

CHAPTER III

REVIEW OF RELATED STUDIES

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CHAPTER III

REVIEW OF RELATED STUDIES

3.1 INTRODUCTION

To make any research effective, knowledge of related studies is necessary. Though this search for reference material is time consuming yet it is a very useful and important step in research programme. The researcher should have adequate familiarity with the library and its other sources.

In this chapter some of the important studies and observations have been reported with a view to getting acquainted with the existing literature in the area of adjustment. This brief review of the relevant literature will provide the frame-work for further research. Adjustment, especially of the students have been studied by a number of investigators who tried to observe the relationships and/or differences between adjustment and some variables. These studies are available in some standard journals or books. The investigator has tried to survey the literature in the field by referring also to some of the unpublished dissertations as well as published monographs.

3.2 STUDIES CONCERNING ADJUSTMENT OF STUDENTS IN THAILAND

Chatrasupakul (1972) studied adjustment problems of

teacher trainees in relation to academic achievement. The sample were 510 students from Teacher's Training Colleges in the North-Eastern region of Thailand. Only second year students were selected for this study. The study revealed that the low academic achievement students tended to have more problems than those of high academic achievement.

Nisayant (1972) studied adjustment problems in relation to academic achievement of the second year students of Teacher's Training Colleges in Pranakorn and Thonburi Provinces. The results of the study were in agreement with the result of Chatrasupakul's study. The low academic achievement students had more problems in every areas than the high academic achievement students.

Worakul (1979) compared adjustment problems of secondary school pupils in Bangkok and Songkhla provinces, in the areas of the learning situation adjustment, friend, family situation, and teacher, according to sex, academic achievement, child rearing and economic status. The Adjustment Inventory and Child Rearing Inventory were administered to 698 students of secondary schools of Bangkok and Songkhla in the academic year of 1978. The results revealed that : (i) the students in Bangkok were better in their general adjustment than the students in Songkhla; (ii) boys were better in their general adjustment than girls, except in the areas of learning situation and teacher; (iii) the students of different child rearing showed significant difference in their general adjustment

problems; and (iv) the students of high economic status were found to be better in their general adjustment than the students of low economic status.

Chindawat (1969) studied the relationship between social adjustment and academic achievement. The twelfth grade pupils of Wat Tapsirintra School were the sample. The study revealed that the low academic achievers tended to be poorly-adjusted in their social adjustment.

Suwanapatana (1969) compared social adjustment of pupils in urban and rural areas. The results revealed that the pupils in urban areas had a better social adjustment than the pupils in rural areas.

Tanaphom (1977) studied mental health problems of university students. The sample were the students from Thammasat and Mahidol Universities, who came to the Mental Health Centre for seeking helps. The study found that most of psychological symptoms were led by physical symptoms which were found in 31.35 percent of the students of Thammasat University and in 47.62 percent of the students of Mahidol University.

Suwannakit and Other (1977) studied mental health problems of students in Songklanakarindra University. The sample comprised of 156 students, were administered Cornell Medical Index (CMI). The study revealed that 25.49 percent of Engineering students had poor mental health. The next

was Medical students i.e. 18.64 percent, and Science students was 10.87 percent. The male students had poorer mental health than female students. ^{The} 44.23 percent of the students needed guidance and counselling.

Gunhanatra (1972) compared adjustment of the twelfth grade pupils in Bangkok and in rural areas. The results indicated that the pupils in Bangkok had better adjustment than the pupils in rural areas, and also indicated that the boys had better adjustment than the girls in rural areas.

Pantranont (1968) studied the needs for guidance and counselling of students in Mahasarakam Teachers' College. The study revealed that most of the student teachers needed guidance and counselling in the areas of improving personality, relationship with friends and opposite sex, and relationship with teachers in the college.

3.3 STUDIES OF ADJUSTMENT OF THAI STUDENTS IN INDIAN UNIVERSITIES

Muenchana (1979) studied adjustment of Thai students in Indian Universities. The Adjustment Inventory, prepared by Pasricha, et al., 1964, was administered to 400 Thai students, after being adapted. The sample were drawn from 17 universities in India. The study found that Thai students were nearly normally distributed in their university adjustment. The older students were found to excel younger students with regard to dwelling and facility adjustment. Doctorate and postgraduate students were found to have better dwelling and

facility adjustment than graduate and undergraduate students. Arts students were significantly higher than science students with regard to work, career and future. Unmarried students exceed significantly to married students with regard to sex and marriage.

Govatana (1975) studied academic adjustment of Thai students in the M.S. University of Baroda. The Adjustment Inventory by Pasricha and others, 1964, and the English Language Test for Foreign Students (Form A) by Lado, 1960, were administered to 78 Thai students in various faculties of the M.S. University of Baroda during academic year 1974-1975. The study revealed that the high English language ability group was significantly higher than the low English language ability group of the Thai students with regard to academic achievement. The older students were found to excel the younger students with regard to academic achievement. The shorter duration of stay group was found to have better academic achievement than the longer duration stay group. The Doctorate and Post-graduate students were found to have better academic adjustment than the graduate and under-graduate students.

3.4 STUDIES OF ADJUSTMENT OF INDIAN STUDENTS

Sharma (1978) studied the factors underlying the adjustment problems of professional and non-professional college students. The scope of the study was limited to five adjust-

ment areas, namely, home, health, social, emotional, and educational. The Sinha and Singh's Adjustment Inventory for College Students, the Singh's Interest Record, the Kulshrestha and Day's Socio-Economic Status Scale, and the Bhatnagar's adapted version of the Allport-Vernon-Lindzey Study of Values were administered to 520 professional and 510 non-professional college students. The study revealed that (i) the non-professional college students had more problems than the professional college students in the area of home problems; (ii) the arts students had more problems in home and health areas than the engineering students; (iii) the science students had more problems in the area of home than the medical students; (iv) the medical students had more problems in social, emotional, and educational areas than the commerce students; and (v) the aesthetic and social interest, and socio-economic status contributed significantly towards the well-adjustment of professional college students.

Wig and Nagpal (1971) studied the students' mental health on the criteria of their present as well as past adjustment in relation to their academic achievement. The Hindi and Punjabi versions of the Mandsley Personality Inventory, the Cornell Medical Index Health Questionnaire (CMI), and a self administered social questionnaire were administered to 82 students; 41 students were selected from a group who had failed in 1966-67 and had rejoined the university, and the rest, 41 students, were those who had passed in 1966-67. The

study revealed that the two groups were significantly different on mental health score; failure group was having a higher mean score than the passed group. The differences were most marked in the areas of school adjustment, college adjustment, and home adjustment, followed by the area of social adjustment. The areas which seemed to be non-contributory were parental deprivation during the pre-school period and sexual adjustment.

Pereira (1974) studied the factors contributing to certain psychological problems of pre-adolescent in Mangalore city. The Mooney Problem Checklist (Junior High School Form), the Raven's Standard Progressive Matrices, the Taylor's Manifest Anxiety Scale, Self Concept Rating Scale, Scholastic Achievement tests, and verbal projective techniques were administered to 99 well-adjusted students, and 99 maladjusted students. The study revealed that (i) the maladjusted and well adjusted groups differed in various problems areas like boy-girl relationship, money work and future, people in general, school, self centred concerns, family, and health and physical developments; (ii) the maladjusted and well-adjusted differed with respect to needs, self concept, anxiety and intelligence; (iii) in case of maladjusted group significant correlation coefficients existed between intelligence and needs, anxiety and self concept, and intelligence and achievement; (iv) in case of well adjusted group significant correlation coefficients were found between intelligence and needs, needs and self concept, anxiety and scholastic achievement, needs and scholastic achievement, whereas the correlation

coefficients between anxiety and self concept, intelligence and scholastic achievement, scholastic achievement and self concept, and intelligence and anxiety were not statistically significant; (v) amongst the maladjusted pre-adolescents need for exposition, succorance, creativity and security were found to be more dominating.

Bhagia (1966) studied problem of school adjustment of secondary school pupils in Rajasthan. The Adjustment Inventory prepared by the investigator was administered to 2,550 pupils of classes X and XI. The results of the study were : (i) girls exceed boys significantly in their adjustment to general environment and organizational aspects of the school; (ii) rural school pupils exceed urban school pupils significantly in their adjustment to their teachers, mates, and self; and (iii) private school pupils were significantly better than government school pupils in their adjustment to the teachers.

Agrawal (1970) studied adjustment of secondary school pupils as perceived and judged by parents, teachers, and pupils themselves. The M.S.L. Saxena's Adjustment Inventory was administered to 2,375 male students, their teachers and their parents. The results revealed that : (i) adjustment problems in home, school, and social areas as perceived by pupils themselves decrease with age, whereas in case of emotional and health areas, they increase; (ii) most of the mean difference between different socio-economic strata group in home and health areas between upper and lower socio-economic

groups in other areas were found to be significantly different; (iii) the number of pupils' overall adjustment problems in different areas except home were ^{the} highest for upper socio-economic group and ^{the} lowest in the lower; (iv) in general the homogeneity in the nature of adjustment problems increased with age, and it was found the highest in emotional area and the lowest in school area; (v) parents' responses revealed that the number of adjustment problems of pupils increased significantly with age in home and health areas, and they decreased in social and emotional areas while there was no significant effect of age on problems in school area. Parents felt that pupils have more adjustment problems in home area rather than in emotional area. Teachers' perception on pupils' adjustment problems was, by and large, in agreement with that of parents.

Bhatt (1961) studied psychological factors related to adolescent adjustment. The Adolescent Adjustment Tests Battery, specially constructed and standardised by the researcher for the study, was administered to 2,500 adolescent boys and girls in Gujarat State. The findings were : (i) the correlation coefficients ~~between~~ among the three areas of adjustment, viz., emotional, social, and family were statistically significant; (ii) sex and community (urban and rural) were found to influence family adjustment score; (iii) age did not influence scores in any of the three areas of adjustment.

Kakkar (1964) studied adjustment problems of adolescents in Allahabad. The Raven's Progressive Matrices Test, the

Asthana's Adjustment Inventory, Personality Inventory prepared by Allahabad Bureau of Psychology, the Rorschach Ink Blot Test and the Thematic Apperception Test by Murray were administered to 150 adolescent boys and girls. The results showed that :

(i) 43 percent cases had serious adjustment problems; (ii) the school area posed the greatest number of problems; (iii) in the home area the adolescents were overdependent on parents; (iv) the adjustment and personality problems increased with an increase in the level of intelligence; and (v) adjustment problems were seen to have adversely affected the learning efficiency of adolescents.

Mattoo (1972) studied adjustment differences at different levels of general intelligence and socio-economic status among urban adolescent boys and girls in Delhi, Chandigarh, Faridabad and Ambala Cantt. The Verbal Group Test of Intelligence, the Kuppuswamy's Urban Socio-Economic Status Scale, and the Personality Adjustment Inventory of M.S.L. Saxena, were administered to 4,000 students. The findings revealed that :

(i) the adolescents at the lower intelligence level were poorly adjusted and need the greatest attention; (ii) the adolescents of the higher intelligence group, born in poor homes had a significantly poorer home adjustment than their equals born in middle and upper class homes; (iii) the emotional adjustment of adolescents of the middle and the lower strata was significantly inferior to that of their equals of the higher stratum; (iv) the health adjustment at

the middle socio-economic stratum was poorer than at the higher and better than at the lower stratum; and (v) the two sexes did not differ from one another in any area of adjustment except in the emotional area.

Pal (1969) studied personality of engineering, law, medical, and teacher training students comparatively. Fifty students in the final year of their training from each of the professional groups constituted the sample. The Allport-Vernon-Lindzey Study of Values, the Saxena's Adjustment Inventory, the Rorschach Ink Blot Test and the Thematic Apperception Test were used to measure various personality characteristics of professional groups. An information blank was employed to get students' background data. The findings revealed that : (i) on the general adjustment scale, student-teachers were found to be different from the engineering and law students; (ii) on home adjustment, no significant difference was found among different groups; (iii) social adjustment was found to be the most discriminating adjustment area - medical students scored significantly higher than the engineering students, student-teachers scored higher than the engineering and the law students.

Bhatt (1971) studied adjustment problems of the over-achievers and underachievers. The sample consisted of 100 overachievers and 106 underachievers of both sexes selected from 6 mixed secondary schools in Ahmedabad. They were administered the Revised Desai-Bhatt Group Intelligence Test

and the Gujarati Adaptation of the Incomplete Sentences Blank (ISB). The findings revealed that : (i) on the ISB, the underachievers showed a relatively better level of adjustment than the overachievers; (ii) content analysis revealed that the difference in the emotional sensitivity of the over-achievers and underachievers was a contributory factor for this discrepancy.

Gupta (1978) studied personality adjustment in relation to intelligence, sex, socio-economic background and personality dimensions of extraversion and neuroticism. A Personality Adjustment Inventory constructed and standardised for the purpose, the adapted version of the Maudsley Personality Inventory, the Cattell's Culture Fair Intelligence Test, and a biodata blank were administered to 400 college students in Orissa. The study revealed that : (i) there was no significant sex difference ^{with} in regard to personality adjustment among college students; (ii) there was no significant relationship between intelligence and adjustment of college students; (iii) there was a positive and significant relationship between adjustment and family income; (iv) there was no significant relationship between personality adjustment and parental education, father's occupation, and number of siblings; (v) students having urban background differed significantly, with higher adjustment on their part, from those having rural background; (vi) there was no significant difference in personality adjustment between married and unmarried college

students; (vii) there was positive and significant relationship between personality adjustment and extraversion-introversion; and (viii) neuroticism was found to be highly significantly and negatively associated with personality adjustment.

Pal (1976) studied interest, adjustment and personality of student leaders in Orissa. An Interest Inventory was constructed and standardized. The Bell's Adjustment Inventory was adapted and standardized. These tools were administered to the college students in Orissa both student leaders and student non-leaders. The findings were : (i) there was no significant difference between the adjustment patterns of the leaders and non-leaders; (ii) the differences in the interest patterns of the student leaders for different fields of interest were not significant; (iii) the differences in personality make-up of the student leaders and student non-leaders were significant; (iv) maladjusted student leaders had more liking for cultural, athletic and religious affairs, whereas well-adjusted student leaders had more liking for educational, social, vocational and political affairs; and (v) those leaders who were more self-confident and well-adjusted had greater social interest, and those who were more self-conscious and had a feeling of inferiority had greater economic interest.

Singh (1977) studied psychological make-up and sociological background of creative and non-creative student-

teachers. The sample consisted of 442 B.Ed. students in city of Lucknow. The tools used in the study were the Torrance Test of Creative Thinking, the Ojha Study of Values, the California Test of Personality, the Minnesota Teacher Attitude Inventory, and the information form designed to collect data about sociological background. The study revealed that high creativity among student-teachers tended to go with higher economic values, better personality adjustment, better family background and urban living. Low creativity, on the other hand, seemed to be associated with higher theoretical value, poorer adjustment, poorer family background and rural living.

Fuster (1963) studied self-ideal congruence in relation to adjustment in a group of 52 Indian College Students. In order to determine adjustment, the California Test of Personality was administered. Masani's test was also given to detect neurotic tendencies. Self-ideal congruence was found to be related to personal adjustment.

Pathak (1967) has also studied the relationship between self-ideal congruence and adjustment. In all 300 students were selected. They were asked to sort 49 self-referent statements twice under two different instructions for measuring self and ideal self. The self-ideal congruence score was in the form of correlation between two sets of scores on the same statements sorted under two different instructions. For measuring adjustment a questionnaire consisting of 42 items was prepared. The self-ideal congruence scores were then

correlated with the scores on the adjustment questionnaire.

It was found that the correlation between self-ideal congruence scores and the scores on adjustment questionnaire was highly significant and positive.

3.5 STUDIES OF ADJUSTMENT OF STUDENTS IN WESTERN COUNTRIES

Arthurs (1975) studied the effect of training in general semantics on social adjustment of graduate students and senior citizens. The Is of Identity Test, the Uncritical Inference Test, and the Eysenck Personality Inventory were administered to 60 graduate students and 60 senior citizens. The results showed that : (i) training in general semantics can improve social adjustment as measured by the Is of Identity Test and the Uncritical Inference Test for both graduate students and senior citizens; (ii) graduate students were likely benefit more from training in general semantics than senior citizens; and (iii) the personality factors extraversion-introversion will probably not have a significant influence on the effect of training in general semantics on the social adjustment as measured by the above two tests.

Hosseindoust (1975) studied adjustment problems of Iranian students in United States while enrolling in California Institutions of Higher Learning during academic year 1973-74. A questionnaire and the M.I.S.P.I. check list were administered to 250 Iranian students. The study revealed that : (i) academic difficulties reflected highly on adjust-

ment to life in the United States; (ii) students who had the least difficulty with regard to social, academic and financial problems were under 20 years of age, were previously employed and had no language difficulty; (iii) students who had more involvement in social relationships with members of the American community were undergraduates and had the least academic difficulty; (iv) students who had perceived the American public as being polite and courteous had stayed in the United States a shorter time, upto 4 years, whereas those students who found American restrained and withdrawn had stayed in the United States a longer time, more than 4 years; and (v) students who reported the highest overall satisfaction in the United States had the least difficulty academically, and were satisfied with their academic progress.

Arnold (1975) studied dating adjustment of college freshmen compared to their expectations and to selected demographic variables. This study was conducted at a small urban state and Church college in a South-West Arkansas town. The Herold's Dating Adjustment Inventory and a Biographical Inventory were administered to 169 freshmen. The study revealed that : (i) there was significant difference between the overall dating adjustment of males and females; (ii) there was a positive correlation between dating adjustment and Intramural athletics; (iii) there was a significant difference between church attendance and dating adjustment; (iv) there was a positive correlation between dating adjust-

ment and dating involvement; (v) there was no relationship between dating adjustment and grade point average; (vi) the following given variables were the best predictors of dating adjustment for males and females combined : student finances, transportation, church attendance, mother's schooling, number of friends, type of dating involvement, and frequency of dating; and (vii) there was significant difference between dating expectation and actual dating adjustment.

Chien (1973) studied adjustment problems among American and Chinese college students in the University of Northern Colorado and the National Taiwan Normal University. The Mooney Problem Check List (College Form, 1950 Revision) and a supplementary questionnaire were administered to students in regular class settings. The findings were : (i) the college students' cultural backgrounds were significantly correlated with the number of problems reported on the MPCL; (ii) for both American and Chinese college students, lower-classmen reported more total problems of concern than did upperclassmen; (iii) Chinese college students reported slightly more total problems of concern than did American college students; (iv) the major problem areas of American college students were "Adjustment to College Work", "Social and Recreational Activities", "Personal-Psychological Relations", "Social-Psychological Relations", and "Finances, Living Conditions, and Employment"; (v) the major problem areas of Chinese college students were "Adjustment to college work", "Curriculum and Teaching Procedure", "Social and

Recreational Activities", "Social-Psychological Relations", and "Personal-Psychological Relations"; and (vi) both American and Chinese college students preferred to talk over their problems with friends. In addition, Chinese students were inclined to seek help from parents, relatives and professors, American students tended to consult counselors, parents, and ministers.

Munerief (1973) studied work adjustment of vocational education teachers in Ohio State. The Minnesota Importance Questionnaire (M.I.Q.), the Minnesota Satisfaction Questionnaire (M.S.Q.), and the Biographical Questionnaire were administered to the selected teachers. The results indicated that teachers with more years in their present teaching position, with more years of teaching experience, and who were female were more likely to be found in the high work adjustment group.

Jammaz (1972) studied adjustment problems of Saudi students in the United States during the academic year of 1971-72. A questionnaire, specially constructed for the study, was administered to 400 Saudi male students. The results showed that : (i) the younger students were more adjusted than the older students; (ii) the married students were less adjusted than unmarried students; (iii) there was no significant relationship between duration of stay in the United States and adjustment of the Saudi students in the United States; (iv) the previously employed students were

significantly less adjusted than those students who were not employed before coming to the United States; (v) the students attending small colleges were better adjusted than those students attending large institutions; (vi) the students majoring in Sciences and Engineering were more adjusted than those who were specializing in Humanities and Social Studies; and (vii) the students facing greater academic difficulties were less adjusted than those who had little academic difficulty.

Johnson (1972) studied the effect of a mental health films programme toward modifying self-rated adjustment characteristics of a group of institutionalized delinquent girls. The sample consisted of 42 adjudicated females who were attending Columbia Training School at Columbia, Mississippi. They were administered the California Psychological Inventory; the Jesness Inventory, and a Semantic Differential to evaluate the effectiveness of this programme. The results indicated that a mental health films programme is effective toward the production of favourable changes on some self-rated adjustment characteristics of institutionalized delinquent girls. The changes which did occur reflected improvement in areas concerning insight and self-confidence in personal and social interactions.

Cornelison (1973) studied academic achievement and social adjustment of high school students in relation to their attendance at coeducational and single-sex high schools. The Stern High School Characteristics Index, the Mooney

Problem Check List, the Preliminary Scholastic Aptitude Test and a questionnaire developed by the researcher were administered to 100 students attended a coeducational school and 100 students attended separate schools for boys and girls. The results indicated that : (i) there was no evidence that the type of school attended has any influence upon the academic achievement and social adjustment of boys; (ii) girls attending separate school found it more difficult to get involved in social and recreational activities involving both sexes than girls attending a coeducational school, while coeducational girls have more problems of a psychological nature in relating to others; (iii) there was no evidence that the type of school attended has any influence upon involvement or attitudes toward courtship, sex and marriage, for either boys or girls; and (iv) girls attending a separate school tended to give each other more support, love assistance and protection than coeducational girls, while the latter tended to be indifferent to the feelings of others.

3.6 STUDIES CONCERNING CHANGES IN ADJUSTMENT AS A RESULT OF THERAPY

Muench (1947) administered Rorschach to 12 subjects prior to and immediately after the therapy. The results indicated significant changes in the direction of better adjustment. These results were confirmed in another study carried out by Hamlin and Albee (1948). They used 16 control clients and found no significant changes in Rorschach patterns

of this group. Muench used no control group. In his study he used the Bell Adjustment Inventory and Kent Rosanoff Word Association Tests in addition to Rorschach. The results on both the tests showed movement in the direction of improved adjustment. In the case of Bell Adjustment Inventory the changes were in the expected direction in two of the five areas only, namely, health and emotional adjustment. On the Kent Rosanoff Test the overall change was in the direction giving more normal associations and the difference between the pre- and the post-tests was significant at .01 level of confidence.

Carr (1949) administered Rorschach to 9 clients before and after therapy. He used the same adjustment indicators as those used by Muench, but found contrary results. Five cases showed no change, whereas four cases showed slight improvement.

Cowen (1950) studied 27 clients to whom the personality test was administered before therapy and 20 months after the conclusion of therapy. In this study the follow-up interviews were used. Significant changes were found in the direction of better adjustment.

Haimowitz (1951) administered Rorschach Test to 56 clients before and after therapy. Thirty-two clients were interviewed either individually or both individually and in group. Thirty-four subjects were interviewed in group only. The control group of 15 individuals, compared to the experi-

mental group with respect to age, sex and education was also used. In order to evaluate Rorschach in terms of the therapeutic concepts of client-centered therapy, she developed a series of ten rating scale. The results showed significant improvement of adjustment in the experimental group in comparison to that in the control group.

Mosak (1951) studied 28 neurotic clients who were interviewed 15 times. The measure of Rorschach was obtained before and after counselling therapy. No significant change was found. Rorschach protocols were judged by three experimental clinicians. They found that two cases showed much improvement. Nearly half of the clients showed slight improvement and the remaining were unchanged. He also used Bell Adjustment Inventory. As in Muench's study here also the greatest change was found in the areas of emotional adjustment and health. There was improvement in home and occupational adjustment areas also. Mosak administered Minnesota Multiphasic Personality Inventory and Hildreth Feeling Attitude Test to know whether the tests showed any change in behavior. The M.M.P.I. showed significantly decreased on five of the nine diagnostic scales and on the two of the validity scales. The H.F.A.S. which were rated by the clients cover the individual's feeling state, his energy level, his degree of optimism regarding the future, his mental state, his attitude towards work and his attitude towards others. The clients showed significant improvement

in all these scales. When the results of pre-therapy tests and post-therapy tests were compared, it was found that the improvement in the Feeling Attitude Scales was quite considerable. The clients were rated on the same scale also by the therapists before and after therapy administration. It was found that the therapists tended to rate the clients lower before and after therapy than did the clients themselves.

Rogers (1954) with the help of his associates undertook an investigation to study changes in the maturity of behaviour as a result of therapy. In this study, it was assumed that after the completion of therapy the individual would behave in ways which would indicate a greater degree of emotional and behavioural maturity. There are very few instruments which can be used to measure one's everyday behaviour. The Emotional Maturity Scale developed by Willoughby (1954) was used in this study to measure the quality of behaviour. ^{The} E.M. Scale was administered to the clients and each of their two friends prior to therapy, after therapy and at the follow-up point at least six months after the conclusion of therapy. Each friend was requested to rate, in addition to the client, one person, well-known to him. This person was named in this study as "control individual". The purpose of this was to determine the reliability of friends' ratings. In general was observed that where client-centered therapy has been in progress

there was a significant observable change in the client's everyday behaviour in the direction of greater maturity and where there has been no movement or little movement in therapy, some deterioration in behaviour was observed.

Thetford's study (1948) showed that as a result of therapy the client showed an increased tolerance for frustration. Nineteen individuals who were selected for the purpose of study were subjected to a standardized situation involving failure in the repetition of digits. Various psychological measures were taken before, while undergoing and immediately after frustration. Immediately after this experimental frustration, the clients had undergone individual or group therapy or both. At the conclusion of a series of therapeutic interviews, they were again subjected to experimental frustration. Similarly a control group of 17 clients was subjected to frustration in the beginning and this was repeated after a length of time comparable to that of the experimental group. The experimental group differed significantly from the control group. An index of variation in heart rate also discriminated significantly between the two groups. In other physiological measurements the differences were consistent in the expected direction, but were not statistically significant. It, thus, appears from the findings of this study that after therapy the individual was able to cope with situations of emotional stress and frustration with tolerance and without feeling disturbed.

3.7 SOME PERTINENT FINDINGS

Studies done so far revealed some findings as follow :

1. The lower achievers had more problems than the higher achievers. This was supported by three studies.
2. Adolescents at the poor intelligence level were poorly adjusted. This was supported by two studies.
3. Boys were better in their general adjustment than the girls. Contrary result was found in two more studies. In these studies, it was found that the girls were more adjusted than the boys. One study revealed no sex difference in the personality adjustment of college students.
4. The students of different child rearing situations showed significant difference in their general adjustment.
5. The students of high economic status were found to be better in their general adjustment than the students of low economic status. This was also supported by another study.
6. Pupils in urban areas had a better adjustment than the pupils in rural areas. Another study showed the contrary result to this.
7. The older students have better academic, dwelling and facility adjustment than the younger students. In another study, it was found that the younger students

were more adjusted than the older students.

8. Doctorate and postgraduate students were found to have better dwelling facility and academic adjustment than the graduate and undergraduate students.

9. Arts students were better than science students in their adjustment to work, career, and future.

10. The non-professional college students had more problems than professional college students.

11. The private school pupils had better adjustment to their teachers than the government school pupils.

12. No significant difference was found between personality adjustment and father's education, father's occupation and number of siblings.

13. Self-ideal congruence was highly related to personal adjustment. This was found in two studies.

14. Significant change in the adjustment of students as a result of counselling therapy was found in some studies but one study supported this partly as five cases showed no change and four cases showed right improvement.

3.8 IMPLICATIONS FOR THE PRESENT INVESTIGATION

On the basis of the findings listed under 3.7, it can be implied that academic achievement, intelligence, child-rearing situations, parental economic status, urban-

rural background, age, education, stream of education and self-concept have effect on the adjustment of a person where as, sex, father's education, father's occupation and number of siblings have no effect on the adjustment of an individual. It can further be implied that counselling therapy is useful in reducing the adjustment problems.

3.9 SUMMARY

In the studies which have been reviewed in this chapter, some tried to study the relationship between adjustment and certain variables, some tried to study the difference in adjustment on certain variables and the others tried to study the changes in adjustment due to the effect of psychotherapy. These studies were conducted in Asian as well as Western countries, such as Thailand, India and United States of America. Some studies concerning the relationship between adjustment and other variables show that adjustment is positively correlated with age, home background, intelligence, self concept, language ability, academic achievement, self ideal congruence, extraversion and family income. Some studies reveal that there is no significant difference in adjustment on the variables of sex, parental education, parental occupation and number of siblings. In the studies dealing with changes in adjustment due to psychotherapy, the effect of the therapy is such that the person becomes able to

deal with situations more confidently and with a greater degree of tolerance. Successful psychotherapy leads to better adjustment. All the studies point out the fact that the subjects' behaviour could be changed under the influence of psychotherapy.

All the studies mentioned above, which are only examples of research done so far, have been concerned with adjustment of foreign students as well as students in general. The adjustment of the students has been studied as a part of the whole complex problem. No definite generalizations can be made from the studies completed so far in this field as the investigators have employed different methods and the results are based on different groups of sample.

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