

Mental Health

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Agarwal, Alka. 1989. **A study of neuroticism and defence mechanism of orphans and children living with parents with special reference to their academic achievement.** Ph.D., Psy. Agra Univ.

Problem: The neuroticism and defence mechanism of orphans and children living with parents have been studied with special reference to their academic achievement.

Objectives: (i) To study the relationship of neuroticism with defence mechanism and academic achievement, (ii) to study the neuroticism of orphans and children living with parents, and (iii) to study the overprotection, depressiveness, submissiveness, and anxiety among the two groups of children.

Methodology: The sample consisted of 200 orphan children and 200 children living with their parents. The sample of children living with their parents was selected from a school in Agra City. The tools consisted of the Neuroticism Scale Questionnaire constructed by Schier and Cattell, and the Defense Mechanism Inventory (Female) constructed by Mrinal and Singhal. The data were analysed using mean, SD, 't' test, correlation and 'd' (coefficient of determination).

Major Findings: (1) Orphans, in general, were more neurotic than the children living with their parents. (2) Orphans were more depressive and submissive and less overprotected than their

counterparts. (3) High-achieving orphan children were found to be less anxiety-prone but both high- and low-achieving children living with their parents were anxiety-prone. (4) Orphan children employed defense mechanisms to a greater degree in comparison to their counterparts. (5) High-achieving orphans employed the defence mechanisms of Turning Against Object (TAO) and Projection (PRO) to a greater degree and Principalisation (PRN), Turning Against Self (TAS), and Reversal (REV) to a lesser degree. On the other hand, the high achieving children of the second type employ the defence mechanisms TAO, PRO, and PRN to a greater degree than TAS and REV. (6) Orphans had been found to be generally low in academic achievement. (7) Neurotic children living with their parents tended to employ the defence mechanisms of TAO, PRO, PRN and REV to a greater degree; on the other hand the neurotic orphans employed the defence mechanism of TAO, PRO, PRN, TAS, and REV. (8) Similarly, in depressiveness, submissiveness and anxiety states, the two groups of children tended to employ different sets of defence mechanisms. [SS 0821]

Agashe, C.D. 1991. **A psycho-social study of the mental health of players and non-players.** Ph.D., Phy. Edu. Ravishankar Univ. ✓

Problem: In this study, the personality and background characteristics determining the mental health of players and non-players are explored.

Objectives: (i) To study the relationship between mental health, neuroticism, extraversion and intelligence, and (ii) to study the extent of the main effects of personality dimensions, sex, SES and participation in games and sports on the mental health of players and non-players.

Methodology: The sample of the study comprised 600 young adults drawn equally from the two sex groups (male/female) and players from colleges located at Raipur and Bilaspur in Madhya Pradesh. The average age of the sample was 20-66 years. The tools used included, Mehrotra's Group Test of Intelligence, Eysenck's Personality Inventory, Strupp and Hadley's Mental Health Inventory and Agashe and Helode's SES (Socio-economic Status) Scale. The data were analysed through mean, SD, 't' test product-moment correlation and ANOVA.

Major Findings: (1) Correlational analysis revealed that IQ was not significantly related to any variable. (2) Psychoticism and neuroticism were significantly negatively related to mental health. (3) Extraversion was positively related to mental health. (4) SES was very weakly related to mental health. Similar results emerged from ANOVA. (5) Players were more healthy than non-players. Participation in physical exercise contributed to positive mental health. However, the degree of this contribution was moderated by the personality of the individual. [VPS 0871]

Anand, S.P. 1989. **Mental health of high school students.** *Indian Educational Review*, Vol. 24 (2): 14-24.

Problem: The mental health of Class X students in the age-group 14-15 years age was investigated.

Objective: To study the mental health of high school students.

Methodology: A sample of 262 high school students (169 boys and 93 girls) participated in the study. A Likert-type Mental Health Scale developed by the author was used. Correlation

and chi-square were used for data analysis.

Major Finding: The mental health of adolescents, their academic achievement, and the educational and occupational status of parents were positively related. [SPr 1428]

Anand, S.P. 1988. **The RCE mental health scale.** *Indian Educational Review*, Vol. 23(i): 41-47.

Problem: This is an attempt to develop a mental health scale.

Objective: To study the mental health of high school students belonging to Class X.

Methodology: A sample of 120 teachers were used. Also, reliability and validity were determined using separate samples, using 78 and 65 teachers respectively. A neuroticism scale was used for validity. Chi-square, 't' test and correlation were used for data analysis.

Major Findings: (1) The retest reliability of the scale has been estimated at 0.88, and split-half reliability at 0.79. (2) It has a fairly acceptable degree of construct-validity. (3) A score of 150 was found to be the minimum for a healthy person. [CGVM 1926]

Arora, Neeru. 1992. **Stressful life events and personality make-up in drug dependence.** Ph.D., Psy. Agra Univ.

Problem: The correlates of drug dependence were examined in the present study.

Objective: To study the role of stressful events and personality factors in drug abuse and drug dependence.

Methodology: The sample of the study comprised 240 drug dependents and 60 control subjects, drawn through purposive quota sampling. An Interview Schedule, Presumptive Stressful Life Events Scale by G. Singh and 16 Personality Factors Questionnaire by S.D. Kaor were used for data collection. Percentages were used to treat the data.

Major Finding: Extra marital relationship, unfulfilled emotions, excessive leisure and money, tension, frustration, alienation, neglect of basic needs, anxiety and bereavement were the main causes of drug dependence. [GDST 1793]

Chashoo, Faijaz Ahmad. 1992. **A study of the effect of parental roles on behavioural disorders of the children in the age-range of five to twelve years of age.** Ph.D., Edu. Agra Univ.

Problem: It attempts to examine the effect of parental roles on behavioural disorders.

Objectives: (i) To study various kinds of behaviour disorders prevalent in the children of Agra; (ii) to study the value patterns and marital adjustment of the parents of children suffering from behaviour disorders and the parents of normal children; and (iii) to study the mother's attitude and child rearing practices.

Methodology: A sample of 200 parents of children suffering from behavioural disorders and 100 parents of normal children participated in the study. The tools used included Marital Adjustment Inventory, Mother's Attitude Inventory, a Value Test and a Child Rearing Practices Scale by Singh. The collected data were subjected to critical ratio (CR) for group comparison.

Major Findings: (1) Marital adjustment was different in the groups under study. In the case of the behaviourally disordered children, the fathers had theoretical and religious values and mothers had aesthetic value. (2) Suppression of aggression, seclusion of the mothers, ascendance of the mother, avoidance of communication and ignoring of the child on the part of the mothers contributed to drug dependence. [SS 1356]

Dagaur, B.S. 1988. **Anxiety: An interpretation.** *Indian Educational Review*, Vol. 23(4): 60-74.

Problem: The concept of anxiety in the Western

psychological tradition is analysed in the present study.

Objective: To explain the nature of the experience of anxiety.

Methodology: Conceptual analysis was used in the present study.

Major Finding: Anxiety-experience was a distressing psycho-physiological reaction of an individual ensuing because of the apprehended uncertainty of one's moral integrity, competence and embeddedness. [SKB 1420]

Das, Mohapatra J. 1989. **A study of the mental health of teachers serving in the primary schools of Puri town.** M.Phil., Edu., Cuttack: Ravenshaw College.

Problem: The mental health of primary school teachers was investigated.

Objective: To collect relevant information in order to find out the factors determining the mental health of primary school teachers.

Methodology: Fifty primary school teachers drawn from primary schools of Puri participated in the study. Pertinent data were obtained through a questionnaire.

Major Findings: (1) The school-load on a large section of teachers was heavy. (2) Their relationship with authority was not good. (3) Students respected teachers. (4) Teachers felt that mental health depended on physical health. (5) The majority of teachers did part-time jobs for more income. (6) The different pay scales created friction among teachers. (7) Teachers felt that they were neglected by the society. (8) They expressed the view that a good social environment was necessary for good mental health. [KCP 0491]

Gupta, Anita. 1992. **Treatment of anxiety by systematic restructuring.** Independent Study. Jamia Millia Islamia. (ICSSR Funded)

Problem: The study attempts to investigate the

influence of cognitive coping strategy on the performance of test-anxious students.

Objectives: (i) To examine the effect of systematic restructuring in reducing the anxiety and improving the performance of high test-anxious students, on the cognitive capacity of the students, (ii) to study whether low cognitive-capacity students, irrespective of their test-anxiety levels perform poorly but at comparable levels, and (iii) to study whether low test-anxious high school students also gain on performance as a consequence of systematic rational restructuring.

Methodology: A sample of 240 high school students (120 boys and 120 girls) drawn from a larger sample of 600 on the basis of scores on anxiety and intelligence measures, participated in the study. A 2 x 2 x 2 factorial design was used with two levels each of test anxiety, intelligence and systematic rational restructuring as independent variables. The dependent measure was performance on a moderately difficult anagram task.

Major Findings: (1) The detrimental effect of test anxiety on the performance on a moderately difficult task was more evident in the case of high-test-anxious high-intelligent subjects only. (2) Systematic rational restructuring was efficacious in bringing about some improvement in the performance of the group. (3) No such change was noted in the case of low test-anxious subjects. [NR 1243]

Jain, Prabha. 1990. **A comparative study of progressive muscle relaxation and the cognitive method in the treatment of dysmenorrhoea.** Ph.D., Psy. Mohanlal Sukhadia Univ.

Problem: The effectiveness of progressive relaxation and the cognitive method (CM) in the treatment of dysmenorrhoea was investigated.

Objectives: (i) To study the effectiveness of different methods of treating dysmenorrhoea, i.e., progressive muscle relaxation (PMR), the cognitive

method (CM), and a combination of PMR and CM, and (ii) to study the relationship of the effectiveness of these methods with the marital status of women.

Methodology: A sample of 120 women (60 married and 60 unmarried) indicating the presence of spasmodic dysmenorrhoea participated in the study. They were in the age-range of 16-36 years. They hailed from Udaipur City. The tools used in the study included Menstrual Symptom Questionnaire and Symptom Severity Scale developed by Chesney and Taso, Menstrual Activity Scale and Self-report Measure of Pain. ANOVA and 't' test were used for data analyses.

Major Finding: All the three methods produced a significant effect. However, progressive muscle relaxation was most effective in reducing the symptoms, and the cognitive method led to the lowest change. [RSSu 1802]

Jose, K. 1990. **A comparative study of the family dynamics of maladjustment among members of psychotic and normal families.** Ph.D., Psy. Agra Univ.

Problem: The family relationship existing in families with people suffering from psychosis and in normal families was investigated.

Objectives: (i) To study the relationship between duration of illness and its type with intra-familial relationship and emotional disturbances, (ii) to study the family members of the two types of families on personality disorders, intra-familial relationship and emotional disturbances, and (iii) to compare Indian data with those of foreign studies.

Methodology: A sample of 457 schizophrenics and 893 manic depressives selected from different hospitals participated in the study. Also, 960 cases from psychotic families and 240 cases from normal families were included. The tools used were Emotional Maturity Scale of Y.V. Singh and Family Relationship Inventory of Y.V. Singh and

Jose, K. Chi-square, 't' test and coefficient of contingency were used for data analysis.

Major Findings: (1) Sons of manic depressive patients suffered from paranoid personality disorders. (2) More often, mothers and daughters of such patients suffered from schizophrenic disorders. The patient's schizophrenia and hystrionic personality disorder in husbands were related. (3) The emotional adjustment of the family members of schizophrenics and normals differed significantly. [SS 0772]

Kamau, Catherine Wanjiku. 1992. **Burn-out, locus of control and mental health of teachers in the eastern province of Kenya.** Ph.D., Edu. Panjab Univ.

Problem: The problem of burn-out among teachers was investigated in relation to locus of control and mental health.

Objectives: (i) To study the level of burn-out, locus of control and mental health of teachers, (ii) to study the differences in these variables due to sex, school location, experience, qualification and marital status, and (iii) to study the relationship of mental health with burn-out and locus of control.

Methodology: A sample of 385 teachers of both sexes participated in the study. The tools included Meslach Burn-out Inventory, Rotter's Locus of Control Scale and Teacher's Mental Health Scale developed by the researcher. Differential analysis and correlation were used for data analysis.

Major Findings: (1) Male teachers were emotionally overextended, exhausted, internally controlled, anxious, callous towards students and personally accomplished but less capable of establishing constructive relationship; however, they were more capable of coping with stresses than female teachers. (2) Urban teachers were less emotionally overextended, less satisfied, more internally controlled, anxious, and had a low level of mental health. (3) Government school teachers, trained, married and with internal

control were more concerned with well-being, were less anxious, less emotionally overextended and more competent than their counterparts. [JNJ 1254]

Kaur, Fuljeet. 1990. **Adolescent loneliness: correlates, attribution and coping.** Ph.D., Psy. Panjab Univ.

Problem: The experience of, and coping with, loneliness among adolescents was investigated.

Objectives: (i) To study what the adolescents feel and do when they are lonely, and (ii) to study the meaning and attributes of loneliness among adolescents.

Methodology: A sample of 300 adolescents (150 males and 150 females) participated in the study. The tools used were, Loneliness Scale, UCLA Loneliness Scale, Differential Loneliness Scale, IPAT Anxiety Scale, Rotter's I-E Control Scale, Bem Sex-Role Inventory, Torrance Test of Creative Thinking, Zung Self-Rating Depression Scale, Hopelessness Scale and Automatic Thought questionnaire. Correlations, factor analysis and 't' test were used for data analysis.

Major Findings: (1) Females experienced greater loneliness, anxiety and depression than males. (2) Males expressed more hopelessness. (3) In males, loneliness was positively related to hopelessness and external locus of control. (4) Emptiness and isolation were major causes of loneliness. (5) Males attributed loneliness to a selfish world and uncertain future, while females stressed on low esteem. (6) Watching TV and doing work were the main coping strategies. [JNJ 0271]

Kumar, Kuldip. 1988. **Effect of Yoga on school students.** Independent study. National Council of Educational Research and Training. (ERIC Funded).

Problem: The short-term effects of yoga teaching on students' personality were investigated.

Objective: To study the effect of yoga teaching upon certain personality dimensions of students.

Methodology: A sample of 245 students of Classes VII, IX and XI from Central Schools in Delhi participated in the study. The tools used included Hindi adaptation of the Junior and Senior High School Personality Inventory (HSPQ) of Cattell, a Non Verbal Test of Creativity developed by Torrance, an Attitude Inventory and a Self Rating to assess students' attentiveness in class. The sign test was used in data analysis.

Major Finding: A limited exposure of about 20 hours of yoga teaching spread over six months could not bring about the expected changes in the personality of students. [SRA 1117]

Kumar, Updesh. 1991. **A study of the correlates of suicide ideation among homogenous groups of psychosis prone university students.** Ph.D., Psy. Panjab Univ.

Problem: Suicide ideation was investigated with psychosis proneness as a moderator variable.

Objective: To study suicide ideation with and without taking psychosis proneness as a moderator variable.

Methodology: A sample of 500 students in the age-ranges 18 to 28 years and 18 to 26 years for males and females, respectively, participated in the study. The tools consisted of Suicide Ideation Scale, Beck Depression Inventory, P Scale of Eysenck Personality Questionnaire, Dysfunctional Attitude Scale, Hopelessness Scale, Torrance Test of Creative Thinking, Embedded Figure Test and Life Experiences Survey. The data were analysed through correlational analysis.

Major Findings: (1) Psychosis proneness moderated the relationship between certain dimensions of psychopathology, field dependence and suicide ideation. (2) The diagnostic aspects emphasising depression, hopelessness, cognitive rigidity and low sociability alone would be misleading. [JNJ 0276]

Kumari, Vijayalalitha Y. 1989. **The influence of laterality and pathogenic parental interaction on the behaviour pathology in children.** M.Phil., Home Sc. Sri Venkateswara Univ.

Problem: The functional relationship between cerebral dominance and behaviour pathology was investigated.

Objectives: (i) To study and see whether left-handed children show more behaviour disorders than right-handed children, (ii) to study how pathogenic parental handling contributes to the behavioural disorders of children, and (iii) to study the relative contribution of laterality and pathogenic parental interaction to child behaviour pathology.

Methodology: A sample of 60 children (30 left-handers and 30 right-handers) from three to six years of age participated in the study. The tools used included Harries Test of Lateral Dominance, Child Behaviour Pathology Scale, Pathogenic Parental Interaction Scale, Developmental Screening Test and a General Information Schedule. Mean, SD, 't' test and multiple regression analysis were used for data analysis.

Major Findings: (1) Behaviour pathology was greater in the left handers than in the right handers. (2) Pathogenic parental interaction was similar in both the groups. (3) Behaviour pathology was positively related to pathogenic parental interaction. Thus, left lateral dominance led to a greater degree of behaviour pathology. (4) Subsequent-borns tended to be more left-handers than right-handers in comparison to first-borns. (5) Extremely low birth weight tended to be associated with left lateral dominance. (6) A large percentage of close relatives of left handers were left handers. (7) Attempts to change handedness were not very successful. [AVRR 1262]

Mamta Rani. 1988. **A Rosenzweig study of frustration among accepted and non-accepted students of Agra City with reference to their personality needs.** Ph.D., Edu. Agra Univ.

Problem: The personality needs and frustration reactions of accepted and non-accepted school students were investigated.

Objectives: (i) To find out the differences in performance of accepted and non-accepted subjects on the measures of personality needs and frustration reactions, and (ii) to find out the relationship between personality needs and frustration-reactions for accepted and non-accepted students.

Methodology: A sample of 300 girls (150 parentally accepted and 150 non-accepted) in the 12-13 years' age-group and enrolled in Grade VIII participated in the study. The tools used were Indian adaptation of Rosenzweig's Picture Frustration Study, Family Relationship Inventory by G.P. Sherry and J.C. Singh and Personality Need Study by C.P. Sharma. Mean, SD, correlation and 't' test were used for data analysis.

Major Findings: (1) Parentally accepted subjects differed in affiliation, change and order needs. They also differed in all aspects of reactions to frustration except extrapunitive-ness. (2) In the group of acceptors, need persistence was significantly related to n-ach, n-affiliation and n-change. (3) Obstacle dominance was related to n-order and n-change. Ego defence was significantly related to affiliation and order needs. (4) In the group of non-acceptors significant relationships were noted between n-order and persistence, and between n-ach and ego defence and persistence. [SS 0828]

Manjuvani E. 1990. **Influence of home and school environment on the mental health status of children.** Ph.D., Home Sc. Sri Venkateswara Univ.

Problem: The link between the home and school environments on the one hand, and three components of mental health, i.e., assets, liabilities and mental health index, on the other, was investigated.

Objective: To establish home and school environmental influences on mental health status.

Methodology: A sample of 514 students from Classes VIII to X (271 boys and 243 girls) from Tirupati High School participated in the study. The tools used included three inventories dealing with home environment, school environment and mental health. Multiple regression analysis was used to analyse the data.

Major Findings: (1) The home environment was a major significant contributor to all the three components of mental health. (2) The school environment contributed to liabilities and the mental health index. [PVD 0111]

Mirakhur, Deepika. 1992. **Satisfaction with life and life goals of Indian youth.** *Indian Educational Review*, Vol. 27(1): 107-16.

Problem: Life satisfaction and life goals among Indian youth were investigated.

Methodology: A sample of 415 subjects (264 females and 151 males) participated in the study. They were undergraduates enrolled in various faculties in the colleges affiliated to Delhi University. The Michalos Questionnaire in an extended form was used for data collection. Mean, SD and 't' test were used in data analysis.

Major Findings: (1) Females having life-satisfaction differed from the dissatisfied ones on two life-goals, i.e., becoming happy and content and helping others in difficulty. (2) Satisfied males differed from the dissatisfied ones on following goals: Becoming well-off financially, being a mature and well adjusted person, keeping up to date with political affairs and being a good parent. (3) The satisfied and the dissatisfied females differed on three factors, i.e., prestige, religiousity and altruism. (4) In males, the prestige-goal distinguished the satisfied and the dissatisfied. [SPr 1895]

Mishra, K.N. and Panda, K.C. 1992. **Perceived organisational conflict as a function of the teacher's personality.** *Indian Educational Review*, Vol. 27(4): 31-43.

Problem: The nature of organisational conflict and response to it as related to locus of control among teachers were investigated.

Objectives: (i) To determine locus of control in teachers, (ii) to identify the dimensions of organisational conflict, (iii) to study the nature of the relationship of teachers with seniors and subordinates, and (iv) to determine the effects of teachers' conflict.

Methodology: A sample of 200 trained primary school teachers of two to fifteen years' experience participated in the study. They were divided into low and high internal control groups on the basis of the median split. The tools used were the Rahim Organisational Conflict Inventory and Rotter's Locus of Control Scale. Mean, SD, 't' test, multiple regression analysis and intercorrelations were used for data analysis.

Major Findings: (1) Internally controlled teachers tried to sort out differences with the headmasters even at the cost of neglecting their own concerns. (2) They were usually obliging, dominating and avoiding conflicts with their seniors. (3) The externally controlled teachers tended to ignore the expectations and concerns of their seniors as well as their subordinate colleagues. [PD 1899]

Mohanty, S. 1992. **Occupational stress and mental health in executives: A comparative study of the public and private sectors.** Ph.D., Psy, Utkal Univ.

Problem: The extent of occupational stress and mental health in executives from public and private sectors.

Objective: The study attempted to investigate occupational stress, coping style, mental health status and social support in a group of executives from public and private sectors.

Methodology: Following a 2x2 factorial design with two levels of hierarchy (front-line middle-line) and two settings (private sector/public sector) the study was conducted on 240 executives with 60 subjects in each of the designs. The tools used included Job Stress Questionnaire, Mental Health Questionnaire, Coping Questionnaire and Perceived Organisational Support Questionnaire. The data were analysed through ANOVA.

Major Findings: (1) Private-sector executives, in general, experienced greater job stress, mental health problems and perceived greater organisational support than public-sector executives. (2) They also used problem-focused coping more than public sector executives. (3) Front-line executives experienced greater stress and lesser organisational support, and affective regulation and emotional discharge as coping strategies while middle-line executives adopted appraisal focused and problem-solving strategies. (4) Within the private sector, middle line executives experienced greater unhappiness, lack of confidence and mental health problems than front-line executives. (5) Public-sector executives adopted affective regulation and emotional discharge as preferred coping strategies. (6) Middle-line public-sector executives adopted more coping strategies than front-liners, and its reverse was true in the private sector. [KCP 0509].

Mohapatra, C. 1992. **Job stress, mental health and coping: A study on professionals.** M.Phil. Psy, Utkal Univ.

Problem: The pattern of, and linkages across, job stress, mental health and coping strategies are investigated.

Objectives: (i) To study the relationships between coping and mental health among different professional groups, and (ii) to study the experience of job stress among coping strategies in different professional groups.

Methodology: An incidental random sample of 1,020 respondents from lawyers, doctors and

police officers, having similar SES background and positioned at prominent places in Orissa, participated in the study. Their age-range was 30-50 years. The tools used included Job Stress Questionnaire of Singh and Sinha, Subjective Mental Health Questionnaire by Brynt and Veroff and Coping Strategy Questionnaire. Mean, SD, 't' test and ANOVA were used in the treatment of the data.

Major Findings: (1) The three professional groups differed significantly on job stress dimensions. (2) The lawyers and the doctors differed on mental health dimensions. (3) The lawyers and the police officers differed on general unhappiness and feelings of vulnerability. (4) The lawyers differed from the doctors in the use of emotion focused coping. They differed from police officers on all the measures of coping. (5) The doctors and the police officers did not differ on mental health dimensions. [KCP 0516]

Muralidharan, R.; Sibbia, A.; Patnaik, L. and Kaur, P. 1993. **Project Motivation: A mental health programme for primary school children.** Independent Study. *National Council of Educational Research and Training.* (ERIC Funded)

Problem: The study attempts to help young primary school children to develop an interest in learning and acquiring the required competence, and improve their learning and social skills. The present study findings are confined only to the first stage of the study.

Objectives: (i) To help young children to attain the minimum levels of learning and improve their study, health, and social skills, and (ii) to help middle school children to acquire confidence, leadership and concern for young children.

Methodology: The sample consisted of 200 low achievers from Class II of four Municipal Corporation of Delhi schools and 163 children from four public schools of Delhi. The sampling was purposive. The tools consisted of Teacher's Rating for younger and older children, Self

Appraisal Inventory for older children and Entry-level tests in mathematics, Hindi, and environmental studies for Class II children.

Major Findings: (1) The results of the mathematics tests revealed that the maximum problem existed in the following areas: concept of place value, concept of shape, concept of ascending and descending order, and number of days in a week. (2) The analyses of the Hindi results revealed that maximum problem existed with the reading and writing of letters, words, and sentences, especially those having conjuncts. (3) The environmental studies results clearly indicated that most of the children were not aware of the occupation of their parents, seasonal variations, and local festivals and their significance. [DPSEE 0533]

Padmasri, J.V. 1992. **Stressful life events in school systems and educational development in children.** M.Phil., Home. Sci. Sri Venkateshwara Univ.

Problem: The attempt is to study the inter-relationship among the variables of educational status, general health, family support, and intellectual achievement.

Methodology: The sample consisted of 125 boys and 125 girls of Standards VIII and IX selected from five English medium schools in Tirupati, in the urban area. The sampling was purposive and all the children were those who secured ranks below 20 in their classes. The tools used were a general information schedule, Family Support System Questionnaire (FSSQ), Health Questionnaire (HQ), and Intellectual Achievement Responsibility (IAR) Scale. The data were analysed using mean, ANOVA, and the correlation technique.

Major Findings: (1) Stress among boys and girls differed significantly, boys being higher on the mean stress scores. (2) The factors which yielded significant correlations were sex and family support, stress and family support, stress and general health, stress and locus of control, family

stress and locus of control, stress and academic achievement, locus of control and academic achievement. The other correlations were not found to be significant. (3) In a three way ANOVA on the general health status scores, the main effects of family support scores and locus of control were found to be significant. In a three-way ANOVA on the academic achievement scores, the main effect of family support scores was found to be significant. [AVRR 1605]

Panda, R. 1990. **Percieved family environment, life stress, burn-out and coping strategies among working and non-working housewives in relation to social ecology.** Ph.D., Home Sc., Utkal Univ.

Problem: Stress, burn-out and coping strategies were investigated in dual-career women.

Objectives: (i) To develop a life event stress questionnaire and schedule for coping behaviour, (ii) to assess and analyse the family environment, burn-out, perceived life events stress and coping behaviour, and (iii) to analyse the relationships between family life and family environment variables with life events stress and burn-out in working housewives and non-working housewives and across different subcultural groups.

Methodology: Following a 2 (working/non-working) x 5 (subcultures: Oriya, Manipuri, Bihari, Bengali, Khasi) factorial design, 300 women participated in the study. Their ages ranged from 32 to 34 years. They largely came from joint families and their family income ranged from Rs 2,000 to Rs 3,000 per month. The tools used were Family Environment Scale by Moss and Moss, Panda's Life Events Stress Scale, Maslach et al's Burn-out Inventory and Coping Behaviour Schedule by Panda. ANOVA, correlations, chi-square, regression effects, and coefficient of concordance were used for data analysis.

Major Findings: (1) Sub-cultural groups differed significantly on most of the dimensions

of family environment except family expressiveness, conflict and active recreational orientations. (2) The joint effect of work status and type of subculture were significant for independence and control. (3) Working housewives felt greater emotional exhaustion, while non-working housewives felt greater depersonalisation but less stress. (4) Experience of personal accomplishment varied across subcultural groups. [KCP 0378]

Pradhan, S.L. 1988. **Development of psychological tests for differential diagnosis of mental disorders.** Ph.D., Psy. Utkal Univ.

Problem: The development of psychological tests for differential diagnoses of mental disorders is the focus.

Objectives: (i) To explore the difference in the patterns of test performance between normal and clinical groups, and (ii) to identify the common factors present in psychological and neurotic cases.

Methodology: The sample comprised 100 psychiatric referrals and a control group of 130. The clinical group comprised 48 psychotics and 52 neurotics. The tools used included Pati's Insecurity-Inferiority Questionnaire, Mukherjee's Sentence Completion Test, Porteus Maze Test, Tennessee Self-concept Rating Scale, Cattell's 16 Personality Factors Questionnaire, Mosaic Test, Concept Formation Test and Reaction Time. The collected data were analysed using correlations and factor loadings.

Major Findings: (1) Several objective features of the Mosaic Test were significant indicators determining the pattern of behaviour of different groups of mentally disturbed people. (2) The Mosaic Test was useful for differential diagnosis. (3) Other instruments like the Inferiority-Insecurity Questionnaire and the Self-concept Rating Scale were also useful in differentiating the response patterns across different mental disorders. [KCP 0441]

Ranganathan, Namita. 1988. **Stress among school children**. Ph.D., Edu. Jawaharlal Nehru Univ.

Problem: The study attempts to understand the phenomenon of children's stress.

Objectives: (i) To study the behavioural correlates of stress, (ii) to study the nature and magnitude of the relationship between stress and academic performance, (iii) to study whether stress and academic performance are affected by variables such as type of school, gender, and class; and (iv) to study the nature of the relationship of stress and academic performance with the school organisational climate.

Methodology: The sample was drawn from eight different schools in Delhi (public, government, NDMC, missionary, private-management, aided, unaided, and regional trust schools). Both boys and girls at Class I and II levels were taken. The tools consisted of Behaviour Check-list to measure stress developed by the researcher and, School Organisational Climate Description Questionnaire (SOCQ) of M.L. Sharma. The data were analysed using factor analysis, multiple regression analysis, ANOVA, 't' tests and Pearson's correlations.

Major Findings: (1) The factors in stress constituted psychomotor symptoms, mental symptoms, low self-esteem, withdrawal symptoms, attention symptoms, hostility and anger symptoms. (2) In general, the children in government run schools were found to have a higher degree of stress than children in other schools. (3) Boys were found to have higher degree of stress than girls. (4) The standard in which a child studied was not found to influence stress. (5) Stress was negatively related to academic performance, in general. (6) Academic performance varied as a function of type of school. (7) Stress was positively and significantly correlated with the organisational climate in the schools. [SCG 0160]

Rayalu, Romala T. 1990. **A comparative study of the fears of Indian and British adolescents**. Ph.D., Edu. Osmania Univ.

Problem: Fears in Indian and British adolescents were examined in relation to age and gender.

Objective: To assess the extent of fears in adolescents as related to chronological age, gender and nationality of the Indian and British adolescents.

Methodology: The sample comprised 1,064 adolescents attending secondary and grammar schools in India and England, in the age range 12-14 years. The tools used included AH4 Intelligence Test, Fear Survey Schedule, Neuroticism Schedule by Willough and Junior Eysenck Personality Questionnaire. The collected data were treated using mean, SD, 't' test, ANOVA and correlations.

Major Findings: (1) Older children showed greater frequency of fear. Girls were more phobic than boys. (2) Boys showed more extraversion, psychoticism and intelligence than girls while girls showed greater neuroticism than boys. (3) Fear was positively related to neuroticism for British boys. (4) The British adolescents scored higher on intelligence than the Indian adolescents. (5) The Indian adolescents were more phobic than the British adolescents. (6) The British adolescents were more neurotic than the Indian adolescents. (7) The phobic fears among the Indians included fears of failure, ghosts and living away from the family. (8) The British adolescents showed fear of being sexually assaulted, of being mentally ill, of drugs, of giving off an offensive odour, of being ugly and of witnessing surgical operations. [SSS 1027]

Raychaudhuri, Jayanti. 1989. **Frustration reactions of school children associated with some psycho-social variables**. Ph.D., Psy. Univ. of Calcutta.

Problem: The aggressive reactions of school children to frustrating interpersonal situations were studied.

Objectives: (i) To study the relationship of

aggressive reactions to frustrating interpersonal situations with a number of psychological variables, (ii) to find out the extent of dependence of each of the frustration reactions on psychological variables, and (iii) to predict the frustration-reaction pattern from psychological variables.

Methodology: The subjects consisted of 100 boys and 100 girls in the age group 9-13 years, selected from 23 schools in and around Calcutta. These subjects belonged to four categories on a socio-economic status scale varying from low to high. Stratified random sampling was used in the study. The tools used included, Rosenzweig P-F study (Child Form) adapted in India by Pareek, which was further adapted in Bengali for assessing frustration reactions; Kuppaswamy's Socio-economic Status Scale; Junior Eysenck Personality Inventory adapted by Kundu; Standard Progressive Matrices by Raven; and examination results for assessing achievement. The data were analysed using means, SDs, ANOVA, multiple regression analysis and multiple correlation.

Major Findings: (1) Developmental changes in aggression were discernible. (2) Sex had little impact on frustration reactions. (3) Socio-economic status, achievement, neuroticism, and intelligence were correlated significantly with various reaction patterns. However, the nature of the correlations differed. (4) The frustration variables could be predicted from the psychosocial variables. (5) All the psychosocial variables, except extraversion, could be predicted from the frustration reactions. [SPB 0193]

Reen, Manveen. 1989. **Correlates of depressive symptomatology in married women.** Ph.D., Psy. Panjab Univ.

Problem: Depressive symptomatology was investigated in employed and unemployed married women.

Objectives: (i) To study the relationships among different measures of depression, and

(ii) to study the correlates of depressive symptomatology among married women from the employed and the non-employed categories.

Methodology: The sample comprised two groups of employed and the unemployed married women in the age-range 25-59 and 24-63 years. The tools used included: Beck Depression Inventory, Minnesota Multiphasic Personality Inventory by Hathaway and Mc Kinlay MMPI (D-Scale), Zung Depression Scale, Hollon and Kendall's Automatic Thought Questionnaire, Hopelessness Scale by Beck et al., Weisman's Dysfunctional Attitude Scale (Form-A), Rotter's I-E Control Scale, Eysenck Personality Questionnaire, Life Experiences Survey by Sargon et al. IPAT Anxiety Scale questionnaire by Cattell and Schier and Sex Ratio Inventory. The collected data were treated using descriptive statistics, 't' test, correlation and factor analysis.

Major Findings: (1) Non-employed married women displayed significantly greater degree of neuroticism than employed married women. In the rest of the measures, the differences were non-significant. (2) The depressive measures were not identical. (3) The correlates of depression were influenced by the nature of the self-report measures used. [JNJ 1780]

Sapru, A.K. 1988. **Personality correlates (extraversion, introversion, neuroticism and delinquency) and reaction to frustration among high and higher secondary school boys of Srinagar District.** Ph.D., Edu. Univ. of Kashmir.

Problem: Personality correlates and reactions to frustration of extraverts, introverts, neurotics and delinquents were investigated.

Objectives: (i) To assess the degree of neuroticism and extraversion/introversion among the high and higher secondary schoolboys, and (ii) to assess the level of frustration and examine its impact on tendencies towards neuroticism and deviance.

Methodology: A sample of 908 students of

higher secondary schools of Srinagar in the age range 17–19 years participated in the study. The tools used were, Lidhoo's Delinquency Proneness Inventory, Indian Adaptation of Rosenzweig's Picture Frustration Study, and Eysenck's Personality Inventory. The collected data were treated with ANOVA, factor analysis and multiple regression analysis.

Major Findings: (1) Introverts and normals differed significantly on their group conformity ratings of Picture Frustration study. (2) Ego-defence and need-persistence responses were different among normals and delinquency-prone boys. Neurotics and normals differed on ego-defence reaction. (3) Introverts and normals differed on introgression. (4) Extragression, need persistence, deviancy-proneness, introgression, extraversion, obstacle-dominance, ego-defence and imagergression predicted group conformity. (5) Factor analysis revealed that family dependence/independence, sex, emotionality, delinquency and neuroticism clustered together and gave a new resolution under the deviancy profile. [AGM 1861]

Shah, Beena. 1991. **Adolescents' school adjustment: The effect of family climate.** *Indian Educational Review*, Vol. 26(1): 88-94.

Problem: This is an attempt to study the effect of family climate on school adjustment among adolescents.

Objective: To explore the effect of family climate on school adjustment as related to SES, intelligence, sex and region.

Methodology: The researcher used a 2x2x2 factorial design. The sample consisted of 1000 adolescents of Standard IX in the age-range of 14 to 17. The tools used included Family Climate Scale by M.P. Uniyal and Beena Shah, Socio-economic Status Scale by Beena Shah, Ahuja's Intelligence Test and Adjustment Inventory by Beena Shah and Anshu Sharma. Mean, SD, chi-square and 't' test were used to treat the data.

Major Findings: (1) Students from an unsatisfactory family climate showed better adjustment in schools than students from a satisfactory family climate. (2) After controlling SES and intelligence, the relationship became positive in boys and negative in girls. Among the rural adolescents, a negative relationship was noted. (3) Among rural adolescents, a negative and significant association between the variables was noted, irrespective of SES and IQ. [TNSB 1908]

Sharma, Hidangmayun Ibomcha. 1990. **A study of the drug-addicted adolescents of Manipur in relation to their personality, family background, adjustment and intensity of addiction.** Ph.D., Edu. Kurukshetra Univ.

Problem: This is an attempt to survey adolescent drug addicts and to study their personality correlates.

Objectives: (i) To estimate the prevalence of drug addiction among the adolescents of Manipur, (ii) to find out the type and intensity of drug addiction, and (iii) to study the personality traits, adjustment pattern, SES and family background of the adolescent drug addicts of Manipur.

Methodology: The sample comprised 200 adolescent drug addicts of Manipur in the age-range 14–28 years, out of which 100 were drawn from the Central Prison and 100 from Imphal City. The tools used included, the Drug Abuse Questionnaire of the researcher, High School Personality Questionnaire, Indian adaptation of Bell's Adjustment Inventory of R.K. Choudhary and Socio-economic Status Scale.

Major Findings: (1) Around 1% of the total population of adolescents in Manipur were drug addicts. (2) Depressant drugs were the ones most frequently used. (3) On personality factors, the drug addicts showed average scores, while the mildly addicted adolescents were more forward, warm-hearted, emotionally stable and controlled.

(4) Drug addicts were poor in all areas of adjustment, except social adjustment. (5) The drug addicts came from nuclear families and had addicted parents characterised by hostile attitude. (6) The drug addicts enjoyed non-creative activities. The severely addicted adolescents came from the higher income groups. [CLK 0341]

Singh, Harinam. 1989. **A study of factors influencing burn-out in teachers**, Ph.D., Edu. Agra: Dayalbagh Educational Institute.

Problem: The attempt is to study the correlates of the burn-out syndrome among teachers.

Objectives: (i) To study the extent of burn-out experienced by teachers, (ii) to study the factors affecting the burn-out syndrome, (iii) to study the demographic correlates of burn-out, and (iv) to study the use of support to cope with burn-out.

Methodology: The sample comprised 246 teachers from three institutions of Agra City. Using the survey method, the data were collected with the help of Demographic Data Sheet, Maslach Burn-out Inventory as adapted by the researcher, and a Social Support Questionnaire. The collected data were treated with correlations.

Major Findings: (1) The various burn-out factors were positively related. (2) Some of the demographic factors were related to different factors of burn-out. (3) While teaching was viewed as a joyful activity, some teachers believed that burn-out in their profession emerged due to physical and emotional strain. [SS 0815]

Singh, Shefali. 1990. **Educational programmes in Delhi State for the reformation of delinquent children: A survey**. M.Phil., Edu. Univ. of Delhi.

Problem: It is an attempt to study the place of educational and vocational programmes in the reformatories and their functioning.

Objectives: (i) To study the nature, place and functioning of programmes in reformatories

and rehabilitation centres, and (ii) to prepare a background for a detailed study to be taken up later.

Methodology: The study was limited to the Delhi area and only the institutions run by the Social and Welfare Department of Delhi Administration were taken up. A survey of the literature related to the working of these institutions was made and various workers in these institutions were interviewed. Data were also collected through a questionnaire. The supervisors, social workers, teachers and professional educators were interviewed for the purpose. The data were analysed in terms of percentages only.

Major Findings: (1) The children found in these organisations were from 7 to 18 years of age and came from different parts of the country. (2) The majority of the children were brought to those institutions under the direction of the court; a few were brought by the parents. (3) The stay of these children in observation houses was between three days to three months, and only those children were brought to these special schools who needed remedial education. (4) Only a few children had the facility to attend schools; others did not. (5) The services of psychologists and psychiatrists were not available for help to these children. (6) The services of part-time medical officers were available. In serious cases, children were sent to government hospitals. (7) No arrangement for religious and moral education was available, though places of worship for Hindu and Muslim children existed. (8) There was scope for improvement of food. (9) The minimum clothing and bedding were provided but no effort was made to educate the children for their upkeep. (10) Play and TV were available for entertainment. (11) To discipline, punishment was given but no corrective method was applied. (12) Mostly, elementary education was provided. (13) The potentiality of the teachers was not utilised. (14) Vocational training in tailoring and carpentry was provided. (15) There was lack of an organised library. (16) There was provision for follow-up of children leaving the institutions. [RDM 1326]

Sorubarani, S. 1991. **An enquiry into the relationship between child abuse and self-concept.** M.Phil., Edu. Madurai Kamaraj Univ.

Problem: This study was undertaken to investigate the relationship between child abuse and the self-concept of schoolgoing children.

Objectives: (i) To study the forms of child abuse experienced by schoolgoing and working children, (ii) to study the relationship between the forms of child abuse and self-concept, (iii) to study the relationship between income, education of parents, and type of family and child abuse, and (4) to study the difference in the type of punishment given to boys and girls.

Methodology: The sample consisted of 200 children in the age-range 10-12 years. Working and schoolgoing boys and girls from the village of Sivakasi and from two schools in Chinnalapati and Dindigul were selected for the study. A Child Abuse Questionnaire was developed for the study. The Tamil version of the Self-concept Scale by Don Dinkmejer was used. The data were analysed using correlation, chi-square, and ANOVA.

Major Findings: (1) Both oral and physical punishment lowered the self-concept of schoolgoing children but did not affect the working children. (2) Parents with school-level education had a more positive approach towards their children as far as oral and physical punishment was concerned than the parents with higher education. (3) A positive approach by parents towards the children improved their self-concept. (4) Both boys and girls in the schoolgoing group experienced similar type of oral and physical abuse. (5) Child abuse by parents of working children was similar to that by parents of schoolgoing children. [MKU 1067]

Sreekumar, S.K. 1992. **Factors influencing alcoholism and drug addiction among college students in Kerala.** Ph.D., Edu. Univ. of Kerala.

Problem: The study attempts to survey the extent of alcoholism and drug addiction among college students and to identify the factors

influencing these pathological behaviours.

Objectives: (i) To study the incidence of alcoholism and drug addiction in different sub-samples of college students in Kerala, (ii) to study the problem-levels of these groups, and (iii) to study the factors influencing alcoholism and drug addiction.

Methodology: Using the stratified random sampling method, 2,500 students were taken as the sample from 27 Colleges. The relevant data were collected using Problem Check-list, General Background Questionnaire including the Socio-economic background, and Interview Schedules. The collected data were treated using descriptive statistics and the 't' test.

Major Findings: (1) It was found that 20.72% students were alcoholics, and only 5.28% were drug addicts. (2) There were more alcoholics and drug addicts in male, urban, professional students than among their female counterparts. (3) Inadequate parental control, peer-group pressure, unbridled freedom on the campus and unhappy family atmosphere were the major determinants of alcoholism and drug addiction. [VR 1643]

Srivastava, P. 1989. **An investigation of the determinants of differential symptoms, treatment and rehabilitation of drug addicts and alcoholics.** D.Litt., Edu. Agra Univ.

Problem: The attempt is to study the factors responsible for drug dependence and alcoholism.

Objectives: (i) To find out the determinants and symptoms of drug addiction and alcoholism, (ii) to evaluate effective measures for their treatment, (iii) to investigate the personality traits of drug dependents and alcoholics, and (iv) to determine personal, familial and work-situational factors which promote drug dependence and alcoholism.

Methodology: The sample comprised 1,200 drug addicts from Delhi. The tools used included Cattell's 16 Personality Factors Questionnaire,

Alexander's Pass Along Test, Interview Schedule and Incomplete Sentence Blank.

Major Findings: (1) Drug addiction is the disease of a socially permissive society where drugs are more accessible and the age-group 15-30 is the most vulnerable. (2) Adverse life conditions, stress, broken homes were some important factors responsible for drug addiction. (3) Belonging to the middle or low strata (of all castes), lower average intelligence, the social stress of criticism, and involvement in a risky occupation contributed to drug dependence. (4) People of the upper strata considered drug dependence as a sign of aristocracy. (5) Some personality differences were also found between drug addicts and normals. [SS 0764]

Sudha, B.G. and Parveen Taj. 1992. **Insecurity among high school students: Effects of Intelligence and traditionality-modernity.** *Indian Educational Review*, Vol. 27 (1): 86-92.

Problem: It attempts to study the effect of intelligence and traditionality-modernity on the dimensions of security-insecurity among school-going students.

Objective: To examine the combined and main effect of intelligence and traditionality-modernity on the five dimensions of security-insecurity among school-going students.

Methodology: The sample comprised 300 students studying in Standards VIII to X in Bangalore City. The tools used included Insecurity Scale, Traditionality-Modernity Scale developed by Sudha and Satyanarayana and a Group Test of General Mental Ability of Jalota. The collected data were treated using ANOVA.

Major Findings: (1) The more intelligent students were less insecure than other groups, while students with low intelligence were highly insecure. (2) The low-progressive and low-intelligent students expressed the highest economic insecurity, while high-intelligence

and low-progressive showed the least degree of economic insecurity. (3) Other dimensions of modernity did not bring any difference in insecurity. [SPr 1892]

Sunanda, Y. 1991. **A study of reactions to frustration as related to life-satisfaction and self-acceptance among the aged.** Ph.D., Psy. Sri Venkateswara Univ.

Problem: The researcher has attempted to study the reactions to frustration among the aged in relation to life-satisfaction and self-acceptance.

Objectives: (i) To examine the type and direction of frustration-reactions as related to age, (ii) to relate frustration reactions to life-satisfaction, and (iii) to relate frustration reactions to the acceptance of age-linked changes.

Methodology: The sample comprised urban and rural men and women stratified under middle-age (40-49 years), advanced middle-age (50-59 years), young-old (60-69 years) and old-age (70+ years). The tools used included Frustration Reaction tool of the Author, Ramamurthy's Assessment of Life-satisfaction, Jamuna and Ramamurthy's Assessment of Self-acceptance and a biodata schedule. The collected data were treated using mean, SD, 't' test, correlations, and analysis of variance.

Major Findings: (1) Middle-aged men and women showed a greater tendency of extragression, imageression and obstacle-dominance. (2) Life-satisfaction was high in the middle-aged, and among the urban people. (3) The middle-aged and advanced middle-aged groups, and men-urban subjects accepted ageing changes more easily. (3) Life-satisfaction and self-acceptance were positively related to extragression, imageression, obstacle dominance and need persistence reactions. (4) Self-acceptance among the aged was positively related to life-satisfaction. [PVD 0106]

Also See

- Arunima, 1989. **Aggression among children: A socio-psychological appraisal.** Ph.D., Psy. *Panjab Univ.* [JNJ 0269] (See in Chapter 6.)
- 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.)
- Bharathi, L. 1988. **Role conflict and personality types as stressors of educated working women.** M.Phil., Edu. *Bangalore Univ.* [MKh 0319] (See in Chapter 6.)
- Bhargava, Sushma. 1989. **A psychological study of anxiety and conflicts in relation to rigidity, flexibility and level of aspiration.** Ph.D., Psy. *Agra Univ.* [SS 0782] (See in Chapter 6.)
- Biswas, P.C. 1989. **Reaction to frustration in school children.** Ph.D., Edu. *Univ. of Kalyani.* [PDR 0628] (See in Chapter 6.)
- Biswas, Pares Chandra and Biswas, Sukla. 1991. **Reactions to frustration of creative and non-creative school-going adolescents.** *Indian Educational Review*, Vol. 26(1): 56-63. [SPR 1880] (See in Chapter 11.)
- 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* [AS 1651] (See in Chapter 6.)
- 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.)
- Clemence S. Mary. 1989. **A 3 x 3 ANOVA of job satisfaction among high school women teachers by their role conflict and dimensions of values.** M.Phil., Edu. *Bangalore Univ.* [MKh 0317] (See in Chapter 25.)
- Dagaur, B.S. 1988. **Relationship between nationalism/anxiety and creative thinking in the context of extraversion, psychoticism and sex.** *Indian Educational Review*, Vol. 23(2): 15-31. [SPBa 0742] (See in Chapter 6.)
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- 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.)
- 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.)
- 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.* [SS 0781] (See in Chapter 6.)

- 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.)
- 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.* [SS 0791] (See in Chapter 6.)
- Jaluria, Reeta. 1988. **Humour as a process and a product of personality, creativity and frustration.** Ph.D., Edu. *Agra Univ.* [SS 0826] (See in Chapter 6.)
- Joshi, Renuka. 1989. **A study of creativity in relation to personality, locus of control and alienation.** Ph.D., Psy. *Panjab Univ.* [JNJ 1296] (See in Chapter 6.)
- 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.* [SS 1359] (See in Chapter 6.)
- 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.* [JNJ 1805] (See in Chapter 6.)
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- Mahadik, Arun Kumar. 1988. **Frustration, value system and type of words as determinants of retention.** Ph.D., Psy. *Ravishankar Univ.* [VPS 0860] (See in Chapter 6.)
- Manharlal, Rajyaguru Balkrishna. 1992. **A study of frustration tolerance among Scheduled Caste and Scheduled Tribe students with reference to some personal, educational and family related variables.** Ph.D., Edu. *Saurashtra Univ.* [DAU 0002] (See in Chapter 30.)
- Mathur, Sarita. 1989. **Autonomic responses to musical stimuli as a function of sex and anxiety level.** Ph.D., Psy. *Univ. of Jodhpur.* [ABP 1548] (See in Chapter 6.)
- Mehta, Perin. H.; Gaur, J.S. and Mohan, Swadesh. 1988. **Boys with superior scholastic ability: Adjustment problems.** *Indian Educational Review*, Vol. 23(2): 71-85. [PD 1047] (See in Chapter 6.)
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- Namrata. 1992. **The relationship of personality traits, situational stress and anxiety factors to student achievement.** Ph.D., Edu. *Univ. of Lucknow.* [RJS 0673] (See in Chapter 38.)
- Narang, Sandhya. 1992. **Women primary school teachers in Delhi: Their role conflicts, perceptions of accountability and professional culture.** Ph.D., Edu. *Jamia Millia Islamia.* [SPR 0611] (See in Chapter 25.)
- Narayan, J. 1990. **Comparison of the effectiveness of adult and peer models on the learning and retention of performance skills in mentally retarded children.** Ph.D., Edu. *Utkal Uni.* [KCP 0388] (See in Chapter 27.)
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- Nepalia, Preeti. 1989. **Audience effect in relation to sex, audience anxiety and nature of the tasks.** Ph.D., Psy. *Univ. of Jodhpur.* [ABP 1549] (See in Chapter 6.)
- Ojha, Nirupa. 1990. **Depression attribution of success-failure and importance of task as factor in learned helplessness.** Ph.D., Psy. *Agra Univ.* [SS 0746] (See in Chapter 6.)
- Ramachandran, R. 1990. **A study on the relationship between performance and other psychological variables—reasoning, anxiety and adjustment.** M.Phil., Edu. *Anna-malai Univ.* [MDa 1396] (See in Chapter 38.)
- Roy, Bina. 1990. **A study on verbal creativity, general anxiety and self-concept as predictors of creative reading ability of students.** Ph.D., Edu. *Univ. of Kalyani.* [PDR 0641] (See in Chapter 11.)
- Saxena, Vandana. 1988. **A study of the impact of family relationship on adjustment, anxiety, achievement motivation, self-concept and academic achievement of high school students.** Ph.D., Edu. *Agra Univ.* [SS 0834] (See in Chapter 38.)
- Shandilya, Manorama. 1990. **A study of frustration in teachers working in Central Government, state government and government-aided privately managed schools of Kanpur City.** Ph.D., Edu. *Kanpur Univ.* [KD 0205] (See in Chapter 25.)
- Sharma, Arun Kumar. 1989. **Effects of Linear and Branching Instruction Strategies on the performance in social studies of tribal high school students of Himachal Pradesh**

- in relation to academic motivation and test anxiety.** Ph.D., Edu. *Himachal Pradesh Univ.* [LK 0241] (See in Chapter 23.)
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- 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, Agra.* [GDST 0875] (See in Chapter 6.)
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- Yadav, P.L. 1989. **Anxiety, frustration and neuroticism as functions of socio-economic status and cultural setting in different divisioners and failures of high school students.** Ph.D., Edu. *Kanpur Univ.* [KD 0206] (See in Chapter 9.)