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ABSTRACT

Many philosophers, teachers and researchers have laid stress on the common factors affecting adjustment of individuals in the family set up, social set up and his own circle in the field of his scholastic achievements. Development of one's personality, knowledge power and intelligence level play a major role in the adjustment of people. Development of personality manners, etiquettes, observing, listening habits, and trying one's capabilities in different situations of life. It includes formation of belief about one self, his capabilities to handle different kinds of situations in life and self-confidence. Thus the study of different factors affecting adjustment of individuals makes an interesting study. Development of one's personality and its relative effect on one's adjustment is an important study of human existence. Samples were collected through surveys of four schools of Rewari Distt. of Haryana (India) by providing them—Adjustment Inventory for XI graders by- i) Personal value questionnaire—By Sherry and Varma, ii) Adjustment Inventory (School Level)—By A.K.P. Sinha, iii) Family Relationship Inventory—By Sherry and Sinha, iv) Intelligent Test—By R.K. Tandon. Students need personal guidance services for better adjustment of XI graders students. A habit of self-evaluation and self-acceptance should be developed in the students particularly regarding their weaknesses, for better results in the field of adjustments. Some practical work or training programme related to the real life-situations should also be organized to make them understand the realistic of life and importance of positive thinking in life.

KEYWORDS

values, adjustment & family relationships, xi graders at different intelligence levels.

1. INTRODUCTION

Family environment and social environment are key forces in the development of personality of a child. Development of a child's personality takes place in accordance with the environment he/she lives in – behaviour and culture of his family members, his schooling, behaviour of his class-mates and teachers, the attitudes of the company he finds to move in – all these play a vital role in shaping his/her personality.

After the time spent at home, school is the only place where the child spends his maximum time. His schooling affects the development of his personality alongwith all its constituent factors like emotional, psychological, social and personal features. At school alongwith getting knowledge, the child is exposed to interactions with teachers, friends (both male and female) and many other people. His interaction with these people keep shaping his personality and thinking – may be in a positive or in a negative direction depending upon the circumstances and the ideology of the people around. It develops the personality of the child which is a collection of beliefs about one-self and one's own capabilities to react in different fields of life – gender roles, racial identity, academic excellence, performance in society etc.

Personality development includes self-awareness and self-esteem including self-confidence to react in different situations of life. Understanding of self or personality comprise self-schemes. It interacts with self-esteem, self-consciousness, self-knowledge and the social self to develop the self as a whole. It contains components of the past and the present and also represents the individuals ideas to take possible shape in future (as people take themselves to be better than past and want to become still better in future).

Most of the parents, teachers and philosophers think that there is a close relationship between adjustment and personality traits. To develop their personality students should be provided with the opportunities of better social contacts with other people and should be motivated to be socially active, hoping that then they will lead to better adjustment. Many investigators think that development of personality and adjustment at school is are important factors to affect the academic achievements. Students in general and under achievers in particular have frequently reported the problem of adjustment at school due to lack of understanding of their own-self. If a student has a high level of self-confidence, he can adjust very well at school and in the social environment prevailing round him. Thus by improving his self-confidence a student can make good adjustment at school and in society. Philosophers agree on this factor that influences students behaviour, cognitive and emotional outputs including academic achievement, level of happiness, anxiety, social integration, self-esteem and satisfaction in life.

2. OBJECTIVES OF THE STUDY

To study adjustment of XI graders in relation to the development of their personality and confidence. The study includes XI grader students of different schools of Rewari Distt., Haryana (India)

3. RESEARCH METHODOLOGY

Descriptive Survey method of research used.

SAMPLE

600 children studying in XI class in Rewari, Distt. of Haryana.

TOOLS

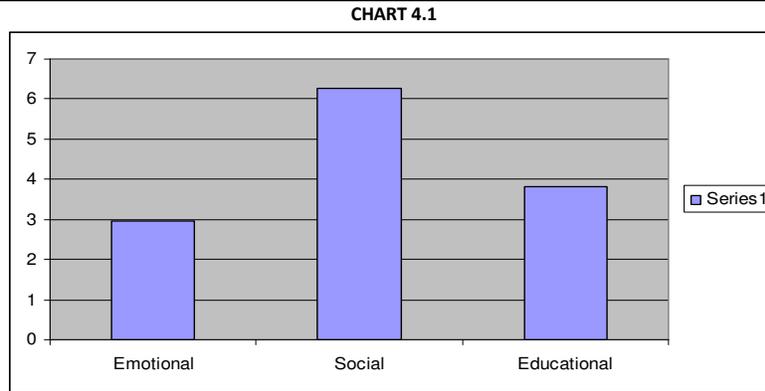
1. Personal value questionnaire by Sherry and Varma.
2. Adjustment Inventory (School Level) by Sherry & Sinha.
3. Family Relationship Inventory by Sherry & Sinha.
4. Intelligence Test by R. K. Tandon.

4. ANALYSIS

TABLE 4.1: ADJUSTMENT PATTERN OF TOTAL SAMPLE OF STUDENTS (GIRLS AND BOYS) OF CO-EDUCATIONAL AND NON CO-EDUCATIONAL SCHOOL

Area of Adjustment	Mean	SD	Rank
Emotional	2.96	2.21	III
Social	6.28	2.9	I
Educational	3.81	2.14	II

Adjustment Pattern of Total Students

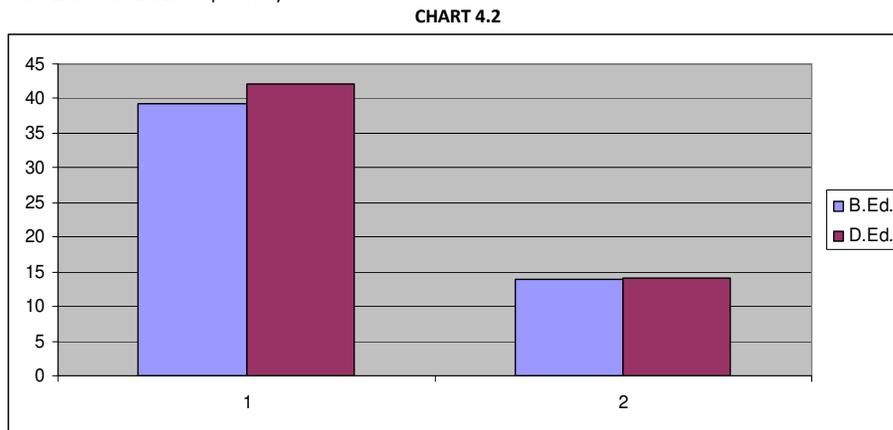


This table shows that adjustment pattern of total sample. This reveals that social adjustment is at the top level. Students are socially more adjusted in comparison of being adjusted educationally and emotionally.

TABLE 4.2: ADJUSTMENT PATTERN OF MALE AND FEMALE STUDENTS

	Mean	S.D	Z-Test	Significance level	z _{0.05}	Significance
Male	39.33	13.89	10.5	0.05	1.96	Significance
Female	42.17	14.19				

Table 4.2 shows the adjustment of male and female school students. Means of male and female students are 39.33 and 42.17 respectively. Standard deviation of male and female students are 13.89 and 14.19 respectively.



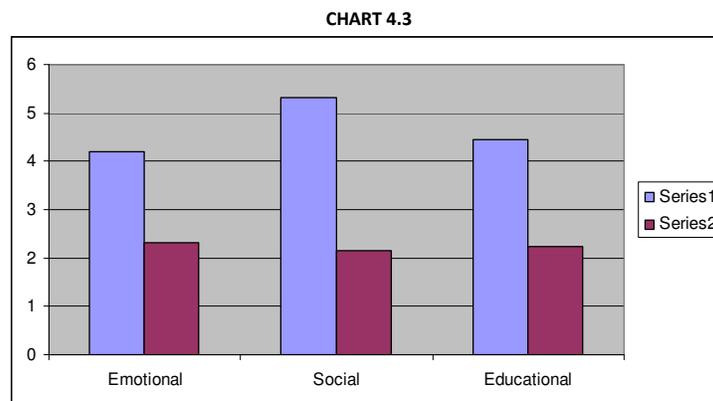
Interpretation

The analysis represents that Z values is 10.5. At a significance level of 0.05, the critical value for Z is 1.96. Since 10.5 > 1.96. so null hypothesis is rejected.

Hence it is concluded that there is significant difference in the adjustment pattern of male and female students and that female students are found more adjusted than male.

TABLE 4.3: COMPARISON BETWEEN ADJUSTMENT LEVELS OF GIRLS AND BOYS IN CO-EDUCATIONAL AND NON CO-EDUCATIONAL SCHOOL

S.N	Area of Adjustment	Co-education school (N=100)		Non Co-education School(N=100)		Rank
		Mean	SD	Mean	SD	
1	Emotional	4.21	2.35	2.68	2.32	III
2	Social	5.32	1.87	6.32	2.16	I
3	Educational	4.44	2.80	3.41	2.25	II



One of the objectives of the investigation was to study the adjustment level of boys and girls. The table shows the Mean S.D and rank order of co-educational and non co-educational students studying senior secondary school level. We find from the above table that the adjustment pattern of both (co-ed and non co-ed) students have no significant difference both the groups follow same pattern.

The hierarchy of group is social, educational and emotional. This exhibits that both co-educational and non co-educational students give more at important to social life than that of their educational and emotional life in co-educational and non co-educational school.

Though there is no significant difference in the adjustment patterns of co-educational and non co-educational students, the ranks found in both group are same. Yet there is some difference between the social adjustment of boys and girls. Girls are found to be socially more adjusted in non co-educational school than co-educational school.

TABLE 4.4: SHOWING MEAN, S.D AND 't' VALUE OF THE SCORES OF ADJUSTMENT OF BOYS & GIRLS IN CO-EDUCATIONAL & NON CO-EDUCATIONAL SCHOOL

Co-education school		Non co-education school		't' Value
Mean	SD	Mean	SD	
14.5	4.5	12.4	4.7	0.51

This table shows the adjustment of boys and girls. As the 't' ratio is 0.51 which is not significant difference between the adjustment of co-education and non co-education school.

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