

ADJUSTMENT PATTERN OF ADOLESCENTS

By

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Certified as bonafide research work




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of the Department



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Introduction

I INTRODUCTION

"There is always an easy solution to every human problem - neat, plausible and wrong"

- Meneken

Every one alive has troubles and problems, the most important consideration in determining personal effectiveness is not the amount of trouble or misfortune (within limits) a person encounters but how he responds or adjusts to the challenges of life (MC Kinnay, 1987). Rao, (1990) suggests that one needs to make some sort of adjustment with the problem, that is, rectification of earlier ways of feeling with it for maximum satisfaction. So human adjustment is a never ending process (Ruch, 1980).

Mohan and Kaur (1991) are of the opinion that adjustment is concerned with values. One cannot think of adjustment without being sensitive to the good and the bad or to the right and wrong. Adjustment is that which brings the good to a person and to his social group and protects him from the bad.

Chauha, Tewari and Khatter (1989) exhort that adjustment is an index of integration between needs and satisfaction, remains related to achievement, social

acceptance, age, sex, economic security and moral standards. The problem of adjustment is mainly concerned with the adolescents. Lazarus (1991) says that adjustment consists of the psychological processes by which the individual is able to cope with the various demands or pressures. It is also a state in which the needs of the individual on the one hand and claims of society on the other hand are fully satisfied (Eysenck et al., 1985). In Bhatia's (1992) view adjustment is dynamic rather than static in quality. It includes motive, frustration, conflict, anxiety and learning.

It is an universal fact and perhaps no one would deny that the problems of the individuals differ. The problems also differ with variation in age. The undergraduate college students are typical adolescents. This period is a stage of profound change in one's characteristics. Thinking becomes more sophisticated, able to reflect it to reason logically and to deal with abstractions (Singh, 1991). In this line Valeha (1990) also opines that adolescence is the period, one can change attitudes towards life through the "Light of Right Thoughts and Actions". Psychologists called this period as period of storm and stress dominated by high degree of emotionality and sexuality (Rao, 1990). Koestler (1991) calls this period as a kind of emotional sickness. These qualitative

changes characterise the way adolescents solve problems, reason about more dilemmas and even respond to instances of humour. It is a period of unrest, stated by WHO, UNFA/UNICEF (1989).

Hafeez (1991) propounds that during this span of life, a number of pressures operate-physiological, emotional and social; adjustments to such pressures have critical implications not only for the development of the individual, but also for the betterment of society in general. Most of them are able to pass over all these jerks but some are not able to maintain balance and spoil their life and career (Gita, Reddy and Laxmanna, 1985).

Bardwick et al., (1987); Douvan and Adelson (1988) remark the characteristics of adolescence by emotionality, adventure, restlessness, pledges and views, suggestibility, romance, frustration and depression, making individual susceptible to all goods and evils which has distinct consequences on work, value, sexuality and self image.

Most adolescents are said to suffer from adjustment problems. Rajendran (1990) lists out the important areas, an adolescent has to adjust as home, health, social, emotional and educational. Singh (1991) remarks that behaviour and adjustment problems of youth are more serious nature. They have to adjust with other students including students of opposite sex, teachers,

college authorities, studies and all other organisation with which he walks in. To add, Singh (1992) found in his study that many college students have psychological problems, generally in the area of sex and career. Thus they are exposed to all kinds of worldly experiences including cinemas, television and fashions. They have goals and expectations which are generally difficult to be attained. Consequently they experience different kinds of conflicts and frustrations and they become victim of anxiety and depression.

Due to fast changing conditions of the social world modernisation and technological advancements the problems of our educated youths are also taking new turns all the time, becoming more complex. Pathak (1990) reason out that this trend is due to the social change, competition in every walk of life and economic depression. Once the students enter the college, they are expected to attain physical, mental, emotional and social maturity; required to make serious efforts to assume vocational and civic responsibilities (Hurlock, 1992).

The biological development of human beings is always paralleled by sociological development. Changes in social attitudes are parallel to change in physiological structure (Waterberg and Sadleer, 1992). From the psycho-analytic point of view, Vimaladevi (1992) tells that problems of adjustment are explained to be the result of the

nature of psychosexual development of the individual. According to this view, complexes arise when the libido is blocked or fixated at any particular stage. Such fixations in unfavourable circumstances may preceptitate personality problems and lead to problems of adjustment. He faces many anxiety and uncertainties (Bhatia, 1992).

Mussent et al (1984) and Stainberg (1989) quoted various studies gives a clear picture that without strong and unambiguous manifestations of parental love, the adolescent's constructive and rewarding relationships with others and a confident sense of his or her own identity; (Baurind, Coopersmith and Elder, 1987; Mussen, Conger and Kagan, 1984); parental hostility, rejection or neglect consistently occur more frequently than acceptance, love and trust in the background of children pave way for a very wide range of problems. These range from cognitive and academic difficulties (Cross and Allen, 1980; Davids, 1983; Peppin, 1983; Weiner, 1980) and impaired social relationship with peers and adults (Kagan and Moss, 1982; Levin, 1988), psychophysiological and psychosomatic disturbances (Anthony and Benedek, 1980; Chilman, 1988) and character problem such as the delinquency.

Laska and Micklim (1989) proved that the college curriculum and programme involve continuing personal and interpersonal adjustment on the part of students. The break with the protected home environment, the contacts with new teachers and fellow students from various communities,

foreign countries, or even from sections of the same city, the increased freedom as contrasted with the usual high school disciplinary pattern and other factors face the new student. Successful achievement of individual and social adjustment at college depends upon an accurate understanding of needs and purposes of college education.

According to Pitt and Golfbery (1989) forming good personal and study habits and cultivating the ability to get along well with people, positively add to adjustment pattern of a student. On the otherhand; poor habits such as indulging or appetites in sex, liquor or drugs, careless work, study and leisure patterns negatively affect the students' total adjustment before as well as after graduation.

Perhaps the most serious adjustment demanded of the adolescent is that of choosing and preparing for an occupation. With some occupations to choose from, the adolescent needs to know as great deal, not only about jobs, but about himself and to see these in relation to many variables such as family expectations, financial limitations, opportunities for training, changes of the future and so on. Many of these conflict with each other, give rise to many psychological differences and emotional reactions (Salkind and Ambron, 1987).

Thus adolescence is an important phase in the individual's life (Rajammal and Jaya, 1991). The school and college education in this period adds most to the adjustment problems of youth. Adolescent's problems must be understood and solved by appropriate techniques based on a sound knowledge of the psychology of the adolescents.

Hence the investigator is interested in finding out adjustment pattern of adolescents with the objectives of the study as to

- i. trace out the adjustment pattern of boys and girls in the areas of home, health, social, emotional and educational.
- ii. findout the adjustment pattern in terms of age-early adolescence and late adolescence.
- iii. compare the adjustment pattern of the under and high achievers.
- and iv. publish the findings so as to create awareness among the adolescents, parents, teachers and educational planners.

Review of Literature

II REVIEW OF LITERATURE

The literature pertaining to the study 'Adjustment Pattern of Adolescents' is reviewed and categorised under the following headings:

- A. Characteristics of Adolescents with special Reference to students
- B. Aspects of Adjustment
- C. Problems of Adolescents with Reference to Adjustment
- D. Factors Related to Adolescents' Adjustment
- E. Related Research findings on Adolescents' Adjustment

A. Characteristics of Adolescents with Special Reference to Students

1. Physical and Physiological:

Ibid (1983) says that the adolescence is a period of transition. Half of it is treated as child without responsibility and rights and the other half as a potential adult, answerable to himself to much what he does. Development during adolescence is marked by a desire for freedom and independence from adult control. Devi et al., (1990) state that adolescence is a period of marked physical, social, emotional and cognitive changes. During this period physical growth and development are related to changes in general body built and voice. These physical changes affect the behaviour of adolescent boys and girls (Jayaswal, 1984).

Susman's (1987) finding reveals that high level of a certain group of pubertal hormones, called adrenal androgens, is related to sadness, aggression, and rebelliousness in adolescent boys and increases the level of sex hormones of testosterone which is related to better adjustment of male adolescents. On the otherhand increases in estrogen may be related to depression among early adolescent girls (Books et al., 1987).

Petersen (1984) says that girls had a less positive body image than boys of the same age or older girls. She reports that girls had also considerable difficulty in acknowledging any feeling about the changes in body.

The increase in weight is due to growth in the bones as well as in the muscles. Because of the development in bones and muscles, adolescents become capable of greater physical work and achievements. When an adolescent boy gains physical maturity, his interest and attitudes also change. He becomes sex conscious because the secondary sex changes also occur during this period (Rao, 1991). Bhatia (1983) states that adolescent girls feel embarrassed on account of menstruation during this period and they experience anxiety. Secondary sex changes in girls during adolescence are related to the development's motor power - engage in various types of games, sports and other types of physical activities.

2. Social:

Rai (1990) and Crow and Crow (1983) opine that as adolescence is a time of social expansion and development, the

adolescent tends to centre a great deal of his life about the activities, interests, and attitudes of his peers, with result that the peer group assumes greater importance. According to Cole (1984) adolescents are tremendously sensitive to social stimuli; no other problem seems to them as serious as the establishment of themselves in their own society. Adolescent boys and girls react faster to prestige within their own group than to most forms of adult approval.

Bhatia (1983) says that adolescence is the period of "show off". Boys put on the smartest look to attract the attention of the girls and the girls want to show off the sharpest curves to be valued by the boys. The ultimate purpose of the process of social consciousness is the attainment of social maturity in this stage. A socially mature person is able to adjust himself, to his fellowmen and new situations. Peel (1985) is of the view that the main feature of emotional life of adolescents concern the loyalties to gang, school and group are intimately connected with the transitional nature of adolescents.

3. Emotional:

According to Methew (1991) adolescence is the period of emotional imbalance, storm and stress. The emotional stress is due to certain factors in the environment and natural tradition that this period acquires a certain amount of stress and strain. The features include uncertain physical changes, unexpected rapid sex development, lack of status, gap between what the adolescent expects of himself and what his parents expect of him, uncertain

experiences with the opposite sex and of other complications. The present trend of vocational insecurity is another cause of emotional disturbance on the part of adolescent. Anxiety and guilt are some of the main emotional characteristics shown by the adolescent (Bhatia and Purohit, 1983).

Kuhlen (1985) reports that during adolescence anger is aroused mainly due to self consciousness. The adolescent is very sensitive to any kind of attack on his prestige. Fear is aroused during adolescence mostly on account of physical development. They consider the physical changes as some kind of disease and therefore, they experience fear.

Peer (1983) remarks this as a period of 'crushes' for members of the same or opposite sex. They start some kind of heroworship and their loyalties to their heroes or ego-ideals come in conflict with the loyalties of families and its adult members.

4. Mental:

According to Crow and Crow (1986) mental development during adolescence is indicated by the fact that the interests and activities of adolescent boys and girls become specialized than they were in childhood. They become interested in their own problems and try to solve them, also become aware of their own intellectual power.

Marcies (1980) propounds that adolescent males move through the process of identity development faster than females.

B. Aspects of Adjustment

1. Home adjustment
2. Health adjustment
3. Social adjustment
4. Emotional adjustment
5. Educational adjustment

1. Home Adjustment:

Pathak (1990) is of the view that adjustment has been considered as an index to integration; a harmonious behaviour of the individual by which other individual of society, say the particular person is, well adjusted. Adjustment is directly connected with needs and problems of life and refers to the behaviour pattern through which those needs are satisfied or problems are solved habitually (Bhatia and Purohit, 1983).

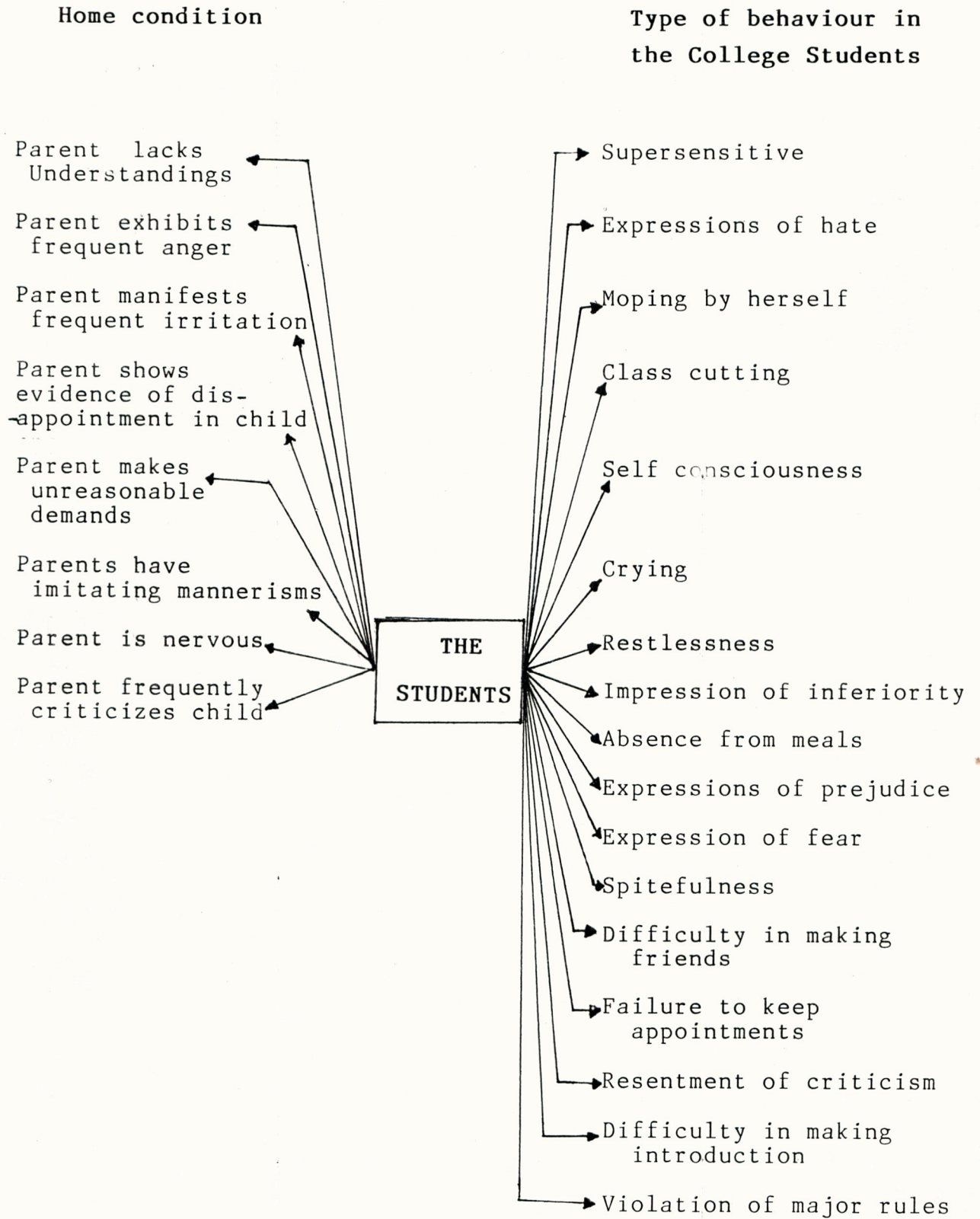
Shah and Lakhera (1986) say that parents are assumed to function as a model for the adolescent's adjustment to life particularly in home.

Bakwin and Bakwin (1986) reveal that the normal attitudes of affection, under-affection and over-affection, over protection, over anxiety, over authority, identification, perfection and parental incompatibility, play important roles in the development of adjustment, quality in the area of home. Similar result was found out by Robertson (1972) that permissiveness helps in better home adjustment.

Reddy (1986) studied adolescents' adjustment in relation to home environment. It was found that conflicts and

attitudes of extreme nature on the part of parents are the significant cause for maladjustment in the adolescents. The subjects belonging to radical fathers were better adjusted in many of the areas, than that of conservative homes. Anshu (1986) depicts that family climate is an effective determinant of home adjustment of the adolescents. But its influence was found to be more prominent in the case of the urban boys, than that of rural girls. For the rural boys, intelligence and socio-economic status were effective than the family climate in deciding their level of home adjustment.

The relationship between home adjustment and the behaviour of junior college students found out by Woolf, (1967) is given below.



2. Health Adjustment:

According to Murray and Perry (1981) the most proximal influence on health behaviour of adolescents is the model structure, which includes the actual behaviour of significant others. The adolescent consider parents, siblings, best friends, teachers, and some times television and movie as models. Food selections, exercise, habits, way of coping with stress and alcohol are other life-style patterns modeled by parents. Therefore the use of peer counsellor, cross age teachers, sports celebrities and popular teachers play an important role in health promotion.

Papplia (1989) explains that some adolescents, especially girls, put on weight as they enter their teens, and may begin a life long struggle to reduce for the sake of health and beauty, failure to achieve leads to difficulty in health adjustment. Obesity is also generally assumed to result from overreacting, and obese adolescents are suffering from impaired "will power". Most adolescents experience diet problems between the ages of 16 and 20 which contributes to stress and emotional aspects which need a balanced diet for healthy skin.

According to nation wide surveys by the National Institute in Alcohol Abuse and Alcoholism (1989), nine out of ten high school students drink. While many adolescents drink rarely and have no problems, some youths cannot handle alcohol and get into trouble with school authorities, family members, friends, or police. Ghosh and Wig (1984) depict that dependence on drug

constitutes a serious threat to both physical and mental health. Reasoning power, concentration and efficiency in general are greatly impaired by their frequent or regular drug consumption. Intake of drugs diminishes appetite considerably and brings about some definite change in appearance. Drooping eyelids, flushed face, pale emaciated looks replace bright and blooming appearance. It damages personality and denies adolescents' potential (Peterson, 1984).

3. Social Adjustment:

Describing the social nature of adolescents Hartip (1983) opines that 'agemates work more co-operatively in groups interacting more, interrupting each other less, asking for opinions and acknowledging one another's' contribution. Hymel (1986) depicts that popular youngsters come to be viewed as 'friendly' and 'vice' by their classmates, while rejected youngsters are seen as 'malicious' and 'hostiles'.

According to MC Kinney (1980) there is a strong tendency for collegians to seek sociality in college. The emotional stability of the home and such factors as a sense of personal worth and a feeling of social belonging are also important in one's social adjustment. Devdas and Jaya (1991) explain that social relationship attains heightened significance in adolescence which is a crucial stage in personality formation with development of a unique pattern of characteristic of the person. Many features enter into social adjustment and behaviour, each sex has its own standards for appraising the

other. Traits such as co-operativeness, helpfulness, unselfishness, good look, courtesy, cheerfulness, enthusiasm, friendliness, self reliance, consideration, self control even temper, initiative, resourcefulness and dependability enhances social acceptability. Recreation centres can also help in promoting social adjustment among adolescents.

4. Emotional Adjustment:

Shanmugam (1992) opines that stability result out of the interaction among the needs arising from within the individual forces, from the environment and the pre-disposition of the individual. Shan and Lakhera (1986) depict that love, acceptance, security, protection, independence, faith and guidance are the significant needs which influence the emotional adjustment of adolescents. The adolescents of dominating parents were adjusted and have shown acceptable behaviour where as the children of submissive parents were found disobedient, misbehaved, aggressive and irresponsible. They have shown lack of interest or capacity for sustained attention.

By questioning 18,000 high school students Remmers and Hackelt (1984) found that their worries centered around their weight, postures, study, expressing self grades, unpopularity, conversation, friendship, temper regards and vocation. In a study of 300 boys and 300 girls ranging from 15-20 years, Sarawati and Jaya (1984) have reported social, recreational activities, adjustment to school/college work and personal and psychological relationship, as problem areas about which adolescents got worried.

5. Educational Adjustment:

Bank and Khan (1987) reveals that the intellectuals have considered education as an important agent of social mobility and economic growth of society. Education not only for knowledge, has been supposed to be an important part of individual's socio-economic progress and also for development of his personality.

In the adolescent's adjustment to a wider world the teacher often functions as the representative of the enlarged life space; because of his daily contact with the students, he readily becomes the recipient of affects that reflect the adolescent's attempt to withdraw from family dependencies and to widen the scope of his relationships (Kochhar, 1989).

C. Problems of Adolescents with Reference to Adjustment

Jha and Sexena (1981) report that human beings differ from each other. Therefore some youths may be facing lot of problems, while some others may be having less problems. Intensity of problems lead to instability and it may result in maladjustment. The most important personality needs are thought to be those for 1) affection 2) belongness 3) achievement 4) independence and 5) social approval. If these needs are not fulfilled, there is every possibility of youth becoming maladjusted. The need for achievement is more important from students' point of view.

Rao (1988) explains that in developing societies like India, for the majority of adolescents, the school and college

provides the only channel through which they can acquire education and solve problems which all develop intellectual, emotional and social selves and shape the whole of their adolescents' character. Rajeswari and Hari (1985) opine that more than 300 million youth are unable to find jobs, lack of access of education and high rates of school dropouts result in widespread illiteracy, particularly among girls. Health care is inadequate especially among rural youth. Drug and alcohol addictions, violence, scarcity, misplacement, defensiveness, pragmatism, subsistence, crime and suicides involve more young people than ever before.

Kakkar and Chaudhary (1989) and Kirpal (1986) dealt with some problems of urban youth in India. They took up specifically the problems in area of student unrest, sexuality, vocational identity, generational conflict in organisation, sentiments, activities and values of Indian youth. They have postulated that identity confusion crisis is identified in a rapidly changing society in which traditional values and rules are being coded.

Sarkar (1989) in a socio-psychological study of the student unrest with 400 subjects concludes that the socio-economic and administrative factors combined to give impetus to the unrest. Political parties, over crowding hostels, institutional problems, administrative problems, unemployment and discipline at home were found to be major factors leading to unrests. He also notes painfully that inability to have efficient educational administration is the root of the trouble.

A study was made by Mohan and Sharma (1985) with a view to describe general problems of youth. About 100 urban youth were randomly selected from various colleges of Himachal Pradesh. The result showed that social world of urban youth tends to be accompanied by a high degree of individualization. Both males and females equally have strong views to indicate the social evils like capitalism and dowry, but female appears less responsive. Early marriage is favoured by less percentage of youth. There is a feeling among youth to change the tradition.

Studies show that the experimentation with cigarettes takes place largely because emotionalism, curiosity, desire to show off manliness, reaction to familiar restrictiveness and identification with behaviour models. Nevertheless in this, peer group influence stands out (Khan and Krishnan, 1985). Family tension is a major factor to delinquent behaviour. Abrahamsen (1992) tells that family tension results from hostility and hatredness. At the college level, a national survey of undergraduates (Hanson, 1983) reveals that although approximately 82 per cent drink alcoholic beverages, the abuse of alcohol, as expressed in vandalism and violent behaviour is not increasing in their study.

Lorton et al., (1985) found that 19.5 per cent of teacher say that drugs or alcohol causes problems with respect to attitude, 12.5 per cent with respect to achievement; 8.6 per cent with respect to attendance; and 83 per cent with respect to behaviour. Banks and Ullah (1986) point in their study to the

personal consequences of youth unemployment in terms of psychological anxiety, unhappiness, dissatisfaction, stigma and lowered self esteem. Toolan (1982) believes that the most accurate way to describe depressive illness in adolescents is in terms of set of symptoms that add up to depressed behaviour. The symptoms are boredom and restlessness, fatigue, hypochondriasis (imaginary ill health), preoccupation with the body, and difficult in concentrating. Depressed teenagers may have devalued self image to antisocial behaviour that only produces further depression and guilt and reinforces their belief that they are bad, ugly or inferior.

D. Factors Related to Adolescents' Adjustment

1. Family:

An adolescent's freedom to explore variety of possibilities in pursuit of an individual's identity is significantly influenced by relationships with family (Grotevant et al., 1983; Smollar, 1985). Shan and Lakhera (1986) explain that the well adjusted family relations and normal attitude of parents give the adolescents an assurance of stability, security, emotional maturity and ability to adjust to unforeseen circumstances.

Physical environment is also influential in the area of adolescent's class adjustment. The boys who were belonging to broken-but reconstructed homes had fewest peer relations in school, whereas in school the girls of the same families had

shown significantly favourable attitudes towards school and peers. Horrocks (1987) says that family plays an important role in guiding and directing the educational and occupational choices of adolescents. In the modern complex world of occupations, many of the students opt courses and vocations under parental and family guidance are usually more influential, followed by friends and professional acquaintances in that order.

2. Teacher:

Joshi (1992) says that teachers play a very important role in shaping the lives of the students. Teachers encourage young people, encourage them to think free and question them. Teachers influence students profoundly at formative stage and help in inculcating in them a value system which would enable them to grow into men of character.

3. Peer Group:

Khan (1991) explains that the adolescent is influenced by peer group pressures in the decisions he begins to make, recreational interests, moral, religions, social beliefs, choice of a vocation, even in his selection of a mate. Adolescents through associating with groups, picks up attitudes on varied subjects such as drama, cinema, nutrition, politics, space research which given them opportunity for controls with well adjusted, thoughtful intellectual groups (Kochhar, 1989).

4. Religion:

Chauhan (1983) states that adolescence need security that is provided by religious faith. So, religion give security

and helps in difficulties; it reduces emotional tension and serves as a catharsis for guilt feelings, and finally it guides adolescents in their future by developing conscience and right type of attitudes which help in formulating a sound philosophy of life. Tutter (1985) opines that satisfactory religious adjustment gives individuals a feeling of security and belongingness which contributes to their adjustment.

5. Mass Media:

Shatin (1981) reports that the influence of T.V. and the message it most frequently carrying to young people are equally powerful and negative. Examining the effect that music can encourage behaviour that is counter productive to the therapeutic process. Gore (1983) reveals that the mass media can operate with equal facility in both way - formal and informal in adolescents' adjustment. They communicate ideas, attitudes and values in a wide variety of ways through talks and discussions, factual reports, programmes of stories, play and other forms of creative activity.

E. Related Research Findings on Adolescents Adjustment

Sundararajan and Ashoafullah (1989) did a study on the adjustment problems of college students. He took 346 students from different departments in Annamalai University, using Adjustment Inventory for College Students (Sinha and Singh, 1984). The results showed that the professional students and non professional arts students have a better level of adjustment in educational area than in social and emotional area and the non

professional science students in the emotional area than in the social area.

Singh, (1992) did a study on the student activism in relation to adjustment. The sample was 200 post graduate students (100 activists and 100 non activists) from Bihar - Patna University and Magath University. The instrument used was Adjustment Inventory for College Students (Sinha and Singh). The results reveal that the two groups of student-activists and non-activists differed significantly in the area of different adjustments. The results further indicated that activists were generally poor in home, health, emotional, educational and over all adjustment while better in social adjustment in comparison to non-activist students.

A study on adjustment pattern of high and low creativity tribals was done by Pathak (1990) with the help of Adjustment Inventory for College Students. The sample consisted of 200 college going tribal students of Dumka district. The results found that high creative tribals were more adjusted on over all adjustment than the low creative tribals. The difference between the two means is significantly beyond chance on home and social adjustment but not on educational adjustment.

Shanthakumari (1988) conducted a study on social adjustment problems. High school adolescent girls in Madras city with a sample of 300 pupils, selected randomly from 5 schools of IX to XI standard. Tool used was Adjustment Inventory consists

of 55 items. The findings were that the populars who are widely accepted by the peers were found to be well adjusted in the various aspects of their lives and there is correlation between the intellectual adjustment scores of the populars and below averages.

Gupta (1986) conducted a study on the differences in the self concept of highly adjusted and poorly adjusted high school students coming from different levels of socio-economic status on 250 high school students of district Kurushetra. The tool used was P.W.L. and Sinha's Adjustment Inventory. The findings were the socially adjusted persons are having better self concept than that of the emotionally and the educationally adjusted.

Kolu (1988) made a study on some adjustment variables related to reading comprehension in Malayalam among 800 secondary school pupils in Kerala. The tool used was Kerala socio-personal adjustment scale. The major findings of the study were that there is significant and positive correlation between reading comprehension and adjustment variables. Sex differences do not exert influence on the relationship between reading comprehension and adjustment variables.

Rajendran (1990) did a study on personality adjustment of professional and non-professional students with a sample of 100 subjects. Neyman Kohlested Diagnostic Test of Introversion - Extroversion and the Adjustment Inventory for college students were employed. It was found that personality characteristics are positively associated with adjustment; the introverts have less adjustment problems than extroverts; and the introverts and extro

verts do not differ markedly in any particular area of adjustment.

Methodology

III METHODOLOGY

The experimental procedure for the study, "**Adjustment Pattern of Adolescents**", is discussed under the following headings.

- A. Selection of the Area
- B. Selection of the Sample
- C. Selection of the Tool
- D. Conducting the Study
- and E. Analysis and Interpretation of the Data

A. Selection of the Area

The area selected for the present study is confined to the Jorhat district of Assam. Assam agricultural University and Kendriya Vidyalaya situated at Jorhat were selected for the below mentioned reasons.

- i. Investigator is interested in finding out adjustment problems of adolescents in her native area.
- ii. It is easier for the investigator to collect information from the students of both sex from her own region.
- iii. And availability of the Sample needed to carryout the study.

B. Selection of the Sample

The investigator met the higher authorities of Assam Agricultural University and Kendriya Vidyalaya of Jorhat, described the study undertaken, its objectives, the reasons for choosing the area and seek the help to carryout the study. Following the sampling technique, the investigator had chosen one hundred students from Assam Agricultural University with equal sex representation and a similar number of samples from Kendriya vidhyalaya to have representation from early adolescents and late adolescents. Medium of instruction is English in both the institutions.

The age of the early adolescents ranges from 13 to 16 years, studying 11th and 12th standard, and the late adolescents' age is 17 to 21 years, doing second and third year of under graduate course.

C. Selection of the Tool

From the "Adjustment Inventory for College Students" (Sinha and Singh, 1980) 102 items related to areas of home (16), Health (16), Social (21), Emotional (30) and Educational adjustment (19) were selected to trace out the adjustment pattern of the selected adolescents. The inventory consists of Yes or No response. The individual total scores ranges from 0 to 102. The responses of the subjects were scored with the help of the scoring key provided by the author. The higher the scores the lower the adjustment. The inventory and the scoring key for

different areas of adjustment is given in appendix A.

The check list is an important tool in gathering facts for normative surveys, studies of behaviour and educational appraised studies. They are useful in evaluating those learners' activities that involve a product, process and score aspects of personal, social adjustment (Bhatia, 1989). It is systematic, simple to administer, quick and relatively inexpensive to analyse (Wilkinson and Bhandarkar, 1984). Gupta (1991) and Kothari, (1990) opine that it is an excellent technique where a clear cut alternative exists and adequate time to think.

D. Collection of the Data

With prior permission from the college and school authorities, possible effort was made to establish the rapport with the selected sample. The inventory was given to the students with the request that, as the informations were relating to their personality, they were assured that their responses would remain completely confidential, that their identity would not be disclosed; so that they could answer them without any hesitation. Inventories were distributed by self to elicit correct information. The selected groups were requested to return the inventories to the investigator within the stipulated time from the selected respondents.

E. Analysis and Interpretation of the Data

The data was properly processed, tabulated, statistically treated and discussed in terms of

- i. General Informations of the Respondents
- ii. Adjustment Pattern of Boys and Girls, Early and Late Adolescents and High and Low Achievers on Different Aspects of Life.

Results and Discussion

IV RESULTS AND DISCUSSION

The results of the study are statistically analysed and discussed in different headings as enlisted below.

A. General Information of the Respondents

1. Type of the Family
2. Size of the Family
3. Educational Status of the parents
4. Occupation of the parents
5. Income of the Family

B. Adjustment Pattern of Boys and Girls, Early and Late Adolescents and High and Low Achievers on Different Aspects of Life

1. Adjustment Pattern at Home by Boys and Girls, Early and Late Adolescents and High and Low Achievers.
2. Adjustment Pattern to Health Aspects by Boys and Girls, Early and Late Adolescents and High and Low Achievers.
3. Adjustment Pattern to Social Area of Boys and Girls, Early and Late Adolescents and High and Low Achievers.
4. Adjustment Pattern to Emotional Field by Boys and Girls, Early and Late Adolescents and High and Low Achievers.

5. Adjustment Pattern to Educational Dimension by Boys and Girls, Early and Late Adolescents and High and Low Achievers.

C. Comparison of Adjustment Pattern of Boys and Girls, Early and Late Adolescents and High and Low Achievers in terms of overall Adjustment

D. Adjusted total scores by keeping equal size

A. General Information of the Respondents

The background informations of the selected samples such as type of the family, size of the family, educational status of the parents, occupation of the parents and income of the family are discussed below.

1. Type of the Family

Type of the family from which the respondents were hailed are categorised in table I.

TABLE - I

TYPE OF THE FAMILY

S.No.	Family	Percentage
1.	Nuclear	85
2.	Joint	15
	Total	100

It is evident that 85 per cent of the respondents were

hailed from the nuclear family and the rest belong to joint family. This reflects the disintegrating trend of the joint family system in India. It may be due to spread of education, desire for economic independence for better family living.

2. Size of the Family

The families of the subjects of this study are of different size in terms of the number of members in the family. Percentage-wise the families are listed below.

TABLE - II
SIZE OF THE FAMILY

S.No.	Family Size	Percentage
1.	Small	36
2.	Moderate	60
3.	Large	4
	Total	100

Sixty percent of the adolescents were drawn from the moderate family where the number of members range from 4 to 6. Thirty six per cent of them belong to small families (1-3 members), only four percent of the selected subjects were hailed from large families in which the number of members were above six.

3. Educational Status of the Parents

The below given table pictures the educational status of the parents.

TABLE - III
EDUCATIONAL STATUS OF THE PARENTS

S. No.	Educational Status of the parents	Percentage	
		Father	Mother
1.	Illiterate	1	4
2.	Primary	8	12
3.	S.S.L.C.	6	24
4.	Higher Secondary	24	21
5.	Graduation	45	29
6.	Post Graduation	12	10
7.	Ph.D.	4	--
Total		100	100

The educational level of the parents ranges from primary to Ph.D. level. It is happy to note that the illiterates were very less (i.e.) one percent fathers and four percent mothers. Forty five per cent of fathers and twenty nine percent of mothers had graduation.

4. Occupation of the Parents

Sixty percent of the fathers were working as teachers, extension officers, doctors, engineers and in other governmental services. Twenty five per cent were involved in business and fifteen per cent of the fathers were Agriculturist. As far as the mothers concerned 71 per cent were housewives and the rest were employed as teachers, professors, typists and clerks.

5. Income of the Family

According to Housing Unit Development Corporation (1990) the family that earn below Rs.1,200 per month is known as low income group, income ranges between Rs.1,200 - 5,000 per month lies under middle income group and the families earn Rs.5,000 and above are categorised as high income families. The families income level of this study is tabulated below.

TABLE - IV
INCOME OF THE FAMILY

S.No.	Income Range	Percentage
1.	Low Income	7
2.	Middle Income	79
3.	High Income	14
Total		100

The above table reveals that 79 per cent of the respondents belong to middle income group, 14 per cent high income group and seven per cent of the families earn only Rs.1,200/- which is categorised as low income group.

B. Adjustment Pattern of Boys and Girls, Early and Late Adolescents and High and Low Achievers on Different Aspects of Life

In order to examine the adjustment pattern of boys and girls, early and late adolescents, high and low achievers in the areas of home, health, social, emotional and educational, the statistical treatment was given in terms of mean, standard deviation, mean deviation, standard error and critical ratio. The level of significance was found. Area wise comparative discussions are given below.

1. Adjustment Pattern at Home by Boys and Girls, Early and Late Adolescents and High and Low Achievers

Table V depicts the statistical analysis of the adjustment of boys and girls, early and late adolescents and high and low achievers towards home environment.

TABLE - V
ADJUSTMENT PATTERN AT HOME BY BOYS AND GIRLS,
EARLY AND LATE ADOLESCENTS AND HIGH AND LOW ACHIEVERS

S. No.	Group	No.	Mean	S.D.	M.D.	S.E	C.R	Level of Significance
1.	Boys	100	7.16	2.17	4.83	.29	16.31	(P-.01)**
	Girls	100	2.33	1.19				
2.	Early Adolescents	100	4.41	2.84	2.26	.36	.72	Not significant
	Late Adolescents	100	4.16	2.26				
3.	High Achievers	74	3.92	1.97	1.96	.36	5.42	(P=.01)**
	Low Achievers	126	5.26	3.14				

** Significant at .01 per cent level.

The mean score of girls is lower than that of boys in the home adjustment. Since the higher the score on adjustment scale indicates poor adjustment and the difference between two mean is highly significant, the investigator concludes that the girls were better adjusted in home environment than the boys. Moreover critical ratio of the adjustment scores is found to be 16.31 which is significant at .01 per cent level. At this point the investigator quotes the findings of Sexena and Kapoor (1978), Menezes (1978), Anshu (1986) and Srivastava (1989) that family climate is an effective determinant of home adjustment of the adolescents especially among girls.

The difference between the mean score of early and late adolescents is very less. The critical ratio of the adjustment scores of early and late adolescents is found to be .72 which is not significant. Thus, the analysis of the study clearly reveals that there is not much variation within that period (early and late adolescents) with regard to adjustment to home.

The mean score of the high achiever is lower than the low achiever. The critical ratio is found to be 5.42 which is significant at one per cent level. This indicates that high achievers were better adjusted at home than their counterparts - low achievers (Figure-1).

2. Adjustment Pattern to Health Aspects by Boys and Girls, Early Late Adolescents, High and Low Achievers

The adjustment pattern to health aspects by boys and girls, early and late adolescents, high and low achievers is shown in table - VI.

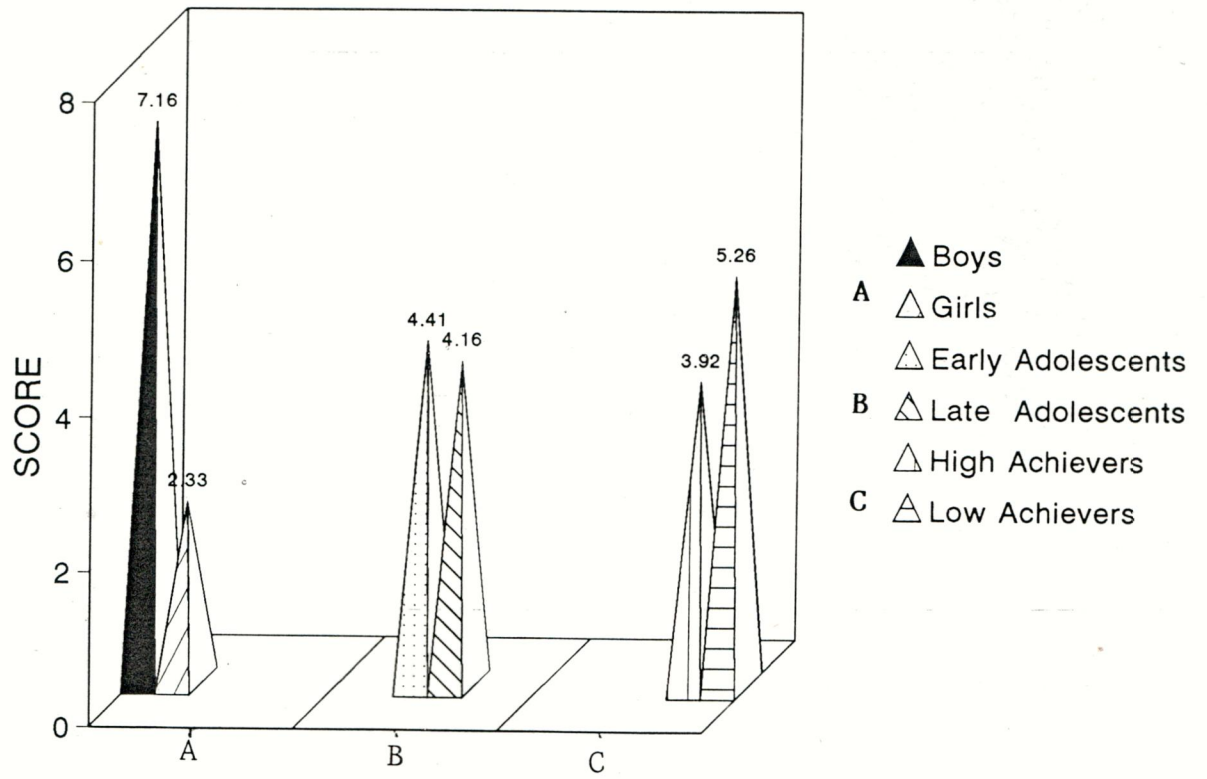


Fig1. Home Adjustment

TABLE - VI
ADJUSTMENT PATTERN TO HEALTH ASPECTS BY BOYS AND GIRLS,
EARLY AND LATE ADOLESCENTS, AND HIGH AND LOW ACHIEVERS

S. No.	Group	No.	Mean	S.D.	M.D.	S.E.	C.R.	Level of Signifi- -cant
1.	Boys	100	3.78	2.14	2.85	.29	9.75	(P-.01)**
	Girls	100	1.99	1.99				
2.	Early Adolescents	100	5.69	2.65	1.41	.39	3.58	(P=.01)**
	Late Adolescents	100	4.18	2.92				
3.	High Achievers	74	4.67	3.01	.34	.25	1.34	Not Signi- ficant
	Low Achievers	126	5.01	2.98				

** Signifiant at .01 per cent level.

The mean score of boys is lower than that of girls on health adjustment. The critical ratio of adjustment scores of boys and girls is found to be 9.75, which is significant at one per cent level. This indicates that boys do not have much health problem whereas the girls have more health problem which can't be adjusted easily. The result of this study is in line with the findings of Oxford and Wilson (1978) in which girls had more adjustment difficulty towards health problems.

And the mean score of late adolescents is lower than the mean score of early adolescents. The critical ratio of

adjustment score is found to be 3.58 which is significant at one percent level. This finding reveals that as the age increases the ability to adjust to the health problem also increases.

The critical ratio of adjustment score of high and low achievers is found to be 1.34 - not significant, which shows that the educational achievement of the individual has nothing to do with the adjustment capacity towards their health problems (Figure-2).

3. Adjustment Pattern to Social Area by Boys and Girls, Early and Late Adolescents and High and Low Achievers

Table VII reveals the adjustment pattern of boys and girls, early and late adolescents and high and low achievers at social field.

TABLE - VII
ADJUSTMENT PATTERN TO SOCIAL AREA BY BOYS AND GIRLS,
EARLY AND LATE ADOLESCENTS AND HIGH AND LOW ACHIEVERS

S.No.	Group	No.	Mean	S.D.	M.D.	S.E.	C.R	Level of signifi- -cant
1.	Boys	100	8.86	3.41				Not Signi- ficant
	Girls	100	9.42	2.91	.56	.45	1.25	
2.	Early Adolescents	100	10.14	3.46				Not Signi- ficant
	Late Adolescents	100	9.76	2.38	.38	.40	.93	
3.	High Achievers	74	7.42	2.14				6.28 .30 20.66 (P=.01)**
	Low Achievers	126	13.68	3.77				

** Significant at 0.1 per cent level.

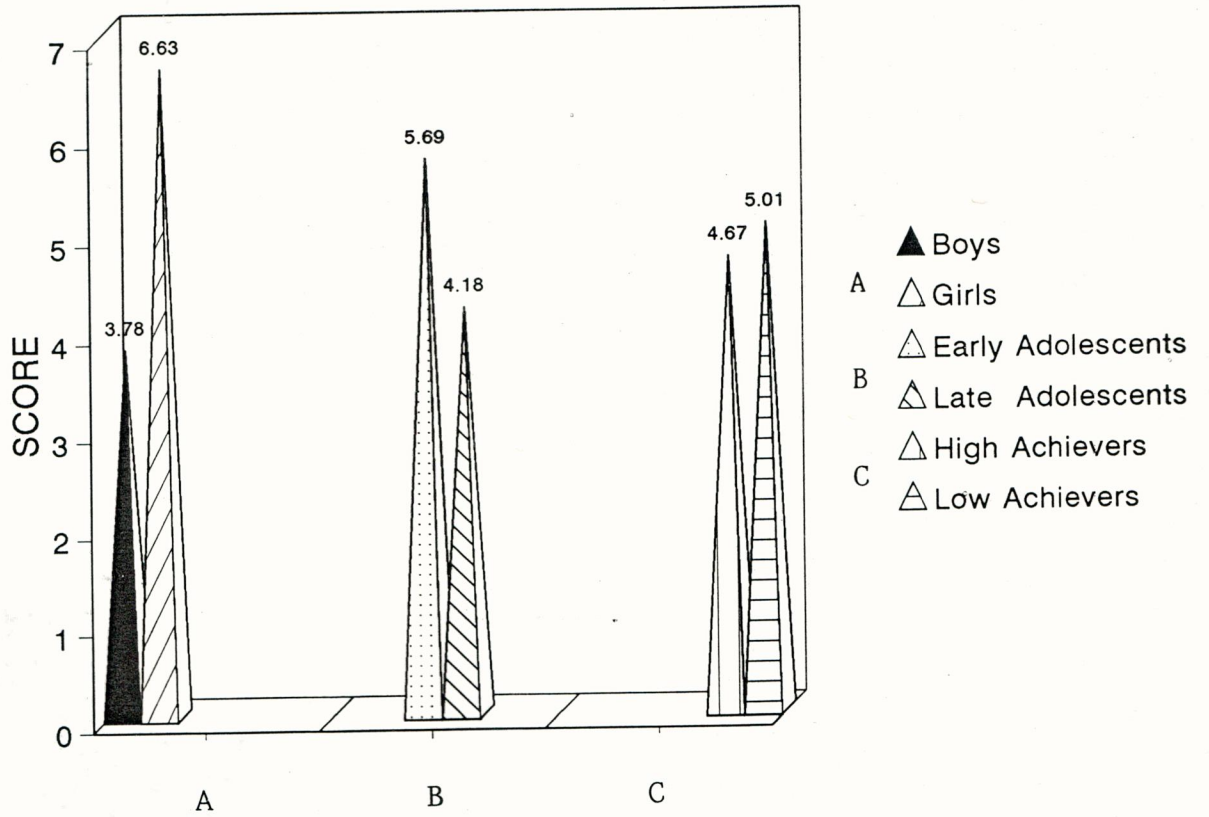


Fig. 2. Health Adjustment

It is evident from the above table that the mean score of girls is greater than that of boys. The difference between the two mean is insignificant. As far as the social adjustment is concerned the result of this study shows that there is not much difference in adjustment aspect between the girls and the boys to social area.

The difference between the mean score of early and late adolescents and the critical ratio of the adjustment score (.93) depict that the result is no significant, hence there is not much variation in social adjustment during early and late adolescents.

The mean score of high achievers is lower than that of low achievers. The critical ratio of the adjustment is found to be 20.66 which is greatly significant at .01 per cent level. Hence the finding reveals that as educationally sound the adolescents' adjustment pattern towards their social group is good (Figure-3). Here it is apt to refer Vishnev's (1974) finding that the low achievers in studies were not as good as high achievers in social adjustment. And also Sharma (1981) found that good social adjustment is significantly contributing towards educationally high achievers, which is in line with the result of this study.

4. Adjustment pattern to Emotional Field by Boys and Girls, Early and Late Adolescents and High and Low Achievers

The adjustment pattern of boys and girls, early and late adolescents, high and low achievers towards emotional aspect of life was examined statistically and shown in Table-VIII.

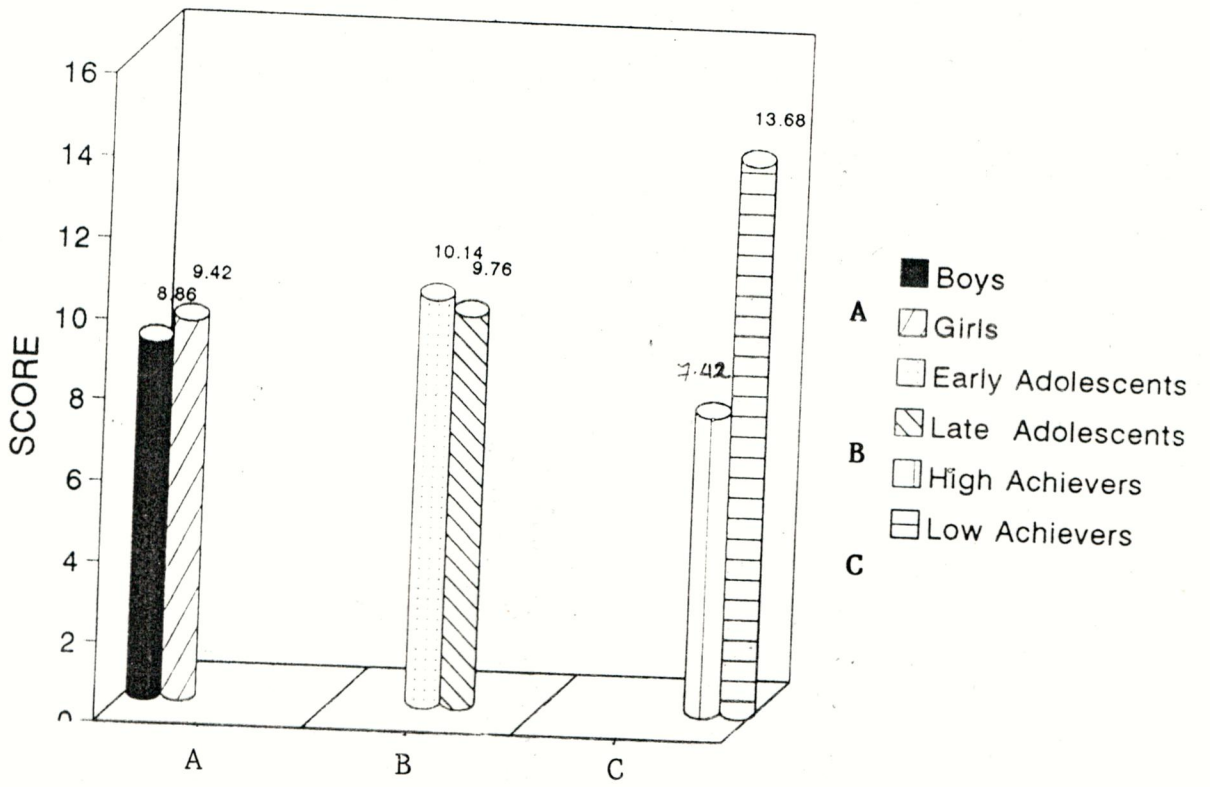


Fig.3. Social Adjustment

TABLE - VIII
ADJUSTMENT PATTERN TO EMOTIONAL FIELD BY BOYS AND GIRLS,
EARLY AND LATE ADOLESCENTS AND HIGH AND LOW ACHIEVERS

S.No.	Group	No.	Mean	S.D.	M.D.	S.E.	C.R	Level of Significance
1.	Boys	100	10.46	4.14				
					4.26	.65	6.50	(P=.01)**
	Girls	100	14.72	4.96				
2.	Early Adolescents	100	15.43	3.39				
					.47	.63	.75	Not Significant
	Late Adolescents	100	14.96	4.83				
3.	High Achievers	74	12.14	4.33				
					4.63	.53	8.57	(P=.01)**
	Low Achievers	126	16.77	5.42				

** Significant at .01 per cent level.

Table VIII gives clear picture of the mean score of boys and girls and the critical ratio on emotional adjustment which found to be highly significant (one per cent level). From this analysis the investigator concludes that boys are of better adjusted to emotional aspect of life than the girls. This finding goes with Goswami's (1986) statement that sex play a highly significant role on emotional adjustment which showed that boys were better adjusted than girls on emotional area.

The mean score of late adolescents in terms of emotional adjustment was low (14.96) when compared to the early

adolescents (15.43). The critical ratio of the adjustment scores is found to be .75 which is not significant.

Hence, it is found that the early and late adolescence has nothing to do with the adjustment pattern towards emotional aspect of life.

The mean score of high achievers is lower than that of low achievers on emotional area and statistically it is found to be highly significant at one percent level. So the investigator says that the high achievers' level of adjustment is better in comparison to the low achievers on emotional problems (Figure-4).

5. Adjustment Pattern to Educational Dimension by Boys and Girls, Early and Late Adolescents and High and Low Achievers

Table IX depicts the adjustment pattern of boys and girls, early and late adolescents and high and low achievers on educational field.

TABLE - IX

ADJUSTMENT PATTERN TO EDUCATIONAL DIMENSION BY BOYS AND GIRLS, EARLY AND LATE ADOLESCENTS AND HIGH AND LOW ACHIEVERS

S. No.	Group	No.	Mean	S.D.	M.D.	S.E.	C.R.	Level of Significant
1.	Boys	100	7.41	2.41				Not Significant
	Girls	100	6.99	2.76	.42	.36	1.14	
2.	Early Adolescents	100	8.82	3.14				Not Significant
	Late Adolescents	100	9.14	3.99	.32	.51	.63	
3.	High Achievers	74	6.41	2.82				(P=.01)**
	Low Achievers	126	8.93	3.74	2.82	.86	2.93	
**Significant at .01 per cent level.								

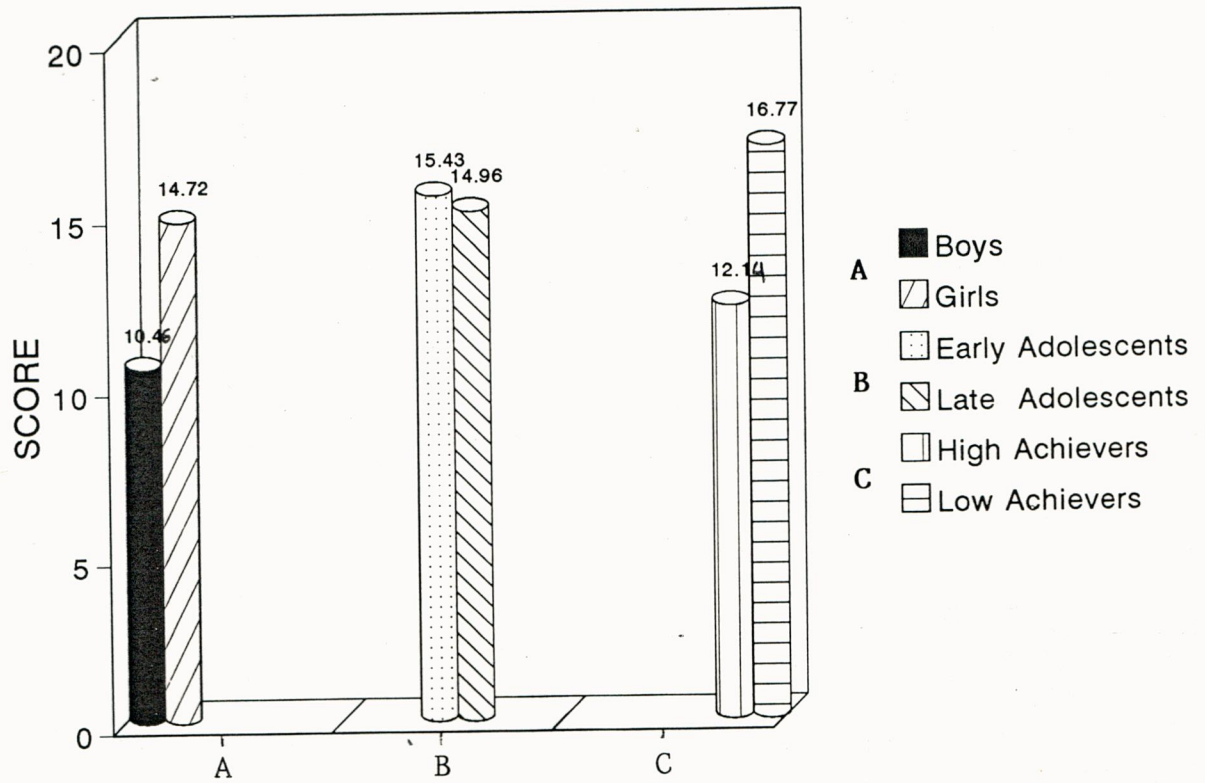


Fig.4. Emotional Adjustment

Statistical analysis given in the above table tells that boys could not make satisfactory adjustment to the problems concerned to education. Though the critical ratio of the adjustment scores is statistically insignificant, the mean score reveals that girls are on the process of learning better educational adjustment, since low score on adjustment scale indicates high adjustment.

Regard to the relationship between the age and educational adjustments, this study finds that the process of adjustment to the educational problems has nothing to do with the age of the individual at adolescence period.

The mean score of high achievers was low in comparison to the mean score of low achievers. The critical ratio of the adjustment scores was found to be 2.93. Statistically it is highly significant at one percent level. This indicates that due to better adjustment to the educational needs, the adolescents are achieving higher (Figure-5). This finding is similar to that of Visnov (1974) and Singh (1986) who did studies on academic achievement of low achievers with respect to adjustment problems in educational field and found that there is a positive correlation between the level of adjustment and academic achievement.

And also it is apt to quote the findings of Vashistha and Cooklin (1981); Grewal (1982); Sharma and Srivastava (1987) that under achievers tend to show adjustment problems in educational field than the high achievers.

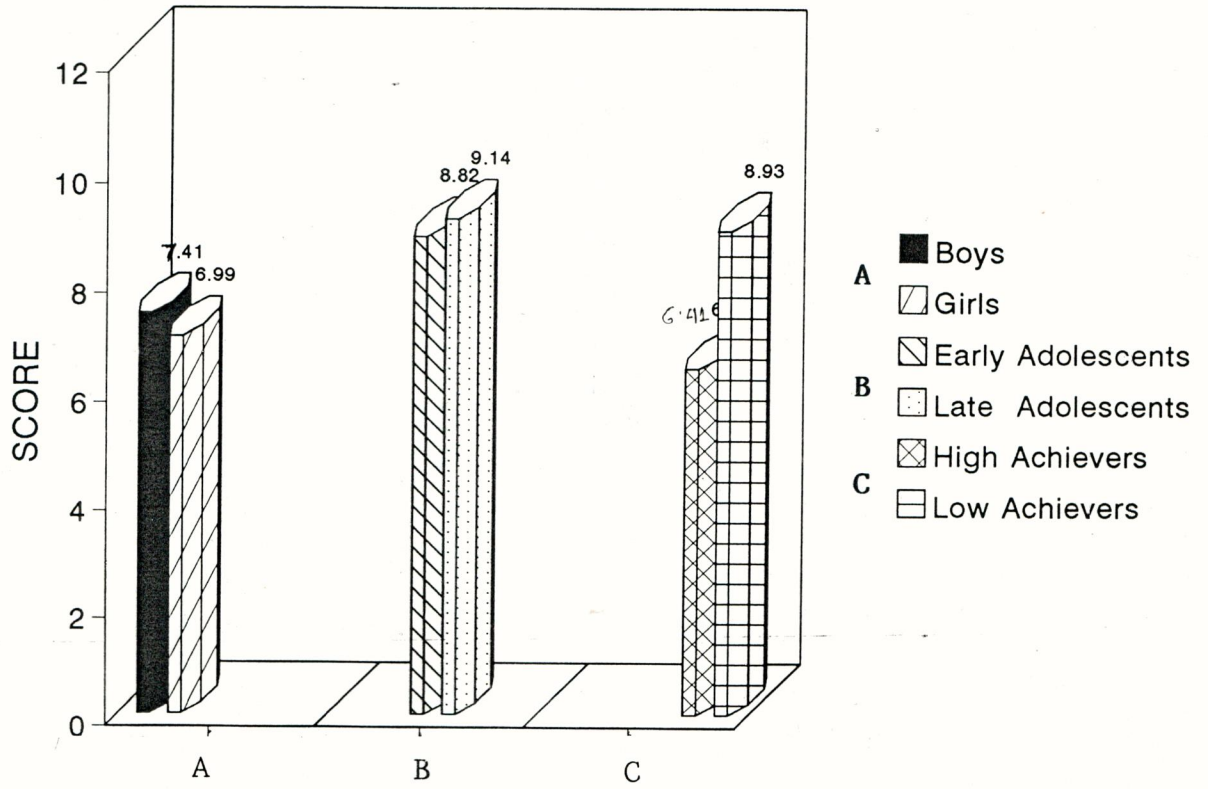


Fig.5. Educational Adjustment

C. Comparison of Adjustment pattern of Boys and Girls, Early and Late Adolescents and High and Low Achievers in terms of Overall Adjustment

The mean value of the scores on adjustment pattern towards home, health, emotional, social and educational aspects by the selected adolescents are categorised variablewise and numbered in the below given table.

TABLE - X

COMPARISON OF ADJUSTMENT PATTERN OF BOYS AND GIRLS, EARLY AND LATE ADOLESCENTS AND HIGH AND LOW ACHIEVERS IN TERMS OF OVERALL ADJUSTMENT

S.No.	Variables	No.	Mean	S.D.	M.D.	S.E.	C.R	Level of Significance
1.	Boys	100	37.67	2.47				
	Girls	100	35.86	5.12	1.81	0.57	3.18	(P=0.01)**
2.	Early Adolescents	100	44.49	4.31				
	Late Adolescents	100	42.27	4.50	2.22	0.62	3.56	(P=0.01)**
3.	High Achievers	74	46.70	3.59				
	Low Achievers	126	50.25	5.06	3.55	0.67	5.30	(P=.01)**

**Significant at 0.01 per cent level.

It is evident from the above given table that the mean score of girls in terms of overall adjustment was low in comparison to the mean scores of boys. Girls are found to be more co-operative with their parents and siblings, and satisfied

with their present home atmosphere. They are also found to be well adjusted to the problems of educational field such as worry for their future job and difficulty to get along with the subject matter.

Similarly, the mean score of late adolescents' adjustment on the areas of home, health, emotional, social and educational was low, in comparison to mean score of early adolescents which shows that as the age increases the adolescents are better in analysing the problems concerned to home, health, social, emotional and educational aspects of their life. Statistically it is also found to be significant beyond chance, signifying that late adolescents had a tendency towards better overall adjustment.

While comparing the educational achievement and the general adjustment capacity towards day to day problems, the higher the achievement in education, better the ability to deal with the problems effectively. Here low achievers were found to be not well adjusted than high achievers and statistically it was found to be significant at one per cent level (Figure-6).

D. Adjusted Total Scores by keeping equal size

Table XI shows the changing trends in adjustment with adjusted total scores by keeping equal size of the family structure.

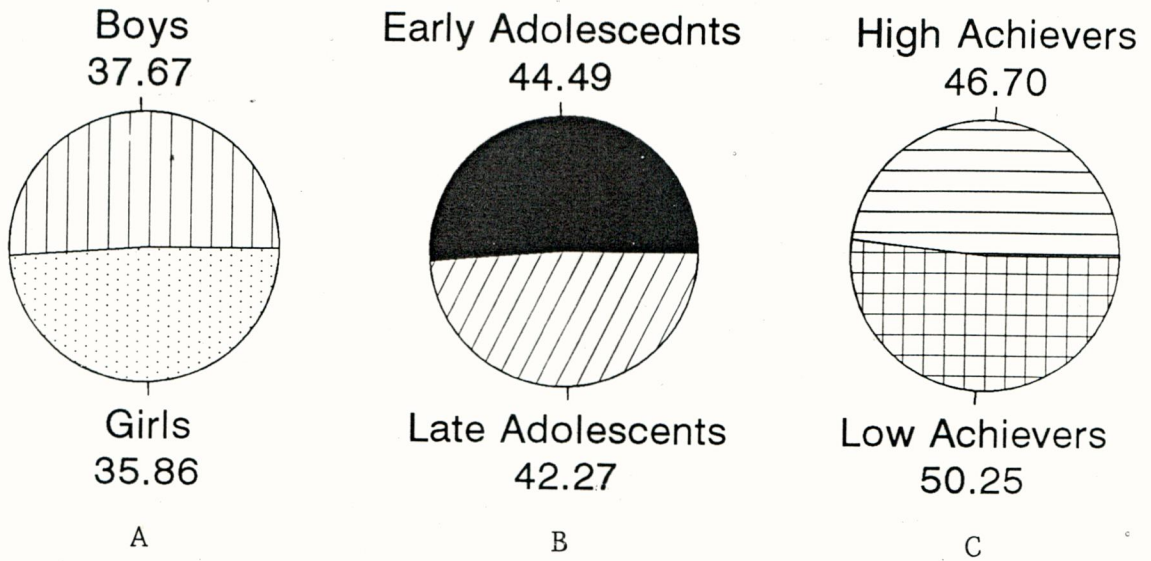


FIG.6. OVERALL ADJUSTMENT PATTERN

TABLE - XI
ADJUSTED TOTAL SCORES BY KEEPING EQUAL SIZE

S. No.	Areas of Adjustment	Family structure				
		Type of family		Family income		
		Nuclear	Joint	Low	Middle	High
1.	Home	3.7	3.9	2.5	3.2	4.4
2.	Health	4	3.8	9.3	10.9	4.1
3.	Social	6	10	9.7	29.5	6.4
4.	Emotional	8.6	20.6	14.3	17	60.7
5.	Educational	3.3	4	7	0.6	6.9

It is clear from the above table that the subjects of nuclear family had better adjustment in the areas of home, social, emotional and educational when compared to joint family. This may be due more number of members in the family and decreased attention paid towards the children. In the areas of health, adjustment is better among the subjects of joint family.

Similarly there is also relationship between the family income and the areas of adjustment. Adjustment is better in the areas of the health among the members of high income family where as members of low income in home aspects. Students of middle income families had good adjustment towards educational field. This may be due to the better facilities, encouragement and attention provided by the parents. As a result they are also able to adjust with the teachers without any difficulty.

Summary and Conclusion

V SUMMARY AND CONCLUSION

Adolescents face many problems though relatively small in comparison to the complex problems of life. The problems can vary one from the other. Some may have difficulties in concentrating in their studies, some may want good results, others not like the attitudes of their parents towards them. They feel that their parents do not understand them. Also there may be difficulties in adjusting with friends especially when their values differ. It is a feeling among them that they are misfits in the society (Valecha, 1990).

A study on the Adjustment Pattern of Adolescents was carried out in the Jorhat district of Assam.

The objectives of the study was to

- i. trace out the adjustment pattern of boys and girls in the areas of home, health, social, emotional and educational.
- ii. find out the adjustment pattern of early and late adolescents.
- iii. compare the adjustment pattern of the under and high achievers.
- iv. publish the findings so as to create awareness among the adolescents, parents, teachers and educational planners.

The sample comprised of 200 adolescents randomly selected based on the variable such as sex, early and late adolescents, and high and low achievers. An inventory formulated by Singh and Sinha (1980) was administered to collect the data from the students.

Findings

A. General information:

1. Eightyfive percent of the respondents were hailed from the nuclear family and the rest belong to joint family.
2. Sixty per cent of the subjects were drawn from moderate family, 36 per cent belong to small family and four per-cent were from large family.
3. With regard to educational level of parents, only one percent of fathers and four per cent of mothers were illiterate. Forty five percent of the fathers and twentynine percent of the mothers had graduation.
4. Sixty per cent of the fathers were working as teachers, extension officers, doctors, engineers and in other government services. Twenty five per cent were involved in business and fifteen per cent of the fathers were agriculturists. As far as the mothers concerned seventy one percent were housewives and the rest employed as teachers, professors, typists and clerks.

5. Seventy nine per cent of the respondents belong to middle income group having salary in the range of Rs.1200 - 5000/month. Fourteen percent belong to high income group whose salary is above Rs.5000/- and only seven percent of the subjects pertinent to low income group having salary below Rs.1200/- per month.

B. Adjustment Pattern of Boys and Girls, Early and Late Adolescents and High and Low Achievers on Different Aspects of life

1. The girls were found to be better adjusted in home environment than the boys. The statistical analysis of the early and late adolescents' adjustment at home was found to be not significant. Educationally the high achievers had better adjustment in home environment than the educationally backward students.
2. Girls had more adjustment difficulty towards health problems. The critical ratio of adjustment scores of boys and girls is found to be 9.75 which is significant at one percent level. Late adolescents had good skills to adjust than early adolescents. Educational achievement has nothing to do with the ability to resolve the problems concerned to health.
3. The boys and the girls and the early and late adolescents do not differ in the adjustment pattern on social field. The differences between the mean score of high and low achievers is significant, hence the

investigator concludes that higher the educational achievement, better the adaptability to the surroundings/society.

4. Boys had better level of adjustment than girls in the emotional aspect of life; high achievers were found to be well adjusted than low achievers. As far as the emotional adjustment is concerned, the investigator didn't find any difference between the early and late adolescents.

5. Boys could not make satisfactory adjustment to the problems concerned to education. Though the critical ratio of the adjustment scores is statistically insignificant, the mean score reveals that girls are on the process of learning better educational adjustment.

This study finds that the process of adjustment to the educational problems has nothing to do with the age of the individual at adolescence period.

C. While considering the over all areas of adjustment, girls were found to be more adjusted than the boys, late adolescents had skills to deal better with the problems than early adolescents. Educational betterment paved way for the proper analysis of the problem and adaptation to the situation. The difference between the mean scores signify that girls, late adolescents and high achievers had tendency towards better adjustment.

D. While considering the areas of adjustment with the type of family, there was better adjustment in the areas of home, social, emotional and educational by the adolescents of nuclear family. Respondents of the joint family could adjust to the problems concerned to health than the other areas.

The scores of correlation between the family income and the areas of adjustment, it was found that subjects of the low income family could adjust well with the problems concerned to home and emotional aspects. Students of middle income families had good educational adjustment. Whereas those hailed from the high income families didn't have much problems in health and social aspects of life.

Recommendations

1. Teachers and parents should join hands and create confidence in the adolescent; for which the parent teacher association to be strengthened.
2. Teacher - student intimacy to be encouraged
3. Every university should have a guidance and counselling centre. The teacher can trace out the maladjusted students and direct to the counselling centre.
4. Student welfare committee may be constituted.
5. More of job oriented courses to be started in every colleges/universities.

6. Creating ways for adequate positive outlets for youthful energies.
7. Effective communication between the faculty and the students.
8. Research on comparison of adjustment problems of urban and rural youth can be conducted.

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Appendices

APPENDIX - I

AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND
HIGHER EDUCATION FOR WOMEN (DEEMED UNIVERSITY)
COIMBATORE-641 043

AN INVENTORY TO ELICIT INFORMATION REGARDING
"ADJUSTMENT PATTERN OF ADOLESCENTS"

A. GENERAL BACKGROUND INFORMATION

1. Name of the Respondent :
2. Address of the Respondent :
3. Sex :
4. Age :
5. Ordinal position :
6. Type of the Family
Nuclear/Joint :
7. Size of the family :
8. Name of the Institution :
9. Year in which studying :
10. Father's Education :
11. Mother's Education :
12. Occupation of the Parents
Father :
Mother :
13. Family Income (Monthly) :
14. Percentage of Marks Scored
in the previous year :

Reusable Booklet

A I C S

(English Version)

Confidential

Prof.A.K.P.Sinha (Raipur)

Dr.R.P.Singh (Patna)

Instructions

- * Do not open or turn any page of this booklet until you are told to do so.
- * Do not make any mark in this booklet and handle it with care
- * You have this booklet in which some questions relating to your personality are given and your answers are to be marked on the separate answer sheet provided.
- * You will find two cells against each questions on the answer sheet, from your side left hand cell is indicating 'Yes' response while right hand cell is indicative of 'No' response. Out of these two cells, you have to draw a circle around any one which is applicable on you. Keep in mind that no item is false or true. What is true concerning You, draw a circle around that only. If the answer of a question is 'Yes' about you, draw a circle around on left hand cell and if it is 'No' draw a circle on right hand cell.
- * Your responses will be kept in complete secret, so answer them without any hesitation.
- * There is no time limit, but try to finish it as early as possible.

NATIONAL PSYCHOLOGICAL CORPORATION

4/230, Kacheri Ghat, Agra-282 004. (U.P.)

1. (a) Have you ever strongly desired to go home?
2. (b) Do you often daydream?
3. (e) Do you feel that many of your friends have better educational background than you in many subjects?
4. (b) It is difficult for you to sleep sometimes even when there is no noise disturbing you?
5. (c) Do you avoid meeting your friends in a public place?
6. (a) Do you feel that true love and affection is lacking in your home?
7. (b) Do you feel quite tired by the end of the day?
8. (d) Do you feel difficulty sometimes?
9. (e) Are you often worried because of your poor memory?
10. (a) Has your home become full of problems for you due to lack of money?
11. (d) Do you get discouraged easily?
12. (c) Are you of a shy nature?
13. (d) Do you get excited in debates?
14. (e) Are you more interested in the cinema actors than the learned people?
15. (a) Have your parents interfered or objected to the company of some of your friends with whom you move around?
16. (b) Have you ever had a major operation?
17. (a) Does your father or mother get irritated soon?
18. (c) Do you ask the speaker some questions in a meeting?
19. (d) Do you believe that you are nervous?
20. (a) Do you often quarrel with your brothers and sisters?
21. (b) Do you often dizzy?
22. (d) Does it displease you when something small is said against you?
23. (e) Do you forget easily what you have read?
24. (b) Do your eyes get exerted when you see?

25. (c) Have you ever organised any social function by yourself?
26. (d) Are you unable to sleep because of some disturbed thoughts in your mind?
27. (a) Do you feel that your parents are more strict with you than they should be?
28. (b) Do you feel tired when you get up in the morning?
29. (d) Do you worry over an insulting experience for a long time?
30. (e) Do you worry over what your future job will be?
31. (d) Are you afraid of telling your problems to your teacher?
32. (c) Is it difficult for you to speak in public?
33. (d) Do you cry easily over simple things?
34. (a) Do you get contrary ideas of love and hate towards your family members?
35. (b) Do you often have throat troubles?
36. (b) Do you often complain about sickening feeling or vomiting feeling?
37. (c) Do you think that your teachers take side of the other students?
38. (a) Has any one of your respected family members made you unhappy by passing comments on your appearance?
39. (c) Do you experience loneliness even when you are among the people?
40. (d) Do you feel gloomy when you get less marks in the examination?
41. (e) Do you feel that your friends get better results in the examination because they have better facilities?
42. (b) Were you sick for a long time in your childhood?
43. (d) Do you hate the kind of happiness that makes others happy?
44. (d) Are you afraid of appearing for examinations?
45. (a) Are you happy and satisfied with the present atmosphere at home?

46. (b) Do you sometimes get strong headache?
47. (d) Do you fear that you might jump when you climb to a high place?
48. (c) Is it difficult for you to grasp the subject-matter taught in the class?
49. (a) Do you get very little help from home?
50. (b) Are you often absent from college due to sickness?
51. (c) Have you ever been unable to answer a question in class because of being afraid to speak?
52. (d) Do you get angry easily?
53. (e) Is it difficult for you to get your mind into studies?
54. (a) Do you feel inferior that your friends' home atmosphere is happier than yours?
55. (c) Do you cross the road to avoid meeting a certain individual?
56. (d) Are you unhappy because of inferiority feeling?
57. (e) Is it difficult for you to write notes in the class?
58. (a) Do you understand that your parents are of old ideas?
59. (b) Are you sometimes affected with skin disease?
60. (d) Do you worry about expected problems to be come?
61. (e) Do you know how to get ready for examination?
62. (b) Are you always worried because of physical morbidity?
63. (c) Do you make friends easily?
64. (d) Do you feel perplexed that people on the road are looking at you only?
65. (e) Do you feel sleepy in class even after you have had enough of sleep during the night?
66. (a) Do you feel that you are a burden to your parents?
67. (b) Does your health always trouble you?
68. (d) Do you get much disturbed because of criticism?
69. (e) Do you think of leaving the college sometimes?
70. (a) Are you satisfied with the behaviour of your brothers and sisters?

71. (b) Does the idea of being infected with a contagious disease often terrify (frighten) you?
72. (c) Do you get confounded (or baffled) very much when a teacher comes to your home suddenly?
73. (e) Do you have any doubts on the value of things you read?
74. (c) Do you have difficulty starting up a conversation with a stranger?
75. (d) Do you get bewildered easily?
76. (c) Do you like to take part in celebrating festivals or other entertainment programmes?
77. (c) Do you hesitate in coming from your room into a room where there are some people sitting and talking among themselves?
78. (d) Does your emotional (or sentimental) being rise or fall without any existing facts?
79. (e) Is it difficult for you to express your ideas in writing?
80. (e) Do you often experience loneliness?
81. (d) Do you get frightened in the darkness when you are alone?
82. (e) Do you think that you get encouragement from your teachers?
83. (c) Are you careful in speaking something that hurts others?
84. (d) Does praise please you more than the work knowledge?
85. (c) Do you disregard others sometimes to achieve any important goal (or object)?
86. (e) Do you think that your teachers have no interest in you?
87. (d) Do people take advantage of you sometimes?
88. (e) Does it worry you that your teachers think of you less than you really are?
89. (c) Do you come forward and bring life into a dead party or function?
90. (d) Does your mind sometimes wonder or get confused so much that you forget the order of the work that you are doing?

91. (c) Do you like to work in groups?
92. (d) Do you get sometimes pleasing and sad thoughts one after the other without any reason?
93. (e) Do you think that you have chosen subjects that are most appropriate for you?
94. (e) Is it difficult for you keep up with the progress in class?
95. (d) Do you think that after you have finished studying you will not get the kind of job you like?
96. (d) Do you sometimes feel that you should not have been born?
97. (c) Do you have many friends in college in whom you trust?
98. (d) Do you sometimes do some things unknowingly?
99. (c) Do you quarrel with your classmates over little things?
100. (a) Do you have to be often out to have peace at home.
101. (d) Does n't it grieve you when a teacher praises any student?
102. (d) Are you often lost so much in thinking that you do not know what is happening around you?

II SCORING KEY FOR DIFFERENT AREAS OF ADJUSTMENT

AREAS	YES	NO
Home Adjustment	1, 6, 10, 15, 20, 17, 27, 34, 38, 49, 54, 58, 66, 100	45, 70
Health Adjustment	2, 4, 7, 16, 21, 24, 28, 35, 36, 42, 46, 50, 59, 62, 67, 71	
Social Adjustment	5, 12, 32, 37, 39, 51, 55, 72, 74, 77, 80, 83	18, 25, 63 76, 85, 89 91, 97, 99
Emotional Adjustment	8, 11, 13, 19, 22, 26, 29, 31, 33, 40, 43, 44, 47, 52, 56, 60, 64, 68, 75, 78, 81, 84, 87, 90, 92, 95, 96, 98, 102.	101
Educational Adjustment	3, 9, 14, 23, 30, 41, 53, 57, 65, 69, 73, 79, 86, 88, 94.	48, 61, 93 82.