CHAPTER Two

RELATED LITERATURE

* STUDIES ON SELF CONCEPT.
  Self Concept of Children
  Self Concept of Adolescents.
  Self Concept of Adults.

* STUDIES ON ADJUSTMENT.
  Adjustment of children.
  Adjustment of Adolescents.
  Adjustment of Adults.

* STUDIES ON SELF CONCEPT AND ADJUSTMENT RELATIONSHIP.
CHAPTER II

In this chapter the related studies conducted in the past on and about the self-concept and adjustment have been mentioned. The constraints of time and non-availability of some publications have also determined the length of this chapter.

A casual and careful look at the self-concept and adjustment studies shows that they can be broadly classified into three clear-cut categories.

1) Studies on self-concept
   Self-Concept of children.
   Self-Concept of Adolescents
   Self-Concept of Adults.

2) Studies on Adjustment
   Adjustment of children.
   Adjustment of Adolescents
   Adjustment of Adults

3) Studies on Self-Concept and Adjustment Relationship.

An attempt has been made to mention some foreign and selected Indian Studies on self-concept and adjustment.

STUDIES ON SELF CONCEPT OF CHILDREN.

Ostrom, Gladys (1973) studied that the self concept of gifted children grows through freedom of Choice,
freedom of movement and freedom to do what is right. They suggested that a gifted child who grows up in a school and home environment where he has the freedom of choice, freedom of movement, and freedom to make moral judgments will be more likely to develop a healthy self concept than one whose freedom is greatly restricted.

Troubridge, Norma (1974) studied that self concept and IQ in elementary school children and found that the relationship between self concept and IQ was significant but nonlinear.

Gecas, Viktor; Calonico, James, Thomas & Darwin (1974) studied that the development of self concept in the child and found that child's self concept was more closely related to his parents and they suggested that this is a function of the father being perceived as a more powerful figure than the mother.

Parker, Harvey (1974) studied that contingency management and concomitant changes in elementary-school students self concept and concluded that the social learning approach can be used to modify a child classroom behaviour.

McGrouan, Robert; Jarman, Boyd Pedersen & Darhl (1974) studied that the effects of a competitive endurance training programme on self concept and peer approval and found that, at the end of the 18-WK running training programme, significant increases in cardiovascular fitness
and self concept were found for the experimental group only. There were no significant changes in peer approval for either group.

Charg and Theresa(1974) studied that the self concept of children of ethnically different marriages and found all individuals occupying a marginal status in society should not be expected or assumed to have marginal personality characteristics.

Wax, Douglas(1974) studied that self concept in Negro and white pre-adolescent delinquent boys and found black group as generally a more positive concept.

Lefley and Harriet(1975) studied that Differential self concept in American Indian children a function of language and examiner and found that homogenous for all subgroups, show significantly higher personal self concept in Mikasuki and significantly higher Indian self concept in English. It is suggested that minority testing may involve culturally patterned and contest bound response tendencies.

Annaesley and Frederick(1974) studied that the relationship between normal and behaviour problem children on reading achievement, intelligence self concept, and locus of control and suggested that in working with behaviour problem children strong efforts be made to raise academic achievement in order to improve behaviour, rather than
trying to improve behaviour in hopes of raising achievement.

Callison and Connie (1974) studied the experimental induction of self concept. It is suggested that discrepancies in the children's expected and reported performances on the mathematics test may have affected their subsequent self concept ratings.

Landry, Richard, Schlesch, Elizabeth & Pardeu & Michelle (1974) studied that self concept enhancement in a preschool program. It is concluded that self-enhancing education does increase a person's conception of self at the preschool level.

Edeburn, Carl & Landry, Richard (1974) studied that self concepts of students and a significant other, the teacher and found that a teacher's self acceptance is related to the development of good self concepts by students in Grades 3-5.

Muller, Douglas, Robert (1974) studied that the self concept of primary level Chocano and Anglo students and found that the only difference between the 2 groups occurred at the kindergarten level, with Anglo SS having significantly higher self concepts.

Drummond, Robert, Walter (1975) studied that the test-retest reliability of the self concept and motivation inventory and suggested the self concept is very fluid and/or the inventory is quite unreliable for clinical use.
Baglia, Jaganne & Sheikh, Anees (1974) studied that the development of the self concept in black and white children. Significantly differences were found in responses by age and race, e.g., younger SS and black SS made more identification responses than older and white SS.

Many, Wesley; Ellis, Joseph & Frey, Sherman (1974) studied a self concept scale for middle childhood and found that the word difficulty of the inventory scale has been adjusted to the age period by means of the application of a readability formula.

Aspy, David; Buhler & June (1975) studied that the effect of teachers' inferred self concept upon student achievement and found that the level of inferred self concept were related positively to SS' cognitive grow that the .01 level of significance for 4 of the 5 subjects and the total gain.

Lefebvre, Andre (1973) studied that the self concept of American Negro and white children and found that Black scored significantly lower than whites on total scores and the following scales, behavior, physical self, personal self, moral-ethical self, identity, and self satisfaction, scores on the other subscales were all in the expected direction.

Samuels & Shirley (1973) studied that the self concepts of lower and middle class black and white kindergarten children and found that black middle class children
had higher self concepts than black lower class children on both tests. While white middle class children had higher self concepts than white lower class children.

Wright, Robert, Fox, Marian & Noppe, Lloyd (1975) studied that the interrelationship of creativity, self esteem, and creative self concept and found that there is no relationship tested creativity and self-esteem. However a significant relationship between creative self concept and measured creativity was found.

Bradley, Fred & Newhouse, Robert (1975) studied that Södiometric choice and self perceptions of upper elementary school children. It is concluded that the concept of self was a factor closely related to how children are perceived by their peers. Boys confined their choices mainly to boys and girls chiefly to girls.

Carbonell and Guiadalupe (1975) studied that the formation of the child's self concept, through freedom and control, and found that self concept to influence his attitudes behavior and development. Peer relationships also influence self concept since they provide a glass in which the child sees himself reflected; but Peers lack authority over the child, so that Peer relationships are of a different character from interactions with parents and teachers.

Rudner, Howard, Markoff, Morrie, Westwood and Marv. studied that the relationship between isolation and self
concept in the elementary school classroom and found that self concepts of suburban children in the urban sample differ from those of SS in the rural sample.

Dillard & John (1976) studied that the relationship between career maturity and self concepts of suburban and urban middle and urban lower class preadolescent Black males and Results indicated relatively weak positive relations hips between career maturity and self concepts significant. Career maturity differences were found; however, self concepts of the 5 groups were not significantly different of the set of independent variables predicting and estimating variance accounted for socioeconomic status had strongest predictive effect on career maturity.

Calhoun, George & Elliott, Raymond (1977) studied that self concept and academic achievement of educable retarded and emotionally disturbed pupils and found that regular classrooms were significantly more effective than special classroom.

McIntire, Walter & Drummond Robert (1976) studied that the structure of self concept in second and fourth grade children and found that sex differences were found on 3 SCAMIN SCALES for 4th graders and on one Scale for 2nd graders. On the C.S.E.I, sex differences were found on one subscale school self, at the 2nd grade level. Grade differences were found on 2 CSEI subscales.
Shiffler, Lynch, Judith & Nadelman, Lorraine (1977) studied that relationship between self concept and classroom behavior in two informal elementary classrooms and found that the highest self concept group showed the greatest percentage of task-oriented behaviors, the lowest self concept group had the largest percentage of nondirected behaviors.

Ziv, Rimon & Doni (1977) studied that the Parental perception and self concept of gifted and average underachievers and found that in the average sample achievers had higher self concepts than underachievers. In the gifted sample, the reverse was true. In general, the parental evaluations of their children were unaffected by the child's performance in school. In the average sample only the mothers evaluated their underachieving children lower, whereas in the gifted sample there was no significant difference between parents evaluations. A tentative explanation is offered for the relationship among giftedness, achievement, and self concept.

Cleirighli (1977) studied that the relationship of socioeconomic status and ethnicity to primary grade children's self concept and found that the Purdue self concept scale was the measure of self concept. There was a decline in self concept with grade level and Blacks scored higher than whites. An analysis of Black 2nd
graders scores indicated that the race difference was due to the high scores of those with welfare status.

McIntire and Drummond (1977) studied that multiple predictors of self concept in children. Results show that 52% of the variance was accounted for, with 10 variables contributing at statistically significant levels. Personality variables were found to be more predictive than achievement ability or demographic factors.

Curtis and Altmann (1977) studied that the relationship between teachers self concept and the self concept of students and found that a teacher's reaction to a child is not solely influenced by the individuality of the child but also by the self concept of the teachers.

Dean (1977) studied that the effects of self concept on learning with gifted children and found that high self esteem showed significantly greater mastery of all learning tasks than lower self concept counter parts. Analysis of organization scores supported the use of more sophisticated learning strategies by children with higher self perceptions.

Chambless, Muller, Hulnick and Wood (1978) studied the relationships between self concept, self esteem, popularity and social judgments of junior high school students. Results reveal a moderate relationship between self concept and popularity. No evidence was found to suggest that either self esteem or ability to make accurate social
judgments was related to accuracy of self concept.

Muller, Chambliss and Wood (1977) studied the relationships between area specific measures of self concept, self esteem and academic achievement for Junior high School students. Results show that physical maturity, peer relations, academic success, and school adoptiveness self concept and self esteem measured were correlated with reading, language, mathematics, and composite achievement scores. Academic success self concept was significantly correlated with each of the achievement measures. Peer relations self concept and self esteem correlated with language, mathematics, and composite achievement. Academic Success self esteem measures did not correlate with any of the measures of achievement.

Pryfule, Phelps, Morrissey, and Davis (1978) studied that the Figure drawing size as a reflection of self concept or self esteem. Results of both studies show that when groups were differentiated significantly on either self concept or self esteem, the size of a figure drawn was not related to the level of self concept or self-esteem.

Ames (1978) studied that the effects of self concept and competitive reward structure and results show that high self concept children attributed success outcomes more to their high ability and engaged in more positive self reinforcement children. The effective significance of achievement outcomes was accentuated in competitive
settings for high but not low self concept children. The results are discussed in terms of an attribution model of behavior.

Stewart, Crump & McLean (1979) studied that the response instability on the piers-Harris children's self concept scale. It is suggested that teachers use self concept measures for assessment of the affective climate in the classroom rather than for students individually.

Elynn (1979) studied parental attitudes and the preschool child's self concept and significant relationships were found between parents of boys attitudes toward marital satisfaction and attitudes of parents of boys. Mothers who advocated more control tended to have sons of higher self concepts. Both mothers-fathers of girls advocated significantly more control than mothers and fathers of boys. A significant negative relationship was found between both the mother's rating of her boys and of her self concept measure of the boys.

Fahey & Phillips (1981) studied that the self concept in middle childhood. Results suggest that there is considerable growth in self concept during the middle childhood. The breadth of self description increased from recognition of a few physical qualities, Motor skills, sex typing, and age—which are the hallmarks of the preschooler's self concept—to 25 categories, which included ethnic awareness, ambition,
ideal self, and conscience development. Younger SS emphasized similarity to other children. While older SS chose properties that differentiated them from their peer, showing an increased sense of identity.

Stager & Young(1982) studied that the self concept measure for preschool and early primary grade children and found that boys described themselves as significantly stronger and bigger than girls. Girls described themselves as significantly more "good" than boys. Older SS described themselves as significantly more active than younger SS.

Ross(1980) studied self concept, school, and social setting: A comparison of rural Appalachian and Urban non-Appalachian Sixth graders and found that Rural SS Scored Significantly lower in general self concept and on behavior, intelligence and school status, physical Appearance and attributes, and happiness and satisfaction. The indication is that regardless of achievement level, rural Appalachian SS possessed a significantly more negative self concept. Particularly in School-related and intellectual activities, than urban SS. It is suggested that this finding is related to the place setting of schools in rural Appalachia.

Panda and Panda(1977) studied self concept, study behavior and cognitive performance of sixth grade boys in relation to their feelings of intellectual achievement responsibility and found that self concept and study behavior were significantly and positively related to school achievement. Results indicate the importance of nonintell-
ective variables for achievement and indicate potential ways of improving school achievement especially for culturally deprived children.

Klein & Cantor (1976) studied Gifted children and their self concept. It is suggested that gifted children may be more aware of their environment at an early age and spend energy trying to receive positive reinforcement if parental figures are not fully available. This may result in poor self concepts because of unresolved conflicts and an inability to be independent. It is concluded that there is a need for programs to stress the expression of feelings and to raise the self-esteem of children starting at kindergarten or nursery school levels.

Velasco, Carlos & Muller (1982) studied Development of self concept in children, Mexican, and united states school children and found that differences between national groups were minor, overall, these results suggest substantial similarities in development across national groups and a tendency for differences between national groups to decrease as grade level increases.

Boersma & Chapman (1981) studied Academic Self concept, achievement expectation, and locus of control in elementary learnings disabled children. Academic locus of Control was assessed by the Intellectual Achievement Responsibility Questionnaire strong differences were observed between learning disabled and control SS on the 3rd affective
variables. The importance of positive affective development in learning disabled children is discussed.

Beck, Bonge & Hanson (1982) studied special education/regular Education. A comparison of self concept. Results substantiate the literature and indicate no significant difference between the 3 groups (emotionally disturbed students, educable mentally retarded, learning disabled) of SS with exceptional educational need and the normal.

Ross & Parker (1980) studied Academic and social self concepts of the academically gifted. The responses of both sexes to the inventory indicate that SS had significantly higher academic than social self concepts and that this discrepancy did not change over grade levels. $T - 10.544$

King (1979) studied that parental self-actualization and children's self concept, and found that girls showed a stronger relationship to their parents than did boys fathers had a greater influence on their children than did mothers, and the strongest sex combination was father-daughter. Few correlations were significant; all were low and accounted for small amounts of common variance.

Burbauch and Bridgeman (1976) studied Dimensions of self concept among black and white fifth grade children. Findings support the view that there are racial differences in the reported self-attitudes of 5th grade children. Black children tended to perceive themselves in either negative or positive sets that extended across home, school or peer contexts, while white children combined their negative and
positive self-attitudes as they evaluated themselves within particular contexts. It is suggested that additional data on the role of the school in the development of children's self concept are needed.

Kanoy, Johnson and Kanoy (1980) studied Locus of control and self concept in achieving and underachieving bright elementary students and found that Achievers had significantly higher self concepts than underachievers on the Intellectual and school status subscale.

Mills (1979) studied Development of the child's self concept in relation to school. The importance of the powerful influences of teachers as significant others on children's self concept and self esteem in their role as pupils is delineated.

**STUDIES SELF-CONCEPT OF ADOLESCENTS.**

Frey, Sherman; Many, Wesley & Ellis, Joseph (1973) presented an inventory designed to yield a report of self concept of ability to achieve in 8 developmental tasks of adolescence.

Sinha (1975) studied that the Anxiety in Male and female adolescents and found the male and female students did not show significant difference in terms of anxiety as measure through CTA.

Sharma (1970) studied that the Interrelationship between two dimensions of assessing self concept and found that self concept scores and self ideas discrepancy scores approximate the normal probability curve.
Verma (1975) studied that some correlates of self concept and found that boys and girls did not differ significantly on any test used in this study.

Sharma (1974) studied that Tensions in adolescents and found that Tensions among the adolescents were higher among these coming from lower income group and least among those coming from the middle income group. Tension due to pocket expenses given were found in the children belonging to upper income group. Stress of parents for doing studies was more among low income group and families having more than 5 members and parent's criticism, of friend of child was more among middle income group. Children coming from upper income group were having maximum tension regarding prevalent fashion. Low income group parents were more critic of their offsprings' Cinema going habits and reading of comics.

Passi and Lalithamma (1973) studied the self concept and creativity of over, normal and underachievers and found that no mean difference found among the groups in self concept but over achievers were more creative than the others.

Herzog and John (1973) studied Initiation and high school in the development of Kikuyu youths' self concept and found that initiation along did not have an immediate impact on SS self concept, but that initiation combined with secondary education led to the development of mature and
sexually appropriate self images.

Passe and Lalithamma(1973) studied that self concept and creativity of over, normal and under achievers amongst grade X students and found no mean differences were found among the groups in self concept, but over achievers were more creative.

Gov and David(1974) studied that Dyslexic adolescent boys classroom accommodation is not enough and techniques to be used to improve the adolescents's self concept and social comprehension are suggested. Academic classroom activities are only a part of the remediation process.

Vogel and Sunan(1975) studied that sex role self concepts and life style plans of young women and found that plans for innovative sex role enactment, at least in spheres of education, child bearing, and employment, were associated with monsterecgic sex role self concepts.

Kennedy Helena(1974) studied that the changes in task-specific self concepts after vocational evaluation and found that students self concepts relating to the ability to perform specific tasks would change in the direction of increased agreement with vocational evaluator observations of performance.

Gray, David, Eugene(1974) studied that the congruency of adolescent self perceptions with those of parents and best friends and found that parents and friends gave ratings which correlated significantly with those of the
S.S. Friends were slightly more accurate but less consistent.

Busby, Walter, Fillmer and Smittle (1974) studied that interrelationship between self concept visual perception and reading disabilities, and further replication is suggested using a measure of "reading" self concept rather than "general" self concept.

Deo, Pratiba and Sharma (1971) studied that the relationship of self concept and anxiety of adolescent and found that self concept and self-ideal discrepancies were linearly related to self-reported adjustment assessed through the anxiety scale.

Thompson, Barbara (1974) studied the self concepts among secondary school pupils and found that there was little difference in the self evaluation of the 3 groups, but as seen by others, delinquents rated themselves less favourably than maladjusted pupils and maladjusted pupils less favourably than well adjusted pupils.

Leonardson and Gary (1977) studied the relationship between self concept and perceived physical fitness and found that perceived physical fitness and self concept scores were significantly but moderately correlated for both groups.

Spencer, William (1976) studied the effect of inter-personal influences and school environment on adolescent self concept and found that there was no significant relationship between socioeconomic status and academic performance. The most important influences on self concept of
ability were the individuals perceptions of the expectations of significant others and the individuals perceptions of his/her own competence expressed in school grades.

Lerner, Richard, Orlos; James, Kamp and John(1976) studied that the physical attractiveness, physical effectiveness, and self concept in late adolescents and results indicated a higher correspondence between what were seen as attractive body parts and what were seen as effective parts for males than for females. Moreover, findings from stepwise multiple regression analyses of each sex group ratings of the body parts for attractiveness and effectiveness each with the criterion variable constituting mean self concept score, were consistent with expectations.

Dallas, Marie and Gaier, Eugene(1975) studied the self and adolescent identity in women options and implications. It is suggested that the school, a significant socializing agent, is in the best position to help the adolescent female. Courses and activities that strengthen different modes of thinking can aid the adolescent in making choices consistent with personally established values rather than choices that conform to those of society.

Krishna and Agarval(1978) studied that the self concept, academic motivation and anxiety among high and low academic achievers and found that high and low achievers did not differ in anxiety scores but high achievers scored higher on self concept and academic motivation. Academic achievement tended to exhibit significant and positive
association with self concept and academic motivation. Academic achievement was found to be independent of anxiety.

Sinha and Sharma (1975) studied that self concept, academic motivation and scholastic achievement and found that the mean self concept score of the high achievement was found to be higher than that of the lower achievement. Likewise, the mean academic motivation score of the HA was higher than of the LA. It is concluded that self concept and academic motivation play an important role in scholastic achievement.

Faulkner, Gary, Wimberley, Ronald, Garibin, Albene and Vaughn, Derrald (1977) studied that self concepts and occupational prestige among vocational-technical students and it was hypothesized that high self concepts would be associated with higher prestige ratings for sub professional occupations. This was not found to be the case. Several alternative interpretations are offered.

Moore and Stoner (1977) studied that the Adolescent self reports and religiosity and suggested that male adolescents with positive self reports score higher on religiosity than those with low self reports, but not female adolescents.

Frey (1976) studied a validity and reliability study of a report of self concept scale: Adolescent form. All the correlations were significant with coefficients ranging from .41 to .63. Reliability and validity levels are considered acceptable.
Norvell and Guy (1977) studied that the comparison of self-concept in adopted and non-adopted adolescents and found that there is no significant difference between adopted and non-adopted adolescents.

Agrawal (1978) studied that the cross-cultural study of self-image; Indian, American, Australian, and Irish adolescents. It is concluded that American and Australian adolescents, in general, have higher self-esteem or ego strength than do Indian and Irish adolescents, respectively.

Verma (1975) studied some correlates of self-concept and found that self-concept was not significantly related to extraversion, neuroticism, or anxiety level.

Kokener (1978) studied that the factor analytic study of the Coopersmith self-Esteem Inventory, and found that grade level differences were not significant; sex difference were significant only in the factors related to school. Results support the construct validity of the SEI subscales proposed by S. Coopersmith (1967) and suggest that a major source of positive self-esteem for adolescents in the peer group.

Pomerantz (1979) studied sex differences in the relative importance of self-esteem, physical self-satisfaction and identity in predicting adolescent satisfaction and found that prediction patterns yields no differences for grade level, sex differences were found. Self esteem was the best predictor for males, while identity and physical
self satisfaction were the best predictors for females.

Rican (1978) studied Localization of the adolescent self in the space of Kelly. Localization of the self in the 2-factor space is consistent with the hypothesis that the adolescent self may be viewed on an upward line from the negative identification models toward the positive ones.

Dusek and Flaherty (1981) studied the development of the self-concept during the adolescent years. The longitudinal analyses indicated that adolescent self concept developed in a continuous and stable way, and that it is a result of continual and gradual growth based not only on social circumstances, but also on emergent cognitive competencies and skills.

Kato, Takakatsu and Takagi (1980) studied that the characteristics and developmental tendencies of the self concept in adolescents. Results show that (a) regardless of age and sex, self concept of adolescents was cheerful, friendly, Sincere, and not antisocial; and (b) in the males the degree of emotionality and sincerity showed increasing tendencies through junior high, senior high and college levels, while female S's showed an increase only in degree of sincerity.

Handel (1980) studied that perceived change of self among adolescents. Regression analyses indicated that the
lower the amount of perceived change of self, the higher
the level of self perceived adjustment and self-ideal con-
gruence.

Wolf(1982) studied that the factor analytic study of
the pierre-Harris children's self concept scale. Administered
the pierre-Harris children's self concept scale to 348 10-17
years old student in a biracial rural community. Seven of
10 factors had sufficient item loadings to be interpre-
table. Six(Behaviour, Intellectual and School. Appearance,
Anxiety, popularity, Happiness, and satisfaction)matched
those found in the manual, and an additional factor was fo-
und relating to Aggression. Race, Sex and age relationships
are reported for these 7 factors.

Gupta(1977) studied the relationship of creativity
with self concept among the school going children of 12
in Jammu City and found that the importance of having
higher and healthier self concept and higher self-accept-
tance as important personality characteristics conducive
to higher creativity whether verbal or nonverbal. Highly
creative individuals were found to possess higher self
concepts and high self-acceptance both of which were
conducive to better adjustment and positive mental health.
The intimate relationship between creativity and self con-
cept indicated by contrasted group analysis could not be
substantiated by high correlation between the two variables,
possibly because of scatter caused by the middle forty six
percent group. The existence of two independent dimensions of creativity, verbal and nonverbal, was verified. Creativity and self concept were found to be closely related dimensions, yet presence of a common factor between the two was not borne out by the results.

Rosenthal (1980) studied the relationship of adolescent self concept to perceptions of parents in single and two parent families and found that single parent families had lower self concepts. There was significant relationship between self concept and SS' perceptions of their parents. In addition, perceived love was found to be the best predictor of self concept in adolescents.

Zeeman (1982) studied creating change in academic self concept and school behaviour in alienated school students. Results demonstrate that a high school psychology course with affective and cognitive components can improve the academic self concept of alienated students and that confidence in their ability to succeed academically can be improved by tutoring younger students.

Stoner & Kalse (1978) studied that the sex differences in self concepts of adolescents and found males scored significantly higher on personal self, social self and self criticism.

Lu, Ching-Ming (1981) studied a three year follow-up of the self concept of Chinese children and adolescents. Findings indicate that SS had positive self concepts, and
with the exception of identity they did not change with age.

Osborne and LeGatte(1982) studied sex, race, grade level, and social class differences in self concept and found that females scored higher on behaviour and social scales than males. Both blacks and those in lower classes viewed themselves as less academically capable and less socially adopt than whites or those in higher social classes. The older S was more likely to have a positive self concept than the younger.

Bernstein(1980) studied the development of the self system during adolescents and suggests that the emergence of the ability to abstract is the most important cognitive development in the adolescent's self system. Data indicate that the major transformations in the development of the adolescent self system occur after age 15.

Griffin, Classin and young(1981) studied measurement of global self concept versus multiple role specific self concepts in adolescents. Significant differences were found between global self- ratings and role specific self ratings. Furthermore, self ratings differed across different social roles.

Bledsoe and Dixon(1980) studied that the effects of economic disadvantage on self concept of urban black high school students. Significant linear trends indicated that disadvantaged SS who reached the 12th grade were not significantly different from advantaged SS in satisfaction,

Physical self and personal self. Advantaged SS compared
favourably with general population norms, but disadvantaged were lower with respect to all variables.

STUDIES IN SELF CONCEPT OF ADULTS.

Judd, Larry, Smith & Carolyn(1974) studied that Discrepancy score validity in self and ideal self concept measurement. They found raise serious questions about the appropriateness of computing the difference between measures of self concept and ideal self concept on a given factor of either concept unless analyses of both concepts indicate compatible factor structure.

Zavalloni, Marissa(1973) studied that subjective culture, self concept and the social environment. They found that different level of analysis made it possible to discover certain particularities of French and American University students. In particular, political ideology appeared as an important variable in determination of social identity.

Parchal, Billy J. and Kuo, You-yuh(1973) studied that Anxiety and self concept among American and Chinese College students and found that Chinese Ss were considerably more anxious, more variable more compartmentalized and had more conflicts than American Ss.

Richardson and Mary(1975) studied that self concepts and role concepts in the career orientation of college women and found that the relationship between self and career concepts and the 2 most valid career orientation variables was somewhat stronger for women with high levels of self esteem and women with a high level of role differentiation.
Loomis and Charles (1974) studied that backward glance at self identification of blacks and chicanos and found that Mexican Americans and blacks emphasis on ethnicity in self-identification has greatly increased in the last decade.

Lund, Paul, Invanooff & John (1974) studied that correspondence of self concept measures with levels of reading achievement and found that significant differences in self concept were found among the groups, particularly between those who enrolled and those who did not enroll in the reading course.

White & Karl (1974) studied that the T- groups revisited; self concept change and the "fish bowling" technique small group behavior and found that no significant differential changes in self concept among the 3 groups.

Samuel, Nadene & Dorothy (1974) studied that the self concepts of two groups of black female college students and found that there was no differences between the groups.

Atherton, Charles (1974) studied that the effect of work experience on the self concept and anxiety level of the social work graduate students. It is tentatively suggested that social work students may not have higher anxiety level as some of the literature has indicated. It may be that the anxiety social work educators see in students in the field is quite within normal limits, that it does not threaten students' self concepts, and that it does not inhibit learning.
Nystul, Michael (1974) studied that the effects of birth order and sex on self concept. Results indicated that female SS had more positive feelings about their identity than males and had fewer basic personality defects and less of a tendency to avoid reality. Birth order did not have a significant effect on self concept.

Bailey, Roger, Finney, Phillip & Helm (1975) studied that the self concept support and friendship duration and found that self concept support is a more reliable feature of friendship than is perceived similarity, or "actual" similarity, between friends, self concepts.

Singh, Sehgal and Kapoor (1976) studied that a communication of self concept by women students of co-educational and non-co-educational institutions and found that women students studying through co-education system of education obtained higher self concept scores; science students have higher scores than Arts students on self concept scale.

White Side (1977) studied self concept differences among education and liberal arts under graduates, teachers and other professionals college students and suggested that undergraduate education majors had higher self esteem than did liberal arts SS and that males who become teachers had more positive self concepts than did either female teachers or males who worked in other fields. Females actively involved in noneducation professions had markedly higher self esteem than other professionals.
Shapiro, Arnold and Swensen, Clifford (1977) studied that self disclosure as a function of self concept and sex and found that self concept was significantly related to amount of self disclosure. High self concept Ss were more responsive to the level of self concept of their partners than were other Ss. There was no relationship between sex of the S and amount of self disclosure.

Darden, Bayton, James (1977) studied the self concept and Blacks assessment of Black leading roles in motion pictures and television and Results involved significant interactions of all factors in the experimental design.

Reich, Stephen & Geller, Andrew (1977) studied that the self image of nurses employed in a psychiatric hospital and reported that psychiatric nurses see themselves today as aggressive, assertive and self confident rejecting and self concept that would be labeled timid and submissive. They tend to identify strongly with many of the values in the field of mental health. Self control, self-assertion, and achievement.

Sies (1977) studied that self concept differences among high and low creative college students and found that Highly creative males gave self concept responses similar to those of females with minimal creative ability. Highly creative females had the lowest self esteem.

Rein (1977) studied that the Medical and nursing students; concepts of self and ideal self, typical and ideal work partner and found that discrepancy between
concept of self and ideal self and also point to considerable disagreement between medical students and nursing students.

West, Ray & Philip (1977) studied that the helper therapy principle in relationship of self concept change in commuter peer counselors and found that positive relationship between helping and self concept change; however, this was not significant at the traditional (.05) level.

Weller, Arad, Levit (1977) studied that self concept, delayed gratification and field dependence of successful and unsuccessful dieters, and measured that significant differences were found between the 2 groups for self concept and for delayed gratification, but not for field dependence.

Moos, Moos and Kulik (1977) studied behavioral and self concept antecedents and correlates of college student drinking patterns and it is concluded that knowledge of characteristics that ante date changes in drinking patterns may prove useful in identifying individuals at high risk for alcohol abuse.

Saraswat and Gaur (1979) studied the role of self concept in academic achievement. Review showed that the relationship between self concept and academic achievement was positive. It was also noted that there was a significant relationship between the ordinal position of the subject in family and his self concept score.
Filling, Salisbury, Davies, Mayelin (1978) studied the self concept and sexuality of spinal cord injured women. Results show that most of the women viewed themselves as very or somewhat attractive and had been involved in a sexual relationship since injury. The majority viewed sexual relationships as very enjoyable, although many commented that changes in bowel and bladder function had inhibited sexual expression. The need for more effective sexual counseling is highlighted. A trend was noted for an interrelationship between sexuality and self concept in adopting to acquired disability.

Newhouse and Schwager (1978) studied that the Rational behavior therapy as related to self concept of disadvantaged adults and found that there was no significant difference between the Rational behavior therapy group and the eclectic group on time competence or self regard. It is concluded that RBT applications can be effective with disadvantaged populations.

Yakichuk (1978) studied that the study of self concept evaluations of alcoholics and nonalcoholics. Results support the hypotheses that there are significant differences between the marks obtained by alcoholics and nonalcoholics on all the subtests of the tennessee self concept scale, with the exception of the self criticism subtest.

Van, Willis and carskadon (1978) studied the relation—
ships among three components of self concept and same sex and opposite sex human figure drawings and found that significant positive correlations were found between same-sex figure ratings and ratings of both real and ideal self, and there was a significant negative correlation between ratings of same sex figure drawings and ratings of least-liked self. There was no significant correlation between ratings of opposite-sex figure drawings and actual, ideal, or least liked self ratings. Thus a significant relationship among 3 components of self concept and normal SS perceptions of their human figure drawings, emerged, but only for same-sex figures.

Finando, Croteau, Sanz and Woodson (1977) studied the effects of group type on changes of self concept. Results did not significantly differ for males and females.

Wheelan (1978) studied the effect of personal growth and assertive training classes on female sex-role self concept. It is concluded that personal growth and assertive training may be effective approaches. However, their impact on female sex role self concept is different choice of classes should be dependent on the needs of clients and their goals.

Christian (1978) studied the Aspects of the self concept related to level of self esteem and found that significant differences were found on an overall self esteem score. No significant differences were found on ratings of positive
characteristics. While striking differences were noted for negative characteristics. Results suggest that it is how individuals experience negative rather than positive characteristics that plays a determining role in self esteem.

Kernaleguen and Conrad (1980) studied that the Analysis of five measures of Self concept. It is suggested that Choice of measure may depend on age group and educational levels of Ss, time available, and the extent and type of information required by the user.

Harless and McConnell (1982) studied that the Effects of hearing aid use on self concept in older persons. Results show that the hearing aid group scored higher in overall self-concept compared to the similar group who had not begun hearing aid use. This finding suggests that improvement in communicative efficiency, achieved through use of appropriate wearable amplification, may bear some relation of the self-image of older hearing-impaired individuals.

Scheirer and Krout (1979) studied increasing educational achievement via self concept change. Evaluation research on educational intervention programs that have focused on self concept change is also reviewed and these findings are discussed in terms of several self concept theories.

It is concluded that most programs have failed to achieve their goals.

Erdvins, Small and Gross (1980) studied the relationship of sex role to self concept and found that there was no
significant difference in self concept between masculine 
and androgynous; and the masculine group reported signifi-
cantly lower level of anxiety. These finding support a 
previous contention that it is the presence of masculine 
attributes rather than a balance of masculinity and femini-
nity that is crucial to personal adjustment.

Sadoughi, Jayaram and Bush (1978) studied postopera-
tive changes in the self concept of transsexuals as mea-
sured by the Tennessee self concept scale. Postsurgery 
results revealed significant changes in social self, ge-
neral self-esteem and self satisfaction. There was no less 
overall variability, but no significant change in physical 
self.

Noad (1979) studied the influence of self concept and 
educational attitudes on performance of elementary student 
teachers, and found that self concept and educational atti-
tudes, operating jointly, contributed 40.3% of the variance 
in student teacher performance, and 14% of this variance 
was explained by educational attitudes, while 26% could be 
accounted for by self concept.

Shah, and Sinha (1976) studied that feelings of secu-
rity and self concept as factors in familial attachment. 
Results support the hypothesis that the 2 groups of Ss 
would differ in self concept, but they do not support the 
hypotheses that they would differ in family attachment and 
feelings of security.
Singh, Sehgal and Kapoor (1976) studied that a communication of self concept by women students of co-educational and non-coeducational institutions.

Results support both hypotheses, significant differences between Ss from the 2 systems were found for behaviour, intelligence, physical appearance, popularity, and happiness.

Freeman (1976) studied sex-role stereotypes, self concepts, and measured personality characteristics in college women and men. Similarity was found between the responses and self concepts of female and male.

**STUDIES ON ADJUSTMENT OF CHILDREN.**

Bhatt (1971) studied the adjustment problem of the under-Achievers and found that there was a significant difference between the over achievers and under achievers in the performances on the ISB, the under achievers showed a relatively better level of adjustment than the overachiever.

Pandit (1973) studied the Adjustment problem of gifted children and their reactions to frustration and found that gifted and non gifted children did not differ in their level of adjustment almost in all the areas except school adjustment; gifted boys were more problematic than gifted girl in their over all adjustment; gifted girls were found to be significantly superior in their adjustment to gifted boys.
in all the areas except social Adjustment. It was observed
that the gifted and nongifted reacted differently to exper-
imentally produced frustrations; the gifted evaluated
the situation more positively and critically than the non-
gifted, there was no effect of frustration producing in-
structions on the self concept on anxiety scores of the gif-
ted and the nongifted, but the interaction effect was sta-
tistically significant.

Sehindele, hRudolf(1974) found that the social Adju-
stment of visually handicapped children in different educa-
tional settings and found that no significant r between age
and SA scores, a significant and between IQ and SA scores
only for the visually handicapped attending regular schools,
and a significant inverse r between SA scores and socioecono-
omic status only for visually handicapped Ss in residential
schools.

Mau, Wallace, Mau, Ethel(1975) studied that social ad-
justment and curiosity of fifth-grade children and found
that the more favourable social characteristics were rela-
ted to high curiosity. Whether this relationship is a cau-
sal one or whether both social adjustment and curiosity
are due to other underlying factors remains to be seen.

Surya and Rao(1977) studied that the adjustment re-
action of childhood. In this paper the author has present-
ted detailed consideration of the general problem of adju-
stment reactions of childhood with case illustrations.

"Majority of the cases came from urban areas from both high and middle income groups.

Ray and Tiwari (1977) studied that the adjustment pattern of first grade children with and without kindergarten experiences and found that students who have not attended the kindergarten or nursery school passed a number of problem pertaining to adjustment, academic achievement and intellectual development.

Pinto (1974) studied that the psychological adjustment of physically handicapped children and found that children and adolescents did not differ significantly in their adjustment patterns, disabled adolescents boys differed significantly from their normal counterparts, particularly in Ach and Affiliation. Disabled adolescent subjects of low intelligence differed significantly from normal subjects of similar intelligence in Ach and Affiliation. The deviant patterns of adjustment were as follows: (a) the disabled showed significantly greater instrumental activity in seeking need satisfaction.

(b) they also showed significantly greater affective status; (c) in frustration reaction they exhibited significantly greater hostility towards the environment, and (d) under continual stress, that is over the whole test situation, the disabled tended to shift from hostility
towards external sources to hostility against oneself.

Kraus (1978) studied that family structure as a factor in the adjustment of adopted children. It was found that male adopted children at age 7 years in families with natural children born after adoption had a maladjustment rate 10 times higher than those in families with adopted children only. Potential fertility should be considered as a factor indicating that a couple should perhaps defer adoption.

Shukla, T.R. & Mishra, T.P. Socio-economic status in relation to adjustment problems among school going children and found that maladjustment scores of lower SES were higher in home, health, social and emotional. It is concluded that the period of adolescence is more intense for lower SES Ss and Ss are inhibited and toned down in their overt relationships with others.

STUDIES ON ADJUSTMENT OF ADOLESCENTS.

Pinto (1974) studied that the psychosocial adjustment of physically handicapped children and found that children and adolescents did not differ significantly in their adjustment patterns, disabled adolescent boys differed significantly from their normal counterparts, particularly in Ach and Affiliation. Disabled adolescent subjects of low intelligence differed significantly from normal subjects of similar intelligence in Ach and Affiliation.

Reddy (1968) studied that the adjustment problems of
adolescents in joint and single families and found that the traditional joint family and traditional single family Se exhibited significantly higher degree of maladjustment than the other two groups. The frequent problem for the traditional joint family group was inferiority feeling, and heterosexual relations were found in the traditional single family groups.

Reddy (1967) studied that the adjustment problems of adolescent boys from large, medium and small families and found boys coming from large families were found significantly more maladjusted in the areas of school and attitude to life compared to the other groups. Students of medium sized families exhibited marked feelings of inferiority and maladjustment in school as compared to the students of small families. The students of small families were found to be the most free from adjustment problem.

Kakkar (1967) studied that relationship and found that the adjustment problem 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.

Reddy (1969) studied that the family income and adolescent adjustment and found that higher family income was found to be associated with better adjustment the upper middle income groups boys were found to be the least maladjusted. Feelings of inferiority, pessimistic attitudes
and impaired relations with parents characterized the problems of low income group boys. Boys in the middle income groups were found to have poor heterosexual relations.

Koul, Lokesh and Singh, Abhay (1973) studied that the school adjustment in different areas by the method of factor analysis and found that by using thrust one's centroid method, three factors were extracted viz., self adjustment in academic sphere, pupil-teacher adjustment and factor of social adjustment. Inter correlations between three factors of reference axes were negative.

Majumdar and Majumdar (1975) studied that the adolescent adjustment and the school and found that although study did not evidence much significant difference in the attitudes and the reactions of the control and experimental group subjects toward various aspects of school administration and teaching, the poor impact of school as a socializing agency was noticed. The girls showed moderate views and about the physical environment of school.

Natraj (1968) studied that the Adjustment of adolescent college girls and found that their economical and general adjustments were not satisfactory. The III years students were moderately adjusted. The II years students were unsatisfactorily adjusted in house, social and economic areas, the Ist year group and total group indicated unsatisfactory
adjustment.

Chauhan, Tiwari, Govind and Khatter (1973) studied that Anxiety as a function of intelligence and adjustment and found that there was no interaction between intelligence and adjustment. Test pointed out that anxiety amounted at two levels of adjustment when intelligence was kept constant and did not vary but it differed significantly at the two levels of intelligence when adjustment was kept constant.

Kumar, Ashok (1975) studied that Determinants of emotional problems of adolescents and found that the extent of seriousness of each problem was found different in the two sexes. In the boys sense of insecurity and in the girls lack of self confidence and adjustment were the main factors found. Education of parents, parental domination and socio-economic status of the family were found as determinants of various problems of adolescent.

Shukla and Khoche (1974) studied that Adjustment problems of mentally retarded children and found that Group differences were found to be highly significant for all the areas of adjustment. It can be said that mentally sub-normal adolescents have more adjustment problems than the normal adolescents in the four areas of adjustment i.e. Home, Health, Social and Emotional. Also the overall adjustment of mentally sub-normal group is very poor when compared to the overall adjustment of the normal group.
Badami and Badami (1972) studied that Adjustment in relation to school achievement sex and socioeconomic status, and found that the high achievers were significantly better adjusted in their families than the low achievers. The male students were significantly poorly adjusted than the female students. The students belonging to high and low socioeconomic status were comparatively better adjusted in their families than the student of intermediate socio-economic status.

Pandey (1976) studied that the adjustment, personality values and vocational interests of the super-normal and normal adolescents and found that super normal and normal adolescents do not differ significantly with regard to their adjustment in the field of home, health and emotion adjustment, and with regards to aesthetic and religious value. However, super normal adolescents develop better vocational interests than normal adolescents.

Shrivastava and Saxena (1978) studied that the adjustment processes of tribal and non tribal adolescent boys and found that tribal and nontribal boys differed significantly in the areas of home adjustment, social adjustment, and health and emotional adjustment. No significant difference was found in the adjustment of school.

Patel and Joshi (1977) studied that the study of adjustment processes of high and low achievers and found that high achievers scored significantly higher than low
achievers in all 3 of adjustment. Girls scored significantly higher than boys for family adjustment, and boys scored significantly higher than girls on personal adjustment. No significant sex differences were shown in social adjustment.

Shrivastava, Saxena, Kapoor and Saxena (1979) studied that the Adjustment problems of rural and Urban adolescents in India and found that Rural and urban boys were matched on the variables of age, education, Socio-economic status, birth order and intelligence. Overall superior adjustment was found among rural boys than their urban counterparts. Urban girls scores significantly higher than their rural counterparts on overall adjustment. Finding suggest that child rearing factor must be considered in studying the adjustment problems of rural and urban adolescents.

Gupta and Gupta (1978) studied that the Areas of adolescent problems and the relationship between them. It was observed that adolescent girls were having maximum number of problems in social, school and emotional areas and also, that there was a positive relationship between different areas of adolescent adjustment.

Shukla and Khoche (1974) studied that the adjustment problem of mentally retarded children and found that poor adjustment in the areas of home, health, social and emotional life for mentally subnormal adolescents, indicating
poor overall adjustment compared to the adjustment of the normal group.

Chatterjee and Bhaskar(1981) studied that the effects of adjustment, extraversion and field independence on academic achievement. Results indicate that better adjusted and field independent Ss had significantly higher scholastic achievements than poorly adjusted and field dependents. Achievement scores did not correlate significantly with extraversion scores.

Kafiluddin(1978) studied intelligence, adjustment and orphans and found that orphans differ in their intellectual level in comparison with orphans and non orphans were better adjusted than the orphans.

Sullivan(1979) studied that Adjustment in diabetic adolescent girls and suggested that Ss were relatively well adjusted and that their attitudes forward diabetes correlated positively with many adjustment factors.

Singh and Sharma(1978) studied that the Effect of birth order on adjustment and academic achievement and found that birth order was significant at the .01 level for adjustment and at the .05 level for achievement.

Duner and Magnusson(1979) studied Achievement, Social adjustment and home background and found that significant and substantial correlation between external factors and school achievement and between family relations and social adjustment, while all other correlations approached Zero.
STUDIES ON ADJUSTMENT OF ADULTS.

Edinger, Jack and Weiss and William (1974) studied the relation between the attitude quotient and adjustment potential and suggested that AQ was no better as a measure of adjustment potential than was IQ and that IQ was a much better indicator of functional efficiency as measured by the psychiatric status of the Ss than were AQ and IQ discrepancy scores.

Kanawala (1973) studied that the adjustment problems of college students and found that boys show highest adjustment in family areas whereas girls show highest adjustment in friendship sex and marriage areas as well as custom, morality and religious areas.

Koul and Singh (1974) studied that a factor analysis of personality adjustment in different areas and found that Factor I has a high positive loading in the element assessing health adjustment followed by element assessing emotional adjustment. Factor II has a high positive loading in the element assessing social adjustment followed by a substantial loading in the element assessing school or college adjustment.

Gupta (1976) studied the adjustment among unmarried Hindu and Muslim females and found that there was no significant difference between the 2 cultural groups in any adjustment area.
Worthington (1977) studied that the post service adjustment and Vietnam era veterans military medicine. It is suggested that many post service adjustment problem may be attributed to social, educational or vocational problems not connected with military service and that postservice adjustment may be more closely related to maladaptive behaviour patterns than to military service.

Bloom (1982) studied social support, accommodation to stress and adjustment to breast cancer and found that the relationship between social support and adjustment. Contrary to predictions, being employed and of a higher social status had significant effects on adjustment when measured by either self concept or sense of power.

Gupta, Yadav and Kumar (1982) studied that the marital adjustment of epileptic patients and found that there was no significant sex difference in marital adjustment.

Sharma (1978) studied that the adjustment problems of professional and non-professional college students and found that non-professional college students had more problems than the professional college students in the area of home problems; the arts students had greater problems in home and health areas than the engineering students, the science students had greater problems in the area of home than the medical students, the medical students had greater problems in social emotional and educational areas than the
commerce students, and the aesthetic and social interest, and Socio-economic status contributed significantly towards the well adjustment of professional college students.

Gupta,(1978) studied that the personality adjustment in relation to intelligence, sex, socio-economic back ground and personality dimensions of extra version and neuroticism and found that there was no significant sex difference in regard to personality adjustment among college students, there was no significant relationship between intelligence and adjustment of college students. There was a positive and significant relationship between adjustment and family income, there was no significant relationship between personality adjustment and parental education, there was no significant difference with regards to personality adjustment between married and unmarried college students. There was a positive and significant relationship between personality adjustment and extraversion-introversion. Neuroticism was found to be highly significantly and negatively associated with personality adjustment.

Singh(1982) studied Rigidity and adjustment and results show that rigidity was not significantly related to social, emotional, health, or home areas of adjustment. A negative correlation was found between rigidity and the finance area of adjustment.
Singh (1981) studied level of adjustment in the santal undergraduate students and found santal were inferior in their home, health and educational adjustment but superior in their social adjustment when compared to nonsantal. The emotional difference between the 2 groups was significant.

ADJUSTMENT OF ADULT

Herold (1979) studied that variables influencing the dating adjustment of university students and found that frequency, commitment and age of initial dating were the strongest influences on the dating adjustment of both sexes, social orientation was significant for the dating adjustment of males but not females.

STUDIES ON SELF-CONCEPT AND ADJUSTMENT.

Horeinstein, David and Houston and Kent (1975) studied that the effects of vasectomy on postoperative psychological adjustment and self concept and found that vasectomy adversely affected psychological adjustment, and this effect fluctuated over time as a function of preoperative level of defensiveness. In contrast, Vasectomy did not effect changes in self concept.

Hall, William, Valine, Warren (1977) studied the relationship between self concept and marital adjustment for commute college students and found that significant relationship between self concept and marital adjustment.
Roback, Strassberg, McKee, Cunnigham (1977) studied that the self concept and psychological adjustment differences between self identified male transsexual and male homosexuals and found that the homosexual group had a better self image and was better adjusted than the sex change group. Other findings reinforce the view that norm violations in homosexuality and transsexualism do not necessarily imply serious character damage.

Matson and Brooks (1977) studied that the adjusting to multiple sclerosis: An exploratory study and found that the vast majority of patients manifested positive self concepts in the face of physical adversity. The "successful adjustment to the disease is discussed, and an adjustment model is presented.

Bedell (1977) studied that the Life stress and the psychological and medical adjustment of chronically ill children. Results suggested that Ss who experienced a high level of life stress had poorer self concepts than did Ss who experienced a lower, more normal amount of life stress. Highly stressed Ss perceived themselves as more poorly behaved, less physically attractive, less able at school work less popular, and less satisfied with themselves in general. Results also suggested that the Social environmental experiences were related to the day to day health of the Ss.
Sarfaty and Katz (1978) studied studies that the self concept and adjustment patterns of hearing impaired pupils in different school settings.

Results show that Ss in the 2 integrative School settings, group and individual, had higher self concepts than Ss in the special school. However, there were differences in the adjustment profiles of Ss in all settings.

Gouwic and Jones (1981) studied Loneliness, self concept and Adjustment and Results indicate that loneliness was related to more negative self concepts. Possibly less adjust- ment and more self focus. Discussion centers on the relationshp between loneliness and self concept; the possible role of attention in maintaining the negative self image of lonely people is suggested.

Manvani, Srivastava, Saxena and Saxena (1981) studied that the study habit adjustment and anxiety among scheduled and non-scheduled caste students and found that poor adjust- ment and high anxiety level in SC Ss may be responsible for their poor study habits and academic performance. The influence of such social back ground factors as parental education and home environment on motivation is discussed.

Ampeling (1979) studied personality, aptitude, anxiety and adjustment of field dependent and field independent persons. Significant differences were found in emotional sensitivity, self control, anxiety, intelligence, generation reasoning and visualization. Results shou no characteristic
field-dependent, mixed, or field-independent personality types.

Ramkumar (1979) studied that subject characteristic of adolescent girls with acute self concept. The characteristics that identified Ss with acute self concept were backward community, high socioeconomic status, low intelligence, low personal adjustment, low social adjustment, high withdrawing tendency, low social values, and high religious, political and aesthetic values. The relationship of some of the S characteristics to acute self concept were different from those obtained for heterogeneous samples in earlier studies.