

# **A STUDY ON THE ADJUSTMENT BEHAVIOUR OF XI STANDARD STUDENTS**

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# CHAPTER – I

## INTRODUCTION

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### 1.00: INTRODUCTION

Education should keep on the pace of the time. Nowadays the heated topic concerning education is whether the widely accepted grade standard can evaluate the quality of learning and thus provide genuine intellectual development. Since modern educational system has only a history of less than 200 years, it's natural for her to compromise various suggestions to gain more advancement.

The current grade system needs adjustment to keep up with the changing world. Life is a continuous process of adjustment. Every day we make countless adjustments. Most of them apparently to significant and many of them carried out more or less automatically, thought and often without awareness. In adjusting to life situations, the individual is required to harmonize his desires with reality.

At present the need for screening of the students at school levels having some behaviour problems has been intensified because of the complicated socio-cultural set-up and taxing demands of the environment. They may have some problems of adjustment which may interfere with their achievements and healthy living. An individual after entering into the school is exposed to greater responsibility and taxations as compared to

common people. His responsibilities become two fold: as a student and as a member of the society, at large. He comes across various problems of adjustment arising from multiple directions. The physical, educational and social forces need a process of continual adjustment. These forces may result into personal problems of adjustment. The students may not succeed in making healthy adjustment towards educational programmes. He/She may not be able to uncover his/her potentialities because of behavioural problems.

Some individuals may fail to adjust and consequently need special attention of parents, authorities and specially that of professional psychologists. It is also a fact that majority of the students population adjusts fairly to the problems they face. However, they also realize that they could accomplish still a better adjustment. Hence, the appraisal of student's adjustment in different spheres of life will naturally help in avoiding a few common short-comings which become a source of unhappiness and dissatisfaction. If the maladjustment is detected at an early stage, it will help the teacher and the counsellor to extend all possible help to an individual in learning a harmonious life and attaining desired goals.

The problem of adjustment is a vital problem of the modern world mental illness, alcoholism, juvenile delinquency, drug-addiction, suicides and crimes have become so common that the prevention of serious maladjustment is essential. Students at the school and college level suffer from irritability, worries, disturbed interpersonal relationship, resentment towards authority, worries, over health which are indicative of poor

adjustment. The students need assistance in developing good emotional, social, health, familial and other types of adjustment besides intellectual development. By detecting their maladjustment and providing proper counselling and guidance, they can build up new habits and attitudes and develop adequate behaviour pattern. In short, the early detection of problems of maladjustment is being now fully appreciated. This realization has definitely led to the need for the study of various cognitive, non-cognitive factors which may have their influences on adjustment.

### **1.1.0: WHAT IS EDUCATIONAL PSYCHOLOGY?**

Educational Psychology is that branch of psychology which deals with teaching and learning. It covers the entire range of behaviour and personality as related to education. It is a systematic study of the educational growth and development of a child.

#### **1.1.1: DEFINITION OF EDUCATIONAL PSYCHOLOGY**

“Educational Psychology describes and explains the learning experiences of an individual from birth through old age” -Crow and Crow.

David, P. Ansubel defines “Educational Psychology is the special branch of psychology concerned with the nature, conditions, outcomes and evaluation of school learning and detention”.

Judd stated that Educational Psychology is the science which explains the changes that take place in the individuals as they pass through the various stages of development”.

### **1.2.0: CONCEPT OF ADJUSTMENT**

The development of society and its culture may broadly be termed as the history of the efforts made by human beings to make adjustment with the continuously changing conditions in the environment – Physical, Social and Psychological. Darwin (1859) seems to be the first to interpret the differential behaviours of the organisms ranging between the lowest (Protozoa's) to the highest (Homosapiens) on the evolution in terms of their ability to adapt to variations in the Psycho-Social environment. Organisms which have the ability and bodily mechanisms to adapt to changes within their immediate environment have better chances of survival than those that lack such an ability and bodily mechanism. Darwin said that human beings are unique not only in their capability to the demands of the situations that are brought to bear upon them, but also in affecting such changes in the situations as are of value in setting themselves adjusted.

Man's behaviour in this context, may be defined as reactions to the various demands or pressures that are brought to bear upon him. Though the process of interaction between ability and situation man establishes harmony or adjustment with the world around him.

The ability to harmonies relations with the surrounding world ranges from a purely reflex types of behaviour to the highly complex form of social behaviour. The earlier form of an individual's behaviour is referred to as adaptation and the latter form is designated as adjustment.

### 1.2.1: MEANING OF ADJUSTMENT

“Life presents a continuous chain of struggle for existence and survival” says Darwin.

- The act of adjusting or the state of being adjusted.
- A means of adjusting.
- Settlement of a debt or claim.
- A modification, fluctuation or correction: made an adjustment on the telephone bill, an adjustment in the consumer price index.

The observation is very correct as we find in our day to day life. Every one of us strives hard for the satisfaction of his needs. In struggling to achieve something if one finds that results are not satisfactory, one either changes one’s goal or the procedure.

For example if one aspires to join M.B.B.S. course, one works hard to get good marks in the pre-medical class but is not able to get admission due to one’s low percentage. One may change one’s goal and feel inclined or aspiring to join B.Sc., course for medical representative job.

By restoring to such means one protects one’s self form the possible injury to one’s ego, failure or frustration. It is a sort of shifting to more defensive position in order to face the challenge of circumstances after getting failure in earlier attempt or attempts. This special feature of the living organism is termed as adjustment. Let us now learn something about this term by studying some important definitions.

### **1.2.2: DEFINITIONS OF ADJUSTMENT**

L.S. Shaffer defines adjustment as “Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction on these needs”.

Gates, Jaerslid and others opine adjustment as “Adjustment is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment”.

According to Vonhaller, “We can think of adjustment as Psychological survival in much the same way as biologist uses the term adaptation to describe Physiological survival”.

According to Coleman, James, C., “Adjustment is the outcome of the individual’s attempts to deal with stress and meet his needs: also, his efforts to maintain harmonious relationship with the environment.

Webster considers adjustment as the establishment of satisfactory relationship, as representing harmony, conformance, adaptation or the like.

### **1.2.3: CHARACTERISTICS OF ADJUSTMENT**

The following are the important features of adjustment:

- Adjustment is the process of need reduction.
- It is a harmonious relationship between person and the environment.
- Adjustment brings happiness, efficiency and some degree of social feelings.
- It depends on external and internal demands (Physical, Mental and Social needs).



- Adjustment refers both to a process and to a state.

#### **1.2.4: NEED AND IMPORTANCE OF ADJUSTMENT**

- ✓ The aim of adjustment is to gratify the needs by reducing frustration and tensions to lowest minimum.
- ✓ It helps us to lead a happy and well contented life.
- ✓ It helps us in keeping balance our needs and capacity to meet the needs.
- ✓ Adjustment persuades us to change our way of life according to demands of the situation.
- ✓ It gives us strength and ability to bring desirable changes in the conditions of our environment.

#### **1.2.5: ADAPTATION AND ADJUSTMENT**

Hussian, S., (1985) differentiates between adaptation and adjustment in the following ways.

The concept of adjustment was biological and originally it was termed adaptation. The type of adjustment with which Biologists were concerned was nothing but Physical adaptation. The term adaptation has been replaced by “adjustment” which now stands for psychological survival in which psychologists are more interested i.e., the subject of their interest is individual’s adjustment to social or interpersonal pressure and not only adaptation to physical world (Lazarus, 1961). The process of adjustment is more complex than biological adaptation.

Adjustment behaviour has also been differentiated from adaptive behaviour. Adaptive behaviour is concerned with the immediate reduction in tension, whereas, adjustive behaviour is the result of long-term satisfaction achieved.

Kaplan, (1965) remarks “The adjusted person is capable of delaying immediate relief of anxiety in favour of behaviour pattern which build towards more constructive and lasting rewards.

#### **1.2.6: LEVEL OF ADJUSTMENT**

The tensions or pressures generated by the needs drive an individual towards the direction of tension-reduction. The tension reduction process, is however, not smooth and easy. There may be several intermediary interactions during the process of tension reduction. There are certain limitations, controls and boundaries self-forth by nature and society which cause anxiety and frustration

Generally speaking the more effectively an individual relates himself to the total situation of which he is a part, the better adjusted he is in that situation. The causes of achieving different levels of adjustment may trace either in the person himself or in his environment or in both. Adjustment is considered to involve a continuous variable. So, the evaluation of individuals in terms of this variable cannot be limited to tow extremes. Standards of adjustive behaviour may vary with time, place, culture, circumstances and the characteristics of the individual. There is no single life style which is best for all people; there are many life styles of varying forms (Kaplan, 1965). An individual may be called adjusted at one time

but he may be called adjusted at one time but he may be maladjusted at another time in the same social complex. He may be adjusted to one aspect of life and not to another, for example, he may be emotionally adjusted but socially maladjusted.

Adjustment is relative in character and it should be judged in terms of how well an individual changes to cope with the demands that he encounters. This capacity varies with the developmental levels of human personality.

### **1.2.7: ASPECTS OF BALANCED ADJUSTMENT**

The main areas or aspects of balanced adjustment are following:

#### **❖ Home Adjustment**

Home is the source of greatest satisfaction and security to its members. The relationship among the family members and their ways of behaviour play leading role in the adjustment of a child. All problematic and delinquent behaviour is the result of that adjustment and maladjustment, to a great extent is the product of fault bearing and uncongenial atmosphere at home.

#### **❖ Health Adjustment**

One is said to be adjusted with regard to one's health and physical development. If a child's physical development abilities are in conformity with those of his age mates and he does not feel any difficulty in his progress due to some defects or in capabilities in his physical organs he enjoys full opportunity of being adjusted.

### ❖ **Social Adjustment**

How far one is adjusted can be ascertained by one's social development and adaptability to the social environment. Social adjustment requires the development of social qualities and virtues in an individual. It also requires that one should be social enough to live in harmony with one's social beings and feel responsibility and obligation towards one's fellow beings, society and country.

### ❖ **Emotional Adjustment**

Emotions play a leading role in one's adjustment to self and his environment. An individual is said to be emotionally adjusted if he is able to express his emotions in a proper way at proper time. It requires one's balanced emotional development and proper training in the out let of emotions.

### ❖ **School or Occupational Adjustment**

Whereas in the adjustment of adults, their occupation plays a great role, the school environment casts its influence over the adjustment of the children and the adolescent. How far a child is satisfied with his school building, its discipline, time table, co-curricular activities, methods of teaching, class, social-mates, teachers and head of the institution, is completely in the pattern of this total adjustment. Similarly, the occupational world of adults dominates their mode of adjustment. Degree of the satisfaction with the choice of occupation, working conditions, relationship with colleagues and boss, financial satisfaction and chances for promotion decide one's adjustment to occupation and contributes significantly towards one's overall adjustment.

### **1.3.0: CONCEPT OF MALADJUSTMENT**

Conflict is a tug of war situation in which the individual is torn between two desires and courses of actions. It involves an unhealthy stirred up emotional state which may do considerable damage, if it persists. It is, therefore, very essential for a person's well being that conflicts be resolved and overcome within a reasonable time by adopting a course of action which is fully accepted by the person. Some conflicts are intense and last long. The individual is involved in emotional turmoil, confusion, indecision and often drifts into undesirable behaviour. Maladjustment refers to disharmony between the person and his environment (Gates and other 1958).

Some people have definite ideals and codes of conduct, they are clear about them and in course of time take a decision by rising equal to the occasion and acting in a manner which is socially acceptable and which effectively reduces the emotional tensions. Still others resort to very undesirable modes of behaviour and instead of solving problems they makes them all the more complicated. Emotional tension is also increased because their behaviour is not socially approved. Such ineffective and socially disapproved adjustments are called maladjustment. Thus, maladjustment refers to the conditions of an individual who is unable to adapt or to adjust himself adequately to his social, physical and occupational environment. The psychological discomfort is usually taken as the sign of inadequate adjustment.

There is no mysterious difference between effective and ineffective adjustment. Rather we deal with a continuum of adjustive-maladjustment

behaviour, with most people clustering around a central point or average. Thus, the majority of persons achieve an average level of adjustment. While at one extreme lead unusually effective and fulfilling lines and a few at the other extreme are severely maladjusted.

Thus, the difference is one of degree and not of kind. The well adjusted person has definite ideals and codes of behaviour, he is a well integrated person and there is consistency in his behaviour, as he has clear cut goals. If he fails he either accepts his failure and makes another attempt or realizes his inability to reach it, he is socially and emotionally mature and stable. He establishes a harmonious, stable and satisfying relationship with the environment. He has control on impulses, thoughts, habits, emotions and behaviour in terms of self-imposed principles or of demands made by the society. His mental life is free from depressions, intense fears, acute anxiety, sense of guilt, insecurity, etc., to a great extent. In short, his behaviour is not disturbing to himself and to the people around him.

The maladjusted is he who, if caught in the whirlpool of a tense conflict between strong motives and equally strong obstacles, his frustrations and tension increase in intensity, his nerves may be shattered, he may be unable to mobilize his resources and he may either fail to decide upon any course of action or accept some ineffective and socially undesirable course. In short his behaviour is disturbing to himself and to the people around him.

### **1.3.1: MEANING OF MALADJUSTMENT**

Maladjustment refers to the degree of disharmony between the person and his environment. It indicates the failure of the individual to adjust to a situation. Maladjustment always results from the frustration and conflicts caused by the non-satisfaction of needs. When we are unable to provide situations in the school which can enable the child to satisfy his needs, maladjustment takes place.

### **1.3.2: DEFINITION OF MALADJUSTMENT**

- The condition of being unable to adapt properly to your environment with resulting emotional instability.
- Faulty or inadequate adjustment.
- Inability to adjust to the demands of interpersonal relationships and the stresses of daily living.

### **1.3.3: CAUSES OF MALADJUSTMENT**

The following are the main factors that are responsible for maladjustment of school children:

- **Physique and appearance:** The physique and appearance play an important role in the social development of the child. Comments by others affect the behaviour of ugly, weak, handicapped children.
- **Poverty:** Parents of the children from low socio-economic strata are not in a position to satisfy the essential needs of their children. Continuous frustration of needs leads to maladjustment.

- **Broken Home:** Children from broken homes are found often more maladjustment and emotionally disturbed than children from stable home; because they do not get the affection, love, sympathy and security.
- **Parental Attitudes:** Both over protection and rejection adversely affect adjustment. The over protected child becomes extremely dependent on others. He becomes egocentric, demanding and self-opinionated. Over protection of the child may lead to lack of responsibility, lack of socialization, aggressiveness and selfishness. The child who is denied due love and care by parents, develop a feeling of unwantedness, rejections and persecution. Then he will engage in socialized delinquencies like gang activities, stealing and truancy.
- **Emotional shock:** Children, who experience emotional shock such as death, accident, riots, flood etc., may manifest maladjustment in their behaviour anxiety in children.
- **Inadequate curriculum:** The present day curriculum is inadequate to meet the varying psycho-social needs of children and this may result in their maladjustment.
- **Lack of Co-curricular Activities:** The recreational facilities in the school provide opportunities for emotional catharsis, sublimation of instincts and formation of socially desirable habits. This reduces the incidence of maladjustment among students. Lack of co-curricular activities has been identified as one of the causes of maladjustment among school children.



- **Defective Examination System:** The present system of examination is bookish, mark-oriented and measures only the memory power of students. This creates stress, strain and constant anxiety in the minds of students which may lead to mental ill-health and consequent maladjustment.

#### **1.3.4: FACTORS RESPONSIBLE FOR MALADJUSTMENT**

Today's world is tense. Exploitation, cut-throat competition, inflated ambitions, ego-centricity, spiralling individualism and disoriented morality. Show the difficulty to adjust well. The following are the main factors that are responsible for maladjustment.

##### **➤ Biological Factors**

The tendency to maladjustment is some extent genetically determined (Eysenck). Children with robust central nervous system are able to handle frustrating situations more effectively than those who have a weak nervous system.

##### **➤ Psychological Factors**

Most important is self-concept. It includes all the perceptions, meanings and attitudes the child has about himself. One's perception of what parents, friends, teachers and others 'think I am' is very important for adjustment. If this perception is of rejection and misunderstanding by others, he develops a feeling of inadequacy.

Adequate self-acceptance is also important. Self-acceptance is one's commitment to a set of values and standards. This leads to proper understanding of one's strengths and weaknesses. Over estimation or under

estimation, setting up of unattainable goals and inadequacies result in mal-adjustment.

➤ **Social Factors**

Lack of co-ordination between a person's motives and motives of other members of the society, and between personal values and social values, leads to mal-adjustment.

Economic strain on the family causes hardening of personality, feeling of insecurity, lack of self-confidence, sense of humiliation and rebellions attitude.

➤ **Family Factors**

A home with inharmonious relationship and defective authority encourages, aggression, rebellion and delinquency. Both overprotection and rejection adversely dependent on parents and others. The child becomes ego-centric and demanding. He will resent authority and want to do things in his own way. He becomes impatient quickly.

The child, who is denied due love and care by parents, develops a feeling of unwantedness, rejection and persecution. Then he will engage in socialized delinquencies like gang activities stealing and truancy.

Sibling rivalry for parental affection often causes jealousy, feeling of insecurity, aggression and repressive behaviour, parental conflicts also create problems for children. Children of aggressive parents become aggressive. High parental expectations of children, rigid and unrealistic

moral standards set for them and inconsistent ways of discipline create maladjustment.

➤ **Teacher**

A teacher who fails to resolve his own conflicts develops maladjustment problem in children. Lack of sympathy, understanding and careful planning of instruction adds to his maladjustment.

**1.3.5: CHARACTERISTICS OF WELL ADJUSTMENT PERSON**

A well adjusted person considers every new situation merely as a challenge and meets it with intelligence, courage and wisdom. The following are the important characteristic of a well adjusted person.

- i. A well adjusted person knows his strength and limitations.
- ii. An adjusted individual possess an adequate level of aspiration. His level of aspiration is neither too low nor too high in comparison to his own strength and abilities.
- iii. His basic needs like organic, emotional and social needs are fully satisfied.
- iv. He does not possess critical or fault finding attitude. He has a respect for himself and for others.
- v. His behaviour is flexible, that is, he can easily adapt himself to the changed circumstances.
- vi. He is capable of struggling with odd circumstances. He has as an inherent drive to master his environment rather than possibly accept it.

- vii. He has got a realistic perception of world.
- viii. A well adjusted person has his own philosophy of life which is woven round the demands of his society.

#### **1.4.0: SCOPE OF THE STUDY**

This study may also help immensely of the educationists particularly from the teachers to know the behaviour of the students. It helps to change the behaviour of students according to the dynamic relater of teaching. It can help to overcome the unwanted behaviour in the classroom. It can be directs the class teachers to manage the classroom environment.

This type of character building will be desirable learning outcome from the learner as they are very much motivated. It creates real learning environment.

Thus the result of the present study would be boon to the students as character building would explore the possibilities of making good life and society.

#### **1.5.0: OBJECTIVES OF THE STUDY**

- ❖ To make a comparison between the level of adjustment in boys and girls studying in XI standard.
- ❖ To make a comparison between the level of adjustment in Rural and Sub-Urban School students studying in XI standard.
- ❖ To make a comparison between the level of adjustment Government and Aided School students studying in XI standard.

- ❖ To make a comparison between the level of adjustment in Government and Matriculation Schools students studying in XI standard.
- ❖ To make a comparison between the level of adjustment in Aided and Matriculation School students studying in XI standard.

#### **1.6.0 HYPOTHESES OF THE STUDY**

1. There exists no significant difference between the level of adjustment of boys and girls studying in XI standard.
2. There exists no significant difference between the level of adjustment of Rural and Sub-Urban school students studying in XI standard.
3. There exists no significant difference between the level of adjustment of Government and Aided school students studying in XI standard.
4. There exists no significant difference between the level of adjustment of Government and Matriculation school students studying in XI standard.
5. There exists no significant difference between the level of adjustment of Aided and Matriculation school students studying in XI standard.
6. There exists no significant difference between the level of home adjustment of boys and girls studying in Government Higher Secondary School.
7. There exists no significant difference between the level of health adjustment of boys and girls studying in Government Higher Secondary Schools.

8. There exists no significant difference between the level of social adjustment of boys and girls studying in Government Higher Secondary School.

9. There exists no significant difference between the level of emotional adjustment of boys and girls studying in Government Higher Secondary School.

10. There exists no significant difference between the level of educational adjustment of boys and girls studying in Government Higher Secondary School.

11. There exists no significant difference between the level of overall adjustment of boys and girls studying in Government Higher Secondary School.

12. There exists no significant difference between the level of home adjustment of boys and girls studying in Aided Higher Secondary School.

13. There exists no significant difference between the level of health adjustment of boys and girls studying in Aided Higher Secondary School.

14. There exists no significant difference between the level of social adjustment of boys and girls studying in Aided Higher Secondary School.

15. There exists no significant difference between the level of emotional adjustment of boys and girls studying in Aided Higher Secondary School.

16. There exists no significant difference between the level of educational adjustment of boys and girls studying in Aided Higher Secondary School.

17. There exists no significant difference between the level of overall adjustment of boys and girls studying in Aided Higher Secondary Schools.

18. There exists no significant difference between the level of home adjustment of boys and girls studying in Matriculation Higher Secondary School.

19. There exists no significant difference between the level of health adjustment of boys and girls studying in Matriculation Higher Secondary School.

20. There exists no significant difference between the level of social adjustment of boys and girls studying in Matriculation Higher Secondary School.

21. There exists no significant difference between the level of emotional adjustment of boys and girls studying in Matriculation Higher Secondary School.

22. There exists no significant difference between the level of educational adjustment of boys and girls studying in Matriculation Higher Secondary Schools.

23. There exists no significant difference between the level of overall adjustment of boys and girls studying in Matriculation Higher Secondary Schools.

24. There exists no significant difference between the level of home adjustment of boys studying in Government and Aided Higher Secondary School.

25. There exists no significant difference between the level of health adjustment of boys studying in Government and Aided Higher Secondary School.

26. There exists no significant difference between the level of social adjustment of boys studying in Government and Aided Higher Secondary School.

27. There exists no significant difference between the level of emotional adjustment of boys studying in Government and Aided Higher Secondary School.

28. There exists no significant difference between the level of educational adjustment of boys studying in Government and Aided Higher Secondary School.

29. There exists no significant difference between the level of overall adjustment of boys studying in Government and Aided Higher Secondary School.

30. There exists no significant difference between the level of home adjustment of boys studying in Government and Matriculation Higher Secondary School.

31. There exists no significant difference between the level of health adjustment of boys studying in Government and Matriculation Higher Secondary School.

32. There exists no significant difference between the level of social adjustment of boys studying in Government and Matriculation Higher Secondary School.

33. There exists no significant difference between the level of emotional adjustment of boys studying in Government and Matriculation Higher Secondary School.



34. There exists no significant difference between the level of educational adjustment of boys studying in Government and Matriculation Higher Secondary School.

35. There exists no significant difference between the level of overall adjustment of boys studying in Government and Matriculation Higher Secondary School.

36. There exists no significant difference between the level of home adjustment of boys studying in Aided and Matriculation Higher Secondary School.

37. There exists no significant difference between the level of health adjustment of boys studying in Aided and Matriculation Higher Secondary School.

38. There exists no significant difference between the level of social adjustment of boys studying in Aided and Matriculation Higher Secondary School.

39. There exists no significant difference between the level of emotional adjustment of boys studying in Aided and Matriculation Higher Secondary School.

40. There exists no significant difference between the level of educational adjustment of boys studying in Aided and Matriculation Higher Secondary School.

41. There exists no significant difference between the level of overall adjustment of boys studying in Aided and Matriculation Higher Secondary School.

42. There exists no significant difference between the level of home adjustment of Girls studying in Government and Aided Higher Secondary School.

43. There exists no significant difference between the level of health adjustment of Girls studying in Government and Aided Higher Secondary School.

44. There exists no significant difference between the level of social adjustment of Girls studying in Government and Aided Higher Secondary School.

45. There exists no significant difference between the level of emotional adjustment of Girls studying in Government and Aided Higher Secondary School.

46. There exists no significant difference between the level of educational adjustment of Girls studying in Government and Aided Higher Secondary School.

47. There exists no significant difference between the level of overall adjustment of Girls studying in Government and Aided Higher Secondary School.

48. There exists no significant difference between the level of home adjustment of Girls studying in Government and Matriculation Higher Secondary School.

49. There exists no significant difference between the level of health adjustment of Girls studying in Government and Matriculation Higher Secondary School.

50. There exists no significant difference between the level of social adjustment of Girls studying in Government and Matriculation Higher Secondary School.

51. There exists no significant difference between the level of emotional adjustment of Girls studying in Government and Matriculation Higher Secondary School.

52. There exists no significant difference between the level of educational adjustment of Girls studying in Government and Matriculation Higher Secondary School.

53. There exists no significant difference between the level of overall adjustment of Girls studying in Government and Matriculation Higher Secondary School.

54. There exists no significant difference between the level of home adjustment of Girls studying in Aided and Matriculation Higher Secondary School.

55. There exists no significant difference between the level of health adjustment of Girls studying in Aided and Matriculation Higher Secondary School.

56. There exists no significant difference between the level of social adjustment of Girls studying in Aided and Matriculation Higher Secondary School.

57. There exists no significant difference between the level of emotional adjustment of Girls studying in Aided and Matriculation Higher Secondary School.

58. There exists no significant difference between the level of educational adjustment of Girls studying in Aided and Matriculation Higher Secondary School.

59. There exists no significant difference between the level of overall adjustment of Girls studying in Aided and Matriculation Higher Secondary School.

### **1.7.0: DELIMITATION OF THE STUDY**

As the researcher has taken the sample from Coimbatore educational district in Tamilnadu, in order to give due representation in all areas the investigator has selected the samples such as rural and sub sub-urban.

The present investigation is confined to 4 higher secondary schools of Coimbatore district.

Since a large number of students are studying in XI standard, the investigator has selected only 200 students.

The study is limited to Government schools, Aided schools, and Matriculation schools only.

The present investigation is related to collection of facts and information about the students.

Despite the above mentioned limitations great care has been taken in selecting the sample constructing the tool, collection of data, making proper analysis of data, etc.,

### **1.8.0: ORGANIZATION OF THE THESIS**

The present dissertation is organized under 5 Chapters as follows.

- The first chapter deals about, Introduction, Concept and Meaning of Adjustment, Objectives, Hypotheses, Scope of the study, Delimitation of the study and Arrangement of chapter.
- The second chapter gives an account of some previous research. Studies conducted in India and Abroad, which are related to the present investigation. These studies are abstracted.
- The third chapter describes about Research method adopted for the study, Construction of tools, Sample, Administration of the tool, Data collection procedure, Scoring procedure and Application of Statistical techniques.
- The fourth chapter deals about the analysis of data. Results and their Interpretations.
- The fifth chapter presents summary of Findings, Discussion and Recommendations for further research study.

## CHAPTER - II

### REVIEW OF RELATED LITERATURE

#### **2.0.0: INTRODUCTION**

Review of related literature includes facts, concepts, theories and previous research findings and it is a part of research process. The researcher should undertake the survey of literature related to the problem because it is an eye opener for research work. Academic journals, conference proceedings, government reports, books published or unpublished thesis should be studied, depending on the nature of the study. It is a source for research work for collecting data, selecting appropriate statistical tools and analyzing and interpreting results. It should be remembered that one source, will lead to another. Thus the study of relate literature is very useful research work.

According Geroge, J. Mouly, “An essential aspect of a research project in the review of related literature”. Such a review represents the third step of the scientific method outlined by Dewey and other educational philosophers.

Best (1978) defines review of literature as a “Brief summary of previous research and the writings of recognized experts provides evidence that the researcher is familiar with what is already known and with what is still unknown and untested. Since effective research must be based upon past knowledge, this step helps to eliminate the duplication of what has

been done and provides useful hypothesis and helpful suggestions for significant investigation”.

The purpose of this chapter is to record briefly the findings of research studies carried out on various topics that are related to the problem under study.

An essential aspect of a research project is the review of that related literature. In the word of Good, “The key to the vast store house of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results. In order to be truly creative and original one must read extensively and critically as stimulus thinking”.

Review of related literature is an essential step in education research. In reflective thinking, the second step is survey of already available data that should also considered as a necessary step which would enable the research to base his rational argument for the justification of the study.

#### **2.1.0: PURPOSE OF THE REVIEW OF THE RELATED LITERATURE**

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

- (a) Complete survey of related literature given to the researcher's necessary insight into the problem. It enables him to put forth vigorously the reasonable for the study.
- (b) It becomes an important part of the introducing chapter of the thesis.
- (c) It helps to orient the readers with types of research that has been conducted in the field previously.
- (d) It widens the horizon of the researcher.
- (e) It suggests appropriate methods to tackle the problem under study.
- (f) It helps avoiding unnecessary duplication of research of spotlighting the solutions of the problem that the research desires to undertake.
- (g) It provides basis for formulating valuable hypothesis.
- (h) It helps to locate data that can be used in comparative interpretation of results.

### **2.2.0: STUDIES RELATED TO ADJUSTMENT**

Several studies investigated the adjustment problems of students in secondary education. A study was conducted by Dosaji, (2005) on the adjustment problems of students and teachers. The sample consisted of 193 students. The sentence completion test was used to study the adjustment problems of the students. The objective of the study was to find out the relationship between the various family members and the subjects, friends and the subjects. The results showed that the main tension areas found were: mother, father, sister other family members, fear and annoyance.



Findings of this study imply positive relationship between the various family members and the subjects, friends and the subjects.

A study pertaining to adjustment and creativity among adolescents through high school year was examined by Asha, C.B., (2004). The sample consisted of 510 boys and 590 girls. The student ranged from 14 to 16. Important objective of the study was to know the relationship between creativity and adjustment. Test of creative thinking ability and adjustment was used. Results showed that creativity facilitates good adjustment.

Asok, Rangari, (2003) made a study on adjustment of college students in Marathwada. The sample consisted of 102 male and 102 female students. He used adjustment inventory in his study. His study tried to verify the assumption that girls and better adjusted than boys. The study yielded that girls adjusted better than boys. However male and female students did not differ significantly in social adjustment and health adjustment.

Chatterji, et.al. (2002) made a study to find out the effect of adjustment and field independent on academic achievement. The sample consisted of 100 Bengali male school students of Calcutta with mean age of 15.2 years. Bells Adjustment Inventory, Kundu's Junior Extroversion profile and with kins Extroversion.

Boman & Yates (2001) studied the optimism, hostility and adjustment in students of the first high school. The study found young to be vulnerable to adjustment problems when revels of dispositional

optimism were not sufficiently strong to counteract high expectations about the possibility of specific negative events occurring.

In the study conducted by Bhattacharya, (2000) School adjustment process among South Asian children who had immigrated to the United States with their parents and who had below-average grades were examined. Data was collected from 75 parents and 75 children in separate semi-structured interview. Content analysis revealed that adjustment pattern of children significantly affected the academic achievement in schools parental encouragement to succeed, in conjunction with teachers' efforts can be used to facilitate children's school adjustment.

Barua & Baru (1999) found that the adolescents of working mothers were more adjusted in emotional, social and educational areas. Whereas, Kakkar (1999) found that parental acceptance-rejection was significantly related to the number of problem based by adolescents. Whereas, In related study Sharma and Gakhar (1999) examined adjustment among girls from different types of schools (N=625) It was found that the students of Sanatan Dharma, Khalsa/singh Sabha DAV/Arya Samaj and convent schools. Scored highest on home, health, social and school adjustment respectively. The students of DAV/Arya Samaj Schools had the highest the overall adjustment, followed by those of Sanatan Dharma and Khalsa/singh Sabha schools. These finding indicate the role of school climate in determining the pattern of adjustment among students.

Researchers have tried to correlate a host of psychological variables with adjustment for instance; intelligence has been shown to be moderately

related to adjustment in social and emotional areas (Roychaudhury & Basu, 1998). Whereas, Verma & Rammurthi (1998) the life conditions also influence the degree of adjustment. Thus, prolonged deprivation was negatively related to adjustment in health and college domains in males.

Bhardwaj (1997) noted that extraversion and neuroticism were related to adjustment among adolescents. Whereas, According to Pandya (1996) found that there was no gender difference in the group of mothers employed and working out side home in the group of children of non working mothers, girls appeared to be more adjusted than boys.

Prasad & Kumar (1995) studied the tenth grade public school students (aged 15-17 years) and found that social intelligence was positively related to adjustment in both boys and girls.

Kukreti (1994) tried to see the differences in adjustment of students across three types of school. The preadolescent boys studying in Saraswathi Vidyamandir (SVM) and Govt. junior High school (GJHS) showed better social adjustment than convent school (CS). The CS boys emotionally better than GJHS. The boys of SVM and CS had greater educational adjustment than the boys of GJHS. Girls studying in SVM were better in all areas adjustment.

Raj & Pandya (1994) Rejection from parents' side holds a negative relationship with intellectually ability. Whereas, Trehan (1994) found that among adolescent girls of 9-12 Grades humor had significant positive effect on adjustment. Whereas, Ved Prakash (1994) found that at +2 level students from rich school environment were better adjusted and also quality

of school environment was positively related to school adjustment. Such children also displayed stronger social values and low level of economic values.

Jain (1993) Reported that adolescent problems were more frequent in the students coming from low SES background followed by middle SES students. Whereas, Khokhar & Thakus (1993) observed that the feeling of acceptance and rejection were different 'in loving' 'permissive' and 'hostile restrictive' relationship groups. Whereas, Sharma & Mehta (1993) noted that discordance between chosen subjects of study at Hr. Secondary resulted in poor achievement and adjustment particularly in the area of emotional and educational adjustment.

Verma (1993) reported that students from low SES and urban slum areas experienced greater degree of frustration. Types of school were differentially related to the level of adjustment of students.

Nisha (1991) studied adolescent alienation in relation to personality values, adjustment pattern, self-esteem, laws of control and academic achievement of 400 students and found female students of 13 to 14 years of age scored significantly higher in total alienation, academic achievement and adjustment than male students.

Hussain, S. & Jahan, K. (1986) in their empirical study on approval seeking behaviour and adjustment found that higher the approval seeking behaviour the better the adjustment, except health adjustment, where r-value was not significant. The approval seekers display better mode of adjustment in order to satisfy their approval seeking motive. Higher

approval seekers do not want that others should disapprove their behaviour in term of adjustment. Whereas, Tirpathi, S.L., (1986) is of the opinion that better adjusted students had comparatively good socio-economic background. He found intelligence, adjustment and SES to be mutually dependent.

Annama, A.K., (1985) found that higher income, higher educational and occupational status of parents are favourable to students adjustment. Family size has no relevance to adjustment. To a greater or less degree, many students are sensitive about health in general.

Sue, et.al., (1985) examined the academic performance, study habits and socio-emotional adjustment of 177 Chinese and Chinese-American University students. There was evidence that the recent immigrants were less socio-emotionally adjusted than were other subjects.

In a study by Gunthey, R.K., Sinha, P., (1983) 16-17 year old socio-economically disadvantaged males (*Gr.1*) and 30 age and education matched socio-economically advantaged males (*Gr.2*) were administered a SES scale, an anxiety scale, an adjustment inventory and an affiliation measure. Group 1 subjects showed tends of anxiety and need for affiliation and lower level of adjustment (Emotionally, Socially and Academically) than Group 2 subjects.

In a study conducted by Doss, S.H., (1980) the sample consisted of college male and female students in Mysore city. It is reported that there is a relationship between birth order and maladjustment in the areas of home health, social and emotional adjustment. Whereas, Mukherjee, O.P. &

Upadhyaya, S.N., (1980) found the rho between anxiety and adjustment scores of normal to be 63, whereas it was 33 in case of hospitalized patients. Whereas, Shukla, T.R. & Mishra, J.P., (1980) obtained significantly higher mean scores by loss SES group. On all the four measured areas of adjustment. Whereas,

Verma, O.P. & Upadhyaya, S.N., (1979) found that conflict anxiety and frustration significantly affected adjustment. The subjects with higher degree of conflict, anxiety and frustration showed significantly poorer adjustment.

The study of Sankar, B.R. & Rao, N. (1978) indicated a positive relationship between social acceptance and social personal adjustment in addition to sex differences in certain areas of adjustment.

Daquiz, Renato, M., (1977) found their fear survey schedule ratings among 56 female and 44 undergraduate to be sensitive to sex differences and social desirability factors. Females rated themselves more afraid than males. Low social desirability subjects scores themselves as more fearful than high social desirability subjects.

Sharma, G.R., (1976) found that the following factors are significant for health adjustment social interest, high socio-economic status, namely, theoretical economical, aesthetic, political, religious do not seem to affect good adjustment and maladjustment of non professional college students. Whereas, Venkata, Rami Raddy (1976) reported that level of adjustment of children was related to the occupation of their fathers. Whereas, Chauhan & Tiwari (1973) found anxiety to be correlated to adjustment.

In a study by Pathak, R.D., (1972) differences in adjustment (home, school, social, emotional and health) were found to be related to the socio-metric status of pre-adolescents, i.e., the peer choices in friendship, popularity, rejection and isolation in socio-metric terms were significant factors in adjustment. Popular and isolated boys were significantly different from each other in adjustment but not popular and isolated girls.

Pereira, J. & Thirtha, N.V., (1972) found that social class membership was salient in adjustment. Whereas, Matto, B., (1972) revealed that (i) adolescents at the lower intelligence level are worst adjusted and need the greatest attention, (ii) the adolescents of the higher intelligence group, born in poor homes, have a significant poorer home adjustment than their equals born in middle and upper class home and their emotional and social adjustment register a significant drop in coming down from higher to the middle socio-economic status.

Khan, S.A., & Sinha, J.P., (1971) report the most of the studies concluded that anxiety was symptom of inadequate adjustment and possibly a cause. In school and college students great deal of anxiety is related to academic performance which in turn is largely a function of intelligence as measured by the usual tests. Social anxiety defined in terms of fear of negative evaluation and social avoidance was positively correlated with dependence proneness.

The researches on the approval-motive and the social learning theory cast the problem of maladjustment in an interesting way. In a sense, individuals having higher need for approval appear to hold proper attitude,

reflect common language-usage in their associations, set goals of acceptability, intermediate risks do not show hostility and seem in general, to reflect the virtues defining the adjusted individuals on closure analysis on the whole, it can be well realized that approval motive has some association with adjustment of an individual.

McCarthy, B.W., & Rafferty, J.F., (1971) studied several groups of college students and showed low to moderate linear relationship between approval motive, self concept and level of adjustment. They did not find the self-concept measures to be highly saturated with social desirability responding and they are somewhat reluctant to accept need for approval as a major component in adjustment.

Murrell, A.S., (1971) found that members of average families had better adjustment scores than higher or lower socio-economic groups.

In a 'Survey of Research in Psychology' (1971-76), Part – I, CSSR, New Delhi, it is summarized that "*there a large number of studies on anxiety and its precipitating factors*". Anxiety has been studied both as consequence and cause. Conditions and practices within the home and the child's early environment and experiences have been studied in relation to anxiety.

In a 'Survey of Research in Psychology' (1971-76), Part – I, CSSR, pp.180-181, it is stated on social adjustment to home, school and occupation and identify the antecedent factors for good adjustment. In a study of preschooler's significant differences between adjusted and maladjusted children were seen in parental child-rearing characteristics like accepting/rejecting, relaxed/over anxious and authoritarian/democratic,



living in a nuclear family contributed to better adjustment than living in an extended family contributed to better adjustment than living in an extended family. Maternal education was an important factor influencing adjustment but the child's age, sex and social class were not significant variables (Periera & Tritha, 1972). In most other studies, social class membership was a salient variable in adjustment.

Membership of the lower socio-economic stratum, together with under achievement and failure in school were factors influencing the adjustment of adolescents. One cause of failure in school was low intelligence but there were some bright students who low intelligence but there were some bright students who also failed. The major reason for their failure was poverty. Ill-health and lack of interest were also mentioned as causes.

In general, the social status of parents does seem to predict adjustment of their children. Children of parents in high prestige occupation were better adjusted (Sangar, 1971). This type of advantage has been supported by others studies as well children of parents holdings occupations of high prestige were low an anxiety (Sharma, 1971).

Children whose fathers engaged in manual work or had blue collar jobs were less adjusted than children whose parents were in business or in profession like teacher of medicine or engineering. The study (Reddy, 1971) showed a decline in adjustment problems with maturity. The rural/urban residence did not seem to significantly affect adjustment.

Differences in adjustment (*home, social, school, emotional and health*) were found to be related to the socio-metric status of preadolescents.

Pande & Sinha (1968) also studied adjustment and dependence proneness that adjustment maladjustment reflects more of emotional compatibility than anything else. These two studies have direct bearing with the study in question.

Nanda (1957) had studied the psychological needs of adolescent girls and their bearing on individual adjustment. He found that a great deal of insecurity among the girls prevailed as a result of worry and anxiety about future and success both in the academic and social life of the school. He observed that parent's affection and recognition influenced girls very much. He reported that a number of girls had difficulties in adjustment due to inferiority feeling and failure in school.

### **2.3.0 SUMMARY**

Adjustment is a harmonious relationship of an individual to his environment which efforts him comfortable life devoid of strain, stress, conflict, frustration. Emotion is like a battery charged by nature in the organism that provides him with greater primeval forces of great power to adjust with environment. Stress and emotions play an important role in the life of an adult. If the stress of a person moves in negative direction they do not become interested to learn rather they fail to adjust themselves too properly in the society.

Home is the source of greatest satisfaction and security to its members. Parents should not be over-anxious about the child's scholastic adjustment. Most of the parents expected more from their child.

From the above studies the investigator understood the influence of psychological stress on adjustment of individual; further the research got the insight to study the effect of psychological stress on personal life adjustment of XI standard students.

## CHAPTER - III

### METHODOLOGY

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#### **3.0.0: INTRODUCTION**

The present chapter starts with a detailed description of the procedure adopted by the investigator to study the adjustment behaviour of XI standard students in different types of institutions and locality. A discussion on the variables, tools used in the study, size of the sample, selection of the sampling technique, method of data collection and statistical techniques are explained in the chapter.

#### **3.1.0: RESEARCH DESIGN**

Many method and designs are there to do the research better. It is the prime duty of the researcher to select an appropriate design suitable to the nature of the study. Being his study was to find out "A study on adjustment behaviour of XI standard students" it is suitable to adapt for the survey method or historical types.

#### **3.2.0: VARIABLES OF THE STUDY**

The investigator attempted to study the adjustment behaviour of XI standard students. As many factors are involved in determine the adjustment behaviour, the investigator did thorough analysis on those factors and identifies sex, locality and management of the schools as main independent variables and the adjustment behaviour of the students was considered as the dependent variables.

### **3.3.0: SAMPLE OF THE STUDY**

The investigator used stratified random sampling for the selections of sample 200 students were selected as sample of the present study. Out of these 200 students 100 of them are male students, 100 of them are female students. The samples were selected from rural and sub-urban areas and they were studying in government, aided and matriculation management schools and academic level of groups are equal. Most of the students have shown interest in the present study and expressed their whole hearted help for conducting the study.

### **3.4.0: SAMPLING TECHNIQUES**

W.G. Cochran (1972) has said, “The purpose of sampling theory is to make sampling more efficient. It attempts to develop method of sample selection and of estimation that provided the lowest possible cost estimates that are precise enough for our purpose”.

Bloomers and Lindquist (1963) have stated that in general according to two types:

- i. Those in which sample elements are automatically selected by some schemes under which a particular sample of a given size from a specific population has some known probability of being selected and
- ii. Those in which sample elements are arbitrarily selected by the sample because in his judgment, the elements thus chosen will most effectively represent the population”.

The various classification of sampling methods are:

1. Simple Random Sampling
2. Systematic Random Sampling
3. Stratified Random Sampling
4. Purposive Random Sampling
5. Cluster Random Sampling

#### **3.4.1: SAMPLING TECHNIQUE SELECTED FOR THIS STUDY**

From the sampling techniques cited above, stratified random sampling is a refined method of simple random sampling. It is in effect a weighted combination of random sub-sample, joined to give an overall sample value. Since a random sample value may have an undue proportion of one type of unit in it, it is advisable to use stratified random of being selected, sometimes important units are left out by chance. But under stratified sampling no significant group can remain unrepresented. Replacement of unit inaccessible (if a person refuses to co-operate with the survey he can be easily substituted by another unit from the sample stratum). Hence the investigator used the stratified random sampling technique to select the sample for the final investigation.

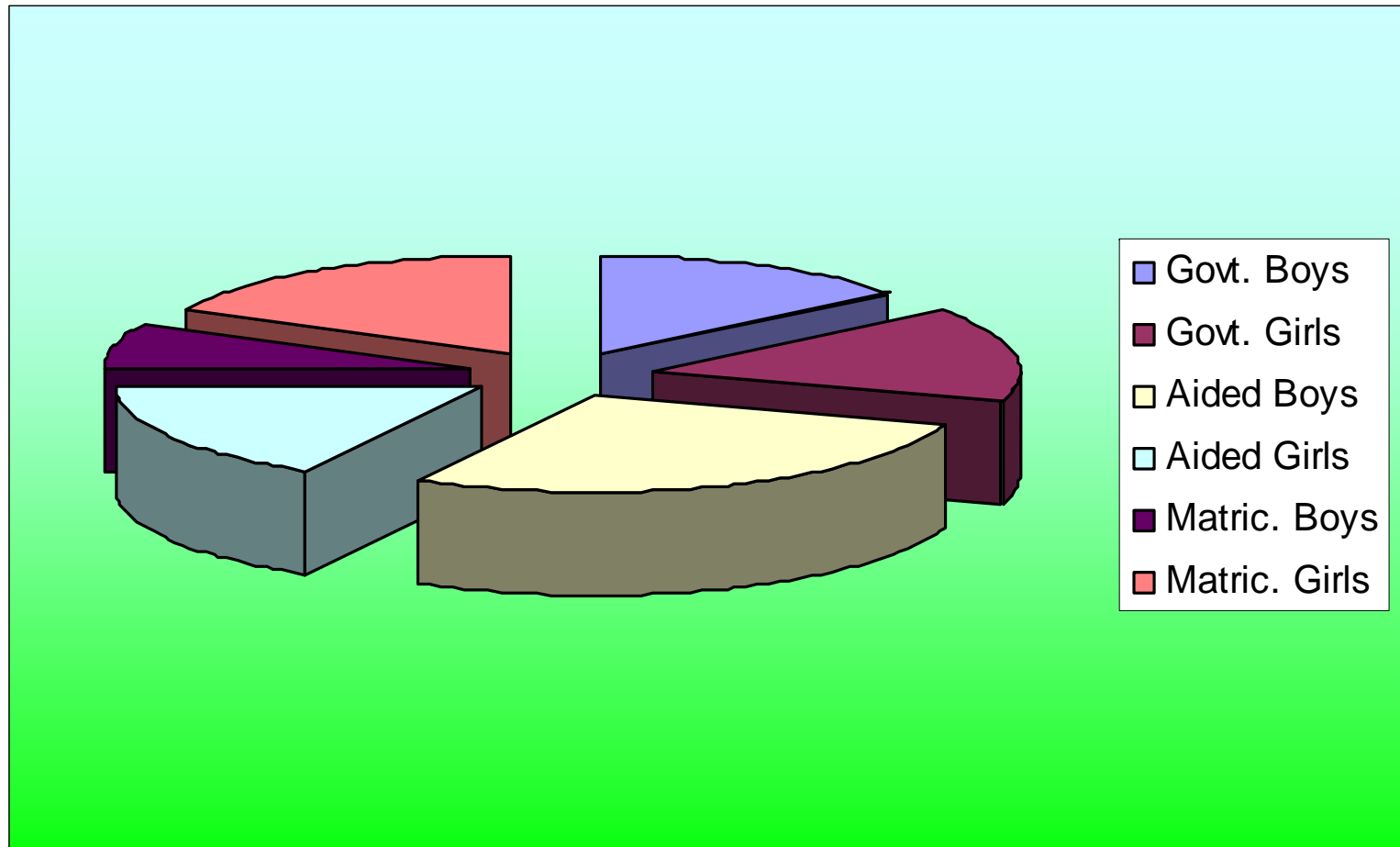
The distribution of the sample is presented in Table 3.1

**Table – 3.1**

Sl.NO	NAME	TYPE	LOCALITY	COMPOSITION	BOYS	GIRLS	TOTAL
1	Govt.Hr.Sec.School Karaimadai	Govt.	Rural	Co-education	29	31	60
2	S.R.N.Hr.Sec.School PeriaNaicken Palayam	Aided	Sub-Urban	Co-education	16	34	50
3	Swami Sivananda Hr. Sec. School. S.R.K.Vidyalaya.	Aided	Sub-Urban	Boys	40	-	40
4	Thambu Hr. Sec. School. Press Colony.	Matric	Rural	Co-education	15	35	50
TOTAL					100	100	200

Diagram showing the distribution of the sample in the present study

**GRAPH: 3.1**





### **3.5.0: TOOL USED FOR THE STUDY**

For this study, a questionnaire was used by the investigator to collect necessary data.

#### **Questionnaire**

Barn, David & Johnston define Questionnaire as systematic compilation of questions that are submitted to a sampling of population from which information is desired”.

### **3.6.0: SELECTION OF THE TOOL**

Sukia and Mehrota (1960) have rightly pointed out that factual material or data unknown or untapped so far, which is essential for every study can be obtained by many sources. It necessary to adopt or evolve a systematic procedure to collect essential data, adequate in quality and quantity. The instrument use to gather new facts is known as tool”.

Selection of tool is an important aspect of a successful research study. There are various tools available to collect the necessary data for research study. The researcher can select an existing research tool if it is suitable for his present study. The investigator developed an adjustment inventory establish reliability and validity.

### **3.7.0: CONSTRUCTION OF THE TOOL**

With the rationale for the selection of tool described in the preceding selection, the investigator presents the stages of the construction of tools, and its reliability and validity measures.

Necessary caution should be kept in mind while constructing, the adjustment inventory. The investigator prepared 112 questions covering the adjustment behaviour. These 112 questions were presented 5 juries who are in the field of educational psychology. Based on their comments and suggestions the items were edited and reconstructed. After eliminating some items and modification of some items, 75 questions were finalized for the tool.

### **3.7.1: Pre-Try out**

Pre-Try out of tool is a vital factor in any research. It helps the investigator to clearly understand the strengths and weakness of the tool before finalizing them. It helps to refine the items in the test. The investigator made pre-try out of the tool constructed for this study. The adjustment test consisted 5 different areas of adjustment. The adjustment inventory was administrated to 40 members to find out the appropriateness, specificity, simplicity and the presence of ambiguity of each item. On the basis of suggestions some difficult words were changed and some questions were eliminated. 48 questions were finalized for the pilot study.

### 3.7.2: Pilot study

Pilot study places the vital role in selection of the tool items. It helps the investigator to select the most relevant and suitable items for the final study.

After the pre-try out the second draft of the item was prepared. It consists 48 Yes or No type questions covering the adjustment behaviour of XI standard students. The selection of the items for the pilot study is given below.

**Table – 3.2**

Selection of the items for pilot study

<b>SL. NO.</b>	<b>AREAS OF ADJUSTMENT</b>	<b>NO. OF ITEMS</b>
<b>1.</b>	<b>Home Adjustment</b>	<b>11</b>
<b>2.</b>	<b>Health Adjustment</b>	<b>10</b>
<b>3.</b>	<b>Social Adjustment</b>	<b>7</b>
<b>4.</b>	<b>Emotional Adjustment</b>	<b>12</b>
<b>5.</b>	<b>Educational Adjustment</b>	<b>8</b>
<b>TOTAL</b>		<b>48</b>

### 3.7.3: ADMINISTRATION OF THE PILOT STUDY

The tool was administered to 40 students studying in Aided School at sub-urban area. Compressing of both boys and girls in end around Coimbatore educational district. Clear instruction was given to the students to answer the questions.

### **3.8.0: ADJUSTMENT INVENTORY SCALE**

Adjustment scale consists of two alternative Yes or No. The adjustment inventory scale consisting of 48 items (Home - 11; Health - 10; Social - 7; Emotional - 12; Educational – 8). It was developed by the investigator. An analysis of adjustment reveals that the person has an object, but hurdles appear in its behaviour. Due to obstructions the responses of the person gets scattered into reactions, with the help of these different reactions the man reaches a solution or remedy in the end.

### **3.9.0: SCORING PROCEDURE**

It is a two-point scale based on the each item. Since all questions are Yes or No type in nature. It was decided to given one mark for each correct answers and zero mark for each wrong answers.

### **3. 10: RELIABILITY OF THE TOOL**

Henry, E. Garret (1959), “A test score is called reliable when we have reasons for the believing the scores to be stable trust worthy”. This refers to the extend of which results of the test verifiable after a lapse of time or regardless of the particular items. An ideal measuring instrument would yield the same result every time it is used and the same result regardless of the particular form of test involved. Such an instrument would be perfectly reliable. The reliability of the test may be obtained by using any one of the given method. They are.

**(a) Test-Retest method**

Measures provided by the same test on different occasions are compared in the test-retest method. In this method, the same test is administered to same group on different occasions. Then, the pair of scores is correlated. The co-efficient of correlation between the scores of the individual obtained on the two administration of the test will give an indication of the reliability. This is also referred to as the coefficient of stability.

**(b) Split-Half method**

In the split half method, the measures provided by the different parts of the same test are compared. Here the test is administered only once. After administering the test to a group of individuals and obtaining the scores, the items are divided into two equal values. The convenient procedures are to split the test into odd numbered items. Some item, the test is split into first half to the items and second half to of the items. Co-efficient of correlation is obtained for the two parts. The Spearman Brown property formula is employed to find out the reliability of the entire test from the reliability of half of the test.

**(c) Method of Equivalent Forms (or) Parallel form method**

The scores obtained by the same individuals on the two parallel form of the test are compared. This is also called alternate or parallel forms technique. The reliability co-efficient obtained from the two forms of the test is referred as co-efficient of equivalence. The method of equivalent

forms gives the best estimate of the reliability of the test practice effects will not influence the reliability estimation.

The investigator adopted the split-half method to find out the reliability of the test. All the odd numbered items and the even numbered items were separated and calculated the correlation co-efficient of each group by using Spearman Brown formula.

$$r_s = \frac{2r}{1+r}$$

The reliability of the test was calculated. The value 0.89 showed high reliability between the items.

### **3. 11: VALIDITY OF THE TOOL**

*Henry, Garrt, E.,* defines validity as the fidelity with which measures what is purpose to measure. He mentions three methods of establishing validity.

The following are the methods of determine the validity of the tool.

#### **(a) Face Validity**

Face validity implies that a test measures superficially. What the test maker desires to measure and not what actually measures. This type of validity has very little significance.

#### **(b) Content Validity**

Content validity represents the objectives of the content. The validity of content should be rated carefully by a number of specialists; statistical analysis should be performed to determine content validity.

### **(c) Concurrent Validity**

Concurrent validity involves correlation a new test of the individuals with other established tests. Scores on a group-mental test may be correlated with those on an individual mental test.

The investigator adopted the concurrent validity to find out the validity of the too.

### **3. 12: DATA GATHERING PROCEDURE**

Having presented the tool of the study, it is appropriate at this stage to explain the data collecting procedure. The Adjustment Inventory Scale (A.I.S) was made as a questionnaire.

The investigator reasonably approached the sample subjects [the XI standard students] after getting permission from the concerned head and explained briefly about the importance of the investigation and their role in the investigation. Then the tools were handled over the subjects and explained the response procedure. After the response, the response sheet was taken back from the sample subjects. Later the entire questionnaire was arranged properly and the incomplete questionnaire was reamed and completed questionnaires were tabulated.

Thus, the investigator collected data from 4 schools of which two are Aided schools, one is Government schools and one is Matriculation school, 200 samples were selected from these schools.

### **3. 13: STATISTICAL ANALYSIS OF DATA**

The data collected from the sample were analyzed by using appropriate statistical technique. The investigator used descriptive analysis, differential analysis and correlation analysis to study the data. The scores obtained by each respondent on each item were calculated. The minimum and maximum score obtained by respondent have been identified.



## CHAPTER - IV

### **ANALYSIS AND INTERPRETATION OF DATA**

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#### **4.0.0: INTRODUCTION**

“A Study on the Adjustment behaviour of XI Standard Students” is the subject of thesis. This chapter deals with the analysis of the collected data for the present study.

#### **4.1.0: THE SAMPLE**

The sample taken for the present study includes 200 students studying in XI standard. Among those 200 students 100 of them are male and 100 of them are female.

#### **4.2.0: TOOL USED FOR THE INVESTIGATION**

For this investigation, questionnaire was used as a tool. The results of the investigation are given here in the following head lings.

#### **4.3.0: RESULTS OBTAINED FROM QUESTIONNAIRE**

After the collection of data for the study through questionnaire, the sample is analyzed from different view points. Then the various responses obtained from the questionnaire are presented and interpreted. The study is analyzed according to the responses of the student for each statement.

#### 4.4.0: STATISTICAL REPRESENTATION OF RESULT

##### Hypothesis No: 1

There exists no significant difference between the level of adjustment of boys and girls studying in XI standard.

In order to find out the difference if any between the adjustment level between the boys and girls of XI standard, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.1

**Table – 4.1** Showing the level of adjustment of boys and girls studying in XI standard.

Sample	N	Mean	S.D	't' value	Level of Significance
Boys	100	33.46	5.421	0.4754	Not Significant
Girls	100	33.08	5.876		

##### Interpretation

From the above Table it is found that the 't' value is 0.4754. Since the calculated 't' value 0.4754 is less than the Table value of 1.96 for d.f.=198, it is concluded that there exists no significant differences between the boys and girls studying in XI standard.

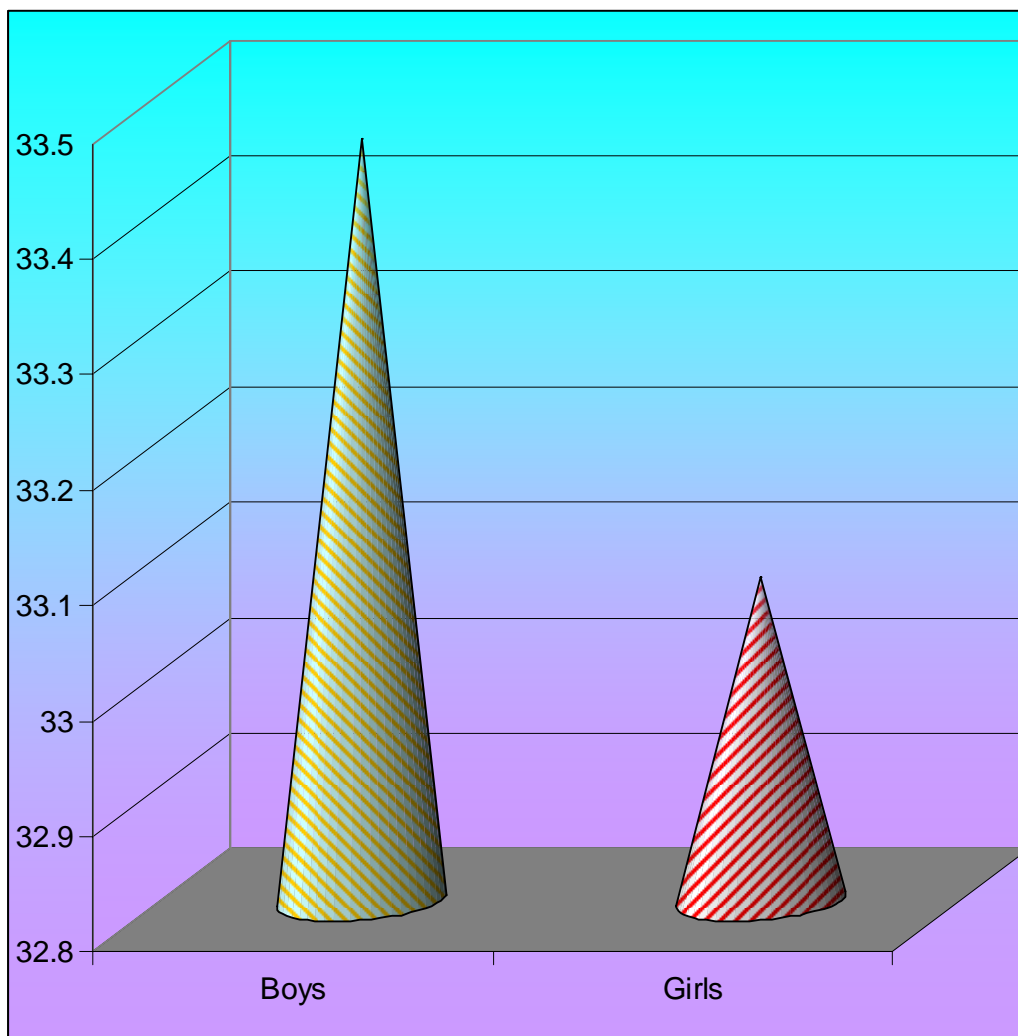
##### Conclusion

This shows that there exists no significant difference between the level of adjustment of boys and girls studying in XI standard. Hence the formulated null hypothesis is retained.

## 4.5.0 GRAPHICAL REPRESENTATION OF RESULTS

**GRAPH -4.1**

**Diagram showing the mean value of level of adjustment between the  
Boys and Girls studying in XI standard**



## Hypothesis No: 2

There exists no significant difference between the level of adjustment of rural and sub-urban school students studying in XI standard.

In order to find out the difference if any between the adjustment level between the rural and sub-urban school students of XI standard, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.2

Table – 4.2 Showing the level of adjustment of rural and sub-urban school students studying in XI standard.

Sample	N	Mean	S.D	't' value	Level of Significance
Rural	110	33.08	5.735	0.5239	Not Significant
Sub-Urban	90	33.5	5.562		

## Interpretation

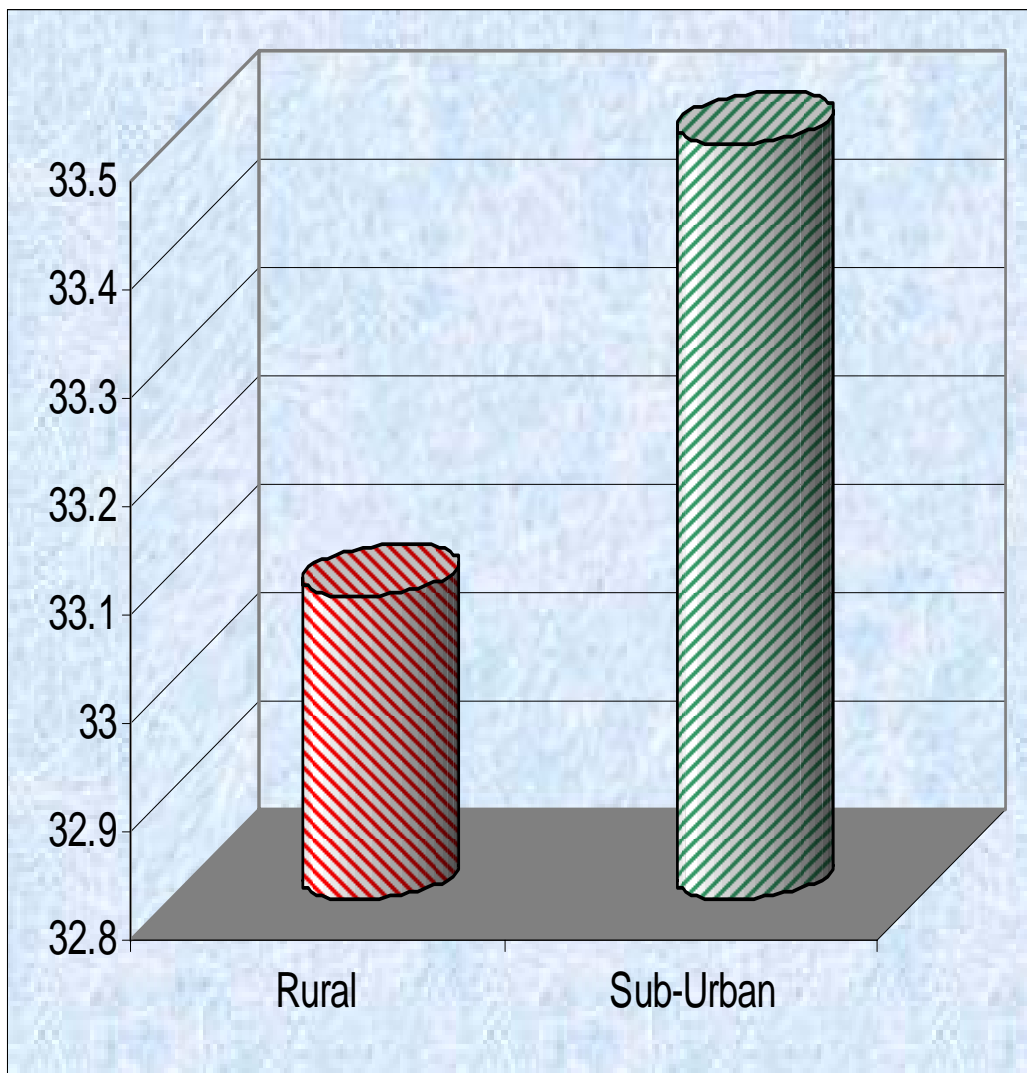
From the above Table it is found that the 't' value is 0.5239. Since the calculated 't' value 0.5239 is less than the Table value of 1.96 for d.f.=198, it is concluded that there exists no significant difference between the level of adjustment of rural and sub-urban school students studying in XI standard.

## Conclusion

This shows that there exists no significant difference between the level of adjustment of rural and sub-urban schools students studying in XI standard. Hence the formulated null hypothesis is retained.

**GRAPH 4.2**

**Diagram showing the mean value of level of adjustment between the Rural and Sub-Urban school students studying in XI standard**



### Hypothesis No: 3

There exists no significant difference between the level of adjustment of Government and Aided school students studying in XI standard.

In order to find out the difference if any between the adjustment level between the Government and Aided school students of XI standard, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.3

**Table – 4.3 Showing** the level of adjustment of Government and Aided school students studying in XI standard.

Sample	N	Mean	S.D	't' value	Level of Significance
Government School	60	33.78	4.627	0.3384	Not Significant
Aided School	90	33.5	5.562		

### Interpretation

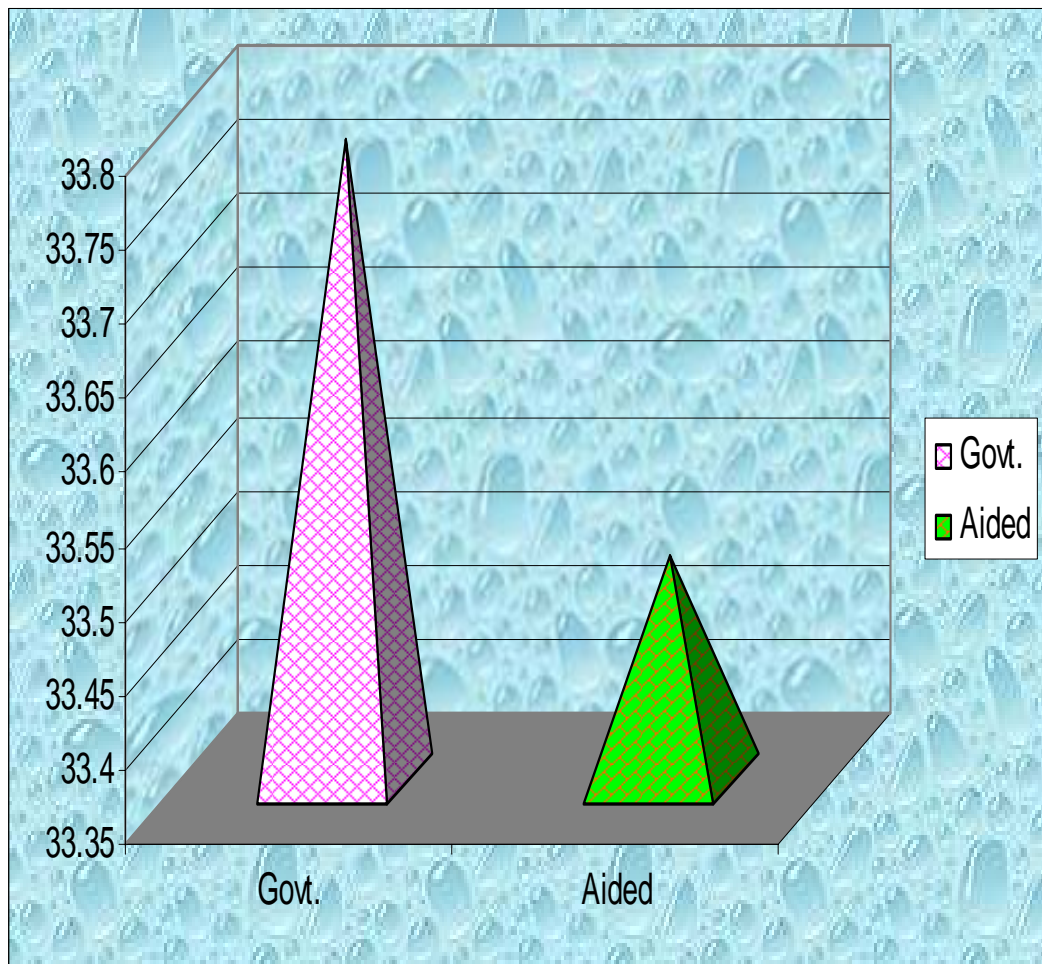
From the above Table it is found that the 't' value is 0.3384. Since the calculated 't' value 0.3384 is less than the Table value of 1.96 for d.f.=148, it is concluded that there exists no significant difference between the level of adjustment of Government and Aided school students studying in XI standard.

### Conclusion

This shows that there exists no significant difference between the level of adjustment of Government and Aided school students studying in XI standard. Hence the formulated null hypothesis is retained.

### GRAPH -4.3

Diagram showing the mean value of level of adjustment between the Government and Aided school students studying in XI standard



#### **Hypothesis No: 4**

There exists no significant difference between the level of adjustment of Government and Matriculation school students studying in XI standard.

In order to find out the difference if any between the adjustment level between the Government and Matriculation school students of XI standard, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.4

**Table – 4.4** Showing the level of adjustment of Government and Matriculation school students studying in XI standard.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Government School	60	33.78	4.627	0.4857	Not Significant
Matriculation School	50	32.24	6.685		

#### **Interpretation**

From the above Table it is found that the 't' value is 0.4857. Since the calculated 't' value 0.4857 is less than the Table value of 1.96 for d.f.=118, it is concluded that there exists no significant difference between the level of adjustment of Government and Matriculation school students studying in XI standard.

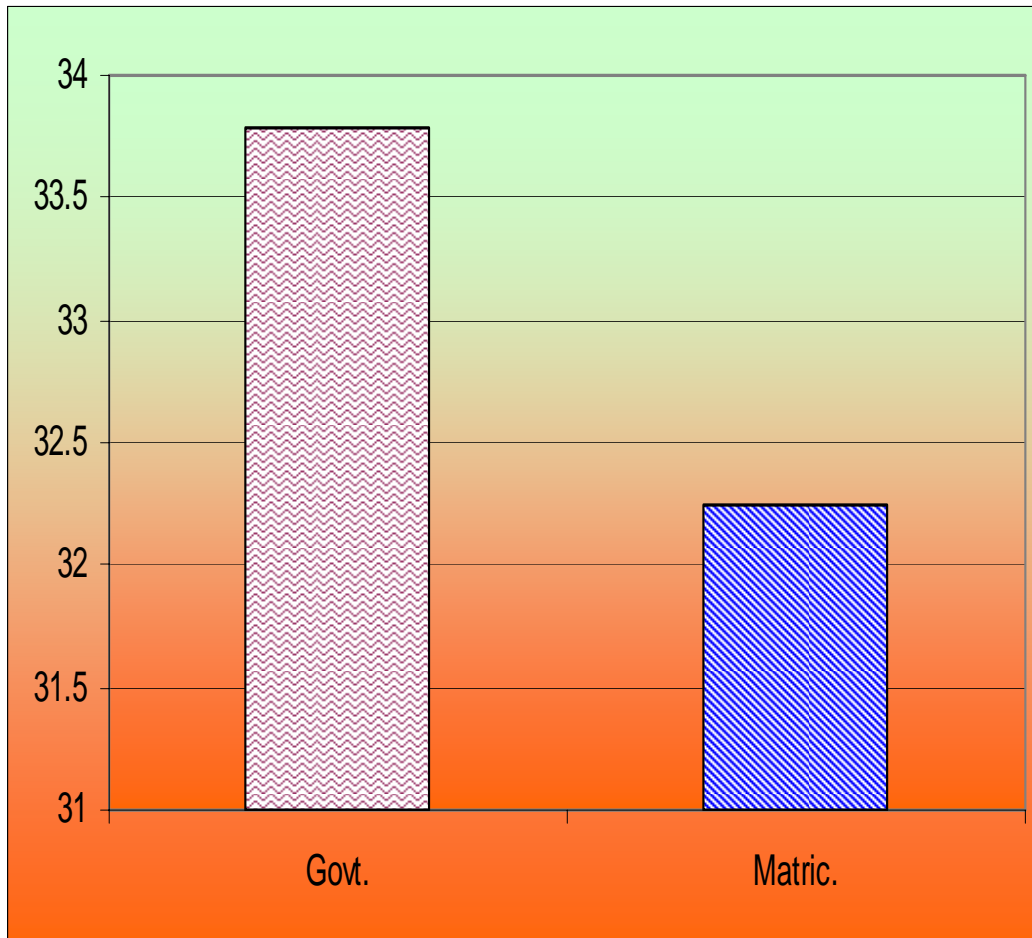
#### **Conclusion**

This shows that there exists no significant difference between the level of adjustment of Government school and Matriculation school students studying in XI standard. Hence the formulated null hypothesis is retained.



### GRAPH- 4.4

Diagram showing the mean value of level of adjustment between the Government and Matriculation school students studying in XI standard



### **Hypothesis No: 5**

There exists no significant difference between the level of adjustment of Aided and Matriculation school students studying in XI standard.

In order to find out the difference if any between the adjustment level between the Aided and Matriculation school students of XI standard, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.5

**Table-4.5** Showing the level of adjustment of Aided and Matriculation school students studying in XI standard.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Aided School	90	33.5	5.562	1.1325	Not Significant
Matriculation School	50	32.24	6.685		

### **Interpretation**

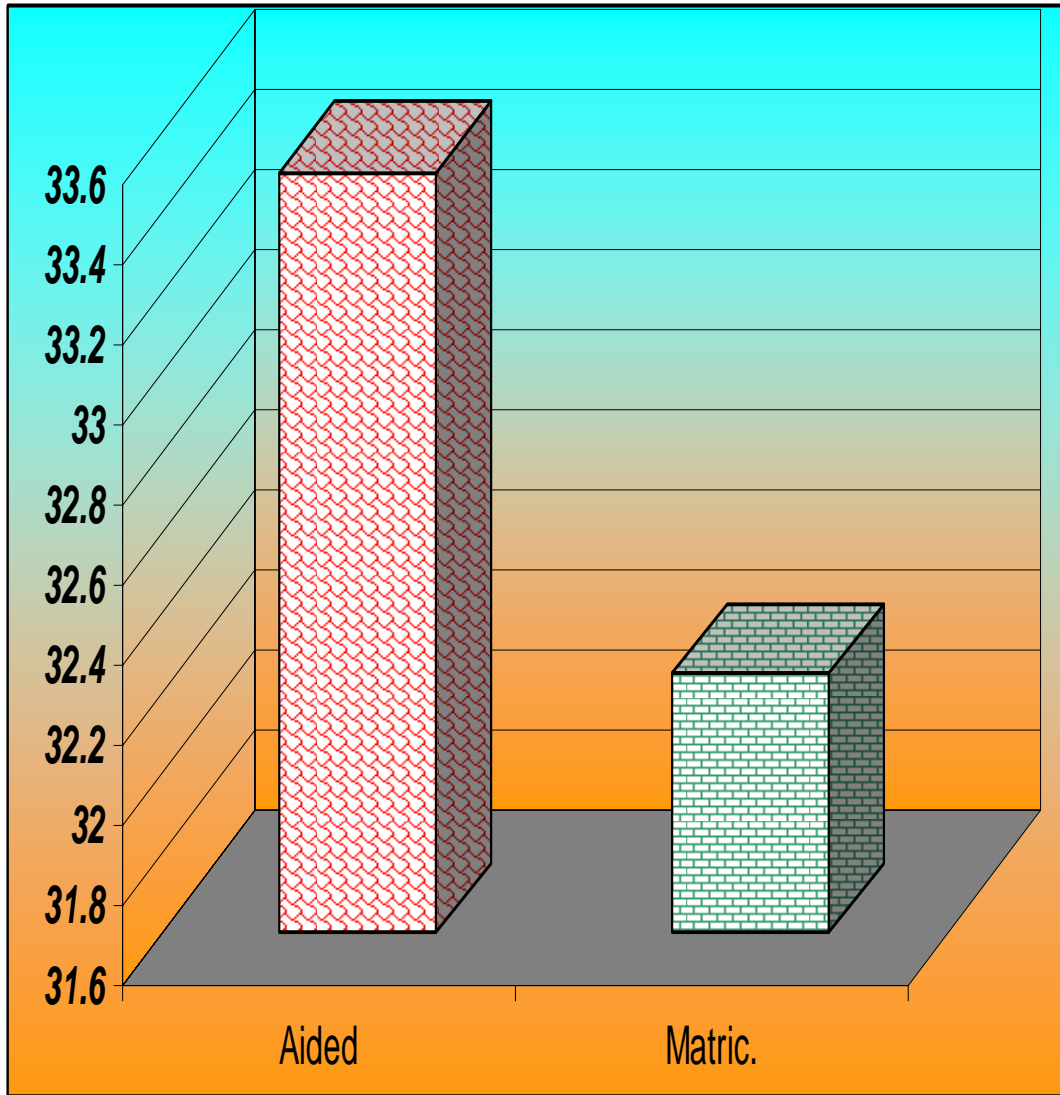
From the above Table it is found that the 't' value is 1.1325. Since the calculated 't' value 1.1325 is less than the Table value of 1.96 for d.f.=138, it is concluded that there exists no significant difference between the level of adjustment of Aided and Matriculation school students studying in XI standard.

### **Conclusion**

This shows that there exists no significant difference between the level of adjustment of Aided and Matriculation school students studying in XI standard. Hence the formulated null hypothesis is retained.

**GRAPH-4.5**

**Diagram showing the mean value of level of adjustment between the Aided and Matriculation school students studying in XI standard**



### **Hypothesis No: 6**

There exists no significant difference between the level of home adjustment of boys and girls studying in Government Higher Secondary School.

In order to find out the difference if any between the home adjustment level between the boys and girls studying in Government Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.6

**Table – 4.6** Showing the level of home adjustment of boys and girls studying in Government Higher Secondary School.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Boys	29	8.10	1.647	0.5413	Not Significant
Govt. School Girls	31	7.87	1.680		

### **Interpretation**

From the above Table it is found that the 't' value is 0.5413. Since the calculated 't' value 1.1325 is less than the Table value of 1.96 for d.f.=58, it is concluded that there exists no significant difference between the level of home adjustment of boys and girls studying in Government Higher Secondary School.

### **Conclusion**

This shows that there exists no significant difference between the level of home adjustment of boys and girls studying in Government Higher Secondary School. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 7**

There exists no significant difference between the level of health adjustment of boys and girls studying in Government Higher Secondary School.

In order to find out the difference if any between the health adjustment level between the boys and girls studying in Government Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.7

**Table – 4.7** Showing the level of health adjustment of boys and girls studying in Government Higher Secondary School.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Boys	29	6.72	1.835	2.8100	0.01 level Significant
Govt. School Girls	31	5.22	2.267		

### **Interpretation**

From the above Table it is found that the 't' value is 2.8100. Since the calculated 't' value 2.8100 is greater than the Table value of 2.58 for d.f.=58, it is concluded that there exists significant difference between the level of health adjustment of boys and girls studying in Government Higher Secondary School.

### **Conclusion**

This shows that there exists significant difference at 0.01 level between the level of health adjustment of boys and girls studying in Government Higher Secondary School. Hence the formulated null hypothesis is rejected.

### **Hypothesis No: 8**

There exists no significant difference between the level of social adjustment of boys and girls studying in Government Higher Secondary School.

In order to find out the difference if any between the social adjustment level between the boys and girls studying in Government Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.8

**Table – 4.8** Showing the level of social adjustment of boys and girls Studying in Government Higher Secondary School.

<b>Sample</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Boys	29	5.65	0.992	0.0807	Not Significant
Govt. School Girls	31	5.67	1.146		

### **Interpretation**

From the above Table it is found that the 't' value is 0.0807. Since the calculated 't' value 0.0807 is less than the Table value of 1.96 for d.f.=58, it is concluded that there exists no significant difference between the level of social adjustment of boys and girls studying in Government Higher Secondary School.

### **Conclusion**

This shows that there exists no significant difference between the level of health adjustment of boys and girls studying in Government Higher Secondary School. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 9**

There exists no significant difference between the level of emotional adjustment of boys and girls studying in Government Higher Secondary School.

In order to find out the difference if any between the emotional adjustment level between the boys and girls studying in Government Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.9

**Table – 4.9** Showing the level of emotional adjustment of boys and girls studying in Government Higher Secondary School.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Boys	29	8.13	2.459	1.0248	Not Significant
Govt. School Girls	31	7.54	1.948		

### **Interpretation**

From the above Table it is found that the 't' value is 1.0248. Since the calculated 't' value 1.0248 is less than the Table value of 1.96 for d.f.=58, it is concluded that there exists no significant difference between the level of emotional adjustment of boys and girls studying in Government Higher Secondary School.

### **Conclusion**

This shows that there exists no significant difference between the level of emotional adjustment of boys and girls studying in Government Higher Secondary School. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 10**

There exists no significant difference between the level of education adjustment of boys and girls studying in Government Higher Secondary School.

In order to find out the difference if any between the educational adjustment level between the boys and girls studying in Government Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.10

**Table – 4.10** Showing the level of educational adjustment of boys and girls studying in Government Higher Secondary School.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Boys	29	6.13	1.357	1.4725	Not Significant
Govt. School Girls	31	6.54	0.665		

### **Interpretation**

From the above Table it is found that the 't' value is 1.4725. Since the calculated 't' value 1.4725 is less than the Table value of 1.96 for d.f.=58, it is found that there exists no significant difference between the level of education adjustment of boys and girls studying in Government Higher Secondary School.

### **Conclusion**

This shows that there exists no significant difference between the level of education adjustment of boys and girls studying in Government Higher Secondary School. Hence the formulated null hypothesis is retained.



### **Hypothesis No: 11**

There exists no significant difference between the level of overall adjustment of boys and girls studying in Government Higher Secondary School.

In order to find out the difference if any between the overall adjustment level between the boys and girls studying in Government Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.11

**Table – 4.11** Showing the level of overall adjustment of boys and girls studying in Government Higher Secondary School.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Boys	29	34.75	2.908	1.6314	Not Significant
Govt. School Girls	31	32.87	5.698		

### **Interpretation**

From the above Table it is found that the 't' value is 1.6314. Since the calculated 't' value 1.6314 is less than the Table value of 1.96 for d.f.=58, it is concluded that there exists no significant difference between the level of overall adjustment of boys and girls studying in Government Higher Secondary School.

### **Conclusion**

This shows that there exists no significant difference between the level of overall adjustment of boys and girls studying in Government Higher Secondary School. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 12**

There exists no significant difference between the level of home adjustment of boys and girls studying in Aided Higher Secondary School.

In order to find out the difference if any between the home adjustment level between the boys and girls studying in Aided Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.12

**Table – 4.12** Showing the level of home adjustment of boys and girls studying in Aided Higher Secondary School.

<b>Sample</b>	<b>Number</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
AidedSchool Boys	56	7.75	1.590	0.3105	Not Significant
AidedSchool Boys	34	7.352	1.550		

### **Interpretation**

From the above Table it is found that the 't' value is 0.3105. Since the calculated 't' value 0.3105 is less than the Table value of 1.96 for d.f.=88, it is concluded that there exists no significant difference between the level of home adjustment of boys and girls studying in Aided Higher Secondary School.

### **Conclusion**

This shows that there exists no significant difference between the level of home adjustment of boys and girls studying in Aided Higher Secondary School. Hence the formulated null hypothesis is retained.

### Hypothesis No: 13

There exists no significant difference between the level of health adjustment of boys and girls studying in Aided Higher Secondary School.

In order to find out the difference if any between the health adjustment level between the boys and girls studying in Aided Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.13

**Table – 4.13** Showing the level of health adjustment of boys and girls studying in Aided Higher Secondary School.

Sample	N	Mean	S.D	't' value	Level of Significance
AidedSchool Boys	56	6.232	1.742	0.0077	Not Significant
AidedSchool Boys	34	6.235	2.314		

### Interpretation

From the above Table it is found that the 't' value is 0.0077. Since the calculated 't' value 0.0077 is less than the Table value of 1.96 for d.f.=88, it is concluded that there exists no significant difference between the level of health adjustment of boys and girls studying in Aided Higher Secondary School.

### Conclusion

This shows that there exists no significant difference between the level of health adjustment of boys and girls studying in Aided Higher Secondary School. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 14**

There exists no significant difference between the level of social adjustment of boys and girls studying in Aided Higher Secondary School.

In order to find out the difference if any between the social adjustment level between the boys and girls studying in Aided Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.14

**Table – 4.14** Showing the level of social adjustment of boys and girls studying in Aided Higher Secondary School.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
AidedSchool Boys	56	5.60	1.277	1.3279	Not Significant
AidedSchool Boys	34	5.94	1.055		

### **Interpretation**

From the above Table it is found that the 't' value is 1.3279. Since the calculated 't' value 1.3279 is less than the Table value of 1.96 for d.f.=88, it is concluded that there exists no significant difference between the level of social adjustment of boys and girls studying in Aided Higher Secondary School.

### **Conclusion**

This shows that there exists no significant difference between the level of social adjustment of boys and girls studying in Aided Higher Secondary School. Hence the formulated null hypothesis is retained.

### Hypothesis No: 15

There exists no significant difference between the level of emotional adjustment of boys and girls studying in Aided Higher Secondary School.

In order to find out the difference if any between the emotional adjustment level between the boys and girls studying in Aided Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.15

**Table – 4.15** Showing the level of emotional adjustment of boys and girls studying in Aided Higher Secondary School.

Sample	N	Mean	S.D	't' value	Level of Significance
AidedSchool Boys	56	7.64	2.065	0.0723	Not Significant
AidedSchool Boys	34	7.67	2.179		

### Interpretation

From the above Table it is found that the 't' value is 0.0723. Since the calculated 't' value 0.0723 is less than the Table value of 1.96 for d.f.=88, it is concluded that there exists no significant difference between the level of emotional adjustment of boys and girls studying in Aided Higher Secondary School.

### Conclusion

This shows that there exists no significant difference between the level of emotional adjustment of boys and girls studying in Aided Higher Secondary School. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 16**

There exists no significant difference between the level of educational adjustment of boys and girls studying in Aided Higher Secondary School.

In order to find out the difference if any between the educational adjustment level between the boys and girls studying in Aided Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.16

**Table – 4.16** Showing the level of educational adjustment of boys and girls studying in Aided Higher Secondary School.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
AidedSchool Boys	56	5.55	2.441	1.7376	Not Significant
AidedSchool Boys	34	6.29	1.600		

### **Interpretation**

From the above Table it is found that the 't' value is 1.7376. Since the calculated 't' value 1.7376 is less than the Table value of 1.96 for d.f.=88, it is concluded that there exists no significant difference between the level of educational adjustment of boys and girls studying in Aided Higher Secondary School.

### **Conclusion**

This shows that there exists no significant difference between the level of education adjustment of boys and girls studying in Aided Higher Secondary School. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 17**

There exists no significant difference between the level of overall adjustment of boys and girls studying in Aided Higher Secondary School.

In order to find out the difference if any between the overall adjustment level between the boys and girls studying in Aided Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.17

**Table – 4.17** Showing the level of overall adjustment of boys and girls studying in Aided Higher Secondary School.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
AidedSchool Boys	56	33.5	5.250	0.00	Not Significant
AidedSchool Boys	34	33.5	6.040		

### **Interpretation**

From the above Table it is found that the 't' value is 0.00. Since the calculated 't' value 0.00 is less than the Table value of 1.96 for d.f.=88, it is concluded that there exists no significant difference between the level of overall adjustment of boys and girls studying in Aided Higher Secondary School.

### **Conclusion**

This shows that there exists no significant difference between the level of overall adjustment of boys and girls studying in Aided Higher Secondary School. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 18**

There exists no significant difference between the level of home adjustment of boys and girls studying in Matriculation Higher Secondary School.

In order to find out the difference if any between the home adjustment level between the boys and girls studying in Matriculation Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.18

**Table – 4.18** Showing the level of home adjustment of boys and girls studying in Matriculation Higher Secondary School.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Matric.School Boys	15	7.06	1.878	1.2960	Not Significant
Matric.School Girls	35	7.77	1.455		

### **Interpretation**

From the above Table it is found that the 't' value is 1.2960. Since the calculated 't' value 1.2960 is less than the Table value of 1.96 for d.f.=48, it is concluded that there exists no significant difference between the level of home adjustment of boys and girls studying in Matriculation Higher Secondary School.

### **Conclusion**

This shows that there exists no significant difference between the level of home adjustment of boys and girls studying in Matriculation Higher Secondary School. Hence the formulated null hypothesis is retained.



### **Hypothesis No: 19**

There exists no significant difference between the level of health adjustment of boys and girls studying in Matriculation Higher Secondary School.

In order to find out the difference if any between the health adjustment level between the boys and girls studying in Matriculation Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.19

**Table – 4.19** Showing the level of health adjustment of boys and girls studying in Matriculation Higher Secondary School.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Matric.School Boys	15	5.86	2.418	0.4221	Not Significant
Matric.School Girls	35	6.17	2.144		

### **Interpretation**

From the above Table it is found that the 't' value is 0.4221. Since the calculated 't' value 0.4221 is less than the Table value of 1.96 for d.f.=48, it is concluded that there exists no significant difference between the level of health adjustment of boys and girls studying in Matriculation Higher Secondary School.

### **Conclusion**

This shows that there exists no significant difference between the level of health adjustment of boys and girls studying in Matriculation Higher Secondary School. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 20**

There exists no significant difference between the level of social adjustment of boys and girls studying in Matriculation Higher Secondary School.

In order to find out the difference if any between the social adjustment level between the boys and girls studying in Matriculation Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.20

**Table – 4.20** Showing the level of social adjustment of boys and girls studying in Matriculation Higher Secondary School.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Matric.School Boys	15	5.0	1.316	2.2081	0.05 level Significant
Matric.School Girls	35	5.82	0.941		

### **Interpretation**

From the above Table it is found that the 't' value is 2.2081. Since the calculated 't' value 2.2081 is greater than the Table value of 1.96 for d.f.=48, it is concluded that there exists significant difference between the level of social adjustment of boys and girls studying in Matriculation Higher Secondary School.

### **Conclusion**

This shows that there exists significant difference at 0.05 level between the level of social adjustment of boys and girls studying in Matriculation Higher Secondary School. Hence the formulated null hypothesis is rejected.

### **Hypothesis No: 21**

There exists no significant difference between the level of emotional adjustment of boys and girls studying in Matriculation Higher Secondary School.

In order to find out the difference if any between the emotional adjustment level between the boys and girls studying in Matriculation Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.21

**Table – 4.21** Showing the level of emotional adjustment of boys and girls studying in Matriculation Higher Secondary School.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Matric.School Boys	15	7.13	2.499	0.4054	Not Significant
Matric.School Girls	35	7.22	2.152		

### **Interpretation**

From the above Table it is found that the 't' value is 0.4054. Since the calculated 't' value 0.4054 is less than the Table value of 1.96 for d.f.=48, it is concluded that exists no significant difference between the level of emotional adjustment of boys and girls studying in Matriculation Higher Secondary School.

### **Conclusion**

This shows that there exists no significant difference between the level of emotional adjustment of boys and girls studying in Matriculation Higher Secondary School. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 22**

There exists no significant difference between the level of educational adjustment of boys and girls studying in Matriculation Higher Secondary School.

In order to find out the difference if any between the educational adjustment level between the boys and girls studying in Matriculation Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.22

**Table – 4.22** Showing the level of educational adjustment of boys and girls studying in Matriculation Higher Secondary School.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Matric.School Boys	15	5.733	1.526	0.2606	Not Significant
Matric.School Girls	35	5.85	1.570		

### **Interpretation**

From the above Table it is found that the 't' value is 0.2606. Since the calculated 't' value 0.2606 is less than the Table value of 1.96 for d.f.=48, it is concluded that there exists no significant difference between the level of educational adjustment of boys and girls studying in Matriculation Higher Secondary School.

### **Conclusion**

This shows that there exists no significant difference between the level of educational adjustment of boys and girls studying in Matriculation Higher Secondary School. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 23**

There exists no significant difference between the level of overall adjustment of boys and girls studying in Matriculation Higher Secondary School.

In order to find out the difference if any between the overall adjustment level between the boys and girls studying in Matriculation Higher Secondary School, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.23

**Table – 4.18** Showing the level of overall adjustment of boys and girls studying in Matriculation Higher Secondary School.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Matric.School Boys	15	30.8	8.142	0.8855	Not Significant
Matric.School Girls	35	32.85	5.846		

### **Interpretation**

From the above Table it is found that the 't' value is 0.8855. Since the calculated 't' value 0.8855 is less than the Table value of 1.96 for d.f.=48, it is concluded that there exists no significant difference between the level of overall adjustment of boys and girls studying in Matriculation Higher Secondary School.

### **Conclusion**

This shows that there exists no significant difference between the level of overall adjustment of boys and girls studying in Matriculation Higher Secondary School. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 24**

There exists no significant difference between the level of home adjustment of boys studying in Government and Aided Higher Secondary Schools.

In order to find out the difference if any between the home adjustment level between the boys studying in Government and Aided Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.24

**Table – 4.24** Showing the level of home adjustment of boys studying in Government and Aided Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Boys	29	8.10	1.643	0.9494	Not significant
Aided.School Boys	56	7.75	1.590		

### **Interpretation**

From the above Table it is found that the 't' value is 0.9494. Since the calculated 't' value 0.9494 is less than the Table value of 1.96 for d.f.=83, it is concluded that exists no significant difference between the level of home adjustment of boys studying in Government and Aided Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of home adjustment boys studying in Government and Aided Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 25**

There exists no significant difference between the level of health adjustment of boys studying in Government and Aided Higher Secondary Schools.

In order to find out the difference if any between the health adjustment level between the boys studying in Government and Aided Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.25

**Table – 4.25** Showing the level of health adjustment of boys studying in Government and Aided Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Boys	29	6.72	1.855	1.1838	Not significant
Aided.School Boys	56	6.23	1.742		

### **Interpretation**

From the above Table it is found that the 't' value is 1.1838. Since the calculated 't' value 1.1838 is less than the Table value of 1.96 for d.f.=83, it is concluded that there exists no significant difference between the level of health adjustment of boys studying in Government and Aided Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of health adjustment boys studying in Government and Aided Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 26**

There exists no significant difference between the level of social adjustment of boys studying in Government and Aided Higher Secondary Schools.

In order to find out the difference if any between the social adjustment level between the boys studying in Government and Aided Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.26

**Table – 4.26** Showing the level of social adjustment of boys studying in Government and Aided Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Boys	29	5.65	0.992	0.1913	Not significant
Aided.School Boys	56	5.60	1.277		

### **Interpretation**

From the above Table it is found that the 't' value is 0.1913. Since the calculated 't' value 0.1913 is less than the Table value of 1.96 for d.f.=83, it is concluded that there exists no significant difference between the level of social adjustment of boys studying in Government and Aided Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of social adjustment boys studying in Government and Aided Higher Secondary Schools. Hence the formulated null hypothesis is retained.



### **Hypothesis No: 27**

There exists no significant difference between the level of emotional adjustment of boys studying in Government and Aided Higher Secondary Schools.

In order to find out the difference if any between the emotional adjustment level between the boys studying in Government and Aided Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.27

**Table – 4.27** Showing the level of emotional adjustment of boys studying in Government and Aided Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Boys	29	8.13	2.459	0.9280	Not significant
Aided.School Boys	56	7.64	2.065		

### **Interpretation**

From the above Table it is found that the 't' value is 0.9280. Since the calculated 't' value 0.9280 is less than the Table value of 1.96 for d.f.=83, it is concluded that there exists no significant difference between the level of emotional adjustment of boys studying in Government and Aided Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of emotional adjustment boys studying in Government and Aided Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 28**

There exists no significant difference between the level of educational adjustment of boys studying in Government and Aided Higher Secondary Schools.

In order to find out the difference if any between the educational adjustment level between the boys studying in Government and Aided Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.28

**Table – 4.28** Showing the level of educational adjustment of boys Studying in Government and Aided Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Boys	29	6.13	1.357	1.4181	Not significant
Aided.School Boys	56	5.55	2.441		

### **Interpretation**

From the above Table it is found that the 't' value is 1.4181. Since the calculated 't' value 1.4181 is less than the Table value of 1.96 for d.f.=83, it is concluded that there exists no significant difference between the level of educational adjustment of boys studying in Government and Aided Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of educational adjustment boys studying in Government and Aided Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 29**

There exists no significant difference between the level of overall adjustment of boys studying in Government and Aided Higher Secondary Schools.

In order to find out the difference if any between the overall adjustment level between the boys studying in Government and Aided Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.29

**Table – 4.29** Showing the level of overall adjustment of boys studying in Government and Aided Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Boys	29	34.75	2.908	1.4215	Not significant
Aided.School Boys	56	33.5	5.250		

### **Interpretation**

From the above Table it is found that the 't' value is 1.4215. Since the calculated 't' value 1.4215 is less than the Table value of 1.96 for d.f.=83, it is concluded that there exists no significant difference between the level of overall adjustment of boys studying in Government and Aided Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of overall adjustment boys studying in Government and Aided Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 30**

There exists no significant difference between the level of home adjustment of boys studying in Government and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the home adjustment level between the boys studying in Government and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.30

**Table – 4.30** Showing the level of home adjustment of boys studying in Government and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Boys	29	8.10	1.647	1.8084	Not significant
Matric.School Boys	15	7.06	1.878		

### **Interpretation**

From the above Table it is found that the 't' value is 1.8084. Since the calculated 't' value 1.8084 is less than the Table value of 1.96 for d.f.=42, it is concluded that there exists no significant difference between the level of home adjustment of boys studying in Government and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of home adjustment boys studying in Government and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 31**

There exists no significant difference between the level of health adjustment of boys studying in Government and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the health adjustment level between the boys studying in Government and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.31

**Table – 4.31** Showing the level of health adjustment of boys studying in Government and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Boys	29	6.72	1.855	1.2026	Not significant
Matric.School Boys	15	5.86	2.418		

### **Interpretation**

From the above Table it is found that the 't' value is 1.2026. Since the calculated 't' value 1.2026 is less than the Table value of 1.96 for d.f.=42, it is concluded that there exists no significant difference between the level of health adjustment of boys studying in Government and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of health adjustment boys studying in Government and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 32**

There exists no significant difference between the level of social adjustment of boys studying in Government and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the social adjustment level between the boys studying in Government and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.32

**Table – 4.32** Showing the level of social adjustment of boys studying in Government and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Boys	29	5.65	0.992	1.6949	Not significant
Matric.School Boys	15	5.0	1.316		

### **Interpretation**

From the above Table it is found that the 't' value is 1.6949. Since the calculated 't' value 1.6949 is less than the Table value of 1.96 for d.f.=42, it is concluded that there exists no significant difference between the level of social adjustment of boys studying in Government and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of social adjustment boys studying in Government and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### Hypothesis No: 33

There exists no significant difference between the level of emotional adjustment of boys studying in Government and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the emotional adjustment level between the boys studying in Government and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.33

**Table – 4.33** Showing the level of emotional adjustment of boys Studying in Government and Matriculation Higher Secondary Schools.

Sample	N	Mean	S.D	't' value	Level of Significance
Govt. School Boys	29	8.13	2.459	1.2706	Not significant
Matric.School Boys	15	7.13	2.499		

### Interpretation

From the above Table it is found that the 't' value is 1.2706. Since the calculated 't' value 1.2706 is less than the Table value of 1.96 for d.f.=42, it is concluded that there exists no significant difference between the level of emotional adjustment of boys studying in Government and Matriculation Higher Secondary Schools.

### Conclusion:

This shows that there exists no significant difference between the level of emotional adjustment boys studying in Government and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 34**

There exists no significant difference between the level of educational adjustment of boys studying in Government and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the educational adjustment level between the boys studying in Government and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.34

**Table – 4.34** Showing the level of educational adjustment of boys studying in Government and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Boys	29	6.13	1.357	0.8652	Not significant
Matric.School Boys	15	5.73	1.526		

### **Interpretation**

From the above Table it is found that the 't' value is 0.8652. Since the calculated 't' value 0.8652 is less than the Table value of 1.96 for d.f.=42, it is concluded that there exists no significant difference between the level of educational adjustment of boys studying in Government and Matriculation Higher Secondary Schools.

### **Conclusion:**

This shows that there exists no significant difference between the level of educational adjustment boys studying in Government and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.



### **Hypothesis No: 35**

There exists no significant difference between the level of overall adjustment of boys studying in Government and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the overall adjustment level between the boys studying in Government and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.35

**Table – 4.35** Showing the level of overall adjustment of boys studying in Government and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Boys	29	34.75	2.908	1.8238	Not significant
Matric.School Boys	15	30.8	8.142		

### **Interpretation**

From the above Table it is found that the 't' value is 1.8238. Since the calculated 't' value 1.8238 is less than the Table value of 1.96 for d.f.=42, it is concluded that there exists no significant difference between the level of overall adjustment of boys studying in Government and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of overall adjustment boys studying in Government and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### Hypothesis No: 36

There exists no significant difference between the level of home adjustment of boys studying in Aided and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the home adjustment level between the boys studying in Aided and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.36

**Table – 4.36** Showing the level of home adjustment of boys studying in Aided and Matriculation Higher Secondary Schools.

Sample	N	Mean	S.D	't' value	Level of Significance
Aided.School Boys	56	7.75	1.590	1.2906	Not significant
Matric.School Boys	15	7.06	1.878		

### Interpretation

From the above Table it is found that the 't' value is 1.2906. Since the calculated 't' value 1.2906 is less than the Table value of 1.96 for d.f.=69, it is concluded that there exists no significant difference between the level of home adjustment of boys studying in Aided and Matriculation Higher Secondary Schools.

### Conclusion

This shows that there exists no significant difference between the level of home adjustment boys studying in Aided and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 37**

There exists no significant difference between the level of health adjustment of boys studying in Aided and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the health adjustment level between the boys studying in Aided and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.37

**Table – 4.37** Showing the level of health adjustment of boys studying in Aided and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Aided.School Boys	56	6.23	1.742	0.5484	Not significant
Matric.School Boys	15	5.86	2.418		

### **Interpretation**

From the above Table it is found that the 't' value is 0.5484. Since the calculated 't' value 0.5484 is less than the Table value of 1.96 for d.f.=69, it is concluded that there exists no significant difference between the level of health adjustment of boys studying in Aided and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of health adjustment boys studying in Aided and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### Hypothesis No: 38

There exists no significant difference between the level of social adjustment of boys studying in Aided and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the social adjustment level between the boys studying in Aided and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.38

**Table – 4.38** Showing the level of social adjustment of boys studying in Aided and Matriculation Higher Secondary Schools.

Sample	N	Mean	S.D	't' value	Level of Significance
Aided.School Boys	56	5.60	1.27	1.5967	Not significant
Matric.School Boys	15	5.0	1.316		

### Interpretation

From the above Table it is found that the 't' value is 1.5967. Since the calculated 't' value 1.5967 is less than the Table value of 1.96 for d.f.=69, it is concluded that there exists no significant difference between the level of social adjustment of boys studying in Aided and Matriculation Higher Secondary Schools.

### Conclusion

This shows that there exists no significant difference between the level of social adjustment boys studying in Aided and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 39**

There exists no significant difference between the level of emotional adjustment of boys studying in Aided and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the emotional adjustment level between the boys studying in Aided and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.39

**Table – 4.39** Showing the level of emotional adjustment of boys Studying in Aided and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Aided.School Boys	56	7.64	2.065	0.7256	Not significant
Matric.School Boys	15	7.13	2.499		

### **Interpretation**

From the above Table it is found that the 't' value is 0.7256. Since the calculated 't' value 0.7256 is less than the Table value of 1.96 for d.f.=69, it is concluded that there exists no significant difference between the level of emotional adjustment of boys studying in Aided and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of emotional adjustment boys studying in Aided and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 40**

There exists no significant difference between the level of educational adjustment of boys studying in Aided and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the educational adjustment level between the boys studying in Aided and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.40

**Table – 4.40** Showing the level of educational adjustment of boys studying in Aided and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Aided.School Boys	56	5.55	2.441	0.3515	Not significant
Matric.School Boys	15	5.73	1.526		

### **Interpretation**

From the above Table it is found that the 't' value is 0.3515. Since the calculated 't' value 0.3515 is less than the Table value of 1.96 for d.f.=69, it is concluded that there exists no significant difference between the level of educational adjustment of boys studying in Aided and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of educational adjustment boys studying in Aided and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 41**

There exists no significant difference between the level of overall adjustment of boys studying in Aided and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the overall adjustment level between the boys studying in Aided and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.41

**Table – 4.41** Showing the level of overall adjustment of boys studying in Aided and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Aided.School Boys	56	33.5	5.250	1.2183	Not significant
Matric.School Boys	15	30.8	8.142		

### **Interpretation**

From the above Table it is found that the 't' value is 1.2183. Since the calculated 't' value 1.2183 is less than the Table value of 1.96 for d.f.=69, it is concluded that there exists no significant difference between the level of overall adjustment of boys studying in Aided and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of overall adjustment boys studying in Aided and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 42**

There exists no significant difference between the level of home adjustment of Girls studying in Government and Aided Higher Secondary Schools.

In order to find out the difference if any between the home adjustment level between the Girls studying in Government and Aided Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.42

**Table – 4.42** Showing the level of home adjustment of girls studying  
In Government and Aided Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Girls	31	7.87	1.680	1.2882	Not significant
Aided.School Girls	34	7.35	1.550		

### **Interpretation**

From the above Table it is found that the 't' value is 1.2882. Since the calculated 't' value 1.2882 is less than the Table value of 1.96 for d.f.=63, it is concluded that there exists no significant difference between the level of home adjustment of Girls studying in Government and Aided Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of home adjustment girls studying in Government and Aided Higher Secondary Schools. Hence the formulated null hypothesis is retained.



### Hypothesis No: 43

There exists no significant difference between the level of health adjustment of Girls studying in Government and Aided Higher Secondary Schools.

In order to find out the difference if any between the health adjustment level between the Girls studying in Government and Aided Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.43

**Table – 4.43** Showing the level of health adjustment of girls studying in Government and Aided Higher Secondary Schools.

Sample	N	Mean	S.D	't' value	Level of Significance
Govt. School Girls	31	5.22	2.267	1.7755	Not significant
Aided.School Girls	34	6.23	2.314		

### Interpretation

From the above Table it is found that the 't' value is 1.7755. Since the calculated 't' value 1.7755 is less than the Table value of 1.96 for d.f.=63, it is concluded that there exists no significant difference between the level of health adjustment of Girls studying in Government and Aided Higher Secondary Schools.

### Conclusion

This shows that there exists no significant difference between the level of health adjustment girls studying in Government and Aided Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 44**

There exists no significant difference between the level of social adjustment of Girls studying in Government and Aided Higher Secondary Schools.

In order to find out the difference if any between the social adjustment level between the Girls studying in Government and Aided Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.44

**Table – 4.44** Showing the level of social adjustment of girls studying in Government and Aided Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Girls	31	5.67	1.146	0.9624	Not significant
Aided.School Girls	34	5.94	1.055		

### **Interpretation**

From the above Table it is found that the 't' value is 0.9624. Since the calculated 't' value 0.9624 is less than the Table value of 1.96 for d.f.=63, it is concluded that there exists no significant difference between the level of social adjustment of Girls studying in Government and Aided Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of social adjustment girls studying in Government and Aided Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 45**

There exists no significant difference between the level of emotional adjustment of Girls studying in Government and Aided Higher Secondary Schools.

In order to find out the difference if any between the emotional adjustment level between the Girls studying in Government and Aided Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.45

**Table – 4.45** Showing the level of emotional adjustment of girls studying in Government and Aided Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Girls	31	7.54	1.948	0.2502	Not significant
Aided.School Girls	34	7.67	2.178		

### **Interpretation**

From the above Table it is found that the 't' value is 0.2502. Since the calculated 't' value 0.2502 is less than the Table value of 1.96 for d.f.=63, it is concluded that there exists no significant difference between the level of emotional adjustment of Girls studying in Government and Aided Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of emotional adjustment girls studying in Government and Aided Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 46**

There exists no significant difference between the level of educational adjustment of Girls studying in Government and Aided Higher Secondary Schools.

In order to find out the difference if any between the educational adjustment level between the Girls studying in Government and Aided Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.46

**Table – 4.46** Showing the level of educational adjustment of girls studying in Government and Aided Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Girls	31	6.54	0.665	0.8498	Not significant
Aided.School Girls	34	6.29	1.600		

### **Interpretation**

From the above Table it is found that the 't' value is 0.8498. Since the calculated 't' value 0.8498 is less than the Table value of 1.96 for d.f.=63, it is concluded that there exists no significant difference between the level of educational adjustment of Girls studying in Government and Aided Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of educational adjustment girls studying in Government and Aided Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 47**

There exists no significant difference between the level of overall adjustment of Girls studying in Government and Aided Higher Secondary Schools.

In order to find out the difference if any between the overall adjustment level between the Girls studying in Government and Aided Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.47

**Table – 4.47** Showing the level of overall adjustment of girls studying in Government and Aided Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Girls	31	32.87	5.698	0.4320	Not significant
Aided.School Girls	34	33.5	6.040		

### **Interpretation**

From the above Table it is found that the 't' value is 0.4320. Since the calculated 't' value 0.4320 is less than the Table value of 1.96 for d.f.=63, it is concluded that there exists no significant difference between the level of overall adjustment of Girls studying in Government and Aided Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of overall adjustment girls studying in Government and Aided Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 48**

There exists no significant difference between the level of home adjustment of Girls studying in Government and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the home adjustment level between the Girls studying in Government and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.48

**Table – 4.48** Showing the level of home adjustment of girls studying in Government and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Girls	31	7.87	1.680	0.2556	Not significant
Matric.School Girls	35	7.77	1.455		

### **Interpretation**

From the above Table it is found that the 't' value is 0.2556. Since the calculated 't' value 0.2556 is less than the Table value of 1.96 for d.f.=64, it is concluded that there exists no significant difference between the level of home adjustment of Girls studying in Government and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of home adjustment girls studying in Government and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 49**

There exists no significant difference between the level of health adjustment of Girls studying in Government and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the health adjustment level between the Girls studying in Government and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.49

**Table – 4.49** Showing the level of health adjustment of girls studying in Government and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Girls	31	5.22	2.267	1.7347	Not significant
Matric.School Girls	35	6.17	2.144		

### **Interpretation**

From the above Table it is found that the 't' value is 1.7347. Since the calculated 't' value 1.7347 is less than the Table value of 1.96 for d.f.=64, it is concluded that there exists no significant difference between the level of health adjustment of Girls studying in Government and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of health adjustment girls studying in Government and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 50**

There exists no significant difference between the level of social adjustment of Girls studying in Government and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the social adjustment level between the Girls studying in Government and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.50

**Table – 4.50** Showing the level of social adjustment of girls studying in Government and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Girls	31	5.67	1.146	0.5809	Not significant
Matric.School Girl	35	5.82	0.941		

### **Interpretation**

From the above Table it is found that the 't' value is 0.5809. Since the calculated 't' value 0.5809 is less than the Table value of 1.96 for d.f.=64, it is concluded that there exists no significant difference between the level of social adjustment of Girls studying in Government and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of social adjustment girls studying in Government and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.



### **Hypothesis No: 51**

There exists no significant difference between the level of emotional adjustment of Girls studying in Government and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the emotional adjustment level between the Girls studying in Government and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.51

**Table – 4.51** Showing the level of emotional adjustment of girls studying in Government and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Girls	31	7.54	1.948	0.6336	Not significant
Matric.School Girls	35	7.22	2.152		

### **Interpretation**

From the above Table it is found that the 't' value is 0.6336. Since the calculated 't' value 0.6336 is less than the Table value of 1.96 for d.f.=64, it is concluded that there exists no significant difference between the level of emotional adjustment of Girls studying in Government and Matriculation Higher Secondary Schools.

### **Conclusion:**

This shows that there exists no significant difference between the level of emotional adjustment girls studying in Government and Matriculation Higher Secondary School. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 52**

There exists no significant difference between the level of educational adjustment of Girls studying in Government and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the educational adjustment level between the Girls studying in Government and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.52

**Table – 4.52** Showing the level of educational adjustment of girls studying in Government and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Girls	31	6.54	0.665	2.3768	0.05 level significant
Matric.School Girls	35	5.85	1.570		

### **Interpretation**

From the above Table it is found that the 't' value is 2.3768. Since the calculated 't' value 2.3768 is greater than the Table value of 1.96 for d.f.=64, it is concluded that there exists significant difference between the level of educational adjustment of Girls studying in Government and Matriculation Higher Secondary School.

### **Conclusion:**

This shows that there exists significant difference at 0.05 level between the level of educational adjustment girls studying in Government and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is rejected.

### **Hypothesis No: 53**

There exists no significant difference between the level of overall adjustment of Girls studying in Government and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the adjustment level between the Girls studying in Government and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.53

**Table – 4.53** Showing the level of overall adjustment of girls studying in Government and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Govt. School Girls	31	32.87	5.698	0.0097	Not significant
Matric.School Girls	35	32.85	5.846		

### **Interpretation**

From the above Table it is found that the 't' value is 0.0097. Since the calculated 't' value 0.0097 is less than the Table value of 1.96 for d.f.=64, it is concluded that there exists no significant difference between the level of overall adjustment of Girls studying in Government and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of overall adjustment girls studying in Government and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 54**

There exists no significant difference between the level of home adjustment of Girls studying in Aided and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the home adjustment level between the Girls studying in Aided and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.1

**Table – 4.54** Showing the level of home adjustment of girls studying in Aided and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Aided.School Girls	34	7.35	1.550	1.554	Not significant
Matric.School Girls	35	7.77	1.455		

### **Interpretation**

From the above Table it is found that the 't' value is 1.554. Since the calculated 't' value 1.554 is less than the Table value of 1.96 for d.f.=67, it is concluded that there exists no significant difference between the level of home adjustment of Girls studying in Aided and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of home adjustment girls studying in Aided and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 55**

There exists no significant difference between the level of health adjustment of Girls studying in Aided and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the health adjustment level between the Girls studying in Aided and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.55

**Table – 4.55** Showing the level of health adjustment of girls studying in Aided and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Aided.School Girls	34	6.23	2.314	0.1187	Not significant
Matric.School Girls	35	6.17	2.144		

### **Interpretation**

From the above Table it is found that the 't' value is 0.1187. Since the calculated 't' value 0.1187 is less than the Table value of 1.96 for d.f.=67, it is concluded that there exists no significant difference between the level of health adjustment of Girls studying in Aided and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of health adjustment girls studying in Aided and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 56**

There exists no significant difference between the level of social adjustment of Girls studying in Aided and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the social adjustment level between the Girls studying in Aided and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.56

**Table – 4.56** Showing the level of social adjustment of girls studying in Aided and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Aided.School Girls	34	5.94	1.055	0.4676	Not significant
Matric.School Girls	35	5.82	0.941		

### **Interpretation**

From the above Table it is found that the 't' value is 0.4676. Since the calculated 't' value 0.4676 is less than the Table value of 1.96 for d.f.=67, it is concluded that there exists no significant difference between the level of social adjustment of Girls studying in Aided and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of social adjustment girls studying in Aided and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 57**

There exists no significant difference between the level of emotional adjustment of Girls studying in Aided and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the emotional adjustment level between the Girls studying in Aided and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.57

**Table – 4.57** Showing the level of emotional adjustment of girls studying in Aided and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Aided.School Girls	34	7.67	2.179	0.8588	Not significant
Matric.School Girls	35	7.22	2.152		

### **Interpretation**

From the above Table it is found that the 't' value is 0.8588. Since the calculated 't' value 0.8588 is less than the Table value of 1.96 for d.f.=67, it is concluded that there exists no significant difference between the level of emotional adjustment of Girls studying in Aided and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of emotional adjustment girls studying in Aided and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

### **Hypothesis No: 58**

There exists no significant difference between the level of educational adjustment of Girls studying in Aided and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the educational adjustment level between the Girls studying in Aided and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.58

**Table – 4.58** Showing the level of educational adjustment of girls studying in Aided and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Aided.School Girls	34	6.29	1.600	1.1448	Not significant
Matric.School Girls	35	5.85	1.570		

### **Interpretation**

From the above Table it is found that the 't' value is 1.1448. Since the calculated 't' value 1.1448 is less than the Table value of 1.96 for d.f.=67, it is concluded that there exists no significant difference between the level of educational adjustment of Girls studying in Aided and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of educational adjustment girls studying in Aided and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.



### **Hypothesis No: 59**

There exists no significant difference between the level of overall adjustment of Girls studying in Aided and Matriculation Higher Secondary Schools.

In order to find out the difference if any between the overall adjustment level between the Girls studying in Aided and Matriculation Higher Secondary Schools, the mean, SD and 't' were calculated. The calculated 't' value is shown in the following Table. 4.59

**Table – 4.59** Showing the level of overall adjustment of girls studying in Aided and Matriculation Higher Secondary Schools.

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>S.D</b>	<b>'t' value</b>	<b>Level of Significance</b>
Aided.School Girls	34	33.5	6.040	0.4490	Not significant
Matric.School Girls	35	32.85	5.846		

### **Interpretation**

From the above Table it is found that the 't' value is 0.4490. Since the calculated 't' value 0.4490 is less than the Table value of 1.96 for d.f.=67, it is concluded that there exists no significant difference between the level of overall adjustment of Girls studying in Aided and Matriculation Higher Secondary Schools.

### **Conclusion**

This shows that there exists no significant difference between the level of overall adjustment girls studying in Aided and Matriculation Higher Secondary Schools. Hence the formulated null hypothesis is retained.

## CHAPTER – V

### COMPENDIUM

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#### 5.0.0: INTRODUCTION

In this chapter, an overview of the study was presented. This study was entitled, “A Study on the Adjustment Behaviour of XI Standard Students”. This last chapter presents the summary of the study, findings of the investigation, recommendations, suggestions for further research and conclusions. The following are the summary of the present study.

#### 5.1.0: SUMMARY OF THE PRESENT STUDY

- ❖ To under the meaning and definitions of adjustment the investigator placed some definitions for adjustment in the chapter- I. The very comprehensive definition of L.S. Shaffer is “Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs”.
- ❖ The investigator also placed concept of adjustment, adaptation and adjustment, level of adjustment, aspects of adjustment, maladjustment and criteria for adequate in the chapter- I . In this chapter – I investigator developed some objectives and hypotheses.

- ❖ The investigator also went for review of related literature. He collected many numbers of studies related to his topic. He also explained the purpose of the review of related literature.
- ❖ The investigator used stratified random sampling technique for the selection of samples. 200 students were selected as sample of the present study. Out of 200 students, 100 of them are male students, 100 of them are female students. Most of the students have shown interest in the present study and expressed their whole hearted help for conducting the study.
- ❖ A questionnaire was used by the investigator to collect necessary data. The adjustment inventory scale consisting of 48 items (Home – 12; Health – 10; Social - 7; Emotional – 12; Education – 7). It was developed by investigator.
- ❖ The investigator used Mean, Standard deviation, and ‘t’ test as statistical techniques for his study.
- ❖ In his attempt, he understood that male and female students are well adjusted in home, health, social, emotional and education.

### **5.2.0: FINDINGS**

1. There exists no significant difference between the level of adjustment of boys and girls studying in XI standard.
2. There exists no significant difference between the level of adjustment of Rural and Sub-Urban school students studying in XI standard.
3. There exists no significant difference between the level of adjustment of Government and Aided school students studying in XI standard.
4. There exists no significant difference between the level of adjustment of Government and Matriculation school students studying in XI standard.
5. There exists no significant difference between the level of adjustment of Aided and Matriculation school students studying in XI standard.
6. There exists no significant difference between the level of home adjustment of boys and girls studying in Government Higher Secondary School.
7. There exists significant difference at 0.01 level between the level of health adjustment of boys and girls studying in Government Higher Secondary Schools.
8. There exists no significant difference between the level of social adjustment of boys and girls studying in Government Higher Secondary School.

9. There exists no significant difference between the level of emotional adjustment of boys and girls studying in Government Higher Secondary School.
10. There exists no significant difference between the level of educational adjustment of boys and girls studying in Government Higher Secondary School.
11. There exists no significant difference between the level of overall adjustment of boys and girls studying in Government Higher Secondary School.
12. There exists no significant difference between the level of home adjustment of boys and girls studying in Aided Higher Secondary School.
13. There exists no significant difference between the level of health adjustment of boys and girls studying in Aided Higher Secondary School.
14. There exists no significant difference between the level of social adjustment of boys and girls studying in Aided Higher Secondary School.
15. There exists no significant difference between the level of emotional adjustment of boys and girls studying in Aided Higher Secondary School.

16. There exists no significant difference between the level of educational adjustment of boys and girls studying in Aided Higher Secondary School.
17. There exists no significant difference between the level of overall adjustment of boys and girls studying in Aided Higher Secondary Schools.
18. There exists no significant difference between the level of home adjustment of boys and girls studying in Matriculation Higher Secondary School.
19. There exists no significant difference between the level of health adjustment of boys and girls studying in Matriculation Higher Secondary School.
20. There exists significant difference at 0.05 level between the level of social adjustment of boys and girls studying in Matriculation Higher Secondary School.
21. There exists no significant difference between the level of emotional adjustment of boys and girls studying in Matriculation Higher Secondary School.
22. There exists no significant difference between the level of educational adjustment of boys and girls studying in Matriculation Higher Secondary School.

23. There exists no significant difference between the level of overall adjustment of boys and girls studying in Matriculation Higher Secondary School.
24. There exists no significant difference between the level of home adjustment of boys studying in Government and Aided Higher Secondary School.
25. There exists no significant difference between the level of health adjustment of boys studying in Government and Aided Higher Secondary School.
26. There exists no significant difference between the level of social adjustment of boys studying in Government and Aided Higher Secondary School.
27. There exists no significant difference between the level of emotional adjustment of boys studying in Government and Aided Higher Secondary School.
28. There exists no significant difference between the level of educational adjustment of boys studying in Government and Aided Higher Secondary School.
29. There exists no significant difference between the level of overall adjustment of boys studying in Government and Aided Higher Secondary School.

30. There exists no significant difference between the level of home adjustment of boys studying in Government and Matriculation Higher Secondary School.
31. There exists no significant difference between the level of health adjustment of boys studying in Government and Matriculation Higher Secondary School.
32. There exists no significant difference between the level of social adjustment of boys studying in Government and Matriculation Higher Secondary School.
33. There exists no significant difference between the level of emotional adjustment of boys studying in Government and Matriculation Higher Secondary School.
34. There exists no significant difference between the level of educational adjustment of boys studying in Government and Matriculation Higher Secondary School.
35. There exists no significant difference between the level of overall adjustment of boys studying in Government and Matriculation Higher Secondary School.
36. There exists no significant difference between the level of home adjustment of boys studying in Aided and Matriculation Higher Secondary School.



37. There exists no significant difference between the level of health adjustment of boys studying in Aided and Matriculation Higher Secondary School.
38. There exists no significant difference between the level of social adjustment of boys studying in Aided and Matriculation Higher Secondary School.
39. There exists no significant difference between the level of emotional adjustment of boys studying in Aided and Matriculation Higher Secondary School.
40. There exists no significant difference between the level of educational adjustment of boys studying in Aided and Matriculation Higher Secondary School.
41. There exists no significant difference between the level of overall adjustment of boys studying in Aided and Matriculation Higher Secondary School.
42. There exists no significant difference between the level of home adjustment of Girls studying in Government and Aided Higher Secondary School.
43. There exists no significant difference between the level of health adjustment of Girls studying in Government and Aided Higher Secondary School.

44. There exists no significant difference between the level of social adjustment of Girls studying in Government and Aided Higher Secondary School.
45. There exists no significant difference between the level of emotional adjustment of Girls studying in Government and Aided Higher Secondary School.
46. There exists no significant difference between the level of educational adjustment of Girls studying in Government and Aided Higher Secondary School.
47. There exists no significant difference between the level of overall adjustment of Girls studying in Government and Aided Higher Secondary School.
48. There exists no significant difference between the level of home adjustment of Girls studying in Government and Matriculation Higher Secondary School.
49. There exists no significant difference between the level of health adjustment of Girls studying in Government and Matriculation Higher Secondary School.
50. There exists no significant difference between the level of social adjustment of Girls studying in Government and Matriculation Higher Secondary School.

51. There exists no significant difference between the level of emotional adjustment of Girls studying in Government and Matriculation Higher Secondary School.
52. There exists significant difference at 0.05 level between the level of educational adjustment of Girls studying in Government and Matriculation Higher Secondary School.
53. There exists no significant difference between the level of overall adjustment of Girls studying in Government and Matriculation Higher Secondary School.
54. There exists no significant difference between the level of home adjustment of Girls studying in Aided and Matriculation Higher Secondary School.
55. There exists no significant difference between the level of health adjustment of Girls studying in Aided and Matriculation Higher Secondary School.
56. There exists no significant difference between the level of social adjustment of Girls studying in Aided and Matriculation Higher Secondary School.
57. There exists no significant difference between the level of emotional adjustment of Girls studying in Aided and Matriculation Higher Secondary School.

58. There exists no significant difference between the level of educational adjustment of Girls studying in Aided and Matriculation Higher Secondary School.

59. There exists no significant difference between the level of overall adjustment of Girls studying in Aided and Matriculation Higher Secondary School.

### **5.3.0: RECOMMENDATIONS**

- ✓ The parents at home should play a role model for the students to enhance the adjustment character among them.
- ✓ The home situation has a great influence on the character development of an individual. Adjustment behaviours adopted by family members can impart the same to the students.
- ✓ The head of the school as well as the teacher must know the students' personal, social and psychological data.
- ✓ A personal behavioural record for each student must be maintained. It is useful as it will help the teachers to identify their students, maladjustment behaviour. The behavioural record provides a continuous evaluation of the physical, mental and social development of every student.

- ✓ The programmes of guidance and counselling must be provided to the students. It conserves and develops human resources. It broadens one's mind and widens one's scientific line of thinking. It helps the students become useful citizens and frustrated students to achieve their goals.
- ✓ In order to increase the adjustment behaviour, the school authority should provide better environment, participation of students in co-curricular activities, exhibitions and sports fairs, etc.,

#### **5.40: SUGGESTIONS FOR FURTHER RESEARCH STUDY**

- From the results of the present study the following suggestions have been made for the further study.
- The investigator due to lack of time and other resources conducted the study only 4 schools students in Coimbatore. Out of 4 schools, one is Government school, two are Aided school and one is Matriculation school. In order to generalization the findings students may be conducted with large population including the other schools in the state.
- The present study was confined to five areas of adjustment: namely home, health, social, emotional and education only. Hence in future the same type of studies can be conducted choosing the other areas of adjustment also.

- The investigator studied the relationship between the areas of adjustment attribute, variables namely sex, types of school, and locality of the school. In further few more attributes and independent variables may be studied to make the student as well as adjusted students.
- Similar studies can be conducted in teacher training institutes for other subjects.
- Similar studies can be conducted in college of education for the B.Ed., trainees of different optional subjects.
- Similar types of study can be conducted for the different groups such as arts, science and vocational courses in higher secondary schools.
- A similar study can be conducted for working male and female teachers following same areas of adjustment.
- A comparative study between male and female teacher educator can be conducted on these five areas.

#### **5.5.0: CONCLUSIONS**

- i. According to the modern concept of education, desirable adjustment is the ultimate goal of education. The most significant agency of adjustments are home, health, social, emotional and education. Though the adjustment behaviour of students depends on various factors such as the Biological, Psychological, Physical, Social, and School factors, etc.,

- ii. In today's education system, we find that the students' adjustment behaviour dominates in all activities. Hence good adjustment makes the students proud and self-satisfaction motivates them for future success.
- iii. In this thesis 98% of the result proved that there exists no significant difference between the levels of adjustment in XI standard students. So, the researcher concludes that factors can make good adjustment in XI standard students.

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