A STUDY ON ADJUSTMENT ABILITY ANDACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS OF COOCHBEHAR DISTRICT IN WEST BENGAL

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF EDUCATION, JADAVPUR UNIVERSITY FOR THE PARTIAL FULFILLMENT OF MASTER OF PHILOSOPHY IN EDUCATION

Submitted by

Prahlad Kirtania

Roll No. – MPED194010

REG. - 124555 of 2013-2014

Supervised by

Dr. Sanjib Mridha

Professor

DEPARTMENT OF EDUCATION

JADAVPUR UNIVERSITY

KOLKATA

2019

Dr. SANJIB MRIDHA
Professor
Department of Physical Education
Jadavpur University, Kolkata-700032

CERTIFICATE

This is to certify that the dissertation entitled **"A Study on Adjustment Ability and Academic Achievement of Higher Secondary School Students of Coochbehar District in West Bengal"** is a record of bona-fide research work done by Prahlad Kirtania under my supervision and guidance. It contains the result of the candidate's personal investigation. The candidate has fulfilled all the necessary requirements for submitting the dissertation for the partial fulfillment of Master of Philosophy in Education under the Department of Education of Jadavpur University.

I further certify that, no part of the dissertation has been submitted for any other degree for any other university or institutions.

He is duly permitted to submit his work to the university.

Dr. Sanjib Mridha
(Professor)

DECLARATION

I, Prahlad Kirtania do hereby declare that this dissertation entitled "A Study on Adjustment Ability and Academic Achievement of Higher Secondary School Students of Coochbehar District in West Bengal" submitted by me to the Department of Education, Jadavpur University ,Kolkata, West Bengal, for the partial fulfillment of degree of Master of Philosophy in Education is a record of original research work carried out by me under the supervision and guidance of Dr. Sanjib Mridha, Professor, Department of Physical Education, Jadavpur University,Kolkata and that it has not been submitted for the award of any degree, diploma or any other recognition to any other candidate to any University or Institution before.

Prahlad Kirtania
Roll No. – MPED194010
Reg. No- 124555(2013-14)
Department of Education
Jadavpur University, Kolkat

Kolkata
Date: -

ACKNOWLEDGEMENT

In the preparation of this dissertation the researcher has received encouragement, assistance and cooperation from various persons. He will be falling in his duty if he does not acknowledge his debt of gratitude to them.

First of all the researcher expresses his best regards, profound sense of gratitude and indebtedness from his core of heart to Dr. Sanjib Mridha, Professor, Department of Physical Education, Jadavpur University for his scholarly guidance and continuous inspiration during the course of his investigation. It gives the researcher immense pleasure in completing this work under the supervision of Dr. Lalit Lalitav Mohakud, Assistant Professor Department of Education, Jadavpur University. He is deeply indebted to him not only for his interest in the work but also for stimulating discussions and valuable suggestions. He offered his personal gratitude for his unstinted generosity.

The researcher is grateful to Dr. B.P. Nanda, Head of the Department of Education, Jadavpur University, for his kind permission and sincere co-operation with providing necessary facilities during the course of his study and also grateful to all of his respected teachers and staffs of the Department of Education, Jadavpur University, for their kind cooperation and assistance in conducting and submitting the dissertation.

The researcher expresses a great deal of gratefulness to the Headmasters of all the selected three schools for their necessary cooperation regarding collecting for the study and conducting the present piece of survey.

The researcher is gladly obliged the librarian and staff members of Digital Library of Jadavpur University for their kind cooperation in collection of necessary study materials for this research work. He thanks them all for their silent but patient co-operation.

The researcher would like to add a note of thanks to his school teachers and friends Biswa, Susmita, Serif, Puspa,Sankar Da, Swarup, Narayan, and to all other his benevolent friends and well wishers who were directly or indirectly rendered moral support and help and remained a major source of inspiration for the successful accomplishment of this task.

Last but not least, the researcher expresses his deep sense of gratitude to his Parents and family members for their constant inspiration and unconditional support to him and his study.

Date:-
Kolkata Prahlad Kirtania

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ABBREVIATIONS

DF: **Degree of Freedom**

F: **Frequency**

M: **Mean**

MD: **Mean Difference**

NS: **Not Significant**

S: **Significant**

SD: **Standard Deviation**

SE_M: **Standard Error of Mean**

SPSS: **Statistical Package for the Social Science**

SC: **Schedule Caste**

ST: **Schedule Tribe**

XI: **Class Eleven**

XII: **Class Twelve**

XVI

CHAPTER- I

CONTEXT OF THE STUDY

1.1 Introduction

Adjustment, in psychology refers to behavioral process by which humans and other animals maintain equilibrium among their various needs. Human beings are able to adjust to the physical, social and psychological demands that arise from having inter-dependability with other individuals. Adjustment as a process describes and explains the ways and means of an individual's adaptation to his self and his environment. Adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical dimensions. It refers to the psychological process through which people manage or cope with the demands and challenges of everyday life. It deals with the way an individual adapts to his environment and demand of life. This includes how he relates others and how he deals with his responsibilities and inner feelings. Adjustment helps to cope with the demands, pressure of the outside world, needs and desires. A person has to adjust in every walk of life. Adjustment is the process by which living organism maintains a balance between his needs and the circumstances that influence the satisfactions of these needs. Home and school play vital role in the adjustment of an individual. Adjustment is to achieve mental or behavioral balance between one's own needs and the demands of others as a result of which the individual is put to a more satisfactory state.

Bhagat (2016) maintained that 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. Well-adjusted individuals lead a happy and well-adjusted life. An individual need emotional adjustment, social adjustment as well as educational adjustment also. Good adjustment helps him to overcome from different difficulties. It helps to make good relationship with the society, with peer group. It will make the good relation with school and himself or herself also. Adolescents have to adjust to make good social relationship to improve academic achievement, to avoid emotional misbalance. Gates &Jersild (1948) mentioned that adjustment is a continuous process in which a person varies his behaviour

to produce a more harmonious relationship between himself & his environment. Students have good adjustment in all aspect of their life if there is balance between their academic-intellectual, emotional, social and other needs and their satisfaction. Adjustment as an achievement means how the effectiveness with which an individual can function in changed circumstances and is as such related to his adequacy and regarded as an achievement that is accomplished either badly or well (Lazarus, 1976).

Academic achievement is the knowledge or skill developed in the school subjects usually designed by the test scores on marks assigned by the teachers. Academic achievement refers to outcome/performance of education. Thus it indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments. As it includes multifaceted abilities of the learners it should be considered as the multifaceted construct that comprises different domains of learning. Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. Academic performance has become an index of child's future in this highly competitive world. As a result, the students going to schools and colleges attempt for attaining high achievement. The effectiveness of any educational system to a large extent depends upon the involvement of students to achieve whatever it is to be in the cognitive or psycho-motor domain. Good (1973) defined school (academic) achievement as the knowledge attained or skills developed in the school subjects, usually designated by test scores or marks assigned by teachers, or the both'. Hawes (1982) described academic achievement as 'successful accomplishment or performance in particular subjects, areas or courses, usually by reasons of skill, hard work and interest; typically summarized in various types of grades, marks, scores or descriptive commentary'. Academic achievement is also one important factor which has significant effect on the adjustment.

1.2 Socio-Economic Factors and Students' Social and Academic

Adjustment Students that join the university come from diverse social backgrounds. Their Socioeconomic status is varied in terms of family income, parental level of education and the nature of occupation. According to the Vice Chancellor's Committee

Report (2000), the social 'clusters' based on socio-economic 'status of the students create frustration' among student as they compare and even ridicule each on this basis. The students from low- social-economic status tend to isolate from those higher social-economic status thus affecting their overall adjustment to university environment. The report further reveals that, the HELB money available to the students is inadequate which in turn interfere with their social and academic adjustment at the university. Consequently, majority of students spend the money given to them on luxuries only to find later that they cannot feed themselves. Students need to be guided and counselled.

1.3 Rationale of the Study

Adjustment is an organizational behavior in life situations at home, at school, at work in growing up and in ageing. It is the course of behavior; an individual follows in relation to the demands of internal, external and social environment. A person is said to be adjusted when he is relatively happy, efficient and has some degree of social feelings. In adjustment, the two crucial factors are the individual and the environment. In the study of the individual, the considerations are the heredity and biological factors, the psychological factors, and the quality of socialization given to him or her and whereas, the environment includes all the social factors. Every individual from the time he or she steps out of the family and goes to school makes to a long series of adjustments 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 belong will encourage this desire.

If a person's social and personal behavior appears to be reasonably well integrated, he/she appears to be reasonably happy. If the society approves of his/her behavior, his/her means of coping therefore, with himself and his environment may be more effective. Thus he/she may be psychologically healthy or well adjusted (Mickelson, 2001). Jain (2017) found that positive relationship searched between adjustment and academic achievement. Students with better adjustment with home, health, social, emotional, school exhibit better academic performance. Yellaiah (2012) observed that the level of adjustment of the school students is average; and significance difference

found between Boys and Girls with reference to Emotional, Social, Educational adjustment whereas no significance difference between Rural and Urban, Government and Private school students. Yellaiah (2012) also revealed that there is a very low level relationship between overall adjustment and academic achievement, negative relationship between emotional adjustment and academic achievement; low relationship between social adjustment and academic achievement; and between educational adjustment and academic achievement. Bhakta (2016) found that 82% students of class XII have average level of adjustment and significant positive correlation between adjustment level and academic achievement of the students whereas significant difference found in the level of adjustment between male & female, rural & urban and Arts & Science Class XII students. Sarkar and Banik (2017) indicated that there were no significant differences between boys and girls in adjustment and academic achievement in adolescence period. The result also revealed that there was a significant difference among emotional adjustment, social adjustment, educational adjustment and academic achievement in adolescent period. The researchers also found that there exist positive relationship between adjustment & academic achievement of boys& girls in adolescence period of West Tripura District. Surya and Mahendran (2017) revealed that there is significant mean score difference in adjustment problems and its impact on academic achievement in mathematics among secondary school students. Selvi and Rajaguru (2010) found that the student's adjustment problems at home, education, society and emotion, remarkably affect their academic achievement. In other words, the students who are better in their adjustment mechanisms are able to score high academic achievement. The study of Moshahid (2015) indicated that the coefficient of correlation between adjustments with academic performance was positive and significant. Parmar (2017) indicated that significant difference was found between male and female Higher Secondary School Students with regards to certain area of adjustment such as home, health, social and emotion and Academic Achievement. Thakur and Modi (2014) revealed that there is a significance difference between Boys and Girls school students with reference to overall adjustment, Family, school, personal adjustment. There is a significance relationship between overall adjustment and academic achievement. There is a low relationship between social adjustment and academic achievement. Abdullah, Elias, Uli and Mahyuddin (2010) observed a significant and positive relationship between students' coping and their overall University adjustment, academic adjustment,

social adjustment, personal- emotional adjustment, students' attachment to the University, and academic achievement. Gupta and Mehtani (2017) revealed that academic achievement and gender has significant effect on the adjustment of the secondary school students. Kuniyal (2018) revealed that adolescent differs significantly on an overall adjustment including health, social and emotional adjustment and academic achievement with regard to their gender. However, inverse but significant relationships observed between academic achievement and adjustment for both the groups of students. Sangeeta and Chirag (2012) found that College students have satisfactory adjustment; college students of low socio economic status have more adjustment problems than college students of high socio economic status; male college students have less adjustment problems than female college students; college students having high academic achievement have less adjustment problems than college students having low academic achievement; and there exists negative relationship between adjustment and academic achievement among college students. Ganai & Mir (2013) reported that no significant difference was found between male and female college students in terms of total adjustment score, dimension wise adjustment score and academic achievement. Raju & Rahamtulla (2007) found that the adjustment of school children is determined by their gender, the class in which they are studying, the medium of instruction adopted in their school, the type of management of the school and their parents education and occupation. Taviyadi & Patel (2014) found that male adolescent differ significantly on health adjustment, social adjustment, emotional adjustment as compare to female adolescents; and significant difference is also observed between male and female adolescent on academic achievement. Basu (2012) found that the adjustment of female secondary school students is significantly better than that of male secondary school students; the adjustment of secondary school students from joint families is significantly better than that of students belonging to nuclear families; and the adjustment of secondary school students belonging to English medium schools is significantly better than that of students belonging to Hindi medium schools. Gehlawat (2011) found no significant difference in the emotional, social, educational adjustment of boys and girls of class X; and also in their total adjustment. Akhtar & Alam (1968) revealed that boys and girl's students differed significantly in overall adjustment process. Although, there were no significant difference among the different level of adjustments i.e. home, health, social and emotional. The results further showed that high academic achievement groups

are more adjusted as compare to their counterpart. Osa-Edoh & Iyamu (2012) revealed that Social Life Adjustment influence students' academic achievement. Geetha (2011) reported that there is a positive significant relationship between personal adjustment and academic achievement of boys and girls, urban and rural, SC/ST students studying in secondary schools. Bhagat (2016) found that overall adjustments of girls are greater than boys. Girls are found emotionally and educationally more adjusted than their counterparts. Boys are found socially more adjusted. Rani & Khajuria (2017) revealed that there is no significant difference in the emotional, social and educational adjustment of adolescents of joint family and nuclear family. Pooja (2016) showed that female secondary school students are emotionally more adjusted as compared to male secondary school students. The high achiever secondary school students are emotionally more adjusted as compared to low achiever secondary school students. The high Parent-child relationship students are emotionally more adjusted as compared to low parent-child relationship students. Vishal & Kaji (2014) reported that there is significant difference in total, home, social and emotional adjustment of boys and girls students at 0.01 & 0.05 levels and no significant difference is found in school adjustment. Kirtania and Mohakud (2015) found that no significant difference in Social Adjustment and Academic Achievement of Higher Secondary School Students with regards to Gender, Caste, and Fathers 'Education & Fathers' Occupation. Their study also revealed that there exist a significant positive correlation between Social Adjustment and Academic Achievement. Devi (2015) revealed that a low positive correlation between school adjustment and academic achievement. It was also reveals that high academic achievers had better adaptability in school than that of low academic achievers. Al-Mseidin et al (2017) reported that there was a high level of Social Adjustment (60%) and Medium level of Academic Adjustment (66%).A strong positive correlation was found between the social and academic scores of students. Gill (2014) indicated is no significant difference between the educational social and emotional adjustments of special school Students belonging to boys and girls.

It is evident from the above discussion that there are a number of studies conducted either on adjustment or on academic achievement or the correlation between these two separately. Rare attempts have been taken for studying all these two aspects comprehensively. It was also observed that studies on these two aspects at Higher Secondary stage of school also have been neglected. Further it is also analyzed that no

study has been conducted on these aspects simultaneously on students of higher secondary schools in West Bengal in general and Coochbehar district of West Bengal in particular. It is also observed that those researches which are conducted on these aspects showed a mixed result which may not be generalized to all place, conditions, situations or times. Hence these above conditions evoke the researcher to think about conducting a study on adjustment and academic achievement of higher secondary school students of Coochbehar district in West Bengal. Therefore the present research work is a challenge to meet/prove the same.

1.4 Statement of the Problem

The problem of the present study can be stated as "**A Study on Adjustment Ability and Academic Achievement of Higher Secondary School Students of Coochbehar District in West Bengal".**

1.5 Operational Definitions of the Major Terms Used

1.5.1 ***Adjustment*:** Adjustment means adaption to physical environment as well as to social demands. It is the ways and means of an individual's adaptation to his self and his environment.

1.5.2 ***Academic Achievement:*** Here, Academic achievement means the proficiency or mastery over all subjects in terms of percentage of scores obtained by students in their last examination i.e. Class XI and Class XII conducted by West Bengal Council of Higher Secondary Education, West Bengal or their school.

1.5.3 ***Social Adjustment:*** Here social adjustment is studied with respect to the ability of a student to cope up with and maintaining the relationship with others especially with the parents, peers and the teachers in society in general and at school in particularly.

1.5.4 ***Emotional Adjustment:*** Emotion adjustment is also called personal adjustment. Emotion may be defined as the stirred up an organism involving internal and

external changes in the body. Emotional adjustment means expression of emotion in a proper situation in a proper form.

1.5.5 ***Home Adjustment:*** Home adjustment is studied with respect to the ability of a student to cope up with his home environment.

1.5.6 ***Health Adjustment:*** Here health adjustment is studied with respect to the ability of a student to cope up with his illness and feeling psychologically and physically balanced or healthy.

1.6 Objectives of the Study

The present study has been undertaken to achieve the following objectives:-

1. To study the Social, Emotional, Home and Health Adjustment ability of Higher Secondary School Students in Cooch Behar District of West Bengal;

2. To study the Academic Achievement of Higher Secondary School Students in Cooch Behar District of West Bengal;

3. To study the Social Adjustment ability of Higher Secondary School Students with regard to their Age, Gender, Class, Caste, Religion, Area of resident, Family Type, Number of Siblings, Number of Family Member, Fathers' Occupation, Fathers' Education and Family Monthly Income;

4. To study the Emotional Adjustment ability of Higher Secondary School with regard to their Age, Gender, Class, Caste, Religion, Area of Resident, Family Type, Number of Siblings, Number of Family Member, Fathers' Occupation, Fathers' Education and Family Monthly Income;

5. To study the Home Adjustment ability of Higher Secondary School Students with regard to their Age, Gender, Class, Caste, Religion, Area of Resident, Family Type, Number of Siblings, Number of Family Members, Fathers' Occupation, Fathers' Education and Family Monthly Income;

6. To study the Health Adjustment ability of Higher Secondary School Students with regard to their Age, Gender, Class, Caste, Religion, Area of Resident, Family Type, Number of Siblings, Number of Family Member, Fathers' Occupation, Fathers' Education and Family Monthly Income;

7. To study the Academic Achievement of Higher Secondary School Students with regard to their Age, Gender, Class, Caste, Religion, Area of Resident, Family Type, Number of Siblings, Number of Family Member, Fathers' Occupation, Fathers' Education and Family Monthly Income;

8. To study the correlation between overall Adjustment Ability and Academic Achievement of Higher Secondary School Students in Cooch Behar District of West Bengal.

1.7 Hypotheses of the Study

H_{o1}. There is no significant difference in Emotional Adjustment ability of Higher Secondary School Students with regard to their Age, Gender, Class, Caste, Religion, Area of Resident, Family Type, Number of Siblings, Number of Family Member, Fathers' Occupation, Fathers' Education and Family Monthly Income;

H_{o2}. There is no significant difference in Social Adjustment ability of Higher Secondary School Students with regard to their Age, Gender, Class, Caste, Religion, Area of Resident, Family Type, Number of Siblings, Number of Family Member, Fathers' Occupation, Fathers' Education and Family Monthly Income;

H_{o3}. There is no significant difference in Home Adjustment ability of Higher Secondary School Students with regard to their Age, Gender, Class, Caste, Religion, Area of Resident, Family Type, Number of Siblings, Number of Family Member, Fathers' Occupation Fathers' Education and Family Monthly Income;

H_{o4}. There is no significant difference in Health Adjustment ability of Higher Secondary School Students with regard to their Age, Gender, Class, Caste, Religion, Area of Resident, Family Type, Number of Siblings, Number of Family Member, Fathers' Occupation Fathers' Education and Family Monthly Income;

H_{O5}. There is no significant difference in Academic Achievement of Higher Secondary School Students with regard to their Age, Gender, Class, Caste, Religion, Area of Resident, Family Type, Number of Siblings, Number of Family Member, Fathers' Occupation Fathers' Education and Family Monthly Income;

H_{O6}. There is no significant correlation between overall Adjustment Ability and Academic Achievement of Higher Secondary School Students.

1.8 Delimitations of the Study

The study was delimited in the following respect:

1. The present study is delimited to the state of West Bengal.
2. The study is delimited to only one block (Mathavanga-II) of Coochbehar district in West Bengal.
3. The study is restricted to 400 school going adolescents students.
4. The study is delimited to only four schools in Coochbehar district of West Bengal.
5. The schools are located in rural and urban areas of West Bengal.
6. The study is delimited to only Bengali medium school students.
7. The study is delimited to dependent variables namely "Social, Emotional, Home, Health Adjustment", and "Academic Achievement".
8. The study is delimited to independent variables namely Age, Gender, Class, Cast, Religion, Area, Family Type, Number of Siblings, Number of Family Member, Fathers' Occupation, Fathers' Education and Family Monthly Income;
9. The study is delimited to only West Bengal Board of Secondary Education and West Bengal council of Higher Secondary school students.
10. The study is delimited to only co-ed school students.

CHAPTER- II

REVIEW OF RELATED LITERATURE

2.1 Introduction

Review of related literature is an essential part of any research study. It acts as an important pre-requisite to actual planning and execution of a good piece of research work and becomes a link between the research proposed and the studies already done. Review of related literature helps an investigator to eliminate the duplication of what has been done and project provides useful hypothesis and helpful suggestions for significant investigation (Best and Kahn, 1999). Here, the literature review and studies in close proximity to the present study have been discussed. An attempt has been made here to review the researches that have been done in India and abroad.

Bhagat (2016) conducted a research entitled as "Comparative study of adjustment among secondary school boys and girls". It was a survey research. The present study was conducted with the purpose to compare adjustment of secondary school boys and girls. The study was conducted on a sample of 200 students of 9th class studying in Government and Private Schools of Samba district of Jammu Division. Adjustment Inventory constructed and standardized by K. P. Sinha and R. P. Singh (1971) was used to collect data. The collected data was analyzed with the help of 't' test. The results of the present study showed that overall adjustments of girls are greater than boys. Girls are found emotionally and educationally more adjusted than their counterparts. Boys are found socially more adjusted.

Jain (2017) made a research entitled as "A Study of Correlation between Adjustment and Academic Achievement". It was a survey research. The variables are family, social, academic, financial, emotional, age, gender, class, types of school etc. Adjustment of school children is primarily dependent on school variables as class in which they are studying, medium of instruction, type of management of school, parental education and occupation. Present study is an effort of authors to correlate adjustment with academic achievement.

Bhata & Suvarna (2015) conducted a survey research entitled as "A Study on Academic Achievement and Personality of Secondary School Students". This study is

concerned with the Academic Achievement and Personality of 300 students of secondary schools of Mandya city. The Raven's Standard Progress Matrices was used to obtain the Academic Scores and Eysenk Personality Inventory was used to collect data regarding their Personality. Result reflects that there is negligible positive relationship between Academic Achievement and Personality of Secondary School Students.

Yellaiah (2012) conducted a survey research entitled as "A Study of Adjustment on Academic Achievement of High School Students". The major objectives of the study were to find out the level of adjustment of high school students; to analyze adjustment level of Boys & Girls. To analyze adjustment level of Rural & Urban school students; and to analyze adjustment level of Government and Private school students; and to find out the relationship between adjustment & academic achievement of high school students. Findings of the study were level of adjustment of the school students is average; there is a significance difference in relation between Boys and Girls school students with reference to Emotional, Social, Educational adjustment; there is no significance difference in relation between Rural and Urban school students with reference to Emotional, Social, Educational adjustment; there is no significance difference in relation between Government and Private school students with reference to Emotional, Social, Educational adjustment; there is a significance relationship between overall adjustment and academic achievement is very low level relationship; there is a negative relationship between Emotional adjustment and academic achievement; there is a low relationship between Social adjustment and academic achievement; and there is a low relationship between Educational adjustment and academic achievement.

Chumba & Kyalo (2011) conducted a survey research entitled as "Selected Factors Influencing Social and Academic Adjustment of Undergraduate Students of Egerton University; Njoro Campus". This study sought to investigate the influence of selected factors on students' social and academic adjustment at the University. The study adopted ex post facto's Causal-comparative research design. The target population was 4831 undergraduate students enrolled at Egerton University and three staff from the Dean of students' office. A random sample of 357 students and purposive sample of - 40 Student peer counsellors, 2 Student counsellors and the Dean of Students was selected. Data was collected using closed and open ended University Students' Questionnaire (USQ) and interview schedule conducted among selected respondents. The collected data was

processed and analysed using descriptive statistics (frequencies, means and percentages) and inferential statistics (Chi square, Pearson Correlation and ANOVA). The Statistical Package for Social Science (SPSS) version 15.0 for windows was used to aid in the data analysis. All tests were done at $\alpha = 0.05$ level of significance. The findings of the study indicated that interpersonal relationships and the attitude of students towards university environment and academic programme were critical factors influencing social adjustment and academic adjustment of undergraduate students in the university. Both male and female students were exposed to the same environment that influenced their similar social and academic adjustment in the university. First year students have a higher level of academic adjustment compared to other students in the university. Guidance and counselling programme has a critical role to play in assisting students to adjust in the university. The study recommends that there is need for the university to encourage social activities that can facilitate effective interpersonal relationships among students. There is need for the university to increase the level of publicity of guidance and counselling services programme and its services in the universities so as to assist students un coping and adjusting to university life.

Bhakta (2016) conducted a survey research entitled as "Adjustment Level of Students and Its Relation with Academic Achievement". This study was conducted to know the levels of adjustment of class XII students. The other objectives of the study are to find out the relationship between adjustment and academic achievement of the students and to know whether the level of adjustment differs according to the gender(Male-Female), residential place (Rural-Urban) and educational streams (Arts-Science) of the students. The study is a descriptive survey research. Purposive non-random sampling technique is used for the study. Total 150 students are selected as sample. Indian Adaptation of Bell's Adjustment Inventory developed by Dr. (Mrs.) Lalita Sharma is used for the study. Collected data are analyzed using percentage, coefficient of correlation and t-test. The results indicate that 82% students of class XII have average level of adjustment. Significant positive correlation is found between adjustment level and academic achievement of the students. Moreover, there exists significant difference in the level of adjustment of male & female, rural & urban and Arts & Science class XII students.

Sarkar & Banik (2017) conducted a survey research entitled as "A Study on the Adjustment and Academic Achievement of Adolescent Students". This study aimed to investigate the adjustment of the student of adolescence period in West Tripura in

relation to their academic achievement, age, gender etc. in a sample of 120 adolescents (60 boys & 60 girls). Data was analyzed by using Standard Deviation, Mean, Percentile, t-test, Pearson Product Moment Correlation. The result of the study indicated that there were no significant differences between boys and girls in adjustment and academic achievement in adolescence period. The result also revealed that there was a significant difference among emotional adjustment, social adjustment, educational adjustment and academic achievement in adolescent period. The researcher also found that there exist positive relationship between adjustment & academic achievement of boys& girls in adolescence period of West Tripura District. The study has implications for students of adolescence period, teacher, parents and policy makers as well.

Surya & Mahendran (2017) conducted a survey research entitled as "Adjustment Problem and Its Impact on Achievement in Mathematics among Secondary School Students". The study aimed to examine the adjustment problem and its impact on achievement in mathematics among secondary school students. The investigators adopted survey method to study the impact of adjustment problem and its impact on achievement in mathematics among secondary school students. For this study a sample of 300 secondary school students from four Govt. and Private schools which are situated in Dindigul district in Tamil Nadu were selected by the investigator using simple random sampling technique. The findings reveal that there is significant mean score difference in adjustment problems and its impact on academic achievement in mathematics among secondary school students.

Nasir (2011) made a research entitled as "Effects of Cultural Adjustment on Academic Achievement of International Students". This study was an attempt to find out how cultural adjustment can affect academic achievement of international students. The sample consisted of 106 international students studying in two public universities in Islamabad. Cultural Adjustment Scale (CAS) was used to measure the adjustment level of students. The academic achievement of international students was taken in terms of Cumulative Grade Point Average (CGPA) after completing first semester in university. Correlation analysis revealed significant correlation between cultural adjustment and academic achievement. A significant difference was found in the academic performance of the students between high and low level of cultural adjustment; and cultural adjustment was found to be a significant predictor of academic achievement of international students.

Joshi (2018) made a research entitled as "A Study on Social Adjustment and Academic Achievement of Individuals Having Autism Spectrum Disorder". The study was conducted to know about the social and academic life of autistic individuals and the adjustments they make or are required to make in these fields. 1% of the population is having ASD is what has been the reported frequency of autism in recent years. Autism is a lifelong developmental impairment that affects the way a person communicates and relates to people around them. The findings suggest that new facilities and techniques for individuals with ASD is required in the area of their social life and academic life, so as to help them become more stable and independent.

Franky & Chamundeswar (2014) made a research entitled as "Psycho-social correlates of academic achievement of students". This study was pilot study. In the present study, intended to investigate the psycho-social correlates of academic achievement of adolescent students, 96 students from state board schools at the secondary level are selected using random sampling technique. Analysis of data collected shows that the adjustment pattern is similar among students in boys, girls and co-education state board schools at the secondary level. It is also further seen that the co-education students are better than the boys in the socio-economic status of state board schools. It is also concluded from the study that co-education students are better than boys and girls in their academic achievement of state board schools. This can be due to the competitive spirit between the opposite genders with each of them trying to perform better than the other.

Selvi & Rajaguru (2010) made a research entitled as "A Study of Adjustment Problems and Academic Achievement of Students at College Level." This study was Descriptive Survey research. The study find out whether these problems become hurdles in their path of academic achievement, the present study was done. 300 II year UG college students from the Arts and Science were taken for the study and their adjustment problems were analyzed with the help of an adjustment inventory. The variables taken for the study were sex, community, residence, educational qualification and the annual income of the parents. The conclusion arrived at the study was that the student's adjustment problems at home, education, society and emotion, remarkably affect their academic achievement. In other words, the students who are better in their adjustment mechanisms are able to score high academic achievement. So to tone up their adjustment ability, it can be suggested

that the students can be subjected to (i) Group works and assignments, (ii) Yoga and Meditation, practice and, (iii) Guidance and Counseling.

Moshahid (2015) conducted a survey research entitled as "Effect of Adjustment on the Academic Performance of Urdu Medium Male and Female Secondary Level Students". This study makes an attempt to find out the relationship of adjustment with the academic performance for the Urdu medium male and female secondary level students. Sample of the study consisted of 336 Urdu Medium secondary level students (143 male and 193 female) selected by stratified random sampling procedure. Data were analyzed by using t-ratio and Pearson Product Moment correlation coefficient (r) techniques. The major findings of the study indicated that the coefficients of correlation of adjustment with academic performance for both the groups are found to be positive and significant.

Parmar (2017) conducted a survey research entitled as "Adjustment and Academic Achievement among Higher Secondary School Students". With intention to study Adjustment and Academic Achievement among Higher Secondary School Students. The sample consisted of 120 Higher Secondary School Students (60 male and 60 female students). Adjustment Inventory by R.K Oza was used for data collection. 't' test was used for data analyses. Results indicate that significant difference was found between male and female Higher Secondary School Students with regards to certain area of adjustment such as home, health, social and Emotional adjustment. Significant difference was also found between male and female Higher Secondary School Students with regards to Academic Achievement.

Mohakud & Kirtania (2015) work on "A study on social adjustment and academic achievement of higher secondary school students of Coochbehar District". It was a survey research. The total sample consists of 202 Higher Secondary School Students (Genarel-83, SC-95 & OBC-24). For collection of data the investigator used **'Bell's Adjustment Inventory (BAI-o)'** developed by Dr. R.K. Ojha and adopted in Bengali version by Mohakud&Kirtania (2015). The study shows that there is no significant Academic Achievement and Gender difference in Social Adjustment of Higher Secondary School Students; it can be concluded that Social Adjustment of Students is free from influence of their Caste, Parents' Education and Parents' Occupation.

Yadav (2018) conducted a survey research entitled as "Relationship between Emotional Intelligence and Adjustment of Senior Secondary School Students of Jind". The study was conducted with the purpose to find out the relationship between emotional

intelligence and adjustment of senior secondary school students of jind. The study was conducted on a sample of 200 students of 11th class studying in Government and Private Schools of Jind. The collected data was analyzed with the help of correlation. The results of the study showed that higher the emotional intelligence higher the adjustment of senior secondary school students of Jind.

Thakur & Modi (2014) conducted a survey research entitled as "A Study of Adjustment on Academic Achievement of High School Students". The study find out that the level of Adjustment of the school students is Average. There was a significant difference between Boys and Girls school students with reference to overall adjustment, Family, school, personal adjustment. There was significance relationship between difference overall adjustment and academic achievement. There was low relationship between difference social adjustment and academic achievement.

Mohanraj & Latha (2005) conducted a survey research entitled as "Perceived Family Environment in Relation to Adjustment and Academic Achievement". The study aimed to investigate the relationship between family environment, the home adjustment and academic achievement in adolescents. The adolescents (106-Boys and 86 girls) were assessed using the Moos and Moos Family Environment Scale and Bell's adjustment inventory. Academic scores were taken from the school records. Family environment appeared to influence home adjustment as well as academic performance. The majority of the sample perceived their family as cohesive, organized, achievement oriented and emphasizing on moral – religious issue with minimal conflict. Cohesion, conflict, control, intellectual – cultural orientation and independence in the family environment influenced home adjustment. Academic performance was significantly related to independence and conflict domains of family environment. Boys and girls differed in perception of the home and environment.

Abdullah, Elias, Uli & Mahyuddin (2010) conducted a survey research entitled as "Relationship between Coping and University Adjustment and Academic Achievement amongst First Year Undergraduates in a Malaysian Public University". This study showed that there was a significant and positive relationship between students' coping and their overall university adjustment, academic adjustment, social adjustment, personal- emotional adjustment, students' attachment to the university, and academic achievement. Results also indicated that throughout a period of one semester, students'

overall adjustment and academic achievement was found to be significantly predicted by their coping strategies.

Gupta & Mehtani (2017) conducted a survey research entitled as **"**Adjustment among Secondary School Students: A Comparative Study on the basis of Academic Achievement and Gender". The findings of the study revealed that academic achievement and gender has significant effect on the adjustment of the secondary school students. Significant interaction effect of academic achievement and gender on the adjustment of the secondary school students was also found. Thus, efforts should be made to help the students to improve their academic achievement, which will help them in improving their level of adjustment. Workshops and seminars should also be organized in all educational institution to guide the students about the various techniques of making adjustment.

Gupta (2013) made a research entitled as "a study of problems of adjustment of senior secondary school students''. This study was design to compare different adjustment problem faced by boys and girls of senior secondary school. The sample consisted of 50 boys and 50 girls from 5 government and private senior secondary schools. Adjustment Inventory developed by Dr. (Mrs.) Lalita Sharma for intermediate and college students was administered on the students. Results confirmed all the hypothesis of significant difference between the problems of adjustment among senior secondary school students.

Devi (2015) conducted a survey research entitled as "School Adjustment and Academic Achievement among Tribal Dolescents in Manipur". This study was an attempt to examine school adjustment and academic achievement among tribal adolescent students in two districts of Manipur. The study also attempts to examine the high and low academic achievers of tribal students of the two areas. The sample comprised of 629 XI standard tribal adolescent students. Out of which 136 were from Imphal West and 493 were from Ukhrul district. A standardized school adjustment inventory for adolescent students developed by the investigator was used. For academic achievement the last public examination i.e. H.S.L.C. marks were used as the index of academic achievement. The findings revealed that a low positive correlation between school adjustment and academic achievement in both the districts. It was also reveals that high academic achievers had better adaptability in school than that of low academic achievers

Kuniyal (2018) conducted a survey research entitled as "A comparative study of adjustment level and achievement level of students studying in the government

residential schools". This study was conducted on random samples of 100 (50 male And 50 Female Students) of senior secondary school students studying in class 11th and 12th in Navodaya Vidyalayas situated in district Dehradun of Uttarakhand. Bell's Adjustment Inventory for adolescent students (adapted by R. K. Ojha) was administered for data collection and Average marks (CGPA) of class 10th annual result declared by CBSE (Central Board of Secondary Education) was considered as academic achievement tool to analyse the data. 'T' test was used and results revealed that male adolescent differs significantly on an overall adjustment including health, social and emotional adjustment as compared to female adolescent. The significant difference also exists between male and female adolescent on academic achievement. Students were average in terms of their level of adjustment. However, inverse but significant relationships between academic achievement and adjustment were found for both the groups of students.

Muthukumar & Kumar (2015) conducted a survey research entitled as "A Study of Home Adjustment among High School Students". The normative survey method had been followed to find out the home adjustment of high school students. The purposive sampling technique has been followed for the present study. The data collected was subjected to descriptive and differential analysis. The result of the analysis reveals that the Home adjustment of high school students of sub-samples viz. male and female, students residing at urban and rural area, students studying in government school and students studying in private parent income (10,000 to 20,000 and above 20,000), and students who belong to joint family and who belong nuclear family do not differ significant in their Home adjustment.

Singh, Edbor & Dhingra (2017) conducted a survey research entitled as "Home, Health, Social, and Emotional Adjustment among First Year College Going Students". This study was an attempt to examine the major problems of adjustment among college going students to discover ways in which the college has attempted to assist students in making more satisfactory adjustments in problem areas, and to determine the need for a more dynamic type of guidance and counselling service to aid the process of college going student adjustment. Sample for the study includes 64 college going student (32 boys, and 32 girls) between the age group of 19-25 years, ten different colleges from Nagpur. The data were analyzed with the help of compared "t" test, an analysis of variance showed a Mean of college going boys, 35.21, and college going girls Mean 42.75, and t-value is -4.367, signicant at 0.05 level. Based on study, more careful

reection on the unhealthy elements in college life will contribute to a higher degree of adjustment to problems in student experiences. This demands that the college management give special attention to the possible role of teachers, non- teaching, peer-group, psychologist, counsellor and other signicant persons in relation to mental health in college activities. Indicate the importance of specially organized procedures by the college in guiding the student in nding balance and poise in home, health, social, and emotional adjustment, so as to adjust himself to the college community and life in the most productive manner.

Sangeeta & Chirag (2012) Made A Research Entitled As "A Study Of Adjustment Problems Of College Students In Relation To Gender, Socio-Economic Status & Academic Achievement". It was a survey research. The main objectives of the study were to identify the adjustment problems of college students; to find out difference between high socio economic status and low socio economic status college students on adjustment problems; to find out difference between male and female college students on adjustment problems; to find out difference between high academic achievement and low academic achievement college students on adjustment problems; and to find out relationship between academic achievement and adjustment. Findings of the study to College students have satisfactory adjustment; college students of low socio economic status have more adjustment problems than college students of high socio economic status; male college students have less adjustment problems than female college students; college students having high academic achievement have less adjustment problems than college students having low of academic achievement; college students having low academic achievement have more adjustment problems than college students of high academic achievement; and there exists negative relationship between adjustment and academic achievement among college students.

Ganai & Mir (2013) made a study entitled as "A Comparative Study of Adjustment and Academic Achievement of College Students". The study was basically descriptive in nature. The main objectives of the study were to study the adjustment and academic achievement of male and female college students; to compare male and female college students on home adjustment, social adjustment, educational adjustment, emotional adjustment; to compare male and female college students on academic achievement. Findings of the study ware no significant difference was found 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.

Raju & Rahamtulla (2007) made a research entitled as "Adjustment Problems among School Students". It was a survey research. The main objectives of the study were to examine the adjustment problems among school children from different schools; and to examine the influence of demographic variables like age, gender, class, medium of instruction, types of schools, parents' education, parents' occupation, on the adjustment problems of school children. Findings of the study were the adjustment of school children is determined by their gender, the class in which they are studying, the medium of instruction adopted in their school, the type of management of the school and their parents education and occupation; differences across the children with regard to their adjustment are noted" mainly with regard to the school in which they are studying; while family adjustment is more higher classes, academic adjustment, is better among children from schools that are founded by the government, and emotional adjustment is higher for students from English and privately managed schools; and further parental education and occupation significantly influenced the emotional adjustment of the school children.

Taviyadi & Patel (2014) made a research entitled as "Adjustment and Academic Achievement of Higher Secondary School Student". It was a survey research. The main objectives of the study were to study and compare various component of adjustment such as family adjustment, health adjustment, social adjustment, emotional adjustment and overall adjustment of higher secondary school students with regards to gender; to study and compare academic achievement of higher secondary school students with regards to gender. Findings of the study were male adolescent differ significantly on health adjustment, social adjustment, emotional adjustment as compare to female adolescents; Significant difference is existed between male and female adolescent on academic achievement.

Basu (2012) made a research entitled as "Adjustment of Secondary School Students". It was a survey research. The main objectives of the study were **t**o study the adjustment of secondary school students; to compare the adjustment among male and female secondary school students; to study the adjustment of secondary school students belonging to nuclear and joint families; and to compare the adjustment of secondary school students studying in English medium and Hindi medium schools. Findings of the study the

adjustment of female secondary school students is significantly better than that of male secondary school students; the adjustment of secondary school students from joint families is significantly better than that of students belonging to nuclear families; and the adjustment of secondary school students belonging to English medium schools is significantly better than that of students belonging to Hindi medium schools.

Gehlawat (2011) made a research entitled as "A Study of Adjustment among High School Students in Relation to Their Gender". It was a survey research. The main objectives of the study were **t**o compare the emotional, social and educational adjustment of class X students with respect to their gender; and to compare the total adjustment of class X students with respect to their gender; Findings of the study no significant difference was found in the emotional adjustment of boys and girls of class X; there was no significant difference in the social adjustment of boys and girls of class X; no significant difference was found in the educational adjustment of boys and girls of class X; and the boys and girls of class X don't differ significantly with respect to their total adjustment.

Chauhan (2013) made a research entitled as "A study on adjustment of higher secondary school students of durg district". It was a survey research. The main objectives of the study were to study the total adjustment of higher secondary students; to study the education adjustment of higher secondary students; to study the emotional adjustment of higher secondary students; to study the social adjustment of higher secondary students; and to classify the students based on their adjustment scores. Findings of the study there is distinction between male and female student in their adjustment. The female +9-6 student has good and excellent adjustment; and the female student have good and excellent adjustment level when compared to the male students.

Al-Mseidin et al (2017) made a research entitled as "the relationship between social and academic adjustment among secondary female students in Jordan''. The investigation of the level of Social and Academic Adjustment and the relationship between both of them in Jordan is still inadequate due to lack of research and interest among scholars and researchers. This fact is occurring even though the increase of refugees during the last five years has affected other Jordanian students. Therefore, this study examines the relationship between Social Adjustment and Academic Adjustment among secondary female students in Jordan. A total of 100 students from one school were examined. The result from the analysis posited that there is a high level of Social Adjustment (60%) and

Medium level of Academic Adjustment (66%). Additionally, there is a positive statistically significant correlation (0.552) among the total of Social Adjustment and the total of the Academic Adjustment. Pearson correlation was used to evaluate the overall Relationship between social and academic adjustments. A strong positive correlation was found between the social and academic scores of students. The current study has also discussed the results, the limitations and the recommendations.

Rani & khajuria (2017) made a research entitled as "Adjustment problems of adolescents of joint family and nuclear family''. The purpose of the present research was to study the comparison between adjustment problems of joint family adolescents and nuclear family adolescents. The sample of the study consisted of 60 senior secondary school students of deist. Karnal for the collection of data, adjustment inventory for school students (AISS) by A.K.P. Sinha and R.P. Singh was used. The data was analyzed using mean, standard deviation and 't' test. The study revealed that there is no significant difference in the emotional adjustment of adolescents of joint family and nuclear family. There is no significant difference in the social adjustment of adolescents of nuclear family and joint family. The study also indicated that there is no significant difference in the educational adjustment of adolescents of joint family and nuclear family.

Pooja (2016) made a research entitled as "comparative study of emotional adjustment of secondary school students in relation to their gender, academic achievement and parent-child relationship''. The study was conducted with the purpose to compare Emotional adjustment of Secondary School Students in relation to their Gender, Academic achievement and Parent-child relationship. The study was conducted to a sample of 200 randomly selected secondary school students of 9th class studying in Government and Private schools of Samba District (J&K). Adjustment inventory constructed and standardized by A.K.P. Sinha and R.P. Singh and Parent-Child Relationship Scale developed and standardized by Nalini Rao were used to collect data. The collected data was analyzed with the help of 't' test. The results of the study showed that female secondary school students are emotionally more adjusted as compared to male secondary school students. The high achiever secondary school students are emotionally more adjusted as compared to low achiever secondary school students. The high Parent-child relationship students are emotionally more adjusted as compared to low parent-child relationship students.

Kar et al., (2016) conducted research entitled as "Emotional Intelligence and Adjustment Ability among Higher Secondary School Students: A Correlational Study". This article established the relationship between Emotional Intelligence and Adjustment among higher secondary school students. Emotional Intelligence has been measured by applying Mondal Emotional Intelligence Inventory (MEII) consisted with 100 items and Adjustment was measured by Adjustment Inventory developed by Paramaniket. al. (2014). 302 samples were randomly selected from the district of Purulia, WB, India. Pearson coefficient correlation was determined for the interpretation of the findings. The results revealed that Emotional Intelligence affects home, school and peer adjustment. Thus, student with high emotional intelligence can take the challenges of life and make successful adjustment in life.

Sekhar & Lawrence (2016) conducted a research entitled as "Emotional, social, educational adjustment of higher secondary school students in relation to academic achievement". The present study was investigated whether there is any significant relationship between adjustment and academic achievement of higher secondary school students. In this survey study, the investigators used stratified random sampling technique for selecting the sample from the population. The stratification was done on the basis of gender and locality of students. The sample consists of 350 higher secondary school students from ten schools in Thanjavur district. The tools used for the present study were Adjustment Inventory developed by A.K.P Sinha and R.P. Singh (2007) and academic achievement constructed by the investigator. The statistical techniques used for analyzing the data for the present study was Karl Pearson's product moment co-efficient of correlation. The finding shows that, there is significant relationship between emotional, social, educational adjustment of higher secondary school students in relation to academic achievement.

Gul (2015) made a research entitled as "Impact of Socio-Emotional Adjustment on Academic achievement of Adolescent Girls in Jammu and Kashmir''. The study examined the impact of socio-emotional adjustment on academic achievement of adolescent girls of Jammu and Kashmir. The purpose of the investigation was to study the relationship and effect of socio-emotional adjustment on academic achievement among adolescent girls. The descriptive survey research method was used for the study and the sample of 250 participants were randomly selected from ten higher secondary

schools. The socio-emotional adjustment scale developed by Najam and Simeen (1991) adopted and revised by the investigator, and the academic achievement of previous year examination was used. The finding of the study revealed that: (1) there is a positive and significant correlation between socio-emotional adjustment and academic achievement of adolescent girls; (2) The socio-emotional adjustment of adolescent girls has a significant effect on their academic achievement; and (3) there was significant difference between rural and urban adolescent girls in their socio-emotional adjustment.

Richard & **Sumathi (2015)** made a study entitled as "A study of emotional adjustment and academic achievement among selected high school students in Coimbatore district". Emotional adjustment also referred to as personal adjustment or psychological adjustment, is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation. There are many instances where even highly intelligent people fail to manage their emotions and some average intelligent persons manage their emotions effectively and harmoniously. Human being is considered as a rational being. Emotions may hamper the studies of students and occupations of people. In some people emotions may lead to crimes, because people lose reasoning power and their ability to control behaviour is hampered. Hence, emotional control and management is very essential for an adjusted life. This paper pictures in detail the emotional adjustment and academic achievement of high school students and its relationship. The investigator has adopted survey method using standardized tool. The results of data analysis are tabulated and analyzed using appropriate statistical techniques. The findings were made as a result of careful interpretations.

Gill (2014) made a research entitled as "Emotional, Social and Educational Adjustment of Visually Handicapped Students of Special Schools students''. The objective of the present investigation is to the educational, social and emotional adjustment of boys and girls of visual handicapped Students of special school of Faridabad. Samplings were selected through random sampling techniques. Data was collected with the help of adjustment inventory (standardized) by Dr. A.K.P Sinha (Patna) and Dr. R.P Singh (Pune) (AISS).two special blind school from in and around Faridabad division of Haryana State. 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. Vishal & Kaji (2014) made a

research entitled as "Adjustment of Boys and Girls School Level Students in Ahmedabad''. The main purpose of this study was to find out of adjustment of boys and girls school students in Ahmedabad. The sample consisted of 120boys and girls school students out of which 60 where boys and 60 where girl's students. For this purpose of investigation "Adjustment Inventory" by Dr. R. S. Patel was used. The obtained data were analyzed through „t" test to know the mean difference between boys and girls school students. The result shows that there is significant difference in total, home, social and emotional adjustment of boys and girls students at 0.01 & 0.05 levels. There is no significant difference in school adjustment of boys and girl's students in Ahmedabad.

Dhillon & Kumar (2010) made a research entitled as "Study of Academic Achievement, Values and Adjustment of Secondary School Students in Relation to Working Status of Mothers Summary". It was a survey research. The main objectives of the study were the difference in the Academic achievement of students of working and non-working mothers; to study the difference in the Theoretical value of students of working and non-working mothers; to study the difference in the Economic value of students of working and non-working mothers; and to study the difference in the Economic value of boys and girls of working mothers and non-working mothers. Findings of the study Students of working and non-working mothers did not differ significantly on Academic achievement; there was no significant difference in the Academic achievement of boys and girls of working mothers; significant difference was observed in the Academic achievement of boys and girls of non-working mothers; significant difference was observed in the Theoretical value of students of working and non-working mothers; no significant difference was found in the Theoretical value of boys and girls of working mothers; and there was a significant difference in the Theoretical value of boys and girls of non-working mothers.

Chen et al., (2008) conducted a research entitled as "Effects of the Peer Group on the Development of Social Functioning and Academic Achievement: A Longitudinal Study in Chinese Children". This longitudinal study examined, in a sample of Chinese children (initial mean ages = 9.5 and 12.7 years, N = 505), how the peer group contributed to social functioning and academic achievement and their associations. Data on informal peer groups, social functioning, and academic achievement were collected from multiple sources. Multilevel structural equation modeling revealed that group academic

performance made direct contributions to children's social development. Group academic performance also moderated the individual-level relations between academic performance and later social functioning. Whereas high-achieving groups strengthened the positive relations between academic achievement and social competence, low-achieving groups facilitated the negative relations between academic achievement and social problems. The result indicates the significance of the peer group for social functioning from a developmental perspective.

Humph (2010) made a study entitled as "African American Preschoolers' Social and Emotional Competence at School: The Influence of Teachers and Mothers". Children learn social and emotional competence through socialization. Traditionally, research has focused attention on the role of parents in this process; however, teachers also play an important part. The purpose of this study was to examine the social and emotional competence of preschool African American children and the role teachers and mothers play in supporting these competencies. Teachers who labeled children's emotions as positive and were responsive to them created a positive emotional classroom climate. Children in such classrooms were observed to engage in more social competence behaviors. Mothers who provided positive behavioral strategies for their children were also more likely to be emotionally responsive. Surprisingly, these positive behaviors were not related to their children's competence behaviors at school. The relative contribution of mothers' and teachers' behaviors to African American children's observed social and emotional competencies at school and the implications of this research are described.

Watt (2003) conducted a study entitled as "Are Small Schools and Private Schools Better for Adolescents' Emotional Adjustment?" School organization has been examined largely for its effects on academic achievement. Insufficient attention has been devoted to the school as a sociological context that influences adolescents' mental health. It is often asserted that small schools and private schools offer a unique sense of community that is conducive to adolescents' emotional adjustment, but empirical evidence of these mental health benefits is sparse. This study used the National Longitudinal Survey of Adolescent Health (Add Health) to determine whether adolescents are protected in small and/or private schools, examining depression, suicidality, and violent dispositions. The results refute claims that students who attend these types of schools have better emotional adjustment than do those who attend large and/or public schools. In addition,

the results suggest that small schools and private schools may actually be detrimental to adolescents' mental health. That is, net of selection effects, small schools are associated with higher levels of depression and a greater likelihood of attempted suicide for male students. In addition, private schools are associated with increased odds of the use or threat of use of weapons by both male and female students.

Akhtar & alam (1968) made a research entitled as "Adjustment and Academic Achievement of School Students''. The main aim of the study was to compare certain areas of adjustment and academic achievement of secondary school students. The sample consisted of 90 students (40 boys and 50 girls) with the age range from 14 to 17 years. Bell Adjustment Inventory developed and standardized by Mohsin and Shamshad (1968) was used to find out adjustment level of students. Average marks of last three years' annual results were considered as academic achievement of boys and girl's students. The t test was used to analyze the data. The findings revealed that boys and girl's students differed significantly in overall adjustment process. Although, there were no significant difference among the different level of adjustments i.e. home, health, social and emotional. The results further showed that high achievement and low achievement groups differed significantly in overall adjustment. High academic achievement groups are more adjusted as compare to their counterpart. Key words: Adjustment, Academic Achievement, School Students and Gender.

CHAPTER-III

METHODOLOGY OF THE STUDY

3.1 Introduction

The success of any research work depends upon the proper methodology of the study. Since the nature of a problem is different from the nature of other problems, it is worthwhile to use the proper methodology according to the nature of the problems. This methodology section of the present problem includes population, sample and sampling procedure, tool used, method used and statistical techniques to be used for data analysis.

3.2 Population of the Study

The population of this study was students of Class XI-XII in Coochbehar District of West Bengal.

3.3 Sample and Sampling Technique

Purposive sampling was used to select Four Higher Secondary Schools in Coochbehar District of West Bengal. Again by using Accidental sampling technique 400 students from these four schools were selected as the total sample. They were sampled from both the classes (XI-174, XII-226). Hence the total sample consists of 400 Higher Secondary School Students (Genarel-64, SC-207, ST-56 & OBC-73).

3.4 Method of Data Collection

The present study is a survey type research. The investigator thinks it is suitable for this purpose. After a careful study of operations involved in this study, the researcher used the inventory namely, **'Bell's Adjustment Inventory (BAI-o)'** developed by Dr. R.K.

Ojha and adopted in Bengali version by Mohakud & Kirtania (2019) for collecting data. So, for obtaining data he considered students of above mentioned HS schools of Cooch Behar District of West Bengal. For the above mentioned purposes, the investigator went to each school. With prior permission of the Head Teacher, the researcher was introduced with the students and teachers. He then distributed the inventory to each of them and accordingly asked them to give their response by filling up it. While administering the inventory the researcher gave a short and meaningful description about the use of the inventory and items involved in it. He collected the inventory from them after 2 hours.

3.5 Tools and Techniques Used For Data Collection

In this study to measure the social and emotional adjustment, a standardized social and emotional adjustment Scale namely "Bell's Adjustment Inventory" was developed by R.K.Ojha. Emotional, Social, Home, Health Adjustment Inventory was translated in Bengali language by Kirtania and Dr. Mohakud (2019). Content Validity was checked by some expert.

3.6 Scoring Procedure of Social and Emotional Adjustment:

The scoring for the Tool "Bell's Adjustment Inventory" was simple. The inventory consists of 140 items with 2-point scale of Likert. Maximum possible score is '140' and minimum possible score is '0'. Scoring of the inventory is very easy. Number of responses is counted where the individual has 'Yes' and 'No'. The total number of 'Yes' scores thus make total score of the individual in the part.

Table No-1 Score Allotted For Each Item	
For 'Yes'	Score 1
For 'No'	Score 0

Here ‘No’ responses are not matter of concern.

The inventory is totally negative inventory. When an individual answers in ‘Yes’, it indicates about her/ his difficulties. If s/he answers in ‘No’, it indicates that the individual has no such difficulty and her/ his answer is neither affirmative nor negative towards difficulties. Therefore, Adjustment difficulty is measure on the basis of only ‘Yes’ responses.

3.7 Key Variables of the Study

Here the researcher used two types of variables namely independent variable and dependent variable as discussed below:

A. Independent Variables

Age: In this study the researcher included age as an independent variable divided into two categories like-

1. 14-15 Years
2. 16 to Above

Gender: In this study the researcher included gender as an independent variable divided into two categories like-

1. Male
2. Female

Class: In this study the researcher included class as an independent variable divided into two categories like-

1. Eleven (XI)
2. Twelve (XII)

Caste: In the present study the researcher included caste as an independent variable divided into four categories like-

1. SC: Scheduled Caste,
2. ST: Scheduled Tribe,
3. OBC**:** Other backward classes,
4. General

Religion: In the present study the researcher included religion as an independent variable divided into three categories like-

1. Hindu
2. Muslim
3. Others

Living Area: In the present study the researcher included area as an independent variable divided into two categories like-

1. Rural
2. Urban

Type of family: In the present study the researcher included family type as an independent variable divided into two categories like-

1. Unitary
2. Joint

No. of Siblings: In the present study the researcher included Siblings as an independent variable divided into three categories like-

1. One Child
2. 2 – 4 Child

3. 5 to Above Child

Number of Family Member: In the present study the researcher included Family Member as an independent variable divided into two categories like-

1. 1 – 4 Member
2. 5 to Above Member

Father's educational qualification: In this study the researcher included father's educational qualification as an independent variable divided into five categories like-

1. Illiterate
2. Elementary Level (I-VIII)
3. Secondary Level (IX-X)
4. Higher Secondary Level (XI-XII)
5. Higher Education

Father Occupation: In the present study the researcher included father occupation as an independent variable divided into four categories like-

1. Farmer
2. Service
3. Business
4. Others

Familial monthly income: In the present study the researcher included father's income as an independent variable divided into four categories like-

1. Up to 3000
2. 3001 to 6000
3. 6001 to 9000

4. 9001 and Above

B. Dependent Variables

The present study the researcher included dependent variable like-

1. Emotional Adjustment
2. Social Adjustment
3. Home Adjustment
4. Health Adjustment
5. Academic achievement

3.8 Procedure of Data Collection

After a careful study of operations involved in this study, the researcher used a standardized scale namely, 'Bell's Adjustment Inventory' adopted in Bengali version by the researcher along with his guide for collecting data. So, for obtaining data he met the students of the above mentioned schools. He then distributed the scale to each of them and accordingly asked them to give their response by filling up it. While administering the scale the researcher gave a short and meaningful description about the use of the scale and items involved in it. He collected the scale from them after 2 hours. However, the total process of data collection organized in 7 to 8 days.

3.9 Techniques Used for Data Analysis

For testing hypotheses of the present study analysis techniques has been applied according to nature of data. The researcher has used the descriptive and inferential statistics were used in the present study through SPSS.

1. Frequency
2. Mean
3. Standard Deviation (SD)

4. Percentage Analysis
5. ‘T’- Test.
6. F-Test or ANOVA
7. Co-efficient of correlation

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter deals with the presentation, analysis and interpretation of the collected data. It involves the use of statistical techniques for the analysis of the obtained data. This chapter is the backbone of the total studies. In any kind of study data analysis and interpretation plays a vital role on the basis of which the total research results or findings can be formulated. Hence without this portion the research works are always incomplete.

4.2 Statistical Techniques Used For Data Analysis

In the present study the researcher used descriptive statistics like Mean, Standard Deviation (SD) for analyzing personal data, and percentage analysis for indicating Attitude levels and Mean difference, $SE_{M,}$ 'T' test, ANOVA to know the mean difference of attitude among different groups of teachers and Students.

4.3 Hypotheses wise Analysis and Interpretation of Data

The Hypothesis wise analysis and interpretation of data are given below:

Objective-1a: Study of Age difference in Emotional Adjustment of Higher Secondary School Students

Ho_{1a}: There is no significant difference in Emotional Adjustment of Higher Secondary School Students with regards to Age.

Table-1: T-test showing the Age difference in Emotional Adjustment of Higher Secondary School Students

Independent Samples T-Test of Age Wise Emotional Adjustment									
Age of student	**N**	**Mean**	**Std. Deviation**	**t**	**df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
14-15 Years	166	14.59	5.125	2.178	398	1.230	0.026	0.552	NS* (p>.05 level)
16- Above Years	234	15.82	5.858						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.552) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Emotional Adjustment ability of higher secondary school students with respect to Age.

Objective-1b: Study of Gender difference in Emotional Adjustment of Higher Secondary School Students

Ho_{1b}: There is no significant difference in Emotional Adjustment of Higher Secondary School Students with regards to Gender.

Table-2: T-test showing the Gender difference in Emotional Adjustment of Higher Secondary School Students

Independent Samples T-Test of Gender Wise Emotional Adjustment									
Gender of student	**N**	**Mean**	**Std. Deviation**	**t**	**df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
Male	163	12.86	5.206	7.796	398	4.137	0.000	0.530	S* (p>.05 level)
Female	237	17.00	5.222						

S*= Significance

Interpretation

This T test indicate that the p-value (.000) is lower than 0.05 level of significance. So hypothesis is not accepted. The mean of the male Emotional Adjustment ability is 12.86 and mean of Female Emotional Adjustment ability is 17.00. Hence, from it can be conclude that Female is greater than Male in Emotional Adjustment ability.

Objective-1c: Study of Class difference in Emotional Adjustment of Higher Secondary School Students

Ho_{1c}: There is no significant difference in Emotional Adjustment of Higher Secondary School Students with regards to Class.

Table-3: T-test showing the Class difference in Emotional Adjustment of Higher Secondary School Students

Independent Samples T-Test of Class Wise Emotional Adjustment									
Class of student	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
XI	174	15.03	5.337	0.882	398	-0.498	0.373	0.558	NS* (p>.05 level)
XII	226	15.53	5.784						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.558) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Emotional Adjustment ability of higher secondary school students with respect to Class.

Objective-1d: Study of Caste difference in Emotional Adjustment of Higher Secondary School Students

Ho_{1d}: There is no significant difference in Emotional Adjustment of Higher Secondary School Students with regards to Caste.

Table-4(a): Descriptive Statistics of Caste Wise Emotional Adjustment

Descriptive Statistics of Caste Wise Emotional Adjustment				
Caste	**N**	**Mean**	**Std. Deviation**	**Std. Error**
SC	207	15.30	5.541	0.385
ST	56	14.05	6.077	0.812
OBC	73	17.04	5.293	0.619
General	64	14.45	5.273	0.659
Total	400	15.31	5.592	0.280

Table-4(b): ANOVA showing Caste difference in Emotional Adjustment of Higher Secondary School Students

ANOVA of Caste Wise Emotional Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	354.159	3	118.053	3.856	0.01	S* (p<.01% level)
Within Groups	12123.401	396	30.615			
Total	12477.560	399				

S*= Significance

Table 4(c) Representing Multiple Comparison in LDS Test					
Dependent Variable	(I)Caste of Students	(J) Caste of Students	Mean Difference (I-J)	Std. Error	Sig.
Students Emotional Adjustment Score	SC	ST	1.251	0.833	0.134
		OBC	1.737*	0.753	0.022
		General	0.851	0.791	0.283
	ST	OBC	2.988*	0.983	0.003
		General	0.400	1.012	0.693
	OBC	General	2.588*	0.947	0.007

***. The mean difference is significant at the 0.05 level.**

Interpretation:

One-way ANOVA showing that the p-value (0.01) is same than 0.01 level of significant. So the null hypothesis is not accepted. The mean of the students of Caste- SC 12.30, ST 14.05, OBC 17.04 and General 14.45 respectively and the multiple comparison table-4(c) showing that there is a significant difference in Emotional Adjustment Score among OBC and SC; OBC and ST; OBC and General students as the p value is less than 0.05 level of significance ($p=0.022<0.05$), ($p=0.003<0.05$). ($p=0.007<0.05$).Therefore, it has been observed that the caste OBC students is greater than the other Caste students in Emotional Adjustment Ability.

Objective-1e: Study of Religion difference in Emotional Adjustment of Higher Secondary School Students

Ho_{1e}: There is no significant difference in Emotional Adjustment of Higher Secondary School Students with regards to Religion.

Table-5a: Descriptive Statistics of Religion Wise Emotional Adjustment

Descriptive Statistics of Religion Wise Emotional Adjustment				
Religion	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Hindu	259	15.24	5.586	0.347
Muslim	78	16.82	5.224	0.592
Others	63	13.73	5.666	0.714
Total	400	15.31	5.592	0.280

Table-5b: ANOVA showing Religion difference in Emotional Adjustment of Higher Secondary School Students

ANOVA of Religion Wise Emotional Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	336.502	2	168.251	5.502	0.004	S* (p<.01% level)
Within Groups	12141.058	397	30.582			
Total	12477.560	399				

S*= Significance

Table 5(c) Representing Multiple Comparison in LDS Test					
Dependent Variable	(I)Religion of Students	(J) Religion of Students	Mean Difference (I-J)	Std. Error	Sig.
Students Emotional Adjustment Score	Hindu	Muslim	1.581*	0.714	0.027
		Others	1.509	0.777	0.053
	Muslim	Others	3.09*	0.937	0.001

***. The mean difference is significant at the 0.05 level.**

Interpretation:

One-way ANOVA showing that the p-value (0.000) is lower than 0.01 level of significant. So the null hypothesis is not accepted. The mean of the students of Religion- Hindu 15.24, Muslim 16.82 and Others 13.73 respectively and the multiple comparison table- 5(c) showing that there is a significant difference in Emotional Adjustment Score among Muslim and Hindu; Muslim and Others students as the p value is less than 0.05 level of significance (p=0.027<0.05), (p=0.001<0.05).Therefore, it has been observed that the Muslim Religion students is greater than the Other Religion students in Emotional Adjustment Ability.

Objective-1f: Study of Area difference in Emotional Adjustment of Higher Secondary School Students

Ho_{1f}: There is no significant difference in Emotional Adjustment of Higher Secondary School Students with regards to Area.

Table-6: T-test showing the Area difference in Emotional Adjustment of Higher Secondary School Students

Independent Samples T-Test of Area Wise Emotional Adjustment									
Area of student	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
Rural	273	15.59	5.641	1.487	398	0.881	0.138	0.593	NS* (p>.05 level)
Urban	127	14.71	5.459						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.593) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Emotional Adjustment ability of higher secondary school students with respect to Area.

Objective-1g: Study of Family Type difference in Emotional Adjustment of Higher Secondary School Students

Ho_{1g}: There is no significant difference in Emotional Adjustment of Higher Secondary School Students with regards to Family Type.

Table-7: T-test showing the Family Type difference in Emotional Adjustment of Higher Secondary School Students

Independent Samples T-Test of Family Type Wise Emotional Adjustment									
Family Type of student	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
Unitary	293	15.40	5.670	0.508	398	0.321	0.604	0.618	NS* (p>.05 level)
Joint	107	15.07	5.393						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.618) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Emotional Adjustment ability of higher secondary school students with respect to Students Family Type.

Objective-1h: Study of Number of Family Member difference in Emotional Adjustment of Higher Secondary School Students

Ho_{1h}: There is no significant difference in Emotional Adjustment of Higher Secondary School Students with regards to Number of Family Member.

Table-8: T-test showing the Number of Family Member difference in Emotional Adjustment of Higher Secondary School Students

Independent Samples T-Test of Number of Family Member Wise Emotional Adjustment									
Number of Family Member	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
1-4	117	15.30	5.730	0.025	398	0.015	0.980	0.615	NS* (p>.05 level)
5- Above	283	15.31	5.544						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.615) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Emotional Adjustment ability of higher secondary school students with respect to Number of Family Member.

Objective-1i: Study of Siblings difference in Emotional Adjustment of Higher Secondary School Students

Ho_{1i}: There is no significant difference in Emotional Adjustment of Higher Secondary School Students with regards to Siblings.

Table-9a: Descriptive Statistics of Siblings Wise Emotional Adjustment

Descriptive Statistics of Siblings Wise Emotional Adjustment				
Siblings	**N**	**Mean**	**Std. Deviation**	**Std. Error**
One Child	35	13.71	5.963	1.008
2-4 Child	345	15.52	5.541	0.298
5- Above Child	20	14.50	5.577	1.247
Total	400	15.31	5.592	0.280

Table-9b: ANOVA showing Siblings difference in Emotional Adjustment of Higher Secondary School Students

ANOVA of Siblings Wise Emotional Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	117.290	2	58.645	1.884	0.153	NS* (p>.05% level)
Within Groups	12360.270	397	31.134			
Total	12477.560	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.153) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Siblings on Emotional Adjustment ability of higher secondary school students.

Objective-1j: Study of Father Education difference in Emotional Adjustment of Higher Secondary School Students

Ho_{1j}: There is no significant difference in Emotional Adjustment of Higher Secondary School Students with regards to Father Education.

Table-10a: Descriptive Statistics of Father Education Wise Emotional Adjustment

Descriptive Statistics of Father Education Wise Emotional Adjustment				
Father Education	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Illiterate	56	15.55	5.787	0.773
Elementary Level	197	15.55	5.643	0.402
Secondary Level	87	14.66	5.249	0.563
Higher Secondary Level	35	15.60	5.516	0.932
Higher Education	25	14.76	6.220	1.244
Total	400	15.31	5.592	0.280

Table-10b: ANOVA showing Father Education difference in Emotional Adjustment of Higher Secondary School Students

ANOVA of Father Education Wise Emotional Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	62.314	4	15.578	0.496	0.739	NS* (p>.05% level)
Within Groups	12415.246	395	31.431			
Total	12477.560	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.739) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Father Education on Emotional Adjustment ability of higher secondary school students.

Objective-1k: Study of Father Occupation difference in Emotional Adjustment of Higher Secondary School Students

Ho_{1k}: There is no significant difference in Emotional Adjustment of Higher Secondary School Students with regards to Father Occupation.

Table-11a: Descriptive Statistics of Father Occupation Wise Emotional Adjustment

Descriptive Statistics of Father Occupation Wise Emotional Adjustment				
Father Occupation	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Farmer	311	15.19	5.695	0.323
Service	27	15.11	5.767	1.110
Business	52	16.29	5.211	0.723
Others	10	14.60	3.534	1.118
Total	400	15.31	5.592	0.280

Table-11b: ANOVA showing Father Occupation difference in Emotional Adjustment of Higher Secondary School Students

ANOVA of Father Occupation Wise Emotional Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	60.637	3	20.212	0.645	0.587	NS* (p>.05% level)
Within Groups	12416.923	396	31.356			
Total	12477.560	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.587) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Father Occupation on Emotional Adjustment ability of higher secondary school students.

Objective-1l: Study of Father Monthly Income difference in Emotional Adjustment of Higher Secondary School Students

Ho_{1l}: There is no significant difference in Emotional Adjustment of Higher Secondary School Students with regards to Father Monthly Income.

Table-12a: Descriptive Statistics of Father Monthly Income Wise Emotional Adjustment

Descriptive Statistics of Father Monthly Income Wise Emotional Adjustment				
Father Monthly Income	**N**	**Mean**	**Std. Deviation**	**Std. Error**
0-3000	94	15.56	5.017	0.517
3001-6000	224	15.39	5.698	0.381
6001-9000	37	15.49	6.927	1.139
9001-Above	45	14.22	5.013	0.747
Total	400	15.31	5.592	0.280

Table-12b: ANOVA showing Father Monthly Income difference in Emotional Adjustment of Higher Secondary School Students

ANOVA of Father Monthly Income Wise Emotional Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	61.993	3	20.664	0.659	0.578	NS* (p>.05% level)
Within Groups	12415.567	396	31.352			
Total	12477.560	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.578) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Father Monthly Income on Emotional Adjustment ability of higher secondary school students.

Objective-2a: Study of Age difference in Social Adjustment of Higher Secondary School Students

Ho_{2a}: There is no significant difference in Social Adjustment of Higher Secondary School Students with regards to Age.

Table-13: T-test showing the Age difference in Social Adjustment of Higher Secondary School Students

Independent Samples T-Test of Age Wise Social Adjustment									
Age of student	**N**	**Mean**	**Std. Deviation**	**t**	**df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
14-15 Years	166	14.27	4.174	1.154	398	0.458	0.248	0.420	NS* (*p*>.05 level)
16- Above Years	234	14.76	4.105						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.248) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Social Adjustment ability of higher secondary school students with respect to Age.

Objective-2b: Study of Gender difference in Social Adjustment of Higher Secondary School Students

Ho_{2b}: There is no significant difference in Social Adjustment of Higher Secondary School Students with regards to Gender.

Table-14: T-test showing the Gender difference in Social Adjustment of Higher Secondary School Students

Independent Samples T-Test of Gender Wise Social Adjustment									
Gender of student	**N**	**Mean**	**Std. Deviation**	**t**	**df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
Male	163	14.33	4.237	0.915	398	0.388	0.357	0.421	NS* (*p*>.05 level)
Female	237	14.71	4.066						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.357) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Social Adjustment ability of higher secondary school students with respect to Gender.

Objective-2c: Study of Class difference in Social Adjustment of Higher Secondary School Students

Ho_{2c}: There is no significant difference in Social Adjustment of Higher Secondary School Students with regards to Class.

Table-15: T-test showing the Class difference in Social Adjustment of Higher Secondary School Students

Independent Samples T-Test of Class Wise Social Adjustment									
Class of student	**N**	**Mean**	**Std. Deviation**	**T**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
XI	174	14.30	4.099	1.087	398	0.453	0.277	0.416	NS* (p>.05 level)
XII	226	14.75	4.162						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.277) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Social Adjustment ability of higher secondary school students with respect to Class.

Objective-2d: Study of Caste difference in Social Adjustment of Higher Secondary School Students

Ho_{2d}: There is no significant difference in Social Adjustment of Higher Secondary School Students with regards to Caste.

Table-16a: Descriptive Statistics of Caste Wise Social Adjustment

Descriptive Statistics of Caste Wise Social Adjustment				
Caste	**N**	**Mean**	**Std. Deviation**	**Std. Error**
SC	207	14.75	3.793	0.264
ST	56	13.82	4.477	0.598
OBC	73	15.16	4.853	0.568
General	64	13.88	3.922	0.490
Total	400	14.56	4.136	0.207

Table-16b: ANOVA showing Caste difference in Social Adjustment of Higher Secondary School Students

ANOVA of Caste Wise Social Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	94.611	3	31.537	1.856	0.13	NS* (p>.05% level)
Within Groups	6730.179	396	16.995			
Total	6824.790	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.13) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Caste on Social Adjustment ability of higher secondary school students.

Objective-2e: Study of Religion difference in Social Adjustment of Higher Secondary School Students

Ho_{2e}: There is no significant difference in Social Adjustment of Higher Secondary School Students with regards to Religion.

Table-17a: Descriptive Statistics of Religion Wise Social Adjustment

Descriptive Statistics of Religion Wise Social Adjustment				
Religion	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Hindu	259	14.49	3.783	0.235
Muslim	78	15.06	4.727	0.535
Others	63	14.17	4.720	0.595
Total	400	14.56	4.136	0.207

Table-17b: ANOVA showing Religion difference in Social Adjustment of Higher Secondary School Students

ANOVA of Religion Wise Social Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	30.290	2	15.145	0.885	0.41	NS* (p>.05% level)
Within Groups	6794.500	397	17.115			
Total	6824.790	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.414) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Religion on Social Adjustment ability of higher secondary school students.

Objective-2f: Study of Area difference in Social Adjustment of Higher Secondary School Students

Ho_{2f}: There is no significant difference in Social Adjustment of Higher Secondary School Students with regards to Area.

Table-18: T-test showing the Area difference in Social Adjustment of Higher Secondary School Students

Independent Samples T-Test of Area Wise Social Adjustment									
Area of student	**N**	**Mean**	**Std. Deviation**	**T**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
Rural	273	14.62	4.073	0.471	398	0.213	0.632	0.445	NS* (p>.05 level)
Urban	127	14.41	4.281						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.632) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Social Adjustment ability of higher secondary school students with respect to Area.

Objective-2g: Study of Family Type difference in Social Adjustment of Higher Secondary School Students

Ho_{2g}: There is no significant difference in Social Adjustment of Higher Secondary School Students with regards to Family Type.

Table-19: T-test showing the Family Type difference in Social Adjustment of Higher Secondary School Students

Independent Samples T-Test of Family Type Wise Social Adjustment									
Family Type of student	**N**	**Mean**	**Std. Deviation**	**T**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**

Unitary	293	14.62	4.153	0.502	398	0.235	0.615	0.465	NS* (*p*>.05 level)
Joint	107	14.38	4.104						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.615) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Social Adjustment ability of higher secondary school students with respect to Family Type.

Objective-2h: Study of Number of Family Member difference in Social Adjustment of Higher Secondary School Students

Ho_{2h}: There is no significant difference in Social Adjustment of Higher Secondary School Students with regards to Number of Family Member.

Table-20: T-test showing the Number of Family Member difference in Social Adjustment of Higher Secondary School Students

Independent Samples T-Test of Number of Family Member Wise Social Adjustment									
Number of Family Member	**N**	**Mean**	**Std. Deviation**	**T**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
1-4	117	14.62	4.250	0.185	398	0.085	0.851	0.455	NS* (*p*>.05 level)
5- Above	283	14.53	4.095						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.851) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Social Adjustment ability of higher secondary school students with respect to Member of Family Member.

Objective-2i: Study of Siblings difference in Social Adjustment of Higher Secondary School Students

Ho_{2i}: There is no significant difference in Social Adjustment of Higher Secondary School Students with regards to Siblings.

Table-21a: Descriptive Statistics of Siblings Wise Social Adjustment

Descriptive Statistics of Siblings Wise Social Adjustment				
Siblings	**N**	**Mean**	**Std. Deviation**	**Std. Error**
One Child	35	14.77	3.507	0.593
2-4 Child	345	14.56	4.175	0.225
5- Above Child	20	14.15	4.614	1.032
Total	400	14.56	4.136	0.207

Table-21b: ANOVA showing Siblings difference in Social Adjustment of Higher Secondary School Students

ANOVA of Siblings Wise Social Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	4.921	2	2.460	0.143	0.86	NS* (p>.05% level)
Within Groups	6819.869	397	17.179			
Total	6824.790	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.86) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Siblings on Social Adjustment ability of higher secondary school students.

Objective-2j: Study of Father Education difference in Social Adjustment of Higher Secondary School Students

Ho_{2j}: There is no significant difference in Social Adjustment of Higher Secondary School Students with regards to Father Education.

Table-22a: Descriptive Statistics of Father Education Wise Social Adjustment

Descriptive Statistics of Father Education Wise Social Adjustment				
Father Education	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Illiterate	56	14.54	3.931	0.525
Elementary Level	197	14.78	4.117	0.293
Secondary Level	87	14.25	4.389	0.471
Higher Secondary Level	35	14.69	3.879	0.656
Higher Education	25	13.68	4.318	0.864
Total	400	14.56	4.136	0.207

Table-22b: ANOVA showing Father Education difference in Social Adjustment of Higher Secondary School Students

ANOVA of Father Education Wise Social Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	37.828	4	9.457	0.550	0.69	NS* (p>.05% level)
Within Groups	6786.962	395	17.182			
Total	6824.790	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.69) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Father Education on Social Adjustment ability of higher secondary school students.

Objective-2k: Study of Father Occupation difference in Social Adjustment of Higher Secondary School Students

Ho_{2k}: There is no significant difference in Social Adjustment of Higher Secondary School Students with regards to Father Occupation.

Table-23a: Descriptive Statistics of Father Occupation Wise Social Adjustment

Descriptive Statistics of Father Occupation Wise Social Adjustment				
Father Occupation	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Farmer	311	14.57	4.168	0.236
Service	27	13.19	4.086	0.786
Business	52	15.04	4.177	0.579
Others	10	15.20	2.348	0.742
Total	400	14.56	4.136	0.207

Table-23b: ANOVA showing Father Occupation difference in Social Adjustment of Higher Secondary School Students

ANOVA of Father Occupation Wise Social Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	67.071	3	22.357	1.310	0.27	NS* (p>.05% level)
Within Groups	6757.719	396	17.065			
Total	6824.790	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.27) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Father Occupation on Social Adjustment ability of higher secondary school students.

Objective-2l: Study of Father Monthly Income difference in Social Adjustment of Higher Secondary School Students

Ho_{2l}: There is no significant difference in Social Adjustment of Higher Secondary School Students with regards to Father Monthly Income.

Table-24a: Descriptive Statistics of Father Monthly Income Wise Social Adjustment

Descriptive Statistics of Father Monthly Income Wise Social Adjustment				
Father Monthly Income	**N**	**Mean**	**Std. Deviation**	**Std. Error**
0-3000	94	14.51	4.119	0.425
3001-6000	224	14.67	4.086	0.273
6001-9000	37	14.73	4.538	0.746
9001-Above	45	13.93	4.158	0.620
Total	400	14.56	4.136	0.207

Table-24b: ANOVA showing Father Monthly Income difference in Social Adjustment of Higher Secondary School Students

ANOVA of Father Monthly Income Wise Social Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	21.650	3	7.217	0.420	0.73	NS* (*p*>.05% level)
Within Groups	6803.140	396	17.180			
Total	6824.790	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.73) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Father Monthly Income on Social Adjustment ability of higher secondary school students.

Objective-3a: Study of Age difference in Home Adjustment of Higher Secondary School Students

Ho_{3a}: There is no significant difference in Home Adjustment of Higher Secondary School Students with regards to Age.

Table-25: T-test showing the Age difference in Home Adjustment of Higher Secondary School Students

Independent Samples T-Test of Age Wise Home Adjustment									
Age of student	**N**	**Mean**	**Std. Deviation**	**t**	**df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
14-15 Years	166	12.28	4.514	0.40	398	0.018	0.968	0.452	NS* (*p*>.05 level)
16- Above Years	234	12.26	4.404						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.968) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Home Adjustment ability of higher secondary school students with respect to Age.

Objective-3b: Study of Gender difference in Home Adjustment of Higher Secondary School Students

Ho_{3b}: There is no significant difference in Home Adjustment of Higher Secondary School Students with regards to Gender.

Table-26: T-test showing the Gender difference in Home Adjustment of Higher Secondary School Students

Independent Samples T-Test of Gender Wise Home Adjustment									
Gender of student	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
Male	163	12.23	4.537	0.169	398	0.077	0.865	0.453	NS* (p>.05 level)
Female	237	12.30	4.389						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.865) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Home Adjustment ability of higher secondary school students with respect to Gender.

Objective-3c: Study of Class difference in Home Adjustment of Higher Secondary School Students

Ho_{3c}: There is no significant difference in Home Adjustment of Higher Secondary School Students with regards to Class.

Table-27: T-test showing the Class difference in Home Adjustment of Higher Secondary School Students

Independent Samples T-Test of Class Wise Home Adjustment									
Class of student	**N**	**Mean**	**Std. Deviation**	**T**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
XI	174	12.45	4.774	0.682	398	0.311	0.488	0.449	NS* (p>.05 level)
XII	226	12.14	4.179						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.488) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Home Adjustment ability of higher secondary school students with respect to Class.

Objective-3d: Study of Caste difference in Home Adjustment of Higher Secondary School Students

Ho_{3d}: There is no significant difference in Home Adjustment of Higher Secondary School Students with regards to Caste.

Table-28a: Descriptive Statistics of Caste Wise Home Adjustment

Descriptive Statistics of Caste Wise Home Adjustment				
Caste	**N**	**Mean**	**Std. Deviation**	**Std. Error**
SC	207	12.42	4.290	0.298

ST	56	11.68	5.191	0.694
OBC	73	12.77	4.443	0.520
General	64	11.75	4.231	0.529
Total	400	12.27	4.444	0.222

Table-28b: ANOVA showing Caste difference in Home Adjustment of Higher Secondary School Students

ANOVA of Caste Wise Home Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	59.607	3	19.869	1.006	0.39	NS* (p>.05% level)
Within Groups	7821.690	396	19.752			
Total	7881.297	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.39) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Caste on Home Adjustment ability of higher secondary school students.

Objective-3e: Study of Religion difference in Home Adjustment of Higher Secondary School Students

Ho_{3e}: There is no significant difference in Home Adjustment of Higher Secondary School Students with regards to Religion.

Table-29a: Descriptive Statistics of Religion Wise Home Adjustment

Descriptive Statistics of Religion Wise Home Adjustment				
Religion	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Hindu	259	12.26	4.268	0.265
Muslim	78	12.95	4.443	0.503
Others	63	11.49	5.061	0.638
Total	400	12.27	4.444	0.222

Table-29b: ANOVA showing Religion difference in Home Adjustment of Higher Secondary School Students

ANOVA of Religion Wise Home Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	74.089	2	37.044	1.884	0.15	NS* (p>.05% level)
Within Groups	7807.209	397	19.666			
Total	7881.297	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.15) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Religion on Home Adjustment ability of higher secondary school students.

Objective-3f: Study of Area difference in Home Adjustment of Higher Secondary School Students

Ho_{3f}: There is no significant difference in Home Adjustment of Higher Secondary School Students with regards to Area.

Table-30: T-test showing the Area difference in Home Adjustment of Higher Secondary School Students

Independent Samples T-Test of Area Wise Home Adjustment									
Area of student	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
Rural	273	12.4	4.489	0.744	398	0.364	0.451	0.482	NS* (p>.05 level)
Urban	127	11.93	4.345						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.451) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Home Adjustment ability of higher secondary school students with respect to Area.

Objective-3g: Study of Family Type difference in Home Adjustment of Higher Secondary School Students

Ho_3g: There is no significant difference in Home Adjustment of Higher Secondary School Students with regards to Family Type.

Table-31: T-test showing the Family Type difference in Home Adjustment of Higher Secondary School Students

Independent Samples T-Test of Family Type Wise Home Adjustment									
Family Type of student	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
Unitary	293	12.22	4.408	0.396	398	0.202	0.688	0.503	NS* (p>.05 level)
Joint	107	12.42	4.560						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.688) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Home Adjustment ability of higher secondary school students with respect to Family Type.

Objective-3h: Study of Number of Family Member difference in Home Adjustment of Higher Secondary School Students

Ho_{3h}: There is no significant difference in Home Adjustment of Higher Secondary School Students with regards to Number of Family Member.

Table-32: T-test showing the Number of Family Member difference in Home Adjustment of Higher Secondary School Students

Independent Samples T-Test of Number of Family Member Wise Home Adjustment									
Number of Family Member	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
1-4	117	12.53	4.342	0.744	398	0.364	0.451	0.482	NS* (p>.05 level)
5- Above	283	12.17	4.489						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.451) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Home Adjustment ability of higher secondary school students with respect to Number of Family Member.

Objective-3i: Study of Siblings difference in Home Adjustment of Higher Secondary School Students

Ho_{3i}: There is no significant difference in Home Adjustment of Higher Secondary School Students with regards to Siblings.

Table-33a: Descriptive Statistics of Siblings Wise Home Adjustment

Descriptive Statistics of Siblings Wise Home Adjustment				
Siblings	**N**	**Mean**	**Std. Deviation**	**Std. Error**
One Child	35	11.91	3.721	0.629
2-4 Child	345	12.41	4.523	0.244
5- Above Child	20	10.55	3.993	0.893
Total	400	12.27	4.444	0.222

Table-33b: ANOVA showing Siblings difference in Home Adjustment of Higher Secondary School Students

ANOVA of Siblings Wise Home Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	70.231	2	35.115	1.785	0.16	NS* (p>.05% level)
Within Groups	7811.067	397	19.675			
Total	7881.297	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.16) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Siblings on Home Adjustment ability of higher secondary school students.

Objective-3j: Study of Father Education difference in Home Adjustment of Higher Secondary School Students

Ho_{3j}: There is no significant difference in Home Adjustment of Higher Secondary School Students with regards to Father Education.

Table-34a: Descriptive Statistics of Father Education Wise Home Adjustment

Descriptive Statistics of Father Education Wise Home Adjustment				
Father Education	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Illiterate	56	12.54	5.142	0.687
Elementary Level	197	12.04	4.258	0.303
Secondary Level	87	12.25	4.152	0.445
Higher Secondary Level	35	13.09	5.101	0.862
Higher Education	25	12.44	4.417	0.883
Total	400	12.27	4.444	0.222

Table-34b: ANOVA showing Father Education difference in Home Adjustment of Higher Secondary School Students

ANOVA of Father Education Wise Home Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	38.354	4	9.589	0.483	0.74	NS* (p>.05% level)
Within Groups	7842.943	395	19.856			
Total	7881.297	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.74) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Father Education on Home Adjustment ability of higher secondary school students.

Objective-3k: Study of Father Occupation difference in Home Adjustment of Higher Secondary School Students

Ho_{3k}: There is no significant difference in Home Adjustment of Higher Secondary School Students with regards to Father Occupation.

Table-35a: Descriptive Statistics of Father Occupation Wise Home Adjustment

Descriptive Statistics of Father Occupation Wise Home Adjustment				
Father Occupation	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Farmer	311	12.05	4.250	0.241
Service	27	13.41	5.583	1.075
Business	52	12.98	4.909	0.681
Others	10	12.50	4.275	1.352
Total	400	12.27	4.444	0.222

Table-35b: ANOVA showing Father Occupation difference in Home Adjustment of Higher Secondary School Students

ANOVA of Father Occupation Wise Home Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	77.022	3	25.674	1.303	0.27	NS* (p>.05% level)
Within Groups	7804.276	396	19.708			
Total	7881.297	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.27) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no

significant influence of Father Occupation on Home Adjustment ability of higher secondary school students.

Objective-3l: Study of Father Monthly Income difference in Home Adjustment of Higher Secondary School Students

Ho_{3l}: There is no significant difference in Home Adjustment of Higher Secondary School Students with regards to Father Monthly Income.

Table-36a: Descriptive Statistics of Father Monthly Income Wise Home Adjustment

Descriptive Statistics of Father Monthly Income Wise Home Adjustment				
Father Monthly Income	**N**	**Mean**	**Std. Deviation**	**Std. Error**
0-3000	94	13.49	4.628	0.477
3001-6000	224	11.67	4.165	0.278
6001-9000	37	12.46	4.227	0.695
9001-Above	45	12.60	5.114	0.762
Total	400	12.27	4.444	0.222

Table-36b: ANOVA showing Father Monthly Income difference in Home Adjustment of Higher Secondary School Students

ANOVA of Father Monthly Income Wise Home Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	227.931	3	75.977	3.931	0.00	S* (p<.01% level)
Within Groups	7653.367	396	19.327			
Total	7881.298	399				

S*= Significance

Table 36(c) Representing Multiple Comparison in LDS Test					
Dependent Variable	(I)Father Monthly Income of Students	(J) Father Monthly Income of Students	Mean Difference (I-J)	Std. Error	Sig.
Students Home Adjustment Score	0-3000	3001-6000	1.824*	0.540	0.001
		6001-9000	1.030	0.853	0.228
		9001 to Above	0.889	0.797	0.265
	3001-6000	6001-9000	0.794	0.780	0.309
		9001 to Above	0.935	0.718	0.194
	6001-9000	9001 to Above	0.141	0.976	0.886

***. The mean difference is significant at the 0.05 level.**

Interpretation:

One-way ANOVA showing that the p-value (0.00) is same than 0.01 level of significant. So the null hypothesis is not accepted. The mean of the students of Father Monthly Income- 0 to 3000- 13.49, 3001 to 6000-11.67, 6001 to 9000-12.46 and 9001 to Above-12.60 respectively and the multiple comparison table- 36(c) showing that there is a significant difference in Emotional Adjustment Score among Father Monthly Income 3001-6000 and 0-3000 students as the p value is less than 0.05 level of significance ($p=0.001<0.05$).Therefore, it has been observed that the Father Monthly Income 0-3000 students is greater than the other Father Monthly Income students in Home Adjustment Ability.

Objective-4a: Study of Age difference in Health Adjustment of Higher Secondary School Students

Ho_{4a}: There is no significant difference in Health Adjustment of Higher Secondary School Students with regards to Age.

Table-37: T-test showing the Age difference in Health Adjustment of Higher Secondary School Students

Independent Samples T-Test of Age Wise Health Adjustment									
Age of student	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
14-15 Years	166	9.50	4.982	0.850	398	0.419	0.390	0.487	NS* (p>.05 level)
16- Above Years	234	9.08	4.664						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.390) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Health Adjustment ability of higher secondary school students with respect to Age.

Objective-4b: Study of Gender difference in Health Adjustment of Higher Secondary School Students

Ho_{4b}: There is no significant difference in health Adjustment of Higher Secondary School Students with regards to Gender.

Table-38: T-test showing the Gender difference in Health Adjustment of Higher Secondary School Students

Independent Samples T-Test of Gender Wise Health Adjustment									
Gender of student	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
Male	163	8.75	4.850	1.748	398	0.855	0.08	0.487	NS*

Female	237	9.60	4.739						(p>.05 level)

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.08) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Health Adjustment ability of higher secondary school students with respect to Gender.

Objective-4c: Study of Class difference in Health Adjustment of Higher Secondary School Students

Ho_{4c}: There is no significant difference in Health Adjustment of Higher Secondary School Students with regards to Class.

Table-39: T-test showing the Class difference in Health Adjustment of Higher Secondary School Students

Independent Samples T-Test of Class Wise Health Adjustment									
Class of student	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
XI	174	9.63	5.229	1.352	398	0.668	0.168	0.483	NS* (p>.05 level)
XII	226	8.96	4.426						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.168) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Health Adjustment ability of higher secondary school students with respect to Class.

Objective-4d: Study of Caste difference in Health Adjustment of Higher Secondary School Students

H_{o4d}: There is no significant difference in Health Adjustment of Higher Secondary School Students with regards to Caste.

Table-40a: Descriptive Statistics of Caste Wise Health Adjustment

Descriptive Statistics of Caste Wise Health Adjustment				
Caste	**N**	**Mean**	**Std. Deviation**	**Std. Error**
SC	207	8.88	4.507	0.313
ST	56	8.89	5.051	0.675
OBC	73	10.74	5.467	0.640
General	64	9.08	4.441	0.555
Total	400	9.26	4.797	0.240

Table-40b: ANOVA showing Caste difference in Health Adjustment of Higher Secondary School Students

ANOVA of Caste Wise Health Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	198.751	3	66.250	2.920	0.03	S* (p<.05% level)
Within Groups	8983.239	396	22.685			
Total	9181.990	399				

S*= Significance

Table 40(c) Representing Multiple Comparison in LDS Test					
Dependent Variable	(I)Caste of Students	(J) Caste of Students	Mean Difference (I-J)	Std. Error	Sig.
Students Health	SC	ST	0.009	0.717	0.99
		OBC	1.856*	0.648	0.004
		General	0.194	0.681	0.776

Adjustment Score	ST	OBC	1.847*	0.846	0.03
		General	0.185	0.872	0.832
	OBC	General	1.662*	0.816	0.042

***. The mean difference is significant at the 0.05 level.**

Interpretation:

One-way ANOVA showing that the p-value (0.03) is lower than 0.05 level of significant. So the null hypothesis is not accepted. The mean of the students of Caste SC-8.88, ST-8.89, OBC-10.74, General-9.08 respectively and the multiple comparison table- 40(c) showing that there is a significant difference in Emotional Adjustment Score among OBC and SC; OBC and ST; OBC and General students as the p value is less than 0.05 level of significance ($p=0.004<0.05$), ($p=0.03<0.05$). ($p=0.042<0.05$). Therefore, it has been observed that the Caste OBC students is greater than the other Caste students in Health Adjustment Ability.

Objective-4e: Study of Religion difference in Health Adjustment of Higher Secondary School Students

Ho_{4e}: There is no significant difference in Health Adjustment of Higher Secondary School Students with regards to Religion.

Table-41a: Descriptive Statistics of Religion Wise Health Adjustment

Descriptive Statistics of Religion Wise Health Adjustment				
Religion	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Hindu	259	8.88	4.512	0.280
Muslim	78	10.67	5.467	0.619
Others	63	9.05	4.811	0.606
Total	400	9.26	4.797	0.240

Table-41b: ANOVA showing Religion difference in Health Adjustment of Higher Secondary School Students

ANOVA of Religion Wise Health Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	194.510	2	97.255	4.296	0.01	S* (p<.01% level)
Within Groups	8987.480	397	22.638			
Total	9181.990	399				

S*= Significance

Table 41(c) Representing Multiple Comparison in LDS Test					
Dependent Variable	(I)Religion of Students	(J) Religion of Students	Mean Difference (I-J)	Std. Error	Sig.
Students Health Adjustment Score	Hindu	Muslim	1.786*	0.615	0.004
		Others	0.167	0.668	0.802
	Muslim	Others	1.619*	0.806	0.045

***. The mean difference is significant at the 0.05 level.**

Interpretation:

One-way ANOVA showing that the p-value (0.01) is same than 0.01 level of significant. So the null hypothesis is not accepted. The mean of the students of Religion- Hindu-8.88, Muslim-10.67 and Others-9.05 respectively and the multiple comparison table- 5(c) showing that there is a significant difference in Emotional Adjustment Score among Muslim and Hindu; Muslim and Others students as the p value is less than 0.05 level of significance (p=0.004<0.05), (p=0.045<0.05). Therefore, it has been observed that the

Religion Muslim students is greater than the other Religion students in Health Adjustment Ability.

Objective-4f: Study of Area difference in Health Adjustment of Higher Secondary School Students

Ho_{4f}: There is no significant difference in Health Adjustment of Higher Secondary School Students with regards to Area.

Table-42: T-test showing the Area difference in Health Adjustment of Higher Secondary School Students

Independent Samples T-Test of Area Wise Health Adjustment									
Area of student	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
Rural	273	9.11	4.624	0.874	398	0.469	0.364	0.515	NS* (p>.05 level)
Urban	127	9.57	5.154						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.364) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Health Adjustment ability of higher secondary school students with respect to Area.

Objective-4g: Study of Family Type difference in Health Adjustment of Higher Secondary School Students

$Ho4_g$: There is no significant difference in Health Adjustment of Higher Secondary School Students with regards to Family Type.

Table-43: T-test showing the Family Type difference in Health Adjustment of Higher Secondary School Students

Independent Samples T-Test of Family Type Wise Health Adjustment									
Family Type of student	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
Unitary	293	9.17	4.711	0.563	398	-0.315	0.561	0.542	NS* (p>.05 level)
Joint	107	9.49	5.040						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.561) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Health Adjustment ability of higher secondary school students with respect to Family Type.

Objective-4h: Study of Number of Family Member difference in Health Adjustment of Higher Secondary School Students

Ho_{4h}: There is no significant difference in Health Adjustment of Higher Secondary School Students with regards to Number of Family Member.

Table-44: T-test showing the Number of Family Member difference in Health Adjustment of Higher Secondary School Students

Independent Samples T-Test of Number of Family Member Wise Health Adjustment									
Number of Family Member	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
1-4	117	8.74	4.706	1.396	398	0.735	0.160	0.521	NS* (p>.05 level)
5- Above	283	9.47	4.826						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.160) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Health Adjustment ability of higher secondary school students with respect to Number of Family Member.

Objective-4i: Study of Siblings difference in Health Adjustment of Higher Secondary School Students

Ho_{4i}: There is no significant difference in Health Adjustment of Higher Secondary School Students with regards to Siblings.

Table-45a: Descriptive Statistics of Siblings Wise Health Adjustment

Descriptive Statistics of Siblings Wise Health Adjustment				
Siblings	**N**	**Mean**	**Std. Deviation**	**Std. Error**
One Child	35	8.43	4.846	0.819
2-4 Child	345	9.36	4.782	0.257
5- Above Child	20	8.90	5.067	1.133

Total	400	9.26	4.797	0.240

Table-45b: ANOVA showing Siblings difference in Health Adjustment of Higher Secondary School Students

ANOVA of Siblings Wise Health Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	30.187	2	15.093	0.655	0.52	NS* (p>.05% level)
Within Groups	9151.803	397	23.052			
Total	9181.990	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.52) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Siblings on Health Adjustment ability of higher secondary school students.

Objective-4j: Study of Father Education difference in Health Adjustment of Higher Secondary School Students

Ho_{4j}: There is no significant difference in Health Adjustment of Higher Secondary School Students with regards to Father Education.

Table-46a: Descriptive Statistics of Father Education Wise Health Adjustment

Descriptive Statistics of Father Education Wise Health Adjustment				
Father Education	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Illiterate	56	9.29	5.015	0.670
Elementary Level	197	9.07	4.666	0.332
Secondary Level	87	9.16	4.990	0.535
Higher Secondary Level	35	9.86	5.077	0.858
Higher Education	25	10.12	4.447	0.889
Total	400	9.26	4.797	0.240

Table-46b: ANOVA showing Father Education difference in Health Adjustment of Higher Secondary School Students

ANOVA of Father Education Wise Health Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	38.884	4	9.721	0.420	0.79	NS* (p>.05% level)
Within Groups	9143.106	395	23.147			
Total	9181.990	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.79) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Father Education on Health Adjustment ability of higher secondary school students.

Objective-4k: Study of Father Occupation difference in Health Adjustment of Higher Secondary School Students

Ho_{4k}: There is no significant difference in Health Adjustment of Higher Secondary School Students with regards to Father Occupation.

Table-47a: Descriptive Statistics of Father Occupation Wise Health Adjustment

Descriptive Statistics of Father Occupation Wise Health Adjustment				
Father Occupation	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Farmer	311	8.94	4.544	0.258
Service	27	9.30	4.882	0.940
Business	52	10.88	5.687	0.789
Others	10	10.60	6.004	1.899
Total	400	9.26	4.797	0.240

Table-47b: ANOVA showing Father Occupation difference in Health Adjustment of Higher Secondary School Students

ANOVA of Father Occupation Wise Health Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	187.939	3	62.646	2.758	0.04	S* (p<.05% level)
Within Groups	8994.051	396	22.712			
Total	9181.990	399				

S*= Significance

Table 47(c) Representing Multiple Comparison in LDS Test					
Dependent Variable	(I)Father Occupation of Students	(J) Father Occupation of Students	Mean Difference (I-J)	Std. Error	Sig.
Students Health Adjustment Score	Farmer	Service	0.361	0.956	0.706
		Business	1.949*	0.714	0.007
		Others	1.664	1.531	0.278
	Service	Business	1.588	1.13	0.161
		Others	1.304	1.764	0.460
	Business	Others	0.285	1.646	0.863

***. The mean difference is significant at the 0.05 level.**

Interpretation:

One-way ANOVA showing that the p-value (0.04) is lower than 0.05 level of significant. So the null hypothesis is not accepted. The mean of the students of Father Occupation Farmer-8.94, Service- 9.30, Business-10.88 and Otthers-10.60 respectively and the multiple comparison table- 48(c) showing that there is a significant difference in Emotional Adjustment Score among Father Occupation Business and Farmer students as the p value is less than 0.05 level of significance ($p=0.007<0.05$).Therefore, it has been observed that the Father Occupation Business students is greater than the other Father Occupation students in Health Adjustment Ability.

Objective-4l: Study of Father Monthly Income difference in Health Adjustment of Higher Secondary School Students

H_{o4l}: There is no significant difference in Health Adjustment of Higher Secondary School Students with regards to Father Monthly Income.

Table-48a: Descriptive Statistics of Father Monthly Income Wise Health Adjustment

Descriptive Statistics of Father Monthly Income Wise Health Adjustment				
Father Monthly Income	**N**	**Mean**	**Std. Deviation**	**Std. Error**
0-3000	94	10.48	5.726	0.591
3001-6000	224	8.60	4.156	0.278
6001-9000	37	10.19	5.109	0.840
9001-Above	45	9.20	4.934	0.736
Total	400	9.26	4.797	0.240

Table-48b: ANOVA showing Father Monthly Income difference in Health Adjustment of Higher Secondary School Students

ANOVA of Father Monthly Income Wise Health Adjustment						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	269.818	3	89.939	3.996	0.00	S* (p<.01% level)
Within Groups	8912.172	396	22.505			
Total	9181.990	399				

S*= Significance

Table 48(c) Representing Multiple Comparison in LDS Test					
Dependent Variable	(I)Father Monthly Income of Students	(J) Father Monthly Income of Students	Mean Difference (I-J)	Std. Error	Sig.
Students Health Adjustment Score	0-3000	3001-6000	1.881*	0.583	0.001
		6001-9000	0.29	0.921	0.753
		9001 to Above	1.279	0.860	0.138
	3001-6000	6001-9000	1.591	0.842	0.06
		9001 to Above	0.602	0.775	0.438
	6001-9000	9001 to Above	0.989	1.053	0.348

***. The mean difference is significant at the 0.05 level.**

Interpretation:

One-way ANOVA showing that the p-value (0.00) is same than 0.01 level of significant. So the null hypothesis is not accepted. The mean of the students of Father Monthly Income- 0 to 3000- 10.48, 3000 to 6000-8.60, 6001 to 9000-10.19 and 9001 to Above-9.20 respectively and the multiple comparison table- 48(c) showing that there is a significant difference in Emotional Adjustment Score among Father Monthly Income 3001-6000 and 0-3000 students as the p value is less than 0.05 level of significance ($p=0.001<0.05$).Therefore, it has been observed that the Father Monthly Income 0-3000 students is greater than the other Father Monthly Income students in Health Adjustment Ability.

Objective-5a: Study of Age difference in Academic Achievement of Higher Secondary School Students

Ho_{5a}: There is no significant difference in Academic Achievement of Higher Secondary School Students with regards to Age.

Table-49: T-test showing the Age difference in Academic Achievement of Higher Secondary School Students

Independent Samples T-Test of Age Wise Academic Achievement									
Age of student	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
14-15 Years	166	43.446	11.195	1.586	398	1.775	0.111	1.111	NS* (p>.05 level)
16- Above Years	234	41.671	10.784						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.111) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Academic Achievement of higher secondary school students with respect to Age.

Objective-5b: Study of Gender difference in Academic Achievement of Higher Secondary School Students

Ho_{5b}: There is no significant difference in Academic Achievement of Higher Secondary School Students with regards to Gender.

Table-50: T-test showing the Gender difference in Academic Achievement of Higher Secondary School Students

Independent Samples T-Test of Gender Wise Academic Achievement

Gender of student	N	Mean	Std. Deviation	t	Df	Mean Difference	Sig. (2-tailed)	Std. Error Difference	Remarks
Male	163	43.144	11.003	1.112	398	1.242	0.267	1.117	NS* (p>.05 level)
Female	237	41.901	10.955						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.267) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Academic Achievement of higher secondary school students with respect to Gender.

Objective-5c: Study of Class difference in Academic Achievement of Higher Secondary School Students

Ho_{5c}: There is no significant difference in Academic Achievement of Higher Secondary School Students with regards to Class.

Table-51: T-test showing the Class difference in Academic Achievement of Higher Secondary School Students

Independent Samples T-Test of Class Wise Academic Achievement									
Class of student	N	Mean	Std. Deviation	T	Df	Mean Difference	Sig. (2-tailed)	Std. Error Difference	Remarks
XI	174	41.954	10.640	0.731	398	0.804	0.465	1.099	NS* (p>.05 level)
XII	226	42.758	11.241						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.465) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Academic Achievement of higher secondary school students with respect to Class.

Objective-5d: Study of Caste difference in Academic Achievement of Higher Secondary School Students

Ho_{5d}: There is no significant difference in Academic Achievement of Higher Secondary School Students with regards to Caste.

Table-52a: Descriptive Statistics of Caste Wise Academic Achievement

Descriptive Statistics of Caste Wise Academic Achievement				
Caste	**N**	**Mean**	**Std. Deviation**	**Std. Error**
SC	207	42.980	11.098	0.771
ST	56	43.172	10.988	1.468
OBC	73	42.169	11.839	1.385
General	64	40.159	9.382	1.172
Total	400	42.408	10.977	0.548

Table-52b: ANOVA showing Caste difference in Academic Achievement of Higher Secondary School Students

ANOVA of Caste Wise Academic Achievement						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	428.241	3	142.747	1.186	0.31	NS* (p>.05% level)
Within Groups	47654.577	396	120.340			
Total	48082.818	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.31) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Caste on Academic Achievement of higher secondary school students.

Objective-5e: Study of Religion difference in Academic Achievement of Higher Secondary School Students

Ho_{5e}: There is no significant difference in Academic Achievement of Higher Secondary School Students with regards to Religion.

Table-53a: Descriptive Statistics of Religion Wise Academic Achievement

Descriptive Statistics of Religion Wise Academic Achievement				
Religion	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Hindu	259	42.103	10.689	0.664
Muslim	78	42.006	11.789	1.334
Others	63	44.157	11.124	1.401
Total	400	42.408	10.977	0.548

Table-53b: ANOVA showing Religion difference in Academic Achievement of Higher Secondary School Students

ANOVA of Religion Wise Academic Achievement						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	229.386	2	114.693	0.952	0.38	NS* (p>.05% level)
Within Groups	47853.432	397	120.538			
Total	48082.818	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.38) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Religion on Academic Achievement of higher secondary school students.

Objective-5f: Study of Area difference in Academic Achievement of Higher Secondary School Students

Ho_{5f}: There is no significant difference in Academic Achievement of Higher Secondary School Students with regards to Area.

Table-54: T-test showing the Area difference in Academic Achievement of Higher Secondary School Students

Independent Samples T-Test of Area Wise Academic Achievement									
Area of student	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
Rural	273	41.939	10.769	1.228	398	1.477	0.211	1.178	NS* (*p*>.05 level)
Urban	127	43.416	11.390						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.211) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Academic Achievement of higher secondary school students with respect to Area.

Objective-5g: Study of Family Type difference in Academic Achievement of Higher Secondary School Students

Ho_{5g}: There is no significant difference in Academic Achievement of Higher Secondary School Students with regards to Family Type.

Table-55: T-test showing the Family Type difference in Academic Achievement of Higher Secondary School Students

Independent Samples T-Test of Family Type Wise Academic Achievement									
Family Type of student	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
Unitary	293	42.516	11.250	0.327	398	0.406	0.733	1.188	NS* (p>.05 level)
Joint	107	42.110	10.239						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.733) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Academic Achievement of higher secondary school students with respect to Family Type.

Objective-5h: Study of Number of Family Member difference in Academic Achievement of Higher Secondary School Students

Ho_{5h}: There is no significant difference in Academic Achievement of Higher Secondary School Students with regards to Number of Family Member.

Table-56: T-test showing the Number of Family Member difference in Academic Achievement of Higher Secondary School Students

Independent Samples T-Test of Number of Family Member Wise Academic Achievement									
Number of Family Member	**N**	**Mean**	**Std. Deviation**	**t**	**Df**	**Mean Difference**	**Sig. (2-tailed)**	**Std. Error Difference**	**Remarks**
1-4	117	43.521	11.265	1.285	398	1.573	0.192	1.205	NS* (p>.05 level)
5- Above	283	41.947	10.843						

NS*= Not Significance

Interpretation

T-Test showing that the p-value (0.192) is greater than 0.05 level of significant. So the null hypothesis is accepted**.** Hence it is concluded that there is no significant differences in Academic Achievement of higher secondary school students with respect to Number Family Member.

Objective-5i: Study of Siblings difference in Academic Achievement of Higher Secondary School Students

Ho_{5i}: There is no significant difference in Academic Achievement of Higher Secondary School Students with regards to Siblings.

Table-57a: Descriptive Statistics of Siblings Wise Academic Achievement

Descriptive Statistics of Siblings Wise Academic Achievement				
Siblings	**N**	**Mean**	**Std. Deviation**	**Std. Error**
One Child	35	44.852	12.947	2.188
2-4 Child	345	42.398	10.887	0.586
5- Above Child	20	38.300	7.455	1.667
Total	400	42.408	10.977	0.548

Table-57b: ANOVA showing Siblings difference in Academic Achievement of Higher Secondary School Students

ANOVA of Siblings Wise Academic Achievement						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	546.705	2	273.352	2.283	0.10	NS* (p>.05% level)
Within Groups	47536.113	397	119.738			
Total	48082.818	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.10) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Siblings on Academic Achievement of higher secondary school students.

Objective-5j: Study of Father Education difference in Academic Achievement of Higher Secondary School Students

Ho_{5j}: There is no significant difference in Academic Achievement of Higher Secondary School Students with regards to Father Education.

Table-58a: Descriptive Statistics of Father Education Wise Academic Achievement

Descriptive Statistics of Father Education Wise Academic Achievement				
Father Education	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Illiterate	56	37.692	8.046	1.075
Elementary Level	197	42.910	10.360	0.738
Secondary Level	87	39.100	8.736	0.936
Higher Secondary Level	35	47.528	11.943	2.018
Higher Education	25	53.350	15.694	3.138
Total	400	42.408	10.977	0.548

Table-58b: ANOVA showing Father Education difference in Academic Achievement of Higher Secondary School Students

ANOVA of Father Education Wise Academic Achievement						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	6158.055	4	1539.514	14.505	0.00	S* (p<.01% level)
Within Groups	41924.763	395	106.139			
Total	48082.818	399				

S*= Significance

Table- 58(c) Representing Multiple Comparison in LDS Test					
Dependent Variable	(I)Father Education of Students	(J) Father Education of Students	Mean Difference (I-J)	Std. Error	Sig.
Students' Academic Achievement	Illiterate	Elementary Level	5.217*	1.56	0.001
		Secondary Level	1.407	1.765	0.426
		Higher Secondary Level	9.835*	2.219	0.000
		Higher Education	15.658*	2.478	0.000
	Elementary Level	Secondary Level	3.810*	1.326	0.004
		Higher Secondary Level	4.617*	1.889	0.015
		Higher Education	10.44*	2.187	0.000
	Secondary Level	Higher Secondary Level	8.428*	2.062	0.000
		Higher Education	14.25*	2.337	0.000
	Higher Secondary Level	Higher Education	5.822*	2.697	0.032

***. The mean difference is significant at the 0.05 level.**

Interpretation:

One-way ANOVA showing that the p-value (0.00) is lower than 0.01 level of significant. So the null hypothesis is not accepted. The mean of the students of Father Education Illiterate- 37.692, Elementary Level- 42.91, Secondary Level- 39.10, Higher Secondary Level- 47.528 and Higher Education- 53.35 respectively and the multiple comparison table- 58(c) showing that there is a significant difference in Academic Achievement Score among Elementary Level and Secondary Level; Secondary Level and Higher Secondary Level; Higher Secondary Level and Higher Education students as the p value is less than 0.05 level of significance ($p=0.004<0.05$), ($p=0.000<0.05$). ($p=0.032<0.05$).Therefore, it has been observed that the Father Education Higher Education students is greater than the other Father Education students in Academic Achievement.

Objective-5k: Study of Father Occupation difference in Academic Achievement of Higher Secondary School Students

Ho_{5k}: There is no significant difference in Academic Achievement of Higher Secondary School Students with regards to Father Occupation.

Table-59a: Descriptive Statistics of Father Occupation Wise Academic Achievement

Descriptive Statistics of Father Occupation Wise Academic Achievement				
Father Occupation	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Farmer	311	41.260	10.368	0.587
Service	27	49.929	15.214	2.928
Business	52	45.791	10.584	1.467
Others	10	40.200	6.988	2.210
Total	400	42.408	10.977	0.548

Table-59b: ANOVA showing Father Occupation difference in Academic Achievement of Higher Secondary School Students

ANOVA of Father Occupation Wise Academic Achievement						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	2581.205	3	860.402	7.488	0.00	S* (p<.01% level)
Within Groups	45501.612	396	114.903			
Total	48082.818	399				

S*= Significance

Interpretation:

One-way ANOVA showing that the p-value (0.00) is lower than 0.01 level of significant. So the null hypothesis is not accepted. The mean of the students of Father Occupation Farmer-41.260, Service- 49.929, Business-45.791 and Otthers-40.200 respectively. Therefore, it has been observed that the Father Occupation Service students is greater than the other Father Occupation students in Academic Achievement.

Objective-5l: Study of Father Monthly Income difference in Academic Achievement of Higher Secondary School Students

Ho_{5l}: There is no significant difference in Academic Achievement of Higher Secondary School Students with regards to Father Monthly Income.

Table-60a: Descriptive Statistics of Father Monthly Income Wise Academic Achievement

Descriptive Statistics of Father Monthly Income Wise Academic Achievement				
Father Monthly Income	**N**	**Mean**	**Std. Deviation**	**Std. Error**
0-3000	94	40.281	9.644	0.994
3001-6000	224	41.688	10.638	0.710
6001-9000	37	44.391	10.908	1.793
9001-Above	45	48.800	12.957	1.931

Total	400	42.408	10.977	0.548

Table-60b: ANOVA showing Father Monthly Income difference in Academic Achievement of Higher Secondary School Students

ANOVA of Father Monthly Income Wise Academic Achievement						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	2525.385	3	841.795	7.317	0.00	S* (p<.01% level)
Within Groups	45557.432	396	115.044			
Total	48082.818	399				

S*= Significance

Interpretation:

One-way ANOVA showing that the p-value (0.00) is lower than 0.01 level of significant. So the null hypothesis is not accepted. The mean of the students of Father Monthly Income-0 to 3000- 40.281, 3001 to 6000- 41.688, 6001 to 9000- 44.391 and 9001 to above- 48.80 respectively. Therefore, it has been observed that the Father Monthly Income 9001 to above students is greater than the other Father Monthly Income students in Academic Achievement.

Objective-5m: Study of Student Emotional Adjustment difference in Academic Achievement of Higher Secondary School Students

Ho_{5m}: There is no significant difference in Academic Achievement of Higher Secondary School Students with regards to Student Emotional Adjustment.

Table-61a: Descriptive Statistics of Student Emotional Adjustment Wise Academic Achievement

Descriptive Statistics of Student Emotional Adjustment Wise Academic Achievement				
Student Emotional Adjustment	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Good	15	43.19	9.867	2.547
Average	117	43.54	11.458	1.059
Unsatisfactory	93	43.61	11.550	1.197
Very Unsatisfactory	175	40.93	10.323	0.780
Total	400	42.40	10.977	0.548

Table-61b: ANOVA showing Student Emotional Adjustment Father Monthly Income difference in Academic Achievement of Higher Secondary School Students

ANOVA Student Emotional Adjustment Wise Academic Achievement

Source of variable	Sum of Squares	Df	Mean Square	F	Sig.	Remarks
Between Groups	674.112	3	224.704	1.887	0.13	NS* (p>.05% level)
Within Groups	47408.706	396	119.719			
Total	48082	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.13) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of emotional adjustment on Academic Achievement of higher secondary school students.

Objective-5n: Study of Student Social Adjustment difference in Academic Achievement of Higher Secondary School Students

Ho_{5n}: There is no significant difference in Academic Achievement of Higher Secondary School Students with regards to Student Social Adjustment.

Table-62a: Descriptive Statistics of Student Social Adjustment Wise Academic Achievement

Descriptive Statistics of Student Social Adjustment Wise Academic Achievement				
Student Social Adjustment	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Excellent	5	40.00	8.154	3.646
Good	30	45.40	12.461	2.275
Average	217	41.54	10.329	0.701
Unsatisfactory	97	43.54	11.047	1.121
Very Unsatisfactory	51	41.82	12.549	1.757
Total	400	42.40	10.977	0.548

Table-62b: ANOVA showing Student Social Adjustment difference in Academic Achievement of Higher Secondary School Students

ANOVA of Student Social Adjustment Wise Academic Achievement						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	677.304	4	169.326	1.411	0.23	NS* (p>.05% level)
Within Groups	47405.514	395	120.014			
Total	48082.818	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.23) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Social Adjustment on Academic Achievement of higher secondary school students.

Objective-5o: Study of Student Home Adjustment difference in Academic Achievement of Higher Secondary School Students

Ho_{5o}: There is no significant difference in Academic Achievement of Higher Secondary School Students with regards to Student Home Adjustment.

Table-63a: Descriptive Statistics of Student Home Adjustment Wise Academic Achievement

Descriptive Statistics of Student Home Adjustment Wise Academic Achievement				
Student Home Adjustment	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Excellent	10	44.40	8.783	2.777
Good	45	43.81	9.918	1.478

Average	197	41.40	10.810	0.770
Unsatisfactory	59	46.44	12.400	1.614
Very Unsatisfactory	89	41.01	10.537	1.116
Total	400	42.40	10.977	0.548

Table-63b: ANOVA showing Student Home Adjustment difference in Academic Achievement of Higher Secondary School Students

ANOVA of Student Home Adjustment Wise Academic Achievement						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	1461.523	4	365.381	3.096	0.01	S* (p<.01% level)
Within Groups	46621.295	395	118.029			
Total	48082.818	399				

S*= Significance

Interpretation:

One-way ANOVA showing that the p-value (0.0) is same than 0.01 level of significant. So the null hypothesis is not accepted. The mean of the students of Home Adjustment

Excellent- 44.40, Good- 43.81, Average- 41.40, Unsatisfactory- 46.44 and Very Unsatisfactory- 41.01 respectively. Therefore, it has been observed that the Home Adjustment Unsatisfactory students is greater than the other Home Adjustment students in Academic Achievement.

Objective-5p: Study of Student Health Adjustment difference in Academic Achievement of Higher Secondary School Students

Ho_{5p}: There is no significant difference in Academic Achievement of Higher Secondary School Students with regards to Student Health Adjustment.

Table-64a: Descriptive Statistics of Student Health Adjustment Wise Academic Achievement

Descriptive Statistics of Student Health Adjustment Wise Academic Achievement				
Student Health Adjustment	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Excellent	13	41.59	10.807	2.997
Good	51	41.51	9.638	1.349
Average	164	42.91	10.494	0.819
Unsatisfactory	63	41.25	10.780	1.358
Very Unsatisfactory	109	42.81	12.429	1.190
Total	400	42.40	10.977	0.548

Table-64b: ANOVA showing Student Health Adjustment difference in Academic Achievement of Higher Secondary School Students

ANOVA of Student Health Adjustment Wise Academic Achievement						
Source of variable	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**	**Remarks**
Between Groups	194.407	4	48.602	0.401	0.80	NS* (p>.05% level)
Within Groups	47888.410	395	121.236			
Total	48082.818	399				

NS*= Not Significance

Interpretations:

One-way ANOVA showing that the p-value (0.80) is greater than 0.05 level of significant. So the null hypothesis is accepted. Hence it is concluded that there is no significant influence of Health Adjustment on Academic Achievement of higher secondary school students.

Objective-6: To study the correlation between overall Adjustment score and Academic Achievement score of Higher Secondary School Students in Cooch Behar District of West Bengal.

Ho_7: There is no significant correlation between overall Adjustment score and Academic Achievement score of Higher Secondary School Students.

Table-65a: Descriptive Statistics of Adjustment ability and Academic Achievement

Descriptive Statistics of Social Adjustment ability and Academic Achievement			
Source of variable	**Mean**	**Std. Deviation**	**N**
Adjustment Score	52.28	23.91	400
Percentage of last exam score	42.40	10.97	400

Table-65b: Correlations showing Adjustment ability and Academic Achievement

Correlations showing Adjustment ability and Academic Achievement			
Source of variable	**Adjustment Score**	**Percentage of last exam score**	**Remarks**

Adjustment Score	Pearson Correlation	1	0.005	NS* (*p*>.05 level)
	Sig. (2-tailed)		0.927	
	N	400	400	
Percentage of last exam score	Pearson Correlation	0.005	1	NS* (*p*>.05 level)
	Sig. (2-tailed)	0.927		
	N	400	400	

NS*= Not Significance

Interpretation

Here first of all descriptive statistics (Table-65a) were used to ascertain the mean values, Standard Deviation and the result revealed that Students with Adjustment as a Percentage of last exam score has highest mean of 52.28 while Adjustment score second with mean of 42.40 respectively. This initial descriptive statistics show there are more differences.

Here (Table-65b) Correlations between Adjustment ability and Academic Achievement of Higher Secondary School Students. As show in the Adjustment ability is found to be not significantly correlated to Percentage of last exam score. From this, it is concluded that there existed a negative correlation between Adjustment ability and Percentage of last exam score (0.927 p> .05). So it concluded that Academic Achievement and Social Adjustment is positive correlation.

CHAPTER-V
MAJOR FINDINGS OF THE STUDY

5.1 Introduction

This present chapter of "Major Findings and Conclusion" is concerned with the conclusive features of the entire study. The analysis and interpretation of data of the previous chapter, led the researcher towards this conclusive phase. The final or concluding aspects of the study has been described in this chapter in a very brief manner. But while description has been made in this chapter due care has been taken to include all the significant features of the conclusion, otherwise there would be the miss in the charm of the practicability of the study. However, the content materials of the present chapter have been categorized under five broad heads namely Major Findings of the Study, Discussion and Conclusion of the Results, Implication of the Study, Limitation of the Study, Suggestions for Further Study.

5.2 Major Findings of the Study

As per the analysis and interpretations, the following findings are drawn:

1. It is found that there was significant difference in Emotional Adjustment ability of Higher Secondary School Students with relation to Age, Gender, Caste and Religion. Hence it is concluded that Age, Gender, Caste, Religion, have an impact on Emotional Adjustment ability of Higher Secondary School Students.

2. It is found that there was no significant difference in Emotional Adjustment ability of Higher Secondary School Students according to Class, Area, Family Type, Number of Family Member, Siblings, Father Education, Father Occupation and Father Monthly Income. Hence it is concluded that Class, Area, Family Type, Number of Family Member, Siblings, Father Education, Father Occupation and Father Monthly Income had no impact on Emotional Adjustment ability of Higher Secondary School Students.

3. It is found that there was no significant difference in Social Adjustment ability of Higher Secondary School Students according to Age, Gender, Class, Caste, Religion, Area, Family Type, Number of Family Member, Siblings, Father Education, Father Occupation and Father Monthly Income. Hence it is concluded that Age, Gender, Class, Caste, Religion, Area, Family Type, Number of Family Member, Siblings, Father Education, Father Occupation and Father Monthly Income have no impact on Social Adjustment ability of Higher Secondary School Students.

4. It is found that there is significant Father Monthly Income difference in Home Adjustment ability of Higher Secondary School Students. Hence it is concluded that Father Monthly Income has impact on Home Adjustment ability of Higher Secondary School Students.

5. It is found that there was no significant difference in Home Adjustment ability of Higher Secondary School Students according to Age, Gender, Class, Caste, Religion, Area, Family Type, Number of Family Member, Siblings, Father Education and Father Occupation. Hence it is concluded that Age, Gender, Class, Caste, Religion, Area, Family Type, Number of Family Member, Siblings, Father Education and Father Occupation have no impact on Home Adjustment ability of Higher Secondary School Students.

6. It is found that there was significant difference in Health Adjustment ability of Higher Secondary School Students according to Caste, Religion, Father Occupation and Father Monthly Income. Hence it is concluded that Caste, Religion, Father Occupation and Father Monthly Income have impact on Health Adjustment ability of Higher Secondary School Students.

7. It is found that there was no significant difference in Health Adjustment ability of Higher Secondary School Students according to Age, Gender, Class, Area, Family Type, Number of Family Member, Siblings and Father Education. Hence it is concluded that Age, Gender, Class, Area, Family Type, Number of Family Member, Siblings and Father Education have no impact on Health Adjustment ability of Higher Secondary School Students.

8. It is found that there was significant difference in Academic Achievement of Higher Secondary School Students according to Father Education, Father Occupation and Father Monthly Income. Hence it is concluded that Father Education, Father Occupation and Father Monthly Income have impact on Academic Achievement of Higher Secondary School Students.

9. It is found that there was no significant difference in Academic Achievement of Higher Secondary School Students according to Age, Gender, Class, Caste, Religion, Area, Family Type, Number of Family Member and Siblings. Hence it is concluded that Age, Gender, Class, Caste, Religion, Area, Family Type, Number of Family Member and Siblings have no impact on Academic Achievement of Higher Secondary School Students.

10. It is found that there was significant Home Adjustment ability difference in Academic Achievement of Higher Secondary School Students. Hence it is concluded that Home Adjustment ability have impact on Academic Achievement of Higher Secondary School Students.

11. It is found that there was no significant difference in Academic Achievement of Higher Secondary School Students according to Emotional, Social and Health Adjustment ability. Hence it is concluded that Emotional, Social and Health Adjustment ability have no impact on Academic Achievement of Higher Secondary School Students.

12. It is found that Academic Achievement and Adjustment ability are positively correlated.

5.3 Discussion of the Results

It is found that there was significant difference in Emotional Adjustment ability of Higher Secondary School Students according to Gender. The result corroborated the result of earlier studies of Yellaiah (2012), Sarkar and Banik (2017), Bhakta (2016), Parmar (2017), Gupta and Mehtani (2017), Kuniyal (2018), Taviyadi & Patel (2014),

Basu (2012), Vishal & Kaji (2014).It is found that there was significant difference in Emotional Adjustment ability of Higher Secondary School Students with relation to Gender. The result contradict the result of earlier studies of Bhagat (2016), Ganai & Mir (2013), Gehlawat (2011), Akhtar & Alam (1968), Gill (2014). It is found that there was no significant difference in Emotional Adjustment ability of Higher Secondary School Students according to Area. The result corroborated the result of earlier studies of Yellaiah (2012). It is found that there was no significant difference in Emotional Adjustment ability of Higher Secondary School Students according to Family Type.The result corroborated the result of earlier studies of Rani & Khajuria (2017). It is found that there was no significant difference in Social Adjustment ability of Higher Secondary School Students according to Gender. The result contradict the result of earlier studies of Vishal & Kaji (2014), Kuniyal (2018), Bhagat (2016). It is found that there was no significant difference in Social Adjustment ability of Higher Secondary School Students according to Gender. The result corroborated the result of earlier studies of Gill (2014), Kirtania and Mohakud (2015), Akhtar & Alam (1968), Gehlawat (2011), Ganai & Mir (2013). It is found that there was no significant difference in Social Adjustment ability of Higher Secondary School Students according to Area. The result corroborated the result of earlier studies of Yellaiah (2012). It is found that there was no significant difference in Social Adjustment ability of Higher Secondary School Students according to Family Type. The result corroborated the result of earlier studies of Rani & Khajuria (2017). It is found that there was no significant difference in Social Adjustment ability of Higher Secondary School Students according to Father Education. The result corroborated the result of earlier studies of Kirtania and Mohakud (2015). It is found that there was no significant difference in Social Adjustment ability of Higher Secondary School Students according to Father Occupation. The result corroborated the result of earlier studies of Kirtania and Mohakud (2015). It is found that there was no significant difference in Home Adjustment ability of Higher Secondary School Students according to Gender. The result contradict the result of earlier studies of Vishal & Kaji (2014), Parmar (2017), Kuniyal (2018), Bhagat (2016). It is found that there was no significant difference in Home Adjustment ability of Higher Secondary School Students according to Gender. The result corroborated the result of earlier studies of Akhtar & Alam (1968), Gehlawat (2011), Ganai & Mir (2013). It is found that there was no significant difference in Home Adjustment ability of Higher Secondary School Students according to Family Type. The

result corroborated the result of earlier studies of Rani & Khajuria (2017). It is found that there was no significant difference in Health Adjustment ability of Higher Secondary School Students according to Gender. The result contradict the result of earlier studies of Vishal & Kaji (2014), Parmar (2017), Kuniyal (2018), Bhagat (2016). It is found that there was no significant difference in Health Adjustment ability of Higher Secondary School Students according to Gender. The result corroborated the result of earlier studies of Akhtar & Alam (1968), Gehlawat (2011), Ganai & Mir (2013). It is found that there was no significant difference in Health Adjustment ability of Higher Secondary School Students according to Family Type. The result corroborated the result of earlier studies of Rani & Khajuria. It is found that Academic Achievement and Adjustment ability are positively correlated. The result corroborated the result of earlier studies of Jain (2017), Yellaiah (2012), Bhakta (2016), Moshahid (2015), Thakur and Modi (2014), Geetha (2011), Al-Mseidin et al (2017), Kirtania and Mohakud (2015), Devi (2015).

It is found that there was significant difference in Emotional Adjustment ability of Higher Secondary School Students with relation to Age, Caste and Religion. It is found that there was no significant difference in Emotional Adjustment ability of Higher Secondary School Students according to Class, Number of Family Member, Siblings, Father Education, Father Occupation and Father Monthly Income. It is found that there was no significant difference in Social Adjustment ability of Higher Secondary School Students according to Age, Class, Caste, Religion, Number of Family Member, Siblings, and Father Monthly Income. It is found that there is significant Father Monthly Income difference in Home Adjustment ability of Higher Secondary School Students. It is found that there was no significant difference in Home Adjustment ability of Higher Secondary School Students according to Age, Class, Caste, Religion, Area, Number of Family Member, Siblings, Father Education and Father Occupation.It is found that there was significant difference in Health Adjustment ability of Higher Secondary School Students according to Caste, Religion, Father Occupation and Father Monthly Income. It is found that there was no significant difference in Health Adjustment ability of Higher Secondary School Students according to Age, Area, Number of Family Member, Siblings and Father Education. Interesting neither any study corroborated nor contradict these results as no earlier attempts were undertaken to make such type of analyses.

5.4 Implication of the Study

1. Research result revealed that Academic Achievement and Adjustment ability are positively correlated hence if parents help their children to cope with the environment, Academic Achievement will be increased.

2. Present study implicated for educational planners, administrators, teachers, parents and above all the society itself.

3. Special attempt should be taken to develop overall academic achievement and overall adjustment ability of the students.

4. To develop psychological and adjustment ability of the student.

5. To developed increase of student learning levels in the classroom.

6. Present study implicated for school curriculum and teaching method.

7. Through such studies, it is known how adjustment ability affects student achievement.

8. To Attempts should be taken for providing more financial support to the students.

9. The result of the study can be implemented in all developmental stages of mankind throughout west Bengal.

10. The result of the study can be implemented in various types of children from different castes.

11. According to the result of this study all the teaching institution of our society can encourage the children to increase their academic achievement and adjustment ability.

12. The main purpose of this present study is to improve the student's academic achievement by eliminating adjustment problems.

5.5 Limitation of the Study

In the present study the researcher left on stone unturned to a high standard. But, owing to various reasons such as time, money etc., and researcher was to carry on his research under unavoidable limitations. These are as follows:

1. Due to shortage of time, the researcher could not make survey of large number of Students. He made an intensive study with a limited number of Students which might not represent the population. Hence, the generalization of the result may be slightly different and may not be applicable exactly to the population.

2. The sample of study could not cover all types of Higher Secondary schools like General and Vocational, all boards of school, all medium of instruction and all streams etc.

3. Due to unavailability of sufficient tools for the present problem, in spite of using specially constructed standardized scale for measuring Adjustment and Academic Achievement of Higher secondary School Students he used a semi-standardized scale for this purpose.

4. Due to lack of time the researcher could not follow all the steps of standardizing the scale and a result could not verify its reliability, validity, usability, objectivity and norms properly.

5. The study did not cover all dimensions of Adjustment and Academic Achievement of Higher secondary School Students on the basis of different dimensions.

6. The study did not cover all area of high school level only, the study of rural area, cannot the study of urban area of elementary school.

5.6 Suggestions for Further Study

This study indicates the needs for conducting the research on the following lines to estimate a concrete generalization:

1. Studies may be conducted in different Districts of West Bengal.

2. Studies may be conducted in different place in India

3. Studies may be conducted with of large number of Students.

4. Studies may be conducted with collecting data from parents and other community members Along with Students regarding Adjustment ability and Academic Achievement of Higher Secondary School level.

5. Studies can be conducted on all types of Higher Secondary School level like General and Vocational, all streams, all boards of school and all medium of instruction etc.

6. Studies can be conducted by using specially constructed standardized scale for measuring Adjustment ability and Academic Achievement of Higher secondary School Students for this purpose.

7. Studies can be conducted with more Variables.

8. Studies can be conducted focusing on different dimensions of Adjustment and Academic Achievement of Higher secondary School.

9. Further studies should be conducted in order to measure exactly the adjustment and academic ability achievement.

10. The same study can be conducted by applying different standardized tools.

11. More trial on socio-emotional adjustment and academic achievement and large sample size can change the result.

12. The present study has been conducted on an only high school of rural and urban setting. But this type of study may be extended to many regional language medium school as well as school having differential background like rural and urban setting etc.

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APPENDIX

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