



**ORIGINAL RESEARCH PAPER**

**Education**

**A STUDY OF ADJUSTMENT OF GIFTED ADOLESCENT STUDENTS IN RELATION TO THEIR GENDER AND LOCALE"**

**KEY WORDS:** adjustment, giftedness, adolescent, gender, locale, Sri Ganganagar and Hanumangarh districts areas schools.

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**ABSTRACT**

The present study reviews the "*adjustment of gifted adolescent students in relation to their gender and locale*" of academically highly capable (academically 'gifted') adolescent students. The predominant pictures of such urban and rural adolescent gifted students are a positive one, in comparison with students of average ability, a finding perhaps not unrelated to the facts from five major dimensions of research i.e. Home, Health, Society, Emotion and Education as compared to the status of other non-gifted average adolescent students. Academically, the adjustment of gifted adolescent students in relation to their gender and locale tends to show psychosocial *development and friendship patterns, high degree of preserverance and commitment, more positive sex-views, and fewer behavior problems*, within this encouraging framework; however, special areas of vulnerability can be identified from 400 students from 40 schools of Sri Ganganagar and Hanumangarh districts. In this study, the deponent examined the skills, problems, hypothesis, de-limitations, results, discussion and conclusion, educational implications and suggestions of the adjustment of gifted adolescent/ teenager (13 to 19 age) boys and girls from Rajasthan areas.

**INTRODUCTION:-**

The process of adapting to your environmental conditions is also called **an adjustment**. After you leave home for college, both you and your parents will have a period of adjustment. Some people adjust easier to change than others — you may be having a ball going to class, eating cereal for dinner, and making new friends but an adjustment your parents will have to make is that they will need to stop worrying about you.

Adjustment, in psychology, the behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Hungry people, for example, are stimulated by their physiological state to seek food. When they eat, they reduce the stimulating condition that impelled them to activity, and they are thereby adjusted to this particular need.

In general, the adjustment process involves four parts: (1) a need or motive in the form of a strong persistent stimulus, (2) the thwarting or no fulfillment of this need, (3) varied activity, or exploratory behaviour accompanied by problem solving, and (4) some response that removes or at least reduces the initiating stimulus and completes the adjustment.

Five major dimensions of adjustments are similar to physiological adjustments. People strive to be comfortable in their surroundings and to have their psychological needs (such as love or affirmation) met through the home, health, social, emotional and educational networks they inhabit. When needs arise, especially in new or changed surroundings, they impel interpersonal activity meant to satisfy those needs. In this way, people increase their familiarity and comfort with their environments, and they come to expect that their needs will be met in the future through their personal networks.

**Adjustment in life is very crucial. It is because the one who fails to adjust in life invites:-**

1. Mental stress which paves way for-
2. Decline in health
3. Worse work efficiency and

**MEANING**

**What do you mean by Adjustment?**

The term adjustment refers to the extent to which an individual's personality functions effectively in the world of people. It refers to the harmonious relationship between the person and the environment. In other words, it is the relationship that comes among the organisms, the environment and the personality. A well adjusted personality is well prepared to play the roles which are expected of the status assigned to him within given environment. His needs will be satisfied in accordance with the social needs.

Psychologists have interpreted adjustment from two important points of view.

- Adjustment as an Achievement.
- Adjustment as a process.

**ADJUSTMENT AS AN ACHIEVEMENT**

Adjustment as an achievement means how effectively an individual could perform his duties in different circumstances. Business, military education and other social activities need efficient and well adjusted men for the progress and wellbeing of the nation. If we interpret adjustment as achievement then we will have to set the criteria to judge the quality of adjustment.

**ADJUSTMENT AS PROCESS**

Adjustment as a process is of major importance for psychologists, teachers and parents. To analyze the process we should study the development of an individual longitudinally from his birth onwards. The child, at the time of his birth is absolutely dependent on others for the satisfaction of his needs, but gradually with age he learns to control his needs. His adjustment largely depends on his interaction with the external environment in which he lives. When the child is born, the world for him is a big buzzing, blooming confusion. He cannot differentiate among the various objects of his environment but as he matures he comes to learn to articulate the details of his environment through the process of sensation, perception, and conception.

**CONCEPT OF ADJUSTMENT**

Adjustment is the relationship which comes to be established between the individual and the environment. Every individual plays certain position in his social relations. He is trained to play his role in such a way that his maximum needs will be fulfilled. So, he should play his role properly and get maximum satisfaction. If he does not play his role according to standards and training Home Environment received his needs may not be fulfilled and he may get frustrated.

**CHARACTERISTICS OF ADJUSTMENT MECHANISM**

Adjustment mechanism is almost used by all people. They are ideas which are inferred from the behavior of the individuals. All mechanisms are used to protect or enhance the persons self esteemed against dangers. They increase satisfaction and help in the process of adjustment if used within limit.

The danger is always with in the person. He fears his own motives. The fear and danger are manifested in adjustment mechanism. The overall effect of adjustment mechanism is to cripple the individual's functioning and development through falsifying some aspects of his impulses so that he is deprived of accurate self knowledge as a basis for action.

**TYPES OF ADJUSTMENT**

- **Normal Adjustment**
- **Abnormal adjustment**

**NORMAL ADJUSTMENT**

When a relationship between an individual and his environment is according to established norms then that relationship is considered as normal adjustment. A child who obey his parents, who is not unduly stubborn; who studies regularly and has neat habit is considered adjusted.

**ABNORMAL ADJUSTMENT**

Abnormal Adjustment means problem behavior or popular speaking maladjustment. Maladjustment takes place when the relationship between an individual and his environment is not according to established standards or norms. A delinquent child adjusts with his environment but he is a maladjusted child because he is violating certain moral codes.

**Giftedness** generally refers to talents, abilities, or intellect that is beyond what is considered "normal." These well above-average abilities are normally noted in childhood and continue into adulthood. The term giftedness (at least in academic subjects) is frequently used interchangeably with "genius" which psychologists quantify as scoring in the top 2% of IQ's. However, a person can also display giftedness in non-academic subjects such as art or music.

**What is giftedness?****How do you measure giftedness?**

There is no obvious answer. As we point out in our thesis's chapter, the term "giftedness" is only a label. As a research scholar, the researcher is interested in discovering some underlying truth about the world. It is important that researcher remain as objective as possible. When trying to answer questions such as "what is giftedness?", or "what criteria should we use to identify gifted individuals?" the researcher has to shift his goals a bit. There are disagreements, even among researchers (let alone from one person to another, culture to another, and generation to another) as to the criteria that should be set to identify students with extraordinary potential.

**According to Jennifer Kennedy,**

"You are told your child is gifted, but what does that really mean? There are many definitions of giftedness. None are universally agreed upon, but many share certain defining characteristics. Here are a few: Some definitions address the "asynchronous development" found in gifted kids. One such definition comes from the Columbus Group (1991): *"Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally."*

**Through the Jacob Javits Gifted and Talented Students Education Act – part of the Elementary and Secondary Education Act – the federal government currently defines gifted students as:**

*"Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities."*

**In Gifted Children: Myths and Realities, Ellen Winner defines giftedness with these three atypical characteristics:**

**Precocity** – *"They begin to take the first steps in the mastery of some domain at an earlier-than-average age. They also make more rapid progress in this domain than do ordinary children, because learning in the domain comes easily to them."*

**An insistence on marching to their own drummer – "Gifted**

*children not only learn faster than average or even bright children but also learn in a quantitatively different way."*

**A rage to master** – *"Gifted children are intrinsically motivated to make sense of the domain in which they show precocity."*

**The National Association for Gifted Children (NAGC) defines giftedness as the following:**

*"Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports)."*

**OBJECTIVES:-**

1. To study the adjustment of gifted adolescent students.
2. To study the significance differences between gifted adolescent boys and girls in relation to Adjustment Problem.
3. To study the significance differences between gifted adolescent rural boys and girls in relation to their Adjustment Problem.
4. To discover the significance differences between gifted adolescent urban boys and girls in relation to their Adjustment Problem.
5. To make out the significance differences between gifted adolescent rural boys and urban boys in relation to their Adjustment Problem.
6. To study the significance differences between gifted adolescent rural girls and urban girls in relation to their adjustment.

**HYPOTHESIS –**

1. There is no significant difference in the adjustment between gifted adolescent boys and girls.
2. There is no significant difference in the adjustment between gifted adolescent rural boys and rural girls.
3. There is no significant difference in the adjustment between gifted adolescent urban boys and urban girls.
4. There is no significant difference in the adjustment between gifted adolescent rural boys and urban girls.
5. There is no significant difference in the adjustment between gifted adolescent rural girls and urban girls.
6. There is no significant difference between gifted adolescent boys and girls in relation to home adjustment.
7. There is no significant difference between gifted adolescent boys and girls in relation to health adjustment.
8. There is no significant difference between gifted adolescent boys and girls in area of social adjustment.
9. There is no significant difference between gifted adolescent boys and girls in area of educational adjustment.
10. There is no significant difference between gifted adolescent boys and girls in area of emotional adjustment.

**METHOD OF STUDY:–**

Descriptive survey method was used in conducted study. The sample was divided into two groups on the basis of rural and urban adolescents. The total sample consists of 400 students. Their academic records were surveyed. Their obtained marks in examination were considered. The student who scored more than 75% marks, were included randomly for sample.

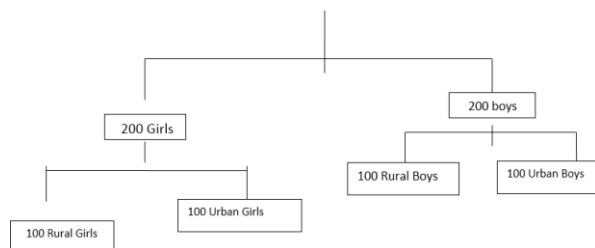
**SAMPLE –**

400 female and male students were taken randomly for the sample. The students were studying in ix and xi classes of 40 Rajasthan Board of School Education of Rural and Urban areas of Northern Rajasthan.

In this study main purpose is to analyze the ability of adjustment of the students in relation to their gender and locale. 200 female and 200 male students were taken randomly to form the sample. The students were studying in senior secondary schools.

**Distribution of samle:-**

Total number of students



Involving over 200 academically Adolescent gifted students from 40 schools and their parents, but here, this study has examined 40 major schools i.e.

#### **DISTRICT-HANUMANGARH RAJASTHAN**

1. Govt. Sr. Sec. School Sangaria Dist. Hanumangarh
2. Govt. Girls Sr. Sec. School Sangaria Dist. Hanumangarh
3. Govt. Sr. Sec. School Tibbi Dist. Hanumangarh
4. Govt. Girls Sr. Sec. School Tibbi Dist. Hanumangarh
5. Govt. Sr. Sec. School Dholipal Dist. Hanumangarh
6. S.G.N. Khalsa Public Sr. Sec. School Hanumangarh Junction.
7. M.D. Public Sr. Sec. School Hanumangarh Junction
8. Baby Happy Sr. Sec. School Hanumangarh Junction
9. Morning Glory Sr. Sec. School Bhagatpura Dist. Hanumangarh
10. Govt. Girls Sr. Sec. School Pilibanga Dist. Hanumangarh
11. Asawani Adarash Sr. Sec. School, Hanumangarh
12. L.B.S. Sr. Sec. School Goluwala, Niwadan, Hanumangarh
13. Saraswati Vidhya Mandir, Sr. Sec. School, Kishan Pura, Utarada, Hanumangarh
14. Sarvodya Public Sr. Sec. School, Hanumangarh
15. Shree Siddhi Vinayak Sr. Sec. School, Tibbi, Hanumangarh
16. Shree Mahaveer Saraswati Sr. Sec. School, Bhambu wali, Hanumangarh
17. Vyapar Mandal Public School, Suratgarh Road, Pilibangan, Hanumangarh
18. R.D. Modal Sr. Sec. School Kharakera, Tibbi, Hanumangarh
19. Govt. Sr. Sec. Girls School Dhaban, Sangaria, Hanumangarh
20. Shaheed Smark S.G. N. Sr. Sec. School, Sangaria, Hanumangarh

#### **DISTRICT-GANGANAGAR RAJASTHAN**

1. Govt. Sr. Sec. School Mirzawala Dist. Ganganagar
2. Govt. Girls Sr. Sec. School Ganganagar
3. Govt. Sr. Sec. School LalgahJatan Dist. Ganganagar
4. Khalsa Public Girls Sr. Sec. School Kesrisinghpur Dist. Ganganagar
5. S.D. Public Sr. Sec. School Ganganagar
6. GiyanJyoti Public Sr. School Karanpur Dist. Ganganagar
7. Govt. Girls Sr. Sec. School LalgahJatan Dist. Ganganagar
8. Govt. Sr. Sec. School Padampur Dist. Ganganagar
9. Govt. Sr. Sec. School Suratgarh Dist. Ganganagar
10. Govt. Girls Sr. Sec. School Ganeshgarh Dist. Ganganagar
11. Govt. Girls Sr. Sec. School, Kalian, Sri Ganganagar
12. Govt. Girls Sr. Sec. School, Mirjawala, Sri Ganganagar
13. Govt. Sr. Sec. School, 4Z, Sri Ganganagar
14. Govt. Sr. Sec. School, 19Z, Sri Ganganagar
15. Govt. Sr. Sec. School, 15Z, Sri Ganganagar
16. Govt. Sr. Sec. School, 5G Choti (Saharan Wali), Sri Ganganagar
17. Govt. Sr. Sec. School, Amarpura Jatan, Suratgarh, Sri Ganganagar
18. Govt. HR. Sr. Sec. School (Rathi) WN 25, Suratgarh, Sri Ganganagar
19. Govt. Sr. Sec. School, Sangita, Suratgarh, Sri Ganganagar
20. Govt. Sr. Sec. School Girls, Suratgarh, Sri Ganganagar

Whose gifted students gave lots of statistical data to the deponent about their personal and interpersonal relationships among their five factors (Home, Health, Social, Emotional and Educational) survey of adolescent gifted students. **Results from manual survey and online survey** revealed that our adolescent gifted students in rural and urban rated their five factors as cohesive and flexible with high levels of satisfaction and communication among

the adolescent gifted students. Compared to students, parents identified their families as more intimate, cohesive and flexible, and felt more positively about communication among their family members. Students' ratings of their family were found to be good predictors of their interpersonal ability and peer relationships, and positive correlations were found between the students' social competence and their ratings of functional aspects of the family. The results of this study are consistent with previous research in that affectionate, supportive, and respectful family environments appear to be important to the development of interpersonal skills and competency and peer relationships for gifted individuals.

#### **TOOL USED:-**

A social adjustment questionnaire was used developed and standardized by Prof. A.K.P Sinha and Dr. R.P. Singh. Social adjustment signifies a good number of qualities and accordingly it has got several dimensions (2011). The tool has coefficient intervals varying from 0.92 to .94 for various dimensions the tool has high validity as reported by developers of the tool.

#### **SCALE:-**

1. **Home** - Some questions are put in this inventory to test the home adjustment. These questions are denoted by small 'a'. The questions are in sample order but, are in scattering orders. The adolescent student can not verify them when he or she tick-marks in boxes.
2. **Health** - The second area of the social adjustment in 'health' mostly equal question are put in inventory for sampling tests. Its questions are denoted by small 'b'. The questions of health adjustment are in scattering way in the inventory.
3. **Social** - The third area of the social adjustment in 'social'. Its questions are put in the inventory in scattering way like other two areas. The testing adolescent student cannot recognize the area of social adjustment when he or she goes through it. Its questions are denoted by small 'c'.
4. **Emotional** - The fourth area of social adjustment is 'emotional'. Its question is put in the inventory equally. The questions are not in proper order but are among the other questions. Its questions are shown in small 'd'.
5. **Educational** - The fifth area of social adjustment is 'educational'. It is very important area. Its questions are put in the inventory like other four areas. Its questions are denoted by small 'e'.

Five of the dimensions have 102 items. The ability of social adjustment of the gifted adolescent's students is used for those students who were studying in ix and xi classes. They are given the inventory to tick- mark. All the five areas are in the inventory. The numbers of questions are given one to 102. Beside them the denoted symbols a,b,c,d and were given. It is the easy way to check them carefully. After completing the inventory and scorings were got separately.

#### **DISCUSSION AND CONCLUSION:-**

The most common type among gifted adolescents is intuition. The high preference of the adjustment of gifted adolescent's students for intuition compared to general high school students in this study is consistent When the adjustment of gifted adolescent's students are compared to general high school students according to their preference for intuition, they are more likely to enjoy solving new problems and dislike doing the same thing repeatedly. They also are conclusive, impatient, and interested in complicated situations. They might be more interested in novelty according to the type theory.

1. Although adjustment of gifted adolescent's students may not be as introverted as previously believed, almost half of them show a preference for introversion. When this preference is compared to the preference of the general forty high school of Sri ganganagar and Hanumangarh districts students, they are over represented on this dimension. This finding implies that introverted adjustment of gifted adolescent's students prefer quiet learning environments and individual work to group work, rural and urban areas.
2. This research provided an evidence that the 'adjustment of

gifted adolescents students' preference of thinking is slightly higher than feeling, which contradicts some of the studies included in this research synthesis. This might be, on the one hand, because some studies with a much larger number of participants found adjustment of gifted adolescent's students to prefer the thinking type. A reason might be because developmental trends could have some influence on gifted adolescents' judgments toward more logical thinking. ***In other words, as Bireley (1991) suggested,*** adjustment of gifted adolescent's students might become thinking-oriented earlier than the general population. Gifted adolescents' preference for thinking in their judgments is also higher when compared to the preference of the general high school population.

3. The implication of this finding might be that gifted adolescents prefer analysis and putting things into logical order and are more impersonal, fair, and firm-minded when compared to general high school students of Sri ganganagar and Hanumangarh districts.
4. Gifted adolescents are not homogeneous in regard to their psychological types. They differ within themselves as much as they differ from the general high school population concerning their perceptions and judgments. Gifted females are significantly higher than gifted males in the extroversion and intuition dimensions, but insignificantly higher in the feeling and judging dimensions. The significant differences in extraversion and feeling preferences between gifted females and gifted males could be partially accounted for by the general sex differences in these scales according to the type theory.
5. This finding indicates the different preferences in perceiving information and making judgments. Therefore, future research to study relationships between personality characteristics and intellectual abilities would provide new insights into understanding the unique characteristics of gifted adolescents.
6. There is a common belief about the preference of gifted students for individual learning. Interestingly, in this study, both types are distributed almost equally in gifted adolescents. Therefore, it is likely that gifted students can benefit from both group projects and individual projects to a maximum extent provided that teachers have the flexibility to teach to different styles of thinking. The preference for objectivity and logical order of thinking type's shows in their preferences for small-group discussions, thought-based questioning and carefully structured courses with clear goals. Because the majority of mathematically gifted adolescents prefer thinking style in their judgments, a well-organized and individually paced program of instruction might encourage them in schools.
7. Most gifted adolescents students are perceptive types according to this research synthesis. Because perceptive types are more likely to be unorganized and late on assignments, an atmosphere of flexibility in the classroom may help them in their learning. For instance, ***Betts' (1985) Autonomous Learner Model and Treffinger's (1975) Self-Directed Learning*** would be good ways to motivate perceptive types since these models help to develop intrinsic motivation and autonomous learning skills and habits.
8. The findings of this study suggest the effectiveness of teachers who use a variety of methods in their teaching, particularly in high schools. If they rely solely on a single method, such as lecture, they may exclude certain stages of adolescent gifted students. Therefore, modification of teaching-learning strategies based on personality-learning styles, as well as academic abilities of gifted adolescents, might improve their learning. At least, some instruction should match gifted students' styles of thinking in order for them to benefit maximally from the instruction.
9. Finally, this study also has concluded that the researcher claimed that gifted students reach the adolescent stage cognitively and emotionally earlier than those who show a normal developmental pattern. Because of these limitations, the findings of this study should be interpreted with special caution to the sample and the instrument characteristics.

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