CHAPTER II

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The last three and a quarter decades represents a growing concern among psychologists about the problems of human adjustment. Both in India and various foreign countries many studies have been done where adjustment problems of students at various levels were studied. Adjustment problems were studied in relation to Age, Sex, Socio-economic status and other variables. This chapter deals with a brief review of studies reported in India and abroad where adjustment problems were studied with various other variables.

The responses of 370 Stephensons College for Women, Columbia were obtained on a MPCL, of possible worries containing 280 items. Analysis was made of the 81 items which were checked by 10 per cent or more of the group. It was found that the largest frequencies of indicated worries were in the personality, academic and the social areas. The smallest frequencies of indicated worries were in the home, physical, and financial areas.¹

Mooney, R.L. made a survey of 603 High School students. He illustrates the kind of results obtained and some of the uses to which the data can be put in counseling and curriculum building.²

Mooney, R.L. in an another study of 425 eleventh grade students in five communities using the checklist, showed the differences in the patterns of responses among the communities and indicated the potential usefulness of the problem checklist as a means of studying the effect of community conditions on the personal problems of youth.¹

In an another survey by R.L. Mooney of 171 freshmen girls in dormitories, he showed implications for the organisation of a personal problem.²

Priever, M. made case treatment of an individual student, who had shown initial problems on the check list and how problems shifted under the influence of activities taking place, in home economics, classes, extra curricular activities, living arrangements and individual conferences. He illustrates the way in which, the total resources of a school may be used by a teacher in an educational program related to the problems of individual students.³

Hibler, F.W. and Larson, A.H. made a study of the clinical significance of items marked on the MPCL by 110 juniors and 94 seniors of the Illinois State normal university. The

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items underlined reflected minor problems whereas the circled items were found to be diagnostic of major categories. There was no "typical pattern" for serious cases of mal-adjustment.1

Student personal committees at Illinois state normal university administered MPCL (college form) for 404 freshmen students. The average number of items considered as problems was 18.7, and the average number considered serious was 5.8. No sex differences were found. The items ranking highest in terms of frequency and seriousness showed student concern about academic success, personality improvement, and military services, of the eleven categories, the students expressed concern regarding more items in the "adjustment to college work". "This can be expected since they were freshmen adjusting to college". Very few general and serious problems were expressed in "Morals and Religion".2

Smith, C.B. used the checklist and other data to study the differences between students dropping out of high school (26 cases) and those remaining in the school (425 cases).3

R.H. Fisher administered the college form of MPCL to 102 upper class women students in psychology of university of Illinois, under two sets of conditions, first with signatures and then without signatures with an interim of one week between the two testings. The results indicated that the mean number of problems underlined (total problems, not serious) did not vary under the two conditions of administration. But the mean number of problems (serious problems) were significantly more when signatures were withheld.¹

Kuhlen and Bretsch administered a sociometric test and the MPCL to about 700 ninth grade students in connection with the study of the relationship of personal problems to sociometric status. On the problem check list the students were asked to check each item in the category of never, sometimes or often. They found that those with lowest socio-metric status checked those personal problems which are concerned with social skills, unhappiness, and lack of status, family problems and dislike of school.²

Poliezer, E.P. made a study to determine the relationship between the number of problems marked on the checklist and


the degree of adjustment indicated by the California tests of personality. The relationship between the parts and total of each instrument, the extent to which they are supplemented to each other for guidance uses, the areas in which students showed need for counseling and the areas in which students have relatively few problems are made. The subjects were 58 boys and 78 girls in grade 8A from two Detroit city schools.  

A personal interview form with seven problem areas (78 items), academic education, general education, vocational, personal and social adjustment, family, health and finance were administered to 100 men and 100 women students at Colorado Agricultural and Mechanical College. In order of decreasing frequency, the following problems were reported by one fifth or more of the students. Budgeting study time, studying effectively, planning extra curricular activities, not to interfere with academic school life, concentrating during study hours, buying and spending wisely, lacking rest and sleep, desiring to start a home, being self-conscious, lacking in self-confidence, wanting to be a more pleasing personality, speaking in public. While men reported more problems than women on 6 problems, the women reported more problems on 37 items and significantly higher on 11 items. Freshmen men, contrasted with other classroom were

significantly higher on 12 items and lower on 3, while Freshmen women were higher than other class women on 4 problems and lower on two.¹

A study was made by Gordon, L.V. regarding the validity of the check list in reflecting problem changes over a nine day interval.²

Gordon, L.V. also made a survey of the problems of Coeds and Wives of student veterans living at the G.I. Village using the preliminary adult form of the problem check list. A comparison of the problems of the two groups was made.³

Amos Robert T. and Washington Reginald M. administered MPCL to 21 teachers in a junior high school and to 57 pupils whom the teachers had identified as having behaviour problems. Teachers identified fewer problems than did the students, especially in the areas of money, work, the future, health and physical development. Teachers' observation tended to be confined to problems which disrupt classroom order and threaten the position of the teachers.⁴

A study of problems of prospective teachers was made by Dave, I. of Teachers College, Udaipur, Rajasthan. The nature, distribution and comparative status of the problems checked by 67 male and 20 female teachers are made in this study. The area, economic security was the most important problem for them.\(^1\)

Paul M. Smith administered the MPCL to study the problems of rural and urban senior high school, Negroes. He found that the 3 problems of major concern to rural youth were, 1) Finances, Living Conditions and Employment, 2) Adjustment to School Work, 3) The Future: Vocational and Educational. Among urban students, the important problems were, 1) Adjustment to School Works, 2) Curriculum and Teaching Procedures, and 3) Personal psychological Relations. Social, Psychological relations were least problems present for both groups. Rural students had on the average 33.15 problems, whereas urban students checked 52.68 problems on the average. The results indicate that cultural conditions and the nature of community life influence adolescent problems.\(^2\)

Reynolds W.H. of Purdue University, made a cross cultural study of teenager's problems from representative stratified samples of more than 5000 teenagers in schools in the

\(^1\) Dave, I. "Personal Problems of Prospective Teachers". Journal of Vocational Guidance (Baroda), 1961, Vol. 37, pp. 194-200 (1963 Abstract)

United states, Puerto Rico, West Germany and India. He used Science Research Associates (SRA) youth inventory, a problem checklist adopted to each of the cultures surveyed. Mean scores, reliability estimates, intercorrelations of sub-scale scores and factor analysis of these matrices all lead to the conclusion that, a) The measuring instrument is highly reliable, b) teenagers self-perceived problems can be comparably measured across widely different cultures, c) Rankings of problem areas across cultures are highly similar, d) Health problems are a least concern and post-high school problems are of most concern. The amount and intensity of worry varies greatly across cultures.¹

S.B. Kakkar of Government College, Jallundur administered MPCL to 54 students. Analysis of data indicated that majority of the students wanted to improve culturally and disliked financial dependence on others. The most important problems for them were self improvement, personality and economic security. The less important were boy girl relations.²

Kakkar Aruna of the University of Allahabad has carried out an investigation which was sought to study (i) the adjustment problems of adolescents in home, school, health and social areas;

(ii) Sex differences in the problems; (iii) the relationship between intelligence and adjustment; (iv) the influence of the problems on the learning efficiency; (v) the relationship between personality structure, psycho-social structure and adjustment; and (vi) implications for mental hygiene and educational guidance.

Results showed that 43 per cent 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; a feeling of insecurity in the home was mirrored in their attitude towards school situations. Boys were more aggressive and curious about the new knowledge while girls were shy, withdrawn and nervous. Adolescents were deeply concerned with their health. Boys were possessed with sex problems, while girls with those like fear in the dark, fear in the crowd etc. The positive intercorrelations between the different areas of adjustment showed that problems that disturbed the psychic equilibrium in one area brought about disturbance in other areas too. The data also showed that adjustment and personality problems increased with an increase in the level of intelligence. Three types of personality structures according to Rorschach Test influenced adjustment of adolescents. Adjustment problems were seen to have adversely affected the learning efficiency of adolescents.1

S. Narayana Rao made an investigation of the problems of S.V. University area, (2338 men students), using the modified version of MPCL, with 275 items and 10 areas. The B.Ed. students reported smallest number of problems both of general and academic nature. Veterinary students had more problems. The non-professional students reported more number of problems than the professional except Veterinary subjects. The problem, "Parents expecting too much of me" was checked by the largest number of subjects (46.66%). Most of the problems checked were problems concerning finances, adjustment to academic work, concern over future, employment. Problems increase as they move from Junior to Senior classes.1

T.P. Tripati of Meerut administered a personality inventory constructed by Bureau of Psychology, U.P., Allahabad, with 4 major areas, Home (30 items), School (40 items), Social (35 items) and Health (40 items) to 349 students of class X at Meerut. Out of the 349 students, 267 passed and 82 failed in the ensuing examination. Results indicated that failed students had more personality problems than those who passed. It also showed emotional maladjustment as a contributing factor towards failure. The largest problems for both passed and failed students were in the school and social areas and less

in home and health areas. All the important positive needs (eg. Affiliation, Achievement, etc.,) were frustrated in failed students. Negative needs like aggression and sex were distinctly marked by the filed cases than the passed ones.¹

Aruna Kumar, made a study of problems of adolescents related with their physical and mental Health. The sample was 150 XI class students (75 boys and 75 girls) of 9 higher secondary schools of Allahabad. The personality inventory consisted of 145 problems. Results indicated that majority of the students were worried about health. Boys are more obsessed with sexual problems, while for girls fear in the dark crowd, "nervousness while going alone" were problems of serious concern. The girls have shown a tendency to brood over petty matters, and boys wanted to become star sportsman.²

Krishna Kant Mehrotra made a study to investigate the adolescent problems using a personality inventory constructed by Bureau of Psychology, Allahabad, consisting of 4 broad areas. The sample was 200 boys and 200 girls of the intermediate class, with age ranging from 14 to 20 years. Results indicate that


boys have more problems than girls. Girls have better interpersonal relationships than boys as the CR is 4.26, Significant at 0.01 level. The same significant difference is found in the areas of health, home and school adjustment where girls are better. Overall adjustment of girls was better.

Bhagia, N.M. has made a study whose main aim was to develop an inventory for the assessment of school adjustment of pupils. The other purposes were (i) to place in the hands of teachers a reliable and economic way of measuring school adjustment of each pupil, (ii) to enable the teachers through the inventory to spot out the children having problems and difficulties in adjusting to schools, and (iii) to enable the schools to evaluate their set up and practices in the light of pupil requirements. In order to determine the basis for developing the inventory the study aimed at discovering a comprehensive data for contents in terms of pupils problems and other characteristics. The differences in the mean scores of various groups and critical ratios indicated many significant differences (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; and (iii) private school pupils

are significantly better than government school pupils in their adjustment to the teachers.¹

In India a study was conducted to find out the problems of college students in Tripura, by the Bureau of Vocational and Educational Guidance, Tripura. A translated version of the questionnaire (41 items) constructed by the All India Vocational and Guidance Association was administered to 451 non-professional degree college students in Tripura. The items included were problems dealing with study, choice of courses and careers, sex information and marriage, emotional and health adjustment, etc. Results indicate that boys marked more number of problems than girls. Problems marked were mainly with their study, choices of courses and careers and sex information. The most troublesome problem marked by 84% of the students was with their studies. Both boys and girls received much help from their parents. Only 14% males and 9% females reported receiving no help. More than 70% of the males and females reported no help from psychologists and guidance personnel. They wanted on an average 15 problems for help.²

S. Narayana Rao, made a study to investigate the hypothesis, that a low achiever of high ability may be expected to

² Study conducted by the Bureau of Vocational Guidance, Govt. of Tripura. "College Students Problems in Tripura", Education Miscellany, 1967, 1 & 2, pp.67-68.
report a significantly larger number of adjustment problems than an over achiever of about the same level of ability." The modified and abridged form of MPCL was administered to a group of 305 male undergraduate students comprising of 3 groups, viz., over, under and normal achievers. The Chi-square test of independence in contingency tables and a test of independence of difference between the means and SD's were computed. The correlations between the number of problems reported and the achievement scores were also worked out. The results follow the hypothesis, as the inefficient adjustment patterns of the academic situation were found to be responsible for the under achiever's low level of achievement.¹

Bernard J. Hardman administered the MPCL (College form) to freshmen and sophomores, 70 males, 62 females, (age range 18 to 20) at a commuter college in an industrial area. The future ranked second highest in terms of serious problems for males but least for females. Social Psychological relations ranked third (tie) highest as a serious problem for females but only eighth highest for males. Males had more problems than females and also serious problems. More Males (58.2%) were willing to talk over their problems with a trained person than females (41.9%).²


S.P. Ahluwalia and Nirmaljit Sindhu made a study to find the relationship between personal problems and their effect on academic achievement. Sample used was 260 adolescent girls of class IX studying in the five selected secondary schools of Tehsil Moga of Ferozpur district of the Punjab. The subjects mean age was 15.48 years. A personal problem check list devised along with a short questionnaire was administered. The results indicate that average number of problems for subjects was 6.2 to 16.3 in five areas. The results of the study do not support statistically that there is any significant relation between personal problems and academic achievement.1

Timal R. Chawla used Rotter's incomplete sentence blank to study the relationship between adjustment and academic achievement. The subjects were 301 male college students. On the basis of the results he concluded that achievement is closely related to the adjustment.2

Agarwal, R.N. conducted a study which was intended to answer the following questions:

(i) What kind of adjustment problems do boys think they themselves have?


(ii) In what respects do the parents and teachers' judgements of pupil adjustment problems differ from each other and from pupils' judgement of themselves?

(iii) Are the boys of school age aware of what their parents and teachers think their actual adjustment problems are?

(iv) What is the relationship between common adjustment problems and socio-economic status of boys of the age group 13 to 18 years.

A multistage sample of 2,375 male students of different socio-economic strata from ninth to eleventh standards within the age range of 13 to 18 years from Higher secondary schools were selected for the study. An inventory was constructed and used for this purpose.

The major findings are:

(i) Adjustment problems in home, school and social areas as perceived by pupils themselves decreases with age, whereas in case of health and emotional areas, they increase;

(ii) Most of the mean differences between different socio-economic strata groups in home and health areas and between upper and lower socio-economic groups in other areas found to be significantly different;

(iii) The number of pupils overall adjustment problems in different areas except home are highest for upper socio-
group and lowest for the lower;

(iv) in general the homogeneity in the nature of adjustment problems increases with age, and it is found the highest in emotional area and lowest in school area;

(v) Parents responses reveal that the number of adjustment problems of pupils increase significantly with age in home and health areas, and they decrease in social and emotional areas while there is no significant effect of age on problems in school area. Parents feel that pupils have more adjustment problems in home area rather than in emotional area. Teachers' perception of pupils adjustment problems is by large, in agreement with that of parents.¹

General understandings from the above studies are:

1. Many studies have been done in the area of adjustment and personality separately rather than adjustment in relation to personality.

2. Adjustment problems have been studied in relation to age, sex, socio-economic status, intelligence and academic achievement.

3. No study has been "reported" where adjustment problems are studied in relation to personality factors.

4. Only one study (Kakkar Aruna, 1964) has been done wherein adjustment was related to personality structure. The study concluded that three types of personality structures according to Rorschach test influence adjustment of adolescents.

With the above understandings the investigator has attempted to study the adjustment problems of high school students in relation to certain personality factors.