CHAPTER - II

REVIEW OF RELATED LITERATURE

In this chapter research studies conducted in the area are reviewed. It consists of three Sections: Section-I deals with adjustment problems of students in schools and colleges; Section-II with adjustment problems of students studying in residential schools; and Section-III with relationship between adjustment and academic achievement of students.

Section-1

Studies Related to Adjustment Problems of Students in Schools and Colleges

The studies related to the adjustment problems of students in schools and colleges are reviewed in this section.

Kakkar (1964) investigated the adjustment problems of adolescents in home, school, health and social areas. A random sample of 75 boys of class XI from nine higher secondary schools of Allahabad were selected. The tools used were Raven's Progress Matrices Test, Asthana's Adjustment Inventory, Personality Inventory prepared by Allahabad Bureau of Psychology, Rorschach Ink Blot Test and Murray's Thematic Apperception Test. The data were processed through the chi-square and correlation techniques.
The study revealed that 43% cases had serious adjustment problems. The school area posed the greater problem, while in home area, the adolescents were over dependent on parents. Girls accepted parental control but grumbled about it. A feeling of insecurity in the home was mirrored in their attitude towards school situations. Adjustment problems seem to have adversely affected the learning efficiency of adolescents.

Bhagia (1966) studied the problem of school adjustment. His main aim was to develop an inventory for the assessment of school adjustments of pupils. The study was carried on sample of 618 pupils of 20 secondary schools in Rajasthan. He finalized 115 problems and 48 characteristics in two check lists. Two criterion groups of well-adjusted and poorly adjusted pupil were identified. The study revealed that-

(i) Girls exceed boys significantly in their adjustment to general environment.

(ii) Rural students exceed urban students significantly in adjustment to their teachers, classmates and self, and

(iii) Private school students are significantly better than Government school students in their adjustment to the teacher.

Agarwal (1970) carried out a study on adjustment problems of pupils of secondary school. The study was conducted on a sample of
2375 students of different socio-economic strata from IX to XII standards.

He constructed an inventory consisting of 90 items. The items were classified into five areas of adjustment, viz., home, school, social, emotional and health.

The major findings of the study were:

(i) Adjustment problems in home, school and social areas decrease with age, whereas in case of emotional and health areas they increase, and

(ii) Homogeneity in the nature of adjustment problems increases with age and it favour the highest in emotional area and lowest in school area.

Saxena (1972) attempted to find whether the over- and under-achievers pooled from mathematics, biology, commerce and arts curricula differ significantly with respect to Saxena's Adjustment Inventory in five areas, viz., home, health, social, emotional, school, and total adjustment scores. The study was conducted on a sample of 1,769 students of class XI.

Joshi’s Group Test of General Mental Ability (GMTA), Raven’s Progressive Matrices (RPM), Liddles Academic Aptitude Test (LAT), High
School Examination Mark and Saxena's Vyaktitva Parekh Prashravath (VVP) were used as tools for the study.

The study revealed that the under-achievers were found to have significantly poor adjustment in home, health, and school areas. Better general adjustment is associated with better achievement in the Mathematics group.

Tulpule (1977) conducted a pilot study of adjustment of pre-university students. The sample comprised of 213 students of Arts College. Bell's Adjustment Inventory adopted to Indian condition by the Institute of Vocational Guidance and Selection, Bombay was used to collect data.

The study found that 80% students were emotionally maladjusted and 42% students were facing home adjustment, 31% indicated health maladjustment, and 58% revealed general maladjustment, with a view to study adjustment problems of pre-university students studying in SNDT Arts College for Women in relation to their economic status and birth order. Students of the P.U.C. class of the arts college were involved in the study. Indian adaptation of Bell's Adjustment Inventory was used for the collection of adjustment data from the Ss.
The study, among other things, revealed the following:

(i) In the area of emotional adjustment, about 80 percent of the girls were found to be emotionally maladjusted, 17 percent showed average adjustment, and only 3 percent were found to be well adjusted;

(ii) In the area of social adjustment, 30 percent showed poor adjustment and submissive and retiring tendency, 6 percent indicated aggressiveness in social contacts;

(iii) In the case of home adjustment, 25 percent showed poor adjustment, 42 percent average, and 33 percent good and excellent home adjustment.

(iv) 40 percent of girls showed a good health adjustment as against 31 percent indicating maladjustment in health area;

(v) In the area of general adjustment, 58 percent were well adjusted and 39 percent indicated average level of adjustment;

(vi) The lower middle income-group was the most maladjusted in the area of home adjustment.

(vii) In emotional adjustment, both the lower and the higher income groups were more maladjusted;

(viii) The higher middle was the most aggressive and the least submissive group in social contracts; and
Physically the higher income group was superior to other groups without a single case of maladjustment.

**Pandey (1979)** conducted a study of adjustment problem of adolescent boys of Deoria and their educational implications. The study aimed to find the adjustment problems in health, social, aesthetic and emotional areas. The adjustment inventory on the above areas was administered to 500 students of XI standards. The study revealed that:

(i) Rural students secured better points in emotional, health and school adjustment areas,

(ii) Urban students secured better marks in aesthetic adjustment areas, and

(iii) Urban students were facing difficulty in adjustment in school, health and emotional areas.

**Sharma (1979)** conducted an enquiry into adjustment problems of Harijans, Scheduled Caste and Backward class students of Agra District. The enquiry was conducted (i) to study the adjustment of Harijans (Hs), Scheduled Caste (SC) and Backward Class (BC) students who received financial help during (1975-76) and compared their adjustment position with the students of the year 1964-65, (ii) to compare the adjustment of SC and BC students belonging to different facilities and educational levels, (iii) to study the adjustment of Hs, SC and BC students of urban and rural settings, (iv) to study the adjustment of Hs, SC, and BC
students sex wise, (v) to study the comparative adjustment of Hs, SC and BC students of different socio-economic status, and (vi) to compare the adjustment of Hs, SC and BC students with the upper class students. The objectives were a part of a evaluative programme to make an appraisal of the progress made by the people belonging to Hs, SC and BC groups.

The study was conducted on the students population of Agra District (N = 560) Hs, SC and BC students (280) and general upper class students (280) with mean age of 18 years and age range 15 to 25 years and belonging to three educational levels and five educational faculties. The SES levels were high, middle and low. The General Upper Class (GUC) students were considered as comparable groups having the same characteristics as the other groups (Hs, SC, BC) excepting that Hs, SC and BC students received scholarship from government. Adjustment was measured through two tools: Vyaktitva Prakash Prasnavali (VPP) (Saxena) and the Hindi version of Incomplete Sentences Blank (ISB).

The findings of the study were: (i) The adjustment of Hs, SC and BC students in 1965 was very unsatisfactory as against the condition of GUC student, which was reported as satisfactory, (ii) The adjustment of both the groups in 1977 indicated that the adjustment of Hs, SC and BC had considerably improved. (iii) The difference in the faculties did not affect the adjustment scores and the levels of education. (iv) The urban
students had higher adjustment scores on VPP than the rural students, whereas the urban students had higher male adjustment scores on ISB.

(v) The sex had significant effect on the adjustment, the females had higher adjustment scores than the males, and also the female had more psychological problems and complexes than the males, (vi) The Socio-Economic Status had no effect on adjustment, (vii) There were significant differences between GUC group on Hs, SC and BC students on VPP, and (viii) On ISB scores GUC were higher than the Hs, SC and BC groups.

**Goswamy (1980)** conducted the investigation into the adjustment problems of urban adolescent girls and the development of an adjustment inventory for their measurement. The major objectives of the investigation were: (i) to study adjustment problems of urban adolescent girls, (ii) to construct a valid and reliable measure for assessing the personality adjustment of adolescent girls along with its norms. Adjustment areas were: home; school, and study; social, religious and moral; emotional and mental; and physical and sexual. The sample consisted of 2481 from 11 secondary girls schools in Gauhati area-classes VIII (N=846), IX (N=856) and X (N=779). He constructed an adjustment inventory consisting of 232 items and tried out on a representative sample of 370 girls. The reliability coefficients by test-retest and split half methods were 0.82 to 0.94 respectively. The content validity was established. The empirical validity was obtained by correlating the inventory scores with the Adjustment Inventory for School
Students (Sinha and Singh) and also with teachers rating. The obtained validity coefficients were found to range from 0.73 to 0.75 in the former case and 0.56 to 0.59 in the latter.

The major findings were:

(i) The distribution of scores of the standardization sample was found to be approximately normal.

(ii) The number of problems increased with age.

(iii) Analysis of results showed that the difference between the means of classes VIIIth and IXth, and classes VIIIth and Xth were significant at 1% level, but the difference between the means of classes IXth and Xth was not significant.

(iv) The adolescent girls encountered maximum number of problems in emotional and mental areas followed by the problems in the school and study and home areas. The physical and sexual was the least problem encountering area.

(v) Class wise analysis of the problems revealed that the girls of class VIIIth encountered maximum number of problems in the areas of home, and school and study, followed by emotional and mental areas. The social, religious and moral and the physical and sexual areas took the fourth and fifth positions respectively.

(vi) In classes IX and X the emotional and mental, and the school and study were the most problematic areas.
followed by home, social, religious and moral, and physical and sexual areas.

Bhatia (1984) conducted a study on the emotional, personal and social problems of adjustment of adolescents under Indian conditions with special reference to values of life. The sample consisted of 830 adolescents, 340 boys and 490 girls in the age group of 15 to 20 years. The tools employed in the study were questionnaire, interview schedule and group discussion.

The major findings of the study were:

(i) The family atmosphere was more tense and unhappy for girls in the Indian environment,

(ii) A large majority of boys and girls preferred to have friends of the opposite sex,

(iii) The adolescents admitted that greater freedom at college gave them more self-confidence,

(iv) A large majority desire to have marriage by choice, and

(v) Quite large number of adolescents had gained sex education through books, magazine, movies and friends.

Kumar (1985) conducted a comparative study of the interests, need and adjustment problems of gifted and average children involving
509 students of class X (300 boys and 209 girls) drawn from 18 secondary schools of Delhi.

The findings of the study were:

(i) Gifted children were better adjusted in health and best adjusted in school as compared with the other areas of adjustments,

(ii) Gifted boys had better total adjustment than the gifted girls,

(iii) The average boys had better total adjustment than the average girls, and

(iv) There was no difference in the total problems of the gifted and average children.

The analysis of the responses of the Ss to the problem check-list indicated that there was no difference in the nature of problems faced by the gifted and the average students.

**Pandit (1985)** conducted a study on the adjustments of adolescents and relationship between psychological needs and adjustments of adolescents. The descriptive survey method was used for the investigation on the sample consisting of 640 adolescents.

Study revealed that adjustment of adolescents in home, health, social, emotional and school adjustments were significantly different in
all cases except in the case of home and health adjustments. Out of five areas of adjustment, the school adjustment, was most satisfactory, followed by health, home, emotional and social adjustment respectively.

Tripathi (1985) conducted a study to investigate the adjustment problems of undergraduate students of Varanasi region in relation to the socio-economic and intelligence levels of adjustment of students. The tools like check-list for adjustment problems and Saxena’s adjustment inventory were administered to 400 students.

The major findings of the study were:

(i) 40% boys faced college environment problems, 50% faced economic problems, and 40% could not develop relation with the classmates.

(ii) Highly adjusted students secured better points in the intelligent test,

(iii) Adjusted students had comparatively better socio-economic background,

(iv) Intelligence and adjustment were mutually dependent, and

(v) Maladjusted students face domestic adjustment, educational environment and economic crisis.
Grewal (1986) conducted a study to find out the relationship between physical fitness, attitude towards physical activity and adjustment among university students of cross socio-economic levels.

The sample for the study consisted of 549 students studying at undergraduate level selected from 10 colleges at Punjab University, Chandigarh. The data for physical fitness were collected using the AAHPER Youth Fitness Test comprising pull-ups, sit-ups, shuffle run, standing long jumps, 50 yard run.

The major findings of the study were:

(i) There was a significant relationship between attitudes towards physical activity and adjustment of students, and
(ii) There was no relationship between physical fitness and adjustment.

George, et al. (1987) have surveyed the needs, problems and adjustment of Sainik School students by administering a problem checklist specially prepared for the purpose. 162 boys of a Sainik School in Kerala constituted the sample for the study.

The study, among the other things, revealed the followings:

(i) 83 percent of the students have overall good opinion about the school;
(ii) Problems mentioned by more than 25 per cent respondents were - anxiety about future career, teachers show favouritism, dislike of school uniform, malpractices in maintaining school accounts, inefficiency of school management, too strict rules, sex problems, dishonesty among students, bad habits, indiscipline among students and ragging; and

(iii) The suggestions offered by more than 50 per cent of the students were: improve medical facilities, students representation in school management, improve accommodation, provision for sex education, option to discontinue the course without liabilities, more opportunities to contact parents, more personal freedom and guidance for solving personal problem.

Sundararajan (1988) conducted a study to find out the adjustment problems of high school students with reference to their sex and locality. The major objective of the study were:

(i) To study the adjustment problems of boys and girls in urban and rural schools, and

(ii) If there is any significant difference between boys and girls studying in urban and rural schools in respect of the three areas of adjustment, viz., emotional, social and educational respectively.

The study was conducted involving 298 students of IX Standard. Among them, 185 were girls and 113 were boys. The Adjustment
Inventory for School Students (AISS) constructed and standardised by Sinha and Singh (1984) was used in the investigation. The inventory had 60 items. Out of these 20 items each represented the adjustment problems in the areas of emotional, social and educational respectively.

The important findings of the study were:

(i) There is no significant difference between boys and girls studying in rural and urban schools in respect of their total adjustment scores,

(ii) There is a significant difference between rural boys and girls in the area of social adjustment,

(iii) There is a significant difference between urban and rural students in the area of educational adjustment,

(iv) There is a significant difference between urban and rural girls in the area of social adjustment, and

(v) In all other areas, the four sub-samples do not differ significantly among themselves.

Sundararajan (1989) conducted a study on adjustment problems of college students. The study attempted to find out significant difference between the categories of students, viz., professional, non-professional students in respect of three areas of adjustment, viz., Emotional, Social and Educational. Sinha and Singh's Adjustment
Inventory for College students was administered to the sample of 346 students.

The important findings of the study were:

(i) The professional students have a better level of adjustment in educational area than in the social area,

(ii) The non-professional Science students have a better level of adjustment in the emotional area than in the social area, and

(iii) The non-professional Arts students do not have better level of adjustment in the Educational area than Social area.

**Peter Ponraj (1993)** examined the adjustment problems of the adolescents. The study was carried out to find the levels of adjustments of adolescents at home, school, society and health as well as in terms of sex and religion of the respondents.

The investigator conducted the study involving the students of X Standard. The tool developed by the Department of Psychology, Madurai Kamaraj University was used. It consisted of 30 statements in the negative form. The tool was administered to the students.
The major findings of the study were:

(i) Girls from both the Hindu and Christian community were better adjusted than the boys at the three levels of adjustment at home.

(ii) Girls were better adjusted than boys at the three levels of adjustment at school,

(iii) Both the Hindu and Christian girls were better adjusted than boys at the three levels of adjustment in society, and

(iv) Christian boys were better adjusted than Hindu boys at the three levels of adjustment at school and Hindu girls were better adjusted than Christian girls at the three levels of adjustment at school.

Sundararajan, (1994) conducted an investigation to find out:

(i) If there is any significant difference among the teacher trainees in respect of their total adjustment and also their adjustment in the five areas, namely, home, health, social emotional and educational, and

(ii) The nature of relationship existing between the self-concept and the adjustment of the teacher trainees.

As many as 542 B.Ed. teacher-trainees were chosen at random. The sample consisted of 278 male and 342 female teacher-trainees. The sub-samples consisted of 342 graduate teacher trainees, 200 post-graduate teacher-trainees, 305 teacher trainees of humanities group and
237 teacher-trainees of science group. The Adjustment Inventory for College Students (AICS) by Sinha and Singh (1980) was the tool used in the study. The Adjustment Inventory had 102 statements; out of them 16 were related home adjustment, 15 health adjustment, 19 social adjustments, 31 emotional adjustment and 21 educational adjustment. The Self-concept Questionnaire was consisting of 48 items. The above tools were administered to all the 542 B.Ed. teacher trainees.

Pearson’s Product Moment ‘r’ was calculated for Self-concept scores and the total Adjustment Scores for the entire sample and its six sub-samples of B.Ed. teacher trainees.

The major findings of the study were:

(i) The men teacher trainees were found to be better than the women teacher trainees in social adjustment,

(ii) The men teacher trainees were found to be better than the women teacher trainees in emotional adjustment.

(iii) The women teacher trainees were better than the male teacher trainees in health adjustment, and

(iv) The post-graduate teacher trainees were seem to be better than the graduate counterparts in all the areas of adjustment, except in health adjustment.
Section – 2

Studies Related to Adjustment Problems of Students in Residential Schools

The studies related to the adjustment problems of students in residential schools are reviewed in this section.

Singh (1981) studied adjustment problems of the scheduled caste and the scheduled tribe students in residential schools of Rajasthan.

The investigation aimed at studying the academic achievement of the scheduled caste and the scheduled tribe students in residential schools of high reputed and public schools along with their study habits, thinking and observational capacity, interpersonal values-fluency, flexibility capacity, interests, familiar attitudes towards schools personality traits and adjustment in general problems encountered in school as well as their Socio-economic background.

The scheduled caste and scheduled tribe students and six residential schools were selected. The study was further restricted to students from students V and XI. Data were collected through Personal Bio-data Blank, Interest Records Study Habit Inventory, Creative Ability Test Raven’s Standards Progressive Matrics, Gordons Survey of Interpersonal Values Rotters Incomplete Sentence Blank Problems check-list, Cumulative Records and Interview Schedule. Heads of
institutions, teachers and wardens along with parents and community members were also interviewed.

The findings of the study were:

(i) Cumulative records of the students over a three years period indicated an improvement in performance among 26.6 percent, a consistent trend among 25.6 percent decline in 28.0 percent cases and fluctuation in 5.9 percent students. (ii) Regarding their socio-economic background the majority belonged to agricultural class with parents in rural areas and the family size varying from five to eight members in large number of cases. Approximately 30 percent parents had a monthly income below the poverty line. Sixty four percent of families were literate.

The mother tongue of sixty-five percent was Hindi, four percent had been in residential school for over three years. (iii) Responses on the study habit inventory received the presence of good study habits. (iv) The creative verbal ability test revealed complete lack of originality, while fluency and flexibility scores were 50.5 and 40.3 respectively. (v) Responses on the seven interest areas indicated a lack of crystallization of interests. (vi) As regards their interpersonal values a large proportion were conformists, while a few possessed leadership qualities. (vii) The sample was of average intellectual ability on Raven’s Standard Progressive Matrices and well adjusted on Rotters Incomplete Sentence
Blank. (viii) The majority suffered from fear anxiety and lack of self-confidence. (ix) They had positive attitudes towards others and schools while towards society the elite group and opposite sex they had negative attitudes. (x) Examinations and scholarships also caused worry and anxiety. (xi) The majority had academic problems like poor handwriting, difficulties in English and Mathematics, lack of books and food. (xii) They suffered from anxieties, uncertainty about future, unpleasant dream, inferiority indecision particularly regarding vacations, and higher education of scholarships and the like. (xiii) By and large, they were free from health problems. (xiv) Some listed partially and biased attitude of features along with the lack of recreational facilities as problems. (xv) Interview with heads, teachers and wardens indicated that the students were of average utility leaving learning difficulties in English. Mathematics and Physical Sciences while they performed well in games and sports. (xvi) The teachers also felt that they suffered from an inferiority complex and suggested special scholarship to be given on merit-cum-economic basis.

Kasinath (1990) conducted a study with a view to find out the adjustment problems of students studying in JNVs when Ss were classified according to their sex (boys and girls) and locality (rural and urban). Dimensions of the study were emotional, social and educational. 68 students of JNVs-48 rural and 20 urban, 50 boys and 18 girls constituted the sample for the study.
The study revealed the following:

(i) There is no significant difference between urban and rural students, and the boys and girls studying in JNVs in respect of their adjustment problems.

(ii) There is no significant difference between the urban boys and girls in respect of their emotional and social adjustment problems.

(iii) There is a significant difference between urban boys and girls studying in JNVs in the area of educational adjustment.

(iv) There is no significant difference between rural boys and girls studying in JNVs with respect to adjustment problems in the three areas, viz., emotional, social and educational.

(v) There is no significant difference between urban and rural boys studying in JNVs with respect to emotional, social and educational adjustment.

(vi) There is a significant difference between urban and rural girls studying in JNVs with respect to emotional and educational adjustment.

(vii) There is no significant difference between urban and rural girls studying in JNVs with respect to social adjustment.

Kasinath (1991) undertook a project to study the adjustment among migrated Hindi and non-Hindi speaking students studying in JNVs with a view to investigate:
(i) To test whether Hindi and non-Hindi speaking students differ in respect of their emotional, social and educational adjustment.

(ii) To compare Hindi and non-Hindi speaking students with regard to their total adjustment.

(iii) To test whether there is a significant relationship between Hindi and non-Hindi speaking boys, girls and rural students with regard to emotional, social and educational adjustment.

(iv) To compare Hindi speaking (HS) boys, Non-Hindi Speaking (NHS) girls, HS girls and NHS boys, HS rural and NHS urban students.

235 students studying in Standard IX in JNVs of Karnataka constituted the sample.

The study revealed the following:

(i) NHS students were better adjusted in emotional, social and educational areas than HS students;

(ii) HS and NHS boys do not differ significantly in respect of their emotional and educational adjustment. But there was a significant difference in the area of social adjustment.

(iii) HS and NHS girls do not differ significantly in either of the areas of adjustment;
(iv) HS and NHS rural students do not differ significantly in respect of their emotional and educational adjustment. But they significantly differ in social adjustment; and

(v) HS boys and NHS girls, HS girls and NHS boys do not differ significantly in their total adjustment.

_Jumnal (1991)_ conducted a study on adjustment problems of students studying in JNVs in relation to its organisational climate in the areas like emotional, social and educational adjustment of students.

748 students and 31 teachers in four JNVs of Karnataka constituted the sample.

The study, among other things, revealed the following:

(i) Rural and urban students do not differ significantly in respect of emotional, social and educational adjustment;

(ii) Boys and girls do not differ significantly in respect of social and educational adjustment. But boys face more problems in respect of emotional adjustment when compared to girls; and

(iii) Boys and girls differ significantly in respect of their total adjustment. Boys face more adjustment problems when compared to girls.

_Talawar (1992)_ conducted an investigation into the adjustment problems of students studying in Jawahar Navodaya Vidyalay...
residence, food, peer-group, curriculum, co-curriculum, classroom
teaching and evaluation adjustment problems of students studying in
Jawahar Navodaya Vidyalayas and to compare all the seven adjustment
areas when they are classified according to their sex, locality and SES.
Further, the study focussed on exploring various causes for adjustment
problems and offered suggestions. Using random sampling technique,
early 548 students from 10 JNVs were selected from Karnataka for the
study. The check-lists – Residence Adjustment Problem Check-list
(Stability 0.727, Consistency 0.770, Intrinsic Validity 0.853 to 0.877);
Food Adjustment Problem Check-list (Stability 0.570, Consistency 0.550,
Intrinsic Validity 0.742 to 0.755); Peer-group Adjustment Problem
Check-list (Stability 0.575, Consistency 0.560, Intrinsic Validity 0.748 to
0.758); Curriculum Adjustment Problem Check-list (Stability 0.544,
Consistency 0.660, Intrinsic Validity 0.738 to 0.812); Co-curriculum
Adjustment Problem Check-list (Stability 0.619, Consistency 0.390,
Intrinsic Validity 0.624 to 0.786); Classroom Teaching Adjustment
Problem Check-list (Stability 0.710, Consistency 0.660, Intrinsic Validity
0.812 to 0.843); and Evaluation Adjustment Problem Check-list (Stability
0.887, Consistency 0.680, Intrinsic Validity 0.825 to 0.942); were
developed by the investigator on all the seven adjustment areas using
scientific procedure. Based on the percentage, the students experiencing
adjustment problems in each area were calculated. To test the
hypotheses, Chi-square test was employed.
The following were the major problems faced by the students:

(i) Unhappiness due to unpleasant comments of the inmates,
(ii) Allergy to the food served in the mess,
(iii) Never remember the mess food during the vacation,
(iv) Finding teaching methods beyond their learning capacity, and
(v) Irritation due to unpleasant comments of house master/mistress.

The possible causes of adjustment problems were:

(i) Culture of the students families,
(ii) House-master/mistress ignorance of child psychology,
(iii) Lack of table mannerisms among the students,
(iv) Supply of monotonous food, lacking in quality,
(v) Lack of books in Hindi subjects for collateral reading.

Suggestions to overcome the problems were:

(i) Problems arising out of deviations from the expected behaviour be settled through cordial discussions with the house-master/mistress.
(ii) Students be made to understand the educational significance of co-curriculum activities in all-round development of personality,

(iii) Gradual introduction of common food with due respect for individual differences,

(iv) Supply of variety of delicious food with good quality (with sufficient-nutritive value), and

(v) Provision of Hindi books for collateral reading.

Manohar (1999) conducted a study to investigate the interpersonal adjustment problems of airmen trainees of Belgaum air force station. The areas of adjustment were: food, accommodation, discipline, curriculum and social adjustment problems. The sample consisted of 105 trainees, clerk general grade 41, clerks pay accounts trade 12, equipment assistant trade 36, and ground training instructors 16. The check-lists Food Adjustment Problem Check-list (Stability 0.69, Consistency 0.63, Intrinsic Validity 0.79 to 0.83); Accommodation Adjustment Problem Check-list (Stability 0.67, Consistency 0.55, Intrinsic Validity 0.74 to 0.82); Discipline Adjustment Problem Check-list (Stability 0.57, Consistency 0.50, Intrinsic Validity 0.71 to 0.75); Curriculum Adjustment Problem Check-list (Stability 0.67, Consistency 0.78, Intrinsic Validity 0.82 to 0.88); and Social Adjustment Problem Check-list (Stability 0.88, Consistency 0.60, Intrinsic Validity 0.77 to
developed by the investigator on all five adjustment areas using scientific procedure.

Based on the percentage, the trainees experiencing inter-personal adjustment in each item in the five areas were calculated.

The major findings of the study were:

(i) Food prepared in the mess is not as good as home made food,

(ii) Food is found more spicy,

(iii) Food is found more oily,

(iv) The number of mates staying in a billet to be reduced,

(v) Trainees don’t tolerate the disturbance of the other mates in the billet,

(vi) Facilities provided in the billet are not as good as home,

(vii) Trainees have the feeling that ATI has the high standard of discipline,

(viii) Trainees feel that more academic training is required than the physical training in curriculum,

(ix) Trainees cannot develop contacts with other language trainees easily, and

(x) Trainees are less interested to take part in co-operative activities.
The causes of the problems were:

(i) At home, the food is prepared for less members, whereas the food is prepared in the trainees - messes for a large number of trainees,

(ii) Cooks add more masala items while preparing the food for better taste,

(iii) Cooks add more oil while preparing the food for better taste,

(iv) In the initial stage of training supervision and controlling of trainees are required. Hence, a large number of trainees are to be accommodated in a billet for easy administration,

(v) Since large number of trainees accommodated at a billet, the disturbance is more,

(vi) Trainees are not satisfied with the facilities provided,

(vii) Trainees who do not like the strict discipline,

(viii) More stress on the physical training than the academic training in the AF non-technical airmen curriculum of training,

(ix) The culture of the trainees family, and

(x) Less interest in studies affects academic achievement of the trainees.
Suggestions for the above causes were:

(i) The infrastructure in messes is to be created to cater to the food preparation of 200 trainees,

(ii) Better control over specious items supplied by contractors,

(iii) Better control over the oil supplied by the contractors,

(iv) In the initial stage of training, i.e., in the basic phase, only 10 to 12 trainees are to be accommodated in a billet for better control over the trainees,

(v) Trainees creating problems are to be identified and proper counselling is to be given to them by the counselors,

(vi) Each trainee should be provided with proper reading table, chair and a cupboard,

(vii) At the recruitment store, details about the training is to be briefed to the selected airmen for better mental adjustment and preparedness for training,

(viii) Curriculum of airmen non-technical training, is to be revised to give more weightage on academic training than the physical training,

(ix) Since most of the trainees come from northern part of the country emphasis on usage of National language, Hindi, in the institution is to be implemented, and

(x) The aim and objectives of co-operative activities in the institution is to be brought out to the trainees.
Suryavanshi (2001) studied the association of adjustment, creativity, self-concept, anxiety and achievement motivation with academic achievement of students studying in Jawahar Navodaya Vidyalayas of Karnataka. The objectives of the study were: (i) to investigate the relationship of adjustment problems, creativity, self-concept, anxiety and achievement motivation with total academic achievement and its components. (ii) To determine the relative efficiency of the adjustment problem, creativity self-concept, anxiety and achievement motivation in predicting academic achievement, (iii) to determine the direct and indirect effects paths of different academic achievement variables an total academic achievement; and (iv) to identify the factors as linear combinations of the corresponding surface and source variables as well as total academic achievement and its components. A total number of 453 students from 7 JNVs were selected using random sampling teaching. Self-concept scale was developed by the investigator (Stability 0.86, Consistency 0.77, Intrinsic Validity 0.88 to 0.93); Talawar's Adjustment Problem Check-lists; Ramachandrachar's Creativity Response Matrices; Kumar's Indian adoption of Sarson's General Anxiety Scale, and Deo-Mohan's Achievement Motivation scale were used. Pearson's Product Moment Coefficient of Correlation; Multiple Regression Analysis (Stepdown); Multivariate Regression
Analysis; Path Analysis; and Principle Component Factor Analysis techniques were used for analysis of data.

The major findings of the study were:

(i) The adjustment problems, which the students are facing in residence, food, peer-group, curriculum, co-curriculum, classroom teaching and evaluation are having influence on their academic achievement.

(ii) In JNVs, the adjustment problem which the students are facing in residence, food, peer-group curriculum, co-curriculum, classroom teaching and evaluation are having negative influence on their academic achievement.

(iii) The factors of RAPC, FAPC, PAPC, CAPCA, CAPCB, CTAPC and EAPC taken together in the prediction of TAS of the total sample of JNV students. FAPC makes the maximum contribution and CTAPC and RAPC makes considerable contribution for prediction.

(iv) The factor of AMS, ANX, CCI and TAS taken together in the prediction of TAA of JNV students, as usual, CCI stands first in its maximum contribution and the two variables AMS and TAS make more or less equal considerable contribution for prediction.

(v) The factors of EAPC, CSE, AMS, CAPCB and CAPCA taken together in the prediction of AAE of JNV students, CSE makes maximum contribution and the AMS and CAPCB makes more or less equal considerable contribution for prediction.
(vi) The factors of EAPC, ANX, CSE, AMS, CAPCB, CAPCA and CTAPC taken together in the prediction of TAA of JNV students, as usual CSE stands first with its maximum contribution and the two competents EAPC and CTAPC of adjustment variable make more or less equal contribution for prediction.

(vii) Adjustment problem, self-concept and anxiety have no direct effects on academic achievement in English. But, their indirect significant effects on English are through creativity and achievement motivation.

(viii) Adjustment problem, creativity, anxiety and achievement motivation each of them is having direct significant effect on academic achievement in Kannada. Further, their indirect significant effects on Kannada are through all other subjects.

(ix) Each of the adjustment problem, creativity self-concept, anxiety and achievement motivation variables have direct significant effect on academic achievement in Hindi. Further, their indirect significant effects on Hindi are through all other subjects.

(x) Adjustment and creativity have direct significant effects on academic achievement in Mathematics. Further, their indirect significant effects on Mathematics are through other variables.

(xi) Adjustment, creativity and achievement motivation possess direct significant effect on academic achievement in Science as well as Social Science. Further, their
indirect significant effects on both the subjects are through others.

(xii) Residence adjustment, food adjustment, peer-group adjustment, curriculum adjustment, co-curriculum adjustment, classroom teaching adjustment and evaluation adjustment in JNVs have been clustered under a single group with high factor loading. This implies that JNVs being residential vidyalayas, adjustment plays a major role in the overall academic success of the students.

Talawar (2002) conducted a study on adjustment problems of students studying in Police Residential School, Dharwad with regard to residence, food, peer-group, curriculum, co-curriculum, and classroom teaching and evaluation adjustment problems.

The major objective was to compare the adjustment problems of students studying in 8th, 9th and 10th Standards in all the seven selected areas. A total number of 150 students were selected using random sampling technique at the rate of 50 students from each grade. The seven adjustment problem check-lists developed by Talawar (1992) were used in the study to collect data. The chi-square statistical technique was used for the analysis of data.
The major findings of the study were:

(i) There is a relationship between 8th, 9th and 10th Standard students and their residence adjustment problems being experienced.

(ii) There is a relationship between 8th, 9th and 10th Standard students and their food adjustment problems being experienced.

(iii) There is a relationship between 8th, 9th and 10th Standard students and their peer-group adjustment problems being experienced.

(iv) There is a relationship between 8th, 9th and 10th Standard students and their curriculum adjustment problems being experienced.

(v) There is a relationship between 8th, 9th, and 10th Standard students and their co-curriculum adjustment problems being experienced.

(vi) There is a relationship between 8th, 9th and 10th Standard students and their classroom teaching adjustment problems being experienced.

(vii) There is a relationship between 8th, 9th and 10th Standard students and their evaluation adjustment problems being experienced.
Section – 3
Studies Related to Adjustment and Academic Achievement

The studies related to the relationship between adjustments of students and their academic achievement are reviewed in this section.

Semler (1960) found linear correlations between adjustment scores and achievement scores. Sandefur and Bigge (1963) reported inverse relationship between the number of problems and the students achievement scores.

Mathur (1963) studied the effects of socio-economic status on the achievement and behaviour. The results revealed that achievement was highly correlated with adjustment. Rao (1964) studied the problems of adjustment and academic achievement. It was found that over-and under-achievement groups differed significantly on their adjustment. Sinha’s (1966) study revealed that high achievers were found to be superior in intelligence, better in adjustment, and moderate in level of anxiety, whereas low achievers were poor in intelligence, high anxiety level and were very poor in adjustment. Srivastava (1967) found that under-achievement was related to poor family, school and emotional adjustment. Chawla (1970) found that lack of adjustment was one of the factors of the low academic achievement. Hiregange (1970) studied...
the extent of relation of three variables, viz., intelligence, social-emotional adjustment and socio-economic status with academic achievement. The study upheld that intelligence was the best single predictor of academic success. Next best predictor was socio-emotional adjustment.

Dhaliwal (1971) studied the personality correlates of academic over and under-achievement. The results revealed that superior study habits, reservedness, high verbal ability, home, emotional and social adjustment and security feelings correspond with over-achievement or academic success, whereas inferior study habits, outgoing tendencies, low verbal ability, emotional instability, assertiveness, happy-go-lucky temperament, poor adjustment in home, emotional and school areas and insecurity feelings were associated with academic under-achievement failure. Saxena (1972) found that the over-achieving students had consistently and significantly lower number of problems of adjustment in the various areas measured than the under-achievers. Sharma (1972) conducted a comparative study of adjustment of over- and under-achievers. Results showed that there were significant differences among the over-achievers, average-achievers, and under-achievers with regard to their adjustment in the school, home, social, religious and miscellaneous areas. Rai (1974) revealed that adjustment is significantly related to achievement Seetha (1975) found that no significant relationship existed between social adjustment and academic achievement. Mathew (1976) studied some personality factors related to
under-achievement in science. The study revealed that the mean scores of normal achievers were significantly less than the mean scores of under-achievers in maladjustment and the mean scores of over-achievers significantly exceeded the mean scores of under-achievers in social skills, freedom from withdrawing tendencies, social standards, freedom from anti-social tendencies, family relations and community relations.

Chopra (1982) found that home adjustment was more closely related to academic achievement than emotional, health and social adjustment. Mehrotra (1986) found that there was a positive relationship between personality adjustments in five areas, viz., home, health, social, emotional and school adjustment and academic achievement.

Sontakey (1986) found that emotional problems and needs of under-achievers were greater than those of achievers, and achievers were more cooperative and sociable.

Ramachandran (1990) revealed that adjustment problems have been found to be negatively associated with achievement. Joshi (1990) found that overall achievement of students was not significantly correlated with adjustment in general. Srivastava (1992) delimited his study to class X students of JNVs and gave percentage distribution for different levels of intelligence, self-concept, SES, occupational aspirations and adjustments: including adjustment all of them were positively
related to achievement. **Rajamanikam and Vasanthal (1993)** found that there was a significant positive correlation between adjustment and achievement. **Rongali (1993)** revealed that there was a significant and positive relationship between adjustment and achievement of students of A.P. residential schools.

**Chen, et al. (1997)** investigated that children's social adjustment contributed to academic achievement. **Tamlison (1998)** investigated that academic adjustment and race made an independent contributions to academic achievement.

**Conclusions**

From what has been reviewed, it may be concluded that:

(i) Out of the 12 related studies reviewed regarding the adjustment problems in residential schools, 2 have been conducted involving Secondary School students, 1 Sainik School students, 1 PUC students, 1 Under-graduates, 1 Airmen trainees, 1 Police residential school students and 5 involving JNV students.

(ii) The 5 studies on JNV students have compared the degrees of their adjustment in different areas, such as, emotional, social and education, when they are classified according to their sex, locality, and Hindi and non-Hindi speaking areas. The third study has further investigated the relationship between organizational climate prevailing
in JNVs and student's adjustment. The fourth study identified the adjustment problems of students in JNVs.

(iii) Some of the findings of the studies quoted in review are contradictory. In the light of these conflicting results it is of great importance to pursue the study and examine the problem in greater detail.

(iv) It may be further noted that the studies reviewed above included only two to three or at the most four independent variables to find their relationships to academic achievement and also to predict achievement. No study has included as many as seven to ten predictor variables of academic achievement.

(v) No study has investigated the actual adjustment problems of students, particularly in the new climate prevailing in Morarji Desai Residential Schools (MDRSs) in different areas and their relationship with academic achievement of students studying in MDRSs.

(vi) Therefore, there is a need to bring together greater number of variables influencing on academic achievement of Morarji Desai Residential School students and to study their relative contributions in predicting academic achievement of MDRS students.

In the light of the literature cited above, objectives and hypotheses of the study were formulated and appropriate methods of analysis were outlined.