CHAPTER 1

INTRODUCTION
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1.1. Definition of adjustment:

The English word "adjustment" is a noun form of the verb "adjust", which ordinarily means "to settle" or "to arrange", and is the act or process of adjusting or "the state of being adjusted" (Webster, '58, pp. 33). The common usage of the term, however, refers to a process of behaviour by which an organism attempts to deal effectively with the changes of the environment by means of personal response. The concept enters in the field of biological and social sciences in a great number of forms and disguises. Variety of interpretation, frequent vagueness and even confusion often appears in the current usage. Writing on adjustment Katkovsky and Garlow (1976, pp. ix) remark "Adjustment continues to be a difficult concept to define with precision, and the differences in definitions and criteria used by different authors result in inconsistent findings and different interpretations of the same data."

The concept of adjustment was originally a biological one and was the cornerstone in Darwin's theory of evolution (Lazarus, '61, pp. 4). From biological point of view adjustment is "equivalent to survival" (Symonds, '46, pp. 2). Symonds elaborates, every organism has two equally important responsibilities, i.e., self maintenance and maintenance of species. But adjustment as self maintenance or maintenance of species is applicable to health or physical well being, not to adjustment in psychological...
sense. Because adjustment in psychological sense deals not only with physical well being but also with mental well being of the organism. In biology again, the term "adjustment" is frequently identified with adaptation, which in the sense of the biologists most frequently signifies how well the organism's behaviour is modified to changing circumstances for ensuring its own survival and that of the species. But the concept of adjustment is different from that of adaptation. No doubt there is significant similarities between these two ideas but the complex process of human adjustment cannot be readily fitted into the concept of simple biological adaptation because a person has to cope not only with physical demands but also with psychological and social demands and pressures. Cattel (1960, pp. 131) points out this differentiation as "adaptation is effectiveness of survival; adjustment is freedom from internal friction and instability."

In sociology the term has grown up in two fields — in systematic sociology and in social pathology (Young, '54, pp. 439). In systematic sociology the term is used synonymously with adaptation of the organism to social environment, and in this sense the term has come into common parlance in the discussion of human ecology in which emphasis is placed upon the adjustment of the
personality to its geographical and social environment. In social pathology the word is applied with regard to the relation of the individual to his family, community, political state etc.

In psychology, the term "adjustment" has particular recognition and wide vogue in connection with the increasing interest of psychologists in studies of human behaviour and personality. The schools of functionalistic psychology provided the framework for the modern scientific approach to human behaviour. In 1907 J.R. Angell, one of the functionalistic psychologists, in his presidential address to the American Psychological Association, first brought to the attention of public that adjustment of the organism to the changing environmental conditions is a subject matter of psychology (Tucker, '70, pp. 1-3). The more frequent use of the term, however, arose out of two recent influences — behaviourism and psychiatry (Young, '54, pp. 438). J.B. Watson, the founder of the behaviourist school used the term in reference to kinesthetic-motor and other processes (Young, ibid).

Psychological adjustment has received an increasing amount of attention now-a-days with the development of interests among the psychologists in studies of human behaviour, personality development, environmental conditions and its effect on growth and development, situations
producing frustration and conflicts etc. Consequently they have defined adjustment in a variety of ways emphasizing one aspect or another and these have promoted discussions and debates in psychological literature.

According to P.M. Symonds (1946, pp. 1) adjustment is "a satisfactory relation of an organism to its environment." A satisfactory relation to one's environment is no doubt part of adjustment but it is difficult to determine what satisfactory means in this connection because it connotes value, which reveals that some adjustments are more satisfactory than others. Moreover the quality of adjustment will vary according to the attitude that the individual assumes towards his environment. Adjustment, in this sense, is a way in which the individual perceives, reacts to and solves the problems of his life. Symonds (ibid, pp. 2) further defines adjustment as a process of "need reduction."

Every organism develops needs and these needs must be satisfied by the interaction with the environment. As individuals differ in respect to talents, capacities, occupation, economic status etc. they develop needs accordingly and so that the exact nature of adjustment will be unique for each individual in terms of his personality, inner needs, strains and conflicts. Adjustment, in this sense, then is the relationship of the individual to his environment which is necessary for him to live
comfortably and without strains and conflicts.

Boring (1948, pp. 511), on the other hand, gives stress in maintaining a balance between individual's inner needs and the conditions of his milieu. He defines adjustment as "the process by which living organism maintain a balance between its needs and the circumstances, that influence the satisfaction of these needs." Shappenfield (1956, pp. 20) also stressed the same point when he said "the function of adjustment to bring about an equilibrium among the various components of external and internal stimulation." In the Encyclopaedia of Britannica (Vol. 1, '62, pp. 162) adjustment has been defined as "the process of behaviour by which men and other animals as well, maintain an equilibrium among their various needs, or between their needs and the obstacles of their environment." Thus in these definitions adjustment has been viewed as a process of maintaining a balance or equilibrium between the organism's needs and environmental opportunities and demands.

Gates and his fellow writers (1948, pp. 614-615) discuss the meaning of the term "adjustment" in two different senses." In one sense it is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. In another sense, adjustment is a state i.e., the condition of harmony arrived at by a person
whom we call "well adjusted". It is clear from the above definition that adjustment is dependent upon certain individual potentialities i.e. internal power of the individual on the one hand and it is a conducive situation on the other, in which the individual can satisfy his basic organic and personality needs. Schneiders (1960a, pp. 61) has provided one of the most thoroughgoing definition by defining adjustment as "a process, by which an individual strives to cope successfully with inner needs, tensions, frustrations and conflicts and to effect a degree of harmony between these inner demands and those imposed on him by the objective world in which he lives."

This definition embraces several important aspects — first, it emphasizes adjustment as both mental and behavioural process, second, it gives stress in the internal power of the individual to meet situational requirements and finally, it emphasizes in maintaining a balance or harmony between inner demands and demands of the objective world i.e. external environment.

But the emphasis that psychologists placed on meeting adjutative demands is often misinterpreted as 'conformity to the environment', which means achieving harmony between self and the environments by surrendering one’s own individuality. But adjustment does not imply surrender or denial of self, because many of our most important demands
are inner demands for personal integrity and development and ignorance of these demands will make our adjustment inadequate and incomplete. Coleman (1947, pp. 198-99) states "Adjustment involves transaction 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." Thus whatever form adjustment takes, it always involves a complex relationship between individual's needs, the opportunities provided by his particular environment, and his competence in using the resources available to him.

Finally it would be worthwhile to mention here that the whole concept of psychological adjustment is mainly built up to indicate personality adjustment of the individual, which indicate how well a particular individual has been able to cope with himself and the environment around him. Garrison and his associates (1966, pp. 455) state "adjustment involves the ability to solve one's personal problems in a socially acceptable and constructive way." They further state: "since human dynamics are organismically related to the whole personality, adjustment is most adequately conceived of as the smooth, harmonious functioning of the whole individual — physical, psychological, sociological and ethical — to achieve fulfilment of his potentialities." Adjustment, in this sense indicates how well the individual
can function adequately with the changes of the environment or able to meet the environmental demands in which he lives.

The concept of adjustment thus takes a wooly form in the hands of the psychologists. The expressions, however, do not necessarily contradict each other but rather emphasize different features, the relative significance of which will be different for different situations. The following points can be drawn from the analysis of all the points and definitions discussed above —

Firstly, it is a satisfactory state of relationship.

Secondly, it is a process of maintaining a balance between the organism's needs, and environmental opportunities and demands.

Thirdly, it is a continuous process in which the individual varies his behaviour to produce a more harmonious relationship between himself and his environment.

Fourthly, it is both a mental and a behavioural process to meet situational requirements by maintaining a balance between environmental demands and inner demands.

Fifthly, it is a process of meeting one's own environmental demands by changing both the environment and the self to maintain his personal integrity.
Finally, it is the ability to function adequately with the changes of the environment.

From the investigator's point of view adjustment is a continuous process involving an individual and his environment, in which the individual strives to strike a balance between his needs and demands of the environment. Each person is constantly striving to meet his physiological, psychological and social needs and adjustment is the process of meeting these needs by reconciling the personal and environmental demands.

1.2. Adjustment, maladjustment and personality:

Maladjustment indicates lack of adjustment or inadequate adjustment. The meaning of maladjustment is just opposite to adjustment, i.e., inadequacy to meet personal and environmental demands and to resolve conflict and frustrations in a wholesome and efficient manner. Thus both adjustment and maladjustment belong to the same continuum of behavioural dimension meaning that human behaviour can be arranged in such a manner as extending from one extreme of good adjustment to the other extreme of the most serious maladjustment (Schneider, 60b, pp.45). Adjustment helps the individual to deal effectively with the environment and to solve problems but maladjustment, instead of helping, creates new problems and makes living
miserable. It is failure to adjust oneself to one's environment. Gates (1948, pp. 616) defines maladjustment as "a disharmony between the person and his environment."

The term "maladjustment" is variously used to refer to any psychological or behavioural disturbance. A person who is not able to cope adequately with reality and his own needs is called maladjusted. But a certain degree of lack of adjustment in some situations, however, is not abnormal and cannot be designated as maladjustment. Because living involves a continuous process of adjusting in thousand different situations and complete adjustment, however, in all aspects of life is not possible. Moreover, capacities to meet environmental demands varies from person to person. Even the well adjusted person sometimes may find himself in some situations and problems that are beyond the scope of his adaptive powers. So occasional evidence of maladjustment is usual and does not set one from the normal group. But when maladjustment leads to chronic frustration, unhappiness, hostility and depression, it becomes a problem of mental health and personality.

The concept of personality embraces both the concept of adjustment and maladjustment. Personality is the sum total of an individual's behaviour. To get adjusted each person brings the sum total of his reaction systems, i.e., his own personality. How well an individual meets his
environmental demands or inner demands depend upon the individual's capacity to cope with the situation. Thus if the individual is able to meet the demands or situational requirements successfully, he is considered to be well adjusted and is maladjusted if he is unable to do so. Jersild (1957, pp. 351) states "the concept of personality, . . . . . . . stressed not only abilities, traits and characteristics—a person possesses, but also the concept of "adjustment", which emphasizes the way a person conforms to what society demands or deviates from these demands in ways that are troublesome to him and others."

Gray (1946, pp. 177) viewed personality as the "aftereffect of making adjustments". According to Gray the habits that people form in adjusting themselves to the ordinary problems of living constitute their personalities. He (Ibid) defines personality as "the sumtotal of those habits a person has formed in adjusting himself to life situations." Thus a good personality is a set of habits that are successful in adjustments and a poor personality is a set of habits that are relatively unsuccessful.

Eysenck (1953, pp. 2) also stresses adjustment of the individual to the environment when he defines personality as "the more or less stable and enduring organization of person's character, temperament, intellect and physique
which determines his unique adjustments to the environment." This view of personality appears to be particularly congruent with Allport's (1937, pp. 48) widely accepted definition: "Personality is the dynamic organisation within the individual of those psycho-physical symptoms that determines his unique adjustment to his environment." Thus the concepts of adjustment and maladjustment are inseparably bound up with the nature of human personality. In every adjustment process a person's personality is involved in some way or other and adjustment is always influenced and conditioned by the personality that is involved (Anderson, '49, Chap. xvi).

1.3. The adolescents and adjustment problems:

The period of adolescence is considered to be the most significant period, compared to other periods of human life. It is markedly a period of growth and development, and the individual goes through a continuous process of revolutionary changes under the impact of new physiological and social conditions. This period is intermediate between the period of childhood and adulthood and is essentially a period of transition. "This transition involves physiological changes, psychological changes, emotional changes, social-sex changes as well as educational and intellectual changes." (Garrison, '59, pp. 4). These changes are the basic determinants of adolescent problems, out of which grow instability, uncert-
ainity and confusion of the adolescents. Schneiders (1960b, pp. 51) states "the myriad and deep seated changes of the adolescent period, its transitional character and resulting confusion, uncertainty and instability are fertile soil for maladjustive responses; and call upon all the resources of the youth can master to cope with the situation."

The adolescent goes through a continuous process of adjusting in order to cope with the changes of the period. Adjustment, however, at any period is likely to be associated with problems but the problems of adolescents are likely to be more difficult than at any other ages. Bios (1941, pp. 320) remarked "the adjustive situation of the adolescent is indeed of a peculiar and distinctive nature. He passes through a period of rapid transition that effects him physically, socially, emotionally and intellectually."

Hurlock (1967, pp. 14) has pointed out three reasons — "first, the problems of adolescence cover a wider scope and affect more people than do problems of childhood, and hence they seem proportionately more serious. Then, second, because the transition to adulthood is rigid at first, many problems are likely to pile up at once, giving the adolescent insufficient time to adjust to one before he is deluged by others. And third, the adolescent has had little experience in handling his problems alone."

Problems of adjustment spring from various sources and for the most part center round physiological growth and
and development, attainment of sexual maturity, social development, emotional development, religious and moral development and finally the development of personal independence associated with the identification of one's own self. It would be worthwhile to note here that various aspects of adolescent development and adjustment are so interlinked with each other that they can be compartmentalised (Kakkar, '67, pp. 93-96) for theoretical purposes only. Otherwise each aspect of development has direct or indirect influence on the other, i.e., maladjustment in one may lead to the maladjustment in the other.

(1) Physiological growth and development:

"Adolescence" says Cole and Hall (1970, p. no. 19)" is first of all a period of physical and physiological change". Physiological development primarily converts the boy into a man and the girl into a woman, and provides the basis for emotional, social and intellectual and economic maturity. The most striking physical change in this growth period is puberty. It has been described by Schneiders (1960b, pp.5) as "the first stage in the complex process of the physiological development by which the individual changes deeply and fundamentally in every department of personality, and moves by imperceptible degrees toward the goal of adulthood." In girls the advent of puberty is generally judged by the appearance of first menstruation but there is no
such observable event marking the change in boys, although certain physical signs such as change in voice, growth of beard and public hair etc. clearly indicate that puberty has been attained. With the onset of puberty rapid changes take place in the individual's body size and body structure, but the rate of growth and the time of onset puberty is subject to great individual variation in both the sexes and this variation often produces more adjustment problems and difficulties during adolescence (Goodenough & Tyler, '59, pp. 386-395).

The most important change occurs in the glandular system which has great influence not only in the physical development but also in the behaviour and personality development of adolescents. Body growth and development during adolescence is caused by the activities of the pituitary gland, which lies at the base of the brain. The pituitary secretes hormones influence body growth directly by acting on cells and tissues and indirectly by stimulating other endocrine glands — the thyroid, the adrenals and the gonads or sex glands (Crow & Crow, '65, pp.90-96; Zubek and Solberg, '54, pp. 70-94). Of course all the glands except the gonads exhibit fairly regular development from birth to maturity. But the development becomes more rapid during the early part of adolescence and the gonads mainly show rapid development during this period. These developments influence the behaviour and personality
A great deal and are often accompanied by stress and emotional disturbances.

Differentiation in the rate of growth of the different parts of the body also create problems for adolescents. Adolescents frequently remain unprepared for physical changes and cannot derive their true meaning. Rapid increase in height, weight often leads to awkwardness in handling the body and they often feel disturbed and embarrassed. Another phenomenon of adolescent growth and development is the development of secondary sex characteristics, (Zubek and Solberg, '54, pp. 87, Hurlock, '55, pp. 55-56) i.e. the physical features that distinguish the members of the two sexes. In girls a gradual change in figure takes place which includes deposition of fats on the hips, development of breasts, the appearance of pubic and axillary hair and a moderate change in voice. Similarly in boys these include appearance of public hair, growth of hair on the face, arms and legs and under the armpit and the change in voice. All these changes often lead to confusion, feeling of inadequacy, insecurity and in many cases abnormal behaviour. Thus physiological growth and development present various problems on adolescent boys and girls. All the aspects of adolescent development are basically conditioned by these changes.
(11) **Attainment of sexual maturity**

It is generally accepted that the attainment of sexual maturity is achieved by the time the child reaches puberty. Adjustment to sex problems is one of the most difficult and complex problems that the growing boy or girl faces. Many conflicts and difficulties arise in this area, which hamper in the adolescent's efforts to achieve maturity and adjustment. It has been mentioned earlier that sex glands or gonads develop rapidly during adolescence. With the development of these glands at puberty, marked physical, psychological and behavioural changes appear.

The first set of sexual problems arise from bodily changes. During this period "not only do the sex organs increase in size and become functionally active, but the secondary sex characteristics, or physical traits not directly related to reproduction but which distinguish the male from the female body develop." (Hurlock, '74, pp.343). These changes bring about a different orientation in the individual's thinking and feeling which often cause extreme embarrassment, confusion and anxiety. The adolescents realise the growth of the sex organs and the new sensation accompanying it arouse their sexual impulse. The growth of sex urges, the stimulation of sexual feeling and desire and the increased capacity for such behaviour presents a chain of difficulties for adolescents.
The next set of sexual problems arise from heterosexuality, i.e. attraction for the opposite sex. Both the sexes develop greater interest towards the members of the opposite sex. Such new interests bring with them many questions and many problems. (Cole and Morgan, '47 pp. 105-107). Adolescents become very much interested in finding out all they can about the opposite sex, but the answers they receive are unfortunately limited and often from wrong sources. Moreover the growing urges of the adolescents often clamp down with all the restrictions, inhibitions and taboos of the culture and society. The attitudes and restrictions of the society regarding sexual expression and heterosexual relationship often play a leading role in creating problems of adolescents.

Besides these another serious sex problem of adolescents is the problem of masturbation, which is more common among boys than among girls. Of course, the practice of masturbation is normal to some extent, still it produces both psychological and social aftereffects which can be very damaging to healthy development and adjustment. Investigators have found out that there is definite connection between masturbation and maladjustment and the act of masturbation is often accompanied by guilt feelings, anxiety, fear, shame and worry (Ramsey, '43, pp. 217-233) and these reactions often lead to moodiness, depression and anxiety which in turn may give rise to physical distress.
such as fatigue, in somnia etc. (Schneiders, '60b, pp. 134).

(iii) Social development:

One of the most difficult problems the adolescent faces is learning to adjust to other people. The period of adolescence is preeminently a period of social development and adjustment. The child in this intermediate age group often finds himself in a social situation, which is in many ways difficult to cope with. Among the many new adjustments the adolescent has to make in his social life are to the increasing influence of the peer group, to change in social behaviour, to new social groupings and to social acceptance and rejection.

With the oncoming of adolescence the boys and girls become acutely conscious about social relationships and pressures. These pressures have prime values in the development of social life in home and schools. They gradually enlarge their sphere of social activities and contacts. Peer group influence becomes very pronounced during this period and this relationship exerts a great influence on adolescents' attitudes, interests, values and behaviour. They often prefer the company of their peers than their family members. Support and approval of the peer group become their primary need. Horrocks (1968, pp. 780) states "the place in which the adolescent has his greatest opportunity of finding social acceptance or rejection and where
it is essentially important is in the Peer group. Continued rejection in the group often lead to aggression and make them unhappy which caused emotional disturbances.

Changes of social behaviour also bring problems. The adolescents are often treated in an ambiguous manner by their parents, teachers and also by other members of the society. Sometime or in some situations the adolescent is expected to play the role of an adult but again in other times, he is expected to act like a child. The adolescent feels pressure to be independent, but when he tries to act in an independent manner, the behaviour may lead him to difficulties. The adolescents' relationship with their parents is often complicated by this factor. They often want to be treated like grown up but the parents often refuse to recognise and continue to treat them as if they are still children and this makes a good deal of fiction which has been described by Goodenough as "the conflict between old habits and new requirements." (Goodenough & Tyler, '59, pp. 397).

It has been mentioned earlier that both the sexes develop great interest for the opposite sex and they like to take part in social activities with the members of the opposite sex. But many problems of social procedure and facilitation arise. Many adolescents are not able to take part in heterosexual activities because of parental or social restriction, lack of money, feeling of inferiority...
and feeling of not belonging, (Horrocks, '68, pp. 723).

Besides these some parents and other members of the society portrait such relationship and contacts as morally wrong, dangerous or contrary to religious and social mores. These often create fear, guilt feelings, anxiety and conflict in the mind of the adolescents whenever they are involved in such situation.

(iv) Emotional development:

Emotional factors play an important role in a person's ability to adequately adjust himself to a novel and adverse environmental situation. Traditionally adolescence has been regarded as a period of "storm and stress" and the investigators of adolescent emotion have regarded it as a period of heightened emotionality. There are several factors which lead to emotional difficulties in adolescence and the most prominent of all are continuous physical changes which mainly give rise to emotional uncertainty and instability. Among other factors included health status, intelligence level, sex, degree of school success, amount of social acceptance and rejection etc. Besides these emotion arousing stimuli of radio, television, motion pictures, sex pointed literature, music represent the kind of exciting experience situation etc. disturbed adolescents daily, (Crow & Crow, '65, pp. 139).
Sex drive is a prolific source of emotional disturbances in adolescence. The appearance of an increased sex drive and attainment of sexual maturity give rise to many new curiosities but these are often suppressed by environmental restraints of society, morality and religion, which create anxiety, frustration and conflict. Garrison (1959, pp. 270) states "the appearance of an increased sex drive, which is the characteristic of the onset of pubescence, may seriously affect the harmony established between the socialising forces and the dynamic self." Sexual stirrings, longing for forbidden experiences, feeling of guilt, shame, embarrassment and exciting sensation from contact with opposite sex — all contribute to emotional confusion. Moreover practices such as masturbation, petting, secret sex conversation invariably lead to feelings of guilt and remorse and to self debasement. Erotic dreams nocturnal emissions and sexual fantasies also stimulates guilt and depression.

Continuous physical, social and mental changes also make the adolescent emotionally unstable which may manifest in different ways such as extreme variability of interests, desires and emotions, conflicts between values, variation in moods, nervousness sensitiveness, stubbornness, disobedience etc. and these mainly give rise to feelings of inadequacy, insecurity and inferiority. Adolescent's
striving toward emancipation also give rise to emotional conflicts. Because their ideas and views often appear contradictory with that of their parents and other members of the society. In many times therefore, the adolescent suffer from emotional detachment from their parents and other older members of the society.

(v) Religious and moral development:

The development of morality and religion is important to the process of adjustment, and these two factors contribute a great deal to the general development of personality. But many adolescents experience difficulty in living up to the standards of obedience, behaviour, sex and other phases of moral conduct, out of which deep seated conflicts and tensions arise. At the same time they develop religious doubts, uncertainties regarding religious beliefs and practices that often confuse or puzzle the thinking of the adolescents. In taking part in social activities or in contact with the members of the opposite sex, often the adolescent's own urges desires or interests may appear contradictory with traditional patterns of morals and religious teachings. Moreover, it may be difficult for the adolescent to divorce moral values and religious experiences from his own attitude. As a result of this his behaviour may give evidence of lack of adjustment.
In one study by Kuhlen and Arnold dealing with problems involving religion, more than 50 percent of the 18 years old group are found to expressed various problems which trouble them often or sometimes. These are dislike church service, failing to go to church, getting help on religious problems, wanting communication with God, wanting to know the meaning of religion, heaven and hell, sin and wondering what becomes people when they die etc. (Garrison, '59, pp. 258-259). In some cases these problems become so disturbing that they fail to solve their psychic, social and religious difficulties.

Family is the main place where the child receives his first moral and religious training and whatever he receives in the way of religious training provided in home exert great influence on the attitudes and behaviour of the adolescents. (Crow & Crow, '65, pp. 350). But as the child grows older his capacity for independent thinking develops and difference of opinion regarding religious matters with the members of the family often create problems with the general reshaping of ideals and values under the influence of sexual conflicts and the effects of peer group membership, they often find their earlier religious orientation inadequate, and thus experiences considerable conflict before a new solution is worked out.
(vi) Development of personal independence or identification of one's own self:

One of the most important things that the adolescent wants is independence from adult authority. But his craving for independence often caused many difficulties. During adolescence it is also important for the young person to establish convictions about their identity. Achievement of independence is most important to self identity. Sikdar (Sikdar, '74, pp. 43-45) has mentioned three common areas where every adolescent experiences psychological stress in trying to achieve his or her self identity. These are (i) relationship with parents, (ii) relationship with contemporaries and (iii) the view the adolescent has of himself as a physically mature person.

It is in adolescence that major conflicts occur with parents. Difference of opinion between adolescents and parents continue to complicate the home life of the adolescents. The young person desires to be independent and wants desperately freedom from adulthood. The need for freedom is termed by Hollingworth as "psychological weaning" from the family, vocational choice and preparation, establishment of heterosexuality and organisation of the self (Blanchard, '44, pp. 692). This requires a change of attitude towards adolescents on the part of the parents but it seems that the parents often deny to recognise it and this generates conflicts, emotional
disturbances and open rebellion. Several studies have revealed that "parental efforts to prolong childish dependance or to continue strict control, parental restriction of the adolescent in social relationship with opposite sex, parental demands for vocational choices out of harmony with adolescent's own interests or abilities, all are frequently mentioned as leading to difficulties in adolescent's efforts at readjustment." (Ibid, pp. 692).

The adolescents also want to achieve identity and acceptance in the larger social groups. Group membership helps to gratify his basic needs, promotes interests and helps the adolescent to define his own role. Non acceptance and rejection or inability to establish himself in the peer group cause emotional disturbances. Finally, the adolescents accept themselves as a masculine and feminine person, capable of functioning sexually, socially and vocationally. They want psychological freedom i.e. they donot like adult interference in their personal business and want to take decision themselves. Consequently adult interference often make them aggressive, hostile and desperate, which invariably lead to conflict and frustration.

Various studies have been conducted in different parts of India to study the different aspects of the adolescence period and the problems associated with them. In the book "A Survey of Research in Education" (1974), M.B. Buch has
mentioned several such studies. Agrawal (1970, pp. 143) has studied adjustment problems of secondary school boys as perceived and judged by parents, teachers and pupil themselves. Bhagia (1966, pp. 143-44) has developed an adjustment inventory for the assessment of school adjustment of pupils. Another study related to psychological factors related to adolescent adjustment was conducted by Bhatt, Patel, Patel and Parikh (1961, pp. 144-45). Fantasy life of the adolescent and pre-adolescent girls have been studied by Ghosh (1956, pp. 149-50). Jain (1954, pp. 152) has studied personality of the adolescent girls with the Rorschach Inkblot test and Thematic Apperception test among the girls colleges of Allahabad. Another study about the adjustment problems of the adolescents has been conducted by Kakkar (1964, pp. 155). Adjustment differences at different levels of general intelligence and socio-economic status among urban adolescent boys and girls have been studied by Maitoo (1972, pp. 158-59). Again, Nanda (1957, pp. 164-65) studied psychological needs of adolescent girls and their bearing on adolescent adjustment. Uppal (1971, pp. 178) studied the socio-economic traits of adolescent girls of Meerut district. Sexena (1959, pp. 152-53) has constructed a personality inventory to measure the personality adjustment of students (11 to 20 years age group) in home, occupation, society, health and emotion area. Besides these several other studies also
have been done in different parts of the country, which will be mentioned at relevant places afterwards in the present work.

1.4. **Importance of studying adolescent adjustment problems:**

The period of adolescence, as being the focal point in human development and education, has always claimed attention since the days of primitive people. But widespread interest in the experiences of adolescents and serious concern with their problems, are of relatively recent origin. The problems of adolescent adjustment has gained wide attention now a days. An elaborate discussion has already been made about the changes that occur during adolescence and the problems accompanying them that need understanding and guidance. A large proportion of the members of every society are adolescents. Hope for a bright future lies in the young generation. Adolescents of to-day would have to be citizens of tomorrow. Therefore it is a great responsibility of the state and society to provide the adolescents with every possible opportunities for their healthy and alround development. Crow and Crow (1965, pp.3) has rightly pointed out that "adolescent development and adjustment are matters of serious concern not only to parents but also to school people and other adults who is interested in the welfare of young people as well as in the progress of society."
The individual's personality evolves by a gradual process of physical, mental, emotional, social and spiritual development. Pikunas and Albrecht (1961, pp. 214) states "Adolescence is the key phase of final personality development and integration. A fully mature personality is possible only when all major growth factors have had an opportunity to develop toward their maximal capacity." Thus the adolescent personality being the formative stage for final personality development, call for particular care, attention, guidance and teaching.

It is an well known fact that the adolescents are surrounded by various uncertainties and conflicts in every department of life. But modern psychologists believe that adjustment and freedom from problems is a facilitating environment. "If the environment is such that the adolescent can gradually be inducted to experience for which he is able to cope, if he is allowed to assume responsibility and play a major role when he is ready to do so, and if there is a real effort on the part of the adults to accept his interests and, where possible, to meet his needs, the adolescent will find his transition into maturity comparatively smooth and uncomplicated." (Horrocks, '68, pp.700).

Problems of adolescents can be effectively controlled to a great extent by giving them adequate information, advice and suggestions. But to guide the adolescents for better adjustment, the parents, teachers and other members
of society, who are responsible for guiding them should have an awareness about the problems experienced by the adolescents. The great physical, mental and emotional changes during adolescence might take place in wrong direction if proper guidance is missing. It is therefore necessary for the parents, teachers or counselors to have a comprehensive knowledge of adolescence so that they can be properly guided and counselled. The study of the adjustment problems would help them to guide and control the behaviour of the adolescents. (Mukherjee, '45, pp. 54).

During adolescence development takes place in all spheres of life — biological, social and psychological. But all these phases of personality do not mature simultaneously nor does the individual necessarily acquire adult stature in all of them at the same time. The adolescent may be physically mature but continue to respond to life situation on the emotional level of a child or of immature adolescent. But this fact is too often ignored by the parents and teachers. Moreover an adolescent is different from a child in his needs, interests and attitudes. The persons involved in adolescent's welfare and education should have a thorough knowledge of adolescence so that they can organise the curriculum meant for adolescents accordingly without ignoring their values and interests.
When an adolescent is confronted with problems he needs help and guidance from adults. Adults as society's agents, need to understand thinking, feelings and needs of the adolescents, if they are to understand them, guide them and help them to cope with the conflicts and difficulties of the period and at the same time to interpret and transmit the culture in a manner conducive to the overall welfare of adolescents. (Rogers, '62, pp. 19). It is also important for the teacher to realise, however, that adjustment does not mean freedom from problems, conflicts and frustrations. Rather it means the capacity to deal effectively so as to satisfy personality needs in constructive ways. The teacher should therefore try to guide the development of growing boys and girls to make satisfactory adjustment in all situations. Finally it would be worthwhile to note here that even if all adolescents are happy and well adjusted, it would still be important for parents and teachers to have a thorough and precise understanding of the adjustment problems of the adolescents because it is their responsibility to guide the young people to reach mature manhood or womanhood, and they cannot fulfil this responsibility without adequate knowledge.

1.5. Purpose of the present investigation:

The present study is confined to school-going urban adolescent girls only. The fundamental purpose of this
investigation is to construct a valid and reliable measure for assessing personality adjustment of adolescent girls along with its norms. Several significant studies have been reported in the west to understand the problems associated with the period and various methods have been devised for measuring it. In our country, although a number of work has been done in this direction, still, these attempts have been in such a small scale that they do not help us much. In the state of Assam, personality testing is still in an embryonic state. The adolescents of Assam have not yet been studied from the point of view of problems associated with the period. Although the need for such a study has long been felt, no such exploratory work has been done until now.

The girls environment in Assam is slightly different from that of the boys. In most of the Assamese homes girl's freedom is checked early by social taboos, family restrictions and rigid social customs. As a result of this adolescent girls have to face various problems in their different areas of life which often make them unable to make satisfactory adjustments. The present study is therefore designed to investigate into the different problems of urban adolescent school girls of Assam and also to develop an adjustment inventory for their measurement and entitled: Adjustment problems of school-going adolescent girls and the development of an adjustment inventory for their measurement.
Adjustment inventories have been regarded by the psychologists as an useful tool for studying personality adjustment problems. The proposed inventory is expected to help in finding out the problems faced by the adolescent girls in different areas. This study will be useful for parents, teachers and also for guidance workers. No counsellor can be successful in his work unless he acquaints himself with the problems of the clients. The use of the inventory will help him to understand the problems clearly. Furthermore, many researches in psychology and education require the use of a valid and reliable test of personality. Thus it is hoped that the present study may be of some use to the educationists, teachers, parents and guidance workers. In short, it is expected to be helpful to any person interested in the right growth of the adolescents.
SUMMARY

Chapter 1

In the first section of this chapter the meaning of the term "adjustment" is derived from the investigator's point of view keeping the same in conformity with accepted standards, while its relationship to maladjustment and personality have been discussed in the second section. The sources of adjustment problems of adolescents and the importance of studying them as well have been elucidated in the third and fourth section. Finally, the research problem is stated along with its importance and significance in the present situation.