.

Nair, V.P. (1999) attempted to compare certain personality variables of Pre-degree students in the regular stream and the correspondence stream and to see whether or not certain personality variables like social adjustment, personal adjustment, achievement motivation, examination anxiety, general anxiety, introversion, extroversion, masculinity, femininity can discriminate significantly between the two different groups under study. The data for the study was derived from a representative sample of 186 pre-degree students from regular colleges and 344 students undergoing correspondence education. The tools used in the study were Kerala Socio-personal adjustment scale, Kerala examination anxiety scale, Kerala General anxiety scale, Kerala introversion-extroversion scale, Kerala masculinity scale, and Kerala scale of achievement-motivation. Mean, SD and critical ratio were used to treat the data. The findings revealed that the Personality variables used in the present study discriminated between regular and correspondence pre-degree students. High score in each variable was associated with regular college students except 'general anxiety' and 'examination anxiety' where high scores were associated with correspondence course students.

Mishra, B.C. (1999) compared the personality patterns of SC and ST students. A sample of 120 scheduled castes, 150 scheduled tribes and 130 non-SC/ST Grade X students were randomly selected from the Ashram and non-Ashram schools of three different districts viz; Koraput,
Ganjam and Balasore. The students were administered the (14 HSPQ) fourteen High School Personality questionnaire of Cattel for measuring personality. The collected data was treated with mean, SD and ‘t’ test. The results showed that the Tribal students were more intelligent, sober, conscientious, zestful, self sufficient, controlled and tense than their SC counterparts. The SC students, in comparison to the non - SC/ST students, were found to be reserved, less intelligent, emotionally less stable, inactive, submissive and happy going.

**Verma, B.P. and Shiekh, G.Q. (1998)** conducted a study to explore the relationship between personality traits and personality needs and the academic achievement of 600 class X female students. The sample students were administered the Urban adaptation of Cattel's Jr. Sr. High School personality questionnaire (form A) and Meenakshi Personality inventory (Verma and Shiekha, 1993). Marks obtained in the final examination were obtained from school records. It was revealed that three personality traits-intelligence (factor B), conscientiousness (factor G), self sufficiency (factor Q₂), and two personality needs: n-achievement and n-aggression were correlated significantly with academic achievement.

**Dwivedi, K. (1998)** conducted his study on personality characteristics and value system of 50 undergraduate and postgraduate female students. The students were administered Dwivedi's Value Test (1978) and Kapoor's Indian adaptation of the 16 PF. The results revealed that different values were significantly associated with prominent personality characteristics. Two personality factors, O and Q₄, were not significantly correlated with any of the 7 values.

**Bhargava, M. and Saxena, A. (1997)** were interested to know the sex differences in the personality dynamics of adolescents experiencing
extremely prolonged deprivation, poor housing conditions and home environment's economic backwardness, and lack of food, clothing, education and other basic necessities of life over a long period. The sample comprised 30 male and 30 female students (age 16-18 years) considered to be extremely deprived, on the basis of their scores on the prolonged deprivation scale (Misra and Tripathi, 1977) the Rorschach Inkblot Test was used for evaluating the personality dynamics. The results indicated that adolescents of both the sexes differed significantly on emotional construction and difficulty in establishing close personal relationships, abundance of creative impulses and dependency and degree of empathy and anxiety concerning bodily function.

Gerald, Leon Gdowski (1996) conducted this study to examine differences between the students' level of participation in student activities, level of participation in out-of-school activities, gender, socioeconomic status (SES), and the students' satisfaction with school climate. The research design employed in this study was a combination of survey and ex post facto research. The Student Satisfaction Survey of the National Association of Secondary School Principals was completed by 565 tenth and eleventh grade Fremont High School students in Fremont, Nebraska. A student activities survey and an out-of-school activities survey were administered to the students. Two groups of five students were selected for group interviews. Analysis of the data revealed the following findings: (1) A significant difference existed between the students' level of participation in student activities and the students' satisfaction with the school climate. (2) No significant difference existed between the students' SES background and the students' satisfaction with the school climate or between the female and male students and the students' satisfaction with the school climate. (3) A significant difference existed between students' level of participation in out-of-school work activities and the students' satisfaction with the school
climate. (4) SES and level of participation had a significant two-way interaction effect on the students' satisfaction with school climate. (5) Gender and level of participation and SES and gender did not have significant two-way interaction effects on the students' satisfaction with the school climate. (6) The relationships between gender and the students' satisfaction with the school climate and between SES and the students' satisfaction with the School climate were not significant. (7) There was a significant relationship between the level of participation in out-of-school activities and the students' satisfaction with the school climate.

Liu, Theresa Pao-chin (1995) attempted to investigate the effect of acculturation on the academic achievements and school adjustment of Hmong American youths. The Hmong-American Biographic Questionnaire and the Hmong-American Biculturalism Scale, developed by the author, were administered to 271 low-income middle and high school students, of whom nearly 60% maintained at least a "B" average. Participation was voluntary. Statistical procedures employed were factor analyses, Cronbach's alpha statistic for reliability coefficients and discriminant validation, ANOVA, and correlation analysis. The results of the study indicated that no differences in acculturation levels were found between males and females or between middle and high school students. Second generation acculturated at a significantly more rapid rate than first generation. Increased levels of acculturation for students seem to be related to higher performance on standardized achievement tests, but not necessarily to school grades. For students in the "low" and "medium" levels of acculturation, first generation had higher GPA and for students in the "high" level of acculturation, second generation had higher GPA. Increased levels of acculturation for parents seem to have a negative effect on the school adjustment of second generation children with a "bicultural" orientation. Highly acculturated students with "less" acculturated fathers,
and "more" acculturated mothers enjoy the greatest adjustment in school as indicated by the lowest rates of incident referrals and class absences. In conclusion, when examining the academic achievements and school adjustments, one must take into account the acculturation levels of both immigrant youths and their parents. Students' increased acculturation levels seem to have a positive effect on their achievement test scores but parents' increased acculturation levels appear to have a negative effect on their children's school adjustment.

Shiekh, G.Q. (1994) conducted a study to examine the relationship of demographic background and cognitive styles with personality traits, Psychogenic needs and academic achievement. The sample comprised 300 rural and 300 urban female adolescent students studying in Class X in Kashmir. They were randomly selected. The tools used include Cattel's High School Personality Questionnaire (Urdu version), Meenakshi Personality Inventory (Urdu version), and Witkin et al's Group Embedded Figures Test. The collected data were treated using ANOVA and Turkey's Test. It was found that female adolescent students belonging to rural and urban residential background did not differ significantly on any of the fourteen personality traits. The field dependent and independent female adolescents differed significantly on factor B and on factor Q3. There was a significant interaction between residential background and cognitive style with regard to factor Q4. Female adolescent students belonging to rural and urban residential locale did not differ significantly on ten psychogenic needs. The field dependent and independent female adolescent students differed significantly on n-autonomy. There was no significant interaction between residential background and cognitive style with respect to ten psychogenic needs.
Morrison, Susan S. (1994) examined the effects of mother-adolescent daughter personality match on the adolescent daughter's level of adjustment. Thirty-five mother-adolescent daughter dyads completed a set of personality measures. Mothers completed the Myers-Briggs Type Indicator and a questionnaire on demographics and the mother's relationship with her daughter. The adolescent daughters completed the Myers-Briggs Type Indicator, The Offer Self-image Questionnaire-Revised as a measure of adjustment, and a questionnaire on demographics and the daughter's relationship with her mother. Chi Square analysis revealed no significant relationship between mother-daughter personality match (using 11 criteria for determining match) and the daughter's level of adjustment. The degree of mother-daughter personality match was determined by the extent to which personalities were similar, dissimilar, or neither. Analysis of Variance revealed no significant differences between the groups in terms of adjustment. Stepwise Multiple Regression Analysis indicated that relationship quality as perceived by the daughter was a significant predictor of the adolescent daughter's level of adjustment.

Khatoon, J. (1994) conducted a study on socio-cultural differences in personality patterns of adolescent girls. The objective of the study was to evaluate the impact of socio-cultural environment of the personality patterns of 50 Muslim and 50 Hindu adolescent female students by administering the Indian adaptation of Cattel's 14 PF inventory of HSPQ. Data was analysed by applying the 't' test. Hindu and Muslim students showed significant differences only on Factor "H". Results confirmed that Hindu adolescent girls were more adventurous, active, responsive, friendly, impulsive, and carefree and did not perceive danger signals as compared to their Muslim counterparts who were shy, withdrawn, emotionally cautious, retrained, careful and quick to sense danger.
2.3. Vocation and Family/School

Ehrhart, et al. (2007) investigated two antecedents to individuals' perceptions of fit: vocational interests and personality. More specifically, the authors hypothesized that vocational interests assessed in terms of the Career Occupational Preference System Interest Inventory-Professional Level taxonomy predict perceived fit with occupations (person-vocation fit) and personality assessed in terms of the Five-Factor Model predicts perceived fit with job characteristics (person-job fit). Results indicated that vocational interests were better predictors of both perceived person-job and perceived person-vocation fit than personality. These results are discussed in terms of their implications for researchers and practitioners.

Gati, Itamar, et al. (2006) investigated the relations among the declared preferred degree for using career-related abilities in one's future career, self-estimates of these abilities, and measured abilities in a sample of 201 career-counseling clients. The highest correlations (range 0.57-0.65) were found between the preferred degree for using an ability and the self-estimates of the ability. However, the direction of the gap between self-estimates and preferred degree of use varied among clients and among abilities. Clients also varied in the pattern of differences between their measured abilities and self-estimates, with 69% of the clients overestimating their abilities, while only 9% underestimated them. The hypothesis that self-estimate mediates the relation between one's preference for using an ability and the respective measured ability was supported. The correlation between a client's measured ability and preferred degree of use was higher among clients with a fairly accurate self-estimate than among those whose self-estimates were biased. Implications for research and counseling are discussed.
Hardin, E.E. *et al.* (2005) described and evaluated a workshop aimed at promoting career speciality choice and examines relationships between measured career speciality interests, work values, and personality type. Three consecutive classes of second-year medical students (N=161) participated in a two-session speciality choice workshop. All participants in the study rated the usefulness of the workshop and reported their level of speciality, choice, certainty and satisfaction. They also responded to measures of medical speciality preference, work values, and personality type. Results indicated two distinct student subgroups of career-speciality-decided and -undecided students. The former subgroup evidenced more stability and certainty of speciality choice as well satisfaction with their choice. Both groups of students reported having benefited from the workshop. Significant gender differences in the relationships between scores on a measure of medical speciality preference and scores on measures of work values and personality emerged. Implications are discussed in terms of the differential career counseling needs of students either decided or undecided about their career specialty choices.

Frederick, L. and Erika, K. (2004) studied the relationship between family dynamics and career. The purpose of this study was to explore the ethnic differences in family dynamics and career interests of European Americans and Chinese Americans and how these dynamics-cohesion, expressiveness, and conflict-influence one's career interests. The findings have revealed that significant ethnic differences in career interest were found. The Chinese Americans highest career interests was enterprising, whereas the highest for European American was social. Ethnic differences in family dynamics were also found, though opposite form hypothesized; Chinese American reported more family conflict, less cohesion, and less expressiveness than the European Americans. As acculturation level increased, the amount of reported cohesion increased,
revealing significant effects of acculturation on family cohesion. Suggested salient role of family was evident. New implications for career assessment and career counseling of Asian Americans, particularly Chinese Americans, limitations of current study, and further research directions are discussed.

Dalton, Jennifer and Peter, J. Smith (2004) conducted a study on Thirteen teachers and coordinators of vocational education and training in school (VETIS) programmes in eight Australian secondary schools. They were interviewed to determine the extent to which their involvement in school-based vocational education and training (VET) was grounded in their contact with contemporary workplaces, to identify the nature of barriers secondary teachers may face in forming and maintaining such contact, and to assess the issues that impact on the development of secondary teacher's sense of identity in relation to vocational education and training. VET studies are becoming an increasingly popular option for secondary students. However, this research indicates that these changes have had only limited impact on the role of secondary teachers. VET in schools, in spite of increasing student enrolments, has remained a marginal operation in many secondary schools, all but ignored by the majority of teachers, while marking considerable demands and offering minimal support to those involved.

Jennifer, M. Grossman (2003) examined the relationship of perceived barriers and support with school engagement and vocational attitudes among 9th grade urban high school students in 2 studies. Study 1 (N=174) showed that both perceived barriers and perceived support from family kin were associated with youths' commitment to school and aspirations for success in their future career. Study 2 (N=181) replicated and extended Study 1, demonstrating that perceived barriers, personal perceptions of support, and kinship support were associated with behavioural and attitudinal indexes of school engagement, as well as with aspirations for career success, expectations for attaining career
goals and the importance of work in one's future. The findings contribute to efforts to identify individual and contextual factors relevant to the educational and vocational lives of urban minority youth.

The study of Sungoh, M. S. (2002) focused on the Educational Aspirations (EA) and vocational aspirations (VA) of Doordarshan viewing higher secondary students as a function of gender, community, different streams of study, and amount of viewing. A sample of 300 higher secondary students including males, females, tribal, non-tribal, science, arts and commerce students was administered the Educational Aspiration Scale-Form V. (Sharma and Gupta, 1980), the Occupational Aspiration Scale (Grewal, 1975) and a personal information blank. The findings have revealed that students in general had lower (EA) but higher VA. Rare, occasional and regular viewers significantly differed from each other on EA but not on VA, Females were higher on EA but lower on VA than male students. Tribal and non tribals were comparable on both EA and VA and Commerce students had the highest EA and science students had the highest VA.

Subramaniam, N. (2001) studied the present Vocational aspiration and perceived occupational aspiration of 300 class XII boys and girls of government and private higher secondary schools. Students were administered a scale of measuring the level of occupational aspiration (Haller and Miller, 1967). Correlation statistics was used to treat the data. The findings have shown that results revealed that no significant relationship between present vocational aspiration and perceived vocational aspiration of students of both types of schools.

Mathur, G. and Sharma, P. (2001) conducted their study with a sample of 100 adolescents (50 boys and 50 girls) studying in class XII was selected randomly from the four English medium inter colleges of Agra city.
A standardised questionnaire based on Crites (1947) Career Maturity Inventory and Attitude and Competency Test, Indian adaptation by Nirmala Gupta (1989) was employed for data collection. Mean, S.D and 't' test were used for data analysis. The findings have shown boys were significantly different in their attitude towards career choice than girls as boys had more favourable attitude towards career choices as compared to girls. There was no significant difference found between boys and girls in career maturity. Most of the adolescents had average career maturity.

A study by Himingthanzula (2001) examined Vocational interest and occupational Aspirations of class X students of district Headquarters of Mizoram as related to SES and Academic Achievement. Twenty five percent of secondary school students selected using multi-staged stratified random sampling technique from schools of district headquarters of Mizoram like Aizawal, Lunglei and Saiha served as a sample for the study. The tools used for data collection were Interest Record (Singh, 1968), Occupational Aspiration Scale (OAS) (Gowal, 1975) Socio Economic Status (SES) Scale (Srivastva, 1991), and Academic Achievement Scores from class X examination conducted by MBSE, Aizawal. Pearson's product Moment co-efficient correlation and CR were used to analyse the data. The findings have shown that boys were having significantly higher interest in mechanical and outdoor areas where as girls had higher interest in business, Aesthetic and clerical areas. A significant difference was observed between the students of different districts. Students belonging to high SES were having significantly higher interest in out-door areas. It was found that there was significantly negative correlation between interest factor in mechanical area and Mizo and English language. The students who had higher interest in Business were found good in English, social science and in overall academic performance. It was found that students having scientific and social interest had high occupational aspirations, whereas students having high interest in Business, Aesthetic and outdoor areas did not have high occupational aspirations. Students from High SES
families had high occupational aspirations and vice-versa. There was no significant relation between subject and their interest in mechanical and out-door activities and age of the student and occupational aspirations.

The objectives of the study conducted by **Yadav, K. Raj. (2000)** were: (i) to find out the extent to which socio-economic status acts as motive for the vocational preferences of adolescents; (ii) to find out the hierarchy of vocational Preferences of adolescents. The sample comprised of 240 students each from three faculties, i.e. Science, Arts and Commerce, studying in XI Class in eight different colleges of rural and urban areas of Ahirwal region of Haryana. Thurstone's Vocational Interest Schedule, Socio-economic status scale (rural and urban) by S.P. Kulshrestha were employed for data collection. The collected data was analysed using coefficient of correlation. The findings of the study revealed that: (i) it was found that most of the students preferred executive work and showed least interest in the area of artistic work and music; (ii) urban students gave their preference for the jobs related to the field of physical science's whereas rural students preferred the field of executive work; (iii) science students preferred the jobs related to physical and biological sciences whereas art students were found interested in the field of executive work and commerce students gave their preferences for the field of linguistics and computational work; (iv) it was found that socio-economic status plays a crucial role in selection of the vocational preferences. Students belonging to higher socio-economic status gave preference to executive work, computational work and physical sciences, students belonging to middle socio-economic status gave greater preferences for the field of executive work, physical science and biological sciences and students of low economic status gave preference to the field of physical and biological sciences; (v) urban students gave preference to business while rural students showed more interest in services.
Jansari, A. and Kumar, P. (1999) studied the vocational interest of students in relation to community and residential areas. A sample of 80 undergraduate female students (40 scheduled caste and 40 non scheduled caste) with an equal number of subjects from rural and urban areas of residence was administered the Vocational Interest Inventory (Badami, 1968). The findings have revealed the significant effect of community and area of residence only in the artistic area of vocational interest.

Behra, S. (1999) studied the impact of stream of study (science vs humanities) and level of achievement on the vocational interest of girls studying in +2. A sample of 40 science students and 40 humanities students divided into groups of high achievers, average achievers and low achievers on the basis of their marks secured in the HSC or equivalent exams completed the Interest Inventory (Sodhi and Bhatnagar, 1985). The results revealed a significantly stronger interest among science students in out-door and mechanical activities than the humanities group which expressed a stronger interest in clerical activities. Among science students, the high-achievers expressed a significantly stronger interest in literary, scientific and artistic activities but significantly less interest in out-door and mechanical activities than the low achievers. Within the stream of humanities, the high achievers were more interested in literary, administrative, and teaching activities but less interested in out-door activities than the low achievers. A significantly positive co-relation was found between vocational interest and academic achievement only in the case of high achievers.

The objectives of the study conducted by Nityananda Pradhan (1998) were: to make a comparative study of the vocational interests of higher secondary girl students studying in Arts, Science and Commerce streams. The sample of the study comprised 150 girls (75 Arts, 54 Science and 21
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Commerce) studying in higher secondary classes of three colleges, situated in Urban Puri (Orissa). Incidental sampling technique was followed in selection of the subjects. Vocational Interest Inventory of Sodhi and Bhatnagar test was administered to collect data. The collected data were treated with mean, SD, one way ANOVA and ‘t’ test. The results revealed that: (i) there was significant difference among higher secondary girl students studying in Arts, Science and Commerce streams with regard to their interest in literacy, scientific, social service, artistic and constructive and home-management activities; (ii) there was no significant difference among higher secondary girl students studying in Arts, Science and Commerce streams with regard to their interest in outdoor, mechanical, persuasive, clerical, administrative and teaching activities.

The study by Mir, Muneer (1997) was carried out with the following objective: (i) to find and compare the vocational preferences of students on the rural and urban background; (ii) to find and compare the vocational preferences of students on the basis of gender and (iii) to find and compare the vocational preferences of students belonging to different SES groups. The hypotheses of the study were that: (i) rural and urban students differ significantly in their vocational preferences; (ii) boys and girls differ significantly in their vocational preferences and (iii) SES has a significant effect on the vocational preferences of the students. The sample of the study consisted of 600 students (300 boys and 300 girls) from class 10th of high/higher secondary schools of district Srinagar. The students were within the age range of 16-17 years. The following tools were used for the study: (i) Chatterji's Non-Language Preference Record for measuring vocational preferences; (ii) Socio-Economic Status Scale for the measurement of SES of the selected samples. The findings revealed that: (i) rural group of subjects as compared to urban ones have shown inclination towards fine arts, agriculture, crafts, outdoor, sports and household activities; (ii) urban group of subjects
has been found to have the greater tendency in the interest areas like scientific, medical and technical areas; (iii) urban boys showed more learning towards outdoor and sports activities and urban girls have shown greater tendency in household activities than urban boys; (iv) literary, fine arts, scientific, medical, agriculture, technical and craft interests have been found to be similar in both the groups, i.e. urban boys as well as urban girls; (v) the pattern of vocational preferences of boys emerged to be as sports, scientific, fine arts, literary, outdoor, agriculture, household, medical, technical and craft activities; (vi) the pattern of vocational preferences of girls has emerged to be different than boys. The vocational preferences of girls are sports, household, fine arts, agriculture, scientific, medical, outdoor, literary, technical and craft activities; (vii) The pattern of vocational preferences in case of upper class students came out to be as sports, scientific, literary, fine arts, medical and household activities. Upper class students were found to have tendency towards sports, household and agriculture vocations; (viii) upper class and middle class groups have also been found equally interested in the vocational preferences like fine arts, literary, scientific, medical, technical, crafts and outdoor activities; (ix) the subjects belonging to the lower income groups have exhibited their preferences in scientific, technical and craft activities.

Deege, Susan A. (1996) examined the factors that influence the occupational choices of females, specifically those females choosing nontraditional vocational-technical occupations. Eight research questions were developed, including questions designed to compare females choosing nontraditional occupations and females choosing traditionally female occupations. Surveys were completed by 151 subjects at eight post secondary schools in Illinois, Missouri and Minnesota. Subjects included: 68 females enrolled in nontraditional programs such as welding, precision machining and construction technology; 57 females enrolled in traditional programs such as office technology; and 26 school staff members familiar with females
enrolled in nontraditional programs. Students and staff were asked to rate 12 factors concerning the occupational majors chosen in post secondary programs. The seven most influential factors, based on combined nontraditional and traditional students' ratings, were: type of work, high wages, fringe benefits, job security, experience in a class, desirable work location, and desirable work schedule. Only slight differences between traditional and nontraditional were found. Students were also asked to select from a list of barriers those barriers they perceived to exist for their chosen occupations. Responses from school staff members revealed some differences between counselor’s/instructor’s perceptions of barriers of nontraditional occupations, and nontraditional students' perceptions. Nontraditional students most often perceived sexual harassment, lack of information about the occupation, inadequate child care and financial expense of training as barriers to entering nontraditional occupations. Staff members also strongly cited sexual harassment, inadequate child care and lack of information about nontraditional occupations as barriers. Staff additionally perceived lack of support of family, inadequate preparation for technical course of study and lack of support from instructors as barriers. Only sexual harassment was perceived as a significant barrier to females entering traditional occupations.

The objectives of the study conducted by Mattoo, M. I. (1994) were: (i) to identify high and low creative students; (ii) to compare high and low creative students on their vocational interest; (iii) to compare high and low creative students on their level of adjustment; (iv) to compare high and low creative students on their scholastic achievement; (v) to find out the sex variation on vocational interests, adjustment problems and scholastic achievement in case of high creative students; and (vi) to find out the dominant factors of interest and adjustment of high and low creative students. The hypotheses of the study were: (i) high and low creative students differ significantly in their vocational interests; (ii) high and low creative students
differ significantly in their adjustment problems; (iii) high and low creative students differ significantly in their scholastic achievement; (iv) there is no sex variation in the vocational interests of high creative group of subjects; (v) there is no sex variation in the adjustment problems of high creative group of subjects; (vi) there is no sex variation in the scholastic achievement of high creative group of subjects; (vii) the dominant factors of high and low creative students, on vocational interests and adjustment, bear no similarity. One thousand students studying in Grade X, drawn randomly from high and higher secondary schools of Anantnag District (J&K) Kashmir, served as a sample for the present study. The students were in the age group of 16-17 years. The tools used included Baqer Mehdi's Verbal Test of Creative Thinking Ability, Chatterji's Non-Language Preference Record and Adjustment Inventory by Jameel, A. Qadri. Besides, scholastic achievement of each of the high and low creative students was assessed in terms of the aggregate marks he/she obtained in his/her previous two annual examinations. The collected data were treated with mean, SD, ‘t’ test and factor analysis. The findings of the study are that: (i) high and Low creative students differed significantly in the interest areas, viz. fine arts, literary, scientific, technical and household; favouring the high creative group. On the other hand, low creative students in comparison to high creative students were found to possess significant difference in the interest areas of medicine, agriculture, crafts and sport; (ii) high and low creative groups did not differ significantly in the outdoor interest area; (iii) high creative group in comparison to low creative group was found to be socially maladjusted, emotionally unstable and not satisfied with the household affairs but not on health adjustment; (iv) high creative group was found academically bright as compared to low creative group; (v) high creative boys and girls were found to be significantly different in five interest areas, viz. fine arts, medical, outdoor, agriculture and sports; (v) the mean differences in the first three areas favoured high creative boys and in the
remaining two areas high creative girls were favoured (vi) sex variation in the highly creative group with regard to social, emotional, home and financial adjustment could not be established. However, in the area of health adjustment, significant differences were found between the two groups; (vii) no significant difference was found in the scholastic achievement of high creative boys and high creative girls; (viii) dominant vocational interests and adjustment areas for the high creative group were found to be different in comparison to low creative.

Sharma, S. (1994) studied the influence of certain Socio-Psychological variables on choice of career. The sample included undergraduate women students of Aligarh Muslim University covering 350 students. The tools used were status scale of Singh and Saxena. Personality Need Inventory of Sharma, Attitude towards working women by Akhter and Choice of Career Scale of the investigator. The collected data was treated using mean, S.D, 't' test and Multiple Regression Analysis. The findings have revealed that Socio-economic status and Attitude towards working women emerged as significant predictors of career choice. High SES group obtained higher mean on career choice as compared to average SES group. The high and low SES group differed significantly in their career choice. Maximum percentage of women students believed that the career decision will be made after marriage. Dependence proneness and personality need patterns did not emerge as predictor of career choice.

Erickson, Chris Diane (1994) surveyed 403 adolescents at three different developmental levels (eighth, tenth and twelfth grade) in an attempt to determine to what extent different factors of a proposed model of career aspirations were differentially predictive of girls' and boys' aspirations at each of three developmental levels. Based on the work of
Farmer and others, the model included numerous Background (age, sex, academic achievement, ethnicity, and socioeconomic status), Personal (self-esteem, academic and occupational self-efficacy, instrumentality and expressiveness, success attributions for effort and ability), and Environmental (perceived parental support and parent support for achievement in sciences and humanities) variables. Factor analytic procedures indicated that four of the background variables (age, sex, socioeconomic status and ethnicity) did not load onto the Background factor and were deleted from the model. Structural equation modeling results indicated that the interrelationships among model variables differed at each of the developmental levels, however, no gender differences in the model's fit to the data were detected. Results support the need for the consideration of developmental factors in the testing of models of career development. Implications for career counseling and for future research are discussed.

**Sundararajan, S. (1993)** examined the relative importance given by the higher secondary students to their vocational preferences. **Objectives:** (i) To find out the percentage of various categories of students in respect of their 'most preferred' vocations; (ii) to find out the significance of difference in percentages in respect of the three top ranking vocations viz. the doctor of medicine, engineering, and district collectorship, under the 'most preferred' response, and (iii) to study if there is any association between the categories of students and their most preferred vocations in respect of the above three vocations. **Methodology:** Using random sampling technique, 560 first year higher secondary students from 8 higher secondary schools in Chidambaram District were chosen. The investigator prepared rating scale of vocational preferences was used. The collected data were treated with qualitative methods. **Major Findings:** (1) The boys and girls did not differ significantly with regard to their preference on three vocations, namely, the
medical, engineering and the district collector. (2) In respect of the aided and government school students, no significant difference was found in respect of first two vocations but significant difference was seen in respect of the third vocation, viz. District Collector. (3) In respect of the other categories of students, significant differences in the percentages were found with regard to all the three vocations. (4) There was no association between the gender and most preferred three vocations. (5) As regards the aided and government school students, there was no association between them and their most preferred third vocation viz, the district collector but not so in respect of the first two vocations.

Kureshi, J. A. (1990) studied the vocational interests of students (arts, science and commerce) at graduate level. All the students studying in colleges in the rural areas formed the population for the study, and the sample comprised 600 students (324 male and 276 female). The Vocational Interest Inventory by Kulshrestha (Hindi version) was used. Every vocation was given one mark and these marks were added to get a score from which the inferences were drawn. The findings have shown that Rural students were disinterested in vocations connected with science. Students from arts and commerce faculties expressed high interest in persuasive and executive vocations. Students of all the three faculties showed low, and little interest in social vocations.

Sodhi, T. S. (1988) studied vocational preferences, occupational choices of adolescent girls. A stratified random sample of 1,015 adolescent girls of class X in 20 schools from the revenue area of the Union Territory of Chandigarh was selected. The tools used were an interview schedule and an interest inventory developed by the author. Percentages and ‘t’ values were calculated to treat the data. The findings have shown that a very small fraction of adolescent girls was able to
make correct occupational choices in accordance with their vocational interests. The occupational choices and vocational interests were comparatively more congruent for girls of urban background and those belonging to the high income group—as against their counterparts from the semi-urban areas and the low income group.

The objectives of the study conducted by Raina, B. L. (1987) were: (i) to find out the most preferred vocations of class X students; (ii) to study whether there were any differences in the vocational preferences of economically well off and backward children; (iii) to find out the differences in preferences of rural and urban boys. Six schools (three rural and three urban) were selected randomly from each of the J&K districts. 400 students of the class X of the 12 selected schools, i.e., 200 urban and 200 rural were taken for the study. The results revealed that there was no significant difference between rural and urban boys of Kashmir valley in their choice of 25 vocations. In other words, vocational choices were almost similar in both the cases. Students from higher income group preferred mostly the vocations of engineering, medicine, tourism, hotel management, police, business, announcing and composing, while the boys belonging to the low income group preferred teaching, agriculture, type writing, forestry, arts and crafts, dairy farming, packing and embroidery. On the other hand, the middle income group boys preferred the profession of fisheries, police service, medicine, type writing, tourism, hotel management, announcing and composing and radio, TV mechanic.

2.4. General Studies

Wainright, Jennifer L. et al. (2008) examined associations among family type (same-sex vs. opposite-sex parents), adolescent gender, family and relationship variables, and the peer relations of adolescents. Participants included 44 adolescents parented by same-sex female couples and 44
adolescents parented by opposite-sex couples, matched on demographic characteristics and drawn from a national sample. On both self-reported and peer-reported measures of relations with peers, adolescents were functioning well, and the quality of their peer relations was not associated with family type. Regardless of family type, adolescents whose parents described closer relationships with them reported higher quality peer relations and more friends in school and were rated as more central in their friendship networks.

Three models of attachment relationships—the hierarchy model, the integrative model and the independent model—were compared by Liu, Yih-Lan (2008) in order to elucidate which best described the relationship between attachments to fathers versus mothers and its developmental consequences among 1,289 eighth grade students in Taiwan. These consequences included adolescents' social support from family and friends, social expectations in peer interaction, self-worth, and depressive symptoms. The models can be summarized as follows: the hierarchy model assumes that paternal attachment is influenced by the level of maternal attachment; the integrative model assumes that the combined effects of secure attachments to mother and to father best predict the child's development; and the independent model suggests that maternal and paternal attachments have differential influences on the child's developmental outcomes. Our results indicate that the independent model best describes adolescents' attachment relationships with parents and their subsequent developmental consequences. Moreover, gender differences were found in adolescent's report of attachment to mother and father in relation with the outcome variables.

Suldo, Shannon M. et al. (2008) provided a comprehensive examination of factors related to school that are implicated in students' life satisfaction. A theoretical model is put forth that hypothesizes that behaviour experiences (classroom conduct, school grades) and social experiences
(perceived school climate) at school influence students' cognitions relative to their global academic beliefs and attitudes toward their current school. These cognitive contexts of schooling are hypothesized to constitute students' judgements of their satisfaction with school, an important predictor of global life satisfaction. Self-report measures assessing adolescents' perceptions of these constructs were administered to a pilot sample of 321 high school students in a southeastern city. Simultaneous regression and correlational analyses clarified which aspects of school climate and other school-related factors were significantly associated with students' life satisfaction. Results of a revised path model provided preliminary support for the model. Findings support the relevance of considering students' quality of life in addition to the current focus on monitoring academic achievement.

Parker, Audra K. et al. (2008) tried to understand the current instructional climate in the middle grades from young adolescents' perspectives. The study examined 78 young adolescents' perceptions of their classroom instructional climates prior to and during their middle school experiences using the Modified Classroom Climate Inventory. Repeated measures analyses of the five subscales of the MCCI (personalization, participation, independence, investigation and differentiation) suggest that young adolescents have mixed perceptions of their middle grades instructional climates and that these perceptions varied little in comparison with their elementary experiences.

Lopez, et al. (2008) examined the influence of family and classroom environments on the development of particular individual characteristics, including level of empathy, attitude to institutional authority and perceived social reputation, and the role these characteristics may in turn play in school aggression. Participants were 1319 adolescents aged 11-16 (47% male) drawn from state secondary schools in Valencia (Spain). Since previous
studies suggest that these variables may contribute differentially to aggressive behaviour depending on adolescent gender, two different mediational structural models were calculated, respectively, for boys and girls. Results obtained confirmed the associations expected among the variables considered in the structural equations tested and pointed out different paths for boys and girls. Overall, our findings suggested that a positive family environment seems to be a stronger protective factor for girls in the development of problems of behaviour at school, whereas for boys this is the case for a positive classroom environment. This model accounted for 40% of the variance in aggression at school for boys and 35% for girls.

Loukas, et al. (2006) have suggested that good-quality school climates foster a sense of connection to the school and in this way contribute to fewer emotional and behavioural problems. However, few studies have directly assessed the role of school connectedness as a mediator of school climate effects. Using path analysis, this brief report examined whether four aspects of student perceived school climate (cohesion, friction, competition among students, and overall satisfaction with classes) were indirectly associated with subsequent early adolescent conduct problems and depressive symptoms through school connectedness. Participants were four hundred and eighty-nine 10 to 14 year old middle school students involved in two waves of a study. The results showed that school connectedness mediated the relations between perceived cohesion, perceived friction, and overall satisfaction with classes and subsequent student conduct problems 1 year later. School connectedness was not, however, predictive of subsequent depressive symptoms and thus did not mediate the school climate effects on early adolescent emotional problems.

Der Zee, K.V., Atsma and Brodbeck (2004) in their study examined the influence of social identity and personality on work
outcomes among business students who worked together in culturally diverse teams. As predicted, a negative effect of identification with one’s cultural background and a positive effect of identification with the team on well-being were found under conditions of high diversity. For commitment, the same pattern of findings was obtained, but now the impact of identification with the team was found regardless of the level of diversity. No support was found for strong positive outcomes associated with the case in which individuals identify with the team and with their cultural background. With respect to personality, the intercultural traits of Emotional stability and Flexibility were found to have a positive effect on work outcomes under conditions of high diversity. Interestingly, whereas flexibility had a positive effect on exam grades under conditions of high diversity, a negative effect of this trait was found under conditions of low diversity.

Chang, L. C. et al. (2004) conducted their study research on American and Chinese college students. The investigation compared Chinese College students in Hong Kong and Singapore to their Caucasian American counterparts in an attempt to examine the similarities and differences in subjective over achievement across cultures. Results supported the relevance of the subjective achievement experience in different cultures but also revealed important differences. Compared to American participants, Chinese participants showed more ambivalence about the benefits of failure and they manifested higher levels of self-doubt as well as the tendency of discount ability under conditions of effort exertion. These cross-cultural differences persisted after controlling for individual differences in self-constuals.

Bryant, A. L. and Zimmerman, M. A. (2003) studied 679 African American ninth-graders from urban environments in order to examine how
their role model choices related to substance use, delinquency, academic engagement, and psychological well-being. Male adolescents without male role models and females identifying brothers as role models reported the most problem behaviour. Adolescents with paternal male role models had the most positive school outcomes. No differences were found in psychological well-being among adolescents in terms of their male role models. The presence of female role models, in contrast, was associated with psychological well-being such that adolescents with maternal role models reported the least distress. Adolescents without female role models had the lowest grades and most negative school attitudes. These findings remained when parental support, family conflict, and father presence in the household were controlled; suggesting that role model effects are separate from parenting effects. Our findings support and expand on the notion that having someone to look up to, is critical for African American youth’s development.

Objectives of the study by Neeraj (2002) were: (i) To study and compare the family environment of vocational and academic streams; (ii) to study and compare the achievement motivation of the vocational and academic streams; (iii) to study and compare self-esteem of the vocational and academic streams; (iv) to study the relationship between family environment, achievement motivation and self-esteem; and (v) to do factorial analysis of the data in order to see configuration and constellation of the variables. i.e. Family Environment, Achievement Motivation and Self-esteem, Method: The sample consisted of 474 students of classes XI and XII studying in Government Senior Secondary Schools of Moga and Faridkot. Family Environment Scale by Moos (1986), Deo Mohan Achievement Motivation Scale (1985), and Self-esteem Inventory by Coopersmith (1987) were used for the collection of data. Data was analysed using skewness and kurtosis, 't' test, coefficients of correlation and factor
analysis. **Findings:** (1) There was significant difference between boys and girls in vocational and academic streams in respect of family environment. (2) There exist significant difference between boys and girls in respect of achievement motivation. (3) There was no significant difference between boys and girls in vocational and academic streams in respect of self-esteem. (4) A positive relationship among family environment, achievement motivation and self-esteem found a partial support. (5) Three factors were identified: Factor-I and II as the 'factor of family environment and achievement motivation'. Factor-III was labeled as 'factor of self-esteem, family environment and achievement motivation'. This confirmed that the criteria measure of certain dimensions of family environment would constellate with measures of achievement motivation and self-esteem. The study cites 276 references.

**Goel, Swami Pyari.** (2002) attempted to determine relationship between feeling of security, family attachment and values of adolescent girls with their educational achievement. **Method:** A Sample of 500 adolescent girls of the age group of 16 to 21 years were selected for the study. Maslow's Security-Insecurity Inventory, Rundquist and Sletto's family scale to reflect parent child relation and family tensions, R.K. Ozha's Value Test to measure six values, viz., Theoretical (love of truth), Political (love of power), Economic (practically), Aesthetic (love of beauty), Social (humanitarian), and Religious, and Aggregate of marks obtained in the public examination for measuring the educational achievement were used for the data collection. Percentage, correlation and 't' test were used for analysis. **Findings:** (1) Low achievement had a positive relationship with the feeling of security, whereas the average and high achievement had a negative relationship with the feeling of security. (2) Family attachment and achievement scores were negatively related. A related factor responsible for higher educational achievement was parental attitude. (3) Feelings of
security-insecurity was significantly and positively related to family attachment. (4) Theoretical, aesthetic and religious values were positively related with the achievement score, but economic and political values were negatively correlated with educational achievement. Social value had a positive relationship with the average achievement but the low and high achievements were negatively correlated. (5) There was a definite pattern of values of the adolescent girls. Set of values in order of preference was Social Value, Political, Theoretical, Economic, Aesthetic and Religious Value. (6) There was no difference in the value pattern of low and average achievers, whereas high achievers gave first preference to theoretical value, then to social, political, economic, aesthetic and religious value. The study has 8 references.

Devi, M. Sarada and Kiran, Kavitha (2002) aimed to identify the family factors associated with scholastic backwardness of secondary school children. \textit{Method}: A sample of 100 low achieving students (50 boys and 50 girls) was drawn from ten private schools (each school 10) of five zones of Hyderabad city. Children who got less than 45 per cent of aggregate marks in previous annual examination were taken as under-achievers. An interview schedule was used to elicit information on family factors associated with scholastic backwardness of children. The statistical techniques used were percentage, mean, standard deviation and regression for analysis. \textit{Findings}: (1) 77\% of the children were from nuclear families and 23\% was from the joint families. (2) 78\% of the respondents had a family size of 5 to 10 members and family size had significant influence on the scholastic backwardness of the respondents. (3) Most of the mothers had only primary education and fathers had upto Intermediate level and that parents education had significant positive relationship with parental involvement and motivation. It was also seen that low educational status of mother was a significant contributing factor for
low achievement. (4) Majority (91%) of the respondents' mothers were housewives. Most of the respondents' fathers were low cadre government employees and small business men. Low parental occupations were positively associated with scholastic under-achievement of children. (5) Children belonged to large family size, average physical facilities and low parental involvement and low parent motivation. (6) Both mother's and father's education were found to have significant positive relationship with parental involvement in their children's studies. (7) There existed a positive significant relationship between parental involvement and parental motivation. The study has 9 references.

The study conducted by Kurman, J. (2001) examined culture and gender differences in a specific self-regulation task: choosing a level of difficulty that will maximize achievement. Two hundred psychology students from Singapore and Israel accomplished a computerized, anagram-solving task that allowed participants to choose a level of difficulty (25 trials, six difficulty levels). In this task, the number of points given for correct solutions was increased as the difficulty level was raised. Results showed cultural differences in attained scores. Israelis earned more points than Singaporeans. Moreover, women preferred significant easier tasks, though this preference did not result in a different number of points. Immediate reaction to feedback (success vs. failure) showed a culture by gender interaction. It was suggested that Singaporean women prefer tasks that are too easy, whereas Israeli men prefer tasks that are too difficult. Both these preference are detrimental to self-regulation efficiency.

Paunonen S. V. et al. (2000) conducted a study on assessment of personality in five cultures. The Nonverbal Personality Questionnaire, a structural nonverbal measure of Muray's needs, and the Personality Research Form, a standard verbal measure of the same traits, were
administered to respondents in five countries: Canada, England, the Netherlands, Norway, and Israel. Analysis of the nonverbal scale showed generally good levels of internal consistency, reliability, and convergent validity when compared against their verbal counterparts. Furthermore, meta-analysis of factor structure of both the non-verbal and verbal inventories showed a very clear organizations to the personality traits assessed. The factors, based on data combined across cultures, resembled the Big Five factors of personality.

**Trivedi, Sudha (1999)** attempted to find out the effect of mother's education on the vocational interest of their children. **Method:** For the purpose four groups were made, viz. (a) Boys of educated mother; (b) Girls of educated mothers; (c) Boys of uneducated mother; and (d) Girls of uneducated mother and tested on ten different vocational fields. Vocational Interest record by S.P. Kulshrestha and separate sheets for writing the qualification of their mothers were used for collecting the data. For analyzing data Mean, SD and 't' test were employed. **Findings:** (1) The boys of educated mothers were more interested in making household vocational field, their means of livelihood by adopting job of home-manager and expert in cooking in the absence of any other job. No difference was found in the remaining fields such as commercial, agriculture, social, artistic, executive, etc. (2) In case of girls, difference was found as the girl of educated mothers were more interested in the executive, artistic and social fields. (3) Boys of educated mother and girls of educated mothers were found significantly different in commercial, agricultural, artistic, social and household fields. (4) Boys of educated mothers had more interest in commercial, agricultural field whereas girls of educational mothers in artistic, social and household fields. (5) In case of boys of uneducated mothers and girls of uneducated mothers significant difference was found in commercial, artistic, agricultural and household fields. **Conclusion:**
Both educated and uneducated mother affects their children in all walks of life and works as a central force in determining the future career of their children. The study contains six references.

**Taj, Haseen (1999)** attempted to study the effect of social class, parent-child interaction, dependency behaviour and school management on the academic achievement of adolescents. **Objectives:** (i) To study the effect of parent-child interaction on academic achievement of adolescents, (ii) To study the effect of dependency behaviour of adolescents on their academic achievement, and (iii) To study the relation between background variables; such as social class, sex, type of school management with the academic achievement of adolescents. **Methodology:** A sample of 98 boys and girls were selected giving proportionate representation to type of school management. The tools used to collect the data were Pre-Adolescent Dependency Scale of Prabha Ramalingaswamy, Balram Sharma *et al.*, Parent-Child Interaction Scale of S.V. Kale and Socio-economic Status scale by Kuppuswamy. Academic achievement of students was measured by taking the average of previous final examination and total marks of present first terminal examination. The average total marks were converted into standard scores. The collected data were analysed using mean, standard deviation, 't' values and zero order correlation technique. **Major Findings:** (1) All the four independent variables; namely, social class, parent-child interaction, dependency behaviour and school management had significant effect on academic achievement of adolescents. (2) Sex difference did not yield any significant effect on academic achievement.

**Barua, K. and Barua, J. (1999)** attempted to study the adjustment differences of adolescents with respect to the maternal employment. **Objectives:** (i) To find out the differences in adjustment of adolescents of working and non-working mothers, and (ii) To find out gender differences in
adjustment of adolescents of working and non-working mothers. **Methodology:** The sample comprised 198 children of the age group of 15 to 16 years belonging to 9 randomly selected High Schools of Jorhat, Assam. The data were collected using Adjustment Inventory for School Students constructed and standardized by Sinha and Singh. The data obtained were statistically analysed with the help of mean, SD, and 'z' test. **Major Findings:** (1) Significant differences existed in adjustment of adolescents of working and non-working mothers in three areas viz., emotional, social and educational. The adolescents of working mothers were better adjusted than their counterparts from non-working mothers in all the three areas. (2) In case of non-working mothers, adjustment pattern of boy and girl adolescents differed significantly. Girls of non-working mothers were better adjusted than boys. (3) In case of working mothers, both boys and girls had similar adjustment pattern.

Jain, S. and Mishra, P. (1998) attempted to assess the impact of socialisation on academic achievement of adolescents. **Objective:** To study the effect of child-rearing practice on academic achievement of adolescents of Lucknow. **Methodology:** The sample comprised 108 adolescents of Standard VIII to X from various schools of Lucknow and their non-working mothers who were university graduates. The academic achievement of children was measured using school records. For measuring child-rearing practices the Hindi translation of the interview schedule given by Sears was used. The collected data were treated using regression analysis, Beta coefficients and 't'-test. **Major Findings:** (1) Parental responsiveness was the only significant factor with regard to academic achievement of children. (2) The other factors like punishment, discipline by others, encouraging child's aggressiveness, dependency, restrictions with warning and explaining, restrictions regarding routine activities were not found to be significant at all for child's achievement.
2.5. An Overview

Twenty seven studies have been reviewed under the section 'academic achievement and family/school'. In the studies on Jewish and Arab adolescents, it has been found that parental demandedness was directly related to academic achievement of Arab boys and Jewish adolescents. In another study, it has been found that although the parental pressure motivated the Chinese students to succeed, it appeared to have a negative effect to their perception of their negative abilities. Tameka Ellington, Catherine Leslie (2008) have shown how African-American adolescent girl’s self-esteem, self-efficacy and academic achievement are affected by dress; and how dress has affected individual and peer acceptance, teacher and peer expectations, school performance, behavioural issues and crime issues. Amy Lutz and Stephanie Crist (2008) have examined how the retention of Spanish-language skills affects the academic achievement of English-proficient Latino children of immigrants and how this varies by gender. The results also suggest that, while within-family social capital provides a scholastic benefit from family social cohesion in the case of biliterate boys, strong family ties can also have academic disadvantages. Osman Yildirim, Susan Bull (2008) have revealed that multiple discriminant analysis indicated that teacher leadership style was the main factor affecting academic performance. No significant relationship was found between learning style and academic achievement. Helen Joanna Boon (2007) has shown that low achievement was significantly linked to neglectful parenting perceptions, higher self handicapping and lower mastery goals and self-efficacy. An authoritative parenting style was found to predict higher achievement via enhanced mastery goals and self-efficacy while protecting against self-handicapping. Stewart, Endya (2008) have shown that school climate, in particular the sense of school cohesion felt by students, teachers and administrators, is important to successful students outcomes.
Deplanty, Jennifer (2007) tried to understand the types of parent involvement that teachers, parents and students believe affect the academic achievement of adolescent learners at the junior high school level. Teachers and students believed that parent involvement at school was considered less important to a child’s academic achievement than parent involvement in academics at home. In addition, parents rated themselves as more participatory in academics than did their children or junior high school teachers. Mahmood (1998) showed academic achievement correlated significantly and positively with socio-economic status and occupational aspiration of senior secondary school students.

The studies by (Gilman, 2006; Scales, 2006; Phillips, 2006; Brown, 2005; Ruie Jane, 2005; De Bruyn, H. 2005; Neeraj, 2002; Kam-Cheug, 2002; Dr. Raj Kumar, 1999; Krishnamurthy, 1998; Kusum Singh, 1998; Mahmood, 1998; Santha Kumari, 1998; Mohan, 1997; Patel, 1997; Follansbee, 1997) have shown that youth in the high adaptive motivation group reported significantly higher global and family satisfaction, self-esteem, interpersonal reactions, grade point average and school belonging. Multiple intelligence theory contributes positively to student learning and development. Development nutrient in young people’s lives may contribute to academic success. Use of strategic interventions by school counsellors can improve academic achievement. It has also been found that district culture has a noticeable effect on school culture and on student achievement. Parent and teacher role strains appeared to be negatively associated with academic achievement. Parent and school role strain were directly and negatively associated with achievement. Also institutional culture had a limited impact on student academic achievement but a significant influence on student’s perceptions of engagement with their schools. Schooling did have an effect on gender differences. Girls achieved better results studying in single sex schools, whereas boys achieved better in co-educational schools.
Achievement also influence the vocational preferences to a great extent. The academic achievement- motivation play a very vital role in enhancing the students' achievement. Also the number of hours worked had a significant negative effect on standardized achievement. These studies also reveal that academic achievement is correlated significantly and positively with socio-economic status, knowledge value and occupational aspirations. A significant difference in academic achievement of students belonging to different religions has also been found. No significant differences between inclusive versus non-inclusive classrooms was found.

The findings of the studies on academic achievement have revealed that supportive behaviour of African-American mothers towards their adolescent children positively predicted both self-esteem and academic achievement and that behaviour control was a significant predictor of academic achievement and self-esteem among European American adolescents. Verma and Nagi (1995) have found that the non-tribal adolescent students had significantly higher level of academic motivation as compared to tribal students. In both sub groups of male and female non-tribal adolescent superceded their tribal adolescent counterparts.

The researches carried out in the area of 'personality and family/school' have been discussed in detail in the foregoing pages of this chapter. A review of these studies has shown that the structure of retrospective accounts of family environments is related to the structure of personality attributes by Gerard Saucier, Kelly R. Wilson (2007). The results suggest possible homology between the structure of family environments and the structure of personality dispositions. The findings of the study conducted by Jaffee, Monica, Alan (2007), suggest that for children residing in multi-problem families, personal resources may not be sufficient to promote their adaptive functioning. Scholte, Marcel A.G. (2005) have shown that the
personality subtypes were associated with very distinctive adjustment patterns. Prinzie (2005) have shown that parents’ conscientiousness and emotional stability were negatively related to initial levels of externalizing problem behaviour. Shan (2003) revealed that academic achievement of high school students varies significantly across high and low levels of intelligence and creative thinking. Girls seem to perform better than boys. High creative students have higher level of academic achievements irrespective of gender and intelligence groups.

Delfabbro, Anne (2006) revealed that boys were significantly more likely to be bullied than girls, with the highest rates being observed amongst boys attending single-sex government schools. Girls were more likely to be subject to bullying if they attended coeducational private schools. Grant, Darlene (2006) have described the Girl Scouts Beyond Bars programme and discussed the research findings about the effects of the programme on participants’ ability to form healthier relationships with their mothers and improve their sense of self and self-esteem. The results by Lumbreras, M. Victoria Sanz de Acedo Baquedano (2006) reveal that to a great extent, personality factors-Adjustment, Emotivity, Superiority, Independence and sociability predict goals pursued by adolescents.

(Adomeh, 2006; Suldo, 2006; Shaunerry, 2006; Manju Mehta, 2006; Babu, 2004; Srivastava, 2004; Ugar, 2004; Way, 2003; Andrew, 1999; Kaur Mandeep, 1999; Bindu, 1998; Verma, 1998; Bajpai, 1997; Sudhir, 1997; Dhekwar, 1996; Nagappa, 1995; Ramalingam, 1995; and Padhan, 1994) have conducted studies on personality. The findings of these studies have revealed that personality intervention programmes were found to be more effective than career intervention programmes in terms of reducing vocational indecision among the students. Optimistic students differ significantly from pessimistic students on personality adjustment. Gifted adolescents differ
within the group by gender and by ability. Support and control from fathers was generally unrelated to adolescent adjustment as compared to support and control from mothers. Post adolescent males have higher maturity than females and the stages of adolescence play a significant role upon emotional maturity. It has also been found that no significant relationship existed between birth orders and personality trait. Pupils studying in private schools show better study habits than the pupils studying in Govt. schools. Also the students of Govt. and Private schools significantly differed in their vigilance, defensive avoidance, rationalization styles of decision making. It has been found that there was a positive correlation between moral judgement and social value of the student. There was no significant correlation between moral judgement and aesthetic value of secondary school students. Further, the findings of these studies reveal that rational emotive behaviour therapy (REBT) effectively reduced the levels of anxiety and stress of adolescents and fostering their emotional adjustment. The high life satisfaction of adolescents is associated with positive psychological functioning. Adolescent’s reports of their satisfaction revealed difference in adjustment that were not captured by measures of psychopathology. Gender based differences in psychological adjustment indicated that female students had significantly higher cumulative record reported the use of social support as a means of coping to a significantly higher degree. The early adolescents who were willing to sacrifice their talents, school performance and parents rules engaged in greater problem behaviour and evidenced lower academic achievement than did other adolescents during high school. Social adjustment, personal adjustment and social personal adjustment of hearing impaired were significantly different from those of the normal school students. It has also been found that the combined effect of prolonged deprivation on values, needs and adjustment was found in males and that only in case of social values. In female students, there was no effect of prolonged deprivation on values.
Caparra, Barbaramili and Rock (2003) in their study on five factor model of personality with four country samples have confirmed the basic five factors structure across Germany, Spain, Italy and U.S. Brouwers (2004) has shown a persistent strong focus on cross-cultural differences. Matasumo, Grisson and Dinnel (2001) have shown that Korean children are more interested in numbers than American. American children are more interested in words and ideas than Japanese children. Japanese children are less interested than Korean and American in being alone, but American are more interested in people than the two Asian groups. Paunonen (2000), has shown that the factor structures of both verbal and non-verbal inventories indicated a clear organization of the personality traits assessed which resemble to big five factors of personality. Allik and Mc Crae (2004), have shown a clear contrast of personality profiles of European and American cultures with Asia and African cultures, the former were higher on extraversion and openness and lower in agreeableness.

Personality and academic achievement has been studied by Tomos, 2003; Koteswar, 2001 and Verma and Sheikh, 1998. These researchers have shown that Neuroticism and Psychotism limit academic success. It has further been found that all 14 factors of HSPQ had a significant impact on the reading achievement. It has further been revealed that intelligence (Factor B), conscientiousness (Factor G) and self-sufficiency (Factor Q2) correlated significantly with academic achievement.

Personality structure of under privileged classes like Schedule caste and Schedule tribes has also been studied (Mishra and Singh; 1999). It has been found that schedule caste students in comparison to schedule tribe students were found to be reserved, less intelligent and emotionally less stable. It has further been found that tribal students scored significantly lower on the dimensions of extraversion as compared to non-tribals.
Personality has also been studied in relation to motives, styles, value patterns, socio-metric status by Kapoor, 1994; Sheikh, 1994; Sambi, 1989; and Madhosh, 1989, respectively. These researches have shown that anxiety does not have a significant relationship with achievement and aggressive motives. No significant relation has been found between residential background and cognitive styles with respect to ten psychogenic needs. It has further been found that students belonging to three school systems differed on their value patterns. It has further been revealed that Kashmir group of ‘popular’ personality possessed strong emotionally stability, spontaneity and high mental ability and they were not frustrated. The ‘neglectees’ tended to be hard, obstructive, dull and timid.

Twenty three studies have been carried out on ‘vocational preferences and family/school’. The majority of these studies have been conducted by foreign researchers. Ehrhart, Guido (2007) have shown that vocational interests were better predictors of both perceived- job and perceived person vocation fit than personality. Results by Leong, Hardin (2005) indicated significant gender differences in the relationships between scores on a measure of medical speciality preference and scores on measures of work values and personality emerged. Singh, Vibha (1994) have found that female students showed greater job preference than the males for the teaching and library professions. Kurman (2001) has shown that Singaporian women prefer tasks that are very easy while as Israilie women prefer tasks that are too difficult. Walkinson (2002) has shown that White and Black South African students considered working hard and having interests in school tasks more important than competition. Trusty (2003) has shown that the Mexican American women and men did not differ in their educational expectations.

Vocational preferences have been studied in relation to several socio-psychological variables viz, self-concept, level of aspiration, attitudes,
occupational aspiration, value oriented occupations and stream of studies (Kanchana, 2002; Neeraj, 2002; Sangoh, 2002; Humingthansula, 2001; Mathur and Sharma, 2001; Subramaniam, 2001; Behra, 1999; Jansari and Kumar, 1999; Rafique and Hussain, 1995; Sharma, 1994; Kour, 1990; Kureshi, 1990; Sodhi, 1988. These researchers have shown that Indian college students have lower self-concept than their American counterparts. It has been found that there is a significant difference between boys and girls in vocational and academic streams in respect of family environment. It has also been found that students from High SES families have high occupational aspirations and vice versa. There has been found no significant difference in career maturity between boys and girls. It has been found that there was no significant relationship between present vocational aspirations of students of different types of schools. It has also been found that there is a positive correlation between vocational interest and academic achievement. These researchers have also shown that female students have been more inclined to professions that least affected their traditional role playing, aesthetic and religious value. It has been found that community and area of residence, effect only the artistic area of vocational interest. It has been further revealed that dependence proneness and personality need patterns did not emerge as predictor of career choice. It has further been revealed that urban students differed significantly in their educational aspirations and vocational preferences. The students in general had lower educational aspiration, but higher vocational aspirations. Females were higher on educational aspirations but lower on vocational aspirations than male sample subjects.

Eighteen studies have been covered in the area of 'General studies'. These include both foreign and Indian studies. The results of the study by Stewart and Endya (2008) suggest that individual-level predictors, such as student effort, parent-child discussion and associations with positive peers, play a substantial role in increasing students’ achievement. Further, the results
also suggest that school climate in particular the sense of school cohesion felt by students, teachers and administrators, is important to successful student outcomes. Another study conducted by Suldo, Shaffer (2008) indicated that simultaneous regression and correlation analyses clarified which aspects of school climate and other school related factors were significantly associated with student’s life satisfaction. The findings of the study by Parker and Stacey (2008) suggest that young adolescents have mixed perceptions of their middle grades instructional climates and that these perceptions varied little in comparison with their elementary experiences. The results of the study by Liu and Yih-Lan (2008) indicate that the independent model best describes adolescents’ attachment relationships with parents and their subsequent developmental consequences. Moreover, gender differences were found in adolescent’s report of attachment to mother and father in relation with the outcome variables. The findings by Lopez, David Moreno (2008) suggested that a positive family environment seems to be a stronger protective factor for girls in the development of problems of behaviour at school, whereas for boys this is the case for positive classroom environment.

The study by Wainright, Patterson (2008) revealed that on both self-reported and peer-reported measures of relations with peers, adolescents were functioning well, and the quality of their peer relations was not associated with family type. Regardless of family type, adolescents whose parents described closer relationships with them reported higher quality peer relations and more friends in school and were rated as more central in their friendship networks. Tanajero (1997) has studied field independence and academic achievement. It was found that it is the teacher in multi-cultural classroom, who should have a field independent cognitive style, so that he or she can accommodate different learning styles in classroom tasks. It was further revealed that field independent boys and girls performed better than field dependent ones. The relationship between study habits and academic
achievement of students has been analysed by Kush, (1996); Patel, (1996); Francina, (1995); Rawat, (1995); and Deb and Grewal, (1990). It has also been revealed that students who had good study habits did get significantly more achievement scores than those who had poor study habits. It has further revealed that ‘parental-present students’ differed significantly from the ‘parent-absent students’ on their personality adjustment while they did not differ on the study habits. It has been revealed that there is a significant relationship between study habits and academic achievement. The study by Lee, Ji-Yeon (1994) was a significant attempt towards integration of a large body of research literature and provides a comprehensive exploratory study of the relationships among the many variables predictive of females’ career indecision from Korean women enrolled in University. Generally these findings agree with the theory and research conducted in western societies. It contributes to advancement of western oriented theoretical understanding of the process of career development in women.

It is obvious from the review of the literature that since many studies have been conducted on various dimensions that are related to adolescents, there is almost no research directly conducted on the relationship of family environment and school climate with the academic achievement, personality profiles and vocational preferences of adolescent girl students. Thus, on the basis of review and conclusions drawn, there needs a fresh relook on these variables affecting adolescent girls. Therefore, the present study has been undertaken.