DISCUSSION

Adolescence has been defined as a period of adjustment during which youngsters make a transition from childish irresponsibility and dependence to mature responsibility and self-direction. The key to understanding adolescence is to be found, then, in an understanding of the processes by which adjustment are made.

All people have psychological and physical needs which constantly or intermittently require satisfaction. The process by which they overcome obstacles to satisfy these needs is termed as the adjustment process. It is through the process of adjusting that people establish and maintain a satisfactory relationship to the physical world about them, to other people and to the culture at large, and to themselves.

Social support refers to helpful social transactions that make people feel better. People who interact closely with friends and relatives are better able to avoid illness and, if illness occurs, to recover from it sooner than those who are interpersonally isolated. This cushion of helpful others is termed as social support.

Social support can generally be defined as the availability and dependability that a person gets from people closely associated with him, people who believe they belong
to a social network of communication and mutual obligation experience social support.

Social aspects of adjustment require that individual should achieve a reasonable compromise between his drive for self realization and the demands of the society in which he lives. He should establish satisfying contact with the other members of his group. His outlook of life should be socially oriented.

Personality psychologists define adjustment on the basis of self concept picture of the individual which should be in accord with reality. Family and culture milieus are significant for the personality formation of the individual. Personality of the parents also play an important role in the development of the personality of their children. Parents may be warm and loving or hostile and rejecting, overprotective or possessive or aware of their children’s need for freedom and autonomy.

It may be concluded that household environment is a necessary condition for the development of personality. This is the environment where the personality grows. There are several factors and dynamics operating in the environment. These are the personality of parents, the level of crowding, and the type of interpersonal relationship. These factors may produce positive or negative effect on the behavior of the
individual. Personality also depends upon the control the
person is having on the environment.

The aim of this study is to assess the adjustment of
adolescent as related to social support and personality. The
data were analysis in terms of the mean, standard deviation test of significance (t-test), analyse of variance,
correlation and multiple correlation.

In the previous chapter the results have been presented
and described. In discussing these results an attempt is
made here to examine them critically vis-a-vis other
available studies and to discuss their implication in the light
of the various hypotheses proposed earlier in chapter III.

**Gender and Adjustment:**

In adolescence, warm supportive parenting in which
control is gradually relaxed in accord with adolescent’s
readiness for greater freedom, fosters mature autonomy and
positive adjustment. Adjustment which has been an active
process of coping and making choices right from the infancy
becomes even more meaningful now, which eventually
affects adolescent’s well being, personal growth and
achievements.

In the present study an attempt was made to measure
adjustment of male intermediate students and to compare it
with female intermediate students. It was hypothesized that
there will be no gender difference in adjustment of
adolescents. The findings presented in table 4.1 clearly show that boys and girls differ significantly on all the five areas of adjustment i.e. home, health, social, emotional and school adjustment.

It is also evident that boys obtained significantly higher score on all the five areas of adjustment in comparison to girls. It may be said that boys are better adjusted than girls in the area of home, health, social, emotional and school.

It is interesting to note that although boys score higher than girls on adjustment but both fall into the category of satisfactory adjustment. In other words we may say that though girls score lower than boys but their adjustment is not poor. Adjustment of both group is satisfactory.

There are several researches which support the findings of present study.

Kallstetl (1955) found that the early adolescents in their later stage develop such techniques which work to mitigate their negativity and avert the problems of adjustment in them.

Weinstein and Geiesel (1990) explained the relationship between sex and adjustment. He reported that the adjustment of boys tend to be more responsive to variations in the home environment. He found that norms for girls tend to be more consistent, clear cut and constant.
with avenues of behavior open to them than in the case of boys.

The finding of the present study is in contradiction with those, which show no gender deference or girls' better adjustment than boys.

Mehrotra (1966) studied adjustment problems and found that girls have better interpersonal relations in comparison to boys in the areas of home and school, while boys had greater number of problems in comparison to girls.

Sheck, Daniel T.L. (2002) studied that no significant gender differences in the relationship between perceived family functioning and adjustment.

In the present study it was found that boys had significantly better adjustment than girls. Hence, hypothesis 1 that 'there will be no gender difference in adjustment of adolescents' may be rejected.

**Gender, Social Support and Adjustment:**

At different stage of life person need different kind of support from different people. But usually, kinds of support are related with each other and if is difficult to provide one support without another kind. Like without emotional support any other support is not effective. If we provide support without care or concern it is less effective. Therefore, this support is embedded in all kind of support.
Perception of social support also depends upon the characteristics of the individual. In other words, people with certain personality characteristics are more capable of utilizing social support in their relationship than the other people. To be more specific certain persons perceive the need for support in a particular situation and they ask for help or they use available support. But other people perceive that no support is available and don’t mobilize to seek support.

The present study aimed to find out impact of gender and social support impact on adjustment of Intermediate students.

From the table 4.3 it is clear that gender exhibits its significant impact on adjustment of adolescent. Mean values indicate that males are better adjusted than females. Hence the hypotheses ‘2’ that “there will be no gender impact on adjustment” is rejected.

Table 4.3 exhibits no significant impact of social support on adjustment of adolescents. Thus the hypotheses ‘3’ that “there will be significant impact of social support on adjustment” is rejected.

Table 4.3 also exhibits no significant interactional impact of gender and social support on adjustment. Thus the hypothesis ‘4’ that “interaction of social support and gender will have significant impact on adjustment of adolescents”, is rejected.
There are few researches which support the findings of present study.

Widmer and Weiss (2000) found that sibling support was not significantly correlated with all 3 areas of developmental adjustment for younger siblings.

Models, whereby perceived support and motivation explained significant links between sociometric status and school adjustment, were not supported. (Wentzed, K. R. 2003).

These are several researches which contradict the findings of present study.

In a study by Vandell and Henbree (1994) both peer social status and friendship were found to contribute uniquely to children’s socio-emotional adjustment academic competence, and self-concept.

Wenz-Gross and Siperstein (1998) found that student with learning problems experienced more stress, less peer support, greater about support and poorer adjustment than did those without learning disabilities. Adjustment was related to students’ stress in middle school.

Brady and Helgeson (1999) studied social support and adjustment in women. The results suggest that it is not enough to consider how social support may influence women’s adjustment. It is also important to consider how
women's adjustment may shape their social support networks.

Kef (2002) found that social support especially, the support of peers, was important to adolescents with visual impairments. The differences between visually impaired and sighted adolescents proved to be small, but significant.

Cuneo and Others (2002) found that adolescent perceptions of family functioning and social support were significant predictors of both global self-worth and depression in regression analysis. Additionally, greater functional limitations because of arthritis were predictive of adolescent depression. Family functioning was significantly associated with adolescent adjustment across different conceptualizations and measures of adjustment.

Demarary and Others (2002) found that significant, negative relationships among perceived social support and a variety of problematic behavioral indicators were found. Students were categorized as having low, average and high levels of perceived social support, students with low perceived support, obtained higher scores on problematic behavior indicators and lower scores on positive behavior indicators than students with average or high perceived support.

Moller and Others (2003) reported that indices of social support accounted for additional variance only when
broadly conceptualized as perceived connection to the social environment rather than perceived support from family and friends.

Baker, Sarah R. (2003) found that, gender differences emerged in perceived stress, self-determination profiles and academic performance, with women displaying higher scores than men. More specific analysis of problem-solving appraisals indicate that different dimensions (e.g. control confidence) had different long-range adaptation outcomes.

Jarvis Joy (2003) concludes that in addition to the benefits of specialist teaching and sensitive support in class more attention should be paid to the development of peer support.

Schraf and Others (2004) reported better quality of peer relationships among Arab students and among boys, whereas Jewish student and girls showed better quality of best friend-relationships than their counterparts. The results also highlighted a similarity in children's relationships for both cultures and both genders, reflected in the highest intimacy of best-friend relationships.

**Gender, Personality and Adjustment:**

Environmental conditions and personality of the individual are important for the adjustment. The person has to adjust in different primary and secondary settings. The
primary environments such as home and school where the child spends a lot of time, his basic needs are satisfied there.

The person tries to apprehend the environment. He tries to understand the dynamics operating in that environment. So his cognitive appraisal of the environment plays an important role in his adjustment. His cognitive control may help him for the better adjustment. He can also maintain equilibrium between himself and the environment.

In the present study an attempt was made to find out impact of gender and personality on adjustment of Intermediate students.

From the table 4.5 it is clear that gender has its significant impact on adjustment of adolescent. Mean values indicate that males are better adjusted than females.

So the hypothesis 5 that "there will be no gender impact on adjustment", is rejected.

Table 4.5 exhibits significant impact of personality on adjustment of adolescents. Findings show that extroverts (low scores on personality test) are better adjusted than introverts.

Thus the hypothesis 6, that "personality will have significant impact on adjustment of adolescent", is accepted.

Table 4.5 also exhibits no significant interactional impact on adjustment.
Thus the hypothesis 7, that “interaction of personality and gender will have significant impact on adjustment of adolescents”, is rejected.

There are several researches which support the findings of present study.

Eysenck (1947) holds that ‘the introverts has a more scientific, the extrovert a more objective outlook; the introvert shows a higher degree of cerebral activity, the extrovert a higher degree of behavioural activity; the introvert shows a tendency to self control (inhibition) the extrovert a tendency to lack of such control.”

Gustard (1952) emphasized that “in general participation in extra-curricular activities is associated with above average academic achievements.” The participants show lesser maladjustment, and are extroverts stable and dominant.

Roberton (1957) found that good students have attributes like extroversion, ability to organize, equable temperament, good relation with others, social acceptability, punctuality, cheerfulness, persistence, enthusiasm, social maturity, tolerance and diligence.

Garrison (1960) has noted that “good adjustment is associated with extraversion, poor adjustment with introversion.” Same has been observed in the present study.
Shanmugan and sundari (1962) found in a study using Maudsley Personality Inventory (MPI) that it is true in conventional direction that delinquent group manifest more traits of introversion and neuroticism than non delinquents.

Majumdar (1966) reported that nonadopters (orthodox, rigid) have higher scores on social adjustment, i.e. greater difficulties in social adjustment.

**Social support and adjustment:**

In the present study, the relationship between social support and adjustment was assessed by computing person’s product moment Coefficient of correlation (r) between the two. It was hypothesized that there will be positive relationship between social support and adjustment.

The findings presented in table 4.6 Clearly show that there is no significant relationship between social support and adjustment as the obtained r=.03 which is not significant.

Thus the hypothesis 8, that “there will be positive relationship between social support and adjustment,” is rejected at .05 level.

These findings are well supported by studies in which no significant relationship between social support and adjustment has been reported.

Widmer and Weiss (2000) found that sibling support was not significantly correlated with all 3areas of developmental adjustment for younger siblings.

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Models, where by perceived support and motivation explained significant links between sociometric status and school adjustment, were not supported. (Wentzel, K.R; 2003)

These findings of present study contradicts the following studies-

Dubow and Others (1992) who have examined that increases over time in social support and social problem-solving, skills were significantly related to improvement in behavioral and academic adjustment whereas stressful life events were not predictive of adjustment.

Samules, Stockdale and Grase (1994) found that mothers with higher self-esteem at time 1 had better adjustment at time 2. Adjustment was predicted by time 2 variables; contact with baby’s father was the significant predictor while self-esteem added to predictiveness level. Self-esteem and support, especially from the baby’s father, enhance adjustment to parenting.

Jou and Fukada (1995) found that all support gaps were negatively related to adjustment, indicating that insufficient support was linked to poorer adjustment.

Jou, and Fukada (1995) found that subject who needed more support from Japanese students reported being more poorly adjusted. Subject who received more support from Japanese professors reported being better adjusted and subject who thought the support they received from
Japanese professors was less than what they needed reported being more poorly adjusted. Thus, the effect of social support on adjustment varied according to source of support.

Jou and Fukada (1996) reported that analyses indicated that although there was no significant difference between Japanese and Chinese students' adjustment, the associations of social support and adjustment were different between the two groups. Japanese professors were important as a source of support for Chinese students more than they were for Japanese students, and the support needed from other Japanese students correlated negatively with the adjustment of Chinese students.

Taylor (1996) reported that kin social support was positively related to self-reliance and grades and negatively associated with psychological distress. Kinship support was also positively linked to family organization and parental involvement in schooling, which in turn were positively associated with self-reliance and grades and negatively related to problem behavior and psychological distress.

Dubow, Edwards and Ipplito (1997) found that whereas family support buffered the relation between stressful events and antisocial behavior, peer support exacerbated the effect of stressors on behavioral maladjustment.
Fordhan and Stevenson (1999) reported that global self-worth took on a central role for the older children, showing significant correlations not only with observed shyness and internalizing problems (loneliness and anxiety), but also with perceptions of social acceptance and classmate support as well as friendship quality, with a named "best friend".

Anan and Barnett (1999) found that perceived social support was associated positively and significantly with viewing ambiguously depicted actions as prosocial rather than aggressive. Perceived social support was found to mediate the relation between attachment and adjustment. Results suggest that behaviorally mediated strategies for relating to caregivers in early childhood predict generalized social perception, thought and emotion at later ages.

Grant, Elliot, Giger and Bartolucci (2001) found that social support was the best predictor of caregiver life satisfaction. Perceived control over emotions when solving problems was the best predictor of caregiver depressive behavior and health. Social problem-solving abilities were associated with caregiver depressive behavior and health; social support did not mediate these relationships.

Von Weiss, et al (2002) found that fewer daily hassles and higher social support predicted fewer adjustment problems. Among the sources of support, classmate and
parent support were significant predictors. Tests for moderation were significant only for a Hassles x classmate support interaction in the prediction of depression. A plot of the interaction between hassles and classmate support under showed that children with low classmate support under high or low levels of daily hassles. Furthermore, children with high classmate support had lower levels of depression under conditions of low vs high daily hassles.

Turner et al (2002) found that for people with HIV or AIDS, those individuals who are more satisfied with their relationships, securely engaged with others, and more directly engaged with their illness are more likely to experience positive adjustment.

**Personality and Adjustment:**

In the present study the relationship between personality and adjustment was assessed by computing Pearson’s product moment coefficient of correlation (r) between the two. It was hypothesized that there will be positive relationship between extroversion and adjustment.

The findings presented in table 4.7 show that there is significant negative correlation between personality and adjustment. Since personality scale is scored in the direction of introversion, the finding reveals that introvert students are less adjusted. The finding implies that extroverts (low scores) adolescents are better adjusted. Hence, the
hypothesis 9 that "there will be positive relationship between extroversion and adjustment", may be accepted.

The finding of present study is in accordance with those, which show positive relationship between extroversion and adjustment.

Boynton (1940) stressed that the child who has large number of interests and hobbies is associated with extroverted personality and as a result is better adjusted.

Rädke (1946) has suggested that children's personality traits and mode of behaviour depend upon the type of home. A rejective, over-protective dominating, submissive, aggressive, sadistic, shy, stubborn, uncooperative, careless, disobedient, neurotic, jealous and delinquent type of environment, thus, brings difficulties in adjustment. A harmonious calm, happy or consistent strict disciplined home makes the child cooperative, independent, sociality acceptable self-reliant responsible and thus, better adjusted.

Dhapola (1967) found in his study that the well adjusted subjects have greater tendency to extroversion in comparison to the less adjusted subjects. But it does not mean the poorly adjusted one is an introvert as the difference is not significant. This study suggests that introverts can be as well adjusted as the extrovert.

Kaur (1968) pointed out there was marked positive relationship between emotional security and home
adjustment. All these evidences reveal definite associations between personality variables and susceptibility.

Hussain and Kumari (1997) found non-significant correlation between neuroticism and adjustment. High neuroticism/Psychoticism was related to low adjustment and high extroversion was related to better adjustment. High ego-strength was related to lower psychoticism/neuroticism and greater extroversion.

These findings of present study contradicts the following studies -

Chaudhury and Sinha (1994) who have said that high and low extroverts did not differed significantly in home, health and emotional adjustments.

**Social support, Personality and Adjustment:**

To ascertain relationship of psychological variables, under taken in the study, with adjustment of adolescent, coefficient of multiple correlation were computed and have been presented in table 4.8. The findings reveal that both the psychological variables are positively correlated with adjustment of adolescent.

Thus hypothesis no. 10 that "social support and extroversion will be positively related with adjustment", is accepted.
The finding of present study is in accordance with those, which show positive relationship between social support and personality with adjustment.

Jou (1996) studied the effects of personality and social support on adjustment of Chinese students through questionnaire in 4 different period of stay. Regression analysis indicated that (1) needed support was a negative predictor and (2) actual support was a positive predictor of adjustment over all periods, while (3) extroversion was a positive predictor of the 4th period adjustment, and (4) there was no association between neuroticism and adjustment.

Brown and Others (2003) investigated the relationship between personality and social support in predicting various forms of adjustment. The researcher found that emotional exhaustion and depersonalization were the components of burnout most strongly related to perceived support. The perception of support received from 'work-related' and 'other' relationships made a stronger contribution than did 'family' or 'social ties with respect to burnout. Implications for future crosscultural investigation of the relationship among personality, social support and adjustment are discussed.
Conclusions:
The study arrives at the following major conclusion.
1. Males are more adjusted in home, health, social, emotional and school area, in comparison to girls.
2. Male and female have average level of adjustment.
3. Social support is positively but insignificantly related with adjustment.
4. Extrovert students are more adjusted in comparison to introvert students.
5. Social support and personality are positively correlated with adjustment.

Limitations:
The study suffers from some limitations, which are given below:
1. The sample of the present study was drawn from urban area of Varanasi city, so the findings are limited to urban population.
2. In this study of students government school were taken in the sample so the findings have limited implications only for government school.
3. Only Hindi medium schools have taken in this study.

Suggestions:
Following suggestion may be made for further research in this area.
1. The same study may be conducted on rural sample.
2. Students of private and public school maybe taken from same study.
3. The same study may be conducted on English medium school also.
4. The present study has been conducted on Intermediate student. The same may be done for high school or university students.
5. Some other social and psychological variables affecting adjustment may be undertaken.
6. Using same design other tools may be used to study the problem of present research.