

Comparative Study of Adjustment Among Low Economic and High Economic Student of Nirmala College Ranchi

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ABSTRACT

Adjustment is the most important characteristics of a healthy personality or a good personality. Adjustment means a harmonious relationship between individuals demand and environment. In psychology, adjustment refers to the behavioral process by which human being make adequate balance between his various conflicting needs and the environment. It refers to the extent to which an individual's personality function effectively and properly in the environment. A compromised between the needs of the' le individual and the demands of the society in which he/she lives is called adjustments. The word adjustment means to fit make suitable, arrange, modify, harmonize correspondence with whenever we meet an adjustment is the establishment of the satisfactory relationship, as representing harmony conformance adaption or Adjustment is the process through which a person tries to strike balance between his requirements (need, desires, and urges) and varying life situations etc. reaction to the demands and pressures of the social relationship usually aided by the appropriate application of social skills.

INTRODUCTION

Definition of Adjustment

The term 'Adjustment' has been defined by various Psychologists, Sociologists and Environmentalists in different way. Some of the important definitions of adjustment have been presented below:

- C. V., Good (1959): "Adjustment is the process of finding and adopting modes of behavior suitable to the environments or the changes in the environment".
- Shaffer (1961): *Adjustment is the process by which a living organism maintains a balance between its needs and the Circumstances that influence the satisfaction of these needs.
- Crow and crow (1956): "An individuals' adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his social environment.

Area of Adjustment

There are many fields in the sphere of life, but some held prime positions in life sphere such as Home, Health, Social and Emotional field. Therefore In 1934, Bell developed a test which is known as Bell Adjustment Inventory to diagnose adjustment problems of the individual. It tests an individual's adjustment in a variety of situations such as home, health, social, emotional etc. For example, the health-adjustment is measured in terms of shyness, submissiveness, introversion and the home adjustment assessed in terms of satisfaction or dissatisfaction with home life. The emotional adjustment is examined

in terms of depression and nervousness. It has two forms - student form and occupational form. It has 124 items to be answered in "Yes" or "NO" form. It is highly reliable and valid It has not been translated in various Indian languages. The way of adjustment of an individual in these fields affect him to create lies personality according to his type of adjustment so, these fields are discussed below.

Home adjustment:

Home adjustment is the most important aspect of individual. Home adjustment refers of behavior and interaction of individual with other family member and way to satisfies personal needs, resolve conflict and tension and maintain good relationship. An individual used to live at home with other member of his family. He behaves differently with the different member according to his and member 's position in the family. Relation of the child with family member influence his adjustment. Home promotes satisfaction and security. The degree of adjustment of an individual exhibits in his behavior with other. If one is well adjusted in home, most probably he must have been well adjusted socially because the adjustment in different field of life is related to Each other.

Health Adjustment:

Health adjustment is the ability to adjust physically and mentally in different type of atmosphere without causing any impact on health. Health play's prime role in the development of one's personality. Good Health is the source of satisfaction and happiness in the life. Physically and mentally healthy person always feels himself well-adjusted in society then the unhealthy one. An unhealthy person always cries for his weakness and could not participate fully with other, physically and mentally healthy person will be less guided by emotions.

Social Adjustment:

Social Adjustment is the achievement of balance in social relationships. It is efforts made by an individual to cope with standards, values norms and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value social et means to established good relations with family neighbors, playmates, class fellow, teachers and other member of the society.

Emotional Adjustment

Emotional adjustment also referred to as personal adjustment or psychological adjustment is the maintenance of emotional equilibrium in the take. This capacity is an important aspect of mental health and where, It is compromised or not developed, Psychopathology and mental disorder can developed in individual. A person is emotionally adjusted if he expresses proper emotion in a proper situation in a proper form. An emotionally stable person may be well adjusted and emotional unstable condition cause mental disorder and maladjustment. A satisfactory state of personal and emotional adjustment may say to be exist when an individual's physical and psychological needs can be satisfied by socially accepted patterns of behavior.

Characteristics of Well-adjusted Person:

A well-adjusted person is supposed to possess the following characteristics:

1. Awareness of his own strengths and limitations. A well- adjusted person knows his own strengths and weaknesses. He tries to make capital out of his assists in home areas by accepting his limitation in oth-

ers.

2. Respecting himself and others. The dislike for one-self is a typical symptom of maladjustment. An adjusted individual has respect for himself as well as for others.
3. An adequate level of aspiration. His level of aspiration is neither too low nor too high in terms of his own strengths and abilities. He does not try to reach for the stars and also does not repent over selecting an easier course for his advancement.
4. Satisfaction of basic needs. His basic organic, emotional and social needs are fully satisfied or in the process of being satisfied. He does not suffer from emotional cravings and social isolation. He feels reasonably secure and maintains his self-esteem.
5. Absence of a critical or fault-finding attitude. He appreciates the goodness in objects, persons or activities. He does not try to look for weaknesses and faults. His observation is scientific rather than critical. He likes people, admires their good qualities, and wins their affection.
6. Flexibility in behavior. He is not rigid in his attitude or way of life. He can easily accommodate or adapt himself to changed circumstances by making necessary changes in his behavior.
7. The capacity to deal with adverse circumstances. He is not easily overwhelmed by adverse circumstances and has the will and the courage to resist and fight odds. He has an inherent drive to master his environment rather than to passively accept it.
8. A realistic perception of the world. He holds a realistic vision and is not given to flights of fancy. He always plans, thinks and acts pragmatically.
9. A feeling of ease with his surroundings. A well-adjusted individual feels satisfied with his surroundings. He fits in well in his home, family, neighborhoods and other social surroundings. If a student, he likes his school, school-mates, teachers, and feels satisfied with his daily routine. When he enters a profession, he has a love for it and maintains his zeal and enthusiasm despite all odds.
10. A balanced philosophy of life. A well-adjusted person has a philosophy which gives direction to his life while keeping in view the demands of changed situations and circumstances. This philosophy is centered around the demands of his society, culture, and his own self so that he does not clash with his environment or with himself.

Theories or models of Adjustment

Why do some people adjust to their environment and others do not? What are the factors that make an individual adjusted or maladjusted? There are several theories and models describing the pattern of adjustment for answering such questions. Let us discuss some of the important models.

1. The moral model. This represents the oldest view-point about adjustment or maladjustment. According to this view, adjustment or maladjustment should be judged in terms of morality i.e. absolute norms of expected behavior. Those who follow the norms are adjusted (virtuous or good people) and those who violate or do not follow these norms are maladjusted (sinners). Evil supernatural forces like demons, devils, etc. were blamed for making one indulge in behavior against the norms (committing sins) while the religious gods, goddess and other saintly great souls were responsible. In a happy, healthy, prosperous and pious person (adjusted in the modern sense). However, as the medical and biological sciences advanced and scientific reasoning gained a firm footing in the nineteenth century, the moral model was replaced by the medico-biological model.
2. The medico-biological model. This model holds genetic, physiological and biochemical factors responsible for a person being adjusted or maladjusted to his self and his environment. Maladjustment,

according to this model. is the result of disease in the tissues of the body, especially the brain. Such disease can be the result of heredity or damage acquired during the course of a person's life-by injury, infection, or hormonal disruption arising from stress, among other things. In the opinion of Lazarus (1976), the correction of adjusted failures or disorders requires correction of the tissue defect through physical therapies such as drugs. Surgery and the like.

This model is still extant and enjoys credibility for rooting out the causes of adjusted failure in terms of genetic influences, biochemical defect hypotheses. and disease in the tissues of the body. However, it is not correct to assign physiological or organic causes to all maladapted and malfunctioning behavior. Especially when there is no evidence of physiological malfunction. Such a situation certainly calls for other explanations, - viewpoints or models.

1. The psychoanalytic model. This model owes its origin to the theory of psychoanalysis propagated by Sigmund Freud (1938) and supported by psychologists like Adler, Jung and other neo-Freudians. A well-adjusted person or mentally healthy person is one, who is able to maintain harmony between the ego and superego or his biological, rational and social selves thus engaging in healthy loving relationships and productive work.

- " Freud View: A person is said to be well-adjusted, when his behavior Remains normal and in harmony with his self and his environment to the extent that his ego is able to maintain the balance between the evil designs of id and moral ethical standards dictated by the superego. In case the ego is not strong enough to exercise proper control over the id or superego, maladjustment occurs.
- Adler View: Adjustment depends upon whether one's efforts result in success or failure to achieve one's goals.
- Jung View: The degree of adjustment of one's personality depends upon the extent to which one is successful in actualizing oneself.
- Otto Rank View: Well-adjusted person is one person who has the courage to be distinct, inventive and creative in various phases of life.
- Fromm View: Adjustment is social affair not individual. It is the society which creates hostility and distrust in individuals.
- " Horney View: There are three attitudes of an individual: a. move towards people (be dependent upon them); b. move against people (hostile, rebellious); c. move away from: people (withdraw completely).

If an individual integrates three attitudes, he remains well-adjusted.

4. Behavioristic Model: Behavior is acquired or learnt. Behaviors, whether normal or abnormal are learnt by obeying the same laws of learning. A well. adjusted person is the one who has learnt behaviors which help him deal successfully with life's demands and one who fits in with the ideals which are determined by society.
5. Humanistic-Existential Model: Adjustment implies our conscious effort to cope with stress. There is emphasis on growth orientation and positive striving.
6. Indian Model: Emphasizes meditation and yogic practices to enhance self-discipline and concentration by focusing on the flow of the thought.
7. Cultural Relativistic Model: Each culture has its own description of what it considers normal or healthy adjustment. This notion varies from culture to culture, significantly. The process of adjustment is not universal in its orientation and the shape it acquires is culturally determined.

Difference between Maladjusted and well-Adjusted person:

The Maladjusted Person: Mental illness emotional instability, mental disorders, emotional disorders, psychological disorders-all these terms denote one and the same thing. They are interchangeably used to describe what we call maladjustment. They are interchangeably used to describe what we call maladjusted. They denote conditions of tension and nervousness and the characteristic features of maladjustment are deviations in feelings, acting and thinking. The more serious the disorder, the more radical are the disturbances until a point is reached when the individual becomes almost incapable of adjusting to life.

The Well-Adjusted Person: Most normal people have to face frustrations; Conflicts and such situations as may cause concern, anxiety and nervousness at times. They are able to overcome their troubles and adjust themselves to such situations. But there are people who cannot overcome their troubles and cannot compromise with them. They develop behavior disorders in the form of exaggerated, persistent reactions which tend to incapacitate them and distort their feelings and behavior. They are maladjusted persons.

They create another world in which they can live more comfortably and with real life situations they are in gross disharmony but it must be remembered that the distinction between the very adjusted and the maladjusted is subtle. The line between the two is very thin, for no person is completely adjusted. He is adjusted to a degree. A normal person may be emotionally hyperactive at times and he may be so depressed that he can hardly live with himself. He may at times regress to childish behavior and still be a normal man. A well-adjusted person maintains a favorable orientation towards reality "His life is like ship riding the waves. He may be swayed this way or that by wind or weather but he always returns to an even keel. This even keel is his fundamental balance in life that enables him to withstand the thousands of disturbing stimuli which assail him and still keep his bearings and continue to move towards the goals he has set for himself".

REVIEW OF LITERATURE

Chadha (1994) conducted a study of adjustment problems of scheduled caste students of Himachal Pradesh. Findings of the study revealed that: The non-scheduled caste students are significantly better adjusted than the scheduled caste students in the areas of home and health adjustment. But in the areas of social and emotional adjustment, non-scheduled caste has better adjustment than the scheduled caste students, but the differences are not statistically significant. Boys are significantly better adjusted than the girls irrespective of their caste. In the areas of home, health, and social adjustments, boys appear to be better adjusted than girls, but in these areas the differences are not statistically significant. Das, and Deb (2013) found a significant difference of social adjustment pattern found among Tribal and Non-Tribal students. They also found that Tribal male & female have significant differences. Terene: from such other on their social adjustment patterns. And tribal female has much more social adjustment from tribal male students. Sunita (1986) found that girls were better adjusted at home than boys. She also found that boys were more socially and emotionally adjusted than girls.

Sharma I. (1989) conducted a study on school adjustment problems of high school students in relation to sex and socio-economic status. Findings of the studies revealed that:

1. Boys and girls differ significantly.
2. high socio-economic status group of students is better adjusted than average and low socio-economic status

Leel (1993) studied the difference in adjustment to university life in King Faisal University in Saudi Arabia according to gender social and psychological status, residence, and study level. Findings of the study showed that there was no significant difference in the adjustment attributed to the study variable except for gender and residence.

Singh (1995) observed that adolescent girls are better adjusted in the areas of emotional whereas adolescent boys were better adjusted in the area of healing and social adjustment, Muni and Pavigrahi (1997) conducted a study on emotional, social and total areas of adjustment. The sample was consisted of 80 students, (40 boys and 40 girls) of two different schools of Berhampur Orissa. They found that girls were better adjusted in the all the areas of adjustment pattern than boys.

Dutta et.al. (1998) conducted a study on social adjustment of students on 200 adolescents draw equally from Assam Agricultural University and Kendriya Vidyalaya district of Jorhat, Assam. Sample of 50 boys & 50 girls of age group 19-211 years was selected. Adjustment inventory for college students developed by Sinha and Singh (1980) was administered, results revealed that no significant difference among the boys and girls in the area of social adjustment.

Chauhan B. (2005) conducted a study of adjustment problems of +2 students of block Bhoranj in district Hamirpur in relation to their gender and stream. Findings of the study revealed that:

1. Science. boys are better adjusted than their arts counterpart.
2. Science girls and arts girls are not differed significantly in the area of family. school, social and total adjustment. The arts girls were found to have slightly more adjustment problems than science girls.
3. Science boys and science girls are not differed significantly in all area of family, school, social and total adjustment. But boys were found to have slightly more adjustment problems than science girls. It may be due to chance factor.
4. Arts boys and arts girls are not differed significantly in all area of family, school social and total adjustment. But mean score of boys were significant than girls in the comparison of total boys and total girls there is not significant difference in the area of family, social, school, personal and total adjustment.

Sharma A. (2005) conducted a study of the adjustment problem of +2 levels students in relation to their sex. Findings of the study revealed that:

1. Majority of the +2 level students have family, school and social and personal adjustment problems.
2. Both male and female students do not differ from each other on family, personal and total adjustment.
3. Male students have more school and social adjustment problems in comparison to female students

Epochs and Roland (2006) examined the relationship between living environment, gender, overall adjustment to college and social adjustment in freshmen. The study revealed that boys had significantly higher level of adjustment than girls regardless of living environment. Shalu and Audichya (2006) assessed and compared the school adjustment of 60 rural adolescents with reference to their emotional and social sphere. The sample consisted of 30 rural boys and 30 rural girls between the age group of 15-18 years studying in government co0-educational school only. The adjustment inventory for school students constructed by Sinha and Singh (1984) which was modified by the investigator was used for data collection. They reported a significant difference was observed in social and emotional adjustment. Singh (2006) examined the effects of socio, emotional and socio emotional climate of the school and sex on the adjustment of students along with their interaction's effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school.

M.V.R. Raju and T. Khaja Rahamtulla (2007) did a study to examine the adjustment problem of school

students from urban and rural schools of Visakhapatnam district. The variables included for the study apart from adjustment are age, gender, class, type of school etc. The study was conducted on a sample of 461 students (197 boys, 264 girls) randomly selected from the various government and private schools from urban and rural areas of Visakhapatnam district, Andhra Pradesh. A standardized questionnaire developed by Jain (1972) was adopted for this study. The data was analyzed to examine the influence of individual factors on adjustment variables. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment. Rahamtullah (2007) stated that boys are significantly better adjusted than girls on the emotional adjustment area. Sarasvati et.al (2008) concluded that boys had better level of adjustment as compared to girls.

Lama (2010) reported that there is a great tendency for female students to experience adjustment problems more than males. This finding implies that male students are better adjusted in overall adjustment on the campus as compared to female students. Adhiambo, et al. (2011) did a study on the relationship among school adjustment, gender and academic achievement amongst secondary school students in Kisumu district Kenya and the result found that there were no significant differences between girls and boys in school adjustment.

Gupta and Gupta (2011) conducted a study on 100 students who were selected from various schools of Meerut. In which two groups were formed according to their gender. Mean, S.D. & Critical Ratio were calculated. "They found no significant difference between boys and girls in emotional and educational adjustment but in social adjustment area boys and girls significantly differ to each other. Girls have better social adjustment as compared to boys. Manju Gehlawat (2011) studied the adjustment pattern among high school students with respect to their gender. No significant differences were found in the emotional, social, educational and the total adjustment of students with respect to their gender. Roy, Ekka and Ara (2011) observed that Girl students were better adjusted in all areas of adjustment than Boy students. There is no significant difference between boys and girls in level of adjustment. (Al-Khatib et.al. 2012).

Chauhan, V. (2013) studied that there is significant difference in adjustment of higher secondary school's students and Female students have good adjustment level when compared to the male students.

Sharma & Saini (2013) Concluded that girls are average in health and social adjustment and unsatisfied in emotional adjustment. The boys are average in social adjustment and unsatisfied in health and emotional adjustment. The girls and boys do not differ significantly in health, social and emotional adjustment.

Canai, M.Y. and Muhammad, A. M. (2013) were found No significant difference between male and female college students in terms of total scores obtained on the adjustment scale. The two groups also do not differ in terms of scores obtained separately on any dimension of the adjustment scale. Furthermore, the two groups showed no significant difference in terms of their academic achievement.

Mohd. Zubair Kales (2014) found significant difference between boys and girls in home adjustment, social adjustment, and health adjustment. But not significant difference between boys and girls in emotional adjustment.

Singh and Tripathi & Mahato (2014) observed that there is no significant difference between boys and girls in the domains of home adjustment, health adjustment, social adjustment, emotional adjustment and overall adjustment.

METHODOLOGY

This chapter deals with the methodology adopted in the present study. It describes the method used in the study. Variables involve in the sample if the study, the tools used for the data collection, procedure of data collection and scoring, and the statistical techniques for the analysis of data.

The present methodological chapter has been divided into 4 (Four) sections. The first section presents "Statement of the problem." Second section is related with "Objective and Hypotheses" of the study. Third section states with sample and used in study. Fourth and last section contains the Tools, Data collection procedure and Plan analysis. Comparative study of adjustment among Tribal and Non-Tribal students of Nirmala College Ranchi

Sample:

The sample of the study consist of 20 students classified as 10 low socio economic and 10 high socio economic was selected randomly. The entire sample were collected from Nirmala College. Their age ranges from 18 years to 20 years.

Tools:

The following tools were used to achieve the goal of present study.

- a. Personal Data Questionnaire.
- b. Hindi adaptation of Bell Adjustment Inventory
- c. Personal Data Questionnaire:

This questionnaire was prepared by the investigator for collecting information about: respondents name, age, class, ethnicity, religion, gender, caste, economic status etc.

Hindi Adaptation of Bell's Adjustment Inventory: - Bell adjustment inventory by S.M. Mohsin and Shamshad Hindi version was used to measure home, health. social and emotional adjustment. Bell adjustment inventory is one of the most important and widely used inventories developed by H.M. Bell in, 1934. Hindi version of this inventory is developed by S.M. Mohsin and Shamshad. It consists with 124 items with yes/ impartial no response pattern. It measures adjustment level of individuals in four fields. These four fields are IHome, Health, Social, & Emotional.

Table No-3.1

Showing total no of items of different dimension of adjustment scale:

Sl.no	Areas	No of items
1	Home adjustment	31
2	Health adjustment	29
3	Social adjustment	32
4	Emotional adjustment	32
Total		124

Procedure of data collection:

The entire process of sample selection and data collection was completed in very simple way. On the basis of information given in PDQ selected response sheets had been classified into 2 subgroups according to sample design After that 20 cases were randomly selected by using simple random method for each of the 2 subgroups.

During data collection some precaution is taken by researcher:

- a. Environment was kept peace full,

- b. To fill the questionnaire, instructions Was given carefully and in simple language, any technical word was not used by researcher,
- c. Classification of subjects is done carefully according to sample criteria,
- d. Any subjects who don't fulfilled selection criteria is not included in sample
- e. Scoring of all finally selected answer sheets was done according to the standard procedure, in the respective manuals of the test

Table showing Tesi-retest reliability and Odd-even reliability of different dimension of Adjustment scale:

DIMENSIONS RELIABILITY	TEST RETEST RELAIABILITY	ODD EVEN
Home	0.70	0.80
Health	0.80	0.82
Social	0.86	0.73
Emotional	0.91	0.85
Total	0.92	0.93

Reliability: Both test-retest and odd-even reliability of different areas? and also of the total! test, are summarized in table 3.7

Validity: The test was also validated against (N=100) the Hindi version of the Eysenck's personality inventory (Jalota and Kapoor, 1965) table presents product-moment correlation co-efficient between the scores on all the four areas of adjustment as well as the total adjustment scores and the scores on neuroticism and extraversion.

Plan of analysis:

Considering the aims and hypotheses, the following suitable statistical techniques were used to analyze the obtained data:

- Mean
- SD
- t-ratio

Data Analysis and Discussion

One of the important objectives of the present study was to examine the levels of Psycho-social adjustment of Tribal and Non-tribal college students. To achieve objective Psycho-social adjustment scale was administered on them. Students were categorized into high, average and low group using the formula Mean +1 SD. Mean score on adjustive scale was 57.65. College students who scored Mean-1 SD and below were placed high group and students who scored Meant 1 SD and above were included in low group of Psycho-social adjustment. Number and Percentage of college students in total sample (20) as well as in 2 subgroups of sample was calculated.

SCORING:

The inventory is scored simply by counting the number of responses marked correctly in cache area of adjustment. Each response has to be given a score of one. High score indicates poor adjustment and low

score indicates well adjustment. The sum of scores in different areas gives measure of total adjustment.

Table no 4.1 Total Mean SD & T-ratio in of Adjustment of low and high socio-economic students

Total	Low Socio	Students			HIGH SOCIO STUDENTS			T-RATIO
	N	MEAN	SD	N	MEAN	SD	6.341	
	10	65.8	17.7	10	49.5	24.34		

In table no 4.2 shows that as compared to low socio students, high socio students have better level of adjustment. The mean score of tribal students is 05.8 and SD is I7.7, whereas the mean score of high socio students is 49.5 SD 's 4 34 With the help of the scores and table no. 4.2 it is clear that high socio economic has level high adjustment.

Table no 4.2 Mean SD and T-ratio in different dimensions of adjustment

Dimension	Low Socio-economic students			High socio-economic students		
	N	MEAN	SD	N	MEAN	SD
Home	10	14.7	4.98	10	11.4	4.65
Health	10	15.1	5.61	10	11.9	7.16
Social	10	16.2	2.6	10	14.5	5.95
Emotional	10	19.8	4.51	10	11.7	6.58

According to table 4.2 the mean SD and t-value of the low socio economic and high socio-economic students obtained in four dimensions.

Conclusion

25% of students had high level of Adjustment.

65% of student had average level of Adjustment.

least number of students got 10°% of low level of Adjustment.

As compared to low socio-economic students, high socio-economic students had better level of Adjustment and on the basis of emotional dimension the difference between them is highly significant and on the basis of Total the difference between them is significant.

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