



ADJUSTMENT AMONG INTERMEDIATE STUDENTS ABOUT TYPE OF FAMILY, TYPE OF SCHOOL AND MEDIUM OF INSTRUCTION

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Abstract

This study aimed to examine the adjustment levels of intermediate students in relation to type of family, type of school, and medium of instruction. A sample of 336 intermediate students was selected using a stratified random sampling technique from eight colleges (four government and four private). The Adjustment Battery for Adolescents (ABA), developed and standardized by Jasseer (2021), was used as the research tool. The ABA consists of 84 items, equally divided into 42 positive and 42 negative statements. Each item is rated on a four-point scale: strongly agree (4), agree (3), disagree (2), and strongly disagree (1) for positive statements, while negative statements are reverse-scored (1, 2, 3, and 4). The findings revealed significant differences in adjustment levels among intermediate students. The type of family was found to have no significant influence on any dimensions of adjustment and overall adjustment. However, the type of school significantly impacted classroom adjustment, and the medium of instruction significantly affected social adjustment.

Keywords: *Intelligence, Emotional Intelligence and Intermediate Students*

1. Introduction

Adolescence is a transitional phase between childhood and adulthood, during which individuals develop the foundations for their future attitudes and behaviour. This period is marked by significant biological, psychological, and social changes, requiring adolescents to adjust to both their evolving personalities and the dynamic socio-economic environment (Borooah & Mozumdar, 2015). Adolescents often perceive life through an idealistic lens, fostering unrealistic expectations. When confronted with reality, they may struggle to cope,

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leading to feelings of unhappiness, loneliness, defiance against authority, and negative thought patterns. These challenges often stem from adjustment difficulties.

Adjustment is the process by which an individual maintains an equilibrium between personal needs and external circumstances influencing their fulfilment (Shaffer, 1961, as cited in Mangal, 2011). Arkoff (1968) defines adjustment as an ongoing interaction between an individual and their environment, shaped by personal traits and situational factors. Effective adjustment requires continuous adaptation, as both personal needs and environmental conditions change over time. According to Arkoff (1968), no permanent state of adjustment exists; rather, it is a lifelong process of achieving and re-achieving balance.

The ability to adjust to one's surroundings is crucial for survival, especially in the modern era of globalization. Increased competition in education, employment, and socio-cultural aspects has heightened stress levels, making adaptability essential. Individuals who effectively navigate these challenges can lead fulfilling and successful lives, whereas those who struggle with adjustment may experience distress, social isolation, or maladaptive behaviours, ultimately impacting not only their own well-being but also that of their families and society.

2. Concept of Adjustment

The term "adjustment" has been derived from the biological concept of adaptation, emphasizing an individual's efforts to cope with and function effectively within their social and physical environment. Well-adjusted students tend to value their learning, actively engage in classroom activities, and achieve high academic performance. Rogers and Dimond highlighted that an individual's degree of self-acceptance is positively correlated with their level of psychological adjustment (as cited in Devi & Sharma, 2021). Given the significance of this concept, the researcher has taken a keen interest in this area, leading to the research problem titled "*Adjustment Behavior Among School Students.*"

The concept of adjustment was first introduced by Darwin in the context of adaptation, referring to an organism's ability to survive in the physical world. Over time, the terms "adjustment" and "adaptation" have often been used interchangeably. Initially, "adaptation" was associated with an individual's attempt to survive in physical conditions. However, psychology later expanded the concept, introducing "adjustment" as a broader term encompassing both personal and social aspects of behaviour.

Adjustment refers to an individual's behavioral response to personal and social demands, a concept widely studied in psychology, sociology, and education. Life is a

continuous process of change and challenges, requiring individuals to adapt for survival and growth. Different people employ various strategies to meet their needs. When an individual successfully manages these challenges, it is considered a good adjustment. However, persistent frustration in meeting these demands may result in poor personality adjustment, leading to maladjustment.

3. Need and Significance of the Study

Adolescence is a critical period of growth and development, marked by significant physical, emotional, and social transitions. Intermediate students, who are in this phase, face various challenges in adjusting to their academic environment, peer relationships, and family dynamics. Effective adjustment during this stage is crucial for their overall well-being, academic success, and future personality development. However, several factors, such as the type of family, type of school (co-education & single-sex), and medium of instruction, significantly influence students' adjustment levels.

The family serves as the primary source of emotional and social support for adolescents. The structure of the family, whether nuclear or joint, impacts the way students handle stress, interpersonal relationships, and academic challenges. Similarly, the type of school plays a crucial role in shaping students' social interactions and adjustment abilities. Co-educational schools provide opportunities for mixed-gender interactions, which may enhance social skills and confidence, whereas single-sex schools may create a different learning environment that affects students' comfort levels and adaptability. Additionally, the medium of instruction—whether regional language or English—can influence students' academic performance, communication skills, and overall adjustment, particularly in a multilingual country like India.

Understanding how these variables impact the adjustment levels of intermediate students is essential for educators, parents, and policymakers. This study aims to provide insights into the psychological and social aspects of student adjustment, helping to identify challenges and formulate strategies for creating a supportive educational environment. The findings will contribute to the field of educational psychology by offering practical implications for enhancing student well-being, fostering better teacher-student relationships, and promoting an inclusive and adaptable learning atmosphere.

By investigating these factors, this study will help in designing targeted interventions that can improve students' emotional resilience, academic performance, and social adaptability, ensuring their holistic development in diverse educational and familial settings.

4. Review of the Related Literature

A. Studies related to India

Malhotra (2016) conducted a study to examine the influence of gender, locale, and their interaction on adjustment and its various dimensions in adolescents. The sample comprised 214 adolescents randomly selected from urban and rural areas of Rohtak. The results indicated a significant impact of gender on adolescents' health, emotional, social, and overall adjustment. Additionally, locale had a significant influence on home and social adjustment. Furthermore, the findings revealed a significant interactive effect of gender and locale on health and emotional adjustment. Specifically, girls exhibited higher levels of overall and emotional adjustment, while boys scored higher in health and social adjustment. Moreover, urban adolescents demonstrated better home and social adjustment compared to their rural counterparts, whereas rural adolescents showed higher overall adjustment.

Alam (2017) investigated the impact of family structure on adolescent adjustment. The study involved a randomly selected sample of 120 adolescents, with an equal distribution from nuclear (60) and joint (60) families, all studying in the 10th grade in Darbhanga town, Bihar. The findings indicated significant differences in emotional, social, and educational adjustment between adolescents from nuclear and joint families.

Narang (2019) explored adjustment problems among adolescents. The study sample included 200 students, with 100 from government senior secondary schools and 100 from private schools. The results revealed no significant difference in the adjustment problems of adolescents studying in government and private schools. Additionally, no significant gender-based differences were observed in the adjustment problems of students across both types of schools.

B. Studies related to Abroad

Sirin and Rogers-Sirin (2017) examined the adjustment of Syrian refugee adolescents in Turkey, focusing on the effects of trauma on their educational and social adaptation. The study found that experiences of war and displacement resulted in severe emotional and psychological difficulties, negatively affecting their social relationships and academic performance. However, access to counselling services and trauma-informed education significantly facilitated their adjustment.

Barrera et al. (2019) explored the factors predicting adolescent adjustment and well-being by analyzing the interplay between socio-emotional and personal characteristics. The study involved a sample of 840 adolescents aged 12 to 16 years from Madrid and Valencia, Spain. The findings indicated that emotional competence—the ability to perceive, express, and regulate emotions—played a crucial role in

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enhancing adolescents' mental health by reducing emotional distress and behavioural issues. Self-esteem was also identified as a key factor in psychological adjustment, contributing to greater life satisfaction and emotional stability. The study highlighted gender differences, with girls more likely to internalize emotional difficulties, while boys exhibited more externalized behavioural problems. Additionally, the number of siblings influenced social functioning; in certain contexts, having more siblings was associated with improved social skills but also an increased likelihood of behavioural challenges. **Johnson and Sandhu (2020)** investigated adjustment challenges among adolescent immigrants in the UK, emphasizing the effects of family separation, socioeconomic hardships, and peer discrimination. The study found that adolescents from lower socioeconomic backgrounds experienced heightened stress, which negatively affected their academic motivation and self-esteem. However, support from school counsellors and the implementation of culturally inclusive programs significantly contributed to their successful adjustment.

5. Statement of the Problem:

The title of the present investigation is *“Adjustment Among Intermediate Students in Relation to Type of Family, Type of School and Medium of Instruction”*.

6. Operational Definitions

1. **Adjustment:** Adjustment refers to an individual's ability to maintain a balance between personal needs and environmental demands, ensuring psychological well-being and social harmony (Shaffer, 1961, as cited in Mangal, 2011). In this study, adjustment among intermediate students is defined as their ability to cope with emotional, social, and academic challenges in their educational and familial settings.
2. **Intermediate Students:** Intermediate students are those enrolled in the 11th and 12th grades (higher secondary level) in educational institutions. For the purpose of this study, intermediate students refer to adolescents aged approximately 16–18 years who are pursuing their education in different types of schools with varied family backgrounds and mediums of instruction (NCERT, 2020).
3. **Type of Family:** The type of family refers to the structural classification of a student's household based on family composition and living arrangements (Kapadia, 2017). In this study, family type is categorized into:
 - a) **Nuclear Family:** A family unit consisting of parents and their children living together independently.

- b) **Joint Family:** A family structure where multiple generations, including grandparents, parents, and children, live together in the same household, sharing responsibilities and resources.
- 4. **Type of School:** The type of school refers to the educational setting in which students receive their instruction. It is categorized into:
 - a) **Co-educational School:** A school where both male and female students study together in the same classrooms and participate in academic and extracurricular activities (Chauhan, 2016).
 - b) **Single-Sex School:** A school where students are segregated based on gender, with separate institutions for boys and girls, following the same academic curriculum (Sharma, 2018).
- 5. **Medium of Instruction:** The medium of instruction is the primary language used for teaching and learning in an educational institution (Cummins, 2017). In this study, it is classified into:
 - a) **Regional Language Medium:** Schools where the instruction is delivered in the local or native language of the region.
 - b) **English Medium:** Schools where English is the primary language of instruction for all academic subjects, except for language-specific courses.

7. Objectives of the Study

The following objectives were formulated for the present investigation.

- 1. To study the levels of adjustment among intermediate students.
- 2. To evaluate the differences in adjustment dimensions among intermediate students based on the following variables.
 - a) Type of Family
 - b) Type of School
 - c) Medium of Instruction

8. Hypotheses of the Study

The following hypotheses were formulated to test the stated objectives.

- 1. Intermediate students do not differ in their levels of adjustment.
- 2. The adjustment dimension of intermediate students does not differ significantly in relation to the following variables.
 - a) Type of Family
 - b) Type of School
 - c) Medium of Instruction

9. Delimitations of the study:

- 1. The geographical scope of this research is limited to West Godavari, one of the 13 districts of Andhra Pradesh.

2. The study focuses on students studying in junior colleges within the Bhimavaram educational division of West Godavari district.
3. The sample consists of 336 students selected from eight junior colleges in the Bhimavaram educational division.
4. The study is confined to Bhimavaram, which includes two Mandals, considered as a single educational division.
5. The research is restricted to government and private unaided junior colleges within the Bhimavaram educational division.

10. Methodology of the Study

- A. **Method of Study:** The present study employed the normative survey method, as it is the most appropriate approach for investigating the adjustment levels of intermediate students in relation to the type of family, type of school, and medium of instruction. This method enables the systematic collection and analysis of data to understand existing conditions and relationships among variables.
- B. **Population:** The target population for this study comprises intermediate students enrolled in junior colleges located within the Bhimavaram educational division, covering two Mandals in the West Godavari district of Andhra Pradesh.
- C. **Sample:** A randomly selected sample of 336 intermediate students was drawn from eight government and private junior colleges situated in the Bhimavaram educational division. The simple random sampling technique was employed to ensure an unbiased and representative selection of participants for the study.
- D. **Tool used:** Jasseer (2021) developed and standardized the Adjustment Battery for Adolescents (ABA), which consists of 84 items—42 positively worded and 42 negatively worded. The test encompasses six key components: Emotional Adjustment, Home Adjustment, Social Adjustment, Health Adjustment, Personal Adjustment, and Classroom Adjustment. **Scoring:** Each item in this scale is rated on a four-point continuum: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), with corresponding weights of 4, 3, 2, and 1 for positively worded statements, and reverse scoring (1, 2, 3, & 4) for negatively worded statements. The total score for the entire scale ranges from 84 to 336. A subject who obtains a total score of 240 or above is considered to have better overall adjustment. **Reliability of EIT:** The reliability of the Adjustment Battery for Adolescents (ABA) was assessed using the Retest and Split-Half methods. Retest reliability was established with a sample of 100 students (50 males and 50 females) aged

over 14 years, with a three-week interval between administrations. The subscale reliability coefficients ranged from 0.81 to 0.89, indicating strong consistency. Split-half reliability was determined using a sample of 150 students (75 males and 75 females). Scores from odd- and even-numbered items were correlated for each subscale, and the Spearman-Brown formula was applied to adjust for attenuation, ensuring accurate reliability estimation.

E. Statistical Techniques Used: The data in this investigation were analysed using statistical techniques such as Mean, SD, Frequency, and Critical Ratio (CR).

11. Analysis of Data and Interpretation of Results

H₁: Intermediate students do not differ in their levels of adjustment.

To test the hypothesis, the mean and standard deviation of intermediate students' adjustment scores were calculated, yielding 230 and 21, respectively. Based on these values, students were categorized into three adjustment levels. Those scoring below 209 ($M - 1SD$) were classified as having low adjustment (50 students), while those scoring above 251 ($M + 1SD$) were placed in the high adjustment category (54 students). The remaining students, with scores between 210 and 250, were classified as having moderate adjustment. Table 1 presents the data along with corresponding verbal descriptions.

Table 1: Classification of the Total Sample on Adjustment Battery

Range of Scores	N	%	Classifications
209 & below score	050	15	Low
Between 210 & 250 scores	232	69	Moderate
251 & above score	054	16	High
Total	336	100	

The data presented in Table ---- reveals that approximately 15% of the intermediate students in the sample exhibit a low level of adjustment. Around 69% of the students fall into the moderate adjustment category, while the remaining 16% demonstrate a high level of adjustment. These findings highlight the variation in adjustment levels among intermediate students, suggesting that while the majority maintain a moderate level of adjustment, a significant proportion experience either high or low adjustment.

H₂: There is no significant difference in the adjustment dimensions of intermediate students based on their type of family.

Table 2: Mean, SD & CR Values for the Adjustment Battery' Dimensions of Intermediate Students Based on Type of Family

Dimensions of Adj.	Joint N = 090		Nuclear N = 246		D	$\sigma \bar{D}$	CR
	M	SD	M	SD			
Emotional	36.02	5.16	36.11	4.57	0.09	0.62	0.14*
Home	41.44	5.60	40.49	6.24	0.95	0.71	1.34*
Social	38.26	5.63	37.43	4.82	0.83	0.67	1.24*
Health	37.24	5.25	37.18	5.34	0.06	0.65	0.09*
Personal	38.61	4.59	38.83	4.92	0.22	0.58	0.38*
Classroom	39.29	5.59	39.36	5.26	0.07	0.68	0.10*
Overall Adj.	230.87	22.35	229.39	20.34	1.48	2.69	0.55*

*NS at 0.05 level

Table 2 presents the computed CR values, all of which are lower than the CV of 1.96. This indicates that the results are not statistically significant at the 0.05 level. As a result, the null hypotheses are accepted, suggesting that the type of family does not significantly influence any of the dimensions of adjustment and overall adjustment.

H₃: There is no significant difference in the adjustment dimensions of intermediate students based on their type of school.

Table 3 Mean, SD & CR Values for the Adjustment Battery Dimensions of Intermediate Students Based on ToS

Dimensions of Adj.	Co-Edn. N = 224		Single Sex Edn. N = 112		D	$\sigma \bar{D}$	CR
	M	SD	M	SD			
Emotional	36.07	4.91	36.13	4.37	0.06	0.53	0.11*
Home	40.40	6.30	41.44	5.59	1.04	0.67	1.55*
Social	37.55	5.15	37.85	4.87	0.30	0.57	0.53*
Health	37.04	5.53	37.50	4.84	0.46	0.59	0.78*
Personal	38.66	4.96	38.99	4.58	0.33	0.54	0.61*
Classroom	38.86	5.49	40.29	4.92	1.43	0.59	2.42**
Overall Adj.	228.58	21.86	232.20	18.62	3.62	2.28	1.59*

*NS at 0.05 level

**S at 0.05 level

Table 3 presents a CR value of 2.42, exceeding the critical value of 1.96, indicating statistical significance at the 0.05 level. This result leads to the rejection of the null hypothesis, confirming that the type of school significantly impacts classroom adjustment. The mean difference of 1.43 suggests that students in single-sex schools exhibit better adjustment in this dimension than those in coeducational settings. However, the CR values for emotional (0.11), home (1.55), social (0.53), health (0.78), and personal (0.61)

dimensions, as well as overall adjustment, fall below 1.96, indicating no significant differences. Therefore, the null hypotheses are retained, suggesting that school type does not significantly influence these five dimensions and overall adjustment.

H4: There is no significant difference in the adjustment dimensions of intermediate students based on their medium of instruction.

Table 4: Mean, SD & CR Values for the Adjustment Battery Dimensions of Intermediate Students Based on MoI

Dimensions of Adj.	English (N = 100)		Telugu (N = 120)		D	σ_D	CR
	M	SD	M	SD			
Emotional	36.31	4.87	35.77	4.52	0.54	0.52	1.04*
Home	40.51	6.00	41.09	6.20	0.58	0.68	0.85*
Social	38.16	5.00	36.92	5.06	1.24	0.56	2.21**
Health	37.21	5.38	37.18	5.22	0.03	0.59	0.05*
Personal	38.85	4.92	38.64	4.72	0.21	0.53	0.40*
Classroom	38.90	5.28	40.02	5.36	1.12	0.59	1.90*
Overall Adj.	229.89	21.64	229.63	19.81	0.26	2.28	0.11*

*NS at 0.05 level

**S at 0.05 level

Table 4 reports a CR value of 2.21, exceeding the critical value of 1.96, indicating statistical significance at the 0.05 level. Consequently, the null hypothesis is rejected, confirming that the medium of instruction significantly affects social adjustment. The mean difference of 1.24 suggests that students in English-medium schools adjust better socially than those in Telugu-medium schools. However, the CR values for emotional (1.04), home (0.85), health (0.05), personal (0.40), and classroom (1.90) dimensions, along with overall adjustment (0.11), fall below 1.96, indicating no significant differences. Therefore, the null hypotheses are retained, suggesting that the medium of instruction does not significantly impact these five dimensions and overall adjustment.

12. Major findings of the study:

1. Approximately 15% of the intermediate students in the sample exhibit a low level of adjustment. Around 69% of the students fall into the moderate adjustment category, while the remaining 16% demonstrate a high level of adjustment. Intermediate students differ in their levels of adjustment.
2. The type of family does not significantly influence any of the dimensions of adjustment and overall adjustment.

3. The type of school significantly impacts classroom adjustment. Whereas school type does not significantly influence these dimensions - emotional, home, social, health, and personal and overall adjustment.
4. The medium of instruction significantly affects social adjustment. However, the medium of instruction does not significantly impact these dimensions - emotional, home, health, personal, classroom and overall adjustment.

13. Educational Implications:

The study's findings provide key insights for educators, policymakers, and stakeholders to enhance student adjustment:

1. With 15% of students experiencing low adjustment, schools should implement counselling programs, peer support networks, and workshops to improve emotional, social, and academic adjustment. Early interventions can enhance student well-being and academic success.
2. As 69% of students show moderate adjustment and 16% demonstrate high adjustment, educators should strengthen support systems to help students progress. Activities fostering resilience, self-esteem, and coping skills, along with an inclusive school environment, can promote better adjustment.
3. Since family type does not significantly influence adjustment, schools should adopt universal support strategies accessible to all students, regardless of family background.
4. The significant impact of school type on classroom adjustment highlights the need for improved teacher-student relationships, interactive teaching methods, and a positive learning environment to support academic and social integration.
5. The effect of the medium of instruction on social adjustment underscores the importance of language-sensitive education. Schools should offer language support programs and culturally responsive teaching to help students integrate socially and gain confidence.
6. As school type and medium of instruction do not significantly affect emotional, home, health, personal, and overall adjustment, holistic development programs should be prioritized. Schools should integrate activities promoting emotional intelligence, health awareness, and personal growth into the curriculum to ensure well-rounded development.

14. Suggestions for Further Research:

The study highlights key factors influencing intermediate students' adjustment while identifying areas requiring further exploration. Future research should focus on the following:

1. With 15% of students showing low adjustment, further studies should examine contributing factors such as academic stress, socioeconomic status, and mental health. Identifying these influences can help develop targeted interventions.
2. Tracking students' adjustment over time can reveal trends, critical transition periods, and the long-term impact of early interventions.
3. While quantitative data offer an overview, qualitative research—through interviews and case studies—can provide deeper insights into students' experiences, challenges, and support systems.
4. Since school type affects classroom adjustment, future research should analyze factors like teacher-student relationships, classroom climate, and extracurricular activities to improve learning environments.
5. The impact of instruction medium on social adjustment warrants further study into cultural identity, language proficiency, and bilingual education's role in academic and social adaptation.
6. Although family type did not significantly influence adjustment, future research should explore the effects of parenting styles, family support, and socioeconomic conditions.
7. Expanding research across different regions, cultures, and educational systems can help distinguish universal and context-specific adjustment strategies.
8. Evaluating programs such as counselling, peer mentoring, and language support can help determine their impact on students' emotional, social, and academic adjustment.

15. Conclusion:

The findings highlight key factors influencing student adjustment and areas for further research and intervention.

Results indicate that 15% of students experience low adjustment, 69% fall within the moderate range, and 16% demonstrate high adjustment. This underscores the need for targeted support to assist students with lower adjustment while enhancing coping strategies for those in the moderate category.

The family type had no significant impact on any adjustment dimensions, suggesting that external factors such as school environment and instructional methods play a more crucial role. However, school type significantly influenced classroom adjustment, emphasizing the importance of fostering inclusive and supportive learning spaces. Similarly, the medium of instruction affected social adjustment, highlighting the role of language and cultural integration in student interactions.

Conversely, school type and medium of instruction did not significantly impact emotional, home, health, personal, or overall adjustment, indicating that other factors—such as personality, peer influence, and socio-economic conditions—may contribute to these areas. In summary, the study underscores the need for a holistic approach to student adjustment, focusing on inclusive learning environments, language support, and emotional well-being initiatives. Future research should explore underlying causes of low adjustment, long-term trends, and the effectiveness of targeted interventions to enhance student development and academic success.

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