A STUDY OF TRUANCY AMONG SCHOOL STUDENTS
IN RELATION TO CERTAIN SOCIAL AND
PERSONALITY VARIABLES

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ABSTRACT

Present investigation aimed at exploring relationship between truancy and certain personality variables such as adjustment, achievement motivation and frustration and also with certain social variables, like, locality, income, profession and education so as to find out certain potent factors which may be beneficial in its control.

For this purpose, firstly the amount of personality characteristics among truants and non-truants was compared. Secondly the amount of the same personality characteristics was compared under various social conditions mentioned above.

The problem of the present investigation, "A Study of Truancy in relation to certain Personality and Social Variables", was chosen influenced by the researches of Chauhan (1968), Agarwal (1975), Moos and Moos (1978), Harjeet Kaur (1979), Verma and Upadhyay (1981) and Somera and Barbara (1985) who found close association between truancy and certain personality and social variables.
The sample of the investigation consisted of 144 male truants and 144 male non-truants representing above mentioned social variables, divided into various sub-groups as follows:

1. Locality; Rural and Urban, where the schools were located and the subjects were residing.
2. Parents income; Upper, Middle and Lower.
3. Parents profession; Business/Agriculture, Service, and Labourer (daily wagers).
4. Parents education; Graduation or more educated, Intermediate pass and illiterate.

The subjects were drawn from 7th to 10th classes of the rural and urban schools chosen for the present investigation.

To measure the adjustment, achievement motivation and frustration of truants and non-truants. "Adjustment Inventory for School Students", by Sinha and Singh (1971), "Achievement Motive Test" by Bishwanath and Mukherji (1984) and "Frustration Test" (NAIRASHYA MAAPA) developed by Chauhan and Tiwari (1972) respectively were
used. The tests have been reported to be satisfactory reliable and valid.

To study the difference between the mean scores of truants and non-truants with respect to personality and social variables 't' test of significance of difference between means was applied.

The results of the investigation show:

1. That truants are more mal-adjusted than non-truants in all area of adjustment.

2. That achievement motivation of truants is lower than non-truants; and

3. That truants are more frustrated than non-truants in all areas of frustration.

With regard to social variables it has been found:

**Locality:**

1. That both in urban and rural areas, truants are more mal-adjusted than non-truants in all areas of adjustment. But the difference seems wider in urban conditions than in rural conditions.

2. That with respect to achievement motivation in urban and rural localities truants are low achievers than non-truants.
3. That with regard to frustration in urban and rural localities, truants are more frustrated in all areas of frustration and both localities than non-truants.

**Income:**

1. With respect to three income group i.e. U.I.G., M.I.G. and L.I.G., the truants are more mal-adjusted than non-truants in all areas of adjustment in M.I.G and L.I.G groups but in U.I.G truants in the areas of educational and total school adjustment don't differ significantly from their counterpart non-truants.

2. With respect to achievement motivation in U.I.G., M.I.G. and L.I.G. the truants have been found to be low achiever in all the income groups.

3. With regard to frustration in U.I.G., M.I.G and L.I.G., the truants are more frustrated than non-truants in all areas of frustration and in all the income groups.
Profession:

1. With respect to the parents' profession i.e. business/agriculture, service and labourer, truants of business and labour class families are more mal-adjusted than non-truants in all areas of school adjustment, but truants and non-truants belonging to service class families donot differ significantly in the area of educational adjustment.

2. With regard to achievement motivation in relation to parents' profession i.e. business/agriculture, service and labour, the truants are low achievers than non-truants in all the three categories of the parents profession.

3. With respect to frustration in business/agriculture, service and labour, the truants have been found to be more frustrated in all its areas than non-truants in business/agriculture, service and labour profession groups.
Education:

1. With respect to three categories of parents' level of education i.e. graduate/more educated, intermediate and illiterate, truants whose parents are educated up to intermediate and illiterate are more maladjusted than non-truants in all areas of adjustment. But truant belonging to graduation categories, show no significant difference from non-truants in any area of adjustment except total school adjustment.

2. With regard to achievement motivation and parents' education graduate/more educated, intermediate and illiterate, truants of illiterate categories i.e. graduation/higher education, intermediate have been found to be low achievers than non-truants. But in the illiterate category, there is no significant difference between truants and non-truants in their achievement motivation.
In relation to parents' professions (i.e. graduate/more educated, intermediate and illiterate), the truants of all the three categories are more frustrated in all areas of frustration than their counterpart non-truants.
Dedicated To
My Lovely
Parents & Brothers
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ALIGARH

MOHAMMAD IRFAN
Certified that Mr. Mohammed Irfan has carried out his research on the topic "A Study of Truancy Among School Students in Relation to Certain Social and Personality Variables". He has worked under my supervision, I think his research work is upto standard for the award of Ph.D. in Psychology.

(Dr. M.Qasim Husain)
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CHAPTER I

INTRODUCTION
INTRODUCTION

The investigator picked up the present problem "A study of truancy among school students in relation to personality and social variables". Partly influenced by brilliant remarks of Chauhan (1968) that there are mainly three background factors contributing to truancy; home, school and ecological and partly due to the influence of the following researches:

Gibbion, J (1968) who found school and social maladjustments as factors contributing to truancy.

Moos & Moos (1978) who emphasised on the students perception of the social environment of the school and their absences.

Sommera & Barbara (1985) who found that one of the factors most clearly associated with truancy is low achievement in schools.

Harjeet Kaur (1979) who found that truants are more frustrated than non-truants; frustration and truancy were closely related.

Other reasons and motivating factors for the present problem was the importance of truancy as a source of national wastage of money, manpower and talents.
The present investigation has been taken up with the aim and objective of findings out some potent factors related with which may be beneficial in its treatment and eradication.

Among personality factors we have chosen adjustment, achievement, motivation and frustration and from social variables locality (Rural-Urban), parents' income, parents' profession and parents' education have been picked up to include in the present investigation. The discussion that follows throws light on the nature of these concepts/terms.

So far the question of social variables is concerned their impact on human behaviour and ever-presence is unquestionable. It is a common experience that within every nation and culture these are usually classes of people or sub-cultures, each with its distinctive cultural differentiation is well represented by social traditions, ways of life, pattern of personality make up, behaviour, aptitudes, attitudes etc. Cultural differentiation is well represented by social-economic
classes behaviour. The socio-economic status is generally
determined by certain factors including income, education,
profession/occupation etc. of the individual and family
(cf. Anastasi Anne, 1958). They represent their place in
the socio-cultural milieu they live in. The role of social
factors included in the present investigation in relation
to truancy becomes clear in the light of the findings of
the researches given in Chapter-II "Review of Literature".

The present investigator, however, feels it
necessary to discuss the nature of truancy and personality
variables in details.

TRUANCY:

(i) Definition and Nature:

Truancy is an old problem because compulsion to
attend school has a long history i.e. compulsory
attendance requirements in the United Kingdom dateback.

Anastasi Anne (1958) "Differential Psychology". The
to 1870. By 1880, school attendance was required by 20 of the local boards created to regulate public schools. Through time the compulsory education age has increased from 13 to 16 years (Inner London Education Authority 1981a). In 1980a all 50 states had some participation requirement with the maximum age ranging between 14 and 18 years. The compulsory education act of 1974 established compulsory attendance for youth between 6 and 16 years of age in Canada (Whitehead Marshall 1980). In India, un systematic ill planned abortive efforts have been made to make primary education compulsory and also attendance of the students at primary level without any fruitful results. Indian socio-economic conditions aided by illiteracy of the parents has added to the failure at this front.

In spite of its long standing, truancy is a comparatively less explored area of research. In its strictest sense, school truancy has been defined as student's absence from school without parents knowledge or approval. In accordance with more common usage truancy has referred to student's absenteeism for unaccetable reasons, irrespective of whether it is known to or approved by the parents.

It has been viewed and defined differently by the researchers. Halen Witmer and Sylvia Stanton (1935) told
that, next to the theft, truancy is most frequent of juvenile offences and often marks the beginning of a delinquent career. Burt, C. (1938) describes truancy as "the first step of the downward stairs to crime. As such persistent truancy must be seen as a behaviour disorder, rather than as laziness or mischief".

Teagarden and Cohen (1940) have dealt with the functional aspect of truancy, they consider it the first break outside family discipline and a reaction against the school attendance and humiliating situation. Sheldon and Glueck (1952) considered, "truancy as a deviation from school discipline, demands of society etc." Similarly Neumeyer (1955) Ocsar (1955) considered, "Truancy as a prolonged absence from school with or without the consent of parents". Defining Truancy Neumeyer (1955) cites the California Educational Code, which defines truant as, "Any child, between ages 8 to 15, who has been absent from school without valid cause more than three days or tardy more than three days". Similarly, Teyerman (1955) defined, "Truancy are children who absent from school without lawful cause and without permission of parents. Their non-attendance is due chiefly to their own initiative, and for purposes of study they must be distinguished from those children whose parents are in the main
directly responsible for their absence; by withholding them from school usually to run errands or help in the house". But in certain cases it is difficult to determine whether the child is a truant or whether the parents have condoned his absence. Sometimes parental supervision may be weak accompanied by apathy and so marked as to constitute connivance.

Kirkapatrick and Townsend (1955) think that truancy is a symptom of family disorganization and state that truancies in younger age, as a rule, are closely dependent upon parental attitude. The child's parents simply may not require him to go to school until they are forced to do so. In the case of adolescent, on the other hand, this is the additional fact that many parents have completely lost control over the child's behaviour".

Croft and Crygir (1956) likewise found that truants and delinquents were viewed very similarly by their peers. Gibbons (1960), Robinson (1961), Johnson (1966), considered "Truancy as the first step in delinquency". Similarly Jain (1968) comments "Delinquency and vagrancy are the offshoot of truancy". While Chauhan (1968) defined truancy "as a consequence and a cause of disorganization. It is more in line with individual and the society in transition. It is
reactive-cum-impulsive effort to get direct or indirect substitute satisfaction for natural urges and needs".

Generally, students absence from school for unexcused reasons is referred to as truancy. Agencies responsible for regulating public schools, frequently adopt compulsory attendance requirements which set expectation for students participation in school and circumstances when students are not required to attend, truancy is a function of these legal mandates. It is common for illegal absence to be considered as truancy, regardless of parental knowledge or support for the child's behaviour. (Inner London Education Authority 1980, Scottish Education Department, 1977).

So we can say truancy is an offence against the law. It is a part of the broader discipline known as Juvenile delinquency. In contrast to other delinquents, however, the truant has neither overtly injured anyone nor damaged any property. His offence is primarily one of omission rather than commission, through from truancy a considerable number of other delinquencies originate.

(ii) Causes of Truancy:

Truancy researches in various fields have mainly focussed around causative factors. Singh (1980), for example, found certain diffidences in school amenities
and facilities as the cause of truancy. Lehner & Kube (1955) on the other side have found problem homes, emotional instability of parents, violent quarrels between them, parental disinterest, etc. as important factors in truancy.

Chauhan (1968) described there are mainly three background factors contributing to truancy, home, school and ecological.

Personality development starts from home and it is the home atmosphere which shapes the personality of the child. Family traditions, customs, norms, atmosphere of home, attitudes of parents, sibling relationship etc. all influence the developing child. In case of truants father loves them more. They appear father involved. Mother remain greater agents of punishment to them. Mother's love and affection is more manifest during adolescence only. The truants feel rejected by their parents. They experience extreme helplessness and frustration. On the other hand in the case of non-truants father remains greater agent of punishment to the child. Mother loves the child more and render greater help to him, especially during infancy. Thus he has greater parental protection. Parents of non-truants appear financially better off than those of truants.
Chauhan further (1968) described that truancy has greater affinity with ecological background of the school. He reviewed the fact of truants of ecologically better and ecologically poor schools and found that in the former's case activities were more Phantasy-involved. Their more common activities were; going home, attending restaurants and playing. They were less inclined to such subjects, as Mathematics, English and Geography. They aimed only at a clear passing in the examinations. They depended upon tuitions and solved papers for success in the examinations. They were inclined to using foul means to pass for success in the examinations.

In the latter's case they were found more amenable, extensively and intensity to truancy. They had to cover greater home-school distance. There was higher teacher-student ratio. They appeared more or less delinquents. They had a greater liking for playing, cinemagoing-wandering, composing poetry, teasing girls, gambling, stealing, etc. They were more inclined to subjects requiring less serious attention and perserverance. They had better preparation, both in studies and in foul practices like tracing etc. for passing examination.
In a survey of over twelve hundred school personnel in California, Neil (1979) found unexcused absence from school to be principally ascribed to dislike for and boredom in, the school, social adjustment problems and academic problems. Students themselves expressed similar reasons but in different words. In the nationwide AASA survey (Neil, 1979) administrators in the schools were also questioned. About one fifth of them named the curriculum as most important aspect and also mentioned quality of teachers as potent factor contributing towards truancy.

Since truants characteristically indicated dislike for school and attending the classes, and since administrators have shown concern with the school as a cause of truancy, it is disgusting that research concerned with relevant aspects of social environment of the classroom is scanty. A study, however, in this area by Moos & Moos (1978) is noteworthy, because teachers and students' perception of the social environment correlate with the direct outcome measure of number of absence. This contrasts with the work of Trickett & Moos (1979) in which perception of the social environment in the classroom correlate with students' satisfaction and mood. Those being possibly but not necessarily causative of truancy. Moos & Moos (1978) found that the students
tend to be absent from class that they perceive as high in level of competition and the teacher control and from classes that teacher perceive as low in teacher support. It points out to the fact that the classroom which are more person oriented as opposed to rule-oriented will be less likely to have students truant.

Whitehead and Marshell (1980) derived certain reasons of truancy which produce new problems. Because school participation is more essential to every individual in each society. When an individual refuses to go to school and such instances become too common in a society it creates problems for the following reasons:

1) In case of children's absence from school, they commit and offence, violate the law and defy a widely held expectation that they should be in school. Legal mandates for participation and legal regulations create negative consequences for the child and his family. Furthermore, when children defy the law, it increases the work load for school administrators who must monitor and enforce attendance requirements.

2) Truancy is also considered a problem for the reason that absent children cannot benefit from the education programme that the school offers. Truancy also interrupted the "continuity of course content which is
crucial for learning" (Moos & Moos 1978). Not only does the child miss the educational experience but can become a discouraged learner and withdraw completely. Truants may never gain needed credentials for access to adult roles. This limits the child's opportunities and growth and troubles the community which feels the burden of individuals who have difficulty in succeeding the interruption caused by absenteeism, place extra demands on the educators and detracts from their effectiveness.

3) Truant children are not only missing educational opportunities but they may very well be unsupervised. This generates community concerns about delinquency. Citizens often blame children who are out of school for neighbourhood crime.

4) Many advocates of children, in case of widely spread truancy, find it to be a symptom of school based problems. It shows that the system is not working and children's needs are not being met. It is an indicator that school improvement is needed.

The research on truancy indicate that children choose not to attend school for many reasons. The root cause of absenteeism can be grouped into three types:

1. Those that lie with the child (including the family).
2. Those that lie with school.

3. Those that lie with society (Birman and Natriello 1978).

Because school personnel monitor individual attendance, their focus is primarily on the individual and leads to concern about problems of the child which interfere with participation. Socio-economic factors, psychological problems and academic ability and attainment are frequently found to be related to truancy. Empirical studies indicate that children who miss school often show the characteristics as follows:

a. They have conflicts at school caused by personality problems (Galloway 1980).

b. They have serious family, health and economic problems that make education a low priority (Galloway 1980) or make other demands on the child's time (Kaeser and Vanfleet 1977).

c. They express non-conformist behaviour by being absent (Birman & Natriello 1978), or
d. They don't do as well as school (Galloway, 1980, Kaeser and Vanfleet 1977).

Truancy occurs mainly due to the maladjustment of students. The child of poor capacity, discouraged by
his failure to keep up with his class, by being nagged often by the teachers, by the senior of his fellows, by loss of social prestige and by loss of interest in some of the subjects he is forced to abandon study, becomes a truant, rebels against authority, learns to find his interest satisfied elsewhere and form a habit of anti-social conduct (John Lewis Gillin, 1945).

In a New York city study of truants several years after they were first charged with truancy, the follow-up study was made when the person in question were in their early twenties. Many of them were married. Thirty percent (30%) of the cases were adult delinquents, a percentage much above that of delinquents in the general population. There against a symptom of underlying difficulties was largely unheeded and the results were expensive for society. The school probably was not the significant factor in many of those cases, but the factor that many of these delinquents were retarded in their school, is indicative of difficulties in this direction. It has been estimated that mental inferiority is twenty times as frequent among the truants as among the normal group.

With regard to "heredity" as a cause of crime it appears that although the training may be satisfactory
for the majority of pupils in attendance but it may contribute materially to the maladjustment of fathers e.g. it has not been geared up to their mental capacity. It should also be recognised that in certain instances superior intelligence may be as conducive to delinquency on this score as is mental deficiency. The visiting teachers and other similarly trained persons are invaluable in programmes designed to check the difficulties by lying behind such symptoms as truancy.

Lack of understanding of children's personality, mainly by the teachers has much fundamental importance. "Mirian Vanwaters" in her "Youth conflicts" (1925) has called needed attention to this factor in juvenile delinquency. While the child come to the school with a certain "set" of temperament and character produced in the home before the school gets him and the school, therefore, must not be blamed for the difficulty material with which it sometimes has to deal, yet its task is to correct the difficulties of the home, the greatest failure of the teachers is the lack of what is known popularly as "an understanding heart". This is, of course, constituted of a genuine desire to aid the child and, what is equally indispensable, serviceable knowledge of human nature. All too frequently are teachers possesed of a belief in absolute right and
wrong, in free will, and the intolerance that attend these beliefs. The training of such teachers has been in fields of academic study that they are to retail to the child, while the study of personality has been neglected to the extent that not only the child's personality is in danger of becoming worked, but also the teacher herself is led by popular misconceptions to the brink of mental abnormality.

The extent of truancy, malicious mischief in school, lack of interest, misbehaviour and immorality are mainly due to the stupidity of teacher. Vanwaters (1925) and whole group of modern psychologists and social workers has discovered plenty of cases to indicate that the amount is enormous.

It has been found that truant students are likely than attending students, to have a record of delinquency (Galloway, 1980; Bamber 1979). Truants are characterized with family problems, high mobility and lower ability and attainment (Galloway, 1980; Inner London Education Authority 1981).

Classroom environment is another school based factor which has contributed to truancy. Research by Moos & Moos (1978) indicated that classroom where teachers and students both perceived that the instructional style fosters independence and where the
child receives personnel support are better attended than those classes lacking these qualities.

According to N.S. Chauhan (1968) the school background is the major factor to accomplish the truancy. He divided background factors into three categories

(i) **The School:**

Truancy is frequent in such schools where interpersonal relationship between teacher student facilities are inadequate e.g. on an average, a school has twenty one rooms for teaching seven hundred students with only one playground. The teacher-student ratio in majority of the institutions is 1:29. A number of schools suffer from problem of finance, building and suitable locality and the high handedness of the management.

(ii) **The Teachers:**

Five percent of the total number of teachers are untrained. All of them are over loaded with work. A good majority of them suffers from problems of scanty pay, poor social status, insecurity of job, over crowded classes and intolerable state of indiscipline. These problems of the teachers show that the controlling capacity of the teachers has been reduced to the
minimum and chances of their contribution towards socialization of students have also become very rare.

(iii) The Curriculum and the Truants:

Among the emerging facts of the truants in relation to subjects of the curriculum and examination, Neumyer (1955), Ocsar (1955) and Sheldon and Glueck (1952) emphasized following points:

i) that the truants remain less inclined to certain subjects which usually require good concentration and intelligence.

ii) that the truants, unlike the non-truants, remain non-serious to examination, practice labour saving devices, e.g. tracing tuitions etc.

iii) that the truants, unlike the non-truants, remain less afraid of failures and aim merely at passing or promotion.

B. ADJUSTMENT:

(i) Nature of Adjustment:

Broadly speaking the process of need arousal and satisfaction may be called as adjustment. Observe the behaviour of any person from morning till evening and you will find that most of his behaviour represents attempts to fulfil his needs which may be either
physical, psychological or social. Since the process of need arousal continues throughout the life of human beings, he accomplishes it fairly or badly in different ways during his life time.

Historically, the concept of adjustment (adaptation) was biological and was the corner stone of Darwin's theory of evolution. Darwin maintained that only those organisms survive that are best fitted to adopt to the hazards of the ever-changing physical environment. He profounded the theory of "survival of the "fittest" into the continue struggle going on among different living beings. The behaviour of organism can correctly be described as reactions to a variety of demands or pressures that are brought to bear upon them in their environment. A great deal of human behaviour can be explained in terms of human action as adaptation to various to various kinds of physical demands. He also adjusts to psychological demands that emerge in the interactional process with other persons in the society. The biologically originated concept of adaptation was borrowed by psychologists and renamed as adjustment because they are primarily more concerned with psychological adjustment than physical adaptation of human beings in society.
Adjustment has been interpreted in two ways: adjustment as achievement and adjustment as a process. Adjustment may be defined as, "A state of life when the individual is more or less in harmony with personal, biological, social and psychological needs and with the demands of the physical environment.

Another definition of adjustment has been given in the Dictionary by Wolman: "Adjustment is harmonious relationship with the environment involving the ability to satisfy most of one's needs and meet most of the demands, both physical and social that are put upon one".

According to White (1928) "Adjustment represents compromise between the needs of the individual and demands of the society which he lives in. Individual tendencies must be restricted and channelled in certain directions if the person is to function as a member of the social organism...."

Adjustment is continuous interaction of an individual with himself, with other people, and with his world. These factors are constantly acting upon the individual and influence him. The relationship is reciprocal, for the individual is constantly acting upon them as well.
Human behaviour is interpreted as adjustment to demands which are basically psychological and influence the personality development of human beings to a great extent. The psychological demands to which a person makes adjustment may be external or internal. There is a large number of internal and external demands that arise in the course of his life and require adjustment.

From the psychological point of view, however, those demands and pressures which arise out of our existence as social beings are of greater importance. The demands in early childhood are simply, mostly physiological, such as food, water, oxygen, nest etc. but become more subtle and complex during adolescence and adulthood when the individual's socialization is completed. The compliance of the demands leads to the approval and positive consequences.

Human beings are born with a number of internal needs, for example, need for water, food, oxygen elimination etc., the frustration and non-satisfaction of which leads to discomfort and sometimes to death. Many of these are physiological needs and in course of development additional internal needs emerge, which are primarily social rather physiological in nature.
VIEWS OF ADJUSTMENT:

For clear understanding of the psychological concept of adjustment, it is necessary to adopt some more or less consistent viewpoint concerning basic human nature. There are three views:

1) The Moral View:

Every society in the course of its development evolve certain moral values which are transmitted to the next generations. These moral values provide guidelines for human behaviour and a criteria for evaluating the quality of one's adjustment in society.

Freud took the position on human moral nature that the people are governed by instinctive or biologically based forces of the negative type. Freud's view that human nature is innately evil. They have emphasized the importance of the adaptive and rational capacities of human beings.

Neo-Freudians place much less emphasis on the biological or innate components of basic human needs. They are concerned more with needs produced by the demands of the interpersonal and social environment. In the humanistic view people are seen not as innately evil but as good.
2) **The Phenomenological View:**

According to the phenomenologists that human behaviour can only be understood through the internal frame of reference of the behaviour. Phenomenologists argue that it is not possible to decide for another person which behaviours are adjustive and which are not. Only the behaving individual can evaluate the adequacy of his behaviour, using his own unique frame of reference.

3) **The Social Learning View:**

Social learning approaches the study of the problem solving or coping behaviour. By coping is meant the degree to which individuals are able to meet and master at least three challenges to their existence: (a) direct challenges from the physical environment, (b) challenges stemming from their limitations, and (c) interpersonal challenges from the environment.

C. **SCHOOL ADJUSTMENT:**

The school in terms of importance stands second only to the home in influencing our lives and what we learn. We begin to learn the day we are born. The learning of our first few years say five, in the home to a large extent determines our reactions to subsequent learning experiences. The learning means not only the acquisition of factual information, but also training
as to how we feel about persons and things. It also influence our attitudes and goals. School occupies greatest part of our formative years. It helps and trains in the shaping of our personalities. The training involves intellectual, motor, social and emotional training and learning. We shall examine below certain school related factors in detail.

1) School as a New Experience:

While entering the school, a child encounters many new experiences, such as, irrespective of his status at home his status in the school is determined according to what he can do and how he can perform in competition with other children. Perhaps for the first time he enters in an organized competitive situation in which he is rated and graded according to his performance and that of others.

The child in addition to his parents begins to depend on his teacher, for affection, attention, acceptance and guidance. A good teacher recognizes his responsibility not only to help the child to acquire knowledge, but also to satisfy many of his emotional needs.

The school serves an important function in clarifying the social differentiation inherent in sex role. The girls and boys learn to behave their expected sex roles.
School sets in motion the process that enables a child to become independent, a process in which the parents should help by gradually reducing home discipline in favour of self-discipline.

To state briefly the new school enterent is confronted with many new and significant experiences which may either lead to frustration and anxiety, or be sources of gratification and renewed stimulation.

2) **Introduction to School:**

The attitudes and feelings a child develops towards school depend largely upon his past experience i.e. pre-school period. These experiences may either facilitate or hinder his adjustment. They determine his ways of problem solving and defense mechanisms.

3) **Significant Pre-School Experience:**

The child parent relationship and reaction of the two towards each other are most likely to influence child's behaviour in school. Over protective mother prevents her child from acquiring emotional independence and self-reliance. He is inadequately prepared to cope with the future difficult situations and problems.
Similarly, rejection of the child at home where he received inadequate love, attention and affection may react in several ways, each of which will have a different effect upon his relationship with others at school. He may become aggressive and demanding.

It often happens that an eager mother to develop a favourable attitude towards school in her child, overdoes, the job and arouses young hopes and expectations that are unrealistic and are not realised, as a result the child may become disappointed and resentful. Similarly the very first interaction of the mother with the teacher at school and her comments and behaviour loaded with derogation distrust, etc. may create problems or develop barriers between the child and the teacher.

It may be emphasised in nut shell that school problems of the child are not something new. They already exist at home in child-parent relationship. There is only the change of situation. Here the teacher takes the place of the parents. But the irony lies in the fact that parents do not realise it and are not prepared to take responsibility to solve the same.

4) Factors in Learning of School Adjustment:

Individual differences in mental abilities, physical capacities, interest, motivation, attitudes,
etc play a very important role in school setting because they determine how and what a child learns. Success in school and later life as well depends upon their proper utilization.

John Dewey (1937) emphasised adjustment of school work according to individual abilities and capacities of the children. He comments, "an educational aim must be founded upon the intrinsic activities and needs of the given individual to be educated".

The cognition of individual differences gave rise to 'child-centred approach' in education. Here courses are designed according to individual need of the children.

5) Motivation and Learning:

Motives and needs are mainly driving forces behind all human behaviour. The entire learning process has its basis in the dynamic interaction between needs and their satisfaction.

A child's urge to be active and to explore the world around him, for example, is an important factor in his learning. This need to explore often called curiosity, leads to the acquisition of new skills, new information and new attitude. Certain factors, like competition, desire for mastery, desire for approval help in the arousal of learning motivation and sustain the same.
6) Reward and Punishment in School Adjustment:

Appropriate exercise of reward and punishment not only helps in learning curricular material, but also helps the child learn to adjust himself in various school conditions. They are also great instruments of discipline and control for the school administration.

7) Level of Aspiration and Level of Achievement in Learning:

The level of aspiration may be realistic or unrealistic. It is realistic when we aspire for that which is achievable with our endowed abilities, opportunities we get and in the other present environmental conditions. But it should not be too low to make us lethargic. At the same time if our level of aspiration is unrealistic or beyond the reach of our given abilities and other conditions it will result but in frustration. It is, therefore, desirable that we set our goals that we can reach but only by putting forth our best performance. If the goal is set in the future, it is important to intersperse various sub-goals along the way.

In the light of the above discussion we can realize how serious is the school responsibility to help children set realistic goals and to plan for their
attainment. Interests and aspirations must not be out of proportion to abilities. The goals set must be feasible. A system of positive discipline in the school can help a child make significant progress in reaching his goals.

8) **Competition Vs Cooperation in School:**

Competition and cooperation are the most important aspects of human lives. Competition and cooperation are two of the ways in which we interact with other human beings. The process of competition and cooperation, in school, is continued one. In case of competition, pupils are constantly contending for the highest grade, for the awards and prizes, for the increased status, that are best owed on the most successful. This state of affairs develops certain undesirable feelings among different competitors depending on their type, such as, slow-learning becomes desperate and discouraged, average ones develop great strain and bright pupils become victims of superiority complex etc.

On the other hand in the process of cooperation certain good characteristics are included, such as, cooperativeness, consideration of others, collective thinking, goal orientation and goal centredness rather than self-centredness (Cf. Fuller & Raber, 1939).
9) **Language and Learning:**

Language is the first means of communication and interaction with others. Better language acquisition and knowledge are conducive not only to good learning but to proper adjustment as well. The schools, therefore, should endeavour for good language command by their pupils.

10) **Teacher-Child Relationship in Learning:**

A teacher, in school, is parent substitute which involves many responsibilities towards pupils who expect much from him; all sorts of help, guidance, knowledge etc. He therefore, need to be a scholar, a psychologist, counsellor and guide all rolled in one. He must be free from personal complex and problems. He must be well adjusted socially, emotionally and in other spheres of life because only the well adjusted teacher can help his children to adjust. The maladjusted teacher will probably create new problems for the child or intensify already existing ones. The emotionally healthy teacher who has an appreciation of the psychological principles governing behaviour will regard each child as a unique individual whose personal characteristics must be considered in relation to the total learning situation. Such a teacher will be able to help the shy child to
grow in confidence, the emotionally starved child to know affection and recognition, or the aggressive child to sublimate or overcome his feelings of hostility.

11) **Democratic Vs Authoritarian Teaching:**

The self-oriented authoritarian teacher by his characteristic behaviour and teaching method suppresses the spontaneity and creativity of the children and creates an atmosphere of emotional tension, inseverity and hostility.

By contrast, the democratic teacher emphasizes the personal value of each student as part of the total social group and assumes the role of resourceful leader who is ready to help his students in any way he can. He encourages each pupil to participate in the group, which develops spontaneity and creativity, rather than discourage among pupils. His methods of discipline involve essentially the positive approach. The democratic teacher does not feel that his prestige is threatened if he cannot answer a question. He recognizes that students will make mistakes and that they will profit from them. He is careful never to ridicule a slow learner, recognizing that each of his pupils is an individual and adjusts materials and methods to meet the problems created by individual differences.
2. **Achievement Motivation:**

Since the above term and its concepts is basically based on motivation, therefore, first of all, we have to define the term "Motivation". It is an old concept but has become very fashionable in psychology and social sciences in recent years. The term "Motivation" is derived from Latin word "Movere" which means to move. In the literal sense, it is a process which arouses the energy or drive in the individual to proceed in an activity. The activity aroused, fulfils until it has not fulfilled the need, the drive is not reduced.

The first modern approach to the problem of why of human behavior was made by K.S. Lashley (1938). He indicated that motivated behaviour does not consist simply of chains of stimulus-response sequences. Conditions within the '0' change his responses to a particular stimulus at a particular moment. That is why the same person may show different types of responses to the same stimulus on different occasions. Motivation also varies from person to person. Freud, Young, Woodworth, McDougall, all are opinion that every action has an underlying cause behind it. Every learning is goal-oriented. "Motivation is the super highway to learning".
McDougoll (1926) and Freud (1904) both treated motivation in terms of energy, a conception which has persisted in the psychology of motivation down to the present time. Freud (1904) stated that this energy is derived from a general reservoir of sexual motivation, the libido, which is further supplied to all other behaviour. McDougoll (1926) said that all motives are purposive and directed towards a goal. "He led the foundation stone to the idea of motivation energy the varieties of its expression and the physiological mechanisms through which it operates" (Kimbel and Germazy 1980). According to Atkinson (1957) the term "Motivation" refers to the arousal of the tendency to act to produce one or more effect. Murray (1938) considered motivation as the general name for the fact that an organism's act is partly determined by its own nature and internal structure.

According to Guilford (1960) all the internal condition that stir up activity and sustain activity come under motivation. Internal stimulation for motivation is essential while external stimulus may be of secondary importance.

Maslow (1970) held that motivated behaviour is need-related. He also talked about hierarchy of motives. Young (1936) tried to define motive in a wider sense. He
believed that "motivation is the process of arousing the action, sustaining the activity in progress and regulating to the pattern of activity". According to Morgan and King (1975) -

"Motivation refers to states within a person or animal that drive behaviour towards some goal".

Thus in the process of motivation the following stages are involved:
(i) a state that drives behaviour or a drive.
(ii) arousal of behaviour by this physiological state.
(iii) direction of the behaviour towards a specific or selective goal.

This definition more or less deals with all aspects of motivational process.

The formulation of achievement motive construct derives primarily from the work and theory of Murray (1938). Achievement motivation has been reported to as the need for achievement (and abbreviated as n-Ach). Since the beginning of its systematic study (McClelland Clark, Roby and Atkinson 1949). Every one has a need for achievement (or competence) in some area or other, but this need is stronger and deeper in some people than it is in others.

Achievement motivation is defined by McClelland et. al. (1953) as an internalized tendency to strive for standard of excellence. It attempts to account for the determinants of the directions, magnitude and persistence
of behaviour. It applies only when an individual knows that his performance will be evaluated (either by himself or others) in terms of some standard of excellence and consequences of his action will be either a favourable evaluation (success) or unfavourable evaluation (failure). Such performance is generally called achievement. When achievement motivation is aroused, it is expressed in driving energy, directed towards attaining excellence, getting ahead, doing things better, faster, more efficiently and finding solutions to difficult problems which require ingenuity and persistence. Individuals high in achievement motivation are more likely to approach achievement related activities than those low in motivational disposition because they tend to ascribe the failure due to lack of efforts and less likely to attribute failure to a deficiency in ability.

McClelland (1976) stated achievement Motivation as -

"The desire to do well, not so much for the sake of social recognition or prestige but to attain an inner feeling of personal accomplishment".

Achievement Motivation may be defined as dissatisfaction with present condition and an urge to improve upon the same condition of life (Mehta 1962). According to Heckhausen (1967) achievement motivation is "the striving to increase, or keep as high as possible one's own capability in all activities in which a
standard of excellence is thought to apply and where the execution of such activities can, therefore, either succeed or fail".

Similarly, Atkinson (1964) defined achievement motive as a disposition to strive for success and/or the capacity to experience pleasure contingent upon success. The achievement motive has been most extensively studied by David C. McClelland and his associates. The method of investigating achievement motivation is an extension of Murray's TAT approach. Typically, subjects are presented with four TAT cards flashed on a screen and are then asked to write a five minute story guided by several questions. The picture are either selected or specially constructed to suggest achievement themes. Afterwards, the stories are scored for achievement content.

Achievement was defined by McClelland as performing in terms of a standard of excellent or simply, as a desire to be successful. In scoring for achievement motivation each story is read and a general decision made about the presence or absence of achievement imagery. If achievement imagery is present, the scorer than makes judgements about the occurrence of specific components of achievement, such as the expression of a desire for achievement (for instance, "He wants to be a doctor") the description of activity instrumental for success("He will try
his best") or the anticipation of reaching his goal ("He is thinking of the day when he'll be famous"). These are other components are given scores and then added up to provide a numerical index of the strength of the achievement motive in a given individual. The measure is somewhat complex but, with sufficient practice, two undergraduates can reach satisfactory agreement on the scoring.

To see the achievement motivation facilitate learning and performance, actually, quite, a few studies have demonstrated that individuals with a low achievement motive. It should not be concluded, however, that individuals with high achievement motivation will automatically do better on any all tasks. They may not excel on boring and routine tasks where there is no challenge. It is necessary that their sense of achievement be engaged. This need is shown quite clearly in a study by Elizabeth G. French.

The results of French's experiment show that under the relaxed conditions there was no appreciable difference between the high and low achievement subjects, the high achievers did get involved and performed better. Perhaps the most interesting finding turned up under the extrinsic reward condition. The low achievement subjects did respond a bit to the lure of an hour's free time but the high
achievers did not. Other studies support this finding; high achievers are not easily motivated by extrinsic prizes and so forth. They do best when they get some achievement satisfaction from doing a task well in relation to some standard of excellence.

What are these high-achieving people like in other ways? They tend to have self-confidence, to like individual responsibility, and to prefer concrete knowledge of the results of their work. They get good grades. They are active in college and community activities, choose experts rather than friends as working partners, and are resistant to outside social pressure. They enjoy taking moderate risks in situations that depend on their own ability, but not when it comes to pure chance situations such as horserace bettings.

Achievement Motivation or need achievement has two types: Intrinsic achievement motivation and Extrinsic achievement motivation or (need achievement). I-n Ach oriented persons are characterized by preferences for activity that are relatively complex, challenging and entertaining, whereas E-n Ach orientation are characterized by preference for activities that are relatively simple, predictable and easily completed. Intrinsic need achievement represents concern over standard of excellence or doing something well for its own
sake i.e. to attain an inner feeling of personal accomplishment without regard to other benefits. On the other hand, Extrinsic need achievements represent concern over success in competition with others involving social competition and social recognition (Jerath 1981).

Extrinsic motives are so called because they arise from a source outside the individual. We are said to be motivated, extrinsically when we do something, because someone else wants us to do it, when someone somehow will reward us for doing it, or when we simply want to please or impress someone else. The example of Ε-n Ach is the practice of working for grades, and we are motivated intrinsically when we do something because we want to do it. We enjoy the activity as an end in itself or we are sufficiently interested in doing it so that external inducements are unnecessary. An example of an intrinsically motivated student is one who reads novels simply because he likes to read novels because he readily perceives that it is somehow to his advantage to do so (Kelesnick, 1923).
3. **Frustration:**

When progress towards a motivated goal is blocked by an unsurmountable barrier before the goal is achieved and the unresolved underlying tension results in frustration.

The term frustration has been defined in various ways. According to Freud (1920) "Frustration occurred whenever pleasure seeking or pain avoiding behaviour was blocked". Generally speaking, the definition of frustration can be classified into two categories i.e. (i) frustration as a state of an organism and (ii) frustration as a hypothetical construct.

Most of them agree in emphasizing the role of interference in goal response in producing frustration. Maslow (1941) for example, defined it as "not getting what one desires, or interference with a wish, or with a gratification". According to Barker (1941) "by a frustrating situation will be meant any situation in which an obstacle, physical, social or conceptual, personal or environmental prevents the satisfaction of a desire". Similarly Lewin (1941) pointed out "Frustration refers in a vague way to a multitude of different settings rather than to one conceptually definable type of situation". Davitz (1942) defined frustration as "the blocking of drive evoked behaviour". According to Sear (1946)
"Frustration refers to that condition which exists when goal response suffers interference". Angelino (1951), says "the interference with goal directed behaviour or more simply, blocking or preventing a person from achieving the things he desires". Maier (1949) also defines frustration as "a change in the condition of the organism and though it as different set of behaviour mechanism is put into operation". According to Morgan, King and Robison (1951), the term frustration refers "to the blocking of behaviour this is directed towards a goal" (also Cf. Murphy, 1964; Coleman, 1964; Kretch and Crutchfield, 1965).

On the other hand, Amsel (1962) defines frustration as "a conceptualization of a hypothetical, implicit reaction elicited by non-reward after a number of prior rewards." Brown and Farker (1951) outlined an approach in which frustration was treated as a hypothetical construct. Thus it is seen that most of the psychologists have laid emphasis upon the interference in the goal directed activity of the person. The topological psychologists (Mark, Denbo and Lewin, 1941) define frustration" as a state of emotional tension resulting from the opposition of forces acting upon the person". We can say frustration occurs only when the organism meets hindrances which are difficult or impossible to overcome.
Rosenzweig (1934) has given his "Frustration Theory" in which he explains "Frustration occurs whenever the organism meets a more or less unsurmountable obstacles in its route to the satisfaction of any vital need." He considered frustration from point of view of three levels of vital defences -

(i) Cellular or immunological level
(ii) autonomic or emergency level
(iii) Cortical or ego-defence level

Dollard et al. (1944) defined Frustration in his Frustration Aggression hypothesis as "an interference with the occurrence of an instigated goal response at its proper time in the behaviour sequence". Aggression is not a necessary response to frustration, as has often been supposed, whether or not it occurs depends upon many variables including the strength of the frustration whether or not the frustration is experienced as arbitrary and the potential rewards for aggression. Frustration produced aggression may be displaced from the original instigator to other objects or people.

Barker, Dembo and Lewin (1941) have shown regression as an outcome of frustration. Regression may involve a return to well defined earlier learned behaviour pattern or it can be reflected in a general apathy, inefficiency, and lack of organization. It can be
reflected in a return to very early form of behaviour and/or attachment. Temporary mild regression can also be constructive. It may allow temporary security and hence increase the individual's ability to cope with situation demands.

Behaviour may become rigid, stereotyped fixated and repetitive under severe frustration. However frustration is not the only factor which produces behavioural rigidity. Any strong motivation can have the same effect. The extinction of fixated behaviour may be all but impossible.

Many socially relevant behaviour (dependency, achievement, aggression, etc) are influenced by frustration. Generally, as frustration for the behaviour increases so does the persistence of the behaviour. This is true up to a point. When the frustration become two strong the behaviour decreases.

**Frustration of Motive:**

Motivated behaviour is goal-directed behaviour. The behaviour ceases when the goal is achieved; the motive allayed. Sometimes the achievement of the goal is delayed. This increases the tension. The tension is reduced, however, when the goal is realised. But often the goal may not be achieved. This is called frustration of motive. Frustration is thus a state prolonged by the failure to
achieve the satisfaction of a motive. It is a reaction to the blocking of goal-directed behaviour.

There are different causes of frustration of a motive. We mention below some general situations in which a motive is frustrated.

1. An obstruction in the environment of a person may prevent him to achieve his motive. A child’s need for play is frustrated if his toys are locked in the almirah while he is playing with them, or they are visible through the glass panes but he cannot get them. The locked door of the almirah becomes an obstacle. It obstructs the achievement of his play motive. The motive is frustrated. If a person is starved for want of food in his environment, the hunger need is obstructed by the circumstances in which he is placed. The need is frustrated. Prisoners of war experience frustration of several of their primary and derived needs, like hunger, sex activity, status, friendliness etc. The condition of imprisonment in which they find themselves prevents them from achieving the goals towards which these motives are directed.

2. A motive is also frustrated if the goal towards which it is directed is not attainable by the person. The goal is beyond his capacity to reach it. The obstacle to the satisfaction of the motive is not in the environment; he lacks the power to attain it. A student of poor
academic ability is frustrated if his ambition is to score high marks in the examination. Every student aspire to achieve success in high school work. He develops an academic achievement motive. But as we have noted earlier, a person's achievement is limited by his ability to achieve. If a person aspires to achieve a degree of success which is not possible for him to achieve, his achievement motive is frustrated. There may be frustration of the sex motive if a poor man desires to marry rich girl. The goal that he has set for himself is unattainable for him.

3. Conflict of motives also produces frustration of a motive. A conflict of motives arises when two or more motives are aroused at the same time, but both cannot be satisfied at the same moment. The conflict of motives may take different forms.

(i) A person of high status may be approached for subscription to a charity fund. He may experience a conflict between his status motive and his desire to increase his bank balance. If he makes handsome contribution to the fund, his desire to hoard money will be frustrated. If he refuses to contribute, he will lose his prestige, his status motive will be frustrated.

Such conflict of motive may be resolved by allowing one motive to achieve its goals at one time; the
goal of the other motive is achieved at a later time. The person of high status may pay to the charity fund and then cut down some other expenses to save for the bank deposit.

(ii) A conflict of motives also arises when a person has to choose one of two courses of action. Both of which are equally undesirable. A child is inclined by the play motive to avoid going to school. He is inclined by the affiliation motive to avoid his parent's displeasure. His choice is influenced by the strength of the two motives. The strength of the motive determines for him what is less undesirable. If the need for parent's love is stronger, going to school will be a lesser evil for him. If the need for play is stronger, parent's displeasure will be the lesser evil. If he finds that he can cut school without causing his parents displeasure because it does not bring him any loss, in future the temptation to play in school time produce no conflict in him.

Such conflicts may also be resolved by "getting out of the field". The child may choose to go to school but instead of attending to the real situation of the classroom, he may take to day dreaming. He slips into an unreal world where he is free to play whatever game and in whosoever's company he desires.
The resolution of a conflict, therefore, requires tolerance for the frustration of a motive. The more one is able to stand the frustration of a motive, the greater is his capacity to resolve his conflicts. The ability to stand frustration has been called frustration tolerance. All persons do not have the same power to tolerate frustration.
CHAPTER -II

REVIEW OF STUDIES
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REVIEW OF STUDIES

In the present chapter we would critically examine certain important studies dealing with school adjustment among truants and non-truants.

Sheila Mitchell & Michail Shepherd's (1967) study "The child who dislikes going to school", deals with the enquiry into the behaviour of a random sample of over 6000 children aged between 5-15 years, attending local authority schools in Buckinghamshire in which the information was obtained about each child's reaction to school. This indicated that dislike of school was associated with poor attainment at school and signs of anxiety at home. Boys who disliked school were also found to be significantly more likely to have a problem of behaviour reported by their teachers and were more uncooperative in class but this was not true of the girls. Reaction to school affected attendance among children of secondary school age, but not among those under 11 years.

Jain, S. (1969) in his research entitled "Truancy at Pre University Level" investigated the incidence and cause of truancy among students at pre-university stage.
in Uttar Pradesh. A sample of 413 institutions having a total strength of 93,248 students of Intermediate classes was selected from all seven education regions of Uttar Pradesh.

For identifying the real causes of truancy the study covered 200 non-truants, 360 truants and 360 parents of truants. The data was analysed by using 't' test of significance between the means and percentage and rank difference correlation. Guilford's comosite standard method was used for computing scale values for the different causes of truancy included in the inventory.

The findings of the study were as follows:

a) There was a positive correlation between the size of the class and the incidence of the truancy i.e. overcrowding in classroom encouraged truancy in urban area. Overcrowding in classrooms in rural area had no relationship with truancy.

b) The incidence of truancy was significantly higher in private managed institutions than in government institutions.

c) The truant boys absent themselves more often because of social factors.

d) The most frequently cited causes of truancy were mental upset, ill health and domestic responsibility.
e) On the basis of computed scale values the potent causes of absenteeism typical of truants population were the inability to do home work, the availability of notes and keys, in the market to meet the requirement of the courses of study, the perception of the education as not important for success in life, the shouldering of the responsibility of students union or other extra-curricular activities.

Thabore (1972) conducted an investigation "Psychological study of some factors associated with truancy" in certain schools of Ahmedabad. In order to understand the manifold aspects of the problem a comparison was made between a group of truants with a group of non-truants. Two matched group design was used. The groups were matched on some variables like sex, age, intelligence and economic conditions. Each group consisted of 200 children. Subjects of both the groups were selected on the basis of rating by teachers and monitors and the school records. Data collected related to interest, intelligence, birth order, the use of leisure time, personality adjustment, total number of siblings, sibling relationships, parental education and occupation, parental attitude, the nature of psychological and physical conditions at home, attitude towards school and participation in school activities.
The interview technique was used for the collection of data. In addition, misbehaviour manifestation checklist was also used. The chi-square test and the 't' test were used for data analysis.

Thabor found that there was a significant relationship between the incidence of truancy and the parent's attitude towards children. He also found that truants had inferior school adjustment and family adjustment than non-truants.

Harjeet Kaur (1979) also studied truancy but among girls. With the help of stratified random sampling technique 400 females consisting of 120 truants and 280 non-truants were drawn from private university colleges of Delhi city.

The main conclusions of the study were:

1. that truants showed non-serious attitude towards examination and used labour saving devices.
2. that truants had poor educational background and poor school performance.
3. that truant had a higher failure rate.
4. that the hobbies of truants were different from hobbies of non-truants. They were more interested in seeing films, going on tours, listening to the radio, reading novels and cracking cheep jobs, trying to satisfy their sociogenic needs with the help of these hobbies.
Badami & Badami (1972) worked on the "Interpersonal relationship of truants and non-truants. The sample of this investigation was 58 truants and 66 non-truants were selected from grades 5th, 6th and 7th at Ahmedabad. They used sociometry, social adjustment inventory developed by senior authors. The data was treated by chi-square. The results revealed that medium social-metric score for non-truants was significantly higher than the truants group. A significantly larger number of truants expressed completely or partially mutual choices than the truants on each criterion. Significantly more scores and normals were found among truants. Comparatively the non-truants were superior in their level of social adjustment than the truants. The social circle of the truants was comparatively narrower than non-truants.

Arvinder Singh (1978) worked on "Personality of truants". He took a sample of 100 male students in which 50 students were truants and 50 were non-truants. The subjects were drawn from 9th and 10th classes of different schools situated at Chandigarh. The truants were those who had remained absent from the school for more than three consecutive days in the past two months without permission and without a satisfactory non-explanation. The second group consisted of 50 non-truants. These students were well matched on age, education and family size.
The subjects were administered PEN Inventory (Eysenck, 1968), value orientation, manifest aggression and social maladjustment of Jesness inventory (Jesness, 1972) and Sinha's manifest anxiety scale (Sinha, 1968). All the subjects were first interviewed briefly and then administered the tests.

Comparison of truants and non-truants revealed significant differences between the two groups. The truants proved to be significantly more extravert and more neurotic, obtained high scores on social maladjustment, value orientation and manifest aggression scale of Jesness Inventory. They also scored higher on Sinha's manifest anxiety scale, as compared to the non-truants. There was a higher incidence of truancy among the siblings of truants and there were significantly differences in the ordinal position of the two groups. The non-truants were predominantly the oldest children while the truants were the middle youngest.

Jain (1979) studied "Truancy among High School and Intermediate Colleges of Farrukhabad city". In this empirical study, survey interview method, sampling method, questionnaire method supplemented with observation method and non-questionnaire interview method have been used.
Three colleges in the city are located on the main road. Intermediate colleges for girls are also on the same road. Movie houses, restaurants, railway station and Thandi Sarak are also very adjacent to these colleges.

The main findings are

1. Unfavourable timings of the colleges also help in making truants.

2. Home-school distance is also responsible for incidence of truancy.

3. Family organization has its own importance in relation to truancy.

4. The living of conditions, birth order; 31% of the truants were first born children, have much more to do with truancy.

5. Lack of education in parents is also significant from the point of view of truancy.

6. Lack of proper supervision and unawareness of parents of their words play an important role in making of truants.

7. Fondness for seeing films is an important factor in the causation of truancy.

8. Economic conditions and truancy go hard and glove.
The largest number of truants were produced by the family which had only one earning member. The greater the number of earning members in the family the fewer is the number of truants.

Reddy (1979) conducted a study on "Problems of concern for many of the school going adolescents". In his study, he distributed 540 students equally between the three classes (eighth, ninth and tenth) in the three localities (urban, semi-urban and rural) and the two sexes (male and female) as subjects for the study. The sample was selected from secondary schools in Chittor district of Andhra Pradesh by a multistage stratified random procedure. The age of the sample ranged between 13 and 16 years. The proportion of the sample to the populations was approximately 1:50.

S.V. Problem check-list, developed by the author for assessing the level of adjustment of adolescents, was used in the study. It contains 256 problems representing 10 areas of adjustment. The test-retest reliability of the check-list was 0.90 (N: 147). With a time intervals of one week between the two administrations.

The scoring procedure for the instrument was in accordance with the most well-known 'Mooney Problem Checklit' (Mooney 1951) and other similar problem check lists.
The score of an individual in a given area on this instrument is the number of problems checked by the individual in that area. A high score, therefore, implies less adjustment. The instrument was made anonymous to encourage free and frank response from subjects. It was administered to the sample in small groups of 15 to 20 at a time in their respective classrooms.

The results of this study show that, the average number of problems related to academic adjustment and study habits marked by the Ss was as high as 14.76. The area of future, educational, vocational, and personal adjustment occupied the next two places with a mean score of 6.59.

The percentage of Ss checking each of the 256 problems was calculated to see the specific problems of concern to many of the students.

It could be seen that out of the 23 problems marked at least by 40% of the subjects, 12 are related to their education and 5 are in the area of future; educational, vocational. Most of these problems can be tackled by the teacher if they are given a little training in the fundamentals of techniques of guidance, especially educational guidance.
Krishna & Kumar (1981) worked on the "Adjustment problem among truants". The purpose of the present study is to compare truants and non-truants in respect of home, health, social, emotional and overall dimensions of adjustment. It was hypothesized that truants would tend to score significantly higher (showing poor adjustment) on adjustment dimensions than their non-truants. Samples of 72 truants and 150 non-truants were selected from the 9th and 10th grades on the basis of class monitor's ratings. Both the samples were drawn from five local high schools located in the municipal area of Gaya, Bihar and were matched in respect of their educational level, mean chronological age as well as school background. The age range of both the groups was 12 to 15 years. In order to avoid personal bias and prejudice on the part of raters, the class monitor and two popular teachers including the class teacher were requested to rate those students who were habitual truants. Only those students were included in the sample who were rated as truants unanimously by them. Similar procedure was followed in the identification of non-truants. In order to assess adjustment pattern of truants and non-truants, Hindi adaptation (Mohsin and Hussain, 1970) of Bell's (1935) adjustment inventory was used. The data was treated by using 't' test. The results revealed that truants scored significantly high
(showing poor adjustment) on home, social, emotional and overall dimensions as compared to non-truants. The two groups did not differ statistically in respect of their mean scores on health dimension. Thus the findings indicate that truants faced comparatively more adjustment problem related to home, social and emotional areas as well as adjustment taken as a whole. The findings are more or less in the hypothesized direction.

Johri & Nauaich's (1983) research "A psychological study of truancy in urban population" drew its sample from the schools of Gwalior city into 2 groups of 50 truants and 50 non-truants. The age range was 13 to 15 years. The control group of 50 students was matched with the experimental group regarding age, education, social, economic status etc.

The data was collected by using an identification method devised by the investigators as well as the "Study Habits and Attitude Test" constructed and standardized by Mathur. The latter test measures the study habits and attitudes of students and is suitable for use with both sizes. The questionnaire was administered on groups of ten subjects each and it was ensured that the answer sheets were properly filled.

To test statistically whether truants and non-truants differ on different guidance areas and different
categories, the raw scores were converted into t scores with the help of manual and the mean of each group was calculated. For analysis, the two groups were compared and significance of difference between the groups were obtained by using the 't' test and following results were obtained:

a) that urban non-truants in comparison to truants have favourable attitude towards their studies.

b) that their study habits are regular and proper.

c) that they need less guidance in different areas.

d) that no truants were found to fall in 'good' category but non-truants have fallen in 'good' and 'satisfactory' categories and truants have fallen in 'satisfactory' and 'poor' categories.

Another investigation on truancy by Clark & Gloria (1984) studied "Factors associated with high school truancy in the Detroit Public School". This study sought to gather empirical data to determine factors associated with students who have been identified as truants. Also under investigation was the problem of why some students come to school on a regular or irregular basis, attend some classes and are absent from others. The sample of this study comprised of twenty percent of the 298 students from three high schools in Detroit who were truants in the 9th and 10th grades during 1982-83.
school year. To draw the sample stratified random sampling method was used.

To collect data relevant to the focus of this study, two instruments were administered. A students' survey instrument was used to identify certain demographic data and determine the students' perceptions of curriculum, staff attitudes, families' educational expectation, school climate and personal problems. The second instrument was the "Tennessee Self Control Scale" which measured students' perceptions of their self-conflicts.

The findings revealed that students who have been identified as truants come to school on a regular basis, attend some classes and skip others, are not students who are completely alienated and turned off by the school and curriculum. These students, however, often find that the classroom is the place where they experience academic frustration. The truant student's perceptions of staff attitudes were positive. Truant students unanimously agreed that their parents value education. Peer influence and personal problems were not identified as significant factor in the truancy of students in this study. However, truant students were characterized as having little confidence in themselves, and often dubious about their self-worth. The truant
students perceived that their schools were not running smoothly. Truancy was found to be detrimental to maintaining a positive school climate.

Reide (1984) worked on the problem "The Behaviour of persistent school Absentees" and investigated the relationship between persistent school absenteeism and pupil's behaviour. He has chosen the three samples. The persistent school absentees were selected by senior staff in the schools and the education welfare officers and were known to have missed school for a minimum of 65% or more of school time in the year preceding the study. The vast majority, however, had been categorised as being persistent absentees for about two or three years with some 25% of them having had serious attendance problems in their primary schools.

The Control Group I pupils came from the same forms as the persistent absentees and were matched for age and sex. The Control Group II pupils originated in the highest forms in the school and like. The Control Group I pupils, were matched by age and sex to the nearest month with the absentees. All the pupils in the three groups come from the third, fourth and fifth years in the school in order to maintain a manageable sample given the nature of the problem. The three groups were chosen in order to maximise the possible difference. As
absentees and good attenders select themselves, a randomised design was not possible.

The research was sub-divided and undertaken in stages. In stage one, the persistent absentees and good attenders were selected and matched. The second part of the enquiry investigated and compared the social and educational backgrounds of pupils using a social anthropological approach. In the third stage, the Rutter (1967) Children's Behaviour Questionnaire was used for analysing pupils' behaviour. For the purposes of this study, scale B was used. This was completed by the form teachers of each of the 77 pupils in the three group under instructions given by the researcher over a three week period towards the end of the investigation.

The questionnaire was designed for use with 7 to 13 years old children, it has been used successfully with older pupils, notably on samples of maladjusted subjects.

In order to interpret the data, analysis of variance and 't' tests were used to ascertain whether the reported behaviour of the persistent absentees was worse than the two control groups. Two way analysis of variance scores by group and sex were also used when investigatory the intra and inter group difference. The data was analysed mechanically using SPSS vision 8.
The results of this study show that the mean for the control group 2 pupils was slightly higher than for those in control group 1. Presumably this is partially explained by the composition of the control group of sample as academic pupils are known to suffer from greater levels of anxiety than the normal population. Nevertheless too much should not be made of this point as the mean for all the three groups was very low.

Green & Joe Louis, (1985) also conducted a study on "In-School Truancy and Implications for positive attendance procedures and instructions". The purpose of this study was to identify factors that are associated with in schools truancy, selected class attendance problem in the Detrooit Public Schools and to identify possible solutions. Three hundred fifty five (355) randomly selected ninth through twelfth grade (9-12) students from two selected detrooit high schools participated in the study.

Two instruments were used in this study: one for students and one for teachers. Questions in instruments were categorized to match the research questions. Research questions were analysed using the 't' test and multiple classification analysis, with a significant level of less than .05 for students and a 51% majority for teachers.
Sex, ethnicity, grade level and age were not directly associated with in-school truancy. There was no statistically significant difference in truant's and non-truant's perception of the current curriculum, teacher expectation, personal problem, drug involvement, lack of successful experience in school life, effectiveness of current procedures of family's attitude.

There was a statistically significant difference in truants' and non-truants' perception of teachers' attitude, school climate and peer influence.

Teachers believed that improved curriculum and communication with the home would improve student attendance.

Another investigation on truancy by Khan et al. (1986) studied "Anxiety and personality adjustment among truants and non-truants". The investigation aimed at comparing the level of anxiety and adjustment patterns among truants and non-truants. The sample consisted of 50 truants and 50 non-truants of 9th and 10th grade randomly selected from three local High Schools of Aligarh city. Both the samples were selected on the basis of class monitor's and teacher's ratings. The age range of both the groups was 12 to 15 years. In order to avoid personal bias on the part of raters, the class
monitor and three popular teachers including the class teacher were requested to rate those students who were habitual truants and non-truants. They were matched in terms of age and socio-economic status. Anxiety was measured with the help of Sinha and Krishna's (1971) Revised Comprehensive Test of Anxiety (CTA) and Personality Adjustment was assessed by Mohsin-Shamshad (Mohsin & Hussain, 1970), Hindi Adaptation of Bell's Adjustment Inventory (MS-BAI). The data were treated by using 't' test. The results clearly revealed that truants were more anxious than their non-truants counterparts. Further, it was found that truants showed poor adjustment with regard to home, health, social and emotional dimensions. Thus the findings indicate that truants were more anxious and face comparatively more adjustment problems related to home, social, health and emotional areas as well as adjustment taken as a whole.

Alam et al. (1987) also studied the problem of truancy "A study of anxiety, risk taking and personality adjustment among truants and non-truants". They were taken 100 students in which 50 truants and 50 non-truants. The age range of the both groups was 13 to 16 years. They were also matched in respect of their parent's income and education. Sinha's (1968) W-A Self-Analysis Form was used to measure manifest anxiety among
truants and non-truants. This scale measures overall manifest anxiety as well as anxiety in four different areas, namely, Psychological, Social, Economic and Physical. Risk-taking behaviour was measured by Kogan and Wallach's (1964) Choice Dilemma Questionnaire (CDQ). In order to evaluate personality adjustment of truants and non-truants, Mohsin & Hussain's (1970) Hindi adaptation of Bell's (1935) Adjustment inventory (MS-BAI) was used. It measures subject's adjustment with regard to home, health, social, emotional and overall dimensions. Both test retest and internal consistency reliability of each dimension of adjustment were sufficiently high. High scores on the inventory signified poor adjustment and low scores better adjustment in different specific areas and also in respect of adjustment taken as a whole. The data were treated by using 't' test. The findings clearly revealed that truants scored significantly higher (showing poor adjustment) on home, social, emotional and overall dimensions of adjustment as compared to their non-truants counterparts. Further, truants were found to be more anxious than non-truants. Contrary to the hypotheses, the two groups did not differ significantly in respect of risk-taking behaviour and health dimension of adjustment.
Mubarak Ali, Sekar and Shariff (1990) also studied "Adjustment and Deviance among school children". In this investigation, they drew 231 children from three schools studying in 8th, 9th and 10th standards. The universe considered for the study was a certified school (Group I) and a slum school (Group 2) both situated in Bangalore city and a Rural School (Group 3) situated 40 K.M. away from Bangalore city. The rationale being the selection of these three schools was to have representation from different social strata. The Rutter's scale "A children behaviour questionnaire for completion by teachers" was used to screen the children for their deviance. The validity and utility of this scale in Indian context have been reported by Sekar et al.

Pre-Adolescent Adjustment Scale was used to assess the level of adjustment of the children. The data was treated by the current study observed that the children studying in the slum school are poorly adjusted to their family, school, peers, teachers and adjustment in general. The children studying in certified school are having a high deviance and also maladjusted to their teachers and school. The children studying in Rural School are having a poor adjustment to their family members, peers and adjustment in general.
Researches on truancy in relation to n-achievement and frustration may best be described by their 'paucity'. The present investigator in this connection visited American Library, NCERT Library and ICSSR Library at New Delhi and of course, A.M.U. Library at Aligarh but hardly could find very few investigations carried out in India and abroad on the above variables. He was conscious of this difficulty because at the time of selection of the problem the same difficulty was faced but at that time his efforts were confined to survey of literature available at A.M.U. only. He was hopeful to get the relevant literature in Delhi libraries. Moreover, his great concern with the wastage of human resources by way of truancy ultimately mostly leading to delinquency and school drop out dominated the will to conduct research and find out some useful relationships with certain psycho-social variables as an endeavor to contribute something in the direction of its understanding and control. However, the following available researches throw some light on the n-achievement and frustration aspects of truants and non-truants.

Achievement Motivation:

Barth Richard (1984) studied the problem "Reducing non-attendance in elementary schools". He contends that early non-attendance by children in elementary schools
contribute to poor achievement and added concerns and loss of respite for families. Non-attendance arises from personal, familial, institutional and social shortcomings. Intervention designed to promote attendance require attention to non-attendance determinants. Anxiety about school attendance and other fear require a school family plan for returning the child to school. The next day, contingency plan should be developed to Borstal parents sense of power and ensure that teacher don't inadvertently undo the plan by sending the child home. These students may be vulnerable to school stress and need support services on the school site supplying information to and increased direct contact with families of non-attending children can be helpful intervention knowledge of natural helping network and daycare providers may reduce some disruptions.

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from three high schools in Detroit who were truants in the 9th and 10th grades during 1982-83, school year. To draw the sample stratified random sampling method was used.

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The findings revealed that students who have been identified as truants come to school on a regular basis, attend some classes and skip others, are not students who are completely alienated and turned off by the school and curriculum. These students, however, often find that the classroom is the place where they experience academic frustration. The truants student's perceptions of staff attitudes were positive. Truant students unanimously agreed that their parents value education. Peer influence and personal problems were not identified as significant factor in the truancy of students in this study. However, truant students were characterized as having little confidence in themselves, and often dubious about their self-worth. The truant students perceived that their
schools were not running smoothly. Truancy was found to be detrimental to maintaining a positive school climate.

Sommer and Barbara (1985) investigated differences and similarities between 25 eighth grade truants and 25 non-truants who were matched for age, grade, gender and ethnicity in relation to dimensions of family variables, friendship pattern and interest behaviour and attitude towards school and cognitive factors including academic ability and achievement.

Results indicate that the major observed that differences were in school behaviour and attitude, academic ability and achievement. The most frequent reasons given for truancy were boredom and dislike for teachers. Truancy was associated with highly disruptive classroom behaviour. The salience of school variable suggests that truancy prevention and intervention stages should improve course content, teaching and school climate. The necessity of having a comparison group to distinguish characteristics of normal adolescent development from those associated with mal-adjustment is emphasized.

Sommer, Barbara (1985) worked on "Truancy in early adolescence". He examines school absence in Junior High
Schools. Incidence of unexcused absence is estimated at about 7% in the U.S. for the adolescents aged 12-15 years. The long-term consequences of truancy for males include greater marinality, less success in the workplace and an increased likelihood of delinquency and psychopathology. Data for females are sparse. Factors most clearly associated with truancy are low achievement in school, inadequate parenting, and conditions of deprivation.

Asghar Ali (1987) studied "A comparative study of Achievement Motivation Performance and Creativity of Destitute and non-destitute Children of Ajmer Schools". In this investigation, the sample consists 100 destitute children and 100 non-destitute children. The sample covered only students of age group 14-18 pertaining to destitute and non-destitute children. Destitute are from 3 Ashrams - Niroshrit Nari, Bal Avas, Bal Kalyan Kendra and Bal Sadan of Ajmer. Non-destitute children belong to three private Higher Secondary Schools of Ajmer. For Achievement motivation Dr. Prayag Mehta's test of Achievement Motivation were used. For measuring creativity, the Paul, Torrence (original) non verbal tests were used. For performance, the percentage of annual marks obtained by the students at various levels has been considered.
Means, S.Ds, Standard Error of means, 't' values and correlation matrix were computed for the study. Destitute children scored significantly lower in achievement motivation and creativity and showed significant differences in favour of better achievement.

Verma (1990) worked on the topic "Cognitive ability, academic achievement and study habits of socially advantaged and disadvantaged students". He took 150 male adolescent students studying in 12th grade in different senior secondary schools of Lakhimpur Kheri (U.P). To measure cognitive ability of the subjects, "Samanya Mansik Yogita Pariksha" developed and standardized by Prof. M.C. Joshi was used. To obtain the measure of academic achievement of the subjects, the percentage of marks secured by them in Intermediate Examination was taken. For assessing the study habits of the students, Hindi version of "The Study Habit Inventory" standardized by Prof. B. Krishnan (1956) was used. The 't' value was used to find out that socially advantaged students were far superior in cognitive ability, academic achievement and study habits than socially disadvantaged students.

Homchadhuri (1980) carried out a study entitled "An analytical study of correlates of academic performance of college students". The sample for the study was drawn from all the five colleges of Mizoram. In all 459
Pre-University second year students were selected. ‘t’ ratio were computed and multi-regression analysis was carried out. He found that the higher achievers were significantly more anxious than lower achievers.

Khanna (1980) explained a relationship between students socio-economic background and their academic achievement. The sample comprised 1000 students of classes VI, VII, VIII (among thirty schools of rural and urban areas). Information schedules for parents, teachers and students of classes VI, VII and VIII separately were developed and used for data collection. The academic achievement scores of half-yearly and annual examination of the students. The chi-square and contingency of correlation were used for analysing the data. The findings of the study were:

i) socio-economic status was positively related with academic achievement.

ii) the student's achievement was related with his socio-economic status irrespective of whether his home town was a village, a town or a city. The correlation was more consistent in urban than in rural areas.

Agarwal (1975) worked, "A Psychological social study of academic under achievement at secondary school level in the state of Rajasthan. Data were collected
through verbal group test of general, mental ability, personality questionnaire, student's value scale, parents' value scale, socio-economic status index and Bhatnagar's attainment test. The sample consisted 1408 classes XI class students selected through the stratified sampling technique. The 't' test was used for testing the hypothesis.

(i) The under achievers were comparatively less emotionally mature, less class, less placed, less prove to getting into difficulties and less able to face reality and possessed less ego strength than the over-achievers.

(ii) The rural over achiever in comparison to urban over achiever were relatively more outgoing, more warm-hearted, more easygoing, more participating, more trustful, more adaptive and more social. The urban under achievers as compared to rural under-achievers were relatively more tense, more driven, more over wrought, and more frustrated.

(iii) The over achievers had stronger educational, social and humanistic values than under achiever, but on the remaining three values, materialistic, religious and personal, the two group were alike.

(iv) Social-economic status of the parents of under-achievers and over achievers was related to their achievement.
Verma and Upadhyay (1981) studied the effect of adjustment and frustration on school achievement. He selected fifty male students of class XI were used as subjects for the present study and administered Asthana's adjustment Inventory (1979), Frustration Test standardized by Chauhan and Tiwari (1972). Twenty five low and higher achievers each were compared for their adjustment, conflict and frustration, 't' ratio depicted that higher adjustment was conducive to better achievement, lower level of frustration proved to be favourable for better achievement.

Laurie Mufson (1989) studied "Factors associated with underachievement in seventh-grade children". Twenty-three seventh-grade students were studied to identify emotional, social or cognitive variables that might contribute to the lower than predicted scholastic performance of underachievers. All students in this research received a high score on the California Achievement Test (90-100). The student's who were designated as achievers attained all A's as final grades for the previous year, whereas those designated as under-achievers received grades in the B to C range. The two groups over achievers and under-achievers were evaluated and compared through students, parents and teachers interview and questionnaires. The results of this study revealed that under-achievers are less self-confidence, less socially
and emotionally mature, less able to face on one Concern at a time, less accurate in their perceptions about themselves and their work and less hard working.

**Frustration:**

Labh Singh and Harjeet Kaur (1977) depicted "Relation of Frustration towards the Incidence of Truancy". In this investigation, a sample of 100 female adolescent for the purpose of the study has been drawn from universe employing stratified and random probability technique, 50 truants and 50 non-truants has been drawn from different colleges. Sample for the study has been stratified on the basis of private and university institute of Delhi city. The 'Frustration Test' constructed by Chauhan and Tiwari (1972) has been used to measure the level of frustration. Frustration has a different set of behaviour mechanism. Its intense cathecticity and conativeness get expressed in various modes, such as aggression, fixation, regression and resignation.

(i) the analysis of results denotes that truants try to adjust themselves with the atmosphere of class through regression. The truants have very less "self-control" and thus they become escapist. The most of truants indulge in excessive day-dreaming.
(ii) The truants feel difficulty in forming new habits, developing new interests or adoption as required in the class.

(iii) The truants are less active than non-truants. The most of the truants have no plans, no definite relations to future and limitation of all needs on the non-truants possess definite aims of life, approachable means to achieve goals.

(iv) The truants are more aggressive than non-truants. The most of truants have feelings of unfairness and they are carrying grudges. Their behaviour is characterised by freqents querreling, impulses to take revenge and reactionary attitude to traditions and beliefs.

The students who fail to adjust their personality according to class environment, they become frustrated and turned escapist. It is clear that frustration facilities the incidency of truancy.

Harjeet Kaur (1979) worked on "A social and psychological study of truancy among female students". In this investigation, she selected 400 female students consisting 120 truants and 280 non-truants with the help of stratified random sampling technique from private colleges of Delhi city. Frustration test was used to collect data. The results indicated that truants are more
frustrated than non-truants and frustration and truancy were closely related. The truants had poor educational and poor school performance.

Denunzio, Mabel Tereisa (1984) investigated on "An analysis of students' judgement of the factor relected to Truancy behaviour in selected secondary schools". The research question were:

1. To what extend will frustration that students experience situations as compared to truancy behaviour?

2. What factor contribute most to truancy behaviour?

3. How important to each other are these factors in determining truancy behaviour? Questionnaires were administered 636 student in grades eight through twelve in ten selected public school systems in New England, at least 304 of whom had been identified as truants by their school administrator.

Responses were subjected to factor analysis, step wise multiple regression analysis, linear discriminant analysis, and repeated measures analysis of variance.

Repeated measures analysis of variance was used to compare mean scores of truants and non-truants on four situational measures:

School, Police, Peer and Home.
As a result of the analysis of variance four significant main effect emerged:
Truancy, Sex, Frustration and Self-concept.

Four significant interaction effects emerged:
truancy by sex, frustration by sex, frustration by self-concept, frustration by truancy, by sex by self-concept.
CHAPTER - III

PLAN OF THE RESEARCH
PLAN OF THE RESEARCH

The present investigation, "A study of truancy in relation to certain personality and social variables", is actually to be carried out by comparisons of scores of truants and non-truants with respect to personality variables, such as frustration, achievement motivation and adjustment as well as social variables namely, locality, income, educational level and professions of their parents. In order to achieve our objective the method adopted may be dealt under the following headings:

1. Sample
2. (a) Psychological test
   (b) Administration
3. Hypotheses
4. Statistical treatment of the data.

1. Sample:

Before we discuss the actual random selection of the subjects it seems necessary to mention that the sample of the investigation consisted of an experimental group of truants and control group of non-truants. These truants and non-truants were selected from two different types of schools, i.e. Govt. managed and Privately managed schools located in both urban and rural areas.
In connection with the selection of the subjects, especially truants the investigator relied upon two sources: (i) the reports of the class teachers, subject teachers and class monitors. (ii) personal perusal and examination of the attendance registers.

The criterion to designate a student as truants was at least 3 days' continuous absence from the class without permission of the teacher and/or approval of the parents for a just cause. [cf. Neumeyer (1955) Ocsar (1955), Tyerman (1955)].

The working sample of the present investigation consisted of 288 male students in which 144 students were truants and 144 students were non-truants. They were selected from 7th to 10th classes studying in our chosen four Government and four Private schools located in urban and rural areas. Out of each 144 truants and non-truants, 72 truants and non-truants each were randomly chosen from these urban and rural schools. Maler Kotta city, district
Sangrur was chosen to represent urban locality and certain villages of Malerkotta Tahsil, district Sangrur and district Ludhiana constituted rural locality.

With regard to income of their parents, truants and non-truants were selected from upper, middle and lower income groups of urban and rural schools. 19 truants were randomly selected from upper income group (UIG), 55 from Middle Income Group (MIG) and 70 from Lower Income Group (LIG). Similarly, 55 non-truants were randomly taken from upper income group, 67 from middle income group and 22 from lower income group.

The division of income group has been done in somewhat arbitrary way. However, the rational lies in the pay scales of Central Government services. Our different income groups consists as follows -

- Lower Income Group  Upto Rs. 2500/- p.m.
- Middle Income Group From Rs. 2501 to Rs. 4500
- Upper Income Group Carried Rs. 4501 p.m. and above
2. (a) Psychological Test:

(i) **Adjustment Inventory for School Students**

In the present investigation, Sinha and Singh (1971) Adjustment Inventory was used to measure the adjustment among truants and non-truants.

This inventory is a measure of overall manifest adjustment as well as adjustment is emotional, social and educational areas. The inventory consists of 60 items in which 20 items are related to each of the above three areas of adjustment. The subject has to indicate response 'Yes' to a positive item or response 'No' to a negative item and is then assigned one point. In case of subject's deviation from above pattern of response YES, he was assigned zero point. A high score on the inventory indicates mal-adjustment while low scores shows adjustment. The scoring of the inventory may be done with the help of the scoring key.
With regard to profession of the parents of truants and non-truants chosen from both urban and rural areas, they were also divided into three categories, namely: (1) Business/Farming, (2) Service, and (3) Labour. 63 truants were randomly chosen who belong to Business/Farming category, 31 whose parents belong to service category and 50 whose parents were labours/workers. Similarly 63, 53 and 28 non-truants were randomly chosen whose parents belong to Business/Agriculture, Service and Labours categories respectively.

With regards to education of their parents, truants and non-truants coming from both urban and rural areas, three classes of educational standard, such as Graduate or more educated upto Intermediate and Illiterate were formed. 25 truants were drawn whose parents were graduate or had higher education, 80 truants were selected whose parents educated upto Intermediate class and 39 truants were taken whose parents were illiterate. Similarly, 54, 68 and 22 non-truants were selected whose parents were graduate or more educated, Intermediate and Illiterate respectively.
The inventory has been found highly reliable and valid. Sinha and Singh found "Split half reliability, test-retest reliability and reliability by K.R. formula 20 coefficient". The reliability coefficient values with above three methods have been reported as 0.95, 0.93 and 0.94 respectively. The inventory was also validated by correlating inventory scores with rating inventory scores with rating by Hospital Superintendent. The product moment coefficient of correlation between inventory scores and superintendent's rating was obtained to be 0.51.

(ii) **Achievement Motive Test:**

The present test "Achievement Motive" test is based on sentence completion method and has been developed by Bishwanath and Mukherji (1984). It intends to measure the N-ach scores of the persons. The test consists of 50 items.
of incomplete sentences which are to be completed by subjects by putting a check mark on any one of the three alternative responses given against each item. The subjects are instructed to check the item by choosing one of the alternative responses which indicate their true feelings with respect to the point asked through a particular item. It is expected and believed that the subject while engaged in the process of checking the items would consider all the aspects which may be round about him at that time. In this way all the items are to be checked. Another special feature of the test is that items are repeated more than once in order to know the level of consistency with which the subject is answering the test. Similar responses on similar test items indicate the consistency in responding to the test. This has been done so as to avoid the time interval gap effect which is usually present where test retest is done allowing a time
gap. The usual time needed for administering the test is 30 minutes including the time needed for giving the instructions to the subjects. It is desirable that the test administrator while giving the test to the subjects should get them seated in such a way that they may not talk to each other or consult each other about the responses which they should check.

The procedure for scoring is very simple. It can be done with the help of a scoring key. Each item indicating Achievement Motivation (N-ach) is given as score of 1 and the total score earned on all the items is the N-ach score. The validity and reliability of the test has been reported by the authors to be very high.

(ii) Frustration Test:

The scale "NAIRASHYA MAAPA" (Frustration test) developed by Chauhan and Tiwari (1972) has been used to measure the frustration among the subjects. Dollard (1943) and Shaffer (1947) used questionnaire method to measure frustration about half-a-century back. The scale consists of 40 items out of which each of the four modes of frustration has 10 items. The four modes of frustration expression are Regression, Fixation, Resignation, and Aggression. All the 40 items of the scale are presented in simple and brisk style. The test makes use of ratings for
ten items of each of the four modes of frustration. In it each of the 40 items has five answers (multiple choice) graded on 5 point scale on the positive dimension and a zero point on the negative dimension. Operationally defined, all the items of the scale are matters of behaviour in daily life. The test studies effects of frustration upon the quality of a person's behaviour as a whole. They are thus immensely meaningful and interesting. There is no obscurity or complexity in them. The various types of behaviour indicative of these modes are:

1. Regression is expressed through bashfulness, lack of self control, dependency, wish to be little again, return to old behaviour, or childhood, broading for the past adjustment, excessive day dreaming.

2. 'Fixation' includes resistant involvement in past experiences, attachment to earlier adjustment, tradition conformity, habit persistency, cherishing for lasting hurt, lack of adaptability and preference for stability of behaviour.

3. 'Resignation' is shown through withdrawal from social contacts, retreatism, pessimis, tendency to commit suicide, rejection of life, lack of interest in life or surroundings, sorrowfulness, pessimistic fatalism and defeatism.

4. In the same way certain other behaviour such as reaction attitude to bractitions, irritation, drive for dominance, love for fighting, story retaliation,
anger behaviour, preference for a fighter or counter behaviour, competitiveness and appreciation for rebellion are indicators of "Aggression". Necessary instructions to be given to the subjects are provided on the test form. However, verbal instruction may also be given to the subjects. The 'tick' in reply may be converted into scores for all the four modes of frustration. The sum of scores under each mode of frustration is divided by 10 which gives mean score of the subject for that mode. In this way scores for all the modes of frustration and for the whole test are found out.

For purposes of norms extensity, the scale has been administered widely. Its' administration cover dimensions of 'sex-culture; sex-grades; sex-illiteracy; sex-literacy; sex-adolescence; and sex adulthood'. The scale has been administered over 270 urban and 161 rural people, over 161 illiterates and 270 literates, over 460 secondary students of IX, X, XI, XII grades; over 408 adults and 519 adolescents.

The test rest reliability for the scale, on a sample of 55 adults, with a test-retest gap of one month has been found as under-regression - .78, Fixation - .92, Resignation - .87 and Aggression - .87. As a whole - .88. Reliability coefficients for various types of samples on the basis of data supplied by various researchers engaged
with frustration studies have also been reported high and very high.

(b) Administration of Test:

After obtaining permission from the Principals and Headmasters of the chosen schools to administer psychological tests upon students of certain classes, he contacted class teachers, subject teachers, clerks, monitors and examined attendance registers to trace out the truants who were frequently absent from the school without the permission of the teachers and approval of parents, and non-truants who were regular in classes. In order to establish good relations with school teacher and rapport in the students, he visited schools several times and discussed a lot of matters related with their interest and education. He made appropriate atmosphere so that the students may cooperate and give frank and real responses. The investigator also assured the students that their responses will be kept secret. The investigator discussed with teachers about the problems of students, rules and regulations of school, weakness of administration which helped him in securing information about students and teachers, he randomly selected truants and non-truants in small groups. The investigator their gave one by one all the three questionnaire to the subjects in a single
sitting. It took one and a half hour with an interval of about 5 to 10 minutes in between two tests. Before start of each test, he gave necessary instructions about each test. The investigator made them to sit comfortably and relaxed on their chairs and told them that there was no need to worry about because that was his personal task and had nothing to do with the school administration. First of all, he gave School Adjustment Inventory, then he gave Achievement motivation and at the end Frustration scale. They were also asked to read thoroughly given on each questionnaire.

The subjects were instructed to read the instructions questionnaire carefully and if there was any difficulty in the written material, they were asked to clear up the same by asking the investigator. Information with regard to certain socio-economic variables was also collected from them.

After completing the task the subjects returned these forms to the investigator, then he asked their educational, social and economic particulars and details.

3. Hypotheses:

The test hypotheses of the investigation are as follows:
**School Adjustment**

1. It is expected that truants as a group will be more mal-adjusted than non-truants as a group.

2. It is expected that both urban and rural truants will be more mal-adjusted than their counterpart urban and rural non-truants.

3. It is expected that truants belong to each of the income groups will be more mal-adjusted than their counterpart non-truants.

4. It is expected that truants belonging to each of professional category of their parents, namely business/agriculture, service and labour classes will be more mal-adjusted than their counterpart non-truants.

5. It is expected that truants coming from families falling in each category of parents education level, such as graduation or higher, upto intermediate and illiterate will be more mal-adjusted than their counterpart non-truants.

**Achievement Motivation**

6. It is expected that truants as a group will be low achievers than non-truants as a group.
7. It is expected that both urban and rural truants will be low achievers than their counterpart non-truants.

8. It is expected that truants belonging to each of income groups will be low achievers than their counterpart non-truants.

9. It is expected that truants belonging to each of professional category of their parents, namely business/farming, service and labour classes will be low achievers than their counterparts non-truants.

10. It is expected that truants coming from families falling in each category of parents education level, such as graduation or higher, upto intermediate and illiterate will be low achievers than their counterpart non-truants.

**Frustration**

11. It is expected that truants as a group will be more frustrated than non-truants as a group.

12. It is expected that both urban and rural truants will be more frustrated than their counterpart non-truants.
13. It is expected that truants belonging to each of the income group will be more frustrated than their counterpart non-truants.

14. It is expected that truants belonging to each professional category of their parents, namely, business/agriculture, service and labour classes will be more frustrated than their counterpart non-truants.

15. It is expected that truants coming from families falling in each category of parents education level, such as, graduation or higher, upto intermediate and illiterate will be more frustrated than their counterpart non-truants.

4. Statistical Treatment of the Data:

After scoring the test according to the method mentioned earlier the scores for each subjects were obtained.

To test the hypotheses given above 't' test of significance of difference was applied. To compute 't' value with the help of frequency distribution of adjustment scores, achievement motivation and frustration scores. For various groups of subjects, Means, and SDs.
were found out. From these statistics with the help of the following formula 't' was computed.

\[
t = \frac{M_1 - M_2}{\text{SED}}
\]

\[
\text{SED} = \sqrt{\frac{2}{N_1} + \frac{2}{N_2}}
\]

\[
\text{SD} = \sqrt{\frac{d^2}{N}}
\]
CHAPTER IV

RESULTS AND DISCUSSION
RESULTS AND DISCUSSION

The present chapter deals with statistical analysis of the data and its interpretation as well as discussion of the obtained results. As pointed out in the preceding chapter, in order to study the difference between truant's and non-truant's 't' test of significance was used and also in order to answer the questions raised earlier it seems pertinent to interpret and discuss results tablewise and observe significance of difference, if any, among various groups of subjects in their school adjustment, achievement motivation and frustration.

(i) School Adjustment:

The above table-1 shows that emotional adjustment mean score (M=6.24) of truants is higher than emotional adjustment mean score (M=4.58) of non-truants. The 't' value (t=4.03) is also highly significant beyond .01 level of confidence. This value clearly indicates that truants are more mal-adjusted than non-truants and there is significant difference between the two groups. Likewise, social adjustment mean score (M=6.52) of all the truants as a group is higher than social adjustment mean score (M=4.83) of all non-truants as a group. The 't' value
Table 1: Showing the Ns, Ms, SDs and 't' values for school adjustment scores of truants and non-truants in the areas of emotional adjustment, social adjustment, educational adjustment and total school adjustment.

**Total Samples**

**School Adjustment**

<table>
<thead>
<tr>
<th>Areas of the Adjustment</th>
<th>Truants</th>
<th>Non-Truants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emotional Adjustment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 144</td>
<td>M = 6.24</td>
<td>M = 4.58</td>
</tr>
<tr>
<td>SD = 3.71</td>
<td>SD = 3.26</td>
<td></td>
</tr>
<tr>
<td><strong>t = 5.39</strong>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Adjustment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 144</td>
<td>M = 6.52</td>
<td>M = 4.83</td>
</tr>
<tr>
<td>SD = 2.99</td>
<td>SD = 2.29</td>
<td></td>
</tr>
<tr>
<td><strong>t = 5.39</strong>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Educational Adjustment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 144</td>
<td>M = 5.51</td>
<td>M = 3.98</td>
</tr>
<tr>
<td>SD = 3.71</td>
<td>SD = 2.59</td>
<td></td>
</tr>
<tr>
<td><strong>t = 4.13</strong>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total School Adjustment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N = 144</td>
<td>M = 18.53</td>
<td>M = 13.50</td>
</tr>
<tr>
<td>SD = 7.61</td>
<td>SD = 5.21</td>
<td></td>
</tr>
<tr>
<td><strong>t = 6.12</strong>*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*** Significant beyond .01 level of confidence.
obtained is 5.39 which is significant beyond .01 level of confidence. Similarly, educational adjustment mean score (M=5.51) of truants as a whole is higher than educational adjustment mean score (M=3.98) of non-truants. Its 't' value (t=4.13) is also highly significant. The total school adjustment mean score (M=18.53) of truants is much higher than total school adjustment mean score (M=13.50) of non-truants. The obtained 't' value (t=6.12) is also very highly significant i.e. beyond .01 level of confidence. The obtained 't' values show that truants are more maladjusted than non-truants in each area of adjustment as well as in total school adjustment. The difference between the two groups of truants and non-truants is real and genuine.

An examination of table-2 shows that urban truants have obtained higher mean scores (Em 6.31, Soc 6.69, Ed 6.55 and total 18.70) than urban non-truants (Em 4.18, Soc 4.59 Ed 3.63 and total 12.47) and the 't' values for these groups of subjects respectively have been computed as 5.60 4.77, 3.04 and 5.56, all of which are highly significant i.e. beyond .01 level. The results indicate that urban truants are more maladjusted than urban non-truants in all the areas (emotional, social, educational) as well as in total school adjustment.
Table-2: Showing the Ns, Ms, SDs and 't' values for school adjustment scores in the area of emotional adjustment, social adjustment, educational adjustment and total school adjustment of urban truants and non-truants.

**Locality - Urban**

**School Adjustment**

<table>
<thead>
<tr>
<th>Areas of the Adjustment</th>
<th>Truants</th>
<th>Non-Truants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N =72</td>
<td>N =72</td>
</tr>
<tr>
<td>Emotional Adjustment</td>
<td>M =6.31</td>
<td>M =4.18</td>
</tr>
<tr>
<td></td>
<td>SD=4.18</td>
<td>SD=3.21</td>
</tr>
<tr>
<td></td>
<td>t=5.60***</td>
<td></td>
</tr>
<tr>
<td>Social Adjustment</td>
<td>N =72</td>
<td>N =72</td>
</tr>
<tr>
<td></td>
<td>M =6.69</td>
<td>M =4.59</td>
</tr>
<tr>
<td></td>
<td>SD=3.16</td>
<td>SD=2.33</td>
</tr>
<tr>
<td></td>
<td>t=4.77***</td>
<td></td>
</tr>
<tr>
<td>Educational Adjustment</td>
<td>N =72</td>
<td>N =72</td>
</tr>
<tr>
<td></td>
<td>M =6.55</td>
<td>M =3.63</td>
</tr>
<tr>
<td></td>
<td>SD=7.95</td>
<td>SD=2.39</td>
</tr>
<tr>
<td></td>
<td>t=3.04***</td>
<td></td>
</tr>
<tr>
<td>Total School Adjustment</td>
<td>N =72</td>
<td>N =72</td>
</tr>
<tr>
<td></td>
<td>M =18.70</td>
<td>M =12.47</td>
</tr>
<tr>
<td></td>
<td>SD=8.12</td>
<td>SD=5.03</td>
</tr>
<tr>
<td></td>
<td>t=5.56***</td>
<td></td>
</tr>
</tbody>
</table>

*** Significant beyond .01 level of confidence.
Table-3: Showing the Ns, Ms, SDs and 't' values for school adjustment scores in the areas of emotional adjustment, social adjustment, educational adjustment and total school adjustment of rural truants and non-truants.

Locality - Rural Area
School Adjustment

<table>
<thead>
<tr>
<th>Areas of the Adjustment</th>
<th>Truants</th>
<th>Non-Truants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 72</td>
<td>N = 72</td>
</tr>
<tr>
<td>Emotional Adjustment</td>
<td>M = 6.02</td>
<td>M = 4.96</td>
</tr>
<tr>
<td></td>
<td>SD = 3.15</td>
<td>SD = 3.20</td>
</tr>
<tr>
<td></td>
<td><em>t = 2.07</em>*</td>
<td></td>
</tr>
<tr>
<td>Social Adjustment</td>
<td>N = 72</td>
<td>N = 72</td>
</tr>
<tr>
<td></td>
<td>M = 6.23</td>
<td>M = 5.08</td>
</tr>
<tr>
<td></td>
<td>SD = 2.84</td>
<td>SD = 2.28</td>
</tr>
<tr>
<td></td>
<td><em>t = 2.73</em>**</td>
<td></td>
</tr>
<tr>
<td>Educational Adjustment</td>
<td>N = 72</td>
<td>N = 72</td>
</tr>
<tr>
<td></td>
<td>M = 5.52</td>
<td>M = 4.44</td>
</tr>
<tr>
<td></td>
<td>SD = 3.70</td>
<td>SD = 2.30</td>
</tr>
<tr>
<td></td>
<td><em>t = 2.16</em>*</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>N = 72</td>
<td>N = 72</td>
</tr>
<tr>
<td>School Adjustment</td>
<td>M = 17.36</td>
<td>M = 14.55</td>
</tr>
<tr>
<td></td>
<td>SD = 7.40</td>
<td>SD = 5.15</td>
</tr>
<tr>
<td></td>
<td><em>t = 2.67</em>**</td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .05 level of confidence.
*** Significant beyond .01 level of confidence.
It is evident from table-3 that rural schools truants' emotional (M=6.02), social (M=6.23), educational (M=5.52) and total school adjustment (M=17.36) mean scores are higher than emotional (M=4.96), social (M=5.98), educational (M=4.44) and total school adjustment (M=14.55) mean scores of non-truants studying in rural schools. The 't' values for emotional (2.07), social (2.73), educational (2.16) and total school adjustment (2.56) respectively have been obtained. These values are significant statistically. The results indicate that truants of rural area are more maladjusted than non-truants of rural area in the all areas of school adjustment. The 't' values make it clearly evident that difference in adjustment of truants and non-truants is genuine (cf. Table-3).

From table-4, it is apparent that emotional, social, educational and total school adjustment mean scores (Em 5.20, Soc 6.31, Ed 4.73 and Total 16.78) of U.I.G. truants are higher than emotional, social, educational and total school adjustment mean scores (Em 4.84, Soc 4.84, Ed 4.20 and Total 13.85) of U.I.G non-truants. The obtained 't' values are 3.77, 2.20, .60 and 1.36 respectively. The 't' values in the areas of emotional and social adjustment are statistically
Table 4: Showing the Ns, Ms, SDs and 't' values for school adjustment scores of upper income group, middle income group and lower income group truants and non-truants in the areas of emotional, social, educational as well as total school adjustment

<table>
<thead>
<tr>
<th>Areas of the Adjustment</th>
<th>Parent's Income Group</th>
<th>Parent's Income Group</th>
<th>Parent's Income Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotion All</td>
<td>M = 5.20</td>
<td>M = 4.84</td>
<td>M = 6.16</td>
</tr>
<tr>
<td>Social</td>
<td>SD = 3.57</td>
<td>SD = 3.63</td>
<td>SD = 5.82</td>
</tr>
<tr>
<td></td>
<td>N = 19</td>
<td>N = 55</td>
<td>N = 55</td>
</tr>
<tr>
<td>Economic</td>
<td>t = 3.77***</td>
<td></td>
<td>t = 2.09**</td>
</tr>
<tr>
<td>Educational</td>
<td>M = 6.31</td>
<td>M = 4.84</td>
<td>M = 6.41</td>
</tr>
<tr>
<td>Social</td>
<td>SD = 2.60</td>
<td>SD = 2.25</td>
<td>SD = 3.09</td>
</tr>
<tr>
<td></td>
<td>N = 19</td>
<td>N = 55</td>
<td>N = 55</td>
</tr>
<tr>
<td>Economic</td>
<td>t = 2.20**</td>
<td></td>
<td>t = 2.59**</td>
</tr>
<tr>
<td>Educational</td>
<td>M = 4.73</td>
<td>M = 4.20</td>
<td>M = 5.21</td>
</tr>
<tr>
<td>Social</td>
<td>SD = 3.61</td>
<td>SD = 2.37</td>
<td>SD = 3.81</td>
</tr>
<tr>
<td></td>
<td>N = 19</td>
<td>N = 55</td>
<td>N = 55</td>
</tr>
<tr>
<td>Economic</td>
<td>t = .50 *</td>
<td></td>
<td>t = 2.23**</td>
</tr>
<tr>
<td>Total School</td>
<td>M = 16.78</td>
<td>M = 13.85</td>
<td>M = 18.05</td>
</tr>
<tr>
<td>Social Adjustment</td>
<td>SD = 8.75</td>
<td>SD = 5.75</td>
<td>SD = 7.90</td>
</tr>
<tr>
<td></td>
<td>N = 19</td>
<td>N = 55</td>
<td>N = 55</td>
</tr>
<tr>
<td>Economic</td>
<td>t = 1.36*</td>
<td></td>
<td>t = 3.73***</td>
</tr>
</tbody>
</table>

* Insignificant
** Significant at .05 level of confidence.
*** Significant beyond .01 level of confidence.
significant. While in the area of educational and total adjustment there is no significant difference between these two groups.

From the same table-4, it is evident that emotional, social, educational and total school adjustment mean scores (Em 6.16, Soc 6.41, Ed 5.21 and Total 18.05) of M.I.G truants are higher than emotional, social, educational and total school adjustment mean scores (Em 4.34, Soc 5.08, Ed 3.87 and Total 13.46) of their counterpart non-truants. The obtained 't' values are 2.09, 2.59, 2.23 and 3.73 respectively which are statistically significant. The 't' values indicate that there is significantly difference between M.I.G truants and their counterpart non-truants.

From the same table-4, it is clear that emotional, social, educational and total school adjustment mean scores (Em 6.38, Soc 6.29, Ed 5.74 and Total 18.62) of L.I.G truants are higher than emotional, social, educational and total school adjustment mean scores (Em 4.47, Soc 3.56, Ed 3.61 and Total 11.66) of L.I.G non-truants. The obtained 't' values are 2.59, 4.50, 3.33 and 5.75 respectively. All these 't' values are significant beyond .01 level of confidence. The 't' values indicate that L.I.G truants are more maladjusted than L.I.G non-truants in all the areas of school adjustment.
Table-5: Showing the Ns, Ms, SDs and 't' values for school adjustment scores of business, service and labour class truants and non-truants in the areas of emotional, social, educational as well as total school adjustment.

**School Adjustment**

**Parent's Profession Group**

<table>
<thead>
<tr>
<th>Areas of the Adjustment</th>
<th>Truants Business/Agr</th>
<th>Non-Truants Business/Agr</th>
<th>Truants Service</th>
<th>Non-Truants Service</th>
<th>Truants Labour</th>
<th>Non-Truants Labour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emotional Adjustment</strong></td>
<td>M = 6.26</td>
<td>M = 4.72</td>
<td>M = 6.26</td>
<td>M = 4.43</td>
<td>M = 6.20</td>
<td>M = 4.32</td>
</tr>
<tr>
<td></td>
<td>SD = 3.54</td>
<td>SD = 3.46</td>
<td>SD = 4.13</td>
<td>SD = 2.26</td>
<td>SD = 3.66</td>
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<tr>
<td></td>
<td>N = 63</td>
<td>N = 63</td>
<td>N = 31</td>
<td>N = 53</td>
<td>N = 50</td>
<td>N = 28</td>
</tr>
<tr>
<td></td>
<td>t = 2.52**</td>
<td></td>
<td>t = 2.27**</td>
<td></td>
<td>t = 2.52**</td>
<td></td>
</tr>
<tr>
<td><strong>Social Adjustment</strong></td>
<td>M = 6.56</td>
<td>M = 5.12</td>
<td>M = 6.04</td>
<td>M = 4.76</td>
<td>M = 6.76</td>
<td>M = 4.32</td>
</tr>
<tr>
<td></td>
<td>SD = 3.07</td>
<td>SD = 2.55</td>
<td>SD = 2.58</td>
<td>SD = 2.27</td>
<td>SD = 3.16</td>
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<td>N = 63</td>
<td>N = 31</td>
<td>N = 53</td>
<td>N = 50</td>
<td>N = 28</td>
</tr>
<tr>
<td></td>
<td>t = 2.86***</td>
<td></td>
<td>t = 2.29**</td>
<td></td>
<td>t = 3.27</td>
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</tr>
<tr>
<td><strong>Educational Adjustment</strong></td>
<td>M = 5.20</td>
<td>M = 3.88</td>
<td>M = 5.22</td>
<td>M = 4.23</td>
<td>M = 6.03</td>
<td>M = 3.61</td>
</tr>
<tr>
<td></td>
<td>SD = 3.49</td>
<td>SD = 2.62</td>
<td>SD = 3.50</td>
<td>SD = 1.80</td>
<td>SD = 2.49</td>
<td>SD = 2.08</td>
</tr>
<tr>
<td></td>
<td>N = 63</td>
<td>N = 63</td>
<td>N = 31</td>
<td>N = 53</td>
<td>N = 50</td>
<td>N = 28</td>
</tr>
<tr>
<td></td>
<td>t = 2.40**</td>
<td></td>
<td>t = 1.46*</td>
<td></td>
<td>t = 4.59</td>
<td></td>
</tr>
<tr>
<td><strong>Total School Adjustment</strong></td>
<td>M = 18.24</td>
<td>M = 13.73</td>
<td>M = 17.18</td>
<td>M = 13.43</td>
<td>M = 18.83</td>
<td>M = 12.23</td>
</tr>
<tr>
<td></td>
<td>SD = 8.09</td>
<td>SD = 6.16</td>
<td>SD = 7.60</td>
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<td>SD = 6.77</td>
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</tr>
<tr>
<td></td>
<td>N = 63</td>
<td>N = 63</td>
<td>N = 31</td>
<td>N = 53</td>
<td>N = 50</td>
<td>N = 28</td>
</tr>
<tr>
<td></td>
<td>t = 3.55***</td>
<td></td>
<td>t = 2.50**</td>
<td></td>
<td>t = 5.28***</td>
<td></td>
</tr>
</tbody>
</table>

* Insignificant
** Significant at .05 level of confidence.
*** Significant beyond .01 level of confidence.
It is evident from table-5 (parent's profession) that emotional, social, educational and total school adjustment mean scores (Em 6.26, Soc 6.56, Ed 5.20 and Total 18.24) of truants who come from business/farming families are higher than emotional, social, educational and total school adjustment mean scores (Em 4.72, Soc 5.12, Ed 3.88 and Total 13.73) of their counterpart non-truants. The obtained 't' values are 2.52, 2.86, 2.40 and 3.55 respectively which are statistically significant. The 't' values indicate that truants whose parents are engaged in business or farming are more maladjusted than their counterpart non-truants.

In the same table-5, it is apparent that emotional, social, educational and total school adjustment mean scores (Em 6.26, Soc 6.04, Ed 5.22 and Total 17.18) of truants coming from service class families are higher than emotional, social, educational and total school adjustment mean scores (Em 4.43, Soc 4.76, Ed 4.23 and Total 13.43) of their counterpart non-truants. The obtained 't' values are 2.27, 2.29, 1.46 and 2.50 respectively all of which except educational adjustment are statistically significant. The 't' values reveal that there is significant difference between service class truants and service class non-truants in emotional, social and total school adjustment.
The same table-5 shows that emotional, social, educational and total school adjustment mean scores (Em 6.20, Soc 6.76, Ed 6.03 and Total 18.83) of labour class truants are higher than emotional, social, educational and total school adjustment mean scores (Em 4.32, Soc 4.32, Ed 3.61 and Total 12.23) of labour class non-truants. The obtained 't' values are 2.52, 3.27, 4.59 and 5.28 respectively. All these 't' values are statistically significant. The 't' values indicate that labour class truants are more maladjusted than labour class non-truants in all areas of school adjustment.

From the examination of table-6, it is evident that emotional adjustment mean score (M=5.86) of truants whose parents are graduate or more educated is higher than emotional adjustment mean score (M=4.60) of their counterpart non-truants. But the obtained 't' value is 1.43 which is statistically insignificant. It shows that there is no difference between truants having graduate or more educated parents and non-truants having graduate or more educated parents. Similarly, social adjustment mean score (M=5.90) of truants belonging to graduate or more educated parents is higher than social adjustment mean score (M=4.67) of their counterpart non-truants. But obtained 't' value is 1.94 which is statistically insignificant. Educational adjustment mean score (M=4.95)
Table 6: Showing the Ns, Ms, SDs and 't' values for school adjustment scores of graduate or more educated, Intermediate and illiterate truants and non-truants in the areas of emotional, social, educational as well as total school adjustment.

**School Adjustment**

**Parent's Education Group**

<table>
<thead>
<tr>
<th>Areas of the Adjustment</th>
<th>Truants</th>
<th>Non-Truants</th>
<th>Truants</th>
<th>Non-Truants</th>
<th>Truants</th>
<th>Non-Truants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate</td>
<td>Intermediate</td>
<td></td>
<td></td>
<td>Graduate</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Emotional Adjustment</td>
<td>M = 5.86</td>
<td>M = 6.18</td>
<td>M = 6.07</td>
<td>M = 3.82</td>
<td>M = 5.90</td>
<td>M = 6.49</td>
</tr>
<tr>
<td>SD = 3.74</td>
<td>N = 25</td>
<td>SD = 3.74</td>
<td>N = 80</td>
<td>SD = 3.55</td>
<td>N = 54</td>
<td>N = 68</td>
</tr>
<tr>
<td></td>
<td>t = 1.43*</td>
<td>t = 2.49**</td>
<td></td>
<td></td>
<td>t = 1.94*</td>
<td>t = 2.58**</td>
</tr>
<tr>
<td>Social Adjustment</td>
<td>M = 5.90</td>
<td>M = 6.49</td>
<td>M = 6.74</td>
<td>M = 3.99</td>
<td>M = 2.78</td>
<td>M = 5.23</td>
</tr>
<tr>
<td>SD = 2.07</td>
<td>N = 25</td>
<td>SD = 3.30</td>
<td>N = 80</td>
<td>SD = 2.82</td>
<td>N = 54</td>
<td>N = 68</td>
</tr>
<tr>
<td></td>
<td>t = 1.94*</td>
<td>t = 2.58**</td>
<td></td>
<td></td>
<td>t = 4.79***</td>
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</tr>
<tr>
<td>Educational Adjustment</td>
<td>M = 4.95</td>
<td>M = 5.18</td>
<td>M = 6.27</td>
<td>M = 3.23</td>
<td>M = 3.17</td>
<td>M = 4.47</td>
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<tr>
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<td>SD = 3.71</td>
<td>N = 80</td>
<td>SD = 4.09</td>
<td>N = 54</td>
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<tr>
<td></td>
<td>t = .69*</td>
<td>t = 1.36*</td>
<td></td>
<td></td>
<td>t = 3.85***</td>
<td></td>
</tr>
<tr>
<td>Total School Adjustment</td>
<td>M = 17.20</td>
<td>M = 17.83</td>
<td>M = 18.83</td>
<td>M = 11.35</td>
<td>M = 6.82</td>
<td>M = 8.05</td>
</tr>
<tr>
<td>SD = 6.82</td>
<td>N = 25</td>
<td>SD = 8.05</td>
<td>N = 80</td>
<td>SD = 6.41</td>
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<tr>
<td></td>
<td>t = 242**</td>
<td>t = 3.44***</td>
<td></td>
<td></td>
<td>t = 5.66***</td>
<td></td>
</tr>
</tbody>
</table>

* Insignificant
** Significant at .05 level of confidence.
*** Significant beyond .01 level of confidence.
of truants having graduate or more educated parents is higher than educational adjustment mean score (M=4.46) of their counterpart non-truants. The obtained 't' value is .69 which is statistically insignificant. It indicates that there is no difference between truants whose parents are graduate or more educated and their counterpart non-truants. Total school adjustment mean score (M=17.20) of truants having graduate or more educated parents is higher than total school adjustment mean score (M=13.46) of their counterpart non-truants and the obtained 't' value is 2.42 which is significant at .05 level of confidence. It is clear that truants whose parents are graduate or more educated are maladjusted than their counterpart non-truants.

The results with regard to the influence of parents' high educational level show that in each of the different areas of adjustment covered by the inventory separately it has no any positive or negative impact. Although adjustment as a whole is affected.

The same table-6 shows that emotional, social, educational and total school adjustment mean scores (Em 6.18, Soc 6.49, Ed 5.18 and Total 17.83) of truants having parents educated up to Intermediate class are higher than emotional, social, educational and total school adjustment mean scores (Em 4.71, Soc 5.23, Ed 4.47 and
Table-7: Showing the Ns, Ms, SDs and 't' values for achievement motivation scores of truants and non-truants.

**Total Samples**

<table>
<thead>
<tr>
<th>Achievement Motivation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Truants</th>
<th>Non-Truants</th>
</tr>
</thead>
<tbody>
<tr>
<td>N =144</td>
<td>N =144</td>
</tr>
<tr>
<td>M =26.51</td>
<td>M =29.65</td>
</tr>
<tr>
<td>SD=5.52</td>
<td>SD=5.69</td>
</tr>
</tbody>
</table>

\[ t=4.83*** \]

*** Significant beyond .01 level of confidence.
Total 13.94) of their counterpart non-truants. The obtained 't' values are 2.49, 2.58, 1.36 and 3.44 respectively. All of these values except educational adjustment truants having parents educated upto Intermediate class are more maladjusted than non-truants having parents educated upto Intermediate class.

The examination of table-6 shows that emotional, social, educational and total school adjustment mean scores (Em 6.07, Soc 6.74, Ed 6.27 and Total 18.83) of truants coming from illiterate families are higher than emotional, social, educational and total school adjustment mean scores (Em 3.82, Soc 3.99, Ed 3.23, Total 11.35) of their counterpart non-truants. The obtained 't' values are 2.81, 4.79, 3.85 and 5.66 respectively which are statistically significant, indicating that there is genuine difference between truants coming from illiterate families and their counterpart non-truants.

(ii) Achievement Motivation:

An examination of table-7 shows that achievement motivation mean score (M=26.51) of truants is lower than achievement motivation mean score (M=29.65) of non-truants. The obtained 't' values is 4.83 which is significant beyond .01 level of confidence. It indicates that non-truants as a group are high achieving than truants. The difference also seems to be real and genuine.
Table-8: Showing the Ns, Ms, SDs and 't' values for achievement motivation scores of urban truants and non-truants; rural truants and non-truants.

Achievement Motivation
Locality

<table>
<thead>
<tr>
<th></th>
<th>Urban Truants</th>
<th>Urban Non-Truants</th>
<th>Rural Truants</th>
<th>Rural Non-Truants</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
</tr>
<tr>
<td>M</td>
<td>26.50</td>
<td>29.80</td>
<td>26.52</td>
<td>29.04</td>
</tr>
<tr>
<td>SD</td>
<td>6.20</td>
<td>6.09</td>
<td>4.62</td>
<td>4.40</td>
</tr>
<tr>
<td>t</td>
<td>3.26***</td>
<td></td>
<td>4.84***</td>
<td></td>
</tr>
</tbody>
</table>

*** Significant beyond .01 level of confidence.
A perusal of table-8 shows that achievement motivation mean score (M=26.5) of urban truants is lower than achievement motivation mean score (M=29.30) of urban non-truants, and the obtained 't' value is 3.26 which is significant beyond .01 level of confidence. The results reveal that urban truants are low achievers than urban non-truants.

The same table (table-8) shows that achievement motivation mean score (M=26.52) of rural truants is lower than achievement motivation mean score (M=29.04) of rural non-truants. The obtained 't' value is 4.84 which is significant beyond .01 level of confidence. The result indicates that rural truants are low achievers than rural non-truants.

The results of the locality table show that both the urban and rural truants are low achievers than urban and rural non-truants.

From table-9, it is evident that achievement mean score (M=12.41) of U.I.G truants is lower than achievement motivation mean score (M=30.12) of U.I.G non-truants and the obtained 't' value is 10.54 which is significant beyond .01 level of confidence, showing a real difference between the two groups. Similarly, achievement motivation mean score (M=22.67) of M.I.G truants is lower than
Table-9: Showing the Ns, Ms, SDs and 't' values for achievement motivation scores of upper income group, middle income group and lower income group truants and non-truants; business, service and labour class truants and non-truants; and graduate or more educated, intermediate and illiterate truants and non-truants.

Achievement Motivation

<table>
<thead>
<tr>
<th>Income Group</th>
<th>Profession Group</th>
<th>Education Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.I.G</td>
<td>M.I.G</td>
<td>L.I.G</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>Truants</td>
<td>M=12.41</td>
<td>M=22.67</td>
</tr>
<tr>
<td>SD= 6.56</td>
<td>SD= 6.72</td>
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<td>N =19</td>
<td>N =55</td>
<td>N =70</td>
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<td>SD= 5.50</td>
<td>SD= 5.45</td>
</tr>
<tr>
<td>N =55</td>
<td>N =67</td>
<td>N =22</td>
</tr>
<tr>
<td>t=10.54***</td>
<td>t=6.32***</td>
<td>t=3.98***</td>
</tr>
</tbody>
</table>

*** Significant beyond .01 level of confidence.
* Insignificant
achievement motivation mean score (M=29.75) of M.I.G non-truants and the obtained 't' value is 6.32 which is significant at .01 level of confidence. The 't' value shows that M.I.G truants are low achievers than M.I.G non-truants. Strangely enough achievement motivation mean score (M=22.41) of L.I.G truants is lower than achievement motivation mean score (M=28.38) of L.I.G non-truants and the obtained 't' value is (3.98) statistically significant.

An examination of table of profession (table-9) shows that achievement motivation mean score (M=26.23) of truants whose parents belong to business class is lower than achievement motivation mean score (M=29.53) of business class non-truants and the obtained 't' value is 4.87, which is significant beyond .01 level of confidence. Achievement motivation mean score (M=24.91) of truants whose parents belong to service class is lower than achievement motivation mean score (M=28.02) of their counterpart non-truants. The obtained 't' value is 2.80 which is statistically significant, showing that there is significant difference between two groups of subjects. Similarly, achievement motivation mean score (M=27.86) of truants whose parents belong to labour class is lower than achievement motivation mean score (M=30.89) of their counterpart non-truants. The obtained 't' value is 2.75
which is statistically significant showing that there is real difference between labour class truants and non-truants.

From same table, it is also evident that achievement motivation mean score \( (M=25.20) \) of truants whose parents are graduate or more educated is lower than achievement motivation mean score \( (M=28.87) \) of their counterpart non-truants and the obtained 't' value is 2.21 which is significant at .05 level of confidence. The obtained 't' value indicates that truants having graduate or more educated parents are low achievers than their counterpart non-truants. Similarly, achievement motivation mean score \( (M=26.18) \) of truants having parents educated upto Intermediate class is lower than achievement motivation mean score \( (M=30.07) \) of their counterpart non-truants and the obtained 't' value is 4.47 which is significant beyond .01 level of confidence. The results indicate that truants are low achievers than non-truants. Achievement motivation mean score \( (M=27.48) \) of truants coming from illiterate families is lower than achievement motivation mean score \( (M=30.04) \) of non-truants coming from same type of families. But the obtained 't' value is 1.98 which is statistically insignificant. It shows that there is no difference between truants and non-truants.
Table-10: Showing the Ns, Ms, SDs and 't' values for frustration scores of truants and non-truants in the areas of regression, fixation, resignation, aggression and as a whole frustration.

Total Samples

<table>
<thead>
<tr>
<th>Areas of the frustration</th>
<th>Truants</th>
<th>Non-Truants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>N =144</td>
<td>N =144</td>
</tr>
<tr>
<td></td>
<td>M =2.83</td>
<td>M =1.79</td>
</tr>
<tr>
<td></td>
<td>SD= .50</td>
<td>SD= .56</td>
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<tr>
<td></td>
<td>( t=19.25^{***} )</td>
<td>( t=18.25^{***} )</td>
</tr>
<tr>
<td>Fixation</td>
<td>N =144</td>
<td>N =144</td>
</tr>
<tr>
<td></td>
<td>M =2.87</td>
<td>M =1.72</td>
</tr>
<tr>
<td></td>
<td>SD= .58</td>
<td>SD= .56</td>
</tr>
<tr>
<td></td>
<td>( t=19.36^{***} )</td>
<td>( t=19.36^{***} )</td>
</tr>
<tr>
<td>Resignation</td>
<td>N =144</td>
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<td>M =1.66</td>
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<tr>
<td></td>
<td>SD= .63</td>
<td>SD= .61</td>
</tr>
<tr>
<td></td>
<td>( t=26.48^{***} )</td>
<td>( t=30.15^{***} )</td>
</tr>
</tbody>
</table>

*** Significant beyond .01 level of confidence.
Table 11: Showing the Ns, Ms, SDs and 't' values for frustration scores in areas of regression, fixation, resignation, aggression and as a whole frustration of urban truants and non-truants.

### Urban Area

#### Frustration

<table>
<thead>
<tr>
<th>Areas of the Frustration</th>
<th>Truants</th>
<th>Non-Truants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regression</strong></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>N =72</td>
<td>N =72</td>
</tr>
<tr>
<td></td>
<td>M =2.92</td>
<td>M =2.02</td>
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<tr>
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<td>SD=.50</td>
<td>SD=.57</td>
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<td></td>
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<td><em>t</em>=10.84***</td>
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<tr>
<td><strong>Fixation</strong></td>
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</tr>
<tr>
<td></td>
<td>N =72</td>
<td>N =72</td>
</tr>
<tr>
<td></td>
<td>M =3.08</td>
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</tr>
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<td></td>
<td></td>
<td><em>t</em>=14.15***</td>
</tr>
<tr>
<td><strong>Resignation</strong></td>
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</tr>
<tr>
<td></td>
<td>N =72</td>
<td>N =72</td>
</tr>
<tr>
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<td>M =1.91</td>
</tr>
<tr>
<td></td>
<td>SD=.52</td>
<td>SD=.62</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>t</em>=14.33***</td>
</tr>
<tr>
<td><strong>Aggression</strong></td>
<td></td>
<td></td>
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<td></td>
<td>N =72</td>
<td>N =72</td>
</tr>
<tr>
<td></td>
<td>M =3.26</td>
<td>M =2.84</td>
</tr>
<tr>
<td></td>
<td>SD=.55</td>
<td>SD=.74</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>t</em>=4.03***</td>
</tr>
<tr>
<td><strong>As a whole</strong></td>
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</tr>
<tr>
<td><strong>Frustration</strong></td>
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</tr>
<tr>
<td></td>
<td>N =72</td>
<td>N =72</td>
</tr>
<tr>
<td></td>
<td>M =10.92</td>
<td>M =7.58</td>
</tr>
<tr>
<td></td>
<td>SD=1.47</td>
<td>SD=1.35</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>t</em>=14.52***</td>
</tr>
</tbody>
</table>

*** Significant beyond .01 level of confidence.
(111) **Frustration:**

An examination of table-10 shows that regression fixation, resignation, aggression and total frustration mean scores (Reg 2.83, Fix 2.87, Resig 2.88, Agg 3.08 and Total Fru 11.70) of truants are higher than regression, fixation, resignation, aggression and total (Frustration) mean scores (Reg 1.79, Fix 1.72, Resig 1.66, Agg 1.65 and Total Fru 6.78) of non-truants. The obtained 't' values are 19.25, 18.25, 19.36, 26.48 and 30.55 respectively which are significant far beyond .01 level of confidence. The 't' values indicate that truants are more frustrated than non-truants in all its areas.

From table-11, it is apparent that regression, fixation, resignation, aggression and total frustration mean scores (Reg 2.92, Fix 3.08, Resig 3.10, Agg 3.26 and Total Fru 10.92) of urban truants are higher than regression, fixation, resignation, aggression and total frustration mean scores (Reg 2.02, Fix 1.99, Resig 1.91, Agg 2.84 and Total Fru 7.58) of urban non-truants. The 't' values are 10.84, 14.15, 14.33, 4.03 and 14.52 respectively which are statistically very highly significant. It is clear that urban truants are more frustrated than urban non-truants.

From table-12, it is clear that regression, fixation, resignation, aggression and total frustration
Table 12: Showing the Ns, Ms, SDs and 't' values for frustration scores in areas of regression, fixation, resignation, aggression and as a whole frustration of rural truants and non-truants.

<table>
<thead>
<tr>
<th>Area of the Frustration</th>
<th>Truants</th>
<th>Non-Truants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regression</strong></td>
<td>N = 72</td>
<td>N = 72</td>
</tr>
<tr>
<td></td>
<td>M = 2.93</td>
<td>M = 1.55</td>
</tr>
<tr>
<td></td>
<td>SD = .50</td>
<td>SD = .45</td>
</tr>
<tr>
<td></td>
<td>[t = 19.71^{***}]</td>
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</tr>
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<tr>
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<td>[t = 19.15^{***}]</td>
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<td>SD = .52</td>
<td>SD = .48</td>
</tr>
<tr>
<td></td>
<td>[t = 22.07^{***}]</td>
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</tr>
<tr>
<td><strong>Aggression</strong></td>
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<td>N = 72</td>
</tr>
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</tr>
<tr>
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<td>[t = 36.06^{***}]</td>
<td></td>
</tr>
</tbody>
</table>

**Significant beyond .01 level of confidence.**
mean scores (Reg 2.93, Fix 3.05, Resig 3.12, Agg 3.3 and Total Frus 12.46) of rural truants are higher than regression, fixation, resignation, aggression and total frustration mean scores (Reg 1.55, Fix 1.49, Resig 1.42, Agg 1.58, Total frus 6.04) of rural non-truants. The obtained 't' values are 19.71, 19.15, 22.07, 24.71 and 36.06 respectively which are very very highly significant far beyond .01 level of confidence. The results show that rural truants are more frustrated in all areas than rural non-truants.

From table-13, it is apparent that regression, fixation, resignation, aggression and total frustration mean scores (Reg 2.94, Fix 2.89, Resig 2.74, Agg 3.04 and Total frus 11.59) of U.I.G truants are higher than regression, fixation, resignation, aggression and total frustration mean scores (Reg 1.73, Fix 1.72, Resig 1.70, Agg 1.58 and Total frus 6.73) of U.I.G non-truants. The obtained 't' values (7.85, 7.64, 7.07, 11.31 and 16.58) are significant beyond .01 level of confidence. The 't' values show that U.I.G truants are more frustrated in all areas than U.I.G non-truants.

From the same table (table-13), it is also evident that regression, fixation, resignation, aggression and total frustration mean scores (Reg 2.74, Fix 2.75, Resig 2.79, Agg 3.03 and Total frus 11.38) of M.I.G. truants are
higher than regression, fixation, resignation, aggression and total frustration mean score (Reg 1.84, Fix 1.70, Resig 1.69, Agg 1.64 and Total frus 6.93) of their counterpart non-truants. The obtained 't' values are 0.65, 11.53, 7.58, 10.77 and 16.00 which are significant beyond .01 level of confidence. The results indicate that M.I.G truants are more frustrated in all areas than M.I.G non-truants.

From the same table (table-13), it is evident that regression, fixation, resignation, aggression and total frustration mean scores (Reg 2.86, Fix 2.93, Resig 3.05, Agg 3.15 and Total frus 12.20) of L.I.G truants are higher than regression, fixation, resignation, aggression and total frustration mean scores (Reg 1.77, Fix 1.79, Resig 1.74, Agg 1.54 and Total frus 6.89) of non-truants. The obtained 't' values are 9.08, 8.90, 8.18, 14.54 and 17.07 respectively. All these values are very highly significant. The results show that L.I.G truants are more frustrated in all areas than L.I.G non-truants.

An examination of table-14, shows that regression, fixation, resignation, aggression and total frustration mean scores (Reg 2.86, Fix 2.82, Resig 2.91, Agg 2.95 and total frus 6.70) of truants who come from business/agricultural families are higher than regression, fixation, resignation, aggression and total frustration
Table 14: Showing the Ns, Ms, SDs and 't' values for frustration scores of business, service and labour categories truants and non-truants in the areas of regression, fixation, resignation, aggression and as a whole frustration.

### Frustration

#### Parent's Profession

<table>
<thead>
<tr>
<th>Areas of the Frustration</th>
<th>Truants Business/Agri</th>
<th>Non-Truants Business/Agri</th>
<th>Truants Service</th>
<th>Non-Truants Service</th>
<th>Truants Labour</th>
<th>Non-Truants Labour</th>
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<td>SD= .78</td>
<td>SD= .29</td>
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<td>N = 53</td>
<td>N = 50</td>
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<td></td>
<td>t=12.88***</td>
<td>t=7.34***</td>
<td>t=8.95***</td>
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<tr>
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<td>N = 53</td>
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<tr>
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<td>t=17.39***</td>
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<td>t=15.46***</td>
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<td>N = 53</td>
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</tr>
<tr>
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<td>t=15.67***</td>
<td>t=16.81***</td>
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</tbody>
</table>

*** Significant beyond .01 level of confidence.
mean scores (Reg 1.70, Fix 1.68, Resig 1.60, Agg 1.59 and Total frus 6.70) of their counterpart non-truants. The obtained 't' values are 12.88, 13.25, 10.90, 14.46 and 19.24. All these values are statistically very highly significant indicating that truants who come from business families are more frustrated than non-truants who come from business families.

From the same table, it is found that regression, fixation, resignation, aggression and total frustration mean scores (Reg 2.78, Fix 2.73, Resig 2.81, Agg 3.22 and Total frus 11.47) of truants who come from service class families are higher than regression, fixation, resignation, aggression and total frustration mean scores (Reg 1.73, Fix 1.71, Resig 1.61, Agg 1.65 and Total frus 6.91) of their counterpart non-truants. The obtained 't' values are 7.34, 8.94, 17.39, 14.53 and 15.67 respectively which are very highly significant i.e. far beyond .01 level of confidence. The 't' values indicate that truants who come from service class families are more frustrated in all areas than non-truants coming from similar service class families.

Table-14, also shows that regression, fixation, resignation, aggression and total frustration mean scores (Reg 2.92, Fix 2.94, Resig 2.95, Agg 3.17 and Total frus 12.05 of truants who come from labour class are higher
Table 15: Showing the Ns, Ms, SDs and 't' values for frustration scores of graduate/ more educated, intermediate and illiterate truants and non-truants in the areas of regression, fixation, resignation, aggression and as a whole (Total Frustration).

**Frustration**

**Parent's Education**

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<tr>
<th>Areas of the Frustration</th>
<th>Truants</th>
<th>Non-Truants</th>
<th>Truants</th>
<th>Non-Truants</th>
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<th>Non-Truants</th>
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<td>t = 21.38***</td>
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<td>t = 15.41***</td>
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</table>

*** Significant beyond .01 level of confidence.
than regression, fixation, resignation, aggression and total frustration mean scores (Reg 1.81, Fix 1.73, Resig 1.68, Agg 1.50 and Total frus 6.82) of their counterpart non-truants. The obtained 't' values are 8.95, 8.89, 7.98, 15.46 and 16.81 respectively which are highly significant.

From table-15, it is evident that regression, fixation, resignation, aggression and total frustration mean scores (Reg 2.85, Fix 2.86, Resign 2.78, Agg 3.13 and Total frus 11.64) of truants having graduate or more educated parents are higher than regression, fixation, resignation, aggression and total frustration mean scores (Reg 1.74, Fix 1.71, Resign 1.61, Agg 1.65 and Total frus 6.67) of their counterpart non-truants. The obtained 't' values 9.25, 10.84, 7.85, 11.29 and 15.43 respectively are significant far beyond .01 level of confidence. The results indicate that truants having graduate or more educated parents are more frustrated in all areas than their counterpart non-truants.

From the same table shows that regression, fixation, resignation, aggression and total frustration mean scores (Reg 2.90, Fix 2.81, Resign 2.88, Agg 3.02 and Total frus 11.65) of truants having parents educated upto Intermediate are higher than regression, fixation,
resignation, aggression and total frustration mean scores (Reg 1.78, Fix 1.78, Resign 1.68, Agg 1.56 and Total frus 6.71) of their counterpart non-truants. The obtained 't' values are 11.42, 11.44, 9.09, 16.97 and 21.38 respectively which are highly statistically significant. The 't' values reveal that truants having parents educated upto Intermediate class are more frustrated than their counterpart non-truants.

From the same table, it is also evident that regression, fixation, resignation, aggression and total frustration mean scores (Reg 2.88, Fix 3.00, Resign 2.50, Agg 3.21 and Total frus 12.38) of truants who come from illiterate families are higher than regression, fixation, resignation, aggression and total frustration mean scores (Reg 1.82, Fix 1.81, Resign 1.67, Agg 1.57, Total frus 6.3) of their counterpart non-truants. The obtained 't' values are 8.34, 8.26, 4.85, 11.97 and 15.41 respectively which are significant far beyond .01 level of confidence. The results indicate that truants who come from illiterate families are more frustrated than non-truants whose parents are also illiterate.
Discussion

The results of the present research given in tables 1 to 15 show that with respect to school adjustment, achievement motivation and frustration as personality variables and locality (i.e. rural-urban). Parent's income, parent's profession and parent's level of education as social variables the truants are more maladjusted, more frustrated and low in achievement motivation than non-truants. At the same time the influence and impact of social variables included in the present investigation does not seem to be materially affect the truants adversely. There has not occurred any drastic and marked change under any of the social variables.

The comparative results of overall adjustment scores between truants and non-truants are mostly in agreement with our hypotheses Nos 1 to 5 mentioned earlier and the findings of the previous researches (cf. Chauhan, 1968; Badami and Badami, 1972; Arvinder Singh, 1978).

The 't' values are highly significant in all the areas of adjustment, including total school adjustment and point out to the genuineness of the results. With respect to locality variable in both urban and rural localities truants are more maladjusted than non-truants but this
difference seems more significant in urban conditions. There is also significant difference between M.I.G and L.I.G truants and non-truants. But U.I.G truants with regard to educational and total school adjustment don't differ significantly from their counterpart non-truants, although differences between two groups of subjects in the areas of social and emotional adjustment are significant.

With respect to parent's profession truants and non-truants coming from service class families have no significance in the area of educational adjustment. In other areas of adjustment it is significant. But truants belonging to business/agriculture and labour class families are more maladjusted than non-truants of similar profession families in all areas of adjustment. In relation to parent's level of education, there is no significant difference between truants and non-truants coming from highly educated (graduate or higher education) families in the areas of emotional, social and educational adjustment. Truants whose parents are educated upto Intermediate class are more maladjusted than non-truants and the difference is statistically significant. Truants who come from illiterate families are more maladjusted than non-truants in emotional, social, educational and total school adjustments. These findings support the hypotheses Nos 2,3,4 and 5 and are supported by a number of previous researches (cf. Gibbion, 1968;
With respect to achievement motivation, truants are low achievers than non-truants. It may be said that high achievers are non-truants and under achievers are truants. There is significant difference between them. The results support our hypotheses Nos 6 to 10 given earlier in the Chapter III. This conclusion is supported by many previous researches like those of Merri Murphy, 1959; Muthayya, 1965; Verma & Upadhyay, 1981. In respect of urban and rural localities, there is significant difference between truants and non-truants. Truants are low achievers in both urban and rural schools. Non-truants are high achievers so they do better in schools (cf. Lowell, 1952; McClelland et. al. 1962).

With regard to income of their parents, truants have been found to be low achievers in U.I.G., M.I.G and L.I.G. i.e. all the three income group categories. The achievement motivation results of truants and non-truants according to the profession of their parents show that truants are low achievers than non-truants in all three categories of profession and occupation (i.e. Business, Services and Labour).
With respect to educational level of the parents of the subjects have been found to be low achievers than non-truants in literate categories i.e. graduate or more educated and Intermediate class pass families (cf. Rosen, 1956, Mehta, 1967, 1968; Wig & Nagpal, 1972, Ojha, 1979, Khanna, 1980, Krishna, 1982, Mohammad, 1987).

Furthermore, frustration related results show that truants are more frustrated than non-truants as a whole in all areas of frustration (i.e. Regression, Fixation, Resignation, Aggression and As a Whole (total) frustration). In both urban and rural school areas also, truants are more frustrated than non-truants. Similarly, in three income groups, three professional categories and three educational categories, truants are more frustrated than non-truants. The results support hypotheses Nos 11 to 15 given earlier.

There are, however, certain exceptions to the above conclusions which may be described as follows:

1. That educational and total school adjustment of truants and non-truants belonging to upper income group parents show no significant difference. The results indicate that higher income of the parents has no differential impact upon educational and total school adjustment of truants and non-truants.
2. That educational adjustment of truants and non-truants coming from service class families show no significant difference between the two groups.

3. With respect to adjustment, the results show that in all the areas of adjustment, except total school adjustment graduate or higher level of education of the parents of truants and non-truants do not influence truants and non-truants differentially.

4. With regard to achievement motivation it is observed that illiteracy of the parents has no differential impact upon truants and non-truants.

On the basis of the results it may be concluded that personality factors play very important role as psychogenic force in the process of truancy generation among truants. It seems reasonable to state that school maladjustment as a whole inclusive of emotional, social and educational adjustments is most important which may lead either to low achievement motivation and than to frustration which ultimately results in truancy, or it leads to frustration first which is responsible for low achievement motivation the lack of which leads to frustration and ultimately to truancy.
The role of the social variables of the present investigation on the basis of the results, seems marginal but differential only in the sense that they provide inspiration and assistance to both truants and non-truants according to their own personality make up.

On the basis of the results it may be suggested that in order to control and minimize or eradicate truancy there is a need to look into the school adjustment problems of the pupils. They should be guided and helped to overcome their maladjustment in its various spheres. Their interest and motivation for school and education may be aroused by different techniques and methods so that they became a part and parcel of the school life.
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Adjustment Inventory for School Students
(HINDI VERSION)

Constructed and Standardized by,

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Chief Psychologist and Director
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1 (फ) नया गुंगों उद्घाटन में हुए गगा निर्माण को बहाल का तर लंबा रखता है?

2 (घ) नया गुंग अपने सहायकों से मिलने से भागते हों?

3 (घ) पक्ष हुई चांद को नया गुंग चाली नूतन आते हो?

4 (घ) निर्माण गुंगपाकों से गुंग अनुप्रस्ताव वाल अनजाने बाना जाता है। नया गुंग गुंग पृथ्वी नूतन हो आते हो?

5 (घ) नया गुंग जनता स्वयंसेवक के हो?

6 (घ) नया गुंग जनता स्वयंसेवक के हो?

7 (घ) निर्माण शिल्प द्वारा निर्माण कार्य के लिए हटाते जाने पर नया गुंग स्थाई रखते हो?

8 (घ) नया गुंग जनता में पलायन को नहीं समझते पर शिल्प के उद्घाटन पृथ्वी में हिलाने में हो?

9 (घ) नया गुंग जनता का पलायन को समझते में गुंग में फ्रिक्स आता है?

10 (घ) नया गुंग जनता उन सहायकों गुंग में निर्माण शिल्प आते रहते हैं, क्या तर करता है?

11 (घ) नया गुंग निर्माणों के बांध पेशकश जाते है?

12 (घ) नया गुंग जनता का पलायन को गुंग ठीक के लिए कर रहते है?

13 (घ) नया गुंग जनता देर रहते कर निर्माण गुंग पृथ्वी समझते गुंग गर्मी न्यूटन कर रहे है?

14 (घ) नया रूप में गुंग पुन: सम्बन्ध में नहीं लगता है कि गुंग जनता निर्माण गर्मी?

15 (घ) नया गुंग जनता की में पलायन के समय गुंग प्राप्त कर रहे है?

16 (घ) गुंग विधायकों जनता अपने में बांध कर देखकर नया गुंग समझता है कि जनता जनता मिल रहे है?

17 (घ) नया गुंग जनता में रलते कर लेते है?

18 (घ) नया गुंग देर रूप के निर्माण का पलायन के माणुर स्थान स्थान?

19 (घ) नया गुंग जनता के निर्माण जनता नारायण में जाने नहीं जाने पर गुंग देर जनता पर अपना वापस बांध कर रहे तथा हो?

20 (घ) नया गुंग जनता के निर्माण जनता नारायण में जाने नहीं जाने पर नया गुंग जनता पर अपना वापस बांध कर रहे तथा हो?
20 (ब) जब कुछ लड़के हाथें हङ्गार बांध करते रहते हैं तो तुम वह भी क्यों बेचारे उससे शामिल हो जाते हों?

21 (अ) तुम सुग ऐसा रहने हो। क्या मूल तुम्हारे पता है?

22 (अ) तुम मूल सुग में मारात्मक निराला भी मारते हो?

23 (ब) तुम सुग सहायताओं से मिलकर एक साथ काम करना चाहते हो?

24 (ए) तुम मूल अपनी पढ़ाई को प्रभावित करते है?

25 (च) क्या तुम्हें ऐसा लगता है कि विश्व तुम्हारे अनुभव करते है?

26 (ब) तुम तुम क्यों न विभक्त का ज्ञान आता अदालत करने का वेश करते हो?

27 (ए) तुम पड़ा तुम्हारे लिए भार मात्रु मगर है?

28 (ए) तुम तुम की निरालाओं बिजली में तुम्हारे समय के बाद करता है तांत्रिक भाग में आता उसका ध्वनि तथा उसके लिए, प्रभाव करते रहते है?

29 (ब) तुम मूल अपने पढ़ाई में सड़क पसरकर को?

30 (ए) तुम तुम्हारे निश्चय थकन मध्य तुम्हारे थोड़ा बदल करते है कौन करने के लिए हमें मात्र तथा तुम्हारे?

31 (च) क्या तुम मूल अपने क्षेत्र से प्राफ़ अनुभु पहले हो?

32 (ब) क्या तुम अनुभव में निरालाओं के में तत्पर हो एवं रहते हो?

33 (ए) क्या तुम्हारे सुग के विश्व तुम्हारे प्रभाव करते है?

34 (च) क्या तुम विश्व भारत करने पर भी समानताओं करने पर गुण जाते है?

35 (ब) क्या तुम क्षेत्र में भाग देने का सोचता पर वैज्ञानिक प्रवेश नहीं करते रहते?

36 (ब) तुम परीक्षा में प्राप्त तुम कम अधि पाते है?

37 (च) क्या तुम निश्चय तुम्हारे कारण प्रवेश प्राप्त हैं नाँता तुम्हारे में भाग का भाव उल्लंघन करता है?

38 (ब) क्या तुम्हारे अपने सहायताओं के मेलबॉर्न रहता है?
25 (ग) यदि तुम यह चाहते हो कि खेल में और अधिक चुटियाँ रहें?
हाँ नहीं
26 (क) यदि अपने सहपाठी द्वारा निषेध गये गुच्छ हूँ-गजाक की वात पर भी गुरज तनहुआ जाते हो?
हाँ नहीं
27 (ख) यदि रूल की पारंपरिकता में गुच्छ गुलकर भाग लेते हो?
हाँ नहीं
28 (प) यदि तुम छिट्टे से पहले ही कंजी-कंजी रूल से चले जाते हो?
हाँ नहीं
29 (फ) यदि तुम अपने सहपाठी से प्राप्त मजाल जेटे हो?
हाँ नहीं
30 (घ) यदि तुम स्कूल के गेंद-गुल में प्राप्त मजाल लेते हो?
हाँ नहीं
31 (ग) यदि तुम पुढ़ेरे गुच्छ शिक्षाक गुच्छ प्राप्त विद्यार्थी के लिए बाँटते रहते है?
हाँ नहीं
32 (र) यदि तुम अपने शास्त्र शुल्क में सावधान बना रहता है?
हाँ नहीं
33 (य) यदि तुम अपने सहपाठी से बात-चीत करते में बजाते हो?
हाँ नहीं
34 (र) यदि तुम अपने शिक्षक को आदेश की शर्तें के देखते हो?
हाँ नहीं
35 (र) जिस सारी रेती तुम्हारी पत्तियों नहीं है उसकी हार कहीं भर्ती अगरी नाम पर
भो यदि तुम दूर देखते हो?
हाँ नहीं
36 (ड) यदि रूल रूल तुम पुढ़ेरे गुच्छ प्रकार भाग है?
हाँ नहीं
37 (ड) यदि गुल गुल वाला धात कहाँ की ओर चमक रहता है?
हाँ नहीं
38 (ड) गुलाबी है नगर में गुलम सुंदर पत्ती की ओर लगा रहता है?
हाँ नहीं
39 (ड) गुलाबी है गुलाबी पर गुलाबी विशेष गुलम के प्रति हम का धात बजाता
हो जाता है?
हाँ नहीं
40 (ड) गुलाबी है गुलाबी विशेष गुलम के प्रति हम का धात बजाता
हो जाता है?
हाँ नहीं
41 (ड) गुलाबी है गुलाबी विशेष गुलम के प्रति हम का धात बजाता
हो जाता है?
हाँ नहीं
42 (ड) गुलाबी है गुलाबी विशेष गुलम के प्रति हम का धात बजाता
हो जाता है?
हाँ नहीं
43 (ड) गुलाबी है गुलाबी विशेष गुलम के प्रति हम का धात बजाता
हो जाता है?
हाँ नहीं
44 (ड) गुलाबी है गुलाबी विशेष गुलम के प्रति हम का धात बजाता
हो जाता है?
हाँ नहीं
45 (ड) गुलाबी है गुलाबी विशेष गुलम के प्रति हम का धात बजाता
हो जाता है?
हाँ नहीं
46 (ड) गुलाबी है गुलाबी विशेष गुलम के प्रति हम का धात बजाता
हो जाता है?
हाँ नहीं
47 (ड) गुलाबी है गुलाबी विशेष गुलम के प्रति हम का धात बजाता
हो जाता है?
हाँ नहीं
48 (ड) गुलाबी है गुलाबी विशेष गुलम के प्रति हम का धात बजाता
हो जाता है?
हाँ नहीं
49 (ड) गुलाबी है गुलाबी विशेष गुलम के प्रति हम का धात बजाता
हो जाता है?
हाँ नहीं
उपलब्धि प्रेरणा परीक्षा  
(Achievement Motive Test)  

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निदेशः  
आपने के पुस्तकों पर कुछ अधूरे वाक्यांश (Sentences) लिखे गये हैं। इनमें से प्रत्येक के सामने तीन वैकल्पिक पृथक-पृथक दुर्गम के रूप में लिखे गये हैं। आपने किसी भी इन अधूरे वाक्यों की पृथिवी करते हुए इनमें से दो एवं जिसे आप अपनी वर्तमान रणनीति के अनुसार अधूरे रचनाओं में शामिल करना है, तो खुद को चुनकर चिन्ह लगाएं।

- मैंने बहुत लुप्त होता है जबकि मैं…………….
- (क) दूसरे को सहायता करता हूँ।  
- (ख) दूसरे के ध्यान का केंद्र बनता हूँ।  
- (ग) अपने कार्य में स्वतंत्रता प्राप्त करता हूँ।

मान सीज़न, यदि उपरोक्त वाक्यांशों में से पहले को चुनते हैं तो (क) के सामने चिन्ह लगाएं। यदि दूसरे को सहायता करते हुए तो (ख) के सामने चिन्ह लगाएं। यदि तीसरे को ध्यान का केंद्र बनाने के लिए तो (ग) के सामने चिन्ह लगाएं। इस प्रकार आपको एक ही वाक्यांश चुनकर अपनी राय देनी है। इसी प्रकार, आपको आप भी अपना उत्तर देना है। ध्यान रखें कि यही कोई संदेश नहीं है। आपको उसके अनुसार वर्तमान स्थितियों को सोचना ही देना है। यदि कोई बात होती है तो पहले पृष्ठ पर। कार्य शीघ्रता से करें।

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1. भारत है कि..............

(क) नेरा जीवन एक आवश्यक खर्च है।
(ख) समाज का सर्वप्रथम व्यक्ति बहुत।
(ग) ऐसा कार्य करें जितने कठिन प्रयासों की आवश्यकता है।

2. भी..............

(क) उन समस्याओं को सुलझाना पसंद करेगा जो मुझे नये अनुभव प्रदान करें।
(ख) अपने देश की सामाजिक एवं आर्थिक समस्याओं को सुलझाना पसंद करेगा।
(ग) बहुत कठिन एवं गुह भ्रमनों व पत्तियों को सुलझाना पसंद करेगा।

3. भी बहुत खुश होता हूँ अबकिर..............

(क) दूसरों को खुश देखता हूँ।
(ख) दूसरों के ध्यान का केंद्र स्वयं बनता है।
(ग) अपने व्यक्त में बिनाव सफलता प्राप्त करता हूँ।

4. मेरी प्रचल इंडिया है कि..............

(क) में एक बड़ा राष्ट्रीय नेता व्यक्ति।
(ख) में एक प्रतिष्ठित समाज-सुधारक व्यक्ति।
(ग) मुझे सही पुरुषों कार्य कह।

5. मेरा जीवन लड़ाय..............

(क) एक सफल उपलब्धि की प्राप्ति करता है।
(ख) समाज में उच्च स्तर प्राप्त करता है।
(ग) अपने राष्ट्र की रेखा पर करता है।

6. उसी को लोगों की प्रणाली के पसंद करता हूँ..............

(क) विश्वस्त अपने क्षेत्र में विक्रेता इजजत बनता है।
(ख) जिनके अपने जीवन के गुह सिद्धान्त है।
(ग) जिनाँ अपने जीवन-सेवा में लगा दिया है।

7. ..............

(क) अपने हाथ में लिए गये कार्यों में केसे सफल हो सकता हूँ, जानना चाहता हूँ।
(ख) ईमानदारी से धन संचय करने का साधन भाषा है, जानना चाहता हूँ।
(ग) मोक्ष प्राप्त करने की सफल साधना कौन-सी है, जानना चाहता हूँ।
8. यदि कठिन कार्य के प्रारंभ करने के बाद
   (क) विल्हलम से योजना बनाई ।
   (ख) मार्ग में आ सकने पाली कठिनाइयों की कल्पना करना ।
   (ग) दूसरों से मुक्ताव होगा ।

9. यह ने रा स्वभाव है कि
   (क) में अपने विभिन्न के लिए कुछ करता हूँ ।
   (ख) में उन्हीं कार्यों को करता हूँ जिनमें योग्यता की आवश्यकता होती है ।
   (ग) में वस्तुओं को स्वच्छ एवं मुख्यार्थित बंद से रखूँ ।

10. में प्रयासः
    (क) कठिन कार्यों को त्राध में नैद के लिए लाभार्थित रहता हूँ ।
    (ख) इत्तील्य कक्षतियों की सहायता करने के लिए लाभार्थित रहता हूँ ।
    (ग) नए स्थान, नए व्यवस्थायों और नई वस्तुओं को देखने के लिए लाभार्थित रहता हूँ ।

11. मे धूर्घ हो जाता है जब
    (क) भी अपने ही सुरू पर दोषारोपण करते हैं ।
    (ख) मेरी उपेक्षा की जाए ।
    (ग) अपने धर्मचर्य वक्त को नहीं आम्प संयम राखता हूँ ।

12. मे कार्य को
    (क) सार-सुधृष्ट केंद्र से पूर्ण करना पालन करता हूँ ।
    (ख) दूसरों की अपेक्षा अधिक अन्य करना पालन करता हूँ ।
    (ग) समय से पूर्ण समापति करना पालन करता हूँ ।

13. 
    (क) उपन्यास पढना एवं साहित्यिक कार्य करना पालन करता हूँ ।
    (ख) अपने भविष्य के बारे में सोचना पालन करता हूँ ।
    (ग) संसार के विश्वस्त स्थानों की गीत करना पालन करता हूँ ।

14. मे प्रयासः सोचता हूँ कि
    (क) नेता खेला सम्मान प्राप्त करते ।
    (ख) जीवन में कुछ महत्व कार्य कर ।
    (ग) घायल और बीमार व्यक्तियों की सहायता करे ।
15. ट्रिप्ले रहने का कारण

(क) अपने कार्य की गुण्यवस्त्रता तिम ले कर संज्ञा पतन करता है।
(ख) अपने मित्रों एवं सामयिकों के प्रति शांति रहना पसंद करता है।
(ग) अपने हाथ में लिए गए कार्यों को अब उग्र करना पसंद करता है।

16. मुझे सरल छुट्टी होनी चाहिए

(क) मैं सरल धर्म की रहूँ।
(ख) मैं कुछ मुहर्द्वारी कार्य कर सकूँ।
(ग) राय अवस्था स्वास्थ्य बन सकूँ।

17. \( \frac{\text{स्वरूप}}{\text{स्वरूप}} \)

(क) सारी एवं मुख्य्यायित कार्य कारण के लिए सड़क लायक रहूँ।
(ख) अपनी योग्यता की विकास करने के लिए स्वरूप तत्त्व रहूँ।
(ग) जातिगत भेदभाव एवं अन्य सामाजिक दुराइयों को हर करने के लिए स्वरूप तत्त्व रहूँ।

18. मुझे पूर्ण विश्वास है कि पाँच साल बाद

(क) में अधिक धन अर्जित कर शुरू करूँ।
(ख) में अपने क्षेत्र में स्विस्ट व्यवस्था बन जाओ।
(ग) में स्वास्थ्य बन जाओ।

19. में बाहुत है कि

(क) मेरे विवाह का वालाबध का अधिक प्रजातात्त्विक हो।
(ख) मेरे शहर का वालाबध का अधिक शांत एवं स्वस्थ हो।
(ग) मेरे घर का वालाबध पड़े के अनुपलं हो।

20. में जिसी बस्तु को पसंद करता हूँ

(क) जो मुख्य अधिक धनवाद बन लूँ।
(ख) जो दूसरों से नेताओं जैसा समाज दिलाये।
(ग) जिसे दूसरे कठिनाई से प्रभाव कर सके।

21. \( \frac{\text{स्वरूप}}{\text{स्वरूप}} \)

(क) प्रसिद्ध लोगों के समक्ष में रहने से काफी संतोष मिलता है।
(ख) बहुत कठिन कार्य करने में काफी संतोष मिलता है।
(ग) दूसरों का परीक्षण करने एवं निर्देशन देने में काफी संतोष मिलता है।
22. कल कार्य को अपेक्षा कठिन कार्य को प्रायःमिलता देता है।
(क) सामाजिक व्यवहार संस्कृति बदलते हैं।
(ख) ध्वनि एवं अनुभव के साथ को प्रायःमिलता देता है।
(ग) ध्वनि एवं अनुभव के साथ को प्रायःमिलता देता है।

23. में विश्वास करता हूँ कि मेरे लिये
(क) उच्च सामाजिक लाभ प्राप्त करना सम्भव है।
(ख) अपने हाथ में पर्याप्त शक्ति प्राप्त करना सम्भव है।
(ग) मान्य शक्ति प्राप्त करना सम्भव है।

24. मेरे इच्छा है कि मैं
(क) अपने मित्रों के प्रति सदेव उदार रहूँ।
(ख) दोबारा एवं गरीबों के प्रति सदेव सहजायुष्टि रखूँ।
(ग) कठिन कार्यों के करने में सफल होऊँ।

25. मुझे खुशी होती है जब
(क) दोस्तों के साथ चुँचुँ कहने से मनोरंजन करने का अवसर मिलता है।
(ख) कठिन कार्यों को सफलतापूर्वक समाप्त करता है।
(ग) किसी पद लेने का अवसर मिलता है।

26. मैं
(क) अपनी तरफ के परिवार के बीच दुःख का अनुभव करता हूँ।
(ख) निर्दय भाव की भूल होने पर उदासी का अनुभव करता हूँ।
(ग) मित्रों के प्रति अनुभव होने पर फूलिया हो जाता हूँ।

27. सामाजिक रूप से मुझे कहा जा सकता है।
(क) सत्त्रहीन
(ख) विन्न
(ग) आशावादी

28. मेरी इच्छा है कि मैं
(क) बहुत धनी व्यक्ति बनूँ।
(ख) एक सुखी एवं सामाजिक व्यक्ति बनूँ।
(ग) आशावादियों के उपलब्धियों प्राप्त कर सकूँ।
29. समूह में कार्य करते हुए मेरी इच्छा होती है कि…………
   (क) इस कार्य को दूसरों से अच्छा करें।
   (ख) इस समूह का नेतृत्व करें।
   (ग) प्रत्येक बस्तु को व्यवस्थित दंग से करें।

30. मैं स्वयं को उन लोगों की अपेक्षा अच्छा समझता हूँ…………
   (क) जो स्वभाव से असामाजिक हैं।
   (ख) जो उल्लंघन का अनुभव नहीं करते हैं।
   (ग) जो अपने जीवन का कोई उद्देश्य नहीं रखते हैं।

31. मृणु —…………
   (क) बच्चों के साथ आनन्द आता है।
   (ख) कठिन समस्याओं के गुजराने में आनन्द आता है।
   (ग) मजबूत पसंद लोगों के साथ रहने में आनन्द आता है।

32. मेरा विश्वास है कि…………
   (क) नाम की तुलना में प्रेम अधिक ठीक है।
   (ख) मेरा भविष्य कुछ विशालत कार्यों पर निर्भर करता है।
   (ग) प्रशिक्षण देने की ऑपरेशन प्राणायाम देना अच्छा है।

33. मैं सामाजिक…………
   (क) दूसरों के निर्यातों का आलोचनात्मक विश्लेषण करता हूँ।
   (ख) व्यवहार में रिव्यू है।
   (ग) किसी कार्य को मैं तब तक करता रहता हूँ जब तक वह समाप्त न हो जाय।

34. अधिकांश सामाजिक परिस्थितियों में…………
   (क) मैं परम्परागत बनने की कोशिश करता हूँ।
   (ख) मैं ठोड़ा सा समाज के अनुप्रयोग कार्य करने वाला बनने की कोशिश करता हूँ।
   (ग) दूसरों का व्यवहार आरक्षित करने की कोशिश करता हूँ।

35. हेतु …………
   (क) कार्य या व्यवसाय में एक बड़ी शक्ति (authority) बनना पसंद करता हूँ।
   (ख) अपने सभी फिल्म-फिलापों को मुख्य-रूप से करना पसंद करता हूँ।
   (ग) दूसरे लोगों के साथ मिलता एवं सहानुभूति का व्यवहार करना पसंद करता हूँ।
36. भरी हालिक इच्छा*******

(k) अधिक वैतन का कार्य प्राप्त करने को है।
(l) सुबह वैयाहिक जीवन का आनंद प्राप्त करने को है।
(n) वातावरण उपलब्धियाँ प्राप्त करने को है।

37. में चाहता हूँ कि मैं इतना योग्य बन सकूँ कि********

(k) ऐसे बाबू जी का प्रयोग करने जिसका अर्थ दूसरे ने जानते हो।
(l) दूसरों को अपेक्षा अन्यथा कार्य कर सकें।
(n) जो मुझे हार्दिक प्रभाव, उन्हें माफ़ कर सकें।

38. हूँ********

(k) अपने व्यवहार में बड़ा आदर्श बनने का भरसक प्रयास करता हूँ।
(l) यह सम्भव सत्य पर अधिक रहने का भरसक प्रयास करता हूँ।
(n) असहाय लोगों को सहायता करने का भरसक प्रयास करता हूँ।

39. में प्रामाण्य इच्छा होती है कि********

(k) में ईश्वर का सच्चा उपासक बनूँ।
(l) में गरीबों के उद्देश्य के लिए निर्माण कार्य कर सकूँ।
(n) में किसी कार्य में अतिरिक्त सफलता प्राप्त कर सकूँ।

40. हूँ********

(k) उन परिस्थितियों की उपेक्षा करता हूँ जो स्थायित्वक नहीं हैं।
(l) प्रसन्नता व अनुसरण (without responsibility) मुझे रोज़ने वाले व्यक्तियों

41. में भावता हूँ कि दूसरे मेरे यारे में वह तो तो वह हूँ में कि********

(k) में चाहता परिमार्जी हूँ।
(l) में बढ़ता अल्मेह स्वभाव का है।
(n) में बढ़ता उद्देश्य मानता हूँ।

42. मुझे तब बढ़ता अच्छा लगता है जब********

(k) में दूसरों के अपने व्यक्तित्व अनुभव कहता हूँ।
(l) मुझे दूसरों की समझने के लिए कहा जाता है।
(n) मुझे कठिन कार्य करना होता है।
43. श्री सहदेव "……….."

(क) अपने प्रतिवेदनां को अपने वंग से करना है।
(ख) अपने छत्रबाज होते प्रति वेद रखने का प्रयास करता है।
(ग) अपने अधीन काम को अधिक से अधिक करने का प्रयास करता है।

44. अपनी ध्यानका सुरुवात के समय में सोचता हूँ कि""""""""

(क) मेरे विश्वास तुझें का पक्ष लेते हैं।
(ख) मैं जो भद्दा की गई है वह मेरे परिशम के अनुपाल में है।
(ग) मेरे श्रेष्ठ मेरे परिशम के अनुपाल में कम है।

45. """"""""

(क) नैराश्य हृद द्वारा तिथि अग्नि है।
(ख) ध्यान लाभ को प्राप्त करने के लिए एड प्रतिष्ठ है।
(ग) वह व्यक्तियों के प्रति सहिष्णु है जो गुले जोड़ पड़ियाते हैं।

46. मैं बिन्दुत रहता हूँ""""""""

(क) अपनी कल्याण को जानने के लिए तािफ उठी हुई साथ है।
(ख) आधिक महत्वपूर्ण गार्ड करने के प्रति।
(ग) समूह में आयोग का केन्द्र बनने के प्रति।

47. मैं कट्ट उठा लेता हूँ।

(क) कि मेरे द्वारा दूसरों को भावनाओं को कट्ट न भुकंचे।
(ख) दूसरों के आरोपों के अधिक के लिए।
(ग) पाखियों के दूर पर प्रांग एवं उपयोग स्वर्ण को सपलता प्राप्त करों, हेतु।

48. मैं ले"""

(क) साधु हूँ लेकिन अनावश्यक खतरा य जोड़ों से बचता हूँ।
(ख) गान का पान हूँ और कभी भी काम का शक मा मिलने के बावरे के लिए, देश नहीं करता हूँ।
(ग) अपने काम को साप्त गुरुसिद्ध तंग से करता हूँ।

49. मेरे भावना आनन्द और गुरु के लिए ही सम व्यक्ति को"""

(क) बीचन की धाराएं मुद्दाएँ को प्राप्त करना चाहिए।
(ख) अधिक उपज्ञानों को समझना चाहिए।
(ग) दार्शनिक तत्त्व प्राप्त करनी चाहिए।

50. भिग्य कार्य को मैं अपने हाथों में लेता हूँ।

(क) उसे पूर्णा शक्ति के साथ करना पसन्द करता हूँ।
(ख) उसे पूर्ण मैत्राधिकार के साथ करना पसन्द करता हूँ।
(ग) उसे पूर्ण शोधना बनाकर करना पसन्द करता हूँ।
नेराईय माणा
(FRUSTRATION TEST)

Construct by:
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निदेश:—

1—इस प्रश्न में आपसे कुछ प्रश्न पूछ रहे हैं, प्रत्येक प्रश्न के साथ कुछ उत्तर दिये गए हैं।

2—प्रश्न की ध्यानपूर्वक पढ़िए। साफ दिखाये गये उत्तरों को पकड़िए। उत्तरों में से जो उत्तर आपको सबसे अधिक पसंद आये, उसके बाद ही उस उत्तर में सबेरे का निशान लगा दीजिए। (√)

3—उत्तर देने से पूर्व प्रश्न को तथा साथ में दिखाये गये सभी उत्तरों को ध्यान से देखिए, उस पर निशान दिखाए फिर सही का निशान (√) लगाये।

4—प्रत्येक प्रश्न के लिए उसके साथ में दिए गये केवल एक ही उत्तर के लिए सही का निशान लगाना है, दो या अधिक पर नहीं।

5—जो उत्तर आपको सबसे अधिक पसंद आये, उन्हें केवल निशान लगायें। दूसरे लोगों की व्यवहार के बारे में मत रोचिये।

6—सभी प्रश्नों के उत्तर दीजिए।

<table>
<thead>
<tr>
<th>प्रश्न</th>
<th>सही उत्तर (विनोद)</th>
<th>सभी उत्तरों का विनोद</th>
</tr>
</thead>
<tbody>
<tr>
<td>[1]</td>
<td>बड़ी के सामने बातचीत करने में मुश्किल...</td>
<td>बहुत अधिक संख्या होता है। (1)</td>
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<td></td>
<td></td>
<td>अधिक संख्या होता है। (2)</td>
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<td>सामान्य संख्या होता है। (3)</td>
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<td>नम्बर संख्या होता है। (4)</td>
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<td>बहुत कम संख्या होता है। (5)</td>
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<td>विशिष्ट संख्या नहीं होता है। (6)</td>
</tr>
<tr>
<td>[2]</td>
<td>जहरत पड़ने पर भी अपने दृष्टि-नज़रों तक अवबोध को बढ़ाना। मेरे लिए...</td>
<td>बहुत अधिक फिट है। (1)</td>
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<td>अधिक फिट है। (2)</td>
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<td>[3]</td>
<td>मेरे, समाज के सामाजिक उत्कृष्टों में जाना मेरे बाद से...</td>
<td>बहुत अधिक बेहतर है। (1)</td>
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<td>अधिक बेहतर है। (2)</td>
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<td>[4]</td>
<td>जहरत पड़ने पर समाज के रीति-रिवाजों को ठीक देना...</td>
<td>बहुत अधिक ठीक है। (1)</td>
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<td>पंक्तिदर्शकता</td>
<td>वाक्यसूची</td>
<td>महत्वपूर्ण मापदंड</td>
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<td>[४] हर काम में घर के लोगों को सलाह और मद्दत लेता, तथा उसी सत्र में काम करना मुख्य...</td>
<td>बहुत साधारण समय है।</td>
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<td>बिल्कुल समय नहीं है।</td>
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<td>[५] किही के बारे में एक दंश थोडी परवर्ती बना लेने पर उसी बदलने में मुख्य...</td>
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<td>[६] 'मनुष्य के जीवन में लुभ नहीं है' यह बहना...</td>
<td>बहुत अधिक करता है।</td>
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<td>[७] जब लोग कामदे की यात्रा भी नहीं मानते, तथा मुख़ी जोड़....</td>
<td>बहुत अधिक करता है।</td>
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<td>[८] में दूसरे पर विश्वास....</td>
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<td>बिल्कुल नहीं करता।</td>
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<td>[१०] परिचितियों के बदले पर मनुष्य को अपनी अवधारणा भी बदल लेना पाहिजे, किंतु मुख़ी परिचितियों के अनुसार अपने के बदले म...</td>
<td>बहुत अधिक वादिताई होती है।</td>
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<td>अधिक वादिताई होती है।</td>
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<td>बिल्कुल वादिताई नहीं होती।</td>
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<td>[११] &quot;यह जिस गुंडे गुंडा नहीं है,&quot; इस कथा में...</td>
<td>बहुत अधिक सहमत है।</td>
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<td>साधारण सहमत है।</td>
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</tbody>
</table>
[१२] घुमोदर, बेड़मर नेता, बनना मुनेः

बहुत अधिक पसंद है।
अधिक पसंद है।
साधारण पसंद है।
कम पसंद है।
बहुत कम पसंद है।
बिस्मुल पसंद नहीं है।

[१३] अपने बचपन के सितों की याद मुकेः

बहुत अधिक आती है।
अधिक आती है।
साधारण आती है।
कम आती है।
बहुत कम आती है।
बिस्मुल नहीं आती।

[१४] विषदे भीम की कुल सघनायें भुलके तोड़ती मर्दी भागता है, के कल ही तुर ठोळ। नेरि दिनान में वे

बहुत अधिक गूसती रहती है।
अधिक गूसती रहती है।
साधारण गूसती रहती है।
कम गूसती रहती है।
बहुत कम गूसती रहती है।
बिस्मुल नहीं गूसती है।

[१५] तुलसी और एकदम निराश व्यक्ति के मन में

बहुत अधिक आती है।
अधिक आती है।
साधारण आती है।
कम आती है।
बहुत कम आती है।
बिस्मुल नहीं आती।

[१६] प्रमाण सुटे जरे साथ क्रोधा चढ़ाई गोठा मुस्

बहुत अधिक पसंद है।
अधिक पसंद है।
कम पसंद है।
साधारण पसंद है।
बहुत कम पसंद है।
बिस्मुल पसंद नहीं है।

[१७] जीसन, पुजना और बच्चों जैसी बेकिनी मुखे

बहुत अधिक पसंद है।
अधिक पसंद है।
साधारण पसंद है।
कम पसंद है।
बहुत कम पसंद है।
बिस्मुल पसंद नहीं है।

[१८] दोन्त वड़ माइ चार-चार घोड़ा देता रहे, मैं धरती

बहुत अधिक मुफ़्फिल है।
अधिक मुफ़्फिल है।
साधारण मुफ़्फिल है।
कम मुफ़्फिल है।
बहुत कम मुफ़्फिल है।
बिस्मुल मुफ़्फिल नहीं है।
| [२१] बाघपन-गणगी-सुग्रवा, चरण दे कि सागराच्या जिम्बिणी ही कुद्रांना स... | बहुत अधिक मरी हुई है। ( ) अधिक मरी हुई है। ( ) साधारण मरी हुई है। ( ) कम मरी हुई है। ( ) बहुत कम मरी हुई है। ( ) विशेष भी नहीं मरी है। ( ) |
| [२२] ईट का जबाब पर्याप्त दे देणार्, मीरे ज्या ही तिसरे सया... | बहुत अधिक ठीक है। ( ) अधिक ठीक है। ( ) साधारण ठीक है। ( ) कम ठीक है। ( ) बहुत कम ठीक है। ( ) विशेष ठीक नहीं है। ( ) |
| [२३] ‘किंवदंती से बालक हो जाओ’, मेरे मन मे यह भावना... | बहुत अधिक बाती है। ( ) अधिक बाती है। ( ) कम बाती है। ( ) साधारण बाती है। ( ) बहुत कम बाती है। ( ) विशेष बाती नहीं है। ( ) |
| [२४] परिवार में वहीं आये रोती-रिहावी को जिन्दा बहले जहां-कहां जिन्दा रहना, मुझे... | बहुत अधिक पसंद है। ( ) अधिक पसंद है। ( ) साधारण पसंद है। ( ) कम पसंद है। ( ) बहुत पसंद है। ( ) विशेष पसंद नहीं है। ( ) |
| [२५] “कुड़न वहीं बने बाबा जो सिद्धी तो वे देकर कदश रहो है।” इस फासन से मे... | बहुत अधिक सहमत है। ( ) अधिक सहमत है। ( ) साधारण सहमत है। ( ) कम सहमत है। ( ) बहुत सहमत है। ( ) विशेष सहमत नहीं है। ( ) |
| [२६] बापने को बेलकर मे कहा सहस्त्र है फि मुझे कोष्ठ... | बहुत अधिक अवता है। ( ) अधिक अवता है। ( ) साधारण अवता है। ( ) कम अवता है। ( ) बहुत कम अवता है। ( ) विशेष अवता नहीं है। ( ) |
| [२७] “मस्ती बोर मौज—जो बाघपन मे निवास, यह बाण कहूँ!”—मेरे क्यास्तल से यह बात... | बहुत अधिक ठीक है। ( ) अधिक ठीक है। ( ) साधारण ठीक है। ( ) कम ठीक है। ( ) बहुत कम ठीक है। ( ) विशेष ठीक नहीं है। ( ) |
[२६] “अपने आदेशों को बालों पर अच्छे रहना, जानने को हृदा के साथ बहस जाने से कहीं अच्छा है।”
इस कथन से मैं……
बहुत अधिक गहराना है। ( )
अधिक समझता है। ( )
साधारण समझता है। ( )
कम समझता है। ( )
बहुत कम समझता है। ( )
बिल्कुल नहीं समझता है। ( )
[२७] “हूँक और जीन पाने को हृदा कोशिया को।
तुम्हारे के भोजन तो कहीं नजर नहीं आये,
बाहर नले ही हो।” इस कथन से मैं……
बहुत अधिक गहराना है। ( )
अधिक समझता है। ( )
साधारण समझता है। ( )
कम समझता है। ( )
बहुत कम समझता है। ( )
बिल्कुल नहीं समझता है। ( )
[२८] अन्य विषयों की अपेक्षा वंगों तलवार और लड़कों
देखने के लिए अपने कमरे में सजाना मुक्‌सी……
बहुत अधिक पसंद है। ( )
अधिक पसंद है। ( )
साधारण पसंद है। ( )
कम पसंद है। ( )
बहुत कम पसंद है। ( )
बिल्कुल नहीं पसंद है। ( )
[२६] आराम से बैठकर फिरस्ते-फिरस्तिया मुनाना या
मुनाना मुक्खी……
बहुत अधिक अचा। लगता है। ( )
अचा। अचा। लगता है। ( )
साधारण अचा। लगता है। ( )
कम अचा। लगता है। ( )
बहुत कम अचा। लगता है। ( )
बिल्कुल अचा। नहीं। लगता है। ( )
[२७] कितने पुरी बात मुसाने में मुखी……
बहुत अधिक गम्य। लगता है। ( )
अधिक गम्य। लगता है। ( )
साधारण गम्य। लगता है। ( )
कम गम्य। लगता है। ( )
बहुत कम गम्य। लगता है। ( )
बिल्कुल लगता हो। ( )
[२८] वेरे जीवन में दुख……
बहुत अधिक है। ( )
अधिक है। ( )
साधारण है। ( )
कम है। ( )
बहुत कम है। ( )
बिल्कुल नहीं है। ( )
[२९] अमकर बहस करता मुक्खी……
बहुत अधिक अचा। लगता है। ( )
अचा। अचा। लगता है। ( )
साधारण अचा। लगता है। ( )
कम अचा। लगता है। ( )
बहुत कम अचा। लगता है। ( )
बिल्कुल अचा। नहीं। लगता है। ( )
[31] समय रा अस्यान आते हुए भी बड़े के सामने बोलने मे मुफ्त संकोच****

[33] 'मैं जीवा हूँ, दैया ही ठीक हूँ'। वपने को बदलने मे मुस फिठाई***

[35] सम कहत जाय, अपनी सो नहीं गरी****

[36] धुला भड़ना मुक्ते****

[37] 'हूँसे निशों को अपेक्षा अपने कामऐ में भक्ति के बिन लगाना मुक्ते****

[38] "रोज-रोज चोगो तो बदलना और रोज-रोज
नया रूसन करना कोई अथवी बात नहीं है", इस बात रो मे****

[39] जमाने के बातों से मे **

[40] अनविचारी कोइ रा सामान्य पढ़ना मुखी****