

Psychology of Education

P.R. NAYAR

Acharya, P. 1991. **Personality correlates of matching figure test: An empirical study.** M.Phil., Psy. Utkal Univ.

Problem: It attempts to study personality correlates of matching figure test.

Objectives: (i) To examine the personality difference between reflective and impulsive subjects, measured on the Edward Personal Preference Schedule (EPPS), and (ii) to find out the relationship between Matching Familiar Figure Test (MFFT) scores and scores on personality variables as measured by EPPS.

Methodology: The sample consisted of sixty post-graduate students, around 22 years of age, selected from the Utkal University. The subjects were divided into two groups — reflective and impulsive. The tools used included the Matching Familiar Figure Test (MFFT) of Kagan, Kosman, Day, Albert and Phillips; the Edward Personal Preference Schedule (EPPS) of Murray and others, and Raven's Progressive Matrices (RPM). The results were analysed using mean, standard deviation, one-way ANOVA and Pearson product-moment correlation.

Major Findings: (1) The reflective group of subjects showed superior performance in comparison to the impulsive group of individuals. (2) On different personality variables, the reflective and impulsive groups could be differentiated in the case of all but for two personality variables—succeedance and dominance. (3) The correlation between the

performance scores on MFFT and EPPS personality variables revealed an insignificant relationship except for three variables — deference, succeedance and consistency. (4) It was observed that there was a negative significant correlation between MFFT errors and succeedance. (5) There was a high negative significant relationship between MFFT errors and RPM scores as well. [KCP 0425]

Agarwal, Richa. 1990. **The interactive effects of goal-setting behaviour, risk-taking and prolonged deprivation on learning performance among school-going female adolescents.** Ph.D., Psy. Agra Univ.

Problem : It attempts to study the interactive effects of some of the variables on learning performance of school-going female adolescents.

Objective: To investigate how far Goal-setting Behaviour (GSB), Risk-taking Behaviour (RTB) and Prolonged Deprivation (PD), taken separately and interactively, influence the learning or task performance among school-going adolescents.

Methodology: The study used a 2x2x2 design. For each factorial experiment 160 study units were selected on a random basis out of the 600 randomly selected sample units. The tools used included the Level of Aspiration (LOA) Test of Shah and Bhargava, the Verbal Measure of Risk-taking of N.P. Chaubay, the P.D.Scale of C. Mishra and L.B. Tripathi, the Scrambled Work Task Test of Srivastava and Goel. The statistical techniques

used included mean, SD and 't' test.

Major Findings: (1) GSB was a significant determinant of anagram task learning of female students. (2) The success of female adolescents on anagram task learning was significantly influenced by RTB. (3) PDHE, PDES, PDFEE and PDME promoted the anagram task learning of female adolescents in an important way. (4) Female adolescents having high score on these dimensions had higher anagram task learning than their counterparts. (5) The impact of the two levels of GSB and anagram task learning of school-going female adolescents was dependent on the two levels of RTB, and vice versa. [SS 0751]

Aggarwal, Vigya. 1989. **Factors related to the quality of working life.** Ph.D., Psy. Kurukshetra Univ.

Problem The research is designed to study the factors related to the quality of working life.

Objective: To find out the relationship between organisational factors, demographic factors, psychological variables and employees' need fulfilment with quality of working life (QWL).

Methodology: In the study, 312 employees were selected from two industries with the help of stratified random sampling technique. The tools used for data collection were: Quality of Working Life Conditions by Sashkin and Lengerman; Demographic Characteristics developed by the researcher; Locus of Control of Rotter's; IE Scale; Work Involvement by Kanungo; Job Involvement by Kanungo, Gorn and Daderins; Job Satisfaction by Kanungo, Gorn and Danderins; Organisational Climate by Bansal and Mathur and Parter's Need Fulfilment Scale. The statistical techniques used for data analysis were product-moment correlation, multiple regression, factor analysis and discriminant function analysis.

Major Findings: (1) No significant correlation was found between the background variables and perception of QWL. (2) Significant correlations

were found among perception of QWL and locus of control and employee's job satisfaction. (3) Significant correlations were found between some of the organisational climate variables and perception of QWL. (4) Job satisfaction was a predictor of QWL. [CLK 1795]

Agochiya, Devindra Pal. 1992. **A cross-cultural study of personality, values and altruistic behaviour of youth workers.** Ph.D., Psy. Panjab Univ.

Problem : The present study deals with the problem of cross-cultural study of personality, values and altruistic behaviour of youth workers.

Objectives: (i) To find out the different psychological characteristics of youth workers working at different levels, in various organisations in different countries, which will help in developing understanding of the behaviour of youth workers within the parameters of this investigation, and (ii) to identify cultural differences, if any, among the youth workers belonging to different countries.

Methodology: The total sample consisted of male and female workers, 101 government workers and 39 non-government workers from Bangladesh, Hong Kong, India, Malaysia, Singapore, Sri Lanka, Australia and New Zealand. The age ranged from 21 years to 54 years. The educational level ranged from high school to Ph.D. The tools used included, Eysenck Personality Questionnaire, Study of Values of Allport, Vernon and Lindsey, and the Altruistic Personality and Self-Report Altruism Scale of Rushton. Mean, SD, 't' ratios and correlation analysis were used to analyse the data.

Major Findings: (1) Youth workers scored higher on altruism, and lower on psychoticism, extraversion and neuroticism. (2) Youth workers were lower on theoretical, economic, and aesthetic values whereas they were higher on social, political and religious values in comparison with other adults. (3) Countrywise

comparisons showed significant differences in altruism, extraversion, neuroticism, social desirability, economic values, and aesthetic, social, political and religious values, but not in psychoticism. (4) No significant differences emerged on all the six values and other variables between government and non-government groups, and between the two sexes. [JNJ 1794]

Arunima. 1989. **Aggression among children: A socio-psychological appraisal.** Ph.D., Psy. Panjab Univ.

Problem: It attempts to measure aggression among children from socio-psychological perspectives.

Objectives: (i) To measure aggression, and identify aggressive and non-aggressive children among the school-going children in the age-group of 6-8 years, (ii) to quantify the differences, if any, between the aggressive and non-aggressive children on three measures of intelligence, and (iii) to find out certain social correlates of aggression.

Methodology: The sample of 31 aggressive and 31 non-aggressive children of Classes I and II, and their mothers, served as subjects. The tools used included a Scale of Aggression among School-going Children developed by the investigator, the Gessell's Drawing Test of Verma, Pershad and Kaushal, Malin's Intelligence Scale for Indian Children (verbal only), the Indian Adaptation of Wechsler Intelligence Scale for Children of Malin, and Vineland Social Maturity Scale and an Interview Schedule pertaining to factors affecting aggression among children, prepared by the investigator. Mean, SD, chi-square and 't' test were used to analyse the data.

Major Findings: (1) Uncongenial childhood and aggressive spousal relations were not found to be associated with aggressive parents. (2) Aggression in children was not related to aggression in parents. (3) The aggressive behaviour pattern was not confined to the lower castes but transgressed the boundaries of caste

and class. (4) Aggressive children scored lower on intelligence than non-aggressive children. (5) More aggressive children were found in the families where parents had low education and income and were engaged in blue-collar jobs. (6) Aggression was found to be more in boys than in girls. (7) Parents played an important role in making the child aggressive. Aggressive children belong to parents who not only associate positive meanings with physical punishment, but also use it as a mode of child-rearing. (8) Larger size of the family was found to be more conducive to making the children aggressive. (9) The younger parents had more aggressive children in comparison to the older parents. [JNJ 0269]

Asthana, Anju. 1989. **A study of social maturity among school-going children in the city of Lucknow.** Ph.D., Edu. Univ. of Lucknow.

Problem: It attempts to study the social maturity among school-going children in the city of Lucknow.

Objectives: (i) To study whether social maturity increases with grade level, (ii) to study association of intelligence, socio-economic status, academic achievement, adult dependence and sex of the child with social maturity, and (iii) to study the changing role of these contributing factors along with the change in grades.

Methodology: The sample for this study comprised 150 children studying in Grade I through V (30 from each grade) selected randomly for this study from three schools, thus making a total sample of 450. The tools used for data collection included a Social Maturity Scale developed by the investigator, Draw-a-Man Test by Kamla Phatak, Kuppuswami's SES Scale, and Adult-dependence Check-list by Marshall and McCandless. The average percentages of the third monthly test results of the students were taken as the index of their academic achievement. The statistical techniques used for the analysis of data were mean, SD, 't' test, Pearson's product-moment correlation and step-wise multiple regression analysis.

Major Findings: (1) Social maturity increased with increase in grade level, the growth rate being highest in the first school year. (2) Intelligence, academic achievement, and adult-dependence were significantly associated with the social maturity of children, although adult-dependence had a negative association. (3) No significant association was found between social maturity and SES of the child. (4) Sex did not present a consistent picture of its association with social maturity at different grade levels. (5) Academic achievement was found to be related to social maturity in Grades I, II and V only. (6) Intelligence was found to contribute to social maturity in Grades II to V. (7) Adult dependence was found to contribute to social maturity in Grades I to IV only. (8) SES was not found to contribute to social maturity at any of the five grade levels. (9) Sex was not found to be related to social maturity except in Grades II and III where girls were found to be more mature socially than boys. [RJS 0682]

Asthana, Usha. 1990. **Internal and external conditions of control as determinants of performance, in relation to personality characteristics and individuals' locus of control.** Ph.D., Edu. Kanpur Univ.

Problem: The present study is designed to assess the internal and external conditions of control as determinants of performance in relation to personality characteristics and individuals' locus of control.

Objective: To study whether internal and external conditions of control (intrinsic and extrinsic motivation) differently affect the performance of individuals with different personality characteristics, including different locus of control.

Methodology: A purposive sample was drawn from the population of children (boys and girls) studying in Class VIII of various Hindi medium schools at Kanpur. Children satisfying the criteria of high or low performance under internal and external conditions were selected to form four

different performance groups (ELIH, ILEH, HH, LL). Personality Test — HSPQ (B form) Indian adaptation by S.D.Kapoor *et al.* — was used to collect the data. The collected data were treated using analysis of variance and 't' ratios.

Major Findings: (1) It was found that internal, warm-hearted, emotionally stable and assertive individuals performed better if they worked under intrinsic motivation. (2) Those who were reserved in nature performed better under the condition of external reinforcement—praise. (3) Those who were relaxed and were external in their locus of control did not perform well under any conditions of control. (4) Those who were warm-hearted, assertive, adventurous and tense, performed well, irrespective of conditions of control. [KD 0204]

Baruah, Mukul Kumar. 1988. **Socio-psychological characteristics of professional and non-professional students.** Ph.D., Edu. Dibrugarh Univ.

Problem: The study is an attempt to explore socio-psychological characteristics of the students belonging to different streams of study, both professional and non-professional, at level I (plus-two stage) and Level II (after the plus-two stage).

Objectives: (i) To find the significance of differences between professional and non-professional groups at Level I and Level II (PUC and higher levels) on intelligence, personality factors, aptitude and family background, and (ii) to identify the factors that stand in the way of students in choosing and pursuing a desired course of study.

Methodology: The size of the sample was 454 at Level I and 431 at Level II, selected through stratified random sampling method. The instruments used to collect data included, a Group Verbal Test of General Intelligence, Cattell's Sixteen Personality Factors Questionnaire, Differential Aptitude Tests (DAT) of Bennett and others, and a Family Background Data Schedule. Mean, median, SD, coefficient of

correlation, and skewness were used to analyse the data.

Major Findings: (1) At Level I, students with the highest intelligence level generally go in for the polytechnic course. This was followed by the science course, commerce course, the arts group, and the pharmacy group, in that order. (2) At the post-plus-two stage, the students of the science stream preferred to go in for professional stream of study, preferably the engineering and medical courses. (3) It was found that the professional groups had intense subjective and inner mental life while the non-professional students were guided by subjective realities. (4) The professional students were found to be tough-minded, shrewd and confident while the non-professional students were found to be sentimental, depressed, moody and emotionally sensitive. (5) Difference in family background was not found to be related to the choice of course of study. [PPG 0168]

Behari, Alka. 1991. **Alternative concepts of science and psychology and their implication for education.** *Indian Educational Review*, Vol. 26 (4): 35-46.

Problem: The research paper centres around the implications for both theory and practice in education created by alternative concepts of science and psychology, and explosion of knowledge in different disciplines.

Objectives: (i) To review and reflect on the alternative concepts of science and psychology and their implications for education, (ii) to focus on the nature, origin, ideology and development of the old, changing, and new concepts, and (iii) to find out if there is a common philosophical trend behind the changes in these disciplines.

Methodology: The author has focused on various concepts available in science and psychology literature.

Major Findings: (1) Revolution is taking place in concepts of science and psychology. Laws,

institutions and social structure are undergoing drastic changes. (2) Today the need for an ecological psychology has been realised. Humanistic orientation of psychology and the holistic view of science have their counterparts in education — holistic, humanistic integration; they also have implications for education that are enormous and far-reaching philosophically, orientationally, professionally, organisationally, and socially. (3) The challenge to the inequalities that women have suffered in a man-dominated human civilisation, has also been a strong undercurrent influence on the rise of the alternative concepts. (HLS 1915)

Bhadramani, G. 1991. **Punishment and children's attitudes towards schooling: Effect of empathic intervention.** M.Phil., Psy. Sri Venkateswara Univ.

Problem: The present study tries to investigate how punishment and empathy the contradictory concepts, influence children's attitude towards schooling.

Objectives: (i) To find out the effect of punishment, generally adopted by contemporary teachers to bring about better results in schools, on children's attitude towards schooling, and (ii) to find whether empathy, emphasised by the HRD model as a facilitator of learning, brings about positive changes in children's attitude towards schooling.

Methodology: In the study 250 children of Classes IV and V served as subjects to test the first hypothesis. Sixty children, equally distributed between the two groups, experimental and control, matched with regard to their negative attitude towards schooling, served as subjects to test the second hypothesis. A scale to measure intensity of punishment and a scale to measure students' attitude towards schooling were used to collect the data. Correlation, mean, SD, and 't' test were used to analyse the data.

Major Findings: (1) The correlation between intensity of punishment and attitude towards

schooling was high and negative. The correlation coefficients between intensity of punishment and the three parts of the attitude-towards-schooling scale — (a) attitude towards teacher, (b) attitude towards school curriculum, and (c) attitude towards school climate — were all high and negative. (2) There was a significant improvement in the attitude of the experimental group which was given empathic treatment. But there was no improvement in the attitude of the control group from pre-test to post-test. [AVRR 1270]

Bhadury, J. 1989. **The effect of feedback in improving personality, desirable behaviours, values and teacher perception among secondary and senior secondary school students.** Ph.D., Psy. Utkal Univ.

Problem: It is an attempt to assess the effect of feedback in improving personality, desirable behaviours, values and teacher perception among secondary and senior secondary school students.

Objectives: (i) To assess the effect of feedback on attitude towards teachers, pro-social value orientation, pro-social behaviour orientation, peer likeableness; and (ii) to estimate the change in personality due to change in attitude, pro-social value orientation, pro-social behavioural orientation, and awareness or peer perception.

Methodology: The sample consisted of students from Classes VIII to XII of a large-sized co-educational public school of Delhi. The age-range of the students was 11 to 18 years. The tools used included, the Psychoticism Scale of Peterson, Cuay and Tiffary, the Antisocial Behaviour Scale of Kathapalia and Mahanta, the Jealousy Scale of Mahanta, the Teacher Perception Questionnaire of Bhadury *et al.*, Our Values Questionnaire and Our Behaviour Questionnaire of Bhadury *et al.*, and the Peer Rating of Mahanta. The results were analysed using mean, SD, 't' test, ANOVA, inter-correlations, and correlation coefficient.

Major Findings: (1) Feedback was effective in helping to improve attitudes of students towards

their teachers, pro-social value orientation, and pro-social behaviour. (2) Changes in attitude and behaviour subsequently contributed to improvement in teacher appreciation. (3) Feedback was effective in bringing about change in personality in the expected direction (except in the case of psychoticism). (4) Attitude towards teachers, pro-social value orientation and pro social behavioural orientation had a positive relationship with each other. (5) Psychoticism, psychopathic deviation, neuroticism, delinquency, anti-social behaviour and jealousy had a positive relationship with each other. (6) Attitude towards teachers, pro-social value orientation and pro-social behavioural orientation had a negative relationship with psychoticism, psychopathic deviation, neuroticism, delinquency anti-social behaviour and jealousy. (7) To maintain the progressive effect continual feedback was necessary. [KCP 0383]

Bharambe, M.D. and Pandit, K.L. 1991. **Attitudinal change: An experimental study.** *Indian Educational Review*, Vol. 26 (3): 42-54.

Problem: The present study attempts to assess whether attitudes towards cleanliness and work in children can be changed.

Objective: To verify whether the change in attitudes could be induced experimentally and how the different independent variables interact with the attitudinal change with respect to the extent, durability and direction of change.

Methodology: The sample comprised 108 subjects in the age-group of 8-9 years who were selected randomly from four different schools run under four different managements. The tools used included, Srivastava and Saxena's Test of Intelligence, the Social Intelligence Test of Chadha and Ganesan, annual examination marks, and a Socio-economic Status Questionnaire. The data were analysed with multifactor analysis of covariance.

Major Findings: (1) The influence of treatments, sex and school atmosphere and their

interactions were not reflected on the pre-test score, and changed scores of the attitudes towards cleanliness were measured by the paper-pencil test. (2) The significant interactions between school atmosphere and sex, and treatment and school atmosphere were observed on the first and second change of attitudes towards cleanliness measured by the observation-cum-performance test. (3) The influence of school atmosphere in the pre-experimental stage and the first change was observed on attitude towards work, both measured by the paper-pencil test and the observation-cum-performance test. (4) The experimental treatments showed their influence on the first-changed score of attitude towards work measured by the paper-pencil test. (5) A significant interaction between treatment and school atmosphere was found on the second change of attitude towards work measured by the observation-cum-performance test. [SPr 1507]

Bharambe, M.D. 1991. **A multivariate analysis of attitudinal change in children: An experimental study.** Ph.D., Edu. Nagpur Univ.

Problem: The research attempts to study the attitudinal change among children with multivariate analysis through an experimental mode.

Objectives: (i) To conduct an experiment involving children in order to verify if some changes in attitudes towards cleanliness and work could be induced experimentally, and (ii) to study how the different individual variables interact with the attitudinal change with respect to the extent, durability and direction of change.

Methodology: The sample comprised 96 boys and girls in the age-group of 8-9 years belonging to four different school systems. The tools used to collect the data included, Srivastava and Saxena's Test of Intelligence, Chadha and Ganesan's Test of Social Intelligence, annual promotion marks of Standard II, self-made Questionnaire, paper-pencil test and Observation-cum-Performance Test of Attitudes.

Harvey's least square analysis of co-variance, analysis of variance, and multiple regression analyses were used to analyse the data.

Major Findings: (1) It was possible to bring about change in attitudes among children in the age-group of 8-9 years. (2) The pre-experimental status of a given attitude goes a long way to determine the magnitude of the change in attitude. (3) Since attitudes were acquired in the social-psychological field, the school environment and socio-economic status were the most important factors in the emergence of attitudes as well as in bringing about the attitudinal change. (4) Sex was irrelevant to attitudinal change. (5) So far as the durability of the change was concerned, the results revealed that the effect of persuasion was only peripheral. [GPK 1820]

Bharathi, L. 1988. **Role-conflict and personality types as stressors of educated working women.** M.Phil., Edu. Bangalore Univ.

Problem: The present study attempts to assess the role conflict and personality types as stressors of educated working women.

Objectives: (i) To examine the differential effect of role conflict on the dimensions of stress among educated working women, (ii) to study the effect of personality types (A and B) on the dimensions of stress among educated working women, and (iii) to study independently the effects of age, marital status, income, education, and occupation on the dimensions of stress among educated working women (EWW).

Methodology: The sample of the study comprised 200 educated working women from Bangalore City, including 40 each from five different occupational settings/ categories (namely, professional, administrative, service, clerical and industrial) was drawn by the stratified random sampling method. Three instruments were developed for the collection of data including, Human Stress Scale, Occupational Domestic Role Conflict Scale, the Type A-Type B Personality Scale of Sudha

Sathyanarayana and Bharathi. The data were treated with mean, SD and 't' test.

Major Findings: (1) Marital status was not a significant factor of stress among EWW. (2) EWW aged more than 36 years reported a significantly higher degree of somatic stress than the other two age-groups, namely 28-35 years, and less than 27 years. (3) Both educational qualifications and income were not found to influence stress among EWW. (4) The most stressful group was the service-oriented whereas the least one was the administrative group. The service-oriented group were having more psychosomatic stress than the professional group, and were having more stress in all the dimensions than the administrative groups; they had more of psychosomatic, behavioural and total stress than the clerical group, and they had more psychosomatic and total stress than the factory employees. The factory employees had more behavioural stress than the administrative group. (5) Role-conflict was positively related to stress, on all its four dimensions, viz. psychological, psychosomatic, somatic and behavioural, as well as *in toto*. This means that among those working women who had experienced a higher degree of role-conflict would tend to experience a greater degree of stress than the other groups. (6) Women having a high degree of the Type A personality factors were found to experience a greater degree of stress in the psychological and behavioural dimensions than the moderate group, which, in turn, had more stress in these areas than the low group. (7) The moderate group experienced more of psychosomatic and total stress than the low group. (8) Women having a low degree of Type B personality factors had more stress than the high group in all its dimensions as well as *in toto*. [MKh 0319]

Bhargava, Sushma. 1989. **A psychological study of anxiety and conflicts in relation to rigidity, flexibility and level of aspiration.** Ph.D., Psy. Agra Univ.

Problem: It is an attempt to study the effect of

anxiety and conflict and see its relationships with rigidity, flexibility and level of aspiration.

Objectives: (i) To estimate the relationship between rigidity-flexibility/realistic-unrealistic aspiration and the anxiety scores as well as the conflict scores, (ii) to understand the patterns of anxiety and conflict of women subjects who belong to four groups formed as: (a) Rigid-realistic group (RR), (b) Rigid-unrealistic (R-UNR), (c) Flexible-realistic (FR), (d) Flexible-unrealistic (F-UNR), and (iii) to understand the psychosocial-cultural background of the anxieties and conflicts of women subjects.

Methodology: The sample of the study consisted of 800 female students studying in different intermediate and degree colleges of Agra City. The random sampling procedure was followed. The tools used included, Rigidity-Flexibility Scale of Renfish — Indian version by V.P.Bhargava, Level of Aspiration Test by Shah and Bhargava, Anxiety Scale of D.N.Srivastava, Conflict Response — Hindi version of J.B.R. and Janet by H.K.Kapil. The collected data were treated with mean, SD, correlation and 't' value.

Major Findings: (1) Rigidity went with anxiety whereas flexibility did not. (2) Unrealistic goal setting (GDS) with high discrepancy promoted more anxiety than realistic goal setting with lower discrepancy. (3) Being rigid or flexible did not seem to influence conflict. (4) Conflict scores were slightly affected by the level of aspiration as measured by GDS, but they were not affected by ADS. (5) Anxiety and conflict had very little relationship for the flexible subjects, and low positive correlation for the rigid subjects. (6) Anxiety and conflict scores had very little relationship for unrealistic (GDS) and realistic (ADS) aspiration group of subjects. [SS 0782]

Bhatt, D.B. 1990. **A comparative study of some personality traits of problematic and non-problematic school-going children.** Ph.D., Psy. South Gujarat Univ.

Problem : The study aims at comparing the

personality traits of problematic school-going and non-problematic school-going children.

Objectives: (i) To find out whether there is any difference between a normal child and a problematic child, (ii) to find out what sort of differences exist, and (iii) to find out the causes that make some children problematic.

Methodology: The sample of the study included problematic and non-problematic children studying in Class VIII, whose age ranged between 12 to 14 years selected from the Gujarat State. Tools used to collect the data were Junior/Senior high school personality questionnaires and E test. The collected data were treated with ANOVA and Wilcoxon Mann-Whitney U-test.

Major Findings: (1) Non-problematic male group was found more intelligent than the problematic group. Further the same picture emerged on their ego strength too. (2) The female non-problematic group was found more intelligent and had higher ego strength than the female problematic group. (3) Male rural non-problematic group had more general capacity and insight than male rural problematic group. (4) Male urban non-problematic was more intelligent than male urban problematic group. (5) Female urban non-problematic was found socially precise, possessed more will power than female urban problematic group. [US 1846]

Bhatt, P.D. 1987. **Alienation, dogmatism and self-image in relation to prolonged deprivation in Kumauni and non-Kumauni adolescents.** Ph.D., Psy. Kumaun Univ.

Problem: The present study tries to investigate the influence of prolonged deprivation on alienation, dogmatism and self-image in Kumauni and Non-Kumauni adolescents.

Objectives: (i) To determine whether Kumauni and non-Kumauni adolescents differ in prolonged deprivation, alienation, dogmatism and self-image, (ii) to determine the extent of deprivation influencing the level of alienation, dogmatism and

self-image among Kumauni and non-Kumauni adolescents, (iii) to investigate the association of deprivation with alienation, dogmatism, and self-image of non-Kumauni adolescents, and Kumauni adolescents, (iv) to find out the differences between Kumauni and non-Kumauni adolescents on the level of alienation, dogmatism and self-image when differentiated on the basis of deprivation.

Methodology: A sample of 500 male students (250 Kumauni and 250 non-Kumauni) was selected from high school and intermediate classes of Kumaun region. The subjects were in the age-range of 13-18 years. The tools used were, the Alienation Scale by Dutt and Kureshi, the Indian adaptation of Otter's Self Image Questionnaire by Sharma, the Dogmatism Scale by Rokeach (Hindi adaptation by G. Hasan) and the Prolonged Deprivation Scale by Misra and Tripathi. The data were analysed by using descriptive statistics and 't' test.

Major Findings: (1) Twenty-six out of thirty variables yielded significant 't' values in the comparison of Kumauni and non-Kumauni students. Kumauni students had better residential accommodation, home environment, household gadgets, food, clothing, formal educational experiences, rearing and childhood experiences, motivational and emotional experiences, outlook towards religion, chance of travel and recreation, quasi-cultural experiences, interaction with parents, impulse control, emotional tone, adjustment to their bodily features, family and social relationships, morals, adaptation to immediate environment, educational-vocational goals, adjustment, and self-image. Non-Kumauni students were significantly more deprived than Kumauni students. But they were not different in economic sufficiency, sexual attitude, alienation and dogmatism. Non-Kumauni students exhibited higher overt and covert anxieties in their behaviour. (2) Highly deprived Kumauni students were more alienated, dogmatic and violent, confused about their body boundaries, having poor emotional tone, social

relationship, sign of overt psychopathology, and unable to adapt with the external world, while the low deprived Kumauni students had an ego apparatus, good adjustment, awareness of their self-image, and perceived home atmosphere as more secure. High and low-deprived Kumauni students were not different in morals, sexual attitude and educational-vocational goals. (3) High deprived non-Kumauni students were isolated, had emotional fluctuations, doubtful about body and self, had poor super ego and low frustration tolerance, less open with parents, poorly adapted environment, had poor academic planning and inadequate adjustment and lacked in judgment and personal qualities in comparison to their counterparts. Highly deprived and low-deprived non-Kumauni students were not different in alienation, dogmatism, sexual attitude and psychopathology. (4) High-deprived Kumauni and high-deprived non-Kumauni students were significantly different on ten out of fourteen variables, i.e. impulse control, emotional tone, body and self-image, social relationship, morals, family relationships, mastery of external world, vocational-educational goals, superior adjustment and self-image, but not on four variables, i.e. alienation, dogmatism, sexual attitude and psychopathology. Low-deprived Kumauni and low deprived non-Kumauni students were different on five out of fourteen variables, i.e. dogmatism, impulse control, morals, family relationship and psycho-pathology but not on the other nine variables. Highly deprived Kumauni and low-deprived non-Kumauni were significantly different on body and self-image only but not on the other thirteen variables. Low-deprived Kumauni and high-deprived non-Kumauni adolescents were significantly different on all the thirteen variables except sexual attitude. [AB1561]

Bhatt, Sahdev. 1986. **Self-disclosure and obedience tendency as determinants of students' perception of science teacher : A cross-cultural study.** Ph.D., Edu. Kumaun Univ.

Problem: The present study investigates the student's perception of science teachers as determined by their self-disclosure and obedience tendency.

Objectives: (i) To find out the separate and interactive effects of culture, self-disclosure and obedience-disobedience tendency of students on their perception of science teachers, (ii) to find out the difference between Indian and Nepalese students' perception of science teachers, and (iii) to find the difference among the students' perception of science teachers having low, average and high self-disclosure.

Methodology: In sampling, one district was taken from each of the two countries, India and Nepal. Ten sections of high schools from Pithoragarh City and ten sections of high schools from district Kailali (Nepal) were taken up. Thus 10 teachers and 300 students from Pithoragarh district and 10 teachers and 300 students from district Kailali (Nepal) were selected. The tools used were, Students' Perception of Science Teachers' Inventory developed by the investigator, Self-disclosure Inventory by Sinha, Obedience and Disobedience Tendency Scale by Mehta and Hasnain. A 2x3x2 factorial design was used. The data were analysed by ANOVA and 't' test.

Major Findings: (1) The effects of Culture (CT), Self-disclosure (SD), Obedience-disobedience tendency (ODT) on perception of science teachers (PST) were significant. (2) The interaction effects of CT and SD, CT and ODT, and SD and ODT were not significant on PST. (3) The interaction effect of CTxSDxODT was not significant on PST. (4) The low and average SD students and low and high SD students were significantly different on PST scores. The average and high SD students were not significantly different in PST. (5) Obedient students obtained greater mean PST score than disobedient students. (6) Indian students had better PST than Nepalese students. But the low-SD Indian and low-SD Nepalese students, average-SD Indian and average-SD Nepalese, and high-SD Indian and high-SD Nepalese were not significantly different on PST scores. [AB 1826]

Bhattacharyya, Anjana. 1989. **A cross-sectional study of some differential aptitudes of secondary school students.** Ph.D., Edu. Univ. of Kalyani.

Problem: It attempts to study differential attitudes of secondary school students.

Objectives: (i) To standardise a Verbal Reasoning Test in Bengali, an English Usage Test and an Abstract Reasoning Test, and (ii) to determine the significance of difference between the mean scores on the above tests, sex-wise and stratum-wise, and the correlations between the above variables, and scientific aptitude and physical science achievement.

Methodology: The sample comprised 420 students. Of them 264 were urban boys and 156 were rural boys drawn from 11 schools. The tools used included, Verbal Reasoning Test (VRT), English Usage Test (EUT), Abstract Reasoning Test (ART), and the Scientific Aptitude Test (SAT) by Ghose. The collected data were treated with Ogives, ANOVA, and correlation.

Major Findings: (1) On VRT, boys performed better than girls, urban students performed better than rural students, rural boys performed better than rural girls. (2) Urban boys did not perform better than urban girls and so it was with urban boys and rural boys. (3) Urban girls showed superiority over rural girls. (4) On EUT, urban students showed superiority over rural students; so it was with rural boys and rural girls, urban girls and rural girls. But there was no difference between urban boys and urban girls, urban boys and rural boys. (5) In ART, boys showed superiority over girls; so it was with rural boys and rural girls, urban girls and rural girls. But no difference was found between urban and rural students; nor between urban boys and urban girls, and urban boys and rural boys. (6) The correlation between VRT and scores in Bengali ranged from 0.79 to 0.91, between EVT and English from 0.70 to 0.93; between ART and Maths from 0.82 to 0.92; quite high between SAT and physical science from 0.87 to 0.93

(all positive), and rural girls were the poorest group in aptitudes and scholastic achievement. [PDR 0635]

Bhoj, A.N.T. 1992. **Pattern of cerebral dominance and its relation to handedness, cognitive style, creativity and personality.** M.Phil., Psy. Bangalore Univ.

Problem: The pattern of cerebral dominance and its relation to handedness, cognitive style, creativity and personality variables was the focus of the present study.

Objectives: (i) To study the pattern of cerebral dominance in young adults (post-graduate students) and determine its relation with handedness, cognitive style, creativity and personality variables of the individual, and (ii) to study the sex differences in all the variables.

Methodology: The sample consisted of 150 students from various science and arts faculties of Bangalore University. There were 70 male and 80 female subjects. The tools used included, Wagner Preference Inventory (form II), the Handedness Inventory (III), Group Embedded Figures Test, Paramesh's Adaptation of the Wallach and Kogon Creativity Test, and the Eysenck Personality Inventory. The statistical techniques used included, mean, SD, 't' test, chi-square, and contingency coefficient tests.

Major Findings: (1) The results obtained indicated that in terms of cerebral dominance, left and balanced pattern of dominance was more common than right hemispheric dominance except for a single subject who was left-handed and ten mixed-handed individuals, the rest of them were all right-handed individuals. (2) Right-handedness showed a significant relationship to balanced and left cerebral dominance. (3) Cognitive style in terms of field dependence/independence was not related to hemispheric asymmetry. (4) Cerebral dominance was not found to be significantly associated with either productivity or uniqueness measures of the creativity tests. Introversion/extraversion scores

showed no association with the pattern of cerebral dominance. (5) Cerebral dominance was not associated with neuroticism. (6) Sex differences were not seen on pattern of cerebral dominance. Female subjects were significantly less field-dependent and less in creativity. (7) No significant sex differences were seen on the introversion/ extraversion dimension of personality. (8) Female subjects were found to be significantly higher than their male counterparts. [GMK 1852]

Bidyadhar, S. 1991. **Application of the Lens Model in social judgment process: An idiographic analysis of teachers' perception.** Ph.D., Psy. *Utkal Univ.*

Problem: The study centred upon the problem of application of Lens Model in social adjustment process analysis of teachers' perception using idiographic method.

Objectives: (i) To validate the Lens Model in the Indian context, (ii) to determine whether variation exists in the teaching profession in different work-contexts with respect to students' evaluation, (iii) to investigate whether individuals vary in their judgement or not, and (iv) to determine the priority ratings of different criteria of being a good student.

Methodology: The sample comprised 100 participants in four equal-sized groups (doctors, lecturers, engineers and lawyers). All participants were engaged in teaching and research activities. They were interviewed and administered the task in their natural work-setting. The participants were asked to judge the quality of 35 hypothetical students on the basis of cues obtained from pictorial profiles describing their qualities. These dimensions included, past academic achievements, hard work, classroom performance, competitiveness, resourcefulness, sociability, and intrinsic motivation to learn. The statistical techniques used to treat the data included mean, and analysis of variance.

Major Findings: (1) Individuals based their

judgement on different criteria. (2) All groups showed their emphasis on intrinsic motivation to learn and sociability as the most important criteria. (3) Resourcefulness was viewed as very relevant by all groups, except lawyers. Similarly, competitiveness was viewed as only moderately significant by doctors while the other three groups thought it to be highly relevant. (4) For the dimension of classroom performance, only lawyers as a group gave it moderate importance while the rest viewed it as central to their judgements. (5) Engineers and lawyers gave great priority to hard work while lecturers thought it to be of lesser significance. (6) Past academic achievement as a basis of judgement did not emerge as significant for engineers; it was moderately significant for lecturers; highly relevant to doctors and lawyers. [KCP 0458]

X Biswas, P.C. 1989. **Reaction to frustration in school children.** Ph.D., Edu. *Univ. of Kalyani.*

Problem: It is an attempt to study reaction to frustration among school children.

Objective: To explore the relationship of organismic variables (sex and growth) and environmental variables (residence, socio-economic climate, etc.) to reaction to frustration.

Methodology: Boys and girls of Grades VI, VIII and X formed the population. Stratified sampling for a normative study covering 904 subjects and a survey study covering 700 subjects was resorted to. A Family Questionnaire, the Socio-economic Status Scale of Sarkar, the School Organisation Climate of Sharma, and a Semi-projective type Reaction to Frustration Test were used. The scores were trichotomised using quartile deviation chi-square test and 't' test.

Major Findings: (1) The effects of organismic variables (age and sex) and ecological variables (five in all) on frustration reaction patterns of secondary school children have been studied. (2) It has been found that sex had little differential effect, age had significant differential effect and the family structure and tension had significant

effect, whereas rural/urban, SES and school climate had little differential effect on frustration reaction patterns. [PDR 0628]

X
Burwani, Rupa G. 1991. **An enquiry into the nature of self-concept in the area of competence and its impact on mental health and academic achievement.** Ph.D., Edu. *Visva Bharati*.

Problem: The present study deals with the problem of self-concepts and tries to make a comprehensive study of a particular dimension of self-concept, viz. the dimension of competence and its relationship with mental health and academic achievement.

Objectives: (i) To study the nature and extent of the real self-concept of competence and the ideal self-concept of competence, and the discrepancy between the two, (ii) to study the nature and extent of mental health in the group studied, (iii) to study the relationship between real self-concept/ ideal self-concept and mental ill-health/academic achievement, (iv) to study the relationship between each of the five facets (social, intellectual, physical, emotional, and general) of self-concept in competence and mental ill-health, (v) to study the relationship between each of the five facets and academic achievement, and (vi) to make a comparative study of the three groups of students: the commerce group, the science group and the combined group.

Methodology: The sample consisted of 432 first-year science and commerce honours girl students from seven good institutions with an English medium background and age between 18 and 20 years. The tools used included, a Self-Concept Inventory constructed and standardised by the investigator, and a Mental Ill-Health Inventory, higher secondary marks in two common subjects were taken as a measure of the academic achievement of students. The statistical techniques used included, mean, median, mode, SD, skewness and kurtosis, chi-square test, 't' test, coefficient of correlation,

partial correlation, and factorial analysis.

Major Findings: (1) Real self-concept scores, ideal self-concept scores, real-ideal discrepancy scores and mental ill-health scores were found to be more or less normally distributed in the sample, and the three groups did not differ significantly among themselves in respect of distributions of scores on these variables. (2) Real self-concept and ideal self-concept were highly correlated. (3) Students with high real self-concept scores showed lower discrepancy scores. (4) Students who perceived themselves to be highly competent were relatively free from mental ill-health symptoms. (5) A trend could be noticed to suggest that high ideal self-concept was conducive to mental health. (6) Discrepancy between real and ideal self-concept was found to be associated with mental ill-health. (7) Academic achievement was positively associated with perceived intellectual competence but not with scores of other areas of self-competence. However, ideal self-concept regarding their competence did not seem to affect the academic achievement scores. (8) Discrepancies between the real and ideal self-concept did not affect the academic achievement of the commerce group; but in the science group, these two were positively related. (9) Regression coefficients revealed that intellectual competence had high positive influence upon the academic achievement of both the science group and the commerce group. The other facets of competence showed a negative influence on the academic achievement of the science group. (10) Students who revealed mental ill-health symptoms were poor in academic achievement. [AS 1651]

Chaturvedi, R.D. 1988. **Personality factors, value orientation and age as correlates of attitude towards social change.** Ph.D., Psy. *Agra Univ.*

Problem: The study concentrates on the effect of values, age and personality factors towards social change.

Objective: To see how value orientation, personality factors and age-level affect the attitude of people towards social change, separately and interactively.

Methodology: In the study, 600 male and female adolescents (17-20 years), adults (21-60 years) and senescents (above 60 years) were selected from Agra Town. For the final sample 240 males and females (80 from each age level) were taken. The tools used included, the Sixteen Personality Factors Questionnaire of S.D. Kapoor, and the Attitude Scale of the Value Orientation Scale of Chauhan and Singh. The statistical measures used included, mean, SD, 't' test, analysis of variance and Duncan's range tests.

Major Findings: (1) Empathic people's attitude was associated with social change while non-empathic people's attitude was conservative; democratic people were independent. (2) The attitude towards social change during its growth, possessed independence up to adulthood but became subdued in senescence. (3) In progressivism oriented people, the attitude was associated with radicalism in adolescence and with conservatism in senescence. (4) Attitude towards social change was quite sensitive to value orientation. (5) Attitude towards social change was associated with empathic outlook in people possessing dominance, radicalism and independence. Its association with the non-empathic outlook was noted in people oriented to submissiveness, conservation and subduedness. (6) The attitude of surgent people had demonstratism in adolescence and autocratism in senescence. (7) In conservative people, attitude towards social change was traditionistic throughout the aged period, and was non-empathic up to adulthood with a shift to empathy in senescence. (8) Attitude was prone to change with age-levels of adolescence, adulthood and senescence; usually it declined after adolescence and rose again after adulthood. [SS 0784]

Chhotray, M. 1991. **Coping through humour: An exploratory investigation.** M.Phil., Psy. Utkal Univ.

Problem: The study tries to explore the relationship between coping and humour by comparing the reported coping styles of humorous and non-humorous school children.

Objectives: (i) To experimentally explore the relationship between coping and humour by comparing the reported coping styles of humorous and non-humorous school children, and (ii) to find out whether the two groups differed in their coping styles as measured through their suggested coping approaches to some hypothetical problem situations in a coping styles inventory and their projections in a story-problems task.

Methodology: The samples for this study were students of Grades, VI, VII and VIII. They were selected by their class teachers on the basis of certain criteria. The researcher used a Coping Styles Inventory to collect the data.

Major Findings: (1) The humorous and the non-humorous groups of children did not show differential patterns in ascribing seriousness to the fifteen coping problems. (2) A slightly higher percentage of children of the humorous group reported more anger reactions when confronted with the fifteen hypothetical coping problems. (3) Children of the humorous group did not report the feeling of being insulted when confronted with the problem situation. (4) The emotional reactions were relatively more specific in the case of the humorous group. (5) Relatively higher percentage of children of the humorous group reported coping strategies which involved seeking social support, emotional support and information. (6) In the preference for animals representing different coping styles, the humorous group showed relatively greater preference for chameleon, squirrel and rat, which represented the coping styles of humour. [KCP 0468].

Chinara, B.D. 1992. **Effect of strategies for inculcation of democratic values among adolescents in relation to introversion-extraversion and value-related behavioural types.** Ph.D., Edu. Panjab Univ.

Problem: This study centres upon the problem of the effect of strategies for inculcation of democratic values among adolescents in relation to introversion-extraversion and value-related behavioural types.

Objectives: (i) To draw democratic value preference patterns for adolescent groups, and (ii) to examine the effectiveness of two strategies for orienting adolescent introverts and extroverts with overconforming and inconsistency behaviours into the seven democratic values — individual dignity, equality, sympathy, openness to reason, tolerance, responsibility and cooperative decision-making.

Methodology: The final sample comprised 174 adolescents (92 introverts and 82 extroverts) with a mean age of 16.5 years. They were randomly allocated to both the strategies. The tools used included, Democratic Value Survey, Kundu's Introversion-Extraversion Inventory, a Value Self-Confrontation Instrument, Guidelines for Values Clarifying Instrument, and a Value-Related Behaviour Problem Device. The statistical techniques used included graphical presentations, concordance correlation, chi-square, rank-order correlation, C-scale values and ANCOVA.

Major Findings: (1) The democratic value preference patterns for various combinations of groups were found curvilinear, which resembled M, N and U in shape under the self-confrontation strategy. (2) The democratic value preference patterns were curvilinear, resembling M, N, U and V structures under the clarifying-response strategy. (3) The clarifying-response strategy was found more effective than the self-confrontation strategy for educating adolescents in individual dignity and tolerance. (4) The self-confrontation strategy was found to be more effective than the

clarifying-response strategy for inculcating the values of equality, openness to reason, responsibility, and co-operation. (5) The two strategies were found equally effective for the value of sympathy. [JNJ 1251]

Dadu, Pratibha. 1992. **A study of personality, values and religious attitudes of urban and rural males and females in the purview of socio-economic status.** Ph.D., Psy. Agra Univ.

Problem: It attempts to study the urban and rural male and female college-going students with regard to their personality, values and religious attitudes.

Objectives: (i) To determine the impact of SES, location and sex upon personality traits, values and religious attitudes, and (ii) to determine interaction among SES, location and sex during their operational impact upon certain traits of personality, values and religious attitudes.

Methodology: In the study, 300 male and female college-going students in the age range of 18 to 25 years served as the sample; they were selected by the multi-stage stratified random sampling technique. The tools used included, the SES Scale of B.B.Chatterjee, S.S.Singh and R.P.Singh, Cattell's 16 PF Scale (the Hindi version of Kapoor), the Value Test of Chaudhary and Ojha, and R.P. Singh's tool to measure Religious Attitudes. The statistical measures used included mean, SD, and 't' test.

Major Findings: (1) Between rural male and female students the difference was statistically significant for Q_1 , A, and Q_4 and in theoretical, aesthetic and religious values; no difference was found in religious attitudes but the means of female students were slightly higher than the corresponding means of male students. (2) Rural male and urban male students did not differ in their personality traits and values; these groups differed significantly in religious information, orthodoxy and hostility. (3) Between rural female and urban female students, significant difference existed in respect of Q_1 , aesthetic value, economic

value and political value, and also in religious puritanism and religious orthodoxy. (4) Between rural male and rural female students the difference was significant in factor A, aesthetic value, religious information and religious tranquility. (5) Urban male and female students differed significantly in Q_1 , theoretical, religious and aesthetic values, orthodoxy and hostility. [SS 1357]

Dagaur, B.S. 1988. **Relationship between neuroticism, anxiety and creative thinking in the context of extraversion, psychoticism and sex.** *Indian Educational Review*, Vol.23, (2): 15-31.

Problem: It attempts to study the relationship among neuroticism, anxiety and creative thinking in the context of extraversion, psychoticism and sex.

Objectives: (i) To find difference, if any, in creative thinking abilities at different levels of neuroticism, (ii) to find difference, if any, between hysterics and dysthemics, (iii) to find difference between extraverts and introverts with different levels of anxiety, in respect of creativity, (iv) to find sex difference, if any, at different levels of anxiety / neuroticism in respect of creativity, (v) to compare individuals who are high in psychoticism with those who are low in psychoticism, on creative thinking abilities, and (vi) to compare extraverts and introverts on creative thinking abilities.

Methodology: The sample comprised 394 students studying in Class XI selected through stratified random sampling technique from 14 senior secondary schools of Delhi/ New Delhi. Tools used to collect the data were Eysenck Personality Questionnaire, and Personality Inventory by Dutt. ANOVA and Duncan's multiple range test were used to analyse the collected data.

Major Findings: (1) The higher the level of neuroticism, the higher were the mean scores on originality, flexibility and fluency. (2) At higher

and average levels of neuroticism, there was no significant difference in the mean originality scores of males and females. (3) At low levels of neuroticism, females extraverts showed more flexible and fluent behaviour, than introverts. (4) Anxiety affected both introverts and extraverts in their creative thinking. [SPBA 0742]

Dembla, Pratibha. 1990. **A comparative study of competitiveness and co-operativeness in higher secondary, graduate and post-graduate students in regard to their territoriality, SES and academic differences.** Ph.D., Psy. Agra Univ.

Problem: The present study tries to compare the students of different educational levels in reference to territoriality, SES and academic level.

Objectives: (i) To study the differences in territoriality among girl students of different levels of education, and (ii) to study the differences in territoriality among students of different socio-economic status in relation to co-operativeness-competitiveness.

Methodology: The sample comprised 300 girls (100 each from higher secondary (HS), graduate (G) and post-graduate (PG) stages). The tools used included, a Territorial Measure Test based on Robbert Sommer's Test. The statistical techniques used included mean, SD and 't' test.

Major Findings: (1) No difference was found among different groups formed on the basis of SES under co-operating and competing conditions at HS stage/ G stage/ PG stage — except in the case of LIG and HIG groups at G stage. (2) HS and G stage students under co-operative and competitive conditions differed significantly regarding their territorial urge. (3) HS and PG stage students under co-operative and competitive conditions did not differ significantly regarding their territorial urge. (4) In G stage and PG stage the competitive and co-operative urges were common to all groups. [SS 1788]

Deota, N.P. 1990. **A study of the characteristics of effective leadership behaviour of secondary school principals.** Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: The study tries to seek the characteristics of effective leadership behaviour with reference to decision-making, conflict resolution and communication abilities of school principals.

Objectives: (i) To study the historicity and prepare the profiles of effective as well as ineffective leaders, (ii) to study the leadership behaviour with reference to the communication function, the conflict-resolution function, and the decision-making function, and (iii) to make an in-depth study of the characteristics of effective as well as ineffective leadership behaviour.

Methodology: Sixty principals and 300 teachers of secondary schools from the whole of South Gujarat were selected through purposive sampling procedure. The tools used included, Leadership Behaviour Description Questionnaire (LBDQ) of Halpin and Winer, Administrator Behaviour Description Scale (ABDS), (3) Values *per se* of Sister Stella, Self-Rating Scale of Shuster and Wetzeler, Decision-making Questionnaire, Conflict-Resolution Questionnaire, Communication Questionnaire, and Personal Datasheet for Principals. The statistical techniques used included, means, standard deviations, correlations, 't' tests and qualitative analysis.

Major Findings: (1) There was positive and significant correlation between administrative behaviour (AB) and leadership behaviour (LB). (2) The values possessed by high initiation and high consideration (HH pattern) and low initiation and low consideration (LL pattern) pattern principals were more or less the same. They did not show any significant difference, except in the value called 'competence'. High 'competence' value was found only in HH pattern principals. (3) The percentage of principals manifesting the HH pattern was the highest (36%) and the principals manifesting LL pattern occupied the

second position (30%). This was followed by the HL pattern (18%) and LH pattern (16%). (4) The HH and LL patterns differed significantly with regard to resolving of conflicts, manner of communication, and the art of decision-making. (5) Values needed a nurturing atmosphere and this was revealed through a number of case studies where the values of the principals were high and strong and yet they were not able to use their full potential. Hence, many a time, it was found that the leaders of HH pattern were converted into LL pattern due to the closed organisational climate and the low morale of the staff. (6) Case studies had revealed that the situation-related and reality-based leadership was the best type of leadership. [MSY 0905]

Dutt, M.L. 1991. **Achievement motivation and parental behaviour: A critique of researches.** *Indian Educational Review*, Vol. 26 (1):107-14.

Problem: It is a review study of researches related to achievement motivation and parental behaviour.

Objective: To collect and critically review the findings of research studies conducted in the area of achievement motivation and parental behaviour.

Methodology: The study has been based on the review of researches related to the above topic. Fourteen foreign and eight Indian studies have been reviewed. They have shown various trends.

Major Outcomes: (1) Most of the studies conducted in this area in the Indian context are correlational. (2) The studies conducted on the sociological dimension of achievement motivation are very few. These studies appeared to have ignored some of the mediating interactional variables such as parent-child interactions, and practices and patterns followed by the parents in rearing and socialising their children. (3) The findings of the studies pertaining to psychological variables in general and personality variables in particular differ from culture to culture. [RJ1910]

Gaikwad, J.M. 1988. **A study of personality traits of elementary school children in relation to their mothers' marital adjustment and child rearing practices.** Ph.D., Home Sc. Nagpur Univ.

Problem: The present study is designed with a view to study mother's marital adjustment and child rearing practices and its effect on child's personality.

Objectives: (i) To study child rearing practices used by the mothers, (ii) to study various personality traits of children, (iii) to find out the effect of marital adjustment/happiness of mothers on various factors of children's personality and also the effect of child rearing practices, and (iv) to find out the relationship between the child rearing practice and marital adjustment of mother.

Methodology: Four hundred children (age group 7 to 8 years), comprising 150 girls and 250 boys from Standard III of seven schools from western Nagpur were randomly selected. The effective sample had 320 children (120 girls and 200 boys). The tools used included, Marital Adjustment Test of Burgess and Cotterell, Roma Pal and Shamin Karim's Child Rearing Practice Scale, and an Early School Personality Questionnaire. The statistical treatment used included, means, standard deviation, analysis of variance, and correlation.

Major Findings: (1) Marital adjustment and child rearing practices seemed to be of slight influence in developing outgoing and emotionally stable characteristics in children. (2) Better-adjusted mothers were found helpful in developing obedience and conscientiousness in their children. (3) Harmonious marital adjustment was seen as remotely associated with the development of placid and relaxed qualities of personalities. (4) The well-adjusted mothers were found using healthy child rearing practices, but the correlation coefficients failed to bring out any significant relationship. (5) Emotional instability was more among children coming from

families where marital adjustment was poor. However, the difference was not significant. [GPK 1584]

Godbole, A.Y. 1988. **Story-telling : A way for developing the child's personality.** Ph.D., Psy. Univ. of Poona.

Objectives: (i) To study the extent to which story-telling will help in the development of a child's personality, and (ii) to study whether the problems presented in a story will help the child to solve its own problems and get better adjusted with the environment.

Methodology: In Project 1, 50 juvenile delinquent boys from Yerawada Industrial School and in Project 2, four groups of Standard VII boys from two municipal and two private schools of Pune City served as the sample. The tools used included, Raven's Standard Progressive Matrices (RSPM), Bernhreuter's Personality Inventory adapted in Marathi (BPI-M), Palsane's Study Habits Inventory (PSHI), Reading and Listening Comprehension Tests (RCT and LCT), and Incomplete Sentence Blank — a projective technique (ISB), apart from specially constructed tools, i.e. Language Achievement Test (LAT), and Adjustment and Personality Inventory (API). The statistical techniques used included, percentages, chi-square test, 't' test, and correlation analysis.

Major Findings: Project 1: (1) The improvement was significant in four problem areas: home adjustment, school adjustment, mental health and general behaviour. (2) Comparison of pre-test and post-test performance of experimental group on API showed that there was a significant improvement by the post-test time. (3) Test-wise analysis showed that on 46 out of 75 items there was a positive difference in favour of post-test. Project 2: (4) Significant improvement was registered by both E1 and E2 groups on LAT and RCT. (5) In the case of PSI, only E2 group registered significant improvement which no other group could do. (6) In respect of BPI, no consistent result was obtained. (7) When the pre-

test performance of E1 and E2 groups (combined) and C1 and C2 groups (combined) were compared, it was revealed that the E1 and E2 groups had registered a highly significant improvement on ISB. The improvement in positive thinking was independent of the improvement in LAT or RCT. (8) Story-telling had a positive effect for a wide variety of people irrespective of their intelligence and linguistic skills. [ASB 0057]

Goswami, T.N. 1988. **Job satisfaction among teachers of Central Schools.** Ph.D., Edu. *Agra Univ.*

Problem: It attempts to study the job satisfaction of the P.G.Ts., T.G.Ts. and P.R.Ts. of Central Schools in relation to some demographic and professional factors.

Objectives: (i) To determine the nature and extent of job satisfaction in different categories of teachers of Central Schools, (ii) to ascertain the need-wise job satisfaction of Central Schools teachers (CST) and to see the influence of these needs on their total job satisfaction, (iii) to make a comparative study of job satisfaction among four teaching cadres — PGT, TGT, PRT and other category teachers, and (iv) to find out the relationship between the job satisfaction of CST and their sex, age, academic qualifications, and length of teaching experience.

Methodology: The study had 512 CST as a sample, using the stratified random sampling technique. The researcher used an Opinionnaire on job satisfaction among teachers. The statistical measures used included, mean, SD, 't'- test, and chi-square.

Major Findings: (1) The Central Schools teachers of the north-eastern region were found to be satisfied on income, job security, status as perceived by self, pleasure of achievement in job, leadership and supervision, interpersonal relations and group behaviour in school, while they were dissatisfied on fringe benefits, stability in job, chances of promotion, working conditions in schools, status as seen by others, and

recognition and approval. (2) The needs corresponding to job context factors were more important than needs corresponding to job context factors in the involvement and job satisfaction of CST of the NE Region. (3) The Central Schools teachers of all cadres except PRT of the NE region were generally dissatisfied with their job. (4) Female teachers were more satisfied with their jobs than male teachers. (5) In CST of the NE region job satisfaction tended to decrease with advancement in age, and increase of length of service. (6) The CST of the NE region with graduate qualifications were more satisfied with their jobs than teachers with undergraduate and post-graduate qualifications. [SS 0786]

Goyal, Chhaya. 1988. **Effect of drive, frustration, and adjustment on learning and speed of performance with special reference to interaction.** Ph.D., Psy. *Agra Univ.*

Problem: The present study concentrates on studying the effect of drive, frustration and adjustment on learning and speed of performance of girls of Agra City.

Objective: To study the effect of drive, modes of frustration and different areas of adjustment on learning and speed of performance of female adolescents — independent or direct effects and interaction effects at different levels.

Methodology: In the study, 600 female students of graduate classes (Part One) were selected from different faculties (science, arts, commerce and education) of the institutions of Agra City. The purposive random sampling procedure was followed. The tools used included, Frustration Reaction Scale of B.M.Dixit and D.N.Srivastava, Adjustment Inventory of A.K.P.Sinha and R.P.Singh, and Learning and Speed of Performance tool of D.N.Srivastava and Chhaya Goyal. The statistical techniques used included mean and analysis of variance.

Major Findings: (1) Drive was a significant determinant of learning and speed of perfor-

mance in college-going female adolescents. (2) Aggression, resignation and regression influenced learning and speed of performance in an important way, low levels being more favourable. (3) Home, health, social, emotional and educational adjustment were significant determinants of learning and speed of performance, a high level of adjustment being more contributive. (4) Interaction between drive and different modes of frustration was not significant. (5) Interaction between drive and different areas of adjustment was not significant. (6) Interaction between different areas of adjustment and different modes of frustration was significant except in the case of aggression and emotional adjustment. (7) Drive, adjustment and frustration interacted among themselves while affecting learning and speed of performance of female adolescents. Drive, low levels of aggression, resignation and regression, and high level of fixation, and adjustment facilitated learning and speed of performance. [SS 0781]

Gujral, Supreet. 1991. **A study of personality and motivational correlates of Type A Behaviour.** Ph.D., Psy. Panjab Univ.

Problem: It is an attempt to study the personality and motivational correlates of Type A behaviour pattern in college students.

Objectives: (i) To explore the personality and motivational correlates of Type A behaviour pattern in college students and identify the high risk group for developing CHD, (ii) to explore the relationship of stress symptoms with Type A behaviour pattern, (iii) to study Type A behaviour pattern and its correlates in both male and female college students, and (iv) to compare the incidence of Type A behaviour pattern and its correlates in students pursuing different educational courses.

Methodology: The total sample consisted of 400 college students (200 male and 200 female) drawn from various colleges in Chandigarh and Panjab State. The age-range of the subjects was 19 to 23 years. The tools used included, Jenkins'

Activity Survey, Form T of Glass, Eysenck Personality Questionnaire, the Manifest Hostility Scale of Kool, the Revised Philosophies of Human Nature Scale of Wrightsman, the Questionnaire measuring need for achievement, need for affiliation, need for approval, and need for power of Misra and Tripathi, and the Stress Symptoms Rating Scale of Heilbrun and Pepe. The statistical techniques used included, mean, SD, analysis of variance, intercorrelations and factor analysis.

Major Findings: (1) The results of correlational analyses for college students as well as CHD patients clearly revealed definite association of certain personality, motivational and stress dimensions with Type A Behaviour Pattern (TABP). (2) For college students, no gender difference on any of the JAS subscales, viz. Type A was found. (3) The pattern of intercorrelations among TABP and other variables in males and females revealed that most of the correlates of TABP were common. (4) Individuals exhibiting TABP were more competitive and hard working, set higher performance standards, were achievement oriented, and TABP was positively associated with higher educational or occupational aspirations and attainments in general. [JNJ 0274]

Gupta, Alka. 1992. **A study of students' academic satisfaction as related to their personality needs and personal values.** Ph.D., Edu. Univ. of Allahabad.

Problem: The study is designed to assess the academic satisfaction as related to their personality needs and personal values.

Objectives: (i) To measure the academic satisfaction of graduate students, (ii) to find out the relationship of students' academic satisfaction with their personality needs and personal values, (iii) to compare male and female students on various personality needs and personal values, (iv) to compare most satisfied and least satisfied students on various personality needs and personal values, and

(v) to find out the interaction between level of satisfaction and sex for various personality needs and personal values.

Methodology: A stratified random sample of 579 B.A. (II) students (278 males and 301 females), selected from the affiliated colleges of Meerut University, served as the sample. A specially developed and standardised Students' Academic Satisfaction Scale (SASS), Meenakshi Personality Inventory (MPI), and Personal Values Inventory (PVI) were used as the data gathering instruments. Product moment coefficient of correlation and two-way analysis of variance (ANOVA) were employed to analyse the data for testing the research hypotheses.

Major Findings: (1) n-achievement, n-affiliation and n-nurturance were positively related while the needs for dominance, abasement and aggression were negatively related with academic satisfaction in male graduate students. (2) n-exhibition, n-autonomy, n-succourance, and n-endurance were not related with the academic satisfaction of male graduate students. (3) n-achievement, n-nurturance and n-endurance were positively related while n-aggression was negatively related with the academic satisfaction of female graduate students. (4) The needs for exhibition, autonomy, affiliation, succourance, dominance and abasement were not related with the academic satisfaction of female graduate students. (5) The needs for achievement, affiliation, nurturance and endurance were positively related while need for dominance and aggression were negatively related with academic satisfaction for the entire sample. (6) For the total sample, the needs for exhibition, autonomy, succourance and abasement were not related with academic satisfaction. (7) Religious and academic values were positively related while economic value was negatively related with the academic satisfaction of male graduate students. (8) Social, aesthetic, domestic, democratic and physical values were not related to the academic satisfaction of male graduate students. (9) Religious, domestic and

democratic values were positively related with the academic satisfaction of female graduate students. (10) Social, aesthetic, academic, economic and physical values were not related with academic satisfaction for the total sample. (11) Religious, academic, and democratic values were positively related with academic satisfaction for the total sample. (12) Male students were significantly higher on n-exhibition, n-autonomy and n-dominance while female students were significantly higher on n-affiliation. (13) Male students were significantly higher on religious and academic values while female students were significantly higher on social, domestic, democratic values. (14) Most satisfied students were significantly higher on n-achievement, n-affiliation, n-nurturance and n-endurance while least satisfied students were higher on n-exhibition, n-dominance and n-aggression. (15) Most satisfied students were significantly higher on religious value while least satisfied students were higher on economic values. (16) Level of satisfaction and sex interacted significantly for n-dominance, (17) Level of satisfaction and sex interacted significantly for aesthetic, academic, domestic and economic values. [PCS 0948]

Gupta, B.D. 1988. **Intelligence, adjustment and personality needs of effective teachers in science and arts.** Ph.D., Edu. Agra Univ.

Problem: It attempts to study the intelligence, adjustment and personality needs of effective teachers in science and arts of intermediate colleges of Aligarh.

Objectives: (i) To correlate teacher effectiveness with intelligence, adjustment and personality needs, (ii) to test the independence of teaching effectiveness from teaching experience, salary, age and sex, (iii) to find out personality characteristics which differentiate effective and non-effective teachers. (iv) to analyse the differences between the following groups of effective teachers: (a) science and arts teachers, (b) male and female teachers, and (c) rural and

urban teachers, in respect of intelligence, adjustment and personality needs, (v) to analyse the differences between adjustment scores of the following groups of effective teachers: (a) science and arts teachers, (b) male and female teachers, and (c) rural and urban teachers and (vi) to analyse the differences between the personality needs scores of the following groups of effective teachers: (a) science and arts teachers, (b) male and female teachers, and (c) rural and urban teachers.

Methodology: In the study 46 science teachers and 298 arts teachers were taken from the 39 intermediate colleges of Aligarh District. The tools used included Teacher Effectiveness Scale of Pramod Kumar and D.N.Mutha, *Samoohik Mansik Yogyata Pariksha* of R.K.Tandon, Adjustment Inventory of S.K.Mangal, and Personal Preference Schedule of R.R.Tripathi. The researcher also used the Concurrent Correlation-cum Concurrent Comparison of Contrasting Groups Design. The statistical analyses included mean, mode, median, S D., skewness, kurtosis, 't' test and chi-square.

Major Findings: (1) All the distributions were almost normal. (2) Science teachers were found significantly more intelligent than arts teachers. (3) Science and arts teachers did not differ significantly with respect to adjustment and academic and general environment of the institution. (4) Effective arts teachers were significantly better adjusted socially, psychologically and physically than effective science teachers. (5) Effective science and arts teachers did not differ with respect to professional adjustment. (6) Effective arts teachers were found significantly better adjusted in personal life than effective science teachers. (7) Effective arts teachers were significantly higher than effective science teachers on financial adjustment and job satisfaction. (8) So far as total adjustment was concerned effective arts teachers were significantly superior to effective science teachers. (9) Effective science teachers had significantly more n-ach, n-abasement, n-endurance and

n-aggression than effective arts teachers. (10) Effective arts teachers had significantly more n-exhibition, n-affiliation than effective science teachers. (11) Effective arts and science teachers did not differ significantly on n-auto-nomy, n-interception, n-dominance, n-succourance, n-nurturance, n-change, n-heterosexuality, n-deference and n-order. (12) Teacher effectiveness was found to be related to the age of the teachers. They were found most effective in the age-group of 30-39 years; after that their effectiveness went on diminishing. (13) Teacher effectiveness was found to be related to experience of the teachers. They were found most effective in the 11-15 years experience group after that it began to decline. (14) Teacher effectiveness seemed to be related to salary. The number of effective teachers decreased as the salary increased. (15) Teacher effectiveness was not related to gender. [SS 0824]

Hariharan, M. 1991. **Invulnerable children: Some studies on disadvantaged children's competence and coping style.** Ph.D., Psy. *Utkal Univ.*

Problem: The study centred upon the problem of invulnerable children, focusing on disadvantaged children's competence and coping styles.

Objectives: (i) To develop an effective method and tool to identify from the general population, children belonging to the four categories: (a) advantaged-competent, (b) advantaged-incompetent, (c) invulnerable (disadvantaged-competent) and (d) vulnerable (disadvantaged-incompetent), (ii) to assess and investigate the differences in micro-level socio-economic-medico-psychological (home) environment factors and need satisfaction, family effectiveness, and extra-familial factors of the children belonging to the four extreme groups to compare their familial and extra-familial social support network, (iii) to study the differences in peer-checked and teacher rated competence, perception of control coping styles and strategies used by these four groups of children, and (iv) to find out whether the four

groups can be clearly discriminated/differentiated on the basis of the selected variables.

Methodology: The initial sample consisted of 800 boys and girls from Classes VII through X from three schools. Out of 800 children only 112 could be selected, taking into consideration two different dimensions, namely peer's perception of the competence level of children and the level of their general environmental stimulation. Based on these dimensions, 28 children were identified as belonging to each of the four categories/groups: Advantaged Competent, Advantaged Incompetent, Disadvantaged Competent, Disadvantaged Incompetent. The tools used to collect data included Teacher/Peer Nomination Check-list of Dash and Das, Children's Behaviour Rating by Teachers, Children's Perception of Home Environment, Connel's Multidimensional Measure of Children's Perception of Control, Needs, Social Support and Family Effectiveness Questionnaire, and Children's Coping Style Questionnaire. The results were analysed using mean, SD, analysis of variance, chi-square, correlation, factor analysis and percentage of variance.

Major Findings: (1) Despite the socio-economic deprivations, the invulnerable children were found to have a healthy reciprocal family psychological climate. (2) The invulnerable children were found more competent than the vulnerable and were comparable to the advantaged-competent children. (3) The invulnerable children tended to have the mental set to face problems. (4) The advantaged-incompetent and vulnerable children indicated a 'learned helplessness syndrome'. (5) The advantaged-incompetent children showed dissatisfaction with their environment. So, invulnerable children were affected by adverse conditions of environmental deprivations or stresses, but the damage was not severe. Invulnerable children were prepared to face problems and crises. [KCP 0410]

Hota, N. 1991. **Field dependence and social facilitation.** Ph.D., Psy. *Utkal Univ.*

Problem: It attempts to study the possible impact of field dependence/independence on social facilitation.

Objective: To test if field-dependent participants as compared to field-independent ones are more susceptible to social facilitation effects.

Methodology: Three hundred and four (288 participants and 16 dummy participants) subjects were sampled randomly for this study comprising an equal number of boys and girls. The age of the participants ranged from 12 to 15 years and they were studying in Grades 6 to 7. The tools used included, Children's Embedded-Figure Test (CEFT) of Goodenough and Eagle, Indo-African Embedded-Figure Test of Sinha, Finger Dexterity Test, Verbal Reasoning Test of Rath and Puhan, Anagram Test of Sahoo and Hota, Clustering Ability Test, and Arithmetic Reasoning Test. The results were analysed using mean and analysis of variance.

Major Findings: (1) Field-independent subjects performed better on mechanical and cognitive measures than did field-dependent ones. (2) The performance of field-independent subjects was better on finger dexterity, verbal reasoning, anagram and arithmetic reasoning tests compared to that of field-dependent subjects. (3) The group setting did have a facilitatory effect on the performance of individuals in the finger dexterity test and verbal reasoning. (4) Boys performed better than girls on arithmetic reasoning test whereas girls surpassed boys on tests of verbal reasoning. (5) With increasing field-independence, performance of girls improved on finger dexterity and clustering ability, whereas it declined sharply on arithmetic reasoning. The performance of boys rose with respect to arithmetic reasoning and declined with respect to clustering. [KCP 0390]

Hota, S.R. 1991. **Effect of age, sex and coloured stimuli on the exploratory behaviour of human infants.** M.Phil., Psy. Utkal Univ.

Problem: It attempts to study the effect of age, sex and coloured stimuli on the exploratory behaviour of human infants.

Objective: To study the effects of age, sex and coloured stimuli on the exploratory behaviour of human infants beginning at the age of 6 months, in six-monthly age spans at 12, 18, 24, 30, 36, and 42 months.

Methodology: One hundred and forty normal male and female children participated in the experiment. The age of the various age-groups was 6, 12, 18, 24, 30, 36 and 42 months. The instruments used were four 2" x 2" x 2" pointed wooden cubes painted yellow, red, blue and green which were used as stimulus materials. Mean, analysis of variance, percentage, and chi-square were used to treat the data.

Major Findings: (1) There was no effect of sex on the exploration time of human infants belonging to age 6, 12, 18, 24, 30, 36 and 42 months. Male and female children did not differ in respect of their exploration of coloured stimuli. (2) There was a significant age effect on the exploratory behaviour of different age groups in the presence of coloured stimuli. (3) The colour preference of infants was observed only during the early period of life that was up to one year of age. [KCP 0431].

Indira, K. 1992. **A study of the reading interests and study habits of neo-literates.** M.Phil., Edu. Sri Venkateswara Univ.

Problem: The study was formulated to identify the reading interests and study habits among neo-literates.

Objectives: (i) To identify the reading interests and study habits of neo-literates, and (ii) to find out whether there is any significant difference in the reading interests of (a) men and women, (b) the married and the unmarried, (c) adult

education literates and general literates, (d) those having children and those who do not have children, (e) young, middle aged and old, (f) forward, backward and SC/STs, and (g) low, middle and high income groups.

Methodology: In the study, 240 neo-literates, selected randomly from 30 Janasikshana Nilayams served as subjects for the study. A Numerical Rating Scale, and a Study Habits Questionnaire were used to collect the data. The collected data were treated with mean, SD, 't' test and analysis of variance.

Major Finding: A majority (53.33%) of respondents seemed to read during the morning, many (37.5%) seemed to spend about one hour for reading, many (50.83%) seemed to read five days in a week, only 5% claimed that they read everyday and as many as 65% seemed to depend on libraries for reading materials. [AVRR 1269]

Ingle, V.N. 1990. **A study of leadership qualities of Standard X students in secondary schools.** M.Phil., Edu. Nagpur Univ.

Problem: The study tries to find out the leadership qualities among the Standard X students of secondary schools.

Objectives: (i) To find out the leadership qualities in students from the students' point of view, (ii) to compare the leadership qualities in the students of urban, rural and semi-urban areas from the students' viewpoint in English, Hindi and Marathi medium, boys, girls and co-education schools, (iii) to find out the leadership qualities among the students from the teachers' point of view, and (iv) to find the preferences and likings for leadership qualities with the help of sociometric scores and sociograms.

Methodology: The sample comprised 449 boys, 268 girls, and 62 teachers from 14 schools selected through stratified random sampling procedures. The tools used included Sociometric Questionnaire, Questionnaire for Teacher-Students and the Sociometric Technique. The

statistical treatment used included, frequencies, percentages, ordinal ranks, and sociometric scores.

Major Findings: (1) According to the students in general, the leadership qualities highly appreciated were (in order of preference) self-confidence, co-operativeness, responsibility and intelligence. (2) In all the three areas, i.e., urban, semi-urban and rural, the leadership qualities in preferential order were 'responsibility', co-operative, self-confident qualities. (3) As regards different mediums, the students of all three mediums as a whole preferred leadership qualities, such as self-confidence, co-operativeness, responsibility, politeness and pleasing in manners, happy, pleasing and enthusiasm. (4) The students of girls' schools, boys' school and also co-education schools preferred qualities like intelligence, pleasing-happy, enthusiasm, honesty, reliability, handsome, self-confidence, co-operativeness, responsibility. (5) All the teachers irrespective of their subjects preferred leaders having qualities such as being 'responsible, self-confident, helping and co-operative.' [GPK 1709]

Jaikhani, Neerja. 1988. **The effect of an enrichment programme upon the IQ scores of lower class children.** *Indian Educational Review*, Vol. 23 (2): 62-70.

Problem: It attempts to study the effect of an enrichment programme upon the IQ scores of lower class children.

Objectives : (i) To study the IQ level of lower class children, (ii) to formulate an enrichment programme for the cognitive development of these children, and (iii) to study the impact of the enrichment programme upon the IQ scores of lower class children.

Methodology: Using the experiment and control groups, an enrichment programme of eight weeks duration was administered to the experimental group, comprising 35 boys and 35 girls belonging to the lower socio-economic

status. The tools used included Malin's Intelligence Scale for Indian Children, Seguin Form Board, Porteus Maze Test, and Gessell Drawing Test. Descriptive and inferential statistics were used to treat the data.

Major Finding: The experimental group gained significantly more IQ scores, but not the control group. [MPR 0945]

Jain, Jayanti R. 1990. **A study of the self-concept of adolescent girls, and identification with parent and parent substitutes as contributing to realisation of academic goals.** Ph.D., Edu. Nagpur Univ.

Problem: The present study tries to find out the relationship between the self-concept and academic goals of adolescent girls and identify them with the parents or parent-substitutes.

Objectives: (i) To find the relationship between the self-concept and the academic goals of adolescent girls and test the relationship between positive self-concept and superior cognitive ability, and (ii) to find out the correspondence between achievement motivation and self-concept, academic goals and identification with academically superior parents or parent substitute; so also between academic goals and frustrations.

Methodology: Six hundred girls studying in Grade X in seven schools from the population of forty-one girls' high schools in Nagpur were chosen as the sample for study randomly after stratification of the population. The tools used included Self-concept Test of *Swatvabodhi Parikshan* by Sherry and Verma in Hindi, Raven's Standard Progressive Matrices, Achievement Motivation Test, Frustration Test, and *Nairashya Maap* by Chauhan and Tiware. Correlation techniques were used to establish the degree of relationship between the responses of the parents and the adolescent girls.

Major Findings: (1) Girls having high self-concept tended to select high academic goals,

which were positively associated with each other, suggesting that they reinforce each other where academic achievement was dependent on the concept of self that adolescent girls possessed. (2) Positive self-concept and superior cognitive abilities went together significantly. (3) Identification with parents and parent substitutes by and large led to higher academic goals. (4) There was an overall negative relationship between frustration and academic goals. [GPK 1619]

Jain, Maradula. 1990. **The impact of adjustment, frustration and level of aspiration on the children of working and non-working mothers.** Ph.D., Edu. Agra Univ.

Problem: The present study tries to compare the children of working and non-working, educated and uneducated mothers regarding their adjustment, frustration and level of aspirations.

Objective: To study academic achievement among children of working and non-working, uneducated and educated mothers, with different levels of adjustment, frustration and level of aspiration.

Methodology: The sample of the study consisted of 200 children of working and 200 children of non-working mothers. The purposive stratified random sampling procedure was followed. The tools used were Adjustment Inventory of A.K.P. Sinha, *Nairashya Maap* of M.S. Chauhan and Level of Aspiration Test of Shah and Bhargava. The statistical measures used included mean, SD, and 't' test.

Major Findings: (1) A significant difference in academic achievement was found in the case of the children of working uneducated (WUE), working educated (WE), non-working uneducated (NWUE), non-working educated (NWE) and WE-NWE having high adjustment [Total (T), Emotional (E), Social (S) and Educational (Ed)] adjustments except in case of

WE-NWE children having high E adjustment, NWUE-NWE children having high E adjustment, and NWUE-NWE children having high S adjustment. (2) Children of WUE-WE and WE-NWE mothers having low adjustment on different dimensions differed significantly regarding their scores of achievement except in case of the children of WUE-WE mothers having low S adjustment. (3) Children of WE-WUE and NWUE-NWE mothers having high and low adjustment (T, E, S, Ed) differed significantly regarding their achievement scores. (4) Children of WUE-NWUE and WE-NWE mothers having high and low adjustment (T, E, S, Ed) differed significantly regarding their achievement scores. (5) The children of WUE-WE and NWUE-NWE mothers having high frustration (T, Ag, Reg, Fix) differed significantly regarding their achievement scores. (6) The children of WUE-WE mothers having low scores on different modes of frustration differed significantly regarding their scores of achievement, but for the children of NWUE and NWE mothers having low fixation the difference in achievement scores was statistically not significant. (7) The children of WUE mothers having high and low regression, the children of WE mothers having high and low frustration, and the children of NWUE-NWE mothers having high and low resignation differed significantly regarding their scores of achievement. (8) Children of WUE-NWUE mothers having high and low frustration (T, Res, Agg) differed significantly regarding their scores of achievement. (9) Children of WUE-WE mothers having a high level of aspiration differed significantly regarding their scores of achievement. (10) The difference in NWUE and NWE mothers having a low level of aspiration was significant on the achievement scores. (11) Children of WUE-WE, NWUE-NWE mothers having high and low level of aspiration did not differ significantly regarding their achievement scores. (12) Children of WUE-NWUE and WE-NWE mothers having high and low level of aspiration did not differ significantly regarding their achievement scores. [SS 0791]

Jain, Neelima. 1990. **Effect of perceiver's and stimulus person's religion and sex on person perception.** Ph.D., Psy. Univ. of Lucknow.

Problem: The present study tries to find out the effect of perceiver's and stimulus person's religion and sex on person perception.

Objectives: (i) To see the effect of the religion and sex of the perceiver as well as of the stimulus person on person perception, and (ii) to compare the perceptions of different religious groups in relation to their feelings of security and self-esteem.

Methodology: The sample of the present study consisted of 320 post-graduate students (160 were boys and 160 were girls) from Lucknow University, ranging in age from 21 to 25 years. The tools used for data collection included, Semantic Differential Scale, Interpersonal Judgement Scale of Indian adaptation of Maslow and others, Self-Esteem Scale of Coan, and eight black and white passport size photographs of average looking males and females, along with the cards containing their name and religion, used as the stimulus material. A four-way analysis of variance and Duncan's Multiple Range Test were the main techniques of data analysis.

Major Findings: (1) The religion and sex of the perceiver as well as of the stimulus person significantly influenced the interpersonal perceptions of the various groups. (2) All the religious groups differed significantly in their perceptions towards in-group and out-group stimulus persons. The subject's perception of the in-group members was more favourable as compared to out-group members. (3) The perception of the minority groups towards the majority was more favourable while the majority group perceived the minority groups less favourably. (4) Regarding gender differences it was found that male subjects perceived females more favourably as compared to males perceiving males. Similarly female subjects gave more favourable perceptions of male persons as compared to females perceiving females.

(5) Perception of subjects was not influenced by their security feelings and self-esteem. [RJS 1099]

Jain, Neera. 1989. **Family structure, parental behaviour and self-esteem in male and female adolescents.** Ph.D., Psy. Univ. of Lucknow.

Problem: It is an attempt to study the family structure, parental behaviour and self-esteem in male and female adolescents.

Objective: To find out the effect of sex, family structure and parental behaviour of adolescents' self-esteem and its two components — power and worth.

Methodology: The sample of the present study consisted of 903 students of Classes IX and X of three Hindi medium girls' schools and three Hindi medium boys' schools of Lucknow City. These 903 subjects were administered a Family Questionnaire. Three hundred and sixty students whose father's income was within the range Rs 1,000 to Rs 2,000 and whose family structure was in conformity with the nuclear or the joint family were selected. They were given Cornell Parental Behaviour Description Scale. The score for parental support and control for each subject was determined. Subjects with medium scores were excluded from the study. Those falling above the medium and below the medium were taken. The final sample consisted of 330 subjects (168 males and 162 females) in the age range of 14 to 16 years. The tools used for data collection included, Family Questionnaire of Bhatnagar and Rastogi, Cornell Parent Behaviour Description (Fourth version) of Bronfenbrenner Deversux Jr. and Rodgers, and Modified Osgood's Semantic Differential Scale of Gecas. It was a 2 x 2 x 4 factorial design. The statistical method applied was analysis of variance and the multiple comparison test was applied in order to see which interaction was significant.

Major Findings: (1) Subjects of joint family were found to be higher on SE Power in comparison to subjects of nuclear family.

(2) High parental support was more crucial for the strength of SE Power than high parental control. (3) Subjects of joint families belonging to the Low Support-Low Control (LSLC) category were higher on SE Power in comparison to those of nuclear family belonging to the same category. (4) High Parental control was found to be contributing more to the development of SE Worth in comparison to high support. (5) In the low support and low control category of parental behaviour, females in comparison to males were higher on SE Worth. (6) Subjects of joint family were higher in self-esteem than those of nuclear family. (7) High School-High Control (HSHC) contributed the highest to the development of self-esteem. High parental support when compared with high control showed stronger effect. (8) The interaction of family structure with parental behaviour and that of sex with parental behaviour were found significant. [RJS 0690]

Jaluria, Reeta. 1988. **Humour as a process and a product of personality, creativity and frustration.** Ph.D., Edu. Agra Univ.

Problem: The present study is designed to examine humour as a process and a product of personality, creativity and frustration.

Objectives: (i) To examine humour as a process and a product of personality, creativity and frustration, (ii) to assess humour in college students, and (iii) to see interactions among personality, creativity and frustration in their impact on humour.

Methodology: In the study 500 college students, belonging to the age range of 18 to 22 years were initially taken. The final sample comprised three groups with 25 elements per group, totalling 75 in humour as a process. The 2x2x2 paradigm of 15 elements per cell, totalling 120 were taken in humour as a product. The tools used in the study included the Humour Test of B.C.Muthaiya, R.B.Cattell's 16 PF Questionnaire, Creativity Derived Scores and N.S. Chauhan's Frustration Test.

Major Findings: (1) Humour in adolescents was more a product than a process of personality, creativity and frustration. (2) Mutual dependence existed between humour and fixation-frustration. (3) Humour had its characteristic personality frame (i.e. M-, M+, O+) in the creativity x fixation-frustration frame. (4) Affinity of humour to emotional dryness, ego, self-sentiment, integration, dominance, social boldness showed that it had its own personality. Creativity happened to be an intimate correlate of humour in this personality-frustration frame. Fixation-frustration showed the highest touch with humour. [SS 0826]

Jamuna, D. 1985. **A study of some factors related to adjustment of middle aged and older women.** Ph.D., Psy. Sri Venkateswara Univ.

Problem: The study tries to assess the contribution of various psychological and social factors to the adjustment of elderly women (in pre-menopausal, menopausal and post-menopausal women).

Objectives: (i) To assess the level of adjustment among pre-menopausal, menopausal and post-menopausal groups, and (ii) to relate self-concept, role activity, husband-wife communication, and sex-satisfaction to the adjustment of women in the middle and older age groups.

Methodology: In the study the sample comprised 300 literate women between 40 and 70 years in age drawn by the multi-stage random sampling procedure. The tools used were Adjustment Inventory, Roles Inventory and Husband-Wife Communication Inventory. The collected data were treated with multiple regression analysis.

Major Findings: (1) Middle aged and older women differed significantly in their levels of adjustment. (2) Among role activity, husband-wife communication, self-concept, sex-satisfaction and other variables, e.g. education, income, family and marital status, not one or two factors

but the whole gamut of factors determined the level of adjustment of middle aged and older women. [PVD 0107]

• Jantli, R.T. 1988. **Relationship between teacher behaviour, pupil personality and pupil growth outcome.** Ph.D., Edu. *Karnatak Univ.*

Problem: The study focusses on the relationship of student personality and teacher behaviour on student achievement, controlling intelligence as a co-variate.

Objectives: (i) To determine the effect of teacher classroom behaviour upon pupil achievement, (ii) to determine the relationship between: (a) extraversion and achievement (b) neuroticism and achievement, and (iii) to determine the interaction effect of pupil personality and teacher behaviour on pupil achievement.

Methodology: The quasi experimental design of the study had a 2x2x2 pre-test post-test factorial design with 2 levels of extraversion (E), 2 levels of neuroticism (N) and 2 levels of teacher behaviour. First the Junior Personality Inventory was administered to 640 pupils belonging to ten Standard IX of five randomly selected schools of Dharwad. Based on the median scores of the distribution of extraversion and neuroticism scores, the students were bivariate classified into four groups, namely, (i) High E/High N, (ii) High E/Low N (iii) Low E/ High N and (iv) Low E/Low N; each group had 150 students approximately. The students in each of the categories were randomly assigned to two groups with 75 students in each. The extra 40 students were dropped randomly. The treatment, teaching influence was again randomly assigned to the two groups. This classification of eight groups was for purposes of analysis only as the investigator had to use intact groups for teaching. The teacher sample of six teachers was purposive consisting of five science teachers teaching Standard IX in the selected schools (trained to use direct influence) and the investigator himself (who used

indirect influence). The tools used included Vidhu Mohan's Junior Personality Inventory translated into Kannada, an investigator-constructed Group Test of Intelligence consisting of eight sub-tests with 80 items, and an Achievement Test in parallel forms with 72 items each and FIACS. The data were analysed using descriptive statistics like mean and SD, and inferential statistics like co-efficient of correlation, two-way analysis of co-variance and 't' test.

Major Findings: (1) Neuroticism and extraversion were significantly and negatively related to academic achievement. (2) Direct teacher influence was significantly more effective than indirect teacher influence. (3) The first-order interaction effect between neuroticism/extraversion and teacher behaviour on pupil achievement was significant. (4) The first order interaction effect between N and E on pupil achievement was significant. (5) The second order interaction effect of teacher behaviour and pupil E and N on pupil achievement was significant. (6) Under indirect teacher influence, the LE/LN group achieved significantly higher than the other three groups whereas the LE/HN group of pupils achieved significantly lower than all other groups of pupils. (7) Under direct teacher influence the LE/LN group achieved significantly higher than all the other groups whereas the HE/HN group of pupils achieved significantly lower than all the other groups. [KR 0582]

Jena, L. 1989. **Curiosity and invulnerability.** M.Phil., Psy. *Utkal Univ.*

Problem: It attempts to compare the advantaged and disadvantaged children on their curiosity and invulnerability.

Objective: To compare four groups of children, nominated by their peers as advantaged and competent (Group 1), advantaged but incompetent (Group 2), disadvantaged and incompetent (Group 3), and disadvantaged but competent (Group 4), and see if they differ significantly with regard to their curiosity.

Methodology: The subjects for this study were taken from an urban and a semi-urban area of Orissa and consisted of students of Classes VI, VII, VIII and IX. The initial sample consisted of 750 students, while the final sample consisted of 128 subjects. The tools used included Peer Nomination Scale, and Tests of Curiosity and Memory. Means, SD, analysis of covariance and multiple group comparison using Scheffes method were used to treat the data.

Major Findings: (1) The mean scores for curiosity of the advantaged and competent group and the invulnerable group did not show a significant difference. The advantaged but incompetent and the disadvantaged and incompetent also did not differ in their curiosity scores. But both the competent groups showed a much higher mean score than the incompetent groups. The results of the first sample was highly influenced by memory while the effect of memory was negligible for the second sample. (2) The four groups differed significantly with respect to their curiosity scores. This showed that the curiosity scores were not influenced by their memory ability. Scheffes method of planned group comparisons revealed that Group 1 (advantaged and competent) and Group 4 (disadvantaged but competent) differed significantly from Group 2 (advantaged but incompetent), and Group 3 (disadvantaged and incompetent); however, Groups 2 and 3 did not differ. [KCP 0484]

Joshi, Asha. 1992. **Classroom morale in relation to locus of control, creativity and parental-encouragement of pupils in Hindi-medium and English-medium schools.** Ph.D., Edu. Hemvati Nandan Bahuguna Garhwal Univ.

Problem: It is an attempt to study the classroom morale in relation to locus of control, creativity and parental-encouragement among pupils of Hindi-medium and English-medium schools.

Objectives: (i) To study whether the pupils' internal and external locus of control differ on

the basis of classroom morale, (ii) to study whether the pupils with high or low creativity differ with respect to classroom morale, (iii) to study whether the pupils with high, average and low parental encouragement differ on the basis of classroom morale, (iv) to study whether pupils studying in English medium and Hindi medium schools differ in respect of classroom morale, and (v) to study the extent of interaction between classroom morale, locus of control, creativity, parental encouragement and type of school.

Methodology: Students studying in the intermediate classes of Standard XI and XII in Hindi and English medium institutions in the Garhwal region formed the population/sample. The tools used included, TOM of A.B. Bhatnagar, Locus of Control of Ramapal, Verbal Test of Creativity of Baqer Mehdi, and a Parental Encouragement Scale constructed by the investigator. The collected data were treated using ANOVA.

Major Findings: (1) Type of school (A) (English medium or Hindi medium) taken independently had no effect on the classroom morale both for boys and girls. (2) The interaction between A and locus of control (B) was not significant with respect to classroom morale. (3) A as well as creativity (C) taken independently had no effect on classroom morale for boys. A x C had no effect while C independently was significant with respect to the classroom morale of girls. (4) A and its interaction with parental encouragement (D) was not significant while D independently had a positive effect on classroom morale for boys as well as for girls. (5) B or D independently had no effect on classroom morale but B x D has been found to be significant for English medium girls. (6) C or its interaction with D had no influence on classroom morale. However, D had a positive effect on classroom morale for English medium and Hindi medium boys, and EM girls. (7) C or D independently had no effect on classroom morale but their interaction showed a positive effect on it for Hindi medium girls. (8) The F-ratio for the combined interaction of A x B x C had been found

to be significant, indicating that ABC when taken together influenced classroom morale. [KBB 0549]

Joshi, Renuka. 1989. **A study of creativity in relation to personality, locus of control and alienation.** Ph.D., Psy. Panjab Univ.

Problem: It attempts to study creativity in relation to personality, locus of control and alienation.

Objectives: (i) To study the creativity of students studying in four different professional fields (management, medicine, engineering and law) in relation to their personality traits, locus of control and alienation, and (ii) to study the personality pattern of high and low creative students of each group.

Methodology: In the study 400 subjects were taken equally from the management, medicine, engineering and law faculties with random selection in each. The tools used included Thinking Creatively with Figures of Torrance, Eysenck Personality Questionnaire, I.E. Locus of Control Scale of Rotter, Dean's Alienation Scale, and Public Opinion Questionnaire. The statistical techniques used included mean, SD, F-ratio, inter-correlation, 't' ratio and factor analysis.

Major Findings: (1) All the four groups (management, medicine, engineering and law) were found to be significantly different on the various measures of creativity, personality, locus of control and alienation. (2) Engineering as a group emerged to be significantly high on fluency and originality followed by the medicine, management and law groups. This group was also found to be highest on flexibility and elaboration followed by medicine, law and management groups. (3) Extraversion, neuroticism and powerlessness were the highest in the engineering group followed by the law, medicine and management groups. (4) The medicine group scored the lowest on psychoticism and social isolation and the engineering group yielded the

highest on these two variables. (5) Females were reported to be higher on fluency, originality, extraversion and neuroticism than males. [JNJ 1296]

Kapil, Renu. 1992. **A psychological study of the nature and sources of emotional tensions of educated girls of Hindu society in Agra region.** Ph.D., Psy. Agra Univ.

Problem: The present research tries to study the educated girls of Hindu society to see the sources of emotional tensions in their personality.

Objectives: (i) To study the various frustrations and consequent emotional tensions of different levels of educated girls from different SES strata of Hindu society in the Agra region, and (ii) to study the nature, intensity (magnitude) and important sources of their emotional tensions.

Methodology: In the study, 500 educated girls from Agra City were chosen as the sample using a semi-random sampling procedure. The tools used included Researcher Schedule, and Sentence Completion Test of the researcher. The statistical techniques used included mean, SD, and 't' test.

Major Findings: (1) A significant difference was found in the levels of emotional tension of highly educated and lower educated girls. (2) Upper SES educated girls and lower SES educated girls differed in the level of emotional tensions. (3) Educated girls belonging to traditional family background and progressive family background differed significantly with regard to their emotional tensions. (4) Higher age group and lower age group educated girls also differed in the levels of emotional tension. (5) Discrepancy between expectations and their realisation was a significant factor in generating different levels of emotional tensions among educated girls. (6) Parental levels of education had a significant relationship with different kinds of emotional tensions in educated girls of Hindu society. [SS 1359]

Kashyap, Veena. 1989. **Psychological determinants of adolescents' problems**. Ph.D., Edu. Agra Univ.

Problem: It is an attempt to study the determinants of anxiety, frustration, security, insecurity, emotional maturity, intelligence and scholastic achievement among adolescents.

Objectives: (i) To identify the problems and assess the degree of anxiety, frustration, security-insecurity, emotional maturity, intelligence and scholastic achievement of rural-urban adolescent boys and girls studying in Classes XI and XII, (ii) to find out the extent and nature of correlation among them, and (iii) to determine the degree of relationship among them in high and low problem groups, after partialing out the effect of other variables, including intelligence, in different levels of analyses.

Methodology: The sample comprised 1,000 adolescent students studying in Classes XI and XII of different institutions of Aligarh District. The random sampling procedure was used. The tools used included Youth Problem Inventory of M.Verma, Comprehensive Anxiety Scale of Sinha and Sinha, Frustration Scale of Chauhan and Tiwari, Security-Insecurity Inventory of Tiwari, Emotional Maturity Scale of Y.Singh and M.Bhargava, and Mixed Type Group Test of Intelligence of P.N.Malhotra. The statistical techniques used included mean, SD, CR, and correlation.

Major Findings: (1) Adolescent problems were found highly and positively related to anxiety, frustration, feeling of insecurity and emotional immaturity. (2) Adolescent problems were highly and negatively correlated with feeling of security, and emotional maturity, moderately and negatively correlated with intelligence, and appreciably and negatively correlated with scholastic achievement. (3) No significant difference in adolescent B and G was found in the case of youth problems, frustration, feeling of security-insecurity and emotional maturity, but difference was found in anxiety, intelligence

and scholastic achievement. (4) High and low problem groups of different groups of R,U, B and G did not differ on anxiety. (5) Rural girls felt significantly less secure than rural boys and urban girls. (6) High intensity of problems did not interfere with scholastic achievement in high intelligence group. (7) The urban boys were found higher in achievement than the rural boys. [SS 0762]

Kaur, Deepika. 1991. **A study of the effects of test anxiety, belief in control of reinforcement, and intelligence on intellectual achievement of two school populations**. Ph.D., Psy. Panjab Univ.

Problem: The study centres upon the problem of the effects of test anxiety, belief in control of reinforcement and intelligence, achievement of two school populations.

Objective: To study the separate and interactive effects of test anxiety, belief in control of reinforcement, and intelligence on academic achievement in two school systems.

Methodology: A total sample of 214 girls and 178 boys from public schools and 293 girls and 165 boys from government schools was taken (age-group 12-14 years). The tools used included, the Test Anxiety Scale for Children (TASC) by Sarason et al., and its Hindi translation by Nijhawan et al., The Raven's Standard Progressive Matrices (SPM) and the Intellectual Achievement Responsibility Scale (IARS) by Crandall. The statistical techniques used were, mean, analysis of variance, correlation, and multiple regression analyses.

Major Findings: (1) For the public school sample, there were significant differences in achievement scores of boys and girls. (2) For all the groups studied, the correlations between test anxiety and the various school subjects, did not differ significantly from each other, the only exceptions being English and mathematics, and English and social studies for the government

school female population. (3) No significant differences were found among the various school subjects for any of the groups. (4) Test anxiety, intelligence and belief in control of reinforcement showed a significant relationship with achievement and together accounted for 7% - 32% of the true variance in achievement for the public school sample and for 9% to 30% for the government school sample. [JNJ 1805]

Khan, Md. Ataur Rahman. 1989. **Perceived justice and related factors affecting academic performance and satisfaction : A case study of Delhi University.** Ph.D., Edu. *Jawaharlal Nehru Univ.*

Problem: It is an attempt to know the difference in student's locus of control and sense of perceived justice related to differences in student's performance and satisfaction.

Objectives: (1) To determine the extent of variations in students' sense of perceived justice by sex, zone, curricula and the interactions among these, (ii) to determine the extent of variations in students' locus of control by sex, zone, curricula and the interactions among these, (iii) to determine the extent of variations in students' academic performance in terms of the above variables, (iv) to determine the extent of variation in students' satisfaction in terms of the above variables, (v) to find out the directions and extent of relationships among the measures of perceived justice, locus of control, academic performance and satisfaction, (vi) to determine the predictability of academic performance by using perceived justice, locus of control, sex, zone, curricula as predictors in various combinations, (vii) to determine the predictability of satisfaction by using the above variables, (viii) to identify the factorial composition of perceived justice measures, and (ix) to identify the factorial composition of satisfaction measures.

Methodology: Students of Delhi University in science and arts curricula were selected as the

universe for the study after identifying all the undergraduate colleges, classified into four zones, East, West, North, and South. By using the purposive sampling procedure one college was selected from each zone. All the colleges selected were co-educational and were directly controlled by the University. Students of the final year, both male and female, from the science and the arts groups were selected. The present study used an "ex-post facto" (correlational) design of research. A questionnaire was used as the main tool for data collection. Correlations, analysis of variance and step-wise regression analysis were used to treat the data.

Major Findings: (1) The analysis demonstrated that boys and girls in both the subjects in the four zones of Delhi University were perhaps comparable in the extent of perceived justice in academic performance assessment. (2) The effects of sex and subject were however found to be insignificant for locus of control but zone (institution) dimension was found significant. (3) On academic performance, only the difference in the effect of subject was noted to be significant. (4) The other main and interactional effects were found to be most significant. (5) The perceived justice predicted academic performance significantly. (6) The subject was found to be a significant predictor of the academic performance and explained an additional four per cent of the variance. (7) The analysis revealed that the perceived justice was the best predictor of students' satisfaction. (8) The overall results of regression analysis demonstrated that sex, subject, zone, perceived justice and locus of control together predicted academic performance and satisfaction better than each of these taken separately. The determinants of academic performance and satisfaction were multiple, interrelated and interactive. [SCG 0156]

Khan, R.S. 1988. **Student's perception of teachers as a function of educational level, academic achievement and school background of students.** Ph.D., Edu. *Kumaun Univ.*

Problem: The present study investigates the Student's Perception (SP) of teachers with reference to their educational level (EL) academic achievement (Ach) and school background (SB).

Objectives: (i) To compare the inter- and intra-school differences in the perceived qualities of a successful teacher, (ii) to study the effect of SB (EL) and Achievement (Ach) on SP of teachers, and (iii) to study the interaction effects of SB, EL and Ach with reference to student's perception.

Methodology: The study was conducted in two phases. For Phase I fifty randomly selected students of each EL were taken up, making up the total sample of 300 students. For Phase II the sample consisted of 360 students of Classes VIII, X and XII from a public school and a government school. At the second stage of sampling students were grouped on the basis of q_1 and q_3 values of the aggregate percentage of marks of the previous examination. In Phase I of the study, the qualities of a successful teacher as perceived by the students were found out. In Phase II the influence of SB, EL and Achievement on SP of teachers was seen. The tool for measuring students' perception of teachers was developed by the investigator. A 2x3x3 factorial design was used. The data were analysed using rank order, analysis of variance, critical ratio, 't' ratio and Duncan's range test.

Major Findings: (1) With some variations between the two types of schools and the different levels, effective teaching strategies, maintenance of discipline, good temperament, adequate educational guidance, knowledge of subject matter, warmth, etc., turned out to be high priority (preference or ranking) qualities, and career guidance, punctuality, etc., were at the bottom. (2) There were significant effects of the SB and EL on SP of teachers, but there was no significant effect of Ach on their SP of teachers. (3) There was significant interactional effect of the SP and EL of the students on SP of teachers. There were no significant interactional effects of SB x Ach, EL x Ach on SP of teachers. (4) There were significant differences among the mean

perception scores of the students of the middle, lower secondary and higher secondary educational levels of both public and government schools. (5) There were significant differences among the mean perception scores of the low, average and high academic achievers of both public and government schools. (6) There were inconsistent differences among the mean perception scores of the low, average and high academic achievers at each of the middle, lower secondary and higher secondary educational levels. [AB 1824]

Khatoon, J. 1988. **Personality patterns of high and low academic achievers (A psychological study of adolescents of Rohilkhand region (Uttar Pradesh))**. Ph.D., Psy. Rohilkhand Univ.

Problem: The study focusses on the relationship of some personality factors of adolescents among high and low academic achievers.

Objectives: (i) To investigate the personality patterns of high and low achievers, (ii) to ascertain the significant differences in the personality factors of high and low achievers, and (iii) to determine the effect of sex and locality of high and low achievers on their personality factors.

Methodology: In the study, 1,381 students of Classes XI and XII were selected by stratified random sampling out of which 370 were found to be high achievers ($>Q_3$) and 347 were low achievers ($<Q_1$) on the basis of high school marks. Cattell's 14 PF inventory (Indian adaptation) by Kapoor and Mehrotra was used as a tool. The statistical technique used was, analysis of variance.

Major Findings: (1) High achievers obtained a higher mean value on personality factor H and lower mean value on factor I than the low achievers. (2) Rural students achieved higher mean values on factors E and q_2 than their urban counterparts. (3) On factors D, I and O girls achieved higher mean values, while on factor H they were lower than boys. (4) Achievement-

locality interaction did not affect the personality traits significantly. (5) Interaction between achievement and sex significantly affected personality factors C, q_2 and q_4 . (6) On factors E, F, G and q_3 the interaction effect of locality and sex was significant. (7) Interaction of achievement, sex and locality did not have any significant effect on any personality factor. (8) High academic achievers were adventurous, active, impulsive, socially bold and tough-minded whereas low academic achievers were more shy, timid, threat sensitive, and tender minded. (9) Rural students tended to be more assertive and self-sufficient whereas urban students were obedient and group-dependent. (10) Male students were more phlegmatic, adventurous, tough-minded and placid in comparison to female students who were more excitable, shy, tender minded and apprehensive by nature. [BS 0957]

Kohli, Om Parkash. 1989. **A study of attitude of students towards religion in relation to personality characteristics, intelligence and socio-economic status.** Ph.D., Edu. *Panjab Univ.*

Problem: It is an attempt to study the attitude of students towards religion in relation to personality characteristics, intelligence and socio-economic status.

Objectives: (i) To study the effect of intelligence, socio-economic status and sex on the attitude of students towards religion, (ii) to study the interaction effects (double and triple) of intelligence, socio-economic status and sex differences on the religious attitude of the students, and (iii) to work out the significance of difference between boys and girls in the relationship of attitude scores with each of the 14 personality dimensions given by Cattell.

Methodology: The sample consisted of 1,000 students — 500 girls and 500 boys — selected from Classes XI and XII of the higher secondary schools of four districts of Jammu Province. They were classified into high and low groups on each of the two variables of intelligence and socio-

economic status. The tools used included General Mental Ability Test by Jalota, H.S.P.Q. Test of Cattell, Religious Attitude Scale of the Investigator, and Socio-economic Status Questionnaire by the Investigator. The statistical techniques used were analysis of variance, correlation coefficients and 't' ratios.

Major Findings: (1) Students belonging to the high intelligence group and high socio-economic status were more religious in attitude than the students of the low intelligence group and low socio-economic status. (2) Girls were more inclined towards religion than boys. (3) Intelligence, socio-economic status and sex did not interact with each other to produce significant differences in the mean scores on religious attitude. (4) There were significant correlations between personality traits like intelligence, sober or enthusiastic, super-ego strength, timid or venturesome, tough-minded or tender-minded, group-dependent or self-sufficient, self-concept, control and the attitude scores of boys and girls in respect of religion; there were significant correlations also in the case of the traits of emotionality in boys and willingness to act in girls. [JNJ 0292]

Konwar, L.N. 1989. **A study of socialisation practices at home and school and development of personal achievement motivation among secondary school pupils in Assam.** Ph.D., Edu. *Dibrugarh Univ.*

Problem: The study addresses a scientific enquiry into the relationship between socialisation practices at home and school and development of personal achievement-motivation among the secondary school pupils of Assam belonging to different social backgrounds, socio-economic strata, schools and different types of management.

Objectives: (i) To survey the strength of Personal Achievement Motivation among tribal and non-tribal high school boys and girls classified on different cultural and economic

factors and belonging to urban and rural areas, (ii) to relate the socialisation processes at home of secondary school pupils with their levels of Personal Achievement Motivation, (iii) to relate socialisation processes in different secondary schools to Personal Achievement Motivation, and (iv) to study the relationship of Personal Achievement Motivation with socio-cultural and economic factors like race, area of residence, socio-economic factors, and school variables.

Methodology: The study was confined to Class IX pupils of some selected secondary and higher secondary schools of Assam, with a representative sample of 460. The tools used included a set of six Thematic Apperception Test pictures adapted by Mehta, Questionnaire on pupil's perception of School Climate and School Socialisation Practices, Interview Schedule on Family Socialisation Practices, and Socio-economic Status Scale. Descriptive and inferential statistical techniques were applied for analysis. Mean, SD, 't' tests were used to find out the significance of the difference between means.

Major Findings: (1) There was no significant difference in the levels of Personal Achievement Motivation (n p Ach) of boys and girls, and of tribals and non-tribals. (2) There were significant differences in the mean n p Ach scores of urban and rural residents and of many of the different caste/tribal groups (U > R) (3) The mean n p Ach scores of the pupils from government, provincialised and missionary schools were found to be higher than those of the pupils from the ad hoc private schools. (4) On home socialisation, the high group on Individual Achievement Orientation (IAO) and Development of Independent Behaviour (DIB) showed higher levels than their corresponding low groups. (5) P. Ach motivation was positively related to earlier socialisation at the home level. (6) On school socialisation the high groups on achievement orientation, general achievement orientation and overall energy strength showed higher means of P. Ach scores than the low

groups. (7) Comparison of high and low groups on each of the factors of school socialisation subdivided on the basis of sex, area of residence, SES, social background and type of school management revealed significant mean differences between certain sub-groups in their levels of Personal Achievement Motivation (PAM). The findings suggested that home and school socialisation practices probably caused such differences in PAM. [PPG 1812]

Kumari, Shiv. 1990. **A study of modernity of undergraduate students with reference to their socio-economic status, self-concept and level of aspiration.** Ph.D., Edu. Agra Univ.

Problem: It attempts to study modernity of undergraduate students with reference to some variables.

Objectives: (i) To study the differences between the means of the four sub areas of modernity of under-graduate boys (UGB) and under-graduate girls (UGG), (ii) to study the relationship between SES/self-concept (S.Con.)/Level of Aspiration (LOA) and modernity of UGB and UGG. and (iii) to study the differences between the means of mod of boys (B) and girls (G) with high and low SES/ S.Con./ LOA.

Methodology: The sample comprised 200 boys and 200 girls. The tools used included: Modernisation Scale of Tripathi and Ramji Lal, SES Scale of G.P.Srivastava, *Swatva Bodh Parikshan* of Sherry, Verma and Goswami, and LOA Test of Shah and Bhargava. The statistical measures used were mean, SD, QD, correlation and critical ratio.

Major Findings: (1) UGG were in general more modern than UGB and they differed significantly in respect of all the four areas of modernity. (2) Rise in SES resulted in significant increase in modernity of UGB and UGG. (3) As S.Con. increased UGB and UGG showed significant increase in modernity. S.Con. in general was propellant to modernity. (4) As LOA rose UGB and UGG showed a decline in modernity. LOA

was not propellant to modernity. (5) UGB and UGG belonging to the high SES were significantly more modern than their counterparts from the lower SES. [SS 0752]

Kumari, Sushma. 1990. **Study of personality characteristics, intelligence, achievement motivation, adjustment and socio-economic status of juvenile and adult female offenders.** Ph.D., Edu. Panjab Univ.

Problem: It is an attempt to study the personality characteristics, intelligence, achievement motivation, adjustment and socio-economic status of juvenile and adult female offenders.

Objectives: (i) To study the personality characteristics, intelligence, achievement-motivation, adjustment and socio-economic status of juvenile and adult-female offenders, (ii) to work out the inter-correlations for the variables of personality characteristics, intelligence, achievement-motivation, adjustment and socio-economic status in respect of juvenile delinquents and adult offenders, and (iii) to study the separate and interactive effects of ecological background and age level of the offenders on each of the dependent variables of psychoticism, neuroticism, extraversion, intelligence, adjustment, achievement-motivation and socio-economic status.

Methodology: The sample consisted of 50 juvenile delinquents in the age group 14-21 years and 50 adult female offenders above 21 years, from both rural and urban backgrounds, all with cases pertaining to arrest, prosecution, or convicted offenders. The sample was drawn from Tihar Jail (Delhi), Burail Jail (Chandigarh), Adarsh Karagar (Lucknow) and Nari Niketan (Delhi). The tools used included P.E.N. Inventory by Mohan and Jaspal (Hindi version), Achievement-Motivation Test by Mehta, Raven's Standard Progressive Matrices, Adjustment Inventory by Sharma and Sushma (Hindi adaptation), Socio-economic Status Scale (rural

and urban both) by Kulshreshtha, and Case Study Form developed by the investigator. The statistical tests used included mean, SD, Pearson's product moment correlation, and analysis of variance.

Major Findings: (1) Offenders had the traits of psychoticism and neuroticism, but they were not extraverts. (2) Delinquents had low intelligence and achievement-motivation. (3) Criminals were generally from the lower class of SES except urban juvenile delinquents who belonged to the middle category of SES. (4) Offenders were maladjusted in all the areas of adjustment. (5) In the case of urban and rural juvenile delinquents and adult rural and urban offenders total adjustment was significantly correlated with social and emotional adjustment, and social and emotional adjustment were significantly related with each other. (6) In the case of juvenile and adult female offenders, no significant differences were observed in case of personality characteristics, intelligence, achievement-motivation and adjustment, except in case of SES, and health adjustment. [JNJ 0295]

Lakshmi, Manohari, M. 1991. **Punishment patterns adopted by parents and teachers and children's reactions to the punishment, with special reference to elementary school years.** M.Phil., Home Sc. Sri Venkateswara Univ.

Problem: The study addresses itself to find out the nature of punishment patterns adopted by parents and teachers and children's reaction to the same.

Objectives: (i) To find out the methods of discipline followed by parents and teachers, (ii) to find out the patterns of punishment adopted by parents and teachers in different areas or situations, and (iii) to find out the reactions of the children to the punishment.

Methodology: The sample for the study was 120 children of Classes I, II and III of one school. The sample was equally distributed between the two sexes and the three classes and high and

low income groups. A Questionnaire (for parents and teachers) and an Interview Schedule (for children) were used to collect the data. Mean, SD, 't' test, correlation, and chi-square were used to analyse the data.

Major Findings: (1) Mothers used significantly more negative methods than fathers. (2) Low income parents used more negative methods than positive methods and high income parents used more positive methods than negative methods. (3) Teachers used relatively more negative methods than parents. (4) According to children's responses/perception mothers, fathers, as well as teachers used more negative methods than positive methods, and teachers used more negative methods than both mothers and fathers. (5) There was greater negative reaction than positive reaction from children when punished by mothers or fathers but a greater positive reaction when punished by teachers. (6) Children's reactions to punishment by parents or teachers were not related to their age. (7) Children's reactions and parental approach to punishment were significantly related. When parental approach was positive, children's reaction was also positive. [AVRR 1272]

Leela, A.V.S. 1988. **Religiosity in relation to certain personality traits of college students.** Ph.D., Psy. Sri Venkateswara Univ.

Problem: It attempts to study the relationship between religiosity and internal- external control of reinforcement and certain other personality characteristics of college students.

Objectives: (i) To find out the relation between religiosity and locus of control, (ii) to find out the relation between religiosity and personality factors as measured by the 16 P.F. Questionnaire, (iii) to compare the personality profiles of high and low religious groups, (iv) to find the relation between religiosity and socio-economic and familial variables like father's income, father's education, father's occupation, mother's income, mother's education, mother's occupation, sex,

size of family, birth order, and rural-urban background.

Methodology: Four hundred and thirty-three students of degree and professional colleges selected by a multi-stage stratified random sampling procedure served as subjects for the study. A Religiosity Scale, Cattell's 16 PF Questionnaire, Internal-External Locus of Control Scale and Personal Data Sheet were used to collect the data. Mean, SD, 't' test, chi-square, step-wise multiple regression analysis, similarity coefficient, and ANOVA were used to analyse the data.

Major Findings: (1) The difference in mean scores on the locus of control scale of high and low religious groups was significant. (2) Similarly, the difference in mean scores of the high religious group on personality factors O, q₁, q₂, and q₄ were significantly higher than those for the low group. The two groups did not differ on the remaining 12 of the 16 personality factors. (3) About 48% of variance in religiosity of the subjects was explained by the above five variables. (4) The personality profiles of the high and low religious groups were not similar. (5) High and low religiosity was not associated with father's income, education or occupation, and mother's income, education or occupation, locality of the subjects, size of the family or order of birth. (6) High and low religiosity was significantly associated with sex, girls being higher than boys. [AVRR 1268]

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Lidhoo, M.L. 1992. **Psycho-social development of children at work, their family background and working conditions.** Independent study. Univ. of Kashmir.

Problem: This study addresses to the factors associated with child labour in the valley of Kashmir in six areas, viz. carpet weaving centres, papier-machie-making, garage boys, dhabas, domestic servant and hawkers.

Objectives: To find out (i) the factors which force young children to take to labour, (ii) the

type of families, and their demographic conditions (which depend on child labour), (iii) the working conditions and the impact of child labour activities on the personal development of children, and (iv) the level of education at which the children dropped out and joined the labour force.

Methodology: A two-stage sampling procedure was adopted. In the first stage, the area sampling technique was used for the placement of areas humming with child labour activities. In the second stage, random sampling was used for the representation of subjects from six occupations. Interview schedules for subjects, their parents and employers were used.

Major Findings: (1) Poverty and absence of parents, due to divorce, death or desertion, were not the primary causes but the accompanying factors of child labour. (2) The attitude of parents, their level of education and their faulty perceptions were the main predisposing factors. (3) There was a surreptitious nexus between the parents and the employers resulting in the exploitation of children. (4) Child labour in an underdeveloped country like India, more so in a backward state like Kashmir, cannot easily be eradicated. [Author 0253]

*Madhosh, A.G. 1989. **Personality correlates of sociometric status: A study of sub-cultural group differences.** *Indian Educational Review*, Vol. 24 (1): 1-16.

Problem: It attempts to study the personality correlation of sociometric status of sub-cultural groups among students of Classes IX and X.

Objective: To study how far a cultural variation reflects itself in sociometric data if personality is allowed to vary along the cultural continuum and not operate as an independent variable.

Methodology: The sample comprised 300 male subjects of Classes IX and X belonging to three sub-cultural settings of Ladakh, Jammu and

Kashmir. Subjects were further classified on their sociometric assessment on three criteria and three choice matrices. The tools used were Cattell's 16 P.F. Questionnaire, and Social Desirability Scale. The collected data were treated using correlation and sociometric indices covering sociometric status index, social compatibility index and group cohesiveness index.

Major Findings: (1) The Kashmiri populars' personality appeared to possess strong emotional stability, spontaneity and high mental ability and they were generally not frustrated and relaxed. The neglectees tended to be hard obstructions, dull and timid. The isolates were cool, generally tensed and restless. (2) In the Jammu sample, the populars were affectionate, intelligent, self-sufficient, aggressive and happy-go-lucky. The neglectees were hard, obstructive, dull, timid, maladjusted but not submissive. The isolates were cool, dull, worldlywise, emotionally less stable and pessimistic. (3) In the Ladakhi sample, the populars were distinctly cool, wise, strictly conventional, conservative, slaves of their own urges, rule-bound and were not socially bold. The neglectees were the free thinking type, not conventional, participating, easy going, socially bold but guilt prone and emotionally stable but dull. (4) The groups were fairly compatible and cohesive within their own cultural range. (5) There existed a meaningful correspondence between the personality characteristics of the sociometric groups and the social desirability estimates of the relevant adjectives of all the three subcultures under investigation. [VKJ 1513]

Madhumathi, C. 1988. **Identification of personality correlates of crime prone behaviour.** Ph.D., Edu. *Osmania Univ.*

Problem: The present study tries to identify the personality correlates of crime prone behaviour.

Objectives: (i) To study personality types that can be considered as crime prone, (ii) to study traits of personality that can be considered as

indicators of crime prone behaviour, and (iii) to find out whether it is true to say that 'An individual born into a family with a history of crime will surely end up as a criminal'.

Methodology: The sample for the study was drawn from two types of prisons, the Central Prison, Rajahmundry and the Central Prison, Warangal. The size of the sample was 60 from each prison leading to a total selected sample of 120 (the majority being in the age group 25-40). The instruments used included Interpersonal Relations — Home Conditions Scale, Social Attitude Scale, Adjustment Scale, and Cattell's 16 PF scale.

Major Findings: (1) The study revealed that most of the convicts were married, were from small moderate sized families with 2-6 dependents, were of rural habitation, professed Hindu religion, were labourers with average performance, belonged to the lower income groups, were illiterates and without any criminal history. Most of them were from poverty stricken homes but had good interpersonal relations. (2) It was indicated that almost all the convicts had a happy childhood experience, were against violence, with high opinion about the police and movies, with high faith in religion, non-parochial, and well adjusted. (3) The majority of the subjects were found to be reserved, assertive, tender-minded, imaginative, shrewd, experimenting, self-sufficient and tensed. The above qualities were found in both casual as well as habitual offenders. (4) It appeared that casual offenders were less intelligent and sober and more expedient whereas habitual offenders were more intelligent and happy-go-lucky, and conscientious; most of the convicts seemed to be emotionally stable but suspicious. [SSS 0839]

Mahadik, Arun Kumar. 1988. **Frustration, value system and type of words as determinants of retention.** Ph.D., Psy. Ravishankar Univ.

Problem: It attempts to study frustration

value system and type of words as determinants of retention of the children studying in Classes IX and X.

Objective: To study the relative effects of induced frustration, value system and verbal material, i.e. type of words, on retention. More specifically, it aimed at analysing the process of human retention of differently valued words, by subjects with different value orientation under frustrating and non-frustrating conditions.

Methodology: Ojha's Value Test was administered to 700 students of Classes IX and X in the age group 15 to 18 years; and a group of 50 high scoring subjects on value scores were selected for each of the six values; namely, theoretical, economic, aesthetic, social, political and religious. One-fifth of the high value-oriented subjects were low on one of the other five values. Half of the subjects scoring high on a value served as the control group while the other half (i.e. 25) were studied under the experimental frustration condition. To these 300 subjects, a frustration scale was administered. The instruments used included Ojha's Value Test, and Frustration Scale of Chauhan and Tiwari. The statistical techniques used were mean, SD, ANOVA, CR, 't' and correlations.

Major Findings: (1) Different value-oriented subjects did differ with regard to their retention of differently valued words. (2) Covalent memory was found to be considerably higher than the contravalent memory. (3) High and low scores on a value differed considerably in respect of retention of words related to the same value. (4) Experimentally induced frustration considerably hampered retention, but the existing level of frustration did not significantly affect retention. (5) The joint effect of value orientation and induced frustration did not yield significant effect, but the effect of the frustration treatment on retention with respect to type and degree of value-orientation was found significant. [VPS 0860]

Makade, Pranoti. 1990. **A comparative study of the response behaviour of normal and Caesarean children towards environmental stress.** Ph.D., Edu. Nagpur Univ.

Problem: The study tries to compare the response behaviour of normal to that of a Caesarean child towards environmental stress.

Objectives: (i) To study the general reflexes and learning abilities of the Caesarean child and notice the coping with the stresses, (ii) to study the emotional development of the Caesarean child and compare the same with that of a normal child, (iii) to study the effect of some environmental factors on the behaviour of normal and Caesarean children, and (iv) to study whether the Caesarean child is different in responses and learning.

Methodology: The sample comprised 300 children, 150 delivered normally and 150 delivered by Caesarean section. The percentage occurrence of a particular behaviour under various parameters were observed for both the groups, i.e. Normal (N) and Caesarean (C).

Major Findings: (1) Among the newborn to one year group: a) the general responses and activities of the child were decreasing and increasing constantly, but the differences were non-significant, b) as regards the elective responses and activities the N and C groups showed similar trends. The difference between the two was significant. (2) In the one to two-year group wherever intelligence came into the picture the 'C' group showed significantly higher mental ability, and better adjustment in social and emotional behaviour and language. (3) In the two to five-year group overall, it was found that in this age group, there was a significant difference between the 'C' group and the 'N' group. The Caesarean babies clearly indicated higher mental functions and faculties, showing significantly better intelligence, understanding, expression, as well as emotional social development. [GPK 1616]

Manu, Patrick. 1992. **A study of certain cognitive and affective styles of the leadership potential of plus 2 students in India.** Ph.D., Edu. Agra Univ.

Problem: The present study tries to identify non-potential leaders as related to cognitive and affective styles among plus 2 students.

Objectives: (i) To identify leadership potentials and non-potentials, (ii) to study the nature of interests, and cognitive factors / styles associated with leadership potentials and non-potentials, and (iii) to study the nature of personality factors that differentiate leadership potentials from non-potentials.

Methodology: The sample of the study included 133 girls and 267 boys of Agra City. The tools used included, Group Embedded Figure Test of Witkinson et al., Cattell's HSPQ, and M.N. Palsane's Interest Inventory. The statistical measures used were, mean, SD, F-ratio and 't' test.

Major Findings: (1) A significantly high correlation was obtained between cognitive style counts (field independence) and leadership potential scores. (2) Interests were not functional in the estimate of cognitive styles; however interests and cognitive styles together were good predictors of leadership potential. (3) Potential leaders were warm hearted, emotionally stable, assertive, enthusiastic, conscientious, adventurous and controlled. Potential non-leaders were reserved, obedient, sober, indifferent to rules, shy, and uncontrolled. (4) No significant differences existed between potential and non-potential leaders in intelligence, tough mindedness, excitability, tender-mindedness, zest and self-sufficiency. (5) Leadership potential was in a way related to various constructs of interests, including administrative, mechanical, persuasive and scientific interest. [SS 1354]

Mathur, Sarita. 1989. **Autonomic responses to musical stimuli as a function of sex and anxiety level.** Ph.D., Psy. Univ. of Jodhpur.

Problem: The present study is designed to study the autonomic response to musical stimuli as a function of sex and anxiety level.

Objective: To study the effect of sex and anxiety levels on autonomic responses to musical stimuli.

Methodology: The experimental method was followed in the study. The subjects were 120 males and 120 females in the age range 18-24 years, who were regular students of graduate and post-graduate classes. All of the subjects were naive as far as the experimental problems and procedures were concerned. A 2x3x5x3 factorial design was adopted. In the present study three sets of independent variables were used, Musical Stimuli, Different Anxiety Groups, and Sex. The dependent variables were autonomic responses, i.e. GSR, ECG and Respiration. Sinha's Anxiety Scale was used for selecting groups of low, middle and high anxiety according to scores.

Major Findings: (1) It was found that the introduction of R-1 (Pure tone) did not produce any significant change in males with respect to ECG, respiration and GSR whereas GSR showed significant increase in middle- and high-anxiety females. (2) Introduction of R-2 (*Raga Bhairav*) produced a significant decrease in ECG and respiration of low-, middle- and high-anxiety males and females. However, a significant increase of GSR was found in low-, middle- and high-anxiety females, and only in the high-anxiety males. (3) Presentation of R-3 (*Raga Bahar*) produced a significant decrease in ECG of low- and high-anxiety males and high-anxiety females while GSR showed significant increase in middle anxiety males and females and also high anxiety males. (4) Similarly, R-4 (*Raga Pilu*) produced a significant decrease in ECG of low-anxiety males only. GSR showed significant increase in middle- and high-anxiety males and females. (5) Introduction of R-5 (*Raga Darbari Kanhra*) produced a significant decrease in heart rate of middle- and high- anxiety males and low- and high-anxiety females. However, a significant

change was found in the respiration and GSR of middle- and high-anxiety males and females. (6) Pure tone influenced the emotional level of the subjects in both ways. In low-anxiety groups of males, pure tone reduced the heart rate whereas, in others heart rate increased. (7) Different musical stimuli evoked different types of responses in males and females at different anxiety levels. [ABP 1548]

Mehta, Perin H. Gaur, J.S. and Mohan, Swadesh. 1988. **Boys with superior scholastic abilities: Adjustment problem.** *Indian Educational Review*, Vol. 23(2): 71-85.

Problem: The present study tries to identify the problems of gifted children with a view to find out the implications for planning guidance services for them.

Objectives: (i) To find out problems faced by children with higher scholastic abilities, (ii) to compare the responses of the higher ability group having higher socio-economic background with those of boys from lower socio-economic background, and with low scholastic abilities, and (iii) to derive implications for planning guidance services.

Methodology: The initial sample consisted of 2,370 boys, covering average, superior scholastic ability and sub-sample of the average students drawn from Delhi using stratified cluster sampling procedure. The tools used included Jalota's Group Test of General Mental Ability, Family Information Blank of the investigator, and Student Problem Check-list of NCERT. The collected data were median test and chi-square test.

Major Findings: (1) Boys with superior scholastic ability (SSA) differed from boys with average scholastic ability (ASA) with regard to sensitivity to problems relating to finance and living conditions, adjustment to school curriculum and teaching procedure, family, and sex. (2) The combined median of the two groups

with regard to problems reported was 35.62. Superior group mentioned lesser problems than the average group. (3) Basically, there was not much difference in the adjustment problems between the two groups. (4) Socio-economic status pattern did not make much difference in the response of the two groups. [PD 1047]

Mian, Shamshada. 1988. **Intelligence, neuroticism, scholastic achievement and need achievement — A comparative study between boys and girls.** Ph.D., Edu. *University of Kashmir*.

Problem: It attempts to compare boys and girls with regard to intelligence, neuroticism, scholastic achievement and need achievement.

Objectives: (i) To study the difference between boys and girls in the degree of neuroticism, level of intelligence, scholastic achievement, and need achievement, (ii) to study the difference between high and low intelligence boys/girls in neuroticism, scholastic achievement, and need achievement, and (iii) to compare boys and girls with high/low intelligence on neuroticism, scholastic achievement and need achievement.

Methodology: The sample comprised 1,008 students covering equal number of boys and girls, who were drawn from Srinagar, Sopore, Baramullah and Anantang. The subjects' age was 19 years. The relevant data were collected using Tandon's Group Test of General Mental Ability, Kundu's Neurotic Personality Inventory, Mukherjee's Incomplete Sentences Blank and annual examination marks. The collected data were treated using mean, SD and 't' test.

Major Findings: (1) Girls were superior to boys in intelligence and scholastic achievement; on the other hand boys compared to girls had a higher score in achievement motivation, level of success, perseverance and realistic attitude. (2) No significant difference was found between boys and girls in neuroticism, ego ideal, and internal control of fate. (3) With intelligence as a constant variable, it was found that there were significant differences between boys with high intelligence

and boys with low intelligence: high scorers as compared to low scorers in intelligence were low in neuroticism, and high in scholastic achievement, n-Ach, hope of success, ego ideal, perseverance, realistic attitude and internal control of fate; similarly for girls too. (4) High intelligence boys as compared to high intelligence girls were less neurotic, possessed realistic attitude and had hope of success. They were also higher in scholastic achievement, n-Ach, ego ideal, perseverance and internal control of fate; however, the differences were very minor and insignificant. (5) There was no significant difference between low intelligence girls and boys with respect to neuroticism, scholastic achievement, ego ideal, and internal control of fate. (6) Low intelligence boys were found to score higher in n-Ach, hope of success, perseverance and realistic attitude as compared to low intelligence girls. [AGM 1862]

Mishra, Brundaban C.H. and Patel, Banamali. 1990. **Students' liking towards their teachers: Effect of teacher behaviour feedback.** *Indian Educational Review*, Vol. 25 (12): 86-90.

Problem: It attempts to assess the effect of teacher behaviour feedback on students' liking towards their teacher.

Objectives: (i) To study the effect of feedback and change in teacher behaviour, (ii) to see the effect of feedback in teacher behaviour and the liking of students, and (iii) to find out the change in students' liking after the feedback.

Methodology: The sample of the study comprised 10 male high school teachers from two co-educational high schools of Orissa. Relevant data were collected using Flanders' Interaction Analysis Technique and Students' Liking Score by Malhotra and Passi. Mean, SD, and 't' values were used to analyse the data.

Major Findings: (1) After feedback was given to the teachers, the teachers became more indirect and less direct in their behaviour, the students began to like them more, the students

were allowed more initiative by the teachers, the teachers became more respectful of the ideas and feelings of the students, and interaction between teachers and students increased. (2) The relationships of indirect ratio, teacher response ratio, teacher question ratio, and instantaneous teacher question ratio with students' liking towards their teachers inside the class, were significant. (3) Improvement in direct teacher talk and teacher response ratio brought about improvement in students' liking. [SPr 1476]

Misra, Girishwar. 1989. **Intrinsic motivation-extrinsic reward and performance.** *Indian Educational Review*. Vol. 24 (1): 17-35.

Problem: It attempts to study the impact of internal and external reward component on task performance by individuals highly motivated and those with low motivation level.

Objectives: (i) To study the impact of internal and external reward component on people with different levels of motivation, (ii) to determine the extent of incidental learning while performing a task with interest and a liking for the reward, and (iii) to find out whether internal reward system affects task performance in the negative direction or not.

Methodology: The sample comprised 96 English medium undergraduate students of Allahabad University with high socio-economic background. The subjects were selected on the basis of scores obtained on a choice motivator scale. The collected data were treated using ANOVA and correlations.

Major Findings: (1) Differences in intrinsic motivation were significantly related to efficiency in perceptual and cognitive functioning. The intrinsically motivated students showed higher level of performance on intentional as well as incidental learning tasks than the subjects with low intrinsic motivation. (2) The highly motivated students showed better ability in processing information than those who were outcome-oriented. (3) Cultural difference had an important

role in shaping attitude towards task-intrinsic and task-extrinsic activities. (4) The product moment correlation between intentional performance and incidental learning of the total sample showed a significant positive relationship. With regard to incentive conditions the results indicated significant positive correlation under competence and control conditions. The correlation under reward condition was positive but non-significant. [PD 1514]

Misra, Girishwar, and Tiwari, B.K. 1992. **Psychological differentiation in Indian children: Role of ecology, quality of schooling and home environment.** *Indian Educational Review*, Vol. 27(1): 23-35.

Problem: The present study analysed the relationship of ecological background, characteristics of home environment and quality of schooling with psychological differentiation in primary school children. In particular, this study explored the developmental pattern of psychological differentiation in children hailing from varying ecological backgrounds and to examine its relationship with certain aspects of school outcomes.

Objectives: (i) To delineate the developmental changes in psychological differentiation in Indian boys and girls, (ii) to identify the influence of quality of education, and ecological background on psychological differentiation, (iii) to examine the relationship of home environment variables with psychological differentiation, and (iv) to investigate the relationship between psychological differentiation and school-related outcomes.

Methodology: Three hundred school-going children (180 boys and 120 girls) from eastern Uttar Pradesh participated in this study. They were drawn from Grades III, IV and V of elementary schools of superior and inferior types. The tools used to collect the data were, Story Pictorial Embedded Figures Test (EFT) developed by Sinha, Teacher's Rating Scale, Home Environment Inventory /Index developed by the

authors. Mean, SD, product moment correlation, and regression analysis were used to treat the data.

Major Findings: (1) With regard to psychological differentiation boys scored higher than the girls across all cells except urban inferior school, where girls scored higher than boys. (2) In the case of girls a significant main effect of ecological background was observed. The girls from urban setting were more differentiated than their rural counterparts; it was more pronounced in the case of inferior school girls. (3) The main effect of grade was also significant. The ANOVA of scores earned by the boys yielded significant main effect of type of school in the case of superior school children, more than their inferior school counterparts. The effects of ecological background and all the interactions were non-significant. (4) Intellectual stimulation in home was significantly and positively related to PD of the boys as well as the girls. The physical environment as well as the perceived affective environment of home were positively related to PD in the case of the total sample, rural sample, and girls. The quality of interaction with parents was significantly and positively related to PD of the boys and the total sample. The perceived school environment was significantly and positively related to PD in all the groups, except the urban sample. Parental pressure was significantly and positively related to PD in the case of urban sample. Parental concern was not significantly related to PD in any group. The number of siblings was negatively related to PD in all the groups but the coefficient of correlation was significant in the case of the boys and the total sample. The caste status was significantly and negatively related to PD in the rural sample. (5) Step-wise multiple regression analysis showed that health rating of the child was the most powerful predictor for differentiation in the fourth and fifth grades while the child's perception of school was important for the third grade. Ordinal position of the child was important for the third and fourth grades. Position in caste hierarchy

and number of siblings explained eight per cent of variance at the fifth grade level. Sufficiency of income and verbal interaction had also contributed some amount of variance in fourth and third grades, respectively. (6) Psychological differentiation was highly and positively related to all the aspects of teachers' rating regarding school learning of children. [SPR 1889]

Mishra, G. 1991. **Role of selective attention in information coding: Developmental changes.** M.Phil., Psy. Utkal Univ.

Problem: The study centred upon the problem of selective attention in information as a function of developmental change.

Objectives: (i) To examine the performance difference of children who are good and poor in attention in simultaneous and successive processing tasks: Figure Memory, Tokens, Successive Ordering and Serial Recall, and (ii) to investigate if the difference is sensitive to development.

Methodology: Sixty Grade 1 students of the age group 5 to 7 years and sixty Grade 3 students of the age group 8 to 9 years were selected as subjects for the study. Almost all the subjects were from lower to middle socio-economic background. These subjects were administered Posner's Selective Attention Tests. Subjects were marked on the basis of their average time score in physical match, name match, and difference score. The top 20 and the bottom 20 subjects were chosen to represent good and poor 'attenders'. The other tests used included Figure Memory, Tokens, Successive Ordering, Serial Recall, and Test of Selective Attention. The statistical techniques used were, means, SD, and ANOVA.

Major Findings: (1) Performance in selective attention as well as simultaneous and successive processing tasks improved as a function of development with age and grade. (2) When subjects were divided on the basis of their scores

in physical match, grade difference was found to be significant in both simultaneous and successive processing except for tokens, a verbal simultaneous task, and good and poor attenders did not differ in any other tests except for successive ordering, a non-verbal successive processing task. (3) When subjects were divided on the basis of their scores on name match, grade and group difference was significant for all measures except the test of serial recall, a verbal successive processing task. (4) When subjects were divided on the basis of their difference score, grade and group difference was significant for all measures of simultaneous and successive tasks. [KCP 0515]

Misra, K.N. 1991. **Interrelationship between organisational conflict in school teacher's stress and burnout in relation to teacher's personality at primary level.** Ph.D., Edu. Utkal Univ.

Problem: The study centred around teacher's organisational conflict, stress, burnout and coping behaviour in these situation to reduce it in relation to their personality and working conditions.

Objectives: (i) To assess and analyse the perceived stress and burnout levels of teachers varying in personality drawn from four types of school management, (ii) to analyse the relationship between organisational conflict variables, teacher stress and burnout scores in relation to school management and assess their predictive efficacy, and (iii) to assess and analyse the perceived coping behaviour of teachers as a function of their personality and school management.

Methodology: The sample of the study consisted of 200 primary school teachers drawn from four types of school managements. The tools used included Rahim Organisational Conflict Inventory, Teacher Stress Inventory, Maslach Burn out Inventory, Rotter's I-E Locus of Control Scale, and Open End Coping Behaviour

Questionnaire. The results were analysed using mean, SD, ANOVA, correlation, regression and chi-square.

Major Findings: (1) ELC and ILC teachers significantly differed in obliging (Type I), dominating (Type I, II and III), avoiding (Type I, II and III), emotional exhaustion and depersonalisation (burnout) scores. (2) Teachers under different types of management significantly differed in integrating (Type II and III), obliging (Type III), avoiding (Type I and III), compromising (Type II and III), and emotional exhaustion (burnout) scores. (3) The interaction effect between teachers' personality types and school management were significant in compromising (Type I), integrating (Type II), emotional exhaustion (Burnout) and personal accomplishment (Burnout) scores. (4) The emotional exhaustion score of ELC teachers was significantly related to teaching experience, personality, dominating (Type I, II and III), and avoiding (Type III). In the case of the personal accomplishment scores of ELC teachers a single correlate was found significant, i.e. dominating (Type III). ELC teachers' scores on depersonalisation were significantly correlated with dominating (Type I and III) and avoiding scores were significantly related with dominating (Type III) and avoiding (Type III) scores. Personal accomplishment scores of ILC teachers were significantly related with avoiding (Type I) and obliging (Type III). The depersonalisation scores of ILC teachers were significantly related with their dominating (Type I, II and III), avoiding (Type I and III), and obliging (Type II) scores. (5) Many different effects were seen on the criterion variables, with variations among the subgroups. (6) Teachers varying in personality and working under different management types used different coping behaviours to reduce their stress and conflicts. Being conscious about duty and patient in problematic situations, tried to adjust to the situation and solve the problem were identified as the most frequently adopted behaviours in stressful and conflicting situations. [KCP 0422]

Misra, Uma Shashi. 1989. **Conceptual differences amongst students regarding an ideal teacher at two levels of education: Junior high school and intermediate.** Ph.D., Edu. Univ. of Lucknow.

Problem: The study tries to investigate the conceptual difference amongst students regarding an ideal teacher at junior high school and intermediate levels.

Objectives: (i) To investigate the concepts of students at two different levels of education, i.e. junior high school and intermediate, for whom the teacher training programme is basically meant, and (ii) to identify their common needs in focus so as to accommodate them in the teacher training programmes as also to filter out the difference in the need patterns of junior and senior groups, both boys and girls. Differences in the viewpoint and need pattern of high and low IQ groups at different levels were also explored.

Methodology: The sample comprised 1,061 students belonging to eleven schools in Lucknow. The sampling was done on a stratified random basis, as all the schools of Lucknow were divided into five zones and further graded as A, B and C on the basis of teaching standard and available facilities, and then a random selection of institutions and students was done. A rating scale in Hindi *Adarsh Shikshak Gunabhisoochi* containing fifty-one items was constructed after a detailed pilot study.

Major Findings: (1) The results revealed that good instructional operations formed the basic part of the ideal teacher concept, and personality attributes had the least relevance to effective teaching. (2) The traits considered most important and rated in the top ten positions were adequate and up-to-date knowledge, deep interest in the subject, understanding of students' difficulties, impartiality in behaviour, politeness, punctuality, and encouragement to active student participation. (3) Significant differences were noticed in the ratings of senior and junior groups,

both boys and girls, regarding a number of teaching traits; senior boys laid more stress on presentation style, deep knowledge of subject, impartial behaviour, understanding and anticipation of student difficulties, and motivation by the teacher; junior boys considered periodic assignments, praise and encouragement for their work, and wide general knowledge of teacher more important. (4) Among the senior group the girls' priorities were wide general knowledge, publication and research work of the teacher, his participation in co-curricular activities, and utility of assignments, which were contradictory to the findings in the boys' sample. (5) The ratings of the low and high IQ groups were compared in all the four sample groups and an almost similar difference was noticed in all sub-groups. All high IQ groups gave more importance to understanding for assessment of individual difference as well as difficulties of students' administrative capabilities and humour. (6) Boys considered politeness more important whereas girls rated stimulation of independent thinking high. (7) In general, the results had indicated that short-term teaching objectives were clearer in the minds of students and their concept of an ideal teacher was dominated by his ability to produce academic excellence. [RJS 0688]

Mittal, Anupma. 1989. **Personality characteristics and observed classroom behaviour of secondary school teachers.** Ph.D., Edu. Univ. of Lucknow.

Problem: It is an attempt to study the personality characteristics and observed classroom behaviour of secondary school teachers.

Objectives: (i) To study objectively the proportion of direct telling and indirect elicitation in the teaching performance of secondary teachers, and (ii) to relate the same to their age, sex, medium of instruction, class level, general personality characteristics and teaching personality type.

Methodology: The sample of this study

consisted of 164 teachers from eight randomly chosen secondary institutions of Lucknow City. The tools used for data collection included, the Modified Observation Category System of Flanders, Cattell's 16 PF Questionnaire, and Teaching Personality Questionnaire (TPQ) of Gupta. Two lessons were observed for the same teacher in two different classes and subjects. Then the Direct-Indirect (I/D) ratio of different categories of teachers was determined on the basis of the aforesaid variables and the significance of the difference of their mean I/D ratio was statistically examined.

Major Findings: (1) Personality characteristics-wise the outgoing, more intelligent, emotionally stable, humble, sober, conscientious, restrained, tender-minded, trusting, imaginative, shrewd, apprehensive, conservative, group-dependent, controlled and relaxed teachers were found to be more indirect in their classroom behaviour than the reserved, less intelligent, affected by feelings, assertive, happy-go-lucky, expedient, venturesome, tough-minded, suspicious, practical, forthright, placid, experimenting, self-sufficient, self-conflict-ridden and tense teachers. (2) Teaching personality-wise, the disciplinarian type of teachers were found to be most indirect in their teaching behaviour followed by the technologist, humanitarian, stylist and academician type teachers. (3) Men teachers obtained a higher I/D ratio than lady teachers. Hindi medium teachers were more indirect in their teaching behaviour than English medium teachers. (4) Teachers of boys' institutions were found to be more indirect in their teaching behaviour than the teachers of girls' institutions. (5) Teachers of general private schools obtained a higher I/D ratio than the teachers of missionary schools. (6) High school and junior high school teachers were found to be more indirect in their classroom behaviour than the teachers of intermediate or plus two classes. (7) On the whole, teachers with positive and neutral attitude towards teaching obtained higher I/D ratio than teachers with negative attitude towards teaching.

(8) Senior, experienced and trained teachers had higher I/D ratio than younger, less experienced, and untrained teachers. [RJS 0692]

Mohan, S. and Pavanasam, R. 1990. **Attitudinal difference among college students toward political democracy.** *Indian Educational Review*. Vol. 25 (4): 90-92.

Problem: The present study has attempted to specify whether students have positive or negative attitude towards political democracy.

Objectives: (i) To examine whether college students have favourable attitudes toward political democracy, and (ii) to find out whether the attitude toward democracy of students with political science as the main subjects differ from those students whose major subject is not political science.

Methodology: The sample comprised 50 students who had taken political science as the main subject and 300 students who had taken subjects other than political science in the final year undergraduate course in Madurai City. The attitude scale of Mohan and Pramila was used to collect the data. Mean, SD and 't' test were used to treat the data.

Major Findings: Both the categories of students had unfavourable attitudes towards political democracy, but the scores of the students with political science as the main subject were significantly higher than those of the other students. [SPr 1465]

Mohanty, K. 1991. **Development of children's understanding of desire and belief.** M.Phil., Psy. *Utkal Univ.*

Problem: The study addresses the problem of investigating children's understanding of desire and belief.

Objectives: (i) To investigate when children are able to understand desire and predict the actions of others, (ii) to find out whether the

understanding of belief develops around three years of age, and (iii) to see if explicitness of a character's desire in a false belief task makes it easier for the subject to evaluate the character's belief.

Methodology: The sample in this experiment consisted of just 16 children of 2 to 5 years age. These 16 children participated in three experiments. The tools used included questionnaires. The statistical techniques used were mean and ANOVA.

Major Findings: (1) At around 2 years of age children could successfully reflect the diversity of desire. Around 3 years of age they could evaluate desire satisfaction. (2) Around 4 years of age children could develop an understanding of false belief. (3) Around 4 years of age children could evaluate the false belief of another person. (4) Half of the 4 year olds and all the 5 year olds could interpret/ identify a (story) character's desire and belief simultaneously in judging his behaviour. [KCP 0463]

Mohapatra, M. 1991. **Development change in controlled search : Effect of priming.** M.Phil., Psy. Utkal Univ.

Problem: The study centred upon the problem of developmental change in controlled search as an effect of priming.

Objective: To examine the effect of priming the location of the target in visual search and its developmental trend.

Methodology: The sample consisted of 90 subjects, 30 from each Grade (V, VII, IX) from one rural school with intake of students from the relatively lower SES and lower middle class families. The average age of the subjects ranged from 9 to 10, 11 to 12 and 13 to 14 years for the three groups. The researcher used the Visual Search Test of Das, Lawson and Kirby. The statistical techniques used included mean, SD, and analysis of variance.

Major Findings: (1) With increasing age and

educational experience, subjects showed considerable improvement in search as a result of priming. (2) Search time decreased with increasing grade. (3) Search time decreased considerably as a result of priming the target location especially for the younger children and for the high density condition. (4) Field density had a significant effect in search with decreasing search latency for the low density condition. (5) The grade and density interaction was significant with the time differences between high and low density condition significantly reduced with increasing age. (6) Location of the target had a significant effect for low density search field but not for high density. (7) Search time was longer for the border than the central zone and border-central differences significantly reduced with increasing grade for the high density condition. [KCP 0427]

Mohapatra, M. 1991. **Maternal housing condition and nutritional status: Effects on discrimination and its reversal learning of adult offspring (rats).** M.Phil., Psy. Utkal Univ.

Problem: The study centred upon the problem of maternal housing condition and nutritional status on discrimination and reversal learning among adult offspring rats.

Objective: To find out experimentally the separate and interactive effects of impoverished housing and undernourishment of mother rats during pregnancy and the lactation period on the learning performance of their adult offspring.

Methodology: The experiment involved a 2x2 factorial design having 10 male offspring per cell. The factors were two levels of maternal housing condition (perceptual enrichment PE, perceptual impoverishment PI), and two levels of maternal nutritional status (well-nourished WN, undernourished UN), respectively. Both control and undernourished offspring had free access to food from weaning at 25 days of age. The rats were subjected to testing procedure at 90 days of age and were tested at 98 days of age. Body weights

of the subjects were measured at birth, at weaning, and one day before the beginning of the testing procedure. The apparatus used was the discrimination box which consisted of two identical compartments of 30x30 cm. with 14 cm high walls. Each compartment had an entrance door of 7.5x14.0 cm. The statistical techniques used included mean and 2x2 analysis of variance.

Major Findings: (1) A perceptually impoverished environment signified deprivation of sensory stimulations. (2) Animals reared in such an environment early in life were said to be deprived of varieties of sensory stimulation. (3) The quality of maternal physical environment (impoverished vs enriched) during much of pregnancy and throughout lactation had no significant effect on the body weight of the offspring of 25 days and 90 days of age. (4) The adult offspring of mother rats housed in a perceptually impoverished condition were found to be poorer learners in both learning tasks than the adult offspring of mother rats housed in a perceptually enriched condition. (5) Mother rats underfed during pregnancy gave birth to offspring having less body weight than adequately fed mother rats. Moreover, maternal undernourishment during pregnancy and throughout lactation permanently impaired body growth of their offspring. (6) Maternal undernourishment was found to have a detrimental as well as deleterious effect on both discrimination learning (and its reversal learning abilities) in their adult offspring. (7) Thus, the offspring of undernourished mother rats were found to be inferior to the offspring of well nourished mother rats in both types of learning abilities even at the adult stage. [KCP 0473]

Mukhopadhyaya, Dulal. 1991. **A cross-sectional study on the effect of academic motivation and scientific attitude on science aptitude of students.** Ph.D., Edu. Univ. of Kalyani.

Problem: It attempts to make a cross-sectional

study on the effect of academic motivation and scientific attitude on science aptitude of the students.

Objective: To construct and standardise tools to measure academic motivation, scientific attitude and scientific aptitude.

Methodology: Six hundred students of 24 schools (12 urban + 12 rural) were selected at random for the sample. The tools used included Scientific Aptitude Test, Scientific Attitude Questionnaire, and Academic Motivation Questionnaire. The statistical treatment included descriptive statistics, ANOVA, and regression analysis.

Major Findings: (1) Significant differences were found between subgroups only in certain cases. (2) On scientific aptitude, urban students were superior to rural students, particularly girls. Scientific aptitude could be predicted to a considerable extent from academic motivation and scientific attitude, both of which showed a highly significant positive relationship with it. [PDR 0622]

Mulia, R.D. 1990. **A study of leadership behaviour of the students in the context of their streams, sex and level of adjustment.** *Asian Journal of Psychology and Education*. Vol.23 (5-6):1-11.

Problem: The present study tries to investigate the leadership behaviour of the students in the light of stream, sex and level of adjustment of higher secondary school pupils.

Objectives: (i) To study trends of leadership behaviour differences among students of different streams, and (ii) to assess the main and interaction effects of three independent variables — stream, sex, and level of adjustment, on the leadership behaviour of higher secondary school pupils.

Methodology: Five hundred pupils were selected by random numbers from the list of students of 16 (out of 45) higher secondary

schools in Ahmedabad using the stratified randomised sampling technique. The tools utilised were, the Leadership Behaviour Inventory developed by the investigator, and Adjustment Inventory by J.C. Parikh and M.T. Patel. The factorial design of 3x2x2 multi-way analysis of variance was used for statistical analysis.

Major Findings: (1) There was no significant difference in leadership behaviour among the three streams — commerce, arts and science, as well as among different levels of adjustment. (2) There was a significant difference in leadership behaviour between the two sexes. (3) There was no significant interaction effect of (a) streams and sex, and (b) streams and adjustment. (4) There was no significant interaction effect of stream, sex and adjustment. [JHS 0714]

Murthy, Venkatesha C.G. 1988. **A comparative study of juvenile delinquents and non-delinquents in relation to their intelligence level, reactions to frustrations, family size and education.** *The Mind*, Vol. 14 (1): 7-15.

Problem: It attempts to study whether juvenile delinquents (JD) differ from non-delinquents (NJD) on their intelligence, frustrations reactions, family size and education.

Objectives: (i) To see if JDs and NJDs differ in their levels of intelligence, (ii) to see if frustration reaction, order of birth, education and family size are related to delinquency, and (iii) to see if the order of birth is related to intelligence and frustration reaction among juvenile delinquents.

Methodology: An available number of 23 juvenile delinquent boys and 22 non-juvenile delinquent boys of Mysore made the sample. The tools used included Raven's Progressive Matrices, Rosenzweig's Picture Frustration Test (Indian adaptation by Udai Pareek), and Personal Data Sheet. The statistics used were, mean, standard deviation, t test, and chi-square.

Major Findings: (1) Juvenile delinquents and non-delinquents differed significantly in their

intelligence levels —in favour of non-delinquents. (2) Frustration reactions and delinquency were not related. (3) Order of birth and delinquency were not related. So order of birth did not predispose delinquent tendencies. (4) Educational level and delinquency were not related. (5) Family size and delinquency were significantly related. Further, the distributions of delinquents and non-delinquents indicated that a majority of non-delinquents came from small nuclear families but that was not so with delinquents. (6) Order of birth and intelligence were not related. However, a majority of delinquents were less intelligent as compared to non-delinquents. [Author 0569]

Murthy, Venkatesha C.G. and Rao, T.R. 1987. **A study on the effect of Japa Yoga on reactions to frustration and personality dimensions.** *Indian Journal of Behaviour*, Vol. 11(1): 24-28.

Problem: It is an attempt to see the role of Japa Yoga on reactions to frustration and personality dimensions.

Objectives: (i) To study if Japa practising and non-Japa practising subjects differ in their reactions to frustration, and group conformity ratings, and (ii) to study whether Japa practising and non-Japa practising subjects differ in their personality dimensions.

Methodology: A random sample of 50 Japa practising and 50 non-Japa practising subjects constituted the total sample. The tools used included Rosenzweig's Picture Frustration Test — Indian adaptation by Udai Pareek et al., Eysenck's Personality Inventory, and Personal Data Sheet. The statistical techniques used included, chi-square, apart from group conformity ratings.

Major Findings: (1) Japa and non-Japa practising subjects did not differ significantly in their reactions to frustration. (2) A majority of Japa practising subjects showed extra-peditive reactions. (3) On group conformity ratings too, the two groups did not differ. It implied that group conformity ratings and responses or reactions to

frustration were unrelated to the practising of Japa. (4) The Japa practising and non-Japa practising groups did not differ on their personality dimensions too. [Authors 1207]

Nandi, Sudipa. 1989. **A comparative study of psychological and social effects of living in high and low density housing.** Ph.D., Psy. Univ. of Calcutta.

Problem: The present study tries to compare the psychological and social effects of living in high and low density housing.

Objective: To study certain effects of living in high- and low-density housing conditions. Such effects include nature of perceived density, environmental perception, crowded feeling, social interaction, mental health of the inhabitants, and intellectual development of the children.

Methodology: In order to select the high and low density housing, two criteria had been considered: (1) neighbourhood density (i.e. persons/hectare), and (2) occupancy rate (i.e. persons/room); high-density housing units had at least four persons/room located in municipal wards having a density of 318 persons/hectare or more, and low-density housing units had less than four persons/rooms along with neighbourhood density below 318 persons/hectare. Altogether 100 housing units from each of the two categories were identified randomly, wherefrom 100 adults and 76 children (6-12 years), and 100 adults and 65 children (6-12 years) were selected for high and low density housing units, respectively. The adult subjects were all literate and were living in their present residence for the last five years and the children were born and brought up in their respective residences. A set of four questionnaires were used for data collection — one general questionnaire (for information regarding age, sex, literacy level, occupation, income, family size, living area/rooms, etc.), a Perceived Environment Scale, a Crowded Feeling Scale and Raven's Progressive Matrices (coloured).

Major Findings: (1) The findings revealed that the dwellers of high-density housing perceived their dwelling places as "overcrowded". (2) Their feeling corroborated what they perceived — a feeling of congestion, stuffy rooms, restriction and boredom. But at the same time, the scores revealed their earnestness to cope with the situation in a realistic way. But the children have been observed to have poor intellectual development in comparison with their low-density counterparts. (3) Again, high-density dwellers' fellow-feelings were not found akin to a democratic living style; their social relationships were either 'bad' or 'indifferent', while the low-density housing dwellers have been observed to maintain 'good' social relationships. (4) It appeared that a majority of the high density area people failed to maintain the integrity of their phenomenal selves and phenomenal world in spite of their attempts to adopt adaptive strategies like rationalisation and temporary escape, which have been incorporated into their behaviour pattern. [SB 1790]

Nepalia, Preeti. 1989. **Audience effect in relation to sex, audience anxiety and nature of the tasks.** Ph.D., Psy. Univ. of Jodhpur.

Problem: It is an attempt to study the audience effect (AE) in relation to sex, audience anxiety (AA) and nature of the tasks.

Objective: To study the audience effect in relation to sex, audience anxiety and nature of the tasks among graduate and post-graduate students.

Methodology: The experimental method with a $2 \times 2 \times 3$ factorial design was followed. The subjects were 90 males and 90 females who were regular students of graduate and post-graduate classes of the University of Jodhpur. The age of the subjects ranged from 17 to 22 years. The tools used included Audience Sensitivity Inventory (ASI) (the adult form of ASI, originally developed by Paivio and Lambert was adapted in Hindi); Psychomotor task (this task was to be performed

in eye-hand coordination box), Mental task (this task required simple mathematical skills in 4x4 multiplication). A factorial design was used in the study.

Major Findings: (1) Male audience had a facilitative effect on moderate AA males and females. (2) The presence of opposite sex audience improved the performance rate of male subjects of moderate AA. (3) Opposite sex audience also had a facilitative influence on low AA males and female subjects. (4) The presence of females had a disturbing effect on male and female subjects of high, middle and low audience anxiety. (5) Opposite sex audience had a disturbing effect for males of high and low audience anxiety, but for males of MAA they exerted a facilitative effect. (6) Opposite sex audience had a facilitative effect for females of high, middle and low audience anxiety. Individuals seemed to show audience effect in relation to difference in sex between themselves and the audience. The findings of the investigation were interpreted within the framework of the drive theory of social facilitation. [ABP 1549]

Ojha, Nirupa. 1990. **Depression attribution of success-failure and importance of task as factors in learned helplessness.** Ph.D., Psy. Agra Univ.

Problem: The present study tries to see the effect of depression, attribution of success and failure and importance of task on anagram task learning.

Objective: To see the independent and interactive effect of depression, success-failure, attribution of success and failure, and perceived importance of task on anagram solving performance.

Methodology: The sample of the study consisted of 400 students randomly selected from various institutions situated in Agra City. The tools used included Depression Scale of Adam Horn, Block Design Task, Anagram Task, and

Mood Rating Task of the researcher. Analysis of variance was used to treat the data.

Major Findings: (1) The time taken by the depression subjects was higher than that of the non-depression subjects in solving the problems. (2) Successful subjects' performance was better than the failing subjects' performance. (3) Attributes did not affect learned helplessness of the subjects. Low task importance subjects performed better than high task importance subjects. (4) Success was generally attributed to internal factors whereas failure was attributed to external factors. (5) The non-depression subjects were better on the anagram solving task in comparison to the depression subjects. (6) No attribution group took more time under success conditions as compared to that in failure conditions. (7) Failing subjects performed poorer than successful subjects; helplessness was more among failing subjects under high task importance conditions. [SS 0746]

Pal, Anita. 1988. **A study of competition and co-operation in high school children as related to personality and parental orientation.** Ph.D., Psy. Panjab Univ.

Problem: It is an attempt to study the competition and co-operation in high school children as related to personality and parental orientation.

Objectives: (i) To investigate the relationship of co-operation and competition with personality and parental orientation, and (ii) to investigate social class and sex differences in competition and co-operation.

Methodology: The final sample consisted of 87 students of Classes IX and X from various schools of Chandigarh. The subjects were selected on the basis of scores of cooperation and competition scales, leaving average scores. The tools used included Cooperation and Competition Disposition Inventory of Pareek and Dixit, Parental Orientation Inventory of Ravichandra

and Parmeswaran, IPAT High School Personality Questionnaire of Cattell et al., and Socio-economic Status Scale of Singh. Two-way analysis of variance was used to treat the data.

Major Findings: (1) The orientation of the father did not affect the co-operative or competitive disposition of their children. (2) Mothers of children with high-cooperation were more development oriented. (3) Subjects high on co-operation were found to be more warm-hearted, obedient, and conscientious than those low on co-operation. (4) Subjects high on competition were found to be less intelligent, more affected by feelings, excitable, enthusiastic, tender-minded and tensed as compared to those low on competition. (5) Girls were found to be more competitive than boys. (6) No sex differences were observed in co-operation. (7) Lower class subjects were found to be the most co-operative as well as competitive, followed by the middle and the upper classes in that order. [JNJ 0266]

Pal, Yesh, 1992. **Inter-domain relationship between intelligence and personality and between creativity and personality by canonical analysis.** Independent study. *Indian Educational Review*, Vol. 27(4): 12-30.

Problem: The present study tries to study the inter-domain relationship between intelligence and personality, and between creativity and personality by canonical analysis.

Objectives: (i) To identify the kind of subjects covered and the methodologies used in the studies concerning personality, intelligence and creativity; and (ii) to draw conclusions on the nature of relationships between these domains on the basis of analysis of major findings of related studies.

Methodology: The researcher made a critical analysis of the potentiality of techniques of factorial analysis and canonical analysis in inter-domain studies on intelligence, personality and creativity. He opted for canonical analysis techniques in view of its positive aspects. He made

use of Gakhar's correlation matrices of the combined domains of personality, intelligence and creativity-personality. These were based on the data collected from a sample of 730 girls from Classes IX to XI of different schools of Punjab.

Major Findings: (1) The subjects covered by the studies on the relationship between intelligence and personality had been mostly cross-sections of young and old children, adolescents, normal adults, males, neurotic children, children of elementary schools, nurses, male medical and psychiatric patients. In all these studies the statistical techniques largely used were comparison of means, correlations, regression analysis, curvilinear relationship, analysis of variance, and factor analysis. The creativity and personality domain related studies covered artists, painters, physicists, eminent scientists, professional/academic scientists, science as well as arts students, creative adolescents, artistic children, writers, architects, creative women, mathematicians, etc. (2) Results indicate that there were seven meaningful squared canonical correlations. There was an interdomain dimension, namely, general intelligence and a small group factor which had some loading on personality traits, sense of well-being, and community. Personality factors played vital roles in promoting convergent thinking abilities. There was no evidence regarding the role of intellectual abilities in interplay of personality traits. The canonical analysis of creativity and personality domains identified six pairs of meaningful canonical dimensions. (3) The total redundancy co-efficients for personality and intelligence were 2.8 and 13.4 % respectively. Personality traits predicted 13% of total variance of intelligence domain. Role of personality traits in shaping creativity was only up to 5%. [PD 1898]

Bandey, S.K. 1992. **Changing pattern of parent-child relationship perception at different age levels.** *Indian Educational Review*, Vol. 27(3):117-22.

Problem: It attempts to study changing

pattern of parent-child relationship perception at different age levels.

Objective: To codify and formulate changing patterns in parent-child relationship, if any, with the change of age and difference in sex amongst students.

Methodology: The sample of the present study comprised 240 pupils of Class VIII studying in different intermediate colleges of the Tehri and Uttarakasi Districts. Relevant data were collected using PCRO of R.A. Singh apart from identical form for mother (M-Form) and father (F-Form). The collected data were treated using mean, SD and 't' tests.

Major Findings: (1) At the age of 12, boys perceived their mothers more dominating and rejecting, in comparison to girls. Girls and boys, at the age of 13+, perceived their mothers disciplining, while the perception of fathers' relationship was found significant on the rejection and punishment dimensions of behaviour. (2) At the age of 14+, no significant difference was noticed. (3) Boys and girls, at the age of 15, perceived their fathers more dominating. (4) In the case of mother-girl relationship, girls perceived mothers as having more loving behaviour at the age of 13+, while perception of dominating behaviour increased with age, and the girls perceived their mothers as most dominating at the age of 15+. (5) The girls felt more rejected at the age of 15+, and most protected at the age of 12+ and 13+. (6) The girls perceived decrease in the punishing behaviour of the mothers with increase in age. (7) Disciplining behaviour of the mothers was found to be highest at the age of 12 and 14 years. (8) Girls perceived their fathers as more loving and affectionate with increase in age. With increase in age, there was a decreasing trend of scores on the loving dimension of parent-child relationship. [SPR 1544]

Panda, B. 1990. **Von Restorff effect in verbal learning from connected discourse.** Ph.D., Edu. Utkal Univ.

Problem: The study centred upon the problem of Von Restorff effect in verbal learning from connected discourse.

Objectives: (i) To examine the applicability of the Von Restorff phenomenon to learning and retention of connected discourse, and (ii) to demonstrate the differential effects of isolation on retention of various school subjects — history, geography and general science.

Methodology: Two hundred student volunteers in Class IV in different schools located at Angul served as the subjects for the study (age 8 to 10 years). The tools used included Classroom Language Scores, Reading Comprehension Tests (for sampling), Reading Texts for Isolation Effects, Retention Tests. A 5x3x2 design with repeated measures was used in the study.

Major Findings: (1) Isolation by colour was more effective against homogeneous black passages. (2) Red colour was more effective than green colour in producing better retention. (3) A colour and bold letter contrast was more effective than other conditions. (4) Similar effects were obtained in the case of geography and general science, but a difference was noticed in history. [KCP 0413]

X Pareek, D.L. 1990. **A comparative study of the self-concept, personality traits and aspirations of the adolescents studying in Central schools, state government schools and private schools in Rajasthan.** Ph.D., Edu. Univ. of Rajasthan.

Problem: It is an attempt to compare self-concept personality traits and aspirations of adolescents studying in Central schools, state government schools and private schools in Rajasthan.

Objectives: (i) To explore the self-concept, aspirations and personality traits of students in different types of schools, and (ii) to determine the relationship between self-concept, personality traits and aspirations of adolescents studying in different schools.

Methodology: The normative survey method was used where 750 students studying in different schools formed the sample. *Swata Bodh Parikshan* by Sherry and Uma, Cattell's 16 PF Questionnaire, Level of Aspiration, and Inputs Check-list and Students Aspirations Test developed by the researcher were used to collect the data.

Major Findings: (1) 45.2% of the adolescents studying in Central schools, 44.4% in private schools and 57.6% in government schools, possessed 'average self-concept'. (2) Adolescents studying in private and Central schools were more intelligent than the adolescents studying in government schools. (3) Students in government schools were generally practical whereas students in private and Central schools were more imaginative. (4) Adolescents in Central and government schools preferred science subjects while adolescents in private schools preferred arts stream. (5) Students in private schools were more conscientious in comparison to students in Central and government schools. (6) There existed no significant relationship between personality traits and level of aspiration among students from different types of schools. [JKS 0711]

Parwal, S. 1987. **Disciplined vs. undisciplined students : Their personality and mental abilities.** Ph.D., Edu. *Kumaun Univ.*

Problem: The study attempts to search the causes of undisciplined behaviour in the personality make-up and mental abilities of students through making a comparison of the disciplined and undisciplined students.

Objective: To know if disciplined and undisciplined students differ in introversion-extraversion, and mental abilities in terms of verbal reasoning, space relations, numerical ability, clerical speed and accuracy, and language usage.

Methodology: Three hundred and twenty disciplined and 320 undisciplined students, identified through 'Proforma for Disciplined/

Undisciplined Students (Form A and B)' belonging to age group 12-16 years in Classes IX and X constituted the sample, chosen by random sampling. The tools used included Proforma for Disciplined/ Undisciplined Students (Form A for class teachers), Proforma for Undisciplined Students (Form B for Principals), Socio-economic Status Scale of Uniyal and Bisht, Introversion-Extraversion Inventory (Hindi version) of Aziz and Agnihotry, and Differential Aptitude Test (Hindi version) of Ojha. The collected data were used with mean, SD and 't' test.

Major Findings: (1) Disciplined students were found to be more introvert than undisciplined students, irrespective of gender, achievement level, and parental income. (2) Disciplined and undisciplined students differed significantly in verbal reasoning, mechanical reasoning, abstract reasoning, space relations, numerical ability, clerical speed and accuracy, and language usage — the disciplined showing superiority in all these. [BS 0960]

Patnaik, B. 1991. **A study on the opinions of secondary school teachers of Cuttack City, with regard to co-curricular activities and development of students' personalities thereof.** M.Phil., Edu. *Utkal Univ.*

Problem: The present study is designed to assess the opinion of the secondary school teachers with regard to co-curricular activities for development of students' personality.

Objectives: (i) To elicit the views of the teachers on co-curricular activities, (ii) to study the different types of co-curricular activities that are organised in the schools of Cuttack City, and their organisation, and (iii) to study the problems faced by the headmaster/headmistress in the administration of co-curricular activities, and suggest remedial measures.

Methodology: The researcher has taken 10 schools from Cuttack City (five girls' high schools and five co-educational schools) for the sample of the study. The tools used included an

Opinionnaire and an Interview Schedule.

Major Findings: (1) Almost all schools conducted a variety of co-curricular activities in their schools. (2) Teachers generally agreed that co-curricular activities helped the students to develop their personality, meet the educational needs of the students, served the purpose of secularism, democracy and national integration, and provided a social medium for civic training. (3) Almost all the teachers agreed that the quality of social participation of the students could be improved through these activities. (4) Thirty-eight per cent of teachers were of the view that the administration of these activities had some problems. It was perhaps due to lack of play grounds in certain schools and lack of equipment in others. But 60% of the teachers were not in favour of this. They had positive views towards the administration of these activities. Only 2% of teachers remained indifferent on this subject. (5) Library reading, debates and recitation, gardening, toy making, tailoring, preparing models, charts, maps and paintings, clay modelling, organising exhibitions, and sports and games were some of the co-curricular activities organised usually in the secondary schools of Cuttack City, the other activities being N.C.C., Scouting and Guides, etc. (6) Sixty per cent of schools had specially trained teachers to guide such activities and maintained cumulative records. (7) As far as the organisation and supervision of these activities were concerned, it was revealed that all the teachers were involved in it. Nearly 80% of the headmasters and headmistresses were supervising the progress of these activities in their school. [KCP 0495]

Poonia, Anu. 1989. **The effect of training on controlled experimentation during adolescence.** Ph.D., Edu. Mohanlal Sukhadia Univ.

Problem: It is an attempt to study the effect of training on controlled experimentation during adolescence.

Objectives: (i) To determine the status of thought at the three levels of intellectual development, viz. concrete, transitional and formal, using a suitable test among certain groups of adolescent pupils matched on intelligence, age, grade and socio-economic status, (ii) to determine the effect of training on the three levels of intellectual development, (iii) to determine the relationship between the various personality traits and the three levels of intellectual development, (iv) to determine the personality characteristics of those pupils who are favourably influenced by training, (v) to determine the influence of training, sex-wise, age-wise and grade-wise, (vi) to determine the effect of different modes of presentations of the problem, and (vii) to determine the difference in the mathematical structure of thought and personality traits in respect of the experimental group through factor analysis.

Methodology: The total sample of 320 students was split into two main sub-groups, viz. the control and the experimental group. Each sub-group had about 160 students. Each sub-group was again divided into two groups of boys and girls, drawn from Grades VII to X, 20 boys and 20 girls from each grade. The tools used included, Raven's Progressive Matrices, Socio-economic Status Questionnaire prepared by the investigator, and High School Personality Questionnaire of Cattell. The collected data were treated with inferential statistics.

Major Findings: (1) There was a significant difference between the pre-test and post test scores of the experimental groups for the three levels of intellectual development, and for different grades, age levels, and genders. (2) There was a significant difference in the effects of various modes of presentation of the problems. (3) There was a significant difference in the scores of the first and the last training session, for different levels of intellectual development, grade and age, irrespective of gender. (4) There was a significant relationship between personality factors and post-test scores of those students who

were favourably influenced by training. (5) There was no significant relationship between intelligence and post-test scores of those students who showed a favourable influence of training, grade-wise and age-wise (sex-wise the relationship varied). (6) There was a strong factorial structure underlying personality traits, intelligence and scheme of thought for those students who were favourably influenced by training, the four factors being separation of the variables, scheme of thought, adventurous, intelligence, self sufficient, i.e. preferring own decisions. [RSSu 0854]

Poulose, P.J. 1988. **The influence of certain personality variables, sex and residence on process outcomes in physics of university entrants.** Ph.D., Edu. Univ. of Kerala.

Problem: The study is an attempt to assess the influence of certain personality variables on process outcomes in physics of university entrants of Kerala, with sex and residence of subjects introduced as additional independent variables, along with each personality variable.

Objectives: (i) To assess separately the possible influence of sex, residence and each of the nine personality variables on 'process outcomes in physics', (ii) to assess the possible influence of the interaction of each personality variable, together with sex and residence of subjects, on 'process outcomes in physics', and (iii) to assess the possible interactions of different personality variables and four process outcomes in physics as indicated by the presence of common factor(s).

Methodology: The sample was made up of 450 pre-degree students (covering male, female and residents of rural and urban areas) identified through proportionate sampling. The tools used included Test of Process Outcomes in Physics (pre-degree students), Achievement Test in Physics, Kerala Socio-personal Adjustment Scale, Kerala Manifest Anxiety Scale, Kerala University Science Interest Inventory, Kerala Scientific

Attitude Scale, Scale of Attitude towards Academic Work, Kerala Introversion-Extraversion Scale, Kerala Masculinity-Feminity Scale, and Kerala Self-concept Scale. Analysis of variance, three-way classification and multiple comparisons, and factor analysis were used to treat the data.

Major Findings: (1) Personal adjustment, manifest anxiety, scientific attitude, attitude towards academic work, science interest, exerted significant influence on process outcomes in physics. Interaction of these variables and the sex and residence was not significant. (2) Social adjustment, introversion-extraversion, masculinity-feminity, self-concept, the interaction of these variables and sex and residence had no significant effect on process outcomes. (3) The effects of sex and residence on process outcomes in physics were significant. (4) 'Process Achievement' was identified as the factor which accounted for the maximum amount of variance of the factor structure. 'General Adjustment' was the second important factor. (5) Four of the nine variables studied were found to be significantly related to process outcomes in physics. (6) Sex and residence were found to exert significant influence on process outcomes in physics. (7) The effect of interaction of the personality variables studied and sex and residence was not significant. (8) Factor analysis of the interaction of the nine personality variables and four process variables showed that none of the factors had common loadings on both personality and process variables. (9) The factor analysis of thirteen variables yielded only four significant factors, process, achievement, and general adjustment being the most prominent. [VR 1663]

Pradhan, Renuka. 1990. **Interpersonal attraction among adolescent boys and girls towards each other in relation to personality make-up.** Ph.D., Psy. Agra Univ.

Problem: It attempts to study the personal attraction of adolescent boys and girls towards each other and see its relation with personality.

Objectives: (i) To study the relationship between personality structure and interpersonal attraction, (ii) to study similar-dissimilar attitude in relation to interpersonal attraction, (iii) to study the attributes preferred and adopted by boys and girls to make themselves agreeable to each other, and (iv) to study the attributes which adolescents like to have in their friends/siblings/future spouse.

Methodology: The sample comprised 100 undergraduate males and 100 undergraduate females from various institutions situated in Agra. The random sampling procedure was used. The tools used included Interpersonal Judgement Scale of D.Byrne, and Personality Inventory (Extraversion-Introversion) of Yashvir Singh and H.M.Singh. Analysis of variance was used to treat the data.

Major Findings: (1) Personality and interpersonal attraction were correlated with each other. (2) Similarity of attitudes influenced attraction rating. (3) The attitudes of persons (of either sex) had significant differences depending upon personality factors. (4) Attraction was based on similarity and dissimilarity of attitudes towards others. (5) Attraction was based on similarity of attitudes, and attitude and personality were related to each other.[SS 0756]

Raina, M.K. **Student learning styles: Analysis of theory, research and instrumentation.** Independent study. *National Council of Educational Research and Training* (ERIC Funded).

Problem: The present study aimed at analysing and reviewing the theories and issues relating to student learning styles.

Objectives: (i) To study the theories and issues relating to student learning styles, including environmental, emotional, sociological, psychological and physiological elements which relate to learning styles, (ii) to study the research relating to student learning styles at different

objective levels of education, (iii) to study instrumentation relating to student learning styles at different levels of education, its capacity to identify styles, and its possible use in Indian situations, and (iv) to suggest research areas in this field, and possible implications for improving teaching-learning practices.

Methodology: An analysis of the literature available in India and abroad was made to provide answers to the questions raised above.

Major Findings: (1) Various models of learning style as identified by Dunn, Dunn and Price, Jung's psychological types and the matching of cognitive styles, learning styles in relation to psychological types, cognitive styles perspective, Gregore's phenomenological perspectives, four MAT System of Learning styles, holist and serialist styles, etc., were discussed. (2) Review of learning styles and corresponding brain behaviour was strengthened with emphasis on information processing strategies. A comprehensive research perspective in the area of learning style along with suggestions on possible areas of further research has been provided. (3) Details of various instruments for Cognitive Style Measures (Edmond's Learning Style Identification Exercise, the Group Embedded Test, Gregore's Style Delineator, Letteri's Cognitive Profile, Affective Style Measures (the Paragraph Completion Measure, Gresha-Riechmann Student Learning Style Scales), Physiological Style Measures (Dunn, Dunn and Price Inventory; NASSP Learning Style Profiles), Comprehensive Measure (Briggs and Myers Type Indicator Joseph Hill Procedures, Dunn Inventory, NASSP Inventory), and Miscellaneous Variables (Learning Style Inventory Style of Learning and Thinking Inventory), have been discussed. Comparison of four learning styles instruments along with research evidence was provided. (4) Finally, some issues, unresolved problems, and possible applications of learning style theory, research and development have been suggested.[VKR 1180]

Raina, M.K. and Vats, Arunima. 1989. **Occupational difference and type A personality.** *Indian Educational Review*, Vol. 24(1): 126-32.

Problem: Coronary prone behaviour pattern or type A behaviour is characterised by extremes of competitiveness, striving for achievement, aggressiveness, haste, impatience, hyperalertness, explosiveness of speech, etc. Significant occupational difference is likely to be found in type A coronary prone behaviour pattern. Socialisation by job produces personality traits and differences influencing job stress and health. A study of these may help in minimising the adverse effect of both on individuals and the organisation.

Objective: To study the occupational difference as related to type A personality.

Methodology: The sample comprised 99 subjects from four occupations covering lecturers, administrative officers, doctors and research scholars. The relevant data were collected using a self-report personality inventory. The collected data were treated using mean, SD and factor analysis.

Major Finding: (1) Research scholars and doctors differed significantly from administrative officers (AOs) and lecturers on Type 'A' personality index. (2) Doctors differed from lecturers, research scholars and AO's on variable of involved striving. (3) Length of service was a potentially important consideration in the study of job stress and health; the longer the service the greater the exposure and stress particular to that job. [KCN 1519]

✓ Ramiah, L. 1990. **A relational study of parent involvement and self-concept of Standard IX students in Devakottai Educational District.** M.Phil., Edu. *Alagappa Univ.*

Problem: The present study tries to relate parental involvement and self-concept of Standard IX students in Devakottai Educational District.

Objectives: (i) To assess the level of parental involvement and self-concept of Standard IX students, and (ii) to determine if there is any significant relationship between parental involvement and self-concept of Standard IX students.

Methodology: In the study, 303 students from high/ higher secondary schools and 97 students from matriculation schools were selected as sample for the final study. The instruments used included Saraswat's tool on self-concept and the investigator's questionnaire on Parental Involvement. Mean, SD, correlation, and 't' test were used to treat the data.

Major Findings: (1) There was significant relationship between parental involvement and self-concept of the students. (2) The more the parental involvement the better the self-concept. (3) Female students had more parental involvement in the physical support dimension than male students. (4) Parental involvement was relatively low/ poor on the educational and intellectual dimensions. [SM 1737]

Raj, Lakshmi. 1988. **Effect of noise pollution on the behaviour of school-going children.** Ph.D., Edu. *Nagpur Univ.*

Problem: The present study tries to find out the effect of noise pollution on school-going children.

Objectives: (i) To assess the effect of noise pollution on some aspects of school-going children, with certain parameters which would be affected by noise, i.e. concentration, adjustment, and academic anxiety of children, and on teachers' work, (ii) to classify schools in two groups; one falling within and the other going beyond the permissible limits of noise level in the geographical location, (iii) to measure and then compare the means of the two groups with regard to the academic anxiety, concentration and adjustment of students, (iv) to measure and compare the means of the anxiety levels in

teachers of schools of the two groups, and (v) to study audiometric changes by conducting audiometric tests in a small sample of students.

Methodology: After classifying the schools into three categories on the basis of having (i) noise levels between 40 and 60 decibels, (ii) between 60 and 80 decibels, (iii) above 80 decibels, two groups were made on the basis of permissible levels. Fifteen schools from each category were chosen by purposeful random sampling and 30 students of Standard IX at random were chosen from each school, i.e. 450 students from each group. They were matched on Raven's Standard Progressive Matrices. The other tools used included Academic Anxiety Scale for children by Singh and Sen Gupta, Test by Leonard M for measuring Concentration, Adjustment Inventory for School Students by Sinha and Singh, a Sound Pressure Level Meter, and an Audiometer. To treat the data, the researcher used means, SD, Duncan's multiple range test, the significance of difference between means, correlation matrix, and audiometry scores from audiometric tests were plotted.

Major Findings: (1) Only 13% of the schools in Nagpur City were situated in surroundings within permissible levels of noise pollution. (2) Students studying in noisy areas showed significantly higher degree of academic anxiety, unsatisfactory adjustment educationally and emotionally, and marked lower ability to concentrate; noise did not affect social adjustment. Noise affected the hearing capacity of students, as indicated by the audiometric tests. (3) Speech communication particularly was affected to some extent if noise level exceeded 45 decibels and became worse at higher noise levels; performance was affected at above 80 decibels level. (4) Noise affected the students to a considerable extent, and a high degree of anxiety kept them in distress constantly. (5) Concentration was affected to a very large extent by noise. (6) Continuous exposure to high noise markedly affected hearing. [GPK 1620]

Rathaur, G.S. 1986. **A comparative study of class clowns and non-class clowns on some cognitive and personality variables.** Ph.D., Edu. Kumaun Univ.

Problem: The study focussed attention on the cognitive and personality factors of class clowns and non-class clowns.

Objective: To compare class clown and non-class clown students in relation to certain personality characteristics and cognitive factors.

Methodology: Data were collected from Classes IX and X of 12 intermediate colleges of Nainital and Pithoragarh Districts. Class clowns were identified by using the sociometric technique. One hundred and ninety-eight class clowns and 198 students of non-class clown category were identified and included in the study. The tools used included DAT of J.M. Ojha (Hindi version), and HSPQ of S.D Kapoor, and K.M. Mehrotra, Mean, SD, and 't' test were used to treat the data.

Major Findings: (1) Students belonging to the class clown category and those not belonging to the class clown differed significantly in relation to abstract reasoning, numerical ability, verbal reasoning, language usage (grammar/spelling), and clerical speed and accuracy, with the class clowns being clearly superior in all cases. No significant differences were observed between the two groups in respect of mechanical reasoning and space relations. (2) Non-significant differences between students belonging to the class clown and those not belonging to the class clown category were observed in relation to personality factors A,B,E,I,J,O,Q₂,Q₃ and Q₄. However, significant differences were obtained in relation to factors C,F,G and H. [BS 0962]

Ratnam, Kamatham Samuel John. 1991. **A study of the administration and educational programmes of Visakhapatnam and Rajahmundry Central Prisons.** Ph.D., Edu. Andhra Univ.

Problem: This study is concerned with the impact of education or lack of education in correcting criminals.

Objectives: (i) To study the prison as an educational institution, (ii) to identify institutional goals and strategies and educational programmes as a means to reformation and rehabilitation, and (iii) to look into the personal and educational background of the convicts and the educational programmes in the prison.

Methodology: The sample comprised 120 prisoners of Visakhapatnam Central Prison and 180 prisoners from Rajamundry Central Prison. In the present study data were pooled from reports, statements and other publications of the Prison Department, the *Jail Manual*, and Information Schedules. The collected data were treated using chi-square and 't' test for quantitative data.

Major Findings: (1) A majority of the literates liked sports in their previous school. (2) Many of the literates were good in Telugu reading, English reading, and writing while semi-literates were imperfect in those skills. (3) A majority of the literates and semi-literates expressed interest in reading, writing and arithmetic as most likeable, while illiterates were undecided about them. (4) A majority of the literates and semi-literates expressed interest in Telugu and English and general science, as most liked, while 75% of the illiterates had the least liking for Hindi. (5) More than 50% semi-literates expressed least liking for mathematics. [SCS 1721]

Sambhi, Punam. 1989. **A study of the value patterns and some personality variables of the students studying in three institutions — Sri Sathya Sai Higher Secondary School, Missionary School and Central School in Andhra Pradesh.** Ph.D., Edu. *Himachal Pradesh Univ.*

Problem: The present study is designed to study the value patterns and some personality variables of the students studying in three

institutions — Sri Sathya Sai Higher Secondary School, a missionary school and a Central school in Andhra Pradesh.

Objectives: (i) To study the value-patterns of the students of the three types of schools, i.e. Sri Sathya Sai Higher Secondary School, a missionary school, and a Central school, (ii) to study the dimensions of personality of the students of the three schools, and (iii) to compare the students of the three schools on values and personality variables.

Methodology: Three hundred and thirty-one students (both boys and girls) in the age group of 12-15 years studying in Grades VIII, IX and X made up the incidental sample. The tools used included Cattell's High School Personality Questionnaire, mixed type Group Test of Intelligence of Mehrotra, Self-concept Inventory of Sharma, Values-Inventory of the investigator. The statistical techniques used were, mean, SD, 't' test and factor analysis.

Major Findings: (1) The value-patterns of the three groups were found to be significantly different. The order of values for Sri Sathya Sai School is 'Peace', 'Truth', 'Right conduct', 'Love', and 'Non-violence'. However, for the missionary school, 'Truth' and 'Right conduct' clustered at the first position followed by 'Peace', 'Love', and 'Non-violence'. The order of values for Central school students was 'Right conduct', 'Truth', 'Peace', 'Non-violence' and 'Love'. (2) The personality dimensions of the three groups of students were also significantly different. The students of Sri Sathya Sai School were found to be highly 'intellectual', 'gregarious', 'emotional', 'philosophical', 'strong and practical' and 'egoistic'; those of the missionary school 'discreet-emotional', 'intellectual', 'discerning', 'vivacious', 'proud and apathetic', and 'infirm and rash'; and students of the Central school 'discerning', 'intellectual', 'irritable and emotional', 'rash', 'bright and timid' and 'mediocre', in terms of personality factors. [LK 0239]

Samuel, Premela Goodchild. 1988. **Personality, socialisation and moral development of high school students.** Ph.D., Edu. Univ. of Poona .

Problem: This study attempts to find out moral development stages of high school students from Standard VII, IX and X and also to find out whether different stages differ with the personalities and social skills of a person.

Objectives: (i) To find out the moral development stages of high school students in Standards VIII, IX, and X, (ii) to find out if the stages differ with differences in the personality and social skills of a person, (iii) to find out the level of moral development of children, and study how far personality and social factors influence moral development in children, (iv) to study if the socio-economic status of the parents influences children's moral adjustment, (v) to study the gender differences in the moral development of children, (vi) to study the influence of age on moral development, and (vii) to see if scholastic achievement has a correlation with the moral stages.

Methodology: The sample comprised 540 students of the age group 13 to 15 years, studying in Standards VIII, IX, and X from both Tamil Nadu and Bangalore City. The tools used included Kohlberg's Moral Dilemma Stories and the Moral Judgement Questions, Cattell's High School Personality Questionnaire (H.S.P.Q.), and a questionnaire to measure their social skills. The statistical techniques used included multivariate analysis, profile analysis, principal component analysis and discriminant function analysis.

Major Findings: (1) There was a significant association between the moral development stage and personality traits on the one hand and social factors on the other. (2) The moral development stage differed with chronological age and with SES. Standard VIII students were generally in stage 2/3, Standard IX in stage 3 and Standard X in stage 3/4. (Very few had gone to stage 4.) (3) Scholastic achievement level was correlated to the moral stages. (4) The stages differed with

personality traits, and some of the social factors like interaction with other students, interaction with teachers and school behaviour. So, the stages differed with SES, extraversion and intelligence. [ASB 0053]

Sandhu, Sadhana. 1990. **Construction of Triguna Personality Scale and its relationship to Eysenck's personality model.** Ph.D., Psy. Panjab Univ.

Problem: This study focusses on the construction of Triguna personality scale and relationship to Eysenck's personality model.

Objectives: (i) To construct a personality inventory, based on the Triguna concept as contained in Indian philosophy, with particular emphasis on the Triguna concept, as presented in *Bhagavadgita*, and (ii) to find out its relationship with Eysenck's personality model.

Methodology: The total sample covered in the present study was 1,718 college students. The researcher used the Eysenck Personality Questionnaire. The statistical techniques used included mean, SD, 't' ratios, intercorrelations, and product moment correlations,

Major Findings: (1) An interrelationship between TGPI (Triguna Personality Inventory) and PEN (Psychoticism, Extraversion, Neuroticism) emerged with *Sattva* and extraversion being negatively related, suggesting a positive relationship between *Sattva* and introversion. (2) *Sattva* was negatively correlated with psychoticism; *Rajas* was positively correlated with extraversion and negatively correlated with neuroticism, and *Tamas* was positively correlated with psychoticism. [JNJ 0272]

Sawarkar, N.B. 1991. **An analytical study of the interrelationships of some anthropometric measurements, personality correlates and athletic achievements of students.** Ph.D., Edu. Nagpur Univ.

Problem: This study tries to find out the inter-

relationship between some anthropometric measures, certain personality traits as neurotic tendency and confidence in oneself with that of the athletic achievement of students.

Objective: To study the relationship between some anthropometric measurements and some personality correlates with athletic achievements.

Methodology: The sample comprised 500 students (300 males and 200 females) of Classes XI and XII randomly selected from 10 higher secondary schools and junior colleges from five districts of Vidarbha, belonging to the faculties of arts, science and commerce. To make it a representative sample the stratified random sampling technique was used. The sample was further distributed into the sub-samples of 304 athletes and 196 non-athletes. The tools used included Weighing machine, Measuring tapes, Stadiometer, and Bernreuter's Personality Inventory, and score sheets of athletic achievement with the list of anthropometric measurements of height, weight, chest and chest expansion. Mean, standard deviation, product-moment correlation and multiple correlation were computed to treat the data.

Major Findings: (1) Height was related to weight. (2) The relationship between height and chest was quite significant and the same was the case with chest expansion also. (3) The relationship between height and emotional stability and confidence was quite significant too. (4) Height, weight and chest were significantly related to athletic achievement. Chest expansion was more related to athletic achievement. (5) Personality traits like emotional stability and confidence showed only slight relationship with athletic achievement, but the relationship was positive. (6) Physical entities, i.e. height, weight, chest and chest expansion were clearly related to emotional stability and confidence. (7) Male students showed slightly less relation than that of the general sample. (8) The means of height, weight, chest and chest expansion and of emotional stability of male students were higher as com-

pared to female students, but the males possessed less confidence than females. [GPK 1623]

Sharma, Archana. 1989. **An experimental study of psychomotor performance and reminiscence as determined by personality, intelligence, sex and practice.** Ph.D., Psy. Panjab Univ.

Problem: It is an attempt to study the psychomotor performance and reminiscence as determined by personality, intelligence, sex and practice.

Objectives: (i) To study psychomotor performance and reminiscence in children in relation to practice (work and rest periods) and sex, and (ii) to study the relationship of personality and intelligence with psychomotor performance and reminiscence.

Methodology: Two hundred and seventy subjects, comprising 135 boys and 135 girls, were selected randomly from the schools of Chandigarh (within the age range 11-13 years). The tools used included Junior Personality Inventory by Mohan *et al*, Indian adaptation of Junior Eysenck Personality Inventory, Raven's Standard Progressive Matrices, Backward Figure Writing (BFW), Backward Alphabet Writing (BAW), Paired Associate for Figures, and Paired Associate for Words. Mean, SD, 't' ratios, F-ratios, and correlation were computed to analyse the data.

Major Findings: (1) Length of work period emerged as a very significant determinant of psychomotor performance in both pre-rest as well as post-rest periods. (2) Length of rest period was a significant determinant of post-rest performance on the backward alphabet writing task (BAW) and paired associate for words task (PAW) only. (3) Sex was a significant determinant of psychomotor performance for paired associate for figure task (PAF) with males outperforming females. (4) Both extroversion and neuroticism had positive correlation with psychomotor performance, while intelligence had a low

correlation with it. (5) Correlation of pre-rest performance with post-rest performance was very high for all the four psychomotor tasks. There was a highly significant inter-task correlation in pre-rest as well as post-rest performance. (6) Length of work period was a significant determinant of reminiscence for BFW and BAW tasks. (7) Length of rest period emerged as a highly significant determinant of reminiscence. (8) Males had significantly high reminiscence scores for PAF tasks, as compared to females. (9) The correlation between extroversion and reminiscence revealed a significant positive relationship for PAF task only, whereas neuroticism had significant positive correlation with reminiscence for PAF and PAW tasks. (10) Intelligence emerged as an insignificant determinant of reminiscence. (11) There were inter-task correlations of reminiscence scores among all the four tasks. (12) The correlations of post-rest performance with the reminiscence scores were also found to be highly significant. [JNJ 0267]

Sharma, Mukta and Mehta, Manju. 1989. **Psychological adjustment : Effect of discordance between interest, aptitude and chosen curriculum.** *Indian Educational Review*, Vol. 24 (2): 45-54.

Problem: It attempts to study the effect of discordance between interest, aptitude and chosen curriculum upon psychological adjustment.

Objective: To examine the effect of discordance between interest, aptitude and chosen curriculum upon psychological adjustment.

Methodology: The sample comprised 196 male higher secondary science students from two government higher secondary schools for boys in Jaipur. The tools used included Chatterji's Interest Scale, Chatterji and Mukherjee's Scientific Knowledge and Aptitude Test, and Adjustment Inventory of A.K.P. Sinha and R.P. Singh. The collected data were treated using ANOVA.

Major Findings: (1) Subjects having psychological discordance between chosen curriculum, i.e. science, and scientific interest, were found to have significantly lower psychological adjustment in comparison to subjects having concordance. There was a significant effect not only on the total adjustment, but also on the separate areas of emotional and educational adjustment. (2) There was no effect of discordance between chosen curriculum and scientific aptitude upon psychological adjustment. (3) There was no effect of discordance between scientific interest and scientific aptitude upon psychological adjustment. [SPr 1431]

Sharma, Nita, 1989. **A psychological study of social, emotional and educational problems of male-female adolescents belonging to different age levels and socio-economic status in relation to their personality factors.** Ph.D., Psy. Agra Univ.

Problem: The study concentrates on studying social, emotional, and educational problems of males and females of different age groups and different socio-economic status related to their personality factors.

Objectives: (i) To compare the personality factors of sub-groups of adolescents by gender, SES, age level, and problem areas/ levels, and (ii) to compare sub-groups on the extent of social, emotional and educational problems.

Methodology : One hundred and eighty each of early age, middle age, and later age (total 540) college-going male/female students were selected from Agra City. The tools used included an investigator made questionnaire to identify the social, educational and emotional problems of adolescents, the SES Scale of Sharma and Chauhan, Hindi version of Cattell's 16 Personality Factors Questionnaire. Mean, SD and 't' tests were used to treat the data.

Major Findings: (1) The early age females showed significant differences in social,

educational, emotional problems (SEEP) irrespective of SES, while the early age males did not show such significant difference. (2) For SEEP, middle age and later age males and females did not show significant differences, and showed similar problem patterns irrespective of SES. (3) Fifteen-year female adolescents suffering from SEEP developed and showed dissimilar personality factors in all areas except on factors B and N while for males similar factors were B, F, H, N, Q and Q₂, the other factors being dissimilar. (4) Sixteen-year female and male adolescents suffering from SEEP developed and showed all the factors as dissimilar. (5) Seventeen-year female adolescents suffering from SEEP developed and showed all the personality factors as dissimilar except on factor N while for male adolescents all factors were dissimilar except on factor Q₃. (6) Fifteen-year females belonging to three levels of SES suffering from SEEP showed dissimilar personality factors for all except B and N. (7) Fifteen-year males belonging to three levels of SES suffering from SEEP showed similar personality factors development for F, H, N, Q₁ and Q₃ while for other factors dissimilarity exists. (8) Sixteen-year females and males belonging to three levels of SES but suffering from SEEP showed personality factors with dissimilar structures. (9) Seventeen-year females as well as males belonging to three levels of SES but suffering from SEEP showed all the personality factors as dissimilar except on factor N. [SS 0779]

Sharma, Raj Kumar. 1988. **A comparative study between arts and science students on the effects of economic conditions and retention interval on trace structure.** Ph.D., Psy. Agra Univ.

Problem: The present study compares arts and science students on the effects of economic conditions and retention interval on trace structure.

Objectives: (i) To attempt to arrive at a picture of memory of an input event that is not a copy of

the event, (ii) to reconcile the idea of a fixed trace with the fact that its activation will depend upon the retrieval environment, and (iii) to describe the relationship between input conditions and the trace of an item whose identity is held constant.

Methodology: Sixty-four students from the science and arts faculties of St. John's College, Agra were selected using the random sampling procedure. The material for the present investigation was prepared from a pool of common words. First a pool of 350 common words was prepared by the investigator. Other investigation lists were also prepared by the investigator.

Major Findings: (1) Retrieval cuing was one of the more promising methods for studying properties of memory traces. It had obvious similarities to the method of false positive recognition errors, but it was more direct and hence more incisive in the results inferred. (2) Further traces of individual events would be studied and described. They were usefully conceptualised as collectives of more elementary components or features. These features and components differed from one another, in some sense, qualitatively. They were at least to some extent independently manipulable and variable, and the extent to which a particular feature was represented in a memory trace could be quantitatively assessed. [SS 0807]

Sharma, S.K. 1989. **A study of risk-taking behaviour in relation to certain cognitive and non-cognitive attributes.** Ph.D., Edu. Univ. of Jammu.

Problem: It attempts to study risk-taking behaviour in relation to certain cognitive and non-cognitive attributes among college students.

Objectives: (i) To study the differences in personality patterns, intelligence, and divergent thinking, achievement-motivation, and achievement of college students exhibiting low and high risk-taking behaviour, and (ii) to find out the

interactional effects on risk-taking behaviour, by sequentially partialing out the influence of achievement, intelligence, motivation, creativity and academic achievement.

Methodology: The sample comprised 1,494 students of the degree classes of the various colleges of the Jammu region's urban and rural areas. The tools used included Risk-taking Behaviour Questionnaire by N.P. Chaubay, Socio-economic Status Scale, Intelligence Test by M.C. Joshi, Wallach-Kogan Test of Creativity, Achievement Motivation Test by S.N. Mukerjee and Cattell's 16 Personality Factors Questionnaire.

Major Findings: (1) Students having high risk-taking behaviour tended to be more outgoing, assertive but happy-go-lucky, low in frustration, and concrete thinking, low in mental capacity or intelligence, expedient, tender-minded, experimenting, imaginative, apprehensive, forthright, indisciplined, having self-conflict, and tensed, whereas those who were low in risk-taking tended to be reserved, withdrawing, intelligent, fast learning, tough minded, trusting, practical, assertive, sedate, shrewd, and self-sufficient. (2) High socio-economic status was found to be associated with high intelligence while low SES was related to low intelligence. (3) Students having high socio-economic status were found to be placid while those with low SES were found to be apprehensive. (4) Male students were found to be sober while female students were the happy-go-lucky type. (5) Risk-taking behaviour, socio-economic status and sex were interdependent on one another as far as the tough minded or tender minded, and relaxed or tensed in nature were concerned. (6) Creativity was found to be independent of levels of risk-taking behaviour. (7) Achievement-motivation of the students was independent of the degree of risk-taking behaviour as well as the levels of socio-economic status and sex. (8) Students having low risk-taking behaviour were academically more sound (better achievers) than students having high risk-taking behaviour. [SPS 1277]

Sharma, Saroj. 1991. **The effect of frequencies of knowledge of results, achievement need and personality on the performance of line drawing and Muller-Lyer illusion.** Ph.D., Psy. Panjab Univ.

Problem: The present study tries to find out the effect of frequencies of knowledge of results, achievement need and personality on the performance of line drawing and Muller-Lyer illusion.

Objectives: (i) To estimate more accurately a line of 10 cm and to help reduce the extent of Muller-Lyer illusion, (ii) to determine the extent and significance of this facilitative effect on the performance of both the tasks, (iii) to determine how the acquisition of efficiency is related to frequency of Knowledge of Results (KR) in the performance of line drawing and Muller-Lyer illusion, and (iv) to study the effect of KR on various personality groups, on high and low n Ach groups, and on males and females in the performance on line drawing and Muller-Lyer illusion.

Methodology: One thousand two hundred school students of Kurukshetra City were taken as the total sample of the study. All the subjects were between 11 years and 16 years in age. The tools used included Muller-Lyer Illusion Apparatus, Junior Personality Inventory of Mohan et al., and Anxiety Values and Achievement Inventory of Prayag Mehta. The statistical treatment used included, mean, SD, and analysis of variance.

Major Findings: (1) Extravert-neurotic males performed better than all other conditions of personality X sex, which had not been reported in earlier studies. Female extravert neurotics performed the worst in line drawing. (2) Males with high n Ach performed better while females with low n Ach were the poorest. (3) Introvert-neurotic-low n Ach males performed better while extravert-neurotic-low n Ach females were the poorest. These three variables were juxtaposed in the opposite direction as far as the performance

on line drawing with KR was concerned. [JNJ 0275]

Shirotriya, Nalini. 1988. **A study of psychological factors of marital adjustment among Hindu, Muslim and Christian couples.** Ph.D., Edu. Agra Univ.

Problem: It attempts to study the marital adjustment in relation to some psychological factors among Hindu, Muslim and Christian couples.

Objective: To investigate the relationship of marital adjustment to intelligence, personality factors, SES, family structure, and religious background.

Methodology: The sample comprised 600 couples randomly selected from Hindu (H), Muslim (M) and Christian (C) families. The tools used included Marital Adjustment Inventory of H.M. Singh, Test of General Mental Ability of S. Jalota, Test of Religiosity of L.I. Bhushan, Family Structure Questionnaire of E. Harward, Cattell's 16 Personality Factors Questionnaire (Hindi version of S.B. Kapoor), and Socio-economic Status Scale of G.P. Srivastava. Mean, SD, correlation, and 't' test were used to treat the data.

Major Findings: (1) No sex difference existed in 16 P.F., except for two factors. (2) No difference was found between Hindus, Muslims and Christians on 16 PF. (3) A significant difference existed in intelligence of H, M and C. (4) No difference existed in marital adjustment among H and C males and females, but a significant difference was found between Muslim males and females. (5) SES was significantly related to marital adjustment. (6) Males and females differed in marital adjustment on the basis of religiosity. (7) No significant difference existed in marital adjustment between the couples of joint and single families. [SS 0763]

Shrinivasan, T.K. 1991. **A study of affective behaviour of mathematics students in higher**

secondary schools in Madhya Pradesh. Ph.D., Edu. Rani Durgavati Vishwavidyalaya.

Problem: This study focuses on the affective behaviour of mathematics students in higher secondary schools in Madhya Pradesh.

Objective: To assess the mathematical interest, appreciation, attitude, adjustment, and overall affective behaviour of higher secondary school students and the relationship of each with gender, locality (urban-district/rural), number of teachers in the past two years, and teacher estimates.

Methodology: The sample comprised 2,700 students and 300 teachers, drawn using the stratified random sampling method. The total affective behaviour of mathematics students was measured by combining the scores on the above four factors. For teachers' assessment a rating sheet was developed with the help of a group of mathematics teachers. With the help of a second pilot study the items pertaining to the particular factor were revalidated. In the final study 39 schools took part with 2,690 Abstract Behaviour Scale sheets, along with teachers' assessment. The results were tabulated. The tools used included Interview Schedule, Attitude Scale, and Rank Profile sheet. Mean, factor correlation, and one-way analysis of variance were used to analyse the data.

Major Findings: (1) There was no difference between boys and girls so far as interest, appreciation, attitude, adjustment and the general affective behaviour towards mathematics were concerned. (2) There was no difference between the groups of students taught by one or two or four teachers in the past two years while considering the four factors and the overall affective behaviour. (Three teachers seemed to have made an inexplicable difference). (3) There was no significant difference between city and district students with respect to all the four factors and in general affective behaviour. (4) While there was a significant difference of attitude, adjustment and general affective

behaviour between city and rural students, they did not differ in interest and appreciation. (5) There were highly significant differences between the values of affective behaviour obtained through scaled measurement and those obtained through teacher assessment. [NNS 0738]

Shukla, J.P. and Sharma, V.P. 1988. **Conservation of Substances: Effect of Sex.** *Indian Educational Review*, Vol. 23 (4): 105-09.

Problem: The study addressed the problem of acquisition of conservation of mass, weight and volume among male and female students, and sought to assess sex difference in such conservation.

Objective: To diagnose the correct perspective of sex difference in acquisition of mass, weight and volume.

Methodology: Two hundred and thirty pupils (117 boys and 113 girls) studying in Classes VI, VII and VIII drawn randomly from 16 middle schools of Raipur and Rajnandgaon Districts of M.P. constituted the sample. Materials used were, Plasticine for conservation of mass and weight, metal cubes for conservation of occupational volume of solid, water beakers, jars, etc. for conservation of liquid. Means, SDs and 't' values were computed to treat the data.

Major Findings: (1) Boys and girls differed significantly in their means on the tests of conservation of mass of liquid, and weight of solid. (2) Boys and girls did not differ significantly in conservation of mass and volume of solid, and weight and volume of liquid. [JPM 1421]

Sia, N. 1991. **Role of socio-cultural antecedents in the development of helplessness.** Ph.D., Psy. Utkal Univ.

Problem: The study centred upon the problem of socio-cultural antecedents in the development of learner helplessness in children.

Objectives: (i) To identify and compare parents' expectancies, attitude/approach to children, child rearing orientation (autonomy vs dependence), and socialisation practices, and (ii) to relate them to children's mastery-helplessness orientation.

Methodology: Two hundred twenty-five (120 urban and 105 rural) children from various high schools in the district of Puri, Orissa participated in the first phase of the study. All of them were randomly selected from Grades X to XI. Their age ranged from 13 to 15 years. Most of them were from middle socio-economic status. The second phase of this study involved mothers of 86 children (46 rural and 40 urban). Two hundred and eight children (106 boys and 102 girls) participated in Phase 2. 176 parents of 88 children (44 boys and 44 girls) also participated. The tests used for the present study included Cognitive Measure of Children's Helplessness Questionnaire of Sahoo and Sia, Socialisation Questionnaire for Parents of Sahoo and Sia, and Performance Measure of Children's Helplessness of Sia. Results were analysed using mean and analysis of variance.

Major Findings: (1) Mother's and father's expectancy with respect to children's activities did not function in the same way. Compared to mother's expectancy, father's expectancy rose faster when children's helplessness increased. (2) With an increase of children's helplessness, mothers showed higher negativistic attitude than did fathers. (3) With respect to training for responsibility, both fathers and mothers showed an increasing trend with rise in the degree of children's helplessness. (4) Increased training for independence was positively linked with children's helplessness. (5) For negative events, helpless children were found to receive more internal and stable attribution explanation from their parents. (6) For positive events, mastery-oriented children received more globality prone attribution explanation from their parents, than did helpless children. (7) Both mothers and

fathers of mastery-oriented (MO) groups showed a higher positive perception of themselves than did parents of the learned-helpless (LH) group. [KCP 1300]

Singh, Chob. 1989. **The interactive effects of need achievement, creativity components and second order personality factors on learning of college-going students.** Ph.D., Psy. Agra Univ.

Problem: The present study concentrates on measuring the interactive effect of need achievement, creativity and second order personality factors on learning among college students.

Objective: To study the separate and interactive influence of need achievement, creativity components and second order personality factors on anagram task learning of female college students.

Methodology: The sample comprised 647 female adolescents of degree classes studying in different colleges situated in Agra City. The tools used included Need Achievement Motive Test of Bhargava, Verbal Test of Creative Thinking of Baqer Mehdi, Scrambled Word Task Test of Srivastava and Goel, and Cattell's 16 Personality Factors Questionnaire (adaptation by S.D. Kapoor).

Major Findings: (1) Need achievement was a significant determinant of the anagram task learning of female adolescents. (2) The success of female adolescents on anagram task learning was significantly influenced by their creativity components. (3) Female adolescents having low level of PFQ and PF QII had higher score on anagram task learning. (4) Female adolescents having high level of PF QIII, PF QIV, PF QV and PF QVI had higher score on anagram task learning. (5) The interactive effects of n ach., creativity components and personality factors on anagram task learning performance showed a lot of combinations and variations. [SS 0787]

Sinha, Neeta. 1991. **A social and psychological study of academically talented and average students.** Ph.D., Edu. Univ of Allahabad.

Problem: It attempts to compare the social and psychological factors of academically talented and average students.

Objective: To develop an understanding of social and psychological differences among academically talented and average group of students by examining socio-economic status, home-environment, study-habits, self-concept, anxiety and fifteen EPPS needs.

Methodology: Fifteen boys' and seven girls' institutions, teaching arts and science (both the curricula) constituted the school sample. Five hundred students from each curriculum and sex totalling 2,000, were drawn randomly to form the initial sample. Seventy academically talented and seventy average for each sex and curriculum (equal to the least number in one of the groups) were selected randomly. The tools used included Joshi's Test of General Mental Ability, Raven's Progressive Matrices, Liddle's Academic Aptitude Test, High School Examination Marks (Total), Varma and Saxena's Socio-economic Status Index, Mishra's Home-Environment Inventory, Sherry, Varma and Goswami's *Swatva Bodh Parikshan*, Sinha's W.A. Self Analysis Form and Edwards Personal Preference Schedule.

Major Findings: (1) With respect to socio-economic status academically talented boys and girls were found superior to groups of average boys and girls from science and arts streams irrespective of sex and curricula. (2) 'Reward' and 'Permissiveness' were found supportive of academic talent among boys and girls in the science stream. (3) Academically talented and average students (boys) in the science stream were significantly different with regard to 'Punishment', 'Reward' and 'Permissiveness' sub-areas. (4) Academically talented girls in the science stream were significantly different from the average girls with respect to 'Control',

'Reward', 'Deprivation of privilege' and 'Permissiveness'. (5) In the arts stream academically talented boys and girls distinguished themselves from the average groups in a common manner with respect to the 'Control', 'Reward', 'Conformity', 'Rejection' and 'Permissiveness' dimensions of the home-environment. Additionally, academically talented boys differed on 'Deprivation of privilege' and girls on 'Protectiveness'. (6) In the arts stream academically talented boys and girls differed significantly on the 'Control', 'Reward', 'Deprivation of privilege' and 'Permissiveness' dimensions of home-environment. (7) In science, academically talented boys and girls perceived the 'Protectiveness', 'Social isolation', and 'Deprivation of privilege' sub-areas in significantly different ways. (8) In the arts stream 'Control', 'Protectiveness', 'Conformity' and 'Social Isolation' were viewed by average groups of boys and girls in significantly different ways. (9) Better study habits characterised the academically talented boys and girls in science and arts. They were significantly different from the average groups. (10) Boys made a better showing than girls on SSHA. Intra-group comparisons were observed non-significant. (11) Academically talented boys and girls in science and arts streams were found significantly different in their self-concept from the average groups; the academically talented scored high. (12) Intra-group comparison in the arts stream was found non-significant. (13) In science talented boys and girls, as also average boys and girls differed significantly in their self-concept. (14) Except for academically talented boys in the science stream, no other comparison with the average group showed significant difference in the anxiety level. (15) Average groups were different in their anxiety levels only in the science curriculum. Gender differences were also significant. (16) Academically talented boys and girls in the science stream differed significantly and scored higher than the average groups on the *n ach.*, *n aut.*, *n chg.*, and *n end.* scales of the EPPS. Additionally, the science boys differed on *n exh.* and *n aba.* the average scoring higher.

(17) In the science stream girls differed significantly on *n nur.* Academically talented boys and girls (arts) differed significantly from the average boys and girls on the *n ach.*, and *n end.* scales. Besides, the average boys' group differed on *n aut* and girls on *n ord.* and *n succ.* [PCS 0938]

Sood, Ramana. 1988. **Cattell's personality factors as predictors of academic achievement in some selected professional courses.** Ph.D., Edu. Kurukshetra Univ.

Problem: It is an attempt to study the Cattell's personality factors as predictors of academic achievement in some selected professional courses.

Objectives: (i) To identify a combination of Cattell's personality factors which would optimally predict academic achievement in the professional courses of engineering, medicine, law, business administration and management, (ii) to set up multiple regression equations for the prediction of academic achievement in each of the above mentioned professional courses, and (iii) to prepare the personality profiles of high achievers and low achievers in the professional courses mentioned above.

Methodology: A stratified random sample of 606 students from four professional courses, i.e. engineering, medicine, business management and administration, and law of Haryana, Punjab and Chandigarh was taken for the study. All the subjects were in the final year in their respective courses. Cattell's 16 Personality Factors Questionnaire was used as a tool. Academic achievement was recorded from the school record. The statistical techniques used included mean, SD, product-moment correlation, multiple regression, and 't' test.

Major Findings: (1) Personality factors of shrewdness, social awareness (N) and high intelligence (B) contributed positively but group adherence (Q2), praxarnia practical (M) and conservatism of temperament (Q1) contributed

negatively to academic achievement in the engineering course. (2) Personality factors of high ergic tension (Q4), stronger super-ego strength (Q4), radicalism (Q1), tenderminded pretension (hard to fool) (L) and high intelligence (B) contributed positively but personality factors of untroubled adequacy (O), and artlessness (N) contribute negatively to academic achievement of medical students. (3) Personality factors of pretension (hard to fool) (L), radicalism, free thinking, liberal (Q1), high ergic tension (Q4), stronger super-ego strength (G), socially bold (C1) and self-sufficiency (Q2) contributed positively but personality factors of alertness (N), tough-minded (I), reserved (A), self-assured (O) and serious (F) contributed negatively to academic achievement of MBA students. (4) Personality factors of high intelligence (B), stronger super-ego strength (G), pretension (hard to fool) (L), higher ego strength, (C) and self-sufficiency (Q2) contributed positively but practical (M), serious (F), serene (O), submissive (E), and genuine but socially clumsy (N) contributed negatively to the academic achievement of law students. [CLK 0342]

Srichandan, P. 1990. **Perceptual correlates of reflectivity-impulsivity: An empirical study.** M.Phil., Psy. Utkal Univ.

Problem: The study centred upon the problem of perceptual correlates of reflectivity-impulsivity.

Objectives: (i) To examine the differential performance of a reflective-impulsive group of children in the visual perceptual tasks developed by Sinha and Mishra in order to throw light on the visual processing strategies of these groups of children, and (ii) to examine the relationship between MFFT variables such as latencies and errors, pictorial interpretation, picture comprehension, symbolic perception and sequential perceptual tasks.

Methodology: The sample consisted of 80 children of schools of Bhubaneswar. Both boys and girls were included in the sample. The

average age of the children was 126 months. Almost all the subjects were from middle class Oriya families in urban areas. The tools used included Matching Familiar Figure Test (MFFT) of Cairns and Cammock, Raven's Coloured Progressive Matrices (RCPM) and Perceptual Test of Sinha and Mishra. The results were analysed using mean, SD, one-way analysis of variance, analysis of co-variance, and correlation.

Major Findings: (1) There was a negative relationship between MFFT errors and MFFT latencies. (2) The reflective children were found to be intellectually superior to impulsive children. (3) Both reflective and impulsive groups performed equally well on different visual-perceptual tasks and there was no significant difference between them. (4) MFFT errors were highly negatively related with RCPM and MFFT mean latency. MFFT latencies were positively related with RCPM scores but there was no significant relationship between MFFT latencies and perceptual tasks. [KCP 0429]

Srivastava, R.K., 1988. **Personality needs associated with locality and sex variables.** *Indian Educational Review*. Vol. 23(3):151-55.

Problem: The study addresses the problem of influence of locality and sex variables upon the personality needs of the individual.

Objective: To explore the association of locality and sex with the dominating personality needs of adolescent pupils.

Methodology: The sample of the study consisted of 210 pupils (105 boys and 105 girls) of the age group 13 to 16 drawn from intermediate colleges of Tehri District. Fifty-five boys and 55 girls were selected from urban schools and the remaining from rural schools, adopting stratified purposive sampling technique. Tool used to collect the data was the Personality Schedule by R.R. Tripathi, Mean, SD, 't' values were used to analyse the collected data.

Major Findings: (1) Urban and rural boys did

not differ significantly on personality needs, except n-change. (2) On the personality needs of heterosexuality, aggression, abasement, order, endurance and nurturance, female pupils of urban and rural locality differed significantly. (3) The boys and girls of rural areas differed significantly on personality needs for order, exhibition, heterosexuality and endurance. [JPM 1413]

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 Srivastava, Chitra. 1989. **Teacher-styles and individual group factors of teacher-student relations in intellectual commitment and college adjustment of students: A study of Delhi colleges.** Ph.D., Edu. *Jawaharlal Nehru Univ.*

Problem: The study tries to find out the effect of perceived teacher styles on the intellectual commitment and college adjustment of students mediated by individual group factors of faculty-students relations.

Objective: To examine the main and interactional effects of sex, educational level and college type on the perception of teaching styles, need systems, perceptions of college environment, family/peer interactions, perceptions of group atmosphere, intellectual commitment, and college adjustment of students.

Methodology: Stratified sampling was done of 51 colleges under the University of Delhi in three categories, high, medium and low, based on library facilities, results, student-teacher ratio and level of per-capita expenditure. The tools used included, Teacher Style Questionnaire, Need System Inventory, College Environment Index, Family-Peer Interaction Scale, Group Atmosphere Scales, Intellectual Commitment Scales, College Adjustment Inventory, and Socio-economic Status Form. The statistical techniques used to analyse the data were mean, SD, 't' tests, Pearson and rank correlations, analysis of variance, step-wise regression analysis, factor analysis, and cross-leg correlation analysis procedures.

Major Findings: (1) Students from higher

socio-economic groups were found to have higher intellectual commitment than students from lower groups. (2) Females showed significantly higher intellectual commitment than males. (3) The intellectual commitment of students did not differ by their educational level. (4) The need system of students contributed to the prediction of intellectual commitment and college adjustment. (5) The positive and satisfying experience of group atmosphere and the college environment, complementing student needs, was found to be related to high intellectual commitment and good college adjustment. (6) The correlation analysis confirmed the null hypotheses of no relationship among family interaction, intellectual commitment and college adjustment of students. (7) The null hypotheses of no relationship among teacher-style and intellectual commitment and college adjustments of students did not find support in the present study. (8) The predictive value of the nurturant task style was found to increase to a considerable extent when it interacted with organisational and group variables such as college type and college environment. [SCG 0157]

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 Srivastava, N. 1988. **A study of aggression in adolescent boys and girls in relation to their self-concept, achievement motivation and performance.** Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.*

Problem: The study addresses itself to the problem of the nature of aggression among adolescents and seek its manifestations and effect on individuals and its relationships with certain variables such as self-concept, achievement-motivation and performance.

Objectives: (i) To find out the relationship of aggression with selected variables viz. self-concept, achievement motivation and academic and non-academic performance, separately, (ii) to compare male subjects with female subjects on self-concept, achievement-motivation and performance, (iii) to study the effect of achievement-motivation and self-concept and their

interaction on aggression, and (iv) to study the effect of academic and non-academic performances and their interaction on aggression.

Methodology: The sample consisted of 564 male and female students of Classes XI and XII of higher secondary schools of Allahabad and Baroda, selected by stratified random sampling technique. The tools used included "Who am I" test to measure self-concept, and A Forced Choice Type Sentence Completion Test. Academic performance was measured by the marks obtained in public examinations and non-academic performance was measured by teachers' rankings. The statistical techniques used included product-moment correlation, and analysis of variance.

Major Findings: (1). There was no correlation of aggression with self-concept, achievement-motivation and performance (both academic and non-academic). However, there was a curvilinear relationship of aggression with self-concept and academic and non-academic performance, but no correlation of this sort was found between aggression and achievement-motivation. (2) The girls showed a curvilinear relationship between achievement-motivation and aggression while the boys showed no relationship between these two variables. (3) Both academic and non-academic performance did not contribute anything to aggression either independently or in combination. (4) Boys were higher on aggression scores than girls. (5) More high aggression subjects had more frustration as compared to low aggression subjects. [MSY 0910]

Srivastava, Remy. 1992. **A study of socio-psychological characteristics of Class X students of Navodaya Vidyalayas.** Ph.D., Edu. Univ. of Lucknow.

Problem: It attempts to study socio-psychological characteristics of Class X students of Navodaya Vidyalayas.

Objectives: (i) To study the socio-economic status, intelligence, self-concept, occupational

aspiration, social acceptability and adjustment of the students of Class X studying in Navodaya Vidyalayas, and (ii) to find out if any relationship exists between these factors taken separately and the academic achievement of the students.

Methodology: The sample comprised 385 Class X students drawn from six randomly selected Navodaya Vidyalayas in Uttar Pradesh. The tools used included, Raven's Progressive Matrices, *Swatva Bodh Parikshan* by Sherry Varma and Goswami, Occupational Aspiration Scale by J.S.Grewal, SES Scale (Form B — Rural) by S.P. Kulshreshtha, Adjustment Inventory by V.K.Mittal, and the test for Social Acceptability among Peers by S.L.Chopra. The marks of the CBSE Class X examination were taken as the criterion for academic achievement.

Major Findings: (1) The various socio-psychological characteristics of the sample were as follows : (a) On Intelligence, 22.27% were Superior, 41.45% were Above average, 20.46% were Average, and 15.80% were Below average. (b) on Self-concept, 7.7% were Very Good, 35.75 were Good, 48.18% were Average, and 8.29% were Poor. (c) On SES, 7.51% were High, 36.26% Average, and 56.21% were Low. (d) On Occupational Aspiration, 50.25% were Very Superior, 15.80 were Superior, 14.24% were Average, and 8.90% were Poor. (e) On Adjustment, 15.02% were Excellent, 44.04% were Good, 36.01% were Satisfactory, and 4.92% were Unsatisfactory. (2) Intelligence, self-concept, SES, occupational aspirations, social acceptability and adjustment were found to have a positive relationship with academic achievement. (3) The results also indicated that there was no significant difference among boys and girls as regards academic achievement. [RJS 0670]

Sultana, Parveen. 1991. **The effects and interaction of goal structures, outcomes, instructional sets, levels of performance on the attitude towards self and others.** Ph.D., Edu. Osmania Univ.

Problem: The present study focusses on studying the effects and interaction of goal structures, outcomes, instructional sets, levels of performance on the attitude towards self and others.

Objective: To ascertain the effects of cooperative, competitive and coactive goal structures with success or failure as an outcome on the attitude of boys and girls towards self and others, under instruction to achieve/ improve, and while working with others at different levels of performance.

Methodology: In the study, 288 boys and girls, 144 high performers (65 and above marks based on cumulative academic records) and 144 low performers were selected from four schools and randomly assigned to the following experimental variables: goal structures (cooperative, competitive and co-active), outcome (success or failure), instruction (achievement and improvement oriented), levels of performers [high, low, and high and low together, sex, boys and girls]. The researcher used a $3 \times 2 \times 3 \times 2$ analysis of variance and Duncan's multiple range tests.

Major Findings: (1) The subjects of cooperative, co-active and competitive goal structures developed positive attitude towards self and others in the descending order of their presentation. Success, compared to failure, induced positive attitude towards self and others. Improvement oriented instruction, compared to achievement-oriented instruction, induced positive attitude towards self and others. (2) Cooperative group success developed positive attitude towards self and others even among members of heterogeneous ability groups, but cooperative group failure create negative attitude towards self and others among the high and low performers. (3) The interaction of goal structures, outcomes, instructional sets, levels of performance and sex depicted that subjects scored highest on attitude towards self and others in the cooperative goal structure with successful outcome under instruction to improve for high performing counterparts irrespective of sex,

whereas the subjects scored low on attitude towards self and others in competitive goal structures with failure outcomes under the instruction to achieve, irrespective of the sex of the subject. [SSS 1026]

Sundaram, J. 1989. **A comparative study of social and psychological characteristics of the first generation and traditional learners.** Ph.D., Edu. Barkatullah Viswa Vidyalyaya.

Problem: The present study tries to investigate teachers' perception about the socio-psychological characteristics of pupils with whom he is associated along with the self-perception on the above two aspects of tribal and non-tribal first generation.

Objectives: (i) To compare the social and psychological characteristics of the traditional and first generation learners in tribal and non-tribal groups, and (ii) to study the factor structures that underlie the scales of social and psychological characteristics differentials.

Methodology: The sample comprised 400 respondents in the range of 15-19 years with equal numbers of tribal first-generation learners, traditional non-tribal first-generation learners and traditional learners of Bhopal City. Fifty teachers working in tribal schools were taken for cross-validation of the responses given by students. The tools used included, Socio-economic Scale by Dinesh Chandra, Raven's Standard Progressive Matrices, and Social and Psychological Characteristics Differentials developed by the investigator.

Major Findings: (1) Teachers' perception of tribal and non-tribal first-generation learners on social characteristics revealed the following: (a) tribals were sacrificing, ruffianly, co-active, unsocial, and mixing, (b) the non-tribals were generous, social, escapist, unrefined and non-mixing, (c) tribal traditional learners were considerate, submissive, unassuming, imaginative and extravert, (d) the non-tribals were

socially dynamic, leader-like, egoistic, socialised and generous. (2) The students' perception about themselves on social characteristics were as follows: (a) the first-generation tribals were complacent, generous and inconsiderate while non-tribals were socially magnanimous, affable, noble and uncomplaining, (b) the traditional tribals were socially conscious, leader-like, compliant, and the non-tribals were conscious, assiduous and unorthodox. (3) The teachers' perception of tribal and non-tribal first-generation learners on psychological characteristics were the following: the tribals were tender-minded, sedate, touchy and modest whereas non-tribals were gentle-minded, nurturant, tender-hearted, alert, kind, warm, emotional, and credulous. the traditional tribals were tender-minded, balanced, rational and cautious, on the other hand non-tribals were found to be tender-minded, polished, warm, active, sensitive and prudent. (4) The students' perception of tribal and non-tribal first-generation learners on psychological characteristics were as follows: tribals were unpolished while non-tribals were dynamic, and emotional. (5) Tribal traditionals were fluctuating, optimistic, socially mature, and generous while non-tribals were emotionally stable, sociable, surgent, and optimistic. [JSP 0560]

Swami, Priyakant M. 1989. **A study of the adjustment, anxiety, self-concept and intelligence of orphan students living in orphanages as compared to normal students.** Ph.D., Edu. Saurashtra Univ.

Problem: The present study focuses on the adjustment, anxiety, self-concept and intelligence of orphan students living in orphanages as compared to normal students.

Objective: To study the adjustment, anxiety, self-concept and intelligence of orphan students in comparison with those of normal students.

Methodology: The sample comprised 560 high school-going orphan students in the twenty recognised orphanages of Gujarat State. For the

present study, the researcher limited the population to the orphan students of Standards VIII, IX and X. The study covered 541 of the 560 orphan students. The rest of the students (nineteen) were not included because they were absent on the days of testing. The investigator selected 541 normal students from the same class of the same school where the orphan students were studying, by the method of random sampling. In this way out of a total sample of 1,082 students, 541 were orphan and 541 were normal. Thus the investigator made both the groups equal in sex, grade, age and equal in religion. The tools used included, Adjustment Inventory, Manifest Anxiety Scale, Self-concept Scale, and Desai-Bhatt Group Intelligence Test. Relevant statistical techniques were employed to find out the differences between the mean scores of the dependent variables and their significance was determined.

Major Findings: (1) Normal students were better adjusted than orphan students. (2) Sex, grade and religion had no effect on the difference in adjustment of orphan and normal students. (3) Orphan students were more anxious than normal students. (4) The self-concept of normal students was better than the self-concept of orphan students. (5) Sex had no effect on the differences in the self-concept of orphan and normal students. (6) The self-concept of orphan Muslim and normal Muslim students was similar. (7) The intelligence of normal students was higher than the intelligence of orphan students. (8) Sex and grade had no effect on the difference in intelligence of orphan and normal students. (9) The intelligence of orphan/ normal students of ages 16, 17 and 18 was similar. (10) The intelligence of orphan Muslim and normal Muslim students was similar. [DAU 0016]

Thakkar, S.S. 1991. **A study of the development of permeability among the twins.** Ph.D., Edu. Nagpur Univ.

Problem: It is an attempt to study the

personality factors of Indian twins living together, using an interdisciplinary approach.

Objectives: (i) To compare the biological basis, development, mental ability, interest patterns, academic achievement, problem-solving, and reasoning ability and study habits of twins, (ii) to compare the emotional, social and educational adjustment of twins, and (iii) to draw a behaviour rating profile of the twins and study their academic anxiety.

Methodology: The sample comprised 20 pairs of twins from Nagpur City in the age group 13-16 years. It was a purposive sample of which two pairs were dizygotic twins and the rest were monozygotic. The tools used included, Adjustment Inventory for School Students (AISS) by A.K.P. Sinha and S.P. Singh, Study Habit Inventory by M. Mukhopadhyay and D.N. Sansanwal, Group Test of General Mental Ability in Hindi by S. Jalota, Academic Anxiety Scale for School Children (AASC) of A.K. Singh and A. Sen Gupta, Problem-solving Ability of L.N. Dube, Non-language Preference Record by S. Chatterji, High School Personality Questionnaire (HSPQ) in Hindi by S.D. Kapoor, S. Shrivastava, and N.P. Shrivastava, Behaviour Rating Profile of Linda L. Brown and Donald D. Hamill. The data were treated using mean, SD, linear discriminant function analysis, coefficients of correlation, regression analysis, and analysis of variance.

Major Findings: (1) There was no significant difference in the emotional adjustment of twins; or in their educational and social adjustment. (2) There was no significant difference between the problem-solving abilities of the twins. (3) The academic anxieties of twins did not differ. (4) There was no significant difference in comprehension, the manner of applying themselves to tasks, drilling methods, etc. (5) There was a slight difference in the ways twins concentrated on their study/work, ways of study, use of support material, etc. (6) On personality, both were dejected or both were warm-hearted,

and both were either concrete or abstract thinkers. On factors C and D the difference was not significant; on factors E and F, there was a slight difference in the personality traits between twins. [GPK 1629]

Thakur, R.N. 1989. **An adaptation of Cattell's high school personality questionnaire for Gujarati children of ages 12 through 18.** Ph.D., Edu. Gujarat Univ.

Problem: The study centres upon the adaptation and standardisation of Cattell's HSPQ on Gujarati children.

Objective: To translate HSPQ, adapt it to the social-cultural environment of Gujarat State, and to standardise it as a useful instrument for measuring the personality of children of ages 12 through 18.

Methodology: The HSPQ developed by R.B. Cattell and Mary D.L. Cattell was adapted by making modifications in the test items of Forms A and B by conducting try-out at different stages. The standardisation was carried out on 2,342 subjects (1,254 boys and 1,058 girls) selected from five cities (urban) and four towns (semi-urban) of nine districts distributed over five zones of the Gujarat State. The sample was selected by the stratified cluster sampling method. Forms A and B of HSPQ consist of 140 test items each, measuring fourteen different personality factors. Multi-variate analysis and 't' test were used to treat the data.

Major Findings: (1) Taking into consideration the outcomes of the analysis, ten norms were presented form-wise, area-wise and sex-wise separately, thus having eight norm-tables, in all. (2) By the principal axis method (rotated factors), it was found that the two forms, A and B, of HSPQ were not parallel as it was claimed to be, and the factorial compositions varied from one group to another with respect to the variables of sex and area. [JHS 1050]

Tripathi, Ravindra Nath. 1989. **Time perspective, level of aspiration and task persistence as function of culture and socio-economic status.** Ph.D., Psy. Agra Univ.

Problem: The study focuses on to measure how culture and socio-economic status influences time perspective, level of aspiration and task persistence, as a functional and socio-economic status.

Objective: To study the development of time perspective as a function of certain eco-culture variables and SES, and identify some psychological correlates.

Methodology: The sample comprised 240 (120 Muslims and 120 Hindus) male students selected from different parts of Eastern Uttar Pradesh. The tools used included, Socio-economic Status Scale of S.P. Kulshrestha, Persistence Questionnaire of Dhawan, Time Perspective of Agarwal and Tripathi, and Non-verbal Aspiration Level Scale. Mean, SD, chi-square and analysis of variance were used to treat the data.

Major Findings: (1) Hindu and Muslim culture groups were different in their time perspective. (2) Low SES subjects were more future-oriented than high SES subjects. (3) Culture and SES had no effect on LOA, or task persistence. (4) There were no relationships among present/ future time perspective, level of aspiration, and task persistence. [SS 0783]

Verma, Jagdish. 1992. **A study of learning style, achievement-motivation, anxiety, and other ecological correlates of high school students of Agra region.** Ph.D., Edu. Dayalbagh Educational Institute.

Problem: The present study is primarily concerned with the learning style related to anxiety, achievement-motivation of the high school students of Agra region and to find out the correlation between and among different major psychological factors.

Objectives: (i) To study the learning style as

related to anxiety and achievement-motivation, and the correlations among them, (ii) to study the association between students' age, sex, residence and SES on the one hand and learning style, anxiety and achievement-motivation, on the other, and (iii) to study the interrelationships among learning style, anxiety and achievement-motivation.

Methodology: Using the purposive sampling method, 2,000 students were considered for the sample. This included boys and girls, covering the rural and urban locales of Agra City. The tools used in the present study included, Learning Style Inventory by Rita Dunn and Kenneth Dunn, adopted by Vashistha, Achievement Motivation Test (AMT) by Prayag Mehta, General Anxiety Scale for Children (GASC), Hindi version adopted by Nijhawan, Socio-economic Status Scale by Kuppaswamy, General Information Questionnaire (GIQ) by Vashistha and Jagdish Verma.

Major Findings: (1) Sex did not make a difference in the learning styles of students, but it had a direct bearing upon achievement-motivation and anxiety. (2) Age levels had little impact on learning style, achievement-motivation and anxiety. (3) There were urban-rural differences in learning styles of students. (4) Parents' education had influenced in shaping the achievement-motivation of high school students, but it had no impact on learning style and anxiety. [GSMT 0875]

Verma, B.P. 1990. **Sex-related differences in risk-taking, self-confidence and anxiety among adolescent learners.** *Indian Educational Review*, Vol. 25(4): 93-97.

Problem: The present study attempts to analyse sex differences in risk-taking, self-confidence and anxiety among adolescent learners in order to confirm the findings of previous researchers in the Indian context.

Objective: To evaluate the sex differences in risk-taking, self-confidence and anxiety among adolescent learners.

Methodology: The sample consisted of 200 adolescents with equal number of male and female students studying in Class X, selected randomly from different institutions of Behror in Alwar District in Rajasthan. The data were collected using Risk-taking Questionnaire by Sinha and Arora, Self-confidence Inventory by Basavanna and Dutt Personality Inventory. Mean, SD and 't' tests were used to treat the data.

Major Findings: (1) Male adolescent learners showed significantly higher mean risk-taking than female adolescent learners. (2) Male adolescent learners possessed significantly higher self-confidence than female adolescents. (3) Female adolescent learners had significantly more anxiety than male adolescent learners. [SPr 1466]

Vashistha, K.C. and Verma, Jagdish. 1991. **Rorschach Vignette of effective and ineffective teachers' personality.** *Indian Educational Review*, Vol. 26(3): 55-64.

Problem: It attempts to study and identify specific qualities and characteristics of effective and ineffective teachers.

Objectives: (i) To determine and compare the personality traits of effective and ineffective teachers as revealed by 18 Rorschach components, and (ii) to analyse the Rorschach components and draw psychograms to depict the personality structure of effective and ineffective teachers.

Methodology: The primary sample comprised 200 teachers covering both male and female from various schools of Agra City. The tools used to collect data included, Rorschach Ink-blot Test, Teacher Effectiveness Scale of Mutha and Kumar and Information Schedule. Percentage, mean, median test and chi-square were used to treat the data.

Major Findings: (1) Effective and ineffective teachers had sharp distinction in relation to the following personality traits: emotional construction, marked inhibition of sexuality,

dependency, difficulty in establishing close personal relationship, given to introspection. (2) On the basis of F-per cent, it could be interpreted that effective teachers were superior in emotional construction. (3) Effective teachers had marked inhibition of sexuality as their personality trait, while ineffective teachers were ruled by the immediate needs of gratification and they tended to act on impulse without inhibition. (4) Effective teachers had dependent personality characteristics, whereas ineffective teachers had difficulty in establishing close personal relationship. The latter had a poor type of introspection of their inner resources and potential as compared to the former. [SPr 1508]

Vijai. 1990. **A study of personality, educational achievement and level of aspiration among the children of working and non-working mothers.** Ph.D., Edu. Agra Univ.

Problem: The present study attempts to compare the children of working mothers (WM) and non-working mothers (NWM) in respect of personality, educational achievement (EA) and level of aspiration (LOA).

Objectives: (i) To compare the personality, EA and LOA of the children of WM and NWM, (ii) to see the correlation between EA and LOA among the children of WM/ NWM, and (iii) to compare the personality of boys and girls of WM/ NWM.

Methodology: The sample comprised 300 children of WM and 300 children of NWM. The random sampling procedure was used. The tools used included, Socio-economic Status Scale of G.P. Srivastava, 16 Personality Factors Questionnaire (Hindi version) of S.D. Kapoor and LOA Test of Shah and Bhargava. Mean, SD and correlation were used to treat the data.

Major Findings: (1) Significant difference was found in the personality of the M/F children of WM and NWM. (2) WM and NWM male children differed in some personality factors. (3) Significant difference was found in the EA of the male/female

children of WM and NWM. (4) No significant difference was found in the LOA scores of the male/ female children of WM and NWM. (5) High correlation was found between EA and LOA among M and F children of WM, while it was positive and moderate for the M and F children of NWM. [SS 0755]

Vijayalakshmi, R. 1991. **Relationship between self-concept and personality adjustment of family-reared and institution-reared children.** M.Phil., Edu. *Madurai Kamaraj Univ.*

Problem: The present study focuses on the relationship between self-concept and personality adjustment of family-reared and institution-reared children.

Objectives: (i) To assess the self-concept of family-reared and institution-reared children, (ii) to assess their level of personality adjustment, (iii) to find out whether family-reared and

institution-reared children differ in their self-concept and personality adjustment, and (iv) to find out the relationship between the self-concept and the personality adjustment of children at home and of those who are institutionalised.

Methodology: The sample comprised 200 family-reared and institution-reared children in the age group of 13 to 15 years in Anna District. The tools used included, a translated version of the Self-concept Scale by Don Dinkmeyer, and the Personality Adjustment Inventory by Beena Shah. Mean, SD, 't' test and Pearson's product-moment correlation were used for statistical analysis.

Major Findings: (1) Family-reared and institution-reared children were similar in their self-concept. (2) They were also similar in their personality adjustment. (3) The self-concept of these children was related to their personality adjustment. [MKU 1074]

Also See

Agarwal, Archana. 1989. **Effect of self-esteem, focus of attention and feedback on change in performance of high and low-caste girls.** Ph.D., Psy. *Univ. of Lucknow.* [RJS 0693] (See in Chapter 3.)

Agarwal, S. 1988. **A study of adjustment problems and their related factors of more effective and less effective teachers (with reference to primary level female teachers).** Ph.D., Edu. *Rohilkhand Univ.* [BS 0956] (See in Chapter 25.)

Amanda, Sister M. 1991. **A study of intelligence and achievement of children in relation to infant feeding practices and nutrition.** Ph.D., Home Sc. *Patna Univ.* [RPSi 0663] (See in Chapter 15.)

Ambli, Shailaja S. 1992. **A study of the effect of step to para, extrinsic to intrinsic reinforcement, and overt to covert response transformations in learner reading material interaction on learner performance.** Ph.D., Edu. *Karnatak Univ.* [KR 0579] (See in Chapter 23.)

Arora, R.K. 1992. **Interactional effect of creativity and intelligence on emotional stability, personality adjustment and academic achievement.** *Indian Educational Review*, Vol. 27(4): 86-93. [HLS 1902] (See in Chapter 38.)

Asi, Surjeet K. 1989. **Tiny tots: Their learning readiness (with and without pre-primary education).** Independent study. *State*

- Council of Educational Research and Training, Solan.* [SLB 0060] (See in Chapter 14.)
- Awasthi, Bina. 1992. **A study of prolonged deprivation, self-concept and scholastic achievement.** Ph.D., Psy. Nagpur Univ. [GPK 1585] (See in Chapter 38.)
- Ayishabi, T.C. 1990. **A study of group differences in certain achievement-related personality variables of college students.** Ph.D., Edu. Univ. of Calicut. [KSP 0552] (See in Chapter 38.)
- Badola, Sunita. 1991. **Locus of control, achievement motivation and anxiety as correlates of creativity.** Ph.D., Edu. Hemwati Nandan Bahuguna Garhwal Univ. [KBB 1840] (See in Chapter 11.)
- Bag, Anjali. 1990. **A cross-sectional study on the differential aptitudes of the students in English.** Ph.D., Edu. Univ. of Kalyani. [PDR 0640] (See in Chapter 01.)
- Bagai, R. 1988. **Adult-child interaction in three communities: Implications for children's growth, cognitive and social development.** Ph.D., Home Sc. Univ. of Delhi. [GCU 1948] (See in Chapter 14.)
- Banatwala, Ayesha G. 1989. **Exploring the relationship between classroom interaction and uptake in EFL (English as foreign language) teaching classes in order to provide better learning opportunities.** Ph.D., Edu. Shreemati Nathibai Damodar Thackersey Women's Univ. [AGB 0026] (See in Chapter 1.)
- Banerjee, N. 1988. **An investigation into the problems of adjustment of blind students reading in secondary schools of West Bengal.** Independent Study. Vishwa Bharati, Shanti Niketan (ERIC Funded). [SRA 1112] (See in Chapter 27.)
- Banuo, Kuotsu. 1992. **A study of values of college students in Nagaland in relation to their self-concept.** Ph.D., Edu. North-Eastern Hill Univ. [PPG 0179] (See in Chapter 22.)
- Baskaran, K. 1991. **Achievement motivation, attitude towards problem-solving and achievement in mathematics of standard X students in Devakottai Educational District.** Ph.D., Edu. Alagappa Univ. [SM 1768] (See in Chapter 38.)
- Batra, Poonam. 1991. **How children think and learn: A socio-psychological study of grade I and II children in the Betul district of Madhya Pradesh.** Ph.D., Edu. Jawaharlal Nehru Univ. [SCG 0152] (See in Chapter 15.)
- Behera, N. 1990. **Standardization of adjustment projective inventory.** M.Phil., Psy. Utkal Univ. [KCP 0426] (See in Chapter 35.)
- Bhagat, Mathema, Sundar Shyam. 1988. **Wastage of teacher education in secondary schools of Nepal as related to intelligence, personality, vocational aspirations and attitude towards teaching of dropouts from profession.** Ph.D., Edu. Panjab Univ. [JNJ 0284] (See in Chapter 34.)
- Bharathi, K. 1988. **Casual thinking in Indian children.** *Indian Educational Review*, Vol. 23(3): 63-82. [HLS 1409] (See in Chapter 8.)
- Bhargava, R. 1991. **A study on the interest and difficulties faced by the students studying in vocational education stream.** Independent study. State Institute of Educational Research and Training, Udaipur. [JCV 0883] (See in Chapter 26.)
- Bhargava, Sunita. 1992. **Achievement motivation and creativity in relation to locus of control of socio-culturally deprived and non-deprived adolescents.** Ph.D., Edu. Agra Univ. [SS 1347] (See in Chapter 30.)

- Bhat, V.D. 1992. **A cross-sectional study of logical reasoning among socially disadvantaged groups of children of 9-14 years.** Independent study. *Mysore: Regional College of Education* (ERIC Funded). [SKB 1222] (See in Chapter 30.)
- Bhattacharya, M. 1988. **An investigation into the learning disabilities developed by secondary school students in the area of equation-sums in algebra.** Ph.D., Edu. *Univ. of Kalyani*. [PDR 0632] (See in Chapter 27.)
- Bhogayata, Chandrakant. 1989. **Locus of control and academic achievement: A quantitative synthesis.** *Indian Educational Review*, Vol. 24(3): 49-58. [HLS 1440] (See in Chapter 38.)
- Biswal, J. 1988. **Creativity in mathematics as a function of study habits and pupils' perception of teachers' impression about their performance in mathematics.** Ph.D., Edu. *Utkal Univ.* [KCP 0416] (See in Chapter 20.)
- Biswas, Anju. 1989. **Learning disabilities in critical thinking in some areas of physical science: Diagnosis and prevention.** Ph.D., Edu. *Univ. of Kalyani*. [PDR 0634] (See in Chapter 27.)
- Buch, M.B. 1988. **A study of family background variables, some motivational variables, cognitive characteristics and school performance of primary school children.** Independent study, *Society for Educational Research and Development, Baroda*. (ERIC Funded). [SRA 1122] (See in Chapter 15.)
- Budhdev, Pravina V. 1989. **To study the attitudes of secondary school students towards various school subjects.** Ph.D., Edu. *Saurashtra Univ.* [DAU 0017] (See in Chapter 16.)
- Budhisagar, Meena and Sansanwal, D.N. 1991. **Achievement of B.Ed. students: Effect of treatment, intelligence, attitude towards teaching profession and their interactions.** *Indian Educational Review*, Vol. 27(4):47-65. [SPBa 1927] (See in Chapter 25.)
- Chadha, N.K. and Chandna, Sunanda. 1990. **Creativity, intelligence and scholastic achievement: A residual study.** *Indian Educational Review*, Vol. 25(3): 81-85. [SPr 1475] (See in Chapter 38.)
- Chandna, Sunanda. 1990. **Self-concept, parental influence, socio-economic status and sex in relation to career attitudes among high school students.** *Indian Educational Review*, Vol. 25(1): 135-39. [SPr 1495] (See in Chapter 12.)
- Chandrakar, Gopal. 1988. **Field dependence and sensation seeking abilities of the handicapped children.** Ph.D., Psy. *Ravishankar Univ.* [VPS 0861] (See in Chapter 27.)
- Cherian, V.I. 1990. **Relationship between punishment of pupils and their academic achievement.** *Indian Educational Review*, Vol. 25(1): 13-20. [SPr 1485] (See in Chapter 38.)
- Chobey, Madhuri. 1990. **A comparative study of personality factors, academic adjustment and scholastic achievement of socially high and low deprived tribal youths in Rajasthan.** Ph.D., Edu. *Univ. of Rajasthan*. [JKS 0710] (See in Chapter 30.)
- Choudhary, Satya. 1989. **Relationship between figural creative thinking abilities of student-teachers and intellectual climate index of the classroom.** *Indian Educational Review*, Vol. 24(3), 59-79. [SPr 1441] (See in Chapter 25.)

- Chowhan, Sarita. 1992. **Values, self-concept, creativity and anxiety among professional college students.** Ph.D., Edu. *Univ. of Ajmer*. [JKS 0712] (See in Chapter 17.)
- Das, J.P. 1988. **The essence of human intelligence.** *Indian Educational Review*, Vol. 23(2): 32-46. [SKB 0744] (See in Chapter 8.)
- Das, Mamata. 1992. **Approaches to learning and academic performances of students in traditional and open universities: A comparative study.** Ph.D., Edu. *Jawaharlal Nehru Univ.* [SCG 1020] (See in Chapter 28.)
- Das, R. Poonam. 1988. **Motivational determinants of risk-taking behaviour of deprived and non-deprived adolescents.** Ph.D., Edu. *Agra Univ.* [SS 0785] (See in Chapter 10.)
- Dasari, Rajendra Prasad. 1989. **Learning experiences and their effectiveness in teaching: An aspect of educational technology.** *Indian Educational Review*, Vol. 24(2): 124-30. [KCN 1436] (See in Chapter 23.)
- Dass, Charan. 1991. **Achievement motivation, adjustment and creative thinking of college athletes in relation to their performance in track events.** Ph.D., Edu. *Punjabi Univ.* [AK 1844] (See in Chapter 21.)
- Datta, Vrinda. 1992. **Group care as a context for child development.** Ph.D., Edu. *Shree-mati Nathibai Damodar Thackersey Women's Univ.* [GCU 1936] (See in Chapter 14.)
- Dave, Nidhi. 1991. **A study of the effect of level of aspiration prolonged deprivation and educational achievement on the awareness of youth towards population problem.** Ph.D., Edu. *Agra Univ.* [SS 0757] (See in Chapter 32.)
- Deb, Madhu and Grewal, Hirdai Pal. 1990. **Relationship between study habits and academic achievement of undergraduate home science final year students.** *Indian Educational Review*, Vol. 25(3): 71-74. [SPR 1473] (See in Chapter 38.)
- Devi, Batani. 1990. **Effect of behavioural modification techniques on aggressive pre-school children of Anganwadi centres in Chandigarh.** Ph.D., Edu. *Punjab Univ.* [JNJ 0294] (See in Chapter 14.)
- Devi, Ujwala A. 1990. **Pupils' academic achievement in relationship to their intelligence, neuroticism and locus of control.** M.Phil., Edu. *Annamalai Univ.* [MDa 1378] (See in Chapter 38.)
- Dhaliwal, Varinder. 1988. **An experimental study of short-term and long-term memory as determined by distribution of practice, age, sex and sense modalities.** Ph.D., Edu. *Punjab Univ.* [JNJ 0263] (See in Chapter 8.)
- Dhalla, Tripti. 1990. **A psycho-educational profile of creative children.** M.Phil., Edu., *University of Delhi.* [RDM 0363] (See in Chapter 11.)
- Dhar, Dubey R.N. 1989. **Effect of school environment and approval motive on memory and achievement.** Ph.D., Edu. *Univ. of Gorakhpur.* [BKS 1723] (See in Chapter 38.)
- Diwan, Denesh Kumar. 1991. **A study of the predictors of academic achievement of student teachers in terms of aptitude, attitude, participation and human values.** Ph.D., Edu. *Maharshi Dayanand Univ.* [DKC 0104] (See in Chapter 38.)

- Dixit, S. 1988. **Information processing: An analysis of the acquisition of learning.** Ph.D., Psy. *The Maharaja Sayajirao Univ. of Baroda.* [MSY 0908] (See in Chapter 8.)
- Dixit, Santosh Kumar. 1989. **The effect of personality factors and self-concept on educational achievement.** Ph.D., Edu. *Agra Univ.* [SS 0804] (See in Chapter 38.)
- Donga, Kurjibhai M. 1989. **A study of memory and affecting variables of students studying in Standards VIII to XII.** Ph.D., Edu. *Saurashtra Univ.* [DAU 0009] (See in Chapter 8.)
- Dutt, Sunil. 1989. **The effect of problem-solving strategies on problem-solving ability in science of high school students in relation to anxiety level, cognitive style and intelligence.** Ph.D., Edu. *Panjab Univ.* [JNJ 0289] (See in Chapter 8.)
- Dutta, Indranee. 1988. **Self-concept and personality adjustment of girls through pubescence.** Ph.D., Psy. *Gauhati Univ.* [RD 0143] (See in Chapter 31.)
- Garg, Alka. 1988. **A study of personality needs, self-concept and risk-taking with special reference to socio-economic status among single sex college girls.** Ph.D., Edu. *Agra Univ.* [SS 0802] (See in Chapter 31.)
- Garg, Chitra. 1992. **A study of family relations, socio-economic status, intelligence and adjustment of failed high school students.** Ph.D., Edu. *Hemwati Nandan Bahuguna Garhwal Univ.* [KBB 0545] (See in Chapter 38.)
- Garg, Kanta Prashad. 1988. **A factorial study of reasoning abilities at the age of 14+.** Ph.D., Edu. *Jamia Millia Islamia.* [SPR 0602] (See in Chapter 8.)
- Garg, V.P. and Chaturvedi, Seema. 1992. **Intelligence and SES as co-relates of academic performance: Some field evidences.** *Indian Educational Review*, Vol. 27(3): 107-10. [SPr 1542] (See in Chapter 38.)
- Gaur, J.S.; Thukral, C.M.; Jain, V.K. et al. 1988. **Psychological basis of educational and vocational development of Scheduled Caste students.** Independent study. *National Council of Educational Research and Training.* [DESCG 1006] (See in Chapter 30.)
- Gautam, Shashi. 1992. **Development of creative thinking and leadership among Navodaya Vidyalaya students.** Ph.D., Edu. *Himachal Pradesh Univ.* [LK 1318] (See in Chapter 11.)
- Gautam, Sheilja. 1992. **A study of intelligence, adjustment, personal values and educational achievement of drug takers.** Ph.D., Edu. *Aligarh Muslim Univ.* [SS 1364] (See in Chapter 38.)
- Gaya, Tushar Kanta. 1988. **Listening: Its nature, skill and training.** *Indian Educational Review*, Vol. 23(2): 149-56. [MSG 1098] (See in Chapter 1.)
- Gaysu, Arvind. 1988. **Alternative techniques of training children for development of concept conservation.** Ph.D., Edu. *Univ. of Delhi.* [RDM 0344] (See in Chapter 8.)
- Gill, Tejinderjit Kaur. 1990. **The effect of training strategies on creative problem-solving skills and cerebral dominance in relation to intelligence, personality and cognitive style.** Ph.D., Edu. *Panjab Univ.* [JNJ 0297] (See in Chapter 23.)
- Gopal, A.K. 1992. **Effect of stimulation on cognitive development of children between ages 3-6 years: A study.**

- Independent study. Lucknow: Regional Centre, NIPCCD. [NS 1045] (See in Chapter 8.)
- Goyal, J.C. and Chopra, R.K. 1989. **Relationship of self-concept, attitude and adjustment with achievement of SC-ST and non-SC-ST students and teachers.** Independent study. National Council of Educational Research and Training (ERIC Funded). [MSG 1165] (See in Chapter 30.)
- Gupta, Beena. 1992. **A comparative study of self concept, level of aspiration, anxiety and scholastic achievement of isolated and non-isolated adolescents.** Ph.D., Edu. Agra Univ. [SS 0745] (See in Chapter 38.)
- Gupta, Deoyani. 1990. **A study of frustration in relation to adjustment and achievement of adolescents in Lucknow city.** Ph.D., Edu. Univ. of Lucknow. [RJS 0689] (See in Chapter 38.)
- Gupta, Krishna Kumari. 1988. **The creative development of secondary school children in relation to sex, intelligence and urban and rural background.** Ph.D., Edu. Agra Univ. [SS 0825] (See in Chapter 11.)
- Gupta, P.C. 1990. **Contribution of memory and speed factors to the intermediate examination scores.** Ph.D., Psy. Utkal Univ. [KCP 0459] (See in Chapter 8.)
- Gupta, S.K. 1990. **Teaching-learning process in higher education.** *Indian Educational Review*, Vol. 25(1): 124-28. [MPR 1493] (See in Chapter 17.)
- Gupta, Sushma. 1991. **A study of deprivation in relation to certain cognitive and non-cognitive variables among adolescents.** Ph.D., Edu. Univ. of Jammu. [SPS 1275] (See in Chapter 8.)
- Haq, Najmul. 1988. **A study of certain personality correlates of over-under-achievement in different school subjects.** Ph.D., Edu. Aligarh Muslim Univ. [CPSC 0085] (See in Chapter 38.)
- Hariharan, D. 1992. **Attitudes of high school students towards homework and their achievement in mathematics.** M.Phil., Edu. Madurai Kamaraj Univ. [MKU 1087] (See in Chapter 20.)
- Jain, Ganeshlal. 1990. **A comparative study of values, level of aspiration and personality traits of rural and urban adolescent girls of Rajasthan.** Ph.D., Edu. Mohanlal Sukhadia Univ. [RSSu 0856] (See in Chapter 31.)
- Jain., Kalpana. 1988. **A study of personality and professional aspiration of tribal and non-tribal adolescent students.** Ph.D., Psy. Mohanlal Sukhadia Univ. [RSSu 0853] (See in Chapter 30.)
- Jain, Manju. 1984. **Piagetian logical thinking among certain groups of adolescent pupils using a group test.** Ph.D., Edu. Univ. of Rajasthan. [JKS 0700] (See in Chapter 8.)
- Jain, Smeeta. 1992. **A study of creativity in relation to the teaching aptitude, skills and personality variables of pupil teachers.** Ph.D., Edu. Nagpur Univ. [GPK 1694] (See in Chapter 11.)
- Jain, Vidyut. 1988. **A study of interests and values of school students belonging to Scheduled Castes and backward classes.** Ph.D., Edu. Agra Univ. [SS 0811] (See in Chapter 30.)
- Joshi, Manju. 1988. **A study of the effect of test anxiety and intelligence on performance of high school students in a segment of science, following pro-**

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- Kabra, Lalita. 1991. **A comparative study of Scheduled Caste and non-Scheduled Caste female students: Their educational backwardness and goals with reference to personality patterns and environmental adjustment.** Ph.D., Edu. *Mohanlal Sukhadia Univ.* [RSSu 0855] (See in Chapter 31.)
- ✓Kaile, Harnek Singh. 1988. **Intelligence and creativity as predictors of scholastic achievement in mother-tongue and foreign language at different levels of socio-economic status.** Ph.D., Edu. *Panjab Univ.* [JNJ 0280] (See in Chapter 38.)
- Kakkar, S.B. 1990. **The personality characteristics and educational problems of Scheduled Caste students: A pilot study.** Independent study. Edu., *Panjab Univ.* (ICSSR Funded). [NR 1233] (See in Chapter 30.)
- Kalliath, R.P. 1988. **A study of individual modernity and its relation to the educational background and the home environment.** Ph.D., Edu. *Univ. of Bombay.* [GJK 0228] (See in Chapter 3.)
- Kanakarajan, R. 1992. **Effect of non-directive teaching on some selected personality characteristics and academic achievement of lower secondary students.** Ph.D., Edu. *Bharathidasan Univ.* [SP 1810] (See in Chapter 38.)
- Kanth, Ruhi Jan. 1989. **Impact of directive counselling upon study habits and writing skills of Grades VI and VII students.** M.Phil., Edu. *Univ. of Kashmir.* [AGM 1856] (See in Chapter 12.)
- Kanwar, L.N. 1989. **A study of socialisation practices at home and school and development of personal achievement motivation among secondary school pupils in Assam.** Ph.D., Edu. *Dibrugarh Univ.* [KCP 0525] (See in Chapter 3.)
- Kapadia, A.M. 1992. **The impact of television on students' learning: An exploration.** Ph.D., Edu. *South Gujarat Univ.* [US 1579] (See in Chapter 23.)
- ✓ Kapoor, Swarsha. 1990. **Cognitive functioning and perspective taking ability: A comparative analysis of normal and deaf children.** Ph.D., Edu. *Jawaharlal Nehru Univ.* [SCG 0155] (See in Chapter 27.)
- Kasinath, H.M. 1991. **A study of adjustment among migrated Hindi and non-Hindi speaking students studying in Jawahar Navodaya Vidyalayas.** Independent study, *Karnatak Univ.* [KR 0586] (See in Chapter 3.)
- Kaur, Manjeet. 1990. **A study of adjustment of university research scholars in relation to their personality, intelligence, values and socio-economic status.** Ph.D., Psy. *Panjab Univ.* [JNJ 0273] (See in Chapter 17.)
- ✓ Kaur, Parvinder. 1992. **Relationship among creativity, intelligence and academic achievement in different subjects of X Graders.** Ph.D., Edu. *Punjabi Univ.* [AK 1670] (See in Chapter 38.)
- * Kaur, Sharanjeet. 1992. **Self-concept and locus of control as predictors of career maturity on sex sub-groups.** Ph.D., Psy. *Univ. of Lucknow.* [RJS 0680] (See in Chapter 12.)
- Kelu, P. 1990. **Some socio-familial correlates of basic language skills in the mother tongue of secondary school pupils of**

- Kerala.** Ph.D., Edu. *Univ. of Calicut*. [KSP 0553] (See in Chapter 1.)
- Khader, M.A. and Ramaa, S. 1988. **Improving the Kannada reading performance of educable mentally retarded children.** Independent study. *Mysore: Regional College of Education* (ERIC Funded). [BNS 0986] (See in Chapter 27.)
- Khan, A.H. 1988. **Personality structure of blind children and its relation to their mental ability and educability.** Ph.D., Edu. *Utkal Univ.* [KCP 0455] (See in Chapter 27.)
- Kharakwal, Meena Kumari. 1988. **Development of formal operational thought in Tharu and non-Tharu boys.** Ph.D., Psy. *Kumaun Univ.* [AB 1827] (See in Chapter 30.)
- Khatoon, Fareeda. 1988. **A study of mathematical aptitude among boys and girls and its relationship with interests and vocational preferences at the secondary school level.** Ph.D., Edu. *Osmania Univ.* [SSS 0842] (See in Chapter 20.)
- Khatoon, Parveen. 1990. **Self-concept and alienation in college girls in relation to education and religion.** Ph.D., Psy. *Kumaun Univ.* [AB 1564] (See in Chapter 31.)
- Khiangte, Varparhi. 1988. **Non-cognitive correlates of creativity among the secondary school students.** Ph.D., Edu. *North-Eastern Hill Univ.* [MAS 0743] (See in Chapter 11.)
- Kohli, Tehal. 1988. **Impact of home-centre-based training programme to reduce developmental deficits of disadvantaged young children under the ICDS scheme in Chandigarh.** Independent study. *Punjab Univ.* (UNICEF Funded) [JNJ 0307] (See in Chapter 27.)
- Kolwadkar, V. 1980. **Study of gifted children in relation to their personality variables, level of adjustment and scholastic achievement.** Ph.D., Home Sc. *Nagpur Univ.* [GPK 1594] (See in Chapter 38.)
- Krishnegowda, B. 1991. **The impact of hemispherical dominance, personality types and risk-taking behaviour of B.Ed. students on their creativity.** M.Phil., Edu. *Bangalore Univ.* [MKh 0311]
- Kulshrestha, Pradeep Kumar. 1992. **The effect of school environment on adjustment, study habits and achievement of high school students.** Ph.D., Edu. *Agra Univ.* [SS 1351] (See in Chapter 38.)
- Kumar, Rajeev. 1989. **Children's curiosity, intelligence and scholastic achievement.** Ph.D., Edu. *Agra Univ.* [SS 0814] (See in Chapter 38.)
- Kumar, Sudhir M.A. 1992. **Socio-educational correlates of creativity among secondary school students in Arunachal.** *Indian Educational Review*, Vol. 27(1): 98-106. [SPR 1894] (See in Chapter 11.)
- Kumar, Udaya Sam. 1991. **The teaching of general science and the development of scientific attitude in secondary school students in relation to achievement in general science.** M.Phil., Edu. *Annamalai Univ.* [MDa 1401] (See in Chapter 19.)
- Kumar, Yogesh. 1989. **A comparative study of adjustment, attitude, interest and level of aspiration of the tribal and non-tribal students of the secondary level of the Lohit District in Arunachal Pradesh.** Ph.D., Edu. *Dibrugarh Univ.* [PPG 0167] (See in Chapter 30.)
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- relation to certain cognitive and non-cognitive variables.** Ph.D., Edu. *Univ. of Jammu*. [SPS 1278] (See in Chapter 8.)
- Kumari, Indira 1990. **A study of the development of logical thinking in pre-adolescents.** Ph.D., Edu. *Maharshi Dayanand Univ.* [DKC 0092] (See in Chapter 8.)
- Kumari, Indira and Dagaur, B.S. 1992. **Piagetian concepts of conservation, seriation and classification in relation to intelligence.** *Indian Educational Review*, Vol. 27(4): 73-85. [VKJ 1901] (See in Chapter 8.)
- Kumari, Kamlesh. 1992. **Creativity of IX Graders in relation to their socio-economic status, achievement motivation and adjustment.** Ph.D., Edu. *Punjabi Univ.* [AK 1714] (See in Chapter 11.)
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- Kumari, Vijaya M.P. 1991. **Problem-solving strategies and cognitive capabilities of children of age group 10-12.** Ph.D., Edu. *Univ. of Mysore.* [BNS 0983] (See in Chapter 8.)
- Lal, Alka. 1992. **A study of the personality, mutual perception, attitude and vocational preference of the blinds and the sighted.** Ph.D., Edu. *Univ. of Allahabad.* [PCS 0947] (See in Chapter 27.)
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