CHAPTER I
INTRODUCTION

Education is a comprehensive and complex process aiming at bringing about not only change in knowledge and skill but also change in attitudes, behaviour, values, needs and several other variables which are psychological and behavioural in nature. Further, while attempting to bring about desired changes in the above, education also aims at an integration of these to help the individual to develop as a totality.

Nature and nurture are common terms used to explain an individual's physical, mental and emotional characteristics at any stage of his development. The extent to which a person is born, to be the kind of individual that he has or the degree to which he has been affected by environmental influences, has been and still is the subject of much study and discussion. The truth probably lies between the two extremes. A person is neither "born" to be nor "made" what he is, rather he is the product of the integration of biological inheritance of social heritage. It is well known fact that the life of human beings was simple and their needs were limited which were satisfied in their immediate environment. But as the human beings become conscious about the things in their environment, their needs increased and with the increased needs, the problem of adjustment took place in the society.

The industrial development in modern times has given birth to complex system of society, which frustration among individuals. With the explosion of knowledge and tremendous development of science and technology in the later half of the nineteen century has changed the socio-economic conditions of society. Due to increasingly rapid rate of revolutionary changes, the society has come across a number of problems in different walks of life as well as different dimensions of adjustment. These changes in different walks of life, fraught with problem have disturbed the personality equilibrium of the individual in the society, which is proceeding at rapid speed towards a technological development in all spheres of human life.

An individual's behaviour can be described as sections to a variety of demands or pressures that are brought to bear upon him. Few individuals are found at the
extreme of trait distribution in any distribution curve for one or another of the respective trait among the members of general populations of the community.

At each moment of life any person is in the process of changing into something a little different from what he now is. The whole pattern is changing and it is important to keep in mind at one time both the fact of change and fact of pattern. Any period of change is likely to be accompanied by many potential difficulties.

Any period of change in society is likely to be accompanied by many potential difficulties. G.S. Hall has called the adolescence as a period of stress and strain fraught with many problems. Adolescent development and adjustment should be the matter of serious concern not only to parents but also to school people and other adults. It is the period of transition from childhood to adulthood that involves much type of changes in social behaviour. In this period equilibrium of physical, mental and social forces is lost and the result is that the individual has to make new adjustment with his own self, with the family and with the society at large. The problems of adjustment of the adolescents studying at high school stage are with respect to home, health, social, emotional and school environment. Most of the students suffer from frustrations, conflicts, complexes, anxieties and worries. They experience difficulty in physical, mental, emotional, social and other adjustments. However, whatever is needed is an understanding of the adjustment problems of them and then does our best to help them in difficulties. to keep the pupils in making adjustment with the changing environment is one of the important aim of education.

1-1 CONCEPT OF ADJUSTMENT

According to Oxford Dictionary the meaning of adjustment is: “To arrange, to put in order, to harmonize discrepancies or to adopt to standard or purpose.”

In Webster’s New Collegiate Dictionary, “it is stated that adjustment is to achieve mental or behavioural balance between one’s own needs and the demands of others as a result of which the individual is put to a more satisfactory state.” These meanings refer psychological and sociological implications of the term adjustment.

In Encyclopedia Britannica (1768, Vol.I) it is stated that adjustment (in psychology) is the process of behaviour by which all creatures maintain an equilibrium between their needs and demand an obstacles to the environments. It is therefore a harmonious relationship with the environment involving the ability to
satisfy most of one’s need and meet most of the demands both physical and social that are put upon one. (Dictionary of Behavioural Science, edited by Benjamin W. Wolman.)

Again in Encyclopedia of Psychology edited by H.J. Eysenck, W. Arnold and Re Meili, adjustment is defined as “a state in which the needs of the individual on the one hand and the claims of the environment on the other are fully satisfied.”

Teyord (1963) defined adjustment is a process by which a living organism maintains a balance its needs and the circumstances that influences the satisfaction of these needs, the process of adjustment starts right from the birth of the child and continues till his death. The main purpose of education is to train children for life’s personal, social and economic problems. If we study adjustment then we find out that there are two important aspects of adjustment. First has to do with its quality or efficiency. The second aspect is the process or processes by which the person adjusts.

In the opinion of William Clark (1970), “Adjustment is a harmonious relationship with the environment in which most individual needs are satisfied in socially acceptable ways, and resulting in forms of behaviour which may range from passive conformity to vigorous action.” On the words of Henry Smith (1961) it may be concluded that a good adjustment is one which is both realistic and satisfactory. At least in the long run it reduces to a minimum the frustrations, tensions and anxities which a person must endure.

Laurance F. Shaffer (1956) defined, “Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.”

In other words adjustment is a state in the condition of harmony arrived at by a person whom we call ‘well adjusted’. Also adjustment means achievement and which further means how efficiently an individual can perform this duties in different circumstances.

Thus we may say that:

- Adjustment is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs.
• Adjustment is a continuous process to produce harmonious relationship between a man and his environment.

• Adjustment implies proper degree of social feelings and sense of social responsibility.

• Adjustment is a state, which promotes happiness and efficiency in an environment.

• Adjustment is a process through which a man can change his environment according to his needs.

• Adjustment leads to the modification of one’s behaviour and attitude.

1-1-1 Criteria of Good Adjustment

Though it is very difficult to determine a universally acceptable. Criteria for adjustment because concept of adjustment differ from country to country and individual to individual depending upon social culture conditions, but in recent years psychologists have evolved certain criteria to asses the adequacy of adjustment of an individual in his environment.

(i) Psychological Comfort: One of the most important facts which is essential for better adjustment is that individual has no psychological disease as obsession, compulsion, anxiety and depression etc.

(ii) Physical Health: Sometimes only evidence of inadequate adjustment appears in the form of damage to body tissues. The individual should be free from physical ailments like headache, ulcers indigestion and impairment of appetite.

(iii) Work Efficiency: Well adjusted person has more work efficiency because he can use his full occupational and social capacities.

(iv) Social Acceptance: with the help of well adjustment with his society one is socially accepted. A man is only well adjusted when he obeys social norms, belief’s and set of values. If someone satisfy his needs with anti-social norms then he is called maladjusted. But different societies decide that which one is a accepted criterion of good behaviour. E.g. in our country smoking and drinking are taken to be anti-social but in the western socities these activities are taken quite normal.
1-1-2 Adjustment as Process

Adjustment as a process is of major importance for psychologists, teachers and parents. To analyze the process we should study the development of an individual longitudinally from his birth onwards. The child at the time of his birth, is absolutely dependent on others for the satisfaction of his needs, but gradually with the age he learns to control his needs. His adjustment largely depends on his interaction with the external environment in which he lives, when the child is born, the world, for him is a big buzzing, blooming confusion. He cannot differentiate among the various objects of his environment through the process of sensation, perception and conception. The child in his infancy can respond and think about only concrete objects of his environment. The process of abstraction comes afterwards. The young children lack the capacity of self control of the instinctive impulses. Any thing which appears to their senses bright they try to take hold of it. Their development is purely on instinctive level. The nature of adjustive process is decided by a number of factors, particularly internal needs and external demands of the child.

When a conflict occurs between internal needs and external demands, in such conditions, there are three alternatives, one, the individual may inhibit or modify his internal needs or demands and second, he can alter the environment, and can satisfy his demands and third alternative, is that he can use some mental mechanism to escape from the conflicting situation and may be able to maintain the balance of his personality.

Piaget (1952) was studied the adjustive process from different angles. He used the term accommodation and assimilation to represent the alteration of oneself or environment as a means of adjustment. A person who carries his values and standard of conduct without any change and maintains these in spite of major change in the social climate is called assimilator. The man who takes his standard from social context and change his beliefs in accordance with the altered values of the society, is called accommodator.

Now the question arises which of the above-referred process of adjustment is more effective? It is very difficult to answer this question in the clear cut terms. Because relative merits of either of the adjustive process requires, making value judgement. The human being, in order to adjust successfully in his society, has to
resort to both the devices. Very significant funding have been made regarding adjustment process by Freud, Adler and Jung.

1-1-3 Characteristics of Well Adjusted Person

1. **Physical Health**: The person should be free from physical ailments like headaches, ulcers, indigestion and impairment of appetite. These symptoms in person have sometimes psychological origin and many impair his physical efficiency.

2. **Psychological Comforts**: A well adjusted persons has no psychological diseases as depression, compulsion and anxiety. These psychological diseases if occur excessively cause to seek professional advice.

3. **Work Efficiency**: The person who makes full use of his occupational or social capacities, may be termed as well adjusted person in his social set up.

4. **Social Acceptance**: Everybody wants to be socially accepted by other persons. If an person obeys social beliefs and set up values. We may call him well adjusted but if he satisfies his needs by anti-social means than he is called maladjusted.

5. **Flexibility in Behaviour**: A well adjusted person shows flexibility in his behaviour. He adjust himself in changing circumstances by making changes in his behaviour.

6. **Healthy Attitudes and Interests**: A well adjusted person possesses healthy habits attitudes and interests.

7. **Healthy philosophy of life**: A well adjusted person possesses healthy philosophy of life that governs his conduct and activities. He possesses enough coverage and power of tolerance for facing failures in his life.

    In short “a person said to be adjusted when he is so related to a reasonably adequate environment that he is relatively happy, efficient and has a proper degree of social feelings.

1-2 ADJUSTMENT PROBLEMS OF ADOLESCENTS

Life is individual passes through different stages. Individuals has to cross various stages in the process of his development viz.
Infancy period 0 to 5 years
Late childhood period 5 – 12 years
Adolescence period 12 to 17 or 19 years.
Adulthood period beyond 19 years.

All these stages are marked by different physical, intellectual, social and character development of the personality. There are certain periods in the process of development, where certain characteristic features of behaviour stand out more prominently than other periods of life. Each stage of life has certain needs. The unfulfilment of needs give rise to problems. The individuals who deal with their problems positively, are well adjusted. Where as those who fail to deal with the problem suffer from maladjustment.

This study is an effort to locate the adjustment problems of adolescents in the areas of social, emotional and educational adjustment. But before we discuss the adjustment problems of adolescents, we should have a clear understanding of the term adolescence.

Adolescence is the most important and critical period of individual’s development. It is the period of rapid revolutionary changes in the individuals physical, mental, moral, spiritual sex and social outlook. Human personality develops new dimensions. It is the period to learn new things. It is the period of anxieties, worries, conflicts and complexity. This period emerges from childhood and merges into adulthood.

Adolescence is the period of about eight to ten years when the individual is no longer a child but is not yet an adult. Staton (341:170) states that the onset of adolescence occurs in the majority of boys and girls between the ages of eleven and fourteen and that the completion of adolescence takes place between the ages of eighteen and twenty one.

The term adolescence comes from the Latin word ‘adolescere’ which means to grow or to grow to maturity.

From the biological point of view, adolescence is the stage when puberty dawns.
Chronologically, adolescence is a span of life ranging from 12 to 19 years and having individual and cultural differences.

Sociologically, adolescence is a transitional period from dependence on parents to self-sufficient adulthood.

Culturally, adolescence period varies from community to community. In some communities marriage among boys and girls takes place quite early (as early as 13 to 16 years of age.)

Psychologically, adolescence, is the marginal situation which involves psychological disturbances and problems of adjustments. It differentiates the childhood behaviour from the adulthood behaviour.

Jersild observes, “adolescence in that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically.”

Dorthy Rogers defines adolescence as, “a process rather than a period, a process of achieving the attitudes and beliefs needed for effective participation in society.”

Piaget defines, “adolescence as the age of great ideals and the beginning of theories as well as the time of simple adaptation of life.”

Stanley Hall describes adolescence as “a period of great stress and strain, storm and strife.”

E.A. Peel is of the view, “the adolescent is beset by problems of divided loyalties, accentuated by the lack of adult privilgedes and responsibilities. He thus appears excessively aggressive and then excessively shy, excessively affectionate and then quite suddenly detached and cool. These and all problems of the stresses and strains of transition.”

G.R. Medinnus and R.C. Johnson state, “adolescence begins when sign of sexual maturity begin to occur in both physical and social development and ends when the individual has assumed adult roles and is concerned in most ways as an adult by his reference group. On the basis of the definitions as given above, following conclusions are drawn:

1. Adolescence is the most crucial and significant period in an individuals life.
2. Adolescence is the period of rapid revolutionary changes.
3. Adolescence is the period during which human personality develops new dimensions.
4. Adolescence is the period of great stress and storm.
5. Adolescence is the period of acquiring the attitudes and beliefs needed for effective participation in society.
6. Adolescence is the period of becoming independent.
7. Adolescence is the period of sex assertion.
8. Adolescence is the period of nuisance.
9. Adolescence is the period of new repulsion felt towards home and school.
10. Adolescence is the period of self assertion, boldness of immolation, of sacrifice and of self abasement.
11. Adolescence is the period of rapid fluctuation of mood.
12. Adolescence is the period of conflicts and complexities.
13. Adolescence is the period when world seems strange.
14. Adolescence is the period of great ideals.
15. Adolescence is the period when personality and character are taking new forms.

1.3 CHARACTERISTICS OF ADOLESCENCE PERIOD

Adolescence is the period of rapid revolutionary changes in the individuals physical, mental, social and emotional outlook. All these developmental changes have been discussed below:

1.3.1 Physical Development

Adolescence is first of all, a period of physical and psychological changes. These changes, while important in themselves and in what they enable the adolescent to do, are even more important in their meaning for the adolescent himself and for those about him.
i. **Change in Height:** Almost all boys and girls show a spurt in growth during adolescence. His weight also increases due to increase in bones and muscles. The age at which it occurs varies from individual to individual. There are sex differences in height and weight. At the age of 13 years girls are taller and heavier than boys but by the age of 15 years boys are taller and heavier than girls.

ii. **Changes in Bodily Proportions:** The different parts of the body grow at different rates and attain their maximum development at different times. The arms and legs grow, in length and became finer. Boys develop round shoulders. The pelvis bones of girls become broadened and their wrist becomes circular. As the proportions of the body changes; the adolescent, therefore looks awkward and clumsy.

iii. **Change in Voice:** There is a distinct change in voice among the two sexes. The voice of the boys deepens and become harsher. The girls voice acquires shrillness and become sweet.

iv. **Secondary Sex Characteristics:** The secondary sex characteristics develop during adolescence genital organs in boys increase in size. Testes usually grow earlier. In girls sex organs acquire maturity. The growth of the breasts and the widening of the pelvis in girls are among the physical development that have significant influence on the adolescent girl’s conception of her physical self.

v. **Hair Growth:** There is growth of hair in public regions, under arms, arms, legs, limbs, trunk and thighs. There is appearance of beard and mustaches in case of boys.

vi. **Physiological Changes:** There is a great change in the internal system of the body. All systems such as respiratory, circulatory, digestive, blood-pressure, heart and pulse-rate acquire then full growth. Brain is fully developed by the age of 18 years.

vii. **Night Emissions and Menstruation:** In the case of boys, the seminal glands being to work, semen is produced and there are night emissions accompanied by erotic dreams. The girls begin to menstruate monthly during the adolescent period.
1-3-2  Mental Development

Mental Development during adolescence accelerates on many intellectual fronts. The following are the characteristics of mental development in adolescence:

i. **Increased Ability to Generalize the Facts**: The intelligence development in childhood operates on perceptional level but adolescence the ability to generalize on conceptual level develops. The adolescent can generalize in an abstract way.

ii. **Increased Ability to Understanding**: There is an increase in the ability to see relationship and to solve problems of increasing complexity and difficulty. Department of understanding develops. The adolescent can think the solution of more difficult problems.

iii. **Increase in Span of Attention**: During adolescent period, the span of attention increase. The adolescent can attend to one thing for a longer period of time. His power of concentration is increased.

iv. **Development of Memory and Imagination**: The memory in adolescence develops tremendously with the growth in vocabulary. They can retain facts for a longer period. Adolescents possess excessive imagination. Writers, artists, musicians, poets, philosophers are born in this period.

v. **Ability of Problem Solving**: The ability to solve problem increases in adolescence. They talk about national and international problems. They can solve problems with the help of symbols.

vi. **Ability to Make Decisions**: The individuals has to make decisions in his daily life. Decision making ability is necessary for successful adjustment in life. The adolescents have the ability to think about their future. They can differentiate between ideals and the actual. They are reasonably objective in taking note of some of their weaknesses.

vii. **Widening of Interests**: Interests of young adolescents are numerous and varied. The most important categories their interests include recreational interests, interests in school, social interests, personal interests, vocational interests, religious interests and sex interests.
viii. **Hero Worship:** Hero worship is very prominent in adolescent period. An adolescent begins to worship his ideal man or woman and tries to model himself on him or her. Hero for an adolescent may be film-star a political or religious leader, a poet or an artist, scientist, wrestler or a teacher.

1-3-3 Emotional Development

C.T. Morgan emphasizing the importance of emotions in life writes that emotions are basic primeval forces of great power and influence designed by nature to enable the organism to cope with circumstances which demand the utmost effort for survival or success or to add colour and spice to our living. Adolescence in an age of emotional upheavals. Some of the emotional characteristics of adolescent period are as under:

i. **Variation in Emotional Moods:** Emotional moods of adolescents vary from elation to depression. From tears to laughter, from self-confidence to self-depreciation, from selfishness to altruism and from enthusiasm to indifference are all common reactions of young adolescents.

ii. **Not under Control:** Emotions of adolescents are not under control. Outbursts of temper are often noticed in his emotional make-up during this period. He is emotionally unstable. He does not tolerate the over strictness of parents and teachers.

iii. **Capacity of Sharing Emotions:** Adolescent develops an increased capacity for sharing emotional experiences with others. He develops the capacity for concern about the feelings of others.

iv. **Loyalities Expand:** Emotional development begins from the home environment of the infant and during adolescence period it is widened beyond home environment and neighbourhood loyalties are identified with peers and leaders of various fields.

v. **Increased Compassion:** Compassionate means fellowship of feelings. To be compassionate means that a person is able to enter his own feelings and appreciate the emotional feelings of others.

vi. **Common Emotional Patterns:** The most important emotional patterns of the adolescents include love, anger, jealously, fear, worry, envy. Some of the
more complex emotions of adolescent period are awe, reverence, gratitude, scorn, contempt, hatred, joy, grief, pity, shame etc.

1-3-4  Social Development

During adolescent stage, social changes are reflected in the influence of peer group, new values of friendship selection, new values in social acceptance and rejection and new values in the selection of leaders.

i.  Increased Peer Influence: The most characteristic social development is the increased influence the peer group. The peer group shape his behaviour to a great extent. His interest, attitudes and values are influenced by peers.

ii.  Changes in the Area of Heterosexual Relationship: An adolescent begins to prefer the company of the members of the opposite sex.

iii. Social Activities at Their Peak: Social activities whether with members of the same sex or with the opposite sex, usually reach their peak during the period of adolescence social service in public gatherings. Fairs and festivals become a passion for the adolescent. He does not mind personal inconvenience in doing such service.

iv. New Values in The Selection of Friends: An adolescent wants as a friend someone to be trusted, someone to talk to, someone who is dependable. They usually have two or more close friends, close friends have a marked influence on one another. They may also quarrel occasionally. Gangs may also formed and indulge in anti-social activities.

From the above discussion we can say adolescence is a period of revolutionary changes. It is a transition period between childhood and adulthood. It is the most critical period of individual’s life. In this period equilibrium of physical, mental and social forces is lost and the result is that the individual has to make new adjustment with his own self, with the family and with the society at large.

1-4  SPECIAL PROBLEMS OF ADJUSTMENT IN ADOLESCENCE

Crow and Crow (1956) says that, “Children, adolescents and adults all are faced with the problems of ordering their attitudes and behaviour that they achieve maximum success and satisfaction in their home, school work and social activities
without interfering with and limiting the interests, ambitions and activities of other members of the group."

Thus, unless the person concerned does not make satisfactory adjustment, his normal pattern of behaviour is disrupted and also affects all phase of his life.

While an individual is studying in higher secondary class, he faces various problems regarding sex, emotion, education, society, health and various other adjustment problems. So below is given the description of problems of adjustment of the adolescence:

i. **Adjustment to Physical Growth:** Because of rapid and unbalanced growth in height, weight and physique the adolescent feels embarrassment in the group which he moves. He feels that he is looking old in the company of his class fellows and playmates. The teacher and the parents should not address him as ‘camel’ and ‘bull’ etc., to emphasise his temporary physical abnormalities.

The disturbing physical factors for girls are fatness, tallness, facial features, thinness general physical appearance, ache hair, scar on face, brace on back etc. the disturbing physical factors for boys are lack of size, fatness, lack of muscular strength, unusual facial features, ache, scars, bowed legs, lack of shoulder breadth etc.

If the individual is physically handicapped he can’t adjust properly in his school, home and society. They are unable to study properly. They can’t profit form the regular high school curriculum and required special educational services.

ii. **Adjustment to Mental Competition:** Because of mental development the adolescent becomes critical and fault finder. He wants to broaden his mental horizon by knowing everything he comes across. The mentally superior adolescent faces the problems of adjustment because of too strenuous a competition to which he is subjected to by his parents and teachers. The mentally slow adolescent faces the problem of adjustment because he finds that the school is geared to the bright and it is difficult for him to master the academic subjects.

iii. **Adjustment to Emotional Disturbances:** Emotional disturbances in the adolescent are due to the rapidly changing physical structures, abnormal functioning of the nervous system, glandular systems and his widening social experiences. The adolescent has got extreme emotions. His emotional moods
vary from elation to depression. He is sensitive to the many emotions arousing stimuli in his environment.

One minute, the adolescent is up in the clouds, and the next he is in the depths of despair. He, sometimes, thinks of committing suicide. From tears to laughter, from self confidence to self-deprecation, from selfishness to altruism and from enthusiasm to indifference – all the behaviour of the adolescent may be expressed in the form of an open defiance to the teacher or by destroying school property etc.

iv. **Problems of Home Adjustment:** During the teen years, the adolescents find that their needs and interests are changing with speed. His parents may not be able to meet all those needs. The adolescent begins to behave as an independent individual. The parents resist his independence and this leads to trouble. He feels as if he is being kept in bondage by his parents. Some of the reactions of the adolescent are:

a) My parents find faults in me that I believe I do not have.

b) My father has become narrow and he always starts arguments.

c) Every time when I say something my father passes a sarcastic remark I am now afraid to say anything.

Differences of opinion between experienced parents and their experiencing son or daughter may lead to inner conflicts on the part of the young person. The other conflicts may be marriage problem. The choice of a vocation and social philosophy. Similarly in the choice of a profession, many parents do not give a free choice of a profession, many parents do not give a free choice to their children. Problems in home may arise in brother and sister relationships, relations with parents, financial matters, have responsibilities and social activities.

v. **Problems of Sex Adjustment:** As has been stated earlier in adolescence, there is sharply accelerated and rapid growth of sex life. Both the primary as well as the secondary sex characteristics appear during this period. Height and weight also increase. It is normal for an individual to be interested in the body functions the meaning of marriage, the process of birth and other matters dealing with sex. All these things must be frankly told to the child. If these are kept secret it is very dangerous for an adolescent. The adolescent curiosity
may lead to experiment alone or with other children to satisfy their sexual behaviour.

vi. **Problems of School Adjustment:** The adolescent faces problems regarding their schools and studies. In adolescent passes usually seven to eight hours in the school. The common problem which he experiences during this period is teacher-student relationship, vocational selection, partiality by the teacher, too much have task, lack of proper guidance hard to speak in class, freedom in the selection of courses in ignorance by teachers.

Thus, adolescents in the schools suffer from the above problems of the students are physically handicapped, emotionally disturbed and sexually dissatisfied they can’t study properly and they will be unable to achieve their goal.

Thus, it is the duty of both parents and teachers to provide proper guidance and care to be children. The adolescents must be physically looked after and they must be medically examined. Their health must be up to the mark. If they are physically healthy, then only they can study properly.

Adolescents, must be provided suitable environment to control their emotions. They must be given relaxed and free atmosphere. Adolescents seek social approval.

To help the adolescents in proper adjustment, the following measures must be adopted by the parents and the teachers:

1. Sufficient nourishing diet.
2. Respect his/her individuality.
3. Understanding the nature of adolescents.
6. Recognition of individual differences.
8. Sympathetic and affectionate attitude.
9. Appropriate lectures and sex education.
10. Co-curricular activities.
11. High religious and moral education.

12. Becoming good counselors.

13. School life closely connected with life outside.

**1-5 SIGNIFICANCE OF THE PROBLEM**

Adjustment refers to a harmonious relationship between the person and his environment through which his needs are satisfied in accordance with social demands. The adjustment process is a universal sequence that can be identified in the behaviour of organism from the lowest species up to man. If individual experiences have so shaped his personality that he is well prepared to play the roles, which are expected of the status assigned to him within a given environment and if his needs are met by playing such roles, then we say that he is well adjusted.

On the other hand, if experience has not preferred him to play the roles of his assigned status if the environment is such that he is denied the normal status for which his experience has prepared him and his fundamental needs are not met, then we say he is maladjusted. Maladjustment is often termed as mental illness or psychopathology frequently considered the number one health problem of our era, which is characterized by pollution, corruption and dissolution of the stable social system.

Adjustment is not only the problem of one society but it is the problem of all societies. Whole society is divided on the basis of culture, region and economic status. If this stage students especially feel many adjustment problems. Only teachers and educated parents can provide the right type of education and make them aware of the problems of adjustment of adolescence. If the adolescents of a country would be maladjusted then the progress of a country is not possible. So for the proper guidance to the adolescents, proper education is needed. There are high incidents of mild adjustment and maladjustment among the students of adolescent group, therefore this study will provide sufficient material to know the cases of maladjustment of the students of government senior secondary school and this study will definitely help to guide the students of this age group for proper adjustment. Further this study will help the students in the area of emotional adjustment, social adjustment and educational adjustment.
STATEMENT OF THE PROBLEM: “EMOTIONAL, SOCIAL AND EDUCATIONAL ADJUSTMENT OF ADOLESCENT SCIENCE STUDENTS IN RELATION TO THEIR GENDER AND TYPE OF SCHOOL.”

OBJECTIVES

1. To study and compare the emotional adjustment of adolescent science students in relation to their gender.

2. To study and compare the emotional adjustment of adolescent science students in relation to their type of school.

3. To study the interactional effects of gender and type of school on the emotional adjustment of adolescent science students.

4. To study and compare the social adjustment of adolescent science students in relation to their gender.

5. To study and compare the social adjustment of adolescent science students in relation to their type of school.

6. To study interactional effects of gender and type of school on social adjustment of adolescent science students.

7. To study and compare educational adjustment of adolescent science students in relation to their gender.

8. To study and compare educational adjustment of adolescent science students in relation to their type of school.

9. To study interactional effects of gender and type of school on educational adjustment of adolescent science students.

HYPOTHESES

1. There will be no significant difference in the emotional adjustment of adolescent science students in relation to their gender.

2. There will be no significant difference in the emotional adjustment of adolescent science students in relation to their type of school.
3. There will be no significant difference in the interactional effects of gender and type of school on the emotional adjustment of adolescent science students.

4. There will be no significant difference in social adjustment of adolescent science students in relation to their gender.

5. There will be no significant difference in social adjustment of adolescent science students in relation to their type of school.

6. There will be no significant difference in interactional effects of gender and type of school on social adjustment of adolescent science students.

7. There will be no significant difference in educational adjustment of adolescent science students in relation to their gender.

8. There will be no significant difference in educational adjustment of adolescent science students in relation to their type of school.

9. There will be no significant difference in the interactional effects of gender and type of school on educational adjustment of adolescent science students.

1-9 DELIMITATIONS OF THE STUDY

The study was delimited in the following manner:

1. The study was delimited to Kullu district of Himachal Pradesh.

2. Only two variables i.e. gender and type of school has been selected for the present study.

3. The study was delimited to the students of +2 class of science stream.

4. The study was delimited to the co-educational and single-sex (boy and girls) government school only.

1-10 DEFINITIONS OF OPERATIONAL TERMS

**Gender** – Refers to boys and girls (studying at senior secondary schools).

**Type of School** – Refers to co-educational and single sex background settings of government senior secondary schools.

**Emotional, Social and Educational Adjustment** – The scores of the adolescent students obtained on the school adjustment inventory (Hindi Version) by A.K.P. Sinha and R.P. Singh.
CHAPTER II
REVIEW OF RELATED LITERATURE

Research takes the advantage of knowledge, which has accumulated in the past as result of journals, books and other sources of information on the problem to be investigated is one of important step in the planning of any research study.

This chapter deals with review of previous work done in the field of adjustment. Following are the references of some related studies conducted abroad and in India.

The conducted study of Garrison and Canningham (1952) described that there are some problems among adolescents. Leeper (1948) argued that emotions actually tend to organize human behaviour functionally to avoid danger. Similarly Freud (1936) and Dollard and Millar (1950) have also stressed the organizing properties of emotions regarding fear or anxiety as a drive, i.e. an unpleasant stimulus which motivates the organism to discover and apply ways reducing it. The same point has been developed by social psychologists such as Davis (1952), who has pointed out that in the socialization of child, parents intentionally produce anxiety by punishing or disapproving acceptable behaviour. In order to be comfortable and free from anxiety, the child is exposed is in conflict, various ego defenses, which are maladaptive in certain respects, make it appear that emotions disorganized behaviour. In reality anxiety has imported organizing properties, but its indirect effects often have the appearance of behavioural confusion.

A study conduct by Joyce (1970) was to gain information on personality characteristics which differentiate achieving and under-achieving high school students from lower socio-economics environments. Academic achievement was indicated by descriptive scores between a students composite score on an academic progress test and that predicted from his performance on verbal battery of an intelligence test. Joyce (1970) concludes from his comparison that high achieving was characterized by high concept of ability, lack of need for aggression, positive self concept and a tendency to perceive high press for achievement their particular school.
Kulhen (1952) Emphasized the role of intelligence on adolescents pace of adjustment, and holds that there is tendency for those who have higher intelligence test scores to achieve higher level and to make a better total life adjustment.

Angeline, Dollias and Mech (1956) noted a constant increase in fears and worries by girls in activities involving social relations. This fear was less pronounced in boys. In both adolescents (boys and girls) there are increases in fear after age fifteen especially in the economic and political areas.

Jansen (1958) found that low achievers encounter more adjustment problems than to the high achievers.

Garrison (1960) found that, “good adjustment was associated with extroversion and poor adjustment with introversion.”

Bhatt, et al., (1961) conducted a study on a sample of 2500 adolescent boys and girls drawn from urban and rural schools and colleges. The correlation coefficients between the three areas of adjustment. Difference between the mean were found to have affected all the three areas of adjustment. Sex and community X grade X community interactions were significant with reference to the family adjustment.

Aggarwal (1964) studied the adjustment problems of secondary school pupils and found that adjustment problems in home and social areas as perceived by pupils themselves decrease with age increase in case of emotional and health areas, it increases. General, homogeneity in the nature of adjustment problems increases with age and it is found highest in emotional area and lowest in school area.

Lavin (1965) found the evidence concerning relationship of personality adjustment and the academic performance. He found that better adjusted students had good academic achievement. They had higher activity level, higher endurance, more responsibility, more emotional stability, higher morality, less anxiety and independence. They were also docile, passive and obedient.

Bhagia (1966) in his study found that (i) girls exceed boys significantly in their adjustment to general environment and organizational aspect of the school.

(ii) Rural school pupils exceed urban school pupils significantly in the adjustment to their teacher matters and self.
(iii) Private school pupils are significantly better than government school pupils in their adjustment to the teachers.

**Pandey (1968)** conducted a multidimensional study exploring personality correlates of adjustment problem among adolescents. He concluded that emotional maturity of ego-strength, submissiveness, expressiveness, conventionality, self-sufficiency, society resideness, concernedness, higher super-ego strength, carefulness, premisia, sensitivity, help seeking, imaginative a life, group dependency, low sentiments, formation of low urgic tensions and higher intelligence are the outstanding characteristics of the generally better adjusted adolescents personality make up.

He further states that “the poorly adjusted adolescents are characterized by following traits:

- Cyclothymia, dissatisfied emotionally, dominance, surgency, lack of rigid internal standard of weal superego parmia, thick skinnedness, unpretentious guilt-prone, conservative in temperament self-centered high urgic tension and lower in intelligence.”

**Seth (1970)** Made a survey on the adjustment problems of adolescents of Lucknow city. Main findings of the study are as: adolescents had problems because there is lay between physical and social development.

- Emotional changes occurred in that period.
- Difficulty to attain philosophy of life.
- Individual factors were age, religion, socio-economic status and siblings positions.

**Bhatt (1971)** made an attempt to find out adjustment problems of overachievers and under-achievers with the sample of 100 over and 100 under achievers of secondary schools of Allahabad. The results revealed that:

(i) There was a significant difference between the over achievers and under achievers in their levels of adjustment.

(ii) The original difference between over achievers and under achievers was also sustained, when studied at the sub-group level of boys and girls.
(iii) The under achievers showed a relatively better level of adjustment than the over achievers. This was true for the total sample as well as for the boys and girls.

Mattoo (1972) conducted a study on adjustment differences, different level of general intelligence and socio-economic status among urban and rural adolescent students. He conducted that differences in the adjustment of the adolescents of three socio-economic levels are significant in the areas of social and school adjustment but that is significant in the social and school adjustment but that is significant in the areas of home, health and emotional adjustment.

Pandit (1973) designed a study on the adjustment problems of the gifted children and their reactions to frustration. The findings of the study were:

(i) The gifted children had less adjustment problems than the non-gifted children.

(ii) Girls of both the groups had less problems of adjustment than their corresponding counter parts.

(iii) The gifted and the non-gifted children did not differ in their level of adjustment almost in all the areas except school adjustment.

(iv) The gifted boys were more problematic than gifted girls in their overall adjustment.

(v) Gifted girls were found to be significantly superior in their adjustment to gifted boys in all areas except social adjustment.

(vi) It was observed that the gifted and non gifted children reacted differently to experimentally produced frustrations, the gifted evaluated the situation more positively and critically than the non-gifted; it was true in the sex-wise analysis as well.

(vii) There was no effect of frustration on the self concept or anxiety scores of the gifted and non-gifted, but the interaction effect was statistically significant.

Pandey (1976) in a study of adjustment, personality values and vocational interests of super normal and normal adolescents revealed that there exists no difference between super. Normal and normal adolescents in regards to their adjustment in the fields of home, health and emotional adjustment.
**Tupule (1977)** found that in the area of emotional adjustment 80% of students were found to be maladjusted emotionally, 17% of showed average adjustment and only 3% were found to be well adjusted.

- In areas of social adjustment, 30% of students showed poor adjustment and a submissive and retiring tendency 6% indicated aggressiveness in social contacts.
- In case of home adjustment 25% showed poor adjustment 42% average and 33% good and excellent home adjustment.
- In emotional adjustment, both the lower and the higher income groups were more maladjusted.
- The higher middle group was the most aggressive and the last submissive group in social contacts.
- The lower middle income group was the most maladjusted group in the area of home adjustment.
- In the area of general adjustment 3% showed maladjusted as against 3% who were well adjusted and 39% who indicated average level of adjustment.

**Asha (1978)** undertook a study on the adjustment patterns of creative children in secondary schools. The findings of the study were:

i. None of the groups classified on the basis of creativity showed significant difference in health, social and school adjustment areas for the boys and girls.

ii. The three creative groups among the boys showed significant difference in emotional adjustment.

iii. Only two subgroups of boys showed significant differences in home adjustment.

iv. Although boys and girls differes significantly in adjustment to situations that are assumed to create problems for creative children, the six sub-groups classified on the basis of creativity showed no significant differences.

v. The better adjusted differed on each area of adjustment.
Dutta (1979) investigated the effects of malnourishment on self concept, personal, social adjustment and cognitive competence of boys coming from low income families. The findings were:

i. The parents of the Brahmin children were found to be significantly taller than those of Harijan children.

ii. The Brahmin children were significantly younger than Harijan children.

iii. The Brahmin children had significantly higher self-concept, personal social adjustment and parental expectancy scores than the Harijan children.

iv. The Brahmin children were also found to be significantly superior to the Harijan children with regard to the performances on school achievements, cross modal doing visual STM and word reading time.

v. Malnourishment adverse affected the scores on self-concept and parental expectancy.

vi. The less malnourished Harijan children were found to be better than severally malnourished Harijan children, no matter whether they come from the rural or the urban background.

vii. The tall Harijan children had significantly higher scores on auditory STM and discriminatory learning tasks.

Goswami (1980) found that the number of problems increased with age. The analysis of results showed that the adolescents girls encountered maximum number of problems in the emotional and mental areas followed by problems in school and home areas. The physical and sexual was the least problem encountering areas.

Gupta (1981) found that adolescent was rather a calm phase of development in India. Individual differences in adolescent problems were observed. Adolescent girls had a number of difficulties in areas like social, school and personal psychological relations areas while a minimum number of difficulties were experienced in the area of courtship, sex and marriage. There was a positive relationship and interaction between different areas of adolescent adjustment, showing that the areas were not independent segments of adolescents personality. The area on which the two groups significantly differed was the personal psychological relation area.
Swain and Panda (1982) Studied adjustment difference among adolescent boys and girls at different levels of academic achievement. They found that girls with high academic achievement are better adjusted than the low academic achievement group. Furthermore, sex also influences the adjustment pattern of the adolescents. Middle achiever girls are more adjusted than middle achiever boys. Academic achievement has no role to play so far as the personal and social adjustment is concerned. The study suggested that adolescents of low academic achievement have less probability in different areas than the students belonging to middle and high academic achievement.

Kumar (1983) showed that gifted children were better adjusted in health and least adjusted in school as compared with other areas of adjustment. Gifted and average children do not differ significantly in their total adjustment. Boys have better adjustment than girls in health, emotional and school areas. There is no difference in home and health adjustment between boys and girls in case of average students.

Ahluwalia and Kalia (1984) aimed at finding out whether there were significant differences among rural and urban adolescents in values, adjustment, intelligence and personality. They found that urban adolescent boys scored significantly higher mean scores on home, school, social and total adjustment.

Sunita (1986) found that girl’s were better adjusted at home than boys. Boys were more socially adjusted than girls. Boys were more emotionally adjusted than girls.

Kashyap (1989) found that adolescent problems were highly and negatively correlated with feeling of security and emotional maturity, moderately and negatively correlate with intelligence. No significant difference in adolescent students was found in case of youth problems. Rural students felt, significantly less secure than rural boys and urban girls. The urban boys were found higher in achievement than the rural area boys.

Kumari Sushma (1990) found that in case of urban and rural delinquents and adults rural and urban offenders total adjustment was significantly correlated with social and emotional adjustments were significantly related with each other. In case of juvenile and adult female students no significant difference were observed in case of adjustment except in case of socio-economic status and health adjustment.
Verma and Swain (1991) conducted a study to ascertain whether self concept of adolescent students a determining factors of the personality adjustment. The findings revealed that variation in self concept produce differences in personality adjustment of adolescent students.

Verma and Sharma (1992) undertook a comparative study of personality adjustment of adolescent boys and girls. The findings revealed that (i) tribal adolescent boys and girls seem to alike with respect to their emotional adjustment (ii) tribal adolescent girls are socially and educationally less well adjusted than their counterparts tribal adolescent boys (iii) tribal adolescent boys show overall better adjustment than tribal adolescent girls.

Sonuga Barke, Edmund, Stevenson, Thomson, Margrat, Lamparelli Mike et. al. (1995) found that children whose parents had high educational expectations and who were likely to be successful at school appeared to be at a significant educational advantage even before school entry.

Jack, M. (1998) studied social adjustment for adolescents at risk of school failure. Explores the social support of at risk students including who provides each of and types of social support and the effect of particular type of social support on school performance outcomes. Results of survey analysis from 296 middle school and 229 high school students enrolled in communities in school programmes indicate that parents and adult and caretaker are major source of social adjustment for both student groups. Analysis of school outcomes data indicates that particular type of social adjustment is associated with different desirable school outcomes.

Bajpai (1999) in his study “Effect of Caste Belongingness of Adjustment of High School Girls” he found that

i. In general cast high school girls are significantly higher than other categories girls on the dimensions of healthy, home, social and overall adjustment.

ii. The backward class is significantly higher than the ST group in home, social and overall adjustment.

iii. The SC girls are not significantly higher than ST girls.

Gyanani, T.C. and Gupta, M. (2001) Conducted a study on the problems of first generation adolescent learners. For this purpose a sample of 50 first generation
learners and 50 non-first generation learners studying in class XI of various intermediate colleges of Farrukhabad district of UP was selected. The subjects of the two groups were males belonging to arts, Commerce and Science streams. The average age of the group of first generation learners was 16+ years, while the average age of the NFGL was 15.5+ years. A comparison of the two groups of adolescents according to different areas of problems revealed the following results:

i. The FGL expressed their prior problem to be related to finance. For NFGL, prior problem was to develop social relations and have spare time to avail of recreations and enjoy with their friends.

ii. Both the groups, FGL and NFGL suffered from frustration and feelings of inferiority.

iii. Both the groups, FGL and NFGL were worried about their future careers and equally wanted to became self-dependent.

iv. The NFGL were not conscious about moral and religious implications like FGL.

v. The two groups were facing the problems related to their health, physique and manners.

Anderman, Eric, M. (2002) examined a study of emotional and social adjustment of rural and urban high school students. The study examined health adjustment of adolescents having school level differences in the relation between schools belonging the various outcome. In study 1, predictors of belonging were examined. Results indicated that belonging was lower in urban schools than in sub-urban schools and lower in schools that used busing practice than those that did not.

In study 2, the relations between belonging and psychological outcomes were examined. The relations varied depending on the unit of analysis. Whereas individual students perceptions of belonging were inversely related to depression, social rejection and school problems, aggregated belonging was related to greater reports of social rejections and school problems and to higher grade point average.

Astill, Brain, Feather Norman and Kneeves, John (2003) showed that sex of students, language background, the christian involvement of students; parental
socio-position and values held by parents and peer groups had much greater effect upon the students values than the school and their teachers.

Sharma H.L. (2005) founded that (i) among the various categories of delinquents, murder cases were highest in number (2) the large percentage of the offenders falls in the age range of 18-20 years. The delinquency was not only related to poor adjustment level but was also related to satisfactory adjustment.

Chopra R, and Kalita R. (2006) founded that the emotional, social and educational adjustments of elementary school children of single parents have several problems rather than intact families and affect their development.

Gardia Alok and Shandilya Shweta (2010) founded that there are positive and significant correlation between adjustment. Sense of responsibility and scientific attitudes among adolescents. The study also draws differences among adolescents in adjustment, sense of responsibility and scientific attitudes with respect to gender, educational institute and level of study.
CHAPTER III
METHODOLOGY AND PROCEDURE

The detail of the method-followed sample selected, tools used for data collection. Procedure adopted for categorization of groups and techniques used for the analysis of data have been given in the present chapter.

3-1 METHOD OF THE STUDY

The present study was carried through descriptive survey method, which has been in education as most popular and widely used method. It helps to explain educational phenomena in terms of the conditions or relationships that exists, opinions that are held by the students, teachers, parents and experts, processes that are going on, effects that are evident or trends that are developing. Because of the apparent case and directions of this method a researcher can gather information in terms of individuals opinion about some issues, by a simple questionnaire. At times, descriptive survey, is the only means through which opinion attitudes, suggestions for improvement of educational practices and instructions and other data can be obtained.

3-2 SAMPLING

Sampling is indispensable to the researcher since it is physically impossible to work with total population in any scientific research. Moreover the time, money and efforts involved do not allow a researcher to study all possible member of populations. Research therefore, is invariably conducted by means of a sample drawn from the accessible populations on the basis of which generalizations are arrived at an made applicable to the target populations as a whole.

In the present study a sample of 200, +2 science students (100 male + 100 female) was selected from sampled government senior secondary schools of district Kullu. In order to know the emotional, social and educational adjustment in relation to sex and type of schools.

The school wise distribution of male and female students is given in Table 3.1.
<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of School</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Co-Edu</td>
<td>Single Sex</td>
<td>Co-Edu</td>
</tr>
<tr>
<td>1</td>
<td>Govt. Sen. Sec. School Raison</td>
<td>22</td>
<td>28</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Govt. Sen. Sec. Boys School Dhalpur</td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Govt. Sen. Sec. School Kais</td>
<td>28</td>
<td>22</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Govt. Sen. Sec. Girls School Sultanpur</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

3-3 TOOL USED

The selection of tool is of paramount significance in any investigation. The success of research immensely depends upon the instruments which are used for data collection. The tool used for the parent study was “The school Adjustment Inventory” (Hindi Version) constructed and standardized by AKP Sinha and RP Singh. The adjustment inventory has been designed for use with Hindi medium school students of India. The inventory shows three areas of adjustment: Emotion, social and education.

Description of the Adjustment Inventory

The inventory consists of 60 items out of which 20 items measure emotional adjustment, 20 measure social adjustment and 20 measure educational adjustment. All the items are arranged randomly. The tools has been constructed for the age group of 14-18 years. The study is focused on +2 class students who fell in this age group.

Each item of the inventory has two answers: ‘Yes’ and ‘No’. The subject is to encircle one response out of the two. There is no time limit for the inventory but in average 10 to 12 minutes are taken by examine to give complete responses for all the 60 items.
Reliability of the Inventory

Co-efficient of reliability was determined by:

i. Split-half method

ii. Test-retest method

iii. K.R. Formula – 20

The reliability co-efficient of the total test and of sub-tests by the different methods are given below:

<table>
<thead>
<tr>
<th>Method used</th>
<th>Emotional</th>
<th>Social</th>
<th>Educational</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Split half</td>
<td>0.94</td>
<td>0.93</td>
<td>0.96</td>
<td>0.95</td>
</tr>
<tr>
<td>Test-retest</td>
<td>0.96</td>
<td>0.90</td>
<td>0.93</td>
<td>0.93</td>
</tr>
<tr>
<td>K.R. Formula-20</td>
<td>0.92</td>
<td>0.92</td>
<td>0.96</td>
<td>0.94</td>
</tr>
</tbody>
</table>

Validity of the Inventory

In item analysis validity co-efficient were determined for each item by biserial co-relation method and such items were retained which yielded biserial co-relation with both the criteria.

(i) Total score and (ii) Area score, significant level being .001. Inter co-relations among the three areas of inventory were calculated.

The Co-relations Matrix is being presented in Following Table:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Areas</th>
<th>(i)</th>
<th>(ii)</th>
<th>(ii)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Emotional</td>
<td>-</td>
<td>.20</td>
<td>.19</td>
</tr>
<tr>
<td>II</td>
<td>Social</td>
<td>0.20</td>
<td>-</td>
<td>.24</td>
</tr>
<tr>
<td>III</td>
<td>Educational</td>
<td>0.19</td>
<td>.24</td>
<td>-</td>
</tr>
</tbody>
</table>

This inventory was also validated by co-relating scores with ratings by the hostel superintendent. This was done on the data of 60 pupils. The hostel superintendent rated the pupils on a fine point scale namely excellent, good, average, poor and very poor in respect of their adjustments. The product moment co-efficient
of co-relation between inventory scores and superintendents rating was obtained to be 0.51.

The subjects can be classified into five categories in accordance with the new scores obtained by them on the inventory. The five different categories of adjustment are ‘A’ which stands for excellent, ‘B’ for good, ‘C’ for average, ‘D’ for poor and ‘E’ for very poor.

Table shows the classification of adjustment for total scores in respect of the three areas: Emotional, Social and Educational.

Table 3.2
Classification of Adjustment in Terms of Categories

<table>
<thead>
<tr>
<th>Categories</th>
<th>Description</th>
<th>Range of scores</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>5 and below</td>
<td>5 and below</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>6-12</td>
<td>6-14</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>13-21</td>
<td>15-22</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
<td>22-30</td>
<td>23-31</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Very Poor</td>
<td>31 and above</td>
<td>32 and above</td>
<td></td>
</tr>
</tbody>
</table>

In the inventory the three areas have separate meaning:

(i) Emotional Adjustment: High scores indicate unstable emotion. Student with low scores tend to be emotionally stable.

(ii) Social Adjustment: Individuals scoring high are submissive and relating low scores indicate aggressive behaviour.

(iii) Educational Adjustment: Individuals scoring high are poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes.

3-4 SCORING PROCEDURE OF THE INVENTORY

Inventory can be scored by hand or by scoring stencil. In the study the researcher has scored by hand. For any answer indicative of adjustment, zero (0) is given; otherwise a score of (1) is awarded. The following is the key response indicative of lack of adjustment.
### Emotional A

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Response Indicative of Lack of Adjustment</th>
<th>1</th>
<th>Yes</th>
<th>2</th>
<th>Yes</th>
<th>3</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>No</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>No</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>No</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

### Social B

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Response Indicative of Lack of Adjustment</th>
<th>1</th>
<th>Yes</th>
<th>2</th>
<th>Yes</th>
<th>3</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>No</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>No</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>No</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

### Educational C

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Response Indicative of Lack of Adjustment</th>
<th>1</th>
<th>Yes</th>
<th>2</th>
<th>Yes</th>
<th>3</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>No</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>No</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>No</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

### 3-5 STATISTICAL TECHNIQUE USED

For the analysis of data ‘Analysis of variance’ was used as a statistical technique. Analysis of data is given in the next chapter.
CHAPTER IV
ANALYSIS AND INTERPRETATION OF DATA

The present investigation was aimed at finding out the differences brought about by the independent variables such as ‘Gender’ and ‘Type of School’ on the adjustment that is emotional, social and educational and also see interactional effects of the variables of gender and type of school on the adjustment of students. For this, it was decided to make the use of technique of ‘Analysis of Variance’ (factorial design) 2x2 involving two levels of gender and two levels of type of school as shown in the figure.

Figure 4.1
Design of the Study

Gender (A)

↓

Boys (A₁)

↓

Co-educational (B₁)
(50)

Single Sex (B₂)
(50)

Girls (A₂)

↓

Co-educational (B₁)
(50)

Single Sex (B₂)
(50)

In order to obtain 50 subjects for each of 4 treatments of students, it was thought advisable to select 50 boys and 50 girls studying in +2 class from each type of school.
4-1 BASIC ASSUMPTIONS OF ‘ANALYSIS OF VARIANCE’

The statistical technique, ‘Analysis of Variance’ that has been used in this investigation has certain basic assumption underlying it.

Johnson (1961) presents the under mentioned assumptions which should be fulfilled before applying the technique of ‘Analysis of Variance’.

4-1-1 Assumption of Normality

The population distribution should be normal. This assumption however is not especially important. Eden and Yates showed that even with a population departing considerably from normality, the effectiveness of the Z-distribution is still held.

4-1-2 Assumption of Randomness

All the groups of a certain criterion or the combination of more than one criterion should be randomly chosen from the sub population having the same criterion or having the same combination of more than one criterion. For instance, if we wish to select two groups in a school population, we must choose randomly from the respective sub populations. This assumption is the keystone of analysis of variance technique. Failure to fulfill this assumption gives biased results. The assumption of randomness was amply fulfilled at every stage by selecting the sample of 200 science students of random from the Government Senior Secondary Schools of District Kullu.

4-1-3 Assumption of Homogeneity of Variance

Edwards (1971) has mentioned that F-value in the analysis of the variance is quite insensitive to heterogeneity of variance, provided the researcher has an equal number of observations for each cell. In the present study, each cell consisted of 50 subjects. In view of this, it was not thought worthwhile to test the data for homogeneity of variance.

4-2 EMOTIONAL ADJUSTMENT OF +2 LEVEL SCIENCE STUDENTS IN RELATION TO GENDER AND TYPE OF SCHOOL

In order to study the emotional adjustment of +2 level science students, the means of the groups were calculated which are given in Table 4.1 as under:
Table 4.1
Mean Scores of Students on Emotional Area

<table>
<thead>
<tr>
<th>Gender</th>
<th>Type of School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Co-educational</td>
<td>Single-sex</td>
</tr>
<tr>
<td>Male</td>
<td>18.16</td>
<td>16.84</td>
</tr>
<tr>
<td>Female</td>
<td>17.26</td>
<td>16.96</td>
</tr>
<tr>
<td>Total</td>
<td>17.72</td>
<td>19.9</td>
</tr>
</tbody>
</table>

The summary of the results of 2x2 ANOVA is given in Table 4.2 as under:

Table 4.2
Summary of Analysis of Variance (2x2)

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares (SS)</th>
<th>df</th>
<th>Means of Squares (MS)</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender (A)</td>
<td>7.22</td>
<td>1</td>
<td>7.22</td>
<td>1.32 NS</td>
</tr>
<tr>
<td>Type of School (B)</td>
<td>33.62</td>
<td>1</td>
<td>33.62</td>
<td>6.173**</td>
</tr>
<tr>
<td>AxB</td>
<td>12.5</td>
<td>1</td>
<td>12.5</td>
<td>2.295 NS</td>
</tr>
<tr>
<td>Error</td>
<td>1067.44</td>
<td>196</td>
<td>5.44</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>61048</td>
<td>199</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NS : Not Significant

**: Significant at 0.01 level
Main Effects

(a) Gender (A)

Table 4.2 shows that F-value for the main effects of gender (male & female) came out to be 1.32 which is not significant at 0.05 level of significance for 1/196 df. From this it may be interpreted that adolescent boys and girls from science stream do not differ significantly with regard to their emotional adjustment.

(b) Type of School (B)

It can be seen from Table 4.2 that F-value for the main effects of type of school (Co-educational & single-sex) came out to be 6.17, which is significant at 0.01 level of significance for 1/196 df. From this it may be interpreted that co-educational and single-sex school science adolescent students have significant difference with regard to their emotional adjustment. In other words co-educational and single-sex science adolescent students differ significantly in their emotional adjustment.

Further, it can be seen from Table 4.1 and Figure 4.2 that the mean score (17.72) of co-educational school students is significantly higher than that of single-sex school students (16.9). From this it can be said that the students of co-educational schools are well adjusted in the emotional area as compare to the students of single-sex schools.
(c) Interactional Effect (AxB)

It can be seen from Table 4.2 that F-value for interactional effect of gender and type of school came out to be 2.29 on emotional adjustment which is not significant at 0.05 level of significance for 1/196 df. From this it maybe interpreted that there is no significant interactional effect of gender and type of school on emotional adjustment of +2 science adolescent school students.

4-3 SOCIAL ADJUSTMENT OF +2 LEVEL SCIENCE STUDENTS IN RELATION TO GENDER AND TYPE OF SCHOOL

In order to study the social adjustment of +2 level science students, the means of the groups were calculated which are given in Table 4.3 as under:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Type of School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Co-educational</td>
<td>Single-sex</td>
</tr>
<tr>
<td>Male</td>
<td>9.88</td>
<td>9.82</td>
</tr>
<tr>
<td>Female</td>
<td>9.65</td>
<td>9.92</td>
</tr>
<tr>
<td>Total</td>
<td>9.76</td>
<td>9.87</td>
</tr>
</tbody>
</table>

The summary of the results of 2x2 ANOVA is given in Table 4.4 as under:

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares (SS)</th>
<th>df</th>
<th>Means of Squares (MS)</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender (A)</td>
<td>7.66</td>
<td>1</td>
<td>7.60</td>
<td>1.818 NS</td>
</tr>
<tr>
<td>Type of School (B)</td>
<td>19.84</td>
<td>1</td>
<td>19.84</td>
<td>4.74*</td>
</tr>
<tr>
<td>AxB</td>
<td>23.80</td>
<td>1</td>
<td>23.80</td>
<td>5.690*</td>
</tr>
<tr>
<td>Error</td>
<td>819.94</td>
<td>196</td>
<td>4.183</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>19515</td>
<td>199</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NS : Not Significant
*: Significant at 0.05 level
Female students have fewer social adjustment problems as compared to co-educational school students. It can be seen from Table 4.4 that F-value for the main effects of type of school (co-educational & single-sex) came out to be 4.74 which is significant at 0.05 level of significance for 1/196 df. From this it may be interpreted that co-educational and single-sex school science adolescent students have significant difference with regard to their social adjustment. In other words co-educational and single-sex science adolescent students differ significantly on their social adjustment area.

(b) Type of School (B)

It can be seen from Table 4.4 that F-value for the main effects of type of school (co-educational & single-sex) came out to be 4.74 which is significant at 0.05 level of significance for 1/196 df. From this it may be interpreted that co-educational and single-sex school science adolescent students have significant difference with regard to their social adjustment. In other words co-educational and single-sex science adolescent students differ significantly on their social adjustment.

Further, it can be seen from Table 4.3 and Figure 4.3 that the mean score (9.87) of single-sex school students is significantly higher than that of co-educational school students (9.76). From this it can be said that the students of single-sex schools have fewer social adjustment problems as compared to co-educational school students.
(c) **Interactional Effect (AxB)**

It can be seen from Table 4.4 that F-value for interactional effect of gender (male & female) and type of school (co-educational & single-sex) came out to be 5.69 on social adjustment which is significant at 0.05 level of significance for 1/196 df. From this it may be interpreted that there is an interactional effect of gender and type of school on the social adjustment area.

**4-4 EDUCATIONAL ADJUSTMENT OF +2 SCIENCE STUDENTS IN RELATION TO GENDER AND TYPE OF SCHOOL**

In order to study the educational adjustment of +2 level science students the means of the groups were calculated which are given in Table 4.5 as under:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Type of School</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Co-educational</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>9.84</td>
<td>9.16</td>
</tr>
<tr>
<td>Female</td>
<td>9.04</td>
<td>8.86</td>
</tr>
<tr>
<td>Total</td>
<td><strong>9.44</strong></td>
<td><strong>9.01</strong></td>
</tr>
</tbody>
</table>

The summary of the results of 2x2 ANOVA is given in Table 4.6 as under:

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares (SS)</th>
<th>df</th>
<th>Means of Squares (MS)</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender (A)</td>
<td>15.125</td>
<td>1</td>
<td>15.125</td>
<td>3.78*</td>
</tr>
<tr>
<td>Type of School (B)</td>
<td>9.24</td>
<td>1</td>
<td>9.24</td>
<td>2.31 NS</td>
</tr>
<tr>
<td>AxB</td>
<td>3.12</td>
<td>1</td>
<td>3.12</td>
<td>0.78 NS</td>
</tr>
<tr>
<td>Error</td>
<td>783.38</td>
<td>196</td>
<td>3.99</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td><strong>17831</strong></td>
<td><strong>199</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NS: Not Significant

*: Significant at 0.05 level
Main Effects

(a) Gender (A)

Table 4.6 shows that the F-value for the main effects of gender (male & female) came out to be 3.78 which is significant at 0.05 level of significance for 1/196 df. From this it may be interpreted that male and female science students have significant difference with regard to their educational adjustment. In other words male and female science students differ significantly on their educational adjustment.

Further, it can be seen from Table 4.5 and Figure 4.4 that mean score (9.5) of male students is significantly higher than that of female students (8.95). From this it may be interpreted that the male students have fewer educational adjustment problems in comparison to their female counterparts.

(b) Type of School (B)

It can be seen from Table 4.6 that F-value for the main effects of type of school (co-educational & single-sex) came out to be 2.31, which is not significant at 0.05 level of significance for 1/196 df. From this it may be interpreted that there is no significant difference between the science adolescent students of co-educational and single-sex schools on their educational adjustment area.
(c) **Interactional Effect (AXB)**

It can be seen from Table 4.6 that F-value for the main effects of gender (male & female) and type of school (co-educational & single-sex) came out to be 0.78 on educational adjustment which is not significant even at 0.05 level of significance for 1/196 df. From this it may be interpreted that there is not significant interactional effect of gender and type of school on educational adjustment of +2 science adolescent school students.
CHAPTER V
SUMMARY, CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

5-1 SUMMARY

Education is a comprehensive and complex process aiming at bringing about not only change in knowledge and skill but also change in attitudes, behaviour, values, needs and several other variables which are psychological and behavioural in nature. Nature and nurture are common terms used to explain an individual’s physical, mental and emotional characteristics at any stage of his development. The extent to which a person is born, to be the kind of individual that he has or the degree to which he has been affected by environmental influences, has been and still is the subject of much study and discussion. As the human beings become conscious about the things in their environment, their needs increased and with the increased needs, the problem of adjustment took place in the society.

Any period of change in society is likely to be accompanied by many potential difficulties. G.S. Hall has called adolescence as a period of stress and strain fraught with many problems. Adolescent development and adjustment should be the matter of serious concern not only to parents but also to school people and other adults. It is the period of transition from childhood to adulthood that involves much type of changes in social behaviour. In this period equilibrium of physical, mental and social forces is lost and the result is that the individual has to make new adjustment with his own self, with the family and with the society at large. The problems of adjustment of the adolescents studying at high school stage are with respect to home, health, social, emotional and school environment. Most of the students suffer from frustrations, conflicts, complexes, anxieties and worries. They experience difficulty in physical, mental, emotional, social and other adjustments. However, whatever is needed is an understanding of the adjustment problems of them and then does our best to help them in difficulties. To keep the pupils in making adjustment with the changing environment is one of the important aim of education.
5-2 STATEMENT OF THE PROBLEM

“EMOTIONAL, SOCIAL AND EDUCATIONAL ADJUSTMENT OF ADOLESCENT STUDENTS IN RELATION TO THEIR GENDER AND TYPE OF SCHOOL”

5-3 OBJECTIVES:

1. To study and compare the emotional adjustment of adolescent science students in relation to their gender.

2. To study and compare the emotional adjustment of adolescent science students in relation to their type of school.

3. To study the interactional effects of gender and type of school on the emotional adjustment of adolescent science students.

4. To study and compare the social adjustment of adolescent science students in relation to their gender.

5. To study and compare the social adjustment of adolescent science students in relation to their type of school.

6. To study interactional effects of gender and type of school on social adjustment of adolescent science students.

7. To study and compare educational adjustment of adolescent science students in relation to their gender.

8. To study and compare educational adjustment of adolescent science students in relation to their type of school.

9. To study interactional effects of gender and type of school on educational adjustment of adolescent science students.

5-4 HYPOTHESES

1. There will be no significant difference in the emotional adjustment of adolescent science students in relation to their gender.

2. There will be no significant difference in the emotional adjustment of adolescent science students in relation to their type of school.
3. There will be no significant difference in the interactional effects of gender and type of school on the emotional adjustment of adolescent science students.

4. There will be no significant difference in social adjustment of adolescent science students in relation to their gender.

5. There will be no significant difference in social adjustment of adolescent science students in relation to their type of school.

6. There will be no significant difference in interactional effects of gender and type of school on social adjustment of adolescent science students.

7. There will be no significant difference in educational adjustment of adolescent science students in relation to their gender.

8. There will be no significant difference in educational adjustment of adolescent science students in relation to their type of school.

9. There will be no significant difference in the interactional effects of gender and type of school on educational adjustment of adolescent science students.

5-5 DELIMITATIONS OF THE STUDY

The study was delimited in the following manner:

5. The study was delimited to Kullu district of Himachal Pradesh.

6. Only two variables i.e. gender and type of school has been selected for the present study.

7. The study was delimited to the students of +2 class of science stream.

8. The study was delimited to the co-educational and single-sex (boy and girls) government school only.

5-6 DEFINITIONS OF OPERATIONAL TERMS

Gender – Refers to boys and girls (studying at senior secondary schools).

Type of School – Refers to co-educational and single sex background settings of government senior secondary schools.

Emotional, Social and Educational Adjustment – The scores of the adolescent students obtained on the school adjustment inventory (Hindi Version) by A.K.P. Sinha and R.P. Singh.
5-7  METHOD USED

The present study was carried through descriptive survey method, which has been in education as most popular and widely used method.

5-8  SAMPLING

In the present study a sample of 200, +2 science students (100 male + 100 female) was selected from sampled government senior secondary schools of district Kullu. In order to know the emotional, social and educational adjustment in relation to sex and type of schools.

5-9  TOOL USED

The tool used for the parent study was “The school Adjustment Inventory” (Hindi Version) constructed and standardized by AKP Sinha and RP Singh. The adjustment inventory has been designed for use with Hindi medium school students of India. The inventory shows three areas of adjustment: Emotion, social and education.

5-10  STATISTICAL TECHNIQUE USED

For the analysis of data ‘Analysis of variance’ was used as a statistical technique (factorial design 2x2) involving two levels of gender and two levels of type of schools.

5-11  CONCLUSIONS

1. Male and female students of +2 science do not differ significantly in their emotional adjustment.

2. The science students of co-educational schools are well adjusted as compared to the students of single-sex schools in the area of emotional adjustment.

3. There is no significant interactional effect of gender (male & female) and type of school (co-educational & single-sex) on emotional adjustment of +2 science school students.

4. There is no significant difference between male and female adolescent students with regard to their social adjustment.

5. There is a significant difference in the social adjustment of +2 class science adolescent students in relation to their type of school (co-educational & single-sex). The students of single-sex schools have fewer adjustment problems as
compared to the students of co-educational schools in the area of social adjustment.

6. There is a significant interaction effect of gender (male & female) and type of school (co-educational & single-sex) on social adjustment of +2 science school adolescent students.

7. There is a significant difference in the educational adjustment of +2 class science adolescent students in relation to their gender (male & female). Male students have fewer adjustment problems as compared to female students in the area of educational adjustment.

8. The science students of +2 class of co-educational and single-sex schools do not differ significantly in their educational adjustment.

9. There is no significant interactional effect of gender (male & female) and type of school (co-educational & single-sex) on educational adjustment of +2 science adolescent school students.

5-12 EDUCATIONAL IMPLICATIONS

Educational implications of present study are given on the basis of conclusions drawn as follows:

1. Both parents and teachers should help boys and girls to be rational fixing their level of aspirations.

2. To promote social justice and equity, it is suggested that boys and girls should be treated equally at home as well as school by providing them equal opportunity in all the matters pertaining to their physical, educational and emotional development etc. This will create equal participation of boys and girls in discussing the major issues related to home as well as society that they could become the acceptable and dignified members of the society.

3. To utilize the capacities, capabilities and potentialities of the girl child, it is necessary to change the attitude of parents as well as teachers by training and educating them about each psychological aspect of female child.

4. As there has been found difference in the educational adjustment of the boys and girls, it is suggested that the girls should be provided with better home environment and educational facilities for their better achievement.
5. Students are facing educational adjustment problems. It means that they are not able to utilize their capabilities, capacities and potentialities in a proper way. Specially female students are facing more educational problems as compared to male students. Therefore schools should organize competitive programmes for students so that they can explore their talent and capabilities in a proper way.

6. Special courses should be introduced in the school so that the students can become self-reliant, self-confident and well adjusted in the society, school as well as home also.

7. As there has been found difference in emotional adjustment of co-educational and single-sex school students. To eradicate this problem there should be proper provision of counselling centre in the schools. It may be able to help students to adjust himself/herself.

5.13 SUGGESTIONS FOR FURTHER STUDY

The study of adjustment is very wide field of research by keeping in view the experience of thorough and systematic research. The following suggestions are presented for further study:

1. This study can also be undertaken for the other districts, since it is confined to the Kullu district only.

2. A study of the adjustment problems of college and university students can be conducted.

3. The study can be conducted on the basis of comparison of adjustment problems of scheduled caste and non-scheduled caste students.

4. A study of the adjustment problems may be conducted on maladjusted students.

5. This study can also be undertaken for the adjustment of professional and non-professional students.

6. A comparative study can be conducted on adjustment problems of teacher’s and students.
7. A comparative study can be conducted on adjustment problems of tribal and non-tribal students.

8. An investigation may be conducted on adjustment problems of boys and girls of different age group in relation to their economic status.
BIBLIOGRAPHY


• Bhatt, K.K. (1971). Adjustment Problems of the under Achievers, University School of Psychology, Gujarat University.


• Staton Thomas F. Dynamics of Adolescent Adjustment New York: Mac Millan 1963 Page No. 170 Quoted in *Educational Psychology by S.R. Laycock and B.C. Munro June 1966* p. 89.


