2. PREVIOUS STUDIES
2. PREVIOUS STUDIES (A BRIEF REVIEW)

2.1 INTELLIGENCE, ACADEMIC ACHIEVEMENT, VOCATIONAL INTERESTS AND ADJUSTMENT

2.1.1 Areas of Adjustment: Studies have shown that adolescents face serious difficulties in adjusting to conditions prevailing in home, school and society.

Bell (1934) and Marsh (1950) could find significant interrelationship among four areas of adjustment, namely - home, health, social and emotional.

Scott (1941) observed that adolescents who had difficulty in making adequate adjustments, particularly in their general social contact, were proved to be the same individuals whose personal relations with their parents and family were not happy. The results obtained by Boraas (1917), Hertzler (1940), Mooney (1942), Pope (1943), Hunterland and Morgan (1950), besides supporting the above findings, revealed that adolescents encounter maximum number of problems in school areas.

Tripathi (1965) studied adjustment problems of high school tenth grade students in four major areas of life - home, social, school and health. A sample of 349 students from two colleges of Meerut city was selected and divided into passed and failed groups. These groups were administered the personality inventory.
constructed by the Bureau of Psychology, U.P., Allahabad. The study aimed at finding out whether emotional maladjustment is a contributing factor towards failure or not. The results showed that the students face more number of problems in the school and home areas; and less number of problems in the health area. The results further showed that emotional maladjustment is a contributing factor towards failure.

Agarwal (1960) conducted a study to find out the adjustment problems of pupil in secondary school as perceived and judged by parents, teachers and pupils themselves. A multistage sample of 2375 male IX, X grade pupil with different socio-economic background were selected. The age ranged from 13-18 years. An inventory consisting of 20 items characterizing five areas of adjustment, namely - home, school, social, emotional and health was administered. The major findings were (1) Adjustment problems in home, school and social areas as perceived by pupil themselves decreased with age, whereas in case of emotional and health areas they did not decrease as age advanced. (2) Most of the mean differences in home and health areas between upper and lower socio-economic status groups in other areas were found to be significantly different. (3) The number of over-all adjustment problems in different areas except home were highest for upper socio-economic group and lowest for lower socio-economic group. (4) Parents' responses revealed that the number of adjustment problems of pupils increased significantly with age, in home and health areas and decreased in social
and emotional areas, while there was no significant effect of age on problems in school area. Parents felt that their children had more adjustment problems in home area than in emotional area. Teachers' perception of pupils' adjustment problems was by and large in agreement with that of parents.

2.1.2. Intelligence and Adjustment.

Several studies were made on the aspects such as intelligence and adjustment. Aristotle pointed out that often eminent men displayed morbid symptoms of mind. He states "famous poets, artists and statesmen frequently suffer from melancholia and of madness."\(^1\) Plato distinguished two kinds of delirium "one being ordinary insanity, and the other, spiritual evilation which produced poets or prophets and which he considered was not an evil but a gift of God."\(^2\)

Reid has provided one of the most comprehensive summaries of points of view which were upheld prior to 1912 in different writings on genius and insanity. In her book "Manifestations of Manic-depressive Insanity in Literary Genius", we find statements quoted by numerous writers, who held that genius is directly allied

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1 Musheth, J F, The Insanity of Genius, quoted in Srimathi, (1971) Intelligence and Adjustment unpublished Masters Dissertation in Psychology, University of Mysore, Mysore
2 Ibid.
Many of them concluded that there was a close relationship between high intellectual ability and mental derangement. Dryden in the 17th century quotes, "Great wits to madness are near allied and thin partitions do their bounds divide." Rosanoff gives an account on intellectual efficiency in relation to insanity. He states, that "grave neuropathic conditions are not incompatible with the highest degree of intellectual efficiency. Morbid elements of personality have been among the factors of high quality of the intellectual products." Witty and Lehman write that, "genius is a person who has a higher metabolic rate than the normal person. Genius are the persons of high intellect, perhaps unorganized, misunderstood, treated indifferently or even ridiculed by their associates, to an extent that they drift into morbid pathological states of mind."

Lombroso (1891) an Italian psychiatrist expressed that genius was a manifestation of the diseased mind. Once it was commonly believed that intellectually superiors were emotionally maladjusted.

On the other hand, there has always been a strong body of opinions, both philosophical and scientific, against the notion of genius with insanity. In the recent and also in the long past this notion of psychological maladjustment has been refuted by a number of studies. Lucito pointed out that as a group the gifted achieve above average social and emotional adjustment both from a personal and interpersonal standpoint. Strang, in her review of literature cited only half a dozen empirical studies through 1958, all indicating superior personal-social characteristics in gifted children and adolescents.

Goldberg (1958) reviewing the studies on the social and personal adjustment of the gifted, notes that, they

"are successful in sports, better satisfied with their peer relations than are average youngsters, more confident, and aware of their above average ability... High school boys were found to rate higher on behavioural controls, were less apt to show liability of mood, social delinquency, carelessness and impatience, especially in matters requiring long term personal investment of an intellectual nature."

A long term comprehensive longitudinal study by Terman (1925-1959) supported the view of good adjustment, almost universally

attributed to the gifted. Miller (1957) found the gifted to be socially well adjusted. Hollingworth (1942) made an important study about the adjustment problems of very bright individuals. According to her, the extremely gifted individuals (170 IQ. 8 above) might be so intellectually above average as they were hardly understood by people in general. Barbe and Terman, Bonsall and Steffire found better social and emotional adjustment among the gifted. Recent studies reveal that there is a positive relationship between intelligence and adjustment. Terman and his associates point out that, "Genius is exceptionally stable and well balanced and that instability of genius as a myth has been gaining in acceptance."³

Nevill's study of behaviour problems (1937) on gifted children suggests that there is no relationship between intelligence and adjustment, although there is an indication that a high intelligence is generally an advantage in accomplishing good adjustment. Nevill's research supports the conclusion of Gillingham (1920) that gifted children although as a group are above average in stability, all individuals are not free from emotional and social difficulties. Both Nevill and Hollingworth agreed that the difficulties inherent in brilliance do not create maladjustments but they may predispose the superior children to unsatisfactory behaviour.

Wagoner and Zeigler (1946) say, "among students with very high I.Q's relatively minor maladjustments resulted in occasional academic difficulties." In the words of Rivlin, "the child's native intelligence is one of the factors that affect his adjustment though it cannot be regarded as the only one. His mental attainments are predisposing rather than precipitating causes of disorder." 

Thorpe (1950) remarks that in general "an individual with an inadequate personality is one who deals virtually with all his problems and difficulties with an apparent lack of intelligence. Such a person seems unable to do what is expected of him." Kuhlen (1952) emphasized the role of intelligence on adolescents pace of adjustment and says "there is notable tendency for those who have higher intelligence test scores to achieve higher level and to make a better total life adjustment." Similarly Fine, Fulkerson and Phillips (1952) noted that adolescents of higher intelligence have to be better adjusted than those having lower level of intelligence.

Horrell (1957) compared the achievement records and personality adjustment of 94 very bright college students at Purdue University. The two groups were compared on Grade Point Average over eight semesters of college work and on responses to a multiple

10 Rivlin, Educating for Adjustment, New York Appleton Century, 1936
The subjects who were judged to have excellent adjustment tended to be "high achieving brilliant students," while those who were judged to have very poor adjustment tended to be "low achieving brilliant students." Stagner (1961) also noted that those low in intelligence suffer from chronic failure and become hostile to school. Ganguli (1968) found that neglected children were more mentally retarded and thus confronted with adjustment difficulties.

Abraham (1971) studied the relation between intelligence and personal adjustment of 429 boys and 391 girls from secondary schools and found that intelligence did not influence adjustment except in the high adjustment group.

Bhagia (1971) found that students' school adjustment was related more strongly to his intellectual level than to any other factor. Pupils endowed with higher intelligence adjusted better. Positive relationship was also found between adjustment and academic achievements.

Gupta and Singal (1971) studied the impact of sex and intelligence on personality adjustment. A group of 105 male and 105 female pupil teachers were tested on Jalotas group test of general mental ability, and were administered Saxena's Personality Adjustment Inventory. The comparison of the personality adjustment scores with those of intelligence, revealed that sex and intelligence have
no effect on personality adjustment

Singh (1978) studied personality adjustment of mentally superior and average children. He hypothesized that there was no significant difference in the adjustment of mentally superior and average high school males. The subjects were administered, a personality inventory, measuring adjustment in five areas - home, health, social, emotional and school, and a Hindi version of the Rotter's incomplete sentence blank. Teachers' and parents' ratings for emotional maturity, were obtained. Results supported the hypothesis.

Srimathi (1971) studied the relation between adjustment and intelligence of 350 high school students. Mooney problem checklist and Raven's Progressive Matrices were used to study their adjustment and intelligence respectively. The results showed significant negative relationship between intelligence and adjustment for the whole sample. However, significant positive relationship was observed between intelligence and adjustment of the top 27% and bottom 27% of the sample.

2.1.3 Academic Achievement and Adjustment:

A number of studies indicate a positive relationship between academic achievement and adjustment.
Mohan, and Gulati (1986), in their article "Academic Achievement: A Review of determinants," have stated that many researchers have found a positive significant relationship between over-all adjustment and academic achievement. The researchers they have mentioned are Stagner (1933), Sorenson (1950), Resnick (1951), Hoyt and Norman (1954), Jenson (1958), Dana and Baker (1961), Cowell and Ismail (1962), Anderson and Spencer (1963), Crites and Semler (1967), Yellot et al. (1969), Sinha (1970), Muller (1975), Tiwari and Rai (1976), Patel and Joshi (1977), Saxena (1978), Finn (1979), Gulati (1979), Houtzel et al. (1982), Chatterjee and Basker (1981), Seefeldt (1981), and Mohan and Gulati (1983).

Yeomands and Lundin (1957) studied the relationship between scholastic achievement and personality adjustment in male college students. He compared Minnesota Multiphasic Personality Inventory scores of freshman and seniors with their scholastic success. The results revealed (1) no definite relationship between scholastic success and personality adjustment (2) Students who have a low scholastic score show greater degree of maladjustment.

Rao (1964) investigated the students' performance in relation to some aspects of personality and adjustment by using academic adjustment inventory. The sample consisted of 300 male undergraduates of Madras State. His findings were (1) the level of academic achievement was positively related to academic adjustment (2) differences in achievement were found to be significantly related.
to aspects of personality like neurotic difficulties, morale and sense of responsibility.

Singh (1965), worked on some non-intellectual correlates of academic achievement. The study revealed that home adjustment and health adjustment were positively associated with achievement, while social adjustment tended to be negatively associated with achievement.

Ahluwalia and Sidhu (1969) studied some personal problems of some adolescent girls and their effect on academic achievement. A personal problem check list accompanied with a short questionnaire was administered to 260 IX grade adolescent girls. The average number of problems per pupil in the five areas ranged from 6.2 to 16.3. The whole group reported maximum number of problems in the area of 'school' and 'society' and minimum number of problems in the area of 'health'. The results showed that the existence of personal problems affect the academic achievement adversely. More the number of personal problems, lower is the level of academic performance. The problem in the area labeled as 'emotional' appeared to have greatest evil effect on academic achievement.

Nagaraja (1971), Sharma (1972) and Shivappa (1980) have reported significant difference in adjustment of high and low achievers, and a significant correlation between the high achievers and personality adjustment.
2.1.4 Academic Achievement, Intelligence and Adjustment:

Berger and Sutkar (1956) studied the relationship of emotional adjustment and intellectual capacity with academic achievement of college students. The study supports the general assumption that higher intellectual capacity, adequate personality adjustment and higher academic performance are positively related.

Wilson and Morrow (1962) studied school and career adjustment of high bright, high-achieving and under-achieving high school boys. Sample of 49 high school boys of superior intelligence making high grades were compared with a group making mediocre or poor grades. The results revealed that bright high achievers are better than under achievers in adjustment.

Ringness (1965) conducted an investigation on the emotional adjustment of the academically successful and non-successful bright ninth grade boys. They concluded that there were no adjustment differences between the two groups of subjects. The study also indicated that successful subjects felt a slightly more sense of personal worth and believed that they had better family and school relations.

Sinha (1966) found that low achievers are generally more maladjusted. High achievers are superior in intelligence and better in adjustment. They were found to be more well adjusted in home, health and emotional areas of adjustment.
Patel and Joshi (1977) studied the adjustment of high and low achieving IX, X, and XI grade boys and girls. The results showed that high achievers in terms of family adjustment were better adjusted than low achievers. Girls showed better social adjustment, while boys were better in their personal adjustment. High achievers (particularly boys) were better in their social adjustment than lower achievers.

Usha (1980) studied the patterns of academic adjustment and corresponding scholastic achievement levels of the socially disadvantaged pupils. Socially non-disadvantaged pupils were also examined to make a comparative study. A random sample of 300 socially disadvantaged and 300 socially non-disadvantaged boys enrolled in X grade, of several secondary schools in the four districts of Andhra Pradesh were used for the study. She found that while there was no difference between the two groups in their mental abilities, the socially disadvantaged group was inferior in scholastic achievement and academic adjustment. Academic achievement and adjustment proved to be positively related.

Verma and Upadhyaya (1981) studied some psychological correlates of school achievement. Twenty-five low and twenty-five high achievers were compared for their adjustment. 't' ratios showed that the higher adjustment was conducive to better achievement and lower level of extraversion. Conflict and frustration proved to be favourable for better achievement. Chawla (1970) studied academic achievement and adjustment of 301 male students. Subjects were
divided into five sub-groups, on the basis of marks obtained. Rotter's incomplete sentence blank was used. The results obtained revealed that achievement of adjusted group was more than the maladjusted group.

2.1.5. Vocational Interests and Adjustment

The relationship between personality and vocational development, although assumed to be important, is not well understood. Research studies have not yet found relationships between personality characteristics and occupational group membership on a sufficiently wide scale to allow broad generalisations, although some such relationships have been found.

Pandey (1976) studied the adjustment, personality values and vocational interests of the supernormal and normal adolescents. Four hundred adolescents of classes X and XII varying in age from 15 to 18 years served as subjects. It was found that supernormal adolescents have better vocational interests than normal adolescents.

2.2. Socio-Economic Background and Adjustment:

The 'socio-economic status' of the parents is of immense importance in determining the adjustment of school students. The influence of parents, their education, income and occupation, size of the family and availability of other facilities to the students at
home are interrelated and can be put under the term 'socio-economic status' of the parents

The socio-economic status of the parents is supposed to influence the students' intelligence, attitudes, interest, values, motivations etc and thereby his academic achievement and his adjustment to school. To quote Vernon (1958): "... it (social class) is so closely associated with cultural level and with attitudes towards education that it has a marked effect on educational progress."

The researchers like Burt (1937), Davis (1948), Furumaiux (1954), Douglas (1964), Havighurst (1962), emphasize that the educational achievement and adjustment of children from middle class homes is superior to that of children from manual working class families.

Malpass (1953), Watternberg (1964), Olsen (1965), Dertch (1967), and Eggleston (1967) have reported that the disadvantaged children are faced with adjustment problems at school and their low scholastic achievement is the result of their maladjustment to the school situation.

Parameshwaran (1957) studied the social adjustment of a group of early adolescent boys in the age range of 14-16 years, and the roles played by different factors like age, economic status, educational background of the parents, rural and urban variation,
and the attitude to religion. The subjects were high school and college boys - divided into three groups: early adolescents, late adolescents, and early adults. The results indicate that, (1) there is a decrease in the amount of maladjustment with increasing age, (2) subjects from low income group appear to show significantly greater maladjustment than subjects from high income group, (3) adjustment to parents, adjustment to physical conditions and adjustment to studies and related activities at school, (3) sons of uneducated parents show a significantly greater maladjustment than sons of graduates in adjustment to parents and adjustment to physical conditions, (4) urban boys show significantly greater maladjustment than rural boys in adjustment to siblings, adjustment to classmates at school and adjustment in the presence of girls.

Kapur (1958) studied the emotional problems of maladjustment in school going children. He concluded that the growing up process of the child is quick and loaded with traumatic experiences, the impact of socialization, cultural milieu and the parental attitudes, all go into the making of the child's personality. Emotional disturbance whose roots lie in the family setting interfere much with the progress at school.

Burchinal (1959) studied 'social status', intelligence, achievement and personality adjustment of rural girls. A sample of 176 girls in grades four through ten, from four rural schools in central Iowa completed an intelligence test, a three-factor achievement test,
and a personality adjustment test. Family social status data were gathered by home interviews. These data included the occupation of the father, education of the father and mother and the home index score. Rank order correlation was computed. When the 0.05 level of significance was taken as the criterion for a one-tailed test, a low positive relationship was found between occupation of father ($r = 0.34$), education of father ($r = 0.25$) and a home index score ($r = 0.23$) and the girls intelligence score. Very little or no relationship was found between each of the family social status indices, and three achievement scores, the four over or under achievement scores, and personality adjustment scores.

Smith (1965) and Singh (1971) pointed out that the higher socio-economic status group has fewer adjustment problems when compared to the lower socio-economic status group.

Shanmugam (1966) studied the effect of low socio-economic status on emotional instability. The sample consisted of children, adolescents and adults. The results revealed that there was a positive relationship between low socio-economic status and emotional instability. Adolescents belonging to low socio-economic families were characterised by greater emotional instability when compared with adolescents of high socio-economic families.

Bansal (1973) studied the adjustment differences among 195 scheduled caste and 235 high caste Hindu adolescents in the X grade.
The two groups differed in the area of home, school, social and emotional adjustment. High caste Hindus were found to be better adjusted in all these areas.

Lanthier, Deiker and Thomas (1974) studied achievement scores of emotionally disturbed adolescents and parents' educational levels. California Achievement Test scores of 66 male and 51 female emotionally disturbed adolescents receiving in-patient treatment were correlated with their parent's educational levels. It was found that the female students' scores were not significantly related to the educational level of either parent, while all four of the male students' scores (reading, language, maths and total) were positively correlated with both the parents' scores, particularly the mothers'. Female students performed significantly higher than males on the language subtest and in total achievement. Results interpreted suggest that school difficulties are more related to emotional maladjustment of males than for females in Western culture.

Wieland and Horn (1975) observed significant differences between high and low socio-economic status groups in terms of emotional adjustment.

Reddy (1977) studied the parental educational status and adjustment of children studying in VIII, IX and X grades. To measure the level of adjustment, S.V Problem Check list developed by the author was used. There was a significant relationship between the level of adjustment of adolescents and the level of education of their parents.
Singh (1981) studied the difference in the level of adjustment of the santal and non-santal undergraduate students. The results revealed that the santal students were inferior in their home, health and educational adjustment but superior in their social adjustment, to the non-santal students. However, the difference in the emotional adjustment level of both santal and non-santal students was found to be insignificant.

Manwani et al. (1981) studied the study habits, personality adjustment and level of anxiety in relation to academic achievement of scheduled caste and non-scheduled caste students. The students were post graduate hostlers. Results revealed that schedule caste students had poor adjustment in comparison to non-scheduled caste students.

Ganthey and Sinha (1983) investigated the adjustment of 30 advantaged and 30 disadvantaged boys who were identified on the basis of socio-economic status scale. Results show that socio-economic status significantly influence anxiety, adjustment problems and need affiliation. Disadvantaged boys due to their limited economic facilities face difficulties in their adjustments than the advantaged boys.

Agarwal et al. (1983) studied some correlates of adjustment among 183 adolescents, in the age group of 14-15 years. In addition each subject was asked to supply information regarding parents' income, educational attainment, occupational status, area of residence, and school
Adjustment scores were found to correlate significantly with intelligence, creativity, socio-economic status and anxiety. It was concluded that a low score on adjustment is not related to socio-economic status. Rather it is the anxiety generated by low socio-economic status that accounts for low adjustment. Intelligence appears to be an important predictor of adjustment, with creativity playing a minor role.

Prasad (1987) studied the socio-economic status and adjustment pattern of college freshmen in the State of Bihar. The age ranged between 15-19 years. It was hypothesized that there would be significant difference between the high and low socio-economic status groups in home, health, social, emotional and over-all adjustment. Adjustment pattern of high and low socio-economic status groups were examined on a sample of 400 college freshmen. Both groups were found to be significantly different in the areas of health, emotional and over-all adjustment. The studies of Wieland and Horn (1975), Singh (1971), and Smith (1965) support these findings.

Reddy and Sudha (1980) studied the adjustment of scheduled and non-scheduled caste students. The results revealed that scheduled caste students lacked social and emotional adjustment as compared to non-scheduled caste students. Socio-Economic Status affects the emotional adjustment. High Socio-Economic Status group reported significantly less number of adjustment problems.