CHAPTER 3
METHODOLOGY
Statement Of the Problem:

For happy, balanced and cheerful life it is essential to have personal and social adjustments. The main aim of adjustment is to help the children in balancing the changes in them. Persons have to face different types of problems in life which when not solved make the life tense, stressed, pressured and depressed. In such condition problems of adjustment arise and if proper projection is not done the path of maladjustment becomes strong. Therefore to make the life colourful and normal, adjustment is very essential.

At every stage in life we have to face the problems in adjustments. But we have to face much problem during adolescence. This is very important stage of human life. Lot of physical, mental, behavioral and social changes as well as development occur during this stage. During adolescence person remains neither young nor old, therefore adolescence is called the age of transition.

Adjustment has a lot of effect on personality. An extrovert person is capable of better adjustments as compared to an introvert person because an extrovert person is more social. Their interest lies in the incidents of the external world. Their personality are more effected by the external condition and not the internal sentiments, where as
the introvert persons are isolated from others and are self-centered. Such persons are not excited by the environmental changes around them.

Similarly adjustment is also effected by the social support. The persons having high social support are found to have better adjustment capabilities as compared to the persons having low social support.

Adjustment is effected by both personality and social support. Introvert persons and persons seeking low social support have poor adjustment capabilities as compared to extraverts and persons availing higher social support.

The problem of the present investigation is to study adjustment of adolescents in relation to their social support and personality (Introversion-Extroversion). Since age, class, and sex are also important variables affecting adjustment of adolescents, they are also taken under consideration.

**Objectives:**

1. To find out the gender difference in various dimensions of adjustment of adolescent student.
2. To find out the impact of gender on adjustment.
3. To find out the impact of social support on adjustment.
4. To find out the impact of interaction of social support and gender on adjustment.
5. To find out the impact of gender on adjustment.
6. To find out the impact of personality on adjustment.
7. To find out the impact of interaction between personality and gender on adjustment.

8. To find out the relationship between social support and adjustment.

9. To find out the relationship between personality and adjustment.

10. To find out the relationship between social support and personality with adjustment.

**Hypotheses:**

1. There will be no gender differences in adjustment of adolescents.

2. There will be no gender impact on adjustment.

3. There will be significant impact of social support on adjustment.

4. Interaction of social support and gender will have significant impact on adjustment.

5. Gender will have no significant impact on adjustment.

6. Personality will have no significant impact on adjustment.

7. Interaction of personality and gender will have significant impact on adjustment.

8. There will be positive relationship between social support and adjustment.

9. There will be positive relationship between extroversion and adjustment.
10. Social support and extroversion will be positively related with adjustment.

**Sample:**

The sample consisted of 500 intermediate students of both sex from different college of Varanasi city. The age range of the sample was 17 to 19 years.

**Tools:**

The following tools were used to obtain relevant data for the present study:

1. **Vyaktitva Parakh Prashnavali**

Vyaktitva parakh prashnavali is currently a popular inventory used for the assessment of adjustment in a variety of area of its application, e.g., counseling, guidance therapy as well as research it was originally developed and standardized by M.S.L. Saxena in fulfillment of his Doctoral dissertation submitted in the Department of Psychology, Banaras Hindu University in the year 1959.

This inventory has been constructed in Hindi language ensuring thereby, its wider application in the area of personality adjustment research, counseling and guidance. The inventory provides five separate measures of adjustment.

- Element A. Home Adjustment
- Element B. Health Adjustment
- Element C. Social Adjustment
Element D. Emotional Adjustment.
Element E. School/College Adjustment.

The inventory contains 90 items, seeking responses in "yes," "?" (doubtful) or "No" responses are obtained on an answer sheet and the test booklet can be used over and over again.

The inventory is non-timed. Generally 45 minutes have been found sufficient to deliver necessary instruction and obtain the responses.

**Scoring:-**

Scoring is done with the help of stencil type scoring keys. The inventory provides five separate measures of adjustment. A high score on this inventory indicates a superior adjustment while a low score shows a poor adjustment.

**Reliability:-**

Reliability of the test has been obtained by three methods test-retest reliability is .87, split half reliability is .89, and the rational equivalence is .90. Rational equivalence of five sub scales are .62, .69, .73, .84 and .57.

**Validity:-**

This inventory has been correlated with Dr. H. S. Asthana's adjustment inventory and it has given a validity coefficient of .80.
Norms:-

There scales of norms have been provided for the varied requirements of the users.
1. Stanine Norms on raw scores.
2. Norms based on PE units on T-scores.
3. Norms based on S.D. units on T-scores.

2. P.G.I. Social Support Questionnaire-

This scale is constructed and standardized in Hindi by Nehra, Kulhara & Verma (1998). The scale has 18 items with 4 alternatives to respond to- most agreed, agreed, less agreed, not agreed. It takes approximately 5 to 10 minutes to complete the questionnaire.

Scoring:
Scoring is done in the following pattern. Scores 4,3,2 & 1 are allotted to the most agreed to the least agreed response. The total score indicates the amount of social support perceived by the individual. Higher score indicates more perceived social support.

Reliability:
The test-retest reliability of this questionnaire of highly significant and satisfactory (r=.59, P <.01).

Validity:
The concurrent validity was established by correlating scores on P.G.I. Social Support Questionnaire (Hindi) with
that of clinicians', independent judgment on 14 subjects. The obtained correlation was .80 (P<.01).

**Norms:**

The normative data in the form of Mean and S.D. have been given for healthy normals, females and patients groups.

3. **Introversion-Extroversion Test:**

This personality test developed by M.C.Joshi measures extroversion-introversion. It consists of 50 items. There are three alternatives to respond to (+, ?, and -). The respondent has to tick mark the alternative with which he agrees.

**Scoring:**

Score is obtained by adding 50 to the number of pluses and subtracting the number of minuses. Question marks are disregarded.

**Norms:**

Percentile norms are used.

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<tr>
<th>Percentile</th>
<th>Scores</th>
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<tbody>
<tr>
<td>100</td>
<td>52 – 100</td>
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<tr>
<td>90</td>
<td>47 - 51</td>
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<tr>
<td>80</td>
<td>43 - 46</td>
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<td>70</td>
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The higher the score, the greater the tendency towards introversion. The lower the score, the greater the tendency towards extroversion.

**Design:**

The present research is an ex-post facto research. Correlational research design was prepared to find out relationship of social support and personality with adjustment of adolescents. Factorial design was prepared to find out impact of social support on adjustment and also the impact of personality on adjustment.

**Field Work:**

Different Intermediate Colleges of Varanasi city were selected for the present study.

For the purpose of data collection the investigator firstly approached to the principals of the institutions and explained her problem to them and then with the permissions of the principals she went to the class rooms. The investigator administered the aforesaid three tests and scales to the total sample. It take approximately 70 to 75 minutes to complete all the three tests.
**Statistical Analysis:**

The responses to various tests were scored according to the directions set in the manuals of the test and with the help of scoring key. Means were computed for the different sets of data and were presented through graphs. A t-test was applied to test the significance of mean difference between adjustment of male and female students. Coefficient of correlation (r) was calculated to ascertain relationship between social support and adjustment, and personality and adjustment. Multiple correlation Coefficient was calculated to ascertain the relationship of social support and personality with adjustment.

Analysis of Variance treatment was given to dependent Variable to assess the impact of gender and social support on adjustment. ANOVA was also applied to assess the impact of gender and personality on adjustment of students.