A COMPATATIVE STUDY OF ADJUSTMENT PROBLEMS OF INTERMEDIATE STUDENTS STUDYING IN RESIDENTIAL AND NON-RESIDENTIAL INSTITUTIONS
CHAPTER – I

THE PROBLEM AND ITS SIGNIFICANCE
CHAPTER - 1

THE PROBLEM AND ITS SIGNIFICANCE

1.0 INTRODUCTION:
In the present 21st century, the age of growing communication system, education is an important tool, to bridge the gap between the past and the present. Education nurtures a person in all spheres of life. Man can be aware of the happenings around him and mould his career. Presently ‘to mould’ can be understood as ‘to accommodate’, ‘to adapt’, ‘to adjust’ to external and internal environments. Hence, education can be described as the process of adjustment all through the life. In the unending process of adjustments, fortunate is the person who has the ability to overcome all the influences, irrespective of the age he lives in.

In human life, adolescence is the most vital period. It is the bridge period between childhood and adulthood. Adolescent stands at the crossroads of deciding factors of life, during this crucial period, to decide which path he / she should tread on. Hence, setting goals for himself / her self becomes even more difficult. In such critical conditions, adolescents may come across many difficulties. These difficulties are the root causes of many problems. In such circumstances the adolescent has to integrate and emphasize the relation between the internal and external conditions to get along. This ‘getting along’ in life is termed as ‘adjustment’. Today adjustment is a buzz word creating turmoil in all age groups. This turmoil results in sprouting up of interrelated problems. In the present study, the investigator is interested to explore the adjustment problems of intermediate students studying in residential and non-residential institutions.

1.1 CONCEPTUAL BACKGROUND OF THE ADJUSTMENT OF ADOLESCENTS:
Just as a bud requires adequate nourishment and watering to bloom into a beautiful flower, an adolescent also requires adequate physical, mental and emotional support and nourishment to develop into a healthy and responsible one.

According to Hurlock Elizabeth,B. the term adolescence is derived from Latin verb ‘Adolecere’, which means ‘To grow into maturity’. The biosocial
transition between childhood and adulthood, it refers to the behavioral
characteristics of the individual that are influenced by cultural and physical
changes. Adolescence is a sensitive phase of life for the individuals because of the
mental and physical changes causing confusion to them. It is needless to say that
it is the most beautiful, wonderful and yet dangerous period in individual’s life. It
is the time for acquiring skills, learning to handle new responsibilities and gaining
control over one’s emotions and thoughts.

Adolescence is as much a social construction as an attribute of the
individual. It is generally believed by the psychologists that the behaviour is
administered through motives and that motives play a dynamic role in an
individual’s adjustment. As quoted by Mangal,S.K. 2

“Life presents a continuous chain of struggle for existence and survival.”

...............................Darwin

1.1.1 Chief Characteristics of Adolescence:

As said by Kundu, C.L. and TutooD.N. 3 adolescence is the most crucial
period in the life of human being. It is the time when the surge of life reaches its
highest peak. Based on this, Aggarwal, J.C. 4 mentioned the chief characteristics of
adolescence -

- The most crucial and significant period in life.
- The period of new learning.
- The period of anxieties and worries.
- The period of reckless and daring exploits.
- The period of nuisance.
- Period of sex assertion.
- Period of new repulsions felt towards home and school.
- Period of sudden enfoldment of new social instincts.
- The period when new interests in adult life and in vocations develop.
- The period of self-feeling and ambition etc.

1.1.2 Common Adjustment Problems of Adolescence and the Role of
Educational Institutions:

Adolescence is one of the most turbulent periods in one’s life. It is a period
when one becomes sexually mature and gets integrated into the society. A wide
variety of physical changes takeplace in adolescence. These changes relate to,
stature and various emotional issues in the adolescents. They also result in various
psychological changes, especially the impacts of early and late maturation on individuals' physical and psychological adjustment. Adolescence has traditionally been viewed as beginning with the onset of puberty, rapid spurt in physical growth accompanied by sexual maturation, and as ending when individuals assume the responsibilities associated with adult life—marriage, entry into the work force and so on.

Adolescence is a period where a number of problems and disorders are experienced. Board of intermediate education says as far as Indian adolescents are concerned they are very much under the dominant control of their parents and other elders of the family. All important decisions pertaining to life and education are taken by them. To that effect, the Indian youth generally remain prisoners of time and environment. This strange social situation unfolds a new environment which in turn creates stressful situation for the student youth powerfully, influencing their behaviour. students commonly encounter the problems related to home, school, physique, emotions, education, health, personal, social-relations, identity crisis, conduct disorders, adolescents role confusion, suicide, ragging, egocentrism, delinquency, career choice, teenage pregnancy, sexual behavior, problems of early marriage, and parenting among adolescents, generation gap, conflicts with parents and peers etc. The reasons for these problems as assigned by Aggarwal, J.C. are as follows:

i) Lack of interest in school work: Many a time school is less appealing to adolescents. The best way to help the students who lack interest in school work (studies) is to find out their interests and then to modify the curriculum to suit their interests.

ii) Lack of proper study schedule: There is a great need to guide the adolescents in preparing their study schedules. The following principles may be kept in view while planning study schedules:

- The same subject has to be studied at the same time of the day, and at the same place. Sometimes a review must be provided daily.
- The same topic must be studied on the same day taught in the class.

iii) Insufficient study Habits: Some of the basic principles of study with which the adolescent should be familiar are:

- Keeping in mind the purpose of the lesson taught.
• Practicing recall while reading.
• Taking notes while reading.
• Raising questions while reading.
• Learning the material in such a way as to be used in future.
• Focusing attention on the job at hand.

At this juncture some criteria must be followed for good adjustment.

1.1.3 Criteria for good Adjustment:

As said by Chauhan,S.S.7 no universal criteria can be set for all times to come because criteria involve value judgment, which differ from culture to culture and from generation to generation within the same culture. However four criteria have been involved to judge the adequacy of adjustment. They are as follows:

i. Physical Health: The individual should be free from physical ailments like headache, ulcers, indigestion and impairment of appetite. These symptoms in individual have sometimes psychological origin, and may impair his physical efficiency.

ii. Psychological Comfort: One of the most important facts of adjustment is that individual has no psychological disease as obsession, compulsion, anxiety, depression etc. These psychological discomforts, if occur excessively, prompt a person to seek a psychiatric advice.

iii. Work Efficiency: The person who makes full use of his occupational or social experience may be termed a well adjusted one in his social set up.

iv. Social Acceptance: Everybody wants to be socially accepted by other persons. If a person obeys social norms, beliefs and set of values, we may call him well adjusted, but if he satisfies his needs by anti-social means then he is called maladjusted. But societies differ in deciding the criterion of good behavior. For example, in our country smoking and drinking are prohibited in public places but there are countries where these activities are quite normal.

1.1.4 Dimensions of Adjustment in Educational Institutions:

Agarwal, J.C.8 said, the recent advances in the methodology of teaching in classroom at any level have made the role of psychology increasingly important in the realms of educational process and teaching practices. Teaching, being essentially an important mode of communication, the teacher and the taught need to know about each other well.
Without mutual understanding and adjustment the bipolar process of teaching-learning cannot be effective and humanistic. It is therefore, essential that the teacher should know thoroughly his pupils, their developments, limitations, needs, drives, motives, basic physical equipment, their adjustment problems and their various dimensions, in the absence of which teachers can satisfy neither themselves nor their pupils with regard to teaching learning process. Hence, following are the important dimensions of adjustment in educational institutions.

1. **Adjustment to academic, co-curricular and school routine:** This includes,
   i. Getting most out of specific studies and activities.
   ii. Overcoming learning problems and instructional difficulties.
   iii. Satisfactory progress in exploratory experiences.
   iv. Optimum relationship between class room objectives and individual outcomes.
   v. Choice of appropriate courses in accordance with 3 A’s-Age, Ability and Aptitude.

2. **Psychological Adjustment which includes:**
   i. Development of a good memory.
   ii. Development of desirable interests.
   iii. Development of good temper.
   iv. Development of desirable attitudes.

3. **Adjustment to and within the self:** This implies
   i. Self-understanding and acceptance.
   ii. Proper insight into needs, attitudes and values.
   iii. Overcoming emotional difficulties.
   iv. Maintenance of health and personal hygiene.

4. **Social Adjustment:** Skinner E. Charles suggested the following, which includes...
   i. Harmonious relationships with pupils and teachers.
   ii. Getting along with the members of the opposite sex.
   iii. Feeling socially acceptable.
   iv. Proper understanding of social needs and requirements.
   v. Understanding the goals of a group.
vi. Meeting effectively social requirements of the home, peer group, culture and the community.

5. **Emotional Adjustment**: Emotions play a leading role in controlling and directing one's behaviour and providing a definite shape to his personality. Individual who is capable of expressing his emotions in a proper way at a proper time may be termed as emotionally adjusted. The acquisition of such emotional adjustment may automatically help an individual to act and behave in a desired way to face the life situations properly and feel adjusted in his personal and social life.

6. **Sex Adjustment**: Kundu C.L., Tutoo, D.N.\(^{10}\) says that generally speaking all adolescents are interested in sex. Certain kinds of sex behavior can have many serious results both for girls and boys. Some of them are overt homosexuality, genital exhibitionism, sexual looking or voyeurism, fetishism, transvestism and sadomasochism etc.

To save from such results, it is very necessary that essential information about sex must be given to the adolescents in a scientific manner. Sympathetic counsellors are often chosen as the confidants of the confused or troubled young adolescents.

7. **Problems Related to Home**:
   i. Frequent criticism of parents.
   ii. Lack of proper affection and love at home.
   iii. Unpleasant relationship with parent(s).
   iv. Parents insisting on strict obedience.
   v. Lack of money.
   vi. Parents objecting to the kind of friends/companions.
   vii. Irritability of father/mother.
   viii. Frequent family quarrels.
   ix. Frequent quarrels with siblings due to birth order/gender differentiation.
   x. Parents treating the youth still as children.

8. **Social Problems**: According to Crow and Crow,\(^{11}\) the problems experienced by adolescents in respect of social adjustment are:
   i. Shyness.
   ii. Self-consciousness in a group of people.
iii. Difficulty in starting conversation.
iv. Difficulty in making friendly contacts with members of opposite sex.
v. Public speaking etc.

9. Emotional Problems of Adjustment: Following are some of the important problems faced by the college going students in respect of their emotionality.
i. Frequent day dreaming.
ii. Frequent feeling of depression.
iii. Feelings of loneliness.
iv. Low marks in examination.
v. Envying the happiness that others seem to enjoy.
vi. Inferiority complex and false ego.
viii. Easily hurt/ sensitive.
ix. Disturbed by criticism.
x. Ups and downs in moods without apparent cause.
xi. Fear of being alone in the dark etc.

Santrock, John W. 12 says 'Teenage' is a period of tremendous emotional instability. It is at this stage that they can function both as beneficiaries and promoters of health education. Generally teenagers compose a major percentage of population. A special segment that needs continuous nutritional, medical, psycho -social and spiritual guidance is suggested by many psychologists.

1.1.5 MAJOR PROBLEMS OF ADOLESCENTS:

Major problems of adolescents are discussed below -

(1) Ragging: As edited by Mounroe Paul, 13 the word Ragging means 'the act of teasing, taunting, playing a practical joke or prank upon some one, or holding comic parades and other activities during a certain period of college term'. The practice is believed to have originated in British universities/public schools essentially for the purpose of familiarizing the fresher with the new academic environment, so that he/she becomes, a part of it. A healthy interaction between fresh students and their seniors is necessary and should be promoted for the good of the students themselves and for the good of the institution. There are certain advantages: (1) The fresher derives by living with seniors in the hostel, (2) In the
company of the seniors they can find expression for their creative talent right from the beginning and this can make them feel good. They also learn to manage the hostel affairs, the student publications, the recreational activity and a host of other activities. The seniors could be of help to the fresher even in their studies. Ragging could be one such form but its potential to get out of control is very high.

Ragging has both positive and negative manifestations. Some positive outcomes can be promotion of healthy interaction between freshers and seniors, which would enable freshers to settle down in their new environment quickly and easily. It is thus a kind of growing together. It also helps freshers to overcome inhibitions and inferiority complexes. It may be considered positive if it helps to ease the tensions of students without harming any one. But now Ragging has degenerated into plain harassment, both physical and mental, and even an excuse for sexual misbehavior and violence. Cases are often reported of students being tortured, forced to run away from hostels and in a few extreme cases even to commit suicide.

(2) Conduct Disorder and Its Types: Jaffar Mohammed mentioned these as most important problems of adolescents. Most adolescents show five to fifteen percent of occasional acts of anti-social behavior. The conduct disorders are characterized by more displays of anti-social activity. Four types of conduct disorders are the DSM-III core description of repetitive and persistent patterns of antisocial behavior that encroach on the rights of others,

- In the conduct disorders of the aggressive and under socialized type, youth shows a consistent disregard for the feelings of others, bully smaller children have few, if any same age friends, and present serious school problems. They are generally verbally abusive, defiant and negativistic.

- Though anger is also present in some degree, it is not so obvious in youngsters as in those classified as aggressive conduct disorder, under socialized type. While these youths are apt at manipulating people for favors, they also share, with their aggressive counterparts, a lack of concern for the feelings of others.

- Adolescents designated as having socialized conduct disorders show ability to make friends with some of their peers. Aggressive conduct
disorders refer to the youth committing physical violence or robbery resulting in the deprivation of the logic rights of others.

- The final group of conduct disorders, unaggressive and socialized, is also marked by rebellion against authority, but lack of physical violence.

(3) Adolescent Egocentrism: As opined by Jaffar Mohammed\textsuperscript{15} egocentrism is generally a characteristic of preoperational thought. It is also a characteristic of adolescents thought process. In infancy, egocentrism is expressed by the child’s incapacity to distinguish reality from it’s or own point of view and immediate experiences. In fact infants do not even know that they have a point of view. But during adolescence, individuals become able to think and reason not only about their own thoughts but about those of others as well. Adolescents, searching to know who they are, become very self absorbed. Egocentricism at this age means that adolescents believe that people are as preoccupied with their behavior and appearance as they themselves are.

According to David Elkind,\textsuperscript{16} there are several consequences of adolescent egocentrism. The most prominent is the tendency of adolescents to construct imaginary audiences for themselves in social situations. The psychologist David Elkind\textsuperscript{17} has described several typical adolescent behaviors that indicate egocentric thinking. They are:

1. Finding faults with authority
2. Argumentativeness
3. Self consciousness.
5. Indecisiveness.
6. Apparent hypocrisy.

(4) Adolescent Suicide: As stated by Jaffar Mohammed,\textsuperscript{18} the concept of suicide is not limited to self murder. Some contend that suicide is simply the ultimate form of self destructive behavior. This approach suggests that there are degrees or levels of self destructive behavior. The term life threatening behavior (LTB) is used to represent a class of actions that are less lethal than suicide. Yeismen\textsuperscript{19} (1976) lists different types of life threatening behaviors such as self-injury, intoxication, bizarre acts, and poor judgment. He omits medication, disregards medical or other professional advice, counters therapeutic behavior, and revolts against rules and requirements during hospitalization.

Although suicide is not a leading cause of death for those between 10 and 14 years of age, or between age 15 and 19, it becomes the fourth leading cause of
death exceeded only by accidents, homicides and malignant tumors. The clues to suicide have emerged from investigations of adult male suicides. A few of these conditions may also warn of adolescents suicide potential like physical disability, early rejection by the father, heavy drug use, verbal statements, failure in social, academic or family affairs.

According to Miller, the causes of adolescent suicide include feeling of social isolation, stress due to strained relations, drug abuse, alienation from society, depression, high suggestibility to suicidal ideas, self-directed aggression, and hanging. School counsellors may be effective in helping to prevent suicide. Since the mental health professional, have more direct contact with suicidal teenager than others, psychological counselling is very effective in helping adolescents to recover feelings of self worth and purpose during stressful periods when suicide often is contemplated. Occasionally, runaways end up in serious trouble, but the great majority of them return home safely.

(5) Schizophrenia: Adams James opined that Schizophrenia has traditionally been viewed as a disturbance that begins in the adolescent period and with the exception of paranoid schizophrenia, this appears to be true. The major behavioral symptom clusters are taken from spirack Haimes and spotts, performed an extensive factor analysis on adolescent symptomatology. Schizophrenia is one of the least understood psychological disturbances. Theories about its determinants range from early maternal deprivation to malfunctioning biochemical systems in the brain. A tendency towards ‘process schizophrenia’ includes a lifelong history of marginal adjustment, with little to distinguish the patient from a ‘neurotic or delinquents’ child. A reactive schizophrenic reveals a developmental history devoid of psychological difficulty but is suddenly interrupted by actual schizophrenic disturbance. The prognosis for process schizophrenia is rather poor, whereas that for reactive schizophrenia is quite good. Since schizophrenia is almost always a totally disabling disturbance, prompt assessment and treatment are highly desirable. Postponement of treatment often means losing a year or more of the crucial adolescents years with retrenchment rather than development, a gap that often takes many years to restore. A lot of research is currently being done to understand schizophrenia with a desire to prevent rather than to treat.
School Phobia: Adams James\textsuperscript{23} opined that this type of phobia is the most common of the manifestations of the overanxious neurotic symptom cluster. The school phobia may be a direct reaction to some aversive aspect of the school itself, or it may be a 'separation anxiety symptom' where leaving the home and mother may be the important aspect.

If the phobia is actually a separation anxiety, then family counseling is required. Often the pattern of family interaction includes overprotective mother with either a passive dependent father or a vigorously hyper masculine father, whose family is secondary to his work/hobbies. Here, the school phobia is but the outward manifestation of a deeper psychological difficulty for the adolescent’s client.

Truancy among Adolescents: As edited by Mounroe Paul,\textsuperscript{24} truancy is one of the conduct or adjustment problems observed among adolescents. The children show such behaviors as not attending school or spending their time in roaming around or sometimes indulging themselves in undesirable activities such as stealing, lying, aggressiveness etc.

This kind of behavior which includes running away from home as well as schools without informing any body is called truant behavior.

Reasons responsible for truancy:

1. Lack of compatibility at home.
2. Teachers not paying attention.
3. Expectations of parents and teachers.
4. Highly disciplined fathers and teachers.
5. Effect of media.
7. Low socio-economic status.
8. Educational Backwardness.
9. The inconsistent behavior of parents as well as teachers.

1.1.6 How to help children in being better adjusted individual:

As opined by Mangal,S.K.\textsuperscript{25} a well adjusted individual is an asset to himself and a boss to the society, whereas, a maladjusted personality brings misfortune to oneself and discomfort to others. Therefore, it is an urgent necessity to devise some
means and take some precautionary measures which may prove fruitful in this direction.

i. Balanced growth and development: We must be careful in bringing balanced growth and development of a child’s personality. His physical and mental health, as well as social, emotional and aesthetic development should be properly taken care of. One aspect or direction of growth should not be developed at the cost of the others. There should be perfect harmony and balance between different aspects of growth and development.

ii. Satisfaction of the basic needs: We must provide opportunities and give necessary assistance to the child for the satisfaction of his basic needs. The degree of one’s adjustment is directly proportional to one’s feeling of satisfaction with regard to one’s varying needs. Therefore, the child should not suffer from physical, mental, emotional and social starvation.

iii. Setting a proper level of aspiration: The child should be helped in setting a proper level of aspirations, ideals and ambitions for going ahead in his life.

iv. Developing tension tolerances: We should help children in developing tension tolerance in them, so that they may not break down under stresses and strains of the odd of life.

v. Harmony with the demands of society and culture: In order to help children in adjusting to the demands of the society and culture, teacher and parents should themselves try to practice the right ways and good habits. Preaching is of no consequence. The children should be made to realize the importance of the cultural and social milieu.

vi. Providing healthy environment: Maladjustment is a product of faulty upbringing and uncongenial environment at home, school and other places of social contact. Therefore, proper care should be taken to provide healthy environment for the children by the teachers, parents and other responsible members of the society. They should provide an adequate care and love to the children and arrange for the satisfaction of their needs as well as actualization of their potentialities.

vii. Provision on guidance and counseling: Life is made up of numerous problems and they are bound to exist. Children should be made to face them independently. But, in many cases they need proper guidance in making right
choices and proper selection with respect to their education, vocation and personal world. Therefore, we should arrange for the guidance and counselling services in our schools for helping children in setting to their problems.

1.2 SIGNIFICANCE OF THE STUDY:

Students of this era are more privileged when compared to those of yester years. Today they are directly related to the development in the field of science, technology and education. It is observed by WHO\textsuperscript{26} that one fifth of the Indian population comprises student folk, falling in the stage of adolescence. Adolescence is the most important but critical stage of life. Today's adolescent is blessed with technological advancements when compared to earlier generations.

In the past, educational institutions were limited and confined to specific locations. Days passed by, and now these institutions are available everywhere. As we all know, the UNO has made it compulsory that all children to get education up to secondary level. This paved way for private organizations to enter this field. Earlier educational institutions were solely run by the government. But today education is commercialized. In this scenario, these institutions offer Intermediate course in two types, namely, Residential and Non-residential. These educational institutions have competitive spirit to take students to the heights of their career.

In an increasingly competitive and stressful world with all its cross-cultural influences and a wide range of exposure, adolescents need the right kind of input and guidance that can make them pass through this highly impressionable age. There is a lot of concern expressed regarding the present day youth; problems of drug abuse, sex abuse, teenage pregnancy, suicide etc are often high lighted in the media. The teenage is in between the dependant childhood and fearless independent adulthood. Many of the adulthood problems range from the obedient child to the confused youth.

This period has always been rightly considered as a period of absolute stress. In recent times on account of phenomenal rise in competition, particularly at intermediate level, many organizations of education, especially Board of intermediate education instructed the concerned to help them in overcoming their
problems in all spheres. Regarding the study of adjustment problems in educational psychology a new term is specifically used very often 'Gerontology.' Interest in gerontology in India has been primarily related to adjustment problems of the aged. Basically the problem of adjustment cannot be confined to any particular age; it is the problem for the whole life span. Hence this term is very much the concern of human race, particularly the adolescents.

The investigator would like to make “A Comparative Study of Adjustment Problems of Intermediate Students Studying in Residential and Non-Residential Institutions.” A career oriented student is at crossroads after completing his secondary education at the age of 15 to decide his prospects, even when a number of institutions offer vivid courses. The investigator is interested to study how far students are able to adjust and also to explore how these students are able to cope up with this type of modern trends of education.

1.2.1 The Concept of Residential mode of Education:

As edited by Mounroe Paul, the concept of Residential schools is based upon our ancient gurukula system. In ancient India student was called ‘Antevasi’ which means one who lives with guru. After completion of education a ceremony was performed and is called ‘samavartam’. The main aim of education in gurukula was the development of character. It was believed that living in the gurukula, the student will follow the footsteps of the guru, who was considered a man of character. Life was simple but difficult; the aim was simple living and high thinking. There was no difference in the treatment of different categories of students; even the son of a king would lead a simple life like other brahmacharis, they were called so in the gurukula. Reference of gurukula is also seen in the Ramayana and Mahabharata, which states that even the princes pursued their education in gurukula. Guru had a very high place in the society. He was considered above the parents. Education was imparted orally.

As time elapsed, Indian education system had dramatic change with the rule of Mughals and Britishers. Correspondingly the Guru –sishya relation was
no more sacred and parent and child relation too had western influence. Children were taught 'how to be a disciplined pupil' in the school, eventually parents felt that it is the school should teach subjects as well as discipline. Hence residential type of education started off with providing education as well as accommodation. Resident students have a time table and teacher or warden helps them in all aspects of education. As parents were unable to maintain timetable and discipline in the house for their children. This paved way for external sources to provide these facilities and this can be called as residential mode of education.

Residential Education, broadly defined, is a pre-college education provided in an environment where students both live and learn outside of their family homes.

1.3 STATEMENT OF THE PROBLEM:
The problem of the present study is as follows:

"A comparative study of Adjustment problems of Intermediate Students studying in Residential and Non-Residential Institutions"

1.4 OPERATIONAL DEFINITIONS OF THE KEY TERMS:

At the outset, it is necessary to express the literal meanings of the terms used in the subject chosen for the study.

1. **Comparative**: Oxford Advanced Learner's Dictionary\(^{29}\) defined the word comparative as
   i. connected with studying things to find out how similar or different they are
   ii. measured or judged by how similar or different it is to something else.

2. **Study**: Oxford Advanced Learner's Dictionary\(^{30}\) defined the word study as
   i. the act of considering or examining something in detail.
   ii. a piece of research that examines a subject or question in detail

3. **Adjustment**: Oxford Advanced Learner's Dictionary\(^{31}\) defined the word adjustment as
   i. a small change made to something in order to correct or improve it.
   ii. a change in the way a person behaves or thinks.
iii. As given in Webster’s Dictionary meaning of the word adjustment is to fit, make suitable, adapt, modify, harmonize or make correspondent.

From the words of Herbert Spencer, as quoted in *Advanced Educational Psychology*, Mangal. S. K. life is the continuous adjustment of the internal to the external relations. According to Arkoff (1968) adjustment is the interaction between a person and his environment.

4. **Problem**: Oxford Advanced learner’s Dictionary defined the word ‘problem’
   i. A thing that is difficult to deal with or to understand.
   ii. A question that can be answered by using logical thought or mathematics.

   i. Those who are studying Intermediate course in junior colleges (first and second year) which is equivalent to XI and XII of CBSE, after passing S.S.C./ Matriculation examination conducted by Government of Andhra Pradesh.
   ii. **Intermediate Students**: Students, who pass S.S.C and join junior colleges under Board of Intermediate Education, Govt. of AP are known as Intermediate students. The pupils of Intermediate are between the age group of 17 to 19 years.

6. **Residential Institutions**: Oxford Advanced learner’s Dictionary defined it as
   i. suitable for living in, consisting of houses rather than factories or offices.
   ii. requiring a person to live at a particular place, offering living accommodation.
   iii. however, in the present study, the term ‘Residential’ is used in the following sense ‘An Institution where students with special needs like study, reading facilities along with living accommodation are taken care of’.

7. **Non-Residential Institutions**: Oxford Advanced learner’s Dictionary defined it as,
   i. that is not used for people to live in.
   ii. that does not require you to live in the place where you work or study.
iii. However, in the present study, the term 'Non-Residential' is used in the following sense 'An Institution where students with special needs like study, reading facilities are taken care of as Non Residential or day scholars'.

1.5 OBJECTIVES OF THE STUDY:
The following objectives of the study are formulated:

1. To study and analyze the level of total and area wise adjustments (Areas: Educational, Family, Personal, Social, Vocational) of Intermediate students.
2. To study and analyze the level of total and area wise adjustments (Educational, Family, Personal, Social, Vocational) of Intermediate students studying in Residential institutions.
3. To study and analyze the level of total and area wise adjustments (Educational, Family, Personal, Social, Vocational) of Intermediate students studying in Non-Residential institutions.
4. To study and analyze comparatively the level of total and area wise adjustments (Educational, Family, Personal, Social, Vocational) of Intermediate students with respect to the following variables i.Students stay ii.Gender iii.School study area iv. Type of Management of institution v. Medium of Instruction vi. Stream of Study vii. Social Status.
5. To study and analyze comparatively the level of total and area wise adjustments (Educational, Family, Personal Social, Vocational) of Intermediate students studying in Residential and Non-Residential institutions with respect to the following variables i.Gender ii. School study area iii. Type of Management - Government/Private iv. Medium of instruction - English/Telugu mediums v. Stream of Study - Science stream/Arts vi. Social Status - OC/BC/SC-ST.
1.6 HYPOTHESES OF THE STUDY:
The following hypotheses are formulated for the study.

1. The Intermediate students do not differ in the level of total and area wise adjustments.

2. The Intermediate students studying in Residential institutions do not differ in the level of total and area wise adjustments.

3. The Intermediate students studying in Non-Residential institutions do not differ in the level of total and area wise adjustments.

4. The following variables do not make a significant difference in the level of total and area wise adjustment of Intermediate students i. Students stay ii. Gender iii. School study area iv. Type of Management v. Medium of Instruction vi. Stream of Study vii. Social Status.

5. The following variables do not make a significant difference in the level of Educational adjustment of Intermediate students i. Students stay ii. Gender iii. School study area iv. Type of Management v. Medium of Instruction vi. Stream of Study vii. Social Status.

6. The following variables do not make a significant difference in the level of Family adjustment of Intermediate students i. Students stay ii. Gender iii. School study area iv. Type of Management v. Medium of Instruction vi. Stream of Study vii. Social Status.

7. The following variables do not make a significant difference in the level of Personal adjustment of Intermediate students i. Students stay ii. Gender iii. School study area iv. Type of Management of institution v. Medium of Instruction vi. Stream of Study vii. Social Status.

8. The following variables do not make a significant difference in the level of Social adjustment of Intermediate students i. Students stay ii. Gender iii. School study area iv. Type of Management of institution v. Medium of Instruction vi. Stream of Study vii. Social Status.

9. The following variables do not make a significant difference in the level of Vocational adjustment of Intermediate students i. Students stay ii. Gender iii. School study area iv. Type of Management of institution v. Medium of Instruction vi. Stream of Study vii. Social Status.
10. The following variables do not make a significant difference in the level of total adjustment of Intermediate students studying in Residential and Non-Residential institutions i. Gender ii. School Study area iii. Type of Management iv. Medium of instruction v. Stream of Study vi. Social Status.

11. The following variables do not make a significant difference in the level of Educational adjustment of Intermediate students studying in Residential and Non-Residential institutions i. Gender ii. School Study area iii. Type of Management iv. Medium of instruction v. Stream of Study vi. Social Status.

12. The following variables do not make a significant difference in the level of Family adjustment of Intermediate students studying in Residential and Non-Residential institutions i. Gender ii. School Study area iii. Type of Management iv. Medium of instruction v. Stream of Study vi. Social Status.

13. The following variables do not make a significant difference in the level of Personal adjustment of Intermediate students studying in Residential and Non-Residential institutions i. Gender ii. School Study area iii. Type of Management iv. Medium of instruction v. Stream of Study vi. Social Status.

14. The following variables do not make a significant difference in the level of Social adjustment of Intermediate students studying in residential and non-residential institutions i. Gender ii. School Study area iii. Type of Management iv. Medium of instruction v. Stream of Study vi. Social Status.

15. The following variables do not make a significant difference in the level of Vocational adjustment of Intermediate students studying in Residential and Non-Residential institutions i. Gender ii. School Study area iii. Type of Management iv. Medium of instruction v. Stream of Study vi. Social Status.

Sub hypotheses for each hypothesis have been formulated. They have been extensively studied and presented in the fourth chapter.

1.7 LIMITATIONS OF THE STUDY:

1. The study is limited to the Intermediate Students (Junior and Senior Intermediate) studying in residential and non-residential Institutions hailing from Krishna and Guntur districts.

2. The level of significance considered for this study is at 0.05.
1.8 RATIONALE OF THE STUDY:

Adolescents who need care at this juncture and need special attention are deprived of it, as their parents or guardians other way busy with the complex life or incapable psychologically to address their needs. Hence they seek external resources to address the same. In this process, few decades back residential educational institutions came up to meet some of the problems of these adolescents. In due course of time, more number of residential institutions flared up with the similar ideology. Competition among these educational institutions and parents involvement in the career of their adolescents had lot of influence on this budding students. Apart from the physiological changes and problems arising due to those, these adolescents need to adjust to the new environment and combat the difficulties. Hence this stage is of vulnerability for a student, who can not cope up with variety of changes, and the adolescent who copes up is a matured adjusted adolescent.

This vulnerability sometimes leads to ill health, negative symptoms, phobias and home sickness. In the recent times, many news papers reported adolescent suicides and cause for the death in most of the ill fated students is because of stress, which is due to their own problems or due to the pressure put on by the institutions and family on the student.

So it is pertinent, to study the different influences on these budding students, particularly intermediate students, where this stage will decide their future. Hence, the present study made by the investigator is an attempt to attract attention of parents, teachers, and educational managements to bridge the gap among them.

1.9 ORGANISATION OF THE REPORT:

The investigator has distributed this work into five chapters. The outline of each chapter is as follows:

The first chapter is concerned with the introductory details pertaining to the study. It deals with the concept of adjustment and theoretical aspects of adjustment, objectives, hypotheses, scope and limitations of the study.

The second chapter lays stress on the review of the past studies that laid guidelines and were of great help to the investigator in understanding the present problem in a broad spectrum. A detailed survey has been carried out to gain a
better insight into the very objectives, method, measures, samples and approaches employed by other researchers.

The third chapter deals with the plan and procedure of the study, selection of the samples, description of the tools used and collection of the data.

The fourth chapter deals with the interpretation of the data and statistical analysis.

The fifth chapter is concerned with the major findings, conclusions and suggestions drawn in the light of the interpretations given in the previous chapters. It also puts forth some hints for further work to be taken up by more enthusiastic and ambitious research scholars in the coming generations.

1.10 REFERENCES:


New York: Oxford University Press.