# MENTAL HEALTH AND ADJUSTMENT OF UNDER GRADUATE STUDENTS IN RELATION TO GENDER AND TYPE OF STREAM

A

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# *SUPERVISOR'S CERTIFICATE*

This is to certify that **Ms. Shahnaz Akhter,** student of M.Ed. Semester IV, Session 2021-2023, bearing Roll No. 2101005 has worked under my supervision for her dissertation entitled:

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# TABLE OF CONTENTS


| | Contents | Page No. |
|---|---|---|
| | Supervisor's Certificate | i |
| | Acknowledgement | ii |
| | Tables of Content | iii |
| | List of Tables | vi |
| | List of Figures | vii |
| | List of Appendices | viii |
| | List of Abbreviation | ix |
| | Abstract | x |
| | **CHAPTER-I** | |
| | **INTRODUCTION** | |
| 1.1 | Introduction | 1 |
| 1.2 | Mental Health | 2 |
| 1.3 | Adjustment | 10 |
| 1.4 | Need and Significance of the Study | 14 |
| 1.5 | Statement of the Problem | 16 |
| 1.6 | Operational Definitions of the Key Terms | 16 |
| 1.7 | Objectives of the Study | 17 |
| 1.8 | Hypotheses of the Study | 17 |
| 1.9 | Delimitations of the Study | 18 |
| | **CHAPTER-II** | |
| | **REVIEW OF RELATED LITERATURE** | |
| 2.1 | Introduction | 19 |

2.2 Reviews on Mental Health 20

2.3 Review on Adjustment 24

2.4 Conclusion 35

## CHAPTER-III

## RESEARCH METHODOLOGY

3.1 Introduction 36

3.2 Design of the study 37

3.2.1 Method 37

3.2.2 Population 37

3.2.3 Sample of the Study 38

3.2.4 Variables of the Study 39

3.3 Tools Employed and their Description 40

3.4 Data Collection 43

3.5 Administration of the Tools 43

3.6 Statistical Techniques Employed 44

## CHAPTER-IV

## ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction 45

4.2 Results 46

## CHAPTER-V

## FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 Introduction 52

5.2 Findings of the Study 52

5.3 Conclusions and Discussion 55

5.4 Educational Implications of the Study 56

5.5 Suggestions for the Further Research 57

**SUMMARY** **59**

**REFERENCES** **76**

**APPENDICES**

# LIST OF TABLES


| Table No. | Description | Page No. |
|---|---|---|
| Table 3.2 | Distribution of sample of under graduate students from government colleges of Jammu City | 39 |
| Table 3.3 | Distribution of the sample of under graduate students from private colleges of Jammu City. | 39 |
| Table 3.4 | Dimensions Wise Distribution of Items | 40 |
| Table 3.5 | Scoring Procedure of Mental Health | 41 |
| Table 3.6 | Area-wise Distribution of Items of Adjustment | 42 |
| Table 3.7 | Scoring Procedure of Adjustment Inventory | 43 |
| Table 4.1 | Values of N, Mean,S.D.,SEm and t value for Mental health of under graduate students with respect to gender. | 46 |
| Table 4.2 | Values of N, Mean,S.D.,SEm and t value for Mental health of under graduate students with respect to type of stream. | 47 |
| Table 4.3 | Values of N, Mean,S.D.,SEm and t value for mental health of under graduate students with respect to gender. | 48 |
| Table 4.4 | Values of N, Mean,S.D.,SEm and t value for Adjustment of under graduate students with respect to type of stream. | 49 |
| Table 4.5 | Coefficient of correlation between mental health and adjustment of under graduate students in Jammu City. | 50 |

# LIST OF FIGURE


| Figure No. | Title | Page No. |
|---|---|---|
| 3.1 | Distribution of Sample | |

# LIST OF APPENDIX

**Appendix-A** *Manual for Mental Health scale (MHS)* developed by Sushma Talesara and Akhtar Bano (2017)

**Appendix-B** *Adjustment Inventory for College Students (AICS)* development by Prof.A. K. P. Sinha & Prof. R. P. Singh (2007)

# LIST OF ABBREVIATIONS

| | |
|---|---|
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| APA | American Psychological Association |
| WHO | World Health Organization |
| NIMHANS | National Institute of Mental Health and Neurosciences |
| ACHA | American College Health Association |
| COVID - 19 | Coronavirus Disease 2019 |
| SQ | Spiritual quotient |
| MHS | Mental Health Scale |
| AICS | Adjustment Inventory for College Students Scale |

# ABSTRACT

Mental health and Adjustment affect the various aspects of a student's life. Mental health is the keyword for our total happy existence. To acquire this every individual works very hard. Alfred Adler had asked the whole world to adjust with each other for their survival on the earth due to less land and overwater of the sea. The main purpose of this research was to study the mental health and adjustment of under graduate students in relation to gender and type of stream. The idea behind this investigation is to compare the mental health and adjustment of students studying in government and private under graduate colleges of Jammu. Thus this study is a step in this direction of understanding the mental health and adjustment of under graduate students. The study is quantitative in nature and the sample consists of 200 under graduate students have been selected through simple random sampling from 2 government and 2 Private colleges of Jammu. Descriptive survey method was used for the present study. In this study , two standardized tools namely *Mental Health Scale'* (MHS) by Sushma Talesara and Akhtar Bano (2017), having 54 items and *Adjustment Inventory for College Students Scale* (AICS) by A.K.P. Sinha and R.P. Singh (2007) having 102 items was used for data collection. To analyze the data, statistical techniques employed are Mean, Standard Deviation, Standard Error Mean, t- test and Pearson's Coefficient of Correlation. There is no significant difference in the school related causes and peer group related causes and significant differences found in the home related causes in mental health of under graduate students with respect to gender. No significant difference is found in the school related causes, home related causes and peer group related causes in mental health of under graduate students with respect to type of stream. No Significant differences are found in the areas of home, health, social and educational but significant differences were found in the area of emotional adjustment of under graduate students with respect to gender. Significant difference is found in adjustment of under graduate students with respect to type of stream in the areas of home, health, social and emotional but no significant difference was found in the area of educational. Significant correlation is found between mental health and adjustment of under graduate students.

# CHAPTER-I

# INTRODUCTION

## 1.1 INTRODUCTION

Education should contribute to every person's complete development- mind and body, intelligence, sensitivity, aesthetics, appreciation and spirituality (UNESCO, 1972.) Education, throughout the life, is based on the four key pillars: "learning to know, learning to do, learning to live together and learning to be", which altogether shape an individual as a whole (International Commission on Education for Twenty-first Century - UNESCO, 1996):

- Learning to know, i.e., mastering knowledge oneself, is both a means and an end in life. This furthermore means learning to learn, throughout life.

- Learning to do, i.e., acquiring not only a vocational skill but also, more broadly, the ability to deal with numerous situations and to work within a group. It also means learning to do in the context of young people's various social and work experiences which may be formal or informal.

- Learning to live together, i.e., developing to be a social being (understanding others and an appreciation of interdependence - carrying out joint ventures and learning to manage conflicts).

- Learning to be, i.e., developing one's personality and being able to act with increasingly greater self-sufficiency, judgment and individual responsibility. In this connection, any aspect of a person's potential (i.e. memory, reasoning, aesthetic sense, physical capacities and communication skills) should not be disregarded in education.

In the modern times with the development in all walks of life, problems have also multiplied in that proportion. Education can remove these problems. The main purpose of education is to determine the balanced development of many dimensions of human personality, mental health and adjustment is an important factor of personality. It is a state of being conducive to harmonious and effective living, and

adjustment is concerned with the human response mental as well as behavioral, by which people attempt to cope with different situations and problems of everyday life. It is a continuous process which is constantly affected and changed by the experience of the individual from time to time and it differs from person to person (Silvy, 2017).

Menninger has defined “Mental health as adjustment of human beings to the world and to achieve others with a maximum of effectiveness and happiness. It is the ability to maintain an even temper, an alert intelligence, socially considerate behavior and a happy disposition.

## 1.2 MENTAL HEALTH

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices (Balaji Niwlikar, 2022). Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Over the course of your life, if you experience mental health problems, your thinking, mood, and behavior could be affected. Many factors contribute to mental health problems, including:

- Biological factors, such as genes or brain chemistry
- Life experiences, such as trauma or abuse
- Family history of mental health problems.

Mental health problems are common but help is available. People with mental health problems can get better and many recover completely (http://mentalhealth.gov).

The term 'mental health' is also used to refer to the absence of mental disease. Mental health means keeping our minds healthy. Mankind generally is more focused on keeping their physical body healthy. People tend to ignore the state of their minds. Human superiority over other animals lies in his superior mind. Man has been able to control life due to his highly developed brain. So, it becomes very important for a man to keep both his body and mind fit and healthy. Both physical and mental health is equally important for better performance and result (Vedantu, April 2023).

According to the Oxford Dictionary, "Mental health is the ability to cope with one's environment and gain some degree of happiness from working and living, coupled with the promise of hope for the future.

According to J. A. Hadfield "Mental Health is the whole and harmonious functioning of the entire personality."

According to the American Psychological Association (APA) defined – 'Mental health is a state of mind characterized by emotional well-being, good behavioral adjustment, relative freedom from anxiety and disabling symptoms, and a capacity to establish constructive relationships and cope with the ordinary demands and stresses of life.

According to Cutts and Moslay (1941). Mental health is the ability that us to seek adjustment in the difficult situations of our life.

According to the World Health Organization (WHO), "Mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community.

### 1.2.1 Mental Health Statistics of India

According to a study conducted by National Institute of Mental Health and Neuro Sciences (NIMHANS) from 2014 to 2016.

1. 10% of the population suffers from common mental disorders.
2. 1.9% suffer from severe mental health disorders.
3. 13.7% of the Indian Population will at least once in their lifetime be diagnosed with a mental disorder.

The mental health of under graduate students has become a growing concern in recent years. Research has shown that university students are at higher risk for experiencing mental health challenges than the general population (Auerbach et al., 2016).

A survey conducted by the American College Health Association (ACHA) found that 60% of college students reported feeling overwhelming anxiety and 40% felt so depressed they found it difficult to function (ACHA, 2018).

Additionally, suicide is the second leading cause of death among college students in the United States (Schwartz et al., 2018).

There are a number of factors that contribute to the mental health challenges faced by under graduate students. These include academic pressure, financial stress, social isolation, and changes in family dynamics (Bruffaerts et al., 2018; Lipson et al., 2019). Furthermore, the COVID-19 pandemic has had a significant impact on the mental health of students, with many experiencing increased anxiety and depression (Cao et al., 2020).

### 1.2.2 Characteristics of Mental Health

Mental health refers not only to emotional well-being but also to how people think and behave. There are a number of different factors that have been found to influence mental health.

**Life Satisfaction**

A person's ability to enjoy life is frequently used as an indicator of mental health and wellness. It is often defined as the degree to which a person enjoys the most important aspects of their life.

Some factors that have been found to play an important role in life satisfaction include the absence of feeling ill, good relationships, a sense of belonging, being active in work and leisure, a sense of achievement and pride, positive self-perceptions, a sense of autonomy, and feelings of hope.

**Resilience**

The ability to bounce back from adversity has been referred to as resilience.People who are resilient also tend to have a positive view of their ability to cope with challenges and seek out social support when they need it. Those who are more resilient are better able to not only cope with stress but to thrive even in the face of it.

**Support**

Social support is important for positive mental health. Loneliness is linked with both physical and mental health issues including cardiovascular disease, depression, memory problems, drug misuse, alcohol misuse, and altered brain function.

Decreases in social support caused by life changes such as going to college, facing social adversity, changing jobs, or getting divorced can have a negative impact on mental health.

Fortunately, research suggests that it is not necessarily the number of supportive connections you have that it is the most important but rather the quality of these relationships.

**Flexibility**

Having rigid expectations can sometimes create added stress. Emotional flexibility may be just as important as cognitive flexibility. Mentally healthy people experience a range of emotions and allow themselves to express these feelings. Some people shut off certain feelings, finding them to be unacceptable.

Lack of psychological flexibility has been linked to some types of psychopathology, while research suggests that increased flexibility is connected to better life balance and improved resilience (Leonard Holmes, 2022).

### 1.2.3 Importance of Mental Health

An emotionally fit and stable person always feels vibrant and truly alive and can easily manage emotionally difficult situations. To be emotionally strong, one has to be physically fit too. Although mental health is a personal issue, what affects one person may or may not affect another; yet, several key elements lead to mental health issues.

Many emotional factors have a significant effect on our fitness level like depression, aggression, negative thinking, frustration, and fear, etc. A physically fit person is always in a good mood and can easily cope up with situations of distress and depression resulting in regular training contributing to a good physical fitness standard.

Mental fitness implies a state of psychological well-being. It denotes having a positive sense of how we feel, think, and act, which improves one's ability to enjoy life. It contributes to one's inner ability to be self-determined. It is a proactive, positive term and forsakes negative thoughts that may come to mind. The term mental fitness is increasingly being used by psychologists, mental health practitioners, schools, organizations, and the general population to denote logical thinking, clear comprehension, and reasoning ability.

### 1.2.4 Negative Impact of Mental Health

The way we physically fall sick, we can also fall sick mentally. Mental illness is the instability of one's health, which includes changes in emotion, thinking, and behavior. Mental illness can be caused due to stress or reaction to a certain incident. It could also arise due to genetic factors, biochemical imbalances, child abuse or trauma, social disadvantage, poor physical health condition, etc. Mental illness is curable. One can seek help from the experts in this particular area or can overcome this illness by positive thinking and changing their lifestyle.

Regular fitness exercises like morning walks, yoga, and meditation have proved to be great medicine for curing mental health. Besides this, it is imperative to have a good diet and enough sleep. A person needs 7 to 9 hours of sleep every night on average. When someone is tired yet still can't sleep, it's a symptom that their mental health is unstable. Overworking oneself can sometimes result in not just physical tiredness but also significant mental exhaustion. As a result, people get insomnia (the inability to fall asleep). Anxiety is another indicator.

There are many symptoms of mental health issues that differ from person to person and among the different kinds of issues as well. For instance, panic attacks and racing thoughts are common side effects. As a result of this mental strain, a person may experience chest aches and breathing difficulties. Another sign of poor mental health is a lack of focus. It occurs when you have too much going on in your life at once, and you begin to make thoughtless mistakes, resulting in a loss of capacity to focus effectively. Another element is being on edge all of the time.

It's noticeable when you're quickly irritated by minor events or statements, become offended, and argue with your family, friends, or co-workers. It occurs as a result of a

build-up of internal irritation. A sense of alienation from your loved ones might have a negative influence on your mental health. It makes you feel lonely and might even put you in a state of despair. You can prevent mental illness by taking care of yourself like calming your mind by listening to soft music, being more social, setting realistic goals for yourself, and taking care of your body.

Surround yourself with individuals who understand your circumstances and respect you as the unique individual that you are. This practice will assist you in dealing with the sickness successfully. Improve your mental health knowledge to receive the help you need to deal with the problem. To gain emotional support, connect with other people, family, and friends. Always remember to be grateful in life. Pursue a hobby or any other creative activity that you enjoy.

### 1.2.5 What do Experts say

Many health experts have stated that mental, social, and emotional health is an important part of overall fitness. Physical fitness is a combination of physical, emotional, and mental fitness. Emotional fitness has been recognized as the state in which the mind is capable of staying away from negative thoughts and can focus on creative and constructive tasks.

He should not overreact to situations. He should not get upset or disturbed by setbacks, which are parts of life. Those who do so are not emotionally fit though they may be physically strong and healthy. There are no gyms to set this right but yoga, meditation, and reading books, which tell us how to be emotionally strong, help to acquire emotional fitness.

Stress and depression can lead to a variety of serious health problems, including suicide in extreme situations. Being mentally healthy extends your life by allowing you to experience more joy and happiness. Mental health also improves our ability to think clearly and boosts our self-esteem. We may also connect spiritually with ourselves and serve as role models for others. We'd also be able to serve people without being a mental drain on them.

Mental sickness is becoming a growing issue in the 21st century. Not everyone receives the help that they need. Even though mental illness is common these days

and can affect anyone, there is still a stigma attached to it. People are still reluctant to accept the illness of mind because of this stigma. They feel shame to acknowledge it and seek help from the doctors. It's important to remember that "mental health" and "mental sickness" are not interchangeable.

Mental health and mental illness are inextricably linked. Individuals with good mental health can develop mental illness, while those with no mental disease can have poor mental health. Mental illness does not imply that someone is insane, and it is not anything to be embarrassed by. Our society's perception of mental disease or disorder must shift. Mental health cannot be separated from physical health. They both are equally important for a person.

Our society needs to change its perception of mental illness or disorder. People have to remove the stigma attached to this illness and educate themselves about it. Only about 20% of adolescents and children with diagnosable mental health issues receive the therapy they need.

According to research conducted on adults, mental illness affects 19% of the adult population. Nearly one in every five children and adolescents on the globe has a mental illness. Depression, which affects 246 million people worldwide, is one of the leading causes of disability. If mental illness is not treated at the right time then the consequences can be grave.

One of the essential roles of school and education is to protect boys’ and girls' mental health as teenagers are at a high risk of mental health issues. It can also impair the proper growth and development of various emotional and social skills in teenagers. Many factors can cause such problems in children. Feelings of inferiority and insecurity are the two key factors that have the greatest impact. As a result, they lose their independence and confidence, which can be avoided by encouraging the children to believe in themselves at all times.

To make people more aware of mental health, 10th October is observed as World Mental Health. The object of this day is to spread awareness about mental health issues around the world and make all efforts in the support of mental health (Vedantu, April 2023).

### 1.2.6 Aspects of a Good Mental Health

The important aspects concerned with mental well-being are:

**Physical aspect**

A sound mind always resides in a sound body. For wellbeing and prosperity, a person needs to maintain a good and fit physique, free from ailments. Physical discomforts may sometimes give rise to anxiety and frustration in the person.

**Intellectual aspect**

This aspect deals with the ability of the person to adjust with changing circumstances, in the absence of which he may suffer from mental disorders. Only an intelligent person is flexible enough to adjust with the dynamics of society.

**Emotional aspect**

Emotional stability is characterized by the ability of the person to keep a control on surging emotions. Instability in emotions may lead to improper mental constitution. Whereas control leads to better adjustment with the perspective of oneself in relation to others.

**Recreational inclinations**

Healthy utilization of leisure time is essential in developing a healthy mind. Choice of constructive hobbies can stop the idle mind from going astray. Such a choice should be based on the interest of the person, or else boredom may develop early leading to maladjustment.

Keeping in mind all the above aspects, the main approach in gaining a stable mental health is precaution, prevention and elimination of negative factors in life. A person needs to be aware and conscious of his limitations in order to overcome or adjust with them. More positivity in thoughts, feelings and actions, aligned with interest and aptitude will result in better adjustment and well-being. It also creates basic awareness about interdependence with the people and situations, while maintaining self-autonomy. Mental health is a cumulative product of one’s own effort towards stability

and the reciprocity of surrounding people and environment, i.e., mutual acceptance of each other (Nath and Sudeshna,2020).

## 1.3 ADJUSTMENT

The term "adjustment" originates from the biological term "adaptation". Biologists used the term "adaptation" strictly for the physical demands of the environment, but psychologists use the term "adjustment" for varying conditions of social or inter-personal relations in the society.

Psychologists have viewed adjustment from two important perspectives- "adjustment as an achievement", and "adjustment as a process" ( Dr.Amol Ubale, 2018).

Adjustment is a state or condition in which the individual's behavior confirms to the demands of the culture or society to which he belongs and at the same time, he feels that his own needs have been or will be fulfilled.

Adjustment is a compromise between the needs of the individual and the demands of the society in which he lives. Adjustment is a continuous process in which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. It can be conceptualized as a state of equilibrium between the individual and his environment.

According to Drewer (1952), "Adjustment means the modification to compensate for or meet special conditions."

According to Webster (1951), "Adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like."

According to Good (1959), "Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment."

According to Shaffer (1961), "Adjustment is the process by which a living organism maintains a balance between his needs and the circumstances that influence the satisfactions of these needs.

According to Carter V. Good, "adjustment is the process of finding and adopting modes of behavior suitable to the environment or the change in the environment".

### 1.3.1 Characteristics of a Well Adjusted Person

The following are the characteristics of well-adjusted people:

**Practical and realistic attitude towards self, others and the world**

Well-adjusted persons have a fairly clear idea of their capacities and weaknesses. They accept themselves with all their limitations. Due to this, they have a positive self-concept. That is, they think of themselves as good and capable.

**Ability to accept people and the world**

Well-adjusted persons feel good about themselves. So, they can accept other people even if they are different from them.

**Feeling of psychological security**

Due to their positive self-concept, well-adjusted persons feel psychologically secure. They are not over-anxious. So they can accept unpleasant emotions, such as anger and fear, in themselves.

**More efficient perception of reality**

Well-adjusted persons perceive people and situations in a realistic way. They see things as they are, and not as they wish them to be. So, when a problem arises, they can solve it more efficiently.

**Able to give and receive affection**

Well-adjusted people are able to develop intimate relationships with others. Because of their self-confidence, they express their feelings freely.

**Empathy**

Well-adjusted persons can understand others, because they have a capacity for empathy. Due to empathy, a well-adjusted person’s relationships with others are fairly harmonious.

**Ability to be productive**

Well-adjusted persons are aware of their capacities, work in a much more optimistic manner. They can attempt new jobs or take additional responsibilities without being afraid of failure.

**Ability to control one's environment**

Well-adjusted people try to change the circumstances in their favor. They have the courage to face the consequences of their actions and decisions.

The above characteristics of well-adjusted personality are based on the human potential movement (Parul Tyagi, 2017).

### 1.3.2 Areas of Adjustment:

Adjustment consists of personal as well as environment components. These two aspects of adjustment can be further subdivided into smaller aspects of personal and environmental factors.

Bell (1958) has taken five areas of dimensions in his adjustment inventory, namely, home, health, social, emotional and occupational Ark off (1968) has enumerated the family, school or college, vocation and marriage as the important areas of adjustment.

Joshi and Pandey (1964) in their research study covering school and college students; have given 11 areas of dimensions of an individual's adjustment:

**Social Adjustment**

A person is an inseparable part of his society, he is a unit of it. Its anticipation to society will be called natural and compulsory. A mentally healthy person makes adjustments with society. He always takes care of the problems and humiliation of the society. He does not merely attempt to achieve his authority but also to fulfill his duties. If a person walks through a strained relationship with society, it is a reflection of their mindset.

**Occupational Adjustment**

A key feature of mental health is satisfaction with one's occupation and work. A person who is satisfied with a task works with his mind. The increase in his work capacity makes him firm in accomplishing his business objectives. Against this, a person suffering from stress, despair and anxiety cannot even establish and adjust.

**Intellectual and Emotional Maturity**

There is a great need for intellectual and emotional maturity in terms of Mental Health. Only on the basis of intellectual maturity does expanded his knowledge and the effort to build your own remains sealed. Emotionally a mature person controls his emotions and thoughts. A mentally ill person cannot establish adjustment with his emotions and thoughts.

**Insight and Self-assessment**

The person who has self-adjusting insights. He is well aware of both his maximum and lowest limits. Such a person can identify his shortcomings and improve them. A mentally healthy person can easily self – analyze himself and he can easily adjust with his abilities. A mentally unwell person cannot establish adjustment with all this.

**Simple Adjustment**

Simple adjustment defects occur in every person. This is the normal form of mental state but sometimes in such a situation the person becomes aggressive and he faces problems in adjusting to society and family.

**Emotional Adjustment**

Different tendencies of a person are related to emotions in one way or the other. This Instinct of sexual desire is very strong in the person. A mentally healthy person easily adjusts with them but a mentally ill person faces adjustment problems.

**Economic Adjustment**

Due to financial constraints the needs of the person are not fulfilled. Due to which he has to suppress his desires. This way the person gets into a state of tension and the

person has to work more diligently to fulfill his needs. The person becomes mentally unhealthy. The person has to face many problems related to adjustment.

**Cultural Adjustment**

Cultural traditions sometimes abstract the fulfillment of a person's feelings and desires. Due to which mental dissatisfaction and frustration arise. The person has to face mental conflict. From which faults of non-adjustment arise.

**Educational Professional and Personal Guidance**

Keeping in mind the individual variation of students, subjects should be given according to their mental abilities and interest, educational guidance should be arranged for the students by a skilled psychologist. So that the student can adjust well with education and business and his mental health should also be fine.

**Home and Family Adjustment**

Sometimes anti-social elements cause great shock to the person and make them mentally ill. Due to which the person becomes prone to frustration and stress. In this way, the person becomes unhappy and not satisfied with the tendency of self-establishment. In such a situation the person is unable to adjust with family.

**Moral and Religious Adjustment**

The process of development of morality in man is purely psychological. A person lives according to the ideas and values of society. Ethical values cannot be earned in one day. The development of value takes Place along with the process of socialization in a person's life. Ethics is the basis of development of intellectual, social and spiritual progress of a person. Promotion of morality is necessary for social intellectual and spiritual development. Only then can a person adjust easily with his traditions (Mukesh Kumar and Dr. Sonia kaur Bansal, 2020).

## 1.4 NEED AND SIGNIFICANCE OF THE STUDY

A mentally sound person is one who is conscientious and aware of personal and subjective choices which can influence his decisions. So, he adopts a rational decision-making behavior which does not maintain any personal and social biasness.

An individual with an optimum bent of mind acquires the capacity to use trans-logical thinking to solve problems by exercising limitless imagination or unconventional creativity (Zohar and Marshall 2001). Students are especially able to use trans-logical thinking for proper alignment of ideas and new creation to solve problems of daily academic life with a balanced mind and body. Spirituality puts our life in a more wholesome context. It makes us purposive and ignites the need to explore new possibilities. Spirituality may give good direction in developing both self and universal awareness, self as well as psychic mastery. Our well-balanced psyche helps us in making a connection between the conscious and the unconscious nature of the mind. A spiritual mind lifts us to the transcendental level helping us in manifesting our limitless desires. It creates a positive self-image which can create anything and materialize our potentials and creativity. Students face such an identity crisis of a positive self in their academic journey and face unpredictability in life in absence of any kind of psychical force in life. It makes them quite directionless of what they want in life and the path to their goals becomes blurred. Here in this context, an optimal mind can easily connect to his inner self in relation to the external and divine force. He can position his/her desires and goals in the line of the higher values of transcendentalism. Through a discussion of the review of empirical literature in the light of the stated objectives for the study, we can predict that the spiritual quotient (SQ) of an individual helps in discerning a healthy mental outlook, which also in turn affects his academic choices. The present study therefore is justified on the grounds that the two variables (mental health and adjustment) will be brought together for an exhaustive study in their relationships, which will go a long way in helping the educationists and administrators in organizing education for the benefit of the learner. An adjustment is the process of finding and adopting modes of behavior suitable to the environment of the change in the environment" (Goods, 1959). The shift between high school and college can be challenging and many changes occur in emotional, social and academic adjustment (Gerdes & Mallinckrodt, 1994). A number of adjustment problems which have a direct impact introducing the individual's efficiency. By having these problems, they are not able to achieve the desired goals with their abilities. There are many factors responsible for their performance, but personality plays a major role in better performance with the help of adjustment. Personality is totally responsible for determining one's adjustment in life. Hence, it is essential for educators and researchers to comprehensively comprehend the process of

adaptation and mental health within the college environment. This study holds significance as there has been a scarcity of research investigating the relationship between these two variables; furthermore, only a limited number of studies have developed into this specific area.

## 1.5 STATEMENT OF THE PROBLEM

**MENTAL AND ADJUSTMENT OF UNDER GRADUATE STUDENTS IN RELATION TO GENDER AND TYPE OF STREAM.**

## 1.6 OPERATIONAL DEFINITIONS OF THE KEY TERMS

### Mental Health

Mental health refers to the mental state of a person by which a person is able to make social and personal adjustment in various circumstances. Mental health is the full and harmonious functioning of the whole personality. In the present study mental health of under graduate students is assessed by Mental Health scale by Sushma Talsera and Akhtar Bano (2017).

### Adjustment

Adjustment is the process in which an individual balances the needs and the circumstances that affect the fulfillment of these needs. In the present study, the Adjustment of under graduate students is assessed by Adjustment inventory for college students by A.K.P Sinha and R.P Singh (2007).

### Gender

The Word Gender – comes from ‘Latin word ‘Genus’, which means “kind or race”. Gender is a psychological and cultural term referring to one's objective feelings of maleness and femaleness. The social and cultural definitions of men and women are called Gender’.

In the present study gender refers to male and female under graduate students.

**TYPE OF STREAM**

In the present study type of stream refer to B.A and Science students.

## 1.7 OBJECTIVES OF THE STUDY

- To study the difference in mental health of under graduate students with respect to gender.
- To study the difference in mental health of under graduate students with respect to type of stream.
- To study the difference in adjustment of under graduate students with respect to gender.
- To study the difference in adjustment of under graduate students with respect to type of stream.
- To study the relationship between mental health and adjustment of under graduate students.

## 1.8 HYPOTHESES OF THE STUDY

- There is no significant difference in the mental health of under graduate students with respect to their gender.
- There is no significant difference in the mental health of under graduate students with respect to their type of stream.
- There is no significant difference in the adjustment of under graduate students with respect to their gender.
- There is no significant difference in the adjustment of under graduate students with respect to their type of stream.
- There is no significant relationship between mental health and adjustment of under graduate students.

## 1.9 DELIMITATIONS OF THE STUDY

- The present study has been delimited only to the 200 under graduate students, (63 males and 137 females) from 2 government and 2 private colleges of Jammu.

- The study has been delimited to only two standardized tools namely:-

  - ➢ Mental Health scale by Dr. Sushma Talesara and Dr. Akhtar Bano (2017)

  - ➢ Adjustment Inventory for college students developed by Prof. A.K.P. Sinha and Prof. R.P. Singh (2007)

# CHAPTER–II

# REVIEW OF RELATED LITERATURE

## 2.1 INTRODUCTION

Literature review is a process of reading, analyzing, evaluating, and summarizing scholarly materials about a specific topic. Its purpose is to summarize, synthesize and analyze the arguments of others. The literature review is a critical look at the existing research that is significant to the work that you are carrying out. Some people think that it is a summary. This is not true. Although you need to summarize relevant research, it is also vital that you evaluate this work, show the relationships between different works, and show how it relates to your work. In other words, you cannot simply give a concise description of, for example, an article – you need to select what parts of the research to discuss (e.g. the methodology), show how it relates to the other work (e.g. What other methodologies have been used? How are they similar? How are they different?) and show how it relates to your work (what is its relationship to your methodology?). Keep in mind that the literature review should provide the context for your research by looking at what work has already been done in your research area. It is not supposed to be just a summary of other people's work.

The literature in any field forms the foundation upon which all the future works will be built. Study of related literature implies, locating, reciting, and evaluating reports research as well as reports of the casual observation and opinion that are related to the individual planned research project. All progress, which is traceable today, is the result of efforts undertaken by man, in close succession. Whenever a man is confronted with some problem, he seeks guidance from the experiences of others. In fact, there is nothing new except in the context of old. It is only with reference to the old that a new thing is learnt. Any research work in any field requires an in depth study of the problem which has been done in the same area. Survey of related literature is an important prerequisite to actual planning and execution of any research project. It is an exacting task calling for deep insight and a clear perspective of the overall field. It helps to eliminate the duplication of what has been done and provides

useful direction in formulating hypotheses and helpful suggestions of significant investigation. Research makes us aware of what has already been done and what is being done in a particular field of knowledge. It prepares a suitable background for the investigation. It is helpful in making a straight-forward statement of the problem for investigation to be undertaken. It gives a better application and thorough comprehension of the study being undertaken.

What is required is to include the studies which are absolutely relevant which can lead to fuller and better understanding of the problem. This study serves as an available guide and helps in defining the problem, recognizing its significance and also helps the researcher in selecting the tools, in making appropriate research design and in effective analysis to arrive at fruitful conclusions. According to Good (1959)," The survey of related literature may provide guiding hypothesis suggestive methods of investigation and comprehensive data for interpretive purpose"Best (1995) pointed out that review of related literature is "A brief summary of previous research and writing of recognized experts provide the researchers familiar with what is already known and with what is still unknown and untested. Since, effective research must be based on past knowledge, this step helps to eliminate the duplication of what has already been done and provides useful hypotheses and helpful suggestions for significance investigation".

## 2.2 REVIEWS ON MENTAL HEALTH

Arumugum and Mahendraprabu (2014) conducted a study on the mental health of higher secondary students from Ramanathapuram District. The sample of the study comprised of 800 higher secondary students. The mental health of the students has been assessed by *Jagadish and Srivastava Mental Health Inventory Scal*e. Descriptive Statistics and Differential Analysis were used to analyze the data. The findings of the study revealed that there is no significant difference in male and female higher secondary students on mental health scale but there is significant difference in rural and urban higher secondary students and in arts and science group higher secondary students in respect of their level of Mental health.

Dhar and Jogsan (2014) conducted a study on mental health and academic achievement of orphan and non – orphan students.The main purpose of this research

was to study mental health and academic achievement of orphan and non-orphan students. The sample consisted of 80 students (orphan and non-orphan). The mental health of the students was measured by *Mental Health scale by* Dr. D. J. Bhatt and Gita R. Gida (1992). While the academic achievement was assessed on the *Academic Achievement scale* by T. R. Sharma (2002). 't' test was applied to check the significance of mental health and academic achievement in students. To check the relation between mental health and academic achievement correlation method was used. Results revealed that a significant difference found to exist in mental health and academic achievement with respect to both orphan and non-orphan students. While correlation between mental health and academic achievement reveals 0.81% high positive correlation.

Kaur, Singh and Kaur (2015) conducted a study on the relationship of family environment with mental health of adolescents of Sirsa District. The sample of the study comprised of 60 senior secondary school students from one rural and one urban areas of district sirsa. The mental health of the students was assessed by the Mental *Health Checklist* by Dr. Parmod Kumar. (1992) and *Family environment scale* by Dr. Harpreet Bhatia & Dr. N.K. Chadha (1993). In this study mean, suggested S.D., correlation and t test were used for analysis and interpretation of data. The study suggested that suitable measures to strengthen the relationship of the family environment with the mental health of adolescents. While, coefficient of correlation between mental health and family environment of adolescents revealed -0.18 very low negative correlation.

Naik et.al. (2015) conducted a comparative study of mental health among rural and urban adolescent students. In the study, the investigator selected the state Chhattisgarh as his field of investigation. Due to the limitation of time the investigator had to take a limited number of institutions for data collection. A sample size of 200 (taking 100 from both rural and urban areas) secondary students from different schools were selected through random sampling technique. Girls and boys were chosen equally. The mental health of the students was assessed by *General Health Questionnaire* (GHQ-28) by Goldberg and Hillier. Data were collected individually. The scoring of responses was done in accordance with the scoring key given in the manual statistical treatment of obtained data was done to test significance of each hypothesis. The

scores obtained were subject to statistical treatment using proper statistical techniques. For this purpose Mean, Standard Deviation, t- test, was used. The results of the study revealed that there is no significant differences in rural and urban school, rural boys students and urban girls students.

Damodaran and Paul (2016) examined gender and mental health differences. The study focused on the gender differences in mental health among youth in Kerala. The sample of the study consisted of 211 under graduate students between 18 and 24 years. The data was collected using the *Demographic proforma and the Mental Health Inventory* (MHI). Results showed that youth in Kerala had average mental health. There were no significant associations between demographic characteristics and mental health. Independent sample t-test revealed that no significant gender difference in overall mental health but gender difference was observed in general positive affect. General positive effect was greater among males than in females. Findings of the study conclude that male and female youth of Kerala do not differ in terms of their mental health.

Kaur (2017) examined a study of mental health among college students in relation to depression. The sample of the study comprised of 62 college students from government degree colleges of Patti and Tarn Taran affiliated to Guru Nanak Dev University, Amritsar only. *The Descriptive statistics.i.e. mean, S.D, ANOVA and Karl Pearson's product moment correlation* were used to analyze the data. The results demonstrated that mental health was negatively and significantly correlated with depression among total, female, rural, urban and humanities and Bachelor of Commerce (BC) and general group of college students, but negatively and not significantly correlated in male group, science & commerce stream college students and also in SC category college students with depression. On the basis of above findings, it was suggested that the colleges should have counselors and guidance workers in order to help in solving personal and educational problems of college students.

Sankar et.al. (2017) conducted a study on mental health of adolescents. The sample of the study consisted of 40 subjects divided into two groups (Boys and Girls) each group had 20 subjects. Further, these two groups are equally subdivided into two more age-wise age (13-15 years and 16-19 years) groups with 10 subjects in each

group.The data was collected using *The Mental Health Scale developed* and standardized by Dr. Jagadish. For statistical analysis and hypothesis testing mean and t-test was applied. The findings was used revealed for data collection that boys have higher levels of mental health than girls. Results also show that there is a significant difference between the mental health scores of boys and girls. While insignificant differences were found between the mental health scores of 13-15 years and 16-19 years old subjects. On the basis of the findings of the study we may conclude that gender and age are an influential factor in mental health.

Wghmare (2018) examined the mental health of male and female college students. The objective of the study was to find Mental Health's viz. Positive Perception of Reality, Integration of Autonomy, Group Oriented Attitudes, Mastery among Urban and Rural College. The sample of the study consisted of 100 participants 50 Urban (25 Female) and 50 Rural (25 Male and 25 drawn randomly from the population. *Mental Health Inventory* developed by Dr. Jagdish Srivastava (1983) was used for data collection Factorial design was used and data was analyzed using Mean, SD and 'F' values. The results of the study revealed that there was no significant difference between urban and rural college students .

Sindhuja and Vanitha (2019) conducted a study on the mental health and self confidence of B.Ed students in Coimbatore district. Ten Colleges are selected through stratified random sampling technique. The sample for the study consisted of 360 B.Ed. students of Coimbatore district. The students of both sexes coming from both rural and urban areas were included in the study. The data are essential for carrying out research investigations. The data are collected with the help of a special apparatus called tools. The success of a research must be received by selecting a proper tool for the research. So, the investigator used the following tool i.e. mental health and self-confidence. *Mental Health by Crowther, Rosalind (2004), Self-confidence Inventory by Martos Tamas (2010).*Suitable descriptive and inferential statistical techniques were used in the interpretation of the data to draw to a more meaningful picture of results from the collected data in the study from the following statistical measures were used. Mean, Standard deviation, t- test and 'F' test. The result of the study found no significant gender differences in the mental health of B.Ed. students but did identify gender-related variations in self-confidence. This suggests that while mental

health is similar across genders, self-confidence levels differ among male and female B.Ed. students.

Asagi (2020) examined perceived stress, wellbeing and mental health of college students during COVID-19 pandemic. The study followed a cross-sectional study design and purposive sampling method. The sample includes N = 100 from various colleges of Karnataka state. The socio-demographic schedule, perceived stress, general well-being and suicide behaviour scales were used the data and the data was analysed using SPSS version 25.The COVID-19 pandemic impacted negatively on college student's education related plans. They were worried and experienced anxiety, stress and also hopelessness, worthlessness and helplessness; the majority of college students were reported of having moderate to high levels of stress and use of TV and mobile was reported high during the lockdown and the academic related activities were relatively very less.

Jahangir et.al. (2020) analyzed the impact of spiritual intelligence and happiness on mental health among adults. The quantitative research design was used to find the role of spiritual intelligence and happiness on mental health among adults and a questionnaire was developed to conduct this research. The sample of the study consisted of adults (n=400) taken from Multan and their age range was between 25 to 55 years. This research was done on three scales. The first scale was the *Spiritual Intelligence scale* developed by D. King (2008), the second scale was *Subjective Happiness* developed by Lyubomrisky and Ross (1997), third was *Mental Health Inventory* developed by Viet and Ware (1983).However, statistical analysis revealed there is an association between spiritual intelligence and happiness among adults. Results revealed that spiritual intelligence dimensions with mental health dimensions occur negatively correlated among adults. Results also showed a negative correlation between happiness and mental health among adults and the results expose that there is a notable impact of spiritual Intelligence on mental health among adults. Further, the result also shows that there is an impact of happiness on mental health among adults.

## 2.3 REVIEWS ON ADJUSTMENT

Sinha (2014) conducted a study of emotional maturity and adjustment of college students.The purpose of the study was to see the relationship between emotional

maturity and adjustment of college students and to see the impact of gender on emotional maturity and adjustment. For this study a sample of 200 students of BA-I (100 boys + 100 girls) were selected from different colleges of Ranchi. They were in the age group between 16-18 years and belonging to middle socio-economic status (MSES). To collect the required data for the study *Emotional Maturity Scale* (EMS) by Singh and Bhar-gava (1990) and *Bell adjustment inventory* (Hindi Adaptation) was administered on all subjects. The obtained data were analyzed with the help of Mean, SD,'t' test and correlation. The result revealed that the level of emotional maturity and adjustment of students were positively correlated and there was significant differences between boys and girls students in terms of their emotional maturity and adjustment viewpoint.

Gul and Ganai (2015) conducted a study of adjustment problems of Kashmari graduate students in relation to their gender and educational stream. The sample consisted of 300 graduate students with 158 male and 142 female, selected randomly from different colleges of Kashmir valley, *Adjustment Inventory by H.M. Bell's* was used to collect the data from the students. The data was analyzed by using statistical techniques like, Mean, SD, t test and two-way ANOVA.The study revealed that male and female graduate students differ significantly with regards to their home adjustment, emotional adjustment and overall adjustment, however, do not differ significantly with regard to their social adjustment. Whereas, science and arts students do not differ significantly with regards to their home adjustment, social adjustment, emotional adjustment and overall adjustment.

Kundu, Siha and Mondal (2015) examined adjustment of under graduate students in relation to their social intelligence. The study was focused on adjustment ability among under graduate students in relation to gender, stream of the study and social intelligence. The sample consisted of 300 under graduate students with 150 boys and 150 girls, which were selected randomly from different colleges under the Sidho-Kanho-Birsha University, Purulia, west Bengal. Adjustment Ability Scale by Pramanik et.al and *Social Intelligence Inventory* by Mondal et. was used for data collection Descriptive statistics and Inferential statistics are used. The study revealed that male and female as well as science and humanities students of under graduate

students did not differ significantly with regards to their adjustment ability, however, differ significantly with differently social intelligent persons.

Menaga and Chandrasekaran (2015) conducted a study on adjustment of college students.The purpose of the study was to promote social justice and equity of college students and find out differences if any in terms of gender, type of locality, type of family, type of degree, and family income. The samples for the study consisted of 300 college students in Thiruvannamalai District. Survey method was adopted and a simple random sampling technique was used to carry out the present study. The *Adjustment Inventory* was adopted and modified by the researcher Mrs. S. Menaga from the standardized tool developed by Hugh, Bell (1986). Statistical techniques were used: Descriptive Analysis (Mean, Standard Deviation) and Differential Analysis (t-values, F-ratio). It was found that there was a significant difference in the adjustment of students in relation to college to their gender, type of degree, family income and further there is no significant difference in the adjustment of college students in relation to their type of locality and type of family. A similar study could be conducted for the college students like professional courses.

Panth, Chaurasia and Gupta (2015) conducted a comparative study on adjustment and emotional maturity between gender and stream of under graduate students. The purpose of the study was to see the relationship between emotional maturity and adjustment of college students and to see the impact of gender and stream on emotional maturity and adjustment. For this purpose 100 students of B.A. and BSC (50 boys + 50 girls) were selected from different colleges of Lalitpur. They were in the age group between 18-22 years. To collect the required data for the present study *Emotional Maturity Scale* (EMS) developed by Singh and Bhar-Gava (1990) and *Adjustment inventory* by A. K. P. Sinha and R.P. Singh (Hindi Adaptation) was administered on all subjects. The obtained data was analyzed with the help of Mean, SD, test and correlation. The result revealed that the level of emotional maturity and adjustment of girls was higher than boys and science students have high AICS and art students have high EMS. There were no significant differences between boys and girls, adjustment inventory of college students and emotional maturity. There were significant differences between art and science students in emotional maturity scale (EMS) but not significant in adjustment inventory college students (AICS).

Hassan and Singh (2016) conducted A study of adjustment problems of college students in relation to gender, socio-economic status and academic achievement. The main objective of the study was to identify the adjustment problems among under graduate college students and its relationship with academic achievement. For this purpose Descriptive survey method of research was used. A sample of 120 students of B.A 1st year (60 High SES and 60 low SES) was selected from 160 students selected randomly from six colleges located in Ongole city. The investigator used *Adjustment Inventory For College Students* (AICS) by Dr. A.K.P. Sinha and Dr. R.P. Singh and *Socio-Economic Status Scale* (SESS) developed by Professor A.K. Kalia and Mr. Sudhir Sahu (2007) was used in the study for measuring social-economic status (SES). The methodology includes the 't' test and Pearson product moment correlation method. Analysis of results indicates that college students have a satisfactory level of adjustment and there is a significant relationship between academic achievement and adjustment of college students. The study revealed significant differences in the college adjustment in relation to gender and socio economic status.

Dhamiji (2017) conducted a study on adjustment pattern and anxiety level of B.Ed. students in relation to their streams. The study focused on adjustment pattern and anxiety level of B.Ed. students in relation to their academic streams of Self-financing college of Education . In the study, 150 students Arts, Science and Commerce from self-financing college of Kurukshetra district were selected as target sample and *Adjustment Inventory* by NY Reddy and *Anxiety Scale* by A.K.P and L.N.K. Sinha was administered and t-test was applied. The findings of the study revealed that Science and Commerce B.Ed, students do not differ significantly in their personal adjustment. There exists a significant difference in personal adjustment of Science and Arts and Arts and commerce B.Ed. students. The study proved that social adjustment of Arts students is higher than Science and Commerce students. There exists a significant difference in total adjustment of Science, Commerce and Arts B.Ed. students and total adjustment of Arts students is higher than the science and commerce B.Ed. students. The findings of the study revealed that there exists significant difference in anxiety level of science and Arts and Arts and commerce B.Ed. students.

Kapadiya (2017) conducted a study of adjustment of college students in relation to certain variables in Bharuch district. The study was conducted on 5 urban college and 5 rural college students. *K. G. Desai adjustment inventory* was administered and to find out the result t-test was applied. The findings reveal that there are no significant differences between adjustment scores of boys and girls, B.A and M.A students. The results further revealed that there is a significant difference between adjustment scores of urban and rural College.

Laxmi, Seema and Mamta (2017) examined the impact of gender on adjustment patterns of college going students.The study aimed to assess the level of adjustment in the four dimensions of home, health, social, and emotional adolescents in Sultanpur city. A sample of sixty adolescent boys and girls from two randomly selected schools from Sultanpur city in U.P. Self structured questionnaires for personal and variable were used for measuring independent variables. For specific information Indian adaptation of *Bell's Adjustment inventory* scale by Dr. R.K. OJHA (1934) was used to measure adjustment patterns and the dependent variable data was analyzed in terms of percentage. The Results revealed that most of the respondents (46.67) had average home adjustment level, (66.67) respondents had average health adjustment level, (53.33) respondents had good social adjustment level and (46.67) respondents had good emotional adjustment level in Sultanpur City.

Srivastava and Singha (2017) conducted a study on adjustment problems of high and low academic achievers. The purpose of the Studies was to assess adjustment problems of students with reference to their gender, locality, medium of instruction and academic achievement on a sample of 280 students both male (140) and female (140) belonging in different localities by applying a 't'-test. The data has been collected with the help of *Adjustment Inventory for School Students* (Sinha and Singh, 1971). The result revealed that the male and female students differed in adjustment problems are found to be significant whereas the urban and rural students do not differ in their adjustment problems are found to be non-significant, the Bengali and English medium students differ are found to be significant in their adjustment problems high and low academic achievers differ are found to be significant in their adjustment problems. However, the study suggests that adjustment problems of

academic achievers should be enhanced for betterment of the global society as a whole.

Sasikumar and Jeyakumari (2018) examined emotional intelligence and social adjustment among adolescent students. The purpose of the study was to find the relationship between emotional intelligence and social adjustment of adolescent students because emotional intelligence includes traits like self-awareness, social deftness, and the ability to delay gratification, to be optimistic in the face of adversity, to channelize strong emotions and be empathetic with others. The sample for the study consisted of 300 high school students in and around Karaikudi, Sivaganga District, India. The adolescent students of both genders coming from both rural and urban areas were included in the study. The sampling technique employed in the study was simple random sampling. *Emotional intelligence Scale* was developed and validated by the researcher and *Social adjustment Scale* was developed and validated by the researcher. The study reveals a significant gender difference in both emotional intelligence and social adjustment among adolescent students. However, no significant differences were observed based on locality, residence type, school type, language medium, or family structure in emotional intelligence and social adjustment among adolescent students. Additionally, a significant relationship was identified between emotional intelligence and social adjustment among adolescent students.

Babasaheb (2019) conducted a study of adjustment among male and female college going students. The objective of the study is home, social, emotional and health adjustment of male and female adolescence. The sample of the study consisted of 100 college going students, in which 50 were Male (25 Urban and 25 Rural) and 50 Female College Going Students (25 Male and 25 Female). The subject selected in this sample will be used in the age group of 18 years to 21 years (Mean-19.16, SD- 2.01.) and Ratio 1:1.Where gender were considered as independent variables and Home, Social, Emotional and Health Adjustment as dependent variables. The scale was used for data collection *Bell's Adjustment Inventory* by Lalit Sharma was used for data collection. 2x2 factorial designs were used and data were analyzed by Mean, SD and 'F' values. Statistical Analysis was done using the statistical software namely Statistical Package of Social Science (SPSS-16.0) and the data collected was

statistically treated by using mean, SD and ANOVA. The result of the study Mean, SD and 'F' values significant difference between male and female college students on home, social, emotional and health adjustment. Female students have better home, social, emotional and health adjustment than male students.

Bimla (2019) conducted a comparative study of adjustment of college going students. The purpose of the study was to compare the adjustment of students with regard to their gender, area and stream. Normative survey method has been used in this study. 200 college going students of rural and urban area were selected as sample through stratified random sampling technique from various degree colleges of district Haridwar. The sample included 100 male and 100 female students. In the study, *cross-sectional research design* has been adopted by the researcher. The collected data was analyzed using the Mean, S.D. and 't' test. A significant difference was found in the home, health and emotional adjustment of college going male and female students. College going students of rural and urban areas differed in the home, health, social, emotional and educational adjustment. Rural students were more adjusted in home, health, social and emotional areas while urban students were more adjusted in educational areas. On the other hand, no significant difference was found in all the five areas of adjustment of college going students of science and non-science streams.

Geetha (2020) conducted a study on adjustment of rural and urban female college students. The objective of the study was to compare the adjustment of rural and urban female college. It was hypothesized that there will be a significant difference in adjustment between rural and urban female college students. A Quasi experiment between group design and purposive sampling was opted for the study. The sample consisted of 60 rural and 60 urban female college students pursuing their degree course aged between 19 to 21 years. Students scoring more than the cut off point on the *General Health Questionnaire* and reporting any major physical or psychological problems were not considered for the study. Students were administered *Kuppuswamy socio-economic scale* was used to identify students belonging to middle Socio-economic status. Rural and urban female students belonging to middle socio economic status were administered the screening tool of the General Health Questionnaire and students scoring above the cut off point were not assessed further. Rest of the students were administered Adjustment Inventory for College Students.

The assessment tool was scored and results analyzed. Statistical analysis was done by using, 't' test for the scores on different areas of adjustment between rural and urban college students. The results showed that on adjustment inventory for college students; overall the rural female students had average adjustment whereas urban female students had unsatisfactory adjustment. The 't' scores and the significance values indicated that there is a significant difference between urban and rural areas on different areas of adjustment Scale.

Janardhanam and Murthy (2020) conducted a study on adjustment among college students. The sample of the study consists of 60 college students from Chittoor District of Andhra Pradesh State. *Adjustment inventory* was designed by A.K.P. Sinha and R.P.Singh (1968) was administered. The obtained data was analyzed statistically in order to test the hypotheses using Means, SD's and 't' tests. Findings of the study revealed that gender, nature of course and age have significant differences on adjustment among college students.

Pandit (2021) conducted a study on adjustment of arts, commerce and science faculty students. The objective of the study was to examine the home adjustment, social adjustment, emotional adjustment, health adjustment and adjustment of arts, commerce and science faculty students. Total sample of the study were 120 college students, in which 40 arts faculty students (15 Male and 15 Female), 40 commerce faculty students (15 Male and 15 Female) and 40 science faculty students (15 male and 15 female). The subject selected in this sample was used in the age group of 18 years to 21 years and Ratio 1:1. Variables:- Where Faculty(1) Arts, Commerce and Science Faculty Students) were considered as independent variables and Home, Social, Emotional and Health Adjustment as dependent variables. The tools used for data collection *Bell's Adjustment Inventory* by Lalit Sharma were used. Statistical Analysis: Statistical Analysis was done using the statistical software namely Statistical Package of Social Science (SPSS-16.0) and the data collected was statistically treated by using mean, SD and ANOVA. The result of the study Mean, SD and 'F' values significant differences between Arts, Commerce and Science Faculty Students on Home, Social, Emotional and Health Adjustment. There is no significant difference between Arts, Commerce and Science Faculty Students on Home Adjustment, Social Adjustment, Emotional Adjustment and Adjustment.

Science Faculty Students Low Health Adjustment than Arts and Commerce Faculty Students.

Saikia (2021) conducted a study on adjustment with respect to health among college students of Nagaon District -An Overview. The aim of the study was to contemplate the health adjustment of college students and a descriptive survey method has been used for that reason. An aggregate of 650 college students were chosen from 7 colleges of Nagaon district of Assam by applying stratified random sampling method. The *Bell's Adjustment Inventory* (BAI) by Dr. RK Ojha has been utilized for information assortment as a tool. Simple percentage, Mean, Standard Deviation and t-test have been applied for analysis of data. The major findings of the investigation revealed that the students of colleges have adjustment problems in the health area. The adjustment of the female students of colleges is significantly better than the male students in the health area. The adjustment of the students of urban institutions is significantly better than the students of rural institutions in the health area.

Thakur (2021) conducted a study on adjustment of under graduate students in relation to their gender. The study was conducted to know the adjustment level among under graduate students. The investigator selected the sample of 110 under graduate students' for data from government degree colleges in Haryana state. *Adjustment Inventory for College Students* was used in the present study which was standardized by A. K. P. Sinha and R. P. Singh (2012). The obtained data was analyzed by using appropriate statistical techniques such as mean, SD, t-test. The results of the study revealed a highly significant difference in adjustment of under graduate students with regard to gender in the dimension of adjustment i.e. home, emotional, educational and overall but no difference was found for gender in health and social adjustment.

Thakur (2022) conducted a study of adjustment among under graduate students in relation to their general intelligence. The study was conducted to know the adjustment level among under graduate students in relation to their general intelligence. The investigator selected 210 under graduate students who were studying in B.A. Part-I as a sample from government degree colleges of Ambala and Hisar division in Haryana state only. The tool used in the study was the *Adjustment Inventory for College Students* standardized by A. K. P. Sinha and R. P. Singh (2012) and the test of General Intelligence by S. K. Pal and K. S. Misra (2016). The data thus obtained was

analyzed by using appropriate statistical techniques such as mean, SD, t-test and Pearson's Product-moment correlation. The result showed that there was no significant difference in adjustment between male and female undergraduate students. It was also found that there was a significant difference in general intelligence between male and female undergraduate students. Male undergraduate students have more general intelligence rather than female under graduate students. There was no significant relationship between adjustment and general intelligence of under graduate students.

**Reviews on Mental health and Adjustment**

Singh (2015) Conducted a study of Mental health and Adjustment in science and art students. The study was conducted in Bhiwani District of Haryana. The sample of the Study consists of 150 College students who are studying in B.Sc. and B.A.; there are 75 science Students (both boys and girls) and 75 art students. *Mental health checklist* by Kumar (1992) was used to measure the mental health status of the students. *Adjustment inventory for College students* by Sinha and Singh was used to measure the adjustment level of the students. The 't' test was used to compare the mean score of science and art students. The result revealed that there were significant differences between science and art students at.05 level of significance. Art students have had better mental health status and better adjustment levels in comparison with science students.

Silvy (2017) examined the relationship between mental health and adjustment. The research investigation was carried out on 150 adolescent students. The sample was selected randomly from the 6 senior secondary schools of Fazilka Distt. Ferozepur. The tools used for the present study are Mental *health checklist* (1992) by Pramod Kumar and Adjustment tests of Singh and Sinha. The following statistical techniques were used: Pearson's Product Moment correlation was calculated to find out the relationship between independent and dependent variables.

Paul and Barman (2018) conducted a study of mental health and adjustment ability of scheduled caste secondary students in relation to their Gender. The investigation aimed to compare the mental health and adjustment ability of scheduled caste secondary students in relation to their gender. A sample of the study comprising 300

students of Tufanganj subdivision selected by simple random and stratified sampling techniques. *Mental Health Inventory* by Dr. Jagdish and Adjustment Inventory by Dr. D. N. Srivastava and G. Tiwari was used for data collection. The t-test used for finding the significance difference of mental health and adjustment ability of scheduled caste secondary students. The study revealed that there were no significant differences of different dimensions of mental health and adjustment ability of SC secondary students except autonomy of mental health.

Kumar (2021) conducted a study on mental health and adjustment problems of higher secondary students. The Investigator used stratified random sampling technique for selecting the sample from the population. The sample of the study comprised of 540 higher secondary students (XII) from 24 higher secondary schools in Tiruchirappalli District of Tamil Nadu State, India. The tools used for data collection were *Mental Health Scale* developed and validated by Dr. C. Ashok Kumar and Dr. K. K. Rajendran (2016) and *Adjustment Problems Inventory* developed and validated by Dr. G. Nageshwara Reddy and Dr. M. Sivarathnam Reddy (2015). Statistical techniques used for the data collection 't' test, ANOVA and Pearson Product Moment Correlation. The findings of the study revealed that there was significant negative correlation between mental health and adjustment problems of higher secondary students. It indicated that higher secondary student's healthier mental state significantly decreases their adjustment problems.

D'souza and Tripati (2022) conducted a study of mental health and social adjustment among urban and rural middle school girls. The study was designed to investigate mental health and social adjustment problems among middle school girls. The study was conducted on 100 students of VIII Standard randomly selected from 10 schools of Sultanpur District. To assess the adjustment Problem of middle school girls, a checklist was prepared by R.K Ojha with the help of *Bell's adjustment inventory and a Nagpal and Sen Wellbeing scale* was used to assess the Level of mental health. Mean significant difference between mental health and social adjustment in middle school girls students' calculated result revealed. There is a Significant difference between Middle school girls in rural as well as Urban areas. There will be a significant difference in adjustment problems of middle school girls in urban and rural Schools. There will be a significant relationship between area wise adjustment and

mental Health problems of middle school girls in urban and rural areas. There will be a significant correlation between mental health and social adjustment of middle school girls in Rural and urban schools which is -0.135 which is negative and low degree.

Raj (2023) conducted a comparative analysis of students' mental health and adjustment levels. The research was conducted in the Vadavalli area, Coimbatore district, with 150 samples. *Mental Health Questionnaire* by Priya Daniel (1997) was used to measure mental health. *Adjustment Inventory for School Students* (AISS) by Dr. AKP Sinha and Dr. RP Singh was used to measure the adjustment levels of students. Stratified Random Sampling used for this study. The findings reveal gender differences between private and government schools, with more males in private and more females in government schools at age 16. Family heads' occupations showed a contrast, with government servants in private schools and private sector workers in government schools. Family size and parents' education showed no differences. Certain associations were initially seen but were later disproved, suggesting no clear connection between factors like family income, parents' education, and students' adjustment or mental health in government schools. The study highlights the need for mental health services in schools and emphasizes the importance of community resources to meet these needs.

## 2.4 CONCLUSION

Review of research studies and literature pertaining to the problem under investigation is of fundamental importance to provide insight into the problem, broaden the general concepts and principles and sharpen understanding. In this study also, the investigator collected a bulk of related materials to the area of investigation. After a very careful perusal of the collected materials, the investigator identified some studies which are related to the chosen area to some extent. The related studies helped the investigator in formulating hypotheses, objectives, developing tools, dimensions of tools, selecting the methods and statistical techniques required for the analysis of data, etc., related to the topic in hand.

# CHAPTER-III

# RESEARCH METHODOLOGY

## 3.1 INTRODUCTION

A systematic approach to discovering the solution to a particular issue is known as research methodology. It is defined as the study of methods by which knowledge is gained and its aim is to give the work plan of the research. The best selection of research methodology is based on the suitable research objective, the nature of and the resources available.

Generally, there are two types of research methods, quantitative and qualitative research methods. Quantitative research involves the collecting of data in the form of numbers and qualitative research involves collecting data in the form of words and images. Quantitative information is also frequently linked to empirical social scientific techniques to measurement. Surveys and experiments make up the main methodological tools used in this study. Then, qualitative research comprises methodologies more often preferred by interpretation and it more often associated with the use of techniques such as observational research, focus groups and in-depth interviews.

In simple terms, research methodology is used to give a clear-cut idea of what the researcher is carrying out his or her research. In order to plan at the right time and to advance the research work, research methodology makes the right platform for the researcher to map out the research work in relevance to make solid plans. Moreover, research methodology guides the researcher to be involved and to be active in his or her particular field of inquiry. Most of the time, the aim of the research and the research topic won't be the same at all. It varies from its objectives and flow of the research, but by adopting a suitable methodology this can be achieved.

Right from selecting the topic and carrying out the research, the research methodology drives the researcher on the right track. The entire research plan is based on the concept of the right research methodology. Moreover, through the research methodology, the external environment constitutes the research by giving an in-depth

idea on setting the right research objective, followed by a literature point of view, based on that chosen analysis through interviews or questionnaires findings will be obtained and finally concluded by this research.

The research methodology constitutes the internal environment by understanding and identifying the right type of research, strategy, philosophy, time horizon and approaches followed by the right procedures and techniques based on his or her research work. Additionally, the research methodology acts as the nerve center because the entire research is bounded by it and to perform good research work, the internal and external environment has to follow the right research methodology process. The last two stages are data analysis and finally writing the research paper, which is organized carefully into graphs and tables so that only important relevant data is shown (Goundar, 2012).

## 3.2 DESIGN OF THE STUDY

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

### 3.2.1 Method

To achieve the objectives of the proposed study, the proper methodology is required to select an appropriate sample and a tool so as to get the information from teachers. It must be appropriate, feasible, objective, reliable, well-planned and well-understood. Descriptive Survey Method has been used for the proposed study. It is a systematic approach towards a particular phenomenon.

### 3.2.2 Population

A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait.

The population of the current study consists of all the students pursuing under graduate students from different government and private colleges in Jammu city. The population of the current study is 10,000 students enrolled in higher Education Department according to the All India survey report 2021 -2022.

https://aishe.gov.in/aishe/BlankDCF/AISHE%20Final%20Report%202020-21.pdf

### 3.2.3 Sample of the Study

Sampling is the process by which a relatively small number of individuals or measures of individuals, objects, or events is selected and analyzed in order to find out something about the entire population from which it was selected. It helps to reduce expenditure, save time and energy, permit measurement of greater scope, or produce greater precision and accuracy. Sampling procedures provide generalizations on the basis of a relatively small proportion of the population.

In the present study, a simple random sampling technique has been employed for selecting a Sample of 200 under graduate Students from 2 governments and 2 private colleges of Jammu City (63 were males and 137 were female students).

The detail of the sample selected has been given in the table 3.1,3.2 and 3.3 respectively.

**Figure 3.1**

*Distribution of sample*

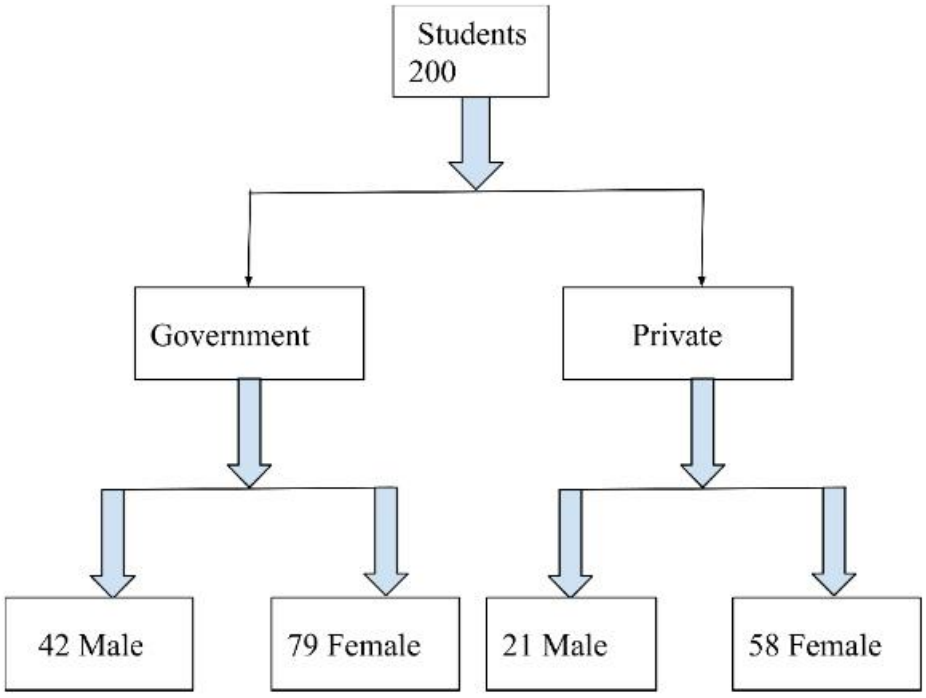


**Table 3.2**

*Distribution of sample of under graduate students from government colleges of Jammu City*.

| S.No. | Name of the Colleges | N = 121 | Male | Female | Arts | Science |
|---|---|---|---|---|---|---|
| 1. | Government Gandhi Memorial Science College, Jammu. | 89 | 19 | 70 | - | 89 |
| 2. | Government Maulana Azad Memorial P.G. College, Jammu | 32 | 23 | 9 | 24 | 8 |

**Table 3.3**

*Distribution of sample of under graduate students from private colleges of Jammu City.*

| S.No. | Name of the Colleges | N= 79 | Male | Female | Arts | Science |
|---|---|---|---|---|---|---|
| 1. | MIER College of Education | 65 | 18 | 47 | 65 | - |
| 2. | KC Law College Jammu, Paloura | 14 | 3 | 11 | 14 | - |

### 3.2.4 Variables of the Study

Variables are those which may vary from person to person or situation to situation. In the present study independent and dependent variables were taken for the study.

A) Independent variables

The variables that are stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator. In the study, the following independent variables are :

- Gender (Male and Female)
- Types of College (Government and Private)
- Type of Stream (Arts and Science)

B) Dependent variables

The variables that depend on other factors that are measured these variables are expected to change as a result of an experimental manipulation of independent variables. In the study following are dependent variables:

- Mental Health
- Adjustment

## 3.3 TOOL'S EMPLOYED AND THEIR DESCRIPTION

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

1. Mental Health scale by Sushma Talesara and Akhtar Bano (2017).
2. Adjustment Inventory for college students developed by A.K.P. Sinha and R.P. Singh (2007).

### 3.3.1 Mental Health Scale

Mental Health Scale (MHS) Scale developed by Sushma Talesara and Akhtar Bano (2017) has been employed by the researcher. In this scale, there are three areas namely: School related causes, Home related causes and Peer group related causes. The scale consists of 54 items where 25 items are positive and 29 are negative items.

**Table 3.4**

*Dimensions- Wise Distributions of Items*

| S. No. | Dimensions | Nature of item | Item No. | Total Items |
|---|---|---|---|---|
| 1. | School Related Causes | Positive | 30, 31, 32, 41, 42, 50 | 18 |
| | | Negative | 3,4,5,6, 7, 13, 14, 16, 17, 19, 26 | |
| 2. | Home Related Causes | Positive | 33, 35, 36, 37, 38, 43,44, 45, 46, 47,52, 53, 54 | 22 |
| | | Negative | 1, 2, 8, 9, 15, 18, 22, 27, 29 | |

| | | | | |
|---|---|---|---|---|
| 3. | Peer Group Related Causes | Positive | 34, 39, 40, 48, 49 | 14 |
| | | Negative | 10, 11, 12, 20, 21, 23,24, 25, 28 | |
| Positive Items= 25 + Negative Items 29 | | | | 54 |

**Table 3.5**

*Scoring Procedure of Mental Health.*

| Type of Item | Always | Often | Sometimes | Rarely | Never |
|---|---|---|---|---|---|
| Positive | 4 | 3 | 2 | 1 | 0 |
| Negative | 0 | 1 | 2 | 3 | 4 |

For smooth scoring, Indicate Negative items.

**Reliability**

The reliability of the inventory was determined by a split half method using odd-even posure. Coefficient of correlation between the scores of odd and even subdivided parts was found to be 0.72 which is significant at 0.01 level of significance.

**Validity**

Validity inventory on the basis of comparison with another standardized test. The coefficient of correlation thus was found to be 0.69 which is significant at 0.01 level of significance. Intrinsic validity was also computed by correlating scores obtained on various areas with the total scores obtained on MHS which ranged 0.58 to 71. All the 'r' values are significant at 0.01 level, or significant.

### 3.3.2 Adjustment Inventory Scale

Adjustment Inventory for College Students Scale (AICS) Scale has been developed by A.K.P. Sinha and R.P. Singh (2007) has been employed by the researcher. In this scale, there are five areas namely: Home, Health, Social, Emotional and Educational.

The scale consists of 102 items ( Where Home 16, Health 15, Social 19, Emotional 31 and Educational 21 items).

**Table 3.6**

*Area-wise Distribution of Items*

| Sr.No. | Adjustment Area | Nature of Items | Serial wise Item No. | Total No. of Items | Total |
|---|---|---|---|---|---|
| A. | Home | Yes | 1, 6, 10, 15, 17, 20, 27,34, 38, 49, 54, 58, 66, 100 | 14 | 16 |
| | | No | 45, 70 | 02 | |
| B. | Health | Yes | 4,7, 16, 21, 24, 28, 35, 36, 42, 46, 50, 59, 62, 67, 71 | 15 | 15 |
| | | No | — | — | |
| C. | Social | Yes | 5, 12, 32, 39, 51, 55, 72, 74, 77, 80, 83 | 11 | 19 |
| | | No | 18,25,63, 76, 85, 89,91,97 | 08 | |
| D. | Emotional | Yes | 2, 8, 11, 13, 19, 22, 26, 29,31, 33, 40, 43, 47, 52, 56,60, 64, 68, 75, 78, 81, 84,87, 90, 92, 95, 96, 98, 102 | 29 | 31 |
| | | No | 99, 101 | 02 | |
| E. | Educational | Yes | 3, 9, 14, 23, 30, 37, 41, 44, 48, 53, 57, 65, 69, 73, 79,86, 88, 94 | 18 | 21 |
| | | No | 61, 82, 93 | 03 | |
| Yes Items = 87 + No Items = 15 | | | | Total Items | 102 |

**Table 3.7**

*Scoring Procedure of Adjustment Inventory.*

| S. No. | Types of Items | Types of Scoring |
|---|---|---|
| 1. | Yes | 1 |
| 2. | No | 2 |

**Reliability**

Coefficient of reliability was determined by (i) Split-half method (ii) Hoyt's analysis of variance method (iii) K-R Formula-20. Test-retest reliability was also determined by administering the test after a period of 3 weeks on 228 students which is 10 percent of the total sample.

**Validity**

In item analysis, validity coefficients were determined for each item by bi-senal correlation method and only those items were retained which yielded bi-serial correlation with both the criteria (i) total score, and (ii) area score, significant at .001 level.

## 3.4 DATA COLLECTION

The data collected for the study was quantitative in nature. The quantitative data has been measured by a tool namely Mental Health Scale by Sushma Talesara and Akhtar Bano and Adjustment Inventory for college students developed by A.K.P. Sinha and R.P. Singh.

## 3.5 ADMINISTRATION OF THE TOOLS

Having once decided upon the tests to be administered and the sample to be selected for the study, the next step was how to administer the test and collect the data. In the present study, the sample was drawn from different types of colleges in Jammu City. The investigator visited the different Colleges and selected the sample personally for

the collection of data. On the first visit, the investigator approached the concerned heads of the different colleges and the problem was explained to them in detail. They were also told the purpose of the investigation. On the day of administration of the questionnaires, the testee were requested before filling up the questionnaire, it was emphasized that no item be left unawarded and there is nothing 'right' or 'wrong' about these questions. There was also no time limit for the filling of the questionnaires. Different tests administered to the subjects were accompanied with the directions/instructions for use incorporated on the first pages of the respective tests. The subjects were instructed to go through the directions before attempting the questionnaires by the investigator. Despite this, the verbal instructions were also given to them to supplement the written ones. During the verbal instructions, the examples were explained to them before they attempted the item in each test, in a mental health questionnaire and Adjustment Inventory for college students questionnaire. After the completion of each test by the testee, the booklets were collected by the investigator for scoring and further analysis.

## 3.6 STATISTICAL TECHNIQUES EMPLOYE

- t-test
- Pearson's coefficient of correlation.

Data collected through the administration of tools has been tabulated in excel. The obtained data has been analyzed with the help of SPSS software and the above statistical techniques have been used to accomplish the objectives of the study.

# CHAPTER-IV

# ANALYSIS AND INTERPRETATION OF DATA

## 4.1 INTRODUCTION

Analysis of data meant categorizing, 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 at. The objective material that the researcher has in his possession, along with his subjective reactions and desire to extract the data's inherent meanings in relation to the problem, are all involved in the analysis and interpretation of the data. Before it can be used for its intended purpose, the large amount of data gathered using a variety of methods needs to be systematized and organized, that is, edited, categorized, and tabulated. Here editing implies the checking of gathered data for accuracy, utility and completeness; classifying refers to the dividing of information into different categories of classes or heads, for use; and tabulating denotes the recording of the classified material in accurate mathematical terms.

A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking complex factors into simpler parts and putting them in a new arrangement for the purpose of interpretation. Collection of data has no meaning unless it is tackled, properly and analyzed and interpreted by sophisticated techniques. Barr says that 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 has been collected from 200 under graduate Students of Government and Private Colleges studying in Jammu City. Data has been collected by administering *Mental Health Scale* (MHS-TSBA) developed and standardized by Sushma Talesara and Akhtar Bano (2017) and *Adjustment Inventory for College Students Scale* (AICS) developed and standardized by A.K.P. Sinha and R.P. Singh (2007).

## 4.2 RESULTS AND FINDINGS

The resulting data has been analyzed using statistical techniques namely Percentage, t-test and Pearson's coefficient of Correlation**.**

### 4.2.1 To study the difference in mental health of under graduate students with respect to gender.

To find the difference in mental health of male and female students studying in under graduate colleges**.**

**Table 4.1**

*Values of N, Mean S.D. $SE_M$ and t value for mental health of under graduate students in relation to their Gender.*

| S. | Dimensions | Gender | N | Mean | S.D. | SEm | df | t | Significant |
|---|---|---|---|---|---|---|---|---|---|
| 1. | School Related Causes | Male | 63 | 44.05 | 11.62 | 1.46 | 198 | 0.03 | NS |
| | | Female | 137 | 43.99 | 11.63 | 0.99 | | | |
| 2. | Home Related Causes | Male | 63 | 55.73 | 12.40 | 1.56 | 198 | 2.09 | Significant at 0.05 level |
| | | Female | 137 | 60.16 | 14.52 | 1.24 | | | |
| 3. | Peer Group Related Causes | Male | 63 | 34.35 | 8.91 | 1.12 | 198 | 0.70 | NS |
| | | Female | 137 | 35.34 | 9.33 | 0.79 | | | |

Table 4.1 shows that the calculated t-value for school related causes (0.03), peer group related causes (0.70) are less than the table value of ‘t’ (1.97) at 0.05 level of significance for mental health of under graduate students in relation to their gender. Thus, there are no significant differences between the mental health of under graduate students with respect to gender. However, the calculated t-value for home related causes (2.09) which is higher than the table value of 't'(1.97) at 0.05 level of significance, thus there is significant difference between mental health of under graduate students in relation to their gender.

In the light of the present finding the hypothesis no. 1 stating that there is no significant difference in school related causes and peer group related causes in mental health of under graduate students in relation to their gender has been accepted in school related causes and peer group related causes and has been rejected in the area of home related causes.

### 4.2.2 To study the difference in mental health of under graduate students with respect to type of stream.

**Table 4.2**

*Values of N, Mean S.D. SEM and t value for mental health of under graduate students in relation to their stream.*

| Sr. | Dimensions | Stream | N | Mean | S.D. | $SE_M$ | df | t | Sig. |
|---|---|---|---|---|---|---|---|---|---|
| 1. | School Related Causes | Science | 97 | 45.20 | 11.91 | 1.21 | 198 | 1.41 | NS |
| | | Arts | 103 | 42.88 | 11.25 | 1.10 | | | |
| 2. | Home Related Causes | Science | 97 | 60.00 | 14.40 | 1.46 | 198 | 1.21 | NS |
| | | Arts | 103 | 57.60 | 13.59 | 1.34 | | | |
| 3. | Peer Group Related Causes | Science | 97 | 35.90 | 9.55 | 0.97 | 198 | 1.30 | NS |
| | | Arts | 103 | 34.20 | 8.80 | 0.86 | | | |

Table 4.2 shows that the calculated t- values for school related causes (1.41), home related causes (1.21), peer group related causes (1.30) are less than the table value of 't' (1.97) at 0.05 level of significance for mental health of under graduate students in relation to their stream. Thus, there is no significant difference between the mental health of under graduate students with respect to type of stream.

In the light of the present finding the hypothesis no. 2 stating no significant difference in the mental health of under graduate students in relation to their stream has been accepted in school related causes, home related causes and peer group related causes.

### 4.2.3 To study the difference in adjustment of under graduate students with respect to gender.

**Table 4.3**

*Values of N, Mean S.D. SEM and t value for adjustment of under graduate students in relation to their gender.*

| Sr. | Dimensions | Gender | N | Mean | S.D. | SEm | df | t | Significant |
|---|---|---|---|---|---|---|---|---|---|
| 1. | Home | Male | 63 | 24.94 | 3.25 | 0.41 | 198 | 0.55 | NS |
| | | Female | 137 | 24.66 | 3.08 | 0.26 | | | |
| 2. | Health | Male | 63 | 24.32 | 3.29 | 0.41 | 198 | 1.52 | NS |
| | | Female | 137 | 23.55 | 3.28 | 0.28 | | | |
| 3. | Social | Male | 63 | 28.68 | 2.98 | 0.37 | 198 | 1.44 | NS |
| | | Female | 137 | 28.01 | 3.06 | 0.26 | | | |
| 4. | Emotional | Male | 63 | 48.16 | 6.41 | 0.80 | 198 | 3.08 | Significant at 0.01 level |
| | | Female | 137 | 45.15 | 6.43 | 0.55 | | | |
| 5. | Educational | Male | 63 | 32.24 | 4.05 | 0.52 | 198 | 0.24 | NS |
| | | Female | 137 | 32.39 | 3.94 | 0.34 | | | |

Table 4.3 shows the calculated t-value for home (0.55), health (1.52), social (1.44) and educational (0.24) are less than the table value of 't' (1.97) at 0.05 level of significance, in adjustment of under graduate students with respect to gender. Thus there are no significant differences in the adjustment of under graduate students with respect to gender. However, the calculated t-value for emotional (3.08) is more than the table value of 't' (2.58) at 0.01 level of significance for adjustment of under graduate students with respect to gender. Thus there is a significant difference in adjustment of under graduate students with respect to gender.

In the light of the present finding the hypothesis no. 3 stating that no significant difference in the adjustment of under graduate students in relation to their gender, has been accepted in home, health, social and educational areas and has been rejected at an emotional level.

### 4.2.4 To study the difference in adjustment of under graduate students with respect to type of stream

**Table 4.4**

*Values of N, Mean S.D. SEM and t value for adjustment of under graduate students in relation to their stream.*

| Sr. | Dimensions | Stream | N | Mean | S.D. | $SE_M$ | df | t | Sig. |
|---|---|---|---|---|---|---|---|---|---|
| 1. | Home | Science | 97 | 25.42 | 2.98 | 0.30 | 198 | 3.03 | Significant at 0.01 level |
| | | Arts | 103 | 24.11 | 3.14 | 0.31 | | | |
| 2. | Health | Science | 97 | 24.57 | 3.18 | 0.32 | 198 | 3.28 | Significant at 0.01 level |
| | | Arts | 103 | 23.07 | 3.25 | 0.32 | | | |
| 3. | Social | Science | 97 | 28.67 | 2.91 | 0.29 | 198 | 2.01 | Significant at 0.05 level |
| | | Arts | 103 | 27.81 | 3.12 | 0.30 | | | |
| 4. | Emotional | Science | 97 | 47.13 | 6.61 | 0.67 | 198 | 2.19 | Significant at 0.05 level |
| | | Arts | 103 | 45.12 | 6.39 | 0.63 | | | |
| 5. | Educational | Science | 97 | 32.90 | 3.94 | 0.40 | 198 | 1.93 | NS |
| | | Arts | 103 | 31.82 | 3.94 | 0.38 | | | |

Table 4.4 shows that the calculated t-value for home (3.03), health (3.28), is more than the table value of 't' (2.68) at 0.01 level of significance, thus there is significant difference in adjustment of under graduate students with respect to type of stream. However, the calculated t-value for social (2.01), emotional (2.19) which is higher

than the table value of 't' (1.97) at 0.05 level and lower (2.58) at 0.01 level of significance, thus it is significant at 0.05 level of significance. Table 4.4 also reveals the t value of educational (1.93) is less than the table value of 't' (1.97) at 0.05 level of significance, thus there are no significant differences in the adjustment of under graduate students with respect to type of stream.

In the light of the present finding the hypothesis no. 4 stating that a significant difference in the adjustment of under graduate students in relation to their stream has been rejected in home, health, social and emotional areas, and has been accepted in the area of educational.

### 4.2.5 To study the relationship between mental health and adjustment of under graduate students

Pearson's correlation (r) has been computed to analyze the relationship between mental health and Adjustment Inventory for college students of under graduate students. The value of (r) for scores of under graduate students on *Mental Health Scale* and *Adjustment Inventory for College Students Scale*.

**Table 4.5**

*Coefficient of correlation between mental health and adjustment of under graduate students in Jammu City.*

| Statistical Parameters | N | Variables | Coefficient of correlation | Level of Significance |
|---|---|---|---|---|
| Mental Health | 200 | Mental Health | +0.59 | Significant at 0.01 Level |
| Adjustment | 200 | Adjustment | | |

The result of table 4.5 represents the calculated value of Pearson's correlation coefficient (r = 0.59) which is very high, positive and significant at 0.01 level for *df* 198. Therefore, it can be inferred that there is a significant relationship between two variables i.e. mental health and adjustment of under graduate students but the

relationship appears to be positive, indicating that if one variable is increased the other variable is also increased.

Hence, hypothesis no. 5 stating no significant relationship between mental Health and adjustment of under graduate students has been rejected.

# CHAPTER - V

# FINDINGS, CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

## 5.1 INTRODUCTION

After processing the data, obtaining and interpreting the results in previous chapter-IV, the findings have been delimited and discussed in the present chapter. These findings can be generalized to the extent of representatives of the sample and methodology employed in the study. The findings are presented in this chapter along with a discussion of how they align with some of the previous empirical research in the field. At places, some of the observations did not concur with the findings of the same investigators. Keeping the major findings in the view, the educational implications of the study have been worked out. But, these findings and implications do not fit in all the concerns of study. As such some suggestions have been given for the further research. This 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

Major findings of the present study have been reported in the following subsection.

### 5.2.1 Research Objective 1

**To find the difference in mental health of under graduate students with respect to gender.**

As far as the first objective of the study demonstrates the difference in mental health of under graduate students with respect to gender. The mean score of male in the area of school related causes is 44.05 and for female, it is 43.99 and the t value came out to be 0.03 which is not significant at both the levels of significance. In relation to the next area i.e. home related causes, the mean score of male is 55.73, and for female, it

is 60.16 and the t value came out to be 2.09 which is significant at 0.05 level of significance. The mean score of male in the area of peer group related causes is 34.35 and for female it is 35.34 and the t value came out to be 0.70 which is not significant at both the levels of significance.

### 5.2.2 Research Objective 2

**To study the difference in mental health of under graduate students with respect to type of stream**

The second objective of the study demonstrates the difference in mental health of under graduate students with respect to type of stream. The mean score of male in the area of school related causes is 45.20 and for female it is 42.88 and the t value came out to be 1.41 which is not significant at both the levels of significance. In relation to the next area i.e. home related causes, the mean score of male is 60.00 and for female it is 57.60 and the t value came out to be 1.21 which is not significant at both the levels of significance. The mean score of male in the area of peer group related causes is 35.90 and for female it is 34.20 and the t value came out to be 1.30 which is not significant at any of the levels of significance.

### 5.2.3 Research Objective 3

**To study the difference in adjustment of under graduate students with respect to gender.**

This objective demonstrates the difference in adjustment of under graduate students with respect to gender. The mean score of male in the area of home is 24.94 and for female it is 24.66 and the t value came out to be 0.55 which is not significant at both the levels of significance. In relation to the next area i.e. health the mean score of male is 24.32 and for female it is 23.55 and the t value came out to be 1.52 which is not significant at both the levels of significance. The mean score of male in the area of social studies is 28.68 and for female it is 28.01 and the t value came out to be 1.44 which is not significant at any levels of significance. The mean score of male in the area of emotional is 48.16 and for female it is 45.15 and the t value came out to be 3.08 which is significant at both the levels of significance. The mean score of male in

the area of educational is 32.24 and for female it is 32.39 and the t value came out to be 0.24 which is not significant at both the levels of significance.

### 5.2.4 Research Objective 4

**To study the difference in adjustment of under graduate students with respect to type of stream**

This objective demonstrates the difference in adjustment of under graduate students with respect to type of stream. The mean score of male in the area of home is 25.42 and for female it is 24.11 and the t value came out to be 3.03 which is significant at both the levels of significance. In relation to the next area i.e. health the mean score of male is 24.57 and for female it is 23.07 and the t value came out to be 3.28 which is significant at both the levels of significance. The mean score of male in the area is 28.67 and for female it is 27.81 and the t value came out to be 2.01 which is significant at 0.05 level of significance. The mean score of male in the area of emotional is 47.13 and for female it is 45.12 and the t value came out to be 2.19 which is significant at 0.05 level of significance. The mean score of male in the area of educational is 32.90 and for female it is 31.82 and the t value came out to be 1.93 which is not significant at both the levels of significance.

### 5.2.5 Research Objective 5

**To study the relationship between mental health and adjustment of under graduate students.**

This objective indicates the relationship between mental health and adjustment of under graduate students. The (r) value came out to be +0.58. Correlation is significant at 0.01 level of significance. There is a negligible correlation between mental health and adjustment of under graduate students.

Thus, the results show that there is a significant difference in mental health and adjustment of under graduate students in relation to their gender and type of stream.

## 5.3 CONCLUSION AND DISCUSSION

- The present study revealed that there is no significant difference in the mental health of under graduate students with respect to gender in the dimensions of school related causes and peer group related causes but a significant difference is found in the dimension of home related causes. In the studies of Arumugum and Mahendraprabu (2014), Kumar, Naik, Bhattacharjee and Sutradhar (2015), Ramesh and Waghmare (2018) has shown no significant results. Dhar and Jogsan (2014), Damodaran and Paul (2016), Sanskar, Amin, Wani, and Indumathi (2017) studies findings has shown significant results.

- The present study revealed that there is no significant difference in mental health of under graduate students with respect to type of stream in the dimensions of school related causes, home related causes and peer group related causes. The study of Arumugum and Mahendraprabu (2014) on the mental health of higher secondary students in respect of their level of mental health has shown significant results.

- The present study revealed that there is no significant difference between adjustment of under graduate students with respect to gender in the areas of home, health, social and educational but significant difference is found in the areas of Emotional. The Studies of Kundu, Sinha and Mondal (2015), Panth, Chaurasia and Gupta (2015), Kapadiya (2017) has shown no significant results. Sinha (2014), Menaga and Chandrasekaran (2015), Hassan and Singh (2016), Thakur (2021) studies findings has shown significant results.

- The present study revealed significant differences between adjustment of under graduate students with respect to type of stream in the areas of home, health, social and educational but no significant difference is found in the area of educational. The Studies of Gul and Ganai (2015), Kundu,Siha and Mondal (2015) showed no significant results. Menaga and Chandrasekaran (2015), Panth, Chaurasia and Gupta (2015), Dhamiji (2017) studies findings has shown significant results.

- The present study revealed that there is significant correlation between mental health and adjustment of under graduate students. The studies of Singh (2015), Kumar (2021), D'Souza and Tripati (2022) showed significant results. Paul and Barman (2018) studies findings has shown no significant results.

## 5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

On the basis of conclusions and inferences drawn following are the implications of the present study.

- The research discovered that female students seem to have more mental health problems than male students when it comes to issues related to their homes. So, it's important for parents and teachers to figure out why this is happening and come up with activities and plans to help females feel better mentally. They should provide guidance and counseling for all students in under graduate colleges to support their mental well-being. Also, provide Physical, social activities to the students.

- The colleges should understand the emotional needs of their male and female students and create programs to support them. They should provide a safe and positive environment to prevent anxiety and depression and encourage interaction between students and teachers. Additionally, they should offer emotional activities such as mindfulness and meditation that can help students manage stress and anxiety.

- Mean score of science and arts in adjustment of under graduate students has been found significant with respect to the type of stream. So, under graduate colleges should provide proper provision of co-curricular activities. It should organize sports, arts, music, drama, clubs, competitions, functions, and celebrations of days for channelizing the energies of students.

- Parent-teacher meetings should be conducted every month so that the students could be known better by teachers and parents and if any student is having any dissatisfaction or is having some maladjustment, proper measures could be undertaken both by parents and teachers.

- Results indicate that there is a significant relationship between the mental health and adjustment of under graduate students. Workshops, Seminars and a friendly and optimistic environment play an important role in reducing mental health and adjustment problems in under graduate students.

## 5.5 SUGGESTIONS FOR FURTHER RESEARCH

- The sample was collected from 200. It is suggested that this study can be conducted on a larger sample.

- A comparative study of mental health and adjustment of M.Ed. and B.Ed. students should be conducted.

- The study is purely based on students; it can be conducted on teachers, educators and other staff members of the institutions.

- Variables such as residing aspect (hostel vs residence), marital status (martin vs single), job experience (worked before vs never worked) financed (self financed vs financed by guardians) can be studied to unravel their impact on mental health of students.

- Adjustment may be studied with respect to other variables like achievement motivation.

- Conduct longitudinal studies to track the mental health and adjustment of under graduate students over an extended period. This can help identify trends and changes in mental health and adjustment patterns based on gender and academic stream.

- Use qualitative research methods such as interviews and focus groups to gain a deeper understanding of the experiences and challenges faced by under graduate students in different academic streams. This can provide insights into the specific factors that influence mental health and adjustment.

- Extend the research to compare the mental health and adjustment of under graduate students with those pursuing other forms of education, such as

vocational training or online courses. This can help determine if the findings are specific to the under graduate level or if they apply more broadly.

- Explore how intergenerational factors, such as family expectations and educational backgrounds of parents, influence the mental health and adjustment of students, especially regarding their choice of academic stream.

- Only two dependent variables, i.e. mental health and adjustment, are included in the study. But there are many other variables like emotional intelligence, interest, academic motivation, self- concept, stress factors, aptitudes etc. that may be included in the further research that have a great impact in enhancing the academic excellence of the students.

- The present study deals with a few demographic variables, so a comprehensive study can also be done on adjustment in relation to psychological variables such as personality traits, intelligence, and creativity.

These suggestions for further research can help build on the insights from the present study and contribute to a more nuanced understanding of the complex interplay between gender, academic stream, and mental health in the context of under graduate education.

# SUMMARY

## MENTAL HEALTH AND ADJUSTMENT OF UNDER GRADUATE STUDENTS IN RELATION TO GENDER AND TYPE OF STREAM

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### A. INTRODUCTION

Education should contribute to every person's complete development- mind and body, intelligence, sensitivity, aesthetics, appreciation and spirituality (UNESCO, 1972.) Education, throughout the life, is based on the four key pillars: "learning to know, learning to do, learning to live together and learning to be", which altogether shape an individual as a whole (International Commission on Education for Twenty-first Century - UNESCO, 1996):

- Learning to know, i.e., mastering knowledge oneself, is both a means and an end in life. This furthermore means learning to learn, throughout life.
- Learning to do, i.e., acquiring not only a vocational skill but also, more broadly, the ability to deal with numerous situations and to work within a group. It also means learning to do in the context of young people's various social and work experiences which may be formal or informal.
- Learning to live together, i.e., developing to be a social being (understanding others and an appreciation of interdependence - carrying out joint ventures and learning to manage conflicts).
- Learning to be, i.e., developing one's personality and being able to act with increasingly greater self-sufficiency, judgment and individual responsibility. In this connection, any aspect of a person's potential (i.e. memory, reasoning,

aesthetic sense, physical capacities and communication skills) should not be disregarded in education.

**MENTAL HEALTH**

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices (Balaji Niwlikar, 2022). Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Over the course of your life, if you experience mental health problems, your thinking, mood, and behavior could be affected. Many factors contribute to mental health problems, including:

- Biological factors, such as genes or brain chemistry
- Life experiences, such as trauma or abuse
- Family history of mental health problems.

Mental health problems are common but help is available. People with mental health problems can get better and many recover completely (http://mentalhealth.gov).

The term 'mental health' is also used to refer to the absence of mental disease. Mental health means keeping our minds healthy. Mankind generally is more focused on keeping their physical body healthy. People tend to ignore the state of their minds. Human superiority over other animals lies in his superior mind. Man has been able to control life due to his highly developed brain. So, it becomes very important for a man to keep both his body and mind fit and healthy. Both physical and mental health is equally important for better performance and result (Vedantu, April 2023).

According to the Oxford Dictionary, "Mental health is the ability to cope with one's environment and gain some degree of happiness from working and living, coupled with the promise of hope for the future.

According to J. A. Hadfield "Mental Health is the whole and harmonious functioning of the entire personality."

According to the American Psychological Association (APA) defined – 'Mental health is a state of mind characterized by emotional well-being, good behavioral adjustment, relative freedom from anxiety and disabling symptoms, and a capacity to establish constructive relationships and cope with the ordinary demands and stresses of life.

According to Cutts and Moslay (1941). Mental health is the ability that us to seek adjustment in the difficult situations of our life.

According to the World Health Organization (WHO), "Mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community.

**ADJUSTMENT**

The term "adjustment" originates from the biological term "adaptation". Biologists used the term "adaptation" strictly for the physical demands of the environment, but psychologists use the term "adjustment" for varying conditions of social or inter-personal relations in the society.

Psychologists have viewed adjustment from two important perspectives- "adjustment as an achievement", and "adjustment as a process" ( Dr.Amol Ubale, 2018).

Adjustment is a state or condition in which the individual's behavior confirms to the demands of the culture or society to which he belongs and at the same time, he feels that his own needs have been or will be fulfilled.

Adjustment is a compromise between the needs of the individual and the demands of the society in which he lives. Adjustment is a continuous process in which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. It can be conceptualized as a state of equilibrium between the individual and his environment.

According to Drewer (1952), "Adjustment means the modification to compensate for or meet special conditions."

According to Webster (1951), “Adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like.”

According to Good (1959), “Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment.”

According to Shaffer (1961), “Adjustment is the process by which a living organism maintains a balance between his needs and the circumstances that influence the satisfactions of these needs.

According to Carter V. Good, “adjustment is the process of finding and adopting modes of behavior suitable to the environment or the change in the environment".

## B. NEED AND SIGNIFICANCE OF THE STUDY

A mentally sound person is one who is conscientious and aware of personal and subjective choices which can influence his decisions. So, he adopts a rational decision-making behavior which does not maintain any personal and social biasness. An individual with an optimum bent of mind acquires the capacity to use trans-logical thinking to solve problems by exercising limitless imagination or unconventional creativity (Zohar and Marshall 2001). Students are especially able to use trans-logical thinking for proper alignment of ideas and new creation to solve problems of daily academic life with a balanced mind and body. Spirituality puts our life in a more wholesome context. It makes us purposive and ignites the need to explore new possibilities. Spirituality may give good direction in developing both self and universal awareness, self as well as psychic mastery. Our well-balanced psyche helps us in making a connection between the conscious and the unconscious nature of the mind. A spiritual mind lifts us to the transcendental level helping us in manifesting our limitless desires. It creates a positive self-image which can create anything and materialize our potentials and creativity. Students face such an identity crisis of a positive self in their academic journey and face unpredictability in life in absence of any kind of psychical force in life. It makes them quite directionless of what they want in life and the path to their goals becomes blurred. Here in this context, an optimal mind can easily connect to his inner self in relation to the external and divine force. He can position his/her desires and goals in the line of the higher values of transcendentalism. Through a discussion of the review of empirical literature in the

light of the stated objectives for the study, we can predict that the spiritual quotient (SQ) of an individual helps in discerning a healthy mental outlook, which also in turn affects his academic choices. The present study therefore is justified on the grounds that the two variables (mental health and adjustment) will be brought together for an exhaustive study in their relationships, which will go a long way in helping the educationists and administrators in organizing education for the benefit of the learner. An adjustment is the process of finding and adopting modes of behavior suitable to the environment of the change in the environment" (Goods, 1959). The shift between high school and college can be challenging and many changes occur in emotional, social and academic adjustment (Gerdes & Mallinckrodt, 1994). A number of adjustment problems which have a direct impact introducing the individual's efficiency. By having these problems, they are not able to achieve the desired goals with their abilities. There are many factors responsible for their performance, but personality plays a major role in better performance with the help of adjustment. Personality is totally responsible for determining one's adjustment in life. Hence, it is essential for educators and researchers to comprehensively comprehend the process of adaptation and mental health within the college environment. This study holds significance as there has been a scarcity of research investigating the relationship between these two variables; furthermore, only a limited number of studies have developed into this specific area.

## C. STATEMENT OF THE PROBLEM

MENTAL AND ADJUSTMENT OF UNDER GRADUATE STUDENTS IN RELATION TO GENDER AND TYPE OF STREAM.

## D. OPERATIONAL DEFINITIONS OF THE KEY TERMS

### Mental Health

Mental health refers to the mental state of a person by which a person is able to make social and personal adjustment in various circumstances. Mental health is the full and harmonious functioning of the whole personality. In the present study mental health of under graduate students is assessed by Mental Health scale by Dr. Sushma Talsera and Dr. Akhtar Bano (2017).

**Adjustment**

Adjustment is the process in which an individual balances the needs and the circumstances that affect the fulfillment of these needs.

Adjustment is the process by which a living organism maintains balance between his needs and the circumstances that influence the satisfactions of these needs. Adjustment is the outcome of the individual's attempts to deal with the stress and meet his needs: also, his efforts to maintain harmonious relationships with the environment. In the present study, the Adjustment of college students is assessed by Adjustment inventory for college students by Prof. A.K.P Sinha and Prof. R.P Singh (2007).

**Gender**

The Word Gender – comes from 'Latin word 'Genus', which means "kind or race". Gender is a psychological and cultural term referring to one's objective feelings of maleness & femaleness. The social & cultural definitions of men & women are called Gender'.

In the present study gender refers to male and female under graduate students.

**TYPE OF STREAM**

In the present study type of stream refer to B.A and Science students.

**E. OBJECTIVES OF THE STUDY**

- To study the difference in mental health of under graduate students with respect to gender.
- To study the difference in mental health of under graduate students with respect to type of stream.
- To study the difference in adjustment of under graduate students with respect to gender.
- To study the difference in adjustment of under graduate students with respect to type of stream.

- To study the relationship between mental health and adjustment of under graduate students.

## F. HYPOTHESES OF THE STUDY

- There is no significant difference in the mental health of under graduate students with respect to their gender.
- There is no significant difference in the mental health of under graduate students with respect to their type of stream.
- There is no significant difference in the adjustment of under graduate students with respect to their gender.
- There is no significant difference in the adjustment of under graduate students with respect to their type of stream.
- There is no significant relationship between mental health and adjustment of under graduate students.

## G. POPULATION OF THE STUDY

A research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait.

The population of the current study consists of all the students pursuing under graduate students from different government and private colleges in Jammu city. The population of the current study is 10,000 students enrolled in higher Education Department according to the All India survey report 2021-2022.

https://aishe.gov.in/aishe/BlankDCF/AISHE%20Final%20Report%202020-21.pdf

## H. SAMPLE OF THE STUDY

Sampling is the process by which a relatively small number of individuals or measures of individuals, objects, or events is selected and analyzed in order to find out something about the entire population from which it was selected. It helps to reduce expenditure, save time and energy, permit measurement of greater scope, or

produce greater precision and accuracy. Sampling procedures provide generalizations on the basis of a relatively small proportion of the population.

In the present study, a convenience sampling technique has been employed for selecting a Sample of 200 under graduate Students from 2 governments and 2 private colleges of Jammu City. 63 were males and 137 were female students.

## I. TOOLS EMPLOYED

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

1. Mental Health scale by Sushma Talesara and Akhtar Bano (2017).
2. Adjustment Inventory for college students developed by A.K.P. Sinha and R.P. Singh (2007).

### Mental Health Scale

Mental Health Scale (MHS) Scale developed by Sushma Talesara and Akhtar Bano (2017) has been employed by the researcher. In this scale, there are three areas namely: School related causes, Home related causes and Peer group related causes. The scale consists of 54 items where 25 items are positive and 29 are negative items.

### Adjustment Inventory Scale

Adjustment Inventory for College Students Scale (AICS) Scale has been developed by A.K.P. Sinha and R.P. Singh (2007) has been employed by the researcher. In this scale, there are five areas namely: Home, Health, Social, Emotional and Educational.The scale consists of 102 items ( Where Home 16, Health 15, Social 19, Emotional 31 and Educational 21 items).

## J. RESULTS

The resulting data has been analyzed using statistical techniques namely Percentage, t-test and Pearson's coefficient of Correlation**.**

**Research Objective 1**

**To study the difference in mental health of under graduate students with respect to gender.**

To study the difference in mental health of male and female students studying in under graduate colleges.

**Table 1**

*Values of N, Mean S.D. $SE_M$ and t value for mental health of under graduate students in relation to their Gender.*

| Sr | Dimensions | Gender | N | Mean | S.D. | SEm | df | t | Significant |
|---|---|---|---|---|---|---|---|---|---|
| 1. | School Related Causes | Male | 63 | 44.05 | 11.62 | 1.46 | 198 | 0.03 | NS |
| | | Female | 137 | 43.99 | 11.63 | 0.99 | | | |
| 2. | Home Related Causes | Male | 63 | 55.73 | 12.40 | 1.56 | 198 | 2.09 | Significant at 0.05 level |
| | | Female | 137 | 60.16 | 14.52 | 1.24 | | | |
| 3. | Peer Group Related Causes | Male | 63 | 34.35 | 8.91 | 1.12 | 198 | 0.70 | NS |
| | | Female | 137 | 35.34 | 9.33 | 0.79 | | | |

**Research Objective 2**

**To study the difference in mental health of under graduate students with respect to type of stream.**

**Table 2**

*Values of N, Mean S.D. SEM and t value for mental health of under graduate students in relation to their stream.*

| Sr | Dimensions | Stream | N | Mean | S.D. | $SE_M$ | df | t | Sig. |
|---|---|---|---|---|---|---|---|---|---|
| 1. | School Related Causes | Science | 97 | 45.20 | 11.91 | 1.21 | 198 | 1.41 | NS |
| | | Arts | 103 | 42.88 | 11.25 | 1.10 | | | |
| 2. | Home Related Causes | Science | 97 | 60.00 | 14.40 | 1.46 | 198 | 1.21 | NS |
| | | Arts | 103 | 57.60 | 13.59 | 1.34 | | | |
| 3. | Peer Group Related Causes | Science | 97 | 35.90 | 9.55 | 0.97 | 198 | 1.30 | NS |
| | | Arts | 103 | 34.20 | 8.80 | 0.86 | | | |

**Research Objective 3**

**To study the difference in adjustment of under graduate students with respect to gender.**

**Table 3**

*Values of N, Mean S.D. SEM and t value for adjustment of under graduate students in relation to their gender.*

| Sr. | Dimensions | Gender | N | Mean | S.D. | SEm | df | t | Significant |
|---|---|---|---|---|---|---|---|---|---|
| 1. | Home | Male | 63 | 24.94 | 3.25 | 0.41 | 198 | 0.55 | NS |
| | | Female | 137 | 24.66 | 3.08 | 0.26 | | | |
| 2. | Health | Male | 63 | 24.32 | 3.29 | 0.41 | 198 | 1.52 | NS |
| | | Female | 137 | 23.55 | 3.28 | 0.28 | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 3. | Social | Male | 63 | 28.68 | 2.98 | 0.37 | 198 | 1.44 | NS |
| | | Female | 137 | 28.01 | 3.06 | 0.26 | | | |
| 4. | Emotional | Male | 63 | 48.16 | 6.41 | 0.80 | 198 | 3.08 | Significant at 0.01 level |
| | | Female | 137 | 45.15 | 6.43 | 0.55 | | | |
| 5. | Educational | Male | 63 | 32.24 | 4.05 | 0.52 | 198 | 0.24 | NS |
| | | Female | 137 | 32.39 | 3.94 | 0.34 | | | |

**Research Objective 4**

**To study the difference in adjustment of under graduate students with respect to type of stream**

**Table 4**

*Values of N, Mean S.D. SEM and t value for adjustment of under graduate students in relation to their stream.*

| **Sr.** | **Dimensions** | **Stream** | **N** | **Mean** | **S.D.** | **$SE_M$** | **df** | **t** | **Sig.** |
|---|---|---|---|---|---|---|---|---|---|
| 1. | Home | Science | 97 | 25.42 | 2.98 | 0.30 | 198 | 3.03 | Significant at 0.01 level |
| | | Arts | 103 | 24.11 | 3.14 | 0.31 | | | |
| 2. | Health | Science | 97 | 24.57 | 3.18 | 0.32 | 198 | 3.28 | Significant at 0.01 level |
| | | Arts | 103 | 23.07 | 3.25 | 0.32 | | | |
| 3. | Social | Science | 97 | 28.67 | 2.91 | 0.29 | 198 | 2.01 | Significant at 0.05 level |
| | | Arts | 103 | 27.81 | 3.12 | 0.30 | | | |
| 4. | Emotional | Science | 97 | 47.13 | 6.61 | 0.67 | 198 | 2.19 | Significant at 0.05 level |
| | | Arts | 103 | 45.12 | 6.39 | 0.63 | | | |
| 5. | Educational | Science | 97 | 32.90 | 3.94 | 0.40 | 198 | 1.93 | NS |
| | | Arts | 103 | 31.82 | 3.94 | 0.38 | | | |

**Research Objective 5**

**To study the relationship between mental health and adjustment of under graduate students**

Pearson's correlation (r) has been computed to analyze the relationship between mental health and Adjustment Inventory for college students of under graduate students. The value of (r) for scores of under graduate students on *Mental Health Scale* and *Adjustment Inventory for College Students Scale*.

**Table 5**

*Coefficient of correlation between mental health and adjustment of under graduate students in Jammu City.*

| Statistical Parameters | N | Variables | Coefficient of correlation | Level of Significance |
|---|---|---|---|---|
| Mental Health | 200 | Mental Health | +0.59 | Significant at 0.01 Level |
| Adjustment | 200 | Adjustment | | |

**K. FINDINGS OF THE STUDY**

Major findings of the present study have been reported in the following subsection.

**RESEARCH OBJECTIVE 1**

**To study the difference in mental health of under graduate students with respect to gender.**

As far as the first objective of the study demonstrates the difference in mental health of under graduate students with respect to gender. The mean score of male in the area of school related causes is 44.05 and for female, it is 43.99 and the t value came out to be 0.03 which is not significant at both the levels of significance. In relation to the

next area i.e. home related causes, the mean score of male is 55.73, and for female, it is 60.16 and the t value came out to be 2.09 which is significant at 0.05 level of significance. The mean score of male in the area of peer group related causes is 34.35 and for female it is 35.34 and the t value came out to be 0.70 which is not significant at both the level of significance.

**RESEARCH OBJECTIVE 2**

**To study the difference in mental health of under graduate students with respect to type of stream.**

The second objective of the study demonstrates the difference in mental health of under graduate students with respect to type of stream. The mean score of male in the area of school related causes is 45.20 and for female it is 42.88 and the t value came out to be 1.41 which is not significant at both the levels of significance. In relation to the next area i.e. home related causes, the mean score of male is 60.00 and for female it is 57.60 and the t value came out to be 1.21 which is not significant at both the levels of significance. The mean score of male in the area of peer group related causes is 35.90 and for female it is 34.20 and the t value came out to be 1.30 which is not significant at any of the levels of significance.

**RESEARCH OBJECTIVE 3**

**To study the difference in adjustment of under graduate students with respect to gender.**

This objective demonstrates the difference in adjustment of under graduate students with respect to gender. The mean score of male in the area of home is 24.94 and for female it is 24.66 and the t value came out to be 0.55 which is not significant at both the levels of significance. In relation to the next area i.e. health the mean score of male is 24.32 and for female it is 23.55 and the t value came out to be 1.52 which is not significant at both the levels of significance. The mean score of male in the area of social is 28.68 and for female it is 28.01 and the t value came out to be 1.44 which is not significant at any levels of significance. The mean score of male in the area of emotional is 48.16 and for female it is 45.15 and the t value came out to be 3.08 which is significant at both the levels of significance. The mean score of male in the

area of educational is 32.24 and for female it is 32.39 and the t value came out to be 0.24 which is not significant at both the levels of significance.

**RESEARCH OBJECTIVE 4**

**To study the difference in adjustment of under graduate students with respect to type of stream.**

This objective demonstrates the difference in adjustment of under graduate students with respect to type of stream. The mean score of male in the area of home is 25.42 and for female it is 24.11 and the t value came out to be 3.03 which is significant at both the levels of significance. In relation to the next area i.e. health the mean score of male is 24.57 and for female it is 23.07 and the t value came out to be 3.28 which is significant at both the levels of significance. The mean score of male in the social area is 28.67 and for female it is 27.81 and the t value came out to be 2.01 which is significant at 0.05 level of significance. The mean score of male in the area of emotional is 47.13 and for female it is 45.12 and the t value came out to be 2.19 which is significant at 0.05 level of significance. The mean score of male in the area of educational is 32.90 and for female it is 31.82 and the t value came out to be 1.93 which is not significant at both the levels of significance.

**RESEARCH OBJECTIVE 5**

**To study the relationship between mental health and adjustment of under graduate students.**

This objective indicates the relationship between mental health and adjustment of under graduate students. The (r) value came out to be +0.58. Correlation is significant at 0.01 level of significance. There is a negligible correlation between mental health and adjustment of under graduate students.

Thus, the results show that there is a significant difference in mental health and adjustment of under graduate students in relation to their gender and type of stream.

## L. SUGGESTIONS FOR FURTHER RESEARCH

- The sample was collected from 200. It is suggested that this study can be conducted on a larger sample.
- A comparative study of mental health and adjustment of M.Ed. and B.Ed. students should be conducted.
- The study is purely based on students; it can be conducted on teachers, educators and other staff members of the institutions.
- Variables such as residing aspect (hostel vs residence), marital status (martin vs single), job experience (worked before vs never worked) financed (self financed vs financed by guardians) can be studied to unravel their impact on mental health of students.
- Adjustment may be studied with respect to other variables like achievement motivation.
- Conduct longitudinal studies to track the mental health and adjustment of under graduate students over an extended period. This can help identify trends and changes in mental health and adjustment patterns based on gender and academic stream.
- Use qualitative research methods such as interviews and focus groups to gain a deeper understanding of the experiences and challenges faced by under graduate students in different academic streams. This can provide insights into the specific factors that influence mental health and adjustment.
- Extend the research to compare the mental health and adjustment of under graduate students with those pursuing other forms of education, such as vocational training or online courses. This can help determine if the findings are specific to the under graduate level or if they apply more broadly.
- Explore how intergenerational factors, such as family expectations and educational backgrounds of parents, influence the mental health and adjustment of students, especially regarding their choice of academic stream.

- Only two dependent variables, i.e. mental health and adjustment, are included in the study. But there are many other variables like emotional intelligence, interest, academic motivation, self- concept, stress factors, aptitudes etc. that may be included in the further research that have a great impact in enhancing the academic excellence of the students.

- The present study deals with a few demographic variables, so a comprehensive study can also be done on adjustment in relation to psychological variables such as personality traits, intelligence, and creativity.

## M. DELIMITATIONS OF THE STUDY

The present study has been delimited only to the 200 under graduate students, (63 males and 137 females) from 4 government and private colleges of Jammu.

The study has been delimited two standardized tools namely:-

- Mental Health scale by Sushma Talesara and Akhtar Bano (2017)

- Adjustment Inventory for college students developed by A.K.P. Sinha and R.P. Singh (2007).

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Appendix-A

# MANUAL FOR MENTAL HEALTH SCALE

# Manual *for* MENTAL HEALTH SCALE MHS-TSBA

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## INTRODUCTION

Occasional ups and downs are normal in human life, but if despair and sadness persist for long time-say weeks or months and won't go away, it may be the sign of the onset of the mental sickness. Ill mental health makes a person hard to function and fails to enjoy life. Sadness, helplessness, lifelessness, emptiness restlessness etc. observed in mood are symptoms of ill mental health. Depressive symptoms affect day to day life and interfere with the ability to work, study, sleep, eat and fun. The feelings of worthlessness are intense. Persons suffering with ill mental health loses interest in friends, family members : He feels tired, sleepy and loses appetite and suffers from the dominance of negative thoughts. Person fails to concentrate at any work and becomes irritable on small things.

Though symptoms of poor or ill mental health vary from person to person, but the more the symptoms one has, the stronger and longer they deal with ill mental health and in turn need help.

An early identification of the signs of mental health may help a lot in seeking treatment and eradicating the symptoms of mental sickness.

### Purpose

Student's mental health scale has been developed with a view to identify a student with symptoms of ill mental health and need of psychological help.

This scale will also help to show the extend to which a person deviates from normal behaviours.

Mental sickness is serious mental health concern that will touch most people's lives at some point of their lifetime.

NIMH research has shown that certain types of psychotherapy, particularly cognitive behavioral therapy (CBT) and interpersonal theory (IPT) can help relieve stress. CBT helps patients to change their negative style of thinking and behaving.

### Objective

The main objective of developing this MHS is to check level of mental health in the adolescent students. Many times ill mental helath is not checked timely which leads to

great disturbance in the life of adolescent and also to distort personality, have maladjustment and lacks logical decisions.

**Development of Mental Health Scale**

Areas of mental Health - Following areas which may affect the mental health of students were identified :

1. School related causes.
2. Home related causes.
3. Peer group related causes.

**Operational definition of Areas**

**School related causes** – In school students faces a number of stimulus which may effect mental health of them such as teachers behaviour, over strictness of school administration, pressure of competition, stress of over loaded curriculum, lack of concentration, stress of examination etc.

**Home related causes**

Home enviornment influence starts very early in life time. The process of birth brings the individual into environment. Family is the society in miniature where he lays foundation of his life. He learns values, culture, language, attitudes, interest and so many factors related to personality. Some of the factors of home environment viz. protectiveness, freedom, control, reward, punishment, fairness or partial behaviour, congenial climate, suppression. Sometimes socio-economic status of family also affect the mental health of students.

**Peer group related cause**

Students are greatly influenced by their peer. Sometimes peer group tease or try to dominate, or comment on him. This stituation of torchering affect mental health of student.

In developing mental health scale various symptoms related to ill mental health were listed. Ten psychologists who have experienced of counseling had been consulted

and discussed about symptoms. Then twenty adolescents (10 girls and 10 boys) who had ill mental health were observed and talked about what they felt. On the basis of experts' discussion and observation of ill mental health personnels, initially 75 statements were framed. This scale of mental health statement was then given to 10 experts including clinical psychologist for their expert comments and relevance of statements in the light of symptoms of mental ill health. Finally, a list of 70 such statement showing complete agreement amongst the judges were selected.

**Try-out**

Second draft of scale with 70 items was administrated on 210 students of class X of a co-education Sr. Secondary School in Udaipur to know if any statement had any confusion. Slight changes in language of few statements were done.

**Item Analysis**

The mental health scale was administered to a group of 210 students who were randomly picked up for administration (102 girls and 108 boys) in the age range of 14-20 drawn from Udaipur district (100 rural and 110 urban). Incomplete test froms were not considered for the purpose of item analysis.

After having scored 200 sheets they were arranged in the descending order on the basis of total scores obtained on mental health scale (MHS). Twenty seven percent (54 sheets) were separated from either ends of the ordered sheet. These represented individuals upper and lower criteria group.

Scored obtained by the subject in the upper and lower criteria group on each statement were written in two column and 't' ratio were calculated to find power of discrimination for each item. The 't' values for each of the items were calculated and found that 54 items had satisfactory, discriminating power, hence 16 items were eliminated from the final from of MHS which had low discriminating power.

**The Final Tool**

The final draft of scale with 54 items, Dimension-wise and thereto positive/negative type items distribution has been given in Table 1.

## TABLE 1

*Dimensions-wise Distribution of Items*

| Sr. No. | Dimensions | Nature of Items | No. of Items | Total No. of Items | Total |
|---|---|---|---|---|---|
| I. | School Related Causes | Positive | 30, 31, 32, 41, 42, 50, 51 | 07 | 18 |
| | | *Negative* | *3, 4, 5, 6, 7, 13, 14, 16, 17, 19, 26* | *11* | |
| II. | Home Related Causes | Positive | 33, 35, 36, 37, 38, 43, 44, 45, 46, 47, 52, 53, 54 | 13 | 22 |
| | | *Negative* | *1, 2, 8, 9, 15, 18, 22, 27, 29* | *09* | |
| III. | Peer Group Related Causes | Positive | 34, 39, 40, 48, 49 | 05 | 14 |
| | | *Negative* | *10, 11, 12, 20, 21, 23, 24, 25, 28* | *09* | |
| Positive Items = 25 + Negative Items = 29 | | | | Total Items | 54 |

## TABLE 2

*Scoring System*

| Type of Item | Always | Often | Sometimes | Rarely | Never |
|---|---|---|---|---|---|
| Positive | 4 | 3 | 2 | 1 | 0 |
| *Negative* | *0* | *1* | *2* | *3* | *4* |

For smooth scoring, • Indicate Negative Items.

**TABLE 3**

*Dimension-wise Range of Minimum-Maximum Score*

| Sr. No. | Dimension | Total No. of Items | Minimum-Maximum Range of Score |
|---|---|---|---|
| I. | School Related Causes | 18 | 00 to 72 |
| II. | Home Related Causes | 22 | 00 to 88 |
| III. | Peer Group Related Causes | 14 | 00 to 56 |
| | Full Scale | 54 | 00 to 216 |

**Standardization of the Scale**

The final draft of the scale with 54 items (as given in Table 1), was administered on a secondary class student sample of 400 (both male & female) randomly selected from both Government and Private Management Schools of Udaipur District in the State of Rajasthan.

**Reliability**

Reliability of MHS was judged by split half method on the basis of odd and even items. Coefficient of correlation between the scores of odd and even sub divided part was found to be .72 which is significant at .01 level of significance.

**Validity**

The face validity of MHS appears to be high as it had already been confirmed before administration. Concurrent validity of the test was assessed on the basis of its comparison with another standardized test constructed by Pramod Kumar. The coefficient of correlation thus calculated was found to be .69 which is significant at .01 level, of significance.

Intrinsic validity was also computed by correlating scores obtained on various areas with the total scores obtained on MHS which ranged from .58 to .71. All the 'r' values are significant at .01 level, of significant.

**Statistical Results**

On the basis of the scores of 400 subjects the statistical results were as :

**TABLE 4 :** *Statistical Results*

| Sr. No. | Dimensions | N | Mean | SD |
|---|---|---|---|---|
| I. | School Related Causes | 400 | 43.20 | 6.60 |
| II. | Home Related Causes | 400 | 52.80 | 7.26 |
| III. | Peer Group Related Causes | 400 | 33.60 | 5.80 |
| | **Full Scale** | **400** | **129.60** | **19.66** |

**Norms**

On the basis of the statistical results presented in Table 4, z-Score Norms for each dimension and full scale have been prepared. The Dimension-wise Norms have been presented in Tables 5, 6 & 7, respectively and for full scale in Table 8.

Norms for interpretation of the level of Mental Health have been presented in Table 9.

**TABLE 5**

*z-Score Norms for Dimension : SCHOOL RELATED CAUSES*

**Mean : 43·20** **SD : 6·60** **N = 400**

| RAW Score | z-Score | RAW Score | z-Score | RAW Score | z-Score | RAW Score | z-Score |
|---|---|---|---|---|---|---|---|
| 19 | –3·66 | 31 | –1·84 | 43 | –0·03 | 55 | +1·78 |
| 20 | –3·51 | 32 | –1·69 | 44 | +0·12 | 56 | +1·93 |
| 21 | –3·36 | 33 | –1·54 | 45 | +0·27 | 57 | +2·09 |
| 22 | –3·21 | 34 | –1·39 | 46 | +0·42 | 58 | +2·24 |
| 23 | –3·06 | 35 | –1·24 | 47 | +0·57 | 59 | +2·39 |
| 24 | –2·90 | 36 | –1·09 | 48 | +0·72 | 60 | +2·54 |
| 25 | –2·75 | 37 | –0·93 | 49 | +0·87 | 61 | +2·69 |
| 26 | –2·60 | 38 | –0·78 | 50 | +1·03 | 62 | +2·84 |
| 27 | –2·45 | 39 | –0·63 | 51 | +1·18 | 63 | +3·00 |
| 28 | –2·30 | 40 | –0·48 | 52 | +1·33 | 64 | +3·15 |
| 29 | –2·15 | 41 | –0·33 | 53 | +1·48 | 65 | +3·30 |
| 30 | –2·00 | 42 | –0·18 | 54 | +1·63 | 66 | +3·45 |

## TABLE 6

*z-Score Norms for Dimension : HOME RELATED CAUSES*

**Mean : 52·80** **SD : 7·26** **N = 400**

| RAW Score | z-Score | RAW Score | z-Score | RAW Score | z-Score | RAW Score | z-Score |
|---|---|---|---|---|---|---|---|
| 29 | –3·27 | 41 | –1·62 | 53 | +0·02 | 65 | +1·67 |
| 30 | –3·14 | 42 | –1·48 | 54 | +0·16 | 66 | +1·81 |
| 31 | –3·00 | 43 | –1·34 | 55 | +0·30 | 67 | +1·95 |
| 32 | –2·86 | 44 | –1·21 | 56 | +0·44 | 68 | +2·09 |
| 33 | –2·72 | 45 | –1·07 | 57 | +0·57 | 69 | +2·22 |
| 34 | –2·58 | 46 | –1·93 | 58 | +0·71 | 70 | +2·36 |
| 35 | –2·44 | 47 | –0·79 | 59 | +0·85 | 71 | +2·50 |
| 36 | –2·31 | 48 | –0·66 | 60 | +0·99 | 72 | +2·64 |
| 37 | –2·17 | 49 | –0·52 | 61 | +1·12 | 73 | +2·77 |
| 38 | –2·03 | 50 | –0·38 | 62 | +1·26 | 74 | +2·91 |
| 39 | –1·89 | 51 | –0·24 | 63 | +1·40 | 75 | +3·05 |
| 40 | –1·76 | 52 | –0·11 | 64 | +1·54 | 76 | +3·19 |

## TABLE 7

*z-Score Norms for Dimension : PEER GROUP RELATED CAUSES*

**Mean : 33·60** **SD : 5·80** **N = 400**

| RAW Score | z-Score | RAW Score | z-Score | RAW Score | z-Score | RAW Score | z-Score |
|---|---|---|---|---|---|---|---|
| 13 | –3·55 | 23 | –1·82 | 33 | –0·10 | 43 | +1·62 |
| 14 | –3·38 | 24 | –1·65 | 34 | +0·06 | 44 | +1·79 |
| 15 | –3·20 | 25 | –1·48 | 35 | +0·24 | 45 | +1·96 |
| 16 | –3·03 | 26 | –1·31 | 36 | +0·41 | 46 | +2·13 |
| 17 | –2·86 | 27 | –1·13 | 37 | +0·58 | 47 | +2·31 |
| 18 | –2·69 | 28 | –0·96 | 38 | +0·75 | 48 | +2·48 |
| 19 | –2·51 | 29 | –0·79 | 39 | +0·93 | 49 | +2·65 |
| 20 | –2·34 | 30 | –0·62 | 40 | +1·10 | 50 | +2·82 |
| 21 | –2·17 | 31 | –0·44 | 41 | +1·27 | 51 | +3·00 |
| 22 | –2·00 | 32 | –0·27 | 42 | +1·44 | 52 | +3·17 |

## TABLE 8

*z-Score Norms for MENTAL HEALTH SCALE*

**Mean : 129·60** **SD : 19·66** **N = 400**

| RAW Score | z-Score | RAW Score | z-Score | RAW Score | z-Score | RAW Score | z-Score |
|---|---|---|---|---|---|---|---|
| 81 | −2·46 | 106 | −1·19 | 131 | +0·07 | 156 | +1·34 |
| 82 | −2·41 | 107 | −1·14 | 132 | +0·12 | 157 | +1·39 |
| 83 | −2·36 | 108 | −1·09 | 133 | +0·17 | 158 | +1·44 |
| 84 | −2·31 | 109 | −1·04 | 134 | +0·22 | 159 | +1·49 |
| 85 | −2·26 | 110 | −0·99 | 135 | +0·27 | 160 | +1·54 |
| 86 | −2·21 | 111 | −0·94 | 136 | +0·32 | 161 | +1·59 |
| 87 | −2·16 | 112 | −0·89 | 137 | +0·37 | 162 | +1·64 |
| 88 | −2·11 | 113 | −0·84 | 138 | +0·42 | 163 | +1·69 |
| 89 | −2·06 | 114 | −0·79 | 139 | +0·47 | 164 | +1·74 |
| 90 | −2·01 | 115 | −0·74 | 140 | +0·52 | 165 | +1·79 |
| 91 | −1·95 | 116 | −0·69 | 141 | +0·57 | 166 | +1·84 |
| 92 | −1·90 | 117 | −0·64 | 142 | +0·63 | 167 | +1·89 |
| 93 | −1·85 | 118 | −0·59 | 143 | +0·68 | 168 | +1·94 |
| 94 | −1·80 | 119 | −0·53 | 144 | +0·73 | 169 | +2·00 |
| 95 | −1·75 | 120 | −0·48 | 145 | +0·78 | 170 | +2·05 |
| 96 | −1·70 | 121 | −0·43 | 146 | +0·83 | 171 | +2·10 |
| 97 | −1·65 | 122 | −0·38 | 147 | +0·88 | 172 | +2·15 |
| 98 | −1·60 | 123 | −0·33 | 148 | +0·93 | 173 | +2·20 |
| 99 | −1·55 | 124 | −0·28 | 149 | +0·98 | 174 | +2·25 |
| 100 | −1·50 | 125 | −0·23 | 150 | +1·03 | 175 | +2·30 |
| 101 | −1·45 | 126 | −0·18 | 151 | +1·08 | 176 | +2·35 |
| 102 | −1·40 | 127 | −0·13 | 152 | +1·13 | 177 | +2·40 |
| 103 | −1·35 | 128 | −0·08 | 153 | +1·18 | 178 | +2·45 |
| 104 | −1·30 | 129 | −0·03 | 154 | +1·23 | 179 | +2·50 |
| 105 | −1·24 | 130 | +0·02 | 155 | +1·28 | 180 | +2·55 |

## TABLE 9

*Norms for Interpretation of the Level of Mental Health*

| Sr. No. | Raw Scores Range of Dimension | | | Raw score Range of Full Scale | z-Score Range | Grade | Level of Mental Health |
|---|---|---|---|---|---|---|---|
| | School | Home | Peer Group | | | | |
| 1. | 57 & above | 68 & above | 46 & above | 170 & above | +2.01 & above | A | Extremely Good |
| 2. | 52 to 56 | 62 to 67 | 41 to 45 | 155 to 169 | +1.26 to +2.00 | B | Very Good |
| 3. | 47 to 51 | 57 to 61 | 37 to 40 | 140 to 154 | +0.51 to +1.25 | C | Good |
| 4. | 40 to 46 | 50 to 56 | 31 to 36 | 120 to 139 | –0.50 to +0.50 | D | Moderate |
| 5. | 35 to 39 | 44 to 49 | 27 to 30 | 105 to 119 | –1.25 to –0.51 | E | Poor |
| 6. | 30 to 34 | 39 to 43 | 22 to 26 | 91 to 104 | –2.00 to –1.26 | F | Very Poor |
| 7. | 29 & below | 38 & below | 21 & below | 90 & below | –2.01 & below | G | Extremely Poor |

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# CONSUMABLE BOOKLET OF MHS -TSBA

T. M. Regd. No. 564838
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Dr. Sushma Talesara *(Udaipur)*
Dr. Akhtar Bano *(Udaipur)*

**Consumable Booklet of**

# MHS-TSBA

*(English Version)*

***Please fill in the following entries :*** ***Date*** ☐☐☐☐☐☐☐☐

**Name**_____ **Father's Name**_____

**Date of Birth** ☐☐☐☐☐☐☐☐ **Gender : Male** ☐ **Female** ☐

**Residence**_____ **Family : Nuclear** ☐ **Joint** ☐

**Brother / Sister : Younger** ☐ **Elder** ☐ **Area : Urban** ☐ **Rural** ☐

**Any Defect : Physical** ☐ **Economic** ☐ **Social** ☐

## INSTRUCTIONS

On the following pages have 54 statements which are related to your life. Each individual have his/her unique life therefore no answer is wrong. Every statement has five option, viz., ***Always, Frequently, Occasionally, Rarely*** and ***Never*** and put a tick mark ☑ at the option which match to your nature.

You are requested to answer all the questions. There is no boundation of time.

***Your answers will be kept confidential.***

## Scoring Table

| Sr. No. | Dimension | Raw Score | z-Score | Grade | Level of Mental Health |
|---|---|---|---|---|---|
| I. | School | | | | |
| II. | Home | | | | |
| III. | Peers | | | | |
| | Full Scale | | | | |

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**UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007**

| Sr. No. | STATEMENTS | Always | Fre-quently | Occasi-nally | Rarely | Never | SCORE |
|---|---|---|---|---|---|---|---|
| 1. | I am nagged for my studies again & again. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. | My parents give more love and affection to my brother/sister. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. | I get frightened even without a reason. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. | I get less sleep at night. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. | My sleep often gets interrupted in night. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6. | I feel stressed when my sleep breaks at nights. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 7. | I get headache when I continuously think of something. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 8. | I feel suffocated. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 9. | My relatives keep questioning me when I go out of home. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 10. | Everyone criticizes me. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. | I like being silent. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. | When my friends are laughing I feel they are making fun of me. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. | I am not able to concentrate while studying. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 14. | I forget fast what I learn. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 15. | I often feel tensed and worried. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 16. | I get scary dreams. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 17. | I get dreams of performing badly in examination. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Total Score Page 2** ☐

| Sr. No. | STATEMENTS | Always | Fre-quently | Occasi-nally | Rarely | Never | SCORE |
|---|---|---|---|---|---|---|---|
| 18. | I faced many difficulties in childhood. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 19. | I forget what is studied during examination. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 20. | Some children tease me. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 21. | My friends talk about disappointing things. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 22. | I feel that I am sick. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 23. | I am lost in myself. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 24. | People want to harm me. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 25. | Life is dull/boring. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 26. | My capacity to work is reducing. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 27. | My family accuses me for the wrong even when it is not my mistake. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 28. | I like to stay alone. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 29. | I face hindrances in all my work. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 30. | I am curious to know all things. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 31. | I am fully confident. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 32. | I answer questions asked by teacher with enthusiasm. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 33. | I wish to talk to my relatives. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 34. | I like watching films. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 35. | I freely communicate with my family members. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |
| 36. | I like to go out for excursions. | ☐ | ☐ | ☐ | ☐ | ☐ | ◯ |

**Total Score Page 3** ☐

| Sr. No. | STATEMENTS | Always | Frequently | Occasionally | Rarely | Never | SCORE |
|---|---|---|---|---|---|---|---|
| 37. | I like to take part in any activity at my home. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 38. | I get sufficient love and affection from my family. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 39. | I like humour and have fun. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 40. | I have many friends. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 41. | I like to read books. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 42. | I finish my work on time which is given to me in school. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 43. | I am well organized. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 44. | I like to look smart. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 45. | I feel excited to do new things. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 46. | I wish to celebrate my birthday with lot of fun. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 47. | Festivals make me happy. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 48. | If something hurts me, I immediately clarify it with that persons. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 49. | My friends love me a lot. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 50. | I like to go to school. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 51. | I like to participate in co-curricular activities. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 52. | I work wholeheartedly. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 53. | My parents respect my thoughts & feelings. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 54. | I think I am fortunate / lucky. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Total Score Page 4** ☐

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*Manual for*

# Adjustment Inventory

## For

# College Students

**AICS - SS**


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## INTRODUCTION

The adjustment inventory has been designed for use with English/Hindi knowing college students of India. The test seeks to segregate normal from poorly adjusted college students of all grades in respect of five areas of adjustment (Home, Health, Social, Emotional and Educational).The test is helpful in screening the poorly adjusted students who may need further psychodiagnostic study and counselling.

The inventory has been prepared in Hindi as well in English and it has 102 items (Home 16, Health 15, Social 19, Emotional 31 and Educational 21). While constructing items, care was taken to employ simpler English/Hindi words of every day use.Also, care was taken to formulate items keeping in view the local conditions and the problems facing the student population in this country.

In the beginning, a list of 201 items was prepared. The list was presented to a group of 5 judges and only those items were retained about which the judges were unanimous for their retention. This led to elimination of 35 items out of 201. The remaining 166 items were subjected to item analysis. Item analysis was done by calculating biserial correlation of each item (i) with the total scores on the inventory and (ii) with the area total scores. The significance of a bi-serial correlation at .001 level was fixed as the criterion for retaining an item. This led to further elimination of 64 items out of 166, retaining only 102 items for the final test.

### Sample

The final test of 102 items was administered on a randomly selected representative sample of 2280 students (1550 Male, 730 Female) of Patna and Magadh Universities. The chi-square test was applied to determine the normality of the distributions of the scores of the subjects of the two sexes in respect of the total inventory as well as of the five separate areas of the inventory. The values of Chi-square, thus calculated, showed that the distributions were not departing significantly from normality.

### Reliability

Coefficient of reliability was determined by (i) Split-half method (ii) Hoyt's analysis of variance method (iii) K-R Formula-20. Test-retest reliability was also determined by

administering the test after a period of 3 weeks on 228 students which is 10 percent of the total sample. The following table 1 gives the reliability coefficients determined by different methods.

**TABLE 1**

*Reliability Coefficients of the Inventory by Using Different Methods Reliability Co-efficients*

| Method Used | Home | Health | Social | Emotional | Educational | Total |
|---|---|---|---|---|---|---|
| Split half | .87 | .83 | .96 | .95 | .97 | **0.94** |
| Test-retest | .85 | .82 | .95 | .94 | .96 | **0.93** |
| Hoyt's Method | .86 | .85 | .95 | .95 | .94 | **0.94** |
| K-R Formula-20 | .84 | .82 | .92 | .94 | .93 | **0.92** |

**Validity**

In item analysis, validity coefficients were determined for each item by bi-serial correlation method and only those items were retained which yielded bi-serial correlation with both the criteria (i) total score, and (ii) area score, significant at .001 level.

Intercorrelations among the five areas of the inventory were calculated. The correlation matrix is presented in Table 2.

**TABLE 2**

*Correlation Matrix of the Five Areas*

| Sr. No. | Area | a क | b ख | c ग | d घ | e च |
|---|---|---|---|---|---|---|
| a क | Home | — | .22 | .16 | .26 | .25 |
| b ख | Health | .22 | — | .14 | .25 | .22 |
| c ग | Social | .16 | .14 | — | .21 | .20 |
| d घ | Emotional | .26 | .25 | .21 | — | .32 |
| e च | Educational | 25 | .22 | .20 | .32 | — |

Table 2 reveals that correlations among various areas vary between 0.14 and 0.32 with an average of 0.22. Thurston's centroid method of factor analysis was employed and after the extractions of second centroid factor from the first residual correlation matrix, it was amply proced that there exists inter-independence among the five areas of inventory.

The inventory was also validated by correlating inventory-scores with Hostel Superintendents' ratings. This was studies on a sample of 120 students living in different hostels of Patna University. The Hostel Superintendents rated the students on five point scale, namely—***Excellent, Good***, ***Average, Unsatisfactory*** and ***Very Unsatisfactory*** in respect of their adjustment. Product moment coefficient of correlation between the inventory scores and superintendents' rating was obtained to be 0.58, significant at .01 level.

**Norms**

Percentile norms were computed for both males and females of all the five areas–***(Home, Health, Social, Emotional*** and ***Educational)*** separately as also for the inventory as a whole. Table 3 and 4 present the percentiles for males and females respectively.

**TABLE 3 :** *Percentile Norms for Males*

| Percentile | Home | Health | Social | Emotional | Educational | Total |
|---|---|---|---|---|---|---|
| $P_{90}$ | 9.09 | 7.51 | 11.31 | 19.11 | 12.81 | **55.54** |
| $P_{80}$ | 7.46 | 5.97 | 10.30 | 16.73 | 10.72 | **48.69** |
| $P_{70}$ | 6.45 | 4.14 | 9.38 | 14.98 | 9.20 | **44.37** |
| $P_{60}$ | 5.46 | 4.17 | 8.78 | 13.48 | 8.13 | **39.92** |
| $P_{50}$ | 4.75 | 3.92 | 8.20 | 11.75 | 7.01 | **36.34** |
| $P_{40}$ | 4.06 | 2.82 | 7.51 | 10.05 | 5.83 | **32.73** |
| $P_{30}$ | 3.35 | 2.23 | 6.86 | 8.33 | 4.77 | **28.71** |
| $P_{20}$ | 2.63 | 1.64 | 6.12 | 6.42 | 3.76 | **24.02** |
| $P_{10}$ | 1.91 | 0.62 | 5.02 | 4.12 | 2.40 | **18.33** |

**TABLE 4**

*Percentile Norms for Females*

| Percentile | Home | Health | Social | Emotional | Educational | Total |
|---|---|---|---|---|---|---|
| $P_{90}$ | 7.02 | 8.38 | 11.54 | 19.34 | 12.12 | **51.50** |
| $P_{80}$ | 5.42 | 6.70 | 10.66 | 16.87 | 10.12 | **45.39** |
| $P_{70}$ | 4.77 | 4.93 | 9.19 | 14.99 | 9.32 | **42.72** |
| $P_{60}$ | 4.11 | 4.46 | 9.04 | 13.24 | 6.63 | **37.36** |
| $P_{50}$ | 4.07 | 3.92 | 8.35 | 11.75 | 6.14 | **34.07** |
| $P_{40}$ | 3.06 | 2.53 | 7.66 | 9.56 | 5.36 | **30.78** |
| $P_{30}$ | 2.65 | 2.10 | 6.96 | 7.90 | 4.40 | **27.24** |
| $P_{20}$ | 2.23 | 1.34 | 6.25 | 6.20 | 3.54 | **23.55** |
| $P_{10}$ | 1.83 | 0.42 | 5.54 | 3.61 | 2.18 | **18.04** |

The subjects can be classified into five categories in accordance with the raw scores obtained by them on the inventory. The five different categories of adjustment are—'A' which stands for excellent, 'B' which stands for good, 'C' which stands for average, 'D' which stands for unsatisfactory, and 'E' which stands for very unsatisfactory adjustment. This categorization was done by dividing the base line of the normal curve into five equal units, each unit being equal to 1.2 standard deviation. Table 5 presents the classification of adjustment for total scores.

**TABLE 5**

*Classification of Adjustment in Terms of Categories*

| Categories | Description of Adjustment | Range of Scores | |
|---|---|---|---|
| | | Male | Female |
| A क | **Excellent** | **12 and below** | **12 and below** |
| B ख | Good | 13 — 28 | 13 — 27 |
| C ग | **Average** | **29 — 45** | **28 — 41** |
| D घ | Unsatisfactory | 46 — 61 | 42 — 57 |
| E च | **Very Unsatisfactory** | **62 and above** | **58 and above** |

Means and SDs of the population upon which norms are based is given in Table 6.

**TABLE 6**

| Adjustment Areas | | Male | | Female | |
|---|---|---|---|---|---|
| | | Mean | S.D. | Mean | S.D. |
| A क | **Home** | 4.95 | 2.82 | 4.24 | 2.16 |
| B ख | **Health** | 4.26 | 2.64 | 4.05 | 2.92 |
| C ग | **Social** | 8.14 | 2.48 | 8.46 | 2.56 |
| D घ | **Emotional** | 11.21 | 5.65 | 11.48 | 5.83 |
| E च | **Educational** | 7.75 | 3.90 | 6.69 | 3.60 |
| **Total** | | **36.67** | **13.69** | **34.71** | **11.62** |

## TABLE 7

*Scoring Key (Correct Answer)*

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | YES | 26 | YES | 51 | YES | 77 | YES |
| 2 | YES | 27 | YES | 52 | YES | 78 | YES |
| 3 | YES | 28 | YES | 53 | YES | 79 | YES |
| 4 | YES | 29 | YES | 54 | YES | 80 | YES |
| 5 | YES | 30 | YES | 55 | YES | 81 | YES |
| 6 | YES | 31 | YES | 56 | YES | 82 | NO |
| 7 | YES | 32 | YES | 57 | YES | 83 | YES |
| 8 | YES | 33 | YES | 58 | YES | 84 | YES |
| 9 | YES | 34 | YES | 59 | YES | 85 | NO |
| 10 | YES | 35 | YES | 60 | YES | 86 | YES |
| 11 | YES | 36 | YES | 61 | NO | 87 | YES |
| 12 | YES | 37 | YES | 62 | YES | 88 | YES |
| 13 | YES | 38 | YES | 63 | NO | 89 | NO |
| 14 | YES | 39 | YES | 64 | YES | 90 | YES |
| 15 | YES | 40 | YES | 65 | YES | 91 | NO |
| 16 | YES | 41 | YES | 66 | YES | 92 | YES |
| 17 | YES | 42 | YES | 67 | YES | 93 | NO |
| 18 | NO | 43 | YES | 68 | YES | 94 | YES |
| 19 | YES | 44 | YES | 69 | YES | 95 | YES |
| 20 | YES | 45 | NO | 70 | NO | 96 | YES |
| 21 | YES | 46 | YES | 71 | YES | 97 | NO |
| 22 | YES | 47 | YES | 72 | YES | 98 | YES |
| 23 | YES | 48 | YES | 73 | YES | 99 | NO |
| 24 | YES | 49 | YES | 74 | YES | 100 | YES |
| 25 | NO | 50 | YES | 75 | YES | 101 | NO |
| | | | | 76 | NO | 102 | YES |

**Awarded 1 Score for every Correct Answer.**

## INSTRUCTIONS FOR TEST ADMINISTRATOR

1. It is a **self-administering inventory**. The administrator should read the instructions given on the first page and the students should also read them silently alongwith the administrator.
2. There is no time limit for answering it. Ordinarily an individual takes 18 minutes in compleating the test.
3. Students should be instructed to **interpret** the meaning of the sentences themselves. However, meaning of the difficult words, if any, should be given by the administrator.
4. Co-operation for he students in answering the inventory is **very essential**. The administrator should assure them that their answers and scores will be treated with strictest confidence.
5. The administrator should indicate **frankly and honestly** the purpose of the test, if any item regarding this is raised by the students.
6. There is no need of telling why letters and numbers are placed before the item. If a item is asked about these the administrator should tell the meaning of the letters.

## INSTRUCTIONS FOR RESPONDENTS

1. Do not open or turn any page of this booklet until you are asked to do so.
2. Do not make any mark in this booklet and handle it with care.
3. You have this booklet in which some items relating to your personality are given and your answers are to be marked on the separate answer sheet provided.
4. You will find two cells against each item on the answer sheet. Look from your side, left hand cell is indicating **'Yes'** response, while the right hand cell is indicative of **'No'** response. Out of these two cells, you have to draw a circle around any one cell which is applicable to you. Keep in mind that no item is fales or true. What is true concerning you. draw a circle around that only. If the answer of a item is **'Yes'** about you, draw a circle around the left hand cell and if it is **'No'**, draw a circle around the right hand cell.
5. Your responses will be kept completely **secret**. So answer them without any hesitation.
6. There is no time limit, but try to finish it as early as possible.

## INSTRUCTIONS FOR SCORING

The inventory is reusable with answer sheet for responses by the students. Transparent scoring key are provided separately for each area and the responses marked under circle are considered and each response has to be assigned a weightage of **One (1) score.**

## TABLE 8

*Area-wise Distribution of Items*

| Sr. No. | Adjustment Area | Nature of Items | Serialwise Item No. | Total No. of items | Total |
|---|---|---|---|---|---|
| a क | HOME | YES | 1, 6, 10, 15, 17, 20, 27, 34, 38, 49, 54, 58, 66, 100 | 14 | 16 |
| | | *NO* | *45, 70* | *02* | |
| b ख | HEALTH | YES | 4, 7, 16, 21, 24, 28, 35, 36, 42, 46, 50, 59, 62, 67, 71 | 15 | 15 |
| | | *NO* | – | – | |
| c ग | SOCIAL | YES | 5, 12, 32, 39, 51, 55, 72, 74, 77, 80, 83 | 11 | 19 |
| | | *NO* | *18, 25, 63, 76, 85, 89, 91, 97* | *08* | |
| d घ | EMOTIONAL | YES | 2, 8, 11, 13, 19, 22, 26, 29, 31, 33, 40, 43, 47, 52, 56, 60, 64, 68, 75, 78, 81, 84, 87, 90, 92, 95, 96, 98, 102 | 29 | 31 |
| | | *NO* | *99, 101* | *02* | |
| e च | EDUCATIONAL | YES | 3, 9, 14, 23, 30, 37, 41, 44, 48, 53, 57, 65, 69, 73, 79, 86, 88, 94 | 18 | 21 |
| | | *NO* | *61, 82, 93* | *03* | |
| **YES Items = 87 + NO Items = 15** | | | | **Total Items** | **102** |

Table 9 shows the classification of adjustment for males and females separately in respect of the five areas—***Home, Health, Social, Emotional*** and ***Educational.***

TABLE 9 : *Classification of Adjustment in Terms of Categories in the Five Areas*

| Areas | Category | Description of Adjustment | Range of Score | |
|---|---|---|---|---|
| | | | Male | Female |
| HOME a क | A | Excellent | 0 –1 | 0 –1 |
| | B | Good | 2 –3 | 2 –3 |
| | C | Average | 4 –7 | 4 –5 |
| | D | Unsatisfactory | 8 –9 | 6 –8 |
| | E | Very Unsatisfactory | 10 and above | 9 and above |
| HEALTH b ख | A | Excellent | 0 –1 | 0 |
| | B | Good | 2 –3 | 1 –2 |
| | C | Average | 4 –5 | 3 –6 |
| | D | Unsatisfactory | 6 –8 | 7 –9 |
| | E | Very Unsatisfactory | 9 and above | 10 and above |
| SOCIAL c ग | A | Excellent | 0 –2 | 0 –3 |
| | B | Good | 3 –6 | 4 –6 |
| | C | Average | 7 –9 | 7 –9 |
| | D | Unsatisfactory | 10 –12 | 10 –11 |
| | E | Very Unsatisfactory | 13 and above | 12 and above |
| EMOTIONAL d घ | A | Excellent | 0 –1 | 0 –1 |
| | B | Good | 2 –7 | 2 –7 |
| | C | Average | 8 –15 | 8 –14 |
| | D | Unsatisfactory | 16 –21 | 15 –21 |
| | E | Very Unsatisfactory | 22 and above | 22 and above |
| EDUCATIONAL e च | A | Excellent | 0 –1 | 0 –1 |
| | B | Good | 2 –4 | 2 –4 |
| | C | Average | 5 –9 | 5 –8 |
| | D | Unsatisfactory | 10 –14 | 9 –12 |
| | E | Very Unsatisfactory | 15 and above | 13 and above |

a | क **Home Adjustment**–Low Scores indicate satisfactory adjustment. Individuals scoring high tend to be unsatisfactorily adjusted towards their home surroundings.

b | ख **Health Adjustment**–Low scores indicate satisfactory health adjustment and high scores unsatisfactory adjustment.

c | ग **Social Adjustment**–Individuals scoring low are submissive and retiring. High scores indicate aggressive behaviour.

d | घ **Emotional Adjustment**–High scores indicate unstable emotion. Individuals with low scores tend to be emotionally stable.

e | च **Educational Adjustment**–Individuals scoring high are poorly adjusted toward curricular and co-curricular programmes. Persons with low scores are interested in the educational activities.

The inventory is intended as an aid in counselling college students whose personal problems pertain to any of categories included in the test. The use of Devnagri letters a | क, b | ख, c | ग, d | घ, e | च corresponding to the five measures of adjustment, as well as the numbers, enable the test user to discover readily the particular question relating to each measure. The total score may be teken to indicate the general adjustment status.

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REUSABLE BOOKLET

OF

# AICS – SS

[English Version]

Prof. A. K. P. Sinha (Raipur)
Prof. R. P. Singh (Patna)

T. M. Regd. No. 564838
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Estd. 1971

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# INSTRUCTIONS

- Do not open or turn any page of this booklet until you are asked to do so.
- Do not make any mark in this booklet and handle it with care. It is to be reused.
- You have this booklet in which some statements relating to your personality are given and your answers are to be marked on the separate answer sheet provided to you.
- You will find two cells against each statement on the answer sheet. Look from your side, left hand cell is indicating **YES** response, while right hand cells is indicative of **NO** response. Out of these two cells, you have to draw a circle around any one cell which is applicable to you. Keep in mind that no item is false or true. What is true concerning you, draw a circle around that only. If the answer of a statement is **YES** about you, draw a circle around on left hand cell (□) and if it is **NO** draw a circle on right hand cell (□).
- Your responses will be kept completely secret. So answer them without any hesitation.
- There is no time limit, but try it finish it as early as possible.

| Sr. No. | STATEMENTS |
|---|---|
| 1 | Have you ever strongly desired to go home ? |
| 2 | Do you often daydream ? |
| 3 | Do you feel that many of you friends have better educational background than in many subjects ? |
| 4 | Is it difficult for you to sleep sometimes even when there is no noise disturbing you ? |
| 5 | Do you avoid meeting your friends in a public place ? |
| 6 | Do you feel that true love and affection is lacking in your home ? |
| 7 | Do you feel quite tired by the end of the day ? |
| 8 | Do you feel difficulty sometimes ? |
| 9 | Are you often worried because of your poor memory ? |
| 10 | Has your home become full of problems for you, due to lack of money ? |
| 11 | Do you get discouraged easily ? |
| 12 | Are you of a shy nature ? |
| 13 | Do you get excited in debates ? |
| 14 | Are you more interested in the cinema actors than in the learned people ? |
| 15 | Have your parents interfered or objected to the company of some of your friends with whom you move around ? |
| 16 | Have you ever had a major operation ? |
| 17 | Does your father or mother get irritated soon ? |
| 18 | Do you generally ask the speaker some questions in a meeting ? |
| 19 | Do you believe that you are nervous ? |
| 20 | Do you often quarrel with your brothers and sisters ? |
| 21 | Do you often feel dizzy ? |

| Sr. No. | STATEMENTS |
|---|---|
| 22 | Does it displease you when something little is said against you ? |
| 23 | Do you forget easily what you have read ? |
| 24 | Do your eyes get exerted when you see ? |
| 25 | Have you ever organized any social function by yourself ? |
| 26 | Are you unable to sleep because of some disturbed thoughts in your mind ? |
| 27 | Do you feel that your parents are more strict with you than they should be ? |
| 28 | Do you feel tired when you get up in the morning ? |
| 29 | Do you worry over an insulting experience for a long time? |
| 30 | Do you worry over what your future job will be ? |
| 31 | Are you afraid of telling your problems to your teacher ? |
| 32 | Is it difficult for you to speak in public ? |
| 33 | Do you cry easily over simple things ? |
| 34 | Do you get contrary ideas of love and hate towards your family members ? |
| 35 | Do you often have throat troubles ? |
| 36 | Do you often complain about nausea feeling or vomiting feeling ? |
| 37 | Do you think that your teachers take side of the other students ? |
| 38 | Has any one of your senior family members made you unhappy by passing comments on your appearance ? |
| 39 | Do you feel loneliness even when you are among the people ? |
| 40 | Do you feel gloomy when you get less marks in the examination |
| 41 | Do you feel that your friends get better results in the examination because they have better facilities ? |
| 42 | Were you sick for a long time in your childhood ? |

| Sr. No. | STATEMENTS |
|---|---|
| 43 | Do you dislike the kind of happiness that makes others happy? |
| 44 | Are you afraid of appearing for examinations ? |
| 45 | Are you happy and satisfied with the presents atmosphere at home ? |
| 46 | Do you sometimes get strong headache ? |
| 47 | Do you fear that you might jump when you climb to a high place ? |
| 48 | Is it difficult for you to grasp the subject-matter taught in the class ? |
| 49 | Do you get very little help from home ? |
| 50 | Are you often absent from college due to sickness ? |
| 51 | Have you ever been unable to answer a question in class because of being afraid of speaking. |
| 52 | Do you get angry easily ? |
| 53 | Is it difficult for you to set your mind into studies ? |
| 54 | Do you feel inferior because your friends home atmosphere is happier than yours ? |
| 55 | Do you cross the road to avoid meeting a certain individual ? |
| 56 | Are you unhappy because of inferiority feeling ? |
| 57 | Is it difficult for you to write notes in the class ? |
| 58 | Do you feel that your parents are of old ideas ? |
| 59 | Are you sometimes affected with skin disease ? |
| 60 | Do you worry about expected problems to come ? |
| 61 | Do you know how to get ready for examination ? |
| 62 | Are you always worried because of physical morbidity ? |
| 63 | Do you make friends easily ? |

| Sr. No. | STATEMENTS |
|---|---|
| 64 | Do you feel perplexed that people on the road are looking at you only ? |
| 65 | Do you feel sleepy in class even after you have had enough of sleep during the night ? |
| 66 | Do you feel that you are a burden to your parents ? |
| 67 | Does your health always trouble you ? |
| 68 | Do you get much disturbed because of criticism ? |
| 69 | Do you think of leaving the college sometimes ? |
| 70 | Are you satisfied with the behaviour of your brothers and sisters ? |
| 71 | Does the idea of being infected with a contagious disease often terrify (frighten) you ? |
| 72 | Do you get confounded (or baffled) very much when a teacher comes to your home suddenly ? |
| 73 | Do you have any doubt on the value of things you read ? |
| 74 | Do you have difficulty starting up a conversation with a stranger ? |
| 75 | Do you get bewildered easily ? |
| 76 | Do you like to take part in celebrating festivals or other entertainment programmes ? |
| 77 | Do you hesitate in coming into a room where some people are sitting and talking among themselves ? |
| 78 | Does your emotional or sentimental being rise or fall without any obvious cause ? |
| 79 | Is it difficult for you to express your ideas in writing ? |
| 80 | Do you often experience loneliness ? |
| 81 | Do you get frightened in the darkness when you are alone ? |
| 82 | Do you think that you get encouragement from your teacher ? |
| 83 | Are you careful in speaking something that hurts others ? |
| 84 | Does praise please you more than the work achievement? |
| 85 | Do you disregard other sentiments to achieve any important goal (or object) ? |

| Sr. No. | STATEMENTS |
|---|---|
| 86 | Do you think that your teacher have no interest in you ? |
| 87 | Do people take advantage of you sometimes ? |
| 88 | Does it worry you that your teachers think of you less than you really are ? |
| 89 | Do you come forward and bring life into a dead party or function ? |
| 90 | Does your mind sometimes wander or get confused so much that you forget the order of the work that you are doing ? |
| 91 | Do you like to work in groups ? |
| 92 | Do you get sometimes pleasing and sometimes sad thoughts one after the other without any reason ? |
| 93 | Do you think that you have chosen subjects that are most appropriate for you ? |
| 94 | Is it difficult for you to keep up with the progress in class ? |
| 95 | Do you think that after you have finished studying, you will not get the kind of job you like ? |
| 96 | Do you sometimes feel that you should not have been born ? |
| 97 | Do you have many friends in college in whom you trust ? |
| 98 | Do you sometimes do some things unknowingly ? |
| 99 | Do you quarrel with your classmates over little things ? |
| 100 | Do you have to be often out to have peace at home ? |
| 101 | Doesn't it grieve you when a teacher praises any other student ? |
| 102 | Are you often so much lost in thinking that you do not know what is happening around you ? |

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A. K. P. Sinha *(Raipur)*
R. P. Singh *(Patna)*

# ANSWER SHEET of AICS-SS

*(Eng./Hindi Version)*

***Please fill up the following informations : Date***
***कृपया निम्न सूचनायें भरिए–*** *दिनांक* ☐☐☐☐☐☐☐☐

**Name (नाम)** _____

**Father Name (पिता का नाम)** _____

**Age (आयु)** _____ **Sex (लिंग) : Male (पुरुष)** ☐ **Female (स्त्री)** ☐

**Father Occupation (पिता का व्यवसाय)** _____

**Education (शिक्षा)** _____

**Monthly Income (मासिक आय)** _____ ARTS / SCIENCE ☐

## SCORING TABLE
## (फलांकन तालिका)

| Adjustment Area | a | b | c | d | e | Total | Interpretation |
|---|---|---|---|---|---|---|---|
| समायोजन क्षेत्र | क | ख | ग | घ | च | योग | विवेचना |
| Score | | | | | | | |
| प्राप्तांक | | | | | | | |

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| Q.No. प्र. सं. | Yes हाँ | No. नहीं | Q.No. प्र. सं. | Yes हाँ | No. नहीं | Q.No. प्र. सं. | Yes हाँ | No. नहीं | Q.No. प्र. सं. | Yes हाँ | No. नहीं |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ☐ | ☐ | 26 | ☐ | ☐ | 51 | ☐ | ☐ | 77 | ☐ | ☐ |
| 2 | ☐ | ☐ | 27 | ☐ | ☐ | 52 | ☐ | ☐ | 78 | ☐ | ☐ |
| 3 | ☐ | ☐ | 28 | ☐ | ☐ | 53 | ☐ | ☐ | 79 | ☐ | ☐ |
| 4 | ☐ | ☐ | 29 | ☐ | ☐ | 54 | ☐ | ☐ | 80 | ☐ | ☐ |
| 5 | ☐ | ☐ | 30 | ☐ | ☐ | 55 | ☐ | ☐ | 81 | ☐ | ☐ |
| 6 | ☐ | ☐ | 31 | ☐ | ☐ | 56 | ☐ | ☐ | 82 | ☐ | ☐ |
| 7 | ☐ | ☐ | 32 | ☐ | ☐ | 57 | ☐ | ☐ | 83 | ☐ | ☐ |
| 8 | ☐ | ☐ | 33 | ☐ | ☐ | 58 | ☐ | ☐ | 84 | ☐ | ☐ |
| 9 | ☐ | ☐ | 34 | ☐ | ☐ | 59 | ☐ | ☐ | 85 | ☐ | ☐ |
| 10 | ☐ | ☐ | 35 | ☐ | ☐ | 60 | ☐ | ☐ | 86 | ☐ | ☐ |
| 11 | ☐ | ☐ | 36 | ☐ | ☐ | 61 | ☐ | ☐ | 87 | ☐ | ☐ |
| 12 | ☐ | ☐ | 37 | ☐ | ☐ | 62 | ☐ | ☐ | 88 | ☐ | ☐ |
| 13 | ☐ | ☐ | 38 | ☐ | ☐ | 63 | ☐ | ☐ | 89 | ☐ | ☐ |
| 14 | ☐ | ☐ | 39 | ☐ | ☐ | 64 | ☐ | ☐ | 90 | ☐ | ☐ |
| 15 | ☐ | ☐ | 40 | ☐ | ☐ | 65 | ☐ | ☐ | 91 | ☐ | ☐ |
| 16 | ☐ | ☐ | 41 | ☐ | ☐ | 66 | ☐ | ☐ | 92 | ☐ | ☐ |
| 17 | ☐ | ☐ | 42 | ☐ | ☐ | 67 | ☐ | ☐ | 93 | ☐ | ☐ |
| 18 | ☐ | ☐ | 43 | ☐ | ☐ | 68 | ☐ | ☐ | 94 | ☐ | ☐ |
| 19 | ☐ | ☐ | 44 | ☐ | ☐ | 69 | ☐ | ☐ | 95 | ☐ | ☐ |
| 20 | ☐ | ☐ | 45 | ☐ | ☐ | 70 | ☐ | ☐ | 96 | ☐ | ☐ |
| 21 | ☐ | ☐ | 46 | ☐ | ☐ | 71 | ☐ | ☐ | 97 | ☐ | ☐ |
| 22 | ☐ | ☐ | 47 | ☐ | ☐ | 72 | ☐ | ☐ | 98 | ☐ | ☐ |
| 23 | ☐ | ☐ | 48 | ☐ | ☐ | 73 | ☐ | ☐ | 99 | ☐ | ☐ |
| 24 | ☐ | ☐ | 49 | ☐ | ☐ | 74 | ☐ | ☐ | 100 | ☐ | ☐ |
| 25 | ☐ | ☐ | 50 | ☐ | ☐ | 75 | ☐ | ☐ | 101 | ☐ | ☐ |
| | | | | | | 76 | ☐ | ☐ | 102 | ☐ | ☐ |

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# CHAPTER-I

# INTRODUCTION

# CHAPTER-II

# REVIEW OF

# RELATED LITERATURE

# CHAPTER-III

# RESEARCH METHODOLOGY

# CHAPTER-IV

# DATA ANALYSIS AND INTERPRETATION

# CHAPTER-V

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

# SUMMARY

# REFERENCES

# APPENDICES