CHAPTER-II

REVIEW OF THE RELATED LITERATURE

2.0 INTRODUCTION

Review of related literature is essential in almost all the research studies. Since it's been taken of what has already been studied by other researchers, which has bearing upon the problem of the investigator. It is regarded as basic prerequisite in any research because such a review is likely to enable the researcher to view the study in hand against the framework of the previous studies. The knowledge acquired from earlier researches helps in locating the sources, selecting procedures and method, delimitation of the problem, interpretation of the data as well as selecting the relevant literature. The reviews of related literature is very beneficent for the investigator to avoid unintentional duplication of well established findings. Usually it is difficult to get access to all the published literature on any topic, hence, efforts have been made to review as many pertinent references as possible.

Moreover a systematic review and analysis of the previous studies proffer a background for the improvement of the present study. Any worthwhile research study in any field of knowledge requires an adequate familiarity with the work which has already been done in the similar area. A summary of the writing of recognized authorities and previous research provides evidence that the research is familiar with what is already known and what is still unknown and untested and is helpful for carrying out significant investigation.
Hence, an attempt has been made here to present a brief review of some studies which are found to be associated with the present problems under study.

2.1 INTERNATIONAL STUDIES (Latest 2015)

Lewis (1970) investigated the relationship of standardized test achievement where it was found that self-concept and in treating pupil, the behaviour of teacher is significant. He found that a mixed group of high achievers was reported to have significantly higher self-concept than low achievers and high achieving boys reported a significantly higher self-concept than low achieving boys and on the contrary high achieving girls did not have a significantly higher self-concept.

Sidwai (1971) studied the relationship between self-concept of ability and school achievement, in Lebanon. He found out that the self-concept of academic ability is significantly related to school achievement of seventh and ninth grade boys: and high achieving groups in these grades have significantly higher mean scores than middle and low achieving groups. Similarly, Anand S.P (1998) made a study of teacher effectiveness at primary level. The objective of the study was to assess teachers influence on the students in primary level where it was found that it actually influenced the pupils learning to a great extent.

Isakson et al, (1999) studied the adjustment of adolescents as they moved from junior to higher secondary schools and found that the adolescents make significant changes during the initial transition into high school that were related to sense of school membership. He also found that the perceived support from parents was also related to adolescents adjustment in the schools.
Schoon (2000) investigated on the social origin and its relation with adjustment. He found that the social origins show a small but significant influence on consequent behaviour adjustment. And social adversity has an indirect influence on adult adjustment. The findings of the study revealed that socio-economic position and circumstances affect behaviour adjustment during childhood and adolescence.

Hamre and Pinaté (2001) conducted a study on teacher’s support for students achievement, where he found that the support of teachers is inevitable to students achievement. The study also showed that student teacher relationship in kindergarten stage is related to later academic and behavioural outcomes. If a teacher-student relationship is negative and conflictual in kindergarten, it is more likely that the student will have behavioural and academic problems in later grades.

Peretz (2001) conducted a study on the professional self-image of teachers, where he found that many prospective teachers begin their perception with images of teachers that do not necessarily correspond to the realities of practice.

Brown (2004) examined the relationship of self-concept to change in cultural diversity awareness of urban teacher educators. The sample consisted of 100 European American pre-service teachers. The findings indicated that there was no significant relationship between total self-concept and total cultural diversity awareness.

Tracy, Jason F. (2007) made a study on “Perceptions of school climate and self-concept: an examination of selected social and emotional factors.” The purpose of the study was to examine the relationship among self-concept, school climate and the academic achievement of the middle school students. The findings of the study reveals that the effects of the adolescence self-concept as their perceptions of school climate
and overall academic achievements and multiple correlation were found between the sub-components of self-concept and school climate with academic achievement.

**Garaigordobil & Bernares (2009)** conducted a study in the Spanish Journal of Psychology on an analysis of self-concept, self-esteem, personality traits and psychopathological symptoms in subjects with and without visual impairments. The results showed that, there were no significant differences in self-concept and self-esteem in the samples but the visually impaired adolescents scored significantly higher in various psycho-pathological symptoms as well as in their capacity for kind behaviour.

**H.O. Alice Yee (2009)** studied on Adjustment and Achievement of ethnically diverse urban adolescents across the transition to High School. A sample of 1979 adolescents was selected from 7th to 10th grade for his study. In his study the researcher found that the longitudinal change in ethnic identity perceptions of educational barriers and academic achievement across the transition of high school.

**Were Et. Al. (2010)** studied on the gender differences in self-concept and academic achievement among visually impaired pupils in Kenya. A sample of 262 respondents (152 male and 110 females) was drawn from the population. The finding of the study revealed that, there are gender differences in self-concept among visually impaired pupils. The girls scored higher than boys in self-concept and hence in achievement test.

**Jackolski, Eugeria N. (2010)** studied on Teachers students relationship, sense of belonging academic self-concept and academic achievements of students enrolled and not enrolled in small learning communities. The objective of the study was to determine the relationship between the percentage of high school students enrolled in small learning communities and those not enrolled in the small learning communities of
teacher-student relationship sense of belonging and academic self-concept and students' achievement. The results showed that students who had strong academic self-concept did not develop a positive relationship with their teachers and felt a sense of belonging within their learning environment.

Adhiembo, Odwar, John and Mildred (2011) conducted a study on the relationship among School Adjustment Gender and Academic Achievement among secondary school students Kisumu district, Kenya. The findings of the study were:

a. The students have high dedication levels followed by absorption and finally vigor.
b. There were no significant difference between boys and girls in school adjustment.
c. There was a significant difference of high achievers and low achievers in terms of dedication, absorption, engagement and adjustment.

Hisken Loree J. (2011) studied the correlation between self-esteem and students' Reading Ability, Reading Level and Academic Achievements. The purpose of the study was to determine the correlation between the self-esteem of students and their reading ability, reading level and academic achievements. Findings of the study indicate that there is a positive correlation between self-esteem and reading ability, reading level and academic achievements.

Calagues (2011) studied in Academic Achievements and Academic Adjustments difficulties among college freshmen Pampanga, Philippines. The result of the study was that there was a significant negative co-relation between academic achievement and...
academic adjustment and academic adjustment difficulties and was significant at 0.01 level.

**Bolat et. Al. (2011)** had studied the depression and anxiety levels and the self-concept characteristics of adolescents with congenial complete visual impairment. The results of the study indicated that the depression levels and self-concept characteristics of adolescents with visual impairment are similar to those of sighted adolescents, whereas the anxiety levels of the adolescents with visual impairment are significantly higher than those of the sighted ones.

**Cowen, Emory L. et al. (2012)** investigated on the level of negative self concept among the college undergraduates. On the basis of the results obtained from the Brown Self Rating Inventory, college undergraduates were divided into two groups: high and low scores for negative self-concepts. Some of the measures indicated that the high negative self-concept group responded in a manner more indicative of good adjustment than the low scores. There were also indications that high scorers hold less intense religious beliefs.

**Osa-Edoh and Iyamu, (2012)** conducted a study on the effect of social life adjustment on academic achievements of adolescence in senior secondary schools of Edo state and its implications for counseling. The findings of the study reveals that Social adjustment influences the students academic achievements, social life adjustment and academic achievements for male and female are same.

**Shelton Wheeler, Feliesha (2013)** made a study on Exploring the relationship of ethnic identity academic self–concept and academic achievement of African American college students. The objective of the study was to find out if a significant and positive
relationship existed between ethnic identity academic self-concept and academic achievements of African American undergraduate students. The study found that African American students grade point average (GPA) had a statistically significant positive correlation with academic self-concept. There was no significant correlation between academic self-concept and ethnic identity. Results also revealed that academic self concept does not moderate the relationship between ethnic identity and grade point average (GPA).

Yengimolki S, Kalantarkousheh S.M, Malekitabar A.(2015) made a study on Selfconcept, Social Adjustment and Academic Achievement of Persian students. The study aimed at exploring the relationship between self-concept and social adjustment with academic achievements of students. For conducting the study, 234 students (12 Male and 122 Female) were used as a sample through cluster random sampling method. The results showed that there was a significant relationship between self-concept and adjustment. But there was no major correlation between self-concept and academic achievements. Thus the result indicated that the better adjusted people have more ability to make progress in their life.

2.2 STUDIES IN INDIA (Latest 2018)

Bhatnagar (1970) investigated the relationship of self-concept of bright students with their academic achievements. The study aimed at describing the self-concept of the bright achiever and non-achievers on the basis of the self-concept items which differentiated the two groups. He found out that self-concept is the genesis of low achievements in case of bright students i.e. how they view themselves. It is not a surface phenomenon but is linked with the basic personality structure of the individual, the study further reveals that the low achievements pattern of behaviour of bright
adolescents is tied with his self-concept. This general finding is not affected even by the difference in cultures.

**Goswami (1978)** conducted a study on self-concept of adolescents and its relationship with scholastic achievement and adjustment and found that adolescents with a good self-concept are likely to achieve more than those with poor self-concept.

**Goyal (1980)** studied the relationship among attitudes, job satisfaction, adjustment and professional interest of teacher educator. The study found that teachers were favourably inclined towards their profession and were satisfied with their job. There was no significant difference was found in the adjustment of male and female teacher educator.

**Rai (1983)** investigated self-concept of the prospective teacher. The study found that the relationship of self-concept with adjustment and intelligence are positive and significant. It was also found that self-concept could be very well predicted from an individual’s intelligence and adjustment scores.

**Lohia (1991)** explored the area of the perception of self-concept of prospective professionals and concluded that having positive self-concept the incumbents were more effective and relevant.

**Saxena (1995)** studied the teacher effectiveness in relation to adjustment, job satisfaction and attitudes towards profession. He found that the both effective and ineffective teachers are well adjusted, derived satisfaction from their work and had favourable attitudes towards teaching profession.

**Singh (2003)** focused on a comparative study of stress among male and female teachers in relation to their personality needs and adjustment. The objectives were;
1. to compare the stressed male and the female teachers belonging to rural and urban areas at secondary school level and degree level.

2. to compare highly and poorly adjusted male teachers with their counterpart on their stress;

3. to find out the relationship between personality needs and stress of male and female teachers;

4. to find out the relationship between adjustment and stress of male and female teachers and to find out how far each personality need, when combined with adjustment predict the stress among male and female teachers.

For conducting this study, 720 teachers (360 male and 360 female) teaching in secondary schools/intermediate colleges and Degree colleges of Meerut Educational Region were randomly selected. Researchers self developed Inventories were used to measure stress for data collection. The findings were male and female teachers have equal degree of stress; male and female teachers of degree college show same degree stress; highly or poorly adjusted male and female teachers show equal degree of stress; and male and female teachers with high and low scores on personality needs have equal degree of stress.

Sugatha kumar (2005) in a study on self concept and achievement, revealed that self concept and achievement motivation have significant relationship with teacher effectiveness. The findings also indicated that self-concept and achievement motivation are capable of predicting teacher effectiveness.

Raju, M.V.R and Rahamtulla, T.K (2007) had studied the adjustment problems among school students from urban and rural schools of Visakhapatnam district. The study was conducted on a sample of 461 students. Where out of these 461 students 197
were boys and 264 were girls. A standardized questionnaire developed by Jain was adopted for conducting the study. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variable like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. The findings also indicated that pre-adolescent students are more influenced by their parents as they form the main role models for them. The students who are studying at upper primary classes have better family adjustment than their counterparts who studying in secondary classes. In emotional adjustments dimensions private unaided English medium school tend to exhibit better emotional adjustment as they do experience stress from their teachers and parents regarding their academic performances.

**Bhaskar R. and Rudraman (2007)** studied on the relationship between age of maturation and adjustment pattern of adolescent Girls in Mysore City. The relationship between the age of maturation and the adjustment pattern was analysed in one hundred adolescent girls in the age group if 15-16years, selected from various colleges in Mysore city. The result revealed that there was a significant relation between age of maturation and their adjustment pattern which showed significant difference in social, emotional and overall adjustment.

**Rajani (2007)** investigated on the correlation between self concept and job involvement. It was found that a significant correlation exists between self-concept and job involvement of teachers. It was also found that significant difference in relationship of self-concept and job involvement exists between aided and unaided: rural and urban areas.
Surekha, Warangal, A.P., (2008) (Edutracks, March 2008, No.7) studied the Relationship between students' adjustment and academic achievement. A sample of 115 students (boys 75, girls 40) IX standard of Warangal city was taken as a sample. She used the tool of A. K Singh for adjustment. The researcher found that the students of private school are better adjusted than the boys of government schools. And in case of academic achievement the students of private schools are better than the government school. There is a significant negative relationship between the student adjustment and academic achievement.

Akbar Hussain, Ashuteshkumar and Abid Hussain (2008) (Journal of Indian academy of applied psychology, April 2008) studied Academic stress and adjustment among high school students. A sample of 100 students of 9th class was taken for this study. He used the tools of Sinha for academic stress and Sinha for adjustment inventory. The results of the study revealed that magnitude of academic stress was significantly higher among the public school students where as government schools students were significantly better in terms of their level of adjustment. Significant relationship between academic stress and adjustment were found for both groups of students and for each type of school.

John Louis Monohara R (2008) studied Adjustment of B. Ed. Trainees in Pondicherry Region. A survey sample of 300 B.Ed. trainee was selected from four colleges of Education at Pondicherry Region. The data was collected by using Adjustment Inventory for college students by A.K Singh and R.P. Singh. The researcher found that the overall adjustment of B.Ed. teacher trainee is average. Moreover, it revealed that gender does not have influence on adjustment of the B.Ed. teacher trainees.
Saini, A (2009) studied Scientific Attitude and Self-concept of B.Ed. Students. In his study he found that there was positive significant co-relation between scientific attitude and practical self-concept, between scientific attitude and perceived self-concept, between scientific attitude and social self-concept, between scientific attitude and ideal self-concept at 0.01 levels. Scientific attitude and healthy self-concept are determinant variables for harmonious development of personality.

Najama U., (2011) examined on Academic adjustment in Schools. The main finding of this study revealed that there was a close relationship between adjustment and education. Well adjusted individuals prosper well in educational endeavour.

Nadaf S.M. (2011) had made a study on environmental awareness of B.Ed. teacher trainees in relation to their personality factors self concept and study habits. The objective of the study was to analyse independent and demographic combined effects of variables viz. Personality Factors, Self-concept and Study Habits on Academic Achievements in environmental science. The sample of the study includes 214 B.Ed. Teacher Trainees selected randomly from Karnataka University jurisdiction. The finding revealed that the B.Ed. male teacher trainees with extroversion personality factor were more prone to the environmental awareness than those male teacher trainee with introversion personality factor.

Zareena S.K. and Vatsala, (2011) studied adjustment problems, time management and affects of parents, socio economic and educational status on student’s achievement. A sample of 80 pupils of 8th standard was taken and adjustment inventory developed by Mallika and Time Management scale of T. P. Kamala were used. The researcher
concluded that the socio-economic factors did not have an effect on the achievement of students. Low Achievers did not show more adjustment problems than high Achievers.

Udpai G. (2012) had conducted a study to found out the self-concept and adjustment level of 1st year B.Sc.(Nursing) students in some selected colleges. A sample of 200 students of Nursing colleges was selected through the multistage cluster sampling method and descriptive correlation survey was conducted using questioning method for data collection. The results of the study revealed that the students of first year were exposed to entirely new environment from home situation, and had faced greater adjustment problems. The students with higher social self-concept, educational self-concept and temperamental self-concept were better adjusted.

Yellaiah (2012) studied on Adjustment on Academic Achievement of High School students. The purpose of the study was to find out the level of adjustment of high school students. The findings of the study reveals that the level of adjustment of the school students is average.

Kumar S.S, Mohana D. (2012) conducted a study on Self-esteem and Adjustment of B.Ed. Teacher trainees. The purpose of this study is to find out of self-esteem and adjustment in B.Ed. teacher trainee. A sample of 800 B.Ed. teacher trainees were selected through the stratified sampling method in different B.Ed. colleges of Tamil Nadu. Normative survey method is used in this study. Self-esteem scale and Adjustment inventory has been administered for this study. The results revealed that there was a significant relationship between the self-esteem and Adjustment.

Suman (2012) studied the self-concept of B.Ed. students of female and co-educational teacher education colleges. She found that there was no significant relationship between
achievement and intellectual dimensions of self-concept, emotional dimension of self-concept, character scale of self-concept. The social scale of self-concept and aesthetic scale of self-concept was found to be significantly related to the achievement of the student teacher.

Sangeets, Chirag (2012) conducted a study of Adjustment problems of College Students in relation to Gender, Socio Economic Status and Academic Achievements. The objectives of the study was to identify the adjustment problems among undergraduate college students and its relationship with academic achievements. Descriptive Survey method was used for the study. A sample of 120 students of B.A. 1st year was selected through the random sampling methods located at Rohtak city Haryana. The results of the study revealed that college students have a satisfactory level of adjustment and there was a significant relationship between Academic Achievement and adjustment of college students. This study also revealed significant differences in the college adjustment in relation to gender and socio-economic status.

Parmar H.D (2012) (Research Expo International Multidisciplinary Research Journal Vol.2 Issue-III September 2012) conducted a study of Self-Concept, Adjustment and Academic Achievements of Std-10th and Std-12th Students. The purpose of this study was that high achievement of the students has high adjustment and self-concept. For that sample was selected on the basis of gender, standards in which students study and area of the school were considered as per independent variable taken in this research. Total 400 samples (200 male and 200 females) were taken through the stratified random sampling methods. Asthana Adjustment inventory, (1968) developed by Asthana and Self-concept Questionnaire (1984) by Dr. R.K. Saraswat was used as tools. The findings
revealed that Self-concept of urban group of adolescents is found significantly higher and more positive than rural group of adolescents.

**Mishra & Singh (2012)** assessed the self-concept and self-confidence of the sighted children and the Visually Impaired children. Self-concept and self-confidence are the two very important things which played an important role in overall development of personality of an individual, so an effort has been carried out to know more about the visually impaired children. The findings of the study revealed that sighted students have higher self-concept as compare to visually impaired students.

**Sharma Bharati (2012)** conducted a study on Adjustment and Emotional Maturity among First year College Students enrolled different undergraduate courses offered by affiliated colleges of Rajasthan University in Jaipur. The findings of the study reveals that the first year undergraduate students were less emotionally mature, and had difficulty in adjusting emotionally and socially in the changing demands of the environment and faced more academic difficulties as compared to final year students. The final year students were more socially adjusted and more integrated into the social fabric of the college.

**Louis and Arnold (2012)** conducted a study on Adolescent Adjustment in High School students : A report of Mid-Adolescence Transition. This study aimed to identify adjustment difficulties in high school students within a city in India. The findings of he study were

1. There were problems across emotional, social and educational dimension in both boys and girls.
2. There were no significant difference between adjustment of boy and girls.
3. There were significant factors such as limited time with parents, siblings, lack of recreation and stress at school that contributed to the maladjustment of the high school students.

**Mishra K., Yadav B. (2012)** made a study of self-concept and interest in teaching of Pre-service teachers of secondary level. The purpose of the study was to find out the status of self-concept and interest in teaching of pre-service teachers of secondary level. A total number of 94 pre-service teachers were selected as sample through purposive sampling. Self-concept Inventory by Beena Shah (1986) and Interest in Teaching Scale by S.B. Kakkar (1985) was used to collect the data. The results revealed that there was a very high self-concept and average interest in teaching of pre-service teachers of secondary level. There was a significant relationship between self-concept and interest in teaching among pre-service teachers. Female teachers were comparatively better than male teachers for different dimensions.

**Patel M. Darshanaaben, Dixit S.P. (2013)** conducted a study on Adjustment Problems of Girls Trainee in B.Ed. Colleges of Ahmedabad City. The purpose of the study was to study the adjustment problems of Female B.Ed. Trainees in context to own family environment and the surrounding society. For this 5 Girls B.Ed. colleges were by random sampling methods and 500 samples were used. Adjustment Inventory by K.G. Desai was used for data collection. The findings of the study revealed that there was no difference of adjustment problems of the girls trainee in above 25 and below 25 years of age. But Reserve category girls face problems in adjustment than the open category. Adjustment of married and unmarried girls are same. The girl trainee of reserve category and socio-economic background class were equal in adjustment problems.
Premalatha T., Manonmani G (2013): conducted a study on Social Adjustment among the D.T.Ed., Trainees in Sivagangai District. The objective of the study was to find out the significance difference if any in social adjustment of D.T.Ed. trainees with respect to gender, nativity, college management, discipline, parental education, family type and parental annual income. Total sample of 300 students were selected of 5 institutions through simple random sampling methods. The result of the study inferred that there was no significant difference between male and female, rural and urban, nuclear and joint, science and arts, D.T.Ed. Trainees in their social adjustment. It was also inferred that there was a significant difference between private and government D.T.Ed. trainees in their social adjustment.

Ganai and Mir (2013) undertook a comparative study of Adjustment and Academic Achievement of college students. The main purpose of the study was to study the adjustment and academic achievements of male and female college students. They found no significant difference between male and female college students in terms of total scores obtained on the adjustment scale. The two groups also did not differ in terms of scores obtained separately on any dimension of the adjustment scale. Furthermore the two groups showed no significance difference in terms of their academic achievements.

Sharma Devika (2013) conducted a study of adjustment of high school teachers in relation to their faculties and sex. The objectives of the study were

1. To study the significant difference in adjustment of teachers belonging to different faculties.
2. To study the significant difference in adjustment of male and female teachers.
3. To study the interactional difference in adjustment on the basis of joint influence of faculties and sex when adjustment is taken as criterion.

4. To draw the educational implications of the study.

Total 160 samples were collected where 80 from science stream and 80 from 12 schools. The findings of the study reveals that sex was not significant with adjustment because male and female teachers did not differ significantly from each other on adjustment. The teachers belonging to science and humanities faculties did not differ from each other on adjustment and sex and faculties was also not significant with adjustment, as criterion.

**Lal Krishna (2014)** had made a study on Impact of family relationship of B.Ed. students on their Adjustment. A sample of 150 (75 Male and 75 Female) B.Ed. students are selected for this study. The results revealed that high and low acceptance of students did not affect adjustment of the students. High and low avoidance students affect in adjustment male and female of avoidance are more adjusted than accepted and concentrated groups.

**Pramanik J., Saha B., Mandal B.C. (2014)** investigated on Adjustment of secondary school students with respect to Gender and Residence. The purpose of this study was to understand the adjustment ability among secondary school students in relation to their gender and residence. Total of 471 samples are collected through random sampling methods of class X students (234 Boys and 237 Girls) from different schools of Purulia Districts of West Bengal. The results of the study revealed that there was no significant difference between adjustment of students residing either at urban or rural areas. But on the other hand the mean adjustment scores of girls was higher than the boys which indicated that girls were better adjusted than boys.
Malini L.(2014) made a study of academic achievement of B.Ed. student trainees in relation to their self concept. The sample was selected from the different B.Ed. colleges of Hassan district. The sample consisted of 100 students trainees where 50 were male and 50 were female students trainees. Self concept inventory for adults by Dr. Beena Shah was used as a tool for data collection. The objective of the study was:-

1. To study the self concept of student trainees.

2. To study the academic achievement of student trainees.

3. To find out the difference between the self concept of male and female student trainees.

4. To study the effectiveness of self concept and academic achievements.

The findings of the study revealed that;

1. There was no significant difference in the self concept among male and female students trainees. The computed t value 0.62 was not significant at 0.05 and 0.01 level of significance.

2. There existed a significant difference between male and female academic achievements.

3. There was no significant relationship between self concept and academic achievement of students trainees.

Catherine Joseph (2014) conducted a study on Social Adjustment among B.Ed. Teacher Trainees. The objectives of the study was to investigate the differences in social adjustment in any due to Gender, Medium of instruction, Educational qualifications, Marital status, Region, Birth order, College management Type, Socio-economic status.
For conducting this study, a total 551 B.Ed. Teachers trainees were drawn from Aided, Unaided and Government B.Ed. Colleges from Chennai was selected as sample through descriptive survey method. The results of the study revealed that Female students, First born students, Rural students, Married students and Post graduate students showed better level of social adjustment than their counterparts.

**Maheshwari Amits (2015)** made a study of self concept of B.Ed. and special B.T.C. prospective teachers. A sample of 400 B.Ed. prospective teachers and 200 special B.T.C. prospective teachers was drawn by through the stratified random-sampling technique from 3 districts of Rohilkhand regions. The objective of the study was to determine the self-concept of B.Ed. and special B.T.C. prospective teachers on the basis of gender, academic background and economic background. In the findings of the study no significant differences has been found in the self-concept of B.Ed. and Special B.T.C. arts science and low economic status prospective teachers. The B.Ed. prospective teacher had show better self-concept than the total, female, commerce, middle economic status and high economic status group than their respective counterparts. But in case of male categories the special B.T.C. male prospective teachers had shown better self-concept.

**Rathore and Mishra (2015)** conducted a comparative study of adjustment and social intelligence of urban higher secondary schools in relation to their gender of Indore city M.P. The findings of the study revealed that female students were more adjusted and possessed more social intelligence than male students.

**Dixit M., Singh V. (2015)** examined a study on emotional intelligence of B.Ed. students in relation to their adjustment. The study focussed to find out emotional intelligence
and adjustment among B.Ed. students. Descriptive survey was used in this study which was conducted among 200 B.Ed. students (both male and female) of Moga and Ludhiana district. The results have shown that the factor like locality and gender of the B.Ed. student influenced emotional intelligence and adjustment to a significant level.

**Dutta Priyanka (2016)** conducted a study on Self-concept, adjustment pattern and emotional intelligence of visually impaired adolescents. For this study a sample of 142 visually impaired adolescents were selected. The objective of this study was to investigate the nature and relationship of self-concept, pattern of adjustment and emotional intelligence of the blind as well as the low-vision adolescents. The result of this study revealed that total self-concept including it's different dimensions are more positive in blind boys and the opposite in the low vision girls. Regarding adjustment, it can be noted that difference existed in adjustment between blind and low vision boys, on the contrary very low difference may exist in adjustment between blind and low vision girls.

**Ahmad Zaved and Ahmad E.,(2016)** had carried out a comparative study on self concept between professional and non-professional graduate level students. The purpose of the study was to compare the self concept between professional and non professional male and female and different streams of graduates level students. A total of 369 samples were taken for the study through the purposive sampling methods. The results of the study mainly revealed that female professional students found more self concept in comparison to non professional female students. It was also found that the same level of self concept was there both in male and female students of professional category and non-professional category.
Singh Atma (2018) made a comparative study of adjustment and emotional intelligence of sportspersons of Haryana. For carrying out the study 500 sports person were randomly selected during various inter-college tournaments inter-university coaching camps as a sample where 250 were from rural area and 250 from urban area. The objective of the study were:

1. To study the adjustment scores of sportspersons of rural and urban colleges in Haryana.
2. To assess the emotional intelligence scores of sportspersons of rural and urban college in Haryana.
3. To compare the adjustment scores of male sportspersons of rural and urban colleges in Haryana.
4. To compare the emotional intelligence scores of male sportspersons of rural and urban college in Haryana.

The main findings of the study were:

1. The rural male and female sportspersons were better in adjustment than urban male and female sportsperson.
2. The urban male and female sportsperson were having more emotional intelligence than rural male and female sportsperson.
3. In the male category the rural male were more adjusted than urban male sportsperson, while urban male sportsperson were more emotional intelligent.
2.3 STUDIES IN NORTH-EAST (Latest 2016)

Dutta Indranee (1987): had conducted a study on Self-concept and personality adjustment of girls through Pubescence. The objective of the study was to investigate whether post puberty creates any difference in the formation of self-concept. For this a total of 120 samples were taken where 60 samples were non-pubertal and 60 were pubertal students. The results of the study revealed that the non-pubertal girls had a better body concept than the pubertal girls. The non-pubertal girls are more formable oriented in accepting their bodies than their pubertal counterparts. It was also found that Pubertal girls are more critical in appreciation of their bodies.

Kalita Bandana (1998): made a study on Self-concept among institutionalized primary school children. The objective of the study was to investigate the schooling among the institutionalized children and differential analysis was also made to study the self-concept using the psychological test. For this study a total of 60 students were selected as a sample where 30 are institutionalized children and 30 normal children of age group of 6 to 14 years.

The findings of the study revealed that institutionalized children were intellectually competent than normal children and perceptual ability of institutionalized children were poorly developed than their counterpart.

KalitaMun (2011): had carried out a comparative study of the Self-concept and Emotional Adjustment of Normal and Visually Impaired Adolescents students of Assam. The aim of the study was to compare the difference between normal and visually impaired adolescents students with respect to emotional adjustment and self-concept. The study tried to find out the relationship between self-concept and emotional
adjustment of normal and visually impaired adolescent students. Total 200 samples are collected where 100 are visually impaired adolescents and the rest were normal adolescents students.

The result of the study revealed that the normal students were more emotionally adjusted than the visually impaired students and the self-concept of normal and visually impaired adolescents were same.

Devi, Y.R., (2012): made a study on Self-Concept and Adjustment of Physically Challenged children in integrated and segregated educational settings of Meghalaya. The purpose of the study was to find out the level of self-concept of children with different degrees of challenges studying in integrated and segregated educational settings. It also aimed to study the interactional effect among the types of educational setting, types of challenges and degree of challenges in terms of children self-concept and adjustment and the relationship between self-concept and adjustment of challenged children. Total 181 visual and hearing challenged children age group of 9 to 13 were selected as a sample for this study. The findings of the study revealed that the challenged children studying in segregated educational settings were found to have better self-concept than the challenged children studying in integrated educational settings. And the partially challenged children and the totally challenged studying in segregated educational settings had better self-concept than the children studying in integrated educational settings.

Das Chumki (2012): had carried out a study on Anxiety and adjustment of the children with special needs of Dibrugarh District.

The objective of the study was:
1. To compare between the normal children and the children with special needs with respect to Anxiety.

2. To compare between the normal children and the children with special needs with respect to the general adjustment status.

3. To compare the adjustment of normal children and the children with special needs with respect to different dimension viz. emotional, social and educational adjustment.

4. To study the relationship between anxiety and adjustment of the children with special needs.

The sample of the study consist of 100 children out of which 50 were normal children and another 50 were the children with special needs of Dibrugarh districts of Assam.

The result of this study showed that in terms of the anxiety and adjustment normal children and the children with special needs differ significantly from each other. It was seen that the children with special needs differ significantly from normal children with respect to anxiety. It was also seen that adjustment of normal children and the children with special needs differ significantly. The children with special needs were also not same with the normal children in different dimensions of adjustment. It was inferred that normal children were emotionally more stable than the children with special needs. The children with special needs were also found to be socially less adjusted than the normal children. In case of educational adjustment normal children can adjust themselves more than the children with special needs. So, it can be said that normal children are emotionally, socially and educationally more adjusted than the
children with special needs. The difference between the children with special needs and normal children was highly significant with respect to both anxiety and adjustment.

**Marak U.C. (2013):** made a study of personality adjustment and self-concept of physically challenged and normal children in Integrated Educational Settings of Meghalaya. The purpose of the study was to study the personality and self-concept of physically challenged and normal children in integrated educational settings. For this study, the sample comprised of 44 visually challenged, 30 hearing challenged, 50 speech challenged and 232 normal children of class IV and VIII of the integrated special school of the state of Meghalaya was used.

The results of the study revealed that normal children were found to have better personality traits than physically challenged children who were studying in same integrated educational settings. It was also found that normal children had higher self-concept than their counterparts who were physically challenged studying in same integrated educational settings.

**Borchetia B.,(2014)** conducted a study on Creativity of Secondary school students in relation to their adjustment an academic achievement: a study in the North West educational block of Jorhat district, Assam.

The objective of this study were:

1. To find out the level of creativity among secondary school students.
2. To study the relationship between creativity and adjustment of highly creative, average creative and less creative secondary school students.
3. To study the relationship between creative and academic achievement of high creative, average creative and less creative boys and girls.

4. To compare the adjustment of highly creative, average creative and less creative boys and girls.

5. To compare the academic achievement of highly creative, average creative and less creative boys and girls.

150 students (75 boys and 75 girls) studying of class X in Government and Provincialized secondary schools under North West educational block of Jorhat district of Assam were used as a sample. The result of the study revealed that creativity and adjustment of highly creative and average creative students were negatively co-related. It was also seen that creative children are less adjusted and adjustment of creative boys and girls were same.

Rajknowar Soni & Dutta (2014) made a study on Adjustment, Level of Aspiration, Self-Concept and Academic Achievement of Visually Handicapped School Children of Assam. The data was collected from a sample of 400 visually handicapped children (200 boys and 200 girls) in six visually handicapped schools. The major findings of the study revealed that the adjustment of visually handicapped boys and girls were found similar on overall adjustment.

Choudhury (2015): conducted a study to examine the adjustment level of students in relation to their academic achievements. The study was conducted on student of +2 stage, studying in different degree colleges of Kamrup district of Assam. The main findings of the study were;
a. The academic achievements of students was not enthusiastic. A high percentage (47.25) of students was found in deterioration and a very low percentage i.e. only 4.55 of students shows improvement in their academic achievement.

b. In comparison to the higher secondary First year examination, the achievements of students was better in their Higher Secondary School Leaving Certificate Examination.

c. The achievements of students in Higher Secondary School Leaving Certificate examination found lower in comparison to their High School Leaving Certificate Examination.

d. Students belongs to the category of academic consistency were better adjusted than the students belongs to the category of academic fluctuations.

e. It also found that students under the category of “Academic deterioration” were less adjusted than students of “Academic improvement category.”

Sonowal Rini (2016) made a study on Adjustment of secondary school students in relation to their Academic Achievement. The aim of the study was to find out the level of adjustment and academic achievements to the secondary school students and also the relation between their adjustment and academic achievements.

For this, a total no of 480 students were selected as a sample through purposive sampling techniques. The findings of the study revealed that level of adjustment of secondary school students was average. Regarding adjustment, a significant differences were found between male and female secondary school students and also between English medium and Assamese medium secondary school students. It was found that there was no significant difference between urban and rural secondary school students.
and co-educational and non-co-educational secondary school students. Similarly academic achievement of secondary school students were of average standard. It also revealed that there exists significant difference between English medium and Assamese medium secondary school students and co-educational and non-co-educational secondary school students. Though there was no major difference in respect of their gender (male and female) and locality (urban and rural) But a remarkable relationship was there between adjustment and academic achievement of secondary school students.

2.4 RESUME OF RELATED LITERATURE

Here, total number of 72 research works have been reviewed in India and abroad on the self-concept and adjustment related variables. Out of these 20 have been carried out in an International Arena, 42 in National level as well as 10 in Regional level. From all above discussion and interpretations of Review of Related Literature, it can be revealed that in International level and National level a quite good number of studies regarding self concept and Adjustment have been conducted, but while going to search about this scenario in the state of Assam or North East, it is fairly evident from the review of related literature that there is no systematic attempt to study the adjustment and self concept of B.Ed. teacher trainees in Assam. As there is no notable study has been done so far, it seems quite appropriate on the part of the investigator to study the adjustment and self-concept of the B.Ed. teacher trainees in Assam in relation to gender(male/female), background(urban/Rural), and caste category(General/Reserved)

As such the present work gains its significance in attempting to study the status of adjustment and self concept of the B.Ed. Teacher trainees in Assam.