

**A STUDY OF EMOTIONAL ADJUSTMENT OF ADOLESCENCE
STUDENTS**

**A thesis submitted in partial fulfillment of the Requirement for the
award of degree of Master of Education
Bharathiar University**

**Submitted by
Pateliya Jashodababen Rupabhai
Reg.No.2007 T06**

**Guided by
Dr.S.Rajaguru
Senior lecturer in Education**



**RAMAKRISHNA MISSION VIDYALAYA
COLLEGE OF EDUCATION (AUTONOMOUS)
COIMBATORE-641 020**

May-2008

CERTIFICATE

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This is certify that the dissertation entitled on“ **A STUDY OF EMOTIONAL ADJUSTMENT OF ADOLESCENCE STUDENTS**”, submitted to Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore-20, an autonomous college affiliated to Bharathiar University, in partial fulfillment of requirements of the award of the degree of **Master of Education**, is a record of original project work done by **PATELIYA JASHODABAHEN RUPABHAI** during the year **2007-2008**, under my supervision and guidance and this dissertation has not been previously formed the basis for the award of any Diploma/Degree/ Associateship/Fellowship or any other similar title to any candidate of any university

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DECLARATION

DECLARATION

I do hereby declare that this dissertation entitled on “**A STUDY OF EMOTIONAL ADJUSTMENT OF ADOLESCENCE STUDENTS**” submitted to the Bharathiar University, in partial fulfillment of requirements for the award of the degree of Master of Education is the original work done by me in Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore- 20. This dissertation has not been submitted previously in part or full for the award of any diploma/Degree/associateship/Fellowship or other similar title to any candidate of any university.

Signature of the candidate

Pateliya Jashodabehn Rupabhai

Reg.No.2007 T06

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RUPABHAI

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CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION

Adolescence is the most important period of the human life. Poets have described it as the spring of life of human being and an important era in the total life span. The word adolescence comes from Latin word 'adolescere' which means 'to grow to maturity'. A number of definitions have been given by psychologists from time to time. Some psychologists define it as transitional period of life. The child experiences a number of changes in this transitional period. The period runs between childhood and adulthood and in some times called the period of teenage.

According to A.T.Jersild,"Adolescence is the span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically."

Dorothy Rogers defines adolescence as, "a process rather than a period, a process of achieving the attitudes and beliefs for effective participation in the society.

Chronologically, adolescence comes roughly in between the year from 12 to the early 20's. The outset of adolescence varies from culture to culture depending on the country. In this period, a great change occurs in all developmental dimensions of the individual.

Adolescence is marked by heightened emotionally. The history of world is the full of the heroic needs of adolescents, when many adolescents scarified their lives at the alter of freedom of the country. Heightened emotionally is evident from nail biting, tension, conflict, quarrels with parents, sibling and classmates etc.

Adolescence want to be treated as a adults and get upset and rebel if persons in authority like parents and teachers do not treat them so. And it is needless to say that the teachers and the parents play a pivotal role in helping the child pass through this transitory phase. By keeping this in center the investigator has tried to comprehend “the emotional problem of adolescence” and has also triad to proper understanding about the phase of adolescence.

1.2 PROBLEMS OF ADOLESCENCE

Any period of change is likely to be accompanied by many potential difficulties. Adolescence is a period of transition from childhood which implies many developmental changes. G.S.hall has called this period as a period of strain and stress fraught with many problems but other psychologists have laid emphasis on the cultural conditions as the cause of problems in adolescence. Problems of adolescence have been studied by psychologists since a long time but systematic studies were concluded for the first time by G.S.hall in 1904.

S.R. Laycock grouped the problems of adolescent under the following major tasks;

- I. Adjustment in home, school, society and to opposite sex.
- II. Freedom from home.
- III. Adjustment in suitable vocation.
- IV. Developing a sound philosophy of life.
- V. Health adjustment

Charlotte pope made an extensive study of the problems of adolescent boys and girls and reported the following areas of problems.

1. Teaching-learning relationship in school

Most of the adolescents face a great problem in adjustment with teachers. Teachers are rigid, conservative and do not change their attitude. Some adolescents reported the problem of showing favour by the teacher to some students. Students resent amounts of home work.

It is unfortunate that our curriculum is purely theoretical and there is hardly active participation on the part of the class creates annoyance in adolescence boys and girls.

2. Occupation adjustments

The greatest single problem which bothers the mind of adolescent boy in India is uncertainty for future vocation. The problem, what will do after study? Haunts mind of adolescent. There is another black side of the picture that is when he sees that thousands of adolescents are unemployed.

The mind of adolescent agitates against the social orders, and he becomes rebellious. It is further unfortunate that most of our adolescents study without future planning. When they finish their study they find themselves incapable of taking any independent means of livelihood.

3. Financial problem

If we recollect the problems of adolescents of pre-independence period in India, we find that at that time problems were limited. The problems of adolescent have multiplied with the socio-economic development of the adolescent of the country. The adolescent needs money. He feels ashamed from parents. Parents are conservative in providing money for extra activities to their sons and daughters.

4. Home life relationship and social adjustment

Adolescent want more freedom to attend social functions but parents do not permit them to move outside the home. This is particularly in the case of girls in rural areas.

Second important problem is regarding parents high aspirations regarding achievement of their sons and daughters and when they do not come up to their aspirations there is constant quarrelling among parents and adolescent. Sometimes these quarrels results in dire consequences. Adolescent runs from his home and may commit suicide.

There is lack of understanding between parents and adolescents regarding freedom and money. The parents treat adolescent like a child. They never discuss freely with them.

5. Health adjustment

Physical health is very important factor for adequate social development. Both boy and girls are very particular regarding their physical appearance. Those adolescents who are either underdeveloped or overdeveloped have great problem in adjustment. The important problems of this are weak eyes, poor teeth, too short or too tall, poor complexion, headaches, frequent colds.

1.3 EMOTION

Etymologically the word Emotion is derived from the Latin word 'Emovere' which means "to stir up", "to agitate" or "to excite".

Emotional is a "moved" or "stirred up" state of an organization. It is stirred upstate of feeling that is the way it appear to the individual himself. It is a disturbed muscular and glandular activity that is the way it appear to an external observer.

Recent researcher in psychological has established that there are really no negative and positive emotions. Emotion as emotion, which has some use or purpose.

Emotion is necessary for survival or for protecting our self. Emotion leads to action that prevents or minimizes perceived loss or pain. If it were

not for the experiences of pain, we would probably have chewed our figures of by derives us from a basic survival standpoint. Emotion can be defined as a reactive impetus. It would therefore be incorrect to define emotional states such as peace, joy, compassion and humility as 'positive emotion' and emotion such as anger, hate, envy, and resentment as 'negative emotion'.

The emotion have some more specific things to be told about, they are;

1. Emotions are prevalent in every living organism.
2. Emotions are present at all stages of development and can be arouse in young as well as in old.
3. Emotions are the most important in individual and they differ from person to person.
4. Some emotion can be a raised by a number of different by different stimuli object or situations.
5. Emotion rise abruptly but die slowly. An Emotion once aroused tends to persist and leaves behind emotional mood.
6. Emotions have the quality of displacement. The anger aroused on account of one stimulus gets transferred to other situation.
7. One emotion can give birth to a number of like wise emotions.

1.4 CAUSES OF EMOTIONAL PROBLEM

- Change in role of home, school and society.
- Unfavorable relation in home.

- Social expectations.
- Difficulty in adjustment to the member of opposite sex.
- Religious conflicts.
- School failures.
- Conflict with friends and family members.
- Vocational problems.

1.5 STATEMENT OF THE PROBLEM

The identification and analysis of a research problem is the first and most crucial step in a research process. No problem can be solved effectively unless the researcher processes the intellect and insight to isolate and understand the specific factor giving rise to the problem. For this study the investigator has taken up a research title as;

‘A Study of Emotional Adjustment of Adolescence Students’

1.6 DEFINATION OF TERMS USED IN THE STUDY

1.6.1 Emotion

According to P.V. Young, “An emotion is disturbed state of organism: an emotion includes visceral changes due to increased activity of autonomic nervous system within the psychological situation.”

According to Crow and Crow, “An emotion is an effective experience that accompanies generalized inner adjustment and mental and psychological stirred up states in the individual, and that shows itself in his over behavior.”

1.6.2 Adolescence

According to Jean “adolescence is the age when the individual becomes integrated into the society of adults, the age when the child no longer feels that he is below the level of his elders but equal, at least in rights.....This integration into adult society has many aspects, more or less linked with puberty.....It also includes very profound intellectual changes....This intellectual transformations, typical of the adolescents thinking, enable him not only to achieve his social relationship of adults, which is in fact, the most general characteristic of this period of development.”

1.7 SIGNIFICANCE OF THE STUDY

Adolescence is the most important period of human life. A major part of a country’s population range between the ages of 13 to21 years. The country’s success in various field of life depends on the proper guidance of adolescents. Following is the significance of the study.

1. Understanding developmental characteristics and problems

Every teacher and parent must know about the nature and change emerging in transitional period from childhood to adulthood. They must also know the various problems fraught with developmental characteristics to deal effectively with the problems of adolescents. It is also necessary for them to be familiar with causal factors of the problem of adolescents so

that proper individual, educational and vocational guidance may be provided for adequate adjustment in the society.

2. Maintenance of mental health

The progress of the country depends on the maximum exploitation of its human resources. The sound mental health is one of the first requisite conditions of first development. Adolescence is marked with a number of problems which affect the mental health. The study of adolescence is very important in order to preserve, cure and prevent incidents of maladjustment.

3. Adjustment of responsibilities

The study is significant to provide the knowledge of need and developmental task for adolescents. Parents and teachers can help adolescents to adjust to their responsibilities. By understanding the needs of adolescents, the teacher and administrator, school policies and methodology of teaching them.

4. Curiosity

To study the psychology of adolescent may be a desire to know something about oneself. Such a desire is quite justifiable and understandable if the student is of adolescence period. But it is also a sound motive for an older person. The older person who himself a potential source of insight into issues facing the person of adolescence period-issues

that once he had to face. It may also be due to the scholarly interest of the individual.

1.8 OBJECTIVES OF THE STUDY

1. To study the emotional adjustment of adolescence students in Higher Secondary and colleges.
2. To study the significant difference if any in the emotional adjustment of adolescence students studying in the higher secondary schools and Colleges.
3. To study the significant difference if any in the emotional adjustment of adolescence male and female.
4. To study the significant difference if any in the emotional adjustment of adolescence students hail from rural and urban residence.
5. To study the significant difference if any in the emotional adjustment of adolescence students with regard to their parents occupation.
6. To study the significant difference if any in the emotional adjustment of adolescence students hail from large family and small family.

1.9 HYPOTHESES OF THE STUDY

Keeping in view the objectives of the study the following null hypotheses have been framed as follows.

H₀₁ There will be no significant difference in the emotional adjustment of adolescence students studying in the higher secondary schools and colleges.

H₀₂ There will be no significant difference in the emotional adjustment of adolescence male and female students of both higher secondary and colleges.

H₀₃ There will be no significant difference in the emotional adjustment of adolescence higher secondary male and female students.

H₀₄ There will be no significant difference in the emotional adjustment of adolescence College male and female students.

H₀₅ There will be no significant difference in the emotional adjustment of adolescence higher secondary male and college male students.

H₀₆ There will be no significant difference in the emotional adjustment of adolescence higher secondary female and college female students.

H₀₇ There will be no significant difference in the emotional adjustment of adolescence urban and rural students of both higher secondary and colleges.

H₀₈ There will be no significant difference in the emotional adjustment of adolescence higher secondary urban and rural students.

Ho₉ There will be no significant difference in the emotional adjustment of adolescence college urban and rural students.

Ho₁₀ There will be no significant difference in the emotional adjustment of adolescence studying in higher secondary and colleges with regards to their parent's occupation.

Ho₁₁ There will be no significant difference in the emotional adjustment of adolescence studying in higher secondary with regards to their parent's occupation.

Ho₁₂ There will be no significant difference in the emotional adjustment of adolescence studying in colleges with regards to their parent's occupation.

Ho₁₃ There will be no significant difference in the emotional adjustment of adolescence studying in higher secondary and colleges with regards to their family size.

Ho₁₄ There will be no significant difference in the emotional adjustment of adolescence studying in higher secondary with regards to their family size.

Ho₁₅ There will be no significant difference in the emotional adjustment of adolescence studying in colleges with regards to their family size.

1.10 DELIMITATIONS

The following are the delimitation of the study.

- This study has been limited only Sabarkantha district.
- The present study has selected the emotional adjustment of higher secondary and college students only.
- The study was limited to the year 2007-2008 only.
- For this study the investigator collected data from 200 students.

1.11 ORGANIZATION OF THESIS

The investigator classified the present study into five chapters. The brief outline of the present study is given here. The second contains the review of related literature and previous studies done in this field. The innovative aspect of the present study has been given in this chapter.

The third chapter is based on research design and procedure. This chapter presents the description of the study employed, population and sample selected, tools used, procedure adopted for data collection and statistical treatment carried out.

The fourth chapter provides the information on the presentation, analysis and interpretation of the collected data.

The fifth chapter reflects summary, findings and implications of the study and recommendations for further study.

CHAPTER –II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Research takes advantage of the knowledge which has accumulated in the past as a result of constant human Endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are directly an indirectly related to the study purposed by the researcher. A careful review of the research Journals, books, descriptions, these and other sources of information's on the problem to be investigated is one of the important steps in the planning of research study.

In this chapter the investigator collected rich information regarding various aspects of adolescence and emotional adjustment. It would give more insight to the investigator to evolve effective strategy to study the present research problem.

2.2 PURPOSE OF THE REVIEW OF RELATED LITERATURE

Review of related literature gives the idea of the whole blue print of the thesis. It gives lot of information about the thesis, its materials, tools used, evaluation that was made. This is to find out the general aim and purpose of the work which is undertaken by the investigation.

A researcher must peep into the pioneer researchers of his relevant topic. This elaborate survey of the literature will help this investigator.

1. To succeed correctly according to the findings and recommendations of the preceding researchers.
2. To avoid repetition
3. To get a clear picture of the area he has to investigate
4. To locate the data used in the comparative interpretation of results
5. To widen the horizon of research.

2.3 NEED AND IMPORTANCE OF REVIEW OF RELATED LITERATURE

The review of related literature shows that it can help the readers to understand the present study and its findings in the right perspective.

The main purpose of this review is to put the hypothesis to be examined in the research report into its proper context.

Secondary purpose of this part of the report are to provide readers with guidelines regarding where they can look to find more information and to establish the author's credentials by letting readers know that the researchers is aware of what has been going on with regard to the current and related topics.

1. It helps to sharpen and define understanding of existing knowledge in the problem area

2. Provides a background for the research project.
3. Makes the readers aware of the status of issue
4. Shows whether the evidence already available solves the problem adequately without further investigation
5. Provide ideas, theories, explanations or hypothesis valuable in formulating the problems
6. Suggests methods of research appropriate to solution of the problem
7. Locates comparative data useful in the interpretation of results.
8. Contributes of the general scholarship of the investigation

2.4 ADOLESCENCE

The terms adolescence comes from Latin verb *adolescere*, which means “to grow up” or “to grow to maturity”. As psychologist commonly uses it and as it shall be used in this text, it means somewhat more than the psychological development implied by the original Latin verb. Adolescence is the developmental period that bridges childhood and adulthood and gives the child the time and opportunity to learn to become an adult. Adolescence is a time during which the individual may begin to integrate various views of the self in meaningful and constructive ways. It is the stage in which the individual is required to adapt and adjust childhood behaviours to the adult from that are considered acceptable in

his or her culture. The term adolescence refers not only to biological growth but also social growth within a cultural framework.

Robert Havighurst (1951) coined the term 'developmental task' to describe individual's accomplishment of certain social abilities or attitudes related to development. With respect to adolescence he has noted nine major tasks:

- 1) According to one's physical makeup are acquiring a masculine or feminine sex role
- 2) Developing appropriate relations with age mates of both sexes
- 3) Becoming appropriate independent of parents and other adults
- 4) Achieving the assurance that one will become economically independent
- 5) Determining and preparing for a career and entering the job market
- 6) Developing the cognitive skills and concepts necessary for social competence
- 7) Understanding and achieving socially responsible behaviour.
- 8) Preparing for marriage and family.
- 9) Acquiring values that are harmonious with an appropriate scientific world picture.

2.5 EMOTION

C.T. Morgan emphasizing the importance of emotions in life writes that emotions are basic, primeval forces of great power and influenced 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. If there had been no emotion in the life of the organism, the life would have been without any aspiration. In absence of emotions, social and family life would have ceased and progress would have been checked. Emotion is expressed in love, fear, anger, laughter and tears etc. It involves feelings of jubilation or depression and impulse to action and awareness of perceptions

Basically human beings are creatures of feelings or emotions. Our emotion controls our behaviour. Emotion is the organism of dynamic internal adjustment that operates for the satisfaction and welfare of the individual. Adolescence is marked by heightened emotionality. The history of the world is full of the heroic deeds of adolescents, when many adolescents sacrificed their lives at the altar of freedom of the country. Heightened emotionality is evident from nail biting, tension, conflicts, quarrels with parents, sibling and classmate etc.

2.6 CAUSES OF HEIGHTENED EMOTIONALITY

1) Changes of roles in home, school and society

The adolescent has to change his old habits of childhood in home, school and society. The change over the new pattern of habits creates emotional tensions in adolescence. The process of weaning from total dependence to independent role with greater responsibility disturbs the adolescents.

2) Unfavourable relation in home

Parents do not change their own attitude towards adolescents. They still treat them as children which create rebelliousness in adolescents against their parents. There are quarrels with parents and siblings on small matters.

Adolescent need money to meet his demands of recreation, clothes, etc like other boys of his class. He becomes emotionally disturbed when he fails to meet those demands.

3) Social expectations

When the child becomes an adolescent, society and parents expect him to think and act like an adult for which is not physically and intellectually matured. The adolescent fail to decide his status in social setting and failure to meet social expectations results in emotional disturbances and failure to adjust to new environment. The adolescent because of roles has to make adjustment in different social situations. He

has to leave his accustomed patterns of childhood. He has to learn in short period new adjustment.

4) Difficulty in adjustment to the member of opposite sex

In adolescence there is attraction towards the member of opposite sex but the adolescent is not able to understand the correct social behaviour, how to make friendship with the member of opposite sex. These problems create emotional tensions in him.

5) Social restriction

The Indian society is divided into several sub-groups, each following its own religious beliefs. One caste hates the other. The adolescent is very sensitive to the feelings of hatred, partiality and nepotism in the society.

6) School failures

School failures cause heightened emotionality so much so that many adolescents commit suicide, leave home and sometimes give up education.

7) Conflict with friends and family members

Too strict discipline, restriction on movements and lack of understanding their interest or point of views are the chief sources of emotional disturbances.

8) Vocational problems

The most pressing problem for Indian adolescent is the future vocation after schooling. When he finds many adults roaming on the road

without any means of livelihood, he is disturbed and permanent anxiety develops in his mind. Particularly those adolescents, who come from poor families and are the supporters of their families, are more disturbed.

2.7 CHARACTERISTICS OF EMOTIONS IN ADOLESCENCE

1) Complexity

By the age a child reaches in adolescence, he experiences a number of emotional upheavals and storms. His emotional development becomes complex by the experiences he gets his environment.

2) Development of abstract emotion

Generally children show emotional expression in relation to concrete objects but adolescents can express their emotional feelings in relation to objects which are abstract or which are not present in concrete form.

3) Emotional feelings are widened

As the child grows he starts taking account of past and imagines of future and thus we can expect him to become more patient and able to tolerate delay. He gets pleasures from what he expects in future.

4) Bearing of tensions

Adolescents develop competencies to bear the tensions in different social situations. The emphasis is on self control. The emphasis is on self-control. The adolescents feel a kind of inner freedom to feel and experience in an intimate personal way.

5) Capacity of sharing emotions

The adolescents develop the concern about the feelings of others and an increased capacity for sharing emotional experiences with others. Sharing of emotional experiences reaches its fullest development when an adolescent is able to relate himself to another person in such a way that the satisfaction of the person is just as important as his own.

6) Localities expand

Emotional development begins from the home environment of the infant and during adolescence it is expanded beyond home and neighborhood. These localities are identified with peer and leaders of various fields.

7) Realism in emotional experiences

Now the child enters the period of reality. An adolescent can perceive and appreciate people around him. He recognizes the weakness and strength of one's character.

8) Reviewing of hopes and aspirations

Some adolescents work realistically to achieve their expectations and others do little to realize their hopes, they remain in illusion, and in the world of day dreams and flights fancy which make them unrealistic.

9) Toleration of aloneness

The adolescents develop a feeling of aloneness. Sometimes they like to be alone their home.

10) Increased compassion

Compassion is the single quality which enables a man to achieve highest peak and the deepest reach in his search for self-fulfillment.

2.8 COMMON EMOTIONAL PATTERNS IN ADOLESCENTS

Love and Affection

The emotion of love and affection develops from the very infancy in the life of the organism. In infancy love and affection develop in concrete objects of his environment, inanimate and intimate but in adolescence emotion of love and affection is associated with people and only occasionally with pets. The adolescent is able to discriminate people with whom he likes to associate and build up affectionate association.

Joy Pleasure and Delight

During adolescence, physical condition is one of the source of joy and pleasure.

Worry

Worry is an imaginary fear. It is referred by some psychologists an 'anxiety' an emotional state in which the disturbing situation does not accompany the state, but is anticipated in the future. The adolescents have the following types of worries.

- 1) School work
- 2) Examination and test
- 3) School problems
- 4) Home worries

Fear

Fear is an important negative emotion. Fear is learned from the environment in which child moves. No generalized conclusions can be drawn as the objects of fear during adolescence.

Anger

Anger is also a learned response to environmental stimuli. It is social in nature Hebb writing about the nature and source of anger and fear, says, “The fundamental source of either emotion is of the same kind, a disruption of coordinated cerebral activity. Fight and aggression are two different modes of reaction tending to restore the dynamic equilibrium, or stability of cerebral process.....”

2.9 EFFECT OF EMOTION

There are two types of effect of emotion which are described below:

A. GOOD EFFECTS OF EMOTIONS

Source of motivation

Emotions work as motive which drives the organism for an action.

Love, fear, anger and curiosity may help us to achieve our goal.

Source of enjoyment

Emotion particularly positive add enjoyment in our life. They add excitement.

Source of strength and endurance of body

Emotions give strength to our body. An individual can do unusual work under emotional excitement which appears difficult in normal conditions.

B. BAD EFFECT OF EMOTIONS

The emotions also have damaging effects on the behaviour of the individual. The most damaging effect of emotions is on the physique of the individual. Constant emotional tension may cause lack of sleep, restlessness, chronic fatigue, insomnia and lack of appetite.

Proper training

Parents, teachers and social workers may use device and methods to control fear of inadequacy in various situations by developing competencies and skills in some activity in which adolescence are interested to create self-confidence which helps to meet different situation of life boldly.

Development of resistance

Teacher should develop resistance to frustrations. Thwarting should be properly renationalized.

Guidance and counseling

For the simultaneous development, proper guidance is needed in this period.

Proper Understanding

Parents and teachers should provide proper environment for the expression of pent-up feelings. Fair treatment, sympathy, co-operation and freedom of action within reasonable limit should be given to adolescent and unnecessary restriction should not be imposed.

2.10 Studies conducted in India

1.

Name of the researcher	Title	Objective	Sample Population	Research Methodology	Findings.
Kashyap Veena, 1989	Psychological determinants of adolescents problems	<p>-To identify the problems and assess the degree of anxiety frustration, security insecurity, emotional maturity, intelligence and scholastic achievements of rural-urban adolescent boys and girls studying in Classes XI & XII.</p> <p>- To find out the extent and nature of correlation among them.</p> <p>- To determine the degree of relationship among them in high and low problem groups.</p>	<p>- Population- Adolescent students of 11th and 12th std of different institutions of Aligadh District.</p> <p>-Sample- 1,000 adolescent students of 11th & 12th std of different institutions of Aligadh District</p>	<p>~Tool- Youth problem inventory.</p> <p>Anxiety scale</p> <p>~ Method- Survey method</p> <p>~Statistical Analysis – Mean, SD, CR & Correlation.</p>	<p>1. Adolescent problems were found highly and positively related to anxiety, frustration, feeling and insecurity and emotional immaturity.</p> <p>2. Adolescent problems were highly and negatively correlated with feelings of security and emotional maturity, moderately and negatively correlated with intelligence and appreciably and negatively correlated with scholastic achievement.</p> <p>3. No significant difference in adolescent B and G was found in the case of youth problems, frustration, feeling of security- insecurity and emotional maturity.</p> <p>4. Rural girls felt significantly less secure than rural boys and urban girls.</p> <p>5. High intensity of problems did not interfere with scholastic achievement in high intelligence group.</p> <p>6. The urban boys were found higher in achievement than the rural boys.</p>

2.

Name of the researcher	Title	Objective	Sample Population	Research Methodology	Findings.
Sharma, Nita 1989	A psychological study of social emotional problems of male-female adolescents belonged to different age levels and socio-economic status in relation to their personality factors.	<p>-To compare the personality factors of sub-group of adolescents by gender, SES, age level and problem areas/levels.</p> <p>-To compare sub-groups on the extent of social, emotional and educational problems.</p>	~ Population- College going students of Agra city. ~Sample- 540 College going students of Agra City	~Tool- Questionnaire, SES Scale ~Method- Survey method ~Statistical Analysis- Mean, SD & 't' test	<p>1. The early age females showed significant differences in social educational emotional problems irrespective of SES while the early age males did not show much significant difference.</p> <p>2. For SEEP, middle age and later age males and females did not show significant differences and showed similar problem patterns irrespective of SES.</p> <p>3. Sixteen-year female and male adolescents suffering from SEEP developed and showed all the factors as dissimilar</p> <p>4. Sixteen year females and males belonging to three levels of SES but suffering from SEEP showed personality factors with dissimilar structures.</p>

3.

Name of the researcher	Title	Objective	Sample Population	Research Methodology	Findings.
Shrivastava N. 1988	A study of aggression in adolescent boys and girls in relation to their self-concept, achievements motivation and performance.	<p>-To find out the relationship of aggregation with selected variables viz. self concept, achievement motivation and academic and nonacademic performance, separately.</p> <p>-To compare male subjects with female subjects on self-concept, achievements-motivation and performance.</p> <p>-To study the effect of achievement-motivation and self concept and their interaction on aggression.</p>	<p>- Population- Students of 11th and 12th std of Higher secondary schools of Allahabad & Baroda.</p> <p>-Sample- 564 students of 11th & 12th std of higher secondary schools of Allahabad & Baroda</p>	<p>~Tool- Who am I test, A forced choice type sentence completion test.</p> <p>~Method – Survey method</p> <p>~Statistical Analysis- Correlation & analysis of variance.</p>	<p>1. There was no correlation of aggression with self-concept, achievement=motivation and performance (both academic and non-academic).</p> <p>2. The girls showed a curvilinear relationship between achievement-motivation and aggression while the boys showed no relationship between these two variables.</p> <p>3. Boys were higher on aggression scores than girls</p> <p>4. More high aggression subjects had more frustration as compared to low aggression, subjects.</p>

4.

Name of the researcher	Title	Objective	Sample Population	Research Methodology	Findings.
Shah, Beena 1989.	Home adjustment adolescent students; Effect of family climate.	<p>-To access the effect of family climate on home adjustment of adolescents.</p> <p>-To identify the effect of family climate on home adjustment of adolescents by controlling intelligence and SES</p> <p>-To Study the effect of family climate on home adjustment by controlling sex and locality.</p>	<p>- Population- The students of Class IX of Garhwal Mandal.</p> <p>-Sample- 1,000 students of IX of from 12 schools from Pauri & Tehari district.</p>	<p>~Tool- Family climate Scale, Adjustment Inventory, SES Scale, Intelligent test.</p> <p>~ Method- Survey method</p> <p>~Statistical Analysis – Correlation & ‘t’ value.</p>	<p>1. The home adjustment of students having satisfactorily family climate was found to be far superior to that of those who had highly dissatisfactory family climate.</p> <p>2. In the case of girls, family climate did not play an important role in determining the level of home adjustment.</p> <p>3. In case of urban students, the adolescents from satisfactorily family climate had scored significantly higher on home adjustment than their counterparts from dissatisfactory family climate in case of rural adolescents.</p> <p>4. In the case of girls, there was no relationship between family climate and home adjustment.</p>

5.

Name of the researcher	Title	Objective	Sample Population	Research Methodology	Findings.
Jethwani, P.M. 1986	An investigation into the frustration of School-going Adolescents of Kutch District in the Context of Cognitive and Non Cognitive Variables.	<p>-To compare the frustration scores of pupils studying in 10th, 11th and 12th grades.</p> <p>-To compare the frustration scores of pupils having high n- ach with those pupils having low n- ach.</p> <p>-To compare the frustration scores of pupils having more anxiety with those of pupils having less anxiety.</p> <p>-To compare the frustration scores of pupils having high intelligence with those of pupils having low intelligence.</p> <p>-To compare the frustration scores of pupils coming from a small family with those of pupils coming from a large family.</p>	<p>- Population-School going students of Kutch district -Sample- 672 students of 11th & 12th std of different schools of Kutch district.</p>	<p>~Tool- Frustration Inventory, TAT picture test, Inventory for anxiety ~ Method-Survey method ~Statistical Analysis of variance</p>	<p>1. The non-backward class pupils were found to be more frustrated than the backward class pupils.</p> <p>2. The pupils from small families were significantly more frustrated than the pupils from small families.</p> <p>3. The pupils with high intelligence and those with low intelligence had no significant difference between their mean scores. Intelligence was not a factor that caused frustration.</p> <p>4. The pupils having less anxiety were significantly more frustrated than the pupils having high anxiety.</p> <p>5. The pupils of grade X, XI and grade XII differed significantly in their frustration scores. The pupils of grade XII had the highest frustration scores. The pupils of grade XI has the higher frustration scores than the X grade pupils.</p> <p>6. The pupils having n-ach were significantly more frustrated than the pupils having low n-ach.</p> <p>7. The significant interactions were (a) grade X family size, (b) n-ach X intelligence, (c)n-ach X family size, (d) anxiety X family size, (e) anxiety X caste, (f) family size X caste.</p>

6.

Name of the researcher	Title	Objective	Sample Population	Research Methodology	Findings.
Bhardwaj K, 1985	Attitude as process and product of socio-psychology of college going Adolescents.	<p>-To determine the role of attitude as process in the shaping of psychodynamic contents of personality in terms of needs, perception, anxiety, conflicts, defence mechanism and function of ego and super ego.</p> <p>-To determine the role of psycho cultural background in terms of value orientation, caste and sex in determining attitudes to nationalism, liberalism, social change, social distance, social revolution and unsociability.</p>	<p>- Population- Adolescents studying in Colleges of Agra.</p> <p>-Sample- 300 adolescents studying in six colleges of Agra</p>	<p>~Tool- Attitude</p> <p>~Methods- Survey method</p> <p>~Statistical Analysis- Correlation & 't'-value.</p>	<p>1. The attitude of nationalism characteristically belongs to faith oriented male and scientifically thinking female adolescents.</p> <p>2. The attitude of social change in characteristically available in high caste male and scheduled caste female adolescents.</p> <p>3. The attitude of social distance characteristically belongs to scheduled caste adolescents.</p>

7.

Name of the researcher	Title	Objective	Sample Population	Research Methodology	Findings.
PANDIT. I. 1985	A study of the Psychological needs and self – concept of Adolescents and their Bearing on Adjust ment.	<p>-To study the psychological needs of adolescents.</p> <p>-To study self the concepts of adolescents.</p> <p>-To study the adjustment adolescents.</p> <p>-To study the</p>	<p>- Population- Adolescents of 15 to 18 years studying in Higher secondary schools situated in the different municipal wards of Greater Bombay</p> <p>~Sample – 640 Adolescents of</p>	<p>~Tool- Attitude Questionnaires , Standardized tests and inventories, SES Scale.</p> <p>~Methods- Survey method</p> <p>~Statistical Analysis- Correlation & ‘t’-value.</p>	<p>1. There were significant differences between the ideal self and perceived self and ideal self and social self of adolescents.</p> <p>2. The difference between perceived self and social self was not significant.</p> <p>3. The adjustment of adolescents in home, health, social, emotional and school areas was significantly different in all cases, except in the case of home and health adjustment.</p> <p>4. Out of all the five areas of adjustment the school adjustment was most satisfactory, followed by health, home, emotional and social adjustment respectively.</p> <p>5. The result for self-concept of adolescent boys and adolescent girls showed that boys had a higher regard for the attributes and qualities, which they perceive as possessed by them, than, girls.</p> <p>6. The study found that the social and emotional adjustment of adolescent boys was more satisfactory than that of adolescent girls.</p>

8.

Name of the researcher	Title	Objective	Sample Population	Research Methodology	Findings.
Bharathi G. 1984	A study of self concept achievement Motivation of Early Adolescent	<p>~The aspect of self concept that is real, idea, self concept, self ideal discrepancy.</p> <p>~The achievement, motivation and various self concept measures in different age groups, different sex groups and different social economic status groups</p> <p>~To observe the interaction for effect of age, sex and socio-economic status and achievement motivation.</p>	<p>-Population- Students from the high schools & junior colleges of Hyderabad and Sikandarabad.</p> <p>~Sample – 360 students from the high schools & junior colleges of Hyderabad & Sikandarabad.</p>	<p>~Tool- SES Scale, Achievement Motivation test, self concept inventory.</p> <p>~Methods- Survey method</p> <p>~Statistical Analysis- Correlation & Analysis variance.</p>	<p>1. No age difference was found in concept with respect to adjustment.</p> <p>2. In the masculinity-felinity aspect of self concept, age differences were not significant.</p> <p>3. In the ability aspect in self concept no sex differences were observed.</p> <p>4. Boys perceived themselves to be more personality oriented than girls.</p> <p>5. Girls were more dissatisfied with their perceived.</p> <p>No sex differences were found in achievement motivation.</p>

9.

Name of the researcher	Title	Objective	Sample Population	Research Methodology	Findings.
Bhatia K.T. 1984	The Emotional Personal and Social problems of Adjustment of Adolescents under India Conditions with special reference to Values of life	~To find out the nature of problems that adolescents faced in their daily lives relating to the social, personal &Y emotional adjustments at home and at college.	~ Population- Adolescents of arts, science & commerce colleges in the city of Greater Bombay. ~Sample- 830 adolescents of arts, science & commerce colleges in the city of Greater Bombay	~Tool- Questionnaires, interview schedule and group discussion ~Methods- Survey method ~Statistical Analysis- Correlation, chi-square & percentages.	<ol style="list-style-type: none"> 1. Adolescents were some times treated like adults and sometime like children. 2. The girls were more liable to be treated like children and were not granted the freedom of thought and behaviour due to an adult. 3. It was found that family atmosphere was more tense and unhappy for girls in the Indian environment. 4. In many families parents were more favourably inclined towards boys. 5. Girls were not permitted to stay out late by their parents. 6. Adolescents were hesitant to favour sex instruction in schools

10.

Name of the researcher	Title	Objective	Sample Population	Research Methodology	Findings.
MANKAND R.B. 1982	An analytical study of Problems of Adolescence in Rajkot	~To know analytically the problems of adolescents studying in Class X and XI in high schools, pre-university and F.Y. classes of colleges in Rajkot city.	~Population- High School & college students of RAjkot city. ~Sample- 550 High School students, 450 college students of Rajkot city.	~Tool- The problem inventory, a preliminary script with 584 problems. ~Methods- Free writing interviews, group discussions. ~Statistical Analysis- ANOVA and t-test.	<p>1. Except in the area of emotional and moral –religious problems, boys always had more problems than girls.</p> <p>2. In two areas, namely, physical health and appearance as well family and interpersonal relationships, high school pupils had significantly more problems than college students while in the economic area, the reverse was the case.</p> <p>3. The first five problems acutely faced by the entire sample were (i) I am worried about getting goods marks for my studies. (ii) A virtuous man has to suffer a lot. (iii) I am keen to know how other students progress, (i) I am very much disappointed when the expected work is not done. (V) I am unable to reply to a question in the class even though I know the answer. The range of respondent percentage was from 69.7 to 79.9 in these cases.</p>

11.

Name of the researcher	Title	Objective	Sample Population	Research Methodology	Findings.
SRIVASTAV A.M. (1982)	Neuroticism Among male and female students during Adolescence. A comparative study.	<p>~To find out the level of neuroticism among male and female adolescent students.</p> <p>~To compare the level of neuroticism among male and female adolescent students.</p> <p>To compare the level of academic achievement of male and female adolescent students.</p>	<p>~Population- Students studying in different higher secondary schools of Jabalpur city.</p> <p>~Sample – 594 students (149 males and 445 females) studying in different higher secondary schools of Jabalpur city.</p>	<p>~Tool- The Kundu Neurotic Personality inventory as the indicators of their academic achievement</p> <p>~Methods- Survey method</p> <p>~Statistical Analysis-The technique of frequency distribution, mean, S.D. and t-test.</p>	<p>1. No significant sex differences were observed among the groups formed on the basis of level of neuroticism (slightly neurotic, moderately neurotic and high neurotic).</p> <p>2. No significant differences were observed in the level of neuroticism of students studying arts or science subjects.</p> <p>3. Normal students were found to have better academic achievement than neurotic students in total.</p> <p>4. The level of academic achievement was found to go down with the increase in the level of neuroticism among student.</p> <p>5. Normal male and female students were found to be better than highly neurotic students in respect of their academic achievement.</p>

12.

Name of the researcher	Title	Objective	Sample Population	Research Methodology	Findings.
SHARMA.K. (1981)	Some Socio-economic characteristics and Intellectual Activities of High School Students.	~To find out the impact of social economic status (SES) and caste on the development of intelligence.	~Population- All male Hindu students of classes X and XI from three same teaching standards high schools of Aurangabad District. ~Sample- 400 male Hindu students of classes X and XI from three same teaching standards high schools of Aurangabad District.	~Tool- SES scale. (Rural). The Verbal Numerical and Abstract Reasoning Test, General Intelligence Test ~Statistical Analysis-t-test, chi-square technique	<ol style="list-style-type: none"> 1. No significant SES group differences were found in verbal ability, numerical ability and non verbal ability. 2. Significant caste group difference was found in numerical reasoning ability and non-verbal ability. Upper caste subjects possessed more numerical ability and non-verbal ability. Upper caste subjects possessed more numerical ability and non verbal ability in lower caste group. 3. No significant difference was found between science and arts students with respect to verbal ability. 4. A significant difference was found between science and arts students in GIT, numerical ability and nonverbal ability. Science students possessed higher non verbal ability. 5. Lower caste students' valued education significantly very high. 6. No significant differences were found between upper and lower caste groups in their aspirations, extra curricular activities, leisure-time activities and interest pattern.

CHAPER-III

METHODOLOGY

3.1 INTRODUCTION

The present study is an attempt to examine the emotional adjustment of adolescence of higher secondary and college students in relation to gender, locality parent's occupation and family size. This section explains the hypothesis, sampling, instrument, procedure, scoring and statistical techniques used for the study.

3.2 STATEMENT OF THE PROBLEM

The identification and analysis of a research problem is the first and most crucial step in a research process. No problem can be solved effectively unless the researcher processes the intellect and insight to isolate and understand the specific factor giving rise to the problem. For this study the investigator has taken up a research title as;

‘A Study of Emotional Adjustment of Adolescence Students’

3.3 OBJECTIVES OF THE STUDY

1. To study the emotional adjustment of adolescence students in Higher Secondary and colleges.
2. To study the significant difference if any in the emotional adjustment of adolescence students studying in the higher secondary schools and Colleges.

3. To study the significant difference if any in the emotional adjustment of adolescence male and female.
4. To study the significant difference if any in the emotional adjustment of adolescence students hail from rural and urban residence.
5. To study the significant difference if any in the emotional adjustment of adolescence students with regard to their parents occupation.
6. To study the significant difference if any in the emotional adjustment of adolescence students hail from large family and small family.

3.4 HYPOTHESES OF THE STUDY

Keeping in view the objectives of the study the following null hypotheses have been framed as follows.

Ho₁ There will be no significant difference in the emotional adjustment of adolescence students studying in the higher secondary schools and colleges.

Ho₂ There will be no significant difference in the emotional adjustment of adolescence male and female students of both higher secondary and colleges.

Ho₃ There will be no significant difference in the emotional adjustment of adolescence higher secondary male and female students.

Ho₄ There will be no significant difference in the emotional adjustment of adolescence College male and female students.

Ho₅ There will be no significant difference in the emotional adjustment of adolescence higher secondary male and college male students.

Ho₆ There will be no significant difference in the emotional adjustment of adolescence higher secondary female and college female students.

Ho₇ There will be no significant difference in the emotional adjustment of adolescence urban and rural students of both higher secondary and colleges.

Ho₈ There will be no significant difference in the emotional adjustment of adolescence higher secondary urban and rural students.

Ho₉ There will be no significant difference in the emotional adjustment of adolescence college urban and rural students.

Ho₁₀ There will be no significant difference in the emotional adjustment of adolescence studying in higher secondary and colleges with regards to their parent's occupation.

Ho₁₁ There will be no significant difference in the emotional adjustment of adolescence studying in higher secondary with regards to their parent's occupation.

Ho₁₂ There will be no significant difference in the emotional adjustment of adolescence studying in colleges with regards to their parent's occupation.

Ho₁₃ There will be no significant difference in the emotional adjustment of adolescence studying in higher secondary and colleges with regards to their family size.

Ho₁₄ There will be no significant difference in the emotional adjustment of adolescence studying in higher secondary with regards to their family size.

Ho₁₅ There will be no significant difference in the emotional adjustment of adolescence studying in colleges with regards to their family size.

3.5 METHODOLOGY

The investigator used the survey method in this study. The survey method is aimed at finding out the emotional adjustment of adolescences. In the simplest way, the research is a plan structure and strategy of investigation in order to answer the research question. The investigator has planned structured strategy to gather data for this study.

3.5.1 Sampling

Two higher secondary and two colleges were selected for the research work using the stratified random sampling technique. After selecting institutions 200 students (101 Boys and 99 Girls) were selected

randomly from Sabarkantha district, Gujarat. The following table is the self-explanatory of sample distribution.

3.5. a Sampling distribution

SI. No	Types of Management	Boys	Girls	Total sample
1.	Higher secondary students	49	51	100
2.	College students	52	48	100
Total		101	99	200

b Sampling distribution on the basis of institutions

Variables	No. of students	Percentage
Higher Secondary students	100	50%
College students	100	50%

c Sampling distribution on the basis of gender

Variables	No. of students	Percentage
Boys	101	50.5%
Girls	99	49.5%

3.5. d Sampling distribution on the basis of residence

Variables	No of students	Percentage
Urban	102	51%
Rural	98	49%

3.5. e Sampling distribution on the basis on the student's parents occupation

Variables	No of students	Percentage
Job family students	110	55%
Other family students	90	45%

3.5. f Sampling distribution on the basis of students family size

Variables	No of students	Percentage
Small family	119	59.5%
Large family	81	40.5%

3.5.2 Tools used for the study:

The tool used for the present investigation was on the basis of Likert attitude scales. The tool used in the study to assess the emotional adjustment is adopter version of tool developed by the T. Prithi Reddy and A. Ramakrishanan. The original Emotional adjustment tool developed by the other has in English version. The investigator translated this tool into Gujarati language. This tool measures the emotional adjustment of adolescences as consisting of six areas dealt within the scales are adjustment towards emotional problem.

1. Health and physical problem
2. Home and family
3. Social problem
4. personal and psychological problem
5. Problem related to future
6. Problem related to recreation

There are several items in each. Thus constituting the total of 90 items on the scale. For higher secondary students translated version in Gujarati was used. For the College students original version was used.

3.5.3 Reliability of the tool

Reliability is one of the important characteristics of a good evaluation technique or test. Reliability is the consistency of a test, yielding the same results in measuring whatever it does matter.

The following are some definition of a tool.

“The reliability of a test refers to the consistency of score obtained by the same individual on different occasion or with different sets of equivalent items”

The efficiency of any psychometric measure is indicated by its reliability and validity.

“The test score is called reliable when it has reasons to be stable and trustworthy. Stability and trust worthiness expend upon the degree to which the score is an index of “true ability” and is free of the chances error.

The following methods are suggested for determining reliability.

1.) Test-re-test method

Once a test has been given to group of students, their score are noted. After sometime, the same test is given to the same group of students, and score are noted. Now, if the correlation between the results

first obtained and those obtained second time is sufficiently high, the test said to be reliable.

2.) The split-half method

This method also yields what is sometimes called a co-efficient of equivalence. The test is split into two equivalent halves usually by pooling the odd numbered item for one score and even numbered items for another score. This usually makes the two scores obtained from single test reasonably equivalent. In this way, two scores for each pupil are obtained.

3.) Parallel form method

According to this method, a parallel forms of the test can be administered to the same group under similar conditions the parallel test items are similar in their form, content and difficulty. The correlation of co-efficient between these two forms is taken as reliability coefficient. This method is generally used in psychological and educational tests where the parallel forms are available.

4.) Kuder Richardson method

The fourth method of determining the reliability of test is the one known after it's originated, Kuder and Richardson. This method is also known as the method of internal consistency the Method of Rational Equivalence.

5.) Inter observer reliability

Having two independently score the same set of test papers and then calculating a correlation between there scores can obtain it. In the above method the test-retest and parallel form methods would consume more time. The split-half is not quite suitable here, because there is no natural classification of even and odds items therefore, it is used in this instance. The method of rational equivalence represents an attempt to get an estimate of the reliability of a test. A sample approximately is often useful to teachers and others who want to determine quickly the reliability of short objective classroom examinations.

3.5.4 Validity of the tool

According to Lindquist, “the validity of a test may be defined as the accuracy with which it measures that which is intended to measure”. Validity of a test can be reported in general, terms; “No test has high or low validity in the abstracts”.

For the present study, the researcher gave a tool to the juries, experts and their suggestion were carefully incorporated in the tool which ensure the reliability and validity of a tool used in the study.

Types of validity

Five major types of validity are frequently used in the field of educational research. They are as follows.

Face validity

Face validity means the given test appears or seems to measure what it is to measure. This validity does not refer what the test actually measures but refers to what the test seems to measure.

Content validity

Content validity also means logical or curricular validity. Content validity is the best considered in relation to achievement test. An achievement test has content validity if it represents faithfully the objectives of a given instructional sequence and reflects accorded tot his objective as the instruction was carried out.

Construct validity

Construct validity of a test refers to the extent to which the measures a particular characteristic of the individual. If a test valid from the 'construct' point of view, it is indicate the individual actual achievement of instruction objectives.

Predictive validity

Predictive validity determines the future success of the test. We need a test having high predictive validity when we wish to use it for predicting the future status of an individual. The predictive validity of a test is determined on the basis of an established criterion.

Concurrent validity

Test are said to have concurrent validity when they can distinguish between two or more groups of individuals who state as the time of testing this different.

3.5.5 Reliability and validity of the tool used

The tool used for the present investigation was already used and standardized one, so that investigator does not calculate reliability and validity of the tool.

3.6 PROCEDURE

The investigator personally visited all the selected schools and met the students for explaining the purpose of study and instructed them as how to respond to the questionnaire. Also, for students, whenever they had doubt in understanding question, investigator made question very clear to them.

3.7 DATA GATHERING PROCEDURES

The main procedure of the data gathering is to find out the attitude of the adolescence students in Sabarkantha district (Gujarat). So, the investigator met the Head master of the institution, the investigator explained about the study and requested permission for data gathering. Questionnaires were given to the institution students; all the student gave responses in the response sheet by choosing one out of the five choices or

option for each statement, which they feel appropriate. After they completed their responses, the investigator collected the response sheet from the students.

3.8 SCORING PROCEDURE

The questionnaire was prepared on the bases of five point Likert type scale. For the each answers were assigned a weight age ranging from 1 (Almost Always) to 5 (Almost Never) for all statements. The adjustment score of an individual is the subtotal of items scores on all the six areas. The range of score is from 90 to 450. The higher score indicating the more emotional adjustment.

3.9 STASTICAL TECHNIQUE USED FOR THE STUDY

Descriptive and Differential statistics were used for analysis data, students 't'-test was employed to find out the difference in various aspects from the level of emotional adjustment including types of institutions, gender, locality, parents occupation and family size. As a Descriptive statistics Mean, S.D, skew ness and kurtosis were used to analyze the data. For the differential statistics Mean, S.D, S.E and 't' value were used to analysis the data.

3.10 CONCLUSION

The attitude scale related to the emotional adjustment of adolescence was administered to a sample of 200 student of Sabarkantha district (Gujarat). The attitude score were computed. These score were subjected to

statistical treatment and the data has been described in the succeeding chapter – IV.

CHAPER-IV

ANALSIS AND ITERPRETATION OF DATA

4.1 INTRODUCTION

For the research work after collecting data its statistical analysis and interpretation is needed. It leads to meaningful conclusion and useful findings

Analysis of data means studying the tabulated material in order to determine inherent facts of meanings.

The soul of this research work is in hidden in this chapter. The present chapter is the reflection of entire process of investigation. Only data collection is not sufficient for a research work, its analysis and interpretation are the most important things. Without careful analysis and proper interpretation, the process of such data and its interpretation are the targets of work. This serves the following functions.

- 1) To make row data meaningful
- 2) To test the null hypothesis
- 3) To obtain significant result and
- 4) To estimate parameter.

In this chapter, the investigator has presented the information and the analysis of the obtained statistical techniques. The chapter also includes interpretation of the analysis data on the basis of the objective and

hypothesis of the study. The chapter concludes with discussion of the results.

The score of 200 students of the higher secondary and college student of Sabarkantha district (Gujarat) were the basic material for this research work.

4.2 HYPOTHESES TESTING ON THE BASIS OF SCORE OBTAIN FROM THE STUDENTS SAMPLE

‘A Study of Emotional Adjustment of Adolescence
Students’

In this present study the investigator study the emotional adjustment of adolescence students. To test the relation of different variables like Institutions (Higher secondary, colleges) gender (Male, Female), locality (Urban, Rural), parents occupation (Job, Other), Types of family (Small, Large) etc. with the basis of row data of each variables. To find out the mean and standard deviation of both of the groups, t-test has been counted to check the both mean. The calculation between two groups of each variable has been given here, under different

SECTION-A

DESCRIPTIVE ANALYSIS

In this study, the investigator collected data regarding emotional adjustment of adolescence studying in Higher secondary Colleges. Descriptive statistics such as mean, S.D., Skewness and Kurtosis were calculated and present in the following table.

TABLE 4.3

Mean, S.D., Skewness and Kurtosis at emotional adjustment of adolescence of Total Sample.

No. of Sample	Mean	S.D	Skew	Kurt
200	314.1	33.17	-0.10	-0.43

TABLE 4.4

Distributing of emotional adjustment of student at higher secondary level.

SI. NO	EMOTIONAL ADJUSTMENT SCORE	NO.OF STUDENTS	PERCENTAGE (%)
1	201-225	1	1 %
2	226-250	4	4 %
3	251-275	20	20 %
4	276-300	37	37 %
5	301-325	27	27 %
6	326-350	11	11 %
7	351-375	0	0 %

FIGURE -1

**Diagram showing the emotional adjustment score of students at
Higher secondary level**

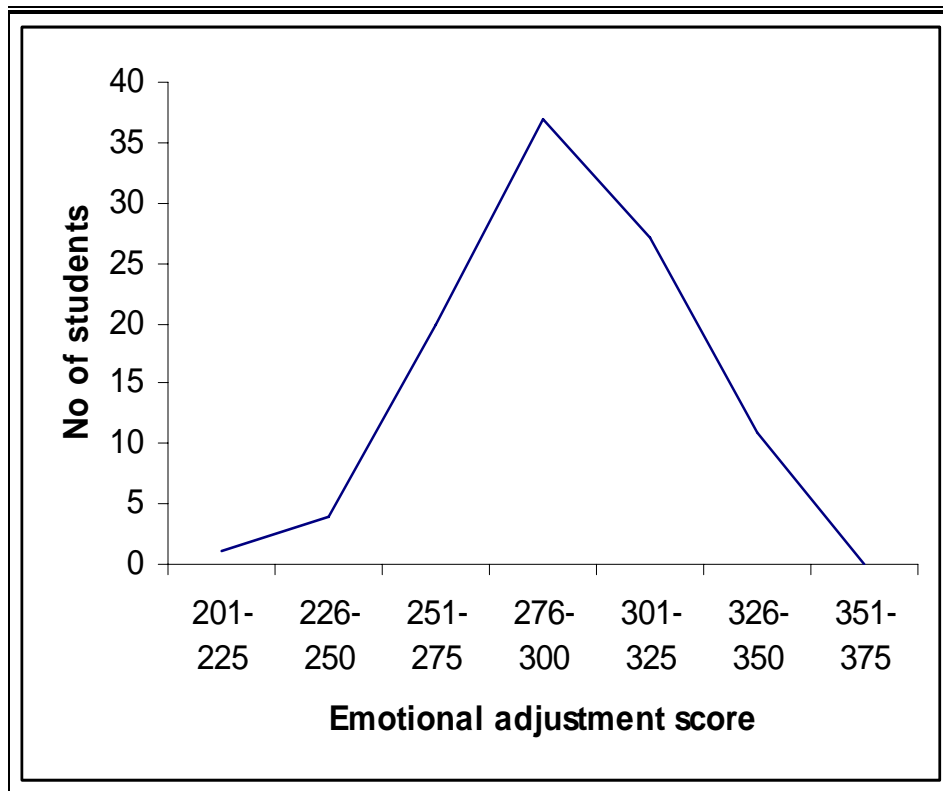


TABLE: 4.5

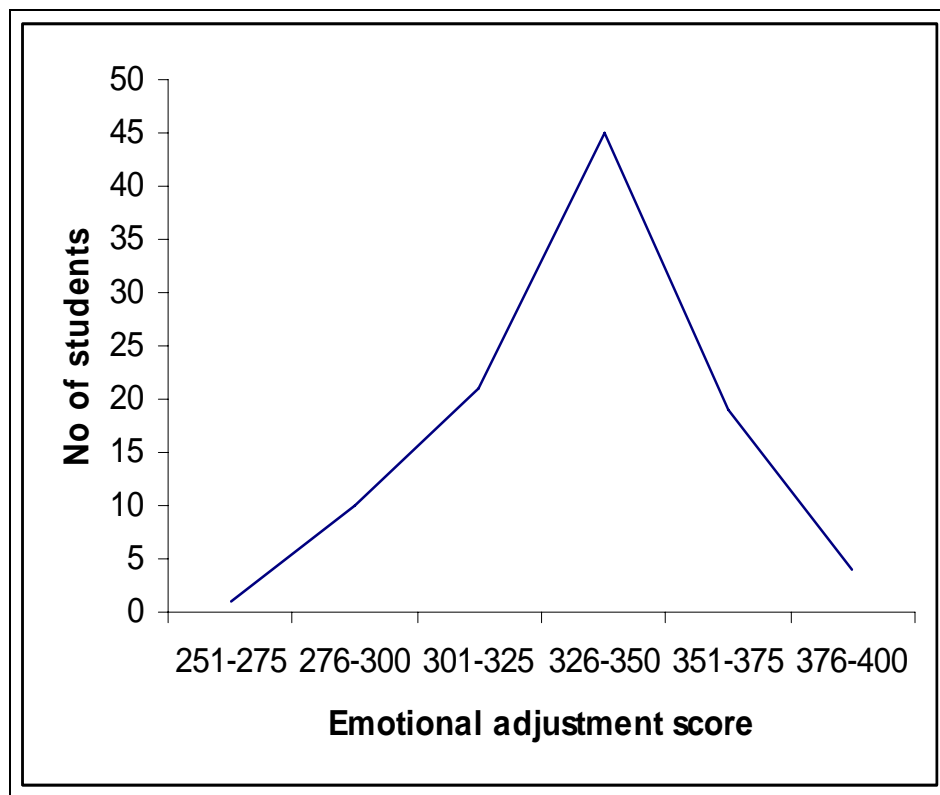
Distributing of emotional adjustment of student at College level.

SI. NO	EMOTIONAL ADJUSTMENT SCORE	NO.OF STUDENTS	PERCENTAGE (%)
1	251-275	1	1 %
2	276-300	10	10%
3	301-325	21	21%
4	326-350	45	45%
5	351-375	19	19%
6	376-400	4	4 %

From the above table it is observed that the mean emotional adjustment score for adolescence and S.D. are 314.1 and 33.17 respectively. There are 61 adolescence studied in Higher secondary school have above mean emotional adjustment score. Where as 11 students have below average in emotional adjustment. The data related to college students shows that 42 students have above average 23 students have below average emotional adjustment score respectively. The skewness and kurtosis value calculated for the sample distribution are -0.10 and -0.43 respectively this score are more or less co-inside with the value of normal distribution curve. Therefore the emotional adjustment score collected for the sample is normally distributed.

FIGURE -2

Diagram showing the emotional adjustment score of students at college level



SECTION-B

DIFFERENTIAL ANALYSIS

TABLE 4.6

Mean, S.D, and calculated 't'-value of emotional adjustment score for Adolescence higher secondary and college students.

Variables	No.	Mean	S.D	S.E	't' Value
Higher secondary students	100	293.16	26.20	3.62	11.55
College students	100	335.04	25.02		

From the above table, it is observed that the mean of emotional adjustment score for higher secondary and college students are 293.16 and 335.04 respectively. The S.D. for the emotional adjustment score of higher secondary and college students are 26.20 and 25.02 respectively. The calculated 't'-value is 11.55. It is significant at 0.01 level.

Therefore, the formulated null hypothesis "There will be no significant difference in the emotional adjustment of adolescence students studying in the higher secondary schools and colleges" is rejected.

From this, it is concluded that college students have better adjustment than the higher secondary students.

FIGURE -3

Diagram showing the no. of students and mean score of higher secondary and college students in their emotional adjustment

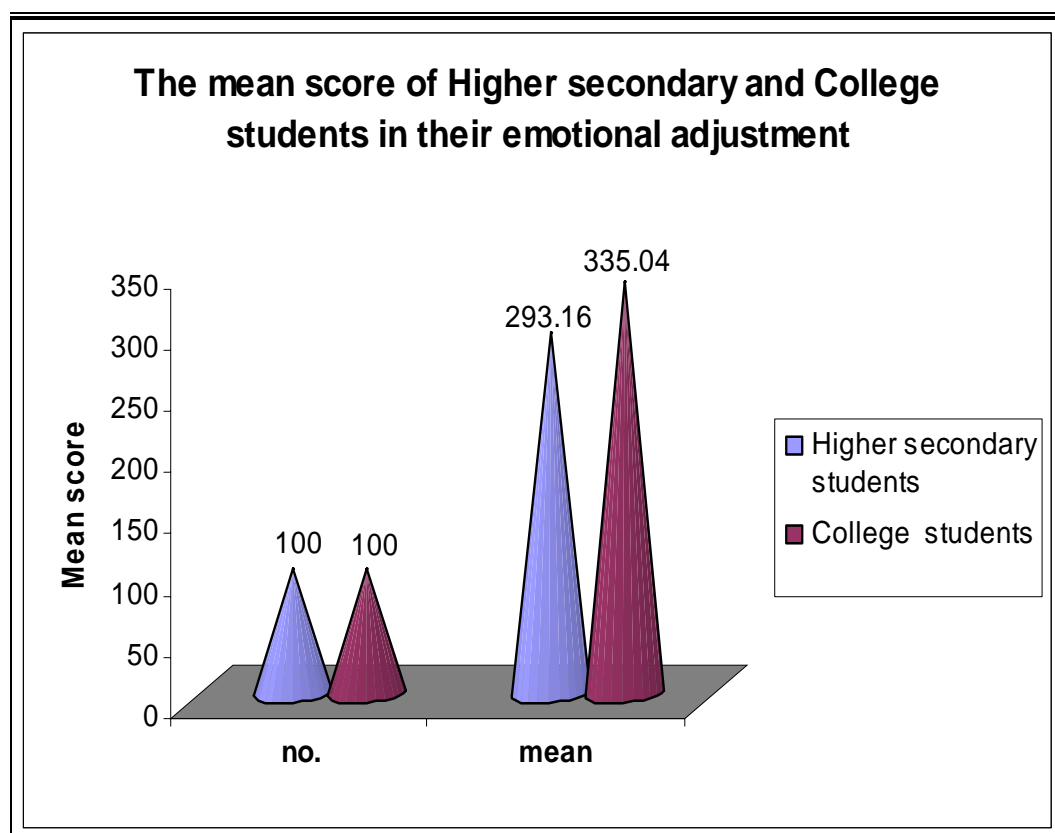


TABLE: 4.7

Mean, S.D, and calculated‘t’-value of emotional adjustment score for Adolescence Male and Female students of both higher secondary and colleges.

Variables	No.	Mean	S.D	S.E	‘t’ Value
Male	101	314.86	33.23	6.75	0.32
Female	99	313.32	33.05		

From the above table, it is observed that the mean of emotional adjustment score for Male and Female are 314.86 and 313.32 respectively. The S.D. for the emotional adjustment score of Male and Female are 33.23 and 33.05 respectively. The calculated‘t’-value is 0.32.It is not significant at 0.01 level.

Therefore, the formulated null hypothesis “There will be no significant difference in the emotional adjustment of adolescence male and female students of both higher secondary and colleges” is accepted`.

From this, it is concluded that both the higher secondary and colleges Male and Female students have similar emotional adjustment.

FIGURE -4

Diagram showing the mean score of both higher secondary and college male and female students in their emotional adjustment

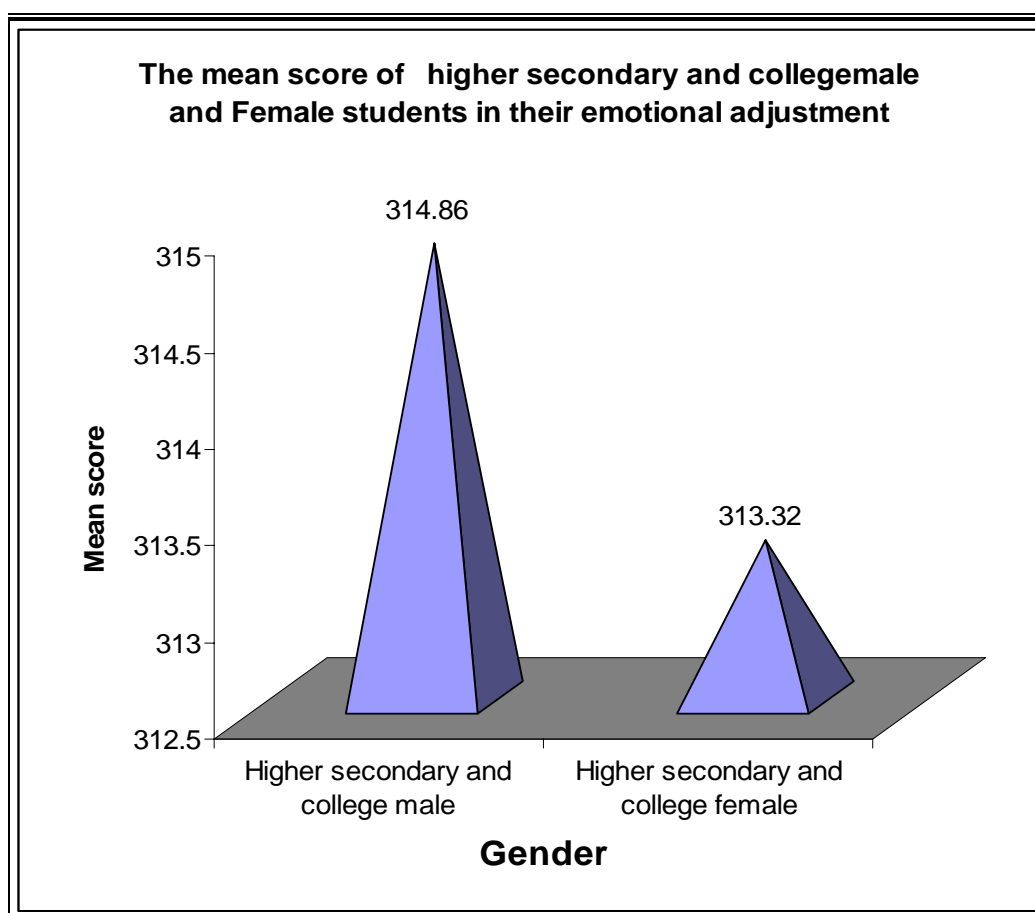


TABLE: 4.8

Mean, S.D, and calculated‘t’-value of emotional adjustment score for Adolescence Higher secondary Male and Higher Secondary Female.

Variables	No.	Mean	S.D	S.E	‘t’ Value
Higher Secondary Male	49	292.26	26.74	5.26	0.33
Higher Secondary Female	51	294.01	25.91		

From the above table, it is observed that the mean of emotional adjustment score for higher secondary Male and Female are 292.26 and 294.01 respectively. The S.D. for the emotional adjustment score of higher secondary Male and Female are 26.74 and 25.91 respectively. The calculated‘t’-value is 0.33.It is not significant at 0.01 level.

Therefore, the formulated null hypothesis “There will be no significant difference in the emotional adjustment of adolescence higher secondary male and female students” is accepted`.

From this, it is concluded that both the higher secondary Male and Female have similar emotional adjustment.

FIGURE -5

Diagram showing the mean score of higher secondary male and female students in their emotional adjustment

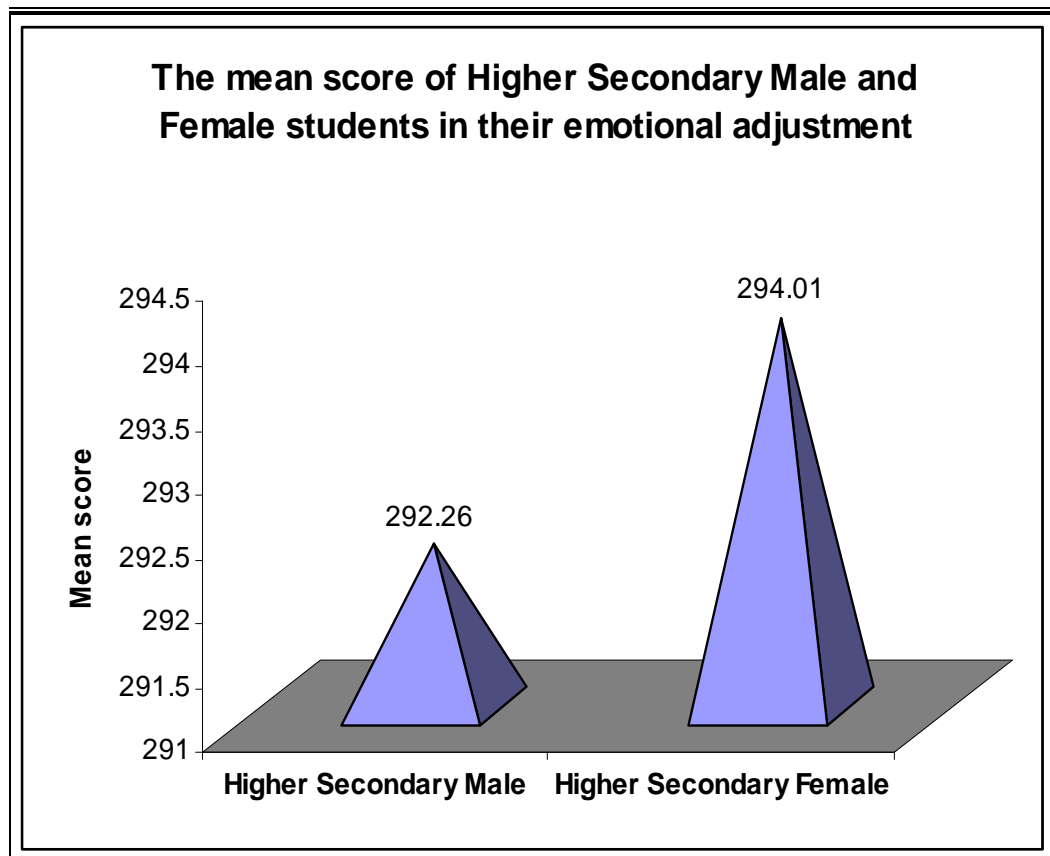


TABLE: 4.9

Mean, S.D, and calculated‘t’-value of emotional adjustment score for Adolescence College Male and College Female.

Variables	No.	Mean	S.D	S.E	‘t’ Value
College Male	52	336.51	22.30	5.06	0.60
College Female	48	333.43	27.82		

From the above table, it is observed that the mean of emotional adjustment score for college Male and Female are 336.51 and 333.43 respectively. The S.D. for the emotional adjustment score of college Male and Female are 22.30 and 27.82 respectively. The calculated‘t’-value is 0.60.It is not significant at 0.01 level.

Therefore, the formulated null hypothesis “There will be no significant difference in the emotional adjustment of adolescence College male and female students” is accepted.

From this, it is concluded that both the Male and Female students of the colleges have similar emotional adjustment.

FIGURE -6

**Diagram showing the mean score of college male and female students
in their emotional adjustment**

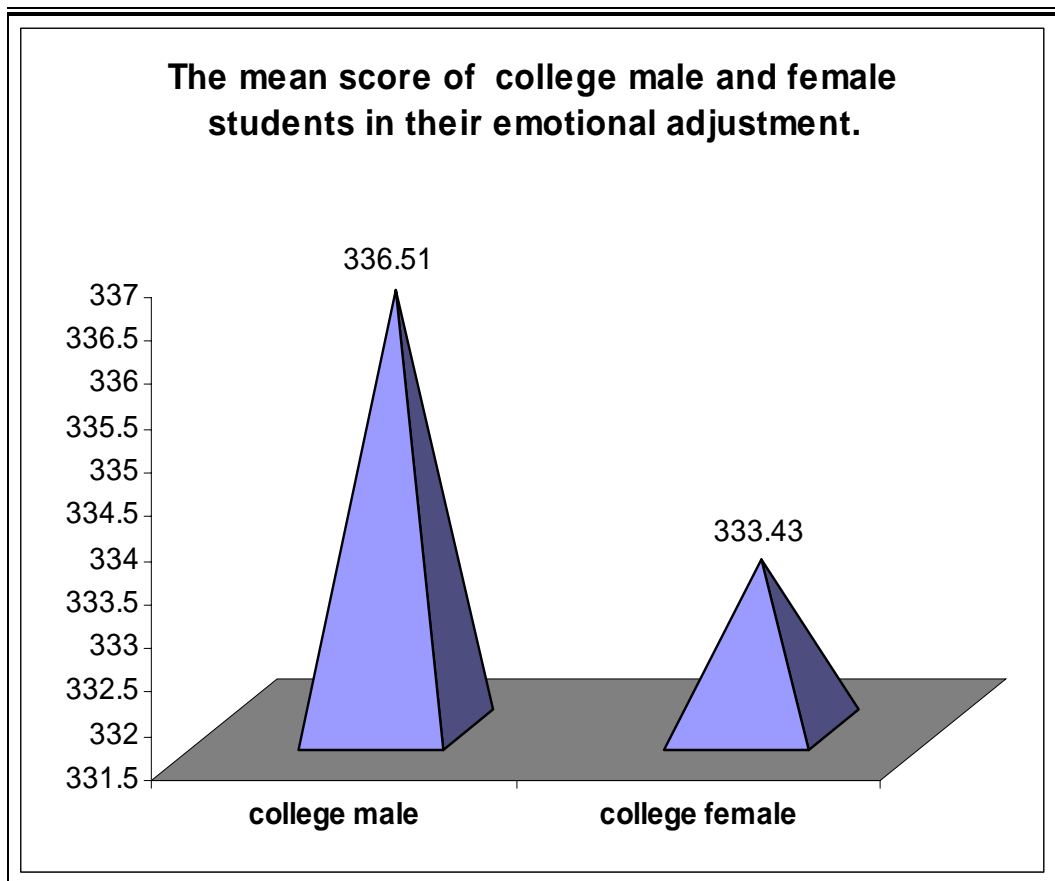


TABLE: 4.10

Mean, S.D, and calculated 't'-value of emotional adjustment score for Adolescence Higher secondary Male and College Male.

Variables	No.	Mean	S.D	S.E	't' Value
Higher Secondary Male	49	292.26	26.74	4.91	9.00
College Male	52	336.51	22.30		

From the above table, it is observed that the mean of emotional adjustment score for higher secondary Male and Male are 292.26 and 336.51 respectively. The S.D. for the emotional adjustment score of higher secondary Male and college Male are 26.74 and 22.30 respectively. The calculated 't'-value is 9.00. It is significant at 0.01 level.

Therefore, the formulated null hypothesis "There will be no significant difference in the emotional adjustment of adolescence higher secondary male and college male students" is rejected.

From this, it is concluded that Male students of the colleges have better adjustment than higher secondary Male.

FIGURE -7

Diagram showing the mean score of higher secondary male and college male students in their emotional adjustment

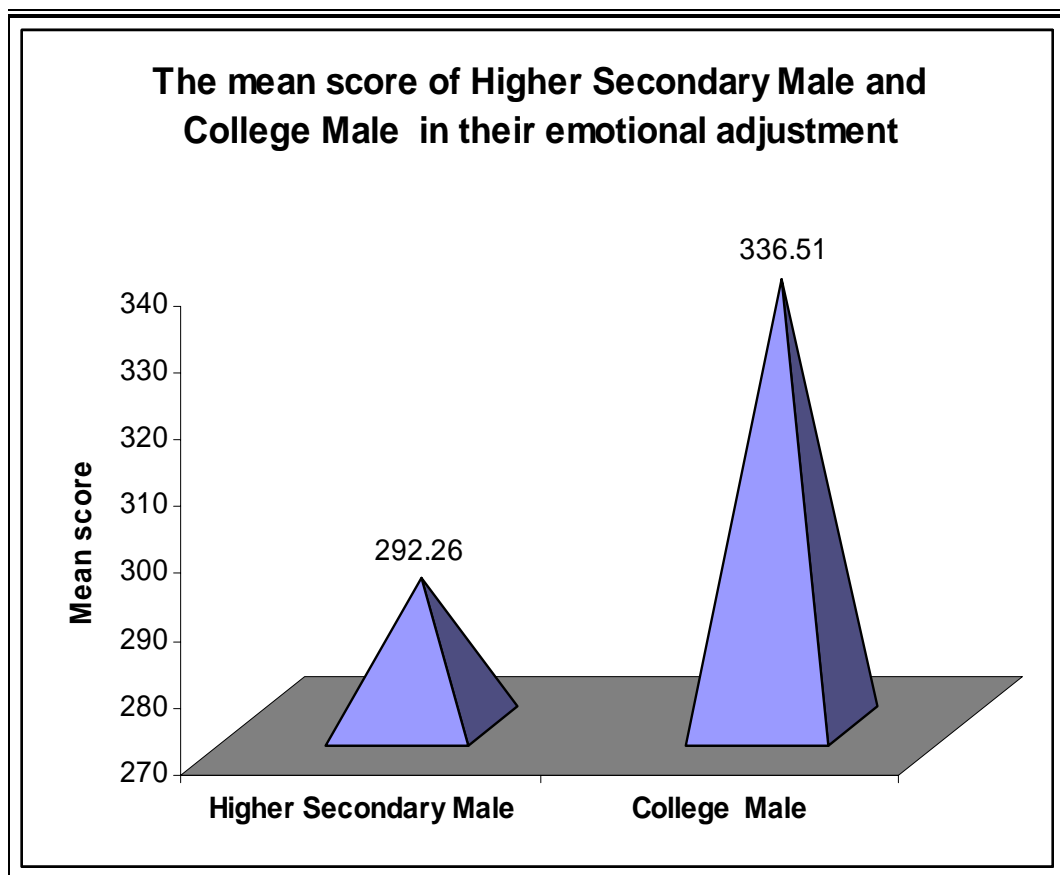


TABLE: 4.11

Mean, S.D, and calculated‘t’-value of emotional adjustment score for Adolescence Higher secondary Female and College Female

Variables	No.	Mean	S.D	S.E	‘t’ Value
Higher Secondary female	51	294.01	25.91	5.41	7.28
College female	48	333.43	27.82		

From the above table, it is observed that the mean of emotional adjustment score for higher secondary female and college female are 294.01 and 333.43 respectively. The S.D. for the emotional adjustment score of higher secondary female and college female are 25.91 and 27.82 respectively. The calculated ‘t’-value is 7.28. It is significant at 0.01 level.

Therefore, the formulated null hypothesis “There will be no significant difference in the emotional adjustment of adolescence higher secondary female and college female students” is rejected.

From this, it is concluded that female students of the colleges have better adjustment than higher secondary female.

FIGURE -8

Diagram showing the mean score of higher secondary female and college female students in their emotional adjustment

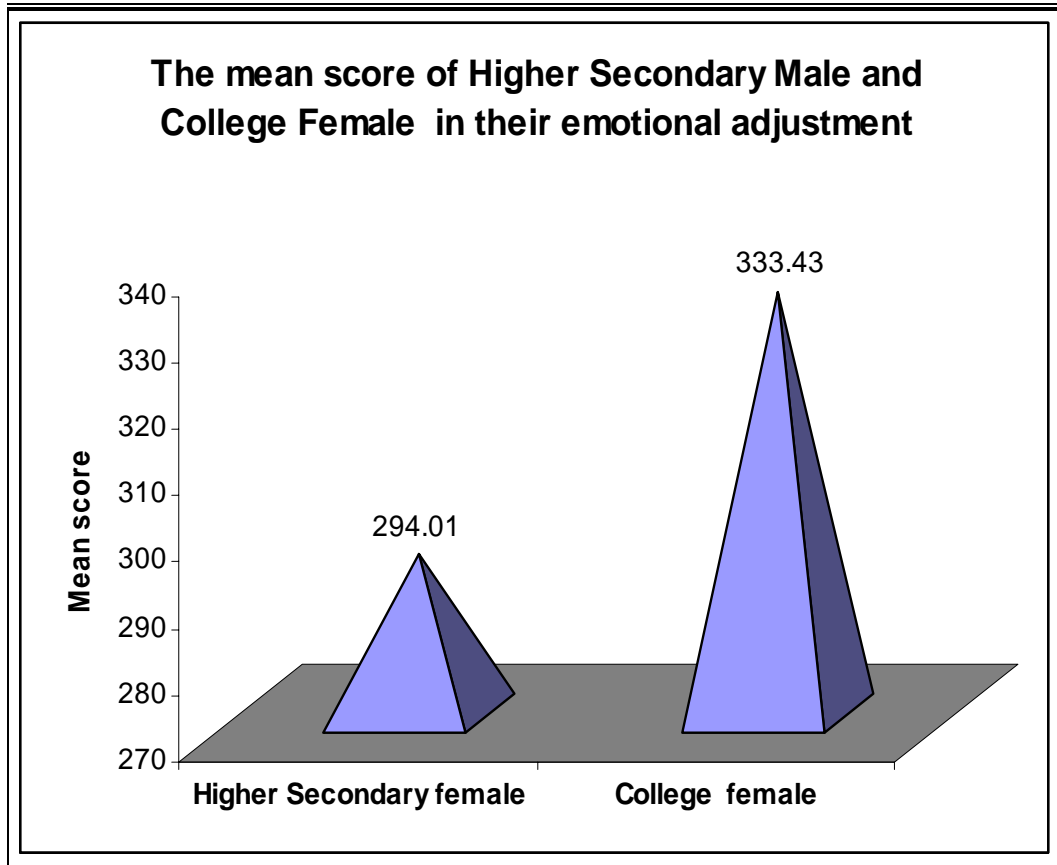


TABLE: 4.12

Mean, S.D, and calculated‘t’-value of emotional adjustment score for Adolescence Urban and Rural students of both higher secondary and colleges.

Variables	No.	Mean	S.D	S.E	‘t’ Value
Urban	99	318.04	36.79	4.66	1.67
Rural	101	310.23	28.61		

From the above table, it is observed that the mean of emotional adjustment score for both higher secondary and college urban and rural students are 318.04 and 310.23 respectively. The S.D. for the emotional adjustment score for both higher secondary and college urban and rural students are 36.79 and 28.61 respectively. The calculated‘t’-value is 1.67.It is not significant at 0.01 level.

Therefore, the formulated null hypothesis “There will be no significant difference in the emotional adjustment of adolescence urban and rural students of both higher secondary and college” is accepted`.

From this, it is concluded that both the urban and rural higher secondary and college students have similar emotional adjustment.

FIGURE -9

Diagram showing the mean score of urban and rural students of both higher secondary and colleges in their emotional adjustment

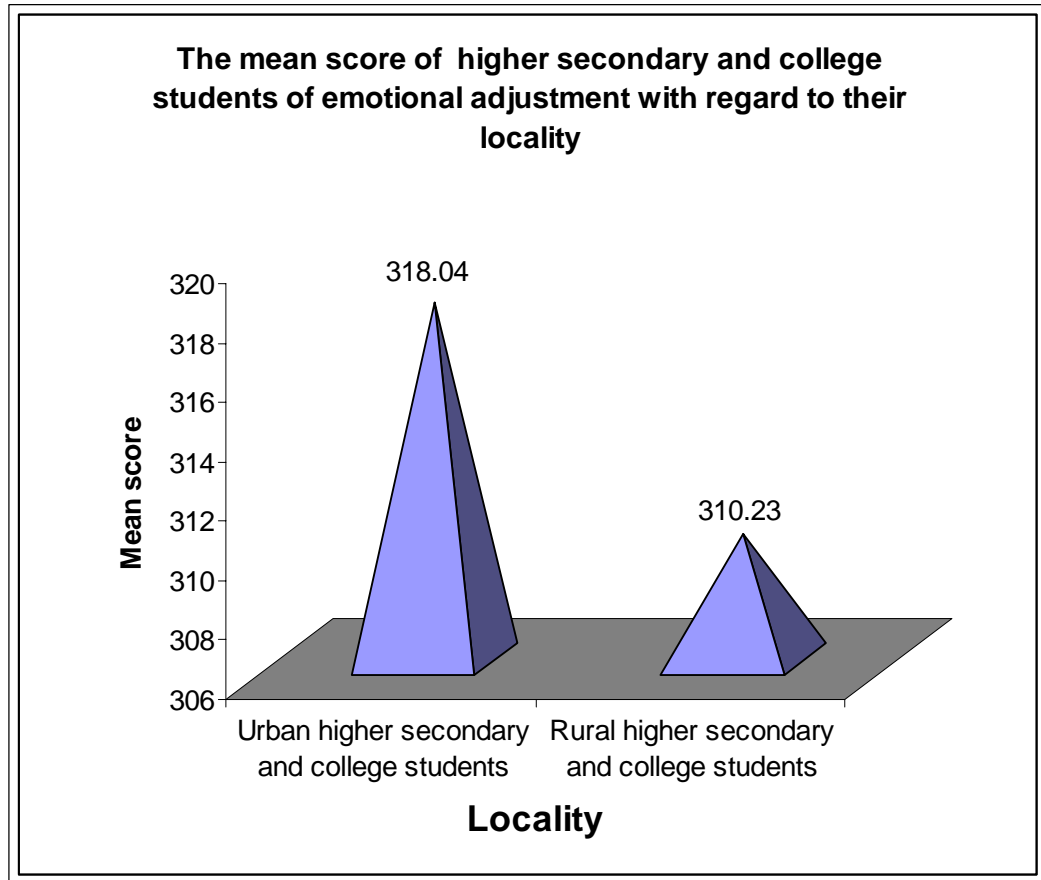


TABLE: 4.13

Mean, S.D, and calculated‘t’-value of emotional adjustment score for Adolescence Higher secondary Urban and Higher Secondary Rural students.

Variables	No.	Mean	S.D	S.E	‘t’ Value
Higher Secondary Urban Students	48	289.20	26.53	5.22	1.45
Higher Secondary Rural Students	52	296.80	25.60		

From the above table, it is observed that the mean of emotional adjustment score for higher secondary urban and rural students are 289.20 and 296.80 respectively. The S.D. for the emotional adjustment score of higher secondary urban and rural students are 26.53 and 25.60 respectively. The calculated‘t’-value is 1.45.It is not significant at 0.01 level.

Therefore, the formulated null hypothesis “There will be no significant difference in the emotional adjustment of adolescence higher secondary urban and rural students” is accepted`.

From this, it is concluded that both the higher secondary urban and rural students have similar emotional adjustment.

FIGURE -10

Diagram showing the mean score of higher secondary urban and rural students in their emotional adjustment

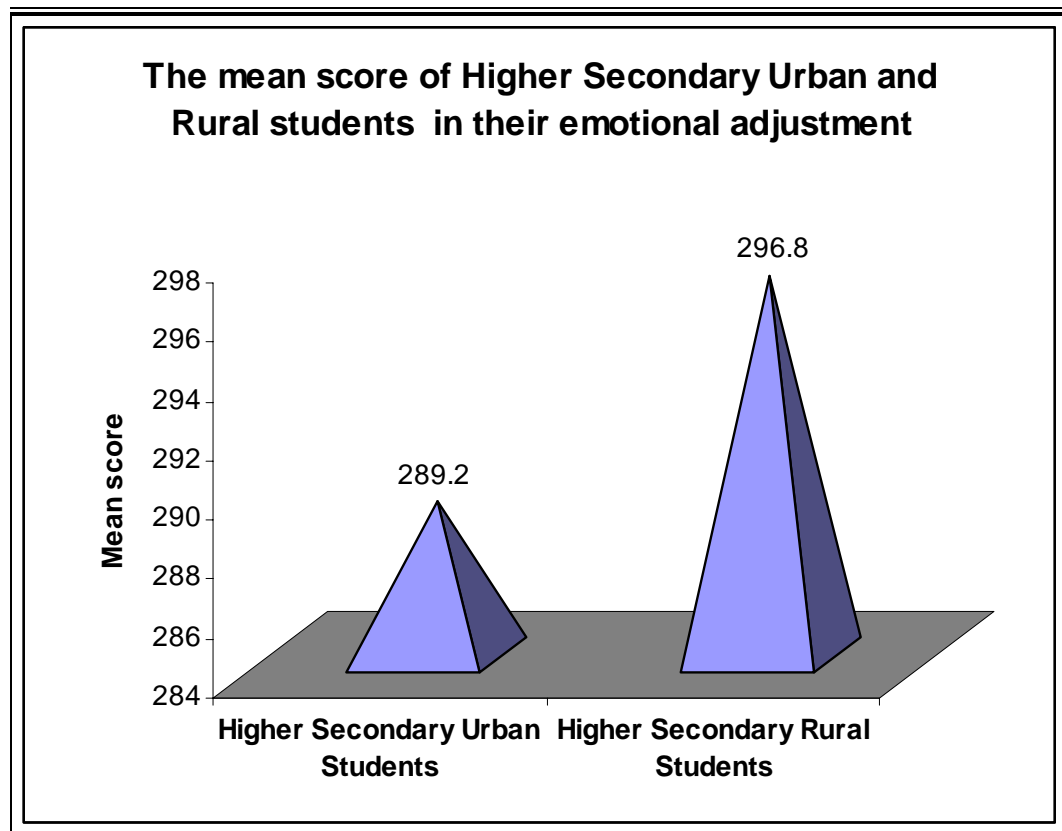


TABLE: 4.14

Mean, S.D, and calculated‘t’-value of emotional adjustment score for Adolescence College Urban and College Rural students.

Variables	No.	Mean	S.D	S.E	‘t’ Value
College Urban Students	51	345.17	21.05	4.59	4.50
College Rural Students	49	324.48	24.63		

From the above table, it is observed that the mean of emotional adjustment score for college urban and rural students are 345.17 and 324.48 respectively. The S.D. for the emotional adjustment score of college urban and rural students are 21.05 and 24.63 respectively. The calculated‘t’-value is 4.50.It is significant at 0.01 level.

Therefore, the formulated null hypothesis “There will be no significant difference in the emotional adjustment of adolescence college urban and rural students” is rejected.

From this, it is concluded that the college students urban have better emotional adjustment than rural students.

FIGURE -11

**Diagram showing the mean score of college urban and rural students
in their emotional adjustment**

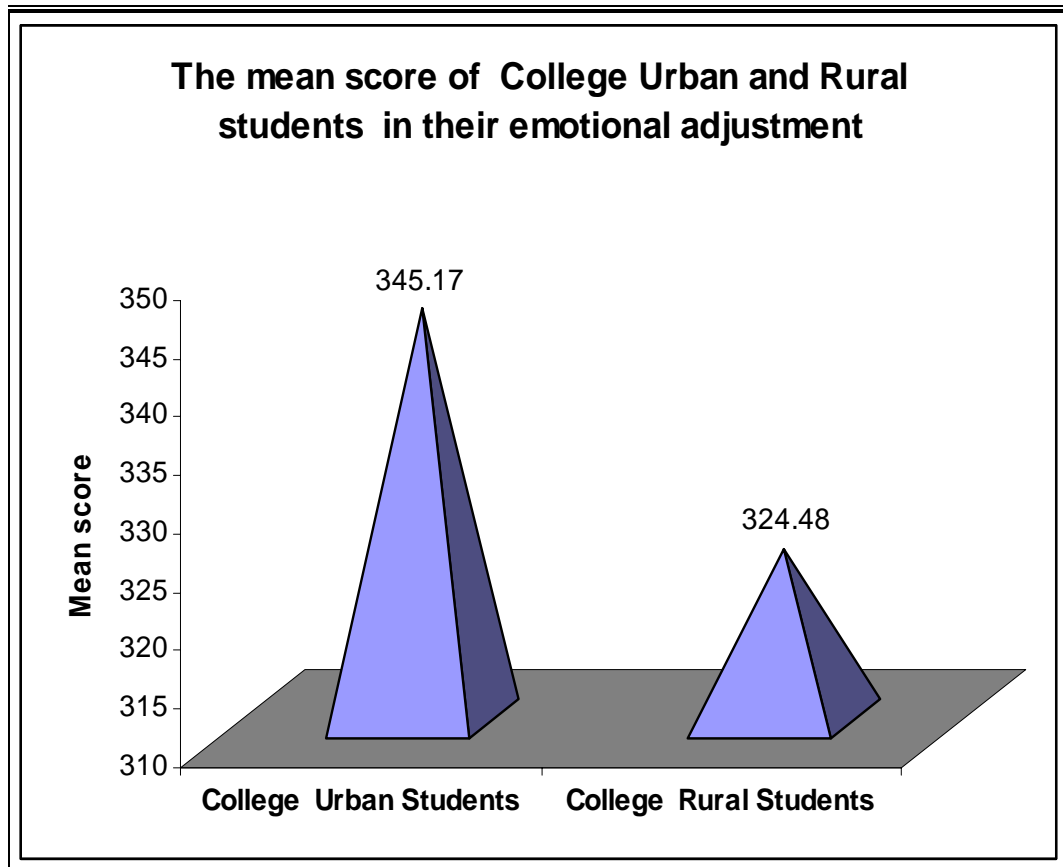


TABLE: 4.15

Mean, S.D, and calculated‘t’-value of emotional adjustment score for adolescence studying in higher secondary and colleges with regards to their parent’s occupation.

Variables	No.	Mean	S.D	S.E	‘t’ Value
White collared Job	110	313.37	34.45	4.66	0.34
Other work	90	314.98	31.46		

From the above table, it is observed that the mean of emotional adjustment score for both higher secondary and college Students with regards to their parent’s occupation white collared job and other work are 313.37and 314.98 respectively. The S.D. for the emotional adjustment score are 34.45and 31.46 respectively. The calculated‘t’-value is 0.34.It is not significant at 0.01 level.

Therefore, the formulated null hypothesis “There will be no significant difference in the emotional adjustment of adolescence studying in higher secondary and colleges with regards to their parent’s occupation” is accepted`.

From this, it is concluded that parent’s occupation has least impact on the emotional adjustment of higher secondary and college students.

FIGURE -12

Diagram showing the mean score of emotional adjustment studying in higher secondary and colleges with regards to their parent's occupation

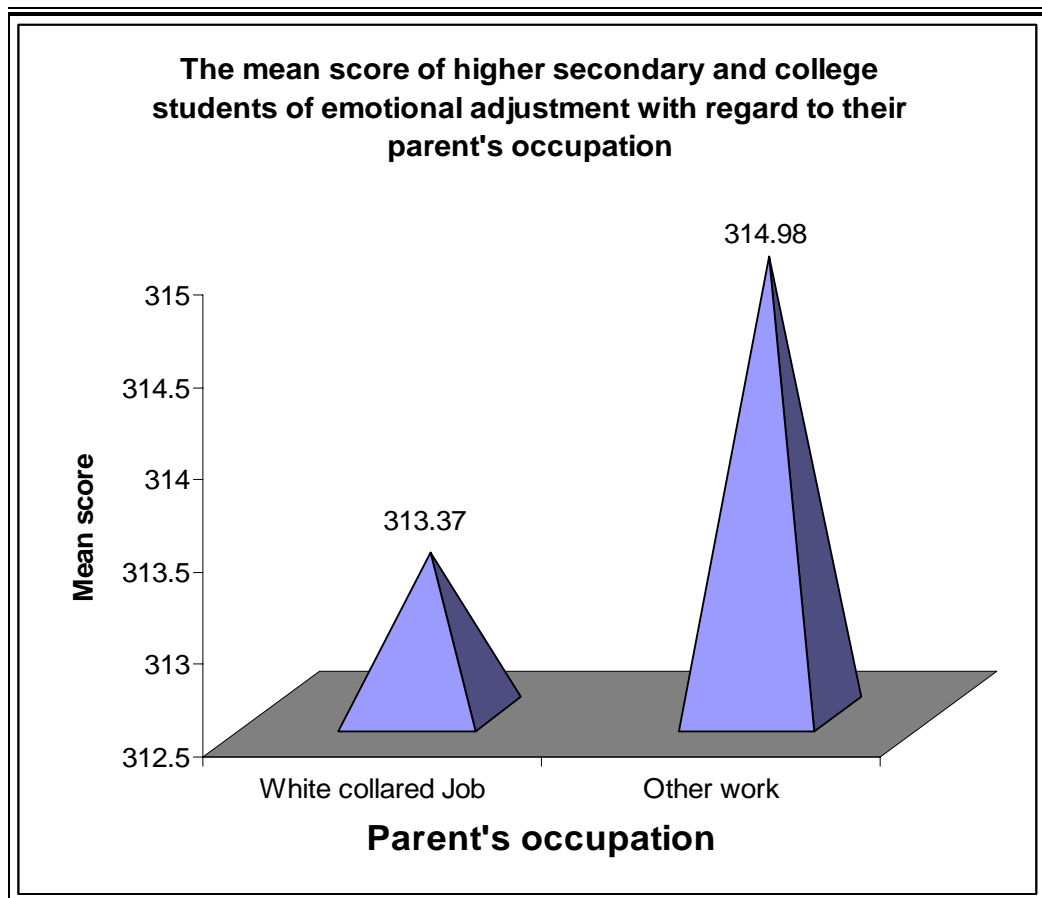


TABLE: 4.16

Mean, S.D, and calculated‘t’-value of emotional adjustment score for adolescence studying in higher secondary with regards to their parent’s occupation.

Variables	No.	Mean	S.D	S.E	‘t’ Value
White collared Job	59	294.35	31.35	5.81	0.25
Other work	41	295.92	26.52		

From the above table, it is observed that the mean of emotional adjustment score for higher secondary Students with regards to their parent’s occupation white collared job and other work are 294.35and 295.92 respectively. The S.D. for the emotional adjustment score for higher secondary Students with regards to their parent’s occupation white collared job and other work are 31.35and 26.52respectively. The calculated‘t’-value is 0.25.It is not significant at 0.01 level.

Therefore, the formulated null hypothesis “There will be no significant difference in the emotional adjustment of adolescence studying in higher secondary with regards to their parent’s occupation” is accepted` .

From this, it is concluded that parent’s occupation has least impact on the emotional adjustment of higher secondary students.

FIGURE -13

Diagram showing the mean score of adolescence studying in higher secondary with regards to their parent's occupation

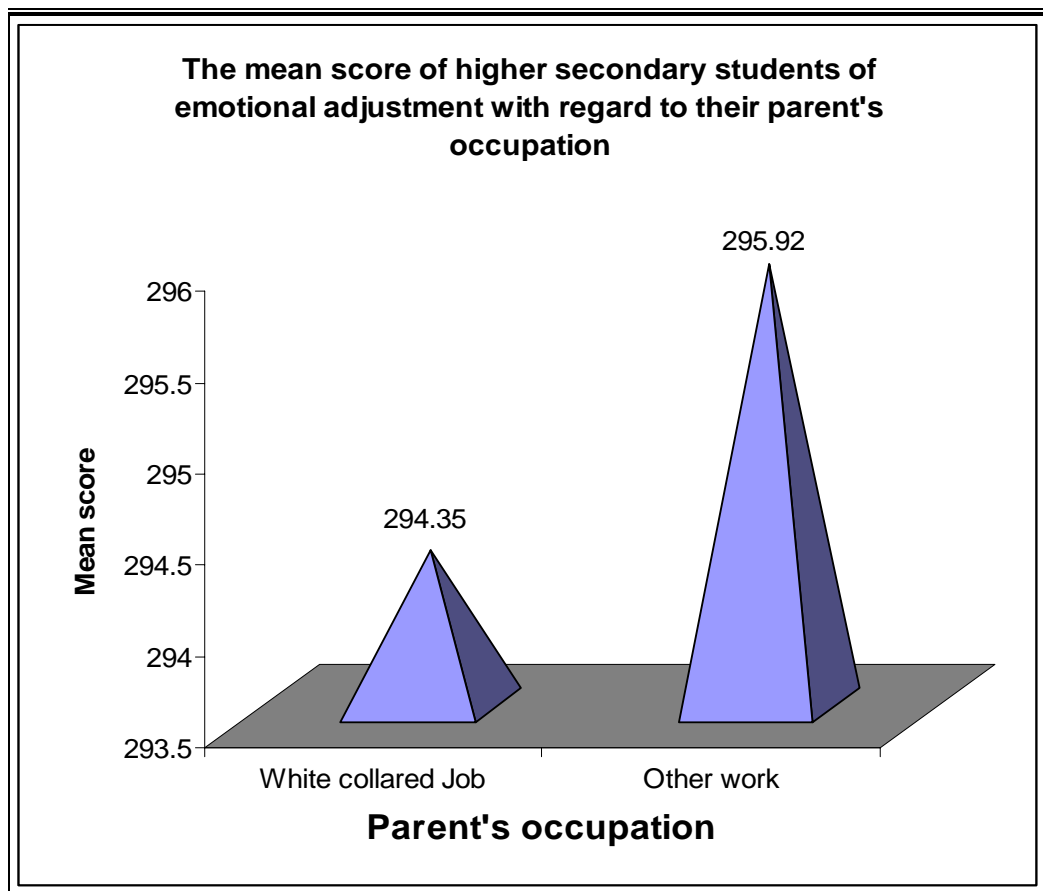


TABLE: 4.17

Mean, S.D, and calculated‘t’-value of emotional adjustment score for adolescence studying in colleges with regards to their parent’s occupation.

Variables	No.	Mean	S.D	S.E	‘t’ Value
White collared Job	51	335.37	22.96		
Other work	49	330.93	29.06	4.91	0.90

From the above table, it is observed that the mean of emotional adjustment score for college Students with regards to their parent’s occupation white collared job and other work are 335.37and 330.93 respectively. The S.D. for the emotional adjustment score for college Students with regards to their parent’s occupation white collared job and other work are 22.96 and 29.06 respectively. The calculated‘t’-value is 0.90.It is not significant at 0.01 level.

Therefore, the formulated null hypothesis “There will be no significant difference in the emotional adjustment of adolescence studying in colleges with regards to their parent’s occupation” is accepted`.

From this, it is concluded that parent’s occupation has least impact on the emotional adjustment of college students.

FIGURE -14

Diagram showing the mean score of adolescence studying colleges with regards to their parent's occupation

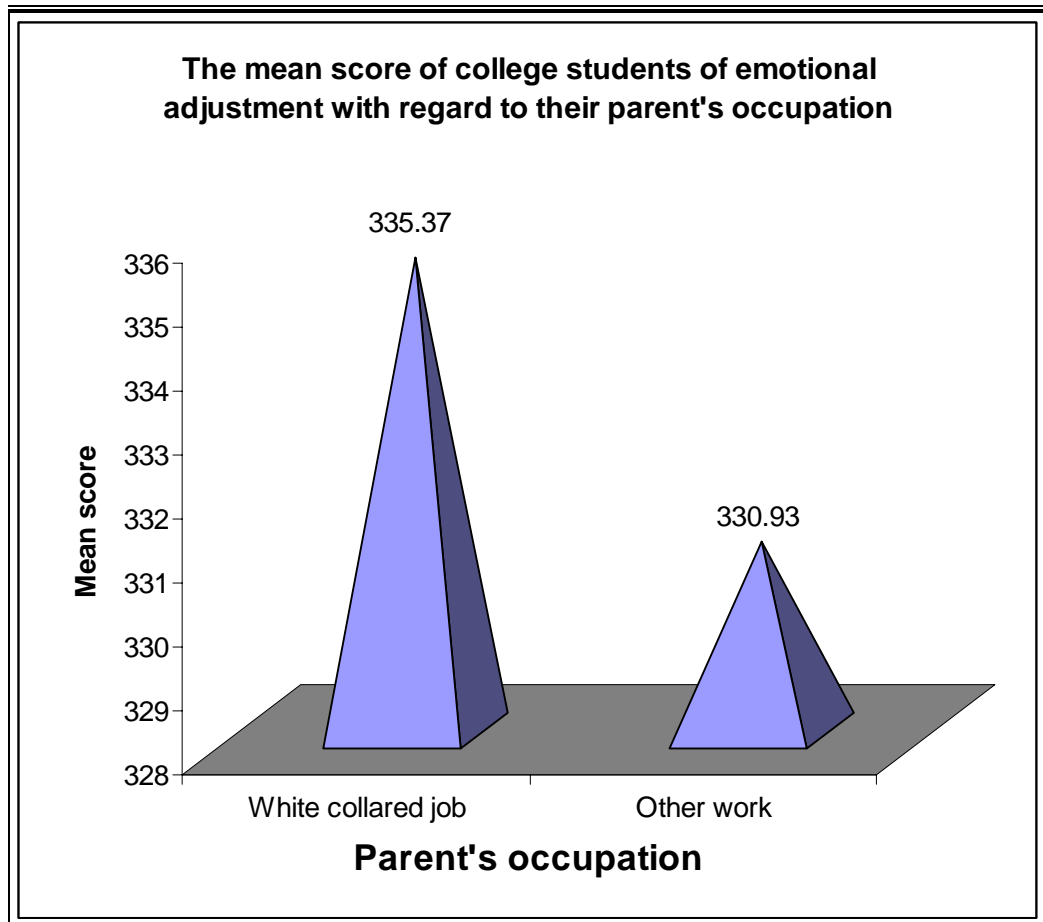


TABLE: 4.18

Mean, S.D, and calculated‘t’-value of emotional adjustment score for Adolescence higher secondary and colleges Students hail from large family and small family.

Variables	No.	Mean	S.D	S.E	‘t’ Value
Large Family Students	119	315.72	31.75	4.85	0.82
Small Family Students	81	311.71	34.97		

From the above table, it is observed that the mean of emotional adjustment score higher secondary and colleges Students hail from large family and small family are 315.72 and 311.71 respectively. The S.D. for the emotional adjustment score of higher secondary and colleges Students hail from large family and small family are 31.75 and 34.97 respectively. The calculated‘t’-value is 0.82.It is not significant at 0.01 level.

Therefore, the formulated null hypothesis “There will be no significant difference in the emotional adjustment of adolescence studying in higher secondary and colleges with regards to their family size” is accepted.

From this, it is concluded that family size has least impact on the emotional adjustment of higher secondary and college students.

FIGURE -15

**Diagram showing the mean score of higher secondary and colleges
Students hail from large family and small family in their emotional
adjustment**

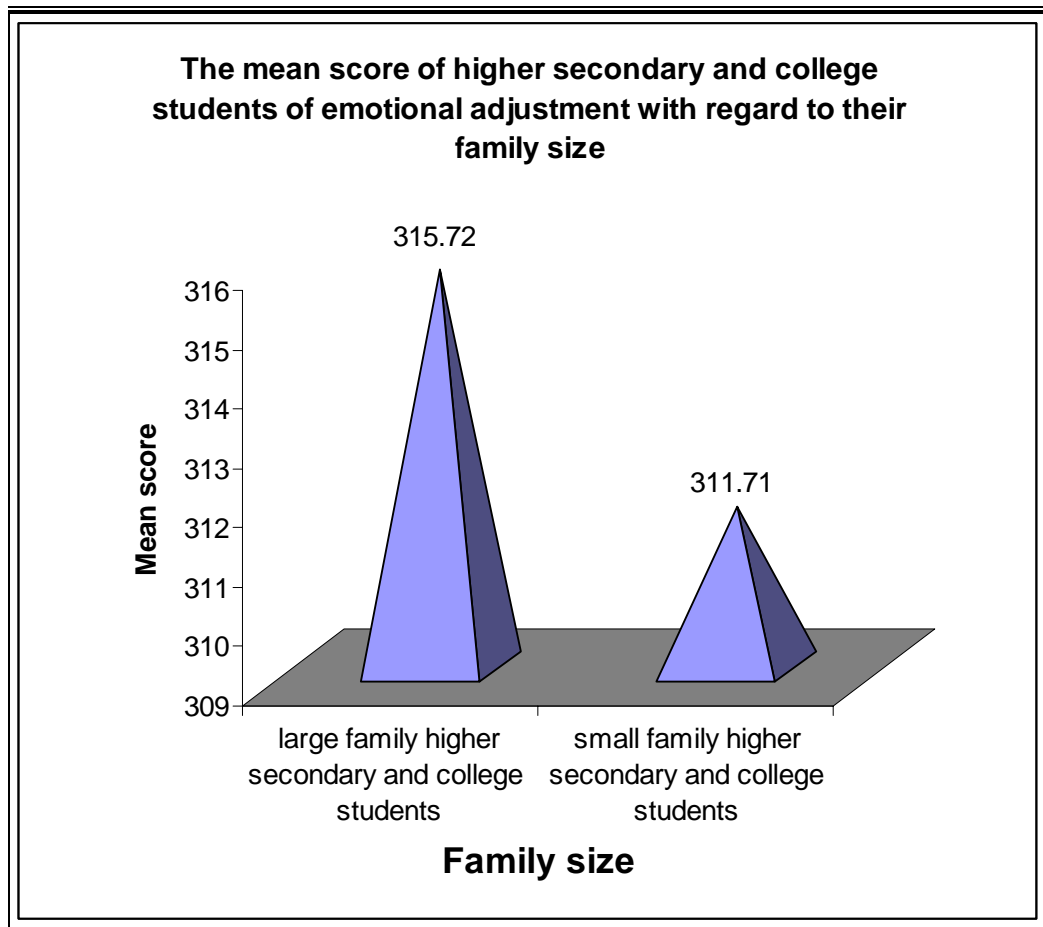


TABLE: 4.19

Mean, S.D, and calculated‘t’-value of emotional adjustment score for Adolescence higher secondary Students hail from Large Family and Small Family students.

Variables	No.	Mean	S.D	S.E	‘t’ Value
Higher Secondary Large Family Students	58	297.12	28.18	5.06	1.86
Higher Secondary Small Family Students	42	287.69	22.38		

From the above table, it is observed that the mean of emotional adjustment score for higher secondary Students hail from Large Family and Small Family are 292.26 and 294.01 respectively. The S.D. for the emotional adjustment score of higher secondary Students hail from Large Family and Small Family are 26.74 and 25.91 respectively. The calculated‘t’-value is 0.33.It is not significant at 0.01 level.

Therefore, the formulated null hypothesis “There will be no significant difference in the emotional adjustment of adolescence studying in higher secondary with regards to their family size” is accepted`.

From this, it is concluded that family size has least impact on the emotional adjustment of higher secondary students.

FIGURE -16

Diagram showing the mean score of higher secondary Students hail from large family and small family students in their emotional adjustment

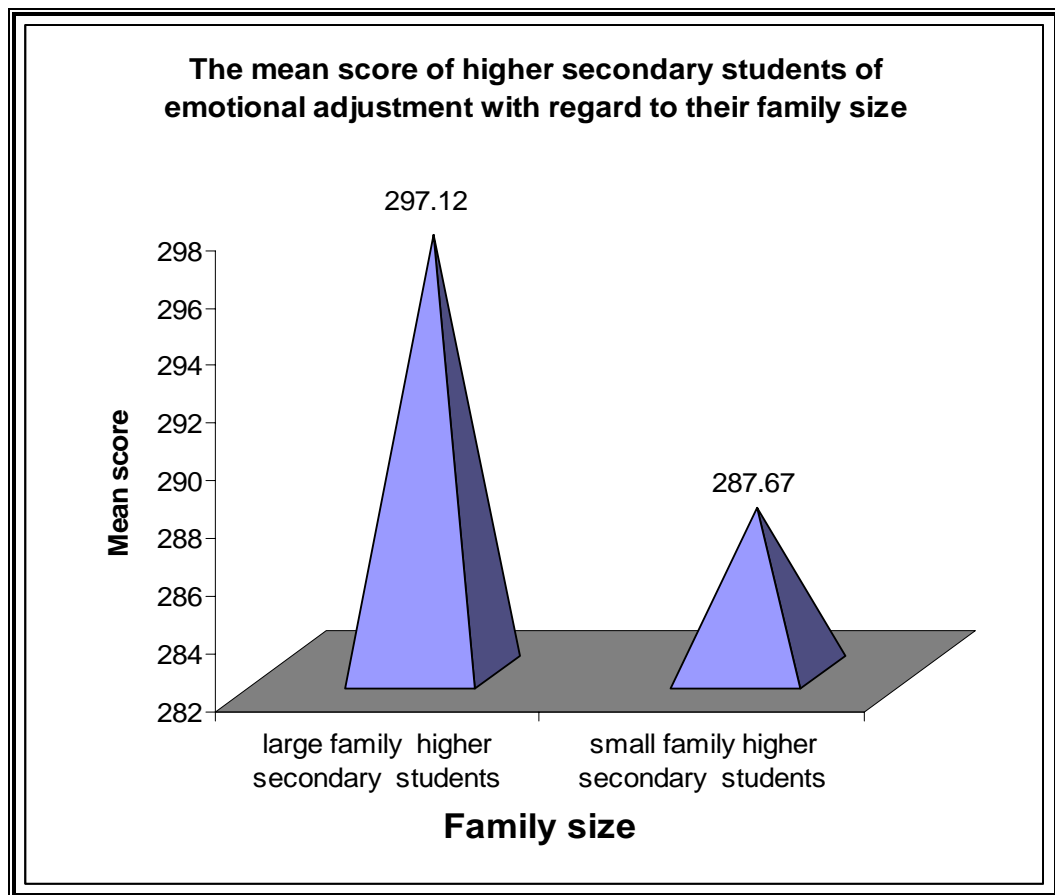


TABLE: 4.20

Mean, S.D, and calculated‘t’-value of emotional adjustment score for Adolescence College Students hail from Large Family and Small Family.

Variables	No.	Mean	S.D	S.E	‘t’ Value
College Large Family Students	61	333.40	24.00	5.25	0.79
College Small Family Students	39	337.58	26.64		

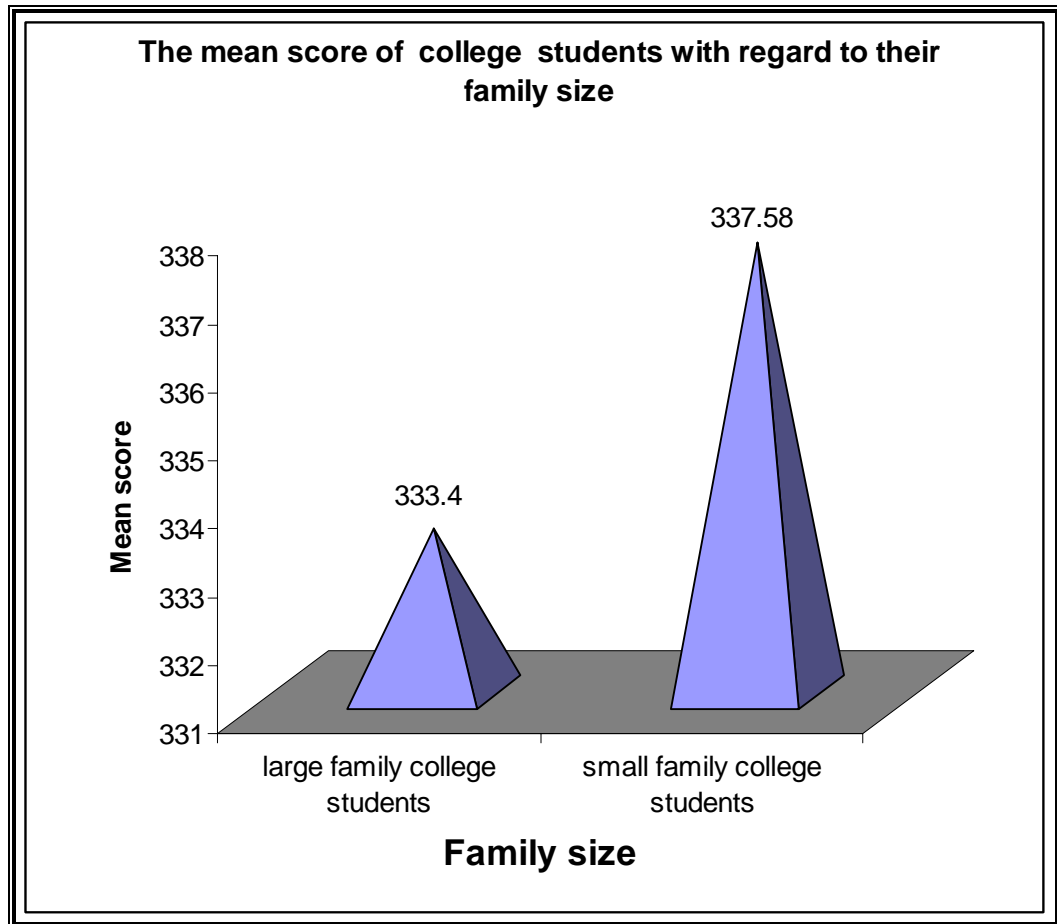
From the above table, it is observed that the mean of emotional adjustment score of College Students hail from Large Family and Small Family are 292.26 and 294.01 respectively. The S.D. for the emotional adjustment score of College Students hail from Large Family and Small Family Students are 26.74 and 25.91 respectively. The calculated‘t’-value is 0.33.It is not significant at 0.01 level.

Therefore, the formulated null hypothesis “There will be no significant difference in the emotional adjustment of adolescence studying in colleges with regards to their family size” is accepted.

From this, it is concluded that family size has least impact on the emotional adjustment of college students.

FIGURE -17

Diagram showing the mean score of college Students hail from large family and small family students in their emotional adjustment



CHAPTER-V

SUMMARY, FINDINGS AND CONCLUSIONS

5.1 INTRODUCTION

This chapter is the last and concluding of the present investigation. In this dissertation this chapter is as important as the previous four chapters. To get required details in less time for the whole study the summary of the research is necessary. In this chapter, the investigator has tried to present the summary of the research work carried out. Brief discussion of the results obtained through the study is also given. The investigator has tried to throw the light over a few recommendations for the further research in the area of present study.

5.2 STATEMENT OF THE PROBLEM

‘A Study of Emotional Adjustment of Adolescence Students’

5.3 OBJECTIVES OF THE STUDY

1. To study the emotional adjustment of adolescence students in Higher Secondary and colleges.
2. To study the significant difference if any in the emotional adjustment of adolescence students studying in the higher secondary schools and Colleges.

3. To study the significant difference if any in the emotional adjustment of adolescence male and female.
4. To study the significant difference if any in the emotional adjustment of adolescence students hail from rural and urban residence.
5. To study the significant difference if any in the emotional adjustment of adolescence students with regard to their parents occupation.
6. To study the significant difference if any in the emotional adjustment of adolescence students hail from large family and small family.

5.4 HYPOTHESES OF THE STUDY:

Keeping in view the objectives of the study the following null hypotheses have been framed as follows.

Ho₁ There will be no significant difference in the emotional adjustment of adolescence students studying in the higher secondary schools and colleges.

Ho₂ There will be no significant difference in the emotional adjustment of adolescence male and female students of both higher secondary and colleges.

Ho₃ There will be no significant difference in the emotional adjustment of adolescence higher secondary male and female students.

Ho₄ There will be no significant difference in the emotional adjustment of adolescence College male and female students.

Ho₅ There will be no significant difference in the emotional adjustment of adolescence higher secondary male and college male students.

Ho₆ There will be no significant difference in the emotional adjustment of adolescence higher secondary female and college female students.

Ho₇ There will be no significant difference in the emotional adjustment of adolescence urban and rural students of both higher secondary and colleges.

Ho₈ There will be no significant difference in the emotional adjustment of adolescence higher secondary urban and rural students.

Ho₉ There will be no significant difference in the emotional adjustment of adolescence college urban and rural students.

Ho₁₀ There will be no significant difference in the emotional adjustment of adolescence studying in higher secondary and colleges with regards to their parent's occupation.

Ho₁₁ There will be no significant difference in the emotional adjustment of adolescence studying in higher secondary with regards to their parent's occupation.

Ho₁₂ There will be no significant difference in the emotional adjustment of adolescence studying in colleges with regards to their parent's occupation.

Ho₁₃ There will be no significant difference in the emotional adjustment of adolescence studying in higher secondary and colleges with regards to their family size.

Ho₁₄ There will be no significant difference in the emotional adjustment of adolescence studying in higher secondary with regards to their family size.

Ho₁₅ There will be no significant difference in the emotional adjustment of adolescence studying in colleges with regards to their family size.

5.5 METHODOLOGY

In the present study the survey method was carried out in assessing the emotional adjustment of adolescence students in Sabarkantha district.

5.5.1 Sample of the study

A sample of 200 students from two higher secondary school and two colleges of Sabarkantha district, Gujarat were selected by stratified random sampling techniques. From this 200 sample 100 sample were selected from the higher secondary schools and 100 samples from the colleges. On the bases of gender 101 were male and 99 female. Based on their locality 98 students were urban and 102 rural students. With regard to their parents

occupation 110 student's parents were doing Job and 90 student's parents were doing other work. With regard to the family size 119 students were coming from the large family and 81 students were coming from the small family.

3.5.2 Tools used for the study

The tool used for the present investigation was on the basis of Likert attitude scales. The tool used in the study to assess the emotional adjustment is adopted version of tool developed by the T. Prithi Reddy and A. Ramakrishnan. The original Emotional adjustment tool developed by the other has in English version. The investigator translated this tool into Gujarati language. This tool measures the emotional adjustment of adolescences as consisting of six areas dealt within the scales are adjustment towards emotional problem.

5.5.3 Statistical techniques used in the study

Treatment of data by applying appropriate statistical measure is must to justify the objective of the study. The investigator followed the appropriate procedure in applying the proper statistical treatment for the analysis of the data. They are follows

- 1) Mean
- 2) Standard deviation
- 3) Standard error and
- 4) 't' test

5.6 DATA GATHERING PROCEDURE

The investigator personally to school and gather the data from the four institutions. Questionnaires were given to the institution students; the entire student gave responses in the response sheet by choosing one out of the five choices or option for each statement, which they feel appropriate. After they completed their responses, the investigator collected the response sheet from the students.

5.3 FINDINGS

- College students have better adjustment than the higher secondary students.
- The Male and Female students of higher and colleges have similar emotional adjustment.
- The higher secondary Male and Female have similar emotional adjustment.
- Male and Female students of the colleges have similar emotional adjustment.
- Male students of the colleges have better adjustment than higher secondary Male.
- Female students of the colleges have better adjustment than higher secondary female.

- The urban and rural higher secondary and college students have similar emotional adjustment.
- The higher secondary urban and rural students have similar emotional adjustment.
- College students urban have better emotional adjustment than rural students.
- Parent's occupation has least impact on the emotional adjustment of higher secondary and college students.
- Parent's occupation has least impact on the emotional adjustment of higher secondary students.
- Parent's occupation has least impact on the emotional adjustment of college students.
- Family size has least impact on the emotional adjustment of higher secondary and college students.
- Family size has least impact on the emotional adjustment of higher secondary students.
- Family size has least impact on the emotional adjustment of college students.

IMPLICATIONS OF THE STUDY

The following are the educational implication of the study

- These findings of the study will be of immense use of understanding the emotional adjustment of adolescence.

- This study will be more useful of other problem solving subject like personal, social, physical, vocational etc.
- The study will be more useful in studying the CBSC students also.
- The teacher working in the school and colleges have to be line of the finding of this study.
- The in-service training could be given to the teacher regarding emotional adjustment and adolescence problem of students

5.8 DELIMITATIONS

The following are the delimitation of the study.

- This study has been limited only Sabarkantha district.
- The present study has selected the emotional adjustment of higher secondary and college students only.
- The study was limited to the year 2007-2008 only.
- For this study the investigator collected data from 200 students.

5.9 AREAS FOR FURTHER RESEARCH

Research is vital and comprehensive area. The purpose of any research is to finds solution scientifically for the problems related to education, society etc., However investigation of one problem always provide many research questions that can be investigated by other researches. Some of the areas for research in the future may be as follows.

- This study was confined to only four institutions in Sabarkantha district (Gujarat). Study may be conducted district regional, state level in future.
- The present study was confined to the higher secondary and college level only. This study can be done in various professional colleges.
- This study can be related with their parent's education qualification and their annual income.
- This work can be extended to the staffs of Government and private sectors.
- This work can be done along with other areas such as emotional maturity, emotional intelligence, psycho – social problem of adolescence etc.

5.10 CONCLUSIONS

Adolescence is marked by heightened emotions. It is expressed in love, fear, anger, laughter and tears etc. It involves feeling of jubilation or depression and impulse to action and awareness of perception. Basically human beings are creature of feelings or emotions. With regarding the emotional adjustment, it was found that college students have better adjustment than the higher secondary students. With regard to the variable like gender and locality, the college students have better emotional

adjustment. Parent's occupation and family size have least impact on emotional adjustment of both higher secondary and college students.

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