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CHAPTER I

INTRODUCTION

1.1 Background of the Study

A historical perspective of adjustment problems of adolescents helps to place today’s adolescents in proper focus as records concerning the status of adolescents and education across the countries have been pieced together. Since prehistoric days the status of an adolescent in society has been varied with the cultural concept of how a young person should be prepared to assume adult responsibilities though he has been formally studied for a brief span only since the beginning of the present century.

Several research studies are undertaken today, both in academic institutions and outside where study of adolescent adjustment and their academic achievement has been of great concern. There are various adjustment problems faced by adolescents in different situations.

According to Heckinger (1992, p. 22), all adolescents are at crossroad: these crucial years offer an opportunity to transform a period of high risk into one of high hopes. Given a chance, these young people can develop lives of great satisfactions to themselves and become pride of their elders, communities and even their nation.

A study has been done by Gupta (1981) regarding the problems of urban adolescent girls and their effect on period associate learning. Another study has also been done by Pandey (1979) on the adjustment problems of adolescent boys of Deorie and their educational implications. Goswami (1980) conducted another study on the adjustment problems of school-going adolescent girls and the development of an adjustment inventory for their measurement.

Several research studies have focused on the critical situation of the existing problem, one of them being Adjustment Problems of Adolescent Students (Talukdar & Talukdar, 2008). The results indicated that many factors identified in the study were thought to be responsible for adjustment problems in the adolescents like over protection, lack of love at home, lack of interest in studies etc. Adolescents today, confront maximum number of problems in school (Kakkar, 1967). Yet they have to develop a competitive spirit thus developing achievement motivation (Nagarathanamma & Thirumala Rao, 2007). In this
research emphasis is placed upon various problem areas that would appear to be a threat to the welfare and security of our adolescents today.

The studies mentioned here have enabled the researcher to investigate into finding the relationship between Academic Achievement (AA) and Adjustment Factors (AF) among adolescents. There are different kinds of AF, but the researcher has focused mainly on the five factors of Home and Family Adjustment (H/FA), Social Adjustment (SA), Personal and Emotional Adjustment (P/EA), Educational Adjustment (EA), and Health Adjustment (HA). The researcher has done correlation study between two groups of adolescents (urban and rural) to get wider and general results. This is the first study which concentrates on the AA and the various AF mentioned.

1.2 Problem Explanation

Adolescents today encounter difficulties and more life challenges than previous generations, yet they are provided less guidance and intervention for their personal development (Pajares & Urdan, 2004, p. 3).

The study of adolescents is especially important today as it helps define the adolescent’s roles and status and pinpoint the problems characteristic of the period. It also helps define in what ways and to what degree adolescence is critical and identifies both wholesome and unwholesome features of the period.

Every adolescent must be given an opportunity to develop home, social, personal and emotional, educational and health adjustment wholly.

Teenagers today face severe problems of adjustment. The onset of adolescence leads to dramatic change in size and shape as they enter the adolescent growth spurt. They also reach puberty, the point in life when an individual reaches sexual maturity. The term growth spurt describes the rapid acceleration in height and weight that makes the beginning of adolescence. The adolescent growth spurt is not as uniform as our overview might indicate (Shaffer, 1993, p. 176).

Various conflicts arise between the adolescent and his family that are difficult to resolve, if there is no compromise between the two. Adolescents seek for independence and cannot tolerate the interference or dominance of their family members.

Social relationships are another major concern for the adolescent. He faces difficulty with regard to relations between the sexes, attire, recreational activities and attitude toward
religion, community and the government. Adolescents have many desires and the denial of these desires by the elders brings in discontentment and frustration.

The problems of social adjustment that is common to all teenagers who are growing in normal environments become intensified if the teenagers have developed abnormal characteristics and are living in an unhealthy environment.

Several studies have shown that adolescence is a period of heightened emotionality which calls for awareness towards personal and emotional adjustment. They are unaware of the storm and stress that they undergo. Their schoolwork suffers, they quarrel with their friends and family when they are emotionally disturbed. Hence personal and emotional adjustment is needed to ease their emotional tension.

The adolescents are well-aware of the problems connected with their schoolwork and try to seek the help of teachers and elders. If proper guidance is given by the teachers and elders it will help the youngsters in educational adjustment.

Young teenagers love to lead a pleasurable life by getting involved in pre-marital sex relationships, drugs and other unhealthy habits which cause harm to their lives. They need to be made aware that a sound mind and a sound body are needed to lead a healthy and a well-balanced life. Hence health adjustment plays a vital role in their life.

Adolescents are the energy of today and the bright hope of the future. Thus, adolescent adjustment and their AA should be a matter of serious concern not only to parents but also to teachers, elders and other adults who look forward to the welfare of the youngsters as well as in the future progress of our society.

The researcher hopes that this study will enable educators, parents and the society to gain much understanding concerning the various characteristics, needs, interests and growing potentialities of maturing adolescents who will heed to their immediate adjustment problems.
1.2.1 ADOLESCENCE

What is Adolescence?

Adolescence is derived from the Latin word ‘adolescere’, meaning, “To grow into maturity”. It is the transition period from childhood to adulthood during which the individual learns the skills needed to flourish as an adult. It can be a time of self-doubt, loneliness, fear of failure and conflict with people all around (Darley et al., 1988, p. 456).

Adolescence is probably the most challenging and complicated period of life to describe, study and experience (Berger, 1983, p. 355).

Young people go through a series of biological and psychological changes at the end of childhood, as they enter adolescence (Clarke-Stewart & Friedman, 1987, p. 528).

Adolescence is a time of change, as biological and psychological factors interact to accelerate development and open up new horizons (Carlson, 1988, p. 151).

Dogra (2007, p. 4) claims that adolescence is the period between childhood and adulthood. But, finding a precise definition of adolescence is difficult. Biologically, it is the time of sexual maturation and the completion of growth. More than mere biological, adolescence is psychosocially the period between childhood dependency and being a functionally independent autonomous adult. ‘Adultum ‘is the past participle of the Latin verb adolescere ‘to grow (up).’ The senses of growth, transition, and incompleteness are therefore historically embedded in the adolescent, while an adult indicates both completion and completeness (cf. Herdt & Leavitt 1998). The World Health Organization (WHO)
considers ‘adolescence’ as the period between 10-19 years of age, which generally encompasses the time from the onset of puberty to the legal age of maturity.

Adolescence is a culturally rather than a biologically defined phase of development. In general, adolescence begins with the onset of puberty, and ends somewhat indefinitely, with the transition to young adulthood. This passage of adulthood is marked by a number of small changes in status during or near the end of adolescence (Darley, et al., 1988, p. 456, 457).

Gallatin, citing from Horrocks’ book, education, says that adolescence is both a way of life and span of time in the physical and psychological development of an individual. It represents a period of growth and change in nearly all aspects of the child’s physical, mental, social and emotional life. It is a time of new experiences, new responsibilities, and new relationships with adults as well as peers (Gallatin, 1975, p. 218).

Adolescence is a process rather than a period, a process of achieving the attitudes and beliefs needed for effective participation in society. Adolescence may be further defined in a number of ways – for example, as a period of physical development, as a chronological age span, as a socio cultural phenomenon, or even as an abstract concept, suggesting an idea or an attitude toward life (Rogers, 1972, p. 9).

Adolescence is a period in which the young person must learn new ways of behaving, must develop new ideas about himself and other people, and must make decisions that will determine the course of the rest of his life (Hill, 1970).

Horrocks (1951, p. 3), states that adolescence is a descriptive term for the period during which an emotionally immature individual in his teens approaches the culmination of his physical and mental growth. Although, potentially an adult, he still plays the role of an inexperienced child, bound and restricted by the culture in which he lives. He is often forced to act like a child and is denied the experience and status as an adult or fully responsible member of his community.

As cited by Berger (1986, p. 463), Hall says “Adolescence is a time of rebirth: a physical and maturation change, not only the adolescent’s size and physiology, it also changes the young person’s way of seeing the world. Each generation surpasses the old in moral and intellectual leadership because they are idealistic, altruistic and self satisfying.

According to Jersild (1963) as cited by Pandey & Ahmad (2008, p. 34), “Adolescence is the period of time when the surge of life reaches its highest peak. The
adolescent’s life is, or might be, full of opportunity to enter into a new experience, to explore new relationships, to find new resources of inner strength and ability.”

Jersild, et al. (1978, p. 4) states that adolescence is a time of great possibility; it is also a time when most young people must pay a price for the privilege of growing up. Their freedom to seize that life offers is curtailed both from without and from within. The outer restraints – the rules they must follow the conditions they must conform to – are obvious, and they are strong.

Adolescence is a time of change, exploration, exuberance, and youthful searching. It can also be a time of worry and problems, especially in today’s world. It might even be fair to describe adolescence as “the best of times, the worst of times” (Coon, 1992, p. 425).

Gallagher and Harris (1961) cited by Swansi (1993, p. 2) have pointed out that adolescents’ emotional and behavioral problems baffle their parents more than they do for other adults because there are such close ties between parents and children that it is very difficult for them to be objective. At the same time, however since many adults may really slip into their parents’ place in an adolescent’s mind, these others may also experience all the bewildering vagaries of behaviors, which confuse and upset parents. So it is that teachers, ministers, or coaches may become involved in the adolescent’s rebellion, crushes, thievery, or school failure.

According to Keniston (1970) cited by Lerner & Spanier (1980, p. 35) adolescents may be characterized as trying to develop toward an ‘endpoint’, that is, an identity or self-definition.

Adolescence is the period in the individual’s life when he struggles with the notion of acceptance. The adolescent lives in the present and the present itself constitute his terms and conditions for the acceptance of life (Cantwell & Svajian, 1974, p. 86, 87).

According to Mangal (2006, p. 69), adolescence period is a sort of repetition and recapitulation of what has been done during infancy. The observation of Ross reflects the above idea when he says, “Adolescence is best regarded as a recapitulation of the first period of life, as second turn of the spiral of development”. Like infancy the adolescence is the period of too much restlessness and disturbance or as Stanley Hall regards it, “a period of great stress and strain, storm and strife.”
Adolescence, which is generally thought of as a developmental stage between childhood and adulthood, represents a critical period in people’s development (Feldman, 1993, p. 449).

According to Chaube (2002, p. 1), adolescence is a period of life in which many changes take place which revolutionalise one’s physical, emotional, mental and social settings. These changes are so all-pervasive and effective that the total outlook of an individual is modified, transformed and altered. An adolescent wants to be recognized as a full member of the society having a unique personality of his own. He feels tempted to express his opinion on an issue without being asked for the same, but proper attention is never given to what he says. The adolescent, sometimes faces great difficulties when he finds that the parents and other elders at home and teachers at school are in no way prepared to slacken their strict control over him. This is so because they regard him still as a child unmindful of the intricacies or his surroundings. The main intentions of elders are generally to mould the future of the adolescent according to their own idiosyncrasies which the adolescent vehemently resents. The adolescent wants to take independent decisions in various situations of his experiences. This is regarded as an act of indiscipline or of misconduct. Gradually, the adolescent starts to control his desires according to standards set by the society. He also begins to realize his social responsibilities. If he fails in these attempts, he develops many defects in his personality. Consequently, the adolescent very often thinks of throwing off the yoke of control imposed on him by elders. He experiences great stress and strain, because he wants to follow the path of his life according to his own inclinations and attitudes.

Medland (1991, p. 135, 136) quoted the following authors:

Grotevant and Cooper (1983) claimed that adolescence is a somewhat abstract word which in itself does nothing but classify a life-span period. Adolescents are young people, the great majority live in families with one or two parents and one or more siblings. It is artificial to talk about adolescents as if they could be abstracted away from their context to be studied in detail. Family interactions structure family relations and individuals in turn are structured by those relations.

Youniss (1983) found that the family is a dynamic system-changing and transforming throughout the period of adolescence and this flexibility is essential to an adolescent
who can find his/her identity through family membership. The primary bond of the child-parent relationship established from birth is not abandoned but rather is transformed.

Medland further stated that during adolescence young people change their emotional relationships with parents, peer influences increase; young people strive for self-reliance and may even experiment with alternative behaviors. These necessary changes destabilize families, heighten parental stress and increase conflict in adolescent-parent relationships. Adolescents live restricted lives. They have one limited access to certain institutions and are compelled to become attached to others. Adolescents are limited by economic factors—very few being economically independent. Adolescents are subject to changing social values, dress, language, relationships and educational requirements. Adolescents are influenced by multi-billion dollar mass media—music, television, radio, films, videos, video games—because young people are consumers. However, by their restriction to school, exclusion from employment and lack of economic independence, adolescents are also restricted in their social intercourse. They are therefore in an ambivalent position, on the one hand at the target end of fashion media pressure to consume and on the other hand having very restricted access to money—the means to consume and for rural youth additionally, opportunities to consume.

According to Pajares & Urdan (2004, p. 3), adolescents today are required to have more knowledge and skills so as to compete in the global market place. There are fewer entry-level jobs in postindustrial societies for those with little formal education. Moreover, they have to cope with new cultural and social phenomena emerging from globalization and integrate these into their overall worldview. Thus, the need to understand the challenges in the education of adolescents and to provide appropriate programs and interventions in school settings is pressing.

During adolescence, reality is given greater weight than fantasy. The working activities of many adolescents are continuation of the work begun in childhood and pre-adolescence. Some teenagers are still learning to develop habits and carry out self-care and chores reliably (Powell, 1983, p. 167).
Adolescence is not necessarily, as was believed at one time, a period of constant stress and strain. Some people are helped to experience a gradual, relatively peaceful and successful continuation of development from early childhood to adulthood (Crow & Crow, 1956, p. 5).

1.2.1.1 Various Dimensions of Adolescence

The following are the various dimensions of adolescence according to Dogra (2007, p. 5-10):

i. Historical Dimension:

Throughout most of history, adolescence was unknown as a stage of life. Native societies have observed Rites of Passage signifying the emergence of young people from childhood into adulthood, but no concept of adolescence intervened between stages. In the classical world, Aristotle recorded what is known as adolescent development that is the appearance of secondary sexual characteristics in both males and females. The Industrial Revolution was important in constructing the concept of ‘adolescence’. During the late eighteenth century and through the nineteenth century, biologists and physicians undertook more formal study of adolescent phenomena.

During the late twentieth century, adolescence has historically ‘matured’ to become a legitimate part of the life span. Adolescents are expected to reflect ‘storm and stress’, to be rebellious, and to have a subculture of their own.

ii. Physiological Dimensions:

The problems presented by developmental demands are intensified by physiological changes that occur during the earlier part of adolescence. During adolescence, growth is rapid, often disorganized and confusing, compared to the relatively happy period of childhood. The word ‘puberty’ comes from the Latin word pubertas (to grow hair), one sign of physical maturity. During pubescence, the changing proportions of the body tend to cause poor coordination, and the maturing of the endocrine system sharpens sexual interest. For girls, the average age of onset of puberty is under 13 and for boys it ranges from 13 to 14 years. However, the range in reaching puberty is from 9 to 17 years in girls and 11 to 18 years in boys. The dramatic physical changes do not occur at the same time or at the same rate.
iii. Sociological Dimensions:

Adolescence in the sociological sense refers to the experience of passing through a phase that lies between childhood and adulthood. In tradition cultures of the past, initiation ceremonies, or rites of passage, were used to guide the individual through the necessary transition from one social status of life stage to another.

The contributions of great anthropologist Margaret Mead, gave us much insight into perspectives on adolescent development in a cultural context. A term ‘cultural relativism’ contributes new and important ideas to the understanding of the phenomenon of adolescence. It emphasizes the importance of social institutions and cultural factors in human development and describes the rituals of pubescence as well as adolescent experiences in primitive societies.

Ruth Benedict’s Theory of Adolescent Transition to Adulthood (1938) provided specification of cultural influence on adolescent development. Cultural continuity produces a smooth and gradual growth from childhood to adulthood with relatively little conflict. Adolescents evade uncertainty through involvement in the group activities of their age mates and by relying on the standards of the peer group, hence forming a youth sub-culture estranged from the larger society.

iv. Psychological Dimensions:

The sociological and psychological definitions complement each other in so far as they call attention to the principle that an undefined social situation will have a corresponding repercussion in the personality of the individual who goes through it. It brings to mind a special meaning of the old age that ‘no man is an island,’ Sociologists adhere to the theory that a vacuous or inconsistent socio-cultural environment is a poor bet for the development of a stable identity, whereas, a clearly defined and consistent socio-cultural environment is prone to yield a stable identity.

They include the necessity of the young to learn new ways of behaving, to acquire new ideas about themselves and other people, and to make important decisions that will affect the rest of their lives. Developmental psychologists emphasize how important it is that the young learn to master these tasks during their teen years.
1.2.1.2 Adolescence: A Period of Storm and Stress

Social scientists and psychologists believe that the period is characterized by “storm and stress”. They claim that emotional stress; psychological strains are inherent components of adolescence (Berger, 1983, p. 358).

*Rathus (1990, p. 372, 373)*, quoted the following authors:

In the last century, psychologist *G. Stanley Hall* described adolescence as a time of ‘Sturm and Drang’ - ‘Storm and Stress’. He attributed the conflicts and distress of adolescence to biological changes.

However, anthropologists such as *Ruth Benedict (1934)* and *Margaret Mead (1935)* have found cross-cultural evidence that the problems of adolescence reflect cultural influences and expectations rather than hormonal changes or patterns of physical growth. But adolescence ends with psychological makers, such as assumption of adult responsibilities.

*Dworetzky (1988, p. 368)* quoted the following authors:

According to *Hall (1904)*, adolescence was noted as a period of storm and stress, or many changes in direction and swings in mood, of turbulence and turmoil.

There are many changes that adolescence must face, and these experiences may alter considerably their self-concept and attitudes (McKinney & Moore, 1982).
Adolescents must deal for the time with sexual relationships, the choice of a career, political decisions, economic alternatives and host of other ‘adult’ tasks. Modern researchers, even though they recognize that there are many tasks and changes taking place in adolescents’ lives, have come to the conclusion that adolescence isn’t necessarily a time of unusual turbulence and conflict.

According to Chaube (2002, p. 41, 42), psychologists have defined adolescence as a period of stress and strain. This stormy period begins from the middle of adolescence and lasts till the end of adolescence. The physical changes and development greatly influence the emotions of adolescents. But it will not be proper to hold this change and development solely responsible for the stormy emotional phase in an adolescent’s life. In fact, the real reason is the social environment. Had the social environment been patterned on a psychological base, the emotional condition of the adolescent would not have been so miserable. It is endless to remark that in the present condition of society, this kind of psychological approach is not possible. Under such a situation, the adolescent cannot escape from being a victim to emotional storms. As regards the depth of emotion, it will depend on different circumstances, since the difference lies in the degree and not in the kind.

Mead (1928) cited by Bernard (1957, p. 9) drew attention to the fact that adolescence, as a period of stress and strain; was probably the result of cultural pressures. Bernard (1957), states that an adolescent is a person vacillating between childish and adult behavior. He is an individual who at times acts like a child and at times, when he has had appropriate preparatory experience, acts like an adult. The adequacy of adolescent adjustment fore-shadows appropriateness of adult behavior.

Several authorities have defined stress, as it relates specifically to teens. Finkelstein et.al, (2007) cited by Majed & Fatema (2009, p. 4), differentiate stress in the adolescent period as having both environmental (objective assessments of conditions) and psychological (subjective evaluations) perspectives of stressful events.

Nagare (2007, p. 6) claimed that adolescence is the time of emotional turmoil within and conflict with others. At the same time, adolescents are awkward, shy and easily embarrassed by others. They are often ill-equipped to cope with stress during the transition from childhood to pre-adolescence and from pre-adolescence to adolescence phases.
Hence it is called a period of strain and stress. It is a period of severe psychological crisis marked by violent impulses, great mood shifts vulnerability to extreme influences. It is in this period the students’ life coincides with stress. Students become more self-aware, self-conscious, and their thinking becomes critical and complex. At the same time, students often lack in academic motivation and performance as their attention is divided among a lot of things, especially creating an identity for them.

Adolescence is characteristically typified as a turbulent time. For many adolescents it is. But others never question their predefined roles and travel through adolescence without anxiety; for these individuals, adolescence is not dramatically turbulent (Berger, 1984 cited by Ornstein & Cartensen, 1991, p. 71).

Adolescence is a period of storm and stress only if society makes it so; if society eases the transition from childhood to adulthood, adolescence is not tumultuous (Muuss, 1962 cited by Zimbardo, 1979, p. 261).

1.2.1.3 Characteristics of Adolescents

Crow & Crow (1956) stated few characteristics of adolescents. They claimed that adolescents are restless, talkative, active in games, enjoy jokes, friendly, sociable, initiates games and activities, enjoys a fight, willing to take a change, neat and clean, likes opposite sex, enjoys joke on self, acts older than age, seeks attention, popular with others, cheerful and happy, good-looking, enthusiastic and bosses others. The adolescent characteristics exercise a potent influence upon the total life pattern of those who possess them.

This inner turmoil finds external expression. It is a period of lusts warring with purity, of self-consciousness, identity-seeking, idealism, religious conversion, moodiness and changes of mood, despair, inner turmoil, rebellion and iconoclasm. Since World War II, adolescence has been taken for granted as a status, the way people are from the time of pubertal changes until that ill-defined moment when they assume the new status of adulthood (Stone & Church, 1973, p. 418, 425).

1.2.1.4 Adolescent Needs

According to Pearl (1981) as cited by Medland (1991, p.136, 137), adolescents have needs like all human beings. These needs are the need for security, comfort, meaning,
belonging, competence, usefulness, hope, excitement and creativity. They are universal needs and occur in most cultures. The needs are:

i. Security: Adolescents need security of relationships within a family group which in turn is sufficiently competent to provide the security needs.

ii. Comfort: Adolescents need comfort in times of fear like fear of future, fear of loneliness, fear of rejection, fear of contempt. Fear is painful for adolescents.

iii. Meaning: Young people make decisions according to what makes sense for them. Meaning is dependent on information and if meaning is selectively offered or if a young person is subject to disinformation, then the young person’s decision must be interpreted within these contexts.

iv. Belonging: Adolescents, because they are humans, are gregarious and need other humans for psychological stability, friendship and support. One way to look at adolescents is that there are very few places or social situations where adolescents feel that they belong and where they believe they are appreciated and valued (Pearl, Grant & Wenk, 1978).

v. Competence: According to the competence maturation theory (White, 1959), adolescents develop patterns of behavior based on perceived mastery.

vi. Usefulness: To be an adolescent means that one is not yet economically productive and socially well-recognized.

vii. Hope: It is equated to optimism which is one of the mythical qualities of youth. It must be difficult for adolescents to maintain a sense of hope since hopelessness is endemic to our society.

viii. Excitement: It distinguishes youth from all other age groups. The endocrine explosions associated with adolescence may promote excitement more than at other stages of life (Pearl, 1981).

ix. Creativity: Young people create things – Music, art, clothing, language and inventions. They create ways to make money and thereby contribute to society.

### 1.2.1.5 Adolescence: A Period of Transformation

Adolescence is a stage of revolutionary changes in human life. The adolescent gives up old habits and acquires new outlooks. He has to shoulder new responsibilities. He has an additional worry of adjusting his personality in a new environment. At the end of
adolescence he is able to establish his own personality, but before he is able to do so, there is a kind of instability in his behavior. He is not firm in his views, principles and decisions. This instability is an indication of his immaturity. The adolescents’ behavior is full of extremes, either he will appear to be an extremely selfish person or extremely liberal. In the same way virtues and vices like smartness, lethargy, happiness or unhappiness, confidence or lack of confidence are also visible in him in a very high degree at sometime or the other (Chaube, 2002, p. 7).

1.2.1.6 Developmental Tasks of Adolescence

According to Havighurst as cited by Gander and Gardiner (1981, p. 375, 376) developed the list of tasks an adolescent is expected to master in his life. They are:

i. Accepting one’s physique and using the body effectively.
ii. Achieving a masculine and feminine social role.
iii. Achieving new and more mature relations with age-mates of both sexes.
iv. Achieving emotional independence of parents and other adults.
v. Preparing for an economic career.
vi. Desiring and achieving socially responsible behavior.
vii. Acquiring a set of values and an ethical system as a guide to behavior.
viii. Developing an ideology.

1.2.2 Adjustment

It is a process that unfolds through time, it being completed when respondents indicated that they felt comfortable and confident.

Gilmer (1970, p. 7) claimed that the ability of an individual to maintain balance with his environment is the process of adjustment.

Mangal (2006, p. 490, 491), quoted few definitions as follows:

The dictionary meaning of the word ‘adjustment’ is, to fit, make, suitable, adapt, arrange, modify, harmonize or make correspondent.

Carter V. Good (1959): Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment.
Shaffer (1961): Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.

*Gates and Jersild (1948)*: Adjustment is a continual process in which a person varies his behavior to produce a more harmonious relationship between himself and his environment.

*Crow and Crow (1956)*: An individual’s adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who compromise his physical and social environment.

According to CRM Books (1972, p. 595), any talk of adjustment requires: adjustment to things, a fit between a certain goal, standard, or problem in a specified invitation and the behavior that is designed to cope with that goal, standard, or problem. A person in good mental health is well-adjusted to his social environment. He is able to live with his fellowmen without undue stresses, strains and conflicts (Engle & Snellgrove, 1969, p. 320).

Coleman (1969, p. 198, 199), stated that adjustment involves transactions with one’s environment which change both the environment and the self; it is rarely simply a matter of adapting oneself to meet environmental demands. All behavior is an attempt to adjust to meet inner and outer demands.

Palsane (1977, p. 1) stated that adjustment is the relationship between the individual and his specific maladaptations of an individual.

Yadav (2003, p. 369-371) studied that throughout life, the individual has to adjust to the demands of his external environment as well as to those of his physiological and psychological make up. The adequacy of the adjustment which the individual makes depends in considerable measure upon the severity of the adjustment problems with which he is faced. If the situations to which he must adjust are such that he can satisfy his needs without undue difficulty, he is less likely to resort to a social or a typical behavior and he is therefore more likely to be adjusted.
The well adjusted person is the one in whom various traits are functionally related. The effectiveness of his adjustment depends upon the degree to which his traits or group of traits are balanced or integrated (Merry & Merry, 1950 cited by Hurlock, 1955, p. 499). The poorly adjusted adolescent is an unhappy individual. He plays the role of a social isolate and misses the fun his contemporaries are having (Washburn, 1941 cited by Hurlock, 1955, p. 498).

1.2.2.1 Classifying Adjustment

Shaffer & Shoben (1956, p.159, 160), stated that 5 main groups of adjustive responses may be distinguished.

i. Adjustment by defense: It is characterized mainly as aggressive or outgoing. It involves group interaction or communication described as “moving against people”.

ii. Adjustment by escape: It shows a marked lack of social activities characterized by withdrawing or escaping from the experiences that incite conflicts.

iii. Adjustment by ailments: It deals with physical illnesses including pains, paralyses and cramps. These mechanisms are severely disabling maladjustments.

iv. Anxiety states: The anxiety states are mainly non-adjustive. They are not mechanisms that reduce tensions but are evidences of unresolved adjustment problems.

1.2.2.2 Areas of Adjustment

According to Mangal (2006, p. 493, 494), adjustment in the case of an individual should consist of personal as well as environmental components. These two aspects of adjustment can be further subdivided into smaller aspects of personal and environmental factors. Adjustment, although seeming to be universal characteristic or quality may have different aspects and dimensions.

Mangal further cited the following authors:

Arkoff (1968) in his book: Adjustment and Mental Health has enumerated the family, school or college, vocation and marriage as the important areas of adjustment.

Recently, Joshi and Pandey (1964) in their research study covering school and
college students have given 11 areas or dimensions of an individual’s adjustment:

i. Health and physical development.
ii. Finance, living conditions and employment.
iii. Social and recreational activities.
iv. Courtship, sex and marriage.
v. Social psychological relations.
vi. Personal psychological relations.
vii. Moral and religious.
viii. Home and family.
ix. Future-vocational and educational.
x. Adjustment to school and college work.
xii. Curriculum and teaching.

In this way, adjustment of a person is based on the harmony between his personal characteristics and the demands of the environment of which he is a part.

1.2.2.3 Characteristics of a well-adjusted person

According to Whittaker (1965, p.198, 199), the term ‘well adjusted’ is usually used synonymously with mental health. A well adjusted person is mentally healthy and the mentally ill person is said to be ‘maladjusted’. Good adjustment does not simply happen. There are certain principles that may be applied to insure good adjustment and to prevent the development of mental or emotional disturbances. The following are few characteristics of a well-adjusted person:

i. Self-knowledge.
ii. Self-esteem.
iii. Feelings of Security.
iv. Ability to accept and give affection.
v. Satisfaction of bodily desires.
vi. Ability to be productive and happy.
vii. Absence of tension and hyper-sensitivity.
According to Mangal (2006, p. 495, 496) a well-adjusted person is supposed to possess the following characteristics:

i. Awareness of his own strengths and limitations.
ii. Respecting himself and others.
iii. An adequate level of aspiration.
iv. Satisfaction of basic needs.
v. Absence of a critical or fault-finding attitude.
vi. Flexibility in behavior.
vii. The capacity to deal with adverse circumstances.
viii. A realistic perception of the world.
ix. A feeling of ease with his surroundings.

1.2.2.4 Measurement of Adjustment

Mangal (2006, p. 494, 495), states that measurement as an instrument of inquiry is not frequently used in behavioral sciences. At a general level of classification in behavioral science, the following five different types of measuring techniques are used:

i. Testing techniques
ii. Projective techniques
iii. Inventory techniques
iv. Sociometric techniques and
v. Scaling techniques.

In the area of measurement of adjustment, inventory techniques are the most popular because they have many advantages compared to other techniques. Testing techniques can only be used to assess the characteristics of individuals at the conscious and projective techniques only at the unconscious level. The adjustment behavior, the adaptation to changed circumstances involves both conscious as well as unconscious behavior. Therefore, the two techniques separately are unable to give a proper assessment of an individual’s adjustment.

Sociometric techniques are used in the measurement of social relationships. They can provide clues to the level of social adjustment.
In scaling techniques opinions are collected from some other person or persons about the adjustment pattern of a particular individual known to the respondents.

**Some important inventories and measures of adjustment are:**

i. Bell’s adjustment inventory developed by Hugh M. Bell.


iii. The Heston personal adjustment inventory developed by Joseph C. Heston.

iv. The Mooney problem checklist.

v. Asthana’s adjustment inventory developed by H.S. Asthana.

vi. Vyaktitva parakh prashnavali developed by M.S.L. Saxena.


viii. Joshi’s adjustment inventory developed by M.C.Joshi and Jagdish Pandey.

ix. Adjustment inventory for older people devised by P.V. Ramamurti.

x. Teacher adjustment inventory developed by S.K. Mangal.

1.2.2.5 Adjustment and Maladjustment

Wallin, (1949, p. 263, 264), states that the ability of a person to adjust himself satisfactorily to baffling situations is called adjustment. A well-adjusted person tries to respond in a manner reasonably consistent with the social goals and standards of the community and not too inconsistent with his own convictions and personal integrity. On the other hand a maladjusted or unadjusted person adopts numerous response mechanisms for solving their problems which are probably only variant behavior pattern for cloaking their inadequacies, for disguising their feelings, for evading their responsibilities, and for finding security and satisfaction in deceptive compromises.

Kakkar, (2007, p. 114, 115), states that human beings, adults and children alike, have a wide variety of needs which are constantly demanding satisfaction. These needs are physical like hunger, sex etc., psychological such as the need for security, status, achievement etc., and social, for instance, the need to love others, need to be in the company of others etc. The greater the extent of harmony prevailing among an individual’s drives, motives and ideals, the greater is his adjustment. For example, mutually antagonistic desires like wanting to achieve heroism and to escape death at the battle-front tend to destroy mental equilibrium.
and so give rise to conflicts and eventual maladjustment. Also, the greater the extent to which a person’s wishes and aspirations are attained, the greater is his adjustment; that is the failure to satisfy wishes or reach targets can hamper adjustment. Similarly, if his drive to achieve is fulfilled by being successful in his aim, he would be very well adjusted. Inner strivings and motives that permit a person to live at peace with him-self and his social group make for adjustment; those that create personal discord and social conflict favor maladjustment. In addition, difficult obstacles of a personal or external nature frequently thwart the attainment of aspirations and desires and result in tearing apart the fabric of adjustment.

### 1.2.2.6 Adjustment as Achievement or Process

According to Mangal (2006, p. 492, 493), adjustment can be interpreted as both, process and the outcome of that process in the form of some attainment or achievement. When a poor child studies under the street light because he has no lighting arrangement at home he is said to be in the process of adjustment. What he attains in terms of success in his examination or the fulfillment of his ambition or pride in his achievement is nothing but the result of his adjustment to him self and his environment. Mangal further cites from Lazarus (1976) stating that adjustment as an achievement means how the effectiveness with which an individual can function in changed circumstances and is, as such, related to his adequacy and regarded as an achievement that is accomplished either badly or well.

Adjustment as a process describes and explains the ways and means of an individual’s adaptation to his self and his environment without reference to the quality of such adjustment or its outcome in terms of success or failure. It only shows how individuals or a group or groups of people cope under changing circumstances and what factors influence this adjustment. Let us now consider some salient features of adjustment as an interaction between a person and his environment.

*Continuous process:* The process of adjustment is continuous. It starts at one’s birth and goes on without stop till one’s death. A person as well as his environment is constantly changing as also are his needs in accordance with the demands of the changing external environment. Consequently, the process or terms of an individual’s adjustment can be expected to change from situation to situation and according to Arkoff (1968), there is
nothing like satisfactory or complete adjustment which can be achieved once and for all time. It is something that is constantly achieved and re-achieved by us.

Two-way process: Adjustment is a two-way process and involves not only the process of fitting oneself into available circumstances but also the process of changing the circumstances to fit one’s needs.

Emphasizing this two-way nature of the adjustment process, Robert W. White (1956) writes:

The concept of adjustment implies a constant interaction between the person and his environment, each making demands on the other. Sometimes adjustment is accomplished when the person yields and accepts conditions which are beyond his power to change.

Sometimes it is achieved when the environment yields to the person’s constructive activities. In most cases adjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise.

1.2.2.7 Description of each Area of Adjustment

The features of various areas of adjustment are:

1.2.2.7.1 Home and Family Adjustment

Home and Family adjustment, deals with how the home influences the adolescent and the problems in home relationships (Malm & Jamison, 1952, p. 37).

The very fundamental area of adjustment is the home. An individual is the product of his home environment. He has to live his life-time at home and with the family. There are many situations and personalities which call for specific adjustment.

Home adjustment is his relation with his parents, siblings and their attitude toward him; his position at home; and whether he is satisfied with the various characteristics of his family (Palsane, 1977, p. 1).

Parents generally feel ambivalent toward the adolescent’s increasing maturity & movement away from the family.

Most adolescents get along pretty well with their parents and siblings. They participate more and more in decisions that affect them, particularly the middle class families.

These adolescents are likely to make important decisions regarding career choices
and peer relations, either on their own or with parent consultation (Psathas, 1957 cited by Sarafino & Armstrong, 1980, p. 500, 501).

Adolescence is often characterized as a time of rebellion against parents. Surveys taken at various times and places over the past several decades have shown consistently that most adolescents admire their parents, accept their parents’ religious and political convictions and claim to be more or less at peace with them (Adelson, 1986; Offer & Schovert-Reichl, 1992, cited by Gray 1994, p. 69).

Adolescents with strong family ties tend to associate with similarly raised friends and use those friends not only to develop and refine their skills, but also to provide advice on interpersonal matters. These adolescents continue to rely on their parents for help on moral issues and questions about the future (Wilks, 1986 cited by Morris, 1990). In addition, adolescents whose parents provide structure and allow them to participate in decision-making report less dependence on peers than do other adolescents (Steinberg & Silverberg 1986 cited by Morris, 1990, p. 377).

Adolescent needs a home in which the parents do not pass on to him their own maladjustments (Cole, 1948, p. 289).

1.2.2.7.1.1 Adolescence and Parent-Adolescent Relationships

The type of relationship that exists between the adolescent and his family plays a role of major importance in determining the type of adjustment he makes to people outside the home (Hurlock, 1955, p. 425).

According to Newell & Stott cited by Hurlock (1955, p. 425), family relationships may influence the adolescents either directly or indirectly. The adolescent tends to adopt the behavior patterns of his parents, even when he may dislike or resent certain modes of behavior and certain attitudes of his parents.

Family relationships may also influence adolescent behavior indirectly. When strict discipline and very strict religious atmosphere prevail in the home, the adolescent is likely to show anti-social behavior. The major influence of family relationships on the adolescent’s behavior comes from the type of affectional relationship that exists between the adolescent and his parents (Hurlock, 1955, p. 425).

Many of the close family intimacies that are experienced by an adolescent in his parents’ home are likely to become much cherished memories. Adolescence is a training
period for both the parent and the child. If the parent is able to adjust his own attitudes and behavior to the needs of his growing boy or girl, the latter will be helped immensely in the solution of those problems which are inherent in the growing-up process (Crow & Crow, 1956, p. 389, 392, 393).

Nye (1952) as cited by Hurlock (1955, p. 426), has stressed the following factors as essential to good adjustments between parent and adolescent, thus:

Adolescents to be well adjusted to parents need to feel loved and emotionally secure. They need to respect and like their parents’ personalities. They need to embrace moral codes similar to those of parents and to feel that discipline used to maintain that is fair and reasonable. They need to feel that parents have confidence in them. They need a home life that will enable them to meet their peer group with confidence. An increase in the amount of freedom is desirable, but the best adjustment is not achieved by giving adolescents complete freedom.

1.2.2.7.1.2 Parental Involvement in Adolescents

Deplanty et al. (2007, p. 361) quoted the following authors:

Adolescents tend to be affected positively when a relationship is sustained between their home and school environments. Involvement at home especially parents discussing school activities and helping children plan their programs, has the strongest impact on AA (Sui-Chu & Willms, 1996; Van Voorhis, 2003).

Parents who are involved in their children’s education in ways that create or reinforce direct experiences of educational success offer verbal persuasion intended to develop attitudes, behaviors, and efforts consistent with school success, and create emotional arousal that underscores the personal importance of doing well in school are more likely to develop a strong, positive sense of efficacy for successfully achieving in school-related tasks than students whose parents are not involved (Hoover- Dempsey & Sandler, 1995).

Researchers have also found that parent-child discussion about school helps improve AA and reduce problematic behavior (Epstein & Sheldon, 2002; McNeal, 1999; Sheldon & Epstein, 2005).

When one thinks of the relationship between parents and adolescents, conflict and not the positive interactions often comes to mind. Adolescents and their parents
must cope with a number of dilemmas which seem to have characterized adolescence throughout history (Duvall, 1965 cited by Lerner & Spanier, 1980, p. 54).

Baker, Amy, Soden, Laura (1998, p. 1, 2) quoted the following authors from existing studies which suggest the importance of several specific types of parent involvement:

i. Provision of a stimulating literacy and material environment (Snow et al., 1991),

ii. High expectations and moderate levels of parental support and supervision (Kurdek, Fine, & Sinclair, 1995),

iii. Appropriate monitoring of television viewing and homework completion (Clark, 1993),

iv. Participation in joint learning activities at home (Tizard et al., 1982),

v. An emphasis on effort over ability (Stevenson, 1983), and


There is mounting evidence that each of these parent involvement variables facilitates children’s academic AA. There are also indications that they do so in relatively complex ways that interact with family background and social context variables such as ethnicity, family structure, maternal employment status, socioeconomic status, and gender (Schiamberg & Chin, 1986; Milne, 1989; Tochisci & Englehard, 1991; Zimilies & Lee, 1991; Lee & Croninger, 1994).
1.2.2.7.1.3 Parent -Adolescent Conflicts

Table I-1: Percent of male and female adolescents rating issues as leading to family conflict very often while in high school.

<table>
<thead>
<tr>
<th>ISSUES</th>
<th>GENERAL FREQUENCY</th>
<th>MALES</th>
<th>FEMALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going around with certain boys or girls</td>
<td>15.3</td>
<td>11.9</td>
<td>20.5</td>
</tr>
<tr>
<td>Boy-girl relations in general</td>
<td>8.2</td>
<td>3.4</td>
<td>15.4</td>
</tr>
<tr>
<td>Getting to use the car</td>
<td>13.3</td>
<td>16.9</td>
<td>7.7</td>
</tr>
<tr>
<td>Time spent watching TV</td>
<td>10.2</td>
<td>10.2</td>
<td>10.3</td>
</tr>
<tr>
<td>Eating dinner with the family</td>
<td>19.4</td>
<td>20.3</td>
<td>17.9</td>
</tr>
<tr>
<td>Being home enough</td>
<td>15.3</td>
<td>10.2</td>
<td>20.5</td>
</tr>
<tr>
<td>Responsibility at home</td>
<td>11.2</td>
<td>11.9</td>
<td>10.3</td>
</tr>
<tr>
<td>Money</td>
<td>7.4</td>
<td>3.4</td>
<td>13.5</td>
</tr>
<tr>
<td>Understanding each other</td>
<td>11.6</td>
<td>10.3</td>
<td>13.5</td>
</tr>
<tr>
<td>Disobedience</td>
<td>7.1</td>
<td>3.4</td>
<td>12.8</td>
</tr>
<tr>
<td>Quarreling and fighting</td>
<td>10.2</td>
<td>6.8</td>
<td>15.4</td>
</tr>
<tr>
<td>Ridicule of ideas</td>
<td>5.4</td>
<td>1.7</td>
<td>11.4</td>
</tr>
<tr>
<td>Arguing</td>
<td>15.8</td>
<td>12.1</td>
<td>21.6</td>
</tr>
<tr>
<td>Attitudes towards parents</td>
<td>7.1</td>
<td>3.4</td>
<td>12.8</td>
</tr>
<tr>
<td>Favoritism</td>
<td>5.3</td>
<td>0.0</td>
<td>13.5</td>
</tr>
<tr>
<td>Rivalry between siblings</td>
<td>7.4</td>
<td>5.3</td>
<td>10.8</td>
</tr>
<tr>
<td>Schoolwork</td>
<td>7.4</td>
<td>5.3</td>
<td>10.8</td>
</tr>
<tr>
<td>Neglecting work</td>
<td>7.4</td>
<td>3.5</td>
<td>13.5</td>
</tr>
<tr>
<td>Religious or philosophical ideas</td>
<td>6.3</td>
<td>1.7</td>
<td>10.8</td>
</tr>
<tr>
<td>Church attendance</td>
<td>15.6</td>
<td>11.9</td>
<td>18.9</td>
</tr>
</tbody>
</table>

Society and family still regard adolescents as children. By considering them children, they receive greater protection and also have more restrictions which are further causes of conflict (Ornstein & Cartensen, 1991, p. 373).

*Bernstein et al. (1994, p. 73, 74)* quoted the following authors:

The changes and pressures of adolescence are often reflected in family conflicts. Teenagers are no longer content to accept all their parent’s rules and values. Serious conflicts often lead to serious problems like running away, pregnancy, stealing and suicide (*Montemayor, 1983*).

Conflicts with families and a desire for the company of people with common interests lead many teenagers to ‘hang out’ with other teenagers (*Condry & Siman, 1974*). Adolescents say that their relationships with their peers are closer than those with their parents (*Bowerman & Kinch, 1956*, *Hunter & Youniss, 1982*). Sexuality is one area in which adolescents feel closer to their peers and in conflict with their parents. Sexual activity is promoted by peers and by elder brothers and sisters (*Rodgers & Row, 1988*).

Adolescents react strongly to both parents as people, sometimes in a negative critical fashion. At this age they have ceased to look upon their parents as all-powerful beings, as they did when younger, they are also beginning to compare their own parents with their friends. Sometimes such reactions result in a conflict between the generations. Confusion arises from conflicts between the roles of the parents and the child. Most adolescents seek adult privileges while resisting mature responsibilities. Parents in turn, insist that their sons and daughters act as if they were mature but deny them adult privileges. The truth is children’s maturity sneaks up on parents, catching them unaware. The adolescent’s reaction to parental authority depends on the emotional climate in which domination occurs. If he has been subject to firm but harsh domination, accompanied by love and affection, he may be tied to his parents and content with no outside contacts (*Rogers, 1972, p. 276-278, 286*).
### 1.2.7.2 Social Adjustment

Table I-2: Reasons for wanting to go to college  
(percent who identified each reason as “very important”)

<table>
<thead>
<tr>
<th>THE CHANCE TO….</th>
<th>BOYS (N = 306)</th>
<th>GIRLS (N = 334)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discover a line of work that would interest me</td>
<td>86</td>
<td>89</td>
</tr>
<tr>
<td>2. Prepare myself for a job with a really good salary</td>
<td>85</td>
<td>65</td>
</tr>
<tr>
<td>3. Learn more about subjects that really interest me</td>
<td>61</td>
<td>75</td>
</tr>
<tr>
<td>4. Meet new and interesting people</td>
<td>59</td>
<td>85</td>
</tr>
<tr>
<td>5. Develop my personality and become a more interesting person</td>
<td>59</td>
<td>83</td>
</tr>
<tr>
<td>6. Make my parents proud of me</td>
<td>58</td>
<td>61</td>
</tr>
<tr>
<td>7. Be stimulated by new ideas</td>
<td>44</td>
<td>73</td>
</tr>
<tr>
<td>8. Prepare myself to make a real contribution to mankind</td>
<td>38</td>
<td>54</td>
</tr>
<tr>
<td>9. Gain the social standing that comes from having a college degree</td>
<td>34</td>
<td>23</td>
</tr>
<tr>
<td>10. Take part in campus activities and social life</td>
<td>31</td>
<td>45</td>
</tr>
<tr>
<td>11. Get away from home and be on my own</td>
<td>30</td>
<td>34</td>
</tr>
<tr>
<td>12. Find a mate</td>
<td>27</td>
<td>29</td>
</tr>
</tbody>
</table>

According to Ghodse (2004) cited by Sethi & Sud (2008), in adolescence, the development of independence from the family and adjustment to various social and environmental demands is vital, as the young people have to learn to meet everyday challenges of social relationships, educational attainment and employment.

Adjustment in social area means the person’s relations with other individuals and social institutions. The statements in this area consist of whether the person is very popular, prefers few or more friends, likes to be social and friendly with strangers, is the centre of attraction and life of the parties, etc (Palsane, 1977, p. 1).

Hurlock (1956, p. 294), states that how successfully the child will adjust to the social group will depend largely upon how closely he conforms to the approved patterns of behavior of the group. No child can hope to fit into a social group and be accepted by the members of that group unless he is willing to learn to conform to patterns the group approves of. Through group interaction he then learns to adjust to other people and thus become a socially well-adjusted individual.

From his social explorations, an adolescent must finally emerge with mature and adequate social attitudes, standards, and skills if he is to find any degree of social adjustment as an adult (Horrocks, 1951, p. 86).

Sandra Graham and her colleagues cited by Pajares & Urdan (2004, p. 2) conducted a study to examine the relationship between peer harassment and ethnic identity from an attributional perspective. This study systematically documented the hypothesis that particular kinds of causal attributions for peer harassment might be related to particular adjustment consequences. In her study, Graham presents empirical findings to show an association between ethnic majority status in a school and the consequences of being harassed by peers and thus suggests that ethnic diversity has psychological benefits for coping with peer harassment at both the individual and classroom level and offers new ways to think about ethnicity in context, ethnic diversity, and coping with peer harassment during adolescence.

To make good social adjustments, the individual must perceive and predict the thoughts, feelings, and behavior of others. Further more, good social adjustments demand that the individual dovetail his behavior with a society or some social group within a society. Social adjustment is generally judged in terms of social activity. It is assumed that the better adjusted the individual, the more active he will be socially (Hurlock, 1955, p. 102).
1.2.7.2.1 Social Behaviors during Adolescence

A human being by nature likes company and that is why he is called a social being. During infancy he does not wish to be separated from his mother. During childhood he weeps when others show indifference towards him and feels happy in company with others. It is his desire to enjoy the company of others because he feels himself to be a member of the society. This desire is not limited to children only, but is present among adolescents and adults too. Social boycott is the worst kind of punishment, and therefore everyone desires to command respect in his society (Chaube, 2002, p. 110).

1.2.7.2.2 Relationships of Adolescents with Parents and Peers

A peer group can provide a refuge and a source of support for youngsters in conflict with their families. Moreover, being part of a clearly identified group can help answer the burning question, “Who am I?” For these and other reasons, adolescents spend a great deal of time with other adolescents (Morgan et al; 1993).

The young adolescent, perhaps even more than during the middle years, is concerned about his status with his immediate peers; he strives to be as much like the others as possible, perhaps because he feels so much out of step with them. For, almost against his own volition, he is becoming even more of an individual, with ideas and values that may not match the eventually conservative code of the gang, but his own only half-understood uniqueness is not completely welcome (Stone & Church, 1973, p. 420).
Dworetzky (1988, p. 373, 375) quoted the following authors:

Peer groups provide an important social structure for most adolescents (Brown, Eicher, & Petric, 1986).

Adolescent peer groups vary in size and interest, and adolescents often belong to more than one group at a time. Peer groups may consist of a few close friends of the same sex or a large group of both the sexes. Such groups can be sources of ready companionship, adventure, and standards against which adolescents compare themselves. As a result, a peer group can have a powerful effect. Its influence on adolescents is a worldwide phenomenon (B.M. Newman, 1982).

To become or stay a member of a desired peer group, an adolescent needs a certain amount of social skill or desirability. Adolescents who lack social skills or who are deemed socially undesirable by their peers may find themselves living a lonely or isolated existence. To avoid such rejection, adolescents may go to extremes to please a group. They may radically change their dress, appearance, or behavior. Adolescents who attempt to adjust to a group that has views opposed to those held by their families may face considerable conflict and stress (P. R. Newman, 1982).

The group can influence susceptible teenagers either to perform or to avoid misconduct (Brown, Clasen, & Eicher, 1986).

It has been shown however, that peers are less likely to encourage misconduct and other types of behavior (Brown, Lohr & Mc Clenahan, 1986).

A peer group may function as a reference against which adolescents compare themselves (Peterson & Taylor, 1980).

Quite often, differences between an individual and the group are resolved by the person’s decision to change behavior to match the group’s norms. Sometimes adolescents’ first evaluations of themselves may have a great bearing on which peer group or group behaviors they find most important and desirable (Eisart & Kahle, 1982).

Membership in a peer group satisfies an adolescent’s urge to belong, helps him learn to get along with others of his kind and to develop an attitude of loyalty toward them, enables him to adapt himself to his new relationships with the members of the opposite sex,
and may offer him the opportunity to exercise potential leadership ability within the group (Crow & Crow, 1956, p. 178).

The peer influence and the growing freedom of the adolescent sometimes combine with unsolved problems from childhood to create difficulties in adolescence (Darley et al; 1991, p. 418).

Darley et al. (1988, p. 463) quoted the following authors:

The child’s growing conformity to the peer group frequently results in conflict between parental and peer influences (Berndt, 1979, Seltzer, 1982).

Both parents’ and peers’ opinions, however, seem to influence adolescents’ behavior. For example, adolescents are more likely to use drugs if their friends do—and if their parents do as well—though their friends’ behavior seems to have a larger influence (Kandel, 1973; Selman, 1980).

As young people in our culture gain a feeling of independence from their parents, they look increasingly to their peers, both for clues as to how to behave and for emotional support. Adolescent peer groups help break down the gender barriers that were erected in childhood (Gray, 1994, p. 472, 473).

The following Histogram (Figure I-4) shows that High School seniors’ attitude appeared to be in much closer agreement with their parents than many suppose. Agreement is greater, however on basic values than on life-style choices (From Bachman & others, 1987).

Figure I-4: A Histogram cited by Myers (1989, p. 97).
Myers (1989, p. 97) quoted the following authors:

According to Steinberg (1987), are adolescents indeed pre-occupied with separating themselves from their parents in order to form their own identities? Is adolescence a time of undeclared war between restrictive parents and their rebellious, independence-seeking, identity craving offspring? In western cultures, adolescence is typically a time of growing peer influence and diminishing parental influence, especially on matters of taste and life style. As peer influences grow, parental influences diminish. Does this mean that parents and their adolescents are estranged? For a minority, it does. But for most, disagreement at the level of bickering is not destructive. “We usually get along but…, adolescents often report. Positive relations with parents actually support positive peer relations.

High school girls who have the most affectionate relationships with their mothers tend also to enjoy the most intimate friendships with girlfriends (Gold & Yanof, 1985).

Indeed researchers have been surprised at how closely most adolescents reflect the social, political and religious views of their parents (Gallatin, 1980). As often as not, what “generation gaps” there are merely involved differences in the strength with adolescents and their parents held their shared opinions and values. Thus peer-parent membership assumes more importance during adolescence than at any other period of life.

1.2.2.7.2.3 Social Identity

According to Erickson as cited by Myers (1989, p. 95, 96), adolescents ask the questions-”Who am I as an individual? What do I want to do with my life? What values should I live by? What do I believe in?” Erickson further states, arriving at answers that provide a stable and consistent identity is essential to the adolescent’s finding a meaningful place in society. To gain this sense of identity, adolescents usually try out different “selves” in different situations – perhaps acting out one self at home, another with friends, and still another at school and work. If two of these situations overlap – as when a teenager brings home friends, the discomfort can be considerable. The teen asks, “Which self should I be? Which is the real me?” Often, this role confusion gets resolved by the gradual forging of a self-definition that unifies the various cells into a consistent and comfortable sense of
which one is – an identity. Erickson believes that some adolescents form their identity early, simply by taking on their parents’ values and expectations. Others may form a negative identity, one that defines itself in opposition to parents and society like multicolored or spiked hair.

*Myers* further quoted the following authors:

During the teen years identity becomes more personalized.

According to *Daniel Hart (1988)*, youth of various ages were asked to imagine a machine that would copy either, a) what you think and feel, b) your exact appearance, or c) your relationship with friends and family.

But to *Carol Gilligan (1982)*, the “normal” struggle to create one’s separate identity characterizes individualistic males more than relationships – oriented females. *Gilligan* believes that females are less concerned than males with viewing themselves as separate individuals, and more concerned with intimate relationships. If the adolescent’s central problem is to define an identity independent of the authority of his or her parents, it follows that the young person has to break innumerable ties to his family based on authority, affection, responsibility, respect, intimacy, money and material goods, immaturity, possessiveness, and just plain habit (*Stone & Church, 1973, p. 432*).

### 1.2.2.7.2.4 Social Influence

Intimate adolescent friendships can contribute to the development of the social skills and the sense of security that are necessary for intimate relationships, later in life. Intimate conversations with friends may reduce adolescents’ fears and anxieties about the physical and emotional changes that occur during early age and therefore, improve their actual adjustment (*Berndt, 1982, cited by Harris & Liebert, 1984, p. 477*).

*Roediger et al. (1987, p. 631, 632)* quoted the following authors:

Social influence can affect behavior in a variety of ways. Studies by *Allport (1920, 1924)* measure how well individuals did five tasks when either five people or only one were in the room. Although the subjects worked individually, they performed better among others than when alone.
Robert Zajonc (1965) has proposed that having others around increases the individual’s motivations.

In line with Zajonc’s theory, other researchers have found that the presence of an audience improves performances on easy tasks but hampers it on difficult ones (Geen & Gange, 1977).

In order to understand the world of adolescents, it is useful to consider those qualities that they prize most highly in others. Several studies make use of one of a variety of sociometric techniques which provides information concerning patterns of likes and dislikes within specific groups. The information gathered from these sociometric techniques is interpreted in graphical or pictorial form called a sociogram or sociograph. A simple sociogram is presented in figure I-5.

A sociogram subjects were asked “Who do you like the most in your class?” The most popular children are Sam, Bob, Joan and Marie. The unpopular ones are Rose and Guy.

1.2.2.7.3 Personal and Emotional Adjustment

Statements on personal adjustment are related to the personal and emotional poise of people. Whether the person is over-critical, fault-finding or whether he has faith and
confidence in himself and others, etc. are the matters covered under this area. Emotional adjustment covers fluctuations of mood, feelings of guilt, worry, loneliness, day-dreaming, excitability, calmness, control over emotions, etc. This area deals with emotional maturity. Horrocks (1951, p. 95) stated of adolescents, “In whatever sphere of social life the individual encounters adjustment difficulties; it will be there that emotional tension is greatest.” As a child he has strong emotional attachments with parents and his peers.

P/EA deals with what good adjustment means and how the adolescent may attain it. It also studies the nature of emotion, what the adolescent is like emotionally, and how he may be helped to become emotionally mature (Malm & Jamison, 1952, p. 36).

The emotional maturity determines personality and controls growth and adolescent development. It is the process in which the personality is continuously striving for great sense of emotional health, both intro-physically and intro-personally. An emotionally matured person promises the capacity to withstand delay in satisfaction of needs (Joshi, Gupta & Tomar, 2009, p. 12).

There are but a few of the emotion-arousing situations that adolescents face as they move slowly through the teenage years. They experience different emotions which are pleasant & unpleasant like joy, happiness, affection fear, anger, jealousy etc. During the adolescent years exhibitions of temper tantrums sometimes are classified as moods. If or when an overt expression of an experienced emotion continues to be repressed, the mood condition becomes intensified. Among the factors that influence the emotional reactions of adolescents, can be included health status, intelligence level, sex, days of week, time of day, order of birth, degree of school success, amount of social acceptance and kinds of vocational interests. There is a significant relationship between health condition and emotional reaction. On any age level poor health tends to be a cause of heightened emotionality (Crow & Crow, 1956, p. 141-143).

In a study of the effects of family relationships on personality development in adolescence, Stagner (1937) cited by Hurlock (1955, p. 428) found that lack of happy home life had a marked influence on the adolescent’s emotional stability. Idealizing both parents was associated with good emotional stability and high self-confidence.

Pajares & Urdan (2004, p. 2), further cited by Karen Rudolph examined adolescent depression as both an antecedent and a consequence of academic difficulties in terms of a transactional model of school adjustment and depression, which emphasizes self-regulatory
depression during early adolescence, predicts future self-regulatory difficulties (e.g., maladaptive achievement-related beliefs, disengagement, and negative evaluations of the school environment) and these difficulties, in turn, place adolescents at risk for future depression. Rudolph also examined the ecological context to present how trajectories of depression and school adjustment difficulties fuel each other in a mutually reinforcing cycle in adolescence. Moreover, it suggested several directions for school-based interventions and educational reform such as the identification of adolescents at risk in the school context, the development of resources for effective self-regulation, and better integration of mental health services into school settings.

Peer relationship and romantic attachments can cause emotional distress that may result in emotional problems, and adolescence is the first time that most young people feel called upon to deal with these and other problems without their parents' guidance (Darley et al., 1991, p. 418).

Heightened emotional experiences during early puberty may become a source of embarrassment to an adolescent. He may experience great emotional turmoil and become thoroughly ashamed of himself. He engages in constant battles with his elders and peers, especially with his near age siblings. An adolescent’s emotional behavior can be appraised with relative accuracy in so far as he develops a set of values, desires and ideals, to the extent that his interest in, and attitudes toward, the acceptance of responsibilities assume a more definite mode; and to the degree that he responds to the points of view and ideals of others (Crow & Crow, 1956, p. 140, 144).

1.2.2.7.3.1 Emotions of Adolescents

It is easy to study the emotional behavior of an infant or a child, but it is difficult in case of an adolescent. During the period of infancy the individual is under the constant control or supervision of another person because he is weak and helpless in carrying out his activities. It is therefore easy to understand a stimulus and its responses in his case.

The guardians may also say many things about their behaviors. At this stage of life, they do not possess any private life and therefore, they do not object. The real difficulty is experienced in studying the emotional behavior of adolescents, because they do not want others to observe their behavior which they claim as their private affair. This kind of attitude on the part of adolescents affects their emotional behavior. Consequently, it is
difficult to study any specific behavior of the adolescent. It is therefore difficult to know the responses of an adolescent at the time of a specific emotion (Chaube, 2002, p. 40).

According to Dworetzky (1991, p. 320, 321), emotions arise in situations that are meaningful to the individual. Events that satisfy goals, or that offer the promise of doing so, tend to elicit positive emotions. Events that harm or frustrate, evoke negative emotions. Emotions will be more intense if they are concerned with the events that are real and if they are perceived in a vivid way. Frijda (1988) cited by Dworetzky states that emotions are also aroused more by changes in conditions; rather than by conditions that remain constant. Another way of saying this is, “Continued pleasures wear off; continued hardships lose their poignancy”.

1.2.2.7.3.2 Predisposing Causes of Emotionality.

According to Hurlock (1955, p. 74, 75), there are a number of common causes which give rise to feelings of insecurity and uncertainty on the part of the adolescents and which, as a result, predispose him to heightened emotionality. They are all the product of environmental and social factors.

The factors that predispose the adolescent to intense emotionality are as follows:

i. Unfavorable family relationships
ii. Restraints resulting from parental supervision
iii. Obstacles that prevent the adolescent from doing what he desires
iv. Situations in which the individual feels inadequate
v. Social expectations of more mature behavior.

1.2.2.7.3.3 Facing Reality on one’s Own

According to Skinner (2008, p. 104, 105), the candid and courageous facing of reality, facing the actual conditions in one’s environment and being aware of the quality of one’s own existing capacities is a prime characteristic of adequate personal adjustment. This ideal of facing up to the real situation—within and without the individual— is derived in part from contrast with the dodges by which a person unwittingly deludes himself, as in giving the “sour-grapes” excuse or projecting blame upon others. Although the human inclination to evade reality persists throughout life, the unsophisticated school learner is
particularly susceptible to such maladjustment. So, in putting forth the facing of reality as a prime objective for the learner and for the teacher who would help him toward adequate personal adjustment, progress in learning to make adjustments to actual situations is dealt directly with one’s own problems. The improvement of the teacher’s own social-emotional adjustment is an essential aspect of preparation for helping learners in their personal adjustment problems.

1.2.2.7.4 Educational Adjustment

Concept of Education: Education is the process of manifestation of potentialities of human beings. It brings changes in the pattern of behavior of individuals for better adjustment in different situations of life. It enlightens the human mind to perceive the truth, beauty and nature of things in their proper perspectives. It uplifts people to the higher aspects of life by gathering knowledge, wisdom and experience. It explores the resources for development of human culture and civilization. It assists in upholding the human welfare and prosperity for peaceful living in a better world (Das, 2008, p. 186).

The peak of performance is in maturity, but the peak of learning is in adolescence (Cantwell & Svajian, 1974, p. 92).

Good adjustment makes the children proud and self-satisfied, motivates them for further success, encourages them to be an independent thinker and builds their confidence (Hurlock, 1972, cited by Jain & Audichya, 2008, p. 186).

An intimate home-school gives all those concerned a much better understanding of the importance to the growing boy or girl of a well-adjusted school life than is possible if parent, school adviser, and pupil attempt to carry out their own ideas concerning educational values independently of one another (Crow & Crow, 1956, p. 425). Statements in this area are concerned with his education, whether he is satisfied with it or not, what improvements, he wants to suggest and do, whether he wants to take higher education, etc. It also covers the students’ relations with the teachers, the administrators and also the co-students. In academic areas, most of the subjects were in favor of resolutions related to schools. They agreed that the school culture should be more compatible, according to one’s background as it facilitates them to better adjust in their school environment.
The study done by Pajares & Urdan (2004, p. 1, 3) bring together contributions from various perspectives with respect to the challenges facing adolescents and their teachers and strategies that have been adopted in the school setting to address these challenges. It describes the psychological and contextual problems that adolescents often experience, yet are under-represented within academic literature such as depression, harassment, sexual experiences, and weapon use. Second, a situated and ecological point of view on adolescent development is taken to discuss issues related to adolescents and education, which is critical to the consideration of how adolescents’ broader social contexts influence their well-being and academic learning. It also provides suggestions regarding how the school can deal with the challenges of academic learning, well-being and identity development among adolescents. Pajares and Urdan further cite Gerald Adams and Susan Palijan who presented the notion of an identity-education link; they describe six ways that the educational environment can influence adolescents’ identity development. The six themes consist of ego identity, ethnic identity, community service, extracurricular/leisure activities, religion, and school and academic climate. They suggest that specific aspects of educational experiences can influence both identity and well-being among adolescent students.

1.2.2.7.4.1 Learner and the School

According to Bruce as cited by Skinner (2008, p. 101-103), many modern schools today have accepted responsibility for adjusting their programs to the diverse needs of individual learners. In the process of school adjustment first the learner adjusts actively in the school environment rather than passively adjusting to the school’s program. Adjustment here does not mean any unhealthy twisting of one’s personality through withdrawing from others, evading responsibility, or deceiving one self, however much comfort may come there-from. Rather, the title “adjustment” healthy, energetic participation in group activity, grasping of responsibility, at times to the point of leadership, and above all, avoidance of any self – deception in the adjusting. Since the personality of the individual is so largely a product of learning, adjusting is essentially a process of re-learning. Although a variety of factors influence adjustments, directly or indirectly many maladjustments are primarily the result of unfortunate learning experiences.
1.2.2.7.4.2. School Dropouts

According to Gander & Gardiner (1981, p. 427), some reasons for school dropout are financial difficulties, low grades, family problems, poor defined goals, and a desire for money, a car, or marriage. But part of the responsibility rests in the educational institution itself.

Combs and Cooley (1968), cited by Lefrancois (1976, p. 265-267) found that dissatisfaction with schools and teachers and lack of interest in school activities is a frequently cited reason for dropping out of school, particularly among boys. Girls most often claimed that they dropped out because of plans to get married. Frequently a boy who says he has dropped out because of lack of interest or because he was failing is, in fact, failing or disinterested because he has to devote most of his out-of-school hours to earning money in order to support himself and his family. Numerous other factors appear to be involved as well. A complex of related environmental factors including family, social class, race, early educational opportunity, educational motivation, and general aspirations contribute significantly to an adolescent’s eventual decision to leave school prior to completion. These factors, and others, are clearly related to an adolescent’s attitude toward school. It is probably this attitude that is most closely related to the decision to drop out.

1.2.2.7.5. Health Adjustment

This area is concerned with the individual’s health problems. It covers whether he suffers from any chronic diseases, pains and aches, etc. (Palsane, 1977, p. 2).

1.2.2.7.5.1. Concept of Health

According to Das N. C. (2008, p. 186, 187), there are different concepts of health. They are:

i. **Physical Health:** Physical health is the fundamental basis on which life functions normally and regularly. It is the physiological basis of mental life.

ii. **Mental Health:** Mental health is the healthy state of mind. “It is state of good adjustment with a subjective state of well-being,” (Atkinson, et al-1988).

iii. **Social Health:** Social health is the healthy state of relationship and interaction of individuals living in a social situation.
iv. **Reproductive Health**: Reproductive health is the healthy state of reproductive life in which a matured male and a matured female can involve themselves in reproducing a new individual.

1.2.2.7.5.2. Effects on Health

According to Dworetzky (1988, p. 446), smoking and overeating are obvious examples of behaviors that may be detrimental to health in the life of an individual. There are many other such behaviors, some quite subtle. For instance, just the way we behave when we try to cope with the stresses of our daily lives can have an important effect on our health and well-being. Sometimes, if we fail to deal properly with stress, real physical damage may result thus changing behavior to better our health and adjustment.

1.2.3. **Academic Achievement (AA)**

AA has become an index of a child’s future in this highly competitive world. It is only a drop in the vast sea of education. A great many students seem not to get credit commensurate with their known or rated abilities. Many a time, we often find students with average abilities who excel. The baffling facts, which have come into the limelight, are that in spite of having similar educational facilities, environment, aspiration and even intelligence, the AA of students differs from one another (Subramanyam, Shreenivasa Rao, 2008, p. 224, 225).

“The pupils’ knowledge attainment and skills developed in the school subjects and is assessed by the authorities with the help of achievement tests in the form of communication (Bajwa, Sukwant, Setia et. al; 1994 cited by Sarode, 1995, p.102).

*Jain & Audichya (2008, p. 186)* quoted the following authors:

*Subramanyam (1984)* found that academic environment of a school, which consists of qualified teachers, and good and healthy interaction between teachers and students, has a positive relationship with the achievement of the rural students.

*Atkinson and Green (1990)* stated that teachers must help to develop a positive attitude in children during schooling. They must also help in the development of self discipline, self-confidence and encourage the children to actively participate in school activities.
The ability to think abstractly and logically permits adolescents to study academic subjects such as Science and Mathematics in greater detail. They may establish favorite subjects and excel in particular classes. Such expertise may be motivated by an admired parent or teacher who is a model of academic success. Parents often express greater interest in their children’s performance in school during adolescence, due in part to curriculum choices (Roedigar, Rushton, Capaldi & Paris, 1987, p. 367).

Adeniyi & Ayebami (2008, p. 113) quoted the following authors:

Achievement is a job done successfully with effort and skill. Thus, academic achievement can be held as the measurable success in academics after instruction. The achievement of students has been a source of great concern for many educators, parents, guardians, curriculum planners, counseling psychologists and researchers (Adeyemo & Torubeli, 2007; Emeke and Adeoye & Torubeli, 2007).

This general concern stems from prevailing poor achievement recorded by students almost each succeeding year at the end of their secondary school course (Ezeazor, 2003). Therefore, attaining a high level of AA in what, every parent or guardian, wishes for his/her child. Teachers wish the same high achievement for their students. Schools and teachers are generally graded by the achievement of their products. In fact, the parents, students and teachers want to associate themselves with schools that have a record of high level of achievement.

Aremu & Oluwole (2001), Odedele (2000) and Wuensch & Lao (1987) have submitted that the way and manner the child perceives himself could affect his academic performance.

Wentzel (1991) found that there was correlation between student social responsibility and AA and this is instrumental in the acquisition of knowledge and the development of cognitive abilities.

This finding corroborates Torubeli’s (2007) finding that the child is in a unique position in determining his/her scholastic achievement. Thus, AA is based on the ‘will’ and ‘ability’ of the child to achieve.

Aremu (2001) and Nwagu (1995) have stressed the importance of the home’s psychological climate on a child’s emotional state and academic performance. A healthy home offers emotional security to children. The school cannot simply provide
a continuation of the home environment, but it plays an inestimably important role in laying the foundation for the students to learn and achieve academically. Therefore, poor communication between parents and their children frequently leads to learning and behavioral problems in schools.

Obanya (1999) asserts that societal demands like political economy could determine the learners’ readiness to meet his/her environment’s expectations. The society, to which the students belong, has a great impact on their exposure and AA. Students from an enlightened society see high academic performance as a challenge and competition that has to be won.

Adolescent girls and boys do not achieve identically in secondary schools, even though there are no significant differences, in intelligence. The reason may be that girls and boys value achievement in different areas. Girls tend to see their achievement in terms of interpersonal competencies and skills, while boys look for achievement in the more objective, academic-oriented areas. Girls do not expect to do as well as boys in maths and science, even though they may have done well previously (Richmond-Abbott, 1983 cited by Kaplan, 1986, p. 584-585).

Lerner and Spanier (1980, p. 61, 62) quoted the following authors:

Morrow and Wilson (1961) found that high-achieving adolescents as compared to a group of low achievers, tended to come from families where they were involved in family decisions, and where parents give praise for the adolescent’s performance and show trust in the adolescent’s competence. In turn, low-achieving adolescents came from families marked by parental dominance and restrictiveness.

Show and White (1965) found that high achieving adolescents tend to identify with their parents while low-achieving adolescents do not.

1.2.3.1. Risk Factors of Academic Achievement during Adolescence

Daniel Flannery and Kelly Wester cited by Pajares & Urdan (2004, p. 1, 2) discuss risk factors associated with AA among youth in middle school and high school at the individual, family and school levels. Flannery and Wester examine the following risk factors related to AA in adolescence: (1) delinquent behavior, substance use, and truancy.
and dropout at the individual level; (2) socio-economic factors, parental involvement, and parenting styles at the family level; and (3) exposure to violence, school climate, school size and resources, and teacher-student relationships at the school level. Most interestingly, Flannery and Wester discuss briefly two contrasting aspects of school climate on student behavior and achievement. Negative school climate, termed “systematic violence” includes (1) exclusionary practices that eliminate the ability for specific students to engage or participate in various school activities, clubs, or organizations”, (2) the tolerance of abuse when bullying, threats, or violence occur, (3) school’s disciplinary policies rooted in principles of exclusions and punishment. To achieve a positive school climate, five elements are needed: (1) a safe environment in which students and teachers can focus on academic and social skills development; (2) a sequenced and supported curriculum that demands a high level of mastery from all students; (3) a commitment from the school administration to conduct on-going assessments of the school goals and mission; (4) the elimination of school practices that assume that many students cannot and will not academically succeed; and (5) the affirmation and celebrations of achievement for enhancing commitment to student academic progress and to the school mission.

1.2.4 Academic Achievement and Adjustment

AA and Adjustment are important aspects in the life of an adolescent. Both the factors are interrelated with each other.

According to Crow and Crow (1956, p. 425, 457, 458) intimate home-school relationship gives a better understanding of the importance to the adolescent of a well-adjusted school life if parent, school adviser and pupil attempt to carry out their own ideas concerning educational values independently of one another. In the past, school administrators and curriculum makers often failed to keep pace with community progress.

Consequently, adolescents did not get the kind of education that would best fit him for continued success in school. The adolescent gains a sense of encouragement through his achievement in school projects and tests. Many high school students are satisfied with a mere passing mark. They do not recognize the fact that they have failed to master the subject completely. The adjustment of a teenage person to his school experiences cannot be considered apart from his adjustment in his out-of-school life. Much of the success of an adolescent’s school life can be traced to the suitability of his school curriculum, the
attitudes of his teachers, and the kind and extent of the school guidance that is made available to him.

Morrow and Wilson (1961) cited by Lefrancois (1976, p. 269), compared the parents of bright high achievers with the parents of equally bright low achievers and found that there appears to be little doubt that family relationships play a significant role in the school adjustment of adolescents, and specifically in their school achievement.

1.2.5 Urban and Rural Adolescents

Jushchuk (1999, p. 8, 9, 11, 12) explained that the rural adolescent deals with the proximity difficulty and low population density that would account for more knowledge of activity and decreased anonymity developing societal influences. Social learning can also be provided for with the media and television or music. This influence is extremely significant, but cannot be wholly liable for the outcome in behavior of the child. The cognitive realization of goals and morals also changes according to the settings, where rural adolescents value their hard work accomplished. For the urban dwelling adolescent, it will be more likely that coping with methods will take the form of information gathered on the Internet; an informative and practical means of information that should be available in local libraries and throughout the school system. The sexually explicit material and violent bomb-teaching outlines that could be researched, would pose an enormous threat to this form of communication.

The adolescent uses deviant behavior as a means for attention and when it goes unnoticed, the level of deviance will increase to dangerous levels threatening to the adolescent as well as society. Consultation with school officials and teachers is necessary for identifying and implementing appropriate crisis intervention and prevention programs (Chimonides & Frank, 1998 cited by Jushchuk). With this in place, fewer problems of adolescents will blow up on society in such a starting manner as currently circulated examples in the media.

Jushchuk further stated that media proves to be a very harmful proponent of social deviance, where seemingly drastic measures taken by adolescents tend to result in glamorized outcomes. This is the case with the influence of television and music on adolescent behavior, both of which are not the absolute cause, but at the same time not wholly innocent of the guilt. The worst aspect of the media coverage is that of scope; much of the circumstances continually present in urban areas go completely unnoticed because of the general acceptance
of such in an urban society. If media is to continue such coverage of instances that occur in the most un-thought of locations in the rural community, which is, then similar coverage should be managed for urban communities so that the problem can be addressed directly and solutions can be provided for.

1.2.6 Urban and Rural Localities

It is not so commonly recognized that vast intra-rural and intra-urban differences exists to the point where simple comparisons on the basis of rural-urban differences are meaningless. Consideration of the matter makes it obvious that rural environment is not only psychologically and sociologically dissimilar; but is not even physically similar (Horrocks, 1951, p. 13).

The Educational Scenario in Urban Areas: Though India is considered to have a low level of urbanization around 28 percent (census, 2001) of its population lives in urban areas, in absolute number population of 285 million is equivalent to the total population of few countries. The Seventh All India Education Survey reports that there are 5,291 cities or towns in the country with an estimated population of 312,056,092. The total population of 6-15 years is estimated as 65,400976. The number of primary schools, which includes all kinds of infra-structure is 51409, secondary schools 27218 and senior secondary schools 21083. A glance at the enrollment figure reveals that around 95.16% children (29789915 out of total of 31,304286) of 6-11 age group are enrolled in the schools and at the upper primary level around 78.3% between the age group of 11 to 14 (16310459 out of the total 20,810,851) are enrolled. The enrollment further declines at the secondary level with 69.73% enrollment (Chugh, 2009, p. 42).

Jushchuk (1999, p. 1-10) quoted the following authors:

Hope & Bierman (1998) stated that the most influential factor of adolescent development has three main components: location, location, and location. This is true because of the fact that much of what shapes an adolescent is the surrounding environment, as the social learning Theory would provide. People in a rural area are much more geographically isolated from one another, and the department store, movie theatre and hospital are a greater distance away than in urban areas. The
environment is the key, with the resources available to the community greatly contrasted between rural and urban environments. Contextual factors are taken into account and controlled, such as the combination of peers and gangs, gender or racial issues, socioeconomic status, and parenting styles. These factors collectively account for the overall development of the child, but is split amongst the major divisions of location; urban and rural. With the two locations, differences arise in all of the factors listed earlier. Peers and gang involvement hold different importance in urban regions, while socioeconomic determinants have a certain impact on rural families. Gender and racial issues seem to go across locations, as biases created towards individuals are consistent in both rural and urban areas. The most general conclusion that can be drawn from urban-rural research is that of aggression; behavior is evidenced to be internalized to the adolescent in the rural localities, while externalized from the urban adolescent. 

Chimonides & Frank (1998) explained that the location is divided into urban and rural area. The urban region is most likely a city or a suburb that has the population ranging from between 100,000 and 499,999 residents, while the rural population density most likely falls around the 2,500 mark in residents. Jushchuk further stated that generally, large cities would be representative of urban and rural examples would be locations of general proximity to urban or no proximity to urban. The towns in urban areas are expected to have multiple means for transportation, such as bus lines and taxis or underground subway systems. These means of transportation are significant in that they are available to the youth population or lower economic families that may not have any other means; the automobile may be inaccessible to them. The development of the impact that location has on adolescents will be developed to explain some of the reasons for certain behavior.

Jushchuk also stated some factors that affect the living of adolescents in rural and urban areas. They are:

1. **Perceived Mental Health:** Research findings indicate that there is a difference in perceived mental health of the adolescent living in rural or urban areas. One of the greatest problems is that of the availability of mental health professionals, which is severely lacking in rural regions. There
is also the problem of the tight-knit rural community, one that may perceive mental health services as stigma thus reducing the effectiveness. Many of the most significant effects come from a study by Chimonides & Frank (1999) which questions the adolescent mind, and what kind of behavior is acceptable and what is not.

A significant result is displayed in the perceived behavioral instances between urban and rural localities. Behavior resultant from alcohol consumption, usually in the form of verbal or physical abuse and violence, is deemed more acceptable for those adolescents coming from a rural background. Those who came from a suburb or metropolitan area deemed the behavior less acceptable, while also noting alcohol as easier to obtain in rural areas (Chimonides & Frank, 1998). This may be the result of the situations that arise in a rural environment that would lead to alcohol usage, exposing the rural adolescent to this behavior to a greater extent and at an earlier age. The more the exposure to the behavior, the more likely that the adolescent will follow, perpetuating the problem faced by the rural locals. The more exposure to alcohol and related violence, the greater the chances that the behavior will be accepted and spread amongst the adolescent community.

Within the urban community, the alcohol availability is decreased along with the exposure to this kind of behavior, effectively decreasing the chance for the behavior to spread. Violence will generally follow the trend as well. When adolescents are given the chance to stop negative behavior, the immediate responses were significant towards the rural environment that fostered direct retaliation 18.2% as opposed to urban adolescents 7.1% of the time (Chimonides & Frank, 1998).

Examined behavior of spending money to the point of debt seemed more understandable than a behavior for urban adolescents, as well as the behavior of depression. Urban adolescents deem depression as more commonplace than do rural adolescents. The tight communities are fast paced in urban environments, creating more like-changes and rapid evolution of the environment – two causes attributable to depression. With the close communities and greater amount of people, the urban setting
leaves more opportunity for depression to be visible in adolescent. If it is more visible, it is more likely that the urban areas address the problem allowing for the impression of the behavior to be more acceptable. The urban environment is also generally more well off in monetary concerns, due to the job opportunity and increased prosperity of city and suburban business. A reason for acceptance of spendthrift behavior is because the money is still flowing throughout the economy of a city, while the rural regions may be less inclined to throw around what little money they have. It is important to note that mental health is a product of the circumstances that make up development. The differences of urban and rural environments do shape what is acceptable and what is not as far as mental health is concerned. The key differences are evidenced in alcohol use and depression. Other important problem behaviors are drug addiction or repeated criminal delinquency, both of which may also see the same trends of localized importance. Drug addiction would be more prevalent in the urban region where the availability would increase; creating the opportunity for the habit that would otherwise be lessened in rural areas. Repeated criminal delinquency will see increased frequency in the urban area as well, where the close communities can also increase the chance of successful thievery or vandalism. In rural areas, the community is spread out and the probability of general non-alcohol related crime would most likely decrease.

ii. Physical Health: The physical health of the adolescent revolves primarily around the cost of living and what resources are available in the environment that would foster improved physical health. The simplest example would be the availability of a YMCA where the adolescent can exercise and deep fit with various activities. The urban areas will most definitely benefit from the constant inflow and sale of food from around the region, as well as placement in a highly populated store that many have access to. Rural shopping centers will be spread farther from each other, and the customers tend to have little selection available to them.
General environmental differences are also evident physiologically. The dense population and industrious nature of urban localities tends to make the air less clean, resulting in dangerous levels of smog that would not be present in the rural areas. The density of the urban population also poises a threat to health with the disposal of garbage, which is much more difficult to take care of than rural regions where there is always place for the garbage to go.

The extent that the urban environment faces a dense population is the major reason that the physical health of the adolescent may be endangered, but it is also significant to note that the urban population will benefit with a better health care profession than the rural localities. The urban areas will have the benefit of the numerous nearby hospitals, as well as various other health care centers that will be well within reach through multiple transportation means. The rural areas will have fewer trained health professionals who will be farther away in proximity to many in the population of that area, as well as the lack of subway systems and mass transit opportunities such as buses and taxis. In general, the differences of rural versus urban areas will see a significant impact on physical health due to the availability of health treatment.

iii. Socio-Economic Status: The cost of living is significantly different from rural to urban, where the allowance for urban consumption is higher than expected in rural areas. This is primarily due to the lifestyle of the area, and the expectancy of each area’s economic structure. This is what will ultimately contribute to the well being of the developing adolescent, either positively effecting health or negatively effecting physical health. Economic struggles are seen in the home as well as at school in the urban and rural areas, where the urban schools are more likely to be less healthy buildings to be in. Such an example is that of the asbestos problem realized in the 80’s where it was highly likely that the buildings were not up to code in urban areas. If the amount of monetary compensation were equal for both the urban and rural adolescents, either in school or home living conditions, there would be less of a contrast between the two environments.
The most easily measurable effect of socioeconomic status on adolescence is through the expenditure of the school system. Much of the general government aid and any welfare are rejected due to stigmatisms attached (Chimonides & Frank, 1998). The continued development of the adolescent requires a great deal of monetary responsibility, but with the differences present in the poverty threatened urban regions from that of the economically stable rural regions, it is more difficult for some to cope. In general, much of the research does show the trend for self-report surveys to reveal perceptions of income to be average. But the fact does remain that there is increased crime associated with urban areas, and not so much in rural. This would be because of the lack of money that the family would need to survive, where the child needs to steal to make up for the difference. In extreme cases, this theft results in violent and aggressive acts that tend to create the poor image for urban societies.

*iv. Peer & Gang Influence:* Peer influence also plays an important role in the life of adolescents which influences their own behavior in the high school age range; the adolescents will be breaking away from the dependence on their families and start developing autonomous judgments. Friendships that develop over time are different with the social environments of urban versus rural locations. The significance of friends and groups will play a more important role in urban areas where the dense population will provide for more interactions amongst the adolescents. In rural settings, the proximity difficulties will hinder many of the bonds that would develop, along with the lack of things to do. The general influence of peers is felt across localities, as adolescents will start to blend into the group as they don’t have to abide by the social status of their peers. The impact of culture and ethnicity, however, tends to change across rural and urban areas.

The urban society is faced with a greater population density, where the adolescent copes with individual tendencies towards their family, school, and community in a manner that is befitting their less noticed roles in society. An urban environment may see the positive rewards from the destruction of a business for future growth, while under the rural setting may mean
disaster for all in the community. This example intends to clarify the different needs of each region, where the instrument for behavior must accommodate accordingly.

The culture provided in urban and rural environments effects adolescent behavior, with emphasis on peer groups and gangs that develop stronger in urban than rural areas. The gender of the adolescent will change roles under rural and urban environments, with an example taken of females. Rural families will appreciate a female as a more reserved homemaker, while urban families will expect the female to be as competitive in the business world as the male. In the school context, the difference in educational establishments changes with the economy differences of rural and urban communities. Economic considerations can also lead to the analysis of biological factors, which change the physical health of the adolescent according to location. All of these factors are interacting with one another in such a way that they are all equally responsible for the development of the adolescent. The realm of consideration of urban society in contrast with that of rural society brings forth each level of the contextual model, as generalized above, because of the changes involved in raising an adolescent under each location.

1.3 Need of the Study

Myers (1989, p. 89, 90) quoted the following authors:

Adolescence extends from the beginnings of sexual maturity to the achievement of independent adult status. In preindustrial societies, the adolescent transition from childhood to adulthood typically lasts but a few days or weeks (Baumeister & Tice, 1986).

In pre-twentieth century, young teenagers often labored as adults but were expected to behave as obedient children until marriage (Kett, 1977). Not until this century, when biological maturity began occurring earlier (because of improved nutrition) and adult labor was largely postponed until after compulsory schooling, did people begin to think of adolescents as a distinct period of life.
G. Stanley Hall (1904), was the first American psychologist who described adolescence as a period of “storm & stress” of emotional turbulence caused by the tension between biological and emotional maturity and economic dependence. Indeed after the age of 30, many people look back on their teenage years as a time they would not like to re-live (Macfarlane, 1964). They recall those years as a period when the social approval of peers was imperative, pressures for achievement were nerve - racking, one’s sense of direction in life was an influx, and alienation from parents was deepest.

According to Coleman (1980), other psychologists have noted that for many, adolescence is often as Tolstoy described it – a time of vitality without the cares of adulthood, a time of congenial family relationships punctuated by only occasional tensions, a time of rewarding friendships, a time of heightened idealism and a growing sense of life’s exciting possibilities.

These psychologists would not be surprised that nine out of ten high school seniors agreed with the statement, “On the whole, I’m satisfied with myself” (Public Opinion, 1987a).

But the teenagers today are in distress, turmoil and confusion due to various pressures of life and hence seek for guidance which awakens a pressing need to cater to their prevailing adjustment problems.

This study enabled us to have an in depth investigation of the relationship of AA and AF of the urban and the rural students. The need to study how and to what extent the AF can affect the AA among adolescents of urban and rural areas helps us to have a wider, deeper and general understanding of the relationship existing between the two variables.

1.4  Context of the Problem

From pre-historic times to the present, daily newspapers, news reports over radio and television, lectures, books and general group conversations are constantly bringing to our attention the family, social, personal and health adjustment problems faced by individuals, groups, nations and specially the ‘adolescents’. Several research studies have focused on the critical situation of the existing problem. Emphasis is placed upon these problem areas that would appear to be a threat to the welfare and security of our adolescents today.
Several research studies are undertaken today, both in academic institutions and outside where study of adolescent adjustment and their AA has been of great concern. An in depth study was conducted by Dogra (2007) on the *Genesis of Concept of Adolescence* and found that adolescence terminates psychologically with the establishment of realistic and relatively consistent patterns of problem solving and is socially still not defined as an adult; and vice versa, an individual may have entered adult status but may still be lacking in realistic patterns of problem solving.

Yet another study was done on *Urban verses Rural Impact on Adolescent Development* (Jushchuk, 1999). Research findings indicated that the development of the impact that location has on adolescents will be developed to explain some of the reasons for certain behavior. The research of the urban-rural differences is significant because of the real-world application.

A well known study was conducted by a group of educational experts on *Relationships between problem behaviors and academic achievement in adolescents: the unique role of attention problems*. The findings of the study were that low AA represents a significant risk factor for poor behavioral outcomes. A systemic viewpoint posits that behavioral and academic problems exert reciprocal influences on one another, which over time, can negatively affect the development of individuals and their environments (Barriga, et al; 2002). The above studies show that the adolescents are of great concern to the present society. There are various adjustment problems faced by adolescents in different situations. The adjustment difficulties of teenagers may become serious if not met and resolved at the earliest.

Hence the researcher desires to focus on the AA and the problems encountered by the adolescents in selected areas of adjustment. The adjustment problems faced by them may vary with regard to the group they belong to. So the researcher desires to study the adjustment problems and AA of adolescents from urban and rural areas.

1.5 **Statement of the Problem**

“Study of Academic Achievement and Selected Adjustment Factors of Urban and Rural Adolescent Students”.
1.6 Objectives

The objectives of this study are:

1. To investigate the correlation between AA and AF among urban students.
2. To investigate the correlation between AA and AF among rural students.
3. To compare AA across gender of urban students.
4. To compare AA across gender of rural students.
5. To compare AA across gender and localities of urban and rural students.

1.7 Hypotheses

With regard to the various variables, the areas undertaken in the present study and the respective objectives, the following hypotheses and sub-hypotheses were formulated:

There is no significant correlation between AA and AF of urban students.

1.1. There is no significant correlation between AA and H/FA of urban students.

1.2. There is no significant correlation between AA and SA of urban students.

1.3. There is no significant correlation between AA and P/EA of urban students.

1.4. There is no significant correlation between AA and EA of urban students.

1.5. There is no significant correlation between AA and HA of urban students.
2. There is no significant correlation between AA and AF of rural students.
2.1. There is no significant correlation between AA and H/FA of rural students.
2.2. There is no significant correlation between AA and SA of rural students.
2.3. There is no significant correlation between AA and P/EA of rural students.
2.4. There is no significant correlation between AA and EA of rural students.
2.5. There is no significant correlation between AA and HA of rural students.
3. There is no significant gender difference on AA among urban students.
4. There is no significant gender difference on AA among rural students.
5. There is no significant difference on AA between urban and rural students.

1.8 Assumptions of the Study

While conducting the study it is assumed that:
1. The students answered the questionnaire without bias and sincerely.
2. Marks obtained in the board examination are indicators of AA in the particular year of study.

1.9 Significance of the Study

Studying, investigating and finding solutions to the varied prevailing problems, difficulties and obstacles is an essential criterion of any research education institution to heed to the needs of the individuals seeking help and guidance.
This is the first study which concentrates on the AA and AF of the urban and the rural adolescent students. In this research the relationship between selected adjustment factors and AA has been studied. If a significant relation exists between the said two variables, various existing adjustment problems of adolescents of urban and rural areas can be eradicated.

Bringing into consideration the prevailing adjustment problems of adolescents in the education system, this study is of great importance in the following ways:
1. The study is helpful in comprehending the relationship between AA and AF of adolescents.
2. This study helps to bring about the awareness for the education system of the intensity of the adjustment problems faced by the adolescents.
3. This study enables the students to have a better personality.
4. This study helps students to have better performance at school.
5. This study is of great importance for school administrators, teachers and parents
to identify the major adjustment problems of adolescents and thus they can prepare
themselves to be positive counselors to the teenagers at the crossroads.

1.10 Limitations of the Study
1. Findings of the study are generalized, based on the students’ responses.
2. There is the possibility of a few students especially in the rural area who could be
influenced in their marking of the answers due to a misunderstanding of technical terms.

1.11 Delimitations of the Study
1. This study is restricted to government recognized unaided 18 urban schools and 5
rural schools in Pune district, during the academic year 2008 – 2009.
3 The study is confined to only the tenth standard students (boys and girls), in urban
and rural areas.
4 The study is confined to the adolescents between the age group of 15 - 16 years.
5 The study is restricted to apply only the Adjustment Inventory by M. N. Palsane.

1.12 Operational Definitions
In the present study few important variables were used in relation to the study.
The researcher desires to find out if these variables are correlated to each other. In context
to the research literature the following are the operational definitions:
1. Academic Achievement (AA): It means a measure of knowledge gained in formal
education generally indicated by test scores (Ahmad, 2008, p. 4).
   It is measured by the academic scores a student achieves for a particular test or
   examination.
2. Academic Scores (AS): It is the score a student achieves in the board examination
   of that particular year of study.
3. Adjustment: It refers to the ability to cope in social situations and achieve
   satisfaction of one’s needs. It is the achievement of harmony between an individual
   and his environment. It is also the process of adapting behavior to a changed
   environment.
4. **Adjustment Factors (AF):** Home Adjustment, Social Adjustment, Personal & Emotional Adjustment, Educational Adjustment and Health Adjustment are the various factors selected for the study.

5. **Adolescent:** A term referring to a boy or a girl who is in the developmental period of adolescence.

6. **Urban Adolescents:** Those adolescents belonging to the metropolitan areas as consisting of population bases of 50,000 or more. The individuals belonging to the region which is most likely a city or a suburb that has the population ranging from 100,000 and 499,999 residents (Chimonides & Frank, 1998, cited by Jushchuk, 1999, p. 1).

7. **Rural Adolescents:** Those adolescents belonging to the communities having less than 2500 residents. The individuals belonging to the region where the population density most likely falls around the 2,500 mark in residents (Chimonides & Frank, 1998, cited by Jushchuk, 1999, p.1).