CHAPTER I
INTRODUCTION

Statement of the Problem
Need for the Study
Importance of the Study
Method of the Study
Aim of the Study
Scope of the Study
Assumptions and Limitations of the Study
STATEMENT OF THE PROBLEM

All living organisms are constantly interacting with their environment. Such a process of the interaction of organisms with their environment is called adjustment. As Lehner and Kube say "... Adjustment is a universal continuous process. Living organisms from the simple, single celled amoeba to complex multicelled man, are constantly making adjustments of various kinds. These adjustments may concern the satisfaction of biological needs such as human hunger and thirst, or they may at the human level, involve the fulfillment of psychological needs such as our desire to belong, to receive love and affection, to gain approval or status, or to find an opportunity for creative self-expression".  

While every living organism is constantly interacting with the environment it will encounter certain situations which are conflicting. Such situations either with the individual or in the environment are called adjustment problems. As Smith puts it "Men of all societies do face common physical and social problems in living; They must find food, a place to sleep, and

ways of protecting themselves; as children they must learn to deal with their parents and teachers; and as adults they must learn to deal with their wives and employees. But the problems that the physical environment presents vary and the ways that a society develops for meeting its problems vary. A personality ideally suited to solve the problems and using the method of our (one) society may not do so well in another society".¹

From the above discussion it follow that,

(i) every living organism whether it is a human being or a sub-human is constantly engaged in a continuous process of adjustment,

(ii) every living organism will encounter certain problems during the process of adjustment, and

(iii) the processes by which each living organism deals with its problems differs from individual to individual and from society to society.

Edmund King writes that "of India it has been said that she displays all the problems of mankind in accentuated form, over population, malnutrition, ignorance on a scale which remarkable increases in school provision have been unable to overcome - and,

in addition, the difficulties of multilingualism, religious or communal diversity, discrepancies of wealth and technical development and a clutter of unreconciled legacies from the past ... These are therefore beginning to be representative (not isolated) human problems.¹

It is evident, therefore that Indians are facing many problems which cause a variety of disturbances in their steady flow of life. Compulsory education, abnormal growth in population have increased the enrolment number in schools and colleges. The schools and colleges can hardly meet the educational needs of the huge number of students and as a result the students and their problems are left largely uncared for, leading to growing sense of helplessness and frustration among students.

It is felt that unfortunately teachers and parents, and others concerned with student welfare, do not give much attention to problems of students. Even those who are aware of these, do not have a clear picture of the nature and extent of the problems. This has led to large gaps in their knowledge of students problems and needs. Hence, bearing these factors in mind, a desire arouse to investigate the problems of students

particularly at secondary level in whose hands the future of the country lies. In this investigation problems of adjustment of high school students are studied in relation to their personality factors.

It is hoped that the present investigation would bring to lime light the areas in which help is ardentlly desired and also sensitizes the faculty of education to the needs and problems of students.

NEED FOR THE STUDY

"The development of an integrated personality is the main object of all education ... " says Humayun Kabir "... and the problems of development (of an integrated personality) have not received the attention they deserve". ¹

A person with an integrated personality can be called a whole man. Thus it is evident that the aim of education is the development of the whole man. Then as Udayashankar puts it "If the aim of education is the development of the whole man it is essential for the educationist to have a scientific knowledge of the nature of human beings and also of the process and conditions of their growth and development". ²

¹ Humayun Kabir, Foreword to "Development of Personality" by Udaya Shankar (Delhi: Atmaram and Sons, 1953), p.1.
A scientific knowledge of the nature of human beings and also of the process and conditions of their growth and development can be had only when a systematic study of the whole man is undertaken. There are two such systematic ways of study according to Lazarus; "The systematic study of the whole man is undertaken in two inseparable fields, identified as the psychology of adjustment and psychology of personality".¹

The study of personality is very much needed in the present day complex world. It is possible to measure personality by measuring the traits (Trait approach or antagonistic approach) and considering the individuals adjustment in certain areas (wholistic or adjustment approach). The students are under the direct influence of culture. They are also largely influenced by their home conditions, their health conditions, their social surroundings and their proper response to social situations and finally by their emotional conditions. In addition they have to face many situations as students inside and outside the school which may not be favourable for the development of better attitude in them towards life. As a result some students are shy, aggressive, introvertive, retiring, submissive and emotionally illbalanced. Thus it is necessary to study the problems of adjustment of students so that they can be properly guided and counsel ed.

"As long as anyone lives he shall encounter problems that will demand some kind of adjustment, and a continuous possession of problems demands a continuous readiness on his (one's) part to adjust to them, and one shall be able to handle them only as one learns more about himself (one self)." In other words, it is necessary to study the adjustment problems in order to learn how to get along with other people, how to approach school work or career problems, and how to recognize and resolve general emotional health problems.

From the above discussion it follows that there is a need for studying the adjustment problems of students especially at high school stage. Moreover adjustment problems when studied in relation to personality factors add to the credit of the study because it will yield a scientific study of the whole person. In addition, an analysis of the previous studies done in the areas of personality and adjustment reveal that there are some studies which have been reported on the relation of personality factors to study habits, adjustment to intelligence, adjustment to academic achievement, adjustment to personality structure but no study has been "reported" on the relationship between adjustment problems and personality factors. Hence the need for this investigation.

IMPORTANT OF THE STUDY

In the study of adjustment problems the unit of study is frequently a social group. For example, the individual is studied in relation to his family or to the people with whom he works. In doing that his problems in a particular area are found out. As Smith says "Every person in every society is systematically aided in adjusting to the world around him. First his parents help him and then the community does".1 When once the problems of adjustment of high school students are known in each area, the person concerned with that area can aid the student by guiding and counseling him.

In any country young people between the ages of 12 and 20 need more attention. Crow and Crow while dealing with the significance of Adolescence state that "young people between the ages of 12 and 20 constitute more than one sixth of the world population. Increasing birth rates indicate that this proportion will continue to grow larger. Every adolescent should be given an opportunity to develop wholesome, personally satisfying, and socially acceptable physical and mental status and emotional and social adjustment. Adolescent development and adjustment are matters of serious concern not only to parents but also to school people and other adults who are interested in the welfare of young people as well as in the progress of society. Youth represents the energy of the present and hope of the future. It is

imperative therefore, that parents and educators gain as much understanding as possible concerning the various characteristics, needs, interests and growth potentialities of maturing adolescents. Apart from this, educational psychologists all over the world are accepting the responsibility of assisting high school students to adjust to their problems. Thus, the present study is very important by the fact that it is very much useful for parents to know their children well, for the educators to understand their pupils deep, to the school psychologist to detect the students who need his help, to the guidance counselor to pick out the most guidance needed and above all to pupils themselves because they can discover the kind of information about themselves that will facilitate better adjustment. The usefulness of this study for each one of the above said category of people will be worthwhile to be discussed here.

(a) Parents:

Any parent in any part of the world will not be fulfilling his duty as a parent unless he looks after the welfare of his children. In many parts of the world especially in developing countries like India, many parents are not looking after the welfare of their children. It may be partly due to the poor socio-economic conditions of them, partly to over

crowdedness in the family and partly due to ignorance of illiterate parents. Even in homes where parents are educated many are not understanding their children properly because they are unaware of the ways by which they can understand their children scientifically. Many psycho-therapists including psycho-analysts today believe that many of the behavioural disorders in latter stages of life are a result of maladjustment and mental disturbance at the early age. The fulfillment or non-fulfillment of the child's basic needs like, need for affection, love, belongingness, security etc., have a profound influence on the child's later personality. When such is the case, studies like this will make at least the literate parents to know their children, what sort of persons they are and what they can do for them.

(b) **Educators:**

Today, in many countries of the world education is recognized as a necessity of life. Many governments whether Democratic or Totalitarian have made at least a few years of education compulsory. While such is the case children from various strata of society with different backgrounds will be coming to schools. Especially in India which is a country inhabited by people of different faiths, people who talk different languages and people with great economic discrepancies the pupils coming to schools will be, not only unique by themselves but also by the various problems they have. Since in a
democracy every individual is important educators must know each pupil for educating him in the true sense. Educator must know the pupil before he teaches because today the teacher teaches a pupil and not a subject. Studies like this help the educators to know their educants well and give individual instruction.

(c) **School Psychologist:**

It is a pity that many Indian schools are not having a psychologist of their own. However, in institutions where there will be a psychologist studies like this will help them to know each pupil and help the children to face conflicting situations.

(d) **Guidance Counselors:**

Education should be given according to the needs and aptitudes of pupils. Each pupil must be guided so as to have a fruitful life in the school and to get the maximum benefit out of her/his education. Although many schools have no guidance programme at least the teachers must take the responsibility of guiding the children not only in their school work but also for a better life out of school. For this they must know the child his personality and his adjustment problems. Within his/her limitations every trained teacher must try to make use of their knowledge of the psychology and apply it to the daily problems of children by knowing the personality structure of
each of them and their adjustment problems. While doing that teachers will necessarily have to know studies like the present one's.

(e) Head Masters:

"Education should be given under conditions favourable to the health of the pupils", when education should be given under conditions favourable to the health of the pupils the role of an Head Master is not merely looking after the daily routine work of teaching and administration but also knowing each individual child. Head master must know each pupil so that he can guide his teachers to look after or wherever possible he can inform to the parents about their children.

(f) Administrators:

"The purpose of educational administration is to enable the right pupils to receive the right education from right teachers, at a cost within the means of State, under conditions which will enable the pupils best to profit by their training". When such is the case every administrator must know the pupils well for which studies like this will be helpful. The Administrators after knowing the information about pupils can guide the

Head masters and teachers so as to look after the pupils with difficulty.

(g) **Pupils:**

"During his history, man has devised many ways of viewing himself in relation to the world in which he lives. To consider his behaviour from the point of view of adjustment is in the tradition of the modern, naturalistic view of man which regards behaviour as governed by natural laws of cause and effect". Each pupil must try to understand his behaviour as otherwise as McKinney has said "If all you (pupils) wish to gain from your (pupil) years in college (or High School) is the prestige of a degree your (pupils) attendance may not be worthwhile. If on the other hand, you (pupils) plan to use this period to find yourself (themselves), to learn your (their) assets and liabilities, your (their) dominant motives, interests and attitudes, and to acquire a substantial code of personal values as well as the direction of your (their) potentialities, you (their) time will be well spent. For you (them) attendance at college (High school) will be a real asset". McKinney says that the man in the street meets the physical and social forces in a random fashion as they arise. But students who have had

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the privilege of reviewing the history of mankind can reflect before they can act. Thus each pupil must know what actually he is (self concept) and what are his problems. This study is significant in this respect of helping pupils to know themselves.

METHOD OF THE STUDY

(i) Sampling:

Various techniques have been devised for obtaining a sample which will be representative of its population. One of the commonly used sampling method is the "Random Sampling Method". In this study also the Random sampling technique was used for selecting a sample.  

The number of boys high schools and girls high schools in Mysore city were listed separately in an alphabetical order. There were 41 high schools in Mysore city of which 17 were boys high schools and 21 were girls high schools. The remaining 3 were co-educational high schools. Every fifth high school in the case of girls high schools were taken for the study. The boys high schools selected for this study were,

1. "The descriptive term 'random' does not imply that the sample has been chosen in an offhand, careless or hapazard fashion ... The criteria for randomness in a sample are met when (1) every individual in the population has the same chance of being chosen for the sample; (2) when the selection of one individual in no way influences the choice of another". Henry E. Garrett, Statistics in Psychology and Education (Bombay: Allied pacific private limited, 1961), p.203. The investigator adhered to these principles in selecting a sample for this study.
1. D.Banumaiah's High School, Sayyaji Rao Road, Mysore.
2. Institute of Education High School, Nazarabad, Mysore.
5. Vidyavardhaka High School, Near Dasara Exhibition buildings.

The Girls High Schools selected for this study were,
1. J.S.S. Girls High School, Saraswathipuram, Mysore.
3. National Girls High School, Chamaraja Double Road, Mysore.
4. Sharadavilas Girls High School, Krishnamurthy Puram, Mysore.

No school was selected from co-educational institutions as:
(i) They are limited in number (ii) Complicate the study, and
(iii) The above said 10 High schools were found enough for getting a representative sample for this study. As a matter of coincidence these high schools are located in different areas of Mysore city, each school representing a particular locality.

The students of X standard of both English and Kannada medium were listed alphabetically. It was found that there are 1,008 students in all these 10 schools who are regularly attending the classes of which Boys were 504 and Girls were 504. Since, it was assumed that about 50% of this would give a sample representative of the population of the high school students in Mysore
city every second individual (in the alphabetical order) was selected. Boys and girls were selected in the ratio (1:1) and therefore on the whole 250 boys and 250 girls were selected. Table I shows the number of subjects selected for this study from each of the above said schools.

(ii) **Tools for the Study:**

For this study two instruments were used.

(a) to classify students under different personality factors such as Factor A, E, H, I ...; The instrument used for this purpose was a part of R.B. Cattell's Jr-Sr High School personality questionnaire (Form A).

(b) to find out the number of problems of adjustment of each subject in relation to each of these personality factors. The Instrument used for this purpose was an adopted form of Mooney problem checklist.

Only a part of the Jr-Sr High School Personality Questionnaire form A was used. Still it is worthy to discuss here the purpose of Jr-Sr High School Personality Questionnaire and other aspects of it in detail.
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the School</th>
<th>Number of English Medium students in Xth standard</th>
<th>Number of Kannada Medium students in Xth standard</th>
<th>Number of Boys/Girls</th>
<th>Percentage of cases selected for the study</th>
<th>Number of subjects selected for the study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>D.Banumaiah's High School</td>
<td>66</td>
<td>77</td>
<td>143</td>
<td>50% of cases</td>
<td>71</td>
</tr>
<tr>
<td>2.</td>
<td>Maharajas High School</td>
<td>43</td>
<td>78</td>
<td>121</td>
<td>50% of cases</td>
<td>60</td>
</tr>
<tr>
<td>3.</td>
<td>Institute of Education High School</td>
<td>36</td>
<td>53</td>
<td>89</td>
<td>50% of cases</td>
<td>44</td>
</tr>
<tr>
<td>4.</td>
<td>Siddartha High School</td>
<td>.</td>
<td>40</td>
<td>40</td>
<td>50% of cases</td>
<td>21</td>
</tr>
<tr>
<td>5.</td>
<td>Vidyavardhaka High School</td>
<td>46</td>
<td>65</td>
<td>111</td>
<td>50% of cases</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>191</strong></td>
<td><strong>313</strong></td>
<td><strong>504</strong></td>
<td><strong>50% of cases</strong></td>
<td><strong>250</strong></td>
</tr>
<tr>
<td>6.</td>
<td>J.S.S. Girls High School</td>
<td>16</td>
<td>15</td>
<td>31</td>
<td>50% of cases</td>
<td>15</td>
</tr>
<tr>
<td>7.</td>
<td>Maharani Girls High School</td>
<td>48</td>
<td>123</td>
<td>171</td>
<td>50% of cases</td>
<td>85</td>
</tr>
<tr>
<td>8.</td>
<td>National Girls High School</td>
<td>61</td>
<td>60</td>
<td>121</td>
<td>50% of cases</td>
<td>60</td>
</tr>
<tr>
<td>9.</td>
<td>Sharada Vilas Girls High School</td>
<td>41</td>
<td>98</td>
<td>139</td>
<td>50% of cases</td>
<td>69</td>
</tr>
<tr>
<td>10.</td>
<td>Vanitha Sadana Girls High School</td>
<td>21</td>
<td>21</td>
<td>42</td>
<td>50% of cases</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>187</strong></td>
<td><strong>317</strong></td>
<td><strong>504</strong></td>
<td><strong>50% of cases</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>
1. Purpose:

The Jr-Sr High School Personality Questionnaire ("HSPQ") is a new instrument for teachers, guidance specialists, and for general clinical and research use. Recent advances based on extensive psychological research have made possible an instrument to give an objective analysis of the individual personality to supplement the teachers personal evaluation.

HSPQ is a standardised test that can be given within a class period, to single individuals or in groups, to yield a general assessment of personality development. The HSPQ measures fourteen distinct dimensions or traits of personality which have been found by psychologists to come near to covering the total personality. By working with these fourteen scores, the psychologists can obtain predictions of school achievement, of vocational fitness, of danger of delinquency, of likelyhood of leadership qualities, of need for clinical help in avoidance of neurotic conditions etc. The reading level of the test is adopted to ages 11 or 12 through 18 years, and the scoring can be done rapidly through a stencil key.

2. Reliability and Validity:

Reliability is the agreement of a test with itself over

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1. The following is an Abstract of the 'Manual for the Jr-Sr HSPQ' R.B. Cattell. IPAT. 1965.
2. The Jr-Sr HSPQ Form 'A' is given in Appendix 'A'.
time, when readministered at brief intervals (dependability) or after longer periods (stability) where maturation, learning, or fluctuation—real changes in the trait itself—tend to lower the reliability values. The Reliability co-efficients of single and two-form (A+B) HSPQ personality factors is shown in Table II.

As for validity once factors are established, their correlations with any number of external criteria can be found and used, as concrete validities, in interpreting test scores and using them in predictions.

What matters crucially is good intensive measurement of the personality factors, in the first place, and therefore the HSPQ scales are meant to stand or fall by their construct validity, their correlation with the pure factors they are supposed to measure. The direct validity, which is the multiple correlation between the items in the factor scales with the pure factor for each of the fourteen HSPQ factors is given in Table III.

3. Test Administration:

The test is administered without a time limit but can be completed by all but the slowest readers in 40-50 minutes. In addition to form 'A', which requires this time there is also a 'B' form which is equivalent in every way and is intended for
### Table III

<table>
<thead>
<tr>
<th>Grades 8th, 9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
<th>Juniors</th>
<th>Senior</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/B</td>
<td>V/A</td>
<td>V/B</td>
<td>V/C</td>
<td>V/D</td>
<td>V/E</td>
<td>V/F</td>
</tr>
<tr>
<td>A + B</td>
<td>V + A</td>
<td>V + B</td>
<td>V + C</td>
<td>V + D</td>
<td>V + E</td>
<td>V + F</td>
</tr>
<tr>
<td>Number in Classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality Factors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Stability and Reliability

**Stability**
- One year after testing
- Six months after testing
- One day after testing

**Reliability**
- Average group correlation
- Average inter-form correlation
- Average test-retest correlation

#### Notes
- Reliability coefficients of single and two-form (A+B) HSPO personality factors.
more extended testing or for retesting when there is only a short interval.

In all ordinary cases one passes out the test booklets and answer sheets and ask them to put a mark in the box or space in the answer sheet as an answer for the question. During the test the meaning of words may be explained to an examinee, upon request. In general, however, this will not be necessary since the vocabulary has been adjusted to eleven year old comprehension. In any case, it is important just after the testing is started, to move rapidly around the class to make sure that the instructions are followed. In particular, see that no one is omitting questions and that the idea of marking in the box or space by the corresponding numbers on the answer sheet has been understood.

"Reminders" as to where one should be by a given time can be made at several points because this also helps to keep stragglers from proceeding too slowly. Definitely better performance can be insured in the slower examinees by calling out, at 10, 20 and 30 minutes from the start.

4. Procedure in Individual Testing:

Individual testing can be carried out with essentially

1. If more than a week or so elapses, memory for a test form is so negligible that the same form can also be given.

2. For special cases, e.g., retarded children, it is all right to let answers underlined on the booklet. With illiterate or blind children the teacher should of course, read out aloud the questions and mark the responses on the answer sheet.
the same procedure as group testing, so that one leaves the examinee to read the instruction himself, to ask questions if necessary, and then to work alone.

5. Scoring the HSPQ:

The completed answer sheet is the usual record for obtaining the score. In special cases, e.g., an unusually young student, who has been allowed to answer directly on the questionnaire booklet, it will save total scoring time to transfer the responses to an answer sheet before scoring.

The answer sheet is scored by streamlined hand stencil key. Conveniently the same key is applicable to either Form 'A' or Form 'B'. The scoring instructions are as follows:

1. Check to see that each question has been given 'one' and 'only one' answer. Watch for the occasional child who marks all positions, or who proceeds mechanically to mark all right hand responses. Reject such answer sheets.

2. Place the cardboard stencil key number 1 on the left hand side of the answer sheet, adjusting it as described right on the key. All necessary instructions for applying the hand stencil key to get 'raw scores' for seven of the factors are also printed on the key itself. Do the same
thing with cardboard stencil key number 2 to get the other seven raw scores.

6. Standardization: Norms in Stens:

Although there are a few purposes for which the raw score suffices, most uses require the raw scores listed on the right of the answer sheet to be converted to standard scores. The main standard scores are 'Stens' in which a person can score from 1 to 10; but additionally, scores can be converted into percentiles. In both cases, the idea is the same to place the student relative to other boys and girls of his own age and sex, on these personality characteristics, i.e., higher or lower than average. The average score on the Sten scale would be 5.5 (not 5, since there is no '0' in the ten point range). The average or middle range scores are actually considered as the values 4, 5, 6, and 7. The more extreme Sten scores represent a person in the lower (1, 2, 3) or upper (8, 9, 10) ten or fifteen percent of the population (of this age group) on the characteristic indicated.

To obtain the Sten score, simply take the raw score you get from applying the scoring key and enter in the appropriate table in the 'Supplement of Norms' published separately for this test. You must be very careful because your selection depends on which form you use (A or B or Both) and the examinee is a boy or girl. Age corrections may also be occasionally called for.
7. Interpreting the HSPQ Scores:

Each of the fourteen dimensions (or traits) of personality measured by the HSPQ has a technical name, a common name (or several such names), and an alphabetic symbol for convenience of rapid reference, e.g., B, F, G etc.

Each dimension is defined by two poles or extremes. The left hand one in descriptions is a score at the lower end of the Stens (1, 2 or 3) and the right hand, at the high end (8, 9, or 10). However, one should guard against assuming that high scores (e.g., 10) are necessarily "good" and low scores "bad". Both good and bad are typically found at either pole on most of the HSPQ personality factors.

Brief description of the Fourteen HSPQ personality factors is given in Table IV.

8. Description of the Form A of Jr-Sr HSPQ used in this study:

Since for this study the investigator has chosen only six personality factors, the items which measure these personality factors alone were picked out from the original Jr-Sr HSPQ Form A. In the original form A there were 142 items. Item No.1 and 142 are a sort of general items and have no value so far as measuring personality factors is concerned. The other
<table>
<thead>
<tr>
<th>Low Sten Score Description</th>
<th>Alphabetic Designation of Factor</th>
<th>High Sten Score Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESERVED, Detached, Critical, Cool</td>
<td>A*</td>
<td>OUTGOING, Warm Hearted, Easy Going, Participating</td>
</tr>
<tr>
<td>LESS INTELLIGENT, Concrete Thinking, Of Lower Scholastic Mental Capacity</td>
<td>B</td>
<td>MORE INTELLIGENT, Abstract Thinking, Bright, Of Higher Scholastic Mental Capacity</td>
</tr>
<tr>
<td>AFFECTED BY FEELINGS, Emotionally less stable, Easily Upset, Of Lower Ego Strength.</td>
<td>C*</td>
<td>EMOTIONALLY STABLE, Faces Reality, Calm of Higher Ego Strength. (Not same as Egoistical)</td>
</tr>
<tr>
<td>PHLEGmatic, Deliberate, Inactive, Stodgy</td>
<td>D</td>
<td>EXCITABLE, IMPATIENT, Demanding, Overactive</td>
</tr>
<tr>
<td>OBEDIENT, Mild, Conforming Submissive</td>
<td>M*</td>
<td>ASSERTIVE, Independent, Aggressive, Stubborn, Dominant</td>
</tr>
<tr>
<td>SOBER, Prudent, Serious Taciturn</td>
<td>F</td>
<td>HAPPY GO LUCKY, Gay Enthusiastic Impulsively lively</td>
</tr>
</tbody>
</table>
Table IV Continued.

<table>
<thead>
<tr>
<th>Low Sten Score Description</th>
<th>Alphabetic Designation of Factor</th>
<th>High Sten Score Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPEDIENT, Evades Rules,</td>
<td></td>
<td>CONSCIENTIOUS, Persevering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staid, Rule Bound,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Has Stronger superego</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strength</td>
</tr>
<tr>
<td>Feels Few Obligations,</td>
<td>G</td>
<td></td>
</tr>
<tr>
<td>Has Weaker Superego Strength</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLY, Restrained, Diffident,</td>
<td>*</td>
<td>VENTURERSEOME, Socially Bold,</td>
</tr>
<tr>
<td>Timid</td>
<td>N</td>
<td>Uninhibited, Spontaneous</td>
</tr>
<tr>
<td>TOUGH MINDDED, Self Reliant</td>
<td></td>
<td>TENDER MINDDED, Dependent,</td>
</tr>
<tr>
<td>Realistic, No Nonsense</td>
<td>I</td>
<td>Over Protected, Sensitive,</td>
</tr>
<tr>
<td>VIGOROUS, Goes Readily</td>
<td></td>
<td>DOUBTING, Obstructive,</td>
</tr>
<tr>
<td>with group, Zestful,</td>
<td>J</td>
<td>Individualistic, Internally</td>
</tr>
<tr>
<td>Given to Action</td>
<td></td>
<td>Restrained, Unwilling to Act</td>
</tr>
<tr>
<td>PLACID, Confident,</td>
<td></td>
<td>APPREHENSIVE, Worrying,</td>
</tr>
<tr>
<td>Serene, Untroubled</td>
<td>0</td>
<td>Depressive, Troubled, Guilt</td>
</tr>
<tr>
<td>GROUP DEPENDENT, A &quot;Joiner&quot;</td>
<td></td>
<td>SELF SUFFICIENT, Prefers</td>
</tr>
<tr>
<td>And Sound Follower</td>
<td>Q₂</td>
<td>Own decisions, Resourceful.</td>
</tr>
<tr>
<td>UNDISCIPLINED SELF CONFLICT</td>
<td></td>
<td>CONTROLLED, Socially precise,</td>
</tr>
<tr>
<td>Careless of Protocol,</td>
<td>Q₃</td>
<td>Self Disciplined,</td>
</tr>
<tr>
<td>Follows Own Urges,</td>
<td></td>
<td>Compulsive, Has High</td>
</tr>
<tr>
<td>Has Low Integration.</td>
<td></td>
<td>Self Concept, Control</td>
</tr>
</tbody>
</table>
Table IV continued.

<table>
<thead>
<tr>
<th>Low Sten Score Description</th>
<th>Alphabetic Designation of Factor</th>
<th>High Sten Score Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELAXED, Tranquil, Torpid, Unfrustrated</td>
<td>♦ Factors selected for this study</td>
<td>TENSE DRIVEN, Over wrought, Frustrated</td>
</tr>
</tbody>
</table>

*Factors selected for this study

140 items were to measure the 14 HSPQ factors. 10 items measure one personality factor. Since, in this study 6 personality factors were selected 60 items were picked out of the selected 60 items were picked out of the Form A and the two items the first and the last one were added. So, that the Form A used to measure the six personality factors in this study has 62 items. As has notified earlier the form A used in this study is given in Appendix 'A'.

(II) The Mooney Problem Check List

1. Purpose of the Problem Check Lists:

The Mooney's problem check lists were developed during the early 1940's to help students to express their personal problems. The problem checklist is not a test. It does not measure the scope or intensity of student problems. The usefulness of the problem check list approach lies in its economy for

2. Design of the Mooney Problem Check list:

Each of the three forms in the educational series is printed on a six page folder in a way that provides for case of making by the student and case of summarizing by the Counselor or Research analyst. The present format has proved itself practical with hundreds of thousands of cases.

When the student is through checking the items, the summarizing process results in a count of checks made by the students in the following problems areas. There are two forms, they are (1) High School form and (ii) College form. Each form has 330 items, 30 in each area:

I Health and Physical Development (HPD),
II Finances, Living conditions, and Employment (FLE),
III Social and Recreational Activities (SRA),
IV Social-psychological Relations (SPR),
V Personal-Psychological Relations (PPR),
VI Courship, Sex, and Marriage (CSM),
VII Home and Family (HF),
VIII Morals and Religion (MR),
IX Adjustment to (College) School work (ASW) (ACW)
X The Future: Vocational and Educational (FVE)
XI Curriculum and Teaching Procedure (CTP)

1. The High School form used in this study is given in Appendix C.
The 1950 editions of the three forms have resulted from a series of studies and analysis made over a decade. The present editions, however, are described as the "1950 Revisions" to distinguish them from their immediate predecessors.

3. Administration of the Problem Check List.

The Mooney problem check list is self administering. All the directions needed are on the cover page. High school students usually mark them during a class period.

Experience indicates that about two-thirds of a group will finish the checking in 35 minutes and practically all of the group in 50 minutes.

4. Counting:

Counting problems is very easy because of the format of the check lists and the arrangement of items. The six blocks of five items each across the top are the items for the first problem area which is coded in the box at the right hand edge of the page 4. Count the circled items and enter the number in the box. Then count the problems which are only underlined, add this count to the number circled, and enter the sum in the total box. Do this for each of the problem areas, i.e., for each set of six blocks of five items each. Then total the counts for all the areas and record at the bottom. If desired, these values can be transferred to the spaces on the front cover.
The problem check list thus yields a count for each person for each of the areas, and for the total list of items. However, it should be remembered that this count is not a real score, it is not a sum of points on a trait scale or a total of "maladjusted" choices on some trait key. It is simply a count of the problems which the student has identified as matters of concern to him.

The interpretation of these counts will be followed step by step as follows:

1. For each student the number of items checked in each problem area and the total for all areas should be computed. These are the raw data for most of the analysis which follow.

2. From 1 construct a distribution of the number of checks for each area and for the total.

3. From 2, compute for each area and for the total, the median and quartile points.

4. From 2, compute the mean and such measures of variability as may be desired for each area and for the total.

5. All the foregoing should be done separately for boys and girls since the evidence is that they show different concentrations of problems. Similarly, since student problems vary with grade and age, the analysis should be either by
age or grade as well.

6. The above analysis can also be made along any other relevant splits of the population, depending on the purposes of the research survey.

7. A most laborious but very fruitful type of analysis involves the tabulation of the frequency with which each of the items has been checked. Then a summary is made ranking the items in order of frequency of mention. Those problems marked by more than 30, 20 or 10 per cent of the students (whatever per cent the school decides on) may be considered for immediate solution, or at least evaluation and careful description in terms of causes and effects.

5. Validity:

Since the problem check list was not built as a test a single over-all index of the validity of the check list would be meaningless.

Experience with the problem check list enables, however, to evaluate certain aspects of its usefulness in terms of the assumptions on which it was built and the purposes for which it was intended. Certain studies concerning these assumptions are digested below.

1. Responsiveness. Students check a wide range of number of items. For example, among 553 Boys and girls who marked
the High School form, the median number of items checked was 23; the fifth and ninety-fifth percentile numbers were 3 and 72 problems. In the 1950 revisions many of the items which draw relatively few responses have been re-written or replaced.

2. Constructive Attitude:

In the pre 1950 editions, there appeared questions of this kind: "Have you enjoyed filling out the list?", "Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you?", If you had the chance, would you like to talk to some one about some of the problems you have marked on the list?".

For various groups, usually over 85 per cent of those responding have said "Yes" to the first question and over 70 per cent of those responding have said "Yes" to each of the last two questions. These responses indicate that if the opportunity is given to students to express their problems and to be helped with them, it would be constructively appreciated by the great majority.

3. Coverage of Problems:

One of the clearest examples of content validation in a current check list is Mooney problem check list. Published research shows that, on the average students check from 20 to 30 problems; these results suggest that the check list provides
good coverage of problems that students are willing to report.

4. Acceptance by Educators and Counselors:

Validity by popularity is of dubious scientific merit, but it is sometimes relevant. Without any promotional effort, over a half million of the various pre-1950 problem checklists have been used in a great variety of schools and colleges throughout the nation. The simple straightforward check list technique seems to fill a need in the area of personal evaluation.

5. Usefulness in Researches:

An analysis of researches done in Sociological, Psychological and Educational areas presents the Mooney Problem Check list as one of the principal data gathering instruments used which is of importance to school administrators, student counselors, psychologists, and others.

RELIABILITY

The problems of reliability of an instrument like the problem check list are not quite the same as those of a test for which scores are obtained.

The check list is designed to reflect the problems which a student senses and is willing to express at a given time. Since the problem world of any individual is a dynamic
interrelation of changing situations and experiences, one would expect the number of items checked to be somewhat different at each administration of the check list— if the instrument does what it has been designed to do. The well-known methods of estimating reliability, such as the test-retest, split-half and Kuder-Richardson formulas, assume that scores on the whole test or on the half-tests are meaningful measures which reflect the standing or the competence of the individual in the area measured. It is quite clear that a problem check list count determined by the number of checks does not necessarily reflect the various intensities of the problems marked by the student; it is not a score in the usual sense of the term. Furthermore, it is obvious that two items like "too tall" and "too short" (which appear consecutively in the Health and Physical Development area) cannot reasonably be placed into halves for a split-half reliability study.

If the data are to be used to implement understanding of the individual case, they must be capable of reflecting changes in the circumstances surrounding the individual or changes in his feeling toward these circumstances. Shifts in item responses which reflect these changes do not invalidate the data, and may well facilitate the purpose for which the check list is given.

If, however, the data are to be used for survey purposes, there must be some assurance that the reflect concerns
of the group which remain reasonably stable over a period of time. Evidence on this point comes from two sources. The first is an unpublished study by Gordon in which the college form of the pre-1950 revision of the problem checklist was administered twice to 116 college students. A correlation coefficient of 0.93 was found out between the frequency with which each of the items was marked on the first with that of the second administration.

The second source is a study of four educational groups in which the problem check list was repeated from one to ten weeks after a first administration. The rank order of the eleven problem areas, arranged by size of mean number of problems checked in each area, remained virtually the same from one administration to the other for each of the groups. The rank order correlation coefficients varied from 0.90 to 0.98.

It can therefore be concluded that, while the problem check list must be, and are so designed to reflect changing situations and experiences in the individual case, they nevertheless exhibit sufficient stability to warrant general program planning on the basis of survey results.

**Description of the adapted Mooney Problem Checklist used for this study:**

Since, the Mooney problem checklist was originally used in America some items were found to be unsuitable for
Indian situations. In the original form there were 330 problems identified under 11 areas of adjustment problems so that each area covers 30 problems. The form that the investigator used in this study is adopted to some extent. In the area social and recreational activities there are only 29 problems. In the adopted form there are only 27 problems in the area courteship, sex and marriage and there are only 27 problems in the area curriculum and teaching procedures. So that in all there are 323 problems.

In the area courteship, sex and marriage some problems are adopted to suit Indian conditions; problem number 31 originally was 'Not going to church often enough' is changed to 'Not going to temple / church / mosque often enough'. Like this problem 86 which was 'parents forcing me to go to church' is changed to 'Parents forcing me to go to temple / church / mosque' and problem number 87 'Disliking customs and practices of Church' was changed to 'Disliking customs and practices of Church / Temples / Mosques.' The adopted form of the Mooney Problem checklist is given in Appendix C.

Method of Gathering Data:

A good rapport was established with the subjects and the purpose of this investigation was explained to them clearly. Many questions were asked by the subjects which were answered understandably. Immediately after this the Jr-Sr High School
Personality Questionnaire was administered first. Even though instructions were given on the instrument the pupils were given on the instrument the pupils were allowed to clarify their doubts. The examples given on the booklet were written on the Black board and they were answered there itself so as to indicate the pupils how to answer each item given in the booklet. No student was allowed to answer until the investigator felt that that student had understood the instructions perfectly and followed the examples carefully. To complete this the students required about 45 minutes. After every pupil had completed answering the HSPQ Form 'A' the booklets along with the answer sheets were taken back. Next the Mooney problem check list was given. Even here each pupil was made to understand the instructions carefully and was then allowed to check the problems. This required at least 40 minutes to answer and in all about 90 minutes was required to complete administering the two instruments.

The instruments were administered in groups inside the class room. Since in most of the high schools each class period is of 45 minutes duration two continuous periods were taken for administering the instruments.

AIM OF THE STUDY

This investigation seeks to study the adjustment problems of High school students in the following 11 areas:
1. Health and Physical Development (HPD),
2. Finances, Living Conditions and Employment (FLE),
3. Social and Recreational Activities (SRA),
4. Courteship, Sex and Marriage (CSM),
5. Social and Psychological Relations (SPR),
6. Personal and Psychological Relations (PPR),
7. Morals and Religion (MR),
8. Home and Family (HF),
9. Future Vocational and Educational (FVE),
10. Adjustment to School Work (ASW),
and 11. Curriculum and Teaching Procedure (CTP),
in relation to the six personality factors 'A', 'C', 'E', 'H', 'I',
and 'O' as measured by the Jr-Sr KSPQ FORM-A.

A brief description of these six personality factors
is given below:

<table>
<thead>
<tr>
<th>Low Sten Score Description</th>
<th>Alphabetic designation of Factor</th>
<th>High Sten Score Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserved, Detached, cool</td>
<td>A</td>
<td>Outgoing, warm hearted, easy going, participating</td>
</tr>
<tr>
<td>Affected by feelings, emotionally less stable</td>
<td>C</td>
<td>Emotionally stable, faces reality</td>
</tr>
<tr>
<td>Obedient, Mild, Conforming, Submissive</td>
<td>E</td>
<td>Assertive, Independent, Aggressive</td>
</tr>
<tr>
<td>Low Sten Score Description</td>
<td>Alphabetic Designation of Factor</td>
<td>High Sten Score Description</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Shy, Restrained, Diffident</td>
<td>H</td>
<td>Venturesome, Socially bold, Uninhibited.</td>
</tr>
<tr>
<td>Tough-minded, Self-reliant, Realistic</td>
<td>I</td>
<td>Tender minded, Dependent Over protected</td>
</tr>
<tr>
<td>Placid, Confident, Serene</td>
<td>0</td>
<td>Apprehensive, Worrying Depressing, troubled.</td>
</tr>
</tbody>
</table>

**SCOPE OF THE STUDY**

(i) There are as many as 41 High schools in Mysore city. Out of these High schools only 10 were selected for this study.

(ii) In these ten high schools also only students of standard X (of both English and Kannada Medium) were selected. Because although the Jr-Sr HSPQ is standardized on pupils from age 12 to 18, the investigator felt that the language of that instrument is somewhat above average for VIII and IX standard students to understand clearly.

(iii) It was found that there are 1008 students (504 Boys and 504 Girls) in all the 10 selected high schools in standard X. To take a sample as large as this and to administer the questionnaires is not an easy if not an impossible task.
Hence the investigator has chosen 50% of boys in standard X of boys high schools and 50% of girls from girls high schools and so that a sample of 500 students was selected for this study.

(iv) Age differences, sex differences, socio-economic conditions were not taken into consideration as all this will require a lot of time which is very limited at the disposal of the investigator because of academic reasons.

(v) Since the investigator's main intention was to find out the problems of adjustment of High School students 11 problem areas were covered, so that the students' problems in each area can be identified. As such no attempt was made by the investigator to measure all the 14 dimensions of personality as measured by Jr-Sr HSPQ Form A which are said to cover the whole personality of an individual. The reasons for selecting only six personality factors are,

i. Of course the time at the disposal of the investigator was one of the main causes.

ii. The intention of the investigator was to study the adjustment problems in relation to some other variables. The investigator felt that the variables if related to the individual's personality will be worthy of study. Hence he selected the problem so as to study adjustment problems in relation to personality factors. Since the 14 dimensions of personality as measured by R.D. Cattels Jr-Sr HSPQ
form A were too many variables for a study like this, which involves a lot of time the investigator selected only 6 dimensions of personality. Here one thing is certain. The selection of these six dimensions of personality does not imply that these are the only important dimensions of personality. It only imply the scope of the study and the inability of the investigator to measure all the 14 dimensions due to limited time.

iii. Many people believe that reserved students will be having more problems than others, those who are affected by feelings have more problems of adjustment, those who are obedient and tender minded will be having less problems than others and all that. Hence, the investigator selected the above said six personality factors for this study and studied adjustment problems in relation to these personality factors.

ASSUMPTIONS AND LIMITATIONS OF THE STUDY

The investigator assumed that,

i. The instruments that were used for the study have certain limitations.

ii. The sample selected is representative of the population.

iii. Every pupil is normal and each one of them will have problems of adjustment at least in one or more areas,
irrespective of caste, creed, sex, age, socio-economic status and intelligence and that each one of these pupils can understand the language of the instruments used and was able to give the real answers without any personal bias and hide and seek business.

iv. There will be a relationship between the problems of adjustment and personality factors.

LIMITATIONS

This study was undertaken with certain limitations.

i. Since, no tools were available for assessing the personality factors and problems of adjustment of Indian students the instruments standardized on foreign subjects were used.

ii. Differences in age, sex, intelligence and socio-economic status were not considered, because such considerations are beyond the scope of the study.