Chapter 2

REVIEW OF RELATED STUDIES

The review of related literature has the great significance for researcher because it guides the investigator to know about the amount of work done in the discipline in which the investigator is conducting the research. It also directs the researcher to tackle the problem chosen for research and avoids the risk of duplicity in research. It is certain that the review of related literature saves time, money and energy of investigator.

In the words of Walter K. Borg, “The literature in any field forms the foundation upon which all future work will be built. For doing something new in the field of research knowledge of the past research is essential. Past knowledge gives us direction to move on in the present. So it is very important to know the past of any subject to shape the direction of future research”. Review of the related literature is a necessary prerequisite before doing actual planning and execution of any research project. They help the researcher in formulating various hypotheses. They guide in respect of selection of problem, its statements, definition and delimitations. This avoids wastage of time in research.

In the words of C.V. Good: “The survey of related literature may provide guiding hypotheses, suggestive methods of investigation and comparative data for interpreting purpose.”

Review of related literature is, thus a necessary pre-requisite before doing actual planning and the execution of any research work. Review of related literature besides developing the insight of the investigator also accomplishes following specific purposes:

1. To avoid unfruitful and useless problem areas by the selection of positive findings areas this will yield fruitful results.
2. To provide ideas, theories, explanation or hypotheses valuable in formulating the problem.
3. To enable the researcher to define and delimit his studies.
4. To suggest appropriate research methods suitable to the problem. The review also helps us to choose appropriate tools and statistical methods for our research which will validate results to be established.
5. To locate comparative data useful in the interpretation of results.
6. To provide knowledge about the recommendations of earlier researches for further research which they have listed in their studies.

Keeping in view above cited purpose the researcher has made the attempt to survey related literature in the field. The investigator studied a number of books, journals and dissertations on the topic similar to her topic. From the time she formulated the hypotheses about her study, the survey of related literature led her to direct her study on the right path. It will be the effort of the investigator in this chapter to enumerate various researches in this field published in some many books, journals and dissertations studied.

**Studies Related to Achievement Motivation**

**Reddy (1990)** conducted a comparative study of some educational variables of students of private and government schools. A sample of 1340 students was taken from 709 government and 631 private schools from three districts of Karnataka. The study revealed, “achievement motivation had no significant relationship with academic achievement”.

**Wong and Mihaly (1990)** studied the effect of personality and the quality of experience on motivation and academic achievement. For this study a sample of 170 High School Students (68 male and 102 female) was selected. Their experiences were recorded through experience sampling method. It is found, “that intrinsic motivation had positive relationship with academic achievement”.

**Ginsburg and Bronstein (1993)** conducted comparative study of family factors in relation to childrens’ intrinsic and extrinsic motivational orientation and academic performance. Ninety three fifth grade students and their parents from Florida were selected for data collection. Achievement scores were obtained from their school records. The study revealed, “Extrinsic rewards and over-and under controlling family styles were found to be related with extrinsic motivation and lower academic achievement of the students whereas parental encouragement was associated with intrinsic motivation of the students”.

**Eppler and Harju (1997)** investigated “Achievement goals in relation to academic performance in traditional and non-traditional college students”. The sample consisted of 262 undergraduate students of Carolina were taken for
collection of data. Both the groups rated themselves higher on learning goals than on performance goals. The investigator found, “learning goal orientation was significantly and positively related with academic performance of both the groups. It is also found that there is a less significant relationship between performance goal and academic success. Goal orientations were found to be the better predictor of academic success than students status”.

Ahmed (1998) conducted a study on “achievement motivation differences among adolescent boys and girls of various ordinal positions”. 120 students of the age group of 13-18 years of Mumbai city were taken as a sample. Shafi’s achievement motivation scale was used for data collection. The study revealed, “There was no significant difference in achievement motivation of the boys and girls”.

Petrick and Kim (1998) studied “Parenting style, motivation orientation and self-perceived academic competence”. A sample of 404 viith and ixth grade students of male and female in Hong Kong was selected. The results indicated, “Authoritarian parenting leads to extrinsic motivation, authoritative parenting to intrinsic motivation and negligent parenting leads to a motivation. Each motivation found to be related with self-perceived academic competence”.

Archer et al. (1999) studied “The interrelationship among characteristics that predicted achievement among undergraduate students”. The sample included 71 older and 61 younger students from Australia. A questionnaire containing measures of motivation was used for data gathering. Their results in the college records were taken as the academic achievement. The researcher shows, “Motivation had found a positive relationship with academic achievement of the groups”.

Busato et al. (2000) studied “Intellectual ability, learning style, personality and achievement motivation as a predictor of academic success in higher education”. For this purpose, the sample 409 first- year psychology students of Netherlands were selected. The results showed that achievement motivation was associated positively with academic success of the students.

Panda and Jena (2000) investigated “The effect of some parental characteristics on students” achievement motivation”. The sample comprised of
200 students of ixth class selected from six secondary schools of Jaipur and Kalakhandi districts was selected for collecting data for the study. The findings showed, “the students belonging to Jaipur whose father had high educational qualification had better achievement motivation as compared to the students of Kalakhandi districts whose father had low educational qualification. The results also indicated that parental education was positively related with achievement motivation”.

**Broussard (2002)** explored “the relationship between classroom motivation and academic achievement in first and third graders”. The sample of the study included 122 first grader and 129 third grader students from mid-sized southern city of Louisiana. Harter’s scale of intrinsic verses extrinsic motivation orientation in class from the students was used for data collection. The results indicated, “higher levels of mastery motivation and judgment motivation related to the higher academic performance of the students of third grader, however only higher levels of mastery motivation was found to be related with higher academic performance of the students of first grade”.

**Tavaniand Losh (2003)** studied “Motivation, self-confidence and expectations as predictors of academic performance among high school students”. The sample comprised of 4012 students of Florida State was selected. The investigation confirmed, “A significant positive relationship was found between motivation and academic achievement. Parental education had also positive relationship with achievement motivation of the students. The findings also revealed that motivation was significant predictors of educational achievement”.

**Kaur (2004)** compared Achievement Motivation of students. The sample was comprised of 200 boys and girls of XI class of urban and rural areas of Ludhiana district. There found, “There is a significant difference between achievement motivation of boys and girls. The study also revealed that there was also a significant difference between achievement motivation of rural and urban students”.

**Frances et al. (2004)** conducted “A study on a discussion and contrary issue based approach for promoting academic achievement and motivation on 18 eight grade students of Maryland”. The data was collected through achievement
motivation rating scale and students’ achievement was taken from the school reports. The findings revealed, “There is a significant relationship between academic achievement and academic motivation”.

Tsang (2004) investigated “Academic Motivation and Achievement among students from immigrants and America born families”. Survey method and university records from over 998 college students were used for data collection. The findings showed, “immigrants placed more importance on family interdependence than American born families. It is also found that Family attitude contributed to greater academic motivation among youth from immigrants as compared to American born families”.

Sidhu and Parminder (2005) carried out “A comparative study of Concept Attainment Model, Advance Organiser Model and Conventional Method in teaching of Physics in relation to Intelligence and Achievement Motivation of ninth class students”. Achievement motivation test by Pratibha Deo and Asha Mohan were used for data collection. A sample of 240 students of Sangrur district in Punjab was selected for this purpose. The findings revealed, “There was no statistically significant effect of achievement motivation on scholastic achievement of the students. The results also showed that there was no relationship between intelligence and achievement motivation”.

Bansal et al. (2006) explored “The relationship between Quality of Home Environment, locus of control and Achievement Motivation among high achiever urban female adolescents”. The data were collected from 100, 11th grade high achievers from 10 senior secondary schools of Ludhiana city, by using Bhargava achievement Motivation scale and Misra’s home environment inventory scale. The study indicated,”good quality of home environment had significant positive relationship with high level of achievement motivation and high level of academic achievement”.

Franzis and others (2006) investigated, “the role of cognition, achievement motivation and conscientiousness on academic underachievement. 47 male and 46 female students from grades 7 to 10 participated in the study. Student attributes were assessed by self-report measures, school performance by academic grades and intellectual abilities by a standardized structure of
intelligence test. Results of the investigation revealed, “need for cognition as well as facilitating anxiety contributed the most to the explanation of underachievement. All relationships between underachievement scores and need for cognition, achievement motivation scales, and conscientiousness showed linearity.”

**Halawah (2006)** examined “The effect of Motivation, Family Environment, and Student Characteristics on Academic Achievement”. The sample comprised of 388 high school students (193 males and 195 females) from Abu Dhabi district, United Arab Emirates. For the Data collection, A Likert-type instrument to measure students’ level of motivation, while academic achievement was measured by using students’ grade point average was used. It is found, “relationship between academic achievement and motivation (0.07) was very small and the relationship between achievement and family environment (0.15) and motivation and family environment (0.19) were statistically significant still partially small”.

**Sharma et al. (2006)** examined “The relationship between self-concept, achievement motivation and achievement in mathematics”. A sample comprising 80 sixth class students of Bhopal in India was selected for this purpose. Data was collected by administering mathematics achievement test developed by the researchers themselves. The study revealed, “There is a significant positive relationship between achievement motivation and achievement in mathematics”.

**Chowdhury et al. (2007)** conducted “A study on Self-Efficacy, Motivation and their relationship to Academic Performance of Bangladesh college students”. A self-administrated questionnaire from the 123 college students was used for data collection. The study revealed that students’ academic achievement was affected by motivation. It was also found, “the students who attained the highest level of academic performance were those who were simultaneously highly motivated. The findings further indicated both intrinsic (.327) and extrinsic motivation (.251) were positively related with academic achievement”.

**Froehlich (2007)** explored “Gender Differences in Intelligence Theory, Achievement Motivation, Attribution Style and their effects on Choice of Science,
Math and Technology Careers”. The sample was comprised of 174 female and 154 male students from New Paltz Campus in New York. The data were collected through online survey format. The results revealed, “There is a significant relationship between intelligence and achievement motivation”.

Ilogu (2007) investigated “The effect of Achievement Motivation on students’ Cognitive Performance Behaviour”. A sample 200 students was selected for collecting data for the study. For this purpose stratified random sampling from Lagos was used. Achievement motivation scale and senior secondary school certificate were used to collect data from the students. It is found, “there exists a significant positive relationship between achievement motivation and students’ academic achievement”.

Kim et al. (2007) investigated “The effect of the students’ Intrinsic Motivation on Academic Achievement and preference for co-operative learning using the framework of self-determination theory through longitudinal study”. 6908 Korean middle school students were taken as a sample for the study. The findings showed, “Intrinsic Motivation had a direct impact on Achievement”.

Navarrete et al. (2007) examined “A study on Culture and Achievement Motivation in Latino and Anglo American high school students of USA. A sample of 149 students from the high school districts in California was selected. Data were collected by culture value orientation and attribution-emotion scale by administering to the sample. For academic achievement measures of the students, Grade point average was taken. The study showed, “SES and education of the parents influenced academic achievement and achievement motivation of the students of both the cultures”.

Sumerson et al. (2007) examined “The contribution of Motivation, Personality, Learning Strategies and Scholastic Aptitude to Academic Achievement in College students”. Data were collected through grade point average for academic achievement scale and Motivation strategies for learning questionnaire from 186 undergraduate students from North Eastern University. The findings revealed, “Motivation was significantly and positively related to Academic Achievement”.
Tan et al. (2007) performed “A study on Group Investigation effects on Achievement Motivation and Perception of students of the age from 13 to 14 years of 7 eighth grade classes in Singapore”. The results of the study showed, “highly motivated students had significantly higher academic achievement”.

Tella (2007) found out “The impact of Motivation on Students’ School Academic Achievement in Mathematics in Secondary Schools”. A sample of 450 students of both sexes was selected from ten schools of Ibadan. Data were collected by administering motivation for academic performance scale to the sample. The findings revealed, “motivation had significant and positive relationship with academic achievement of secondary school students”.

Adepoju (2008) examined “The degree of relationship among Motivational variables and Academic Performance of students’ in Secondary School students in Oyo state, Nigeria”. A sample of 100 senior school students was selected for data collection. It is found, “there was high relationship of each motivation variable with academic performance. The study also indicated that a significant difference existed between the level of motivation in urban and rural students”.

Pandey et al. (2008) studied “Significance of difference between Male and Female Adolescents on Academic Performance, Achievement Motivation, Intelligence and Socio Economic Status”. It was found, “There was no significant difference between male and female adolescents on the measure of academic performance”.

Wang (2008) studied “The Motivational Beliefs, Parents Educational Level and other characteristics related to the Class room incorporated and used to build Achievement Model of the students”. The sample was comprised of 224,503 students, their parents and teachers from four countries namely United States, Russian Federation, Singapore and South Africa. The study concluded, “Achievement was positively related to achievement in mathematics in all the four countries. It is also indicated that parental education was significantly related with motivation of the students”.

Acharya and Shobhna (2009) examined “The Influence of Parental Education Level on Achievement Motivation of Adolescents”. A total 200
intermediate students belonging to parents having four levels of education: high school, intermediate, graduation and post-graduation from Varanasi were selected as the sample. Deo-Mohan achievement motivation scale was used for data collection. The findings indicated that parental education level influenced achievement motivation in academic area. It was concluded, “the Higher was the level of parental education the better was the achievement motivation in academic area”.

**Chaturvedi (2009)** found out “The Effect of School Environment and certain demographic variables on Achievement Motivation and Academic Achievement of Young Adolescents”. The sample consisted of 300 students of 12-15 age groups. This sample was selected from various schools of Bhopal. Deo-Mohan’s achievement motivation scale was used to measure achievement motivation. Percentages of marks obtained by the students in last three years were used as a measure of academic achievement. It was found, “There exists a positive significant relationship between academic motivation and achievement”.

**Conroy et al. (2009)** studied “The Expression of Achievement Motivation in Interpersonal Behaviour”. The sample of 219 students from small private university and 172 students from large public university of United States was selected. The results revealed, “achievement motives were not associated with interpersonal behavior whereas achievement motives had significant effect on academic success”.

**Umadevi (2009)** conducted “A study to find out the relationship among Emotional Intelligence, Achievement Motivation and Academic Achievement of Primary School Student-Teachers”. The sample comprised of 200 primary school student-teachers studying in various colleges of Davangere city in Karnataka. Data were collected by administering achievement motivation test developed by Bhargava. The results reported, “there was a significant positive relationship between achievement motivation and academic achievement of the students”.

**Wang and Xing (2009)** studied “The relationship among Intelligence, Achievement Goals and Academic Achievement of rural adolescents”. A sample of 448 sixth and seventh grade students of China by using cross-logged regression analysis was selected. The study explored, “There is no significant relationship
between achievement goals and academic achievement of the students. It is also concluded that Intelligence was also found to have no significant relationship with achievement goals”.

Wilkins (2009) carried out “A longitudinal study to evaluate Family Processes promoting Achievement Motivation and Perceived Competence among Latino youth”. The sample consisted of 15,362 Latino adolescents from immigrant families. Data were collected by administering parental involvement in schooling scale by Steinberg and others to assess the degree parents assisted their child and achievement motivation scale created by the researcher himself. The findings indicated, “Parental involvement related significantly and positively to the processes of achievement motivation”.

Al-Shabatat (2010) examined “The Contribution of Motivational Factors to the Development of Giftedness by conducting test”. A total of 180 university high scoring students of Malaysia were selected as sample. Structural equation modelling was employed to determine the direct and indirect effects of achievement motivation factors on intellectual giftedness. The results confirmed, “there is a significant and strong direct and indirect effect of motivation on giftedness”.

Ghazi (2010) examined “Parental Involvement in their children’ Academic Motivation in Rural Areas at Primary Level”. Study was conducted on a sample of 250 students from Bannu in Pakistan. Structured interview from students and their parents was used for data collection. The study revealed, “parental encouragement, discussion of importance of education and educational affairs had direct and positive influence on achievement motivation”.

Majzub (2010) studied “The relationship between Achievement Motivation and Self-regulated Learning Strategies among the University Students”. The study was conducted on a sample of 300 undergraduate students from Malaysia. The study confirmed, “there existed a positive and significant relationship between achievement motivation and the self-learning strategies”.

Muola (2010) investigated “The relationship between Academic Achievement Motivation and Home Environment among standard Eight pupils”. The sample was comprised of 235 Kenyan pupils between the age range from13
to 17 years from six urban and rural primary schools. These schools were selected randomly from Machakos district. Two questionnaires, the simple profile and home environment questionnaire to get information on the pupils’ levels of academic motivation and home environment were selected. The findings showed, “there is a positive relationship between academic achievement motivation and home environment”.

Bahago (2011) investigated “The influence of Achievement Motivation and Demographic characteristics on Academic Performance of nomadic Fulani girls in Adamawa state”. A sample of 300 girls selected from nomadic primary schools for data collection. The study revealed, “Students with high achievement motivation performed higher in academics that revealed significant relationship between achievement motivation and academic achievement. It is also found that achievement motivation was found to be influenced by parents’ level of education”.

Bakhtiarvand et al. (2011) examined “The Moderating Effect of Achievement Motivation on relationship of Learning Approaches and Academic Achievement”. A sample of 200 college students was selected. The investigation confirmed, “Achievement motivation moderated the relationship of learning approaches and academic achievement. It is also found that achievement motivation indirectly effected the relation of learning approaches and academic achievement”.

Manjuvani and Anuradha (2011) conducted “A Study to Compare the Achievement Motivation of the children in Single Parent and Two Parent Families”. The sample comprised of 186 students of both the sexes selected purposively for the study. Deo-Mohan achievement motivation scale was used to collect the data. The findings indicated, “Children of single parent families differed significantly in achievement motivation from the children of two parent families. The results also indicated that parental expectations and guidance developed the need for high achievement”.

Sakiz (2011) explored “The Associations among Achievement Approach Goal Orientations, Academic Self-Efficacy Beliefs and Academic help seeking behaviour of Turkish College Students”. A self-report survey was administered to
98 junior college students of Istanbul Pakistan. The study confirmed, “mastery approach goal orientation was significantly and positively associated with college students” academic achievement whereas, it was also found that performance approach goal orientation was significantly and negatively related with academic achievement”.

**Thijs (2011)** examined “Ethnic Differences in Teacher Oriented Achievement Motivation among Early Adolescent Students in Netherland”. The sample consisted of 165 girls and 150 boys of Marrocan and Dutch culture. The study concluded, “Marrocan students’ teacher oriented achievement motivation was significantly and positively related with intrinsic motivation and perceived academic achievement of the students”.

**Yusuf (2011)** investigated “The relationship between Self-Efficacy, Achievement Motivation and Self-Regulated Learning Strategies of the Undergraduate Students”. 300 undergraduate students of Malaysia participated were selected as a sample. The study revealed, “There was a considerable relationship between achievement motivation and self-regulated learning strategies. It was also concluded that achievement motivation is a driving force that lay direct and positive influence upon the academic achievement of the students. Educated parents provide congenial home environment that enhance students’ achievement motivation in educational area”.

**Velumurugan and Balakrishnan (2013)** studied, “Achievement Motivation of Higher Secondary Students in relation to Locality and Type of Family.” The present study was conducted, “to investigate the achievement motivation of higher secondary students in relation to locality and type of family. It was conducted on a random sample of 600 students studying in Ariyalur and Perambalur districts in Tamil Nadu. The Achievement Motivation Test constructed and validated by Gopal Roa (1974) was used to collect the data.” The result of the study reveals, “there is no significant difference between the rural and urban school students in their achievement motivation.” Also, it is inferred, “there is no significant difference between the general stream higher secondary students coming form joint family and nuclear family in their achievement motivation.”
Emmanuel and others (2014) investigated, “The relationship between achievement motivation, academic self-concept and academic achievement of high school students”. In addition, the study investigated, “the students profile to ascertain the levels of achievement motivation, self-concept, and their academic achievement”. A total of 120 students selected from four high schools participated in the study. The results showed that, “majority of the high school students were highly motivated, have high self-concept and performed well in the Mathematics Achievement test. The study also revealed a significant correlation between self-concept and academic achievement. Again, there was a positive relationship between achievement motivation and academic achievement but the correlation was not significant.”

Kumari Shantha and Chamundeshwari (2015) studied, “Achievement Motivation, Study Habits and Academic Achievement of Students at the Secondary Level.” The present study investigates, “the relationship between achievement motivation, study habits and academic achievement at the secondary level. Survey method is used to select a sample of 457 students at the secondary level. Achievement Motivation Scale (Beena, 1986) is used to measure students’ achievement by motivation, Study Habits Inventory (Gopal Rao, 1974) to test the students study habits and Academic Achievement Test to assess students’ achievements.” The results of the statistical analyses show, “a significant correlation between achievement motivation, study habits and performance of students. A significant difference is found between students in different categories of schools and gender pertaining to achievement motivation, study habits and academic achievement.”

OVERVIEW

The review of related literature provides a picture reflecting on achievement motivation. The review of related literature pertaining to the variables under investigation provides certain indications as under:

Achievement Motivation

Different researchers found positive and significant relationship between achievement motivation and academic achievement of the students. Busato et al.,
2000; Panda and Jena, 2000; Krishnamurthy, 2001; Broussard, 2002; Fransces et al., 2004; Kaur, 2004; Neumister 2004; Tseng, 2004; Bansal et al., 2006; Sharma et al., 2006; Froehlich 2007; Ilogu, 2007; Navarrete et al., 2007; Tan et al., 2007; Acharya and Shobhna, 2009; Conroy et al., 2009; Chaturvedi, 2009; Umadevi, 2009; Wilkins, 2009; Ghazi, 2010; Majzub, 2010; Bahago, 2011; Bakhtiarvand et al., 2011; Manjuvani and Anuradha, 2011; Thijs, 2011; Yusuf, 2011. Wong and Mehaly, 1990; Archer, 1999; Tvali and Losh, 2003; Halawah, 2006; Chowdhary et al., 2007; Summerson et al., 2007; Kim et al., 2007; Tella, 2007; Adepoju, 2008; AlShabatat, 2010; Majzub, 2010 found positive relationship between motivation and academic achievement of the students. Whereas Eppler and Harju (1997) and Sakiz (2011) emphasized on achievement motivational goals, but Wang and Xing (2009) revealed no significant relationship of motivation with academic achievement of students.

Reddy (1990), Singh and Parminder (2005) studied achievement motivation and found no relationship with academic achievement.

Petrick and Kim, 1998; Bansal et al., 2006; Halawah, 2006; Navarrete et al., 2007; Wilkins, 2009; Acharya and Shobhna, 2009; Ghazi et al., 2010; Moula, 2010; Bahago, 2011 Manjuvani and Anuradha, 2011 studied achievement motivation of students and found that is the product of good home environment and parental encouragement.

Studies Related to Personality:

Abraham (1960): Conducted “a study to determine the influence of basic personality factors on academic achievement”. He concluded, “Scholastic aptitude had the maximum influence on academic achievement”.

Bose (1960) examined, “personality pattern of institutionalized boy with a view to understanding certain emotional factors”. He revealed, “most of such boys are found to be aggressive, non-operative and relish having stem attitude towards the world”.

Chaudhri (1961) studied “personality of Artists and Musicians Researcher”. The study showed, “musician to have sufficient emotional breadth and tendency to week inter-personal relationship. Artists to have high degree of Sensitivity”.
Saraswat (1964) investigated “personality patterns of adolescents’ boys and girls within the age group between 14 to 17 years and found that girls were more optimistic, richer in vocabulary and more timid in school situations than boys”.

Kundu (1965) conducted “a study to find out the differential personality traits in juvenile offenders belonging to scheduled tribes and other communities, child offenders belonging to different communities in general and tribal communities in particular present a district challenge to society”.

Bhatnagar (1967) found “relationship between personality characteristic and academic achievement”. The study was conducted by relating personality variables to academic achievement after controlling the effects of socio economic status, intelligence, school difference and age difference; academic achievement, act differentiate at different levels of age and intelligence for different types of personality.

Ridding (1967) studied “the relationship between scholastic achievement and personality traits and found that extraversion was correlate positively with over achievement”.

Verma (1967) studied “Caste as a determinant of some personality traits of Rural adolescent”s. The study revealed, “the caste background of the adolescent pupil exercise influence on the growth and development of their personality characteristics as their characteristics differ with their differing caste background”.

Cattell et al. (1968) attempted to “predict school achievement and creativity from ability, personality and motivation measures and reported that the primary source traits of conscientiousness (G), submissive (E), friendship (A) and dependability (Q) were related to achievement”.

Bachtold (1969) studied “the personality characteristic of 227 over and under-achiever bright 5th grade students”. The data was collected with the help of children’s personality questionnaire.it was found, “successful female achievers got higher scores on credibility, self confidence and self control compared to under achievers; successful male achievers scored higher on emotional stability, seriousness and sensitivity in comparison to under achievers”.
Eysenck et al. (1969) analysed scores of 4000 boys and girls by using Eysenck Personality Inventory in relation to performance on scholastic ability. The study revealed, “extraverted girls were scholastically superior where as extraverted boys were scholastically poorly adjusted; extraverted girls doing unexpectedly poor performance on ability achievement tests”.

Robert Nadeen Rasheed (1969) studied “the relationship of personality and academic achievement personality factor sizotheymia was the best predicator of academic success in a programmed learning environment. Personality factor, intelligence, self-assured, Undisciplined”.

Alvin William Quinn (1970) Studied “the personality characteristics in adolescents students California Psychological inventory differentiate able adolescent Science students from Non-science students”.

Johnson (1970) studied “personality differences between low and high achieving boys using the personality inventory for children”. The findings of the study revealed, “low achievers were generally less emotionally adjusted and mature than average achievers”.

Robert Long (1970) studied “the personality factors and the behavioral characteristics of principles. The personality factors, emotional maturity appeared to have significant relationship to four of seven behavioral characteristics”.

Saran, V. (l970) examined “the personality traits of nursery school children against home environment”. He found, “the individual with regard to curiosity, creativity, constructive and practical competence depends largely upon the presence of proper environment at home”.

Cattell (1971) studied “personality and intelligence quotient measures as predictors of school achievement”. It was done by administering ‘high school personality questionnaire’ and the ‘culture fair intelligence test’. The findings concluded, “factor B (intelligence) and factor G (conscientiousness) follow a developmental sequence in their relationship to achievement. In 6th grade, factors A (warm-hearted participation) is important, but in 7th grade, it was not. In 7th grade, factor C (emotional stability), factor J (desire or group action), factor O (self-assuredness) and factor Q3 (exacting will power) become important, although they were not in 6th grade; some personality factors were specifically
related to individual areas. In both 6th and 7th grade, factor H (adventurousness) was related to achievement in mathematics; in science the higher achievers were tough minded (factor I) and it helps in mathematics if their dominance (factor E) scores were high”.

**Dhaliwal (1971)** study “personality correlates of academic success failure”. Three contrasting groups as overachieving, normal achieving and underachieving students were formed. These groups were neutral as regards intelligence but differ significantly in terms of academic achievement. It was found, “study habits, adjustment in home, school and emotional areas, emotional stability and verbal intelligence had positive relationship with academic achievement; while social adjustment, insecurity feelings and reserved-outgoing, obedient-assertive, placid-apprehensive, sober-happy go lucky and relaxed–tense dimensions of personality had negative associations with academic over-under achievement; anxiety and need for achievement had curvilinear relationship with over-under achievement”.

**John Ele Robert (1971)** Studied “the personality characteristics on co-operation. Data concluded that choice preferences are functions of personality High Machiavellians prefer manipulative competitive games while scores in social desirability”.

**Royers (1972)** explored “the relationship between academic achievements and personality traits of American Students”. The results showed, “the Mean score on response during interview are higher for males as compared to that of females”.

**Aggarwal et al. (1973)** in a psycho social study of academic achievement of over and under achievement at secondary school level and found that under achievers were comparatively less emotionally mature, less calm, less placid, less prone to getting into difficulties less able to face reality and possessed less ego strength than over achiever students”.

**Reddy (1973)** studied “the relationship between personality factors and academic achievement”. The findings revealed, “personality factors namely A, C, G, H, F. L, J, K, Q1, Q3 and Q4 were significantly associated with achievement in one or the other subject.”
Srivastava (1974) examined “the effect of achievement motivation and personality characteristic on academic achievement”. A sample of 931 male students of class Xth was selected. It was found, “when intelligence was constant, personality trait relaxed-tense was correlated with achievement motivation and it influenced academic achievement when intelligence and socio economic status were held constant”.

Walaytiram (1974) studied “the effects of personality factor, achievement motivation and achievement of upper and lower intelligence level”. A sample of 450 students of 12th grade was selected through random sampling technique. It was found, “personality had significant correlation with achievement which influenced on all subjects (Math, Science, Hindi, Social Science). In case of lower intelligence group the traits related to the stability of neuroticism, extraversion, introversion were significant with academic achievement”.

Beedawat (1976) studied “the personality characteristics of under achievers”. The results revealed, “under achievement was higher in science group girls and they possessed the trait of outgoing, warm hearted, easy going and average emotionally stability”.

Tiwari et al. (1976) studied “the differential personality correlates of high and low achievers at the same level of socio economic status”. It was found, “high achievers were significantly better adjusted than low achievers in the areas of emotional and educational adjustment but not in the area of social adjustment; low achievers were below average in intelligence and more anxious than high achievers who were above average in intelligence but low in anxiety”.

Joshi et al. (1977) conducted “a study with a view to discovering non-intellectual aspects of personality that were related to intellectual achievement”. The study, “the traits which were significantly higher for the high achievers were Do (dominance), Cs (capacity for status) Sy (soriability), Sa (self acceptance), Ac (achievement by conformity) Re (responsibility to tolerance), Ai (achievement by independence), Ie (intellectual efficiency), and Fe (feminity) on one scale and Fx (flexibility) having higher mean for low achiever”s.

Malik (1977) studied “the relationship of intelligence and certain personality factors with achievement in chemistry of 10th class students”. The
investigator took a sample of 230 students (140 boys and 90 girls) and used ‘Edward Personal Preference Schedule’ and ‘General Mental Ability Test’ as tools. It was found, “intelligence and academic achievement were significantly correlated; intelligence was not correlated with any of the personality characteristics”.

Wexler Gary Johnson (1977): Studied “personality Characteristics of elementary teachers. Researcher concluded that innovative elementary teachers were different from secondary teachers in factors, shrewdness, conservative, experimenting”.

Gupta (1978) studied “personality characteristics of tenth grade under and over achievers of both sexes”. The findings showed, “the magnitude of over and under achievement among high school adolescents was very high; the magnitude of under achievement and over achievement was greater among boys than girls; certain personality factors were specifically related to achievement of a particular gender as factor B and J with that of male adolescents and factor C, D and O with that of female adolescents”.

Gupta (1978) examined “the personality adjustment in relation to intelligence, gender, socio economic background and personality dimension of extroversion and neuroticism”. The study showed, “there was positive and significant relationship between personality adjustment and extroversion-introversion; neurotics were significantly and negatively associated with personality adjustment; adjustment and neuroticism to be correlated negatively (r=-0.68); adjustment and extroversion correlated positively (r=+0.3), and extroversion and neuroticism to be independent factors”.

Kalia (1978) examined “the personality factors of adolescent school going girls of Shimla city”. The students from age 13 to 16 years while comparing the girls of different age groups with different personality factors, the course of development of each of these factors were also studied. It was found, “for factor A the 16 years old girls were easy going, co-operative, attentive to people, soft-hearted, adaptive, laugh-readily and good-natured compared to 13 years and 14 years old girls, who were cool, critical, aloof, precise, objective, stood by their own ideas and were prone to sulk; on factor B none of the age groups differed
from each other significantly; on factor C the 14 years old girls were emotionally stable, had high ego strength, faced reality and were calm compared to 16 years old girls, who were affected by feelings, emotionally less stable, easily upset, had low ego-strength and were changeable; on factor G, 14 years old girls were determined, responsible, dominated by a sense of duty, concerned about moral standards, and emotionally disciplined compared to 16 years old girls who were quitting, fickle, indolent, undependable, self-indulgent and disregard obligations to people; on factor Q3 none of the age groups differed significantly from each other”.

Khaiina (1978) conducted “a study of relationship of certain personality factors with achievement in mathematics at the high school level and reported that there was no significant relationship between personality and academic achievement in Mathematics”.

Tandon (1978) examined “personality characteristics, anxiety level, home environment and the relationship between personality traits and home environment of 10th class students”. 200 failed students and 200 first divisions with an intelligence quotient of 110 and above was taken as a sample of the study. The findings revealed, “male underachievers were easy going and outgoing, emotionally less stable, low in frustration, shy, apt to inferiority feelings, pessimistic, moody, depressed and highly anxious; female underachievers were pessimistic, harsh, assertive and highly anxious”.

Srivastava et al. (1980) studied “academic achievement in relation to personality factors and found that eight factors out of 14 factors of personality show similar direction (positive correlation) of contribution towards academic achievement”. These factors were A+, B+, C+, D-, H+, I-, O- and Q2+.

Chandra (1981) studied “the relationship between personality factors and academic achievement of 108 students of Home Science from 1st and 2nd year classes and showed that there was no significant relationship between selected personality characteristics and academic achievement of home science students”.

Gupta (1982) conducted “a study related to personality characteristics of ninth grade over and under achiever boys and girls at different levels of achievement motivation”. It is found, “academic achievement was significantly
correlated with intelligence but no significant correlation between intelligence and over-under achievement; achievement motivation was significantly correlated with academic achievement; the group of low motivated over achieving boys were more vigorous and zestful than the group of under achieving boys; low motivated group was least vigorous and zestful; over achieving boys were less expedient and less shy and had less undisciplined self conflict than the under achieving boys; the average motivated boys did not differ from low motivated boys in scholastic ability, expediency, shyness and undisciplined self conflict; neither the two levels of achievement nor the three levels of achievement motivation differed significantly on personality factors A, B, C, E, O and Q3 for boys, and A, D, F, I, O and Q2 for girls”.

Booth et al. (1983) studied “the relationship between neuroticism and school attainment”. The results showed, “neuroticism had a significant co-relation with school environment; children with high neuroticism scores, were less successful than those with low neuroticism scores; extroversion showed no significant correlation with school attainment, gender difference produced an overall non-linear relationship; extroverted girls and extroverted boys tended to be more successful in school work than children with opposite personality characteristics; girls who were stable extrovert and boys who were stable introvert showed the highest school attainment scores”.

Jogwar (1983) studied “the personality correlates of high and low achievers in bio-sciences”. A sample of 845 IXth grade students was selected. Proportionate random sampling technique was used for this purpose. The study indicated, “The scores of high school biology students and personality factor endurance and aggressiveness were significantly associated”.

Rajiv (1983) reported that “in case of high achievers the two personality needs namely exhibition and endurance were positively and significantly related with scholastic achievement. In case of low achievers, no personality needs was related with scholastic achievement”.

Reddy (1983) examined “the relationship between personality factors and academic achievement”. The results confirmed, “There is a significant
relationship between personality factor B, C, H, F, Q1 and Q4 on academic achievement”.

Koul (1984) studied “the personality traits of high achievers”. The findings showed, “high achievers in mathematics were more intelligent, realistic, sturdy and dominant with high ego strength. After making a factor analysis, the differentiating traits of high achievers was reduced to three factors namely the factor of venturesomeness, self confidence and preservance”.

Menon (1984) undertook “a comparative study of personality characteristics by evolving multimedia approach of over and underachievers of high ability”. Over and under achieving groups of children were selected as a sample of the study. Stratified random sampling technique was used. The findings indicated, “over-achieving group of boys and girls of superior ability as well as the general group was less extravert and maladjusted while underachieving boys of general group was less sociality active and masculine; over achieving group of boys and girls of superior ability showed greater academic interests and endurance, that overachieving girls from general group and overachieving boys of both groups have greater general ambition and that overachieving boys and girls of both groups have greater persistence”.

Entwistle (1985) studied “relationship of neuroticism and school attainment”. The results indicated, “neuroticism showed significant correlation with school attainments; children with high neuroticism scores were less successful in their school attainment than those with low neuroticism scores”.

Singh K. K (1985) conducted “a study to determine the relationship between intelligence and personality of both the sexes”. The major conclusions were, “intelligence seemed to be influenced by certain factors such as sex, faculty, cultural conditions etc. Boys were superior in intelligence to girls. Personality traits were more or less independent of intelligence”.

Sharma, C.S. (1986) studied “personality traits contributes to leadership effectiveness”. He concluded, “there existed no differences in the personality traits of leaders with regard to sex and locality. Personality traits contributed to leadership effectiveness but not to an appreciable degree”.

Cithatoon (1988) studied “the personality patterns of high and low academic achievers”. It is confirmed, “high achievers obtained a higher mean value on personality factor H and lower mean value on factor I than the low achievers; rural students achieved higher mean value on factors E and Q1 than their urban counterparts; on factors D, I and O girls achieved higher academic scores, on factor H girls were lower than boys; achievement locality interaction did not affect the personality traits significantly; interaction between achievement and gender significantly affects the personality factor C, Q2 and Q4; on factor E, F, G and Q3 the interaction effect of locality and gender was significant; interaction of achievement, gender and locality did not had any significant effect on any personality factor; high academic achievers were adventurous, active/impulsive, socially bold and tough minded whereas low academic achievers were more shy, timid, threat, sensitive and tender minded; rural students tended to be more assertive and self sufficient whereas urban students were obedient and group dependent; male students were more phlegmatic, adventurous, tough minded and placid in comparison to female students who were more excitable, shy, tender minded and apprehensive by nature”.

Santokey (1988) examined “the personality factors of high achievers and low achievers in biological sciences”. It is found, “low level of intelligence showed a tendency of concrete thinking, having lower scholastic and mental capacity in comparison with the one who possessed the higher level of intelligence and were capable of abstract thinking, brightness and higher scholastic. Under achievers in bio sciences were more excitable, demanders and over active. Higher achievers showed higher scores on factor O, D and J who were tender minded, dependent, over protected, more phlegmatic, more vigorous, zestful and ready to act where as lower achievers were doubted, obstructive and unwilling to act”.

Singh et al. (1988) investigated “the relationship of intelligence and certain personality factors with academic achievement at high school level”. The findings confirmed, “intelligence was positively and significantly related with academic achievement in different subjects; mathematics was significantly correlated with achievement and dominance variables of personality”.
Jain et al. (1989) examined “the development of personality and vocational preference of students at various stages of adolescence”. The study was conducted with the objective to examine developmental patterns of personality. This was done by taking a sample of 900 students between the age group of 12 to 18 years. The results revealed, “personality factors B (less intelligent/more intelligent), D (undemonstrative/excitable), E (obedient/assertive), G (disregards rules/conscientious), I (toughminded/ tenderminded), Q2(sociallygroup dependent/self sufficient) and Q3 (uncontrolled/controlled) significantly changes”.

Singh et al. (1989) studied “personality characteristics of high and low creative college students with the objective to study personality characteristics of high creative and low creative adolescents”. It is experimented with the help of a projective test by taking a sample of 175 Hindi knowing college students of intermediate level within the age range of 17-20 years. It was found, “high creative adolescents were more introversive than the low creative’s who were more extroversive; intelligence was positively correlated with academic achievement; the creative’s were more able to mobilize their resources for adjustment”.

Devi (1990) examined “pupil's academic achievement in relation to their intelligence and neuroticism”. The findings revealed, “girls had significantly higher academic achievement than boys; boys showed a higher neurotic tendency than girls; academic achievement was negatively correlated with neuroticism”.

Joshi (1990) studied “the relationship of personality and academic achievement of secondary school girls”. The findings showed, “overall achievement was not significantly correlated with personality”.

Mittal (1990) conducted “a comparative study of self concept and personality factors of scheduled castes and non scheduled castes students”. It was found, “scheduled castes and non scheduled castes students differed significantly on personality factor B, F, H, O and Q3 while for other factors the difference statistically was not significant; scheduled castes and non scheduled castes boys differed significantly on personality factor B, F, G, H, M, N and Q3; scheduled castes and non scheduled castes girls did not differ significantly on all personality
factors; scheduled castes girls and boys differed significantly on personality factor B, F, G, H, M, N, O and Q3; non scheduled castes girls and boys differed significantly on personality factors A, B, F, G, I, O and Q3”.

Bhatnagar et al. (1991) investigated “the relationship between personality needs and academic achievement on the basis of multimedia package of high school students keeping age and intelligence constant”. For this purpose 1941 male student of XI class (912 of humanities, 476 of commerce and 553 of science group) was taken as the sample of the study. The results showed, “need for achievement, autonomy, interaction, succorance, dominance, nurturance, endurance and aggression were positively correlated and need for deference; affiliation and abasement were negatively correlated with academic achievement”.

Joyce (1991) studied “the personality characteristics which differentiate achiever and under-achiever high school students from socio economic environment”. The study concluded that high achievers were characterized by high concept of ability, lack of need for aggression, positive self concept and a tendency to perceive high percentage for achievement in their particular subjects.

Dadu (1992) evaluated “personality, values and religious attitudes of urban and rural males and females in purview of socio economic status”. It was found, “between rural male and female students the difference was statistically significant for A, Q1 and Q4 personality factors; rural male and urban male students did not differ in their personality traits; between rural and urban female students significant difference existed in respect of Q1; between urban male and female students significant difference existed in respect of Q1”.

Roy (1992) examined “personality differentials of adolescents with scientific creativity in relation to environment with the objective to study personality differences between low and high scientifically creative adolescents in terms of Cattell’s trait theory”. It was found: “typical high scientific creative adolescent were more resolved, critical, more abstract thinker, more stable emotionally, more excitable, more independent, serious and prudent, more expedient, more venturesome, more tough minded, more individualistic, more self
assured, self sufficient, self disciplined and more relaxed than low scientific creative adolescents”.

Smith and Tegano (1992) and Helson and Agronick (1995) say “personality traits that typically underline creative behaviour include risk taking, playfulness, sense of humour, openness to new experience, freedom, flexibility and originality”. The sample for the study was selected from age 18 to 23. It was found, “the more creative group scored more favourably on self-image, which implies better psycho social adjustment than less creative individuals. In contrast, the less creative respondents indicated more inferiority, anxiety and higher emotional sensitivity. Close mindedness, conventional and conscientiousness were negatively related to creativity, while tolerance of ambiguity related positively to creativity (Sternberg, 1995)”.

Dhillon (1993) studied correlates of under achievement and revealed, “academic achievement and extroversion was closely related; under achiever boys and girls were generally extroverts and at the same time they possessed neurotic trait as well; the girls were more neurotic as compared to boys; higher the achievement motivation, the higher was the level of achievement”.

Sood (1993) studied “the predictors of academic achievement in some selected professional courses with the objective to identify a combination of personality factors which would optimally predict academic achievement”. It was done by taking a sample of 606 students from four professional courses. The results concluded, “high intelligence, higher superego strength and social awareness lead to an increase in the academic achievement of an engineering students; high intelligence, frustration or tension and self assurance or confidence lead to increase in the academic achievement of a medical student; there was a positive and significant correlation between academic achievement and personality factors A, B, C, G, Q3 and negative and significant correlation between academic achievement and personality factors O and Q4 of law course; personality factors of shrewdness, socially aware, high intelligence contribute positively to academic achievement; personality factors of high ergic tension, stronger superego strength and high intelligence contribute positively to academic achievement but personality factors of untroubled adequacy and artlessness
contribute negatively to the academic achievement; personality factors of pretension, radicalism, high ergic tension, stronger superego strength, venturesome, self sufficiency contribute positively to academic achievement but personality factors of artlessness, tough minded, reserved, untroubled adequacy contribute negatively to the academic achievement of the students of management; personality factors of high intelligence, stronger superego, emotionally stable, self sufficiency contribute positively to academic achievement but practical, desurgency, untroubled adequacy, submissiveness contribute negatively to the academic achievement of law students; the correlation of academic achievement and personality factor of shrewdness, high intelligence, group adherence, conservatism of temperament of engineering students was positive and significant; the correlation of academic achievement and personality factors of high ergic tension, superego strength, self assured, radicalism, tender minded, intelligence of medical students was positive and significant; the correlation of academic achievement and personality factors of pretension, artlessness, tough minded, reserved, radicalism, tense, stronger superego, self assured, venturesome, desurgency, self sufficiency of the students of management is significant; the multiple correlation of academic achievement and personality factors of high intelligence, superego strength, practical, desurgency, self assured, pretension, emotionally stable, submissiveness, artlessness and self sufficiency of law students was positive and significant”.

Bhatnagar (1995) studied “the personality correlates of autonomy with academic achievement in general”. The findings reported, “Need for autonomy, succorance, dominance, nurturance, endurance and aggression correlate positively and need for affiliation and abasement correlate negatively with academic achievement of students”.

Sheikh (1995) examined “personality traits, psychogenic needs and academic achievement of rural and urban female students in relation to their cognitive style”. It was found, “female adolescents belonging to rural and urban residential background do not differ significantly on 14 personality traits viz. A (reserved/warmhearted), B (less intelligent/more intelligent), C (affected by feelings/emotionally stable), D (undemonstrative/excitible), E
(obedient/assertive), F (sober/enthusiastic), G (disregards rules/conscientious), H (shy/adventurous), I (tough minded/tender minded), J (zestful/circumspect individualism), O (selfassured/apprehensive), Q2 (socially group dependent/self sufficient), Q3 (uncontrolled/controlled), Q4 (relaxed/tense); female adolescents with field independent and field dependent cognitive style did not differ significantly on personality traits except on factor B (less intelligent/more intelligent) and factor Q3 (uncontrolled/controlled); there was no interaction between residential background (rural/urban) and cognitive style of female adolescent students with regard to thirteen personality traits. For factor Q4, there was significant interaction between residential background (rural/urban) and cognitive style; urban field independent female students were significantly more tensed than their rural field independent counterpart. But rural and urban field dependent female students were more or less similar on factor Q4; there was no significant difference in the mean score of academic achievement of rural and urban female students; female students with field independent and field dependent cognitive style differ significantly with respect to their academic achievement; field independent female students achieve higher scores than their field dependent counterpart; there was no significant interaction between residential background and cognitive style of female adolescents with respect to their academic achievement”.

Astington (1996) studied “the personality traits of both boys and girls by taking a sample of 345 students of ninth class”. The findings showed, “boys with the best relative academic achievement received higher rating in persistence, independence and interest and considered themselves less extraverted and less sociable than did their fellow students who performed less well academically”.

Bharadwaj (1997) studied “psycho social adjustment among adolescents and found that extraversion and neuroticism were related to adjustment among adolescents”.

Kagade (1997) studied “personality factors of student’s of classes VIII & IX and found that girls were more extrovert than boys”.

Mishra (1997) examined “the correlates of academic achievement of high school students”. The results revealed, “personality factor except self sufficiency
was not significantly related with academic achievement of both boys and girls; the personality factor self sufficiency was significantly related to achievement only in case of boys”.

Hussain (1998) studied “adjustment patterns and personality traits and found a significant relationship between adjustment and personality patterns among male and female; all personality traits and adjustment patterns were positively and significantly correlated”.

Pandey (1998) examined “the personality traits of deprived pre-adolescents with the objective to find out whether any gender difference existed in the personality traits of deprived students”. It was done by taking a sample of 250 students of class IX. It was found, “deprived girls differ from normal girls on planned working, hesitation, independence, perseverance, lethargy, questioning attitude, initiative, adaptability and tolerance but no significant difference on crookedness, self sufficiency, reticence, egoism, social orientation tendency, group dependence, dominance, pessimism, work anxiety and creative motivation; deprived boys differ significantly from normal boys on planned working, emotional disturbances, analytical power, hesitation, questioning attitude, initiative adaptability and tolerance. Both the groups showed no difference on crookedness, self sufficiency, reticence, egoism, social orientation, alienation tendency, independence, group dependence, perseverance, dominance, initiative, creativeness, motivation and tolerance factors; deprived boys had more negative personality as compare to their female counterpart. In normal group both boys and girls had hesitation and lethargy in them; girls showed independence and tolerance in them whereas boys had analytical power and work anxiety in them”.

Suresh et al. (1998) studied “achievement motivation and decision making styles among university students”. The results showed, “achievement motivation was positively related to vigilant decisions. In tenth grade, three factors of ‘high school personality questionnaire’ viz. intelligence, conscientiousness and self sufficiency were positively related to achievement”.

Dhar (1999) studied “personality profiles of socially rejected and their academic performance”. The findings showed, “the rejectees had a specific personality profile characterize by a set of traits namely assertiveness, happy go
lucky, suspiciousness, forthright and apprehensive; girls were sober, shy, tender-minded, apprehensive and undisciplined whereas boys were happy go lucky, venturesome, tough minded, placid and controlled; academic performance did not vary with the degree of rejection”.

Dhila et al. (1999) studied “the personality differences between pupils of sainik and non-sainik schools with the objective to investigate the difference in personality structure of male students of sainik and non-sainik schools”. It was done by taking a sample of 160 boys between the age range of 11 to 15 years. The findings revealed, “sainik school students were more emotionally stable, active, enthusiastic, optimistic, self-confident, placid, self disciplined, compulsive and had strong control over emotions than non-sainik school students; non-sainik school students were shrewder and less submissive than sainik school students; the sainik and non-sainik students were equal in intelligent, outgoing, venturesome, zestful and composed”.

Verma et al. (1999) examined “personality traits as correlates of academic achievement” it was found, “three personality traits B, G and Q2 had significant association with academic achievement, this means that subjects who had high intelligence, who were conscientious and self sufficient had more chances of having the higher level of academic achievement and the subjects who were less intelligent, who disregard rules and socially group dependent were more likely to suffer in respect of their academic achievement; personality factors A, C, D, E, F, H, I, J, Q, Q3 and Q4 do not contribute substantially towards academic achievement”.

Vijaya (1999) compared “personality traits of male and female students”. The results showed, “male respondent were superior in traits like decisiveness, emotional stability, masculinity and ego strength whereas females were superior in traits like responsibility, friendliness and curiosity”.

Joshi (2000) studied “neuroticism, extroversion and academic achievement as related to gender and culture”. It was found, “there was difference between boys and girls of rural area on neuroticism and extroversion; difference existed between the girls of urban and rural area on neuroticism, extroversion and
academic achievement while the boys of urban and rural area differs on extroversion and academic achievement”.

**Khadi et al. (2000)** examined “the personality traits of rural boys and girls of 8-18 years” it was found, “boys and girls of age group 10-13 years fall in high range of curiosity, guilt proneness, individualism and tension; boys were high on sensitivity while girls were high on excitability; both boys and girls were low on morality, self control, social warmth; boys and girls of age group 8-10 years and 13-18 years had better personality traits than 10-13 years; boys and girls of age group 10-13 years were high range in guilt proneness, individualism and tension were low on morality, self control and social warmth”.

**Khan (2000)** studied “gifted achievers and underachievers on personality, need achievement and socio economic status with the objective to find out the factor pattern associated with gifted achievers and underachievers”. It was done with a sample of 128 gifted over achievers and 100 gifted underachievers. The research revealed, “low achieving gifted children were more likely to show behavioural immaturity, emotional instability, feeling of inadequacy and certain nervous symptoms than gifted high achieving students; high achievers had greater feeling of individual worth, greater ability to persist and cope with their own emotional disturbance”.

**Saxena (2000)** found “underachievers to be submissive, timid, brooding and dependent type of immature individuals as compared to overachievers who were having high aspiration for higher achievement, sufficient endurance and capacity for fighting; underachievers were burdened with number of problems, had poor study habits and were unaware about actual difficulties; age factor showed negative relationship with achievement”.

**Upadhyay (2000)** examined “the personality differences between rural and urban students”. The results showed, “there was no significant difference between the personalities of rural and urban students”.

**Sharma (2001)** studied “the development of social norms among different personality groups”. The findings showed, “introvert females showed better retention in reasoning concepts than their counterpart i.e. male and extrovert;
extroversion was positively related to academic achievement for both male and female”.

**Daniel M. Blonigen, et.al. (2003)** conducted a study on "A twin study of self-reported psychopathic personality traits". Previous twin studies attempting to assess the origins of psychopathic personality traits have mainly focused on an overt behavioral conceptualization of the syndrome as defined by a history of chronic antisocial behaviors. This investigation instead focused on “a personality-based approach which emphasizes maladaptive personality traits as central to the syndrome. Psychopathic traits were indexed by the Psychopathic Personality Inventory (PPI), a self-report measure designed to assess the personality domain of the disorder. Biometric parameters obtained from the responses of 353 male twins from the Minnesota Twin Registry revealed significant genetic influences, largely non-additive in nature. Although preliminary due to the modest sample size, the findings encourage a larger scale investigation with greater statistical power to evaluate competing models of genetic influence”.

**Gakhar (2003)** studied “creativity, problem solving and personality”. It was found, “in residential schools seven personality factors viz. A, B, E, F, H, N and Q1 whereas in non-residential school five personality factors as A, B, C, G and I showed positive and significant correlation with mathematics achievement”.

**Hooda Rajesh (2003)** conducted “a study to find out the personality traits and occupational choices of Rural and Urban boys and girls of the senior Secondary Schools of Rohtak District, Haryana”. He found, “Rural boys and girls differ from urban boys and girls in personality and also in their occupational choices”.

**Khatoon (2003)** studied “personality patterns of high and low academic achievers”. The study found, “high achievers obtained a higher mean value on personality factor H and lower mean value on factor I than the low achievers; rural students achieved higher mean value on factor E and Q2 than their urban counterparts; on factor D, I and O girls achieved higher mean value; on factor H they were lower than boys; achievement locality interaction did not affect the personality traits significantly; interaction between achievement and gender significantly affect personality factor C, Q2 and Q4; on factor E, F, G and Q3 the
interaction effect of locality and gender was significant; interaction of achievement, gender and locality did not have any significant effect on personality factor”.

Singh (2003) studied “a comparative study of stress among male and female teachers in relation to their personality needs and adjustment”. The research revealed, “highly adjusted as well as poorly adjusted male and female teachers show equal degree of stress; relationship between stress and adjustment of degree college male teachers was not significant; adjustment and personality needs jointly had positive and significant correlation with stress in male and female teachers at 0.01 level”.

Suresh (2003) examined, “The relationship of extraversion-introversion in adolescents to their adjustment and academic achievement”. The findings confirmed, “the relationship between introversion and home adjustment, introversion and total adjustment was negative in total sample; the relationship between introversion and academic achievement was positive in adolescents who belong to high income families; the relationship between introversion and achievement in English was negative in adolescents who belong to the group ‘both the parents alive’; there was no relationship between extraversion-introversion and adjustment at home and community in adolescents who belong to the group both the parents not alive”.

Chauhan (2004) studied “learning styles of high school students in context of their adjustment, extroversion and introversion with the objective to analyse the learning style preferences of urban and rural male/female pupils”. The research was by taking a sample of 900 students of Xth class studying in government school. The researcher found, “the locality influenced the degree of preference for various learning styles; adjustment status had significant impact on the preference for short attention span vs long attention span in case of urban-rural male and rural female; there appeared no linkage between learning style preferences of extrovert pupils with their adjustment status in general; there was a positive linkage between the introvert pupils adjustment status and their preference for learning style but it may not be up to the significant level; there might be a positive linkage of extroversion/introversion personality type of poor
adjusted pupils with various learning style preference, but it was significant; a positive linkage was observed between the extroversion and introversion personality type of poor adjusted pupils with their degree of preference for learning style”.

Jahan (2004) examined “personality profile of students of science, arts and commerce at higher secondary level of education in relation to their academic achievement”. The investigator found, “the overachievers of science stream were more reserved, intelligent, emotionally stable, excitable, obedient, sober, conscientious, shy, self assured, self sufficient, controlled and relaxed as compared to underachievers; the overachiever of arts stream were more warm hearted, intelligent, affected by feelings, undemonstrative, assertive, enthusiastic, conscientious, zestful, apprehensive and tensed as compared to underachievers; the over achievers of commerce stream were more reserved, intelligent, affected by feelings, sober, conscientious and self assured as compared to the underachievers”.

Mehrotra (2004) studied “difference in personality profile of male and female candidates as revealed by thematic apperception test responses”. The results indicates, “girls were better equipped with qualities like organizing ability, power of expression, social adaptability, sense of responsibility and determination whereas boys were high in effective intelligence, self confidence and courage”.

Sarala et al. (2004) in his study of personality traits of street children found, “street boys scored more value on B, C, F, H, I, N, O and Q4 dimensions of personality than street girls and indicating that boys were more intelligent, emotionally stable, happy-go-lucky, venturesome, tender minded, shrewd, apprehensive and tensed”.

Vig et al. (2004) studied “developmental changes in personality traits of rural punjabi children”. The results indicated, “intensity of personality traits changed with increase in age; personality traits like boldness, competition and morality increased with increase in age in both boys and girls whereas general ability decreased with increase in age; boys were most sensitive at 9-11 years of age whereas girls were least sensitive at this particular age; tension was more in 6-8 year old boys and girls than children of other age groups; boys and girls at 12-
18 year of age were socially more warm; similar developmental trend was observed for boys and girls except for sensitivity and guilt proneness”.

Ananthasayanam et al. (2005) studied “personality traits in relation to language skills among engineering college students with the objective to find out the influence of selected personality traits on language skills”. A sample of 135 students was selected. The researcher found, “personality traits especially emotional control, courtesy and attitude towards life contributed more to the development of language skills; personality traits of low and moderate groups do not support in developing language skills”.

Asthana (2005) examined “internal and external conditions of control as determinants of performance, in relation to personality characteristics and individuals locus of control”. The findings showed, “internal, warm hearted, emotionally stable and assertive individuals performed better if they worked under intrinsic motivation; those who were reserved in nature performed better under the condition of external reinforcement; those who were relaxed and were external in their locus of control did not perform well under any conditions of control; those who were warm hearted, assertive, adventurous and tense performed well academically irrespective of conditions of control”.

Kazmi (2005) studied “the personality profiles and cognitive factors of academic failure among science and arts students at various levels”. The results indicated, “the relationship between different personality factors viz. intelligence, conformity, achievement motivation, study habits, memory span and academic failure were not significant; failures differed in their personality interact characteristics and cognitive make up; gender difference did not interact with any personality characteristics for academic failure; personality characteristics and cognitive factors interacted on the failure’s of academic achievement”.

Meera Komarraju, and Steven J. Karau (2005) studied ”The relationship between the big five personality traits and academic motivation”, Understanding the relationship between personality characteristics and academic motivation may be central to developing more effective teaching strategies. The current research examined “the relationship between the Big Five personality traits and individual differences in college students’ academic motivation.
Individuals (172 undergraduates) were asked to complete the NEO Five Factor Inventory and the Academic Motivations Inventory. Results revealed a complex pattern of significant relationships between the Big Five traits and the 16 subscales of the AMI. Stepwise (forward) multiple regressions further clarified the relationships between personality and three core factors of the AMI (engagement, achievement, and avoidance). Specifically, engagement was best explained by Openness to experience and Extraversion. Achievement was best explained by Conscientiousness, Neuroticism, and Openness to experience. Finally, avoidance was best explained by Neuroticism, Extraversion, and by an inverse relationship with Conscientiousness and Openness to experience. Results are interpreted in terms of creating an appropriate fit between teaching modalities and individual differences in students’ academic motivation due to personality traits. Directions for future research and educational practice are considered”.

Sood (2005) studied “the predictors of academic achievement in some selected professional courses”. The study confirmed, “personality factors of shrewdness, social awareness and high intelligence contributed positively but group adherence, praxarnia practical and conservatism of temperament contributed negatively to academic achievement in engineering course; personality factors of high ergic tension, stronger super-ego strength, radicalism, tender minded pretension and high intelligence contributed positively but personality factors of untroubled adequacy and artlessness contribute negatively to academic achievement of medical students”.

Bajwa et al. (2006) compared “personality, adjustment and academic achievement of senior secondary students of co-educational and single gender schools”. It was found, “there was a significant difference in academic achievement of girls studying in co-educational and single gender school; significant difference in academic achievement of boys studying in co-educational and single gender school”.

Bajwa et al. (2006) studied “academic achievement in relation to personality, stress and well being with the objective to study academic achievement in relation to personality”. The study was done by taking a sample of 180 students of XIth class. The study revealed, “correlation between academic
achievement and psychotocism was negative and insignificant; correlation between academic achievement and neuroticism was positive and insignificant; correlation between academic achievement and extraversion was negative and insignificant”.

Sayed (2006) studied “the relationship between cognitive style and personality traits of secondary school students”. The results showed, “there is a significant differences between field dependent and field independent groups on personality factors A, B, C, D, E, G and Q4; field dependent students were reserved, less intelligent, affected by feelings, excitable, assertive, having weaker super ego, uncontrolled and tensed; field independent students were warm hearted, more intelligent, emotionally stable, undemonstrative, obedient, having strong super ego, controlled and relaxed; no significant difference existed between field dependent and field independent groups on the personality factors F, H, I, J, O and Q2”.

Suresh et al. (2007) examined “the influence of personality on the environmental awareness ability of college students”. The findings showed, “gender did not affect the personality of students whereas subject specialization, residential area, parental income and parents’ level of education significantly influence certain dimensions of personality; locality of the students had a significant influence on the extraversion, sensation, intuition and perception dimension of personality”.

Ravi (2008) studied “learning discrepancy in relation to personality factors among primary school students”. The findings showed, “the personality traits of boldness, confidence, verbal ability contributed positively to their scholastic achievement; the over achieving groups of superior and general ability were less extraverted and less maladjusted than under achievers”.

Tanja Bipp (2008) studied, “Personality and achievement motivation: Relationship among Big Five domain and facet scales, achievement goals, and intelligence.” The present study examined, “the nomological network of achievement motivation and personality by inspecting the relationships between four goal orientations (learning, performance-approach, performance-avoidance, work avoidance), the Big Five personality traits, and intelligence. Within a sample
of university students (N = 160), relations were examined on the facet level of the Big Five. Inspection of associations between personality facets and goal orientations provided a clearer picture about why goals and personality traits are related and some of the previous inconsistent results could be explained by opposing associations at this level of analysis. Intelligence and goal orientations shared no common variance. Findings are discussed with reference to a hypothesized approach and avoidance temperament and the nomological network integrating personality, motivation, and ability dimensions.”

Joseph Ciarrochi, P.C.L. Heaven (2009) conducted “a study a longitudinal study into the link between adolescent personality and peer-rated likeability and adjustment: Evidence of gender differences”. We explored “the possibility that male and female adolescents respond differently to the personality traits of their male and female peers. Students (381 boys; 389 girls) completed personality measures in Grades 7 (Mean age 12.28) through 10, and completed peer-ratings of adjustment and likeability in Grades 9 and 10. Analyses indicated that girls’ adjustment ratings were influenced by boys’ level of agreeableness, conscientiousness, and Eysenckian psychoticism, whereas boys’ ratings were relatively uninfluenced by these characteristics in girls. Girls and boys liked extraversion in the opposite-gender more than they liked it in the same gender. We discuss the implications of these findings for understanding peer relationships and gender differences”.

Elias (2010) studied, “Achievement Motivation and Self-Efficacy in Relation to Adjustment among University Students”. A study was conducted to examine some psychological characteristics of university students which may have bearing on students’ adjustment in university environment. How students adjust themselves especially in the initial years at university may have impact on how successful they will be in tertiary education. An on line survey was conducted on 178 students from junior to senior students enrolled in education courses in a university in Malaysia. Achievement motivation, self-efficacy and student adjustment were measured using questionnaires available on-line. Results: The results showed that overall the students’ level of adjustment was moderate (M = 5.05, SD = 0.31) suggesting that they are facing some problems in adjusting to
the campus environment. The senior students were better adjusted (M = 5.12, SD = 0.32) compared to the junior students (M = 4.95, SD = 0.27), t(177) = -3.66, p = 0.001). Achievement motivation and self-efficacy range from moderate (M = 3.17, SD = 0.43) to high levels (M = 5.15, SD = 0.78) indicating that they have the potentials to succeed. The three variables namely adjustment, achievement motivation and self-efficacy were found to be correlated positively with one another. The implications of the findings are discussed in terms of teaching and learning in higher education. Recommendations include providing the relevant courses and counseling sessions especially for the first year students.”

Kusum (2010) studied “the effect of personality of 12th grade students on their achievement with the objective to find out whether high and low achievers differ significantly on extroversion-introversion, neuroticism, psychotocism”. It was done by taking a sample of 200 students from ten randomly selected secondary schools located in Delhi. The study showed, “high achievers were more extrovert than the low achievers; there was significant difference between high and low achievers on neuroticism and high achievers were more neurotic than low achievers; both high and low achievers were psychotic averagely but low achievers were more psychotic than the high achievers”.

Mehta (2010) studied “personality needs and academic achievement of secondary school students”. The study was conducted with the objective to find out the relationship between personality needs and academic achievement. A sample of 120 students (50 high achievers, 70 low achievers) from five schools was taken. It was done by using systematic sampling technique. It is found, “need achievement, need dominance, need nurturance and need endurance were positively and significantly related to students academic achievement while need succorance, affiliation, abasement and aggression were significantly but negatively related to academic achievement”.

Merijn van de Laar, et.al. (2010) conducted a study on “The role of personality traits in insomnia.” It was found, “Insomnia is a highly prevalent sleep disorder, known to affect psychological well-being and quality of life. While perpetuating factors have received much attention, the role of predisposing factors has not been studied in much detail. The susceptibility to develop
insomnia may be linked to the presence of certain personality features. Here, we review studies that assessed this particular aspect of insomnia. Due to various methodological issues, definitive conclusions cannot be drawn as of yet, and several conflicting findings remain. However, there is a common trend indicating that insomniacs display more signs of ‘neuroticism’, ‘internalization’, anxious concerns and traits associated with perfectionism. These factors may play varying roles depending on the specific subdiagnosis of insomnia. In addition, certain personality traits may be related to the response to (cognitive) behavioral treatment. For instance, insomniacs reporting less ‘guardedness’ and have a higher score on the MMPI ‘hypomania’ scale show less improvement through psychological treatment. The specific role of personality traits in the etiology of insomnia is not yet clear, because of a lack of longitudinal data. Personality factors may play a causal role in the development of insomnia, but may also be a consequence of the sleep problem and the associated daytime dysfunction. Future longitudinal studies should not view personality as a single predisposing factor, but assess it as a part of a larger group of interacting psychological and physiological factors involved in the predisposition to and perpetuation of chronic insomnia”.

Ponraj et al. (2010) studied “computer assisted instruction in Zoology in relation to learners’ personality with the objective to study the difference in students’ achievement scores in zoology of control and experimental group at pre and post test stage in relation to gender, locality of the student, parental education and occupation”. A sample of 180 students from XI standard was selected. The results showed, “difference in the achievement of boys and girls, achievement of students with and without computer knowledge, achievement of days scholar and hostel student was not significant; difference in the achievement of rural and urban area students was significant; difference in the achievement of extroversion and introversion, thinking and feeling, judging and perceiving personality type student was significant; difference in the achievement of sensing and intuition personality type students was not significant”.

Nirmala Devi (2011) “A Study of Adjustment of Students In Relation To Personality and Achievement Motivation” The study conducted by the
investigator was a sincere attempt, “to understand the problems of adjustment faced by adolescents in areas- Emotional, Social, Educational and General/Total sphere. Educational personnel can review and plan for reforms in school educational programmes accordingly it would help in developing social and emotional maturity among the learning youth. The sample consisted of 699 students studying in high school classes in the state of Haryana. To study student’s adjustment in the educational, social and emotional areas in relation to their personality and achievement motivation three tests - Adjustment inventory for school students A.K.P. Sinha and R.P. Singh, Agra; Eysenck’s Personality Questionnaire (Junior) for E and NHindi adaptation by Dagar and Achievement Motivation Test- P. Mehta, Delhi were applied. It was found that achievement motivation has no effect on the adjustment, Extraversion has positive effect on social, educational and general adjustment and Neuroticism has negative effect on the emotional, social, educational and general adjustments. Effect of other secondary aspects on adjustment like sex and school location are also analysised and found that rural students proved better than the urban students on social, Educational and General/Total adjustment.”

Soraya Hakimi (2011) studied, “The Relationships between Personality Traits and Students’ Academic Achievement.” This study aimed to, “study the relationships between personality traits and academic achievement among students. Participants were 285 students (191 female and 94 male). Instruments used were NEO Big Five Personality Factors and student's GPA. Results revealed personality traits were significantly related to academic achievement. Stepwise regression analysis indicated personality characteristics accounted for 48 percent of variance in academic achievement. Results also showed conscientious, which explained 39 percent of variance in academic achievement, was the most important predictor variable. Finally MANOVA and t-test indicated there is no significant gender differences in the personality characteristics and academic achievement.”

Gallego and Pardos-Prado (2013) studied, “The Big Five Personality Traits and Attitudes towards Immigrants.” This research shows, “personality traits, largely overlooked in the sociological literature, influence attitudes towards
immigrants. Previous studies in personality psychology have found that agreeableness and openness to experience are the two main personality factors influencing general prejudice levels. The study finds a robust negative association between neuroticism and attitudes towards immigrants. We also find a negative association with conscientiousness, although this relationship weakens substantially in models that include ideology. One well-known predictor of prejudice, openness to experience, turns out to be only weakly related to attitudes towards immigrants in this sample.”

Oranous (2015) made a, “Comparison of Social Adjustment, Self-Worthness and Achievement Motivation Among Only-Child Adolescents And Adolescents With Siblings.” The aim of present study was, “to compare social adjustment, self-worthness and achievement motivation among only-child adolescence and adolescence with sibling. In this ex post facto research, two groups of subjects (only-child adolescence =26 and adolescence with sibling =29) were selected via cluster sampling. Data collected by Adjustment Inventory Sinha and Sing (AISS), Rosenberg self-esteem scale (RSES), and Achievement Motivation Test (ACMT). Then collected data analyzed using descriptive statistics (mean and standard diviation) and one-way variance analysis. The results revealed that there was a significant difference between both groups of adolescence in social adjustment (p<0/01), there was a significant difference between both groups of adolescence in self-worthness (p<0/01). Also, results showed that there was a significant difference between both groups of adolescence in achievement motivation (p<0/01).”

**Literature Related to Adjustment**

Anderson et al. (1963) found “Males are Emotionally better adjusted and female students were good on academic achievement”.

Kumar (1963) studied “adjustment among higher secondary students and its relation to attainment”. The study reported, “Class attainment was very much affected by the quality of home and school adjustment”.

Saraswat (1964) compared “girls and boys with a view of studying the extent to which boys and girls differ in home, health, social and emotional adjustment”. 160 normal school going subjects of both sexes and of age group
14-16 years (9th, 10th) were taken. The findings showed, “subjects had almost the same problems regarding health, social and emotional areas among boys and girls”.

**Bhagia (1966)** revealed, “girls exceed boys significantly in their adjustment to general environment organizational aspect of school; rural school pupils exceed urban school significantly in adjustment to their teachers, mates and self; private school pupils were significantly better than government school pupils in their adjustment to teachers”.

**Kumar (1966)** studied “reactions to frustration, need, adjustment and vocational interest of supernormal, normal and subnormal students”. The study concluded, “supernormal boys had shown best performance in the field of home, health and emotional adjustment and subnormal boys in the field of home, health and social adjustment; the supernormal and normal boys did not differ significantly in the field of social adjustment; supernormal girls showed best performance in home, health and total adjustment whereas normal and subnormal girls did not differ significantly in the field of health, social and emotional adjustment”.

**Puranik et al. (1969)** studied “educationally backward child in the age group of 8-12 years”. They reported, “The backward children had adjustment problems in relation to their studies, teachers and examination”.

**Jha (1970)** makes “a comparative study of adolescent boys and girls in relation to their attitudes towards school adjustment and scholastic achievement”. The study revealed, “There is a positive relationship between adjustment and achievement in science”.

**Srivastava (1970)** examined “neurotic behaviour among school going adolescent girls”. It was observed, “Neurotic girls showed poor adjustment in all aspects of adjustment viz. home, health, social, emotional and school area”.

**Pathak (1972)** studied “gender difference among school children in the area of adjustment by taking boys and girls of 14-16 years of age”. The number of boys and girls were 200 in each group were there. The study concluded, “Boys were emotionally better adjusted than girls; overall adjustment of high achievers was significantly better than the low achievers”.

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Saxena (1972) studied “interests need patterns and adjustment problems of over and under achievers”. The study indicated, “Over achieving students had consistently and significantly lower number of problems of adjustment in various areas as compared to under achievers”.

Sharma (1972) makes “a comparative study of adjustment of over and under achievers”. The results showed, “there was significant difference among overachievers, average achievers and under achievers with regard to adjustment in school, home, social and religious areas”.

Sukhia (1972) studied “the adjustment of students as a determinant of academic achievement with the objective to study the relationship between adjustment, socio economic status and academic achievement”. The study was conducted by taking a sample of 450 senior secondary school students. The findings revealed “adjustment scores of children having high socio-economic status were highly significant with academic achievement”.

Tiwari et al. (1976) studied “aspect of adjustment as a function of value orientation of supernormal and normal adolescents”. The researchers showed, “adjustment among females was significant with the low economic, high aesthetic and religious value orientation; there existed no significant difference between supernormal and normal adolescents with regard to their adjustment in the field of home, health and emotional adjustment”.

Pandey (1977) studied “the adjustment of bright and average students”. He found, “bright and average students differed significantly in social, health, emotional and home adjustment; bright students had more social problems than average students”.

Soman (1977) investigated “the overlap of fourteen effective variables belonging to the basic personality dimensions of adjustment with achievement in mathematics”. He revealed, “personal adjustment and anxiety had a considerable influence on achievement in Mathematics”.

Dutt (1978) found, “boys and girls were equally adjusted in their environment irrespective of their academic achievement; boys and girls were emotionally equally adjusted; high achievers boys and girls were better adjusted emotionally than low achiever boys and girls; there was significant effect of
gender on educational adjustment; girls were better adjusted educationally as compared to boys and also high achiever boys and girls were better adjusted educationally as compared to low achiever boys and girls”.

Sharma (1978) studied “the factors underlying adjustment problems of professional and non-professional college students”. The findings revealed, “non professional college students had more problems than the professional college students in the area of home adjustment; arts students had greater problems in home and health area than the engineering students; science student had greater problems in the area of home than the medical students; medical students had greater problems in social, emotional and educational area than the commerce students; socio-economic status significantly contributed towards the adjustment of professional college students”.

Krisnna et al. (1979) revealed, “Emotionally disturbed group was more neurotic, anxious insecure and poorly adjusted in home, health, social and emotional areas”.

Rai (1979) conducted “a study on adjustment and scholastic achievement of blind and seeing achievers”. He found, “seeing achievers differed significantly from blind achievers in their adjustment; they differed significantly in areas of emotional and educational adjustment but did not differ in social adjustment; there was a positive relationship between adjustment and scholastic achievement”.

Ranev (1979) conducted “a study on college woman”. The study revealed, “Achievement was positively related to psychological adjustment”.

Saxena (1979) conducted “a study of relationship between adjustment and academic achievement”. He revealed, “under achievers had significantly made poor adjustment in home, health and school area; better general adjustment was associated with better achievement”.

Darsana (1980) studied “the adjustment of 9th class students at various levels of security, insecurity and academic achievement”. The study confirmed, “academic achievement had a significant role to play in emotional and social adjustment; there was a significant interaction among gender, security, insecurity and academic achievement”.
Kumar (1980) found, “academic adjustment of female students were significantly much better than that of the male students; the normal (or stable) students had better academic adjustment than the neurotic (or unstable) students; stable introvert students had the highest academic adjustment, while the unstable extrovert student had the lowest adjustment”.

Shukla et al. (1980) studied, “the effect of adjustment of students on their academic achievement”. They found, “correlation of adjustment was highly significant with academic achievement”.

Chatterjee et al. (1981) studied “the pattern of self disclosure and adjustment among high and low achievers”. They concluded, “male high achievers were more adjusted than low achievers in the areas of home and health; there was a significant difference between high and low achieving females in health, social, emotional and educational areas of adjustment”.

Sharma (1981) found “males were better emotionally adjusted than females”.

Sultana et al. (1981) studied “personality adjustment among rural and urban students”. They found, “rural subjects obtained significantly higher mean score on emotional, health, home, family and financial adjustment as compared to urban subjects; rural and urban students do not differ in social adjustment”.

Tripathi (1981) found, “girls were adjusted in home but there may be a chance for lack of adjustment of girls in school. In Indian society, social stipulation is imposed on girls. So, even if they were adjusted due to their docile and submissive nature their social imposition act as an impediment to manifest their adjustment to achievement”.

Biopra (1982) studied “non intellectual correlates of academic achievement”. The findings showed, “the product moment coefficient of correlation between achievement and home adjustment was 0.34 and 0.17 respectively for boys and girls, which was positive and significant”.

Chopra (1982) studied “non intellectual correlates of academic achievement”. He found, “Academic achievement had a positive relationship with attitude towards education; home adjustment was related to academic achievement than emotional, health and social adjustment”.

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Krishan (1983) found, “there was no significant gender difference in school adjustment problems and also that high achieving high school students were significantly more adjusted than low achieving high school student”s.

Koul (1984) found, the low achieving high school tribal students (consistent failure) were significantly poorer in their emotional, social and educational adjustment as compared to their pass counterparts”.

Davis et al. (1985) found, “the personality patterns of talented students were socially well adjusted, emotionally matured, more dominant, assertive and independent while low achievers and backward students were dependent, attention seeking, emotionally unstable and unsocial in nature”.

Desai (1985) studied “social and psychological adjustment of boys and girls”. The findings revealed, “the programme of sex education administered to the experimental group was very successful; the results of the programme depended on the scholastic achievement of pupils rather than on who conducted the programme and how it was conducted; greater adjustment was achieved in the higher classes; girls were better adjusted than boys in opinions and knowledge about sex education; the boys and girls of higher socio economic status showed better scores on adjustment and sex knowledge; it was proved beyond doubt that a formal or informal sex education programme was effective in changing the opinions, adjustment and knowledge of school pupils regarding sex and related manners”.

Kumar (1985) conducted “a study of self concept in relation to adjustment, values, academic achievement, socio economic status and gender of high school students of Delhi”. The results showed, “academic achievement was significantly related with only intellectual self concept in both the sexes; there was significant relationship between adjustment and achievement at high school level”.

Goel (1986) studied “family problems of high, average and low achievers with reference to difficulties and needs of adolescents and found that high achievers had minimum family problems and the low achievers had more family problems than average achievers; achievement influenced the frequency of problem at home”.


Goel (1988) studied “the impact of family relationship on adjustment, anxiety, achievement motivation, self concept and academic achievement of high school students”. The researcher concluded, “average achievers and high achievers had maximum problems related to home adjustment where as the low achievers had less than that of others; achievement influenced the frequency of problem at home”.

More (1988) compared “the personality adjustment and academic achievement of students of different streams of military school”. The study concluded, “non-entitled defence officer boys and non-entitled civilian boys differed on emotional adjustment, social adjustment, total adjustment and academic achievement indicating that non-entitled defence officer boys faced lesser problems in these areas than the students of non-entitled civilian boys; non-entitled defence officers boys and entitled boys (wards of serving, ex-servicemen and deceased JCOs/NCOs/OR and their equivalent ranks in the navy and air force) did not reveal any significant difference in the areas of emotional, social, educational and total adjustment, personality factor A, B, C, O and Q3 and academic achievement; comparison of non-entitled civilian boys and entitled boys revealed that the problems of emotional, social and total adjustment were more acute with the non-entitled civilian boys than with the entitled boys; entitled boys were more intelligent than non-entitled civilian boys that act as a critical substratum variable that influenced the relations between children's attitudinal and cognitive attributes and their academic performance”.

Singh (1988) conducted “a study of relationship of intelligence, personality and academic achievement at high school level”. The study was conducted by taking a sample of 1000 students from various schools of Chandigarh. He found, “high achievers had positive adjustment with home and emotional area of adjustment; intelligent students had positive relationship with academic achievement; children who were well adjusted in home and emotional areas were less adjusted in the areas of school and health adjustment”.

Rai (1989) conducted “a study on adjustment and scholastic achievement of low and high achievers”. The study confirmed, “high achievers differ significantly from low achievers in their adjustment; high and low achievers differ
significantly in areas of emotional and educational adjustment but do not differ in social adjustment; there was a positive relationship between adjustment and scholastic achievement”.

**Sharma (1989)** studied “the factors underlying adjustment problems of professional and non-professional college students”. The researcher concluded, “mostly students had problem in home and health area whereas engineering students had greater adjustment problems in social area; arts and teacher training students had similar adjustment problem in home, health, social, emotional and educational area; science students had greater adjustment problems in home area than engineering students; no significant difference was in adjustment problems in health, social, emotional and educational areas in these groups; medical students had more adjustment problems in social, emotional and educational area than commerce students”.

**Sharma (1989)** makes “a psychological study of social, emotional and educational problems (SEEP) of male female adolescents belonging to different age levels and socio economic status in relation to their personality factors”. It was concluded, “for social, educational, emotional problems, middle age and later age males and females did not show significant differences and showed similar problem patterns irrespective of socio economic status; 17 year female adolescents suffering from SEEP developed and showed all the personality factors as dissimilar except on factor N while for male adolescents all factors were dissimilar except on factor Q3”.

**Singh et al. (1989)** studied “some social and familial variables in relation to school adjustment with the objective to study the relationship between high and low school adjustment groups”. It was done by taking a sample of 250 students. He found, “students whose father was highly educated showed better school adjustment in teaching learning situation; whose father was less educated or illiterate show lower school adjustment; students whose fathers was on higher occupations were better on school adjustment, but those belonging to parents having lower occupation showed lower on school adjustment in teaching learning situation; students belonging from those families in which there were larger number of children showed poor school adjustment; students belonging from
unstable home in which one or both parents were dead also showed lower on school adjustment; students belonging from families whose economic condition was better were better on school adjustment than those whole family’s economy was poor; urban and rural dwellings make no difference with respect to school adjustment”.

Sinha (1989) in his study related to psychological analysis of factors associated with success and failure in school and found that the high achievers were less anxious, better adjusted, healthier and emotionally stable than the low achievers.

Sinha et al. (1989) found “adjustment was negatively related with anxiety and neuroticism and positively related with extroversion”.

Ramachandran (1990) found, “academic adjustment significantly related to scholastic performance; adjustment problems were negatively associated with achievement.”

Subudhi (1990) studied “adjustment of college students in relation to anxiety and intelligence”. The results revealed, “There is no significant difference attributable to sex either in personal or in total adjustment scores; high intelligent students had better positive attitude to life and personal work than low intelligent students, and had less feeling of inferiority and effective control over their emotions than their counterparts; high intelligent students did better adjustment at home, in school/college and in social gatherings than low intelligent students; in both personal and total adjustment male and female college students adopted similar adjustment pattern but female students differed significantly from male students in social adjustment; female students were more sociable and did much better adjustment than male students in social gatherings and social institutions”.

Watson et. al.(1991) conducted a study on the “School staffing and the quality of education: Teacher adjustment and satisfaction”. The adjustment and satisfaction of teachers in their second year of service was studied in relation to school staffing particularly in locations which are difficult to fill. A questionnaire secured a 78% response rate (N = 1322; PRIMARY = 611, SECONDARY = 711).
The research concluded, “Adjustment to the school was good and to the community was fair. The level of satisfaction was moderate to very high for over 80% of respondents. The most important reasons given for satisfaction were staff relations, pupil qualities, personal achievement, and school tone. Correlates of commitment, quality of teacher preparation, induction, and staff support are considered. Implications for improving the quality of education in schools that are difficult to staff are discussed”.

Verma (1993) studied “the creativity styles of university students”. He reported, “Students from low socio economic status and urban slum area experienced greater degree of frustration; type of school was differentially related to the level of adjustment of students”.

Bajwa et al. (1994) conducted “a study to explore the relationship of academic achievement with study habits, intelligence and achievement motivation”. They found, “the co-efficient of correlation between academic achievement and study habits, academic achievement and intelligence, academic achievement and achievement motivation was 0.29, 0.37 and 0.33 respectively which was significant at 0.01; this showed that the relationship of academic achievement with study habits, intelligence and achievement motivation was significant, positive and low”.

Chauhan (1994) studied “the relationship of achievement and adjustment”. It was found, “high achiever high school students were better adjusted emotionally and educationally than the low achievers whereas in the area of social adjustment there was no significant difference among high and low achievers; high school boys and girls were equally adjusted in the area of social adjustment while girls were better adjusted in the areas of emotional and educational adjustment”.

George (1994) in a comparative study of adjustment and achievement of 10 and 11 years school students and found that extraversion was related to only few areas in adjustment and had no influence on achievement; less neurotic students were better adjusted in all areas.

Kukreti (1994) evaluate “the difference in adjustment of students across three types of school”. The preadolescents boys studying in Saraswati Vidya
Mandir (SVM) and Government Junior High School (GJHS) showed better adjustment than Convent School (CS); boys of CS were emotionally better than GJHS; boys of SVM and CS had greater educational adjustment than the boys of GJHS; girls studying in SVM were better in all areas of adjustment.

Parkash (1994) studied “the educational aspirations, school adjustment and values in relation to school environment”. He found.”At +2 level students from rich school environment were better adjusted and also quality of school environment was positively related to school adjustment”.

Chauhan (1995) found, “There is no significant relationship between academic achievement and intelligence of graduate students of both the sexes with their adjustment; female high achievers adjusted well with their environment as compared to their male counterparts”.

Prasad (1995) studied, “development of adjustment inventory for teenagers”. The findings showed, “boys and girls differed significantly on home and family adjustment and correlation indicated a positive direction in different areas of adjustment”.

Prasad et al. (1995) studied, “social intelligence and adjustment of school students”. They found, “social intelligence was positively related to adjustment for both boys and girls”.

Saxena (1995) conducted a study, “A Study of Teachers Effectiveness in Relation to Adjustment Job Satisfaction and Attitude towards Teaching Profession. The main objectives of the study were:

(1). To identify effective teachers.
(2) To find out relationship between teacher effectiveness and adjustment, teacher effectiveness and adjustment teacher effectiveness and job satisfaction, teacher effectiveness and professional attitude.

The sample comprised 545 teachers from 33 secondary schools from rural areas and 22 schools from urban area of Garhwal region was selected randomly. Teacher effectiveness scale and job satisfaction questionnaire by Kumar and Metha (1985), teacher adjustment inventory (short term) by Mangal (1987) and attitude towards teaching profession scale by Katti and Vannus (1977) were used for collection of data.
The main findings of the study were:

(1) Both effective and ineffective teachers were found to be well adjusted, derive satisfaction from their work and had favourable attitude towards teaching profession.

(2) Effective urban government female, older more experienced untrained and science teachers have relatively better adjustment compared to rural, private, male, younger less experienced, trained and arts teachers respectively. While reverse was true in case of ineffective teachers.

Sharma (1995) conducted “a study to identify the over and under achievers and comparing them with regard to adjustment in school, social and home area”. The study revealed, “there was significant difference among over, average and under achievers with regard to their adjustment in school, home, social, religious and miscellaneous area; the over achievers had better adjustment than the under achiever in all these areas of adjustment; those who had more effective adjustment in school, home, social, religion, and miscellaneous areas were over achievers and those having less effective adjustment in these areas were under achievers”.

Kagade (1997) critically studied “personality factors of viiith and ixth grade students”. The findings confirmed, “Boys and girls were not significantly different in educational adjustment; significant difference was observed between boys and girls in home and social adjustment; there was no significant relationship between educational and home adjustment and their educational achievement; there was a significant relationship between social adjustment and educational achievement”.

Kumari (1998) investigated “the intelligence, achievement, adjustment and socio-economic patterns of different sociometric groups of adolescents”. She concluded, “different sociometric groups differed significantly on home, health, social, emotional, school and total adjustment; positive relationship between intelligence and home adjustment for all the sociometric groups; positive correlation between achievement and total adjustment for populars, neglectees isolates and rejectees”.

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Shakuntala, K.S. and Sabapathy, Tara (1999) conducted a study on, “Teacher Adjustment as Related to Interest and Attitude towards Teaching”. The main findings of the study were:

1. Female teachers were better adjusted than male teachers.
2. Government school teachers were better adjusted than private aided school teachers and private unaided school teachers;
3. Marital status did have significant effect on adjustment of secondary school teachers with high mean scores for married teachers than unmarried teachers;
4. Age seemed to play a significant role with younger teachers making better adjustment than older teachers;
5. Experienced teachers made better adjustments than less experience teachers.

Sharma et al. (1999) studied “self concept and adjustment of adolescents in relation to their gender, school discipline, income group and academic achievement with the purpose to see the effects of need achievement upon psychological adjustment and academic achievement”. They found, “the subjects having high need for achievement had significantly higher psychological adjustment (total, as well as individual areas of emotional and educational adjustment) in comparison to subjects having low need for achievement; there was no significant effect of need for achievement upon social adjustment”.

Sharma (1999) identify “the over-achievers and under-achievers and to compare them with personality factors”. The research concluded, “there was significant difference among the over achievers, average achievers and under achievers with regard to their adjustment in the school, home, social, religious and miscellaneous areas. The over achievers had better adjustment than underachievers in all areas of adjustment. Those who had effective adjustment in the school, home, social, religious and miscellaneous areas were over-achievers and those having less effective adjustment in these areas were under achievers; intelligence was related to adjustment in home, social, school and religious area”.

Saxena (2000) studied “the impact of family relationship on adjustment, anxiety, achievement motivation, self concept and academic achievement of high
school students”. The results showed, “family relationship played a determining role in promoting the adjustment of the students; significant difference was observed among boys and girls in the area of emotional, social and educational adjustment but boys had better educational adjustment than girls”.

**Swanson (2000)** studied the relationship between emotional adjustment and scholastic achievement by taking a sample of 345 students selected through random sampling technique and found that achievement of students get affected by his emotional adjustment and had positive relation with it.

**Malhotra Uma (2001)** conducted a study, “A Study of the Extent and Patterns of Reactions to Frustration and Professional Adjustment of Secondary School Teachers”. The main findings of the study were:

1. The teachers of upper age groups were found to be more frustrated than lower age group;
2. The male teachers were more aggressive than female teachers;
3. Teaching experience also contributed towards aggressiveness of the teaching but its effect was not significant;
4. A significance was found on the aggressive pattern due to age status and location of residence ad academic stream of the teachers;
5. Teachers of the upper age group were found to be more fixating in nature than the teachers of the lower age group. There was no effect of sex, status, residence experience and academic stream on fixation of teachers;
6. Teachers with less teaching experience showed a greater rationalizing tendency than teachers with more experience.

**Malhotra Uma, (2001)** conducted a study, “Aspiration Adjustment and Role Conflict in Primary and Secondary School Teachers”. The main findings of the study were:

1. Mean educational aspiration level of four groups of teachers was quite high secondary school teachers and female teachers manifested higher educational aspiration than primary and male teachers, respectively;
2. The vocational aspiration level of teachers were closely linked with the level of schools;
The vocational aspiration level of teachers were closely linked with the level of schools; Teacher’s financial aspiration after one, three, and five years showed a gradual rise. Adjustment of teachers was related to their sex, and not with the level of their schools. Males adjusted better than females; Primary and secondary teachers were almost similar in their total adjustment. Mean adjustment of four groups were quite high; All four groups suffered from role conflict. Secondary school teachers scored significantly higher than primary school teacher than primary school teachers on all the three role conflict indices. Males and females carried almost equal amount of role conflict. Three indices of role conflict were valid.

Gupta (2001) studied “education as a factor of social adjustment of adolescent girls across different levels of socio-economic status”. He confirmed, “adolescent girls studying in urban schools were significantly better in their social adjustment as compared to girls in rural school; adolescent girls studying in private school showed significantly better in their social adjustment as compared to girls in government school; adolescent girls studying in co-educational schools showed significantly better in social adjustment as compared to adolescents of girls’ school; adolescent girls studying in English medium school showed significantly better in social adjustment as compared to girls of Hindi medium school; education of father and education of mother positively influenced the social adjustment of adolescent girls; adolescent girls studying in urban, private, co-educational and English medium school belonging to the higher socio economic status showed better social adjustment”.

Aggarwal (2003) makes “a comparative study of adolescents’ level of adjustment in relation to their academic success and failure with the objective to find out the emotional, social and educational adjustment level of passed and failed adolescents”. The research was done by taking a sample of 200 students having 14-18 years of age range. He found, “the successful (passed) adolescents
were significantly superior in their social, emotional and educational adjustment in comparison to unsuccessful (failed) adolescents”.

Annaraja et al. (2003) studied “the adjustment of children working in safety match industries”. They found, “boys were better in social adjustments than girls, level of education influenced the adjustment pattern; parents’ occupation and family income influenced home and emotional adjustment”.

Kasinath (2003) studied “the interactive effect of mental health, school adjustment and socio economic status on academic achievement”. The findings showed, “school adjustment had a significant effect on achievement in school subjects”.

Chahal et al. (2003) studied “well-being of adolescents in relation to role of adjustment, personality, social support and family environment”. They concluded, “for females, family cohesion, intellectual-cultural orientation, achievement orientation, socialization, classmates’ support, adjustment and sociability were significantly important contributors of well-being; for males, family conflict, organization, adjustment and classmates’ support emerged as important contributors of well-being”.

Kasinath (2003) studied “adjustment components of the students studying in Jawahar Navodaya Vidyalayas”. The study revealed, “students were better adjusted in the areas of co-curricular activities, classroom teaching and evaluation; positive and significant correlation between residence adjustment and peer group adjustment, residence adjustment and food adjustment, residence adjustment and curriculum adjustment, residence adjustment and classroom teaching adjustment, food adjustment and peer group adjustment, food adjustment and curriculum adjustment; significant and negative correlation between food adjustment and evaluation adjustment”.

Sultana (2003) studied “factors in adjustment patterns of adolescents’ boys and girls in Bangladesh”. The investigation showed, “girls were better adjusted than boys with regard to home; high purpose in life group students were better adjusted to their home than those having low purpose in life; adolescents with different purpose in life orientations differed in their health, emotional and general adjustment; girls were on the whole better adjusted than boys”.
Babu (2004) studied “the attitude of higher secondary students towards the study of commerce and their adjustment with the objective to find out the difference in attitude towards the study of commerce and their adjustment in respect of gender, residence, types of school and medium of instruction”. It was conducted by taking a sample of 240 pupils studying in class XIth. He concluded, “there was significant relationship between the attitude of higher secondary students towards the study of commerce and their adjustment; there was significant difference between the rural and urban students in respect of their adjustment; there was no significant difference between boys and girls, government and private school students in respect of their adjustment; students showed a very poor status in respect of their adjustment (emotional, social and educational)”.

Saovaluk (2004) studied “social maturity as a function of some psycho socio adjustment factors of bachelor of education college students”. He found, “students having dominant personality traits were more socially matured than those having submissive personality traits; student’s having good personal social adjustment were more socially matured than those having poor personal social adjustment; students having good family adjustment were more socially matured than those with poor family adjustment”.

Veereshwar (2004) studied “mental health and adjustment problems of college going urban and rural girls”. The investigation confirmed, “there was significant difference in the area of family adjustment between urban and rural girls; the social area held problems for both urban and rural girls and the difference between the two was significant i.e. the percentage of rural girls showed unsatisfactory adjustment in the social area; personal and emotional problems were shown less by urban girls than rural but difference in adjustment of urban and rural girls was not significant in the area of health”.

Gaur (2005) studied “the influence of preksha meditation on adjustment problem of drug abused”. The study confirmed, “the subjects of experimental group differed significantly from those of control group in health (p<0.005), social (p<0.025) and emotional areas of adjustment(p<0.005) from those of
control group producing better adjustment ability in all the four areas of adjustment”.

**Gurubasappa (2005)** studied “adjustment and mental ability as correlates of academic achievement with the objective to find out the relationship between adjustment and academic achievement”. The study was conducted by taking a sample of 300 students of XIIth grade. The findings confirmed, “The students with different levels of adjustment and mental abilities differed in academic achievement; there existed a significant positive high correlation between academic achievement and adjustment, and academic achievement and mental ability”.

**Kumar et al. (2005)** studied “the personality adjustment of urban and rural adolescents of both the sexes”. The investigation indicated, “Male and female students of rural area had lower mean scores than the corresponding mean scores of male and female students of urban area in all areas of adjustment viz., health, home, social, emotional and economic area”.

**Kumari (2005)** studied “the relationship between creativity, intelligence, adjustment and value patterns among adolescents”. A sample of 545 students of senior secondary classes selected. Stratified random sampling technique was used. The results showed, “level of adjustment was significantly related to the amount of intelligence; level of adjustment increased during adolescence stage”.

**Malik, D.S. (2005)** made a study of ‘Teacher performance of Sr. Sec. School teachers in relation to Job satisfaction and adjustment’ the investigator reveled that ‘the teachers of government Sr. Sec. School at Haryana have an average level of adjustment, both in case of make as well as female teachers. He also found that there is no significant difference between the level of adjustment of male & female teachers, age 45 years or more with those at the age less than 45 years, trained and untrained teachers; and belonging to rural & urban areas. Only significant difference was found between the teacher having experience of 10 years or less than 10 years. Teachers with longer than ten years teaching experience were found to be more adjusted than those with lesser teaching experience.”
Malik (2005) made “a comparative of first generation learners with others belonging to the same socioeconomic status in the Kashmir valley in respect to their academic achievement and adjustment”. The investigator revealed, “first generation learners (FGLs) had significantly lower academic achievement than the non first generation learners (NFGLs); there was no significant difference in the home adjustment of FGLs (rural boys and girls, urban girls) and NFGLs, but NFGLs (urban boys) were better on home adjustment than FGLs; NFGLs urban boys were better on social adjustment than FGL but there was significant difference in emotional adjustment of FGLs and NFGLs (urban boys and girls)”

Mehta et al. (2005) studied “the effect of family dynamics upon repression sensitization tendency and adjustment of adolescents”. They concluded, “boys had poor emotional adjustment than girls; gender of the subject and his/her birth order had significant interactive effect upon emotional adjustment; social adjustment indicates that girls were socially better adjusted */ than boys and second born had better social adjustment than first born”

Prasadh (2005) studied “adjustment and achievement of residential school students”. He found, “Asignificant positive relationship between achievement of students with home, educational and emotional adjustment; achievement of boys had a significant positive relationship with home, educational and emotional adjustment; achievement of girls had a significant positive relationship with home and educational adjustment”

Sindhu (2005) studied “teacher’s motivation, student adjustment and their academic achievement with the objective to compare school adjustment, achievement of boys and girls”. The research was completed by taking a sample of 680 Xth class students from Kendriya Vidyalayas. Stratified random sampling technique was selected for this purpose. The study revealed, “students displayed average and above average adjustment with school environment; the girls displayed superior adjustment as compared to the boys; no significant difference in the achievement of boys and girls; better liking of teachers contributed to better achievement of boys”

Singh (2005) examined “the adjustment patterns of rural and urban college students of Agra region”. The findings showed, “ There is a significant
difference in the adjustment level of rural and urban students; rural students were significantly more adjusted than urban college students in home, health, social and emotional adjustment area”.

Vamadeveppa (2005) studied “adjustment of overachievers and underachievers in biology”. The investigator found, “there was negative and significant relationship between adjustment problems and achievement in biology and although poor adjustment was the cause of low achievement in biology; underachievers had poor adjustment whereas overachievers had good adjustment; no significant difference between boys and girls in health and educational adjustment areas, but significant difference in home, social and emotional adjustment; boys had better social and emotional adjustment than girls, but girls had better home adjustment than boys”.

Bajwa et al. (2006) compared “personality adjustment and academic achievement of senior secondary students of co-educational and single gender schools”. They concluded, “there was no significant difference between girls studying in co-educational and single gender schools on home, health, social and emotional adjustment; there was no significant difference between boys studying in co-educational and single gender schools on home, health, social and emotional adjustment; no significant difference between girls of co-educational and single gender schools on total adjustment”.

Mohan et al. (2006) found “academic achievement and adjustment were closely related rather than interdependent, without proper adjustment proper academic achievement was not possible as it played a vital role in one’s life and facilitated the achievement in various fields; there existed a significant correlation between adjustment and academic achievement”.

Rathar (2006) studied “adjustment among middle school students in relation to socio-economic status and social structure of school”. The findings showed, “boys as well as girls differed significantly in their adjustment but boys showed more adjustment difficulties in comparison to girls; girls were socially better adjusted than boys”.

Rawal (2006) studied “personality adjustment and attitude towards authority of emotionally disturbed adolescents in relation to their home and
school environment”. The study concluded “emotionally disturbed students did not differ significantly as regards their level of adjustment; emotionally disturbed students belonging to various age groups did not vary significantly as regard their personality adjustment; educational status of parents of emotionally disturbed students did not vary significantly with regard to adjustment and attitude towards authority; school environment influenced total adjustment among emotionally disturbed students”.

Saraswat (2006) studied “self concept in relation to adjustment, values, academic achievement, socio economic status and gender of high school students”. The study confirmed, “boys self-concept was positively and significantly related to social adjustment; girls self-concept was positively and significantly related to home, health, social, emotional, school, as well as total adjustment; only intellectual self-concept was positively and significantly related to academic achievement in both the sexes”.

Singh (2006) studied “the effect of socio-emotional climate of school on the adjustment of students”. The investigation revealed, “social climate of the school affects the emotional and total adjustment of students significantly; boys had significantly better health and emotional adjustment than girls whereas girls were significantly better in school adjustment than boys; girls were significantly better than boys in home and school adjustment at different levels of emotional climate of the school whereas boys were significantly better in emotional and health adjustment; social and emotional climate of the school and gender do not interact significantly with regard to home, health, social, school, emotional and total adjustment of students”.

Raju et al. (2007) examined “the adjustment problems of school students from urban and rural schools of Visakhapatnam district”. They concluded, “the adjustment of school children was primarily dependent on the school variables like the class in which they were studying, the medium of instruction present in the school, and the type of management of the school. School children residing in urban area made better adjustment than student’s residing in rural area”.

Suresh (2007) studied “social adjustment and academic performance in higher secondary school students with the objective to find out the correlation
between social adjustment and achievement in Mathematics”. A sample of 526 students of 11th standard was selected. The study confirmed, “there was no significant difference in the mean score of social adjustment for the paired sub samples, this indicates that the gender difference, locality, type of management of school and monthly income of parents were not the factors influencing social adjustment; significant difference in achievement in mathematics was observed for the students paired as government and private school, rural and urban school, average, high and low income families. This indicates that locality, management of school and monthly income of parents were the factors influencing achievement in mathematics; a positive relationship was observed between social adjustment and achievement in mathematics in boys, girls, students studying in government school, private school, rural schools and urban school, low, average and high income families. This relationship indicates that the increase in social adjustment was positively related to mathematics achievement of higher secondary school students”.

Usha (2007) studied “emotional adjustment and family acceptance of the child as correlates for achievement and found that emotional adjustment and family acceptance of the child had a significant positive correlation with achievement in mathematics; boys and girls differ in their family acceptance and achievement but not in their emotional adjustment; rural and urban pupils differ significantly in their emotional adjustment; emotional adjustment and family acceptance of the child were effective factors contributing to academic achievement”.

Sridevi et al. (2008) studied “relationship of emotional intelligence, adjustment, self concept and scholastic achievement of higher secondary students”. They found, “there was a positive relationship between emotional intelligence, adjustment, self concept and achievement of higher secondary students”.

Surekha (2008) studied “relationship between students’ adjustment and academic achievement”. The study showed, “boys and girls from private schools were well adjusted and academically performed better than boys and girls from government schools; co-efficient of correlation between students’ adjustment and
academic achievement was -0.29, which was significant at 0.01 level, which indicates that low scores in adjustment tend to accompany with high scores in academic achievement.”

Talukdar et al. (2008) studied “the adjustment problems of adolescent students”. They found, “overall adjustment male student were better than female students; social adjustment was average in both the sexes but emotional adjustment of both the groups was unsatisfactory”.

Ebenezer et al. (2009) studied “adjustment and achievement in physics of XI standard students with the objective to find out the relationship between adjustment and achievement, and significant difference in the level of adjustment and physics achievement of class XI in terms of their gender and type of school”. A sample of 331 students (207 males and 124 females) was selected through stratified random sampling technique. He found, “there was no significant relationship between adjustment and achievement of class XI students; adjustment of class XI students was influenced by sex and type of school; the level of adjustment of male students was higher than that of female students; there was positive relationship between type of school and level of adjustment”.

Other Studies

Dwivedi (2005) studied “The Influence of School Environment and Approval Motive on Academic Achievement of Students with the objective to compare Educational Attainment of students belonging to different categories of schools according to their environment”. It was done by taking a sample of 400 X class students from sixteen different institutions. The study found, “students from schools with enriched environment had significantly better academic achievement than the students from poor school environment; academic achievement of students of urban schools was significantly higher than that of students of rural schools; the students who were high approval seekers had significantly greater achievement than the students who were low approval seekers”.

Meece and others (2006) used the achievement goal framework to examine, “the influence of classroom and school environments on students’ academic motivation and achievement. Though considerable evidence suggests that elementary and secondary students show the most positive motivation and
learning patterns when their school settings emphasize mastery, understanding and improving skills and knowledge and school environments that are focused on demonstrating high ability and competing for grades display an increase in the academic performance of some students, research suggests that many young people experience diminished motivation under these conditions”.

Muola (2010) made an attempt to study the relationship between academic achievement motivation and school environment among standard eight pupils. The objective of this study was to investigate the relationship between academic achievement motivation and school environment among standard eight pupils. The study was carried out on 235 standard eight Kenyan pupils from six urban and rural primary schools randomly selected from Machakos district. Their age ranged between 13 and 17 years. Two questionnaires, the simple profile (SP) and school environment questionnaire, were used to provide information on the pupil’s levels of academic motivation and school environment. A significant (p < 0.05) positive relationship was found between six of the school environmental factors and academic achievement motivation. Although these correlations are low, they showed that pupils’ motivation to do well in academic work is to some extend dependent on the nature of school environment. It was recommended that parents need to be aware of the importance of school environment in their children’s academic achievement motivation while making selection of school for their ward..

Singh (2010) studied “Mental Health in relation to Spiritual Intelligence, Altruism, School Environment and Academic Achievement of Senior Secondary Students”. The investigator found, “male students had significantly higher level of academic achievement than female students; students residing in urban area had significantly higher academic achievement than students residing in rural area; academic achievement of students studying in aided schools was significantly higher than students studying in government schools; academic achievement of students studying in unaided schools was significantly higher than students studying in government school; academic achievement of students studying in aided schools was significantly higher than students studying in unaided schools”.

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Adsul (2012) studied, “Effects of Academic Climate on Personality of High School Students.” The main aim of the present study was, “to explore the effect of academic climate on personality of high school students. It was hypothesized that academic climate will significantly affect personality of high school students. The 200 students studying in 10th class of various schools in Sangli district of Maharashtra State, India were selected by random sampling method. The comparative approach was employed to study the effect of academic climate on personality of high school students. The Students’”t’ test was used to analyze the collective data. The findings of the study revealed that academic climate strongly and significantly affects personality of high school students.”

Arul Lawrence (2102) studied, “School Environment and Academic Achievement of Standard IX Students.” The present study School Environment and Academic Achievement of standard IX students was probed to find the relationship between School Environment and Academic Achievement of standard IX students. Data for the study were collected using self-made School Environment Scale (SES). The investigator used stratified random sampling technique for selecting the sample. The sample consists of 400 standard IX students. For analyzing data ‘t’ test and Pearson's product moment co-efficient were the statistical techniques used. Finding shows there was no significant relationship between School Environment and Academic Achievement of standard IX students.

Daniel K. Korir (2014) studied, “The Impact of School Environment and Peer Influences on Students’ Academic Performance in Vihiga County, Kenya”. The study examined, “the impact of school environment and peer influence on the students’ academic performance. The study assessed school environment factors and peer influences in terms of the level of psychological impact they have on learners. The study was based on Albert Bandura’s Social Learning Theory, which considers leaning as an interaction between environment, behaviour, and one’s psychological processes. The study used a correlation research design where school environment and peer influence constituted the independent variables whereas students’s academic performance was the dependent variable. Twenty-one public secondary schools in Sabatia District of Vihiga County were
used in the study. The study subjects were selected using simple random sampling technique. Questionnaires were used to collect data on the school environment and the peer influence and school records were used to obtain students’ academic performance. Data were analyzed using multiple regression. The study established that school environment and peer influence made significant contribution to the students’ academic performance.”

Nils Bertil Gerhard Persson (2014) made an attempt to, “Study Personality and Family- and School Environment and Possible Interactional Effects in 244 Swedish Children—A Multiple Regression Analysis”. The aim of the study was, “to examine relationships between psychosocial family- and school environment and personality as assessed by the Junior Eysenck Personality Questionnaire (EPQ-J) and possible personality interactional effects. The study was based on 244 Swedish girls and boys, 10 - 19 years old, who filled in the Family- and School Psychosocial Environment (FSPE) questionnaire and the EPQ-J.” A multiple regression analysis showed, “the FSPE-factor family conflicts and school discipline predicts psychoticism (antisocial personality), and that the FSPE-factor warmth, support and openness from parents, siblings and peers predict extraversion. Sex, psychoticism and the size of sibling group predicted neuroticism. Spanking was reported in various degrees by 8.1 percent of the children, and this factor was related to psychoticism. These results support socialization theories. The most unexpected finding was the impact of interactions between personality variables themselves, influencing the FSPE’s predictability of neuroticism.”

Mudassir (2015) studied, “The Influence of School Environment on Academic Performance of Secondary School Students in Kuala Terengganu, Malaysia.” The aim of this study was, “to examine how school environment influence students’ academic performance. The main objective of the study is to analyse how school facilities, teachers and environment significantly affect secondary school students’ academic performance in Kuala Terengganu, Malaysia. Descriptive Survey Research design was used in which data from 377 respondents was collected using self-administered questionnaire from 4 selected secondary schools within Kuala Terengganu. Stratified random sampling
technique was used to sample the respondents. The data was analysed using regression analysis. The result is explained in three forms; Demographic information, descriptive analysis and inferential analysis. The result of the study indicated that students from a school with adequate facilities, good teachers and favourable environment perform well than those from schools with fewer facilities, unqualified teachers and the less enabling environment.”

Odeh. et. al. (2015) studied “Influence of School Environment on Academic Achievement of students in Secondary Schools in zone a senatorial district of Benue State, Nigeria”. They found, “The importance of school environment in to of students in secondary schools today in particular cannot be overemphasized. This is because, school environment has tremendous influence in the quality of teaching students receives and the extent of attention they pay to lesson in school. This implies that schools that fail to provide the necessary learning facilities and create a conducive atmosphere for teaching and learning may hardly put in the best in their students especially in the area of academic achievement. This scenario has been among the reason for poor academic achievement of students in many primary schools in the study area. The main thrust of this paper is to investigate the influence of school environment on academic achievement of students in secondary schools in Zone “A” Senatorial District of Benue State, Nigeria. Three research questions and three hypotheses guided the study. A descriptive survey design was adopted for the study. The population of the study comprised 1636 teachers from 119 secondary schools in Zone ‘A’ Senatorial District of Benue State. A sample of 250 teachers was used for the study. A 15-item structured questionnaire developed by the researchers titled “Influence of School Environment Questionnaire (ICTQ)” was used for data collection. Mean and standard deviations were used to answer the research questions, while chi-square (x2) was used to test the hypotheses at 0.05 level of significance. The results of the study indicated that school climate, discipline and physical facilities has significant influence on academic achievement of secondary school students in Zone ‘A’ Senatorial District of Benue State. Based on the findings of this study, the researchers recommended among others that appropriate school authorities should enable to provide a conducive school
environment that has good climate for effective teaching and learning. Such environment should be safe, students treated fairly by teachers and happy to be in school as well as feel they are a part of the school”.