CHAPTER II

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CHAPTER II

REVIEW OF LITERATURE

2.1 Introduction

In this chapter the researcher has read through available literature and numerous research studies related to the AA and AF of the urban and rural adolescent students. The researcher has outlined the review in the following given aspects:

I. Abstracts from ‘Third Survey of Research in Education’
III. Abstracts from ‘Sixth Survey of Research in Education’.
IV. Abstracts from ‘Survey of Research in Psychology-1972
V. Abstracts from Journals
VI. Abstracts from Doctoral Dissertations
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2.2 Adolescence

Childhood blends into adolescence. The concept of adolescence is a modern invention, which appeared in industrialized countries to ease the transition between carefree childhood and responsible adulthood. Adolescence is unknown in many non-industrialized countries, in which adulthood begins with the onset of puberty and is commonly celebrated with initiation rites (Sдорow, 1990, p. 388).

Adolescence is a period of transition, one of rapid physical change of conflicting motives and of ambiguous social expectations (McKeachie & Doyle, 1970, p. 63).

Adolescence is to a large degree an artifact of our culture. It is characterized by the playing of adult roles and holding other responsibilities (Lindgren, Byrne & Petrinovich, 1966, p. 63).

Deplanty et al. (2007, p. 361) quoted the following authors:

According to Fenwick (1987) many educational sociologists believe that the adolescence is the most complex social period in the life of an individual. During
adolescence, rapid physical, emotional and intellectual changes occur, as well as an intense preoccupation with questions of personal identity, peer group expectations and normative values.

Comer & Haynes (1991) stated that throughout the critical time in a teenager’s life, families and schools need to work together. Families provide the social, cultural and emotional support that youth need to function well in school. Schools provide opportunities for children’s positive interactions with significant adults and other adolescents to enhance their home experiences and to support their continued development and related learning.

Adolescence, the developmental stage between childhood and adulthood, is a crucial period. It is a time of profound changes and occasional turmoil. Considerable biological change occurs as adolescents attain sexual and physical maturity. At the same time, these physiological changes are rivaled by important social, emotional and cognitive changes that occur as adolescents strive for independence and move toward adulthood (Feldman, 2002, p. 388).

Hassett & White (1989, p. 378) stated that the scientific study of the teenage years are usually traced back to G. Stanley Hall’s 1905 text Adolescence, which described “a period of storm and stress” in which “every step of the upward way is strewn with the wreckage of the body, mind and morals” (p. xiii). This notion of *Sturm und Drang* (German for “storm and stress”) is quite consistent with many popular stereotypes.

Adolescence is assumed to undergo several emotional turbulence and rebellion. It refers to the period of development between puberty (the onset of sexual maturity) and adulthood. Teenagers may be biologically mature, but they are not considered to be emotionally mature enough to be full-fledged adults. It is believed that they are not yet ready to practice the rights, responsibilities, and roles of adulthood (Wade & Tavris, 1987, p. 507).

### 2.2.1 Adolescent Problems

Crow & Crow (1956, p. 5) stated that there are various problem areas of adolescents. They are: i) Problems with regard to comparison of age periods. ii) Problems

According to Talukdar & Talukdar (2008, p. 268), many studies have been conducted on problems of adolescents and various factors influencing adolescent behavior. Conflict between parents, mother’s low level of education, lack of support from parents, negligence by parents, adverse affect of television viewing giving rise to unfulfilled unrealistic demands, exposure to peers who smoke, drink or use drugs, their social status in modern society, etc. were some of the important factors found to be responsible for development of problem behavior in adolescents. Problem behaviors in adolescents give rise to symptoms such as frustration, obstinacy, aggressiveness, impulsiveness, violent behavior, antisocial behavior, etc. Faulty lifestyle is responsible for some behavioral problems in adolescents. It is essential to assess the problems of adolescents so that appropriate measures can be taken for proper management. It can contribute towards prevention of neurotic problems to some extent and help adolescents to develop their behavior for the greater benefit of the society.

There are certain problems that typically confront the adolescent and demand difficult answers of him. First is the need for achieving heterosexual compatibility- that is emotional, intellectual, and social compatibility free of distorting sexual overtones. A second problem confronting the adolescent is the acquisition of an ability to tolerate “aloneness”. A third problem is how to use one’s leisure time. A fourth problem that must be resolved by the adolescent before he can be considered mature is the acquisition of a relatively stable value system on which to base his behavior (Lambert et al., 1972, p. 17-19).

The real problems of adolescence center on emotional, social, moral and economic problems. Most adolescents solve their problems by slow degrees during the ages from twelve to twenty one. The adolescent with severe conflicts and violent reactions is so much more dramatic than the boy or girl who develops slowly without fireworks overemphasized as the period of storm and stress (Cole, 1948, p. 5, 6).

2.3. Adjustment

According to Talukdar & Talukdar (2008, p. 267, 268), the term adjustment means a state of harmonious relationship between a person and his environment. It also refers to a continuous process by which a person changes his own behavior or tries to
change the environment or brings change in both to produce satisfactory relationship with his environment. It also means how efficiently an individual performs his duties in different circumstances.

Parameswaran and Beena (2004) cited by Talukdar & Talukdar (2008, p. 268) stated that adjustment is a process by which an individual acquires a particular way of acting or behaving or changes an existing form of behavior or action. This adjustment is of two types viz. adjustment to external conditions and adjustment to internal conditions. A balance between these two adjustments become necessary as a person grows older. Adjustment is a very significant factor in determining the degree of achievement of students. It consists of the psychological processes by means of which the adolescent manages or copes with various demands or pressures.

It is the ability of humans to survive in stressful environments by non genetic means. Originally, adjustment was regarded as little more than the avoidance of male – adjustment but then became a goal for therapy with the emergence of the humanistic approaches to psycho – therapy (Chadha, 2005, p. 95).

2.3.1. Adjustment Problems

According to Chaube (2002, p. 4, 5), it has been indicated earlier that with the onset of adolescence there come many physical and mental changes in the individual. These two types of changes are accompanied by many other changes in the individual who feels all these changes but he fails to understand the causes of the same. He does not understand why his voice has become heavy and hoarse. The innocent and bright look on his face is no more there. He shows keenness in reading various books and watching movies. He develops a desire to participate more in social activities. These new desires pose problems of adjustment in the new environment. If these problems are not solved, the adolescent is bound to develop inner conflicts. His mental peace is disturbed. The burden of solving this problems lie on the adolescent. Some of his problems are such that they are against the wishes of the parents. The adolescent also appears to defy the discipline which the guardian wants to impose on him. The adolescent thinks that he is getting mature and must be treated like an adult. In short, the adolescents have to face problems as: i) How to get rid of guardian’s interference? 2) How to achieve some economic independence?
3) How to satisfy sexual desires? 4) How to spend the leisure time? 5) Which philosophy of life should be adopted?

The problems of boys relate more to economic independence and information connected with the opposite sex. The problems of girls relate mostly to efforts for making their appearance more attractive. These problems make the problems of their adjustment in their environment more difficult.

Problems of adjustment vary in degree. At the ‘normal’ level are nervousness and worry, feelings of inferiority, and some lesser degrees of anxiety, and of defensive behavior. It is experienced by all and hence is said to be normal (Sawrey & Telford, 1971, p. 427). The severity of the adjustment problem with which the individual has to cope would depend mostly on the nature of the need being denied, the extent to which it is being denied and the extent to which other needs are also being denied. However, when the problem becomes unusually severe, he is likely to become desperate and deviant behavior is likely to result.

2.4. Academic Achievement

It is a measure of knowledge gained in formal education generally indicated by test scores (Ahmad, 2008, p. 4).

Armstrong (1964) cited by Lefrancois (1976, p. 272, 273) stated that there appears to be some discontinuity between performance in elementary and performance in high school. Although some students begin to perform better after elementary school, approximately 45% do not perform as well.

Lefrancois further stated that popular speculation holds that this reduction in AA is due largely to greater preoccupations with peer group activities or to rebelliousness, apathy, or the variety of social ills sometimes assumed to be characteristic of the adolescent period. It appears that a host of personality variables including perseverance, values placed on AA and motivational variables are of considerable importance in determining the performance of high school students.

Adolescent girls and boys do not achieve identically in secondary schools, even though there are no significant differences in intelligence. The reason may be that girls and boys value achievement in different areas. Girls tend to see their achievement in terms of interpersonal competencies and skills, while boys look for achievement in the more objective, academic-oriented areas. Girls do not expect to do as well as boys in maths and science,
even though they may have done well previously (Richmond-Abbott, 1983 cited by Kaplan, 1986, p. 584, 585).

AA is a function not merely of intelligence, but also of the student’s habit of study, like any other habit are formed by multiple factors and strengthened by practice accumulated over years (Nirpharake, Goagate et.al. 1976, cited by Sarode, 1995, p. 102).

2.5. Previous Researches

2.5.1 Abstracts from Third Survey of Research in Education

According to the Third Survey of Research in Education: 1978 – 1983 (Buch, ed., 1986) following are few research studies which have been done on AA and AF of adolescents in urban and rural areas:


- Objectives: The study intended to compare pupils who had not studied in earlier classes (Y) pupils in 10 year stream (Y), pupils in 11 year stream (Y) and pupils in 12 year stream (Y repeaters) on adjustment and achievement.

- Method: Using stratified random sampling procedure; pupils of Standard X were drawn from fourteen schools. They were tested with two intelligence tests (verbal and non-verbal), two personality tests (covering the dimensions of extraversion and neuroticism), two adjustment inventories (concerning the areas of home, health, social, emotional and school adjustment) and general data questionnaires. Their SSLC marks were also obtained. The groups were compared with the analysis of variance and chi-square test.

- Results: (i) The boys and the girls in the classes were equally affected by factors like promotion. (ii) Economic and educational status of fathers was related to the progress of the pupils since the groups were found to be significantly different on these variables. (iii) SSLC result showed the superiority of Y1 group over all the other groups. (iv) Y1, Y2 and Y3
groups had significantly higher scores than Y4 but did not differ among themselves. (v) The pupils with high intelligence were identified as better adjusted and higher achievers in all the groups studied. (vi) Extraversion was related to only a few areas in adjustment and had no influence on achievement. (vii) The less neurotic were better adjusted in all areas. (viii) Neuroticism had no significant influence on achievement. (ix) Interaction effect of intelligence and streams on adjustment scores was significant in school and health adjustment (p. 664).

Pandey, A. (1970). A Study of Adjustment, Personality, Values and Vocational Interests of Super normal and Normal Adolescents, Ph.D.

- Objectives: The investigator attempted to study adjustment, values and vocational interests of super normal and normal adolescents. The study aimed at providing information to teachers, parents and guidance workers with regard to the characteristics of super normal and normal.

- Method: Four hundred adolescents of Classes X and XII varying in age from 15 to 18 years served as the sample for the study. The sample was drawn from 1,410 adolescents of Classes X and XII using two intelligence tests – one verbal and the other non-verbal. Half the subjects in each age group were super normal and the other half normal. Each age group had 100 subjects. The tools used were an adjustment inventory, vocational interests blank and an inventory to measure values. Critical ratio, F-ratio and coefficient of correlation were the statistical techniques used for data analysis.

- Results: (i) Super normals and normals did not differ in home, health and emotional adjustments. (ii) Normal adolescents of 15, 17 and 18 years had significant superiority over super normal adolescents of the same ages with regard to social adjustment. (iii) Increase in age and education in all areas. (iv) Super normals and normals did not differ significantly with regard to aesthetic and religious values. (v) Super normals had superiority over normals in the case of theoretical, economic and political values. Normal
adolescents had superiority over super normal adolescents in the case of social values. (vi) Increase in education and age was accompanied by an increase in priorities for political, theoretical, economic and social values. (vii) Super normals developed better vocational interests than the normals. (viii) Class XII adolescent developed better vocational interests than Class X adolescents. Increase in age, education and intelligence brought betterment to vocational interests (p. 389).

Pathak, R. (1971). Sociometric Status and Adjustment Level in School Children, Ph.D.

- Objectives: (i) to compare populars, neglectees, rejectees and isolates with regard to other adjustments, personality dimensions, and scholastic achievements, (ii) to recognize the relationship between adjustment and sociometric status, (iii) to understand the value of achievement and personality dimensions in adjustment and sociometric status, and (iv) to acquire the overall view of popularity, rejection, isolation, etc., as the function of adjustment and its allied aspects. In all, forty-eight hypotheses were tested relationship to differences among populars, neglectees, rejectees and isolates on various dimensions of adjustment, other personality dimensions, and scholastic achievement. One hypothesis on the relationship between socio-economic status and adjustment levels was also tested.

- Method: A sociometric questionnaire was administered to 300 boys and 500 girls of Class IX of ten higher secondary schools of Jabalpur and Saugar. The actual study was conducted on 260 students, 130 boys and 130 girls. On the basis of sociometric measurements, 80 students (40 girls and 40 boys) were selected to form a group each of populars, neglectees and rejectees, and 20 students were selected in the group of isolates with 10 boys and 10 girls. Data on other variables were collected through Vyaktitva Parakh Prashanavali incorporating items on home, health, social, emotional and school adjustments, Socio-School Adjustment Inventory (Jai Prakash), teachers’ rating scale on personality dimensions and
percentage of school marks in two consecutive years. The scores were compared among each subgroup – popular boys and girls (PB and PG), neglectee boys and girls (NB and NG), rejectee boys and girls (RB and RG), and isolated boys and girls (IB and IG) for each component separately. The chi-square and contingency coefficients were used for analysis of data.

- Results: (i) The populars were significantly superior to all the other three groups in home adjustment, social adjustment, emotional adjustment and school adjustment, and in health adjustment they were superior to the neglectees and the isolates but not to the rejectees. (ii) The neglectees were similar to the rejectees and the isolates were comparable in home adjustment, social adjustment, emotional adjustment and school adjustment but they differed in health adjustment. (iv) The populars were superior to all the other three groups on socio-school situations, personality dimensions, and scholastic achievement and adjustment grades. (v) The neglectees were superior to the rejectees and the isolates on socio-school adjustment and to the rejectees on scholastic achievement but they were comparable on personality dimensions, and scholastic achievement of the isolates. (vi) The rejectees and the isolates were similar in socio-school adjustment, and inferior to the isolates in scholastic achievement and personality dimensions. (vii) Sociometric status was significantly related to the various grades of adjustment (p. 393).

Method: A test of creative thinking abilities, an adjustment inventory, a school adjustment inventory and personal adjustment inventory were the tools used in the study. The sample comprised of 1,100 students of Standard X drawn from twenty-four high schools in Trivandrum district in Kerala, giving proportional representation to the sex and location and the type of school. The sample was trichotomized into creative, moderate and low-creative groups within boys and girls for comparison of adjustment in the seven areas for the first stage of analysis. The second stage of analysis was concerned with special problems of adjustment of creative children in relation to their special characteristics such as originality, curiosity, independence of thought and action, liking for novels and unconventional ideas.

Results: (i) None of the groups classified on the basis of creativity showed significant difference in health, social and school adjustment areas, for the boys and girls. (ii) The three creative groups among the boys showed significant differences in emotional adjustment. (iii) Only two sub-groups (high and moderately creative groups) of boys showed significant differences in home adjustment. (iv) Although boys and girls differed significantly in adjustment to situations that are assumed to create problems for creative children, the six sub-groups classified on the basis of creativity showed no significant differences. (v) The better-adjusted and maladjusted groups within each area of adjustment differed only in certain tasks of creativity, and these tasks differed for each area of adjustment. (vi) When classified on the basis of problems concerning personality characteristics of creative children, the better-adjusted and the maladjusted groups of boys differed in one task of creativity (similarities) and the moderately adjusted and maladjusted girls differed on one task (pattern meaning) (p. 324).
Objectives: (i) to study the nature of the distribution of self-concept of adolescents, (ii) to study the self-concept of adolescents in relation to sex, intelligence and place of residence, (iii) to find out the relationship between self-concept and scholastic achievement, (iv) to find out the relationship between self-concept and adjustment, and (v) to construct a test of self-concept.

Method: The descriptive method of research was followed to carry out this study. Differential and correlation techniques of research were used. The sample was drawn from the rural student population of Class X of Tehsil Bah and the urban population of Class X of Agra city.

Results: (i) The self-concept of the adolescents was a personality characteristic which was normally distributed in the population of adolescent students. (ii) There tended to be sex difference in the self-concept. It seemed that the male adolescents received more encouragement and attention in the home and society than the female, and developed brighter self-concept than the latter. (iii) The more intelligent adolescents tended to have brighter self-concept than the less intelligent ones. It meant that self-concept was not wholly a non-intellective characteristic of personality. (iv) The extent of relationship between intelligence and self-concept did not change with place of residence (rural or urban) or with sex. (v) The rural students tended to have as good self-concept as the urban ones and the rural environment was not uncongenial for the development of adequate self-concept. (vi) It was the satisfying and frustrating experiences of the adolescent in his social milieu in which he interacted with the members of the family, peers and other people that formed his self-concept. (vii) There existed positive relationship between self-concept and achievement and the adolescents with good self-concept were likely to achieve more than those with poor self-concept. (viii) Scholastic achievement highly correlated with the concept of one’s mental health and of socio-economic status. (ix) There was a
strong relationship between self-concept and adjustment. Good self-concept depended on good adjustment and vice versa but the adolescents who had very high concept of their socio-economic status in the rural areas did not have good adjustment in the changing socio-political conditions (p. 665-666).


- **Objectives:** The objective of the investigation was to carry out a longitudinal study of the relation of academic adjustment to scholastic performance of secondary school pupils at the terminal stage of their education.

- **Method:** The sample comprised 250 students of Class VIII from rural, semi-urban and urban areas selected randomly and followed till they reached Class X. The tools used were an adapted form of Rao’s Academic Adjustment Inventory, a sentence completion device to assess the attitude to self, learning, achievement, parents, teachers and peers, Raven’s Standard Progressive Matrices, Rao’s Socio-Economic Status Scale and personal data sheets. The data were analyzed using analysis of variance, t-test, chi-square test and correlation techniques. Repeated measurement design was used.

- **Results:** (i) Academic adjustment was significantly related to scholastic performance. (ii) Mental ability and scholastic performance were moderately related. (iii) Beyond the necessary minimum of level of ability, any increment in mental ability was not directly related to the increase in academic adjustment level. (iv) The attitudes to self learning, achievement, parents, teachers and peers were positively related to academic adjustment and scholastic performance. (v) The order of birth and the size of the family were not related to academic adjustment or to scholastic performance. (vi) The socio-economic status of the pupil’s parents was not significantly related to scholastic performance at Class VIII and Class IX but at Class X the pupils hailing from homes with higher socio-economic
status performed better. (vii) Academic adjustment was independent of socio-economic status; scholastic performance and consistency in vocational preference were unrelated (p. 685).


- Objectives: The objective of the investigation was to make a comparative study of the scholastic achievement of the socially disadvantaged and the socially non-disadvantaged pupils who were at the terminal level of secondary school education in relation to their academic adjustment.

- Method: The tools used in the study included scholastic achievement tests developed to assess the pupils’ achievement in four subject areas, namely, natural sciences, physical sciences, social studies and arithmetic, an adjustment inventory to measure eight areas of adjustment, namely, curricular adjustment, life goals, personal efficiency, study habits, mental health, interpersonal relations, aspirational level and morale, Raven’s Standard Progressive Matrices Test, and Self-Concept Test using Osgood’s semantic differential type scale. The study was conducted on a sample of 300 Class X pupils belonging to the Harijan community and 300 Class X pupils from the non-Harijan community selected at random from twenty schools in the four districts of Andhra Pradesh. The variables studied in the investigation comprised scholastic achievement, academic adjustment, mental ability and self-concept.

- Results: (i) the socially disadvantaged pupils significantly differed from the socially non-disadvantaged pupils with regard to their scholastic performance. The socially disadvantaged pupils (Harijan pupils) tended to obtain lower marks than the socially non-disadvantaged pupils. (ii) The socially disadvantaged pupils did not significantly differ from the socially non-disadvantaged pupils with regard to mental ability as assessed by Raven’s Standard Progressive Matrices Test. (iii) The socially
disadvantaged and the socially non-disadvantaged significantly differed with regard to their academic adjustment scores. (iv) The self-concept scores of the socially disadvantaged were not significantly different from the scores of the non-disadvantaged pupils. (v) The socially disadvantaged pupils frequently exhibited symptoms like anxiety, depression, etc., were less keenly interested in their academic pursuits and had poor personal efficiency in the planning and use of their time (p. 239).

Chadha, S. S. (1979). *A Study of Some Psychological and Social Factors as Related to Vocational Aspirations of Rural and Urban High School Children, Ph.D.*

**Hypotheses:** (i) There are significant differences in the fields and levels of vocational aspirations of urban and rural subjects. (ii) The levels of vocational aspirations of urban and rural sons are different from those of the aspirations of fathers for them. (iii) The subject aspiring for higher levels of occupations have higher intelligence, need achievement and SES. (iv) There are differences in the levels of vocational aspirations of the subjects scoring high and low on adjustment variables. (v) There are no significant differences in the scores on reactions to frustration obtained by those who aspire for either high or low levels of occupations.

**Methods:** The sample of the study comprised 713 boys of Class X, selected randomly from four schools of Chandigarh city and the six rural schools of Rupar district (Punjab). The tools used for collecting data were Group Test of General Mental Ability (Jalota), Thematic Apperception Test (Mehta) SES Scale (Dhami and Dosajh), and Adjustment Inventory for School Students (Sinha and Singh), Rosenzweig Picture Frustration Study Test-Adult Form (adaptation by Pareek, Devi and Rosenzweig) and Vocational Aspiration Blanks developed by the researcher based on Roe’s pattern. Statistical techniques of Mean, SD, t-test, correlation matrices and elementary linkage analysis were used for analyzing the data.

**Results:** The urban boys aspired for engineering (48 percent), protective
(11 percent) and health (10 percent), occupations whereas the rural boys aspired for teaching, welfare (43 percent), and engineering (36 percent) vocations. Other fields were represented by less than 10 percent each, both in the urban and the rural samples. (i) The aspirations of fathers for their sons maintained more or less a similar rank order. (ii) Vocations related to health were less popular as only 6 to 12 percent boys and their fathers aspired for them. (iii) The agreement between fathers and sons’ vocational aspirations was found to be 64 and 47 percent respectively, for urban and rural samples when only the fields were considered. More or less a similar agreement was found when only the levels were taken into account. (iv) Intelligence and SES were positively and significantly related to the levels of aspirations of fathers and sons of both urban and rural samples. (v) In the rural sample social adjustment and levels of the sons’ aspirations were significantly correlated. (vi) The urban fathers’ aspirations were related to the need achievement and need persistence of their sons. (vii) The adjustments of realistic and unrealistic vocational aspirants were not significantly different. (viii) In the case of vocational aspirations of sons and fathers, no field-wise consistent pattern could be identified in either of the samples (p. 449-450).


- Objectives: The study aimed at (i) finding out the adjustment problems of boys in health, social, aesthetic and emotional areas, and (ii) determining the amount of inter-correlation between adjustment, the level of aspiration, and achievement.

- Method: An adjustment inventory containing questions in the five areas (health, social, school, aesthetic and emotional) was prepared. The final form of the inventory was given to 500 students studying in Class XI along with the test on the level of aspiration. Marks secured by the students at the high school examination were used as achievement scores.
Results: (i) Rural students secured better points in emotional, health, and school adjustment areas. (ii) Urban students secured comparatively better marks in the aesthetic adjustment area. (iii) Significant relationship existed between adjustment, the level of aspiration and achievement. (iv) Urban students were facing difficulty in adjustment in school, health and emotional areas (p. 389).


Objectives: The enquiry was conducted (i) to study the adjustment of Harijan (HS), scheduled caste (SC) and backward class (BC) students who received financial help during 1975-77 and compare their adjustment position with that for the year 1964-65, (ii) to know the comparative adjustment of HS, SC and BC students belonging to different faculties and educational levels, (iii) to study the adjustment of HS, SC and BC students of urban and rural settings, (iv) to study the adjustment of HS, SC and BC students sex-wise, (v) to study the comparative adjustment of HS, SC and BC students of different socio-economic status, and (vi) to study the comparative adjustment of HS, SC and BC students with the upper-class students. The objectives were a part of evaluative program to make an appraisal of the progress made by the people belonging to HS, SC and BC groups.

Method: The study was conducted on the student population of Agra district (N=560), HS, SC and BC students (280) and general upper-class students (280), with mean age of 18 years and age range 15 to 25 years and belonging to three educational levels and five educational faculties. The SES levels were high, middle and low. The general upper class (GUC) students were considered as comparable groups (HS, SC, BC) excepting that HS, SC and BC students received scholarships from the government. Adjustment was measured through two tools – Vyaktitva Parakh Prashnavali
(VPP) (Saxena) and the Hindi version of Incomplete Sentences Blank (ISB).

- **Results:** (i) The adjustment of HS, SC and BC students 1965 was very unsatisfactory as against the condition of GUC students which was reported as satisfactory. (ii) The adjustments of both the comparable groups, in 1977, indicated that the adjustment of HS, SC and BC groups had considerably improved. (iii) The faculty differences did not affect the adjustment scores and the levels of education were not related to the adjustment scores. (iv) The urban students had higher adjustment scores on VPP than the rural students whereas the urban students had higher maladjustment scores on ISB. (v) The sex had significant effect on adjustment. The females had higher adjustment scores than the males and also the females had more psychological problems and complexes than the males. (vi) The socio-economic status had no effect on adjustment. (vii) There were significant differences between GUC group and HS, SC and BC students on VPP. (viii) On ISB scores, GUC were higher than the HS, SC and BC groups *(p. 207-208)*.

**Deb, S. (1980).** *Social-Psychological Problems of the Rural Students Migrating to Urban Areas for Studies: Pilot Study, Ph.D.*

- **Objectives:** (i) to survey the social-psychological background of rural students in urban areas in Classes XI and XII who could have continued in the rural areas, and (ii) to study their adjustment with their hostel mates and the problems they faced.

- **Method:** The sample comprised 150 rural students and an equal number of urban students. An information schedule was developed to assess the economic, social, cultural and psychological background of both the groups. The opinion on urban/rural life opportunities as well as the attitude of both groups regarding each other was also sought through the items. The thirty items were rated on a 5-point scale. The fifty item Self-Reporting Inventory
(Rural – Urban Hostellers’ Adjustment Inventory) was prepared to indicate the social climate of the hostel as well as the problems of rural students.

Results: (i) There were significant differences in the professional, educational and income level of guardians. (ii) There were differences in attitude towards religion. (iii) There was a lack of cultural taste on the part of rural hostellers. (iv) The concept of sociability varied significantly among the urban and the rural families. (v) Though both groups of students were from middle class families, the urban sample was from higher middle class families while the rural sample was from lower middle class families. (vi) While the rural sample felt most sources of pleasure were in urban areas, the urban sample felt they were in the rural areas. (vii) The urban sample felt the scope of education was almost entirely in cities while the rural sample did not hold such an extreme view. (viii) The rural sample faced difficulty in adjusting themselves to the fast life of the city, regarding the urban norms of physical appearance and dress, interest in the opposite sex, language, attitude to authority, reading interests, daily routine, socializing among friends and being a minority. (ix) The rural students resented the domination by the majority group resulting in alienation (p. 121).


Objectives: (i) to study adjustment problems of urban adolescent girls, and (ii) to construct a valid and reliable measure for assessing the personality adjustment of adolescent girls along with its norms.

Method: Problems, as experienced by adolescent girls were collected from a batch of girl students of Guwahati. Based upon the stated problems the preliminary draft of the inventory, consisting of 232 items, was constructed and then tried out on a representative sample of 370 girls. Item analysis was done by computing only the index of item discrimination. Before finalizing the draft an inter-correlation analysis was undertaken to find out the amount of overlapping among the different areas. In all, 100 items
were selected in the final form of the inventory, covering five areas of adjustment, viz., home, school and study, social, religious and moral, emotional and mental, and physical and sexual. As many as ten high and one higher secondary girls’ schools out of twelve high and one higher secondary girls’ school in Greater Guwahati area were selected and the inventory administered to the entire population (N = 2481) of Classes VIII (N = 846), IX (N = 779) of the eleven schools.

The reliability coefficients obtained by test-retest and split-half methods were found to range from 0.82 to 0.94. The content validity was established. The empirical validity was obtained by correlating the inventory scores with the Adjustment Inventory for School Students (Sinha and Singh) and also with teachers’ rating. The obtained validity coefficients were found to range from 0.73 to 0.75 in the former case and 0.56 to 0.59 in the latter.

Results: (i) The distribution of scores of the standardization sample was found to be approximately normal. (ii) The number of problems increased with age. (iii) Analysis of results showed that the differences between the means of Classes VIII and X were significant at one percent level but the difference between the means of Classes IX and X was not significant. (iv) The adolescent girls encountered maximum number of problems in the school and study and home areas. The physical and sexual were the least problem-encountering areas. (v) Class wise analysis of the problems revealed that the girls of Class VIII encountered maximum number of problems in the areas of home and school and study followed by emotional and mental areas. The social, religious, moral, physical and sexual areas took the fourth and fifth positions, respectively. (vi) In Classes IX and X, the emotional, mental, school and study were the most problematic areas followed by home, social, religious, moral, physical and sexual areas (p. 353-354).
Pandey, M. M. (1980). *Mathematical Aptitude in Relation to Intelligence and Academic Achievement among the Rural and Urban Secondary School Students of Bihar, Ph.D.*


- Methods: The sample consisted of 1,900 boys and girls, studying in Classes IX and X (new) of the secondary schools of Bihar. The tools used were the newly constructed and standardized test of mathematical aptitude by the investigator, mixed type group test of intelligence (verbal and non-verbal), and school examination marks in elementary and advanced mathematics and aggregate marks as indices of mathematical and general scholastic achievement, respectively.

- Results: (i) The distribution of mathematical aptitude test scores of secondary school boys and girls was almost normally distributed. (ii) The urban boys scored significantly higher on mathematical aptitude test than the urban girls. (iii) The rural boys scored significantly higher than the rural girls. (iv) The urban boys showed superiority over all other groups in mathematical aptitude. (v) The rural girls scored lowest on the mathematical aptitude test. (vi) There were significant urban-rural differences in mathematical aptitude, the urban boys scoring significantly higher. (vii) The urban girls were superior in mathematical aptitude than their counterparts in rural areas. (viii) The urban students (boys and girls) were superior in mathematical...
aptitude in comparison to the rural students. (ix) Mathematical aptitude was found to be significantly positively correlated with verbal intelligence in all the four groups. (x) Mathematical aptitude had positive but low correlation with non-verbal intelligence of all the four groups. (xi) Verbal intelligence test scores had a higher correlation with mathematical aptitude scores than the non-verbal intelligence test scores had a higher correlation with mathematical aptitude scores than the non-verbal intelligence test scores. (xii) Mathematical aptitude test scores had significant correlation with the examination marks in elementary mathematics. (xiii) Mathematical aptitude test was significantly positively correlated with the general scholastic achievement as measured by school examinations in terms of the aggregate marks (p. 457-458).

Shivappa, D (1980). *Factors Affecting the Academic Achievement of High School Pupils, Ph.D.*

- Objectives: (i) to investigate the relationships between the predictor variables such as self-concept (SC), study habits (SH), personality adjustment (PA), educational aspiration (EA), manifest anxiety (MA), socio-economic status (SES), need achievement (n-Ach) and intelligence (IQ) of high school pupils of Standard X and their AA and (ii) to determine the relative efficacy of the predictor variables (SC, SH, PA, EA, MA, SES, n-Ach and IQ) in predicting AA of high school pupils of Standard X.

- Method: The study was confined to 900 high school pupils studying in Standard X of twenty-seven selected high schools of North Bangalore, South and rural districts. The stratified random sampling procedure was followed in the selection of 900 pupils (510 boys and 390 girls) from urban and rural schools. The tools employed for the study were Q sort test for measurement of self-concept, Study Habits Inventory, Mysore Personality Inventory, Educational and Vocational Aspiration Scales, Manifest Anxiety Scales, Socio-Economic Status Scale (adapted version), TAT to measure need achievement and non-verbal test of intelligence.
Product moment coefficient of correlation and regression analysis were used to analyze the data.

Results: (i) Study habits, educational aspiration, socio-economic status, n-Ach and IQ were significant positive correlates whereas personality adjustment and manifest anxiety were significant negative correlates. (ii) The factors that contributed to predicting AA were IQ, n-Ach, MA, EA and SH; intelligence made the maximum contribution and n-Ach the next. (iii) With reference to the urban high school pupils, SH, EA, SES, n-Ach and IQ were significant positive correlates and PA and MA were significant negative correlates. (iv) When intelligence, n-Ach, MA, EA, and PA were considered together for predicting the AA of the urban high school pupils, the two variables IA and n-Ach made more or less equal contribution. (v) In the case of the rural high school pupils, SH, EA, n-Ach and IQ were significant positive correlates. When the potency of IQ, EA and n-Ach was considered together in predicting the AA of the rural high school pupils, IQ made the greatest contribution, followed by EA. (vi) For the success of high school boys at the Standard X examination, SH, EA, SES, n-Ach and IQ turned out to be significant positive correlates and MA significant negative correlate. The potency of IQ, n-Ach, MA and EA taken together in the prediction of the AA of the Standard X boys was evident while IQ made the greatest contribution, followed by n-Ach. (vii) For the success of high school girls of the Standard X examination, SH, EA, n-Ach, and IQ turned out to be significant positive correlates and PA and MA as significant negative correlates; the potency of IQ, PA, n-Ach and SH taken together in the prediction of the AA of the Standard X girls was revealed while IQ made the maximum contribution, followed by PA (p. 690).
- Objectives: The study aimed at developing a Parental Preference Inventory related to educational, emotional, social, moral, physical and vocational preferences for analyzing the relationship of parental preferences with adolescents’ adjustment, personality, achievement and children’s education at home and school.

- Method: Through purposive sampling, 3,404 cases were involved at one stage or other of the study. Patterns of parental preferences were identified by the Parental Preference Inventory (PPI) prepared by the investigator. The Hindi version of Junior-Senior High School Personality Questionnaire of Kapoor and Mehrotra was used along with Singh’s Adolescent Personality Inventory and Saxena’s Adjustment Inventory. The test-retest reliability of the PPI ranged between 0.42 and 0.67 and the split-half reliability between 0.29 and 0.67 for different dimensions of parental preferences. As regards content validation, the factorial validity ranged from 0.426 to 0.888 and could discriminate different levels of ability.

- Results: (i) Parents as a group tended to show varying parental preferences in different spheres while some tended to exist as core preferences; these preferences were primarily focused on higher AA followed by the physical and social fields and tended to neglect influences of tradition, culture and Indian social norms. (ii) While adolescents from joint families tended to exhibit significantly better educational, social and health adjustment, emotional adjustment and home adjustment were independent of family type. A higher desirability of parental preferences in the social field resulted in better educational adjustment. (iii) Though achievement was a function of socio-economic status, it was independent of family size and type. (iv) An inverse relationship existed between the desirability of parental preferences and the achievement of adolescents. (v) While no single effect was found to be strong enough to cause delinquency, the tendency was manifest more among adolescents of extreme achievement groups. Low desirability of
parental preferences resulted in significantly higher delinquency among average achievers. Those with low levels of achievement and adjustment were significantly more delinquent even when their parents had high and average desirability of parental preferences. (vi) Creativity was manifest significantly more among those with poor and average achievement. (vii) Students with poor achievement were more creative when desirability of parental preferences was of average level. Students with high and average adjustment were significantly more creative. (viii) Obedience as a personality trait was related with high desirability of parental preferences while assertiveness was related with low level of desirability of parental preferences. (iv) Low desirability of parental preferences resulted in experience, evasion of rules, and lesser ego integration. (x) Low desirability levels of parental preferences in the moral and emotional fields tended to make adolescents, particularly girls, group dependent. (xi) The desirability of parental preferences was positively related to the socio-economic status (p. 355-356).


- Objectives: (i) to see whether or not adolescence was a difficult period of adjustment for urban adolescent girls in India, (ii) to identify the pattern of problems of those adolescent girls, and (iii) to see the effect of adolescent problems on paired associate (PA) learning.
- Method: A sample of 500 urban adolescent girls ranging between fourteen and eighteen years of age was randomly selected from five Hindi-medium colleges in Lucknow City. An Indian adaptation of Money Problem Check List to which quantitative dimension was added by the researcher was administered to the sample. According to the results of the adaptation of the Money Problem Check List, the highest 15 per cent and the lowest 15 per cent of the subjects were selected for further study. The criterion groups (HP and LP) were administered the Porteus Maze Test and were run into
Results: (i) Adolescence was rather a calm phase of development in India. (ii) Individual differences in adolescent problems were observed. More than average problems were experienced by 17 per cent girls in different areas of life. Sixty-eight per cent of adolescent girls had an average problem level, whereas there were about 14.8 per cent of adolescent girls having a problem level that was below average. (iii) All adolescent girls marked some problems in different spheres of their lives. (iv) Problem-span, problem-intensity and problem-level were three interrelated aspects of the adolescent’s psychological world. (v) Adolescent girls had a maximum number of difficulties in areas like social, school, and personal psychological relation areas while a minimum number of difficulties were experienced in the area of courtship, sex and marriage. (vi) There was a positive relationship and interaction between different areas of adolescent adjustment, showing that the areas were not independent segments of adolescent’s personality. (vii) Five problems which are highest on the problem level were: taking everything too seriously, wanting to improve culturally, wanting a more pleasing personality, wanting to improve etiquette and parents sacrificing too much for them. (viii) Five problems which are lowest on the problem level were: parents divorced or living separately, bad posture, speech defects, working late at night, and difficulty in hearing. (ix) Late adolescent girls had a lower span and higher intensity and higher level of problems than the early ones. (x) The areas of concern for early adolescent girls were social recreational activities and school, while for late adolescent girls they were social recreational activities and personal psychological relations. The only area on which the two groups significantly differed was the personal psychological relation area. (xi) Adolescent problems were observed having adverse effect on the learning of competitive paired associations. (xii) Adolescent problems in different areas were inversely but not significantly related to PA learning, showing that the interaction of
all the problem areas was more important a determining factor of PA learning than problems in any specific area. (xiii) Delinquent tendencies were observed having detrimental effect on PA learning, showing that destructive tendencies in the adolescent girls might inhibit their constructive attempts (p. 357).


- Objectives: The investigation aimed at studying the AA of the scheduled caste and the scheduled tribe students in residential schools of high reputed public schools along with their study habits, thinking and observational capacity, interpersonal values, fluency, flexibility, interests, familial attitudes, and attitudes towards school, personality traits and adjustment in general, problems encountered in school as well as their socio-economic background.

- Method: The scheduled caste and the scheduled tribe students of six residential schools were selected. The study was further restricted to students from Standards V to XI. Data were collected with the help of personal bio-data blank, Interest Record, Study Habit Inventory, Creative Ability Test, Raven’s Standard Progressive Matrices, Gordon’s Survey of International Values, Rotter’s Incomplete Sentence Blank, Problems checklist, cumulative records and interview schedules. Heads of institutions, teachers and wardens along with parents and community members were also interviewed.

- Results:(i) Cumulative record cards of the students over a three-year period indicated an improvement in performance among 26.6 per cent, a consistent trend among 25.6 per cent, and decline in 28.9 per cent cases and fluctuations in 5.9 per cent students. (ii) Regarding their socio-economic background, the majority belonged to agricultural class with parents in rural areas, and the family size varying from five to eight members in large number of cases. Approximately 30 per cent parents had a monthly income
below the poverty line. Sixty-four per cent of the families were literate. The mother tongue of sixty-five per cent was Hindi. Sixty-four per cent had been in residential schools for over three years. (iii) Responses on the Study Habit Inventory revealed the presence of good study habits. (iv) The Creative Verbal Ability Test revealed complete lack of originality while fluency and flexibility scores were 50.5 and 40.3, respectively. (v) Responses on the seven interest areas indicated a lack of crystallization of interests. (vi) With regards to their interpersonal values, a large proportion was conformists while a few possessed leadership qualities. (vii) The sample was of average intellectual ability on Raven’s Standard Progressive Matrices and well adjusted on Rotter’s Incomplete Sentence Blank. (viii) The majority suffered from fear, anxiety and lack of self-confidence. (ix) They had positive attitudes towards others and school, while towards society, elite group and the opposite sex they had negative attitudes. (x) Examinations and scholarships also caused worry and anxiety. (xi) The majority had academic problems like poor handwriting, difficulties in English and Mathematics, lack of books and food. (xii) They suffered from anxieties, uncertainty about future, unpleasant dreams, inferiority complex, indecision particularly regarding vocations and higher education, retention of scholarships and the like. (xiii) By and large, they were free from health problems. (xiv) Some listed partiality and biased attitude of teachers along with lack of recreational facilities as problems. (xv) Interviews with heads, teachers and wardens indicated that the students were of average ability, having learning difficulties in English, Mathematics and physical sciences while they performed well in games and sports. (xvi) The teachers also felt that they suffered from an inferiority complex, and suggested special scholarships to be given on merit-cum-economic basis (p. 216-217).
Tharani, R.A. (1981). Study of the Relationship of Masculinity-Femininity Trait in Adolescents to their Patterns and AA, Ph.D.

Objectives: The major aim of the study was to relate the masculinity-femininity in adolescents to their adjustment patterns at home, school and community and AA. The main hypotheses examined were: (i) masculinity-femininity was a dimension of personality differentiated adolescents into groups. (ii) Certain demographic and environmental variables influenced the masculinity-femininity in adolescents. (iii) Masculinity-femininity was related to home, school and community adjustment and AA. (iv) There was sex differentiation in the relationship between the masculinity-femininity trait among adolescents and their adjustment patterns and AA.

Method: The sample for the study was drawn from Trivandrum educational district. It consisted of 1,164 adolescent boys and girls studying in Class X in twelve schools of the district. The tools used for data collection were the masculinity-femininity scale, adjustment scale to measure adjustment at home, school and community, a questionnaire to collect the personal data and achievement indices. The statistical techniques used were descriptive statistics, t-test, product-moment correlation, and partial correlation.

Results: (i) Masculinity scores were low. Age was not found to influence the masculinity-femininity scores. Religion did not appear to influence the masculinity-femininity trait but economic status and relationship influenced the masculinity-femininity trait. (ii) The family size appeared to be an important factor influencing the masculinity-femininity trait. (iii) Empathy was identified as a feminine trait. Girls possessed significantly higher empathy than boys. (iv) There was significant relationship between sibling relationship and empathic ability. An only child possessed highest ability. (v) Adolescents belonging to small possessed higher empathic ability. (vi) Superiority was identified as a masculinity trait. The trait of superiority was found to be related to economic status. (vii) Courage was identified as a masculinity trait having relationship with economic status, the type of family and the size of family. (viii) Sociability was identified as a masculinity trait having
relationship with economic status. There was significant relationship between economic status and interest in masculinity literature. Mechanical-mindedness was related to age and religion. Boys were interested in masculinity jobs as compared to girls. Vocational interest was more significantly related to economic status, religion and presence of both the parents. Home adjustment of boys was higher than that of girls. (ix) Adolescent boys belonging to high economic status were better adjusted at home than girls. (x) School adjustment of adolescents below the age of sixteen was higher than that of their older counterparts. (xi) Adjustment with the community was higher in the case of boys than in the case of girls. Community adjustment was not influenced by age, religion and economic status. (xii) AA of boys was higher than that of girls. Adolescents belonging to higher economic status had better achievement than those belonging to lower economic status. (xiii) Achievement was not influenced by religion, sex and the type of family. (xiv) AA was positively related to the masculinity-femininity trait. The relationship between masculinity-femininity and achievement was not influenced by adjustment (p. 429).


- Objectives: The study was designed to identify the variable having positive relationship with AA and to find out the relative importance of intelligence and various non-intellectual variables in determining AA.

- Method: A random stratified sample consisting of 309 girls and 598 boys (age range 15 to 16 years) studying in Class X of twelve boys’ and five girls’ schools was selected. Marks in high school examination were taken as the Criterion of AA. Raven’s Progressive Matrices Test was administered to have an idea about the socio-economic level of the families of the students. Information regarding home background, educational and vocational aspirations, planning for a career and educational and vocational expectations, parental encouragement for education was collected with the help of a questionnaire. An adaptation of Bell Adjustment Inventory
was used for the assessment of students’ adjustment in the four areas – home, health, social and emotional. Hindi adaptation of Brown–Holtzman Survey of Study Habits and Attitudes was administered to have an idea about the students’ study habits and attitude towards scholastic activities. An attitude scale was constructed to measure students’ attitude towards education. The data so collected were analyzed to find out the relationship between high school marks, intelligence test scores and various non-intellectual variables. After identifying the variables having positive relationship with AA, coefficient of multiple correlation between the variables that had been measured quantitatively, and AA was worked out. Thereafter using Wherry Doolittle method beta coefficients were calculated to find out the relative importance of different variables in AA.

Results: (i) Socio-economic background was a very important determinant for continuation of education. Significantly a larger number of students from the lower socio-economic classes failed in the high school examination and significantly a larger number of first class students belonged to higher socio-economic classes. Parents from higher socio-economic classes gave greater help and encouragement to their children for studies. (ii) Study habits were positively related to AA. (iii) Students from higher socio-economic classes had higher educational and occupational aspirations. (iv) A larger number of students from higher socio-economic classes did some planning for a future career in life. (v) Home adjustment was more closely related to AA than emotional, health and social adjustment. (vi) Attitude towards education had very high positive correlation with AA. (vii) With regard to relative importance of different variables, the coefficient of multiple correlation between AA and intelligence, socio-economic status, study habits, home adjustment and attitude towards education was 0.874. The coefficient of multiple determinations was 0.764. To determine the importance of different variables for the prediction of AA beta coefficients were calculated and the variables in order of magnitude of the coefficient were attitude towards education, socio-economic status, intelligence, study habits, home adjustment and social adjustment. Health and emotional
adjustment did not appear to add to predictive value when these variables were taken together (p. 660-661).


- Objectives: (i) to identify typical behavioral problems of adolescents studying in schools located in three environmental situations, viz., urban, industrial and rural, and (ii) to identify the causes of such problems and to see whether there was any dominant cause in a typical environment, viz., urban, industrial and rural.

- Method: The population comprised of secondary school students of the district of Burdwan, West Bengal. The sample was selected through stratified randomization of schools, the school being a unit of sampling in the first phase of the study, and the students in the second. All the students identified as having behavior problems were included in the sample in the second phase. Eighteen schools were taken from which 130 students of the age group 13 to 15 were selected for study. The distribution was urban- 54, industrial-42 and rural- 34. A matched group of children with the same proportion was selected from non-problem students by randomization. 12 hypotheses regarding the causes were formulated. Data were collected through the use of self-rating inventory, Bhagia’s School Adjustment Inventory, Pati’s Insecurity Questionnaire, Pati’s Inferiority Questionnaire and an interview schedule constructed by the researcher. Parametric and non-parametric statistical methods were used to test the hypotheses.

- Results: (i) Dissatisfying home conditions, lack of parental understanding and inconsistent behavior of the elders led to behavior problems. (ii) Dissatisfying environment in school, achievement frustration, poor adjustment in schools, particularly with school programs, social conditions, teachers and the student community contributed much toward behavior problems. (iii) Frustration of recognition expectation and feelings of insecurity and
in inferiority were powerful determinants of behavior problems. (iv) The gap between aspiration and actualization was also found to be one of the causative factors for behavior problems.

2.5.2. Abstracts from Fifth Survey of Educational Research


Mehta, P., Gaur, J.S., and Mohan, S. (1988) surveyed the adjustment problems of boys with superior scholastic ability and Sharma, M., and Mehta, M. (1989) investigated the effect of discordance between interests, aptitude and chose curriculum, in study of psychological adjustment. Discordance is apt to produce disturbances of different kinds, but there are other factors internal and external that contributes to satisfactory adjustment and achievement. Choice of course is influenced by many other practical considerations, and not even a system of educational vocational guidance, much talked about but little practiced, would guarantee good matching. Matching not only curricular choices but treatments to several relevant factors in the learner is a major concern in education at present; but the variables are too many and the problems too complex for an easy or simple solution. (Is match-making perfect anywhere and is there perfect concordance in any situation?) (p. 93).

Kashinath, H.M. (1991) investigated the adjustment among migrated Hindi and non-Hindi speaking students studying in Navodaya Vidyalayas with reference to three areas of adjustment viz., emotional, social and educational. The variables taken were sex and locality. The sample comprised 230 students in four Novadaya Vidyalayas in Class IX. Among them, 53 were urban, 183 were rural; 201 were boys and 34 were girls. There were 197 non-Hindi speaking and 38 Hindi speaking students. The major findings showed that Hindi and non-Hindi speaking boys do not differ significantly in respect of their emotional and educational adjustment. However, they differ significantly in social adjustments. Hindi and non-Hindi speaking girls do not differ significantly in any aspect of their adjustment. Rural students coming from both the groups differ significantly in respect of their emotional and educational adjustment. But they do differ so far as their social adjustment is concerned. Boys and girls of both the groups do not differ significantly
in their total adjustment. Similarly, the rural and the urban students do not differ significantly with respect to their total adjustment. The boys in both the language groups were emotional and educationally adjusted in a better way than at the social level. The girls in both the groups were better adjusted emotionally and educationally, rather than at the social level (p. 27).

2.5.2. Abstracts from Fifth Survey of Educational Research


- **Problem:** This study is designed to find the relation of academic adjustment to scholastic performance of pupils during the terminal stage of their secondary school education.

- **Objectives:** (i) to find out the relation of academic adjustment to scholastic performance, and (ii) to find out the desirable patterns of academic adjustment in pupils who obtain higher levels of scholastic performance.

- **Methodology:** Using the repeated measurements design, subjects from the localities (rural, semi-urban and urban) were selected by a three-stage random sampling procedure. The three groups of subjects selected for the study were matched on three variables, namely age, number of years of schooling and mental ability. Tools used included, Raven’s Standard Progressive Matrices, Rao’s Socio-economic Status Rating Scale, and adapted Telugu Version of Rao’s Academic Adjustment Inventory. The collected data were treated using Bartlett’s Test of Homogeneity, means, SDs and coefficient of correlation.

- **Major findings:** (i) Academic adjustment was significantly related to the scholastic performance. (ii) The mental ability and scholastic performance were only moderately related. (iii) The scholastic performance and locality were unrelated. (iv) The subjects from the three areas urban, semi-urban, and rural areas adjusted themselves comparably to the world of academic
work. (v) There were no differences among the subjects from urban, semi-urban and rural localities with regard to scholastic performance as well as academic adjustment. (vi) The attitudes to self-learning, achievement, parents and teachers and peers were found to be positively related to academic adjustment. (vii) Socio-economic status, size of the family, aim of life did not have significant relation to scholastic performance (p. 1907).


- **Problem:** The study is about the influence of family relationship on adjustment and achievement of students.

- **Objective:** to compare the students having different family relationship with respect to (a) adjustment, (b) anxiety, (c) achievement-motivation, (d) self-concept and (e) achievement.

- **Methodology:** The sample comprised 300 boys and 300 girls of class XI of Agra City. The tools used were parental Acceptance-Rejection questionnaire of Jai Prakash and Bhargava, Adjustment Inventory for school students of Sinha, Indian adaptation of Sarason’s General Anxiety Scale of A. Kumar, Achievement Motivation Test of R. P. Bhargava, self-concept Test of R. P. Bhatnagar and AA was considered using high school marks.

- **Major Findings:** (1) Family relationship played a determining role in promoting the adjustment of the students. (2) Significant difference was found among the students having different family relationship regarding total, emotional, social and educational adjustment. (3) Boys had better educational adjustment than girls. (4) Anxiety and achievement-motivation was not significantly influenced by family relationship. Girls were more anxious than boys. (5) No significant difference was observed between dimensions of self-concept and family relationship. (6) In AA accepted and average students did not differ from rejected students. (p. 1914).

Self-Concept and Class Adjustment of Adolescents in Relation to their Sex, School Discipline, Income Group and AA.

- Problem: It attempts to study the self-concept and class adjustment of adolescents as related to their sex, school discipline, income group and AA.

- Objectives: (i) to compare the self-concept and class adjustment of (a) male and female adolescents, and (b) Arts & Sciences students, (ii) to determine whether there are significant differences in self-concept and class adjustment of first divisioners, second divisioners and third divisioners, and (iii) to find out the effect of socio-economic status upon self-concept and class adjustment.

- Methodology: A stratified random sample of educational institutions was drawn from the high schools and intermediate colleges of Lucknow city. Four hundred students were randomly selected with the help of the selected college register records. Tools used included self-concept scale by A.R. Bisht and R.S. Pathani, and class Adjustments Inventory by M.P. Uniyal, A.R. Bisht and Leela Pathani. Mean, SD and ‘t’ values were computed to hint the data.

- Major findings: (1) Males and females did not differ significantly in their self-concept. (2) Science students had superior self-concept in comparison to art students. (3) The higher income group adolescents were superior in their self-concept than the average & low income groups. (4) First divisioners and second divisioners did not differ significantly, whereas first divisioners and third divisioners as well as second and third divisioners differed significantly on certain measures of self-concept. (5) High as well as average achievers had superior self-concept than low achievers. (6) Arts adolescents were found better in comparison to science adolescents. (7) Parental income did not affect the class adjustment of adolescents. (8) Class adjustments and AA were not related to each other. (p. 1894).
Problem: The study aims at assessing a more reliable and true relationship between the variables of family climate & home adjustment by determining the effect of other relevant variables, e.g., SES, intelligence, age, sex and locality.

Objectives: (i) to assess the effect of family climate on HA of adolescents (ii) to identify the effect of family climate on HA of adolescents by controlling intelligence & SES, and (iii) to adjust the effect of family climate on HA by controlling sex and locality.

Methodology: The students of class IX of Garhwal Mandal (CA 14-17) constituted the population of this study. The multi-stage random sampling technique was adopted to select an adequate sample from five districts: Chamoli, Dehradun, Pauri, Tehri and Uttar Kashi. Two districts Pauri and Tehri were selected. One thousand adolescents were drawn randomly from 12 schools, from there two districts. The family climate scale by Uniyal and Shah, the socio-economic status scale by Shah, the intelligence test by Ahuja, and the Adjustment Inventory by Shah were used to collect the data. Correlations and ‘t’ values were computed while treating the data.

Major Findings: (1) The HA of students having satisfactory family climate was found to be far superior to those who had highly dissatisfactory family climate, even when SES and intelligence were controlled. (2) In the case of girls, family climate did not play an important role in determining the level of HA. (3) In the case of urban students, the adolescents from satisfactory family climate had scored significantly higher on home adjustment than their counterparts from dissatisfactory family climate in case of rural adolescents. (4) Family climate was found to be effective in the case of urban boys, in determining their level of HA. Urban boys had better adjustment than their rural counterparts. (5) Better home adjustment of adolescents was due to satisfying family climate. (6) In the case of the entire group of adolescents, significant and positive relationship was
observed between family climate and home adjustment. (7) In the case of girls, there was no relationship between family climate and home adjustment. 

*(p. 1022).*


According to the ‘Sixth Survey of Research in Education: 1993 – 2000’ – National Council of Educational Research and Training, following are few research studies being done on AA and adjustment problems:

- **Jain (1998)** stated that findings of the studies with adolescent females (N = 260) showed the influence of perceived parental acceptance on their mental health. The study revealed less accepted girls to be more emotionally unstable, timid, apprehensive and tense.

- **Chaturvedi (1996)** studied that the perception of maternal role among adolescent boys and girls affected differentially their level of aspiration and AA.

- **Barua and Barua (1999)** found adolescence (198 between ages 15 – 16 years) of working mothers to be better adjusted on various educational and social – emotional dimensions than the adolescents of non - working mothers.

- **Rawat (1995)** showed that parental absence also affected adolescent students’ comprehension, study habits and personality adjustment.

- **Padhi and Dash (1994)** pointed out that parental attitudes were also related to self checked and peer checked competence.

- **Khokhar and Thakur (1993)** claimed that students of loving and permissive parents were found different in feelings and acceptance and rejection.

- **Arora (1999)** found that family size, economic status and non – existence of fathers were related to rejection experienced by withdrawing deviants of classes IX and XII.

- **Verma (1997)** showed that family climate was also found related to creativity.

- **Suneeta and Mayuri (1999)** found that family variables such as occupational status of parents, high SES, small family, encouraging parents, sibling assistance significantly enhanced the AA of classes IX and X.
- Taj’s (1999) study also gives evidence of AA being positively influenced by parent–child interaction, type of school management, and social class. Ramchandran (1993) traced the causes of under achievement to social and family related variables.

- Pillai and Usha (1994) established that parents’ sex bias affects achievement of girls.

- Mayuri & Bilquis (1999) discovered that in case of children from rural areas, their capacity for retention, concentration and intellectual abilities were found positively related to some personal and socio-economic variables such as age, class, physical health and status.

- Venugopal (1995) found influence of teacher’s expectation on the growth of intelligence among high school students, but it had no effect on pupil achievement.

- Agarwal (1998) identified extraversion in case of rural students of class VIII (400) and introversion for urban boys as significant correlates of academic performance.

- Singh and Verma (1995) found adjustment, interests and socio-economic status affecting the AA of female students of class X. Intelligence and academic aspiration were also found to be related to scholastic success; less intelligent rural students were found to have less academic aspirations than their urban counterparts.

- Ved Prakash (1994) pointed out that positive relationship was also found between school factors like school climate and educational aspiration, school environment and school adjustment and social values among male adolescent students.

- Singh (1993) found low SES adolescent girls to be more emotionally mature than their male counterparts of high or low SES.

- Zargar and Matoo (1993) surveyed vocational interests of high and low creative students (Sample 1000 boys and girls of class X) and found high creative to be more interested in fine arts, and literary activities. Later Matoo (1994) found high creative to be dissatisfied and maladjusted and emotionally unstable.

- Joglekar, Pandya and Kesarkar (1993) observed that differences in attitudes towards work experience also appeared among students from private aided, private unaided and municipal schools.
- **Vani (1995)** reported that girls were better on mental health than boys, although boys from co-educational schools were better than those in unisex schools. No such differences were observed in the case of girls.

- **(Tickoo, 1997., Pathak and Rai, 1993)** found that both SES and achievement motivation were positively related with mental health.

- **Upamanyu and Upamanyu (1995)** found adolescents of grades X and XI (508 males and 532 females) manifesting higher levels of loneliness than those of other age groups.

- **Gupta (1996)** found a significant relationship in adolescent girls on feelings of inferiority with emotional, social, educational and general adjustments.

- **Bhargava and Saxena (1997)** stated that prolonged deprivation was found to affect differently adolescent boys and girls (N = 60) in age range 16 - 18 years.

- **Prakash & Vani (1994)** claimed that the extremely deprived female group was found to be more emotionally balanced, having greater empathy although more dependant and with more difficulty in establishing personal relationships and having greater anxiety concerning their body functions than their male counterparts. Non-delinquent adolescents also have a greater degree of self-acceptance than the delinquents.

- **Reddy and Nagarathnamma (1994)** found that both boys and girls (360 each from VII and IX class) with high, moderate and low perceptions of school environment differed significantly among themselves with regard to their mental health assets and liabilities.

- **Gupta (1993)** discovered that teacher’s direct or indirect influence also has been found to make an impact on child’s emotional stability, autonomy, activity level, security and level of intelligence *(p. 235-237, 240-242)*.

### 2.5.4. Abstracts from Survey of Research in Psychology – 1972.

Following are few research studies that have been done on AA and adjustment problems:

- **Rao (1963 b)** studied students’ performance in relation to certain aspects of personality and academic adjustment. It was a prognostic study of student performance at the university. The major hypothesis was that achievement would
be significantly related to adjustment to academic work. All instruments used in the study, with the exception of the one used to assess mental ability, were specifically constructed and standardized for the use in the study. The major findings are that the over-achievers tend to differ significantly from both normal achievers and that the over-achiever has the optimum adjustment to academic situations. One more study in the area of AA (Rao, 1965) deals with problems of adjustment and AA.

(Joshi 1964) and Joshi and Singh (1968) reported factor analytical studies of adjustment problems. The results indicated inter-area dependence in adjustment and also pointed out that the severity of the situation contributes to different areas of adjustment.

- A study by Kakkar (1967) emphasized the role of school in causing anxiety and problems of adjustment among adolescents.

- Natraj (1968) found adolescents girls to be unsatisfactorily adjusted to the stress and strain of environment.

- Mathur (1970) stated that home and health problems contributed the main causes of frustration in adolescents and the incidence of frustration in adolescents and the incidence of frustration were higher in adolescents belonging to the lower class.

- Reddy (1971) studied that the major indications of problems in adolescents were inferiority feeling, poor self-image and dislike for home. The study also showed a decline in adjustment problems with maturity. The rural and urban residence did not seem to significantly affect adjustment.

- Pathak (1972) observed that differences in adjustment (home, social, emotional and health) were found to be related to the sociometric status of pre-adolescents, i.e. the peer choices in friendship. Popularity, rejection and isolation, in sociometric terms, were significant factors from each other in adjustment, as would be expected, but not popular and isolate girls.

- Reddy (1972) showed that a large percentage of rural and urban adolescents had adequate knowledge of the qualification required for their chosen occupation. No rural-urban or age-wise differences were apparent.
- Menon (1976) investigated sex differences in adolescents’ perceptions of their pubescent experiences. Pubescence was not perceived as a period of sudden change or stress and there were no sex differences in these perceptions. *(p. 98, 180-182, 278).*

### 2.5.5. Abstracts from Journals

**Shanmugam, T. E. (1953).** *A Study of Emotional Instability in Adolescence.*
- Sample: 275 boys from low socio-economic families.
- Methodology: Instrument: A personality inventory designed by the author.
- Results: At the age of fifteen, emotional instability reached its peak.

- Sample: 40 boys from 15 years of age group and 120 boys belonging to the age groups of 13, 14, 16 and 17.
- Methodology: Instrument: A personality towards reality and Neurasthenic tendencies were found to be important in the 15 years age group. In other age groups hypersensitivity alone was found to be important. The puberty group had significantly greater number of neurasthenic tendencies and sleep difficulties than non-puberty groups.

**Parameswaran, E. G. (1957).** *Social Adjustment of a Group of Early Adolescent Boys.*
- Sample: 238 high school and college students in the age range of 14 to 16 from urban and rural areas and from all socioeconomic levels.
- Methodology: Instrument: An adjustment inventory was developed which included adjustment to home, adjustment to school or college sexual adjustment, and attitude to future success. These were studied in relation to age, economic status educational background of the father, rural-urban variation and attitude to religion.
Results: It was found that the group was homogeneous. Significant age differences were found only in some aspects. The general tendency was towards decrease in maladjustment with increasing age. In three of the four sub-sections of sexual adjustment significant differences were found. It was also found that students from low-income groups showed significantly greater maladjustment than students from high income group in some areas. Sons of uneducated parents showed significantly higher maladjustment than the sons of the University graduates in some of the areas. Urban boys showed significantly greater maladjustment than rural boys in some areas.

- Sample: 50 girl students of the tenth standard of a local (Kolhapur) school in the age-range of 14 to 15 years.
- Methodology: The subjects were asked to write an essay on “If I were a boy”, they were given 10 minutes for thinking and thirty minutes for writing. Following trends were noticed.
- Results: (i) Desire to have independent existence liked boys and disgust for restrictions, kitchen and kids; (60%), (ii) Hatred for their brothers (60%) desire to bring a beautiful daughter-in-law for the parents (10%), (iii) Desire for flirting but no marriage (20%); (iv) Desire for love affair leading to marriage (2%); (v) The author claims that the findings fit into the Freudian interpretation.

- Sample: 100 boys and 100 girls in the age range of 14+ to 17+ drawn from the XI class of a higher secondary school of Allahabad.
- Data Analysis: Correlation.
- Results: It was revealed that the adjustment problems of adolescent boys
did not differ significantly from that of the girls. It was also revealed that the adolescent confronted the maximum number of problems in the school.

**Sabberwal, N. D. (1967).** *Emotional Tension and its Effect on Student Performance in School Examinations.*

- Sample: 30 girls of IX class, divided into three homogeneous groups on the basis of achievement in a preliminary test.
- Method: During 15 days teaching maximum tension was applied on one group, minimum tension was applied to the second group and the third group was kept free of tension. At the end of 15 days teaching a final achievement test was conducted. A personality inventory and a tension inventory were administered to all the three groups.
- Results: There was negative correlation between tension and performance at the examination. At the same time the results of the experiment revealed that tensions did not affect the personality adjustment. The negative correlation between tension and performance at the examination showed that high tensions produced low marks and absence of tensions result in high marks.


- Area: Secondary school of Tehsil Moga of Ferozepur District, Punjab.
- Sample: 260 adolescent girls of class IX were drawn from 5 secondary schools of age around 15-18 years.
- Data Analysis: The categorized data were analyzed, using chi-square technique, Pearson’s product-moment correlation, and contingency coefficients.
- Results: All the girls checked the item that they wished themselves to be healthy and beautiful. All the 137 problems were checked by one or the other. They had maximum number of problems in the area of health. Their
opinions indicated that the personal problems affect their academic performance effectively. Emotional problems appeared to affect mostly the AA.

**Bhojak, B. L., & Mehta, P. (1969). What problems do adolescents face?**
- Sample: A sample of 100 students (50 boys and 50 girls) of class 9 was selected.
- Results: The results taken irrespective of sex indicated problem in the following areas: (i) health and physical development, (ii) self-centered concerns, (iii) money, work and future, (iv) relationship between boys and girls.

While in case of boys the top 10 problems fall into 5 areas namely:
- i. Self-centered concern,
- ii. money, work and future,
- iii. health and physical development (10%),
- iv. relationship between boys and girls (v) relation to people in general.

Whereas top 10 problems of girls fall into 5 areas namely:
- i. Money, work and future (30%),
- ii. health and physical development (30%),
- iii. school (20%),
- iv. home and family,
- v. relation to people in general.

- Sample: 619 school and college going students in the age range of 14 to 20.
- Methodology: Instrument: Adolescent adjustment inventory developed by the author. The scores on adjustment inventory of students of various groups were compared.
- Results: The upper middle income group was least maladjusted group.

Feelings of inferiority pessimistic attitudes and impaired relations with parents characterized the problems of low income groups. Middle income group boys had poor heterosexual relations.

- Area: Meerut City Uttar Pradesh.
- Sample: 874 students from class IX-X, schools with 24 sections were taken.
- Methodology: Instrument: Mittal Adjustment Inventory (School form).
- Data Analysis: Percentages and Averages.
- Results: The converted S. D. units in maladjustment area of the inventory have shown that lower economic level and semi-urban character of population is responsible for children’s maladjustment. Government and semi-government schools do not contribute much to the maladjustment of the children. In respect of the three schools situated at the periphery of Meerut city, most of the students have problems at home like frequent manifestation of temper by their parents; they feel their home atmosphere as restrictive and unconducive to healthy adjustment.


- Area: Jabalpur, Madhya Pradesh.
- Sample: 400 students (200 boys, 200 girls) of class 9 aged 14-16 years.
- Methodology: Instrument: Saxena’s Vyaktitwa Parakh Prashnavali, (Personality adjustment inventory) was administered in classroom situation.
- Data Analysis: R, CR. Results: CR for differences between boys and girls were significant on health, social and emotional adjustments but not significant on home and school adjustment aspects of the inventory. Inter-correlations between the five adjustment areas for boys and girl samples were positive.


- Objectives: Sex differences in masculinity–femininity and its relationship with self-esteem, personal adjustment, and social adjustment were investigated.
- Method: A sample of 157 boys and 155 girls drawn from the secondary
school population of Kerala state.

- Results: It indicated that: (i) there is significant sex difference in the masculinity-femininity orientation of the sample. (ii) Self-esteem, personal adjustment, and social adjustment are positively and significantly related to the masculinity of the male subjects, and (iii) there is no relationship between masculinity-femininity and self-esteem, personal adjustment, and social adjustment in the case of female subjects.


- Objectives: The present study was conducted to identify the differences in perception of urban and rural adolescents and seen difference in the disciplinary techniques used by mothers.

- Method: Children’s perception of parental disciplinary practice scale by Dr. Roop Rekha Garg was used to collect the data. The sample consisted of 200 students (100 boys and 100 girls) in the age group of 13-15 years from rural and urban areas.

- Results: No significant differences existed among rural and urban boys regarding their perception of maternal disciplinary techniques.

- Conclusion: It may be concluded that urban and rural boys and girls did not differ in their perception of maternal disciplinary techniques.


- Objectives: Creativity and adjustment in the areas of home, health, social, emotional, together with overall adjustment were examined.

- Method: A sample of two hundred males and 200 female school going children, reading in tenth and eleventh classes were taken.

- Results: High and low creative male students were significantly differentiated in home, health and emotional together with overall adjustment and significant negative correlations were although observed in those fields,
signifying that male students were better adjusted in the fields of home, health, emotional and together with overall adjustment.

Conclusion: No consistent result was found in case of female students.


- Objectives: The authors compared the average grades given in 165 behavioral and social science courses with the average ratings given by students to the instructors who taught the courses.

- Method: The data was obtained for the present study from 165 undergraduate courses taught by 24 instructors. The range for class size was 2 to 86, with a total of 5,602 student evaluations. The university’s policy on course evaluations has been to require evaluations for all courses taught by non-tenured and adjunct faculty and to require that student evaluations are given in two courses per year by all tenured faculties.

- Results: Significant positive correlations were found between the average ratings for instructional quality and the average grades received by students. The courses in which the average grades were the highest were also those in which students gave teachers the highest ratings. Among possible reasons for the correlations are that better teachers attracted better students or that quality teachers provided more effective instruction, resulting in more student learning and, thus, higher average grades. Another explanation is that most college students tend to bias their ratings of instructional quality in favor of teachers who grade leniently (I. Neath, 1996). If correct, the latter reasoning begins to explain why the widespread use of student evaluations in the United States in recent decades has been accompanied by increases in the average grades that university students received.

- Conclusions: To prevent grade inflation, and particularly to avoid rewarding and promoting instructors who use increasingly less grading standards, administrators should adjust student ratings of instructional quality for the average grades given for a course. In general only courses near the
extremely high and low ends in terms of students’ average grades were significantly affected by the statistical adjustment.

Hasan, B., & Dewangan; T. P. (2005). *Career Maturity of Indian Adolescents as a Function of Locus of Control, Dependence Proneness and Sex.*

- Objectives: The aim is to examine empirically that whether or not locus of control, dependence proneness and sex independently or in interaction with each other are capable of explaining variance in career maturity in case of Hindi speaking Indian adolescents studying in Class X.

- Method: Employing a (2) ex-post facto, non-experiment factorial design (fixed model) with two levels of locus of control: internal and external, two levels of dependence proneness: high and low and two levels of sex: male and female were considered in the study. Employing the stratified random sampling techniques finally 256 students of class X (136 males and 120 females) between the age ranges of 14 to 16 years were drawn from different Hindi medium school of Raipur city of Chhattisgarh state to serve as subjects in the present study.

- Results: The three independent variables were found to be capable enough in explaining variance in career maturity independently. Baring few exceptions the first and the second order interactional effects could not turn out to be statistically significant.

- Conclusion: Theoretical interpretations have been given.


- Objectives: A comparative study was conducted to explore the impact of home environment and parent child relationship on achievement motivation of adolescents.

- Methods: The study was conducted on boys and girls (100 each in the age range of 14-16 years.

- Results: The results indicated that home environment and parent child
relationship affect the achievement motivation of the adolescents irrespective of their gender.


- **Objective:** to investigate the insights of the various disciplines together to study the genesis of adolescence.

- **Method:** An interdisciplinary approach is required to draw the insights of the various disciplines together to study the genesis of this process common to all human beings; that of growing up. The resources of many disciplines are required to disentangle the interacting historical, biological, psychological, and sociological forces.

- **Results:** Adolescence terminates psychologically with the establishment of realistic and relatively consistent patterns of problem solving and is socially still not defined as an adult; and, vice versa, an individual may have entered adult status according to the general socio cultural definition but may still be lacking in realistic patterns of problem solving.

- **Conclusion:** Psychological and social development is expected to coincide and produce a normally functioning of young adult by the late teens.


- **Objectives:** The present investigation intends to assess the mental health status, level of achievement motivation in relation to their AA.

- **Method:** The subjects of the study comprised of 600 students studying in high schools and intermediate (+2) colleges, in the age group of 13-18 yrs. Their achievement motivation was assessed by using suitable psychological scale and their AA was considered in terms of their grades obtained in their respective schools and colleges.

- **Results:** It did not show any influence of achievement motivation on AA of the subjects.

- **Conclusion:** Adolescents yet have to develop competitive spirit thus developing even achievement motivation.

- Objectives: This study is aimed at assessing the impact of gender on emotional intelligence and AA of secondary school students, besides the relationship between emotional intelligence and AA.

- Method: The sample 30 boys and 30 girls were randomly selected from Class X of a municipal high school in Tirupati town in Andhra Pradesh. The emotional intelligence questionnaire developed by Nutan Kumar Thingujam and Usha Ram was used.

- Results: There is difference between boys and girls with regard to emotional intelligence. There is difference in the Means of the two groups and ‘t’ is significant at 0.05 level.

- Conclusions: The study has a lot of limitations and several constraints such as socioeconomic background of students, type of schools, rural background and other factors which the researchers may probe in the future.


- Objectives: (i). to find out the level of adjustment of male and female adolescent students in the areas namely home, health, social, emotional and educational. (ii). to identify the major factors responsible for adjustment problems in adolescents.

- Method: The study was conducted on 200 adolescent students – 100 male and 100 female of class XI & XII, aged 16 – 19 years to assess their level of adjustment in the areas namely home, health, social, emotional and educational. Adjustment Inventory for College Students (AICS) developed by A.K.P. Sinha and R. P. Singh (1995) was used for the study.

- Results: Overall adjustment of male students was found to be better than female students. Social adjustment was average in both the groups. The results also revealed unsatisfactory adjustment of female adolescents in
different areas under study. Emotional adjustment of both the groups was unsatisfactory.

- Conclusion: Many factors identified in the study were thought to be responsible for adjustment problems in the adolescents like overprotection, lack of love and affection at home, lack of interest in studies, day dreaming, sleep disturbance, etc.


- Objectives: The investigation is intended of finding out the extent of relationship between creativity and socio-economic status of the students and AA.
- Method: A representative sample of 400 IX grades were drawn using survey method from two districts of Bihar. The tools used were Creativity Test by Baqer Mehdi and Socio-economic status scale by G.P. Srivastava.
- Results: The findings revealed that a significant positive relationship exists between creativity and AA and SES and AA of the students.
- Conclusion: Urban Muslim children are found to have an edge over their urban Non-Muslim counterparts on both dependent and independent variables except socio-economic status (sub-sample).


- Objectives: The present study is an attempt to examine the emotional maturity of adolescent boys and girls from joint and nuclear families.
- Method: A representative sample of 120 boys and 120 girls from joint families and 120 boys and 120 girls from nuclear families of 14-18 years of age studying in IX to XII standards were purposively selected. Emotional maturity scale developed by Singh and Bhargava (1989) was used to assess the emotional maturity of adolescent boys and girls.
- Results: It revealed that boys were emotionally more mature than girls.
- Conclusions: Further boys from joint families and girls from nuclear families
were having high maturity as compared to their counterparts.


- Objectives: The present study has tried to explore optimism-pessimism in relation to Emotional Maturity among adolescents.
- Method: The data was collected on 200 (100 boys and 100 girls) adolescents.
- Results: The results of the present study revealed a significant gender difference on Emotional maturity. Boys were found to be more emotionally matured than girls.
- Conclusion: Optimist respondents reported more emotionally matured behavior than respondents who had pessimistic attitude.

2.5.6. **Abstracts from Doctoral Dissertations**


- Sample: 100 adolescent girls from high and higher secondary schools.
- Results: (i) A great deal of insecurity among the girls prevailed as a result of worry and anxiety about future and success both in the academic and social life of the school. (ii) The girls who were not able to get the affection of their parents and who did not get recognition from any quarter experienced feelings of insecurity. (iii) A large number of girls desired parent affection, recognition of their individuality and respect for their point of view. (iv) They wished their parents to exercise less control over them and not expect unquestioned obedience from them. (v) The adolescent girls were keen to have new experiences, to get thrill and excitement of venturing into the unknown, and about eighty percent of them appeared to have feelings of restlessness by staying in one place. (vi) The intellectual awakening
in girls made them have a philosophy of life. (vii) They had certain inhibition regarding heterosexual behavior. (viii) They were hesitant in answering questions on sex and had been influenced much by their elders in this respect. (ix) Girls were not given any scientific information about sex and in most cases; they were kept in dark, which resulted in worry and emotional stress. (x) A number of girls had difficulties in adjustment due to inferiority feelings and wrong attitudes of their parents about their success and failure in schools. (xi) Boys and girls in general, accepted the norms and values.

**Kakkar, A. (1964). Adjustment Problems of Adolescent.**

- **Area:** Allahabad.
- **Sample:** 75 girls and 75 boys of class XI from the nine higher secondary schools of Allahabad.
- **Methodology:** Instruments: (i) Raven’s Progressive Matrices test, (ii) The Asthana’s Adjustment Inventory, (iii) The Rorschach Ink Blot Test, (iv) Thematic Appreciation Test by Murray.
- **Data Analysis:** Chi-Square and correctional technique.
- **Results:** (i) 43 percent cases had serious adjustment problems. The school area posed the greatest number of problems while in the home area the adolescents were over dependent on parents. Girls accepted parental control but boys grumbled about it. (ii) Boys were more aggressive and curious about the new knowledge while girls were shy, withdrawn and nervous. (iii) Adolescents were deeply concerned about their health. Shyness, nail biting, day-dreaming, lack of self-confidence, sex and problems relating to nervousness were conspicuous. (iv) Boys were possessed with sex problems, while girls with those like fear in the dark, in the crowd, etc. (v) The adjustment and personality problems increased with an increase in the level of intelligence. Verbal ability of the above average cases was richer as compared with others. In social areas, problems like ‘how to be popular, how to get along with others’ worried the adolescents.

- **Area:** Allahabad.
- **Sample:** One hundred and sixty normal school going adolescents of both sexes and of age group fourteen to seventeen, were drawn from classes IX and XI of local higher secondary schools.
- **Methodology:** Instruments: (i) Asthana Adjustment Inventory, (ii) The Jalota Group Test of Mental Ability, (iii) Information Bank, (iv) The Thematic Appreciation Test, (v) The Bell Adjustment Inventory.
- **Data Analysis:** Chi-Square and ’t’ test were used.
- **Results:** (i) There is no difference in the normal functioning of the ego of boys and girls, (ii) The girls are more optimistic than the boys, (iii) Girls’ vocabulary is richer and better, (iv) The girls tend to behave in an extreme way on the trait of sociability while the boys usually prefer the middle course, (v) The boys tend to be more aggressive and girls more timid in social situations, (vi) The boys and girls do not differ significantly on stability, dependability, confidence and inferiority, (vii) Feelings and wrong attitudes of their parents about their success and failure in schools.


- **Area:** Hyderabad and Secunderabad.
- **Sample:** 1280 adolescents, ranging in age from fourteen to twenty years, of the schools and colleges of Hyderabad and Secunderabad.
- **Methodology:** Instruments: (i) Home background survey, (ii) Adolescent adjustment inventory, and (iii) Parental attitude survey.
- **Results:** (i) Conflicting attitudes of extreme nature on the part of parents caused significant trends of maladjustment in the children. The subjects belonging to radical fathers were better adjusted in many of the areas of adjustment than those who came from conservative homes. (ii) Among the seven age groups of subjects, the seventeen, eighteen and nineteen year age groups revealed significantly more personal maladjustment than the subjects in the early age groups. (iii) The first born and the second born
were found to be the most maladjusted and the least maladjusted respectively. (iv) The highly orthodox group was the most maladjusted closely followed by the other two groups, conventional and somewhat orthodox. (v) A direct relationship was found between the level of adjustment in the children and the education of parents. Higher the level of education of the parents the better was the degree of adjustment in the sons. (vi) The father high and mother low group was found to be better than father and mother equal and mother high and father low group.

**Pandey, J. (1968). Problems of Adjustment of Adolescents in Relation to their Personality Variables.**

- **Area:** U. P.
- **Sample:** 491 adolescents were drawn from higher secondary schools of different places of eastern U. P., such as K. P. Hindu Inter College, Varanasi and P. D. N. D. Inter College Chunar, Mirzapur.
- **Methodology:** Instruments: Hindi version of (i) Mooney Problem Checklist (MPCL), (ii) Minnesota Inventory of Social preferences (MISP), (iii) Minnesota Inventory of Social Behavior (MISB), (iv) Brown-Holtgeman’s Survey of Study Habits and Attitudes (SSHA), (v) In addition Jalota Asthana’s Hindi version of Cattell-Eber’s 16 PF and (vi) Joshi test of general mental ability.
- **Data Analysis:** CR, Mean, SD, Correlations.
- **Results:** The urban upper class adolescents are found to have lowest number of problems in all the 11 areas except CSM in which the urban middle class predominates. The rural and semi-urban middle class-groups are found to have highest problems in this area of adjustment. Similar study habits and attitudes are observed between urban and semi-urban adolescents of 15 to 18 years in age. In the rural sub-sample the study habits and attitudes are found to be stable from 14 to 16 years in age. The urban adolescents appear to score better than the semi-urban. On the whole, age-wise improvement is observed, at 18th year age-group a slight decline is noted in all the areas. Urban adolescents have highest
scores on social preference followed by semi-urban subjects. Social behavior is also found to increase with age, though not very regularly in the urban-rural continuum. The urban subjects have highest scores in social behaviors. Then comes the semi-urban subjects followed by the rural ones.

- Area: Rajasthan.
- Sample: 618 pupils of 20 secondary schools were selected for collecting the problems and difficulties faced by students with regard to various aspects of school life.
- Methodology: Instruments: A satisfactory questionnaire was administered to 3,224 pupils studying in ninety two classes of twenty eight schools. The final form of the inventory was administered to 2,550 students from X to XI classes. A questionnaire was prepared. It consisted of 165 items.
- Results: (i) Girls exceed boys significantly in their adjustment to general environment and organizational aspect of the school. (ii) Rural school pupils exceed urban school pupils significantly in adjustment to their teachers, mates and self. (iii) Private school pupils are significantly better than government school pupils in their adjustment to the teachers.

2.5.7. Abstracts from Websites

- Objectives: A meta-analysis is undertaken, including 52 studies, to determine the influence of parental involvement on the educational outcomes of urban secondary school children.
- Methodology: Statistical analyses are done to determine the overall impact of parental involvement as well as specific components of parental involvement. Four different measures of educational outcomes are used. These measures include an overall measure of all components of AA combined, grades, standardized tests, and other measures that generally
included teacher rating scales and indices of academic attitudes and behaviors. The possible differing effects of parental involvement by race and socio-economic status are also examined.

- Results: The results indicate that the influence of parental involvement overall is significant for secondary school children. Parental involvement as a whole affects all the academic variables under study by about .5 to .55 of a standard deviation unit.

- Conclusion: The positive effects of parental involvement hold for both White and minority children.


- Objectives: This study addressed the relationships between 8 teacher-reported problem behavior syndromes and standardized measures of AA.

- Methodology: The sample comprised 41 boys and 17 girls’ ages 11 to 19 years enrolled in an alternative school. Although withdrawn, somatic complains, delinquent behavior and aggressive behavior syndromes exhibited significant zero-order correlations with the AA measures, each of these relationships was mediated by attention problems. A post hoc analysis suggested that the observed association between attention problems and AA was primarily due to the inattention component of the syndrome rather than the hyperactivity-impulsivity component.

- Results: The findings are discussed with reference to theoretical, research and treatment implications.

- Conclusion: From psychopathology perspective, low AA represents a significant risk factor for poor behavioral outcomes. A systematic view point posits that behavioral and academic problems exert reciprocal influence on one another, which over time, can negatively affect the development of individuals and their environments.
Wentzel K R (2003). *Sociometric Status and Adjustment in Middle School: A Longitudinal Study.*

Objectives: To investigate the relations between sociometric status and school adjustment (classroom grades, pro-social behavior and irresponsible behavior.

Methodology: A study was conducted with a sample of 204 students. Perceived support, efforts to learn and goals to be pro-social and to be responsible also were examined as mediators of these relations. Sixth-grade sociometric status predicted eighth-grade school adjustment when controlling for sixth-grade school adjustment.

Results: Compared to students of average sociometric status, controversial status students had lower classroom grades, rejected status students were rated as less pro-social, and members of rejected and popular status groups were rated as more irresponsible. In addition, neglected status group members perceived less peer support, controversial status group members reported less frequent efforts to learn, and rejected status group members reported less frequent pursuit of pro-social goals than did average status peers.

Conclusion: Models, whereby perceived support and motivation explained significant links between sociometric status and school adjustment, were not supported.


Background: Prenatal alcohol exposure is associated with learning, behavioral, and academic problems even in children without the fetal alcohol syndrome (FAS).

Objective: To examine the prenatal alcohol exposure and ability, AA, and school functioning in adolescence.

Methods: In longitudinal cohort, intelligence, academic performance, and
school functioning were evaluated in 265 low socioeconomic status (SES) adolescents (M age=15.1 years), 128 prenatally exposed to alcohol, 53 controls, and 84 special education students by using the Wechsler Intelligence Scale for Children, 3rd edition (WISC-III) and the Wechsler Individual Achievement Test (WIAT). School records were abstracted for grade point averages (GPA), standardized achievement test scores, conduct, attendance, and special education placement.

- Results: Alcohol-affected youth and significantly lower IQs than those in the other three groups.

- Conclusion: Although AA (WIAT scores) was most impaired in the special education group who showed lower performance over all as well as in reading and spelling, alcohol-affected youth showed significant deficits on mathematics subtests. There was no increased incidence of conduct problems in school records related to alcohol exposure.


- Objectives: The study identified distinct patterns of parental practices that differently influence adolescent behavior using the National Educational Longitudinal Survey (NELS: 88).

- Method: Following Brenner and Fox’s research model (1999), the cluster analysis was used to classify the four types of parental practices. The clusters of parenting practices in the current study showed convergence with Baumrind’s parenting style.

- Results: The results indicated that these four clusters differentially affected students’ self-concept, locus of control, and AA.

- Conclusion: The authors discussed how these identified parenting behavior patterns are linked with children’s adjustment, development, and achievement.
2.6. **Relevance of the Review to the Present Study**

The researcher had read through the literature and reviewed important concepts namely AA, AF and adolescent period. This review has pregnated the researcher with vast knowledge and in depth understanding of the various concepts related to the study. It enlightened the researcher to have a firm foundation and paved the way for her study. It enabled the researcher to select the necessary research tools for this study.

The various researches done helped the researcher to understand the influence of AA on adjustment and vice versa. The research review helped the researcher to outline her study in the following aspect:

1. Selection of X standard (S.S.C.) for the study.
2. Selection of both boys and girls for the study to bring about a comparison between them.
3. Selection of two different localities – the urban and the rural, to bring about the difference if any between them.

This is the first study that has been done on the AA and the selected AF of urban and rural adolescent students.