

## Relationship between Adjustment Problems and Socio-Economic-Status among B.Ed. Pupil–teachers of Sonipat Region.

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### Abstract:

*The term adjustment mostly refers to the degree of capacity by which an individual tries to cope with inner tensions, needs, conflicts, frustration and is simultaneously able to bring a coordination between his inner demands and those imposed by the outer world. A well adjusted B. Ed. Pupil-teacher is one who does not get affected adversely by the interactions such as conflicts, emotions etc., and whose personality development goes through a healthy course of socialization. The aim of the study is to identify the adjustment problems of B.Ed. Pupil-teachers students in relation to socio-economic status. In this study Socio-Economic Status of the students have been included as independent variables. The dependent variable used here is Adjustment Problems of students including Home, Health, Social and Emotional. Taking these factors into consideration the I have used the Indian version of Bell's Adjustment Inventory developed by Dr. R. K. Ojha (2005) and Socio-Economic Status Scale (SESS) developed by Professor A.K. Kalia and Mr. Sudhir Sahu (2007). A sample of 200 college students was taken and then 120 were sorted out of them on the basis of gender as the number of female students was more than the number of male students. Thus the final sample of 120 students (60 girls and 60 boys), was taken. For analysis and interpretation Mean, Standard Deviation, Standard Errors of Mean and Coefficient Correlation were calculated. Standard error of mean was used because of the descriptive and inferential nature of the statistics; Coefficient correlation was used to know the relationship between*

*academic Socio-Economic Status and adjustment problems of students.*

**Key words: Adjustment Problem, B. Ed. Pupil-teacher**

### Introduction:

Problem of adjustment refers to disharmony between the person and his environment. It results from the frustrations. When we are unable to provide situations in home, school and society which can enable the person to satisfy his needs, adjustment problems take place.

However, the whole blame can't be put on the shoulders of the person who is facing adjustment problem. Sometimes the physical conditions are so rigid and the social environment so adverse that even the healthy person finds it difficult to adjust himself fully and loses mental health. If the basic needs of the individual are not satisfied he will definitely face the problem of adjustment. The nature and degrees of adjustment problems varies with the intensity of the frustration of desires. If the individual is not able to resolve his mental conflicts the war between the antagonistic tendencies continues in the mind and tears down his personality. Adjustment problem from the point of view of seriousness may be classified into three categories:

**1. Ordinary Adjustment Problems:-** This is also known as minor adjustment problem. This adjustment problem is faced by those children who are irregular, negligent, disobedient, quarrelsome and truant. Stealing, lying and all

such disorderly and undesirable behaviour falls under this category. In class some children indulge in excessive day dreaming, which is also symptom of mental illness. Excess of aggressiveness or submissiveness is also indicative of adjustment problem. If an individual is found to make use of defensive mental mechanism like rationalization, compensation, reaction formation, regression etc. , he is surely suffering from adjustment problem. The teacher should make all efforts to bring about readjustment of maladjusted children. If the minor problems of adjustment are not rectified early, they become alarming and serious.

**2. Serious Adjustment Problem:-** When the individual is not able to resolve mental conflicts for a long time or when the conflicts are agonizing, mental breakdown take place. The individual become extremely nervous. Neurosis overtakes him. He becomes extremely anxiety ridden. He develops neurotic behaviour. This causes either much excitement or extreme dejection in him. Neurasthenia, hysteria, multiple-personality are the names of nervous diseases which are symptomatic of serious problems of adjustment.

**3. Grave adjustment problem:-** This category involve all those kinds and varieties of behaviour disorders which are called Psychotic. A psychotic individual is insane or lunatic. An individual who becomes insane not only shows anti-social behaviour; but is also not able to take care of himself. Psychotics must be physically controlled; otherwise they are likely to inflict injury upon themselves and others. Schizophrenia, paranoia, manic-depression, involuntional melancholia etc. are different symptoms of problem of grave adjustment.

### **Features of adjustment problem**

**1. Physical Features:-** Stammering, stuttering, scratching head, biting nails, thumb-sucking, facial twitching, rocking feet,

restlessness, drumming with fingers and vomiting.

**2. Emotional Features:-** Excessive worry, hatred, fear, inferiority, intolerance, extreme timidity, temper-tantrum, persistent anxiety, conflicts and tension.

**3. Behavioural deviations:-** Withdrawing, nervous behaviour, aggressive behaviour, sex disturbance, negativism, bullying, lying, stealing, truancy, defiance, disobedience, destructiveness, hyper-activity and poor school achievement.

### **Causes of adjustment problem**

The causes of adjustment problem in school children are manifold. Both the individual and environment are responsible for producing such problems. Whenever the needs of the individual are not satisfied, frustration takes place. Frustration produces mental ill health. Mental ill health engenders adjustment problem. All the needs of the individual can not be always satisfied due to unavoidable and unfavourable factors in the environment. Everybody therefore meets with misfortunes and innumerable failures during the course of his life. There is no individual who has not faced the problem of adjustment to a more or larger degree at one time or other in his life. The various factors which bring about adjustment problem may be studied under two headings:-

**(A) Subjective causes:-** Subjective causes resides in the individual and are related to him. Subjective factors which contribute to make the individual face adjustment problem in spite of favourable environment are as follows:-

**1. Physical Deformities:-** Deaf, dumb and blind children and others possessing physical defects and disabilities, such as defective eyesight, paralysed legs or hands, suffer not only from feelings of inferiority but are unable to derive full benefit from school. They fall victims to frustrations and disappointments.

They suffer from timidity and fear and feel difficulty in adjustment.

**2.Sensory Defects:-** Defects of farsightedness or shortsightedness may cause inferiority in children. Many such children are unable to do school work with ease and efficiency. Frustration is developed and problem of adjustment takes place.

**3.Long Sickness:-** Long sickness of a person affects his social development and academic achievement in school. A person who continuously remains sick can not fulfill his desires, aspirations and ambitions. He can neither play games nor take part in other social activities. Bodily sickness makes him pessimistic and he is mentally unhappy. He can not enjoy life. He becomes a misfit and feels himself ill adjusted.

**4.Level of Intelligence:-** Person with low level of intelligence are left behind in their work. They can not compete with others. They naturally suffer from feelings of inferiority, when they find that much younger person are able to excel them in the work. They face difficulty in adjustment. On the other hand intellectually gifted person become frustrated when their interests and activities are not socially recognized by their groups. They develop poor habits of lack of stimulation and thus they fails in proper adjustment.

**(B) Objective factors or causes:-**

**1.Home Factors:-** The person coming from healthy parents and wealthy homes are generally in possession of healthy mind and body. For such persons are not likely to be serious problems of adjustment in environment except in exceptional cases. On the other hand, person with poor family background or from home with unhealthy environment would have generally adjustment problems. Some important home factors which cause adjustment problems are as under:-

- (a) Poverty
- (b) Negative Attitude of Parents
- (c) Broken Homes
- (d) Partial Treatment on the Basis of Gender

(e) Favoritisms to one child and ignorance to others

(f) Highly Ambitious Parents

(g) High Sense of Morality

(h) Immoral Parents

**2.School Factors or Causes:-** Some of the important factors in school which may lead to maladjustment of children are as under:-

(a) Maladjusted Teachers

(b) Strict Behaviour of Teachers

(c) Unsuitable Courses

(d) Lack of Recreational Facilities

(e) Evils of Examinations

**3.Social Factors or Causes:-** The influence of community on producing adjustment problems can not be under-rated. Some of the important social conditions which cause problems of adjustment are:-

(a) Bad Neighbourhood

(b) Lack of Clubs, Playgrounds and Libraries

(c) Mobility of Families

(d) Films

(e) Employment Insecurity

(f) Class Differences

(g) Social Laws and Bindings

**4.Physical Factors and Emotional Shocks in the Environment:-** Children who experience emotional shocks such as death, accident, riots, flood, wind storm may manifest maladjustment in their behaviour. Heavy rain, a wind storm or snow fall, a breach in the road or any such catastrophe may thwart our basic needs. For example, a certain farmer, who was expecting a bumper crop, is frustrated when a thunder storm destroys the crop. Similarly a young man who was looking forward to meet his beloved, very much frustrated when a hail storm makes the meeting impossible.

**Operational Definition Of Variables:**

**Adjustment Problem:** The term 'adjustment' means relationship between an individual and his environment through which someone's needs are satisfied in accordance with social demands. Adjustment problem refers to

disharmony between the person and his environment.

**B. Ed. Pupil-teachers:** An educational institution for post secondary education, which offers undergraduate programs or those, affiliated to the under-graduate divisions of large universities; a student belonging to these divisions or institutions refers to students of B.Ed. Pupil-teachers.

**Socio-Economic Status:** Socio-Economic Status refers as the position that an individual or family occupies with reference to prevailing average standards of cultural possessions, effective income, material possessions and participation in group activity of the community.

#### **Objectives Of The Study:**

**O<sub>1</sub>** To identify the adjustment problems of B.Ed. Pupil-teachers of Sonipat Region.

**O<sub>2</sub>** To find out relationship between Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**O<sub>3</sub>** To find out relationship between Home Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**O<sub>4</sub>** To find out relationship between Health Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**O<sub>5</sub>** To find out relationship between Social Adjustment Problems and Socio-Economic

Status of B.Ed. Pupil-teachers of Sonipat Region.

**O<sub>6</sub>** To find out relationship between Emotional Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

#### **Hypotheses:**

**H<sub>1</sub>** There will be no significant relationship between Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**H<sub>2</sub>** There will be no significant relationship between Home Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**H<sub>3</sub>** There will be no significant relationship between Health Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

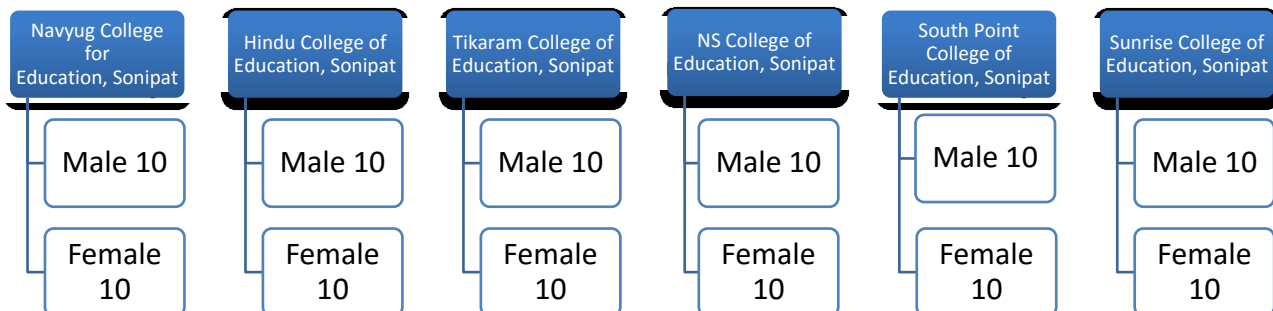
**H<sub>4</sub>** There will be no significant relationship between Social Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**H<sub>5</sub>** There will be no significant relationship between Emotional Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

#### **Research Methodology :**

Descriptive survey method was used for collecting the data.

**Sample:**



**Tools used:**

Having selected the sample, the next step is to select suitable tools for the collection of data. For collecting new and unknown data one may use various devices for each and every type of research, we need certain instruments to gather new facts or to explore new fields. The selection of tools for a particular study depends upon various considerations such as

1. The objective of the study
2. Availability of suitable tests
3. Personal competence of the investigator to administer score and interpret the results.

Taking these factors into consideration the investigator used the following tools:-

- A. Indian version of Bell’s Adjustment Inventory developed by Dr. R. K. Ojha (2005).
- B. Socio-Economic Status Scale (SESS) developed by Professor A.K. Kalia and Mr. Sudhir Sahu (2007).

**Statistical techniques used:**

The investigator used Mean, S.D. and t-test for analysis and interpretation of data.

**Data analysis and interpretation:** Analysis of data means studying the tabulated material in order to determine inherent factors or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangement for the purpose of interpretation.

Basic facts, objectives, data never determine anything. They become significant only as interpreted in the light of accepted standards and assumptions. The standard in the final analysis are not suspect able of scientific determination, in ordinary life we seldom deal with bare facts interpreted. Oliver R.A.C. said, “When the data has been obtained, it is necessary to organize that for interpretation and presentation. The qualitative data may have to be memorized and quantitative data may have to be treated statistically to make their significant clear.”

**Distribution Of Adjustment Problem In Various Groups**

*O<sub>1</sub> To identify the adjustment problems of B.Ed. Pupil-teachers of Sonipat region.*

On the light of above objective following result was observed

**Table No 5.1**

**Overall View Of Means, Standard Deviations, Standard Error Of Mean And Remarks Of All Groups On Adjustment Problems**

Sr. No.	Variable	Means	Standard Deviations	Standard Error of Means	Remarks
1	HSES	29.65	11.35	1.465	Average
2	LSES	36.92	12.92	1.68	Average
3	Male	30.46	12.48	1.61	Average
4	Female	36.1	11.49	1.48	Average

Table 5.1 shows the various group scores on adjustment problems.

The table depicts that the mean score of college students of high socio economic status is 29.65 and of low socio economic status is 36.92. According to the norms given in the manual of adjustment inventory for college students, mean score shows that total adjustment of college students of both the groups is average.

The table depicts that the mean score of male students is 30.46 and of female is 36.1. According to norms of used inventory, mean score shows that total adjustment of both the groups is average.

**Relationship Of Adjustment Problems With Socio-Economic Status**

*O<sub>2</sub>. To find out relationship between Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.*

*H<sub>1</sub>. There will be no significant relationship between Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.*

To verify above stated hypothesis following results were analyses and interpreted.

**Table 5.2a**

Variables	N	Mean	SDs	r' value	Significance Level
Adjustment Problem	120	57.8333	15.46606	-0.155	No
SES	120	52.1417	42.85883		

\* $P < 0.05 = 0.174$  and \*\* $P < 0.01 = 0.228$  at  $df 118$

**Table 5.2b**

Correlations							
		Home	Health	Social	Emotional	Overall Adjustment Problem	SES
<b>Home</b>	Pearson Correlation	1					
<b>Health</b>	Pearson Correlation	.463**	1				
<b>Social</b>	Pearson Correlation	.059	.188*	1			
<b>Emotional</b>	Pearson Correlation	.312**	.522**	.266**	1		
<b>Overall Adjustment Problem</b>	Pearson Correlation	.644**	.814**	.485**	.798**	1	
<b>SES</b>	Pearson Correlation	-.133	-.038	-.054	-.200*	-.155	1
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

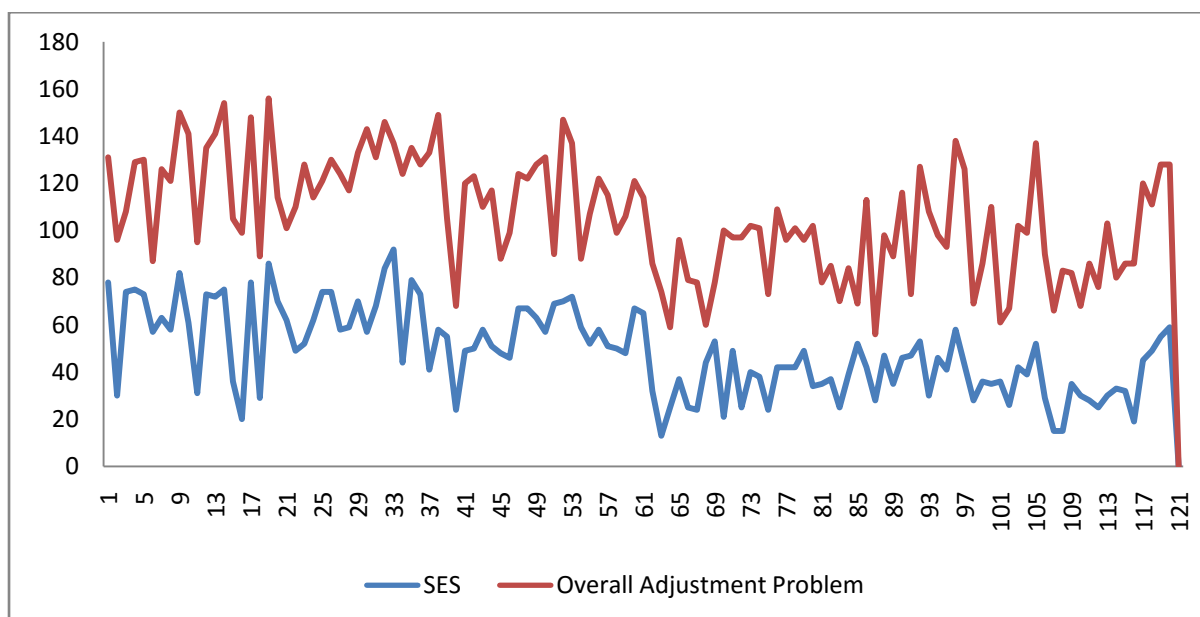
**Table 5.2c**

Descriptive Statistics			
	Mean	Std. Deviation	N
Home	14.6333	4.94326	120
Health	12.0000	5.96629	120
Social	16.5333	4.42668	120
Emotional	14.7000	6.31205	120
Adjustment Problem	57.8333	15.46606	120
SES	52.1417	42.85883	120

Above table (**Table 5.2a**) shows that the obtained r-value (-0.155) is lower than the table value at both level of significance (.05 and .01) at df 118. Hence the null hypothesis was accepted. This may conclude that there is

no significant relationship between Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat region. The result may also verified from the diagram below

Figure No. 5.2.



### Relationship Of Home Adjustment Problems With Socio-Economic Status

*O<sub>3</sub>. To find out relationship between Home Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region*

*H<sub>2</sub> There will be no significant relationship between Home Adjustment*

*Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region*

The result grasped from the data on this concern has been presented below and analyzed.

Table No.5.3

Variables	N	Mean	SDs	r' value	Significance Level
Home-Adjustment Problem	120	14.6333	4.94326	-0.133	No
SES	120	52.1417	42.85883		

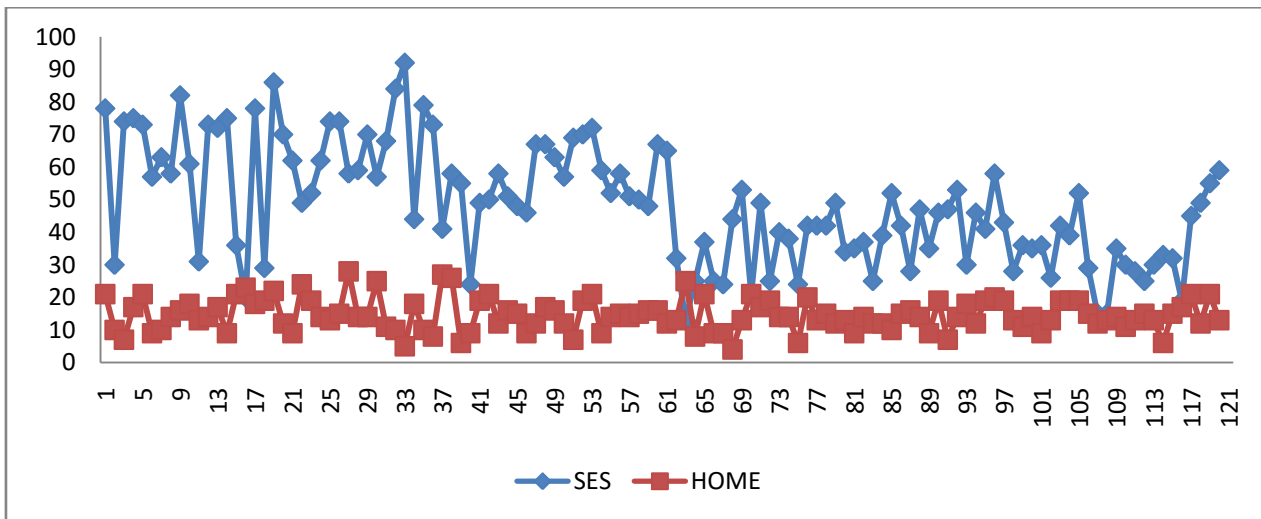
\* $P < 0.05 = 0.174$  and \*\* $P < 0.01 = 0.228$  at  $df 118$

Table No.5.3 shows that the measured correlation coefficient -0.133 is lower than the table value at both .05 and .01 level of significance at  $df 118$ . Hence the null hypothesis was accepted. It may be inferred

that there exist no significant relationship between Home Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat region. This finding may easily observable through figure given below



Figure 5.3



### Relationship Of Health Adjustment Problems With Socio-Economic Status

*O<sub>4</sub>* To find out relationship between Health Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region

*H<sub>3</sub>* There will be no significant relationship between Health Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region

The result grasped from the data on this concern has been presented below and analyzed.

Table No.5.4

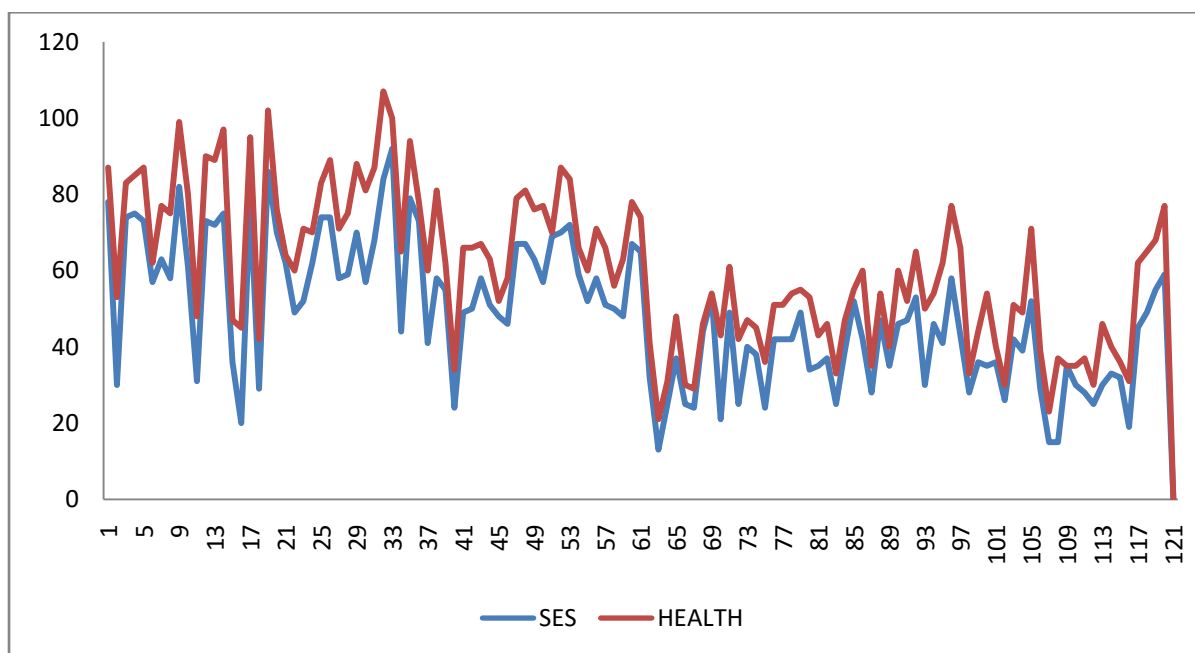
Variables	N	Mean	SDs	r' value	Significance Level
Health-Adjustment Problem	120	14.6333	4.94326	-0.038	No
SES	120	52.1417	42.85883		

\* $P < 0.05 = 0.174$  and \*\* $P < 0.01 = 0.228$  at  $df 118$

Table No5.3 shows that the measured correlation coefficient -0.038 is lower than the table value at both .05 and .01 level of significance at  $df 118$ . Hence the null hypothesis was accepted. It may be inferred

that there exist no significant relationship between Health Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat region. This finding may easily observable through figure given below

Figure5.4



**Relationship Of Social Adjustment Problems With Socio-Economic Status**

*O5. To find out relationship between Social Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region*

*H4. There will be no significant relationship between Social Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region*

The result grasped from the data on this concern has been presented below and analyzed.

Table No.5.5

Variables	N	Mean	SDs	r' value	Significance Level
Social-Adjustment Problem	120	16.5333	4.42668	-0.054	No
SES	120	52.1417	42.85883		

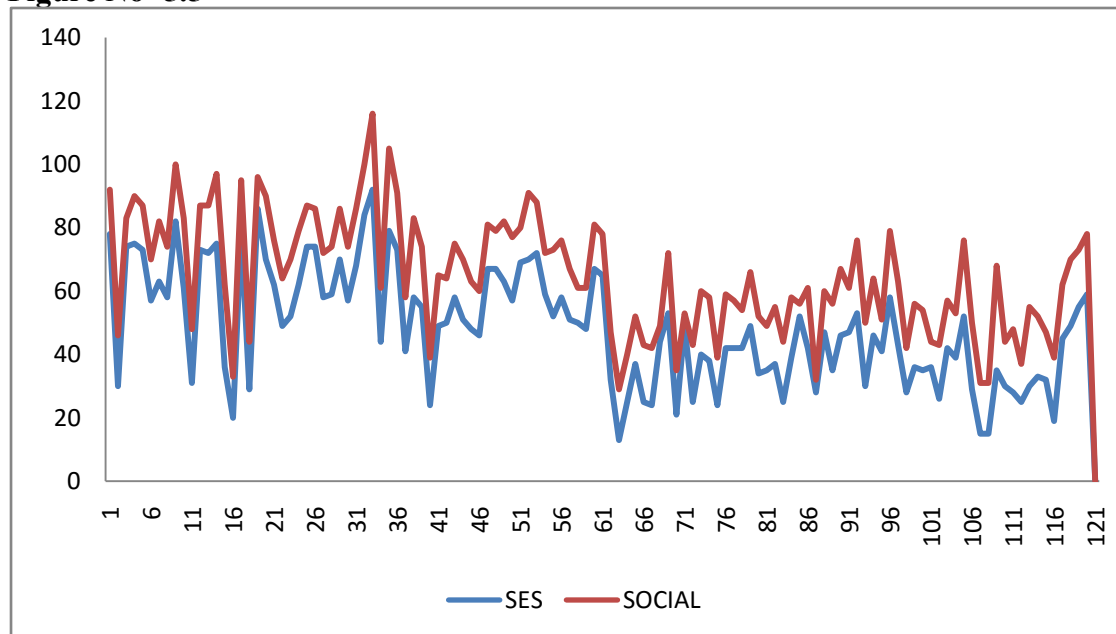
\* $P < 0.05 = 0.174$  and \*\* $P < 0.01 = 0.228$  at  $df 118$

Above table (Table No5.5) revealed that the calculated r-value (-0.054) is found to be insignificant at both level of significance i.e.

.05 and .01 at  $df 118$ . Thus the stated null hypothesis was retained. It may conclude that there exists no significant correlation between

social adjustment problem and socio-economic- status of B.Ed. Pupil-teachers of Sonipat region. A Line diagram was presented

**Figure No- 5.5**



below to illustrate this relationship in more comprehensive way.

**Relationship Of Emotional Adjustment Problems With Socio-Economic Status**

*O<sub>6</sub>. To find out relationship between Emotional Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region*

*H<sub>5</sub> There will be no significant relationship between Emotional Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region*

The result grasped from the data on this concern has been presented below and analyzed.

**Table No.5.6**

Variables	N	Mean	SDs	r' value	Significance Level
Emotional-Adjustment Problem	120	14.7000	6.31205	-0.200	0.05
SES	120	52.1417	42.85883		

\* $P < 0.05 = 0.174$  and \*\* $P < 0.01 = 0.228$  at  $df 118$

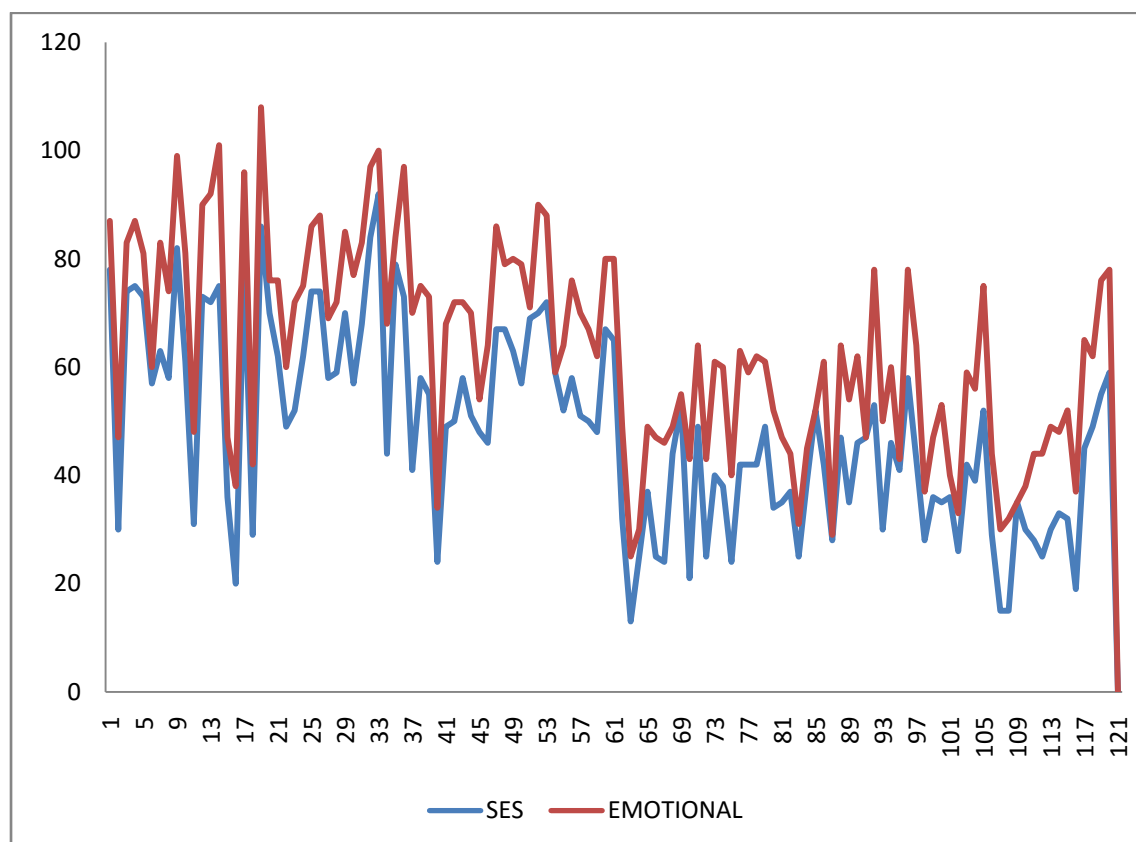
Table No-5.6 shows that the obtained r-value (0.200) was found to be higher than the table value at 0.05 level of significance at  $df 118$ . It indicates to reject the null hypothesis. Hence it may infer that with a 95% confidence limit –

there exist a significant and negative correlation of Emotional Adjustment with Socio-Economic-Status in B.Ed. Pupil-teachers of Sonipat region. It means High SES B.Ed. Pupil-teachers faced significantly less

emotional adjustment problems than their counterpart (i.e. Low SES) or in other words High Emotional Adjustment Problem lies with Low SES and Low Emotional Adjustment

Problem lies with High SES in B.Ed. Pupil – teachers of Sonipat region. This result may comprehensively understand through the diagram given below:

Figure No 5.6



### Major Findings

**O<sub>1</sub>** To identify the adjustment problems of B.Ed. Pupil-teachers of Sonipat Region.

**F<sub>1</sub>** An average of adjustment problem was found in B.Ed. Pupil-teachers of Sonipat region irrespective of gender and socio-economic-status.

**O<sub>2</sub>** To find out relationship between Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**H<sub>1</sub>** There will be no significant relationship between Adjustment Problems

and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**F<sub>2</sub>** No significant relationship was found between Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**O<sub>3</sub>** To find out relationship between Home Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**H<sub>2</sub>** There will be no significant relationship between Home Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**F<sub>3</sub>** The relationship between Home Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region was found insignificant.

**O<sub>4</sub>** To find out relationship between Health Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**H<sub>3</sub>** There will be no significant relationship between Health Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**F<sub>4</sub>** There exist no significant relationship between Health Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**O<sub>5</sub>** To find out relationship between Social Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**H<sub>4</sub>** There will be no significant relationship between Social Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**F<sub>5</sub>** Insignificant relationship of Social Adjustment Problems of B.Ed. Pupil-teachers of Sonipat Region was found with their Socio-Economic Status.

**O<sub>6</sub>** To find out relationship between Emotional Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**H<sub>5</sub>** There will be no significant relationship between Emotional Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region.

**F<sub>6</sub>** There exist a significant and negative correlation between Emotional Adjustment Problems and Socio-Economic Status of B.Ed. Pupil-teachers of Sonipat Region. It was observed that High SES B.Ed. Pupil Teachers

were with low emotional adjustment problems and Low SES B.Ed. Pupil teachers were with high emotional adjustment problems.

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