

A Comparative Study Of Adjustment Problems Faced By Teacher Trainees Of Govt. Aided And Self Financed Colleges Of Education

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ADJUSTMENT

Education in the largest sense is any experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense education is the process by which society deliberately transmits its accumulated knowledge skills and values from one generation to another.

Education is the first and the utmost necessity of all human beings. It cannot be achieved in an overnight. Rather it is a lifelong process. It begins at birth and continuous throughout the life. It includes all those experiences which the human beings have as a result of their interaction with their surroundings. John Dewey has defined education as "the process of living through a continuous reconstruction of experiences and the development of all those capacities in the individual which will enable him to control his environment and fulfil his possibilities". Education helps in the development of the society and also helps to achieve a better social order. Historically education is regarded as an instrument of development and a factor of social change.

Education is concerned with ever growing man in dynamic society. Hence it is still in the process of evolution. As Singh (2008) emphasized in times of India that education after all is the strand that links one generation to another and maintain the continuity of the traditions of learning and knowledge that forms the very essence of human civilization.

Adjustment is very much related to education and individual learns to adjust with the needs of oneself and environment with the help of education. Education satisfies the basic needs of the individual so that he/ she can be adjusted individually.

1.2 MEANING OF ADJUSTMENT

The dictionary meaning of the word 'adjustment' is, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus, when we make an adjustment between two things, we adapt or modify one or both of them in correspond to each other. In some situations, one

of the factors may not be changeable & so the one which is changeable, has to be modified in some way to suit the other. The extension of a ladder by a suitable length to reach an upper story window is a good example of such an adjustment. Wearing of clothes according to the requirements of the seasons is another such example, as ordinarily it is beyond our capacity to change the seasons according to our clothes.

Adjustment is nothing, but accepting the code; of conduct (Pooja 1999). Adjustment refers to all inclusive terms, meanings, relationship between individual and environment through which his needs are satisfied in accordance with social demands Adjustment is the interaction between a person & his environment. How one adjusts in a particular situation depends upon one's personal characteristics, as also the circumstances of the situation. In other words, both personal & environmental factors work side by side.

Adjustment is the balance between needs and aspirations of an individual in life situations and it may be an interpersonal life situations or it may be an interpersonal relationship between one's needs, expectations and his situations. Aggarwal (1990) opined that adjustment is an inclusive term that means relationship between an individual and his environment through which one's needs are satisfied in accordance with the social demands. Drever (1952) revealed that adjustment means the modification to compensate different conditions. Good (1959) opined that adjustment is the process of adopting modes of behaviour suitable to the environment. Boring et al.(1980) defined adjustment as a process by which a living organism maintains balance between its needs and circumstances that influence the satisfaction level of these needs.

The concept of adjustment is as human race on this planet. It starts right from the birth of the child and continues till the last moment of the life. It is an important characteristic of living organism. Every organism tries to achieve some of working arrangement with his environment

The term adjustment is often used as a synonym for accommodation and adaptation. Strickly speaking, the terms denote the result of equilibrium, which may be affected by either of these processes (Monroe,1990). It is used to emphasize the individual's struggle to survive in his or her social and physical environment. Kulshrestha (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts etc. In this process, the individual also makes efforts to maintain harmonious relationships with the environment. In the study of the individual, the consideration are the heredity and the biological factor, the psychological factor and the quality of socialization given to him or her.

Adjustment can be interpreted in both ways, as a process as well as the outcome of that process in the form of some attainment or the achievement. While adjustment as an achievement implies the effectiveness with which an individual can function in changed circumstances, adjustment as a process shows how an individual adjust under changing circumstances.

Adjustment, although a universal phenomenon, can be studied through its various aspects like health adjustment, emotional adjustment, social adjustment, home adjustment and professional adjustment. Adjustment is an inclusive term that means relationship between an individual and his environment through which his needs are satisfied in accordance with the social demands. Adjustment is the balance between needs and aspirations of an individual in life situations of it may be an interpersonal relationship between one's needs, expectations and his situations. Whereas, the environment includes all the social factor. Every individual from the time he or she steps out of the family and goes to school makes to a long series adjustment between the whole unique personality and the environment. The ardent desire of each boy and girl to become an individual person having a healthy physique, a growing intellectual ability, a greater degree of emotional poise, and increased participation in social groups, such characteristics enhance one's personality. Even parents, teachers and other significant members of the society to which person belongs will encourage this desire.

DEFINITIONS OF ADJUSTMENT

Merrian Webster's Collegiate Dictionary (2001), "Adjustment is the act or process of adjusting and correction or modification to reflect actual conditions".

Advanced Learner's English Dictionary (2003) "An adjustment is a small change that is made to something, such as machine or a way of doing something or an adjustment is a change in person's behavior or thinking".

Marrianwebster's collegiate dictionary (2004) has defined "adjustment as the act or process adjusting. It is a state of being adjusted to one another. It is a means by which things are adjusted and it is correction or modification to reflect to actual conditions".

Rao (2004) suggested that "adjustment involves effective adaptation as it involves reduction of inner needs, stress and strain. They are many individual differences as needs of each individual differ from other and so they face different adjustment problem".

Mangal (2006) wrote the dictionary meaning of the word 'adjustment' is to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus when we make an adjustment between two things, we adapt or modify one or both of them to correspond to each other.

Thus it may be concluded that adjustment is the process in which an individual learns certain ways of behavior through which he enters into relationship of harmony with the environment to lead a life acceptable to society. Adjustment problems can develop at any time in your life when you face something new or new adapting to situation as they change. Most of the time adjustment problems, are solved by the individuals and do not need any professional help to resolve them. Adjustment is a continuous process by which a person adjusts his behaviour to produce a harmonious relationship between himself and his environment. It means one has to fit oneself in the prevailing circumstances. To do this, one has to change in some way to adapt oneself in the environment.

1.3 Areas of Adjustment

Adjustment involves the capacity to solve one's personal problems in a socially acceptable and constructive way. An adjusted person is able to handle the interpersonal relationship with insight and understanding. Adjustment however doesn't mean freedom from problems, conflict frustration or even from all personality deviations, rather, it means the ability to deal with life affectionately so as to satisfy one's needs in a constructive way.

Adjustment in the case of an individual should consist of personal as well as environmental components. These two aspects of adjustment can be further subdivided into smaller aspects of personal and environmental factors. Adjustment, although seeming to be a universal characteristic or quality may have different aspects and dimensions.

Recently, Joshi (1964) and Pandey in their research study covering school and college students, have given 11 areas of adjustment :

1. Health and physical.
2. Finance, living conditions and employment.
3. Social and recreational activities.
4. Courtship, sex and marriage.
5. Social psychological relations.
6. Personal psychological relations.

7. Moral and religious.
8. Home and family.
9. Future- vocational and educational.
10. Adjustment to school and college work.
11. Curriculum and teaching.

HEALTH ADJUSTMENT

Sound health is a source of satisfaction and adjustment. Physical defects/deformities may develop in persons, very types of complexes and frustrations that land to maladjustment.

EMOTIONAL ADJUSTMENTMENT

Emotionally adjusted person is one who expresses proper emotions in a proper situation and proper form. Emotional adjustment refers to the characteristics of a person that does not allow him to react excessively or given to swings in mood or marked changes in any emotive situation. The emotionally stable person a able to do what is required of him in any given situation. Contrary to it, emotional instability is a tendency to quick changing and unreliable responses and is a factor representing syndrome of irritability, stubbornness, temper tantrums, lack of capacity to dispose of problems and seek help for one's for day to day problems.

SOCIAL ADJUSTMENT

Social adjustment refers to a process of interaction between the needs of a person and demands of the social environment "in any given situation, so that they can maintain and adapt a desired relationship with environment .Therefore, it may be described as a person's harmonious relationship with his social world. Whereas socially maladjusted person shows lack of social adaptation should hatred, reclusive but boasting, liar and shirker.

HOME ADJUSTMENT

Home plays an important role in shaping the personality of an individual. Congenial home environment promotes adjustment and uncongenial home environment leads to maladjustment.

SCHOOL OR EDUCATION ADJUSTMENT

This refers to how far a student is satisfied to school building, discipline, time table, methods of teaching, class-mates, teachers and head of the institution.

PHYSICAL ADJUSTMENT

One is said to be adjusted with regards to one's physical development, a child does not feel any difficulty in his physical development and progress and then he enjoys full opportunities of being adjusted.

OCCUPATIONAL ADJUSTMENT

Occupational world of adults determine their adjustment. It includes degree or Satisfaction with choice of occupation, working conditions, relationship with co-workers and employer.

1.4 MULTI-DIMENSIONAL NATURE OF ADJUSTMENT

The concept of adjustment was originally biological one and was concerned with adaptation to physical environment for survival. Adaptation to physical environment is of course a person's important concern, but he has also to adjust to social pressures and demands of socialization that are inherent in living independently with other persons. There are also the demands from person's internal nature, his physiological needs like hunger, thirst, sleep, sex etc

1.5 MEASUREMENT OF ADJUSTMENT

Measurement as an instrument of inquiry is now frequently used in behavioural sciences. At a general level of classification in behavioural science, in following five different types of measuring techniques are used:

1. Testing techniques.
2. Projective techniques.
3. Inventory techniques.
4. Sociometric techniques.
5. Scaling techniques.
- 6.

1.6 CONCEPT OF GOVERNMENT AIDED COLLEGES

The education sector has changed a lot and as numerous educational colleges have come up in the recent time. In respect of college, one can come across various kinds like Government, self financing, aided and unaided colleges. It is with the advent of globalization that Government aided colleges have now dominated the education sector. A college that gets aid from the Government is

termed as aided college .Aided colleges get grants from the Government for various purposes like infrastructure development, academic activities etc. These colleges take very reasonable fees from students. The teachers of the Government aided colleges are protected service by rules and Government pays salary to them. However These colleges have no autonomy no freedom.

1.7 CONCEPT OF SELF FINANCED COLLEGES

Self financed colleges are those colleges which are maintained or run by a trust without any financial assistance from State, Centre Government or U.G.C. etc. The educational sector has changed a lot and as such numerous educational colleges have come up in the recent time, among them are self financed colleges. It is with the advent of globalization that self financed colleges have now dominated the educational sector. These colleges charge heavy fees from the students. It is the management that pays the salary of the lecturers and there is no protection to the jobs as self financed colleges have great autonomy.

1.8 SIGNIFICANCE OF STUDY

The present study has great significance, relevance and importance for parents and teachers because this will help them to know about the adjustment problems of their children or teacher trainees, and provide adequate facilities. The study will be of immense help to teacher and education administrations to understand the adjustment problems of teacher trainees.

Teacher trainees belong to that age group which is the most important period in the development of an individual's personality. The individual is expected to prepare for adulthood by replacing childish attitude and behaviour with those of adult life. They face many problems like emotional, social, developmental, sexual problems and adjustment problems as they felt needs in different areas.

They face many adjustment problems with peers, teachers and at home with parents due to many reasons like shyness, less social development, aggressiveness so the findings of the study may help the parents and teachers to solve the different adjustment problems of teacher trainees and help them for being well adjusted in their lives. It is for this reason the investigator made up his mind to study adjustment of teacher trainees.

1.9 STATEMENT OF THE PROBLEM

“A COMPARATIVE STUDY OF ADJUSTMENT PROBLEMS FACED BY MALE AND FEMALE TEACHER TRAINEES OF GOVT. AIDED AND SELF FINANCED COLLEGES OF EDUCATION”

1.10 OBJECTIVES

1. To compare the adjustment problems faced by female teacher trainees of Govt. aided colleges and self financed colleges of education.
2. To compare the adjustment problems faced by male teacher trainees of Govt. aided colleges and self financed colleges of education.

1.11 HYPOTHESES

1. There is no significant difference in adjustment problems of female teacher trainees of Govt. aided colleges and self financed colleges of education.
2. There is no significant difference in adjustment problems of male teacher trainees of Govt. aided colleges and self financed colleges of education.

1.12 DELIMITATIONS OF THE STUDY

1. The study will be delimited to S.B.S.Nagar, Kapurthala and Jalandhar District.
2. The study will be delimited to teacher trainees at B.Ed. level.
3. The study will be delimited to Govt. aided and self financed colleges of education.
4. The study will be delimited to both male and female teacher trainees.

STUDIES RELATED TO ADJUSTMENT

Teresa Cooney and M. Elise (2010) examined Adjustment Problems in Adolescence. National survey were used to compare adjustment between a group of multiracial adolescents and two groups of single-race adolescents, grades seven to twelve. The findings revealed that a Significant differences were found on fewer than half of the school, behavioral, and psychological dimensions

Martinez et al. (2009) examined behavioural and emotional adjustment in family contexts in which there was high versus low demand for adolescents to serve as language brokers in a sample of 73 recently immigrated Latino families with middle school -aged adolescents. Results indicated that those in low language brokering contexts, compared with those in high language brokering contexts, demonstrated higher levels of family stress, adjustment in terms of academic functioning, socio-emotional health and substance use.

Mohmondi and Ningamma (2009) explored relationship between adjustment and achievement of 100 ninth class students of secondary schools of Mysore city. The findings revealed that the students with different level of home or adjustment differ significantly in their academic achievement whereas students with different levels of social and emotional adjustment do not differ significantly in their academic achievement.

Frijins et al.(2009) examined the association of keeping and confiding a specific secret with psychosocial adjustment among 278 adolescents. Results confirmed a hypothesized longitudinal contribution of keeping a secret all to oneself to psychosocial problems, including depressive mood, low self- concept clarity, low self- control, loneliness and poor relationship quality. These results suggested that the keeping or confiding of secrets may affect adolescents psychosocial well-being and adjustment.

Shelton et al. (2008) examined adolescents' cognitive appraisals and strategies following exposure to inter parental conflict and their long-term symptoms of emotional and behavioral distress. Participants were 252 adolescents, their parents and their teachers. Gender differences were found whereby marital conflict exerted direct effect on boy's coping behaviour, while for girls, effects were indirect through their self- blame and threat appraisals. Implications for interventions aimed at ameliorating the effects of interparental conflict on children were discussed.

Farmer et al. (2008) examined interpersonal competence configurations in relation to students concurrent behaviour problems and social risks for later adjustment difficulties. Participants are 648 fourth-grade students from the suburbs of a major Midwestern city. Competence and risk configurations were identified using cluster analytic procedures with teacher ratings of interpersonal competence. Four distinct risk configurations were identified using cluster analytic procedures with teacher ratings of interpersonal competence. Four distinct risk configurations were identified : Multi- Risk, Tough, Unengaged and Low academic. These configuration are differentially related to the subscales and total problem scores on the Teacher report Form and to social adjustment variables that have been shown to be linked to poor outcomes in adolescence.

Denault et al. (2008) examined the unique contribution of mothers involvement in their children's organized activity, father's involvement in the activity, social integration in the activity peer group, and social support from the activity leader on youth adjustment and the moderating effects of youth's gender and prior adjustment on these associations. Study participants were 115 youths

Participation in organized activities were assessed in the 7th grade. The dimensions of adjustment were measured both in grades 6 and 7.

Kia-Keating et al. (2007) studied school belonging and psychosocial adjustment among a sample of 76 Somali adolescents resettled in the United States. They found that school belonging did not moderate the effect of exposure to adversities on psychological adjustment. These results were used in investigating ways of improving school experiences would be particularly useful in the effort towards continued development of school-based mental health program for young refugees.

Prellow et al. (2006) examined three competing models of the relations among perceived discriminations, social support and indicators of psychological adjustment in a sample of 135 African College students. The three competing models, social support deterioration were tested within a regression framework. Perceived racial discrimination was associated with lower perceptions of social support, greater symptoms of depression and lower levels of life satisfaction.

METHODOLOGY

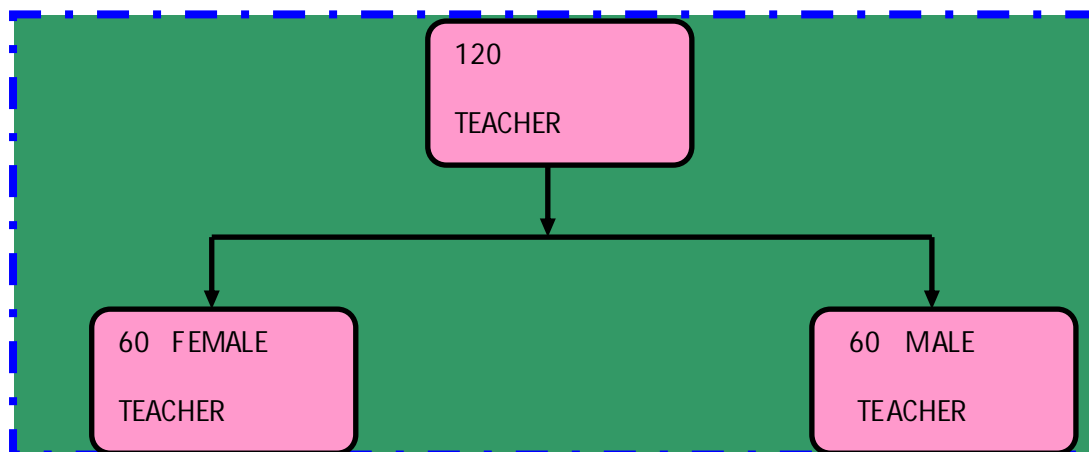
Before starting with the collection of the data, one has to be very careful about the design of the study, which will lead to its successful completion. This chapter deals with description of methods of data collection. Test material, sampling procedure and statistical techniques used to analyze the data.

RESEARCH METHOD

Descriptive or survey method of research was used for the conduct of the present study.

POPULATION OF THE STUDY & SAMPLE

The population of the study was teacher trainees of Govt. aided and Self-financed colleges of education. The teacher trainees were selected from different education colleges of S.B.S. Nagar, Kapurthala and Jalandhar district. The sample consisted of 120 teacher trainees. Out of the total sample 60 female teacher trainees and 60 male teachers trainees were taken from education colleges.



RESEARCH TOOL USED

In order to collect the data for the present investigation following tool will be employed by the investigator

Mangal Teacher Adjustment Inventory (MTAI) by Dr. S.K.Mangal (Rohtak).

STATISTICAL ANALYSIS

Statistics is a mathematical technique of gathering, describing, organizing and interpreting the numerical data. Investigator seeks the help of various statistical techniques to analyze and interpret the data. The various statistical techniques used by the investigator as follows:

1. Mean = $\bar{X} = \frac{\sum fx}{N}$, Where X is midpoint of each class interval, *f*s frequency of each class interval and N is total frequency.

2. Standard deviation (S.D.) = $\sqrt{\frac{\sum fx^2}{N}}$ Where x = X-mean, *f* is frequency of each class interval and N is total frequency.

3. Standard error of difference (S.E_D)

$$SE_D = \sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}$$

Where σ_1^2 is standard deviation of first group and σ_2^2

is standard deviation of second group.

4. The test statistic t is defined as

$$t = \frac{|M_1 - M_2| - 0}{SE_D}$$

Where M_1 and M_2 are means of first and second group respectively.

Mangal Teacher Adjustment Inventory (MTAI)

Mangal Teacher Adjustment Inventory by Dr. S.K.Mangal (Rohtak) has been designed for the preliminary assessment of the Adjustment or maladjustment of the teachers of both sexes.

It has been prepared in Hindi as well as in English and contains only 70 items.

Features

1. It has very fewer items, 70 only in comparison to long form containing 253 items.
2. The mode of response provides only two alternatives in the form of yes or no instead of three as provided in the long form.
3. Scoring procedure is simplified.
4. In this form the items have been arranged in a random order.
5. Interpretation of the subjects scores have been very much simplified by providing a five fold categorization.

Standardization

The Teacher Adjustment Inventory so devised was put to standardization on the population of high school teachers of Haryana state. Sample for the standardization of the inventory consisted of 728 teachers belonging to 50 High of all the districts of Haryana State. It was obtained by stratified proportionate cluster random sampling techniques.

Reliability

Reliability of the inventory was estimated through test – retest and split- half methods. The reliability coefficients determined by these two method have been given in the following table.

Table 1
Reliability Coefficients of the Teacher Adjustment Inventory

Methods Used.	Test-Retest Method (N=100)	Split- Half Method (N=100)
Reliability Coefficient.	969	983

Validity

The validity for the inventory has been established by adopting criterion related approach. Two different external measures used for this purpose were (1) Bell's Adjustment Inventory (2) Teacher Adjustment Inventory-MTAI.

Bell's Adjustment Inventory gives scores on maladjustment side while the Teacher

Adjustment Inventory gives score on adjustment side. The validity coefficients determined through these measures have been given in the following table:-

Table 2
Validity coefficient of the Inventory

Used.	Measures Inventory (Hindi version) (N=150)	Bell's Adjustment Inventory-MTAI (long form) (N=150)	Teacher Adjustment
Validity Coefficients.		-.848	.906

Classification of Teachers Adjustment Scores into the Categories

For a rough estimation and quick interpretation of the adjustment scores earned by individual teacher attempts have also been made to provide a fivefold categorization. This categorization has been done by dividing the base line of the normal curve into 5 equal units, each unit being equal to 1.20. Being a large sample, normality in the present situation could have been assumed but still then it has been established by calculating skewness and kurtosis for the distribution of the two sexes with respect to the total adjustment. This classification has been presented in the table 4.

Table 4

Classification of Teacher’s Total Adjustment in Terms of Categories.

Category	Description	Range of Raw Scores	
		Male	Female
A	Very Good	63 and above	65 and above
B	Good	54-62	56-64
C	Average	43-53	45-55
D	Poor	33-42	35-44
E	Very Poor	32 and below	34 and below

Scoring Procedure

The mode of response to each of the item of the inventory is in the form of a forced choice i.e. either yes or no, indicating complete agreement or disagreement with the proposed statement respectively. In the present Teacher Adjustment Inventory the 10 items are such where the response 'yes' show shows adjustment. For the remaining 60 items, the response 'no' show adjustment. The scoring is done onadjustment side by assigning one mark for the response showing adjustment and

zero for the response showing maladjustment. The total marks obtained by an individual, thus, may range from Zero to seventy. Scoring scheme for each item is presented below in table 5.

Table 5
Scoring Scheme of Teacher Adjustment Inventory

	Mode of response	Score
(a) Sr. No. of the items where response “yes” shows adjustment 7 (a), 19,21, 23,31,38,47,57,63 and 70 Total 10 items.	‘Yes’	1
	‘No’	0
(For identification these 10 items have been marked by * symbol in the test booklet)		
(a) For all the remaining 60 items The response ‘No’ shows adjustment.	‘No’	1
	‘Yes’	0

Interpretation of A Subject Score

For interpreting an individual score, help may be taken from the given percentile scores in table 3 separately for male and female teachers. The subject’s scores denoting his total adjustment may also be interpreted in terms of one of the five categories described in table 4. Since the Teacher Adjustment Inventory is scored on the adjustment side, a higher score on total adjustment shows his good and satisfactory adjustment and lower score an overall poor adjustment. The percentile rank of a subject gives quite satisfactory position of his or her adjustment in a group of the population tested.

ANALYSIS OF DATA

The present chapter deals with the result of the study undertaking. The data analysis statistically in previous chapter is interpreted here and meaning is attached to the value. The interpretation would followed the frame work in which present problem was envisaged in the form of hypothesis in chapter-1

1.Frequency table and histogram showing the score of adjustment problems of female teacher trainees of Govt. Aided and Self financed Colleges of Education

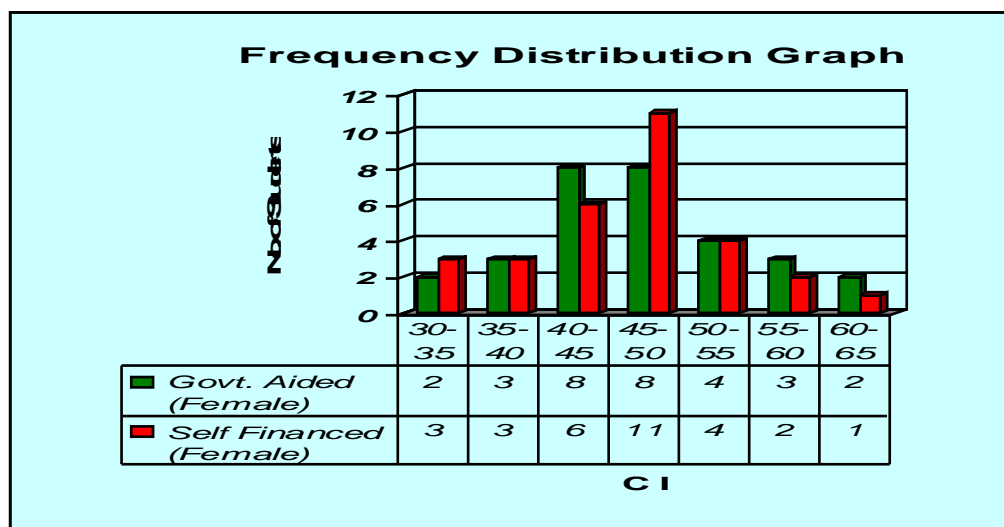


Table -1

Gender	No. of Students	Mean	S.D.	S.E _D	t-ratio	d.f.	Level of Significance
Female Of Govt. Aided	30	46.83	7.72	1.93	0.51	58	Not Significant at 0.05
Female Of Self financed	30	45.83	7.23				

Table 1 shows that the t-ratio between the mean scores of Adjustment problems of female teacher trainees of Govt. Aided and Self financed colleges of education is 0.51. This means that our calculated t- ratio is less than the table value at 0.05 level. i.e.0.51 < 2.00, So Adjustment problems of female teacher trainees of Govt. Aided and Self financed colleges of education as the t-value of 0.51 is found not to be significant. Therefore the null hypothesis is accepted.

Hence, we conclude that there is no significant difference in Adjustment problems of female teacher trainees of Govt. Aided and Self financed colleges of education.

2.Frequency table and histogram showing the score of adjustment problems of male teacher trainees of Govt. Aided and Self financed Colleges of Education.

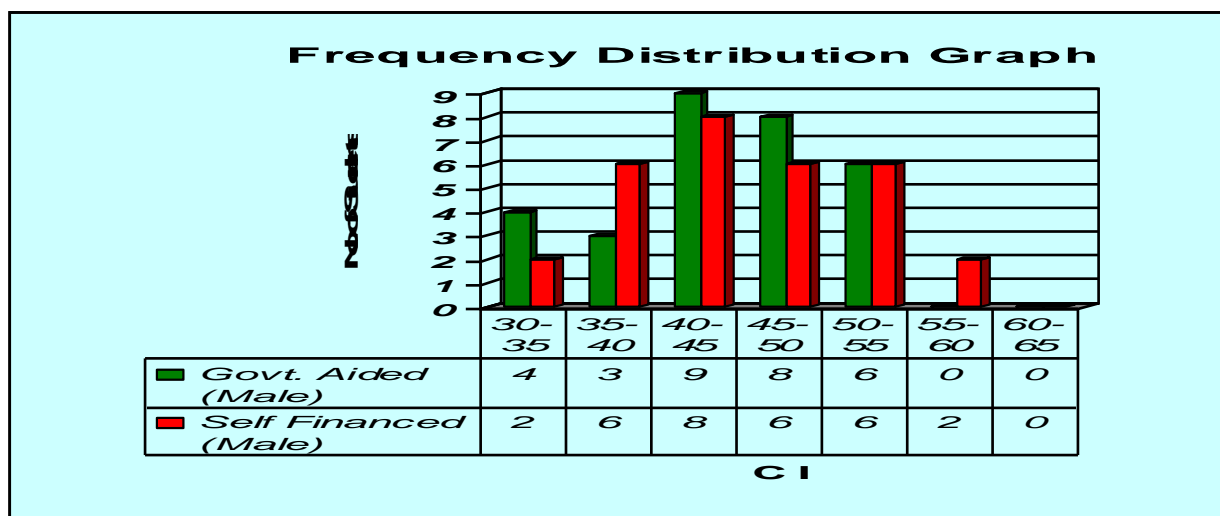


Table-2

Gender	No. of Students	Mean	S.D.	S.E _D	t-ratio	d.f.	Level of Significance
Male Of Self financed	30	44.43	6.79	1.69	0.47	58	Not Significant at 0.05
Male Of Govt. Aided	30	44.00	6.34				

Table 2 shows that the t-ratio between the mean scores of Adjustment problems of male teacher trainees of Govt. Aided and Self financed colleges of education is 0.47. This means that our calculated t- ratio is less than the table value at 0.05 level. i.e.0.47 < 2.00, So Adjustment problems of male teacher trainees of Govt. Aided and Self financed colleges of education as the t-value of 0.47 is found not to be significant. Therefore the null hypothesis is accepted.

Hence, we conclude that there is no significant difference in Adjustment problems of male teacher trainees of Govt. Aided and Self financed colleges of education.

CONCLUSION AND SUGGESTIONS

1. There is no significant difference in the study of adjustment problems of female teacher trainees of Govt. Aided and Self Financed colleges of education
2. There is no significant difference in the study of adjustment problems of male teacher trainees of Govt. Aided and Self Financed colleges of education.

At the end we can conclude that there is no significant difference overall adjustment problems of male and female teacher trainees of Govt. Aided and self financed colleges of education, as both colleges give same and better living environment for proper adjustment. Teacher should make use of various methods, life situation teaching technique to make teacher trainees adjustment better in every aspect.

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