

**A STUDY OF RELATIONSHIP BETWEEN SPIRITUAL
INTELLIGENCE AND ADJUSTMENT IN EDUCATIONAL AND
SOCIAL SPHERES AMONG ADOLESCENTS**



A

DISSERTATION

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TABLE OF CONTENTS

S. No.	Contents	Page No.
1	Supervisor's Certificate	i
2	Acknowledgement	ii
3	Table of Contents	iv
4	List of Tables	viii
5	List of Figures	x
6	List of Appendices	xi
7	Abbreviations Used	xii
8	Abstract	xiii

CHAPTER-I

INTRODUCTION

S. No.	Contents	Page No.
1.1	Theoretical Framework	1
1.1.1	Spiritual Intelligence	4
1.1.2	Adjustment	8
1.2	Need and Significance of the Study	25
1.3	Statement of the Problem	26
1.4	Operational Definitions	26
1.5	Objectives of the Study	27
1.6	Hypotheses of the Study	27
1.7	Delimitation of the Study	28

CHAPTER-II

REVIEW OF RELATED LITERATURE

S. No.	Contents	Page No.
2.1	Introduction	29
2.2	Review of Related Literature	29
2.2.1	Review of Related Studies on Spiritual Intelligence	30
2.2.2	Review of Related Studies on Adjustment	33
2.3	Conclusion	40

CHAPTER-III

METHODOLOGY AND PROCEDURE

S. No.	Contents	Page No.
3.1	Introduction	42
3.2	Design of the Study	42
3.2.1	Method	42
3.2.2	Variables of the Study	43
3.2.3	Population for the Study	43
3.2.4	Sample of the Study	43
3.3	Tools Employed	46
3.3.1	Spiritual Intelligence Scale (SIS)	47
3.3.2	Adjustment Inventory for School Students (AISS)	47
3.4	Data Collection	48

3.5	Administration of the Tools	48
3.6	Statistical Techniques Employed	49

CHAPTER-IV

ANALYSIS AND INTERPRETATION

S. No.	Contents	Page No.
4.1	Introduction	50
4.2	Results and Findings	50
4.2.1(a)	Differences in Spiritual Intelligence among adolescents in relation to Gender (Male and Female).	51
4.2.1(b)	Differences in Spiritual Intelligence among adolescents in relation to Residential Background (Urban and Rural).	51
4.2.1(c)	Differences in Spiritual Intelligence among adolescents in relation to Type of Schools (Government and Private).	53
4.2.2(a)	Differences in Adjustment in Educational and Social spheres among Adolescents in relation to Gender (Male and Female).	55
4.2.2(b)	Differences in Adjustment in Educational and Social spheres among Adolescents in relation to Residential Background (Urban and Rural).	56
4.2.2(c)	Differences in Adjustment in Educational and Social spheres among Adolescents in relation to Type of Schools (Government and Private).	57
4.2.3	Relationship between Spiritual Intelligence and Adjustment in Educational and Social Spheres among Adolescents.	60

CHAPTER-V

**FINDINGS, CONCLUSIONS, EDUCATIONAL
IMPLICATIONS AND SUGGESTIONS FOR FURTHER
RESEARCH**

S. No.	Contents	Page No.
5.1	Introduction	62
5.2	Findings of the Study	62
5.2.1	Research Objective 1	62
5.2.2	Research Objective 2	63
5.2.3	Research Objective 3	64
5.3	Conclusions and Discussions	64
5.4	Educational Implications of the Study	65
5.5	Suggestions for Further Research	67
	SUMMARY	68
	REFERENCES	76
	APPENDICES	80

LIST OF TABLES

Table No.	Title	Page No.
Table 3.1	Distribution of the Sample from the Government Schools	44
Table 3.2	Distribution of the Sample from the Private Schools	44
Table 3.3	Distribution of the Sample from the Urban Areas	45
Table 3.4	Distribution of the Sample from the Rural Areas	45
Table 3.5	Distribution of the Sample on the Basis of Gender	46
Table 3.6	Scoring Scheme of Spiritual Intelligence Scale	47
Table 3.7	Distribution of items in Adjustment Inventory for School Students	48
Table 4.1	Mean, Standard-Deviation and <i>t</i> -Value for the Male and Female Adolescents in Spiritual Intelligence of Spiritual Intelligence Scale	51
Table 4.2	Mean, Standard Deviation and <i>t</i> -value for Spiritual Intelligence of Adolescents in relation to Residential Background	52
Table 4.3	Mean, Standard Deviation and <i>t</i> -value for Spiritual Intelligence of Adolescents in relation to Type of School	53
Table 4.4	Mean, Standard Deviation and <i>t</i> -value for Educational and Social Adjustment among Adolescents in relation to Gender	55
Table 4.5	Mean, Standard Deviation and <i>t</i> -value for Educational and Social Adjustment of Adolescents in relation to Residential Background	56
Table 4.6	Mean, Standard Deviation and <i>t</i> -value for Educational and Social Adjustment of Adolescents in relation to Type of School	57

Table 4.7	Coefficient of Correlation Between Spiritual Intelligence and Adjustment (Educational and Social Adjustment)	58
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LIST OF FIGURES

Figure No.	Title	Page No.
Figure 4.1	Mean Differences of Adolescents from Rural and Urban Backgrounds on Spiritual Intelligence of <i>Spiritual Intelligence Scale</i> (SIS)	52
Figure 4.2	Mean Differences of Adolescents from Government and Private Schools on Spiritual Intelligence of <i>Spiritual Intelligence Scale</i> (SIS)	54
Figure 4.3	Mean Differences of Male and Female Adolescents on Educational Adjustment of <i>Adjustment Inventory for School Students</i> (AISS)	55
Figure 4.4	Mean Differences of Government and Private School Adolescents on Educational Areas of Adjustment on <i>Adjustment Inventory for School Students</i> (AISS)	58
Figure 4.5	Mean Differences of Government and Private School Adolescents on Social Areas of Adjustment on <i>Adjustment Inventory for School Students</i> (AISS)	59

LIST OF APPENDICES

S.No.	Title	Page No.
Appendix-A	<i>Spiritual Intelligence Scale</i> by Dr. K.S. Misra (2014)	80
Appendix-B	<i>Adjustment Inventory for School Students</i> by A. K. P. Sinha and R. P. Singh (2002)	84
Appendix-C	Scores of students at School Level on Spiritual Intelligence and Adjustment	88

ABBREVIATIONS USED

AISS	Adjustment Inventory for School Students
ANOVA	Analysis of Variance
GOVT.	Government
J&K	Jammu and Kashmir
JKBOSE	Jammu and Kashmir Board of School Education
MIER	Model Institute of Education and Research
SD	Standard Deviation
SIS	Spiritual Intelligence Scale

ABSTRACT

Adolescence is a period of anxiety, a time to adjust with the changes occurring in them during that period, a time to find out the reason for their existence. At this stage, their mind would like to attain the Freedom. The waves of modernization drain their souls, dry out their hearts, damp their spirits, and make their life with a kind of mysteries and maladjustments. Therefore, the developments of spiritual and moral values among the adolescents are being felt increasingly in all spheres of life. The harmonious relationship between adolescents and his or her environment are taken as their social adjustment. Adjustment and Spiritual Intelligence are the two psychological constructs, which scaffold each individual in the modern world to lead a value-oriented and a well-balanced life. The purpose of the research is to find out the relationship between spiritual intelligence and adjustment in educational and social spheres among adolescents with respect to gender, residential background and type of school. For the same purpose, standardized tools namely *Spiritual Intelligence Scale* (SIS) by Dr. K.S. Misra and *Adjustment Inventory for School Students* (AISS) by A.K.P. Sinha and R.P. Singh was used. The investigator adopted the Descriptive Survey Method to collect the data. Two hundred students were selected through Random Sampling Technique. In order to analyze the data, statistical techniques namely Mean, Standard deviation and *t*-Test were employed. The results have shown that that there are significant differences in the spiritual intelligence among adolescents with respect to residential background and type of school, whereas no significant differences have been found on the basis of gender. Further, the result reveals that the students from rural residential background possess higher spiritual intelligence in comparison to adolescents from urban residential background. Also adolescents studying in private schools have higher spiritual intelligence in comparison to adolescents studying in government schools. The result further reveals that there are significant differences in the adjustment among adolescents with respect to gender and type of school, whereas no significant differences have been found on the basis of residential background. Further, male adolescents possess better adjustment in educational area than female adolescents and private school students have better adjustment in the educational and social area in comparison to government school students. There is no significant relationship found between the spiritual intelligence and adjustment in the educational and social spheres among adolescents.

CHAPTER-I

INTRODUCTION

1.1 THEORETICAL FRAMEWORK

Intelligence has been defined in many different ways including as one's capacity for logic, understanding, self-awareness, learning, emotional knowledge, planning, creativity, and problem solving. It can be more generally described as the ability or inclination to perceive or deduce information, and to retain it as knowledge to be applied towards adaptive behaviors within an environment or context. Intelligence is most widely studied in humans, but has also been observed in non-human animals and in plants. Artificial intelligence is intelligence in machines. It is commonly implemented in computer systems using program software. There are different types of intelligences such as emotional intelligence, spiritual intelligence, cognitive intelligence etc.

Howard Gardner defines intelligence as the ability to create an effective product or offer a service. A set of skills that make it possible to solve problems. The potential for finding or creating solutions for problems, which involve gathering new knowledge. Howard Gardner proposed that a human being is endowed with multiple intelligences. Each person has a unique combination. The following are the nine intelligences which are given as: bodily / kinesthetic, logical / mathematical, linguistic, musical rhythmic, spatial, intrapersonal, naturalist, existential.

Danah Zohar (2000) maintains that there are multiple intelligences but all of our possibly infinite intelligences can be linked to one of the three basic neural systems in the brain and all the intelligences are actually variations of the basic rational intelligence (IQ), emotional intelligence (EQ) and spiritual intelligence (SQ) and associated neural arrangements. While cognitive intelligence is about thinking, emotional intelligence is about feeling and spiritual intelligence is about being.

Rational Intelligence (IQ)

It was discovered in the early 20th century. It is rational, logical, rule-bound, problem-solving intelligence which can be tested with Stanford-Binet Intelligence Scales. IQ was

taken as a signpost of people's abilities. It was believed that higher person's IQ, higher the abilities but it is true no longer with other intelligences impacting the abilities of a man. Dr Mark Brewer (2008) endorses that people who successfully tackle the big issues of life are not always the ones blessed with great mental aptitude. These achievers possess something that is superior to sheer intellect.

Emotional Intelligence (EQ)

Daniel Goleman (1998) referred to emotional intelligence as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well ourselves and in our relationships”. It describes abilities distinct from, but complementary to, academic intelligence, the purely cognitive capacities measured by IQ. Many people who are look smart but lack emotional intelligence end up working for people who have lower IQs than they but who excel in emotional intelligence skills. A comprehensive theory of emotional intelligence was proposed in 1990 by two psychologists, Peter Salovey and John Mayer, defining emotional intelligence in terms of being able to monitor and regulate one's own and others feelings, and to use feelings to guide thought and action. Daniel Goleman has highlighted the following five emotional competencies (the term emotional competency includes both social and emotional competencies):

(a) Self-awareness: Knowing what we are feeling in the moment, and using those preferences to guide our decision making; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.

(b) Self-regulation: Handling our emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; recovering well from emotional distress.

(c) Motivation: Using our deepest preferences to move and guide us toward our goals, to help us take initiative and strive to improve, and to persevere in the face of setbacks and frustrations.

(d) Empathy: Sensing what people are feeling, being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people.

(e) Social skills: Handling emotions in relationships well and accurately reading social situations and networks; interacting smoothly; using these skills to persuade and lead, negotiate and settle disputes, for cooperation and teamwork.

Spiritual Intelligence

Spiritual intelligence calls for multiple ways of knowing and for the integration of the inner life of mind and spirit with the outer life of work in the world. Spiritual intelligence is defined as the human capacity to ask questions about the ultimate meaning of life and the integrated relationship between us and the world in which we live. It results in an increase in psychological well-being of individuals as well as having a goal in their life. The materialism and individualism of Western culture have created an empty space in the lives of a lot of people and there is a growing need for spirituality; a search for community as a result of urbanization; and a search for identity in an increasingly depersonalized society. People disenchanted with experts in every field; and they are beginning to trust their own inner authority to seek a purposeful path, to create their own vision, and to realize a sense of empowerment. Unlike I.Q, which computers have, and E.Q which exists in higher mammals, S.Q is uniquely human and the most fundamental of the three (Zohar and Marshall 2001). It is linked to humanity's need for meaning, an issue very much at the forefront of people's mind in the beginning of this century. S.Q is what we use to develop our longing and capacity for meaning, vision and value. In this fast moving world, modern men and women live in a state of perpetual anxiety because of the uncertain times and mounting pressures from all quarters. Each day presents many incidents of youth crime and offences, heart breaking and shocking episodes. Adolescence is the period of drastic change. At this stage, their mind would like to attain the only slogan "Freedom... Freedom" The waves of modernism drain their souls, dry out their hearts, damp their spirits, and make their life with busy schedule than a kind of joyful mysteries. The uncertain effect of "new-gen" trend on the mental development and moral values of the younger generation are being felt increasingly in all spheres of life. Today they live the lives of "wounded fragmentations" at the same time they long for "further union, a deep communion". They have a lot of questions like: "Why are we here? Or what is the purpose of life?" Since the dawn of humanity, a

man's endeavor has been to lead a prosperous, happy and peaceful life. In pursuit of improving his quality of life, illusions prompted him to chiefly amass wealth. The belief that materialistic possessions alone will bring happiness and respectability leads to disillusionment albeit, materialistic pursuit is a reality. The world is now moving rapidly towards a newer learning and awakening and beginning to build reliance on spirituality in varying degrees. A satisfying life can only be led through achieving a balance between materialism and spirituality. Spiritual Intelligence helps in the adjustment of the students. Spiritual Intelligence have elaborated in the below section.

1.1.1 Spiritual Intelligence

Spiritual intelligence is a term used by some philosophers, psychologists, and developmental theorists to indicate spiritual parallels with IQ (Intelligence Quotient) and EQ (Emotional Quotient).

Danah Zohar coined the term “spiritual intelligence” and introduced the idea in 1997 in her book ‘Rewiring the Corporate Brain’.

In the same year, 1997, Ken O'Donnell, an Australian author and consultant living in Brazil, also introduced the term “spiritual intelligence” in his book “Endoquality - the emotional and spiritual dimensions of the human being in organizations”.

Ken O'Donnell, advocates the integration of spiritual intelligence (SQ) with both rational intelligence (IQ) and emotional intelligence (EQ). IQ helps us to interact with numbers, formulas and things, EQ helps us to interact with people and SQ helps us to maintain inner balance. To calculate one's level of SQ he suggests the following criteria:

- How much time, money and energy and thoughts do we need to obtain a desired result?
- How much bilateral respect there exists in our relationships?
- How ‘clean’ a game we play with others?
- How much dignity we retain in respecting the dignity of others?
- How tranquil we remain in spite of the workload?

- How sensible our decisions are?
- How stable we remain in upsetting situations?
- How easily we see virtues in others instead of defects?

Definitions of Spiritual Intelligence

Spiritual Intelligence (SQ) Webster's dictionary defines spirit as the animating or vital principle: that which gives life to the physical organism in contrast to its material elements: the breath of life.

Danah Zohar (2000) believes that SQ gives us the ability to discriminate. It gives us our moral sense, an ability to temper rigid rules with understanding and compassion and an equal ability to see when compassion and understanding have their limits.

Danah Zohar defined spiritual intelligence as:

- Self-awareness: Knowing what I believe in and value, and what deeply motivates me.
- Spontaneity: Living in and being responsive to the moment.
- Being vision and value-led: Acting from principles and deep beliefs, and living accordingly.
- Holism: Seeing larger patterns, relationships, and connections; having a sense of belonging.
- Compassion: Having the quality of "feeling-with" and deep empathy.
- Celebration of diversity: Valuing other people for their differences, not despite them.
- Field independence: Standing against the crowd and having one's own convictions.
- Humility: Having the sense of being a player in a larger drama, of one's true place in the world.

- Tendency to ask fundamental “Why?” questions: Needing to understand things and get to the bottom of them.
- Ability to reframe: Standing back from a situation or problem and seeing the bigger picture or wider context.
- Positive use of adversity: Learning and growing from mistakes, setbacks, and suffering.
- Sense of vocation: Feeling called upon to serve, to give something back.

Rogers and Dantley (2001) defined as spiritual intelligence stems in thinking which has priority in the structure and foundations and classification of thinking.

Wolman (2001) defined as spiritual intelligence is the human capacity to ask ultimate questions about the meaning of life, and to simultaneously experience the seamless connection between each of us and the world in which we live.

Wigglesworth (2003) defined as spirituality is the inner needs of human being that help them to solve problems and is connected to something which is beyond our material model.

Stephen Covey (2004) defined as spiritual intelligence is the central and most fundamental of all the intelligences because it becomes the source of guidance for the other three.

Stephen further added that ‘Spiritual Intelligence’ puts our individual lives in larger context. It provides meaning and purpose in life and allows us to create new possibilities. SQ allows us to utilize our IQ and EQ in a unified way to express our gifts in the world that betters not only our life but all beings. Only SQ is capable of thinking beyond the known’s, to link a brand new thought or see a higher truth in a situation. Thus we can say that spiritual intelligence refers to the skills, abilities and behaviour required to develop and maintain a relationship to the ultimate source of all being and succeed in the search of meaning in life. Dimensions of spiritual intelligence are inner self, the inter self, life perspectives, spiritual actualization, value orientation. According to these dimensions, following factors can be identified as conviction, self-efficacy, inner

harmony, forgiveness, achievement orientation, self-actualization, self-realization, humane, just, generous, ethical, privacy, compatible, altruism, and optimism.

Cindy Wigglesworth (2012) defines spirituality as the innate human need to be connected to something larger than ourselves, something we consider to be divine or of exceptional nobility. This innate desire for that connection transcends any particular faith or tradition. It does not require a belief in a divinity by any description, nor does it preclude belief in God or Spirit or the divine.

Cindy Wigglesworth (2012) defines spiritual intelligence as the ability to behave with wisdom and compassion, while maintaining inner and outer peace, regardless of the situation. SQ is the central and most fundamental of all the intelligences, because it becomes the source of guidance for others, being an integrating intelligence, linking our rational and emotional intelligences. A man with high SQ not only responds appropriately in a particular situation or circumstance, but he also analyses as to why he is in that situation and how can better that situation. High SQ enables a person to operate beyond the boundaries.

Robert Emmons defines spiritual intelligence as the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment. He originally proposed five components of spiritual intelligence: He originally proposed five components of spiritual intelligence:

- The capacity to transcend the physical and material.
- The ability to experience heightened states of consciousness.
- The ability to sanctify everyday experience.
- The ability to utilize spiritual resources to solve problems.
- The capacity to be virtuous.

Frances Vaughan offers the following description that spiritual intelligence is concerned with the inner life of mind and spirit and its relationship to being in the world.

According to Brahmakumari Shivani, to understand what spiritual intelligence really is we need to first understand what is spiritual and what is intelligence means. 'Spiritual' means 'being spiritual' which further means 'being spiritual in one's thinking, actions and interactions with one's inner self as spirit and not form, soul and not body'. 'Intelligence' means 'having intelligence' which further means 'one should have the intelligence to use what one knows in the right way at the right time in the right place with right intention and by dissolving one's ego'. So, in the words of Brahmakumari Shivani, 'Spiritual intelligence means: to find and use the deepest inner resources from which comes the capacity to care and the power to tolerate and adapt, to develop a clear and stable sense of identity as an individual in the context of relationships, to identify and align personal values with a clear sense of purpose, to live those values without compromise and thereby demonstrate integrity by example and to understand where and how each of the above is sabotaged by the ego.' Spiritual intelligence also makes one aware of their worth, meaning thereby, who we are, where we are, what is the purpose of our coming in this world, and likewise. Spiritual intelligence includes meditation, concentration exercises, detached observation, reflection, connecting, practice and seeing.

1.1.2 Adjustment

Life is a continuous process of struggle for existence and survival. Every one of us strives hard for satisfying our needs. Adjustment is a continuous process by which an individual varies his behaviour to produce a more harmonious relationship between himself and his environment. Adjustment is a process that takes us to lead a happy life. The process of adjustment starts from birth of the child and continues till death. Thus, we see that adjustment means reactions to the demands and pressures of social environment imposed upon the individual. Adjustment gives strength and ability to bring favourable changes in the condition of their environment. Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. It minimizes frustration and tension for the future. There are various areas where the person has to adjust, some of them are academic, social and emotional.

Definitions of Adjustment

Different writers have given different definitions of adjustment. Some of the important definitions of adjustment are as under.

Gates and Jersild (1948) defined as adjustment is continual process in which a person varies his behaviour to produce a more harmonic relationship between himself and his environment.

Parson (1951) says that the concept of adjustment occupies the most important place in the life of young person. As soon as the child come in contact with outside world his parents in home and his mates in neighbourhood or in class room become centre of his interest. Every student whether gifted or backward, isolated or superior or average, genius or dull, physically fit or handicap has to adjust in his own manner.

Good's Dictionary (1959) defined as adjustment is the process of findings and adopting needs of behaviour suitable to the environment or to changes in the environment.

Coleman (1969) defined as adjustment is the outcome of individual's efforts to deal with stress and meet his needs." He further says that adjustment may be viewed from two angles i.e., adjustment as an achievement or how well a person handles his conflicts and overcomes the resulting tension. From another angle, adjustment may be looked upon as a process or how a person adjusts to his conflicts.

Lehner and Cube defined adjustment as a process of interaction between over selves and our environment in which either we adopt with the environment or after our environment.

Boring Field (1976) defined adjustment as a process of maintaining balance between needs and the circumstances affecting needs.

Verma and Sharma (1977) are of the view that the well-adjusted child meets his school environment with initiative and not by twisting his personality in an unhealthy way. Adjustment is a learning process and an able teacher would bring adjustment in a positive way which strengthens the personality of the child. The teacher's responsibility

is largely of modifying the environmental conditions within the school so that the learner can more readily and realistically meet his personal problems.

Chauhan (1978) defined as man among the living being has the highest capacity to adapt to new situation. Adjustment means relationship between individual and his environment through which his needs are satisfied in accordance with social demands. Good adjustment is possible only when the individual has due regard for other member of the society.

The above definitions of adjustment clarify that the individual attempts to satisfy our needs and demands. To satisfy needs, man has to interact constantly with environment. Man has to make changes in himself or his environment to satisfy his needs or establish effective relations with others. The environment is constantly changing and so we have to make changes in ourselves. Thus man has to make attempts to adjust with the environment which is continuously changing. In short, the individual satisfies his needs effectively in his environment. When this happens it is called adjustment.

Meaning of Adjustment

Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. The process of adjustment has two main elements: One the need of the living organism and second, the conditions or circumstances that influence these needs. These needs can be biogenic, originating in society, personal or communal, or arising from any other conceivable source. On the other hand, the circumstances influencing these needs also can either be inside the individual or outside him. Factors that influence these needs are his physical and mental states, capacity, attitudes, interests etc. Life may be looked as a long series of adjustment in which the individual is constantly adjusting himself to the demands of external environment as well as both needs of his physiological and mental constitutions. The adjustment that he makes are not always healthy, sound or effective from the point of view of his lifelong welfare, but they are made as they seem at the moment to satisfy some of the needs. Thus the process by which the individual maintains a level of psychological balance between his needs and the circumstances that influence the satisfaction may be termed as adjustment. Adjustment is that variety of

behaviour which includes visual exploration, grasping, crawling, walking, attention and perception, language and thought, curiosity and manipulation of the environment. It is a part of the process by means of which a person learns to interact effectively with the environment and develops competence to change or control the environment for his own needs. Adjustment processes concerning human being have hand in glove relationship with human nature. It is adjustment which is responsible for the organization of behaviour to life situations at home, at school and at work.

The process of adjustment rights starts from the birth of the child and continues till his death. The problem of adjustment is both internal as well as external. It is related to arriving at a balanced state between the needs of the individual and their satisfaction. Adaptation is considered successful as long as the species able to survive, regardless of whether individual organisms fail to adapt. At the psychological level, however, adjustment has come to mean the individual's struggle to survive in his or her surroundings. The emphasis is on the learned, functional changes (rather than biological ones) the individual must make to achieve "A harmonious relationship with the environment."

A well-adjusted person makes good use of his intellectual capacities and powers for handling a situation or accomplishing any task. He has the general mental adaptability to new problems and conditions of life. He has the capacity to think rationally and purposefully. A well-adjusted person has a sound psychological makeup. He does not suffer from excessive worries, frustration, anxieties, tensions, depression, conflicts and complexes. He always possesses a feeling of psychological wellbeing. Well-adjusted people are capable of feeling and showing affection and establish close relationship with others. They accept with grace the realities of the physical world and of society and behave in harmony with them. They take failure realistically become satisfied what they have attained and face the world squarely. A well-adjusted individual acquires more or less effective techniques for dealing with most conflicting situations and resolve them adequately. The apathy, depression, false beliefs, lost of identity and anxiety can make the person maladjusted. Feeling of insecurity, emotionally charged conditions, self-

devaluation, inefficient contact with reality, unrealistic life goals, inability to learn from past experience and inability to bear criticism can easily lead to maladjustment.

Adjustment process is there since the evolution of human being. A person changes his nature in order to fit himself in the realm of nature. Thus, the process of adjustment is a continuous process. The person is to change or modify one's behaviour for bringing a perfect understanding between one and one's environment. Adjustment of a student is related to arrive at a balanced state between his needs and need satisfaction. Needs of the individuals are multidimensional. Students have good adjustment in all the aspects of their life if there is balance between their academic, intellectual, emotional, social and other needs and their satisfaction. The situation that offers few barriers makes the person struggle to overcome them. The adjustment process is affected and modified by the individual's experiences. There is a continuous struggle between the needs of the individual and the forces outside his environment. It brings in the reduction of inner needs, stances and strains. Individual needs differ from person to person and from time to time. Accordingly, he adjusts himself in the immediate environment to meet his needs. This leads to lack of control over emotions and it results in emotional instability. Adequate emotional adjustment and willingness to learn to meet the requirements of the environment are fundamental success in life. Adjustment during the period of adolescence will determine to a large extent what he or she will be as a person as an adult. Adjustment implies a constant interaction between the person and his environment, each making demands on the other. Sometimes adjustment is accomplished when the person yields and accepts conditions, which are beyond his power to change. Sometimes it is achieved when the environment yields to the person's constructive activities.

For a good adjustment though the home can develop many good habits, which may help in the future adjustment of the child, the school too have pivotal role in guiding the child. Moreover, there are many conditions in the school, which may lead to the child's maladjustment. As the children start school they face many challenges. Personal challenges occur as children take new identity at school. Children face challenges to adjust to the strange building, new teachers, new academic activities, and they need to

mix with the new and more diverse group of children. At school, daily schedule is more structured, with more formal rules. Children are faced with large groups of children of different ages and size especially during assembly and play time, and they are confronted with the challenges of making new friends. Thus a child confronts with a totally new environment as compare to home. Successful adjustment to school largely depends on past experiences at home and on children skills and knowledge.

When children exhibit a range of social skills associated with cooperation, initiating interactions or assertion, and self-control, they are more likely to adjust easily to school. Difficulties are likely to arise when children are: non-compliant; disorganized; distractible; or when they are anti-social and have difficulty considering the rights of others.

Adjustment to schooling is influenced by a variety of personal and family characteristics, and societal trend. It is the interaction of the child's personal characteristics and their experience that ultimately determines how a child adjusts to school.

Concept of Adjustment

Adjustment is common word used in everyday life. Adjustment and accommodation are needed in all walks of life. Life is continuous process of changes and challenges. Adjustment plays a vital role in the development of every individual. It is a dynamic and continuous process. No human being can live apart from his physical environment. There is action and reaction changing going on between the individual and his or her environment. In other words, adjustment is a lifelong process and can be defined as a person's interaction with his environment. Every person is facing such situations for his survival or growth which arise as a result of individuals physiological, psychological or social needs. It is equally popular in the disciplines of Psychology, Sociology and Education. Different persons use different ways to satisfy their needs. The strategy used by an individual to manage these needs i.e. satisfaction is called adjustment. When the efforts of an individual are successful and satisfying, then it is good adjustment. But, if a person meets frustration in his efforts continuously the personality adjustment may not be proper; then it might be a case of maladjustment. Maladjustment is a state of an

individual in which he fails to keep a balance between his needs and their fulfillment. It is a process which produces disharmonious relationship between the individual's needs and his environment. The degree of disharmony may depend upon certain potentialities within the person. This means that certain persons are likely to become maladjusted under conditions of stress whereas others may not.

Adjustment and adaptations are frequently used in the same sense. Initially, adaptation was used by biologists. It means an attempt to survive in physical conditions of environment. Later on, behavioural psychological come out with the new term 'adjustment', denoting a broader concept i.e. 'Adjustment' means behavioural reactions to personal demand and social pressures.

Good adjustment is indeed essential so that an individual grows fully and also contributes to the society. A maladjusted person has frustration and suffers from conflicts. He is not able to lead contended life. A well-adjusted person is better able to withstand psychological stress and social pressures than the one who is mal-adjusted. A well-adjusted person possesses good mental health and, hence, is able to maintain balance. He has a sound philosophy of life and his conduct and behaviour is controlled by it. He has a complete control over his emotions. He never loses his emotional balance. He is well equipped with the necessary skills and knowledge as per the requirements of his profession. He faces the daily problems of life with a realistic vision.

Adjustment and emotions both plays a very important role in a human's life. A person is social human being, who lives in the society and faces every conditions and situations of their life in the environment (good or bad) of his society. In a human's life adjustment and emotions both plays a very impressive and important role. If a person can adjust very well, so his life is also very well and he adjusts in every situation (good or bad) in his life, so his adjustment level is good. And he feels like happy, joy and calm, but if a person is not doing adjust in our daily life's situations so he can feel stress, irritating and sad, all these are types of emotions. So now we can say that if person is not doing adjust with their daily life situations so these situations affect also their emotions.

Adjustment is a behavioral process by which a person maintains balance among various needs that one encounters at a given point of time. Each and every situation of life

demands that the person concerned should be able to effectively perform in accordance with some guiding principles and should be able to strike a balance among various forces. Adjustment is defined as a process where in one builds variations in the behavior to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment.

Adjustment is one of the most important psychological activities of human being. Life is a process of adjustment. If anyone wants satisfaction in life, then one has to adjust with their environment.

Characteristics of Adjustment

1. Adjustment a continuous process

Adjustment acquired in present situation becomes stable is not true, as the situation and circumstances change, the individual has to make conscious attempts e.g. in the initial stage of marriage, the wife and husband have acquired same habits and tendencies of adjustment when the child arrives in the family. They have to change their old habits of adjustment. It is improper if husband expects and kind of attempt ion before the birth of a child in the family. In such changing situation if husband does not adopt. There would be quarrels in the family.

2. Adjustment is not one sided process

It is not proper to believe that the individual always adopts with the environment like a bunch of dust. As the environment makes changes in the individual, the individual also makes changes in his physical, social and psychological environment. In this way both individual and environment undergo changing. As the circumstances change, our behaviour undergo change and such change in behaviour affect able environment. Thus adjustment is not one sided process. As a result of mutual interaction we have novel experience in life. E.g. By meeting some people, we feel pleasure respect and honour. We feel like meeting such people very often. By seeing some people, we feel disgusted we always avoid such people. Thus social relations are potential traits of individual.

3. The individual and the worked both are constantly changing

Sometimes the changes in the environment are so mind that the attempts of adjustment by individual are not manifested openly in fact instead of change the absence of change create the problems of adjustment. Adjustment is necessary in the charge and the absence of change. The substance of the study of adjustment lies in such relationship.

4. Adjustment is self-perception

Adjustment is not a passive process of adapting with the factors affecting ourselves. It is individual development of his ways of interpreting. It is an attempt to get consistency and organization by maintaining goal, reason and individual's peculiarities. It is a creative adjustment. Individuals emotional maturity develops through it the behaves properly according to his abilities and interest.

5. Adjustment is a development process

In the span of life development, the individual passes through various stage. With the change of age, the situation also changes. There are different problems of different stages of life. As the individual's adjustment and priorities of adjustment also changes in the childhood, the child has to make adjustment with parents, elders and siblings. In the later childhood, he goes to despite and has to adjust with teachers and other factors of school world. After the competition of education, he joins some profession and has to establish proper relations with professional persons. When the married life begins, the need arises to adjust with life partners and other factors. In all these circumstances, the integrated personality of individual. It is a sheer imagination that the individual would achieve. Perfect adjustment in all circumstances and all factors.

Characteristics of Satisfactory Adjustment

The characteristics of satisfactory adjustment can be mentioned as under.

1. Self-awareness

Satisfactory adjusted person is aware of his peculiarities and limitations. He is conscious of his fundamental abilities this familiar with his success and failures. Consequently, he makes necessary changes in himself according to the need.

2. Self-sufficiency

Such persons mainly depend upon himself rather than others. He is self-sufficient and not parasite. He knows what he is capable of doing consequently he takes initiative instead of waiting for others and attempts to achieve goal.

3. Self-confidence

Self-confidence person achieve successful adjustment. Self-confidence person is not afraid of any kind or he is not confused. He proceeds towards his goal without becoming the victim of interiority. Self-confidence is not ego. Ego is shallow while self-confidence is solid and deep. Elders and teachers should attempt to cultivate self confidence in a child from the childhood.

4. Acceptance

Satisfactory adjusted persons should accept his and other personality. He tolerates his and others mistakes and limitation with smiling face. He understands the importance of affection.

5. Sense of responsibility

Well-adjusted person has the sense of responsibility after each type of behaviour. Such persons do not run away from the responsibilities entrusted to him. He maintains responsibility consciously out carry it out. He is informer of the meaningfulness of whatever he does. He is aware of his own needs and other needs. The utility of education developing sense of responsibility in the modern industrial society is not small thing.

6. Goal directedness

Well-adjusted person has full knowledge of achieving his goal, he can achieve it. The person who is oriented towards his goal he can make attempts to achieve goal in right direction. Goal directedness is an inevitable condition of making progressive academic field, establishing good interpersonal relations, achieving success in married life, resolving conflicts or increasing frustration tolerance.

7. Balance in all times

Satisfactory adjustment expects balance from person in past, present and future. One should take advantage of successful experience of past. It is not necessary to change the success of present in the failure by remembering the mistakes are frustration. Rich present can make the failure promising.

Areas of Adjustment

1. Home Adjustment

As students adjust to freedom and responsibility in college, relationship and other significant people change. It may also be difficult to readjust to curfews, chores or care for younger siblings on visits home. Parents also need to adjust during this period. Their children have become independent in some ways but are still somewhat dependent upon their parents.

2. Health adjustment

Heightened emotionality even when the expressions are controlled tends to make one nervous or ill. It is often accompanied by specific mannerism such as nail biting or giggling, creates the impression that the person is silly or immature.

3. Social Adjustment

Social adjustment is the, most difficult developmental tasks of students' life. This adjustment has to be done with members of the opposite sex in a relationship that never existed before and to adults outside the family and school environments.

4. Emotional Adjustment

Emotional adjustment also called Neuroticism emotional equilibrium. Emotional adjustment is less conceptually controversial dimension.

5. Educational Adjustment

The ability of student to achieve adjustment with university life and reaching a state of satisfaction on his performance, colleges, teachers and the environment as a whole.

Factors of Adjustment

1. Needs

Needs are such internal and external conditions which are manifested in behaviour and continues till the balance is established. Needs is an experience of break in balance deprivation of loss of something. Such experience produces tension and continues till the needs are satisfied. The satisfaction of needs give relief to the individual. Needs are the milives or personal experience of physical or mental deprivation. E.g. The need of hunger is a loss of quantity of food in the body and it leads to the behaviour of satisfaction of hunger. Such an experience is personal and behaviour arising out of it is also different from one individual to other. Need produces dissatisfaction or tension consequently the goal which reduces such tension or dissatisfaction is given priority. E.g. Hungry person seeks food. Isolated person seeks company. If the hungry person gets company instead of food, he is disturbed. So the activities concerning needs become good directed and selective.

2. Frustration

Due to some forces, when individual gets total failure or fear of failure in the satisfaction of needs, he feels the sense of defeat. Such a sense of defeat is frustration. The results of frustration are ambivalent. It makes individual insulate, aimless and avoidance of reality or it is a challenge to his personality and prepares him to make more efforts for the achievement of goals. Kretch and Kruch Field state that when the progress of goal achievement is interfered and tension is not unlied, such a mental condition is frustration. Frustration affects personality and adjustment process psychologists have proved it. The psychologist names Heal conducted experiment on white rats the result indicator that the frustration tolerance increases in some rats due to childhood experience and they could adjust with environment the frustration tolerance increased with the increases in age. Consequently, the problems of adjustment do not become serious.

3. Interpersonal relationship

All the social relation involves the relation between two or more persons. Our behaviour influences others and in turn others behaviour affect our behaviour. We can understand the importance of interaction when there is complete absence of interaction when there is complete absence of interaction or interaction. There are some factors of interaction such as expression or communication, feedback, social expectation role behaviour, mutual satisfaction.

4. The knowledge of ways of adjustment

When the personal adjustment becomes difficult, it demands insight/skill. As the individual becomes trainee and social the personal adjustment becomes satisfactory and developing. In personal adjustment the individual must learn to establish relations with others and satisfy his needs in the present situation. Thus can be done by individual himself. E.g. By cramming the golden sentences about happy marriage or halfhearted application of certain suggestions about marriage, the marital adjustment cannot be achieved. Sometimes, the insistence of such rules of married life, makes the person internally happy. It is necessary to have the knowledge of psychological approaches to adjustment. Which involves theoretical knowledge of personal adjustment, knowledge about the self and others and understanding the problems of life.

Scientific Nature of Adjustment

The study of human behaviour and problems very complex. The simplicity of physical and chemical sciences is not found in social sciences. It is difficult to cultivate the scientific point of view about our behaviour and problems. In many explanation of human behaviour there are superstitions, prejudices and pre-conceived notions. Besides, most of the persons believe that it is always like that or man field that there is not cause effect relationship in his behaviours it is merely accident. There are two needs of scientific study or adjustment.

1. The facts of causation

There are many reason for our experiences and feelings. Eg. If the scolding makes the child cry, we must find out that scolding alone is not cause of crying. The relation of a

child with the person who scolded the circumstances must be taken into consideration to explain the incident of urging of a child. Thus there is not only one circumstance for the cause of crying we should analyze all the factors of such incident. There is unity in the cause behind the behaviour. Accepting this fact, we may find new angle of understanding socially unacceptable behaviour. Eg. If the child is stealing, we do not say that he is wicked. The abnormality of a child is the natural result of many circumstance we should analyze these circumstances. To understand the behaviour of human behaviour, we must examine the immediate dynamic factors underlying behaviour. We should take into consideration. We should take into consideration the circumstance at the time of happening particular event individual's needs his psychology structure and previous experiences individual relate with the event.

2. We should study every behaviour independently

It is not true to pressure that is only one explanation for similar behaviour e.g. In one youth, leadership is the result of rearing practices while in some other. It may be compensation for inferiority complex. If the student does not real for examine there may be many reasons such as lack of interest, lack of interest, lack of ability or carelessness.

Field of Adjustment

1. Needs frustration conflict and attempts of adjustment

Man has multiple needs. He cannot satisfy all his needs. The obstacles arise in the satisfaction of needs due to personal limitations social norms or other external factors. Man is always making efforts for the satisfaction of physical needs, social needs etc. but all such needs are not satisfied dissatisfaction of needs produce frustration, conflict and stress.

2. Adjustment in the field of duties and activities of life

Adjustment is a continuous process we cannot believe that a person adjusted in one situation will be adjusted in all other situation. As the person grows his tasks, duties and activities under go change. In all such field man has to make new efforts for adjusting. The person studies in the school does some job or profession and comes in contact with others in society. According to social expectation, he has to perform various duties as

father, husband owner or servant. Thus he has to make adjustment in school, profession, job, society etc.

3. Family life and old age

In addition to public life, the personal family life and married life produce many problems of adjustment. There are many problems in life such as child rearing selection of mate, the relations between husband and wife, sex life, old age etc. In the old age the defects of sensory organs, hands & legs, disturb the mental peace. The individual has to adjust with such circumstances.

4. Individual difference and adjustment

The source of personal adjustment is that we are not placidly ways in the same situation out we have no competency to behave in the same to all individuals. Thus the individual differences create the problems of adjustment. Such differences are of two types given as difference in the circumstance, difference in persons (individual differences). That is why we should obtain the explanation of such differences.

5. Who is called well-adjusted person

How is his behaviour? What is the meaning of matured person? We should discuss these points so that we can assess the attempts of adjustment.

6. Mental health and psychotherapy

When the individual fails in his attempts to adjust, he is mentally disturbed or becomes mentally ill. All his treatment must be psychological. So the study of adjustment includes mental health and techniques of psychotherapy.

Process of Adjustment

Adjustment refers to a process where in one builds variations in the behaviour to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment. It is imperative that adjustment will encourage certain changes so that the optimum relationship between the self and surrounding can be achieved and maintained. Satisfaction of psychological needs

through social networks facilitates social and cultural adjustments. Human beings learn the dynamics of the network from these experiences. Changes in the environment triggers the interpersonal activities that can help achieve the needs. This serves two purposes- meeting needs in the changed environment and increasing expectancy of meeting needs in the future. Thus, adjustment process engages inner as well as an inner-outer relationship. The relationship could be harmonious or conflicting. The harmony and conflict within and among one's behaviour, value-belief systems, affective reactions, etc. works as major determinants of adjustment.

Personal adjustment is an examination of the process by which people fulfill needs and cope with the frustrating situations. An individual's behaviour is able to indicate the process and quality of one's satisfactory adaptation. In general, the process of adjustment involves four main aspects as:

- Existence of a motive
- Obstacles
- Varied responses
- Success/Goal

There are certain basic motives in all human beings Biological, Psychological and Social. Their emergence energizes our behavioural efforts to satisfy them. If the motives are satisfied immediately without any problem, the adjustment is simple. Usually, the needs are not satisfied and are blocked by some obstacles. A person's physical, not mental abilities or the social factors might prove such barriers. Individuals make various attempts to win over and reach the goal. One of the results may be that if the obstacle is overcome through his increased effort, the person achieves adjustment. In another situation, the individual revises his plan, changes the goal and succeed to reach the goal of adjustment.

Besides the above two forms of adjustment, there is a third possibility also. A person not able to overcome the obstacles gets frustration. Sometimes, frustration might lead to minor or major personality maladjusted. The efforts which get success in response to

particular motives or situations get reinforced and person adopts them as his pattern of adjustment and habit.

Adjustment Mechanism

An adjustment mechanism is a device used by the individual to achieve satisfaction of the need indirectly. This helps reducing tensions and assists him in maintaining self-respect. With limits adjustment mechanism are desirable and very helpful in dealing with frustration. Carried to extreme, they lead to behaviour disorders. Following are adjustment mechanism:

- **Compensation:** Compensation is a concept where the individual attempts to cover up his weakness in one area by exhibiting his strength in another. A student deficient in physical activities may compensate himself in showing good results in the academic field and vice versa.
- **Identification:** when an individual attempt to identify himself with some successful person. To hide his own failures, a student may identify himself with his father and talk about his success.
- **Rationalization:** Rationalization is shifting of responsibility for our failures to factors outside it i.e. many students attribute their failure to the stiff question paper.
- **Projection:** This is a tendency to 'push out' upon another person one's own unrealized, frustrated ambitions, or attribute to another one's own faults. For example, school learners are often the victims of their parent's projection of their former hopes for higher education and higher social status.
- **Day-Dreaming:** The imaginative fulfillment of needs is called day-dreaming. Day-Dreaming provides mental relief to an individual if it is done with limits. It becomes very detrimental when it is carried to excess.

Measurement of Adjustment

Measurement as an instrument of inquiry is now frequently used in behavioral sciences. At a general level of classification in behavioral science the following are different types of measurement techniques:

- Testing techniques- These techniques are mostly used in the task of measuring achievement in the intelligence and aptitudes of the individuals at the conscious level.
- Projective techniques- Projective techniques are used for testing at the non-conscious level.
- Inventory techniques- The only techniques that are mostly and effectively used in the area of personality measurement are inventory techniques. Interests, temperaments, attitudes, adjustment and other traits of one's personality are assessed through the inventories.
- Sociometric techniques- In sociometric techniques, the members of a group or class are asked to indicate individual references by some social criterion and as such these techniques are mostly used in studying social relationship adjustment of the individuals.
- Scaling techniques- Scaling techniques are like rating scale, rank order scales and the like are widely used in collecting opinion from the respondents about other persons. These techniques may be, therefore, used to assess the personality traits or adjustment of the traits individuals as understood by the respondents. More often, they are used for validating the self-reporting.

1.3 NEED AND SIGNIFICANCE OF THE STUDY

Most of the parents are too much bothered about refining cognitive excellence and academic achievements of their children. Schools are striving to attain best results and maintain the linguistic standards and co-curricular accomplishments for getting better admissions in the future periods. However, unknowingly they are ignoring the inner, personal, and social lives of their children. Lack of role models, congruency between words and deeds of elders, adverse influence of social networking, overloaded curriculum, growing “use and throw” attitude etc. detract adolescents from value-oriented life. The aim of this study is to understand the importance of Spiritual Intelligence and Adjustment in their educational and social spheres of life. It tries to establish good relations with family, neighbors, friends, teachers and other members of society. The students face complicated decision-making situations and issues involving

values. They should aware of developing the ability to make proper choices in such situations through value education. By giving them a strong foundation for Spiritual Intelligence, they will be able to understand their inner selves, others, and the outer world and this help the students to adjust in the social and educational spheres. This will also help them to explore deeper questions of their life, thoughts, actions, and interactions from the awareness of reality, reduce their stress, and lead a meaningful and goal-oriented life. Before giving them a consciously planned value education program, the investigator tried to find out actual Spiritual Intelligence status of adolescents and its relation with Social and Educational Adjustment within a short span of time. The concept of Spiritual Intelligence is rather new and only a few studies have been carried in this field. Keeping in view the importance of Spiritual Intelligence and Social and Educational Adjustment for adolescents, this study has been undertaken by investigator. These reasons motivated the investigator to select the present study.

1.3 STATEMENT OF THE PROBLEM

A STUDY OF RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE AND ADJUSTMENT IN EDUCATIONAL AND SOCIAL SPHERES AMONG ADOLESCENTS

1.4 OPERATIONAL DEFINITIONS

Spiritual Intelligence

In the present study, Spiritual Intelligence refers as the ability to behave with wisdom and compassion, while maintaining inner and outer peace, regardless of the situation. In this study, Spiritual Intelligence has been assessed through Spiritual Intelligence Scale by K. S. Misra.

Adjustment

In the present study, Adjustment refers as a process where in one builds variations in the behaviour to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment. In this study, adjustment of adolescents in educational and social spheres has been assessed by

using Adjustment Inventory for School Students developed and standardized by A.K.P. Sinha and R.P. Singh.

Adolescents

In the present study, adolescents refer to the students of 9th class studying in Government and Private high and higher secondary schools affiliated to JKBOSE (Jammu and Kashmir Board of School Education).

1.5 OBJECTIVES OF THE STUDY

1. To find out the differences in spiritual intelligence among adolescents in relation to:
 - a) Gender (Male and Female)
 - b) Residential Background (Urban and Rural)
 - c) Type of Schools (Government and Private)
2. To find out the differences in adjustment in educational and social spheres among adolescents in relation to:
 - a) Gender (Male and Female)
 - b) Residential Background (Urban and Rural)
 - c) Type of Schools (Government and Private)
3. To find out the relationship between spiritual intelligence and adjustment in educational and social spheres among adolescents.

1.6 HYPOTHESES OF THE STUDY

1. There is significant difference in spiritual intelligence among adolescents in relation to gender (male and female).
2. There is significant difference in spiritual intelligence among adolescents in relation to residential background (urban and rural).
3. There is significant difference in spiritual intelligence among adolescents in relation to type of School (government and private).

4. There is significant difference in adjustment in educational and social spheres among adolescents in relation to gender (male and female).
5. There is significant difference in adjustment in educational and social spheres among adolescents in relation to residential background (urban and rural).
6. There is significant difference in adjustment in educational and social spheres among adolescents in relation to type of school (government and private).
7. There is significant relationship between spiritual intelligence and adjustment in educational and social spheres among adolescents.

1.7 DELIMITATION OF THE STUDY

The study has been confined to a sample of 200 students studying in 9th class from 5 Government and 5 Private Schools of Jammu district.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter deals with the review of related literature. The purpose of the study of research works done in the same field is to understand what type of study has been done and what exactly has been explored before the present research work started. The study of related literature and research work is very essential and important as it provides us proper guidelines. Good (1959) highlighted the importance of review of the related literature are as follows:

“A Survey of related literature is necessary for proper planning, execution and right concept of the problems and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for interpretative purpose.”

The review of related studies involves locating, studying and evaluating reports of relevant researches and articles, published research abstracts, journals encyclopedias etc. The researcher needs to acquire up to date information about what has been thought and done in a particular area. The researcher draws maximum benefits from the previous investigations, utilizes the previous findings, takes many hints from designs and procedures of previous researchers and formulates an outline for future research. The review of related studies provides the insight into the methods, measures etc. employed by others in the particular area. It provides ideas, theories, explanation, hypotheses of research valuable in formulating and studying the problem at hand. It also furnishes indispensable suggestions related to the problem and already employed techniques to the investigator.

2.2 REVIEW OF RELATED STUDIES

Survey of related literature is a pre-condition for successful and meaning research report. To make our research effective and adequate, familiarity with all the work done up to the due time in that field is very essential. The review of related literature for the current research includes consultation of books, journals and online books/data available on

web. In this segment, emphasis is given on those studies which provide guidelines for the present study.

2.2.1 Review of Related Studies On Spiritual Intelligence

Jain and Meena (2013) explored the relationship of spiritual intelligence and adjustment of adolescents. The aim of study is to enlighten how spiritual intelligence related with various facets of adjustment (home, educational, health, social and emotional) of adolescent college girls. Purposive Sampling was adopted for the selection of sample for the study. The sample of 100 female adolescents was taken from Banasthali University of Rajasthan. The subjects were administered (i) *Spiritual Intelligence Test* (Khavari, 2000) (ii) *Adjustment Inventory for College Students* (Sinha and Singh, 2002). The data obtained was analyzed with the help of Product Moment Correlation. The results disclosed the significant positive relationship of spiritual intelligence and adjustment among adolescents.

Nazam (2014) investigated the spiritual intelligence among adolescents studying in two schools of Aligarh city. For this purpose, *Spiritual Intelligence Self Report Inventory* (SISRI-24) developed by King (2008) was administered to the sample of adolescents. The sample consisted of 60 adolescents, out of these 30 were male and 30 were female students. The main findings of the study were as follows: Significant difference were found between the two groups, on subscales, namely, Personal Meaning Production (PMP), Transcendental Awareness (TA) and Conscious State Expansion (CSE), Critical Existential Thinking (CET) and composite scores on spiritual intelligence. The male adolescents show better in the subscales Personal Meaning Production (PMP), Transcendental Awareness (TA) and Conscious State Expansion (CSE), Critical Existential Thinking (CET) and composite scores than female adolescents.

Mahasneh et al (2015) examined the level of spiritual intelligence and its correlation with personality traits among a group of Jordanian undergraduate students. A purposive sample of 716 male and female students was chosen from different faculties at the Hashemite University. Two questionnaires on spiritual intelligence and personality traits were distributed to members of the sample during the academic year 2013–2014 for the collection of data. Results illustrated a medium level of spiritual intelligence in students,

and indicated a positive and statistically significant relationship between spiritual intelligence dimensions (critical existential thinking, personal meaning production, transcendental awareness, and conscious state expansion) and personality traits (neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness), but no significant correlation between personal meaning production and transcendental awareness dimensions and neuroticism personality traits. Finally, regression analysis results indicated that critical existential thinking is the first predictor dimension of spiritual intelligence in terms of neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness.

Kotnala (2015) conducted a study to find out spiritual intelligence among graduate students. A total of 60 students; 30 male and 30 female students were selected using non probability purposive sampling technique. The age range of all the subjects was between 19-24 years. All the subjects were assessed on the *Spiritual Intelligence Self Report Inventory* (SISRI- 24) to analyze the spiritual intelligence of both the groups of students. Descriptive analysis of the data was done to obtain Mean and Standard Deviation. The statistical technique *t*-Test was used to find out the significant difference between the performance of boys and girls on different spiritual dimensions. The findings of the study revealed no significant difference between male and female students on Conscious State Expansion, Critical Existential Thinking, Personal Meaning Production and Transcendental Awareness. The study concluded that there is no gender difference on spiritual intelligence.

Singh and Bali (2015) examined the spiritual intelligence of research scholars in relation to gender and academic streams. The sample comprised of 100 (30 male and 70 female) research scholars drawn from eleven Departments of Pure Sciences, Applied Sciences and Social Sciences. Simple Random Sampling Technique was used. *Spiritual Intelligence Scale* (SIS) by Santosh Dhar and Upinder Dhar was used. Mean and ANOVA were used as statistical techniques for the study. The results showed that there was no significant difference in the spiritual intelligence of male and female research scholars.

Madalaimuthu and Kadhiravan (2016) examined the influence of spiritual intelligence on personality among college students. The sample consisted of 136 students selected for the study from Salem city. Simple random sampling method to be used for the study. The data was collected with *Spiritual Intelligence Inventory* developed by King (2008) and their personality was assessed using *NEO-Big Five Personality Locator* developed by McCrae and Costa (1992). The results revealed that students do not differ in their spiritual intelligence on the basis of gender.

Kalpana, Rajish and Anisha (2016) evaluated the relationship between the spiritual intelligence and adjustment among the college students was conducted on a sample of 250 students in six colleges of Tuticorin district, Tamil Nadu, India. Gender, religion, community, major subject, educational qualification of father and mother, student locality, college type, father and mother's occupation and monthly family income (n = 11 variables) were chosen for the study. Two valid and reliable instruments were used to assess student's spiritual intelligence and adjustment. Correlation and Chi-square analysis using structural equation model were used to analyze these data. Correlation analysis showed significant relationship between the variables among the college students (n = 250). The result revealed that there was no significant difference in spiritual intelligence and adjustment was found on the basis of gender, religion, community, major subject, educational qualification of father and mother, father and mother's occupation and monthly family income. There was significant difference to be found on student's locality. The students of urban locality have higher spiritual intelligence than rural locality students. The results disclosed that there was significant positive relationship with spiritual intelligence and adjustment among adolescents.

Kaur (2016) conducted a study on the adjustment of secondary school students in relation to spiritual intelligence. The sample consisted of 180 secondary school students out of which 90 were urban and 90 were rural. For this purpose of investigation *Adjustment Inventory* by Patel and *Spiritual Intelligence Scale* by Singh were used. The obtained data were analyzed through *t*-Test and correlation to find out the results. The results showed that there exists no significant difference between the adjustment of male and female secondary school students. The results also revealed that there exists a

positive relationship between the adjustment and spiritual intelligence of secondary school students of Ludhiana district.

Nair and Paul (2017) investigated the level of spiritual intelligence among higher secondary students in relation to their social adjustment. For this purpose, data was collected from 320 higher secondary school students of Thrissur district. The tools used for the collection of data were *Spiritual Intelligence Inventory* and *Social Adjustment Inventory for higher secondary students* developed and standardized by the investigator. The results revealed that higher secondary students show low level of spiritual intelligence. There is no significant difference in the spiritual intelligence among higher secondary school boys and girls. Rural and government higher secondary school students are having a higher level of spiritual intelligence than urban and private school students. The result revealed that spiritual intelligence and social adjustment are highly correlated.

Brar (2017) evaluated the relationship between the adjustment and spiritual intelligence among the adolescents was conducted on a sample of 300 students in various colleges of Ludhiana district in Punjab. Normative survey method was used in the study. *Adjustment Inventory* by Jain (1990) and *Spiritual Intelligence Scale* by Santosh Dhar and Upinder Dhar (2010) were used to assess student's spiritual intelligence and adjustment. For the analysis of data, the descriptive statistics like Mean, Standard Deviation, Correlation and *t*-Test was employed. The result revealed that there is no significant difference was found in spiritual intelligence among adolescents, whereas a significant difference was found in adjustment of adolescents with respect to gender. Female adolescents are found to be better adjusted in comparison to male adolescents. The results revealed that significant positive relationship between adjustment and spiritual intelligence among adolescents.

2.2.2 Review of Related Studies On Adjustment

Raju and Rahamtulla (2007) examined the adjustment problems of school students from urban and rural schools of Visakhapatnam district. The variables included for the study apart from adjustment (family, social, academic, financial and emotional) are age, gender, class, type of school etc. The study was conducted on a sample of 197 boys and

264 girls randomly selected from the various government and private schools from urban and rural areas of Visakhapatnam district, Andhra Pradesh. A standardized questionnaire developed by Jain (1972) was adopted for the study. The result revealed that there is significant difference in the adjustment of urban and rural school students of Visakhapatnam district. The rural school students are better adjusted than urban school students.

Hussain, Kumar & Husain (2008) examined the level of academic stress and overall adjustment among public and government high school students and also to see relationship between the two variables (academic stress and adjustment). For that purpose, 100 students of class IX were selected randomly from two different schools out of which 50 were taken from public and the remaining 50 were taken from government school. *Adjustment Inventory for school students* (Sinha and Singh) was used to examine level of adjustment among the students. Results indicated that magnitude of academic stress was significantly higher among the public school students. There is significant difference in the adjustment of public and government school students. Government school students were found to be better in terms of their level of adjustment than public school students.

Jaikumar and Muthumaniekamp (2010) conducted a study on social adjustment of higher secondary school students. *Social Adjustment Inventory* by Roma Pal (1985) was used for the study. For this study, the data was collected from randomly selected 600 higher secondary school students. Result indicated that there is a significant difference between male and female students on their social adjustment. Male students have better adjustment than female students.

Basu (2012) investigated the adjustment abilities of secondary school students. The *Adjustment Inventory for School Students* (AISS) developed by Sinha and Singh was employed to assess the adjustment level of the students. The study was carried out on a sample of 120 secondary school students, keeping in mind various demographic factors. The survey method of research was employed to collect the requisite data. The data collected was analyzed using statistical measures of Mean, Standard deviation and *t*-Test. The findings of the present study reveal significant differences between the

adjustment of secondary school students when compared on the basis of gender. The girls show better educational and social adjustment as compared to the boys.

Yellaiah (2012) examined the adjustment and academic achievement of high school students. Normative Survey method used for the study. The sample consisted of 300 students studying in class IX from various government and private schools, rural and urban areas of Mahabubnagar district in Andhra Pradesh. The data were collected by using *Adjustment Inventory for School Students* (AISS) Sinha and Singh. The findings of the study indicate that the level of adjustment of the school students is average. There is significant difference in relation to the gender with reference to overall adjustment (emotional, social and educational). The boys are better adjusted than girls. There is no significant difference in relation to the living areas i.e. rural and urban areas school students with reference to overall adjustment (emotional, social and educational). There is no significant difference in relation between government and private school students with reference to their overall adjustment (emotional, social and educational).

Chauhan (2013) explored the adjustment of higher secondary school students of Drug district. The study was conducted on 111 higher secondary students of Drug District, out of which 51 were boys and 60 were girls. Random sampling technique to be used for the selection of sample. *Adjustment Inventory for School Students* by Sinha and Singh was used for the purpose of data collection. The obtained data were analyzed through *t*-Test. The results indicate that there is significant difference in adjustment of higher secondary school students on the basis of gender. Female students show good adjustment in comparison to male students.

Devika (2014) conducted a study on the adjustment of secondary school students. The study was conducted using survey method. A total of 275 students, out of which 151 were boys and 124 were girls constituted the sample for the study. The sample was randomly selected from eight secondary schools of Thiruvananthapuram district by giving due representation to class (VII, IX and X) and gender. *Adjustment Inventory* prepared and standardized by the investigator was used to measure adjustment of secondary school students. Percentage analysis and *t*-Test were used as the statistical techniques for the study. The analysis revealed that level of adjustment of secondary

school students is average. The result revealed no significant difference between male and female secondary school students with regard to social and educational adjustment.

Makwana (2014) explored the difference in level of adjustment of secondary school student in relation to their gender and living area in Ahmedabad district. The sample consisted of 120 secondary school students out of which 60 were boys and 60 were girls. For this purpose of investigation *Adjustment Inventory* by Patel was used. The obtained data were analyzed through *t*-Test to know the mean difference between secondary school students in relation to their gender and living area. The result revealed no significant difference in adjustment of urban and rural students, boys and girls and urban and rural girls. But significant difference in adjustment of urban and rural boys was observed. Further rural boys were found to be better adjusted than urban boys.

Makwana and Kaji (2014) studied the adjustment of secondary school students in relation to their gender. The sample consisted of 120 randomly selected secondary school students out of which 60 were boys and 60 were girls. For the purpose of investigation, *Adjustment Inventory* by Patel was used. The obtained data were analyzed through *t*-Test to know the mean difference between secondary school students in relation to their gender. The result indicated that there is no significant difference in school and emotional adjustment of boys and girls of secondary school student. But significant difference was observed in social adjustment of boys and girls secondary school students. The boys were found to be better social adjustment than girls.

Mansingbhai and Patel (2014) investigated and compared certain areas of adjustment and academic achievement of higher secondary school students. The study was conducted on random sample of 100 (50 male And 50 female) of higher secondary school students of Himmatnagar City. For the purpose of investigation *Adjustment Inventory for Adolescent Students* by Ojha was used for data collection. To analyze the data *t*-Test was used for the study. The results revealed that there is significant difference in the adjustment (emotional, social, and educational) of male and female secondary school students. The male students showed better adjustment (emotional, social, and educational) than female students.

Paramanik, Saha and Mondal (2014) investigated the adjustment ability among secondary school students in relation to gender and residence. The sample consisted of 471 class X students out of which, 234 were boys and 237 were girls. Random Sampling Method used for the collection of data from different schools of Purulia districts, West Bengal. The investigators constructed and validated an *Adjustment Inventory for School Students* to collect the necessary data. The study revealed no significant difference between adjustments of students residing either in urban or rural area. But significant difference in adjustment on the basis of gender had been observed. The girls were found to be better adjusted as compared to their boys counterpart.

Akther and Alam (2016) conducted a study to compare certain areas of adjustment and academic achievement of school students. The sample consisted of 90 students 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. The data obtained were analyzed through *t*-Test to know the difference in the adjustment level of the students. The findings showed that boys and girls students differed significantly in overall adjustment process. There were no significant differences among the different level of adjustments i.e. home, health, social and emotional.

Vishal and Kaji (2014) conducted a study of adjustment of boys and girls school students in Ahmedabad. The sample consisted of 120 boys and girls school students, out of which 60 were boys and 60 girls students. For the purpose of investigation *Adjustment Inventory* by Patel was used. The obtained data were analyzed through *t*-Test to know the mean difference between boys and girls. The result revealed significant difference in home and social adjustment of boys and girls. The boys had better home adjustment in terms of home environment, family support, joint family culture, responsibility awareness and social involvement than girls. The girls had better social adjustment of girls in terms of social activities, family support, joint family culture, responsibility awareness, different group communication, education and good socialization than boys.

Rajkonwar, Dutta and Soni (2015) examined the adjustment and academic achievement of visually handicapped school children of Assam. The data was collected from a sample of 400 visually handicapped children 200 boys and 200 girls who were studying in the

classes VI to X (age 12 to 16 years) in six visually handicapped schools of lower and upper Assam. The sample was selected by using Simple Random Technique. The descriptive survey method was used for data collection. The tool used for the study was *Adjustment Inventory* standardized by Sinha and Singh. The result shows no significant difference in the adjustment of visually handicapped boys and girls. It also revealed no significant relationship between adjustment and academic achievement among visually handicapped children.

Nema and Bansal (2015) explored the adjustment patterns of adolescent with respect to their social, emotional and overall adjustment. The randomly selected sample consisted of 160 adolescents, out of which 80 were males and 80 were females between ages 13 years and 18 years, studying in Delhi Public school, Numaligarh, Assam. Data was collected using mixed method from the selected. The quantitative data was collected using *Bell's Adjustment Inventory* (BAI; Bell's, 1961) and the qualitative data was collected by conducting Focus Groups Discussions (FGD's) separately for males and females from each group. The quantitative data was analyzed using descriptive statistics and *t*-Test was used to understand whether there was a significant difference in the adjustment between males and females. The results showed significant difference between adolescent males and females in their social and emotional areas of adjustment. Males were found to have unsatisfactory home, emotional and overall adjustment but girls show satisfactory adjustment in their social and emotional areas of adjustment.

Bhagat (2016) investigated the social adjustment of secondary school students in relation to their gender, academic achievement and parent child relationship. The study was conducted on a sample of 200 students of 9th class studying in government and private schools of Jammu district (J&K). *Adjustment Inventory* constructed and standardized by Sinha and Singh (1971), *Parent Child Relationship Scale* developed and standardized by Nalini Rao (1989) were the tools used to collect data. The collected data was analyzed with the help of ANOVA (Analysis of variance). The result shows significant difference in the social adjustment on the basis of gender. The results of the study indicated boys to be socially more adjusted than girls. Social-adjustment was found to be independent of academic achievement and parent child relationship.

Khichi (2016) examined the pattern of adjustment level among private and government school students. The sample consisted of 120 students which were taken from both private and government schools. *Adjustment Inventory for School Students* (AISS) (2005) developed and standardized by Sinha and Singh was used to measure the adjustment level among private and government school students. The findings of the study indicated no significant difference between the two group studied in the private and government schools. There is no significant difference in the adjustment level (emotional, social and educational adjustment) of female students of private and government schools. No significant difference in the adjustment level (emotional, social and educational adjustment) of male students of private and government schools.

Alam and Halder (2017) explored difference in adjustment and academic achievement among the secondary students with respect to their gender and religion. The study also estimated the relationship between adjustment and academic achievement of secondary school students studying in the schools affiliated to the West Bengal Board of Secondary Education in Dakshin Dinajpur district, West Bengal. The researchers adopted an *Adjustment Inventory* and developed a teacher made achievement test to collect the required data. For the study, the Pearson Product-Moment Method used to find out the relation and ANOVA, *t*-Test to find out the difference among the sub-samples. The study, however, did not find any significant difference in adjustment of the students due to their gender and religion. The study also reported positive correlation between adjustment and academic achievement among secondary students.

Boro (2017) investigated the adjustment problems with special reference to secondary school students of Gorkha Community in relation to gender. A sample of 60 students (30 were boys and 30 were girls) was taken from the secondary schools from Udalguri district, Assam. The sample was collected by using simple Random Sampling Technique. Descriptive Survey Method was used to collect the data. *Adjustment Inventory* constructed and standardized by Sinha and Singh (1971) was used to collect data. The result revealed significant difference between the Gorkha community boys and girls of secondary school in Udalguri district regarding their emotional, social and educational adjustment. The boys exhibited better social adjustment than girls and the girls showed better emotional and educational adjustment than boys.

Chamyal and Manral (2017) examined the adjustment of secondary and senior secondary school students in Almora district. The sample consisted of 220 students were selected randomly from secondary schools of Almora district which contain both male and female students. Survey method of research was used. For this purpose of investigation *Adjustment Inventory* by Sinha and Singh was used. Descriptive statistics were used. Means, Standard Deviation values were calculated and *t*-Test was used for the study. The results indicated significant differences in the adjustment (social, emotional and educational) among secondary and senior secondary school students of rural and urban areas. The students from urban areas show better adjustment than rural areas students. The result also showed no significant difference in the adjustment (social, emotional and educational) among secondary and senior secondary school students in relation to their gender. Significant difference in the adjustment (social, emotional and educational) among secondary and senior secondary school students of government and private schools. The private school students show better adjustment than government school students.

Gupta and Mehtani (2017) investigated the adjustment of secondary school students in relation to gender and academic achievement. The sample comprised of 250 secondary school students from Bhiwani District. Random sampling technique was used to select the sample. *Adjustment Inventory for school students* (AISS) by Sinha and Singh (2013) was used to assess the adjustment of the students. The data was analyzed statistically using ANOVA supplemented by *t*-Test. The findings of the study revealed significant difference in the adjustment of male and female secondary school students. Female students had good adjustment level than male students.

2.3 CONCLUSION

The review of literature on spiritual intelligence, adjustment and the relationship between spiritual intelligence and adjustment among the adolescents in the educational and social spheres reflects that many studies have investigated different aspects of these variables in different areas. After reviewing the studies in India, the researcher concluded that the adjustment and spiritual intelligence among the adolescents is comparatively less investigated area in educational research. The present survey of

related literature has been definitely useful in designing the study and interpretation of the results which appear in the following chapters. The investigator has made a humble attempt to fill up the research gap by undertaking the present study.

CHAPTER-III

METHODOLOGY AND PROCEDURE

3.1 INTRODUCTION

Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study he various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research method technique but also the methodology. The proper direction in any research work yield positive and meaningful results. The direction determined by the research methodologies and strategies, the investigator has adopted for completing the task. This chapter provides the information about sample, which has been the basis of research and provides a picture of the instrument used, collection and procedure employed for tabulation of data and statistical technique used. The chapter shows the detail of the procedures following in conducting this piece of research. In addition to this, it also provides a picture of the instruments employed for the analysis of the data. Each study possesses its own problem and size of the sample varies from study to study.

A research design describes in details the methodology adopted for the study, the nature and size of the sample and the sampling techniques used in selecting the sample, the tool used and the process of preparation of the tools, the data collection process and the techniques of data analysis. In other words, it provides the blueprint of the research.

3.2 DESIGN OF THE STUDY

The design of the research is the actual blueprint of the procedure for the completion of various research steps and thus reaching valid conclusions.

3.2.1 Method

Descriptive survey method has been adopted for the present study.

3.2.2 Variables of the study

Variables are those which may vary from person to person or situation to situation. In the present study

- Independent Variables
 - Gender (Male and Female)
 - Types of schools (Government and Private school)
 - Residential Background (Urban and Rural)
- Dependent Variables
 - Spiritual Intelligence
 - Adjustment

3.2.3 Population

A population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas, prices of wheat or salaries drawn by individuals. Some statisticians call it universe. The population of the present study consisted of all the students of 9th class studying in the high and higher secondary schools in Jammu district.

3.2.4 Sample of the Study

The process by which a relatively small number of individuals, objects or events are selected and analyzed in order to find out something about the whole population from which they selected called sampling. Sampling is the essence of research. It is practically impossible to work with whole population. The study of sample varies from study to study, method to method and nature of population. It is easier, less time consuming and economical to deal with a sample than the whole population.

In the present study, Random Sampling Technique was employed for selecting the sample of 200 students enrolled in 5 government and 5 private schools, out of which 100 are male and 100 female. The detail of the sample selected from 10 schools

affiliated to Jammu and Kashmir Board of School Education has been given in the tables 3.1 and 3.2 respectively.

Table 3.1

Distribution of the Sample from the Government Schools

S. No.	Name of the school	Total
1	Government Girls Secondary School, Bakshi Nagar	12
2	Government Boys Higher Secondary School, Sarwal	21
3	Government Girls High School, Janipur	27
4	Government Higher Secondary School, Domana	20
5	Government Girls High School, Domana	28
Total		108

Table 3.2

Distribution of Sample from Private Schools

S. No.	Name of the school	Total
1	Anuradha Convent School, Barnai	18
2	Divine Light St. Mary's Convent School, Domana	14
3	Adarsh Shiva High School, Muthi	20
4	Dr. Ambedkar Convent School, Bantalab	20
5	Kids House Public School, Bohri	20
Total		92

Table 3.3

Distribution of Sample from Urban Area

S.No.	Name of the school	Total
1	Government Girls Secondary School, Bakshi Nagar	12
2	Government Boys Higher Secondary School, Sarwal	21
3	Government Girls High School, Janipur	27
4	Dr. Ambedkar Convent School, Bantalab	20
5	Kids House Public School, Domana	20
Total		100

Table 3.4

Distribution of Sample from Rural Area

S. No.	Name of the school	Total
1	Anuradha Convent School, Barnai	18
2	Government Higher Secondary School, Domana	20
3	Adarsh Shiva High School, Muthi	20
4	Government Girls High School, Domana	28
5	Divine Light St. Mary's Convent School, Domana	14
Total		100

Table3.5

Distribution of Sample on the Basis of Gender

S.No	Name of the school	Male	Female	Total
1	Government Girls Secondary School, Bakshi Nagar	1	11	12
2	Government Boys Higher Secondary School, Sarwal	21	-	21
3	Government Girls High School, Janipur	10	17	27
4	Government Higher Secondary School, Domana	20	-	20
5	Government Girls High School, Domana	-	28	28
6	Anuradha Higher Secondary sSchool, Barnai	11	7	18
7	Divine Light St. Mary's Convent School, Domana	11	3	14
8	Adarsh Shiva High School, Muthi	8	12	20
9	Dr. Ambedkar Convent School, Bantalab	12	8	20
10	Kids House Public School, Bohri	6	14	20
Total		100	100	200

3.3 TOOLS EMPLOYED AND THEIR DESCRIPTION

For the purpose of the accomplishments of objectives, the following tools of research have been used by the researcher.

1. *Spiritual Intelligence Scale* (SIS) developed and standardized by Dr. K.S. Misra (2014) has been used.
2. *Adjustment Inventory for School Students* (AISS) developed and standardized by A.K.P. Sinha and R.P. Singh (2002) has been used.

3.3.1 *Spiritual Intelligence Scale*

In the present study, *Spiritual Intelligence Scale* developed and standardized by Dr. K.S. Misra (2014) has been employed by the researcher Appendix-A. This scale comprises 42 items. Each item is marked on five-point rating scale viz- Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. There is no time limit for the completion of the scale but on an average respondent takes 15-20 minutes to respond all items of the scale. The responses of the subject were assigned numerical values running from 5 to 1 for all the items.

Table 3.6

Scoring Scheme of Spiritual Intelligence Scale

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1

Reliability and Validity of Spiritual Intelligence Scale

The reliability coefficient for Spiritual Intelligence Scale as reported by the author of the scale is 0.85 for the students studying in classes 9-11 with N=160. As far as the validity of the scale is concerned, the item validity has been calculated by the author by finding out the correlation between the score on each item and score on the Spiritual Intelligence Scale. The values of correlation range from 0.18 to 0.61.

3.3.2. *Adjustment Inventory for School Students*

In the present study, *Adjustment Inventory for School Students (AISS)* developed by A.K.P. Sinha and R.P. Singh has been employed by the researcher Appendix-B. It has 60 items to measure the adjustment in three areas viz., Emotional, Social and Educational. Responses to each item of the inventory are in “yes” or “no”. There is no time limit for the completion of the Inventory but on an average respondent takes 15-20 minutes to respond all items of the Inventory.

Table 3.7

Distribution of Items in Adjustment Inventory for School Students

S. NO.	Adjustment Areas	Item Sr. No.	Total
1	Emotional	1,4,7,10,13,16,19,22,25,28,31,34,37,40,43,46,49,52,55,58.	20
2	Social	2,5,8,11,14,17,20,23,26,29,32,35,38,41,44,47,50,53,56,59.	20
3	Educational	3,6,9,12,15,18,21,24,27,30,33,36,39,42,45,48,51,54,57,60.	20

Reliability and Validity of Adjustment Inventory for School Students

The Inventory is reliable and valid too indices of reliability as reported by the authors of the inventory are 0.95 and 0.51 respectively, which are quite satisfactory. The distribution of the items in the three areas of adjustment is given in the table 3.7.

3.4 DATA COLLECTION

The data collected for the study is quantitative in nature. The quantitative data on Spiritual Intelligence and Adjustment as measured by tools namely spiritual intelligence scale and adjustment inventory for school students.

3.5 ADMINISTRATION OF THE TOOLS

The investigator visited the school personally for the collection of data. First of all, the investigator approached the head of the institution and the purpose of data collection was explained to them. The students were selected randomly by the researcher and a cordial atmosphere was developed for them. The students were informed that their responses will be kept confidential and therefore, they should be frank, honest, bold, and sincere while answering the question. After providing the necessary instruction, the researcher distributed the copies of the *Adjustment Inventory for School Students* and *Spiritual Intelligence Scale* among the students. Researcher tried to remove their doubts and difficulties. The students were directed to read the statement one by one and tick

mark the most suitable response for the respective item in the *Adjustment Inventory for School Student* and *Spiritual Intelligence Scale*. After the responses, text booklets were collected back. In this way, the test was administered on all the selected students and thus data was collected.

3.6 STATISTICAL TECHNIQUES EMPLOYED

To analyze the collected data, the following statistical techniques have been employed by the investigator.

1. Mean
2. Standard Deviation
3. *t*-Test
4. Coefficient of Correlation

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CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. The purpose of analysis is to reduce data into intelligible and interpretable form so that meaningful results can be arrived. “Analysis of the data can be done in the light of the objectives of the study.” (Kerleinger, 2014)

The most important step in any research project is analysis and interpretation of the data collected. After the data has been collected and tabulated, it must be processed and analyzed properly, so as to draw proper inference. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking of complex factors into simpler parts and putting them in new arrangement for the purpose of interpretation.

Collection of the data has no meaning unless it is tackled, properly analyzed and interpreted by sophisticated techniques. Barr says, analysis is an important phase of the classification and summarization of data. So, the interpretation is considered as one of the most important steps in the total procedure of research.

In this study, data have been collected from ten high and higher secondary schools students studying in Government and Private schools of district Jammu. Data were collected by administering *Spiritual Intelligence Scale (SIS)* developed and standardized by Dr. K. S. Misra and *Adjustment Inventory for School Students (AISS)* developed and standardized by A. K. P. Sinha and R. P. Singh. The analyses of the results and their interpretation have been given in the following sections.

4.2 RESULTS AND FINDINGS

The resulting data were analyzed using statistical techniques namely Mean, Standard Deviation, *t*-Test and Pearson Correlation (*r*).

4.2.1 (a) Gender Differences in Spiritual Intelligence among Adolescents

To compare the spiritual intelligence of male and female adolescents; Mean, Standard Deviation and *t*-Test were computed. The result have been given in the Table 4.1.

Table 4.1

Mean, Standard-Deviation and t-Value for the Male and Female Adolescents in Spiritual Intelligence of Spiritual Intelligence Scale

Spiritual Intelligence	Gender	N	Mean	S.D.	SE_M	df	t	Significance
	Male	100	166.07	16.50	1.65	198	1.92	Not Significant
	Female	100	161.92	14.04	1.40			

Table 4.1 indicates that *t*-value for spiritual intelligence (1.92) is not significant at 0.05 level of significance with respect to gender. So it can be concluded that male and female adolescents do not differ significantly in their spiritual intelligence.

In the light of present findings, Hypothesis No. 1 stating significant difference in the Spiritual Intelligence among adolescents in relation to gender, stands rejected.

4.2.1 (b) Differences in Spiritual Intelligence among Adolescents in relation to Residential Background

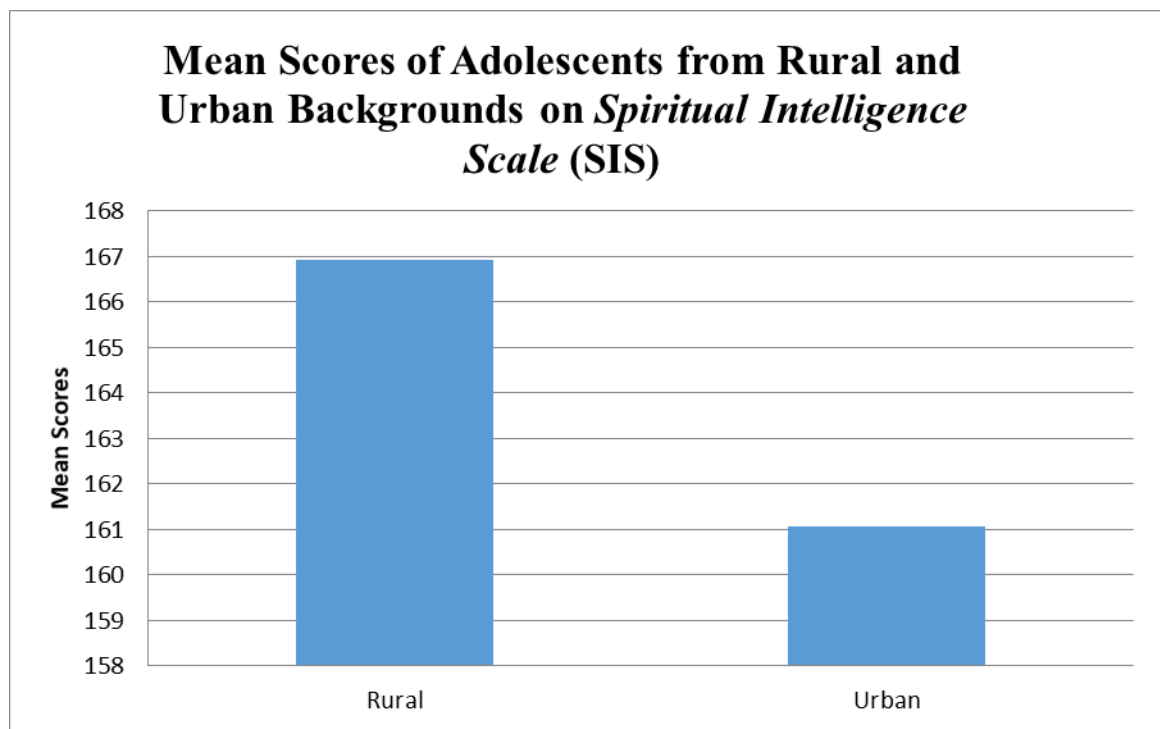
To compare the spiritual intelligence of adolescents from urban and rural areas; Mean, Standard Deviation and *t*-Test were computed. The result have been given in the Table 4.2.

Table 4.2

Mean, Standard Deviation and t-value for Spiritual Intelligence of Adolescents in relation to Residential Background

Spiritual Intelligence	Residential Background	N	Mean	S.D.	SE_M	df	t	Significance
	Rural	100	166.92	15.79	1.58	198	2.75	Significant at 0.01
	Urban	100	161.07	14.54	1.45			

The graphical representation of mean scores of adolescents from rural and urban backgrounds on *Spiritual Intelligence Scale* (SIS) has been given in the Figure 4.1.



*Figure 4.1: Mean Differences of Adolescents from Rural and Urban Backgrounds on Spiritual Intelligence of *Spiritual Intelligence Scale* (SIS)*

Table 4.2 indicates that t -value (2.75) is significant at 0.01 level of significance for the mean scores of adolescents on spiritual intelligence scale with respect to their residential background. Thus, it can be inferred that there are significant differences in spiritual intelligence among adolescents on the basis of residential background. Further, from the mean values in the Table 4.2 it can be concluded that adolescents from rural residential background possess significantly higher level of spiritual intelligence in comparison to adolescents from urban residential background.

In the light of present findings, Hypothesis No. 2 stating significant difference in the Spiritual Intelligence among adolescents in relation to their residential background, stands accepted.

4.2.1 (c) Differences in Spiritual Intelligence among Adolescents in relation to Type of School

To compare the spiritual intelligence of adolescents from government and private schools; Mean, Standard Deviation and t -Test were computed. The result have been given in the Table 4.3.

Table 4.3

Mean, Standard Deviation and t - value for Spiritual Intelligence of Adolescents in relation to Type of School

Spiritual Intelligence	Type of School	N	Mean	S.D.	SE_M	df	t	Significance
	Government	108	161.19	17.09	1.64	198	2.83	Significant at 0.01
	Private	92	167.28	12.52	1.31			

The graphical representation of mean scores of adolescents from government and private school on *Spiritual Intelligence Scale* (SIS) have been given in the Figure 4.2.

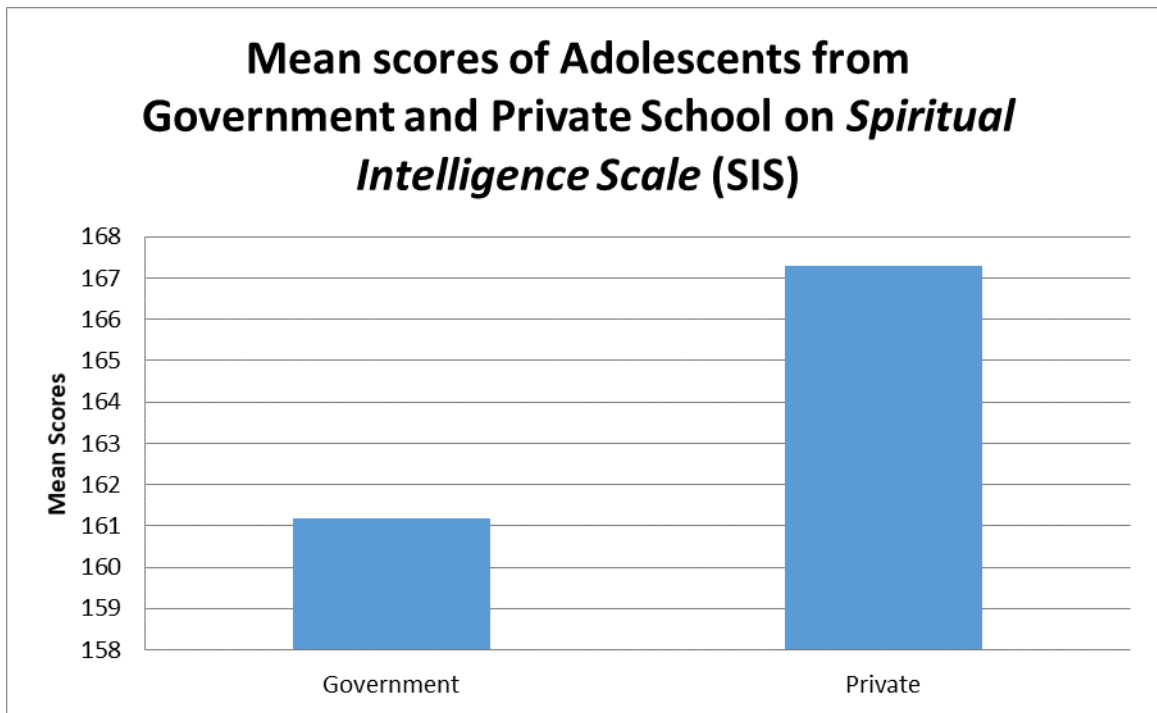


Figure 4.2: Mean Differences of Adolescents from Government and Private Schools on Spiritual Intelligence of *Spiritual Intelligence Scale* (SIS)

Table 4.3 indicates that t -value (2.83) is significant at 0.01 level of significance for the mean scores of adolescents on *Spiritual Intelligence Scale* with respect to their type of school. Thus, it can be inferred that there are significant differences in spiritual intelligence among adolescents on the basis of type of school. Further, from the mean values in the Table 4.3 it can be concluded that adolescents from private schools possess significantly higher level of spiritual intelligence in comparison to adolescents from government schools.

In the light of present findings, Hypothesis No. 3 stating significant difference in the Spiritual Intelligence among adolescents in relation to their type of school, stands accepted.

4.2.2 (a) Gender Differences in Adjustment among Adolescents in Educational and Social spheres

To compare the adjustment of male and female students; Mean, Standard Deviation and *t*-Test were computed. The results have been given in the Table 4.4.

Table 4.4

Mean, Standard Deviation and t-value for the Educational and Social Adjustment among Adolescents in relation to Gender

Area of Adjustment	Gender	N	Mean	S.D.	SE _M	df	t	Significance
Educational	Male	100	3.87	2.04	.20	198	3.13	Significant at 0.01
	Female	100	2.97	1.79	.18			
Social	Male	100	5.04	2.14	.21	198	1.77	Not Significant
	Female	100	4.52	2.00	.20			

The graphical representation of mean scores of adolescents with respect to gender on *Adjustment Inventory for School Students (AISS)* has been given in the Figure 4.3.

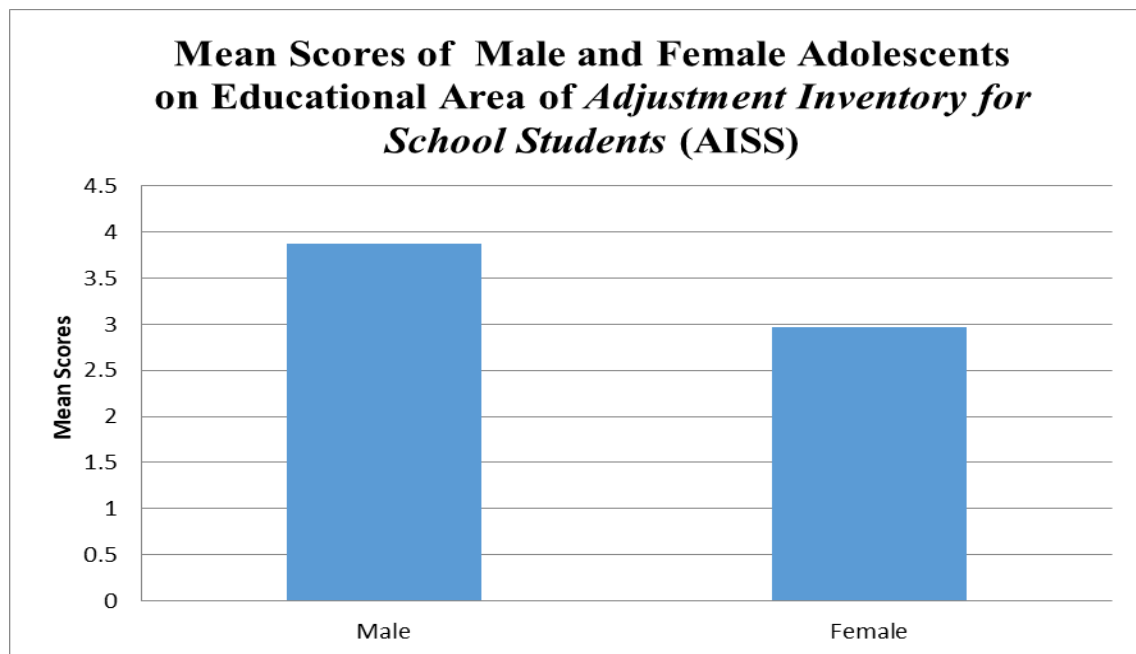


Figure 4.3: Mean Differences of Male and Female Adolescents on Educational Adjustment of Adjustment Inventory for School Students (AISS)

Table 4.4 indicates that t -value (3.13) is significant at 0.01 level of significance for the mean scores of adolescents on *Adjustment Inventory for School Students* in the educational area of adjustment with respect to gender. Thus, it can be inferred that there are significant differences in educational adjustment among adolescents but not significant in the social area of adjustment on the basis of gender. Further, from the mean values in the Table 4.4 it can be concluded that male adolescents possess significantly higher level of educational adjustment in comparison to female adolescents.

In the light of present findings, Hypothesis No. 4 stating significant difference in the adjustment in educational spheres among adolescents in relation to gender, stands accepted.

4.2.2 (b) Differences in Adjustment among Adolescents in Educational and Social spheres in relation to Residential Background

To compare the adjustment of adolescents of urban and rural areas; Mean, Standard Deviation and t -Test were computed. The results have been given in the Table 4.5.

Table 4.5

Mean, Standard Deviation and t -value for Educational and Social Adjustment of Adolescents in relation to Residential Background

Area of Adjustment	Residential Background	N	Mean	S.D.	SE _M	df	t	Significance
Educational	Rural	100	3.55	1.87	.19	198	0.93	Not Significant
	Urban	100	3.29	2.06	.21			
Social	Rural	100	4.91	2.09	.21	198	0.88	Not Significant
	Urban	100	4.65	2.08	.21			

Table 4.5 indicates that t -value are 0.93 and 0.88 are not significant at 0.05 level of significance with respect to the residential background of adolescents on *Adjustment Inventory for School Students* in the educational and social areas of adjustment. So, it

can be concluded that rural and urban background adolescents do not differ significantly in their educational and social adjustment.

In the light of present findings, Hypothesis No. 5 stating significant difference in the adjustment in educational and social spheres among adolescents in relation their residential background, stands rejected

4.2.2 (c) Differences in Adjustment among Adolescents in Educational and Social spheres in relation to Types of School

To compare the adjustment of adolescents of government and private schools; Mean, Standard Deviation and *t*-Test were computed. The results have been given in the Table 4.6.

Table 4.6

Mean, Standard Deviation and t-value for Educational and Social Adjustment of Adolescents in relation to Type of School

Area of Adjustment	Type of School	N	Mean	S.D.	SE _M	df	t	Significance
Educational	Government	108	3.16	1.63	.16	198	2.06	Significant at 0.05
	Private	92	3.73	2.27	.23			
Social	Government	108	4.44	2.11	.20	198	2.50	Significant at 0.05
	Private	92	5.17	1.99	.21			

The graphical representation of mean scores of government and private school adolescents on educational area of *Adjustment Inventory for School Students* (AISS) has been given in the Figure 4.4.

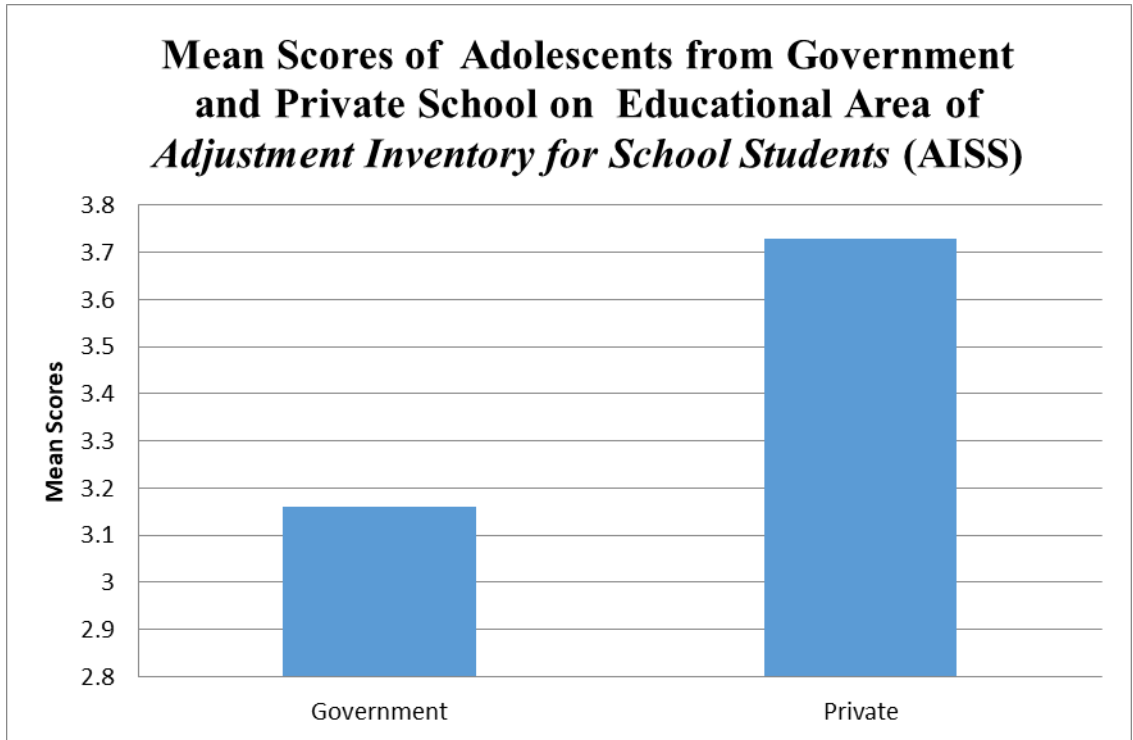


Figure 4.4: Mean Differences of Government and Private School Adolescents on Educational Area of Adjustment on *Adjustment Inventory for School Students* (AISS)

The graphical representation of mean scores of government and private school adolescents on social area of *Adjustment Inventory for School Students* (AISS) has been given in the Figure 4.5.

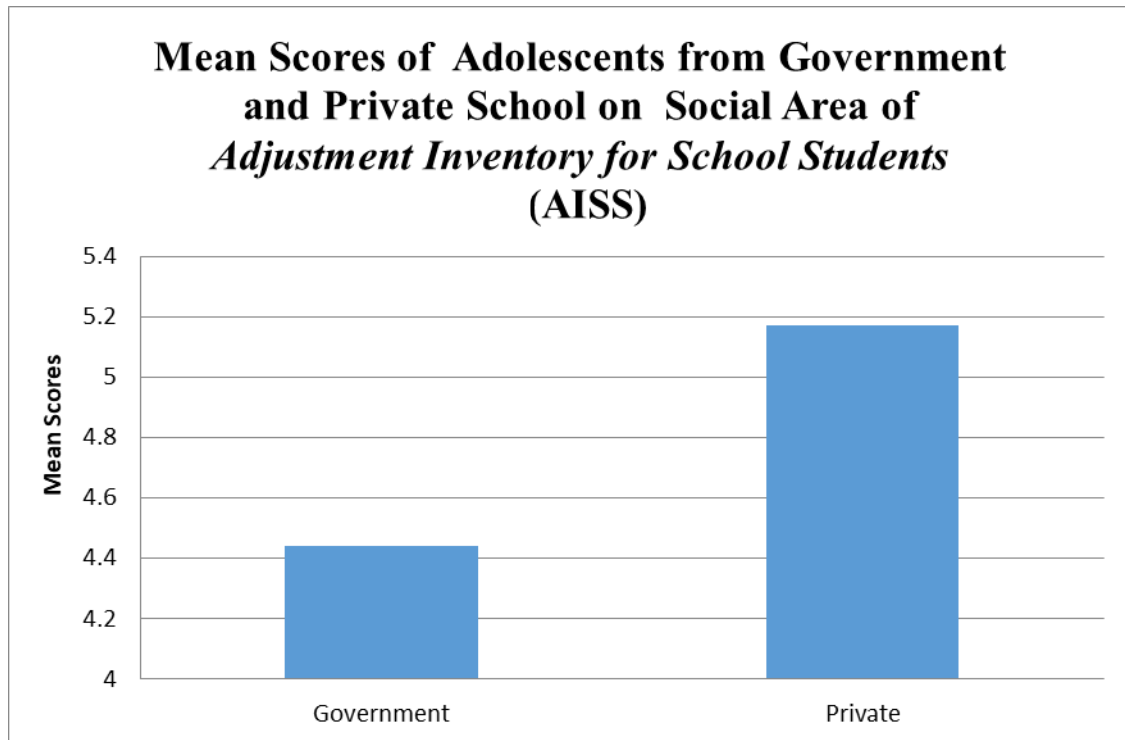


Figure 4.5: Mean Differences of Government and Private School Adolescents on Social Area of Adjustment on *Adjustment Inventory for School Students* (AISS)

Table 4.6 indicates that t -values (2.06 and 2.50) are significant at 0.05 level of significance for the mean scores of adolescents on *Adjustment Inventory for School Students* in the educational and social areas of adjustment with respect to the type of school. Thus, it can be inferred that there are significant differences in adjustment among adolescents on the basis of type of school. Further, from the mean values in the Table 4.6 it can be concluded that private school adolescents possess significantly higher level of adjustment in educational and social spheres in comparison to government school adolescents.

In the light of present findings, Hypothesis No. 6 stating significant difference in the adjustment in educational and social spheres among adolescents in relation their type of schools, stands accepted.

4.2.3 Relationship between spiritual intelligence and adjustment in educational and social spheres among adolescents.

Pearson's coefficient of correlation (r) has been computed to analyze the relationship between spiritual intelligence and adjustment in educational and social spheres among adolescents. The values of ' r ' for scores of adolescents on *Adjustment Inventory for School Students* (AISS) and *Spiritual Intelligence Scale* (SIS) of adolescents have been given in the Table 4.7.

Table 4.7

Coefficient of Correlation Between Spiritual Intelligence and Adjustment (Educational and Social Adjustment)

Spiritual Intelligence	Educational Adjustment (r)	Social Adjustment (r)
Male	0.06	0.11
Female	0.07	0.032
Rural	0.06	0.11
Urban	0.04	0.16
Government	0.10	0.17
Private	0.03	0.02

The Table 4.7 shows ' r ' values for the sub-samples of male, females, rural, urban, government and private school students are 0.06, 0.07, 0.06, 0.04, 0.10 and 0.03 are not significant at 0.05 level of significance on educational area of adjustment. Also, ' r ' values for these sub-samples on the area of social adjustment are 0.11, 0.03, 0.11, 0.16, 0.17 and 0.02 not significant at 0.05 level of significance. It can be concluded that the

relationship between spiritual intelligence with adjustment in educational and social spheres among adolescents has not significantly correlated on the basis of gender, residential background and type of school.

In the light of present findings, Hypothesis No. 7 stating significant relationship between spiritual intelligence and adjustment in educational and social spheres among adolescents, stands rejected.

CHAPTER-V

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the results in the previous chapter (chapter IV), the findings have been presented and discussed in present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At place, some of the observations do not concur with the findings of the same investigators. Keeping the major findings in view, the educational implications of the study have been worked out. But, these findings and implications do not fit in all the concerns of the study. As such some suggestions have been given for further research. The chapter is therefore devoted to focusing the findings, conclusions, discussion of results of the study and for indicating their implications and suggestions for further research.

5.2 FINDINGS OF THE STUDY

5.2.1 Research Objective 1

To find out the differences in spiritual intelligence among adolescents in relation to Gender (Male and Female), Residential Background (Urban and Rural) and Type of Schools (Government and Private)

For the fulfillment of this objective, mean scores of adolescents on Spiritual Intelligence Scale were computed. The mean scores for the male and female school students on Spiritual Intelligence Scale were 166.07 and 161.92, the mean scores for the male and female students from rural and urban residential background were 166.92 and 161.07, the mean scores for the male and female students of government and private schools

were 161.19 and 167.28. Further, t-Test indicates that there are significant differences in the spiritual intelligence among adolescents with respect to residential background and type of school, whereas no significant differences have been found on the basis of gender. Further, from the mean values it is clear that adolescents from rural residential background possess higher spiritual intelligence in comparison to adolescents from urban residential background. Also adolescents studying in private schools have higher spiritual intelligence in comparison to adolescents studying in government schools.

5.2.2 Research Objective 2

To find out the differences in adjustment in educational and social spheres among adolescents in relation to gender (male and female), residential background (urban and rural), type of schools (government and private)

For the fulfillment of this second objective, mean scores of adolescents in the areas of educational and social adjustment on Adjustment Inventory for School Students were computed. The mean scores for the male and female school students on Adjustment Inventory for School Students in the area of educational adjustment were 3.87 and 2.97, the mean scores for the male and female school students on Adjustment Inventory for School Students in the area of social adjustment were 5.04 and 4.52, the mean scores for the students having rural and urban residential background in the educational area were 3.55 and 3.29, the mean scores for the students having rural and urban residential background in the social area were 4.91 and 4.65, the mean scores for the students of government and private schools in the educational area were 3.16 and 3.73, the mean scores for the students of government and private schools in the social area were 4.44 and 5.17. Further, t-test indicates that there are significant differences in the adjustment among adolescents with respect to gender and type of school, whereas no significant differences have been found on the basis of residential background. Further, male adolescents possess better adjustment in educational area than female adolescents and private school students have better adjustment in the educational and social areas in comparison to government school students.

5.2.3 Research Objective 3

To establish the relationship between spiritual intelligence and adjustment in educational and social spheres among adolescents

For the fulfillment of third objective, Pearson's coefficient of correlation (r) has been computed to analyze the relationship between spiritual intelligence and adjustment in educational and social spheres among adolescents. The result shows ' r ' values for the sub-samples of male, females, rural, urban, government and private school students are 0.06, 0.07, 0.06, 0.04, 0.10 and 0.03 are not significant at 0.05 level of significance on educational area of adjustment. Also, ' r ' values for these sub-samples on the area of social adjustment are 0.11, 0.03, 0.11, 0.16, 0.17 and 0.02 not significant at 0.05 level of significance. Hence, it can be concluded that the relationship between spiritual intelligence with adjustment in educational and social spheres among adolescents has not been found to be significant on the basis of gender, residential background and type of school.

5.3 CONCLUSIONS AND DISCUSSION

On the basis of the interpretation of the results drawn in the present study, the following conclusions have been drawn:

1. The present study revealed that there are significant differences in the spiritual intelligence among adolescents with respect to residential background and type of school, whereas no significant difference has been found on the basis of gender. Hence, it can be concluded that the rural residential background and private school students possess better spiritual intelligence than urban background and government school students. Study of Kotnala (2015), Singh and Bali (2015), Kaur (2016), Madhu and Kadhiravan (2016) and Nair and Paul (2017) reported similar results stating that students do not differ significantly in their spiritual intelligence on the basis of gender. However, study by Nazam (2014) reported results contrary to the present finding stating that there are significant gender differences in their spiritual intelligence. Male adolescents possess better spiritual intelligence in comparison to female adolescents.

2. The present study revealed that there are significant differences in the adjustment among adolescents with respect to gender. Studies of Mansingbhai and Patel (2014) and Akther and Alam (2016) reported similar results stating that there are significant gender differences. Male adolescents possess better adjustment in educational area than female adolescents. Further, present study also revealed that there are significant differences in the adjustment among adolescents with respect to type of school. The students of private school have better adjustment in the educational and social area in comparison to government school students. Study of Chamyal and Manral (2017) reported similar results stating that there are significant difference in the adjustment (social and educational) among adolescents of government and private school students. There are no significant differences have been found on the basis of residential background. Studies of Paramanik, Saha and Mondal (2014) and Makwana (2014) reported similar results stating that students do not differ significantly on the basis of residential background. Studies by Devika (2014) and Alam and Halder (2017) reported results contrary to the present study stating that there are no significant gender differences in the educational and social adjustment among adolescents.
3. The present study revealed that the relationship between spiritual intelligence with adjustment in educational and social spheres among adolescents has not been found to be significantly correlated on the basis of gender, residential background and type of school. Studies by Jain and Meena (2013) and Kalpana, Rajish and Anisha (2016) reported results contrary to the present study stating that there are significant relationship of spiritual intelligence and adjustment among adolescents.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

On the basis of the findings of the research study, following recommendations and implications can be drawn:

1. The result of present study revealed that adolescents from urban residential background have significantly low spiritual intelligence in comparison to the adolescents living in rural residential background. So, special efforts need to be made to enhance the spiritual intelligence of adolescents living in urban area. This

can be achieved by providing opportunity to adolescents for self-exploration, new and variety of life related value based strategies are essential for enhancing the spiritual intelligence of urban background adolescents. “Knowledge enhancement programs” can be arranged for parents in order to make them play an important role in compatibility of the students and enhancing their educational attainment and value inculcation.

2. The result of present study revealed that adolescents from government school have significantly low spiritual intelligence in comparison to the adolescents from private schools. So, government school authorities should implement value education innovative programmes with special preference to spiritual intelligence twice in a week in each and every government schools. Workshops and classes can be conducted in this regard to enhance the spiritual intelligence of students studying in government school students. Value-based strategies orientation programmes regarding spiritual intelligence can be included in In-service programmes for teachers.
3. Further, female adolescents are also reported to have significantly low adjustment in comparison to male counterparts. So, female students should be encouraged and given an opportunity to express their ideas and discuss their problems with teachers and parents. The teacher should modify their teaching practices in the school, special attention should be given to the female students.
4. Further, the government school students are also reported to have significantly low educational and social adjustment in comparison to students of private schools. To maintain their adjustment in the educational and social area among adolescents, school should organize educational trips, visits, discussion and other activities. The teachers behaviour affects in the social adjustment of the students in the government schools. So, teachers should show behaviour of emotional maturity to prove a model for their pupils.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

1. A similar study can be conducted on a larger sample to assess the relationship of spiritual intelligence and adjustment among adolescents.
2. A comparative study can be conducted on students studying in Kendriya Vidyalayas, Navodaya Vidyalayas and Sainik Schools.
3. A similar study can be conducted on college and university students.
4. A similar study can be conducted with respect to other demographic variables such as age, qualification, marital status etc.
5. Other psychological variables such as anxiety, personality traits can be studied in relation to spiritual intelligence.
6. A similar study can be conducted on higher secondary school students of other districts of Jammu division.
7. A similar study can be conducted to compare the higher secondary school students of Jammu district of Jammu division.
8. A similar study can be conducted to compare the higher secondary school students of other states of India.

SUMMARY

TITLE: A STUDY OF RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE AND ADJUSTMENT IN EDUCATIONAL AND SOCIAL SPHERES AMONG ADOLESCENTS

SUPERVISOR

Dr. Nishta Rana

INVESTIGATOR

Renu Devi

A. THE PROBLEM

Intelligence has been defined in many different ways including as one's capacity for logic, understanding, self-awareness, learning, emotional knowledge, planning, creativity, and problem solving. There are different types of intelligences such as emotional intelligence, spiritual intelligence, cognitive intelligence etc. Spiritual intelligence calls for multiple ways of knowing and for the integration of the inner life of mind and spirit with the outer life of work in the world. Spiritual intelligence is defined as the human capacity to ask questions about the ultimate meaning of life and the integrated relationship between us and the world in which we live. It results in an increase in psychological well-being of individuals as well as having a goal in their life. Spiritual intelligence is a term used by some philosophers, psychologists, and developmental theorists to indicate spiritual parallels with IQ (Intelligence Quotient) and EQ (Emotional Quotient). Danah Zohar coined the term “spiritual intelligence” and introduced the idea in 1997 in her book ‘Rewiring the Corporate Brain’. Danah Zohar (2000) believes that SQ gives us the ability to discriminate. It gives us our moral sense, an ability to temper rigid rules with understanding and compassion and an equal ability to see when compassion and understanding have their limits.

Adjustment process is there since the evolution of human being. A person changes his nature in order to fit himself in the realm of nature. Thus, the process of adjustment is a continuous process. The person is to change or modify one's behaviour for bringing a perfect understanding between one and one's environment. Adjustment of a student is related to arrive at a balanced state between his needs and need satisfaction. Needs of the individuals are multidimensional. Students have good adjustment in all the aspects of their life if there is balance between their academic, intellectual, emotional, social and other needs and their satisfaction.

B. NEED AND SIGNIFICANCE OF THE STUDY

Most of the parents are too much bothered about refining cognitive excellence and academic achievements of their children. Schools are striving to attain best results and maintain the linguistic standards and co-curricular accomplishments for getting better admissions in the future periods. Lack of role models, congruency between words and deeds of elders, adverse influence of social networking, overloaded curriculum, growing "use and throw" attitude etc. detract adolescents from value-oriented life. The aim of this study is to understand the importance of Spiritual Intelligence and Adjustment in their educational and social spheres of life. It tries to establish good relations with family, neighbours, friends, teachers and other members of society. By giving them a strong foundation for Spiritual Intelligence, they will be able to understand their inner selves, others, and the outer world and this help the students to adjust in the social and educational spheres. This will also help them to explore deeper questions of their life, thoughts, actions, and interactions from the awareness of reality, reduce their stress, and lead a meaningful and goal-oriented life. The concept of Spiritual Intelligence is rather new and only a few studies have been carried in this field. Keeping in view the importance of Spiritual Intelligence and Social and Educational Adjustment for adolescents, this study has been undertaken by investigator. These reasons motivated the investigator to select the present study.

C. OBJECTIVES OF THE STUDY

1. To find out the differences in spiritual intelligence among adolescents in relation to

- a) Gender (Male and Female).
 - b) Residential Background (Urban and Rural).
 - c) Type of Schools (Government and Private).
2. To find out the differences in adjustment in educational and social spheres among adolescents in relation to
- a) Gender (Male and Female).
 - b) Residential Background (Urban and Rural).
 - c) Type of Schools (Government and Private).
3. To find out the relationship between spiritual intelligence and adjustment in educational and social spheres among adolescents.

D. HYPOTHESES OF THE STUDY

1. There is significant difference in spiritual intelligence among adolescents in relation to gender (male and female).
2. There is significant difference in spiritual intelligence among adolescents in relation to residential background (urban and rural).
3. There is significant difference in spiritual intelligence among adolescents in relation to type of Schools (government and private).
4. There is significant difference in adjustment in educational and social spheres among adolescents in relation to gender (male and female).
5. There is significant difference in adjustment in educational and social spheres among adolescents in relation to residential background (urban and rural).
6. There is significant difference in adjustment in educational and social spheres among adolescents in relation to type of schools (government and private).
7. There is significant relationship between spiritual intelligence and adjustment in educational and social spheres among adolescents.

E. SAMPLE

Random Sampling Technique was employed for selecting the sample of 200 students enrolled in 5 government and 5 private schools, out of which 100 are male and 100 female affiliated to Jammu and Kashmir Board of School Education from Jammu district.

F. TOOLS USED

1. Spiritual Intelligence Scale (SIS) developed and standardized by Dr. K.S. Misra (2014)
2. Adjustment Inventory for School Students (AISS) developed and standardized by A.K.P. Sinha and R.P. Singh (2002)

G. RESULTS

In order to accomplish the objectives of the study, the following Statistical Techniques have been employed and the results are given in the Table 1, 2, 3, 4, 5, 6 and 7 respectively.

Table 4.1

Mean, Standard-Deviation and t-Value for the Male and Female Adolescents in Spiritual Intelligence of Spiritual Intelligence Scale

Spiritual Intelligence	Gender	N	Mean	S.D.	SE _M	df	t	Significance
	Male	100	166.07	16.50	1.65	198	1.92	Not Significant
	Female	100	161.92	14.04	1.40			

Table 4.2

Mean, Standard Deviation and t-value for Spiritual Intelligence of Adolescents in relation to Residential Background

Spiritual Intelligence	Residential Background	N	Mean	S.D.	SE _M	df	t	Significance
	Rural	100	166.92	15.79	1.58	198	2.75	Significant at 0.01
	Urban	100	161.07	14.54	1.45			

Table 4.3

Mean, Standard Deviation and t- value for Spiritual Intelligence of Adolescents in relation to Type of School

Spiritual Intelligence	Type of School	N	Mean	S.D.	SE_M	df	t	Significance
	Government	108	161.19	17.09	1.64	198	2.83	Significant at 0.01
	Private	92	167.28	12.52	1.31			

Table 4.4

Mean, Standard Deviation and t-value for the Educational and Social Adjustment among Adolescents in relation to Gender

Area of Adjustment	Gender	N	Mean	S.D.	SE_M	df	t	Significance
Educational	Male	100	3.87	2.04	.20	198	3.13	Significant at 0.01
	Female	100	2.97	1.79	.18			
Social	Male	100	5.04	2.14	.21	198	1.77	Not Significant
	Female	100	4.52	2.00	.20			

Table 4.5

Mean, Standard Deviation and t-value for Educational and Social Adjustment of Adolescents in relation to Residential Background

Area of Adjustment	Residential Background	N	Mean	S.D.	SE_M	df	t	Significance
Educational	Rural	100	3.55	1.87	.19	198	0.93	Not Significant
	Urban	100	3.29	2.06	.21			
Social	Rural	100	4.91	2.09	.21	198	0.88	Not Significant
	Urban	100	4.65	2.08	.21			

Table 4.6

Mean, Standard Deviation and t-value for Educational and Social Adjustment of Adolescents in relation to Type of School

Area of Adjustment	Type of School	N	Mean	S.D.	SE _M	df	t	Significance
Educational	Government	108	3.16	1.63	.16	198	2.06	Significant at 0.05
	Private	92	3.73	2.27	.23			
Social	Government	108	4.44	2.11	.20	198	2.50	Significant at 0.05
	Private	92	5.17	1.99	.21			

Table 4.7

Coefficient of Correlation Between Spiritual Intelligence and Adjustment (Educational and Social Adjustment)

Spiritual Intelligence	Educational Adjustment (r)	Social Adjustment (r)
Male	0.06	0.11
Female	0.07	0.032
Rural	0.06	0.11
Urban	0.04	0.16
Government	0.10	0.17
Private	0.03	0.02

H. FINDINGS OF THE STUDY

1. There are significant differences in the spiritual intelligence among adolescents with respect to residential background and type of school, whereas no significant differences have been found on the basis of gender. Further, the rural background and private school students possess better spiritual intelligence than urban background and government school students.
2. There are significant differences in the adjustment among adolescents with respect to gender and type of school, whereas no significant differences have been found on the basis of residential background. Further, male adolescents are found to have better adjustment in educational area than female adolescents and private school students have better adjustment in the educational and social areas in comparison to government school students.
3. The relationship between spiritual intelligence and adjustment in educational and social spheres among adolescents has not been found to be significant on the basis of gender, residential background and type of school.

I. EDUCATIONAL IMPLICATIONS OF THE STUDY

1. The result of present study revealed that adolescents from urban residential background have significantly low spiritual intelligence in comparison to the adolescents living in rural residential background. So, special efforts need to be made to enhance the spiritual intelligence of adolescents living in urban area. This can be achieved by providing opportunity to adolescents for self-exploration, new and variety of life related value based strategies are essential for enhancing the spiritual intelligence of urban background adolescents. “Knowledge enhancement programs” can be arranged for parents in order to make them play an important role in compatibility of the students and enhancing their educational attainment and value inculcation.
2. The result of present study revealed that adolescents from government school have significantly low spiritual intelligence in comparison to the adolescents from private schools. So, government school authorities should implement value education

innovative programmes with special preference to spiritual intelligence twice in a week in each and every government schools. Workshops and classes can be conducted in this regard to enhance the spiritual intelligence of students studying in government school students. Value-based strategies orientation programmes regarding spiritual intelligence can be included in In-service programmes for teachers.

3. Further, female adolescents are also reported to have significantly low adjustment in comparison to male counterparts. So, female students should be encouraged and given an opportunity to express their ideas and discuss their problems with teachers and parents. The teacher should modify their teaching practices in the school, special attention should be given to the female students.
4. Further, the government school students are also reported to have significantly low educational and social adjustment in comparison to students of private schools. To maintain their adjustment in the educational and social area among adolescents, school should organize educational trips, visits, discussion and other activities. The teachers behaviour affects in the social adjustment of the students in the government schools. So, teachers should show behaviour of emotional maturity to prove a model for their pupils.

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APPENDIX - A

 T. M. Regd. No. 564838 Copyright Regd. No. © A-73256/2005 Dt. 13.5.05 Dr. K.S. Misra (Allahabad)	Consumable Booklet of SIS-MK <i>(English Version)</i>
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Please fill in the following informations :		Date						
Name _____		Father's Name _____						
Date of Birth _____		Sex : Male ☐		Female ☐				
Class _____								
Faculty : Arts ☐		Science ☐		Commerce ☐		Technical ☐		
Institution _____								
Area : Urban ☐		Rural ☐						

INSTRUCTIONS
On the following pages 42 statements related to the Spiritual understanding, belief, efforts, outlook and reasoning have been given. Read each statement carefully and decide your response for each statement on any one of the five points of the scale, viz. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree and put a ☒ mark in the appropriate ☐ which is close to your thinking. Kindly respond to all the 42 statements. Though, there is no time limit set, yet you can conveniently complete this scale in 15 to 20 minutes. Be assured your responses will be kept confidential.

Scoring Table						
	Raw Score			z-Score	Grade	Level of Spiritual Intelligence
Page	2	3	4			
Score						
Total						

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2 | Consumable Booklet of SIS-MK

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Score
1.	I decide the extent of my responsibility for my troubles.	☐	☐	☐	☐	☐	
2.	I think that nothing occurs in this world without the desire of devine power (i.e. God, Allah, Almighty).	☐	☐	☐	☐	☐	
3.	I believe that serving the helpless and sad persons is like serving God.	☐	☐	☐	☐	☐	
4.	While helping the needy I feel very happy.	☐	☐	☐	☐	☐	
5.	I do not abuse the Almighty for the difficulties of life.	☐	☐	☐	☐	☐	
6.	I help the needy even when I have less money to meet my needs.	☐	☐	☐	☐	☐	
7.	I read essays on spiritual matters.	☐	☐	☐	☐	☐	
8.	I think people cannot change their fortune through maneuvering.	☐	☐	☐	☐	☐	
9.	I feel mental peace on reading religious books.	☐	☐	☐	☐	☐	
10.	I like listening lectures on desirable life goals.	☐	☐	☐	☐	☐	
11.	Prayer to God gives mental peace.	☐	☐	☐	☐	☐	
12.	I try to understand the events of rebirth.	☐	☐	☐	☐	☐	
13.	I try to understand why people participate in religious fairs/functions.	☐	☐	☐	☐	☐	
14.	Many times I feel as if some supernatural power is showing the path to me.	☐	☐	☐	☐	☐	
15.	I feel as if a supernatural power is saving me from troubles.	☐	☐	☐	☐	☐	
16.	I feel that in this world all are mutually related.	☐	☐	☐	☐	☐	

Total Score Page 2

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Score
17.	I take only that decision which is related to ideals of my life.	☐	☐	☐	☐	☐	
18.	I like listening to the discussions on 'Life in this World'.	☐	☐	☐	☐	☐	
19.	I feel as if my life is being controlled by a supernatural power.	☐	☐	☐	☐	☐	
20.	While making decisions I try to understand the voice of my conscience/mind/soul.	☐	☐	☐	☐	☐	
21.	I regard myself as a part of this world like other organisms.	☐	☐	☐	☐	☐	
22.	I think about making others' life better.	☐	☐	☐	☐	☐	
23.	I think that many untoward incidents are controlled by some invisible power rather than man.	☐	☐	☐	☐	☐	
24.	I think that in adverse situations blessings of supreme power will give desirable results.	☐	☐	☐	☐	☐	
25.	I believe that supreme power controls my fortune.	☐	☐	☐	☐	☐	
26.	I do not believe that mental peace can be obtained by having physical facilities.	☐	☐	☐	☐	☐	
27.	I try to reduce the sorrows of the sad people.	☐	☐	☐	☐	☐	
28.	I give more importance to cultured (Sanskar based) life.	☐	☐	☐	☐	☐	
29.	I often try to avoid compromising with ideals.	☐	☐	☐	☐	☐	
30.	I like to help the helpless people.	☐	☐	☐	☐	☐	

Total Score Page 3

Sr. No.	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Score
31.	I try to discover the cause of my existence.	☐	☐	☐	☐	☐	
32.	I participate in discussions about the ultimate truth of life.	☐	☐	☐	☐	☐	
33.	I think about those evidences which provide evidence about the presence of supreme power.	☐	☐	☐	☐	☐	
34.	When something bad occurs in my life, I think that supreme power would have thought something good.	☐	☐	☐	☐	☐	
35.	Due to blessing of supreme power I do not get disturbed even in difficult times of life.	☐	☐	☐	☐	☐	
36.	On visiting religious pious places, I feel more peace.	☐	☐	☐	☐	☐	
37.	I try to find out similarities in merits of various religious books.	☐	☐	☐	☐	☐	
38.	On the basis of the preachings of religious scholars I make necessary changes in the goals of my life.	☐	☐	☐	☐	☐	
39.	I try to understand the difference between the worth-doing and avoidable things.	☐	☐	☐	☐	☐	
40.	I think about the importance of human life.	☐	☐	☐	☐	☐	
41.	I often think that life and death are under the control of Supreme Power.	☐	☐	☐	☐	☐	
42.	I am grateful to the Supreme Power for the joys of my life.	☐	☐	☐	☐	☐	

Total Score Page 4

APPENDIX - B

Adjustment Inventory for School Students



Prof. A. K. P. Sinha (Patna)

Prof. R. P. Singh (Patna)

Consumable Booklet

Of

A I S S

(English Version)

Please fill up the following information :-

Student's Name _____

Age _____ Boy / Girl _____

Name of the school _____

Class _____ District _____ Date _____

INSTRUCTIONS

On the next pages, there are some statements covering your school problems which have two response alternatives 'YES' and 'NO'. Read every statement carefully and decide whether you want to answer it with 'YES' or 'NO'. If your answer is in 'YES' then cross the cell ☐ under 'YES' and if is in 'NO', Cross the cell ☐ under 'NO'. Remember your answer will not be told to any person, so please give the correct answer without hesitation. You may take your own time, but try to finish it as soon as possible.

SCORING KEY

Area	Emotional (A)			Social (B)			Educational (C)			Total	Overall Interpretation
Page	2	3	4	2	3	4	2	3	4		
Raw Score											
Total											
Interpretation											

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2. Consumable Booklet of A I S S

S.NO	STATEMENTS	YES	NO
1.	Are you always afraid of something in your school?	☐	☐
2.	Do you avoid meeting your classmates?	☐	☐
3.	Do you forget soon what you have read?	☐	☐
4.	Suppose your classmates do something unreasonable unknowingly, do you immediately get angry with them?	☐	☐
5.	Are you of a shy nature?	☐	☐
6.	Are you afraid of examinations?	☐	☐
7.	Do you worry your teacher scolding you for your mistakes?	☐	☐
8.	Do you hesitate in asking a question when you don't understand something?	☐	☐
9.	Is it difficult for you to understand the lessons taught in the class?	☐	☐
10.	Are you jealous of those friends whom teachers appreciate very much?	☐	☐
11.	When some of your teachers are together, do you go there without any complex?	☐	☐
12.	Can you note down the lessons taught in class correctly?	☐	☐
13.	Do you envy those classmates whom you think better than you?	☐	☐
14.	Do you feel sometimes, as if you have no friend in your school?	☐	☐
15.	Do you yawn when lesson is taught in your class?	☐	☐
16.	When you see, some students talking themselves, do you think they are gossiping about you?	☐	☐
17.	Are you able to get friendly with everyone easily?	☐	☐
18.	Are you satisfied with the method of teaching of your teachers of this school?	☐	☐
19.	Do you express your anger to others when you are not asked to come forward in any programme in your school?	☐	☐
20.	When some students are together, do you join them freely?	☐	☐

Area	A	B	C
Item No.	1,4,7,10,13,16,19	2,5,8,11,14,17,20	3,6,9,12,15,18
Score			

3. Consumable Booklet of A I S S

S.NO	STATEMENTS	YES	NO
21.	Do you think that the teachers in the school do not pay any attention to your problems?	☐	☐
22.	Are you often sad and distressed in the school?	☐	☐
23.	Do you like to join your classmates working together?	☐	☐
24.	Are you satisfied with the progress in your studies?	☐	☐
25.	Do you feel the teachers neglect you?	☐	☐
26.	Do you try to attract the attention of your teacher to yourself in the class?	☐	☐
27.	Is it a burden for you to study something?	☐	☐
28.	Do you get yourself worked up and try to harm a student when he complains against you?	☐	☐
29.	Do you often like to be alone?	☐	☐
30.	Are your teachers always ready to solve your problems concerning your studies?	☐	☐
31.	Are you often dissatisfied with your school?	☐	☐
32.	Do you establish a friendly relationship with the students in the school?	☐	☐
33.	Do your teachers in the school praise you?	☐	☐
34.	Do you try to rationalise your mistake?	☐	☐
35.	Do you like to sit in the front seats in the class?	☐	☐
36.	Do you often get less mark in examination?	☐	☐
37.	Do you resent it when your teachers ask you a question in the class?	☐	☐
38.	Do you have a friendly association with your fellow students?	☐	☐
39.	Do you like the idea of having more holidays in the school?	☐	☐
40.	Do you get wild when one of your classmates jokes with you?	☐	☐

Area	A	B	C
Item No.	22,25,28,31,34,37,40	23,26,29,32,35,38	21,24,27,30,33,36,39.
Score			

4. Consumable Booklet of A I S S

S.NO	STATEMENTS	YES	NO
41.	Do you openly take part in the school assemblies?	☐	☐
42.	Do you often quarrel with your classmates?	☐	☐
43.	Do you sometimes go home before the schools closes?	☐	☐
44.	Do you take part in the school sports?	☐	☐
45.	Do some of your teachers often keep on scolding you for the studies?	☐	☐
46.	Do you often have doubt on others in the schools?	☐	☐
47.	Are you shy of talking to the senior students in school?	☐	☐
48.	Do you look at your teachers respectfully?	☐	☐
49.	Do you show impertinence (arrogance) towards something good sent by a mate with whom you don't get along well?	☐	☐
50.	Do you have some intimate friends in this school?	☐	☐
51.	Do you pay attention to the lesson being taught in class?	☐	☐
52.	Do you develop resentful feelings towards your teachers when you get less marks?	☐	☐
53.	Are you always ready to help your classmates in everyway?	☐	☐
54.	Do you borrow books and magazines from the school library and read them?	☐	☐
55.	Are you often afraid meeting the senior students?	☐	☐
56.	Do you enjoy irritating other students in the school?	☐	☐
57.	Do you take part in the debates?	☐	☐
58.	Do you feel mentally depressed when you meet the senior students?	☐	☐
59.	Do you lend your books or note-books gladly when your classmates ask for it?	☐	☐
60.	Are you interested in the things regarding education?	☐	☐

Area	A	B	C
Item No.	43,46,49,52,55,58	41,44,47,50,53,56,59	42,45,48,51,54,57,60
Score			

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Consumable Booklet of Adjustment Inventory for School Students (A I S S) English Version.

APPENDIX-C

Scores of Students at the School level on Spiritual Intelligence and Adjustment

S.No.	Name	Gender	Area	School	SA	EDA	SI
1	Radhika	2	2	1	.00	.00	153.00
2	Rashmi	2	2	1	4.00	4.00	159.00
3	Tanisha	2	2	1	6.00	6.00	160.00
4	Kanika	2	2	1	5.00	3.00	158.00
5	Shiva	1	2	1	7.00	4.00	154.00
6	Khushi	2	2	1	5.00	4.00	152.00
7	Rajni	2	2	1	5.00	1.00	147.00
8	Saloni	2	2	1	3.00	2.00	139.00
9	Shilpa	2	2	1	6.00	2.00	156.00
10	Shilpa	2	2	1	4.00	5.00	149.00
11	Kashish	2	2	1	6.00	.00	158.00
12	Aashna	2	2	1	4.00	4.00	156.00
13	Akash	1	2	1	3.00	3.00	137.00
14	Rajni	2	2	1	4.00	6.00	178.00
15	Arjun	1	2	1	7.00	6.00	174.00
16	Akshit	1	2	1	10.00	5.00	197.00
17	Ritik	1	2	1	9.00	5.00	175.00
18	Suraj	1	2	1	6.00	4.00	166.00
19	Abhay	1	2	1	3.00	.00	186.00
20	Mohit	1	2	1	6.00	1.00	183.00
21	Nancy	2	2	1	2.00	3.00	169.00
22	Shameen	2	2	1	2.00	3.00	173.00

23	Rita	2	2	1	2.00	4.00	167.00
24	Karan	1	2	1	7.00	5.00	165.00
25	Karan	1	2	1	11.00	7.00	153.00
26	Charu	2	2	1	1.00	3.00	160.00
27	Deepak	1	2	1	6.00	4.00	168.00
28	Ritik	1	2	1	5.00	3.00	168.00
29	Sheetal	2	2	1	3.00	2.00	183.00
30	Salma	2	2	1	4.00	2.00	181.00
31	Kamal	2	2	1	2.00	2.00	195.00
32	Farzeen	2	2	2	4.00	3.00	147.00
33	Zareena	2	2	2	6.00	1.00	167.00
34	Nadia	2	2	1	4.00	2.00	161.00
35	Kashish	2	2	1	7.00	4.00	165.00
36	Tanya	2	2	2	3.00	6.00	155.00
37	Uma	2	2	1	5.00	1.00	150.00
38	Babita	2	2	1	5.00	1.00	146.00
39	Divya	2	2	1	4.00	1.00	161.00
40	Tamana	2	2	1	6.00	1.00	161.00
41	Anil	1	2	1	4.00	4.00	162.00
42	Pandu	1	2	1	3.00	1.00	152.00
43	Santum	1	2	1	4.00	4.00	139.00
44	Dany	1	2	1	5.00	5.00	171.00
45	Aryan	1	2	1	4.00	4.00	131.00
46	Sakhir	1	2	1	2.00	5.00	131.00
47	Gautam	1	2	1	2.00	3.00	141.00

48	Naman	1	2	1	1.00	5.00	127.00
49	Ansh	1	2	1	3.00	1.00	131.00
50	Ganesh	1	2	1	4.00	3.00	138.00
51	Sunny	1	2	1	5.00	3.00	153.00
52	Karamveer	1	2	1	8.00	4.00	148.00
53	Parveet	1	2	1	4.00	5.00	162.00
54	Tushar	1	2	1	1.00	3.00	158.00
55	Atish	1	2	1	4.00	2.00	153.00
56	Satish	1	2	1	2.00	7.00	137.00
57	Danish	1	2	1	3.00	2.00	168.00
58	Aniket	1	2	1	4.00	1.00	155.00
59	Prabel	1	2	1	7.00	3.00	161.00
60	Sunil	1	2	1	5.00	.00	164.00
61	Atul	1	1	1	3.00	3.00	164.00
62	Tarun	1	1	1	3.00	4.00	185.00
63	Shubam	1	1	1	2.00	4.00	183.00
64	Kapil	1	1	1	5.00	3.00	177.00
65	Shubam	1	1	1	6.00	3.00	171.00
66	Naresh	1	1	1	4.00	5.00	136.00
67	Vishal	1	1	1	7.00	5.00	176.00
68	Sahil	1	1	1	5.00	3.00	181.00
69	Ramakant	1	1	1	3.00	3.00	180.00
70	Kartik	1	1	1	7.00	2.00	184.00
71	Arun	1	1	1	7.00	1.00	183.00
72	Sahil	1	1	1	5.00	3.00	187.00

73	Ansh	1	1	1	6.00	2.00	190.00
74	Ashok	1	1	1	1.00	3.00	165.00
75	Vishav	1	1	1	6.00	4.00	151.00
76	Rakesh	1	1	1	7.00	3.00	174.00
77	Deepak	1	1	1	3.00	3.00	180.00
78	Aryan	1	1	1	5.00	4.00	148.00
79	Ankit	1	1	1	5.00	2.00	178.00
80	Rajat	1	1	1	6.00	5.00	183.00
81	Tanisha	2	2	2	3.00	1.00	172.00
82	Sanjana	2	2	2	5.00	.00	153.00
83	Esha	2	2	2	3.00	3.00	159.00
84	Mitali	2	2	2	4.00	3.00	161.00
85	Maneeza	2	2	2	6.00	2.00	158.00
86	Tanisha	2	2	2	8.00	2.00	155.00
87	Samina	2	2	2	7.00	6.00	154.00
88	Sultan	1	2	2	4.00	3.00	147.00
89	Abinav	1	2	2	4.00	6.00	142.00
90	Arnav	1	2	2	8.00	11.00	157.00
91	Saquib	1	2	2	6.00	5.00	149.00
92	Marya	2	2	2	4.00	3.00	160.00
93	Jai	1	2	2	8.00	9.00	156.00
94	Gorav	1	2	2	7.00	1.00	138.00
95	Ritik	1	2	2	7.00	6.00	178.00
96	Diljit	1	2	2	6.00	8.00	174.00
97	Tushar	1	2	2	5.00	4.00	197.00

98	Anurag	1	2	2	7.00	6.00	175.00
99	Amir	1	2	2	5.00	4.00	167.00
100	Zeeshan	1	2	2	7.00	3.00	186.00
101	Pankaj	1	1	2	3.00	3.00	183.00
102	Rishi	1	1	2	4.00	2.00	170.00
103	Ranjana	2	1	2	5.00	4.00	173.00
104	Ankush	1	1	2	6.00	6.00	168.00
105	Payal	2	1	2	5.00	3.00	165.00
106	Sanjana	2	1	2	7.00	4.00	154.00
107	Kanta	2	1	2	5.00	4.00	160.00
108	Deeraj	1	1	2	5.00	1.00	168.00
109	Ajay	1	1	2	3.00	2.00	171.00
110	Pihu	2	1	2	6.00	2.00	184.00
111	Janhavi	2	1	2	4.00	5.00	182.00
112	Maryam	2	1	2	6.00	.00	196.00
113	Arnav	1	1	2	4.00	5.00	147.00
114	Shilpa	2	1	2	3.00	3.00	167.00
115	Anu	2	1	2	4.00	6.00	160.00
116	Ayush	1	1	2	7.00	6.00	165.00
117	Priya	2	1	2	10.00	5.00	156.00
118	Mahnaz	2	1	2	9.00	5.00	150.00
119	Sahil	1	1	2	6.00	4.00	146.00
120	Neetu	2	1	2	3.00	.00	161.00
121	Arti	2	1	1	6.00	2.00	161.00
122	Ritu	2	1	1	2.00	3.00	162.00

123	Pooja	2	1	1	2.00	3.00	151.00
124	Pinki	2	1	1	2.00	4.00	139.00
125	Lalita	2	1	1	7.00	5.00	171.00
126	Sonia	2	1	1	11.00	7.00	134.00
127	Sonali	2	1	1	1.00	3.00	131.00
128	Sheetal	2	1	1	6.00	4.00	141.00
129	Preeti	2	1	1	5.00	3.00	127.00
130	Pihu	2	1	1	3.00	2.00	131.00
131	Sonia	2	1	1	4.00	2.00	139.00
132	Sudha	2	1	1	2.00	2.00	153.00
133	Kajal	2	1	1	4.00	3.00	148.00
134	Muskan	2	1	1	6.00	1.00	162.00
135	Kushi	2	1	1	4.00	3.00	158.00
136	Priya	2	1	1	7.00	4.00	153.00
137	Sakshi	2	1	1	3.00	6.00	137.00
138	Shivani	2	1	1	6.00	1.00	168.00
139	Arti	2	1	1	5.00	1.00	154.00
140	Anjana	2	1	1	4.00	1.00	161.00
141	Sonia	2	1	1	6.00	1.00	165.00
142	Khusboo	2	1	1	4.00	4.00	163.00
143	Tanisha	2	1	1	3.00	1.00	185.00
144	Sonia	2	1	1	4.00	4.00	183.00
145	Vishakha	2	1	1	5.00	5.00	177.00
146	Rishka	2	1	1	4.00	4.00	171.00
147	Pinki	2	1	1	2.00	5.00	136.00

148	Seema	2	1	1	2.00	3.00	176.00
149	Aryan	1	1	1	1.00	5.00	184.00
150	Avneet	2	1	1	3.00	1.00	180.00
151	Raman	1	1	1	6.00	5.00	187.00
152	Vishvajeet	1	1	2	6.00	3.00	183.00
153	Gaganjoot	1	1	2	10.00	4.00	184.00
154	Kartik	1	1	2	4.00	6.00	190.00
155	Manjeet	1	1	2	1.00	3.00	164.00
156	Ameet	1	1	2	4.00	3.00	150.00
157	Bhanu	1	1	2	2.00	7.00	173.00
158	Harsh	1	1	2	3.00	2.00	181.00
159	Kavita	2	1	2	4.00	1.00	145.00
160	Surbhi	2	1	2	7.00	3.00	178.00
161	Yuvraj	1	1	2	6.00	1.00	173.00
162	Sandeep	1	1	2	4.00	5.00	161.00
163	Kartik	1	2	2	5.00	6.00	168.00
164	Sarthak	1	2	2	2.00	5.00	160.00
165	Palak	2	2	2	5.00	3.00	165.00
166	Anu	2	2	2	6.00	.00	168.00
167	Nargis	2	2	2	2.00	5.00	167.00
168	Sanjana	2	2	2	7.00	4.00	164.00
169	Ankit	1	2	2	4.00	2.00	164.00
170	Shruti	2	2	2	3.00	3.00	163.00
171	Mohit	1	2	2	7.00	2.00	156.00
172	Pooja	2	2	2	5.00	1.00	163.00

173	Ritu	2	2	2	1.00	3.00	161.00
174	Seema	2	2	2	5.00	1.00	162.00
175	Piyush	1	2	2	1.00	3.00	163.00
176	Nishu	2	2	2	7.00	3.00	153.00
177	Mala	2	2	2	3.00	2.00	176.00
178	Deepika	2	2	2	3.00	3.00	180.00
179	Shabnam	2	2	2	6.00	3.00	187.00
180	Manish	1	2	2	4.00	1.00	176.00
181	Priya	2	2	2	5.00	4.00	174.00
182	Manju	2	2	2	3.00	1.00	185.00
183	Vikram	1	1	2	6.00	.00	186.00
184	Ankita	2	1	2	3.00	5.00	167.00
185	Abhinav	1	1	2	5.00	2.00	175.00
186	Jivan	1	1	2	6.00	3.00	169.00
187	Monica	2	1	2	10.00	2.00	172.00
188	Parmeet	1	1	2	8.00	6.00	165.00
189	Rishav	1	1	2	6.00	4.00	171.00
190	Fariha	2	1	2	3.00	6.00	172.00
191	Reema	2	1	2	6.00	7.00	176.00
192	Surjit	1	1	2	7.00	5.00	187.00
193	Anmol	1	1	2	4.00	3.00	181.00
194	Vinay	1	1	2	9.00	9.00	186.00
195	Drishti	2	1	2	6.00	1.00	162.00
196	Tanmay	1	1	2	7.00	7.00	180.00
197	Arushi	2	1	2	5.00	8.00	175.00

198	Komal	2	1	2	5.00	3.00	174.00
199	Vivaan	1	1	2	7.00	7.00	164.00
200	Nikhil	1	1	2	6.00	6.00	158.00

SA stands for Social Adjustment

EDA stands for Educational Adjustment

SI stands for Spiritual Intelligence

Gender 1 stands for male and 2 stands for female

Area 1 stands for rural area and 2 stands for urban area

School 1 stands for government school and 2 stands for private school