



ISSN NO. 2320-5407

Journal homepage:<http://www.journalijar.com>
Journal DOI:[10.21474/IJAR01](https://doi.org/10.21474/IJAR01)

INTERNATIONAL JOURNAL
OF ADVANCED RESEARCH

RESEARCH ARTICLE

Social-adjustment of Secondary school students in relation to their Gender, Academic achievement and Parent-child relationship.

Pooja Bhagat.

Research Scholar, Department of Educational Studies, Central University of Jammu (J&K).

Manuscript Info

Manuscript History:

Received: 18 May 2016
 Final Accepted: 19 June 2016
 Published Online: July 2016

Key words:

Social adjustment, parent-child relationship, academic-achievement.

***Corresponding Author**

Pooja Bhagat.

Abstract

The main purpose of this study was to see the social-adjustment of Secondary school students in relation to their Gender, Academic achievement and Parent-child relationship. The study was conducted on a sample of 200 students of 9th class studying in Government and Private Schools of Jammu district (J&K). Adjustment Inventory constructed and standardized by K. P. Sinha and R. P. Singh (1971), Parent Child Relationship Scale developed and standardized by Nalini Rao (1989) were the tools used to collect data. The collected data was analyzed with the help of ANOVA (Analysis of variance). The results of the present study showed that boys are found socially more adjusted than their counterparts. Social-adjustment is found independent of academic-achievement and parent-child relationship.

Copy Right, IJAR, 2016.. All rights reserved.

Introduction:-

Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances. It is a compromise between the needs of the individual and the demands of the society in which he lives. For living a happy and prosperous life adjustment is a pre-requisite condition. In every sphere of life, starting from birth till death we need healthy adjustment.

Adjustment is also termed as adaptation, wherein the individuals who are able to adjust themselves to the change circumstances in their environment can live in perfect harmony and lead a happy and well-adjusted life.

Adjustment has been interpreted in two ways i.e. Adjustment as an achievement and Adjustment as a process. The process of adjustment involves two important factors. The individuals, his characteristics including needs and desires as well as competencies and skills, to fulfil those needs.

The important areas of adjustment are as

- ❖ Social Adjustment
- ❖ Emotional Adjustment
- ❖ School Adjustment.

Social Adjustment:- Adjustment with other in the society is called social intelligence. Social adjustment is influenced by social maturity of the person. Maturity in social relationship means to establish good relations with family, neighbors', playmates, class-fellow, teachers and the members of the society. Social adjustment is the adjustment in the social situation. It is adjustment in all types of status and roles in all the social institution.

Emotional Adjustment:- Emotion adjustment is also called personal adjustment. Emotion is the current of energy that are within us. Emotion may be defined as the stirred up an organism involving internal and external changes in the body. Our emotions control our behaviour. Emotion is a dynamic inner adjustment in the organism that operates for the Satisfaction and welfare of the individual. Parent and teachers are more responsible for the emotional adjustment of the child.

Educational Adjustment:-Education is a process of development of habits, skills and attitudes which makes individual good citizen. Educational adjustment means how an individual is imparting his duties towards his education and whether he is able to get his goal or not. If an individual is unable to get good marks in the examination, he will face the problems to adjust himself in that educational environment while those students who get good marks in the examination feel better adjusted in their educational setup.

Parent-child relationship:-

The parent-child relationship consists of a combination of behaviors, feelings and expectations that are unique to a particular parent and a particular child. The relationship involves the full extent of a child's development of many different relationships people form over the course of the life span, the relationship between parent and child is among the most important. The quality of the parent-child relationship is affected by the parent's age, marital status and experience.

Academic achievement:-

The term academic achievement refers to the acquisition of all the behavioural changes associated with cognitive, affective and psychomotor domains. But in the context of school situation, it refers to the achievement made by the pupils in their subjects of study. It is the behaviour pattern of the student's changes. In the present study, academic achievement is indicated by the marks obtained by particular student of IX Class in the previous class i.e. VIII class.

Review of related literature:-

Related studies help in acquiring information about the studies done in the field. The knowledge of related literature enable us to know the means of getting to the frontier in the field of our problems until we have learnt what others have done in our area, we cannot develop a research project that will contribute to furthering knowledge in this field. Raju and Rahamtulla (2007) conducted a study on Adjustment Problems among School Students and found 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. Hussain, Kumar and Husain (2008) studied Academic Stress and Adjustment among High School Students and found that magnitude of academic stress was significantly higher among the Public school students whereas Government school students were significantly better in terms of their level of adjustment. Jaikumar and Muthumanickam (2010) studied Social adjustment of higher secondary school students and found that there is a significant difference between male and female students on their social adjustment. Adhiambo, Odwar and Mildred (2011) conducted a study on the relationship among School Adjustment, Gender and Academic Achievement amongst Secondary School Students in Kisumu District Kenya and their results showed that there were no significant differences between girls and boys in school adjustment. Devi (2011) conducted a study on a study of Adjustment of Students in relation to Personality and Achievement Motivation and found that achievement motivation has no effect on the adjustment. Velmurugan and Balakrishn (2011) investigated self-concept of higher secondary students in relation to social adjustment and found that the level of social adjustment among the higher secondary school student is high. Louis & Emerson (2012) conducted a study on Adolescent Adjustment in High School Students: A Brief Report on Mid-Adolescence Transitioning and their findings revealed that there were problems noted across emotional, social and educational domains in both boys and girls. However, there were no significant gender differences. Basu (2012) studied Adjustment of Secondary School Students and the findings of the study reveal that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school. Yellaiah (2012) investigated a study of Adjustment on Academic Achievement of High School Students and concluded that adjustment and Academic Achievement cause significant difference between male and female students, Government and Private Schools students and Rural and urban school students do not cause any significant difference between Adjustment and Academic Achievement. Chauhan (2013) conducted a study on adjustment of higher secondary school students of durg district and results indicated 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. Gupta (2013) conducted a study on Problems of Adjustment of Senior Secondary School Students and their results confirmed all the hypothesis of significant difference between the problems of adjustment among senior secondary school students. Mansingbhai & Patel (2013) conducted a study on Adjustment and Academic Achievement of Higher Secondary School Student and their results revealed that male adolescent differ significantly on health, social and emotional adjustment as compare to female adolescent. Devika (2013) conducted a Comparative Study of the Adjustment of Secondary School Students and analysis revealed that level of adjustment of secondary school students is average. It was also found that significant difference exists in the emotional adjustment of boys and girls and no significant difference was found

between male and female secondary school students with regard to Family, Social, Educational and Financial adjustment. Makwana (2013) conducted a study on Adjustment of the Secondary School Students among Urban and Rural Area in Ahmedabad District and result shows that there is no significant difference in Adjustment of Urban and Rural student, boys and Girls and Urban and Rural Girls. But there is significant difference in Adjustment of Urban & Rural boys at 0.05 level. Kumar (2013) studied Adjustment of Secondary School Students of Working Mothers belonging to Joint and Nuclear Families and conclusion of the study reveals that there is no significant difference between adjustment of students of working mothers belonging to joint and nuclear families. But on the other hand the mean score of social adjustment of boys of working mothers belonging nuclear families is higher than those from joint families. Agnihotri (2013) studied Academic Adjustment and Problems of Socially Disadvantaged Senior Secondary School Students and concluded that the average scores of academic adjustment are higher in the case of rural socially disadvantaged senior secondary school students than urban socially disadvantaged senior secondary school students. Paramanik, Saha & Mondal (2014) conducted a study on Adjustment of secondary school students with respect to gender and residence and study revealed that there is no significant difference between adjustments of students residing either at urban or rural area. Makwana & Kaji (2014) conducted a study on Adjustment of Secondary School Students in Relation to their Gender and result shows that there is no significant difference in Home, School and Emotional adjustment of boys and girls secondary school student. But there is significant difference in Social adjustment of boys & girls secondary school students at 0.05 level. It means boys are Social adjustment better than girls. Bala (2014) studied Values and Adjustment Problems of High Achievers and Low Achievers. And found high achievers and low achievers are similar as for as social and home adjustment is concerned. High achievers are superior on school adjustment in comparison to low achievers, whereas, low achievers have more adjustment problems on school adjustment scale. Low achievers have more adjustment problems on health and emotional area in comparison to high achievers. High achievers were found adjusted on health and emotional area than low achievers. Gill (2014) investigated Emotional, Social and Educational Adjustment of Visually Handicapped Students of Special Schools students. By the application of mean, standard deviation, and t-test indicated is no significant difference between the educational social and emotional adjustments of special school Students belonging to boys and girls. Rajkonwar, Dutta, & Soni (2015) studied Adjustment and Academic Achievement of Visually Handicapped School Children in Assam and the study reported that the adjustment of visually handicapped boys and girls was found similar on overall adjustment. Singh (2015) conducted a study on Adjustment among Senior Secondary School Students in relation to Emotional Intelligence and Mental Health and results of the study revealed significant positive relationship between adjustment and emotional intelligence and also between adjustment and mental health. Rani (2015) investigated study on Comparative Study of Adjustment of Secondary School Students and found that there was no significant difference in the adjustment level between boys and girls. Sharma, Sandhu & Zarabi (2015) conducted a study on Adjustment Patterns of Students with Learning Disability in Government Schools of Chandigarh and results indicate a deficit in all three areas of adjustment. The students show severe problems in educational adjustment while there are problems in emotional and social adjustment as well. We found 51.4 percent, 42.8 percent and 31.4 percent students at unsatisfactory level of educational, emotional and social adjustment respectively. Nema & Bansal (2015) investigates Correlates of Home Health Social Emotional Adjustment among Adolescence Girls and results revealed that the highly significant influence on home, health, social and emotional adjustment of adolescence students. Panth, Chaurasia & Gupta (2015) investigated a Comparative study of Adjustment and Emotional Maturity between Gender and Stream of Undergraduate Student and result revealed that the level of emotional maturity and adjustment of girls have high than boys and science students have high AICS and art students have high EMS. There were not significant differences between boys and girls AICS & EMS. There were significant difference between art & science student in EMS but not significant in AICS.

Objectives:-

- ❖ To study main influence of Gender on Social-adjustment of secondary school students.
- ❖ To study main influence of Academic achievement on Social-adjustment of secondary school students.
- ❖ To study main influence of Parent-child relationship on Social-adjustment of secondary school students.
- ❖ To study interactive influence of Gender and academic achievement on Social-adjustment of secondary school students.
- ❖ To study interactive influence of Gender and parent-child relationship on Social-adjustment of secondary school students.
- ❖ To study main influence of Academic achievement and parent-child relationship on Social-adjustment of secondary school students.

- ❖ To study triple interactional influence of Gender, academic achievement and parent-child relationship on Social-adjustment of secondary school students.
- ❖ To suggest some educational implications based on the results of the study.

Hypotheses:-

- ❖ There will be no influence of Gender on Social-adjustment of secondary school students.
- ❖ There will be no influence of Academic achievement on Social-adjustment of secondary school students.
- ❖ There will be no influence of Parent-child relationship on Social-adjustment of secondary school students.
- ❖ There will be no interactive influence of Gender and academic achievement on Social-adjustment of secondary school students.
- ❖ There will be no interactive influence of Gender and parent-child relationship on Social-adjustment of secondary school students.
- ❖ There will be no interactive influence of Academic achievement and parent-child relationship on Social-adjustment of secondary school students.
- ❖ There will be no triple interactional influence of Gender, academic achievement and parent-child relationship on Social-adjustment of secondary school students.

Sample:-

For the present study a sample of 200 (100 girls and 100 boys) students of 9th class studying in government and private schools of district Jammu has been taken up by adopting simple random sampling technique. Data was collected from 08 schools of district Jammu.

Tools employed:-

- ❖ Adjustment Inventory developed and standardized by K. P. Sinha and R. P. Singh (1971). The inventory contains 60 items, 20 items in each area of adjustment. 20 items measure Emotional adjustment, 20 items measure Social adjustment and 20 items measure Educational adjustment. Emotional Adjustment: High scores indicate unstable emotion. Social Adjustment: Individuals scoring high are submissive and retering. Low scores indicate aggressive behaviour. Educational Adjustment: Individual scoring high is poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes.
- ❖ Parent Child Relationship Scale developed and standardized by Nalini Rao (1989).
- ❖ Academic achievement of students in the previous class(VIII).

Statistical techniques used:-

In the present study, the statistical techniques used were as under:-

- ❖ Three way analysis of variance (3x3x2).

Interpretation and results:-

Table 1:- Summary of Three-way Analysis of Variance

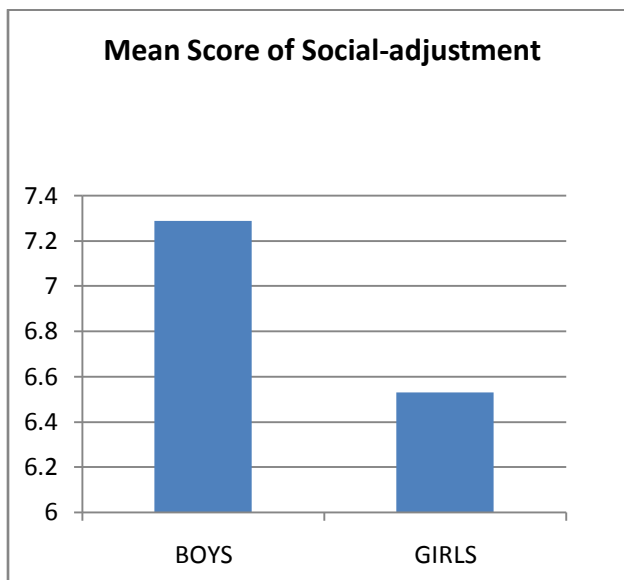
S. No.	Source of Variance	Sum of Squares	Df	MS	F	Significance
1.	Gender	56.01	1	56.01	6.24**	Significant at 0.01 level
2.	Acad. Ach.	24.93	2	12.466	1.8	NS
3.	Parent-child relationship	52.82	2	26.41	2.94	NS
4.	Gender × Acad. Ach.	27.59	2	13.79	1.53	NS
5.	Gender ×PCR	6.7	2	3.35	0.37	NS
6.	Acad. Ach.× PCR	20.03	4	5.00	0.55	NS
7.	Gender× Acad. Ach. × PCR	32.05	4	8.01	0.89	NS
8.	With In	3069.6	342	8.97		
Total		328973				

*Significant at 0.05 level

** Significant at 0.01 level

Table 2:- Significance of difference in mean score of Social-adjustment in relation to Gender

GENDER	MEAN
BOYS	7.29
GIRLS	6.53

**Fig.1:-**

F-ratio for main influence of Gender on Social- adjustment of secondary school students is found to be 6.24 which is significant at 0.01 level of confidence with df 1 and 342. It reflects that there is significant influence of Gender on Social- adjustment of secondary school students. In the light of this, the null hypothesis “There will be no significant influence of gender on Social- adjustment of secondary school students” has been rejected in the present study. On comparing mean score of social-adjustment of secondary school boys and girls (mean of social-adjustment of boys is 7.29 which is higher than girls mean 6.53). It is found that boys are socially well adjusted in comparison to their counterparts.

F-ratio for main influence of Academic achievement on Social- adjustment of secondary school students is found to be 1.80 which is not significant at 0.05 level of confidence with df 1 and 342. It reflects that there is no significant influence of Academic achievement on Social- adjustment of males and females secondary school students. In the light of this, the null hypothesis “There will be no significant influence of Academic Performance on Social- adjustment” has been retained in the present study. It may, therefore, be said that on Social- adjustment of secondary school students is found to be independent of Academic achievement.

F-ratio for main influence of Parent-child relationship on Social- adjustment of secondary school students is found to be 2.94 which is not significant at 0.05 level of confidence with df 2 and 342. It reflects that there is no significant influence of Parent child relationship on Social- adjustment of males and females secondary school students. In the light of this, the null hypothesis “There will be no significant influence of Parent-Child relationship on has been retained in the present study. It may, therefore, be said that Social- adjustment of secondary school students is found to be independent of Parent-child relationship.

F-ratio for interactive influence between Gender and Acad. Achievement on Social- adjustment of secondary school students came out to be 1.53 which is not significant at 0.05 level of confidence with df 2 and 342. It indicates that there is no significant interactive influence between gender and Academic Achievement on Social- adjustment of secondary school students. In the light of this, the null hypothesis “There will be no significant interactive influence between Gender and Academic Achievement on social- adjustment of Secondary Schools students” has been retained in the present study. It may, therefore, be said that Gender and Acad. Achievement are independent of each other with respect of Social- adjustment that of secondary school students.

F-ratio for interactive influence between Gender and Parent-child relationship came out to be 0.37 which is not significant at 0.05 level of confidence with df 4 and 342. It indicates that there is no significant interactive influence between Gender and Parent-child relationship on Social- adjustment of secondary school students. In the light of this, the null hypothesis "There will be no significant interactive influence between Gender and Parent-child relationship Social- adjustment of Secondary Schools students" has been retained in the present study. It may, therefore, be said that Gender and Parent-child relationship are independent of each other with respect to Social-adjustment of secondary school students.

F-ratio for interactive influence between Academic achievement and Parent-child relationship came out to be 0.55 which is not significant at 0.05 level of confidence with df 4 and 342. It indicates that there is no significant interactive influence between Academic achievement and Parent-child relationship on Social- adjustment of secondary school students. In the light of this, the null hypothesis "There will be no significant interactive influence between Academic achievement and Parent-child relationship on Social- adjustment of Secondary Schools students" has been retained in the present study. It may, therefore, be said that Academic achievement and Parent-child relationship are independent of each other with respect to Social- adjustment of secondary school students.

F-ratio for interactive influence among Gender, Academic achievement and Parent-child relationship on Social-adjustment of secondary school students is 0.89 which not significant at 0.05 level of confidence with df 4 and 342. It reflects that there is no significant interactive influence among Gender, Academic achievement and Parent-child relationship on Social- adjustment of secondary school. In the light of this, the null hypothesis "There will be no significant interactive influence among Gender, Academic achievement and Parent-child relationship on Social-adjustment of secondary school students" has been retained in the present study. It shows that Gender, Academic achievement and Parent-child relationship are independent of each other with respect to Social- adjustment of secondary school students.

Conclusions:-

There is significant influence of Gender on Social- adjustment of secondary school students. Boys are found socially more adjusted than their counterparts.

- ❖ There is no significant influence of Academic achievement on Social- adjustment of males and females secondary school students.
- ❖ There is no significant influence of Parent child relationship on Social- adjustment of males and females secondary school students.
- ❖ There is no significant interactive influence between gender and Acad. Ach. On Social- adjustment of secondary school students
- ❖ There is no significant interactive influence between Gender and Parent-child relationship on Social- adjustment of secondary school students.
- ❖ There is no significant interactive influence between Academic achievement and Parent-child relationship on Social- adjustment of secondary school students.
- ❖ There is no significant interactive influence among Gender, Academic achievement and Parent-child relationship on Social- adjustment of secondary school.

Discussions of results:-

The main influence of Gender on Social- adjustment of secondary school students was found significant. Jaikumar and Muthumanickam (2010) studied Social adjustment of higher secondary school students and found that there is a significant difference between male and female students on their social adjustment. Similar results also indicated by Mansingbhai & Patel (2013) who Studied Adjustment and Academic Achievement of Higher Secondary School Student and found significant gender differences in the social adjustment. Male adolescents differ significantly on social adjustment as compare to female adolescents. Similar results also indicated by Chauhan (2013) who inferred that there is no significant difference in social adjustment of between male and female of higher secondary students. Makwana & Kaji (2014) studied Adjustment of Secondary School Students in Relation to their Gender and found significant mean difference in social adjustment of secondary school students in relation to their gender. Boys' students' adjustment is more than girls. A study by Parmar (2014) found that urban higher secondary school students do not differ significantly as compare to rural higher secondary school students on social adjustment.

Educational implications:-

The results of the present study shows significant gender differences in the social- adjustment of the secondary school students. The present study has its implication for different stakeholders.

- ❖ Parents and teachers should have the knowledge of area in which students lack adjustment and try to give better conditions for proper adjustment.
- ❖ As gender differences exist in the social-adjustment, the school should provide facilities for students for their better adjustment.
- ❖ Proper guidance and counseling services pertaining to social-adjustment should be provided to students.
- ❖ Schools must try to encourage and develop social qualities in the students so that they are able to better adjusted to the environment and make better adjustments in their course of life.
- ❖ School environment must be cordial and congenial for both the gender.
- ❖ There should be proper provision of co-curricular activities in the school. No gender biasness in the provision of co-curricular activities.
- ❖ Teachers should provide congenial environment and equal opportunities to both the gender for exploration.
- ❖ Parents should act as role model and provide healthy environment and keep good relations with their wards.

References:-

1. Adhiambo, W. M., Odwar, A. J. And Mildred, A. A. (2011). The Relationship among School Adjustment, Gender and Academic Achievement amongst Secondary School Students in Kisumu District Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 2 (6): 493-497.
2. Agnihotri, A. K. (2013). Academic Adjustment and Problems of Socially Disadvantaged Senior Secondary School Students. *International Educational E-Journal, {Quarterly}, Volume-II, Issue-I*.
3. Bala, R. (2014). Values and Adjustment Problems of High Achievers and Low Achievers. *International Journal of Educational Planning & Administration, Volume 4, Number 2, pp. 113-118*.
4. Basu, S. (2012). Adjustment of Secondary School Students. *An International Peer Reviewed Scholarly Journal for Interdisciplinary studies, Vol.-I, Issue-III*.
5. Chauhan, V. (2013). A study on adjustment of higher secondary school students of durg district. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, Volume 1, Issue 1 (Jan. – Feb. 2013).
6. Devi, N. (2011). A Study of Adjustment of Students In Relation To Personality And Achievement Motivation”. *Bhartiyam International Journal of Education & Research. Volume 1, Issue 1*.
7. Devika, R. (2014). A Comparative Study of the Adjustment of Secondary School Students. *I-manager’s Journal on Educational Psychology, Vol. 71 No. 3 1*.
8. Emmanuel, D. (2013). Adjustment among School going Adolescents: A Study in Kunnathur village, Annur Block (Coimbatore District). *International Journal of Humanities and Social Science Invention, www.ijhssi.org Volume 2, Issue 1, PP.07-12*.
9. Ganai, M.Y. & Mir, M. A. (2013). A Comparative Study of Adjustment and Academic Achievement of College Students. *Journal of Educational Research and Essays Vol. 1(1), pp. 5- 8*.
10. Gill, S. (2014). Emotional, Social and Educational Adjustment of Visually Handicapped Students of Special Schools students. *International Journal of Scientific and Research Publications, Volume 4, Issue 3*.
11. Gupta, N. (2013). A Study of Problems of Adjustment of Senior Secondary School Students. *Conflux Journal of Education, Volume 1, Issue 2*.
12. Hussain, A., Kumar, A and Husain, A. (2008). Academic Stress and Adjustment among High School Students. *Journal of the Indian Academy of Applied Psychology, Vol. 34, Special Issue, 70-73*.
13. Jaikumar. S. And Muthumanickam, R.(2010). Social adjustment of higher secondary school students. *International Journal of Recent Scientific Research*1:036-038, http://www.recentscientific.com/sites/default/files/Download_1.pdf
14. Koul, L. (1989). *Methodology of Educational Research*. Vikas Publishing House, New Delhi.
15. Kumar, A. (2013). Adjustment of Secondary School Students of Working Mothers Belonging To Joint and Nuclear Families. *Indian Journal of Educational Research Experimentation and Innovation, Vol 3 Issue-1*.
16. Louis, P & Emerson, A. (2012). Adolescent Adjustment In High School Students: A Brief Report On Mid-Adolescence Transitioning. *GESJ: Education Science and Psychology, No.3 (22)*.
17. Makwana, M. (2014). Adjustment of the Secondary School Students among Urban and Rural Area in Ahmedabad District. *Journal of Contemporary Psychological Research*.
18. Makwana, M. D., & Kaji, S. M. (2014). Adjustment of Secondary School Students in Relation to their Gender. *The International Journal of Indian Psychology, Volume 2, Issue 1*.

19. Mansingbhai, S. T & Patel, Y. H. . Adjustment and Academic Achievement of Higher Secondary School Student. *Journal Of Information, Knowledge And Research In Humanities And Social Sciences*, Volume 3, Issue 1.
20. Nema, S. & Bansal, I. (2015). Correlates of Home Health Social Emotional Adjustment among Adolescence Girls. *International Journal of Scientific and Research Publications*, Volume 5, Issue 2.
21. Panth, M. K., Chaurasia, N. & Gupta, M. (2015). A Comparative Study of Adjustment and Emotional Maturity between Gender and Stream of Undergraduate Student. *International Journal of Research in Social Sciences and Humanities (IJRSSH)*, Vol. No. 5, Issue No. III.
22. Paramanik, J., Saha, B., & Mondal, B.C. (2014). Adjustment of Secondary School Students with Respect to Gender and Residence. *American Journal of Educational Research*, 2014 2 (12), pp 1138-1143.
23. Parmar, R. N. (2014). A Study of Certain Areas of Adjustment of Higher Secondary School's Students In Relation To Habitat. *International Journal for Technological Research In Engineering*, Volume 1, Issue 6.
24. Rajkonwar, S., Dutta, J & Soni, J. C. (2015). Adjustment and Academic Achievement of Visually Handicapped School Children in Assam *International Journal of Science and Research (IJSR)* Volume 4 Issue 4.
25. Raju, M.V.R. and Rahamtulla, T. K. (2007). Adjustment Problems among School Students *Journal of the Indian Academy of Applied Psychology*, Journal of the Indian Academy of Applied Psychology, Vol. 33, No.1, 73-79.
26. Rani, S. (2015). A Comparative Study of Adjustment of Secondary School Students. *Indian Streams Research Journal*, Volume-5, Issue-3.
27. Rao,N. (1989). Parent Child Relationship Scale.National Psychological Corporation.
28. Singh, G. (2015). Adjustment among Senior Secondary School Students In Relation To Emotional Intelligence and Mental Health. *International Journal of Recent Scientific Research*, Vol. 6, Issue, 12, pp. 7978-7981.
29. Sinha, K. P. And Singh, R. P. (1971). Adjustment inventory for school students. National Psychological Corporation.
30. Velmurugan, K. And Balakrishnan, V. (2011). A study on self- concept of higher secondary students in relation to social adjustment. *International Journal of Current Research* Vol. 3, Issue, 11, pp.340-343.
31. Yellaiah. (2012). A Study of Adjustment on Academic Achievement of High School Students. *International Journal of Social Sciences & Interdisciplinary Research*, Vol.1 No. 5.