

INTELLECTUAL WELL-BEING IN RELATION TO REFINEMENT AMONG JUVENILES

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ABSTRACT

All experiences of our life give us education such experiences have direct education effect upon us. Education is a lifelong process. It starts with conception and ends with death. Man has become a victim of the confusion and mental illness. Majesty of the human beings are dissatisfied, unhappy and discontented and all these factors lead to disturbed mental health. Everyone knows that sound mental health is a root of sound habits and habits are formed among children during infancy years. Home is physical unit in society, Which exerts a great influence upon the mental health of adolescents. The role of mental health in human life is very important as it plays role not only in the lives of individual, but also in the life of societies. Good health depends on the state of both mind and body. Each exerts a direct influence on the other, but owing to the power of mind over nature, good mental health is of supreme importance. The present study has social and educational importance as it will deal with the adjustment of youth who are the maker of society.

KEYWORDS: Intellectual Well-Being, Refinement, Juveniles

INTRODUCTION

Education is deliberate conscious process which consists in modification of the natural development of man. It is never ending process of inner growth and development and its period stretches from the onset life of an individual till death. It means the all-round development of all the aspects of human being i.e., physical, social and intelligence, aesthetic and intellectual education.

Paramount of the human beings are dissatisfied, unhappy and discontented and all these factors lead to disturbed intellectual well-being. The role of intellectual well-being in human life is very important as it plays role not only in the lives of individual, but also in the life of societies. Good well-being depends on the state of both mind and body. Each exerts a direct influence on the other, but owing to the power of mind over nature, good intellectual well-being is of supreme importance.

The chief task of education is to shape man or to guide the evolving dynamism through which one forms himself as a man. Education makes our live progressive, cultured and civilized.

Intellectual Well-Being

The expression "Intellectual Well-being" consists of two words intellectual and well-being. Intellectual well-being of course predominantly implies the ability to balance one's feeling, emotions, desires, and emotions in one's daily living as well as the ability to face and accept the realities of life.

Intellectual Well-being is a positive quality, it is characteristic of the individual who meets the demand of life on the basis of his own capacities and limitations.

Over the years a continuing matter of debate has been on the question of how best to define intellectual well-being, the meaning of the term “Intellectual Well-being” is ambiguous. It can however, be concluded that “Intellectual Well-being” is not a precise term but an intuitively apprehended idea that is, striving for scientific status while also serving as an ideology label. Intellectual well-being is an important aspect of total well-being of the other types of well-being.

Intellectual well-being is a global term, which refers to the condition of an individual, which results from the normal organization and functioning of his mind.

The role of intellectual well-being in human life is very important as it plays its role not only in the lives of individual but also in the life of societies.

Definitions of Intellectual Well-Being

- **J.A. Hadfield (1980):** “Intellectual well-being is the full and harmonious functioning of the whole personality.”
- **W.H.O (1981):** “The scope of intellectual well-being programmed has been enlarged to include in only psychiatry and neurology but also the psychological, biological and other aspects of well-being and development of general.”
- **Chauhan (1984):** Intellectual Well-being is a condition which permits the maximum development of physical and emotional status of the individual so that he can contribute maximum to the welfare of the society and can realize his ideas and exists of life.”

FACTORS EFFECTING INTELLECTUAL WELL-BEING

As intellectual well-being includes personal and social refinement according to a general concept “A person is said to be intellectually well-being if he is thoroughly adjusted to his environment”. There are a number of factors which influences the intellectual well-being of a person and we cannot say these are main factors and others are not. All factors play an important role in the construction of an intellectually well-being person these factors are:

- Physical Well-being
- Neighborhood
- School
- Family

Refinement

The term ‘refinement’ refers to harmonious relationship between the person and environment. The concept of refinement is biological in origin. It was used in Darwin’s theory of evolution. In biology, it was used as ‘Adaptation’ in the year 1859. A person not only adapts to physical demands but he also adjusts to social demands. Adaptation means biological survival and refinement means phonological survival. This concept of adaptation was borrowed by psychology and named as refinement. Refinement in simple words can be defined as satisfactory relation of an organism to its environment. Refinement means adaptation of reality.

Refinement is an important characteristic of living organism. Every organism tries to achieve some sort of working arrangement with environment. We see that refinement needs reaction to the hanging demands and pressures of social environment improved upon the individual the process of refinement starts right from the birth of the child and continues till the death.

Refinement may be defined as the process of means of which the individual seeks to maintain psychological equilibrium and proper himself towards self enhancement. Refinement implies a state of harmonious relationship between the problem and the individual under specific conditions. Refinement refers to the adequacy of the behavior patterns the individual habitually uses to satisfies his needs since everyone has at all times multiple needs to satisfy, everyone is perpetually faced refinement problems depending upon the adequacy of his/her coping behavior.

Definitions of Refinement

- **Supramamein (1986):** “Refinement is a satisfactory relation to an organism to his environment though it is continue process in human life, it is constantly affected an changed by the experience from time to time and differs from person to person”.
- **Rao (1990):** “Refinement whole to be a harmonious relationship to an organism to his environment which affords him comfortable life devoid of strain, stress, conflicts and frustration.”
- **Murray (1981):** “In two fund intellectual human needs the ‘Viscerogenic’ needs are need for air, water, food, sex and avoidance of Injury ‘Psychogenic’ needs are achievement, recognition, autonomy, affiliation etc.”

Refinement Problems

Problems of refinement vary in degree at the normal level are show nervousness and worry, feelings of inferiority, some of the leaser degrees of anxiety and defensive behavior, in the face of confusion disappointment conflict and frustration, we may fall back on such defense mechanism as compensation rationalization, repression, regression, refinement through illness, rejection formation, sublimation, identification, insulation, stagnating and intellectualization. Defensive mechanisms are substitute of refinements lying between the extremes of solution on and no solution problems.

AREAS OF REFINEMENT PROBLEMS

These are mainly four areas of Refinement:

- Home Refinement
- Social Refinement
- Well-being and emotional refinement
- Academic/School Refinement

Home Refinement

Home refinement includes refinement with parents’, siblings and other relatives. Savitri (1982) says that love and affection between mother and child is the basis for development of the personality. Mecord and Mecord (1959) reported that parental rejection combined with path fat has tend to produce a prolonged anti-social behavior on the part of the child.

Social Refinement

Human being is a social animal none can live without society social refinement includes the effective relationship of recognition understanding and approval among the friends and other associates.

Majority of school and college student live in miserable conditions with intellectual stress, school and college boarding homes generally provide the minimum amenities according to U.G.C report (1974) normally students are inclined to revolt against these conditions.

Devadas (1985) points out that once youth becomes properly adjusted trained and inspired their vitality and creativity can be utilized a pity, effectively and efficiently for national prosperity.

Well-Being and Emotional Refinement

Emotional refinement aims at the well-being and realistic ways of thinking and setting. All problems ultimately attack the emotional poise of the students when they feel insecurity, inadequacy, rejection, tension, frustration and financial stringency. Socio-economic status has certainly something to do with emotional refinement. The individuals who are brought up and who grew up in conditions of relative financial stringency tend to have more tensions and anxiety than others.

Academic/School Refinement

(Subramanian 1986) described academic refinement as the refinement of the students to the academic environment consisting of the school conditions such as physical environment, curriculum, text books, method of teaching, interpersonal relation with the teachers and other members of the organization etc. the number in which and the speed with which the students arrives at a satisfactory refinement to the demands of problem and his ability to solve it. In other words, it is the capacity of his refinement to that environment.

JUVENILE

Juvenile is an intriguing cognitive, social and emotional change. The juveniles has enormous potential physical, social and intellectual at the same time he is faced with great challenges on account of his rapid physical growth, soaring as well as falling ideas his growing sexual desires and heightened emotions. All these issues and problems make the juvenile period as the period of stress and storm.

According to Stanley Hall "It is a period of stress and strain, Storm and strife."

According to Dorothy, "Juveniles is not a separate period but a continuous process of growth."

According to Biggie and Hunt (1968), "The one word which best characterizes juvenile is change. The change is the physiological and psychological."

Jersild stated that "Juvenile is that span of years during which boys and girls move from childhood to adulthood, intellectually, emotionally, physically."

Significance of the Study

Man is social being and never works in isolation. For this purpose he should know how to adjust in different fields of life we can say adverse situation. The main goal of present study is to estimate the intellectual well-being of youth and

their refinement in the educational field. The present study has social and educational importance as it will deal with the refinement of youth who are the maker of society. On the basis of above study. We can say that if a person is intellectually well-being, he can adjust in every sphere of life.

STATEMENT OF THE PROBLEM

Intellectual Well-Being in Relation to Refinement among Juveniles

Objectives of the Study

- To study the Intellectual Well-being of juveniles of 9th class of Moga District.
- To find out the difference in Intellectual Well-being among urban and rural juveniles of 9th class of Moga District.
- To find out the difference in Intellectual Well-being among male and female juveniles of 9th class of Moga District.
- To study the refinement of juveniles of 9th class of Moga District.
- To find out the difference in refinement among urban and rural juveniles of 9th class of Moga District.
- To find out the difference in refinement among male and female juveniles of 9th class of Moga District.
- To find out the relationship between Intellectual Well-being and refinement among juveniles 9th class of Moga District.

HYPOTHESES OF THE STUDY

The study was designed to test the following hypotheses:

- There exists no difference in mean score of Intellectual Well-being among urban and rural juveniles of 9th class of Moga District.
- There exists no difference in mean score of Intellectual Well-being among male and female juveniles of 9th class of Moga District.
- There exists no difference in mean score of refinement among urban and rural juveniles of 9th class of Moga District.
- There exists no difference in mean score of refinement among male and female juveniles of 9th class of Moga District.
- There exists no relationship between Intellectual Well-being and refinement among juveniles of 9th class of Moga District.
 - There exists no relationship between Intellectual Well-being and refinement among urban and rural juveniles of 9th class of Moga District
 - There exists no relationship between Intellectual Well-being and refinement among male and female juveniles of 9th class of Moga District

Delimitation of the Study

- The sample study was drawn from juveniles of P.S.E.B schools of Moga District
- The study was delimited to 20 juveniles.
- The study was delimited to 10 males and 10 females as a whole
- It was further delimited to 10 urban and 10 rural juveniles of schools of Moga District.

REVIEW OF RELATED LITERATURE

Review Related to Intellectual Well-Being

Grewal, H.K (2002) “A study of teacher effectiveness in relation to intellectual well-being” and found that there is significant relationship exists between effectiveness of teachers working in urban and rural areas. There was significant existed between effectiveness and various dimensions of intellectual well-being of teachers.

Dhaliwal, M.K (2003) “A study of the effect of organizational climate upon the intellectual well-being of teachers” and found that there is no significant effect of organizational climate on the intellectual well-being of male and female school teachers. There is significant effect of organization climate on intellectual well-being of rural and urban school teachers.

Singh, P (2004) her study on topic “Impact of anxiety on intellectual well-being found that there exists significant difference in anxiety of students of high school respect to locate however intellectual well-being scores shows no significant difference with respect to locate. There exists no significant gender difference among students of high schools with respect to anxiety as well as intellectual well-being.

Singh, S (2005) impact of scientific attitude on intellectual well-being of juveniles and found that there is no significant relationship between scientific attitudes and intellectual well-being among juveniles.

Sidhu, R.K. (2006) impact of parental encouragement on intellectual well-being of juveniles and concluded that there exists significant relation between intellectual well-being and parental encouragement.

Khan, Dr. Saheel (2007) studied on the topic teacher0burnout in relation to intellectual well-being the purpose of the study was to know the impact of intellectual well-being on the level of burnout of the teachers at teaching different educational level. It was found that teachers into low intellectual well-being are max prone to burnout than the teachers of average and high intellectual well-being.

Review Related to Refinement

Suri (2001) in his study “Depressive behavior of juveniles in relation to refinement” found that non-depressive and rural school students had better to social refinement as compared to depressive and urban school student”.

Gupta (2002) in her study “Refinement of juveniles in relation to modernization”, concluded that there exists no significant relation between refinement and modernization.

Shah and Guha (2003) revealed in their study “A study of refinement and insecurity feeling among juveniles of two types of family.” That family factor does not leave any significant impact on refinement as were as insecurity feeling in juveniles.

Renupa and Anuradha (2004) measured the psycho-social refinement of conduct of disorder children. The study revealed that there was no significant difference in refinement among girls in both urban and rural areas but a significant difference was found among boys.

Neelam Sharma and Anuradha (2009) revealed that there is no significant difference in refinement levels of girls studying in girls' colleges and those studying in co-educational colleges sample size for this study consisted of 200 girls from Punjab refinement inventory by A.K.P Sinha and R.P Singh was used to collect data of the study.

METHODS AND PROCEDURE

Design

The present study was descriptive survey which was conducted on juveniles of Moga District.

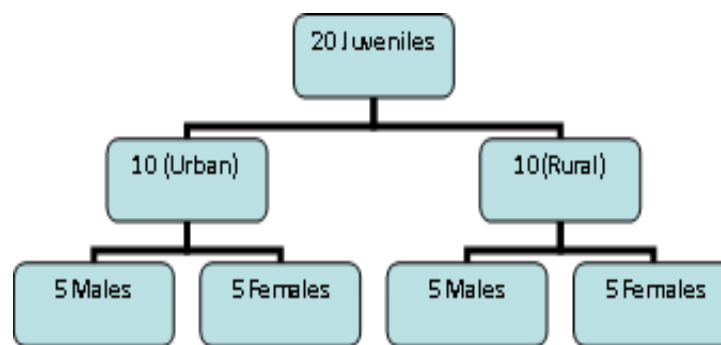


Figure 1

SAMPLE OF THE STUDY

The random sampling technique was employed in the present study due to the heterogeneous characteristics of the population according to the purpose of study.

In present study keeping the limited source of time and money only 20 students from Moga District were randomly selected. Out of selected students, 10 males and 10 females were taken from the schools of Moga.

Research Tools Used

The selection of suitable tool or instrument is of vital importance for the selection of data in any research study.

Mental Health check list by Parmod Kumar (1992)

Indian adaptation of Bell's Adjustment inventory (1988)

ANALYSIS AND INTERPRETATION OF DATA

Presentation of Result

The whole chapter is divided into 2 sections

Section 1: Deals with the result of mean, median, mode, S.D and t-ratio.

Section 2: Deals with the co- relation to find out the inter relationship between Intellectual well-being and Refinement.

Section I

Table 1: Showing Mean Scores of Intellectual Well-Being among Urban and Rural Juveniles of 9th Class of Moga District

Group	N	Mean	S.D	S.Ed.	t-Ratio
Urban	10	26.75	4.84	1.00	8.75
Rural	10	18	4.21		

Table value of t = 1.96 at 0.05 level and 2.58 at 0.01 level

*Significant at 0.05 level of confidence

**Significant at 0.01 level of confidence

From the table 1, it is found that the mean score of urban group is 26.75 and rural group is 18. The standard deviation of the urban group is 4.84 and rural group is 4.21. It is also found that t-value is 8.75. Which is significant at both 0.05 and 0.01 levels of confidence. Thus there is difference in mean scores of intellectual well-being of juveniles of schools of Moga District. Hence, Hypothesis 1 stating “There exists no difference in mean score of Intellectual Well-being among urban and rural juveniles of 9th class of Moga District” stands rejected.

Table 2: Showing Mean Scores of Intellectual Well-Being among Male and Female Juveniles of Schools of Moga District

Group	N	Mean	S.D.	S.Ed.	t-Ratio
Male	10	27.5	3.16	0.83	3.31
Female	10	24.75	4.24		

Table value of t = 1.96 at 0.05 level and 2.58 at 0.01 level

*Significant at 0.05 level of confidence

**Significant at 0.01 level of confidence

From the table 2, it is found that the mean score of male group is 27.5 and female group is 24.75. The standard deviation of the male group is 3.16 and female group is 4.24. It is also found that t-ratio is 0.83 which is significant at both 0.05 and 0.01 levels of confidence. This indicates that there is difference in mean scores of intellectual well-being of male and female juveniles of schools of Moga district.

Hence, Hypothesis 2 stating, “There exists no difference in mean score of Intellectual Well-being among male and female juveniles of 9th class of Moga District” stands rejected.

Table 3: Mean Scores of Refinement of Juveniles of Schools of Urban and Rural Areas of Moga District

Group	N	Mean	S.D.	S.Ed.	t-Ratio
Urban	10	28.5	7.6	1.68	1.78
Rural	10	31.5	7.5		

*Significant at 0.05 level of confidence

**Significant at 0.01 level of confidence

From the table 3, it is found that the mean scores of urban group is 28.5 and rural group is 31.5. The standard deviation of the urban group is 7.6 and rural group is 7.5. It is also found that t-ratio is 1.78 which is no significant at both 0.05 and 0.01 levels of confidence. Thus there is no difference in mean scores of refinement of juveniles of urban and rural areas schools of Moga district.

Hence, Hypothesis 3 stating, “There exists no difference in mean score of refinement among urban and rural juveniles of 9th class of Moga district” stands accepted.

Table 4: Mean Scores of Refinement of Male and Female Juveniles of Schools of Moga District

Group	N	Mean	S.D.	S.Ed.	t-Ratio
Male	10	25.5	9.1	1.8	3.19
Female	10	31.25	7.6		

*Significant at 0.05 level of confidence

**Significant at 0.01 level of confidence

From the table 4, it is found that the mean score of male group is 25.5 and female group is 31.25. The standard deviation of the male group is 9.1 and female group is 7.6. It is also found that t-ratio is 3.19 which is significant at both 0.05 and 0.01 levels of confidence. This indicates that there is difference in means scores of refinement of male and female juveniles of schools of Moga district.

Hence, Hypothesis 4 stating, "There exists no difference in mean score of refinement among male and female juveniles of 9th class of Moga district" stands rejected.

Section II

Table 5: Showing Co-Efficient of Co-Relation between Intellectual Well-Being and Refinement among Juveniles of Schools of Moga District

Sr. No	Variable	N	R	Very low positive co-relation
1.	Intellectual Well-being	20	0.28	
2.	Refinement	20		

From the table 5, shows the co-efficient of co-relation between intellectual well-being and refinement among juveniles of Moga district. This indicates that there is Positive relationship between intellectual well-being and refinement among juveniles of Moga district.

Hence, Hypothesis 5 stating, "There exists no relationship between Intellectual Well-being and refinement among juveniles of 9th class of Moga District" stands rejected.

Table 5 (a): Showing Co-Efficient of Co-Relation between Intellectual Well-Being and Refinement among Juveniles of School of Moga District with Respect to Urban and Rural (a.a) with Respect to Urban Area

Sr. No	Variable	N	R	Markably co-relation
1.	Intellectual Well-being	10	0.096	
2.	Refinement	10		

From the table 5 (a.a) shows the co-efficient of correlation between intellectual well-being and refinement of juveniles of schools of Moga district with respect to urban. This indicates that there is no relationship between intellectual well-being and refinement status of juveniles of schools of Moga district with respect to urban area.

Hence, Hypothesis 5 (a.a) stating "There exists no relationship between Intellectual Well-being and refinement among juveniles of 9th class with respect to urban area of Moga District" stands accepted.

Table 5 (a.b): With Respect to Rural Area

Sr. No	Variable	N	R	Markably co-relation
1.	Intellectual Well-being	10	0.09	
2.	Refinement	10		

As table 5 (a.b) shows the co-efficient of correlation between intellectual well-being and refinement of juveniles of schools of Moga district with respect to rural. This indicates that there is no relationship between intellectual well-being and refinement status of juveniles of schools of Moga district with respect to rural.

Hence, Hypothesis 5 (a.b) stating, “There exists no relationship between Intellectual Well-being and refinement among juveniles of 9th class with respect to rural area of Moga District” stands accepted.

Table 5 (b): Showing Co-Efficient of Co-Relation between Intellectual Well-Being and Refinement among Juveniles of Schools of Moga District with Respect to Male and Female (b.a) with Respect to Male

Sr.No	Variable	N	r	Markably co-relation
1.	Intellectual Well-being	10	0.0065	
2.	Refinement	10		

As table 5 (b.a) shows the co-efficient of correlation between intellectual well-being and refinement of juveniles of schools of Moga district with respect to male. This indicates that there is no relationship between intellectual well-being and refinement status of juveniles of schools of Moga district with respect to male.

Hence, Hypothesis 5 (b.a) stating, “There exists no relationship between Intellectual Well-being and refinement among juveniles of 9th class with respect to male of Moga District” stands accepted.

Table 5 (b.b): With Respect to Female

Sr.No	Variable	N	r	Markably co-relation
1.	Intellectual Well-being	10	0.02	
2.	Refinement	10		

Above the table 5 (b.b) shows the co-efficient of correlation between intellectual well-being and refinement of juveniles of schools of Moga district with respect to female. This indicates that there is no significant relationship between intellectual well-being and refinement status of juveniles of schools of Moga district with respect to female.

Hence, Hypothesis 5 (b.b) stating, “There exists no relationship between Intellectual Well-being and refinement among juveniles of 9th class with respect to female of Moga District” stands accepted.

CONCLUSIONS

- There is difference in mean scores of intellectual well-being of juveniles of schools of Moga District
- There is difference in mean scores of intellectual well-being of male and female juveniles of schools of Moga district.
- There exists no difference in mean scores of refinement of juveniles of urban and rural areas schools of Moga district
- There is difference in means scores of refinement of male and female juveniles of schools of Moga district.
- There is Positive relationship between intellectual well-being and refinement among juveniles of Moga district.
- There exists no relationship between intellectual well-being and refinement status of juveniles of schools of Moga district with respect to urban and rural area.

- There exists no relationship between intellectual well-being and refinement status of juveniles of schools of Moga district with respect to male and female

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