

# Adjustment of Secondary Stage Students

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### Abstract

The present study investigated the adjustment level of secondary stage students by taking a sample of 81 tenth grade learners (41 males and 40 females) selected from 4 secondary schools out of existing 6 in Seppa town of East Kameng district in Arunachal Pradesh by employing simple random sampling technique. Descriptive-cum-survey research design was adopted to complete the study. Adaptation of Bell's Adjustment Inventory adapted and standardized by Dr. (Mrs.) Lalita Sharma, Group Intelligence test developed and standardized by G.C. Ahuja and Data Capturing format for academic achievement were used as tools to collect the data. Collected data was analyzed using both descriptive and inferential statistics. The findings revealed that majority of secondary stage students possessed high level of overall adjustment; students do not significantly differ in overall adjustment with respect to their gender, race, type of school management and working status of parents, but, they significantly differ in overall adjustment with respect to their family structure; there exists no significant correlation between overall adjustment and academic achievement, but, significant moderately negative correlation was found exists between overall adjustment and intelligence of secondary stage students.

**Keywords:** Adjustment, Secondary Stage Students.

### Introduction

Life is a series of struggle. Human beings continually interact with physical, social and psychological world throughout their life to meet their survival needs and emotional wellbeing. According to Darwin this process of adaptation to survive in physical world is called adjustment. According to Yellaiah (2012), adjustment doesn't mean only adaptation to physical environment but it also means adaptation to social demands. No human being can live apart from his physical environment; family, peer, community and so on. There is action and reaction chain going on between the individual and his environment (Yeallaih, 2012) which results in surfacing of individual needs which has to be met and challenging life situations that has to be resolved to live a fulfilling life. Adjustment, therefore, has been defined as the course of behaviour an individual follows in relation to the demands of internal, external and social environment (Devi, 2011). It refers to the psychological process through which people manage or cope with the demands and pressures of the outside world as well as the needs, desires and conflicts experiences from within (Paramanik, Saha & Mondal, 2014). Adjustment may be defined as a stable condition of life when each and every human being is more or less in harmony with personal, biological, emotional, psychological, social and educational needs and with the demands of the atmosphere (Alam & Halder, 2017). Psychologists have interpreted adjustment in two ways; adjustment as an achievement and adjustment as a process. Adjustment as an achievement emphasizes the quality or efficiency of adjustment and adjustment as a process lays emphasis on the process by which an individual adjusts in his or her external environment (Alam & Halder, 2017).

According to Gupta & Mehtani (2017) the individuals who are able to adjust themselves to the changing circumstances in their environment can live in perfect harmony and lead a happy and well-adjusted life. But, there is nothing like satisfactory or complete adjustment which can be achieved once and for all time (Gupta & Mehtani, 2017) because life situation changes so as our needs and demands. Thus, Adjustment is something that has to be achieved and re-achieved constantly. In every sphere of life, starting from birth till death we need healthy adjustment (Bhagat, 2016). Though adjustment is a major concern at all stages of life,

it is extremely crucial during secondary stage of education because during this stage children experience the 'storms and stresses' of adolescence. Adjustment problems are at peak during this period due to rapid change in physical, emotional, psychological, and sexual aspects in children (Basu, 2012). Besides psycho-physical, emotional and sexual changes in children, there are numerous factors such as level of aspiration, socio-economic status, family environment, school environment, anxiety, frustration, emotional maturity, family structure, gender, personality, stress level, academic achievement etc. which can influence the adjustment power of an individual (Devi, 2011; Sharama, Prabhakar & Madnavat, 2013; Gupta & Mehtani, 2017). The parents, the school and the peer groups all play important role in helping an individual to get adjusted (Gupta & Mehtani, 2017). As adjustment plays a pivotal role in development and well-being of individuals, an attempt had been made through the present study, to study the adjustment power of secondary stage students.

## Review of Literature

Out of several studies done on adjustment of secondary stage students, the researchers have included select few which were found relevant to the present study. The summary of the findings of those select few studies can be seen as follows:

Devi, Nirmala (2011) studied adjustment of 699 tenth grade learners studied in secondary schools of Rohtak, Sonapat and Jhazsar districts of Haryana. The study found that there was no effect of achievement motivation on emotional, social, educational and general/total adjustment of the tenth grade learners; extroversion had positive effect on social, educational and general adjustment but had no effect on emotional adjustment while neuroticism had negative effect on all the dimensions of adjustment and on general/total adjustment of the students; significant effect of sex was found on emotional, social, educational and general adjustment; location of school in urban and rural areas were found had no effect on emotional adjustment of students but location /area was found had its influence on social, educational and general adjustment; rural secondary school students were found better than their urban counterparts on social, educational and general adjustment.

Basu, Sarah (2012) carried out a study on adjustment of secondary school students considering 120 ninth grade students from various secondary schools of Bareilly district of Uttar Pradesh. The study indicated that overall adjustment of secondary school students was unsatisfactory. With regard to the area wise adjustment, the study reported that emotional and social adjustment of students were unsatisfactory but they were found possessed average level of educational adjustment; girls and boys were found differed in emotional, social, educational and overall adjustment; girls were found better adjusted than boys in all the three areas of adjustment as well as in overall adjustment; significant difference was found existed in emotional, social, educational and overall adjustment of students belonged to nuclear and joint

families; students belonged to joint families were found emotionally and socially better adjusted than their nuclear family counterparts, while children belonged to nuclear families were found educationally better adjusted than their joint family counterparts; significant difference was found in emotional, social, educational and overall adjustment of English and Hindi medium secondary school students; English medium secondary school students were found better adjusted than their Hindi medium school counterparts in all the three areas of adjustment as well as in overall adjustment.

Yellaiah (2012) conducted a study on adjustment and academic achievement over a sample of 300 ninth grade students from Mahabubnagar district in Andhra Pradesh. the study concluded that secondary stage students possessed average level of adjustment; male and female students significantly differed in emotional, social, educational and overall adjustment, however, urban and rural students didn't differ in any of the dimensions of adjustment and on overall adjustment as well; a very low negative correlation was found existed between emotional adjustment and academic achievement while a very low positive correlation was found existed between social adjustment and academic achievement, educational adjustment and academic achievement and overall adjustment and academic achievement. A very low positive/negative relationship means almost no relationship between adjustment and academic achievement.

Sharma, Rohit, Prabhakar, Kalpna & Madnavat, A.V.S. (2013) analysed the relationship between emotional maturity and adjustment of secondary school students by taking a sample of 100 tenth grade learners from government schools of Loharu, Rewari, Narnul, and Mahendargarh. The study reported that male and female students didn't significantly differ in their adjustment. In case of relationship between emotional maturity and adjustment, the study found that there was no significant correlation existed between them.

A study conducted by Gehlawat, Manju (2014) on emotional, social, educational and total adjustment of tenth grade students studied in secondary schools of Rohtak city with respect to their gender reported that male and female students did not significantly differ in their emotional, social, educational and total adjustment. However, in the context of mean adjustment score of male and female students, the study stated that female students were better adjusted than their female counterparts in emotional, social, educational and total adjustment.

Devika R. (2014) studied the adjustment level of secondary school students taking 275 secondary school students from Thiruvananthapuram district. The study revealed that secondary school student possessed average level of adjustment. With regard to the difference in adjustment of male and female students, it was found that they did not differ in their family, social, educational and financial adjustment but differed significantly in their emotional adjustment; male students were found better adjusted than their female counterparts.

A study carried out by Makwana & Kaji (2014) on adjustment of secondary school students of Ahmedabad district in Gujarat on a sample of 120 students revealed that male and female students did not significantly differ in home, school and emotional adjustment but they significantly differed in their social adjustment; males were found socially better adjusted than their female counterparts.

Paramanik, Joymola, Saha, Birbal & Mondal, Bhim Chandra (2014) analysed the adjustment of secondary school students with respect to gender and residence by taking a sample of 471 tenth grade students drawn from different schools of Purulia district in West Bengal. The study revealed that urban and rural students did not differ in family, school, peer and overall adjustment, however, male and female students were found differed in all the three domains of adjustment as well as in overall adjustment; female students were found better adjusted than male students in all the three studied domains of adjustment as well as in overall adjustment; gender and residence were found did not had significant effect on family, school and overall adjustment while effect of gender and residence was found significant for peer adjustment of secondary school students.

Bhagat, Pooja (2016) investigated the social-adjustment of secondary school students in relation to their gender, academic achievement and parent-child relationship taking a sample of 200 ninth grade students studied in government and private schools of Jammu district. The result of her study showed that social adjustment was independent of academic-achievement and parent-child relationship. However, the study found that gender had its influence on social adjustment of students; boys were found socially more adjusted than their female counterparts.

Gupta, Madhu & Mehtani, Dimple (2017) based on the results of their study on adjustment on a sample of 250 secondary school students taken from Bhiwani district, Haryana, reported that academic achievement and gender had significant effects on adjustment of secondary school students.

Alam, Khabirul & Halder, Ujjwal Kumar (2017) explored the adjustment of a sample of 200 ninth grade students studied in Bengali medium secondary schools in Dakhin Dinajpur district of West Bengal in relation to their gender, religion and academic achievement. The study found that male-female and Hindu-Muslim students did not differ in their emotional, social, educational and overall adjustment; there was medium positive correlation between social, emotional, educational and overall adjustment and academic achievement.

Kanus, Evelyn (2017) examined students' perception on the influence of guidance and counseling on students' emotional adjustment in secondary schools in Keiyo sub country, Kenya by taking a sample of 184 students. findings of the study showed significant difference on students' perception of the influence of guidance and counseling services and students' emotional adjustment depending on whether they rated the services as poor, average or good; those students who rated the provision of guidance and counseling services as poor, their mean

score value for perceptions on the influence on emotional adjustment was below average, whereas those who rated it as average scored higher mean on perceptions of the influence on emotional adjustment scores, while those who rated it as good scored the highest mean score.

Based on the review of related literature, the investigators took up the present investigation to fill the following research gaps:

1. Most of the previous research studies relating to adjustment of secondary stage students in India were done on states namely Haryana, West Bengal, Uttar Pradesh, Andhra Pradesh, Kerala, Gujarat and Jammu but there was hardly any study relating to adjustment of secondary stage student in Arunachal Pradesh.
2. Previous studies had investigated adjustment of secondary stage students with respect to gender, residence, school management, personality, academic achievement, medium of school, religion, and emotional maturity, so, study on adjustment of secondary stage students with respect to race, working status of parents, and intelligence will add new information to the existing realm of information relating to adjustment of secondary stage students.
3. Arunachal Pradesh is geographically, culturally, and linguistically very different from the mainland people. Therefore, to know whether the findings of previous studies corroborate or contradict to the findings of the present study, the study was considered necessary.

### Objective of the Study

1. To study the level of adjustment of secondary stage students.
2. To analyze the difference in overall adjustment of secondary stage students with respect to their gender, race, type of school management, family structure, and working status of parents.
3. To study the relationship between overall adjustment and academic achievement of secondary stage students.
4. To study the relationship between overall adjustment and intelligence of secondary stage students.

### Research Question

Against the objective – 1 research question formulated was what is the level of overall adjustment of secondary stage students?

### Hypotheses

Hypothesis no. 1, 2, 3, 4 and 5 have been formulated against the objective – 2, hypothesis no. 6 has been formulated against the objective -3 and hypothesis no. 7 has been formulated against the objective no. 4.

H<sub>1</sub>: There exists no significant difference in overall adjustment of male and female secondary stage students.

H<sub>2</sub>: There exists no significant difference in overall adjustment of Arunachal Pradesh scheduled tribe and Non-Arunachal Pradesh Scheduled Tribe secondary stage students.

H<sub>3</sub>: There exists no significant difference in overall adjustment of government and private school secondary stage students.

H<sub>4</sub>: There exists no significant difference in overall adjustment of secondary stage students belong to nuclear and joint families.

H<sub>5</sub>: There exists no significant difference in overall adjustment of secondary stage students belong to employed and unemployed parents.

H<sub>6</sub>: There exists no significant relationship between overall adjustment and academic achievement of secondary stage students.

H<sub>7</sub>: There exists no significant relationship between overall adjustment and intelligence of secondary stage students.

## Methodology

Descriptive-cum-survey method was employed to complete the study. Total 81 tenth grade learners (41 were males and 40 were females) were selected by adopting simple random sampling technique from 4 secondary schools out of existing total 6 secondary schools in Seppa town of East Kameng district of Arunachal Pradesh. Tools used for data collection were Indian Adaptation of Bell's Adjustment Inventory adapted and standardized by Dr. (Mrs.) Lalita Sharma, Group Intelligence test developed and standardized by G.C. Ahuja and data capturing format for academic achievement. Data relating to objective -1 was analyzed using descriptive statistics; frequency and percentage and inferential statistics such as t-test and bi-variate correlation were used to analyze the data relating to objective – 2, 3 and 4.

## Results and Interpretation

**Table – 1: Adjustment Level of Secondary Stage Students**

Area of Adjustment	Classification of score	Count of respondent	Percentage (%)
Home	Low	20	24.69
	Average	12	14.41
	<b>High</b>	<b>49</b>	<b>60.49</b>
Social	<b>Low</b>	<b>60</b>	<b>74.07</b>
	Average	5	6.17
	High	16	19.75
Emotional	<b>Low</b>	<b>43</b>	<b>53.08</b>
	Average	8	9.87
	High	30	37.07
Health	Low	24	29.62
	Average	12	14.81
	<b>High</b>	<b>45</b>	<b>55.55</b>
Overall Adjustment	Low	35	43.20
	Average	4	5
	<b>High</b>	<b>42</b>	<b>51</b>

N=81

Table – 1 indicates the area wise as well as overall adjustment level of secondary stage students.

### Areas wise adjustment level

#### Home

60.49% of secondary stage students have scored under high level home adjustment score, 14.41% of them have scored under average level home adjustment score, and 24.69% of them have scored under low level home adjustment score.

#### Social

74.07% of secondary stage students have scored under low level social adjustment score, 6.17% of them have scored under average level social adjustment score, and 19.75% of them have scored under high level social adjustment.

#### Emotional

53.08% of secondary stage students have scored under low level emotional adjustment score,

9.87% of them have scored under average level emotional adjustment score, and 37.07% of them have scored under high level emotional adjustment score.

**Health**

29.62% secondary stage students have scored under low level health adjustment score, 14.81% of them have scored under average level health adjustment score, and 55.55% of them have scored under high level health adjustment score.

**Overall Adjustment**

43.20% of secondary stage students have scored under low level overall adjustment score, 5% of them have scored under average level overall

adjustment score, and 51% of them have scored under high level overall adjustment score.

Based on these values, therefore, it is understood that majority of secondary stage students possessed high level of home and health adjustment and low level of social and emotional adjustment; however, in case of overall adjustment the table-1 reflects that the overall adjustment power of secondary stage students is high.

**Objective – 2: To analyze the difference in overall adjustment of secondary stage students with respect to gender, race, type of school management, family structure, and working status of parents.**

**Table – 2: Difference in overall adjustment with respect to gender.**

Gender	N	Mean	SD	SE <sub>D</sub>	t-value	Remark at .05 level
Male	41	38.60	9.13	2.05	0.80	Not significant
Female	40	40.25	9.35			

It is observed from the table – 2 that the calculated t-value which came out as 0.80 for difference in overall adjustment of male and female secondary stage students is not significant at .05 level

of significance for df 79. From this, it is understood that male and female secondary stage students do not differ significantly in their overall adjustment. Therefore, H<sub>1</sub> is accepted.

**Table – 3: Difference in overall adjustment with respect to race.**

Race	N	Mean	SD	SE <sub>D</sub>	t-value	Remark at .05 level
APST	70	39	9.91	2.95	0.64	Not significant
Non-APST	11	37.09	8.99			

The table – 3 reflects that the calculated t-value which came out as 0.64 for difference in overall adjustment of APST and Non-APST secondary stage students is not significant at .05 level of significance

for df 79. From this, it is understood that APST and Non-APST secondary stage students do not differ significantly in their overall adjustment. Therefore, H<sub>2</sub> is accepted.

**Table – 4: Difference in overall adjustment with respect to types of school management.**

Type of Management	N	Mean	SD	SE <sub>D</sub>	t-value	Remark at .05 level
Government	36	41.88	8.89	4.10	1.48	Not significant
Private	45	35.77	9.16			

The table – 4 indicates that the calculated t-value which came out as 1.48 for difference in overall adjustment of government and private school secondary stage students is not significant at .05 level

of significance for df 79. From this, it is understood that government and private school secondary stage students do not differ significantly in their overall adjustment. Therefore, H<sub>3</sub> is accepted

**Table – 5: Difference in overall adjustment with respect to family structure.**

Family Structure	N	Mean	SD	SE <sub>D</sub>	t-value	Remark at .05 level
Joint	35	39.71	10.41	1.11	2.036	Significant
Nuclear	46	37.45	9.04			

The table –5 shows that the calculated t-value which came out as 2.036 for difference in overall adjustment of secondary stage students belonged to joint and nuclear families is significant at

.05 level of significance for df 79. From this, it is understood that secondary stage students belonged to joint and nuclear families differ significantly in their overall adjustment. Therefore, H<sub>4</sub> is rejected.

**Table – 6: Difference in overall adjustment with respect to working status of parents.**

Working status of Parents	N	Mean	SD	SE <sub>D</sub>	t-value	Remark at .05 level
Employed	52	37.90	10.40	1.97	1.53	Not significant
Unemployed	29	40.93	7.25			

It is observed from the table – 6 that the calculated t-value which came out as 1.53 for difference in overall adjustment of secondary stage students belong to employed and unemployed parents is not significant at .05 level of significance for df 79. From this, it is understood that secondary stage students belong to employed and unemployed parents do not differ significantly in their overall adjustment. Therefore, H<sub>5</sub> is accepted.

**Objective – 3: To study the relationship between overall adjustment and academic achievement of secondary stage students.**

According to Indian Adaptation of Bell's Adjustment Scale, the high scores of adjustment indicate poor/low adjustment and low scores of adjustment indicate high adjustment. Therefore, for interpreting adjustment score with variables in this study, negative relationship indicate positive association with the variable and positive relationship indicate negative association with the variable.

**Table – 7: Correlation between overall adjustment and academic achievement.**

Variable	N	r	Remark
Overall Adjustment	81	0.098	Very low positive correlation (considered as very low negative correlation during interpretation)
Academic achievement			

The table – 7 indicates that calculated r value which came out as 0.098 for relationship between overall adjustment and academic achievement of secondary stage students is not significant at .05 level of significance when n = 81. Therefore, it is understood that there exists very low negative correlation between overall adjustment and

academic achievement of secondary stage students which mean almost no relationship. Hence, the H<sub>6</sub> is accepted.

**Objective – 4: To study the relationship between overall adjustment and intelligence of secondary stage students.**

**Table – 8: Correlation between overall adjustment and intelligence.**

Variable	N	r	Remark
Overall Adjustment	81	0.43	Moderately positive correlation (considered as moderately negative correlation during interpretation)
Intelligence			

The table – 8 indicates that calculated r value which came out as 0.43 for relationship between overall adjustment and intelligence of secondary stage students, is significant at .05 level of significance when n = 81. Therefore, it is understood that there exist moderately negative correlation between overall adjustment and intelligence of secondary stage students. Hence, the H<sub>7</sub> is rejected.

existing realm of information relating to adjustment of secondary stage students.

### Conclusion and Suggestions

Human beings are social animal. We live in a society surrounded by variety of people with different mindset, personality, attitude, and so on. Individual differences cause collision of ideas many a times at home, society and working place. But if we start confronting everyone whose idea differs from us, we will have to remain in isolation which is not only impossible but also risky for our mental health. Second, life is very uncertain, therefore, it is extremely important that we must develop our adjustment ability to face any kind of unexpected situation throughout our life. It is because of these reasons, social and emotional adjustment is considered very important. Present study though has found that overall adjustment of secondary stage students is high but area wise analysis of adjustment revealed that secondary stage students possessed low level of social and emotional adjustment. It means secondary stage students in the study area are facing social and emotional adjustment problems. As parents, teachers and peer groups play a very pivotal role in helping the individuals to get adjusted well, therefore, it is suggested that:

### Findings and Discussion

1. The finding majority of secondary stage students possessed high level of overall adjustment contradicts to the findings of Basu, 2012 and Devika, 2014.
2. Male and female secondary stage students do not differ significantly in their overall adjustment. This finding verifies the findings of Sharma, Prabhakar & Madnavat, 2013; Gehlawat, 2014; Devika, 2014; Alam & Halder, 2017 and contradicts to the finding of Devi, 2011; Basu, 2012; Yellaiah, 2012; Paramanik, Shaha & Mondal, 2014; Gupta & Mehtani, 2017.
3. Government and private school secondary stage students do not differ significantly in terms of overall adjustment. This finding corroborates to the finding of Yellaiah, 2012.
4. There exist significant difference in overall adjustment of secondary stage students belonged to joint and nuclear families. This finding verifies the finding of Basu, 2012. However, Basu, 2012 had reported that secondary stage students belonged to joint families showed better overall adjustment compared to their nuclear family counterparts, while, the present study found that secondary stage students belonged to nuclear families are better in overall adjustment compared to their joint family counterparts.
5. There exist no significant correlation between overall adjustment and academic achievement of secondary stage students. The finding verifies the finding of Yellaiah 2012 and contradicts to the finding of Alam & Halder, 2017.
6. Other 2 findings of the present study such as secondary stage students do not differ significantly in overall adjustment with respect to their race and working status of parents and there exist significant moderately negative correlation between overall adjustment and academic achievement are extension to the

1. Parents, teachers and peer groups must be made aware about the importance of social and emotional adjustment.
2. Guidance and counselling services should be made available to the secondary stage students in school to help them to understand their social and emotional adjustment problems, help them identify the causes of those problems and find out ways to resolve those problems.
3. Training programmes should be organized for parents, teachers and students to equip with proper skills needed to help those students who are facing adjustment problems.

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