

**MENTAL HEALTH AND ADJUSTMENT PROBLEMS OF  
STUDENTS OF NAVODHAYA, CENTRAL AND STATE  
SCHOOLS**

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# 1. INTRODUCTION

“Looking after one’s mind is as important as looking after one’s body”. As part of one’s overall health, mental and emotional health or well being is a necessary condition to enable one to manage one’s life successfully. Mental health is the emotional and spiritual resilience that allows one to enjoy life and to survive pain, suffering and disappointment. It is a positive sense of well being and an underlying belief in one’s own and others’ dignity and worth. Mental health is about

- How one feels inside
- Balancing one’s emotions and having control on them
- Self-esteem and confidence
- Being comfortable with whom they are
- Coping with one’s feelings and building up resilience on one’s “bounce-back ability”

Mental health is important as it affects everything one does – how one sleeps, what one eats, the risk one will take and the types of things one does to relax and enjoy oneself. Some of the criteria for good mental health are

- Adequate feeling of security
- Adequate self-evaluation
- Adequate spontaneity and emotionality
- Efficient contact with reality
- Adequate bodily desires and the ability to gratify them
- Adequate self-knowledge
- Integration and consistency of personality
- Adequate life goals
- Ability to learn from experience
- Ability to satisfy the requirements of the group
- Adequate emancipation from the group or culture

The National Association for Mental Health describes some of the characteristics of people with good mental health: comfortable feelings about one’s self, feeling ‘right’ about other people and being able to meet the demands of life. To attain these one should get well or adjust to the environment.

Adjustment is a built – in mechanism for coping with the problematic or other realities of life. Adjustment has been considered as an index to integration; a harmonious behaviour of the individual by which other individual of society recognise person is well adjusted (Pathak, 1990).

In the modern society, life is becoming very complex and conflicting day by day. If a person is well adjusted only then one can survive without psychological stress resulting from maladjustment. Hence adjustment is important in one’s life.

Adjustment during the period of adolescence will determine to a larger extent what will one be as a person as an adult. Generally adolescence is believed to be a period of great stress and storm as rapid physical as well as mental changes occur during this period. Every cultural group has expectations of an individual according to their developmental stage. Successful achievement of such developmental tasks leads to happiness and help to succeed in later tasks, failure to unhappiness and a developmental lag. Certain developmental tasks to be achieved during adolescence are ;

- Achieving more mature relations with age mates
- Learning to perform a masculine or feminine social role



- Accepting one's physique and using the body effectively
- Achieving emotional independence of parents and other adults
- Preparing for economic independence
- Preparing for marriage and family life
- Achieving socially responsible behaviour and
- Acquiring a set of values as a guide to behaviour

Attainment of these developmental tasks helps adolescents to lay foundation for a successful adjustment in adulthood.

Young people go through a transition in teenage years and one of the biggest issues they will face affecting mental health and social identity. They experience all sorts of pressures, difficulties and circumstances such as peer pressure, moving to a new school, breaking relationships with friends, arguments with parents, struggle for autonomy, exams, not feeling good enough, changing or chaotic home environment, exam pressure and failures and above all pubertal changes, school exclusion or truancy. Cairns and Lloyd (2005) extracted data from the young life and times survey in Northern Ireland and reported that school work and exams was the most cited cause of stress for young people of 16 years old. Anonymous (2004) has examined trends between 1983 and 2003 in young people's emotional health and well being, as reported through their young people and health survey and has found that young people are increasingly more likely to worry quite a lot about school and career problems.

Adolescents in disadvantaged communities are at elevated risk for exposure to multiple stressors, indicating high rates of crime and victimization, family poverty, family conflict, increased prevalence of deviant peers and school with inadequate resources (Gonzales *et al.*, 2001 and Seidman *et al.*, 1994). Garrison and Force (1959), Hallahan and Kauffman (1978) and Chauhan (1979) have proposed three basic factors which facilitate emotional disturbance among adolescents. These factors are biological disorders and diseases, pathological family relationships and undesirable experience in school. Good adjustments make the adolescents proud and self-satisfied, motivate them for future success, encourage them to be an independent thinking person and build their confidence and in turn improve the mental health.

School plays a vital role in the development of an adolescent as they spend most part of their day attending school, engaging in extra curricular activities; and even at home engaged in scholastic work. School is an institution which contributes to the total educational and socialization process directed to the development of personality of an adolescent (Greenbaum, 1974). School environment includes relationships among and between administration, teachers, parents, students and the community that influences over all development through the academic demands of formal curricula and through exposure to teachers who emphasize academic achievement, motivation to learn and self-improvement (Newman and Newman, 1986). The high school introduces a better perspective to the adolescents.

Emotional problems will often affect school work – worry oneself or about what is going at home, makes it difficult to concentrate. Pressure to do well and to pass exams may come from parents or teachers, but adolescents usually want to do well and will push themselves. Excessive nagging can be counter-productive. Exams are important, but they should not be allowed to dominate life or to cause unhappiness. School has two types of responsibilities, to remove those situations/factors/functions which produce maladjustment in students and to detect undesirable behaviour of students and to correct them.

Adolescents account for about 1/5<sup>th</sup> of India's population (Anon, 2001). In recent times, newspapers reported atleast cases of suicides and attempts which mainly circumvented school life. This is particularly true of the class X and intermediate or pre university (PUC) students, who get frustrated because of the pressure imposed by the teachers and parents and factors like competition, high ambitions. Thus are more prone to vulnerability which may leads to ill health, negative feeling or suicides.

Atleast one in five children and adolescents may express a mental health problem in any year and in the United States, it is estimated that one in ten children and adolescents suffer from mental illness severe enough to cause some level of impairment. It is estimated that six to nine million children and adolescents in the United States have mental or behavioural problems. Indian Council of Medical Research reported that about 12.8 per cent of children (1-16 years) suffer from mental health problems in India.

To ignore adolescents means ignoring the future of our nation. When young people's mental health problems go untreated, they can affect their development, school performance and relationships, also leads to school failure, family conflicts, drug abuse, violence and even suicide.

Management of the school and curriculum followed will influence the development of adolescents. In Dharwad, Karnataka there are different educational systems viz., Navodhaya schools, central schools and state schools. Navodhaya schools are residential and provide education till 12<sup>th</sup> grade while central schools are non-residential and provide education till 12<sup>th</sup> grade. Both the systems follow the central board curricula. State schools are schools which follow the state syllabi and non-residential. There are three types viz., high school that provide education only till tenth grade, high school with composite college provide education till PUC II year and open system provide education only to PUC and other degree courses. Adolescents due to the sudden shift in the educational system especially in the open system report more problems of depression, frustration and even suicide. Hence the study was undertaken to explore the mental health and adjustment problems of students in different educational systems with the following objectives:

- To study the mental health and adjustment problems of students in different educational systems
- To study the effect of selected personal, familial and schooling factors on mental health and adjustment problems of students in different educational systems
- To study the interrelationship between mental health and adjustment problems of the students

## 2. REVIEW OF LITERATURE

Adolescent makes transition; transition means change; there is a need for adjustment at this stage. If one does not achieve a harmony with one's environment, it leads to variety of problems. These problems affect the mental health of the individual. The neglect of mental health results in serious consequences and makes the adolescents unable to cope with the demands of life and future career.

The literature pertaining to these issues cited above are reviewed and presented under the following headings

- 2.1. Concepts and definitions
- 2.2. Mental health of adolescents
- 2.3. Factors influencing mental health
- 2.4. Adjustment of adolescents
- 2.5. Factors influencing adjustment
- 2.6. Relationship between mental health and adjustment

### 2.1. Concepts and definitions

The concepts and definitions of mental health and adjustment are reviewed and presented under the following subheadings

- 2.1.1. Mental health
- 2.1.2. Adjustment

#### 2.1.1. Mental Health

Mental health is the capacity of an individual to form harmonious adjustments to one's social and physical environments.

Menninger (1945) defined mental health as the adjustment of human beings to the world and to each other 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.

Mental health can be described as absence of symptoms of maladjustment, be they mild or severe. Mentally healthy person is free from all types of maladjustment (Klein, 1956).

Jahoda (1958) has said that aspects of attitudes toward self, growth and development, self-actualization, integration of personality and mastery of the environment must be considered in judging whether a person is mentally healthy or not.

Alma Ata, USSR (1979) had defined mental health as the capacity of an individual to form harmonious adjustments to his social & physical environments. The word 'mental' usually implies something more than the purely cerebral functioning of a person. It also stands for one's emotional affective states, the relationships one establishes with others & a quiet general quality that might be called equilibrium in one's socio-cultural context.

Bhatia (1982) considers mental health as the ability to balance feelings, desires, ambitions and ideals in one's daily living. It means the ability to face and accept the realities of life.

#### 2.1.2. Adjustment

Adjustment is a process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.

Adjustment is harmonious relationship with the environment involving the ability to satisfy most of one's needs and most of the demands, both physical and social that are put upon one (Anonymous, 1968).

Adjustment is a state in which the needs of the individual on the one hand and the claims of the environment on the other are fully satisfied (Anonymous, 1972).

## 2.2. Mental health of adolescents

Mental health is about how a person thinks, feels, and acts when faced with life's situations. Mental health is how people look at themselves, their lives, and the other people in their lives; evaluate their challenges and problems; and explore choices. This includes handling stress, relating to other people, and making decisions.

Mentally healthy children and adolescents enjoy a positive quality of life; function well at home, in school, and in their communities; and are free of disabling symptoms of psychopathology (Hoagwood *et al.*, 1996).

Shylaja and Raj (1994) conducted a study to test whether there will be significant difference among alcohol and drug addicts and non-addicts on mental health status and value variables. Sample consisted of 30 alcohol addicts, 15 drug addicts and 30 non-addicts males with age range of 15 to 20 years. Mental health status scale by Giressan and Sananda Raj (1988) and value scale developed by Thankam (1968) were administered. The results showed a significant difference between non-addicts and addicts, where non-addicts had better mental health. Moreover no significant difference was found between alcohol addicts and drug addicts.

## 2.3. Factors Influencing Mental Health

Mental problems are caused mostly by both biology and environment in adolescents. The biological causes are genetics, chemical imbalances in the body, or damage to the central nervous system. The environmental factors are exposure to toxins, violence, disasters, stress at chronic poverty, discrimination, or other serious hardships, broken relationships, unfavourable family environment, poor sibling relationship etc.

The studies pertaining to some of these factors were reviewed and presented below

### 2.3.1. Age and Gender

Age and gender are the major factors determining mental health of an individual. It is one of the biological causes which influence mental health of an individual.

Sharma (1979) focused on self-concept, level of aspiration and mental health as factors in academic achievement. A sample of 1060 students selected randomly from X, XI and XII grades of schools of Uttar Pradesh was studied. Piers – Harris children's self-concept scale, Ansari and Ansari's LA coding test, Asthana's adjustment inventory to measure the mental health and personal data schedule were used for data collection. The results reported that boys and girls had better mental health during early adolescence (13years), while boys in late adolescence showed better mental health than girls.

Mortimer *et al.* (1992) examined the relationship between early work experience and adolescent mental health and behavioral adjustment. The data was obtained from 1,001 ninth graders. Information about current jobs, attributes of work was examined in relation to dimensions of mental health (self-esteem and self-derogation, depressive affect and well-being, and internal and external control orientations) and indicators of behavioral adjustment (smoking, alcohol use, and problem behavior in school). Boys and girls appear to experience psychological benefits when they perceive their jobs as providing skills that will be useful to them in the future. However, boys who report more stress at work also manifest more depressive affect, more self-derogation, less internality, and a more external control orientation. For girls, the level of integration of school and work had pervasive associations with the psychological outcomes.

Anand (1999) conducted a study on mental health of 370 students of IX, X, XI and XII grades. For the purpose of the study RCEB Mental Health Scale developed by the author was used to measure the mental health. He reported no significant impact of gender and class on the mental health. However Nanda (2001) studied the mental health of high school students. The sample consisted of 1579 students from 86 schools covering Cuttack district, Orissa. Mental Health Scale developed by Nanda (1989) along with the interview schedules for parents, teachers and head masters was administered. Arithmetic mean, standard deviation,

t-test, the quartile deviation were used in the analysis of data. The results revealed that female students were found to have better mental health than male students. While comparing male and female students in urban, rural and ashram schools separately it was found that male and female students in urban and ashram schools had similar mental health, Whereas female students had better mental health than male students in rural schools.

Rask *et al.* (2002) conducted a study on adolescent subjective well-being and realized values, and examined the relationships between socio-demographic variables, realized values and subjective well-being from the adolescent perspective. Adolescent subjective well-being was conceptualized by means of four different dimensions: satisfaction, ill-being, knowledge and activities related to well-being. The values were operationalized by eight core ideas from which principal components analysis identified 10 factors representing the realized values. Data was gained by self-report questionnaires from 245 adolescents from 7th and 9th grades, with a mean age of 14 years, in 13 secondary schools in southern Finland. The data were analysed statistically. The results revealed that most of the respondents were satisfied with life. However, one out of 10 did not experience the joy of life. There was no statistically significant difference in global satisfaction between girls and boys. Total ill-being among the adolescents was rare, but one out of four participants had fairly often worried about money and 17% were frequently unusually tired. Girls and pupils from the 9th class experienced more ill-being than boys and pupils from the 7th class. The findings suggest that certain values such as personal equilibrium, safe family relations, and family type are predictors of adolescent global subjective well-being. They concluded that while assessing and promoting adolescent well-being it is important to pay special attention to the realization of values in life and not merely to appreciation of things. Implications for practice include the need to create opportunities for the realization of values when adolescents require health care services. Similarly Ojha (2002) compared the social anxiety and mental health of normal and physically challenged adolescents. The sample constituted of 60 subjects (15 orthopaedically challenged males, 15 orthopaedically challenged females and matched control group of normal adolescents) randomly selected from different colleges located in Varanasi. Social anxiety scale (Sheikh and Kaushik, 1989) and Mental Health Inventory (Jagdish and Srivastava, 1983) was administered individually to measure the anxiety and mental health respectively. Social anxiety was observed significantly high in orthopaedically challenged group, where females were found to be more anxious. With regard to mental health, normal group and orthopaedically challenged group showed no significant difference.

From the above studies it can be concluded that female had better mental health and also sensitive as, the prevalence of the disorders was also found higher among females. Moreover younger age group was found better on mental health.

### 2.3.2. Ordinal position

The position of a child in the family exerts influence on the individual roles to be played. This affects the personality of the individual.

Vasuki and Charumathy (2004) compared the sibling rivalry with achievement motivation, frustration, mental health and self conflict of adolescents on a sample of 60 girls and 60 boys of age 15-18 years. Mental health was assessed by mental health inventory developed by Jagdish and Srivastava (1983). Rivalry resulted in inferior level of achievement motivation and poor mental health. Greater extent of sibling rivalry also leads the adolescents to become more frustrated.

Rahi *et al.* (2005) found that the prevalence of psychopathological disorders was significantly higher in the first borns and also reported more number of psychopathological cases in the joint families and large sized families.

The studies are not sufficient to draw a conclusion.

### 2.3.3. Caste and Religion

In Indian society caste and religion influence the person a lot because of the prevailing prejudices as some as upper caste and some as lower caste.

Rao and Parthasarathy (1993) studied the mental health risks among the socially disadvantaged high school students on 120 high school students in Bangalore city. An interview scheduled developed by the author, General Health Questionnaire (Goldberg, 1972)

and Kuppuswamy's socio-economic scales were used for data collection. Students belonging to scheduled caste and scheduled tribe communities were prone to mental health risks especially in lower and lower middle economic classes. In middle and upper middle classes the non scheduled caste and scheduled tribe students faced more mental health risks than scheduled caste and scheduled tribe students.

As quoted earlier study by Nanda (2001) on mental health of high school students also revealed that the general category students had better mental health than scheduled caste, scheduled tribes and first generation learners. On the basis of locale, urban students had better mental health. Scheduled caste had better mental health than scheduled tribe students.

Sirohi (2002) conducted the study on the effect of religion on mental health. The sample consisted of 250 XI standard boys covering three religions (i.e) Hindu (n = 105), Christian (n = 80) and Muslim (n = 80). Sirohi Mental Health Questionnaire developed by the author was used for assessing the mental health of adolescents. He reported that Christian had significantly poor mental health when compared with Hindu and Muslim boys.

The above studies revealed that scheduled caste/tribe category had poor mental health when compared to others.

#### 2.3.4. Education and Occupation of the Parents

Parents and other elders act as the role models to their children and their characteristics and personality affect the personality of the child.

As quoted earlier Anand (1999) studied on a sample of 370 students and found that students with parents of better educational and occupational backgrounds had mental health in their favour.

Maternal education is significantly associated with psychopathological disorders in children and also prevalence being highest in off springs of illiterate mothers. (Rahi *et al.*, 2005).

Studies are insufficient to draw a conclusion.

#### 2.3.5. Socio-Economic Status

Individual are assessed by their socio-economic status. It affects the outcome of the individual by interacting in his/her life situations.

The results of the study conducted by Ray and Yadav (1993) on 251 boys and 250 girls from grades nine to 12<sup>th</sup> of two urban and two rural higher secondary schools revealed that mental health and socio-economic status were positively and significantly correlated. Similarly Shek (2002) examined the association between family functioning and adolescent adjustment in 1,519 Chinese adolescents using an indigenously developed measure of family functioning. Results showed that family functioning was significantly related to measures of adolescent psychological well-being (existential well-being, life satisfaction, self-esteem, sense of mastery, general psychiatric morbidity), school adjustment (perceived academic performance, satisfaction with academic performance, and school conduct), and problem behavior (delinquent and substance abuse behavior). Family functioning was generally more strongly related to measures of adjustment for adolescents with economic disadvantage than for adolescents without economic disadvantage.

However Gulati and Dutta (2004) conducted a study on the mental health profile of 245 rural adolescents (12 to 16 years) drawn from persistent poor but intact families of Ludhiana district. Socio- economic status scale (Pareek and Trivedi, 1964) and child behaviour checklist (Achenbach and Edelbrock, 1990) were used for data collection. Results indicated that despite economic diversity and the presence of other risk conditions, majority of the adolescents were found to be performing within normal status of mental health without any manifest conduct disorders and also the effect of gender was found to be non-significant. The results revealed that the dominant problem in males was delinquency and females were anxiety and depression.

Rahi *et al.* (2005) studied the association of psychopathology with demographic, developmental and social factors on 620 children from an urban slum of Miraj (Maharashtra).

Childhood psychopathology measurement schedule (CPMS) developed and standardized by Malhotra *et al.* (1988) was used to measure the magnitude of probable psychopathology and a schedule to record the demographic, developmental and social factors of the children. They reported that males were significantly affected more than the females and the prevalence increased significantly as the socio-economic status lowered.

The studies revealed that socio-economic status has greater impact on mental health of adolescents, lower socio-economic status lower the mental health of the adolescents.

### 2.3.6. Residential area

The place one has been brought up may have an impact on the make up of the person. The personality differs for a person from rural background with a person with urban background in same environment. Jha (2005) examined the impact of the social residential areas with gender on mental health problem on 110 secondary school children of age (11 – 17 years). Langner's (1962) mental health scale was used to identify the mental health problem. The study revealed that rural children faced more problems than urban children, specially girls. This is in congruency with Nanda (2001) who reported that urban students had better mental health than the rural students.

The studies revealed that urban area favours mental health, but cannot be generalized.

### 2.3.7. Home environment

Home is the first and primary society an individual is exposed. It builds up one's personality.

Dhoundiyal (1984) studied on 276 emotionally disturbed adolescents, who were identified from randomly selected rural and urban intermediate colleges with the help of emotional disturbance inventory developed by Rawal (1983). Home environment was measured by Home Environment Scale developed by Rawal (1983). The results revealed that the quality of home environment is a significant factor in determining emotional disturbance among adolescents. Also the study revealed that over-protection of parents facilitated emotional disturbance among adolescents.

Ensminger *et al.* (2003) examined the relationship of mothers' symptoms of depression and anxiety reported during their offspring's childhood and adolescence on depressive disorder and educational achievement of their adult children. The data was collected from a longitudinal cohort study of first graders from Woodlawn, Chicago, followed from age 6 to 32 years (N = 879). Adult children's depression and educational attainment are regressed on earlier self-reports of mothers' psychological distress. Results reported that daughters of mothers with persistent maternal psychological distress had two and a half times the risk of lifetime depressive disorder, but no increased risk of high school dropout. For sons, mothers' psychological distress was not related to depression but was related to poorer educational attainment. They concluded mothers' depressed feelings during the childrearing years relate to their children's depression and educational attainment as measured in adulthood. The patterns differ for sons and daughters.

Dwairy (2004) also supported the earlier study, where the researcher examined the parental styles and psychosocial adjustment of adolescents and the relationship between them in gifted as compared to non-gifted Arab adolescents. The Parental Authority Questionnaire, Child Attitude Toward Parents, Lipsitt's Self-Concept Scale for Children, Rosenberg Self-Esteem Scale, and the Psychological State Scale were administered to 118 gifted and 115 non-gifted Arab adolescents in Israel. Results indicated that parents of gifted adolescents tend to be more authoritative and less authoritarian than parents of non-gifted adolescents. The attitudes of the gifted adolescents toward their parents were more positive than those of the non-gifted adolescents. The gifted displayed higher self-esteem and fewer identity disorders, phobias, and conduct disorders than the non-gifted adolescents. The authoritative parental style correlates positively with the mental health of both gifted and non-gifted adolescents, while the authoritarian parenting style impacts negatively on the mental health of the gifted, but not of the non-gifted adolescents. The study results indicated that the authoritarian parenting style is a crucial factor that influences the well-being of gifted children and may affect their psychological adjustment.

Abu-Rayya (2006) explored the relationship between ethnic identity, ego identity and psychological well-being among mixed-ethnic adolescents with European mothers and Arab fathers in Israel. The sample of 127 mixed- ethnic adolescents (13 to 18 years) were instructed to respond to a modified version of Phinney's (1992) Multi-group ethnic identity measure (MEIM), Bennion and Adam's (1986) ego identity measure (EOM-EIS) and Ryff's (1999) psychological well-being scale. It was found that Arab and European ethnic identities, composed of ethnic behaviours, affirmation and belonging and achievement of a sense of oneself as part of an ethnic group, were significantly positively correlated with participants' psychological well-being. Findings revealed positive and significant relationship between Arab and European ethnic identity and psychological well-being for the mixed-ethnic adolescents. The results also suggested that ego identity status was significantly associated with the psychological well-being of mixed-ethnic adolescents.

### 2.3.8. School

Next to the home, an individual gets in contact with the school and spend most of the time at school especially till adolescents.

Srivastava *et al.* (1999) studied the mental health of 80 students studying 11<sup>th</sup> and 12<sup>th</sup> standard from English medium and Hindi medium schools located at Haridwar, U.P. Mithila Mental Health Status Inventory (MMHSI) developed by Kumar and Thakur was used to measure the mental health of the students. The results showed that Hindi medium students had better mental health in comparison to English medium students. The authors also reported that symptoms of egocentrism and emotional instability in English medium students were high in comparison to Hindi medium students. They suggested that parents and teachers should content-operate each other in solving the problems of educational medium among college students.

Reddy *et al.* (2002) studied 720 school-going children of 9<sup>th</sup> and 10<sup>th</sup> grades drawn randomly from private and public schools in and around Chittoor district of Andhra Pradesh. The aim was to find out the effect of co-education on mental health of the students. Mental health status inventory developed by Manjuvani (1989) was used to assess the mental health. Results revealed that there was a significant impact of the type of school on mental health status of both boys and girls. The students of co-educational schools were mentally healthier when compared to the students of non-co-educational schools.

Ostberg (2003) focused on social relations in school classes and their importance for mental well-being in middle childhood in a Scottish city. Peer status and both the individual's own status position and the status distribution of the school class as a whole were considered as the respect of social relations. The number of children analysed was 13,932 and the number of school classes was 524. The results show a clear association at individual level: the higher the status position the more uncommon is malaise, which was supported by the teacher and by a parent report on malaise for both boys and girls. The association was generally present within school and existed regardless of grade, type of school and class size. Furthermore, a minority of the classes had a more compressed status distribution and here malaise was less common in all status positions. This was especially the case when the school class did not contain marginalized children. Consequently, that some children are marginalized in the group indicates problematic conditions for the persons in question but also for the other group members.

Aseltine and Gore (2005) examined how living situation, work school roles and experiences in those roles affect psychological functioning in high school. The sample consisted of 1325 students of seven communities and school districts in the Boston. The tools used were centre for epidemiological studies' depression (CES-D) scale (Radloff, 1977) to measure the depressed mood; Data was collected through both structured and open ended interviews. Results showed that enrollment in college programs and full-time are associated with lower levels of depressed moods and more positive quality of life. Disruptions in work were linked to higher levels of depressed mood, heavy episodic drinking and poorer quality of life; the negative effects of disruptions in postsecondary schooling are confined to high episodic drinking.

The studies revealed that type of school management, medium of instruction influences the mental health of adolescents.



### 2.3.9. Transition

Transition of school calls for a lot of adjustment with the new environment. This in turn may affect the mental health of an individual.

Roeser *et al.* (1999) examined patterns of academic functioning and mental health in 184, middle school children and relation of such patterns to their prior and subsequent functioning. Data were collected from children during their 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade school years. Tools used were academic competence scale and academic value scale developed by Eccles (1983), general self-worth scale by Harter (1982). Cluster analysis was used to delineate patterns of academic functioning and mental health during 8<sup>th</sup> grade. These authors examined the relation of these patterns to academic functioning and mental health one year later the transition to high school, and then examined the long term development roots of the 8<sup>th</sup> grade patterns using data collected during elementary school years. There was no significant change in mental health among the full sample, in emotional functioning, the multiple problems youth mental health improved significantly across the transition.

### 2.3.10. Impact of intervention on mental health

Kannappan and Bai (1994) assessed and compared the effect of different psychological training and tested the trend of different trainings over successive periods on 240 adolescent deviant boys (age range – 14 – 16 years) identified by behavioural deviant checklist (Kannappan, 1992). The boys were assigned to seven experimental groups such as social skills training (SST), human relationship training (HRT), social skills with human relationship training (SS-HRT), yoga-cognitive training (YCT), cognitive skills training (CST), yoga with cognitive skills training (YCST), multiple training (MT) and control group randomly. Training was given for two months. The groups SST, HRT, YCT, CST and YCST had changes in few areas of mental health but group SS-HRT and MT had significant change in self-concept, perception of self among others, concept of life and perception of adjustment.

Gonzales *et al.* (2004) studied the efficacy of the bridges program, an intervention designed to prevent school disengagement and negative mental health trajectories during transition to junior high school. The intervention included an adolescent coping skills intervention, a parenting skills intervention and a family strengthening intervention. The program was evaluated by examining pretest to posttest changes on targeted mediators and outcomes with a sample of 22 predominantly Mexican American families. Adolescents reported increased use of active and distraction coping strategies and decreased depressive symptoms for themselves from pretest to posttest. They also reported significant changes in their mothers' parenting skills, including increased monitoring and a decrease in inconsistent discipline. Maternal caregivers reported an increase in supportive parenting and a decrease in inconsistent discipline for themselves and fewer adolescent problem behaviour.

Hence the studies reveal that intervention programs have positive impact on mental health, earlier the better.

## 2.4. Adjustment of adolescents

Most of the problems centering adolescents are physical appearance, health and physical development, marks scored, relationship with members of their families, their teachers, and peer of both sexes and home adjustment. This maladjustment may lead to absenteeism, truancy, low achievement and other unworthy habits of children (Subramanyam, 1986).

Studies reviewed to know the influence of selected factors such as age, gender, socio-economic status, caste, education and occupation of parents, ordinal position, sibling/family relationship, area of residence and school are reported here under

## 2.5. Factors influencing on adjustment

The studies related to the factors influencing adjustment of adolescents are reviewed and presented below

### 2.5.1. Age of the adolescents

Adjustment varies with the age and extends throughout one's life cycle.

Crutz and Gonzaley (1969) used a check list involving 277 problems to study adjustment problems of adolescents. Sample consisted of 105 males and 228 females. Results were found significant at one percent level showing younger adolescents aged 12-15 years having more adjustment problems than older adolescents aged 16-19 years.

Sharma (1979) focused on self-concept, level of aspiration and mental health as factors in academic achievement. A sample of 1060 students selected randomly from X, XI and XII grades of schools of Uttar Pradesh was studied. Piers – Harris children's self-concept scale, Ansari and Ansari's LA coding test, Asthana's adjustment inventory to measure the mental health and personal data schedule were used for data collection. He reported a significant difference among boys and girls were better adjusted in the age of 13 and boys adjusted better in late adolescence (16+ to 18+ years). Similarly the results obtained by Pandey and Tiwari (1982) showed that younger age group (14 – 16 years) had better social adjustment than the older age group (17 -18 years). A self structured questionnaire was administered to 181 urban, 66 semi-urban and 161 rural adolescents.

However study on factors influencing adjustment among adolescents was carried out by Sujatha *et al.* (1993) in Dharwad block of Karnataka. The sample consisted of 300 students studying in high schools and junior colleges of the age range 13 to 19 years. Bell's (1934) adjustment inventory modified in the local language was used. They reported no significant difference among early and late adolescents in the area of adjustment. Also Dutta *et al.* (1997) focused on the home adjustment of 200 adolescents drawn randomly from Assam Agricultural University and Kendriya Vidyalaya, Jorhat, Assam. The tool adjustment inventory for college students developed by Sinha and Singh (1980) was administered. The results suggested no difference between the groups of 16-18 years and 19-21 years in home adjustment.

However Dutta *et al.* (1997) focused on the health adjustment of 200 adolescents drawn randomly from Assam Agricultural University and Kendriya Vidyalaya, Jorhat, Assam. The tool adjustment inventory for college students developed by Sinha and Singh (1980) was administered. The results of the study revealed that adolescents of older age group (19 – 21 years) had good skills of health adjustment than the younger age group (16 – 18 years) of adolescents. They also reported that boys adjusted better than girls.

Dutta *et al.* (1998) conducted a study on social adjustment of adolescents on 200 adolescents drawn equally from Assam agricultural university and Kendriya vidyalaya, district of Jorhat, Assam. Sample of 50 boys and 50 girls covering the age group of 16 to 18 years and 19 to 21 years with equal gender representation was selected. Adjustment inventory for college students developed by Sinha and Singh (1980) was administered. Results revealed no significant difference among the gender and also between the two age groups in the area of social adjustment.

Studies are in contradictory to draw a conclusion.

## 2.5.2. Gender of adolescents

The genetic make up, time and rate of maturity differs between boys and girls especially during adolescents. In Indian society norms and perception are different for boys and girls. Hence the adjustment of boys and girls will be different.

Pathak (1970) studied on adjustment of 400 IX grade students (200 boys and 200 girls) with age range of 14-16 years. The sample was selected randomly from six high schools of Jabalpur in Madhya Pradesh. Saxena's Vyaktiya Paraks – Prashnavali (MA-62) was used to measure the adjustment and reported that girls were facing more problems than boys in the areas such as health, social and emotional adjustment. They were found to be comparable in the areas of home and school adjustment as there was no significant difference. A positive correlation between the areas of adjustment was reported.

Krishna (1981) conducted a study on risk-taking and adjustment of adolescents on a sample of 200 (100 boys and 100 girls) XI grade students of range 13 – 18 years. Choice dilemmas questionnaire (Kogan and Wallach, 1964) and Hindi Adaptation of Bell's adjustment inventory by Moshin and Hussain (1970) were administered. The findings revealed that sex contributed significantly to risk-taking in case of home adjustment only. Riskiness showed significant negative relationship with social adjustment for boys and significant positive

relationship with home and emotional adjustment for girls. Similarly Leelavathi (1987) in her study in Dharwad city on 450 samples found that males had good social and total adjustment than females and age was associated with emotional adjustment. Thirugnanasambadam (1990) also supported where he reported that boys were better adjusted than girls on a sample of 388 students of 9<sup>th</sup> grade. Children's behaviour checklist (Slott, 1974) modified by Shanmugasundaram (1986), adjustment scale (Narayanan, 1982) and socio-economic scale (Vendal, 1981) were administered. Similarly Dutta *et al.* (1997) reported boys to be better adjusted than girls in the areas of health adjustment. The same authors in another study on home adjustment (1997) reported girls to be better. However Mythili *et al.* (2004) investigated the adjustment problems of intermediate students. A sample of 150 boys and girls students were selected randomly from government and private management colleges in Vijayawada. A Telugu version of the 'Mooney problem checklist' was administered. The data was subjected to 't' test. The results reported that boys have more adjustment problems compared to girls.

Anita (1994) provided an insight into the gender-differences in adolescent's self concept and adjustment. It was depicted from the results that girls better adjusted in emotional, social, educational and total areas of adjustment compared to boys. Similarly, Muni and Pavigrahi (1997) found that girls were better adjusted in all the areas of adjustment pattern than boys. They examined the effect of maternal employment on adjustment on a total of 80 children (40 boys and 40 girls) from 6<sup>th</sup> and 7<sup>th</sup> grades of two different schools of Berhampur, Orissa, having equal number of employed mothers and housewives. Family demographic profile and adjustment inventory by Saraswat (1984) were administered.

Joshi (1998) studied the personality adjustment among the college students of scheduled caste and non scheduled caste. The sample constituted of 136 S.C (81 boys and 55 girls) and 142 non – S.C (68 boys and 74 girls) students. Gosai (1975) personality adjustment inventory was used for data collection. Results revealed no significant effect of gender on maladjustment. Results revealed that area of residence and gender together affect the adjustment of adolescents. Also found the type of family had no significant effect on the personality adjustment of adolescents.

Kuruville (2006) found that sex and area of residence influenced the emotional adjustment of adolescents from his study on 980 tenth standard students using standard scale of emotional adjustment (Kuruville, 2002). Girls were found to have better adjustment than boys.

Shalu and Audichya (2006) assessed and compared the school adjustment of 60 rural adolescents (14 to 16 years) with reference to their emotional, social and educational sphere. The sample consisted of 30 rural boys and 30 rural girls between the age group of 14-16 years, studying in 8<sup>th</sup> to 10<sup>th</sup> standard in government co-educational school only. The adjustment inventory for school students' constructed by Sinha and Singh (1984) which was modified by the investigator was used for data collection. They reported a significant difference in emotional adjustment among the gender were boys scored better, whereas no significant difference was observed in school, social and educational adjustment. However Hampel and Petermann (2006) investigated age and gender effects on perceived interpersonal stressors and psychological adjustment among early and middle adolescents and examined the associations of perceived stress and coping with adjustment. The sample included 286 Austrain adolescents aged 10 to 14 years who attended the fifth to seventh grade. Self-report data on perceived stress, coping as well as emotional and behavioural problems, were assessed. Results revealed that fifth graders scored lower on maladaptive coping strategies and externalizing problems and reported more adaptive coping strategies than sixth and seventh graders. Compared with boys, girls evaluated a higher amount of perceived interpersonal stress and used more social support. Additionally, girls scored higher on maladaptive coping strategies an demotional distress and scored lower on distraction than boys. Problems- focused and emotion focused coping were negatively related to emotional and behavioural problems, whereas perceived stress and maladaptive coping was positively associated with adjustment problems. These relations were stronger in female than in male adolescents.

Studies revealed that difference exist between gender on adjustment.

### 2.5.3. Ordinal position

the position of the individual in the family may also influence one's adjustment

A sample of 100 subjects in the age range of 17 – 20 years with distribution of 50 first born (25 boys and 25 girls) and 50 last born (25 boys and 25 girls) were studied on their adjustment by Sahu (1997). Adjustment inventory for college students developed by Sinha and Singh was used for the assessment. ANOVA and 't' test were used for statistical analysis. Results showed no significant difference among first born and last born in areas of adjustment namely emotional, social, health and educational except in home adjustment. Home adjustment was found to differ significantly between last born girls and boys, last born and first born boys and last born boys and first born girls, where last born boys were maladjusted in all the categories.

#### 2.5.4. Sibling/family relationship

The relationship of individual with family, the immediate environment may influence adjustment of adolescents.

A study on "family functioning products of adjustment in children with newly diagnosed cancer" was carried out by Varni *et al.* (1996). The sample was newly diagnosed pediatric cancer patients. Findings suggested that family relationship of cohesion and expressiveness most consistently predicted the psychological and social adjustment of children over a nine months period.

Oliva and Arranz (2005) carried out a study on sibling relationship during adolescence on a sample of 513 adolescents aged between 13 and 19 years. Data was obtained by using an instrument created by Steinberg *et al.* (1991) to assess the parenting style, questionnaire on sibling relationships (QSR; Arranz *et al.*, 1994), inventory of peer attachment (IPA) developed by Armsdeu and Greenberg (1987) and Rosenberg self-esteem scale (RSES; Rosenberg, 1965). Results of this study indicated that having siblings was related to adolescent's social and personal adjustment, although only among girls and only in cases of good sibling relationships. In cases of poor sibling adjustment, it was the negative effects of every day situations of rivalry and conflict outweighed the benefits of any support that was provided.

As quoted earlier Bailur (2006) in her study on the adjustment of PUC II years reported that adolescents with sibling(s) or only child did not differ in their adjustment significantly.

Above studies revealed that better the relations among the family members better was the adjustment.

#### 2.5.5. Caste

Society is divided by the caste. Each caste differs with its status. Hence the adjustment may also differ among the caste.

The results of the study by Thirugnanasambadam (1990) revealed a significant difference among the caste where forward caste students were found better adjusted. Similarly Sinha and Singh (1998) conducted a study on parent's affection and competence on the home adjustment on a sample of 80 students (40 forward castes and 40 backward castes) with age 11 to 14 years. The tools used for the study were parent-child relations questionnaire by Tiwari (1980) and modified version of Bell's (1963) adjustment inventory by Jehan (1987). They reported that students belonging to forward caste were better adjusted in the home than the students belonging to backward caste.

Joshi (1998) reported no significant difference among scheduled caste and non scheduled caste in the area of personality adjustment of adolescents. He also found that type of family had no significant effect on the personality adjustment of adolescents.

Bajpai (2001) conducted study on 371 high school girls (176 general caste, 61 backward caste and 134 schedule tribe) at three districts ( Jhabua, Dhar and Khargone) of Madhya Pradesh. They administered sharma's adoption of Bell's adjustment inventory. The results indicated that scheduled tribe girls were found to be significantly least adjusted group in home, health, social and overall adjustment. Backward caste girls were lesser adjusted in the above areas, except in social and overall adjustment than general caste girls. However

backward caste girls were found to be significantly better adjusted than general caste girls in social adjustment.

From the above studies, it can be concluded that forward caste adolescents were better adjusted.

#### 2.5.6. Education and occupation of the parents

Reviews related to influence of education and occupation of parents are presented below

Palsane (1970) explored the role of health adjustment and parental education on personal adjustment on a sample of 85 students out of which 47 were boys and 38 were girls. The results revealed that adolescents with good health were high in over all adjustment. He also reported that adolescents with good parental education were better adjusted. Similarly study on the "Influence of self concept, sex, area and parents' education on student's adjustment problems" was carried out by Alexander and Rajendran (1992). The sample consisted of 671 students. Mooney problem checklist was administered to assess the adjustment and found females better adjusted than the males. The results also revealed that urban students to be better adjusted than the rural students. In relation to the parents' education, the adjustment was found to be associated. Students of well educated parents were better adjusted than students of poorly educated parents.

The impact of gender and working parents on adjustment was studied by Sonawat and Jain (1994). The sample consisted of 402 boys and 305 girls of tenth standard. Problem check list by Joshi and Pandey (1988) was used to identify the problems. The results revealed that no difference among the gender in adjustment, whereas the working condition of the parents had a greater impact. Adolescents with both parents working faced more problems than the adolescents with mother working part time or house wife.

Felner *et al.* (1995) revealed that youth from families in which neither parent had graduated exhibited significantly worse socio-emotional and academic adjustment compared to those youth from families who were graduated. The sample consisted of 398 early adolescents of South-European U.S. The family environment scale developed by Moas *et al.* (1974) and parents acceptance rejection questionnaire developed by Rohner (1989) and adolescents adjustment in terms of anxiety and depression were measured by the children's De Manifest anxiety scale revised (Reynolds and Richmond, 1978) and the children's depression inventory (Kovacs, 1981) and perceived competence scale (Harter, 1982).

Jain and Jandu (1998) reported that girls were better adjusted than boys after conducting a study on adjustment on a sample of 240 students (14 – 18 years). Adjustment inventory for school students developed by Sinha and Singh (1984) was used to measure the adjustment of the students. They found that girls of non-employed mothers adjusted significantly well than that of employed mother and no difference was found among the boys of employed and non-employed mothers. As earlier, study of Mythili *et al.* (2004) revealed that the students whose parents were educated found to be facing more adjustment problems.

Studies revealed that adolescents of educated parents were better adjusted while occupation of mother had negative impact.

#### 2.5.7. Socio-economic status

Life style of an individual, facilities available and other relating factors depends on the socio-economic status of the family.

As quoted earlier, Leelavathi (1987) in her study stressed that socio economic status was found to be significantly associated with all areas of adjustment and Khan and Khan (1990) designed a study to find the effect of socio-economic status on level aspiration and frustration of the students on a total sample of 100 low SES and 100 upper SES subjects, being randomly selected from Aligarh Muslim University, Aligarh of 12<sup>th</sup> grade. The kuppuswamy's SES scale (1981), Singh and Tiwari's (1976) test for level of aspiration and Chauhan and Tiwari's (1972) Nariashya Maapa test to measure frustration were administered. The results pointed that upper SES group of subjects had high level of aspiration and low frustration as compared to low SES. However, Sharma and Nanda (1997)

found that adolescents belonging to middle SES suffered more frustration leading to higher aggression as compared to low SES adolescents. They attempted to see the effect of socio-economic status on adolescent's aggression among boys. Sample of 120 adolescent boys (14 – 18 years) were administered with aggression scale by Pal and Nagvi (1971) and socio-economic scale by Kulshrestra (1981).

Bailur (2006) studied on the influence of relations of family and peers and pressures of PUC II year students' on adjustment and academic performance. The sample consisted of 231 PUC II year students. Bell's adjustment inventory to assess the adjustment, socio-economic status inventory by AICRP (C.D) (2002), LISRES-Y by Moos and Moos (1994) were administered. The results revealed no significant difference in the areas of home and social adjustment by the socio-economic status.

From the above studies quoted it can be concluded that lower socio-economic group were poorly adjusted.

### 2.5.8. Area of residence

Area of residence indicates the place of dwelling of an individual as urban, semi-urban or rural area. Adjustment pattern may vary as there exist difference in infra structure among the areas.

As quoted earlier Sujatha *et al.* (1993) studied on factors influencing adjustment among urban and rural adolescents and reported a significant difference in the adjustment of male and female adolescent students of rural area.

The results of the study by Alexander and Rajendran (1992) revealed that urban students to be better adjusted than the rural students. The study was supported by Kuruvilla (2006), who reported that urban students were well adjusted compared to their counterparts.

From the above studies it can be noted that urban adolescents adjust better than rural adolescents.

### 2.5.9. School

Sharma and Mehta (1988) investigated the effects of need for achievement upon psychological adjustment and academic achievement. A sample of 156 male higher secondary science students from government higher secondary schools for boys in Jaipur were administered on Murray's need achievement need abasement item and Sinha and Singh's adjustment inventory. The results showed the students having high need for achievement were found to have significantly higher psychological adjustment (total as well as individual areas of emotional and educational adjustment) in comparison to students having low need for achievement.

Mythili *et al.* (2004) investigated the adjustment problems of intermediate students. A sample of 150 boy and girl students were selected randomly from government and private management colleges in Vijayawada. A Telugu version of the 'Mooney problem checklist' was administered. The data was subjected to 't' test. Results revealed that students of private colleges had more problems than those of government colleges.

Paliwal *et al.* (2006) investigated the school environment, school adjustment and self confidence of adolescents in age group of 13 to 15 years. Sample of 120 adolescents (60 boys and 60 girls) were selected from seedling public school at Jaipur city and data was collected by using standardized tools, School Environment Inventory (Misra, 2002), High School Adjustment Inventory (Singh and Sen Gupta, 1987) and Agnihotries Self Confidence Inventory (Agnihotri, 1987). The results of the study revealed that majority of boys and girls scored in average category on school adjustment and self-confidence. Gender differences were found non-significant on all the aspects of school adjustment and self confidence. School environment indicated no correlation with self confidence and school adjustment of students except on social adjustment which was found to be negatively correlated with self confidence.

## 2.6. Relationship between mental health and adjustment

Abraham (1985) studied on the relationship of psycho-social with mental health status. The sample comprised of 880 PUC students (454 males and 426 females) selected by proportionate stratified sampling. Psychological needs inventory, mental health status scale, students adjustment inventory developed by the author was used for assessment. Correlation was used for data analysis. The results revealed that adjustment and other psycho-social factors (need for love, need for belongingness, need for acceptance etc.) were related to the mental health status of the students.

Hiremani *et al.* (1994) studied on emotional maturity with the help of scale developed by Singh and Bhargava (1984) and adjustment with adolescent adjustment inventory by Reddy (1964). They observed no significant difference among the destitute girls (n=130) and normal girls (n=165) in the area of adjustment, where majority of them fell under the moderate category. It was also found that normal girls to be emotionally stable in comparison with the destitute girls.

Yeh (2003) investigated the association between age, acculturation, cultural adjustment difficulties, and general mental health concerns. The sample consisted of 319 junior high and high school students of Chinese, Japanese, and Korean immigrants. Hierarchical regression analysis was done. The results determined that age, acculturation, and cultural adjustment difficulties had significant predictive effects on mental health symptoms.

A study on school adjustment as a function of neuroticism and gender of the adolescents was conducted by Bharadwaj and Helode (2006). The sample constituted of 160 adolescents of IX & X grades with equal gender distribution from English and Hindi medium schools of Durg, Bhilai and Raipur cities of Chhattisgarh state. Junior Eynsenck Personality Inventory (1965) and school adjustment inventory by Metal (1974) were used for data collection. They reported no significant gender influence on school adjustment. The results also revealed that emotionally stable adolescents were better in school adjustment.

The studies showed that mental health and adjustment are related to one other.

### 3. METHODOLOGY

The present study was undertaken to know the mental health and adjustment problems of tenth and PUC II year students studying in Navodhaya, central and state schools/colleges during 2006-07 in Dharwad, Karnataka.

This chapter of the study presents methodology followed for conducting the research under the following sub headings:

- 3.1. Research design
- 3.2. Population and sample
- 3.3. Research tools used for the study
- 3.4. Pre testing
- 3.5. Data collection procedures
- 3.6. Statistical analysis
- 3.7. Operational definition
- 3.8. Hypothesis set for the study

#### 3.1. Research design

A differential research design to know the mental health and adjustment problems of tenth and PUC II year students of co-educational English medium schools of three educational systems viz., Navodhaya, central school and state schools/colleges and the influence of selected factors on mental health and adjustment problems of students was undertaken. A correlation design to study the relationship between mental health and adjustment problems of tenth and PUC II year students and to know the influence of selected demographic factors on mental health and adjustment problems of students studying in the three educational systems was undertaken.

#### 3.2. Population and sample

The population of the study consisted of the students studying in tenth standard and Pre-University College second year (PUC II) in three types of educational systems viz., Navodhaya schools, Central schools and State schools of Dharwad taluk. Only co-educational, English medium schools/colleges were included in the study.

There were totally five state schools with primary to PUC and five colleges in the open system with PUC, ten state schools with primary to SSLC, one Navodhaya school and one central school in Dharwad taluk. Out of these, one school in each category was selected with a total of five schools. Random sampling technique was employed to select the students.

Sample of tenth standard students was selected randomly from four schools excluding the college in the open system as it have only PUC. The sample of PUC-II year students was drawn randomly from four colleges excluding the school with primary to SSLC. Forty percent of the students formed the sample while in PUC-II year of Central School and Navodhaya School, the sample was almost ninety percent. Fig 1 shows the distribution of the population. A total sample of 233 adolescents was selected. The final sample constituted 227 adolescents after the deletion of six subjects due to inadequate information out of which 107 were tenth standard students and 120 were PUC-II year students.

#### 3.3. Research tools used for data collection

The tools are enumerated below and details of each tool are presented later

- General information schedule (Appendix I) to know the personal factors such as age, gender, class, ordinal position, sibling status, sibling constellation, caste, religion, type of family, education and occupation of parents, income of the family
- Mental health inventory developed by Jagadish and Srivastava (1983) (Appendix II)
- Problem checklist developed by Joshi and Pandey (2005) (Appendix III)



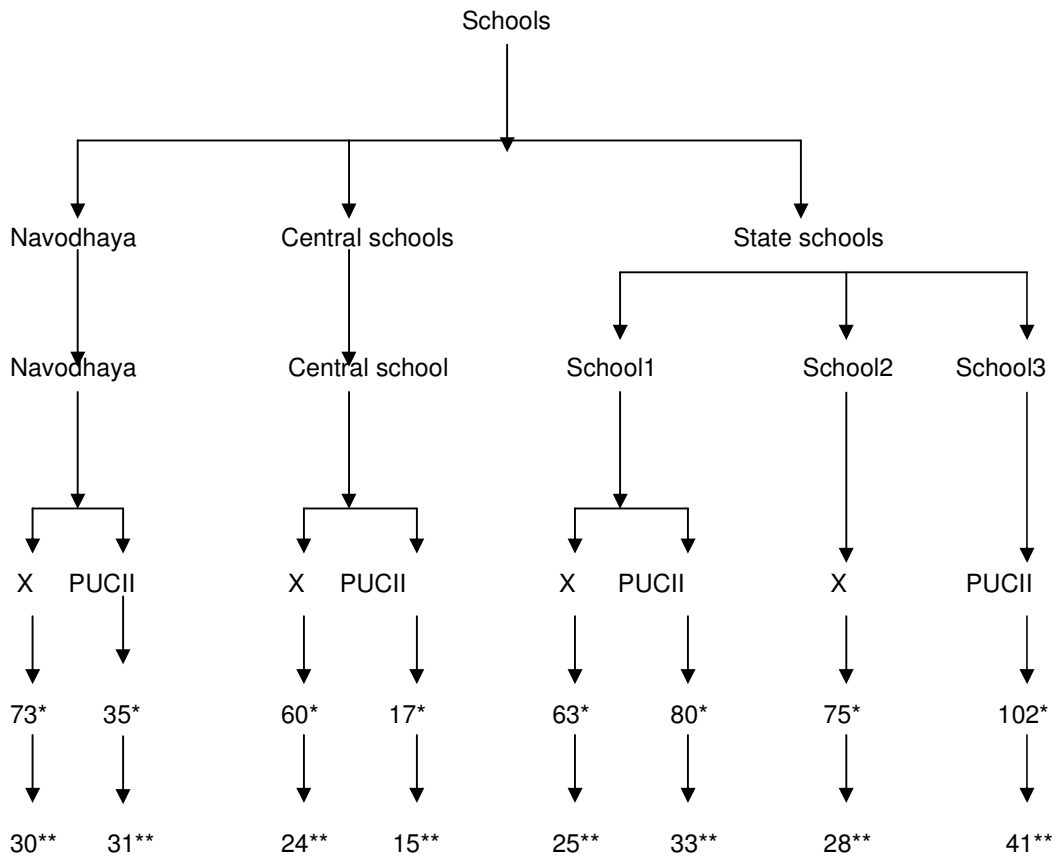
1) General information schedule

General information schedule consisted of items to collect information about the students regarding age, gender, education of the parents, occupation of the parents, ordinal position, sibling constellation, type of family, total income of the family, caste and religion.

Age

The chronological age of the students in completed years at the time of investigation was considered.

**Fig 1 Selection of sample from three educational systems**



\* Strength of the class

\*\* Sample size



### Educational status of parents

Educational status of mother and father was quantified separately by using a scale developed by Venkataramiah (1983)

Education	Score
Illiterate	0
Can read only / (5 <sup>th</sup> std)	2
Can read and write well/ (7 <sup>th</sup> std)	5
Middle and high school	10
College graduate	15
Post graduate, professional (M.B.B.S, B.E)	18
Advanced education (Ph.D, M.D)	20

### Occupational status of parents

Occupation status of father and mother was quantified separately by using the scale developed by Aaron *et al.* (1969)

Occupation	Score
Unemployed	0
Labourer	2
Caste Occupation	5
Small Business Shop, Cultivation	10
Business, Clerks, Elementary School Teachers, Etc,	15
High School Teachers, Technicians	18
Landlord, High Government Officials, Profession	20

### Family income

It is the total income of the family from all the sources. It is categorised as category I, category II and category III based on form,  $X \pm 0.425$  SD as given below

Category	Family income	Score
Category I	Less than 9000	1
Category II	9000-18000	2
Category III	More than 18000	3

### School attended by the students

Information regarding the school completion of tenth standard in the same or different school was considered only for the PUC-II year students to know the transition of the school.

### 2) Mental Health Inventory

Mental Health Inventory developed and standardised by Jagadish and Srivastava (1983) was used for measuring the mental health status of the students (Appendix II). The scale assess the mental health in six dimensions (1) positive self-evaluation, (2) perception of reality, (3) integration of personality, (4) autonomy, (5) group oriented attitudes, (6)

environmental mastery. The scale consists of 54 statements with 4 alternative responses for each statement as always, most of times, sometimes and never anchored from 1 to 4. For true - keyed statements the scoring of 1, 2, 3, 4 was given to never, sometimes, most of times, always and reverse for false - keyed statements. Out of 54 statements 31 statements are rated negatively while 23 statements positively. Total score and score in each dimension is calculated and categorised as very good, good, average, poor and very poor. High score indicates better mental health. The norms are different for each gender. The classification is as shown below.

Category	Mental Health Scores	
	Boys	Girls
Very good	195.89 & above	196.02 & above
Good	176.45 – 195.89	175.14 – 196.02
Average	157.01 – 176.45	154.26 – 175.14
Poor	137.57 – 157.01	133.38 – 154.26
Very poor	below 137.57	below 133.38

### 3) Problem Check List

Problem checklist developed by Joshi and Pandey (2005) was modified and used to measure the level of adjustment of adolescent (Appendix III). The form covers eleven wide areas of adolescents' problems. For each area, there are 30 items. The eleven areas are - health and physical development (HPD), finance, living conditions and employment (FLE), social and recreational activities (SRA), courtship – sex and marriage (CSM), social – psychological relations (SPR), personal – psychological relations (PPR), moral and religion (MR), home and family (HF), the future: vocational and educational (FVE), adjustment to school work (ASW), curriculum and teaching procedures (CTP). The problem checklist is self-administering. The respondent has to read the checklist and cross out the serial numbers of the problems that are bothering the individual on the answer sheet. The total number of problems in different areas yields the total problems of the subject. High scores on PCL indicate poor adjustment.

### 3.4. Pre testing

Pre test was conducted on 38 adolescents studying in tenth and PUC-II year of one English medium school, which was not included in the main study. The reliability established was 0.75 for the mental health inventory by split half reliability. There were 330 questions in the original problem check list tool and these were repetitive so factor analysis was employed to select the significant items. Statements that scored more than 0.5 was taken into consideration, which resulted in 154 statements. Another pre test was conducted on sample of 15 adolescents with the revised form having 154 statements. The reliability of 0.715 was obtained through split half method.

### 3.5. Data collection procedure

A list of higher secondary schools in Dharwad city was obtained from the office of deputy director of public instructions, Dharwad. A list of PUC composite and degree science colleges was obtained from the pre-university board. The Head of the respective institutions were contacted and permission was taken for approaching the students. Students were made to sit comfortably one or two in a bench for privacy. The students were engaged during their leisure. Instructions were given to the students regarding the mode of answering. The students were requested to fill the final questionnaire, which included General Information Schedule (English), Mental Health Inventory (English and Kannada) and Problem Check List (English and Kannada). Enough time was given to the students to complete the schedule. The students were also given enough time to ask questions and seek clarification. The schedules were checked for complete information, that was incomplete were deleted.

### 3.6. Statistical analysis

a) Frequency and percentages were calculated to interpret the demographic characteristics of the students.

b) Chi square – non-parametric test was employed to find out the association between the educational systems with mental health using the form

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^c (O_{ij} - e_{ij})^2 / e_{ij}$$

Where,

$O_{ij}$  = observed frequency

$e_{ij}$  = expected frequency

$\chi^2$  values are compared with table values for  $(r - 1) (c - 1)$  degrees of freedom (df) 'r' denoting the number of rows, 'c' denoting number of columns in the contingency table.

c) Modified chi square – non-parametric test of independence was applied to determine the association between educational systems and mental health of the adolescents, wherever the frequencies were less than five using the formula by Lawal and Upton (1984)

$$\text{Modified } \chi^2 = \{1 - 1/n (1 - d^{-1/2})\} * \chi^2_{d,0.05}$$

At 5% level

Where n = sample size

d = degrees of freedom

$\chi^2_{d,0.05}$  is table  $\chi^2$  value at 'd' degrees of freedom for 5 per cent level of significance

d) Karl Pearson's correlation co-efficient was calculated to assess the degree and direction of relationship between the mental health and adjustment problems using the formula

$$r = \frac{n \sum XY - \sum X \sum Y}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

Where,

r = sample correlation co-efficient.

X = first variable

Y = second variable

n = number of pairs of observations

The statistic used for testing the significance of the correlation co-efficient was in the form.

$$t = \frac{r * \sqrt{n - 2}}{\sqrt{1 - r^2}}$$

Having students' 't' distribution with  $n - 2$  degrees of freedom

e) Two-way analysis of variance (ANOVA) technique was employed to know the influence of demographic characteristics on mental health and adjustment of adolescents in different schools.

f) Square root transformation was done for the adjustment problems, where the data contains zero value using the form

$$y = \sqrt{x + 0.5}$$

Where  $x$  is the normal value

$Y$  is the transformed value

### 3.7. Operational definitions

#### a) Mental health

Mental health is defined as person's ability to make positive self – evaluation, to perceive the reality, to integrate the personality, autonomy, group oriented attitudes and environmental mastery, which was assessed through the scale developed by Jagdish and Srivastava (1983).

#### b) Adjustment problems

Adjustment problems is defined as the problems experienced by an individual in eleven wide areas viz, health and physical development (HPD), finance, living conditions and employment (FLE), social and recreational activities (SRA), courtship – sex and marriage (CSM), social – psychological relations (SPR), personal – psychological relations (PPR), moral and religion (MR), home and family (HF), the future: vocational and educational (FVE), adjustment to school work (ASW), curriculum and teaching procedures (CTP), as assessed through the tool developed by Joshi and Pandey (2005).

#### c) Educational system

Educational system refers to the three types of system viz., Navodhaya schools, central schools and regular state schools, which vary in the curriculum and settings.

### 3.8. Hypothesis set for the study

- 1) The mental health and adjustment problems of the students studying in three educational system does not differ
- 2) There is no relationship between the mental health and adjustment problems of the students.
- 3) The personal factors such age, gender, class, ordinal position, sibling status, sibling constellation do not influence mental health and adjustment problems of students.
- 4) The familial factors viz., caste, religion, type of the family, education and occupation of the parents and income of the family do not affect the mental health and adjustment problems of students.
- 5) Transition from one educational institution to other does not affect the mental health and adjustment problems.

## IV. RESULTS

The results of the study entitled "Mental health and adjustment problems of students of Navodhaya, Central and State Schools" is presented under the following sub headings.

- 4.1. Characteristics of students
- 4.2. Mental health of students
- 4.3. Factors influencing mental health
- 4.4. Adjustment problems of students
- 4.5. Factors influencing adjustment problems
- 4.6. Relationship between mental health and adjustment problems of students

### 4.1. Characteristics of students

The characteristics of students considered for the study are presented under the following sub headings

- 4.1.1. Personal characteristics of students selected for the study
- 4.1.2. Familial characteristics of students selected for the study

#### 4.1.1. Personal characteristics of students selected for the study

The characteristics of the sample are presented in the Table 1. It shows that the age of the students ranged from 14-19 years. Among the students 33.1 percent of boys were in the age-group of 18 years followed by 23.1 percent in the age group of 16 years, 21.5 percent in the age group of 15 years and 20.7 percent in the age group of 17 years. A minimum of 1.7 percent of boys were in the age group of 15 years, while 30.2 percent of girls were in age group of 15 years, followed by 28.3 percent in the age group of 18 years, 23.6 percent in the age group 17 years, 17.0 percent in the age group of 16 years and only 0.9 percent in the age group 14 years whereas none in the age group of 19 years. On the whole, the sample has 0.4 percent in the age group of 14 years, 25.6 percent with the age group of 15 years, 20.3 percent with the age group of 16 years, 22.0 percent with the age group of 17 years, 30.8 percent with the age group of 18 years and 0.9 percent in the age group of 19 years.

Regarding the grades 47.1 percent of the students were of tenth standard, out of which 46.3 percent were boys and 48.1 were girl students. The students of PUC-II constitute 52.9 percent of the sample, among them 53.7percent were boys and 51.9 percent were girls.

Regarding the ordinal position of the students 49.9 percent were first born, 16.7 percent were middle born and 33.5 percent were last born in the family. Among boys 47.1percent were first born, 14.0 percent were middle born and 38.8 percent were last born. In case of girls also 52.8 percent were first born, 19.8 percent were middle born and 27.4 percent were last born. Moreover majority of the students had one or more sibling(s) (93.0 percent) and only minimum percentage was only child in the family. This tendency was observed among both boys and girls.

#### 4.1.2 Familial characteristics of students selected for study

The familial characteristics of the students selected for the study is represented in the Table 2. Regarding the type of family 84.6 were nuclear families and 15.4 percent were joint families. Among boy students 81.8 percent were from nuclear family and 18.2 percent were from joint families. Among the girl students 87.7 percent were from nuclear families and 12.3 percent were from joint families.

**Table 1. Personal characteristics of students selected for the study**

Characteristics	Category	Boys		Girls		Total	
		Freq	%	Freq	%	Freq	%
Age (years)	14	-	-	1	0.9	1	0.4
	15	26	21.5	32	30.2	58	25.6
	16	28	23.1	18	17.0	46	20.3
	17	25	20.7	25	23.6	50	22.0
	18	40	33.1	30	28.3	70	30.8
	19	2	1.7	-	-	2	0.9
	Total	121		106		227	
Class	Tenth	56	46.3	51	48.1	107	47.1
	PUC II	65	53.7	55	51.9	120	52.9
Ordinal position	First born	57	47.1	56	52.8	113	49.8
	Middle born	17	14.0	20	18.9	37	16.7
	Last born	47	38.8	30	28.3	77	33.5
Sibling status	Only child	10	8.3	6	5.7	16	7.0
	With sibling	111	91.7	100	94.3	211	93.0

Regarding the caste, more than half of the sample i.e. 58.1 percent belong to general category, backward caste constitute 34.4 percent and scheduled caste and scheduled tribe constitute 7.5 percent of the sample. In boys 50.4 percent belong to general category, 41.3 percent belong to backward caste and 8.3 percent scheduled caste and scheduled tribe. Similar trend was observed in girls with 67 percent in general category, 26.4 percent in backward category and 6.6 percent in scheduled caste and scheduled tribe category. Majority of the students were Hindu (83.5 percent), minimum percentages of Christian and Jain students. The trend was similar for both boys and girls.

Regarding the education of the father none of them were illiterate. About 2.6 percent of boys and 0.9 percent fathers' of girls can only read which comprise 1.8 percent of the total. Around 3.5 percent of the fathers can read and write well. Among boys 3.4 percent of their fathers' were able to read and write and around 3.8 percent of girls' fathers could read and write. Moreover 22.5 percent had middle or high school education, among boys 23.1 percent and girls 22.6 percent of the fathers were educated till middle or high school. Majority of the fathers 36.6 percent were graduated which includes 37.6 percent of boy's fathers and 36.8 percent of girls' father. About 30.8 percent of fathers were post graduated or professionals, including 31.6 percent of boys and 31.1 percent of girls' father have advanced education which constitutes 2.2 percent as a whole.



**Table 2. Familial characteristics of students**

Characteristics	Category	Boys		Girls		Total	
		Freq	%	Freq	%	Freq	%
Family type	Nuclear	99	81.8	93	87.7	192	84.6
	Joint	22	18.2	13	12.3	35	15.4
Caste	General	61	50.4	71	67.0	132	58.1
	Other backward caste	50	41.3	28	26.4	78	34.4
	Scheduled caste/tribe	10	8.3	7	6.6	17	7.5
Religion	Hindu	101	83.5	95	89.6	196	86.3
	Christian	4	3.3	1	0.9	5	2.2
	Muslim	12	9.9	6	5.7	18	7.9
	Jain	4	3.3	4	3.8	8	3.5
Father education	Illiterate	-	-	-	-	-	-
	Can read only	3	2.6	1	0.9	4	1.8
	Can read and write only	4	3.4	4	3.8	8	3.5
	Middle & High school	27	23.1	24	22.6	51	22.5
	College graduate	44	37.6	39	36.8	83	36.6
	PG, Professional	37	31.6	33	31.1	70	30.8
	Advanced education	2	1.7	3	2.8	5	2.2
	Total	117		104		221	
Mother education	Illiterate	-	-	-	-	-	-
	Can read only	4	3.3	1	0.9	5	2.2
	Can read and write only	14	11.6	8	7.5	22	9.7
	Middle & High school	46	38.0	53	50.0	99	43.6
	College graduate	46	38.0	30	28.3	76	33.5
	PG, Professional	11	9.1	11	10.4	22	9.7
	Advanced education	-	-	3	2.8	3	1.3
	Total	121		106		227	
Father occupation	Unemployed	-	-	-	-	-	-
	Labourer	2	1.7	2	1.9	4	1.8
	Caste occupation	-	-	1	1.0	1	0.5
	Small business, shop, cultivation	21	17.9	16	15.4	37	16.7
	Business, clerks, elementary school teacher	48	41.0	51	49.0	99	44.8
	High school teacher, technician	36	30.8	17	16.3	53	24.0
	Landlord, high government officer, professional	10	8.5	17	16.3	27	12.2
Mother occupation	Unemployed	94	77.7	80	75.5	174	76.7
	Labourer	1	0.8	-	-	1	0.4
	Caste occupation	-	-	-	-	-	-
	Small business, shop, cultivation	1	0.8	1	0.9	2	0.9
	Business, clerks, elementary school teacher	17	14.0	14	13.2	31	13.7
	High school teacher, technician	7	5.8	6	5.7	13	5.7
	Landlord, high government officer, professional	1	0.8	5	4.7	6	2.6
Family income	Low	31	25.6	28	26.4	59	26.0
	Medium	51	42.1	40	37.7	91	40.1
	High	39	32.2	38	35.8	77	33.9

About the education of the mother none of them are illiterate. Majority 43.6 percent of the students' mothers were educated till middle or high school where 38.0 percent of boys and 50.0 percent of girls' mother were graduated. Among boys 38.0 percent of the mothers and among girls 28.3 percent of the mothers were graduated. The categories of such as could read and write and post graduates shared an equal proportion (9.7 percent) of the whole sample. About 2.2 percent and 1.3 percent of the mothers could read only and have done advanced education respectively. Among boys' mothers 11.6 percent could read and write well, 9.1 percent were professionals or post graduated and 3.3 percent of them could read only and none had done advanced education. Whereas among girls' mothers 10.4 percent were professionals or post graduate, 27.5 percent could read and write well, 2.8 percent had done advanced education and 0.9 percent could read only. Regarding occupation of the father none were unemployed, about 44.8 percent of them were businessmen or clerks or elementary school teachers and 24.0 percent were high school teacher or technician against 1.8 percent as labourers and 1.0 percent performing caste occupation. Moreover 16.7 percent were cultivars or small businessmen or had their own shop and 12.2 percent were high paid government officials or professionals or landlords. Among the gender-wise distribution almost equal percentage of fathers (1.7 percent boys and 1.9 percent of girls) were labourers. Only 1.0 percent of the girls' fathers performed their caste occupation. Among the boys 17.9 percent of the fathers and 15.4 percent of the girls' fathers were small business men or cultivators or owned a shop. Majority of the fathers of both boys (41.0 percent) and girls (49.0 percent) were businessmen, clerks or elementary school teachers.

About 50.8 percent and 8.5 percent of the boys' fathers' were high school teachers or technician and landlords or professionals or high government officials respectively. Among the girls fathers 16.3 percent of them were high school teachers or technician or technicians and landlords or high government officials and professionals in each category.

In case of mothers' occupation majority (76.7 percent) of them were unemployed. The same trend was observed gender wise where 77.78 percent and 75.5 percent of the mothers of boys and girls were unemployed respectively. Almost equal proportion of mothers of boys (0.8 percent) and girls (0.9 percent) were small businesswomen or cultivators or had their own shop. Similarly the high school teachers or technicians were of equal distribution with 5.8 percent in boys, 5.7 percent in girls and 5.7 percent on the whole. Among boys 14.0 percent, 0.8 percent and 0.8 percent of the mothers were clerks or elementary school teachers, high government officials or professionals and labourers respectively. About 13.2 percent of the mothers were clerks or elementary school teacher and 4.7 percent were high government officials or professional and none was labourer. About the income of the family, 25.6 percent of boys and 26.4 percent of girls belongs to the category of low income which constitutes 26.0 percent on the whole. Around 42.1 percent and 37.7 percent of girls belongs to high income category which includes 32.2 percent of boys and 35.8 percent of girls.

## 4.2 Mental Health of Students

The results of the topic are represented under the following subheadings

4.2.1. Distribution of students of different educational systems by levels of mental health

4.2.2. Distribution of students of different educational systems by levels of mental health component-wise

4.2.1 Distribution of students of different educational systems by levels of mental health

The Table 3 shows the distribution of students by the level of mental health. It is noted that virtually equal percentages of boys are distributed in poor (44.6 percent) and average (41.3 percent) categories of mental health. Comparison by type of educational systems revealed that boys of Navodhaya was found to possess better mental health with 48.5 percent in average and 12.1 percent in good categories of mental health, followed by adolescent boys of State schools with 2/5<sup>th</sup> in average and 1/10<sup>th</sup> in poor categories. Boys of the Central school were very less with 12.0 percent in very poor category and more than half of them in poor category in comparison with other schools. However the analysis showed no significant association between the levels of mental health of boys and type of educational systems.

**Table 3. Distribution of students of different systems by levels of mental health**

Students		MENTAL HEALTH					$\chi^2$
		Very poor	Poor	Average	Good	Total	
Boys	Navodhaya	1 (3.0)	12 (36.4)	16 (48.5)	4 (12.1)	33 (100)	6.456 <sup>NS</sup>
	Central school	3 (12.0)	13 (52.0)	9 (36.0)	-	25 (100)	
	State school	3 (4.8)	29 (46.0)	25 (39.7)	6 (9.5)	63 (100)	
	Total	7 (5.8)	54 (44.6)	50 (41.3)	10 (8.3)	121 (100)	
Girls	Navodhaya	-	12 (42.9)	16 (57.1)	-	28 (100)	12.558 <sup>NS</sup>
	Central school	-	5 (35.7)	6 (42.9)	3 (21.4)	14 (100)	
	State school	3 (4.7)	28 (43.8)	31 (48.4)	2 (3.1)	64 (100)	
	Total	3 (2.8)	45 (42.5)	53 (50.0)	5 (4.7)	106 (100)	
Total	Navodhaya (n=61)	1 (1.6)	24 (39.3)	32 (52.5)	4 (6.6)	61 (100)	3.624 <sup>NS</sup>
	Central school (n=39)	3 (7.7)	18 (46.2)	15 (38.5)	3 (7.7)	39 (100)	
	State school (n=127)	6 (4.7)	57 (44.9)	56 (44.1)	8 (6.3)	127 (100)	
	Total	10 (4.4)	99 (43.6)	103 (45.4)	15 (6.6)	227 (100)	

Figures in parentheses are percentages  
NS – Non-significant

The table also exhibits that half of the girls had average mental health followed by more than 2/5<sup>th</sup> of them with poor mental health. A minimum percentage of girls fell in very poor (2.8 percent) and good (4.7 percent) categories. The girls of Central school marked better mental health with 2.4 percent in good and 42.9 percent in average categories as against girls of Navodhaya with none in the good category and more than half in average category while girls of State schools with only 3.1 percent in good category and 48.4 percent in average category. The mental health of girls of State schools (4.7 percent in very poor category) observed to be lesser in poor category as compared to other schools (none in very poor category). However the  $\chi^2$  analysis inferred no significant association between the schools and levels of mental health of adolescent girls.

Table shows nearly equal number of students possessed average (45.4 percent) and poor (43.6 percent) mental health in all the three educational systems. It is also noted very few students fell under the categories of very poor (4.4 percent) and good (6.6 percent) mental health, whereas none in very good category (fig 2). It can be observed from figure 3 that students of Navodhaya had better mental health, where more than half of them fell in the average category as against students of State school with 44.9 percent in poor category and 44.1 percent in average category. Only 7.7 percent of students of Central school were in very poor category of mental health. However the statistical analysis showed no significant association between the levels of mental health and educational system.

#### 4.2.2. Distribution of students of different educational systems by levels of mental health component wise

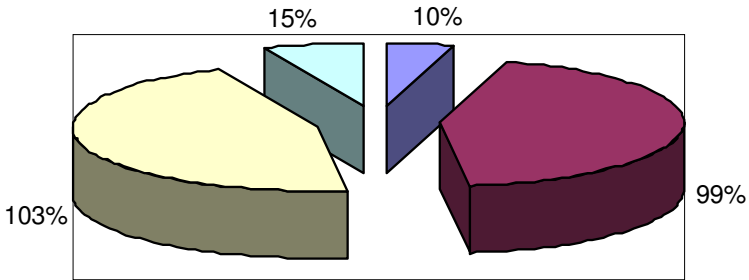
The components of mental health are positive self evaluation, perception of reality, integration of personality, autonomy, group oriented attitude, environmental mastery. The distribution of students by levels on each of the components is presented by comparing among the different educational systems as below

The Table 4 indicates that about 2/5<sup>th</sup> of the students had average positive self evaluation and only 2.2 percent of the students had very good positive self evaluation. The result also shows a similar trend with total mental health of students, since nearly half of the students of Navodhaya School were in average category. The distribution of the students of Central school and State school in the average category were almost equal (38.5 percent and 37.0 percent respectively). About 12.8 percent of the students of Central school had poor positive evaluation compared to 9.4 percent of students of State schools in same category. The  $\chi^2$  revealed no significant association among the educational systems and positive self evaluation.

The result of the table also reveals that higher percentages (43.2 percent) of the students were in poor category of reality perception. Similarly students from Navodhaya (41.0 percent), Central school (43.6 percent) and State school (44.1 percent) had higher percentage distribution in the poor category of reality perception, followed by average, good and very poor categories. Students of Navodhaya and Central schools were equally distributed in very poor (13.1 percent and 12.8 percent) and good categories (19.7 percent and 20.5 percent) respectively against a lower percentage of students of State school in both categories, very poor (7.9 percent) and good (13.4 percent) category. Since the statistical analysis showed non-significance, it is concluded that there was no association between the distribution of students by levels of perception of reality and type of educational systems.

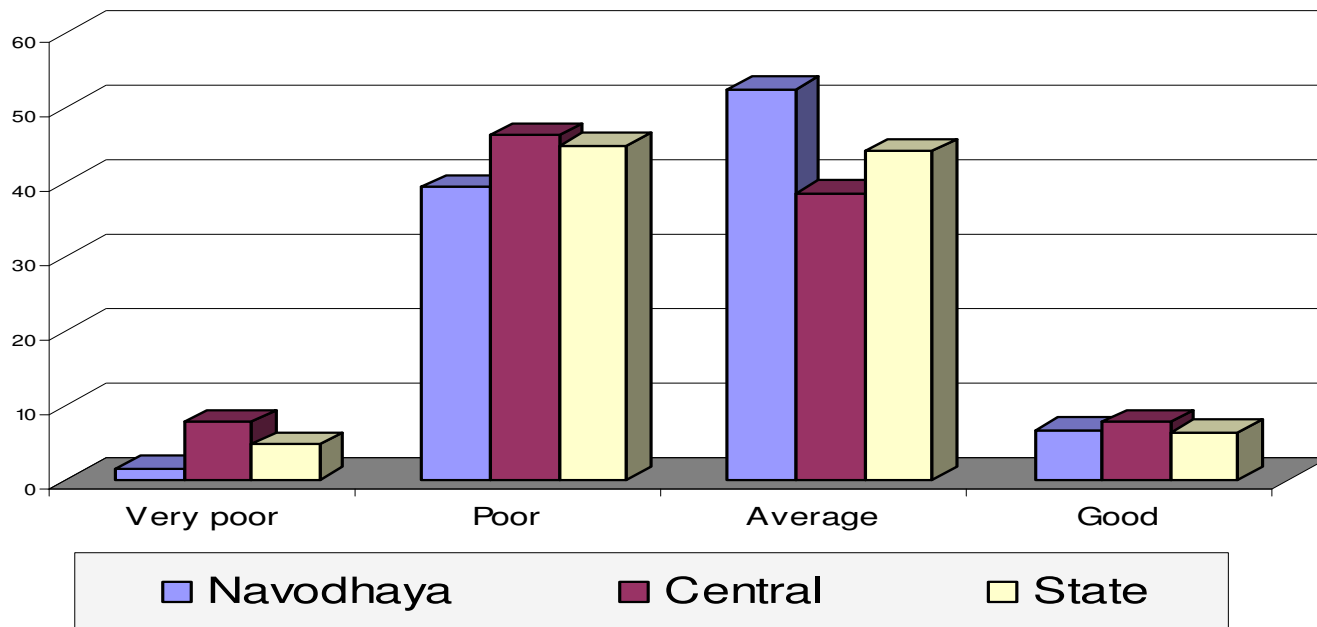
The table shows the distribution of students by levels of integration of personality. It can be noted that the distribution of students of different educational systems by integration of personality had correspondence with that of the distribution of students of different educational systems by reality perception of the students, since about 2/3<sup>rd</sup> of the students of each educational system and as a whole belonged to the poor category of personality integration. The students of Central school observed to have better integration of personality, since none was reported in very poor category against students of Navodhaya with 6.6 percent and students of State schools with 6.3 percent in the same category. Only a smaller percentage of students of Navodhaya (3.3 percent) and State schools (3.1 percent) belonged to good category as against none of the student of Central school in the corresponding category. However the analysis showed no significant association between the educational systems and distribution of the students by the level of integration of personality.

The table exhibits the distribution of students of different educational systems by their autonomy levels, where majority (45.8 percent) of the students had an average level of autonomy. Among the educational systems students of Central school scored better in autonomy, where virtually half of them belonged to the average category and none in very poor category, followed by the students of State schools with 47.2 percent in average category and 5.5 percent of them in very poor category. The students of Navodhaya were poor in case of autonomy with more than half of the students in poor and 6.6 percent in very poor categories. The  $\chi^2$  analysis inferred no significant association between the distribution of students by the level of autonomy and educational systems.



**Fig 2 Distribution of students by levels of mental health**

Fig. 2 Distribution of students by levels of mental health



**Fig 3 Distribution of students of different educational systems by levels of mental health**

**Fig. 3 Distribution of students of different educational systems by levels of mental health**

**Table 4. Distribution of students of educational systems by the levels of mental health – component wise**

Components	Students	MENTAL HEALTH						X <sup>2</sup>
		Very Poor	Poor	Average	Good	Very Good	Total	
Positive self-evaluation	Navodhaya (n=61)	1 (1.6)	19 (31.1)	29 (47.5)	11 (18.0)	1 (1.6)	61 (100)	10.976 <sup>NS</sup>
	Central school (n=39)	5 (12.8)	12 (30.8)	15 (38.5)	5 (12.8)	2 (5.1)	39 (100)	
	State school (n=127)	12 (9.4)	33 (26.0)	47 (37.0)	33 (26.0)	2 (1.6)	127 (100)	
	Total	18 (7.9)	64 (28.2)	91 (40.1)	49 (21.6)	5 (2.2)	227 (100)	
Perception of reality	Navodhaya	8 (13.1)	25 (41.0)	16 (26.2)	12 (19.7)	-	61 (100)	4.849 <sup>NS</sup>
	Central school	5 (12.8)	17 (43.6)	9 (23.1)	8 (20.5)	-	39 (100)	
	State school	10 (7.9)	56 (44.1)	44 (34.6)	17 (13.4)	-	127 (100)	
	Total	23 (10.1)	98 (43.2)	69 (30.4)	37 (16.3)	-	227 (100)	
Integration of personality	Navodhaya	4 (6.6)	37 (60.7)	18 (29.5)	2 (3.3)	-	61 (100)	4.675 <sup>NS</sup>
	Central school	-	25 (64.1)	14 (35.9)	-	-	39 (100)	
	State school	8 (6.3)	81 (63.8)	34 (26.8)	4 (3.1)	-	127 (100)	
	Total	12 (5.3)	143 (63.0)	66 (29.1)	6 (2.6)	-	227 (100)	

Figures in parentheses are percentages  
NS – Non-significant

Contd...

Components	Students	MENTAL HEALTH						X <sup>2</sup>
		Very Poor	Poor	Average	Good	Very Good	Total	
Autonomy	Navodhaya	4 (6.6)	32 (52.5)	24 (39.3)	1 (1.6)	-	61 (100)	10.459 <sup>NS</sup>
	Central school	-	18 (46.2)	20 (51.3)	1 (2.6)	-	39 (100)	
	State school	7 (5.5)	48 (37.8)	60 (47.2)	12 (9.4)	-	127 (100)	
	Total	11 (4.8)	98 (43.2)	104 (45.8)	14 (6.2)	-	227 (100)	
Group oriented attitude	Navodhaya	3 (4.9)	12 (19.7)	37 (60.7)	9 (14.8)	-	61 (100)	9.168 <sup>NS</sup>
	Central school	3 (7.7)	6 (15.4)	18 (46.2)	12 (30.8)	-	39 (100)	
	State school	10 (7.9)	37 (29.1)	56 (44.1)	24 (18.9)	-	127 (100)	
	Total	16 (7.0)	55 (24.2)	111 (48.9)	45 (19.8)	-	227 (100)	
Environmental mastery	Navodhaya	12 (19.7)	26 (42.6)	20 (32.8)	3 (4.9)	-	61 (100)	4.882 <sup>NS</sup>
	Central school	3 (7.7)	19 (48.7)	14 (35.9)	3 (7.7)	-	39 (100)	
	State school	16 (12.6)	53 (41.7)	53 (41.7)	5 (3.9)	-	127 (100)	
	Total	31 (13.7)	98 (43.2)	87 (38.3)	11 (4.8)	-	227 (100)	

Figures in parentheses are percentages  
NS – Non-significant

Among the students, half of them fell under the average category of group oriented attitude. The students of Central school marked higher in group oriented attitude with approximately 1/3<sup>rd</sup> of them in good category and half in average category in comparison with other educational systems. The students of Navodhaya followed the students of Central school concerning group oriented attitudes, where around 1/6<sup>th</sup> of them fell in good category and more than half in average category. The State school had higher percentage of students (44.1 percent) in average category followed by about 1/3<sup>rd</sup> in poor category. However the statistical analysis concluded no association between the educational systems and group oriented attitude of students.



The table depicts that almost equal proportion of the students possessed average (38.3 percent) and poor (43.2 percent) environmental mastery. In case of students of Navodhaya and Central school majority of them fell under the poor category (42.6 percent and 48.7 percent respectively) followed by average category (32.8 percent and 35.9 percent respectively). The students of State school were equally distributed in average and poor categories (41.7 percent in each). The results of the statistical analysis showed no significant association between distributions of students by levels of environmental mastery and different educational systems.

### 4.3. Factors influencing mental health of students

The selected factors viz., students' personal characteristics such as age, gender, class, ordinal position, sibling constellation and familial factors such as family type, caste, religion, education and occupation of the parents and income of the family were considered. The analyses of the results is presented under the following subheadings

Comparison of mental health of students among different educational systems

#### 4.3.1. Personal characteristics

4.3.1.1. Age

4.3.1.2. Gender

4.3.1.3. Class

4.3.1.4. Ordinal position

4.3.1.5. Sibling constellation

4.3.1.5a. first born

4.3.1.5b. middle born

4.3.1.5c. last born

#### 4.3.2. Familial factors

4.3.2.1. Caste

4.3.2.2. Religion

4.3.2.3. Type of family

4.3.2.4. Education of Parents

4.3.2.5. Occupation of Parents

4.3.2.6. Income of the Family

#### 4.3.3. Schooling factors

4.3.3.1. Transition of educational system

#### 4.3.1. Personal characteristics

The personal characteristics include age, gender, class, ordinal position, sibling constellation, sibling status. The influence of these factors on the educational system are presented below

##### 4.3.1.1. Comparison of mental health of students among educational systems by age

The mean values and results of ANOVA of mental health of students among educational systems by age are presented in the table (5.1). The result shows that students in the age group of 14 years (170.00) had better mental health compared to others, while students from the age group of 17 years (154.44) showed lower mental health scores than others. However the analysis revealed non significant difference among the age group indicating no impact of age on mental health. Mental health of the students of the three educational systems was found to be equal and analysis also showed no significant difference among the educational systems on mental health. The students of Central school had higher difference on mental health whereas students of State schools had least difference among the age groups. However there existed no significant interactionary effect

on mental health indicating that the effect of age was similar among the educational systems. Hence the null hypothesis stating no influence of age on mental health of students of different educational systems is accepted.

#### 4.3.1.2. Comparison of mental health of students among educational systems by gender

Comparison of students among the educational systems by gender is presented in the Table 5.2. The mental health of the students was found non significant among the educational systems indicating that students of different educational systems did not differ on mental health. The table also illustrates equal scores by boys and girls on mental health, and the mean difference was also found non significant. The boys of Navodhaya were better than girls and girls of Central school were better than boys. The interactionary effect of school and gender was found significant at 5 percent level indicating a significant difference was observed where the students of Central school had higher difference among boys and girls, followed by students of Navodhaya. The students of State school showed least difference among boys and girls. Hence the null hypothesis stating no influence of gender on mental health of students is accepted.

#### 4.3.1.3. Comparison of mental health of students among educational systems by class

The result of the Table 5.3 illustrates, students of tenth grade (158.59) had better mental health compared to PUC-II year students (155.67) and it was found significant at 1 percent level. The main effect of class was significant. But the main effect of the school was non significant. The tenth grade students of Central school (161.50) scored comparatively better whereas PUC-II students (149.60) of the same school marked poor mental health with higher difference, followed by students of Navodhaya. The students of State schools had least difference between the tenth and PUC-II students. The interactionary effect of the school and class was inferred significant statistically at 5 percent level indicating that the significant difference among tenth and PUC II students was different for the three educational systems. Hence the null hypothesis stating no influence of class on mental health of students of different educational systems is rejected.

#### 4.3.1.4. Comparison of mental health of students among educational systems by ordinal position

It is perceived from table (5.4) the first born (157.50) and last born (157.61) scored equally on mental health. The mental health score of middle born (154.58) was observed lesser than the first and last born. However analysis showed no significant difference by ordinal position. The main effect of school was also found to be non significant, which illustrated no difference among the schools on the mental health. The students of State schools had higher differences between last born and middle born with last born found to be better whereas in case of the students of Navodhaya and Central school first born had better mental health than others. However the interactionary effect of ordinal position and school was found non-significant indicating that the trend of difference between the ordinal position of the students of different educational systems was similar. Hence the null hypothesis stating no influence of ordinal position on mental health of students of different educational systems is accepted.

#### 4.3.1.5. Comparison of mental health of students among educational systems by sibling status

Students with sibling(s) (157.14) and without sibling (155.75) with regard to mental health manifested nearly equal scores (table 5.5). The analysis inferred no significant difference among the sibling status. Similar trend was observed among the schools where students from different schools, Navodhaya (156.97), Central school (156.92) and State school (157.12) had almost equal mental health scores. The F value inferred no significant difference of the students among different educational systems. The students of Central school showed higher difference among students with and without siblings, followed by the students of Navodhaya and the students of State schools showed least difference among the students with and without siblings. The interactionary effect of school and sibling status was found non significant indicating that the differences among the sibling status of different educational systems are similar. Hence the null hypothesis stating sibling status do not influence on mental health of students of different educational systems is accepted.

**Table 5.1. Comparison of mental health of students of educational systems by age**

Age	Navodhaya			Central school			State school			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
14(n=1)	-	-	-	1	170.00	-	-	-	-	170.00	-
15(n=58)	7	167.71	12.62	19	158.89	16.12	32	156.72	12.54	158.76	14.02
16(n=46)	23	156.74	11.59	4	162.25	12.04	19	157.53	15.28	157.54	13.08
17(n=50)	6	155.33	7.76	11	154.82	14.84	33	154.15	9.91	154.44	10.74
18(n=70)	25	154.56	9.97	4	144.75	12.53	41	159.59	14.21	156.94	13.16
19(n=2)	-	-	-	-	-	-	2	158.10	2.83	158.00	2.83
Total(n=227)	61	156.97	11.23	39	156.92	15.21	127	157.12	12.86	157.04	12.83

ANOVA

Factors	MSS	F	SEm	CD
School	91.53	0.562 <sup>NS</sup>	2.44	-
Age	309.64	1.901 <sup>NS</sup>	5.16	-
School*Age	300.86	1.847 <sup>NS</sup>	3.66	-

NS – Non-significant

**Table 5.2. Comparison of mental health of students of educational systems by gender**

Gender	Navodhaya			Central school			State school			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Male (n=121)	33	159.15	12.86	25	152.52	13.12	63	157.70	12.64	157.02	12.92
Female (n=106)	28	154.39	8.45	14	164.79	15.95	64	156.55	13.15	157.07	12.80

ANOVA

Factors	MSS	F	SEm	CD
School	43.21	0.269 <sup>NS</sup>	1.63	-
Gender	193.32	1.204 <sup>NS</sup>	1.12	-
School*gender	867.62	5.405*	2.28	6.30

NS – Non-significant  
\* Significant at 5% level

**Table 5.3. Comparison of mental health of students of educational systems by class**

Class	Navodhaya			Central school			State school			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Tenth (n=107)	30	159.30	12.54	24	161.50	16.10	53	156.87	13.09	159.59	13.67
PUC II (n=120)	31	154.71	9.47	15	149.60	10.41	74	157.30	12.79	155.67	11.92

ANOVA

Factors	MSS	F	SEm	CD
School	35.06	0.218 <sup>NS</sup>	1.62	-
Class	1250.35	7.767*	1.36	3.76
School*Class	566.46	3.519*	2.28	6.30

NS – Non-significant  
\* Significant at 5% level

Table 5.4. Comparison of mental health of students of educational systems by ordinal position

Ordinal Position	Navodhaya			Central school			State school			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
First born(n=113)	30	158.13	12.49	17	159.53	14.77	66	156.68	12.45	157.50	12.75
Middle born(n=37)	14	155.36	10.32	6	155.43	15.64	17	153.59	12.36	154.58	12.00
Last born(n=77)	17	156.24	9.92	16	154.67	16.08	44	159.14	13.58	157.61	13.36

ANOVA

Factors	MSS	F	SEm	CD
School	0.211	0.001 <sup>NS</sup>	1.78	-
Ordinal Position	135.62	0.810 <sup>NS</sup>	1.77	-
School*Ordinal Position	104.97	0.627 <sup>NS</sup>	3.00	-

NS – Non-significant

4.3.1.5a. Comparison of mental health of first born students among educational systems by sibling constellation

The Table 5.5a reveals, students from Central school (164.45) reported better mental health compared with Navodhaya (157.97) and State school (156.40), when the mean values were compared among schools by first born. However the analysis inferred no significant difference among the first born indicating no impact of sibling constellation on mental health. The mental health was observed nearly equal among the different educational systems and the analysis showed no significant main effect of school on mental health. The interactionary effect of school and sibling constellation of first born students was non significant indicating that the difference among the educational systems are similar. Hence the null hypothesis stating no influence of sibling constellation on mental health of first born students of different educational systems is accepted.

4.3.1.5b. Comparison of mental health of middle born students among educational systems by sibling constellation

From the Table 5.5b, it is noted that the middle born students with elder siblings of elder brother and younger sister marked poor mental health with mean score of 125.00. However analysis showed no significant difference among the educational systems and sibling constellation of the middle born. Among the different educational systems, middle born students of Navodhaya (157.78) marked better mental health and middle born students of other schools marked nearly equal mental health scores. The main effects of school and middle born were found non-significant on mental health of students. The middle born students of Central school showed a greater difference among them with respect to sibling constellation. The interactionary effect was significant at 5 percent level indicating that the difference pattern varies among the educational systems. Middle born students of Navodhaya with elder sister and elder brother had better mental health.

**Table 5.5. Comparison of mental health of students of educational systems by sibling status**

Sibling Status	Navodhaya			Central school			State school			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Without sibling(n=16)	1	163.00	-	6	150.50	6.47	9	158.44	10.15	155.75	9.37
With sibling(s)(n=211)	60	156.87	11.30	33	158.09	16.09	118	157.02	13.08	157.14	13.07
Total	61	156.97	11.23	39	156.92	15.21	127	157.12	12.86	157.04	12.83

ANOVA

Factors	MSS	F	SEm	CD
School	97.02	0.582 <sup>NS</sup>	3.87	-
Sibling status	0.0006	0.000 <sup>NS</sup>	2.94	-
School*sibling status	158.63	0.951 <sup>NS</sup>	4.60	-

NS – Non-significant

**Table 5.5a. Comparison of mental health of first born students of educational systems by sibling constellation**

N = 97

Sibling constellation	Navodhaya			Central school			State school			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Only Y. brother	15	159.40	12.1	5	162.00	16.7	23	156.78	10.6	158.30	11.7
Only Y. sister	9	153.78	16.2	4	165.00	20.9	23	157.65	12.6	157.50	14.4
Both Y. bro & Y. sis	5	161.26	5.3	2	169.50	3.5	11	153.00	17.6	157.11	14.9
Total	29	157.97	12.7	11	164.45	15.9	57	156.40	12.8	157.78	13.2

Y. bro – Younger brother

Y.sis – Younger sister

ANOVA

Factors	MSS	F	SEm	CD
School	379.78	2.122 <sup>NS</sup>	3.0	-
First born	22.54	0.126 <sup>NS</sup>	3.1	-
School*First born	118.50	0.662 <sup>NS</sup>	5.1	-

NS – Non-significant

#### 4.3.1.5c. Comparison of mental health of last born students among educational systems by sibling constellation

Table 5.5c illustrates slight variations in the mental health of last born students by their sibling(s), last born students with elder brother (158.07) marked better. The 'F' value inferred no significant difference among schools and among different sibling constellations on the mental health of last born students indicating no significant main effect of school and sibling constellation of last born students. The last born students of Central school showed higher difference in the sibling constellation as against the last born students of State schools with least difference. The interactionary effect of school and last born was found non-significant on the mental health of last born students indicating the trend of difference among the last born students of different educational systems were similar. Hence the null hypothesis stating no influence of sibling constellation on mental health of last born students of different educational systems is accepted.

#### 4.3.2. Familial factors

The results of the influence of familial factors such as caste, religion, type of family, education and occupation of parents and income of the family.

##### 4.3.2.1. Comparison of mental health of students among educational systems by caste

The result of the Table 5.6 depicts, all the schools had equal mental health scores. The analysis showed no significant main effect of school on mental health. The mental health concerning the caste illustrates backward caste (158.15) and general category (157.40) students have scored nearly equal, while the scheduled caste/scheduled tribe (149.18) students scored lesser. The analysis also showed a significant difference among the caste, where schedule caste/tribe students scored lesser than other two categories (general and backward caste), which were significantly on par with each other in all the three educational systems. The students of Central school had higher difference among the different castes where other caste had better mental health, followed by the students of Navodhaya where backward caste had better mental health. The students of State schools had least difference among the castes with students of backward caste and other castes having equal mental health scores as against SC/ST students with poor mental health. The interactionary effect of the educational system and the caste was significant indicating that of difference among the castes among the educational systems are similar. Hence the null hypothesis stating no influence of caste on mental health of students of different educational systems is rejected.

##### 4.3.2.2. Comparison of mental health of students among educational systems by religion

Table 5.7 exhibits the mental health of students of different educational systems by religion. Christian students of State schools (163.50) had better mental health. Muslim students of Navodhaya (157.00) had better mental health while Hindu students of Central school (157.77) scored equal and were found better. But no significant difference was found by religion on mental health indicating no main effect of school was found. The students of Navodhaya had higher difference as against students of Central school with least difference among the religion. There was no significant effect of interaction of school and religion indicating the difference among the religions on mental health of different schools follows a common pattern. Hence the null hypothesis stating religion has no influence on mental health of students of different educational systems is accepted.

##### 4.3.2.3. Comparison of mental health of students among educational systems by type of family

Table 5.8 presents the mean comparison among the educational systems by type of the family on mental health. It is noted that students from either nuclear or joint families had nearly equal mental health with mean value 156.89 and 157.91 respectively. The main effects of school and type of family were not found significant indicating no impact of type of family or school on mental health. The results also showed no interactionary effect of type of family and school on mental health of students indicating that the trend of significant difference between the students from nuclear and joint families on mental health in different educational systems are similar. Hence the null hypothesis stating no influence of type of family on mental health of students of different educational systems is accepted.

**Table 5.5b. Comparison of mental health of middle born students of educational systems by sibling constellation**

N = 37

Sibling constellation	Navodhaya			Central school			State school			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
E.Bro+Y.Sis	2	157.50	0.71	1	126.00	-	2	162.00	2.83	153.00	15.33
E.Sis+Y.Bro	5	151.00	14.82	2	163.50	16.3	4	164.25	12.53	158.09	14.4
E.Bro+Y.Bro	-	-	-	-	-	-	1	156.00	-	156.00	-
E.Sis+Y.Sis	4	160.50	7.94	2	158.50	12.02	5	151.40	8.96	156.00	9.24
E.Bro+E.Sis + Y.Bro	1	158.00	-	-	-	-	-	-	-	158.00	-
E.Sis+Y.Bro + Y.Sis	2	152.50	9.19	1	162.00	-	2	134.50	3.54	147.20	13.18
E.Bro+E.Sis + Y.Sis	-	-	-	-	-	-	1	138.00	-	138.00	-
E.Bro+Y.Bro + Y.Sis	-	-	-	-	-	-	1	159.00	-	159.00	-
E.Bro+E.Sis +Y.Bro+Y.Sis	-	-	-	-	-	-	1	151.00	-	151.00	-
Total	14	157.78	6.70	6	151.25	18.28	17	150.31	10.73	153.04	11.05

Y. bro – Younger brother  
E.bro – Elder brother

Y.sis – Younger sister  
E. sis – Elder sister

ANOVA

Factors	MSS	F	SEm	CD
School	21.325	0.180 <sup>NS</sup>	3.77	-
Middle born	104.609	0.881 <sup>NS</sup>	7.98	-
School*Middle born	364.192	3.069*	5.30	14.65

NS – Non-significant  
\* Significant at 5% level



**Table 5.5c. Comparison of mental health of last born students of educational systems by sibling constellation** **N = 77**

Sibling constellation	Navodhaya			Central school			State school			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Only Elder brother	10	155.80	6.7	10	157.6	17.8	23	159.26	14.4	158.07	13.7
Only Elder sister	4	159.75	16.2	4	150.25	12.4	15	158.40	13.1	157.22	13.3
Both E. bro & E. sis	3	153.00	12.2	2	149.50	9.2	6	160.50	13.9	156.45	12.5
Total	17	156.24	9.9	16	154.75	15.5	44	159.14	13.4	157.58	13.3

E. bro – Elder brother, E. sis – Elder sister

ANOVA

Factors	MSS	F	SEm	CD
School	203.52	1.081 <sup>NS</sup>	3.5	-
Last born	41.21	0.219 <sup>NS</sup>	3.4	-
School*Last born	69.90	0.371 <sup>NS</sup>	5.8	-

NS – Non-significant

4.3.2.4. Comparison of mental health of students among educational systems by education of parents

The results of the Table 5.9 shows that the mental health of students of all the categories of fathers' education scored nearly equal except in case of fathers who could read only (165.25) and read and write well (161.50), where it was recorded slightly higher than the others. But analysis inferred no significant main effects of both school and fathers' education on mental health of students. Students of Navodhaya with fathers' who could read only had better mental health, among the students of Central school students with fathers' who could read and write well scored better. The students of State school with fathers' who could read only had better mental health. The difference among the students by education of the father among the three schools followed a similar trend and the interactionary effect found of education of the father and the educational system on mental health was found non significant.

**Table 5.6. Comparison of mental health of students of educational systems by caste**

Caste	Navodhaya			Central school			State school			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
SC/ST (n=17)	11	151.64	9.42	1	125.00	-	5	148.60	7.06	149.18	10.42
OBC (n=78)	12	164.92	11.01	14	154.21	13.01	52	157.65	12.64	158.15	12.72
General (n=132)	38	156.00	10.71	24	159.83	15.13	70	157.33	13.26	157.40	12.91

ANOVA

Factors	MSS	F	SEm	CD
School	445.71	2.825 <sup>NS</sup>	2.76	-
Caste	920.23	5.832*	2.57	7.10
School*Caste	393.29	2.493*	4.09	11.30

NS – Non-significant

\* Significant at 5% level

**Table 5.7. Comparison of mental health of students of educational systems by religion**

Religion	Navodhaya			Central school			State school			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Hindu (n=196)	57	156.74	11.32	31	157.77	14.40	108	156.53	12.66	156.79	12.52
Christian (n=5)	-	-	-	1	155.00	-	4	163.50	13.43	161.80	12.24
Muslim (n=18)	3	157.00	10.44	6	155.17	21.58	9	155.56	15.14	155.67	16.07
Jain (n=8)	1	170.00	-	1	143.00	-	6	165.83	11.39	163.50	12.78

ANOVA

Factors	MSS	F	SEm	CD
School	211.53	1.265 <sup>NS</sup>	4.06	-
Religion	31.81	0.190 <sup>NS</sup>	4.50	-
School*Religion	119.20	0.713 <sup>NS</sup>	6.07	-

NS – Non-significant

Table 5.8. Comparison of mental health of students of educational systems by type of family

Type of Family	Navodhaya			Central school			State school			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Nuclear (n=192)	44	154.86	10.58	36	157.25	14.03	112	157.56	12.58	156.89	12.43
Joint (n=35)	17	162.41	11.35	3	153.00	30.45	15	153.80	14.88	157.91	15.03

ANOVA

Factors	MSS	F	SEm	CD
School	48.43	0.797 <sup>NS</sup>	1.91	-
Type of Family	671.98	0.003 <sup>NS</sup>	2.84	-
School*Type of Family	17.89	2.747 <sup>NS</sup>	2.92	-

NS – Non-significant

**Table 5.9. Comparison of mental health of students of educational systems by education of father** **N = 221**

Father's Education	Navodhaya			Central school			State school			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Can read only	2	163.50	31.82	-	-	-	2	167.00	19.80	165.25	21.73
Can read & write well	5	154.60	6.95	1	189.00	-	2	165.00	2.83	161.50	13.20
Middle & high school	23	156.22	11.54	6	157.00	11.42	22	158.50	14.02	157.29	12.47
College graduate	17	157.24	9.67	18	152.83	16.09	48	156.71	13.07	155.98	13.14
P.G, professional	13	159.23	10.88	13	159.08	13.46	44	157.57	11.51	158.16	11.63
Advanced education	-	-	-	-	-	-	5	155.20	15.51	155.20	15.51

ANOVA

Factors	MSS	F	SEm	CD
School	271.99	1.672 <sup>NS</sup>	2.81	-
Father's Education	279.25	1.717 <sup>NS</sup>	3.85	-
School*Father's Education	188.64	1.160 <sup>NS</sup>	4.38	-

NS – Non-significant

**Table 5.10. Comparison of mental health of students of educational systems by education of mother**

**N = 227**

Mother's Education	Navodhaya			Central school			State school			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Can read only	4	158.00	19.54	-	-	-	1	149.00	-	156.20	17.40
Can read & write well	13	157.92	10.47	2	180.50	12.02	7	163.57	16.39	161.77	13.78
Middle & high school	24	155.96	9.90	16	155.38	16.70	59	156.88	12.35	156.41	12.50
College graduate	15	155.80	10.88	15	156.38	14.03	46	156.50	13.74	156.37	13.13
P.G, professional	5	162.00	15.86	5	153.40	11.01	12	158.17	11.60	157.95	12.26
Advanced education	-	-	-	1	158.00	-	2	153.50	0.71	155.00	2.65

**ANOVA**

Factors	MSS	F	SEm	CD
School	70.711	0.422 <sup>NS</sup>	2.81	-
Mother's Education	296.08	1.765 <sup>NS</sup>	4.17	-
School*Mother's Education	147.13	0.877 <sup>NS</sup>	5.04	-

NS – Non-significant

The Table 5.10 reveals that the mental health of students with regard to mothers' education was found to be equal in all the categories except in case of mothers who could read and write well (161.77), scored slightly higher and mothers with advanced education (155.00) scored slightly lesser than the others. The main effects of the school and education of mothers were observed to be non-significant. The highest difference was observed among the students of Central school while students of Navodhaya exhibited least difference among education of the mothers. The interactionary effect was found non-significant indicating that the students of the three educational systems did not differ by education of the mother.

The scores of mental health of students were found to be correspondingly equal for education of father and education of mother can read only (156.20) category with lesser score than the corresponding education of father (165.25) category. Hence the null hypothesis stating no influence of education of the parents on mental health of students of different educational systems is accepted.

#### 4.3.2.5. Comparison of mental health of students among educational systems by occupation of parents

The Table 5.11 illustrates no effect of school on mental health of students statistically as the ANOVA showed non-significance for the main effect of school. But it was also observed that there was a significant impact with regard to the effect of occupation of the father on mental health of students at five percent level. It is noted that students of father performing caste occupation (146.00) had poor mental health compared to others significantly. The students of father who were labourers (161.50) or small businessmen, cultivators or shop owner (160.43) had slightly higher mental health scores in comparison with others interacting that the mental health of students was significantly affected by type of occupation of father. However the interactionary effect of school and father's occupation was found to be non-significant indicating that this effect of occupation of father was similar among students of three types of educational systems. Hence the null hypothesis stating no influence of fathers' occupation on mental health of students of different educational systems is rejected.

Regarding the mental health of students among educational systems by the occupation of the mother is exhibited in the Table 5.12. It shows no difference among the schools on the mental health of students. The results showed students of mothers' who were labourers (149.00) and small business women, own a shop or cultivators (149.00) scored less than the other groups concerning the mental health. It is also noted that students' with professional mothers (163.50) had better mental health than the others groups. Students whose mothers were unemployed (154.47) and high school teachers or technicians (157.38) scored equally on mental health. However the analysis showed no significant difference on mental health of the students by mothers' occupation signaling no significant effect of occupation of the mother on mental health of students. The interactionary effect of school and occupation of the mother on mental health of students was observed to be non-significant indicating that the difference among occupation of mother of all the educational systems was congruent. Hence the null hypothesis stating no influence of occupation of mother on mental health of students of different educational systems is accepted.

#### 4.3.2.6. Comparison of mental health of students among educational systems by income of the family

From the Table 5.13 it is noted that mental health of students did not differ among the different educational systems. The effect of income of the family was also found non-significant on the mental health of the students. It reveals that students from either category I (157.80) or category II (156.58) or category III (157.01) families had equal mental health. The difference on mental health among income of the family was observed higher among the students of Central school and least among the students of Navodhaya. The interaction effect was found non significant indicating the trend of difference among the family income was common among the educational systems. Hence the null hypothesis stating no influence of income of the family on mental health of students of different educational systems is accepted.

**Table 5.11. Comparison of mental health of students of educational systems by occupation of father**

N = 221

Father's Occupation	Navodhaya			Central school			State school			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Labourer	3	164.33	19.09	-	-	-	1	153.00	-	161.50	16.58
Caste Occupation	1	146.00	-	-	-	-	-	-	-	146.00	-
Small Business, Shop	23	157.00	10.99	3	175.67	11.93	11	163.45	13.34	160.43	12.68
Business, Elementary Teacher	20	154.60	8.98	25	153.32	14.48	54	158.17	13.52	156.22	13.06
High School Teacher, Technician	11	159.91	11.18	8	159.63	16.28	34	155.56	11.00	157.08	11.86
Professional	2	167.50	19.09	2	156.50	2.12	23	156.57	12.71	157.37	12.62

ANOVA

Factors	MSS	F	SEm	CD
School	110.21	0.694 <sup>NS</sup>	2.96	-
Father's Occupation	369.25	2.324*	5.08	14.04
School*Father's Occupation	283.24	1.783 <sup>NS</sup>	4.70	-

NS – Non-significant  
\* Significant at 5% level

**Table 5.12. Comparison of mental health of students of educational systems by occupation of mother** **N = 227**

Mother's Occupation	Navodhaya			Central school			State school			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Unemployed	42	157.29	11.15	31	157.77	15.75	101	157.46	12.66	157.47	12.85
Labourer	-	-	-	-	-	-	1	149.00	-	149.00	-
Small Business, Shop	2	149.00	14.14	-	-	-	-	-	-	149.00	14.14
Business, Elementary Teacher	13	154.38	9.31	3	149.33	14.84	15	154.67	15.16	154.03	12.61
High School Teacher, Technician	2	164.50	17.68	4	155.75	15.33	37	156.29	14.34	157.38	14.06
Professional	2	167.50	19.09	1	158.00	-	3	162.67	7.51	163.50	10.41

ANOVA

Factors	MSS	F	SEm	CD
School	100.45	0.591 <sup>NS</sup>	3.56	-
Mother's Occupation	165.68	0.975 <sup>NS</sup>	6.06	-
School*Mother's Occupation	41.54	0.244 <sup>NS</sup>	5.16	-

NS – Non-significant



### 4.3.3. Schooling factors

The results of the influence of schooling factors are given below.

#### 4.3.3.1. Comparison of mental health of students of educational systems by transition of educational system

Table 5.14 shows that mental health of students from different school background was better than students from the same school, but the analysis showed no significant difference among the groups. Moreover the main effect of school was obtained non-significant, indicating no impact of school on mental health of students. There existed a greater difference among students of State schools, while had none in one of the category. The interactionary effect of school and transition showed no difference, indicating that the pattern of difference was common among all the three educational systems.

### 4.4. Adjustment problems of students

The results of the analysis to know the adjustment in terms of problems faced by students are presented below

Table 6 displays the comparison of students among the educational systems on the areas of adjustment and total adjustment. It is noticed that students faced more problems in the areas of social-psychological relations (3.47), the future: vocational and educational (3.23) and curriculum and teaching procedures (3.21) congruently. Students reported lesser problems in the areas of courtship-sex and marriage (0.29). The results of comparison on total adjustment among the educational systems revealed that the students of Navodhaya (24.64), Central school (24.05) and State schools (24.60) exhibited equal scores. The students of Navodhaya were encountered with more problems in social psychological relations (3.61) and the future: vocational and educational (3.56) areas and recorded least problems in courtship – sex and marriage (0.25) areas. Students from Central school faced majority of adjustment problems in the areas of future: vocational and educational (3.05) and curriculum and teaching procedures (3.64) and fewer problems in the areas of courtship: sex and marriage (0.38). The trend of the problems of students of State schools was identical with problems of all the students, where areas of social psychological relations (3.62), the future: vocational and educational (3.13) and curriculum and teaching procedures (3.38) marked higher scores against courtship: sex and marriage (0.28) with least scores. However, analysis inferred no significant difference on adjustment problems of students among educational systems both component wise and in over all adjustment.

### 4.5. Factors influencing adjustment problems of students

The selected factors viz., students' personal characteristics such as age, gender, class, ordinal position, sibling constellation and familial factors such as family type, caste, religion, education and occupation of parents and income of the family were considered. The analyses of the results is presented under the following subheadings

Comparison of adjustment problems of students of different educational systems

#### 4.5.1. Personal characteristics

##### 4.5.1.1. Age

##### 4.5.1.2. Gender

##### 4.5.1.3. Class

##### 4.5.1.4. Ordinal position

##### 4.5.1.5. Sibling constellation

##### 4.5.1.5a. First born

##### 4.5.1.5b. Middle born

##### 4.5.1.5c. Last born

**Table 5.13. Comparison of mental health of students of educational systems by income of the family**

Family Income	Navodhaya			Central school			State school			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Category I (n=59)	21	157.10	13.05	13	153.85	18.13	25	160.44	11.08	157.80	13.57
Category II (n=91)	25	155.72	8.83	15	158.87	11.10	51	156.33	13.69	156.58	12.05
Category III (n=77)	15	158.87	12.53	11	157.91	17.11	51	156.27	12.79	157.01	13.28

ANOVA

Factors	MSS	F	SEm	CD
School	10.71	0.064 <sup>NS</sup>	1.67	-
Family Income	7.86	0.047 <sup>NS</sup>	1.7	-
School*Family Income	142.87	0.851 <sup>NS</sup>	2.87	-

NS – Non-significant

**Table 5.14. Comparison of mental health of students of educational systems by transition**

**N = 120**

Transition	Navodhaya			Central school			State school			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Same school(n=51)	31	154.71	9.47	13	149.92	11.06	7	149.14	12.9	152.73	10.5
Different school(n=69)	-	-	-	2	147.50	6.36	67	158.15	12.6	157.84	12.5
Total (n=120)	31	154.71	9.74	15	149.60	10.41	74	157.30	12.8	155.67	11.9

**ANOVA**

Factors	MSS	F	SEm	CD
School	250.47	1.844 <sup>NS</sup>	2.94	-
Transition	58.990	0.434 <sup>NS</sup>	3.07	-
School*Transition	177.803	1.309 <sup>NS</sup>	3.23	-

NS – Non-significant

**Table 6. Comparison of adjustment problems of students of educational systems**

Areas of adjustment problems	N	Navodhaya (N=61)	Central school (N=39)	State school (N=127)	Total (N=227)	F value	SEm
		Mean (S.D)	Mean (S.D)	Mean (S.D)	Mean (S.D)		
Health and Physical Development	18	1.54 (2.2)	1.92 (1.9)	1.71 (2.2)	1.70 (2.2)	0.373 <sup>NS</sup>	0.26
Finance, Living conditions and Employment	20	2.33 (2.1)	2.49 (1.8)	2.69 (3.0)	2.56 (2.6)	0.417 <sup>NS</sup>	0.28
Social and Recreational Activities	9	2.08 (1.6)	1.82 (1.3)	1.94 (1.7)	1.96 (1.6)	0.325 <sup>NS</sup>	0.19
Social Psychological Relations	18	3.61 (2.5)	2.74 (2.7)	3.62 (3.1)	3.47 (2.9)	1.464 <sup>NS</sup>	0.34
Personal Psychological Relations	11	1.56 (1.7)	1.62 (1.5)	1.73 (2.1)	1.67 (1.9)	0.191 <sup>NS</sup>	0.21
Moral and Religion	15	2.48 (2.2)	2.16 (1.9)	1.94 (2.3)	2.16 (2.3)	1.464 <sup>NS</sup>	0.28
Home and Family	15	2.05 (1.4)	1.68 (1.8)	1.76 (2.4)	1.79 (2.1)	0.900 <sup>NS</sup>	0.22
The Future: Vocational and Educational	14	3.56 (2.5)	3.05 (2.0)	3.13 (2.8)	3.23 (2.6)	0.663 <sup>NS</sup>	0.30
Adjustment to School Work	12	2.61 (2.2)	2.49 (1.7)	2.41 (2.2)	2.48 (2.2)	0.171 <sup>NS</sup>	0.25
Curriculum and Teaching Procedures	20	2.59 (2.7)	3.64 (3.4)	3.38 (3.3)	3.21 (3.2)	1.715 <sup>NS</sup>	0.30
Courtship – Sex and Marriage	2	0.25 (0.5)	0.38 (0.5)	0.28 (0.6)	0.29 (0.5)	0.810 <sup>NS</sup>	0.006
Total	154	24.64 (15.8)	24.05 (15.0)	24.60 (20.5)	24.52 (18.4)	0.015 <sup>NS</sup>	2.08

NS – Non-significant

#### 4.5.2. Familial factors

4.5.2.1. Caste

4.5.2.2. Religion

4.5.2.3. Type of family

4.5.2.4. Education of Parents

4.5.2.5. Occupation of Parents

4.5.2.6. Income of the Family

### 4.5.3. Schooling factors

#### 4.5.3.1. Transition of educational system

### 4.5.1. Personal characteristics

The influence of personal characteristics on adjustment problems of the students are presented below

#### 4.5.1.1. Comparison of adjustment problems of students among different educational systems by age

The analysis of variance of adjustment problems of students among educational systems by age is represented in the table (7.1). It reveals that the scores of the students of all the educational systems were equal on adjustment. The analysis also inferred no significant difference among the students of educational systems concerning adjustment problems, indicating no main effect of educational system on the adjustment problems of students. Regarding the age group, 13 years old students (13.00) were likely to face less adjustment problems in comparison with other age groups, scored in the range of 22.48 – 26.96. Students of 17 years were observed to face more problems. The main effect of age was obtained non significant, signaling no main effect of the age on adjustment problems. The interactionary effect of school and age was also obtained non significant, indicating no significant difference among the age groups in the different educational systems. Thus null hypothesis stating no influence of age on adjustment problems of students of different educational systems is accepted.

#### 4.5.1.2. Comparison of adjustment problems of students among different educational systems by gender

The result of the Table 7.2 exhibits, students of different educational systems had almost equal number of adjustment problems. It is noted that the male students (28.15) had more adjustment problems compared to female students (20.37). The analysis exhibited significant difference among the gender on adjustment problems at one percent level. The interactionary effect of school and gender was also observed to be significant at 5 percent level indicating that the impact was significant. It is observed that adolescent girls of Central school (10.86) were significantly better adjusted whereas boys of the same school (31.44) were found to be facing more adjustment problems indicating poor adjustment. This pattern was same for all the three educational systems but significantly different with least difference among State schools and highest among students of Central school. Thus null hypothesis stating no influence of gender on adjustment of students of different educational systems is rejected.

#### 4.5.1.3. Comparison of adjustment problems of students among educational systems by class

It is perceived from the Table 7.3 that the students of PUC-II (26.73) encountered more adjustment problems compared to tenth grade (22.03) students. The analysis also showed a significant difference between the classes at one percent on adjustment problems of students. The main effect of school on the adjustment problems of students was found non significant statistically, indicating that educational systems had no effect. Moreover it is observed students of PUC II of Navodhaya (29.39) had highest difference in comparison to students of tenth grade followed by students of Central school (28.67). Students of State schools differed the least among tenth and PUC II year on adjustment. The tenth grade students of Navodhaya (19.73) marked lesser problems. The interactionary effect of school and class was inferred non-significant statistically, indicating that this trend of difference among the tenth and PUC II year students was common among all three educational systems. Thus null hypothesis stating no influence of class on adjustment problems of students of different educational systems is rejected.

Table 7.1 Comparison of adjustment problems of students of educational systems by age

Age	Navodhaya			Central			State			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
14(n=1)	-	-	-	1	13.00	-	-	-	-	13.00	-
15(n=58)	7	17.86	13.07	19	21.68	14.55	32	23.67	25.31	22.48	20.91
16(n=46)	23	20.30	16.30	4	29.75	16.36	19	25.63	21.78	23.33	18.66
17(n=50)	6	23.17	15.38	11	23.36	17.08	33	28.85	23.29	26.96	21.10
18(n=70)	25	30.88	14.66	4	34.25	9.84	41	21.24	12.15	25.43	13.79
19(n=2)	-	-	-	-	-	-	2	23.50	7.78	23.50	7.78
Total(n=227)	61	24.64	15.79	39	24.05	15.04	127	24.60	20.47	24.52	18.38

ANOVA

Factors	MSS	F	SEm	CD
School	138.37	0.405 <sup>NS</sup>	3.53	-
Age	226.51	0.663 <sup>NS</sup>	7.48	-
School*Age	470.18	1.377 <sup>NS</sup>	5.31	-

NS – Non-significant

4.5.1.4. Comparison of adjustment problems of students among educational systems by ordinal position

The Table 7.4 reports that middle born students (27.45) were prone to more adjustment problems, followed by the last born (25.53) students and first born (22.85) students. The results also revealed no significant mean difference among the students by ordinal position, indicating no significant effect of ordinal position on adjustment problems. The results also revealed no significant main effect of school on adjustment problems where all the three educational systems had scored equally. It is also observed middle born students of Central school (31.29) were poorly adjusted while the last born students (20.33) of Central school were found to be better adjusted. The highest difference among the ordinal positions

was observed among the students of Central school followed by State schools and Navodhaya. The analysis inferred no significant interactionary effect of school and ordinal position on the adjustment problems of students indicating that the difference among the ordinal positions is similar among the educational systems. Thus null hypothesis stating no influence of ordinal position on adjustment problems of students of different educational systems is accepted.

#### 4.5.1.5. Comparison of adjustment problems of students among educational systems by sibling status

Table 7.5 demonstrates the adjustment problems of students among different educational systems by sibling constellation. It is noticed students without sibling (25.87) indicated poor adjustment with slightly higher score than students with sibling(s) (24.41). However the statistical analysis showed no significant difference by sibling constellation indicating no impact of sibling constellation on adjustment problems. The adjustment problems scores of students were almost similar among the three educational systems and the statistical analysis inferred no significant main effect of educational system. The students of Navodhaya exhibited the least difference between students with sibling(s) and without sibling with students without sibling facing more problems. Similar trend was observed among the students of Central school, but exhibited higher difference among the students with and without sibling(s). However the interactionary effect of school and sibling constellation was inferred non significant signaling that the trend of difference among the educational systems by sibling constellation is congruent. Thus null hypothesis stating no influence of sibling status on adjustment problems of students of different educational systems is accepted.

#### 4.5.1.5a. Comparison of adjustment problems of first born students among educational systems by sibling constellation

Table 7.5a depicts, first born students with both young brother and younger sister (26.78) were encountered with problems whereas first born students with either younger brother (21.21) or younger sister (21.50) reported equal and lesser problems. But the analysis showed no significant main effect of sibling constellation among first born students. It is perceived, that first born students of Central school (20.36) were better adjusted and first born of Navodhaya (28.69) were poorly adjusted among the schools. The main effect school was concluded non-significant statistically indicating that the three educational systems are similar on adjustment problems by sibling constellation of first born. First born students with only younger sister of Central school (35.25) followed by first born students with both younger brother and younger sister of the State schools (34.00) marked poorer on adjustment, whereas first born students of Central school with both younger brother and younger sister (6.50) were found to be facing fewer problems indicating better adjustment. The first born students of Central school showed significantly highest difference by the sibling constellation, where first born students with younger siblings of both sex were facing fewer problems. Similar trend was observed among the students of Navodhaya with least difference. Among the first born students of State schools with younger siblings of both sex exhibited higher scores indicating poor adjustment. The interactionary effect of school and first born was inferred significant at one percent indicating a significant difference among the sibling constellations among the educational systems. Thus null hypothesis stating no influence of sibling constellation on adjustment of first born students of different educational systems is accepted.

#### 4.5.1.5b Comparison of adjustment problems of middle born students among educational systems by sibling constellation

It is perceived from the Table 7.5b middle born adolescents with both elder and younger siblings of both sex (13.00) exhibited better adjustment and middle born students with elder brother and younger siblings of both sex (31.000) reported slightly higher score than others indicating poor adjustment. Moreover middle born students of Central school (24.00) were found better adjusted followed by Navodhaya (25.67) and State school (27.08) respectively. Middle born students of Navodhaya with female siblings (both elder and younger) displayed poor adjustment, scored 36.00 on adjustment problems and those with elder brother and younger siblings of both sex from Central school (7.00) showed better adjustment. The main and interactionary effect of school and middle born was found non-significant through statistical analysis.

**Table 7.2. Comparison of adjustment problems of students of educational systems by gender**

Gender	Navodhaya			Central			State			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Male (n=121)	33	28.45	17.92	25	31.44	13.35	63	26.68	20.31	28.15	18.38
Female (n=106)	28	20.14	11.59	14	10.86	6.30	64	22.55	20.59	20.37	17.57

ANOVA

Factors	MSS	F	SEm	CD
School	43.21	0.537 <sup>NS</sup>	1.63	-
Gender	193.32	16.258 <sup>**</sup>	1.12	3.1
School*gender	867.62	2.952 <sup>*</sup>	2.28	6.3

NS – Non-significant

\* Significant at 5% level

\*\* Significant at 1% level



**Table 7.3. Comparison of adjustment problems of students of educational systems by class**

Class	Navodhaya			Central			State			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Tenth (n=107)	30	19.73	15.4	24	21.17	14.1	53	23.72	23.76	22.03	19.7
PUC II (n=120)	31	29.39	14.9	15	28.67	15.9	74	25.23	17.91	26.73	16.9

ANOVA

Factors	MSS	F	SEm	CD
School	35.06	0.008 <sup>NS</sup>	0.64	-
Class	1250.35	5.020 <sup>**</sup>	0.54	1.49
School*Class	566.46	1.129 <sup>NS</sup>	0.905	-

NS – Non-significant

\*\* Significant at 1% level

**Table 7.4. Comparison of adjustment problems of students of educational systems by ordinal position**

Ordinal Position	Navodhaya			Central			State			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
First born(n=113)	30	23.73	15.81	17	24.35	15.07	66	22.06	20.79	22.85	18.68
Middle born(n=37)	14	24.50	11.93	6	31.29	17.18	17	28.29	11.75	27.45	12.81
Last born(n=77)	17	26.35	19.01	16	20.33	13.68	44	26.98	22.42	25.53	20.17

ANOVA

Factors	MSS	F	SEm	CD
School	4.66	0.043 <sup>NS</sup>	2.5	-
Ordinal Position	255.53	0.745 <sup>NS</sup>	2.5	-
School*Ordinal Position	206.63	0.602 <sup>NS</sup>	4.3	-

NS – Non-significant

**Table 7.5. Comparison of adjustment problems of students of educational systems by sibling status**

Sibling status	Navodhaya			Central			State			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Without sibling	1	25.00	-	6	31.67	7.2	9	22.11	35.9	25.87	26.9
With sibling(s)	60	24.63	15.9	33	22.67	15.7	118	24.79	19.1	24.41	17.7
Total	61	24.64	15.8	39	24.05	15.0	127	24.60	20.5	24.52	18.4

ANOVA

Factors	MSS	F	SEm	CD
School	87.3	0.254 <sup>NS</sup>	5.53	-
Sibling status	33.57	0.098 <sup>NS</sup>	4.2	-
School*sibling status	216.23	0.630 <sup>NS</sup>	7.0	-

NS – Non-significant

**Table 7.5a. Comparison of adjustment problems of first born students of educational systems by sibling constellation**

N =

97

Sibling constellation	Navodhaya			Central			State			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Younger brother(n=43)	15	23.73	18.5	5	14.00	9.5	23	21.13	15.5	21.21	16.0
Younger sister(n=36)	9	26.22	11.5	4	35.25	18.6	23	17.26	16.5	21.50	16.4
Y. bro + Y. sis(n=18)	5	19.00	17.5	2	6.50	2.1	11	34.00	21.0	26.78	20.8
Total (n=97)	29	23.69	16.1	11	20.36	17.0	57	22.05	17.8	22.35	17.1

Y. bro – Younger brother, Y. sis – Younger sister

ANOVA

Factors	MSS	F	SEm	CD
School	123.39	0.449 <sup>NS</sup>	3.7	-
First born	309.17	1.126 <sup>NS</sup>	3.8	-
School*First born	828.80	3.018 <sup>**</sup>	6.3	17.4

NS – Non-significant

\*\* Significant at 1% level

**Table 7.5b. Comparison of adjustment problems of middle born students of educational systems by sibling constellation**

Sibling constellation	Navodhaya			Central			State			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
E.Bro+Y.Sis (n=5)	2	16.50	4.9	1	33.00	-	2	41.50	18	29.80	16
E.Sis+Y.Bro (n=11)	5	22.4	12.5	2	30.00	9.9	4	32.25	10.5	27.36	11.3
E.Bro+Y.Bro (n=1)	-	-	-	-	-	-	1	18.00	-	18.00	-
E.Sis+Y.Sis (n=11)	4	36.00	8.8	2	28.00	7.1	5	23.80	12	29.00	11
E.Bro+E.Sis + Y.Bro (n=1)	1	28.00	-	-	-	-	-	-	-	28.00	-
E.Sis+Y.Bro + Y.Sis (n=5)	2	13.00	4.2	1	7.00	-	2	29.90	9.9	18.20	11
E.Bro+E.Sis + Y.Sis (n=1)	-	-	-	-	-	-	1	30.00	-	30.00	-
E.Bro+Y.Bro + Y.Sis (n=1)	-	-	-	-	-	-	1	31.00	-	31.00	-
E.Bro+E.Sis +Y.Bro+Y.Sis (n=1)	-	-	-	-	-	-	1	13.00	-	13.00	-
Total (n=37)	14	24.5	11.9	6	26.00	10.9	17	28.29	11.8	26.49	11.5

Y. bro – Younger brother,  
E. bro – Elder brother

Y. sis – Younger sister  
E. sis – Elder sister

ANOVA				
Factors	MSS	F	SEm	CD
School	268.98	2.253 <sup>NS</sup>	3.78	-
Middle born	143.79	1.204 <sup>NS</sup>	14.8	-
School*Middle born	234.83	1.967 <sup>NS</sup>	5.32	-

NS – Non-significant

**Table 7.5c. Comparison of adjustment problems of students of educational systems by last born**

N =

77

Sibling constellation	Navodhaya			Central			State			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Elder brother	10	26.10	21.1	10	19.60	13.3	23	26.17	17.9	24.63	17.6
Elder sister	4	35.00	19.4	4	21.00	18.2	15	28.67	29.6	28.43	25.9
Both E. bro & E. sis	3	15.67	1.2	2	44.00	26.9	6	25.83	21.2	26.36	19.9
Total	17	26.35	19.2	16	23.00	17.0	44	26.98	22.4	26.01	20.5

E. bro – Elder brother,

E. sis – Elder sister

ANOVA

Factors	MSS	F	SEm	CD
School	20.14	0.046 <sup>NS</sup>	5.3	-
Last born	141.88	0.322 <sup>NS</sup>	5.3	-
School*Last born	382.73	0.867 <sup>NS</sup>	8.8	-

NS – Non-significant

#### 4.5.1.5c Comparison of adjustment problems of last born students among educational systems by sibling constellation

It is observed from the Table 7.5c last born students with elder sister reported higher score (28.43); signaling poor adjustment against last born students with elder brother (24.63) reported lower score on adjustment problems. The mean value of different schools furnished in the table (7.5c) indicated last born students of Central school (23.00) were better adjusted in comparison with last born students of Navodhaya (26.35) and State schools (26.98). However the analysis suggested no significant difference among the schools or among the sibling constellations of last born students indicating no significant main effect of school or sibling constellation on adjustment problems of students. Last born students of Central school with both elder sister and brother (44.00) reported poor adjustment whereas last born students of Navodhaya pertaining to the same category of sibling constellation (15.67) were found better adjusted. The last born students of Central school had higher difference among the sibling constellations where students with elder siblings of both sex were poorly adjusted, followed by students of Navodhaya where students with elder sister showed poor adjustment. Students of State schools had least difference among the sibling constellation. But the F value concluded no interactionary effect of the school and sibling constellation of last born students on adjustment problems. Thus null hypothesis stating no influence of sibling constellation on adjustment problems of last born students of different educational systems is accepted.

#### 4.5.2. Familial factors

The results of the familial factors on adjustment problems was represented below

##### 4.5.2.1. Comparison of adjustment problems of students among educational systems by caste

Students from general category (21.60) were observed to be better adjusted (Table 7.6). It is also noted that students from schedule caste/tribe (34.35) were encountered with more adjustment problems, hence perceived as poorly adjusted. The mean difference of students on adjustment among different caste was found to be significant at one percent level. Significant differences existed among other castes and other backward caste (OBC) students of Navodhaya and Central school. Among students of State schools significant difference among other castes and schedule caste/tribe was stated significant, while no significant difference existed between OBC and other castes. The main effect of school was found non-significant. Students of scheduled caste/tribe of Central school (43.00) and State schools (41.40) recorded higher scores on adjustment problems indicating poor adjustment. General category students of Central school had the least scores which (18.83) exhibited better adjustment. No interactionary effect of school and caste was reported statistically on adjustment problems of students indicating that there is no significant difference among castes was seen among the three types of educational systems. Thus null hypothesis stating no influence of caste on adjustment of students of different educational systems is rejected.

##### 4.5.2.2. Comparison of adjustment problems of students among educational systems by religion

From the Table 7.7 it is observed that Jain students (15.50) were better adjusted than others. Christian students (34.60) showed more adjustment problems followed by Muslim (26.28) and Hindu (24.46). However the mean difference on adjustment problems of the students was found non-significant by religion signaling that religion has no impact on adjustment problems. The main effect of school on adjustment problems was also found non-significant as the F value showed non-significance. Students of State schools depicted higher difference among the religion with Jain students indicating better adjustment, followed by students of Navodhaya and least difference was noted among the students of Central school. However the interactionary effect of the school and religion was inferred non-significant, indicating that the pattern of difference was common among the three educational systems. Thus null hypothesis, religion do not influence adjustment problems of students of different educational systems is accepted.

**Table 7.6. Comparison of adjustment problems of students of educational systems by caste**

Caste	Navodhaya			Central			State			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
SC/ST (n=17)	11	30.36	16.52	1	43.00	-	5	41.40	28.05	34.35	19.96
OBC (n=78)	12	31.42	22.60	14	31.64	17.04	52	25.19	20.41	27.31	20.17
General (n=132)	38	20.84	11.79	24	18.83	11.43	70	22.96	19.71	21.60	16.41

ANOVA

Factors	MSS	F	SEm	CD
School	7.28	0.242 <sup>NS</sup>	4.0	-
Caste	161.89	6.089**	3.7	10.2
School*Caste	29.58	1.157 <sup>NS</sup>	5.4	-

NS – Non-significant  
\*\* Significant at 1% level

4.5.2.3. Comparison of adjustment problems of students among educational systems by type of family

The Table 7.8 exhibits students from nuclear families (25.29) were encountered with more problems than students from joint families (20.26). It is observed students of Navodhaya (25.98) and students of State school (25.21) from nuclear families reported more problems, whereas the students of Central school (16.00) from joint families reported lesser problems in comparison with other groups. The main effect of school and type of family on the adjustment problems of students in different educational systems revealed non significance, indicating that school or type of family has no effect on the adjustment problems of students. Students of Central school showed highest difference between the nuclear and joint families followed by students of Navodhaya and State schools. There was no significant interactionary effect of school and type of family on adjustment problems, indicating that the difference follows similar trend among the educational systems. Thus null hypothesis stating no influence of type of family on adjustment problems of students of different educational systems is accepted.



#### 4.5.2.4. Comparison of adjustment problems of students among educational systems by education of parents

Table 7.9 illustrates among father's education students with father who could read and write well (32.38) had poor adjustment, whereas students with father who were post graduate or professional (21.73) were better adjusted compared to others. However the analysis showed no main effect of father's education significantly. The effect of school on adjustment problems was obtained non significant. The students of Central school recorded higher differences among the father's education, then students of Navodhaya. The students of State schools had least difference among the categories of father's education. On the basis of statistical analysis school and education of father had no significance on the adjustment problems of students interactionarily indicating the difference among fathers' education among the educational systems are similar.

Comparison of adjustment problems of students among schools by education of mother is represented in the Table 7.10. It revealed students with mother who could read only (36.00) were poorly adjusted, while students with mother who had advanced education (13.33) were better adjusted. However no significant difference among the mothers' education was noted indicating no impact of education of the mother on adjustment. It is also observed students of Central school exhibited higher difference among the mothers' education and the students of State school exhibited least difference. However the differences among the educational systems showed similarity as the analysis inferred no significant interactionary effect of educational system and education of mother on the adjustment problems of students. Thus null hypothesis stating no influence of education of parents on adjustment problems of students of different educational systems is accepted.

#### 4.5.2.5. Comparison of adjustment problems of students among educational systems by occupation of parents

Table 7.11 illustrates adjustment problems of students of different educational systems by occupation of father. It is perceived that students with father's as labourers (30.25) experienced more problems than others especially students of Navodhaya with fathers as labourers (34.33) reported more problems. It is observed students with father's doing caste occupation (16.00) were better adjusted. The students of Navodhaya had higher differences among the occupation of father and students of State schools showed the least difference. But the ANOVA inferred that the main effects of school and occupation of father were found to be non-significant signaling no significant impact of school or occupation of father on adjustment. There was no interactionary effect of school and occupational status of father on the adjustment problems of students, indicating that the difference among the fathers' occupation in the three educational systems follows a common trend.

The results of the Table 7.12 depicts students with mother working as high school teachers or technician (27.15) and unemployed mothers (24.49) exhibited poor adjustment with higher scores against students with mother doing small business exhibited less adjustment problems with the mean score of 11.00. But the analysis showed no significant difference among the mothers' occupation. Moreover, from the table it is noted that students from different schools exhibited virtually equal adjustment problems. The analysis also revealed no significant difference among the schools indicating no impact of school on adjustment problems of students. In case of occupation of mother higher difference was observed among students of Central school followed by State school and Navodhaya. However no interactionary effect was found among mothers' occupation and school, indicating the trend of difference is common among the educational systems. Thus null hypothesis stating no influence of occupation of parents on adjustment problems of students of different educational systems is accepted.

#### 4.5.2.6. Comparison of adjustment problems of students among educational systems by income of the family

From the mean values of adjustment problems of students of different educational systems by family income, it is noticed that students from category I (29.37) were mal-adjusted in comparison with category II (22.37) and category III (23.32) families (Table 7.13). But no significant main effect of family income was observed indicating no impact of income on adjustment problems of students. The main effect of school was also found non significant. The students of Navodhaya had higher differences among the income of the

families with category I exhibiting poor adjustment, followed by State school with similar trend. The students of Central school had least difference with students from category III exhibiting poor adjustment. However the interactionary effect of income of the family and school was non-significant, indicating that the difference among the income of the families is common among the educational systems. Thus null hypothesis stating no influence of income of the family on adjustment problems of students of different educational systems is accepted.

#### 4.5.3.1. Schooling factors

The effect of schooling factors on adjustment problems is represented below

##### 4.5.3.1.1. Comparison of adjustment problems of students among educational systems by transition of educational system

The results of the Table 7.14 illustrate that adjustment problems of different educational system did not differ significantly. But students coming from the same school were prone to many problems compared to the other group. It is also noted that the problems were more among the students of Navodhaya but not significant. This indicated no impact of school or transition on the adjustment problems of students. Students of Central school marked higher difference than students of State school. However the interactionary effect of educational system and transition was found non significant, indicating difference follow same pattern among the educational systems.

## 4.6. Relationship between mental health and adjustment problems of students

Table 8 demonstrates the relationship among components of mental health and areas of adjustment problems of students. Positive self evaluation displayed negative effect on all the areas of adjustment. Areas such as social and recreational activities, social psychological relations, personal psychological relations, moral and religion, adjustment to school work, curriculum and teaching procedures, courtship-sex and marriage and over all adjustment problems showed significantly negative effect on positive self evaluation at one percent level whereas health and physical development was negatively correlated significant at five percent level. Perception of reality showed significant negative relation on almost all the areas except home and family and the future: vocational and education, which were non-significant but displayed negative trend. With regard to the total scores of adjustment perception of reality of students demonstrated significant negative correlation at one percent level.

Concerning the integration of personality, personal psychological relations (0.13) had significant positive relation at five percent level, whereas negative significant effect at 1percent level was observed for courtship: sex and marriage (-0.18). The relation of integration of personality with other areas of adjustment was inferred non-significant. Also no relation was observed between integration of personality and over all adjustment problems of students significantly. In case of autonomy, only adjustment to school work (-0.15) exhibited negative relation at five percent level of significance, other areas including the over all adjustment exhibited non-significant relation.

The relationship of group oriented attitude with areas of adjustment showed a similar trend of perception of reality, where areas of adjustment problems such as home and family and future: vocational and education had no significant relationship. Moreover, majority of the areas of adjustment problems and the total adjustment displayed negative relation at one percent level of significance. The result also illustrates no significant relation of environmental mastery with any of the adjustment areas and the total adjustment.

With respect to total mental health, almost all the adjustment areas except home and family, future: vocational and education and finance, living conditions and employment had significant negative relation at either five percent or one percent level. Majority of the areas such as social recreational activities, social psychological relations, personal psychological relations, adjustment to school work and courtship: sex and marriage were significant at one percent level. The total mental health and total adjustment problems scores of the students exhibited significant negative relation with correlation co-efficient of -0.24 at one percent level. This indicated that better adjusted students had better mental health. Hence the null hypothesis stating no association between adjustment problems and mental health is rejected.

**Table 7.7. Comparison of adjustment problems of students of educational systems by religion**

Religion	Navodhaya			Central			State			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Hindu	57	24.88	15.6	31	24.39	15.2	108	24.27	19.7	24.46	17.9
Christian	-	-	-	1	27.00	-	4	36.50	42.8	34.60	37.3
Muslim	3	25.33	22.5	6	21.67	18.0	9	29.67	21.9	26.28	19.8
Jain	1	9.00	-	1	25.00	-	6	15.00	9.5	15.50	9.2

ANOVA

Factors	MSS	F	SEm	CD
School	53.792	0.156 <sup>NS</sup>	5.8	-
Religion	139.766	0.404 <sup>NS</sup>	6.5	-
School*Religion	85.645	0.248 <sup>NS</sup>	8.7	-

NS – Non-significant

**Table 7.8. Comparison of adjustment problems of students of educational systems by type of family**

Type of Family	Navodhaya			Central			State			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Nuclear	44	25.98	16.8	36	24.72	15.1	112	25.21	21.4	25.29	19.3
Joint	17	21.18	12.5	3	16.00	14.7	15	20.07	11.5	20.26	11.9

ANOVA

Factors	MSS	F	SEm	CD
School	48.431	0.142 <sup>NS</sup>	1.9	-
Type of Family	671.98	1.966 <sup>NS</sup>	2.8	-
School*Type of Family	17.89	0.052 <sup>NS</sup>	2.9	-

NS – Non-significant

**Table 7.9. Comparison of adjustment problems of students of educational systems by education of father** **N = 221**

Father's Education	Navodhaya			Central			State			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Can read only	2	37.50	26.2	-	-	-	2	20.50	3.5	29.00	18.1
Can read & write well	5	38.60	17.4	1	9.00	-	2	28.50	2.1	32.38	16.8
Middle & high school	23	28.43	17.9	6	18.33	13.5	22	27.64	19.1	26.90	18.0
College graduate	17	19.18	10.3	18	23.61	16.7	48	25.37	22.1	23.72	19.1
P.G, professional	13	18.46	11.6	13	28.00	13.8	44	20.84	18.7	21.73	16.9
Advanced education	-	-	-	-	-	-	5	29.00	17.0	29.00	17.0

ANOVA

Factors	MSS	F	SEm	CD
School	308.18	0.946 <sup>NS</sup>	4.0	-
Father's Education	66.05	0.203 <sup>NS</sup>	5.5	-
School*Father's Education	385.57	1.184 <sup>NS</sup>	6.19	-

NS – Non-significant

Table 7.10 Comparison of adjustment problems of students of educational systems by education of mother  
N = 227

Mother's Education	Navodhaya			Central			State			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Can read only	4	41.50	15.9	-	-	-	1	14.00	-	36.00	18.5
Can read & write well	13	29.54	16.2	2	7.00	2.8	7	33.71	26.2	28.82	20.0
Middle & high school	24	24.29	17.3	16	27.38	16.0	59	26.49	21.6	26.10	19.7
College graduate	15	18.33	10.3	15	19.47	13.3	46	22.48	20.1	21.07	17.3
P.G, professional	5	19.00	10.4	5	35.60	10.8	12	21.08	12.4	23.91	12.9
Advanced education	-	-	-	1	16.00	-	2	12.00	11.3	13.33	8.3

ANOVA

Factors	MSS	F	SEm	CD
School	84.96	0.367 <sup>NS</sup>	4.0	-
Mother's Education	287.49	1.007 <sup>NS</sup>	5.9	-
School*Mother's Education	355.93	1.300 <sup>NS</sup>	7.1	-

NS – Non-significant

**Table 7.11. Comparison of adjustment problems of students of educational systems by occupation of father** **N = 221**

Father's Occupation	Navodhaya			Central			State			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Labourer	3	34.33	14.6	-	-	-	1	18.00	-	30.25	14.4
Caste Occupation	1	16.00	-	-	-	-	-	-	-	16.00	-
Small Business, Shop	23	29.39	16.3	3	18.00	19.16	11	26.27	20.0	27.54	17.4
Business, Elementary Teacher	20	22.20	17.6	25	22.76	15.10	54	24.96	21.6	23.85	19.2
High School Teacher, Technician	11	19.45	11.1	8	30.25	16.14	34	21.00	14.8	22.08	14.5
Professional	2	17.50	9.2	2	21.50	7.78	23	26.83	22.8	25.74	21.3

ANOVA

Factors	MSS	F	SEm	CD
School	7.86	0.024 <sup>NS</sup>	4.3	-
Father's Occupation	27.81	0.083 <sup>NS</sup>	7.4	-
School*Father's Occupation	221.85	0.664 <sup>NS</sup>	6.8	-

NS – Non-significant

**Table 7.12. Comparison of adjustment problems of students of educational systems by occupation of mother** **N = 227**

Mother's Occupation	Navodhaya			Central			State			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Unemployed	42	25.62	15.2	31	23.74	15.06	101	24.26	20.30	24.49	18.2
Labourer	-	-	-	-	-	-	1	14.00	-	14.00	-
Small Business, Shop	2	11.00	5.7	-	-	-	-	-	-	11.00	5.7
Business, Elementary Teacher	13	25.85	19.9	3	11.33	7.5	15	29.40	25.7	26.16	22.1
High School Teacher, Technician	2	17.00	16.9	4	38.00	10.9	37	23.86	12.2	13.83	13.8
Professional	2	17.50	9.2	1	16.00	-	3	17.33	20.5	13.64	13.6

ANOVA

Factors	MSS	F	SEm	CD
School	25.84	0.075 <sup>NS</sup>	5.1	-
Mother's Occupation	147.28	0.425 <sup>NS</sup>	8.7	-
School*Mother's Occupation	270.37	0.781 <sup>NS</sup>	7.4	-

NS – Non-significant



**Table 7.13. Comparison of adjustment problems of students of educational systems by income of the family**

Family Income	Navodhaya			Central			State			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Category I (n=59)	21	30.95	15.5	13	24.08	17.5	25	30.80	27.7	29.37	21.7
Category II (n=91)	25	23.32	17..5	15	23.33	13.9	51	21.63	17.8	22.37	17.0
Category III (n=77)	15	18.00	9.5	11	25.00	14.8	51	24.53	18.5	23.32	16.7

ANOVA

Factors	MSS	F	SEm	CD
School	62.24	0.185 <sup>NS</sup>	2.36	-
Family Income	670.38	1.991 <sup>NS</sup>	2.41	-
School*Family Income	247.8	0.736 <sup>NS</sup>	4.06	-

NS – Non-significant

**Table 7.14. Comparison of adjustment problems of students of educational systems by transition**

Transition	Navodhaya			Central			State			Total	
	N	Mean	S.D	N	Mean	S.D	N	Mean	S.D	Mean	S.D
Same school(n=51)	31	29.39	14.6	13	29.38	17.00	7	26.43	21.0	28.98	16.0
Different school(n=69)	-	-	-	2	24.00	1.41	67	25.10	17.7	25.07	17.5
Total (n=120)	31	29.39	14.6	15	28.67	15.86	74	25.23	17.9	26.73	16.9

ANOVA

Factors	MSS	F	SEm	CD
School	13.723	0.047 <sup>NS</sup>	4.31	-
Transition	61.258	0.210 <sup>NS</sup>	4.49	-
School*Transition	22.441	0.077 <sup>NS</sup>	4.74	-

NS – Non-significant

**Table 8. Correlation between mental health and adjustment problems of students**

Components of adjustment problems	MENTAL HEALTH						
	Positive Self Evaluation	Perception of Reality	Integration of Personality	Autonomy	Group Oriented Attitude	Environmental Mastery	Total Mental Health
Health and Physical Development	-0.163*	-0.144*	-0.085	-0.038	-0.166*	-0.012	-0.162*
Finance, Living conditions and employment	-0.117	-0.150*	0.001	0.062	-0.219**	0.053	-0.120
Social and Recreational Activities	-0.238**	-0.164*	-0.062	-0.009	-0.273**	0.015	-0.231**
Social Psychological Relations	-0.232**	-0.232**	-0.098	0.058	-0.337**	0.110	-0.246**
Personal Psychological Relations	-0.264**	-0.197**	0.133*	-0.098	-0.267**	-0.108	-0.307**
Moral and Religion	-0.184**	-0.144*	-0.020	0.045	-0.236**	0.069	-0.152*
Home and Family	-0.091	-0.043	0.019	0.012	-0.118	0.016	-0.069
The Future: Vocational and Educational	-0.037	-0.023	0.002	0.001	-0.107	-0.014	-0.056
Adjustment to School Work	-0.271**	-0.162*	-0.067	-0.146*	-0.313**	-0.059	-0.295**
Curriculum and Teaching Procedures	-0.209**	-0.157*	-0.024	-0.031	-0.182**	0.039	-0.169*
Courtship – Sex and Marriage	-0.204**	-0.163*	-0.181**	-0.014	-0.169*	-0.041	-0.223**
Total Adjustment	-0.242**	-0.192**	-0.069	-0.024	-0.294**	0.013	-0.242**

Adjustment are scored negative

\* Significant at 5% level

\*\* Significant at 1% level

## 5. DISCUSSION

The results of the study on mental health and adjustment problems of students of Navodhaya, Central and State school are discussed under following subheadings

5.1. Mental health of students studying in different educational systems

5.2. Factors influencing mental health of students

5.3. Adjustment problems of students studying in different educational systems

5.4. Factors influencing adjustment problems of students

5.5. Relationship between mental health and adjustment problems of students

### 5.1. Mental health of students studying in different educational systems

A higher percentage of students had either average or poor mental health. None had very good mental health. There was no significant association between the educational systems and mental health of students (table 3). The reasons may be the schools had some similarities among them. Moreover other psycho-social factors might have influence on mental health of students. Association of educational systems with mental health was found to be non-significant for both boys and girls. Boys of Navodhaya and girls of Central school were found to have better mental health. The findings are supported by Gulati and Dutta (2004) who reported that majority of the students had normal mental health status. Mental health of students of different educational systems had no significant difference in any of the six components of mental health (table 4).

### 5.2. Factors influencing mental health of adolescents of different educational systems

#### 5.2.1. Personal factors

The results (Table 5.1) revealed no significant difference among the mental health of students with regard to their age and educational systems. No interaction effect of age and school was found significant. The results may be obtained as the students were treated equally in the school. The findings are in congruency with Anand (1999) who reported no significant impact of age on mental health.

Boys and girls did not differ on their mental health (table5.2). The mean scores on mental health of students of different educational systems were almost equal. But the interaction effect of gender and school on the mental health of adolescents was significant indicating that girls of Central school were better than boys and boys of Navodhaya were better than girls. This may be due to smaller sample size in Central school. It is hard to generalize the results further investigation is necessary. This implies that Navodhaya system favours boys and Central school setting favours girls. A differential impact may be due to the learning environment or teachers. The findings are in relation with Nanda (2001) who reported that girls had better mental health compared to boys. But Ojha (2002) reported that the orthopaedically challenged female were more anxious than males. However as the study limited to only one school further investigation is necessary.

Students of tenth grade were significantly better in mental health than PUC-II year students. The results revealed that tenth grade students of Central school and Navodhaya were significantly better than PUC II students. The participation of tenth grade students in co-curricular activities and lesser exam pressure than PUC-II year students might be the reason behind the findings. Moreover the syllabus of PUC of Central and Navodhaya schools compared to that of tenth might be tougher. The results are in line with findings of Rask *et al.* (2002), who reported that seventh grade students experienced less ill-being compared to ninth grade students. Anand (1999) reported no significant difference on the mental health of students of IX, X, XI and XII grades of State schools.

Mental health of students did not differ by ordinal position and also between the educational systems (table 5.5). There was no effect of interaction of educational system and

ordinal position on mental health of students. Regardless of the ordinal position, adolescents might have been given equal care and responsibilities both in the family and the society. Rahi *et al.* (2005) reported that first born children recorded high prevalence of psychopathological disorders than others as the first born especially in lower socio-economic is introduced to the adult economic or social responsibilities with little or no transitional period left between childhood and adulthood.

It was perceived from the results (table 5.6) that adolescents without or with sibling(s) depicted similar mental health status. There was no significant effect of interaction of sibling constellation and school. Similar trend was observed among the first born (table 5.6a) and the last born (table 5.6c) adolescents concerning mental health. Among middle born adolescents the main effects of school and middle born were observed non significant, whereas significant interactionary effect of the school and middle born was obtained. Middle born with elder sibling and female younger sibling of Central school had poor mental health. Middle born students of Central school with elder sister and younger siblings of both gender exhibited fewer problems. Such a trend was not seen among first and last born students. However the sample was only 37. This needs to be investigated on a larger sample. This trend as in case of two samples may be because of temperamental factors than parenting or family culture.

### 5.2.2. Familial factors

The familial factors such as type of family, caste, religion, education and occupation of parents and family income were considered.

The results (Table 5. 4) demonstrated no significant difference on mental health between students of nuclear and joint families. Effect of school alone and interaction with family type on mental health showed non-significance. The results may be due to the disproportionate distribution of the students where in 84.6 per cent were from nuclear families. Irrespective of type of family parents and other elders among the privileged group have a concern for students that is on an increasing trend in favour of them. However Rahi *et al.* (2005) stated more number of psychopathological cases in joint families as overcrowding may leads to psychosomatic and mental disorders in children.

Students pertaining to scheduled caste/ tribe had poor mental health in comparison with general category and other backward caste students (Table 5.7). A higher percentage Scheduled caste / tribe students of Central school had poor mental health as the interactionary effect of caste and educational system showed significance. Discrimination of the adolescents on the basis of caste and exploitation in the society might have contributed to this tendency. The present findings are substantiated with studies of Nanda(2001) who revealed that general category students had better mental health in comparison to SC and ST. Rao and Parthasarathy (1993) also reported that SC and ST students were more prone to mental health problems compared to non- SC and ST students.

Students from different religions did not differ on mental health (Table 5.8). Also the mental health of adolescents did not differ significantly among different schools and no interactionary effect was obtained. The results obtained may be because unequal distribution of the students in different religion among the educational systems. The students irrespective of their religion might have perceived the environment similarly. Moreover the educational systems would have been impartial with respect to the religion of the students. These findings are in contradictory with Sirohi (2002) who revealed Christian boys had significantly poor mental health when compared with Hindu and Muslim boys. However further investigation is necessary for generalization of the results.

Influence of education of the parents' both father (Table 5.9) and mother (table 5.10) was non-significant. Even the interactionary effect of parental education either the father or the mother between educational systems was inferred non-significant. This may be due to lack of range in education of the parents. The reasons for the results may be parents perceive their children equally regardless of their education. But the studies of Rahi *et al.* (2005) and Nanda (1999) reported a significant association of parental education with mental health where better educated showed positive results.

Occupation of the father showed a significant influence on mental health of adolescents of different schools (Table 5.11) where adolescents whose father were labourers had better mental health than fathers' with caste occupation. Occupation significantly affected

the mental health of students. The mental health of students whose father were in lower and higher occupation viz., professional and technical were higher on mental health in comparison to students whose fathers were elementary teachers and businessmen. This may be because of low expectations of fathers who were labourers. Similarly students whose father who were in professional jobs might have been more sensitive and realistic to student's capacity and might not have unrealistic expectations. Hence the students were significantly higher in mental health scores. Occupation of the mother and the interactionary effect with school on mental health was non significant, as majority of the mothers were unemployed, even employed takes cares of their children well. Anand (1999) reported that adolescents had better mental health with parents who were securely employed. This trend may be because of the distribution of students in different categories according to fathers' occupation is unequal there is a need for further investigation. The result may also be due to the individual differences among the sample.

There existed no significant difference among the mental health of students with regard to income of the family. Effect of the school and its interaction with the family income was non significant. Adolescents perceive the environmental equally irrespective of their family income and better condition of the school would have favoured the students of category I income group. The findings are in agreement with Gulati and Dutta (2001) who revealed that despite of economic diversity majority of the adolescents were found to be performing within normal status of mental health. Moreover Rahi *et al.* (2005) reported that the prevalence psychopathological cases increased as the socio-economic status lowered, the highest in lower class.

### 5.2.3. Schooling factors

The students from same school or different school had equal mental health in all the three educational systems. Among the students of Navodhaya school none was from other schools, where the students of State school minimum were from the same school, indicating Navodhaya recruits students with their system only whereas State schools provides opportunity for other students also.

## 5.3. Comparison of adjustment problems of students between different educational systems

About 60 – 80 per cent of students of all educational systems had confronted problems. The results (Table 6) revealed no significant difference among different educational systems on adjustment problems of students. This signaled that adolescents regardless of school environment experienced the problems. This may be due to similarities among the educational system like co-education, medium of instruction etc. The results revealed that students faced more problems in social psychological relations followed by future: vocational and educational and curriculum and teaching procedures. The results are in line with Paliwal *et al.* (2006) who reported no significant correlation between school adjustment and school environment. However the results of Mythili *et al.* (2004) revealed a significant difference among the students of private and government colleges on adjustment of adolescents. The students of private college students faced more problems than the government college students in Chittur district.

## 5.4. Factors influencing on adjustment problems of adolescents in different schools

The results of the factors influencing mental health are discussed below

### 5.4.1. Personal factors

Effect of age on adjustment problems of adolescents was found to be non-significant statistically. Moreover adjustment problems of adolescents showed no difference between the schools (Table 7.1). The results are in line with Dutta *et al.* (1998), who reported no significant difference between the adolescents of age group 16 to 18 years and 19 to 21 years on social adjustment. The same authors (1997) revealed no significant difference on home adjustment of adolescents of age 16 – 18 years and 19 – 21 years. The findings are also supported by

Sujatha *et al.* (1993), who reported early and late adolescents did not differ significantly in their adjustment.

Boys experienced more problems than girls (Table 7.2). This may be due to the fact that girls mature earlier than boys and hence adjust to the environment well. The interaction effect of gender and school was observed significant indicating that all the three educational systems favour girls. Moreover it indicates Central school favours girls than boys. It may be due to the learning environment or teachers. Girls of Central school faced less problems. The system of the school might have favoured the adjustment of girls. The results are in accordance with Kuruvilla (2006), Jain and Jandu (1998), Muni and Panigrahi (1997) and Anita (1994) who reported that girls are better adjusted than boys. However Dutta *et al.* (1998) reported boys to be better adjusted than girls concerned to home adjustment.

The students of tenth grade were prone to fewer problems than PUC II year students significantly (Table 7.3). The result revealed no significant difference between the educational systems and the interaction between school and class on adjustment problems of students. The reason for the results may be that PUC II year students undergo more academic stress than tenth grade students. The findings are on par with Pandey and Tiwari (1982) who revealed younger age group (14 – 16 years) had better social adjustment than the older group (17 – 18 years) and Dutta *et al.* (1997) who reported adolescents of 16 – 18 years were poorly adjusted than adolescents of age 19 – 21 years on the area of health. On contradictory, Crutz and Gonzaley (1969) found younger adolescents aged 12 – 15 years having more adjustment problems than older adolescents aged 16 – 19 years.

Adjustment problems of students did not differ significantly with their ordinal position in the family. The main factor of the school and interaction with the ordinal position demonstrated no significant effect on adjustment problems of students (Table 7.5). This may be due to non-differential treatment by parents and school settings. Sahu (1997) supported the findings, who revealed non-significant difference between the first born and last born in areas of adjustment such as emotional, social, health and educational.

Adjustment problems was not influenced by sibling status. The results are in agreement with Bailur (2006), who reported no significant difference among the students with and without sibling(s). With respect to the sibling constellation the results showed that first born students with younger siblings of both sex faced more problems. This might be due to greater responsibilities and larger family size. The interactionary effect of school and first born adolescents was found significant where first born students with younger sibling of both gender of Central school exhibited fewer problems and more among students of Central school with only younger sister. The results may be due to the combined influence of school and other demographic factors. Such trend was not observed among middle and last born. This clearly indicates that first born seem to face more problems which may be due to the responsibilities or lesser support of siblings.

#### 5.4.2. Familial factors

The type of family and the educational systems did not significantly influence adjustment problems of students. The effect of interaction between the type of family and the educational system was non-significant (Table 7.4), where the difference between nuclear and joint families was similar among all the three types of educational systems. The experiences of the students might be similar despite of the family type or might spend most of the time with their peers than their families. The above findings are corroborated by Joshi (1998) who reported that family type did not produce significant differences on maladjustment of adolescents.

Students from scheduled caste /scheduled tribe were prone to more adjustmental problems than general and backward caste students (Table 7.7) which was observed in all the three educational systems. The results may be due to lack of guidance, models or prejudices of the upper caste groups regarding lower castes. Similar findings were found by Thirugnanasambandam (1990) and Sinha and Singh (1998) who reported that general caste students were better adjusted. Bajpai (2001) also justified the findings, who reported scheduled tribe girls were least adjusted compared with backward and general caste girls.

Adjustment problems of students of different religions were similar in all the three educational systems. The interactionary effect of religion and educational system was non

significant indicating that the trend of the difference among the religion was common among all the educational systems. The results may be due to unequal distribution of the students. Moreover the educational systems might have perceived the students equally irrespective of their religion.

Education of both father (Table 7.9) and mother (Table 7.10) exhibited no significant influence on the adjustment problems of students. The results may be because of disproportionate distribution of the students. Mythili *et al.* (2004) reported that students, whose parents were educated, were found to be facing more problems. The sample did not consist of illiterates. Moreover in general, parents with lower education expected less from their children and because of awareness now-a-days parents with high education than demanding consider their children capabilities. Hence the results might have obtained non-significant.

In case of occupation of parents on students' adjustment problems non-significant difference was obtained for both father (Table 7.11) and mother (Table 7.12). The reasons for the results may be because majority of the mother were unemployed. Even if mothers were employed, they might have spent more time with their children and were sensitive to their problems.

The data represented in the Table 7.13 depicted no significant relation of the family income and school settings on adjustment problems of students. There was no interaction effect of family income and school on adjustment problems of students. The above findings may be due to better environment provided by the parents irrespective of their financial conditions. The findings are congruent with Bailur (2006) who stated no significant difference among the adolescents on social and home adjustment by their economic status. Contradictorily Leelavathi (1987) reported significant association of socio-economic status and adjustment.

#### 5.4.3. Schooling factors

Adjustment problems of the students had no difference among the educational systems and also the transition of the school indicating that the students might have adjusted to the new peers well.

### 5.5. Relationship between mental health and adjustment problems of students

Significant negative relation was obtained with regard to mental health and adjustment problems of students (Table 8). Majority of the components of both mental health and adjustment had significant negative relationship between them. This indicates that person with fewer problems had better mental health. The findings are inline with of Bharadwaj and Helode (2006) who reported that emotionally stable adolescents were better in school adjustment and Yeh (2003) who revealed that cultural adjustment had significant predictive effect on mental health symptoms of adolescents.



## 6. SUMMARY AND CONCLUSIONS

Study on "Mental health and adjustment problems of students of Navodhaya, Central and State schools" was undertaken in Dharwad during 2006-07. The aim of the study was to know the influence of educational system on mental health and adjustment problems of students, to know the factors influencing on mental health and adjustment problems of students of different educational systems and to study the interrelationship between mental health and adjustment problems of students.

For the purpose of the study, sample of tenth and PUC II students was drawn from English medium, co-educational schools in Dharwad taluk. The educational systems were Navodhaya, Central and State schools. There were one Navodhaya school, one Central school, ten State schools with primary to SSLC, five State schools with primary to PUC and five colleges in the open system with PUC and degree classes. One from each category was selected randomly. Sample of 40 per cent of strength was selected, except in case of PUC-II year students of Central school where 90 per cent of the class strength was selected randomly. This resulted with sample of 233 students, out of which six subjects were deleted due to incomplete information. Hence the final sample constituted 227 students out of which 107 were tenth graders and 120 were PUC-II year students.

Mental health inventory developed by Jagadish and Srivastava (1983) was administered to study the mental health status of students. Problem checklist developed by Joshi and Pandey (2005) was modified and subjected to factor analysis and used to study the adjustment problems of students. To know the demographic characteristics of the students general information schedule was developed and administered. Pre test was done to establish the reliability of the selected research tools. Frequency and percentages were computed in order to know the demographic characteristics of students. Chi square test of association was applied to know the influence of educational system on components and total mental health of students. One-way ANOVA was used to know the influence of education system on adjustment problems of students. Two-way ANOVA was employed to know the influence of factors such as age, gender, class, family type, ordinal position, sibling constellation, caste, religion, parental education, parental occupation and income of the family on mental health and adjustment problems of students. Karl Pearson correlation co-efficient was used to know the interrelationship between mental health and adjustment problems of students.

### SALIENT FEATURES OF INVESTIGATION

Findings of the study on mental health and adjustment problems and influencing factors are presented

#### Mental health of students

- Majority of students (45.4 per cent) had average mental health while minimum percentage (6.6 per cent) had good mental health, none in very good category and more than 2/5<sup>th</sup> had poor mental health. This trend was common among students studying in all the three educational systems
- Students of different educational systems did not differ significantly by the levels of components of mental health such as positive self evaluation, perception of reality, integration of personality, autonomy, group oriented attitude and environmental mastery
- Majority of adolescent boys had poor (44.6 per cent) or average (41.3 per cent) mental health. About half of adolescent girls had average mental health. This trend was observed among the three educational systems

#### *Influencing factors*

- Mental health of students of different educational systems did not differ by their age. However tenth graders (<16 years) scored better on mental health in comparison with PUC-II year (16-18 years) students
- Boys and girls did not differ significantly on mental health, but girls of Central school had better mental health compared to boys of Central school.

- Scheduled caste/tribe students had significant poor mental health than other category students, but religion had no influence on mental health
- Students with fathers' as labourer exhibited significantly better mental health than students whose father were in caste occupation and others
- Mental health of students of different educational systems did not differ by the familial factors such as family type, ordinal position, sibling constellation, education of father and mother, occupation of the mother and family income
- Mental health of the students of different educational systems did not differ by transition of school

#### Adjustment of students

- The problems of students ranged between 2 - 41 per cent in all the areas of adjustment. Students faced more problems in the areas such as social psychological relations, the future: vocational and educational, curriculum and teaching procedures. Students faced fewer problems in the areas of courtship: sex and marriage
- Students of different educational systems did not differ on adjustment problems

#### *Influencing factors*

- Adjustment of students did not differ by age among all the three educational systems. However PUC-II year students faced more adjustment problems than tenth grade students
- Boys experienced significantly more adjustment problems than girls
- Only among Central school first born students with younger siblings either of both gender or male siblings were better adjusted than with younger female siblings
- Scheduled caste / scheduled tribe students faced more problems than students of general and backward category. But religion did not affect the adjustment problems of students of different educational systems
- Personal and familial factors such as family type, ordinal position, sibling status, education and occupation of the parents and family income, schooling factors like school transition had no influence on adjustment problems of students of different educational systems

#### Interrelation of mental health and adjustment problems of students

- Significant relation was observed between mental health and adjustment problems of students. The more the problems students faced the lower was the mental health
- Problems with respect to health and physical development, social and recreational activities, personal psychological relations, social psychological relations, moral and religion, adjustment to school work, curriculum and teaching procedures, courtship: sex and marriage were significantly related to positive self-evaluation, perception of reality, integration of personality and group oriented attitude

### IMPLICATIONS OF THE STUDY

Approximately fifty percent of the students had poor mental health among all the three educational systems. It is observed that students of Navodhaya had better positive self-evaluation, while students of Central school had better skill of autonomy, group oriented attitude, perception of reality and integration of personality. Students of State schools were poor in all the dimensions. Mental health is important as it influences the ways individuals look at themselves, their lives and others in their lives. Like physical health, mental health is important at every stage of life. The results revealed that PUC II year students had lower mental health scores than tenth standard which might be due to academic stress. This may be because of the curriculum or due to lack of skilled teachers. School administration should pay attention to recruiting quality teachers to promote mental health. Proper diet, physical exercises, sound sleep, recreational activities such as sports, games and yogic exercises favour mental health, so school environment should provide these facilities for the students.

Students' problems ranged between 0 – 65 per cent on all the areas and more in social psychological relations, curriculum and teaching procedures and future: vocational and educational areas. It is observed that girls are more studious and coping strategies may be due to the early onset of puberty or individual differences. So there is a need to provide congenial environment to the students especially for boys. Boys need more counseling for solving their problems. The problems had greater impact on positive self evaluation, perception or reality, group oriented attitudes of the students which ultimately affected the mental health of the students. The problems were similar among all the three educational systems. As students faced more problems in the curriculum and teaching procedures, it is important to revisit the curriculum, creating a pleasurable learning environment and students' oriented. School should appoint personnel with an aptitude for teaching and trained periodically. The management should encourage innovative methods of teaching like group discussion, presentations, and debates etc. Students' performance on academic and non-academic/soft skills should be nurtured. Parents and teachers should provide caring and stimulating environment that will minimize the problems of all the students and should encourage for attaining their potential.

As it is observed from the study that lower caste (SC/ST) students had poor mental health and facing more problems, it is suggested to avoid the identification as SC/ST students and maintain the confidentiality. Educate the general category students to avoid such prejudices.

## FUTURE LINE OF THE STUDY

Following studies can be taken in the future for investigation

- Influence of home environment on mental health and adjustment adolescents
- Influence of educational system on mental health and adjustment of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grade students
- Comparison of mental health and adjustment of adolescents studying in residential and non-residential schools
- To render the generalization of the influence of factors such as ordinal position, caste, religion, sibling constellation, stress study on larger sample can be undertaken

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## APPENDIX I GENERAL INFORMATION SCHEDULE

Name of the student :

Age :

Gender : Male / Female

Date of birth :

Class :

Division :

Family type : Nuclear / Joint

Caste :

Religion :

Ordinal Position :

Sibling Constellation :

	Brothers	Sisters
Elder		
Younger		

Family Composition :

Sl. no	Name of the family member	Age	Gender	Relation With you	Educational status	Occupation	Income/ Month
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							

Name of the institution studying :

How many years since you have joined in this institution?

Have you passed all the standards in time? Yes / No  
If no, how many time you have detained & when?

Have you completed 10<sup>th</sup> standard in the same school? Yes / No  
If no, where you did?

Did you complete schooling of 10 years in this school? Yes / No  
If not in which school(s) you did your schooling?



## Appendix II Mental Health Inventory

Sl. No	Statements	Always	Most of times	Some times	Never
1.	I feel lack of confidence. ನನಗೆ ಆತ್ಮವಿಶ್ವಾಸದ ಕೊರತೆಯಿದೆ ಎಂದು ಅನಿಸುತ್ತದೆ.				
2.	I get excited very easily. ನಾನು ಬಹಳ ಬೇಗನೆ ಉದ್ದೇಗಗೊಳ್ಳುತ್ತೇನೆ				
3.	I am not able to take quick decision on any subject. ಯಾವುದೇ ವಿಷಯದಲ್ಲೂ ನನಗೆ ಬೇಗನೇ ನಿರ್ಧಾರ ತೆಗೆದುಕೊಳ್ಳಲು ಆಲಸುವುದಿಲ್ಲ.				
4.	I have affection and attachment with my neighbors. ನನಗೆ ನನ್ನ ನೆರೆಹೊರೆಯವರೊಂದಿಗೆ ಬಹಳ ಒಲವು ಮತ್ತು ಬಾಂಧವ್ಯವಿದೆ				
5.	I mould myself according to circumstances. ಸಂದರ್ಭ ಸನ್ನಿವೇಶಗಳಿಗೆ ತಕ್ಕಂತೆ ನಾನು ಹೊಂದಿಕೊಳ್ಳುತ್ತೇನೆ				
6.	I feel that I am losing self-respect. ನಾನು ನನ್ನ ಸ್ವಗೌರವವನ್ನು ಕಳೆದುಕೊಳ್ಳುತ್ತಿದ್ದೇನೆ ಎಂದು ನನಗೆ ಅನಿಸುತ್ತದೆ.				
7.	I use to worry even about trivial matter for a long time. ಕ್ಷುಲ್ಲಕ ವಿಚಾರಗಳ ಬಗ್ಗೆಯೂ ಕೂಡ ನಾನು ಬಹಳ ಚಿಂತೆಗೊಳಗಾಗುತ್ತೇನೆ.				
8.	I am not able to take decision about my next step. ನನ್ನ ಮುಂದಿನ ಹೆಜ್ಜೆಯ ಬಗ್ಗೆ ನಿರ್ಧಾರ ತೆಗೆದುಕೊಳ್ಳಲು ನನಗೆ ಸಾಧ್ಯವಾಗುವುದಿಲ್ಲ.				
9.	I hesitate in meeting with others. ಬೇರೆಯವರನ್ನು ಭೇಟಿ ಮಾಡಲು ನನಗೆ ಹಿಂಜಲಕೆಯಾಗುತ್ತದೆ.				
10.	I do my duty well even in adverse circumstances. ಪ್ರತಿಕೂಲ ಸನ್ನಿವೇಶಗಳಲ್ಲೂ ಕೂಡ ನಾನು ನನ್ನ ಕರ್ತವ್ಯವನ್ನು ಸಲಿಯಾಲಿ ಮಾಡುತ್ತೇನೆ.				
11.	I feel that I am not able to fully utilize my abilities in performing my different duties ನಾನು ವಿವಿಧ ಕರ್ತವ್ಯಗಳನ್ನು ಮಾಡುವಾಗ ನನ್ನ ಎಲ್ಲ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಸಲಿಯಾಲಿ ಉಪಯೋಗಿಸುತ್ತಿಲ್ಲ ಎಂದು ನನಗನಿಸುತ್ತದೆ.				
12.	In adverse circumstances, I act without keeping in view of the real facts ಪ್ರತಿಕೂಲ ಸನ್ನಿವೇಶಗಳಲ್ಲಿ ನಾನು ನೈಜ ಘಟನೆಗಳ ಬಗ್ಗೆ ಲಕ್ಷ್ಯವಹಿಸದೆ ವರ್ತಿಸುತ್ತೇನೆ				
13.	I feel irritation. ನನಗೆ ಯಾವತ್ತೂ ಕಿಲಿಕಿಲಿ ಎನಿಸುತ್ತಿರುತ್ತದೆ				
14.	I feel to be insecure. ಅನುರಕ್ಷತೆ ಉಂಟಾಗುವಂತೆ ನಾನು ಭಾವಿಸಿದ್ದೇನೆ				
15.	I am much worried about my responsibilities. ನಾನು ನನ್ನ ಜವಾಬ್ದಾರಿಗಳ ಬಗ್ಗೆ ಹೆಚ್ಚು ಚಿಂತೆಗೊಳಗಾಗಿದ್ದೇನೆ				
16.	I feel depressed/ dejected. ನಾನು ಉದ್ವಿಗ್ನನಾಗಿದ್ದೇನೆಂದು ಭಾವಿಸಿದ್ದೇನೆ				
17.	I play important role in social ceremonies. ಸಾಮಾಜಿಕ ಸಂತೋಷ ಕೂಟಗಳಲ್ಲಿ ನಾನು ಪ್ರಮುಖ ಪಾತ್ರ ವಹಿಸುತ್ತೇನೆ.				
18.	I utilize my relations even in difficult times. ಕಷ್ಟದ ಸಮಯದಲ್ಲಿಯೂ ಕೂಡ ನಾನು ನನ್ನ ಸಂಬಂಧಗಳನ್ನು (ಸಂಬಂಧಿಗಳನ್ನು) ಉಪಯೋಗಿಸುತ್ತೇನೆ				
19.	I feel that my relations with others are not satisfactory. ಇತರರೊಂದಿಗೆ ನನ್ನ ಸಂಬಂಧಗಳು ಸಮಾಧಾನಕರವಾಗಿಲ್ಲವೆಂದು ನನಗೆ ಅನಿಸುತ್ತದೆ				
20.	My responsibilities are like burden to me. ನನ್ನ ಜವಾಬ್ದಾರಿಗಳು ನನಗೆ ಹೊರೆಯಾಗುವಂತೆ ಅನಿಸುತ್ತದೆ.				
21.	I suffer from inferiority complex. ನಾನು ಕೀಳಲಮೆಯಿಂದ ಬಳಲುತ್ತಿದ್ದೇನೆ				

22.	I am an used to be lost in world of imagination. ಕಲ್ಪನಾ ಲೋಕದಲ್ಲಿ ನನ್ನನ್ನು ನಾನು ಕಳೆದುಕೊಂಡಿರುವಂತೆ ನನಗೆ ಅನಿಸುತ್ತದೆ.				
23.	I am an anxious about my future. ನನ್ನ ಭವಿಷ್ಯದ ಬಗ್ಗೆ ನಾನು ವ್ಯಾಕುಲ(ತಲೆಮಲೆ)ಗೊಂಡಿದ್ದೇನೆ				
24.	My friends/relatives remain ready to help me in the difficult times. ಕಷ್ಟಕರ ಸಮಯದಲ್ಲಿ ನನ್ನ ಸ್ನೇಹಿತರು / ಸಂಬಂಧಿಕರು ಸಹಾಯ ಮಾಡಲು ತಯಾರರುತ್ತಾರೆ.				
25.	I make definite plans about my future . ನನ್ನ ಭವಿಷ್ಯದ ಬಗ್ಗೆ ನಾನು ನಿರ್ದಿಷ್ಟ ಯೋಜನೆಗಳನ್ನು ಮಾಡಿಕೊಳ್ಳುತ್ತೇನೆ				
26.	I am engaged even by the slightest unfavorable talks. ಅನಾನುಕೂಲವಾದ(ಸಲಯಿಸದ) ಸಣ್ಣ ಪುಟ್ಟ ಮಾತುಗಳಿಂದಲೂ ಕೂಡ ನಾನು ಬಹಳ ರೋಷಗೊಳ್ಳುತ್ತೇನೆ				
27.	I take decision easily even in difficult circumstances. ಕಷ್ಟಕರ ಸಂದರ್ಭಗಳಲ್ಲಿಯೂ ಕೂಡ ನಾನು ಸುಲಭವಾಗಿ ನಿರ್ಧಾರಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳಬಲ್ಲೆ				
28.	I am not able to behave in such a way as my friends except from me. ಸ್ನೇಹಿತರು ನನ್ನಿಂದ ಯಾವ ಲೀತಿಯ ನಡವಳಿಕೆಯನ್ನು ಬಯಸುತ್ತಾರೋ ಆ ಲೀತಿ ವರ್ತಿಸಲು ನನ್ನಿಂದ ಆಗುವುದಿಲ್ಲ				
29.	I am satisfied with most of the aspects of my life. ನನ್ನ ಜೀವನದ ಹೆಚ್ಚಿನ ವಿಷಯಗಳ ಬಗ್ಗೆ ನಾನು ತೃಪ್ತಿಯನ್ನು ಹೊಂದಿದ್ದೇನೆ				
30.	My friends and colleagues have respect for me. ನನ್ನ ಸ್ನೇಹಿತರು ಹಾಗೂ ಸಹೋದ್ಯೋಗಿಗಳು ನನ್ನ ಮೇಲೆ ಅಪಾರವಾದ ಗೌರವವನ್ನಿಟ್ಟುಕೊಂಡಿದ್ದಾರೆ				
31.	My confidence varies highly in quantity. ನನ್ನ ಭರವಸೆಯು ಹೆಚ್ಚಾಗಿ ಬರುವಂತಿರುತ್ತದೆ (ಹೆಚ್ಚು ಕಡಿಮೆಯಾಗಿರುತ್ತದೆ)				
32.	I am always ready to fight the problems. ಸಮಸ್ಯೆಗಳ ವಿರುದ್ಧ ಹೋರಾಡಲು ನಾನು ಯಾವತ್ತೂ ಸಿದ್ಧನಿರುತ್ತೇನೆ.				
33.	I make impressions about people or issue even in absence of facts and grounds. ಸೂಕ್ತ ಘಟನೆ ಹಾಗೂ ಸಂದರ್ಭಗಳಿಲ್ಲದರೂ ಕೂಡ ನಾನು ಜನರ ಬಗ್ಗೆ ಹಾಗೂ ವಿಷಯಗಳ ಬಗ್ಗೆ ಅಭಿಪ್ರಾಯವನ್ನು ಹೊಂದುತ್ತೇನೆ				
34.	I am not able to concentrate fully in my works. ನನ್ನ ಕೆಲಸಗಳಲ್ಲಿ ನನಗೆ ಸಂಪೂರ್ಣವಾಗಿ ಮನಸ್ಸನ್ನು ಕೇಂದ್ರೀಕರಿಸಲು ಸಾಧ್ಯವಾಗುತ್ತಿಲ್ಲ.				
35.	I feel inclined towards opposite sex. ನನ್ನ ಮನಸ್ಸು ಗಂಡು ಮಕ್ಕಳ ಕಡೆಗೆ ವಾಲುತ್ತದೆ ಎಂದು ಅನಿಸುತ್ತದೆ				
36.	I solve my problems myself ನನ್ನ ಸಮಸ್ಯೆಗಳನ್ನು ನಾನೇ ಸ್ವತಃ ಬಗೆಹರಿಸಿಕೊಳ್ಳುತ್ತೇನೆ.				
37.	I fully cooperate in the important functions of my community ನನ್ನ ಸಮುದಾಯದ ಪ್ರಮುಖ ಸಮಾರಂಭಗಳಲ್ಲಿ ನಾನು ಪೂರ್ತಿಯಾಗಿ ಸಹಕಾರ ನೀಡುತ್ತೇನೆ				
38.	I am perplexed with my contradictory thoughts ನನ್ನ ವಿರೋಧಾತ್ಮಕ ವಿಚಾರಗಳ ಬಗ್ಗೆ ನಾನು ಅಜ್ಜಲಗೊಳ್ಳುತ್ತೇನೆ				
39.	I take decisions on the basis of facts even though they are contrary to my community. ನನ್ನ ಅಭಿಪ್ರಾಯಗಳು ವಿರುದ್ಧವಾದರೂ ಕೂಡ ಘಟನೆಗಳ ಆಧಾರದ ಮೇಲೆ ನಾನು ನಿರ್ಧಾರಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳುತ್ತೇನೆ				
40.	I am not able to continue any task for long. ಯಾವುದೇ ಕೆಲಸವನ್ನು ಬಹಳ ದೀರ್ಘವಾಗಿ ಮುಂದುವರಿಸಲು ನನಗೆ ಸಾಧ್ಯವಾಗುತ್ತಿಲ್ಲ				
41.	I feel my self secured amidst my friends /group. ನನ್ನ ಸ್ನೇಹಿತರ ಹಾಗೂ ಗುಂಪುಗಳ ಮಧ್ಯೆ ನಾನು ಸುರಕ್ಷಿತನಾಗಿದ್ದೇನೆಂದು ನಾನು ಭಾವಿಸಿದ್ದೇನೆ				

42.	I do not become hopeless even when I fail . ಜಯಗಳಿಸಲು ಸಾಧ್ಯವಿಲ್ಲದಿದ್ದಾಗಲೂ ಕೂಡ ನಾನು ನಿರಾಶಾವಾದಿಯಾಗುವುದಿಲ್ಲ				
43.	I consider myself useful for society. ಸಮಾಜಕ್ಕೆ ನನ್ನಿಂದ ಉಪಯೋಗವಿದೆ ಎಂದು ಭಾವಿಸಿದ್ದೇನೆ				
44.	I aspire for something without having in view of my short comings. ನನ್ನ ಸಾಮರ್ಥ್ಯವನ್ನು ಖಾಲಿ ಕೆಲವೊಂದನ್ನು ಪಡೆಯಲು ನಾನು ಹಂಬಲಿಸುತ್ತೇನೆ				
45.	I do not get influenced even by reasonable arguments. ಸಮಂಜಸವಾದ ವಾದ-ವಿವಾದಗಳಿದ್ದರೂ ಕೂಡ ನಾನು ಅದಲಿಂದ ಪ್ರಭಾವಿತನಾಗುವುದಿಲ್ಲ				
46.	I am not able to take such decision as I want to take. ನನಗೆ ಯಾವ ಲೇಖ ಬೇಕೋ ಆ ಲೇಖ ನಿರ್ಧಾರಗಳನ್ನು ನನ್ನಿಂದ ತೆಗೆದುಕೊಳ್ಳಲಾಗುವುದಿಲ್ಲ				
47.	I am afraid of imaginary calamities. ಕಲ್ಪನಾತ್ಮಕ ದುರ್ಘಟನೆಗಳ ಬಗ್ಗೆ ನಾನು ಹೆದರಿಕೊಳ್ಳುತ್ತೇನೆ				
48.	I feel that this world is a place good enough for passing life. ಜೀವನ ಸಾಗಿಸಲು ಈ ಜಗತ್ತು ಉತ್ತಮವಾದ ತಾಣ ಎಂದು ನಾನು ಭಾವಿಸಿದ್ದೇನೆ				
49.	I feel full of enthusiasm to think that I will certainly achieve my objects ನಾನು ಖಂಡಿತವಾಗಿಯೂ ನನ್ನ ಗುಲಗಳನ್ನು ಸಾಧಿಸಬಲ್ಲೆ ಎಂಬ ಸಂಕೋಚ ಉತ್ಸಾಹವನ್ನು ಹೊಂದಿದ್ದೇನೆ ಎಂಬ ಭಾವನೆ ಇದೆ				
50.	I do not get disappointed with the common worries of daily life. ದಿನನಿತ್ಯದ ಸಾಮಾನ್ಯವಾದ ಚಿಂತೆಗಳಿಂದ ನಾನು ನಿರಾಶೆ ಹೊಂದುವುದಿಲ್ಲ				
51.	My mood changes momentarily. ಪ್ರತಿಕ್ಷಣವೂ ನನ್ನ ಮನಃಸ್ಥಿತಿ ಬದಲಾವಣೆಗೊಳ್ಳುತ್ತದೆ				
52.	I myself decide what and how I should do. ನಾನು ಯಾವುದನ್ನು ಹೇಗೆ ಮಾಡಬೇಕೆಂದು ಸ್ವತಃ ನಿರ್ಧಾರ ತೆಗೆದುಕೊಳ್ಳುತ್ತೇನೆ				
53.	I feel that my intimacy with my group community increasing gradually. ನನ್ನ ಸಮುದಾಯದೊಂದಿಗೆ ನನ್ನ ಅತ್ಮೀಯತೆಯು ಕ್ರಮೇಣವಾಗಿ ಹೆಚ್ಚಾಗುತ್ತಿರುವುದು ಭಾವಿಸಿದ್ದೇನೆ				
54.	I feel pleasure in taking responsibilities. ನನಗೆ ಜವಾಬ್ದಾರಿಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳಲು ಸಂತೋಷವೆನಿಸುತ್ತದೆ				

## Appendix III PROBLEM CHECKLIST - ಸಮಸ್ಯೆಗಳನ್ನು ಗುರುತಿಸುವ ಪಟ್ಟಿ

1. Not knowing the way to spend your money wisely. ಹಣವನ್ನು ಜಾಣತನದಿಂದ ಖರ್ಚು ಮಾಡುವ ಮಾರ್ಗವನ್ನು ತಿಳಿಯದೇ ಇರುವುದು
2. Not getting pocket money regularly & sufficiently. ನಿಯಮಿತವಾಗಿ ಪುಡಿಹಣ್ಣು ಪಡೆಯದೇ ಇರುವುದು
3. Having difficulty in maintaining conversation continuously. ನಿರಂತರವಾಗಿ ಮಾತನಾಡುವುದು ಕಠಿಣವೆನಿಸುವುದು
4. Not having faith over own good social behavior. ನನ್ನ ಒಳ್ಳೆಯ ಸಾಮಾಜಿಕ ನಡವಳಿಕೆಯ ಮೇಲೆ ನನಗೆ ಭರವಸೆ ಇಲ್ಲದಿರುವುದು
5. Hurting the feelings of persons. ಬೇರೆ ಜನರ ಭಾವನೆಗಳನ್ನು ನೋಯಿಸುವುದು
6. Becoming a topic of discussion to the other persons. ಬೇರೆ ಜನರಿಗೆ ಚರ್ಚೆಯ ವಿಷಯವಾಗುವುದು
7. Being ridiculed by other persons. ಬೇರೆ ಜನರಿಂದ ಗೇಲಿಗೊಳಗಾಗುವುದು
8. Not keeping to code & conduct/moral standards. ನಿಯಮಾವಳಿ ಮತ್ತು ನಡತೆ / ನಿತಿವಂಚಿತ ಗುಣಗಳು ಇಟ್ಟು ಕೊಳ್ಳದಿರುವುದು
9. Choosing wrong study subjects. ಅಧ್ಯಯನದ ವಿಷಯವನ್ನು ತಪ್ಪಾಗಿ ಆಯ್ಕೆ ಮಾಡುವುದು
10. Liking those subjects which are not taught in school. ಶಾಲೆಯಲ್ಲಿ ಕಲಿಸದಂತಹ ವಿಷಯಗಳನ್ನು ಇಷ್ಟಪಡುವುದು
11. Study subjects not being related with daily life. ನಿದೇಶನವನ್ನು ಸಂಬಂಧಿಸಿದಂತಹ ವಿಷಯಗಳನ್ನು ಅಧ್ಯಯನ ಮಾಡುವುದು
12. Not being hungry at the time of meals generally. ಸಾಮಾನ್ಯವಾಗಿ ಊಟದ ಸಮಯದಲ್ಲಿ ಹಸಿವೆಯಾಗದಿರುವುದು
13. Not getting appropriate food. ಸಲಿಯಾದ ಆಹಾರ ದೊರಕದಿರುವುದು
14. Having few good clothes in possession. ಒಳ್ಳೆಯ ಉಡುಪುಗಳನ್ನು ಕಡಿಮೆ ಪ್ರಮಾಣದಲ್ಲಿ ಹೊಂದಿರುವುದು
15. Giving all attention towards spending money which is to be spent. ಪೂರ್ಣ ಹಣ ಖರ್ಚು ಮಾಡಬೇಕಾಗಿರುವ ಬಗ್ಗೆ ಗಮನಕೊಡುವುದು
16. Studies to be discontinued to take up a job. ಜೀವನೋಪಾಯಕ್ಕಾಗಿ ಅಧ್ಯಯನವನ್ನು / ಶಾಲೆಯನ್ನು ಬಿಟ್ಟಿರುವುದು
17. Not enjoying those many things which others enjoy. ಇತರರು ಆನಂದಿಸುವಂತೆ ಇತರ ಸಂಗತಿಗಳ ಬಗ್ಗೆ ಆನಂದಪಡದಿರುವುದು
18. Being persuaded by others very easily. ಬೇರೆಯವರಿಂದ ತುಂಬಾ ಸರಳವಾಗಿ ಪ್ರೇರಿತರಾಗುವುದು
19. Being sent to the temple by parents. ದೇವಸ್ಥಾನಕ್ಕೆ ತಂದೆ-ತಾಯಿಯರಿಂದ ಕಳಿಸಲ್ಪಡುವುದು
20. Not liking the prayers offered in the temple. ದೇವಸ್ಥಾನದ ಕ್ರಿಯೆಗಳನ್ನು ಇಷ್ಟಪಡದಿರುವುದು
21. Having doubt on the values of worship & prayer. ಪೂಜೆ ಮತ್ತು ಪ್ರಾರ್ಥನೆಗಳ ಮೌಲ್ಯದ ಮೇಲೆ ಸಂಶಯವನ್ನು ಹೊಂದಿರುವುದು
22. Not being able to live with parents due to my education. ಶಿಕ್ಷಣದ ಸಲುವಾಗಿ ಹಾಲಕರೊಂದಿಗೆ ವಾಸಿಸದಿರುವುದು
23. Mother-Father living separately or divorced. ತಂದೆ-ತಾಯಿ ಪ್ರತ್ಯೇಕವಾಗಿ ವಾಸಿಸುತ್ತಿರುವುದು ಅಥವಾ ವಿಚ್ಛೇದನ ಪಡೆದಿರುವುದು
24. Mother or Father not alive. ತಂದೆ ಅಥವಾ ತಾಯಿ ಜೀವಂತ ಇಲ್ಲದಿರುವುದು
25. Not having any recreation or fun with Mother or Father. ತಂದೆ ಅಥವಾ ತಾಯಿಯ ಜೊತೆ ಯಾವುದೇ ಮನರಂಜನೆ ಅಥವಾ ಹಾಸ್ಯ ಮಾಡದಿರುವುದು
26. My family not owning a house. ಸ್ವಂತ ಮನೆಯನ್ನು ಹೊಂದದ ಅನುಭವವಾಗುವುದು
27. Anxiety about occupations. ಉದ್ಯೋಗದ ಬಗ್ಗೆ ಜಾಸ್ತಿ ತಿಳಿದುಕೊಳ್ಳುವುದರ ಬಗ್ಗೆ ಆತಂಕವಿರುವುದು
28. Eager to take up a job after school. ಶಾಲೆ ಮುಗಿದ ಮೇಲೆ ಬೇರೆ ಯಾವುದೇ ನೌಕರಿಯನ್ನು ಮಾಡುವ ಕುತೂಹಲವಿರುವುದು
29. Not experiencing any good of own by schoolworks. ಶಾಲೆಯಲ್ಲಿ ತಮ್ಮ ಸ್ವಂತ ಕೆಲಸದಿಂದ ಏನೂ ಒಳ್ಳೆಯದನ್ನು ಅನುಭವಿಸದಿರುವುದು
30. Not having real interest in books/studies. ಪುಸ್ತಕಗಳ ಬಗ್ಗೆ ನಿಜವಾದ ಆಸಕ್ತಿಯಿಲ್ಲದಿರುವುದು
31. Unable to express answers with language. ಾಂತ ವಿಚಾರಗಳನ್ನು ಭಾಷೆಯ ಮುಖಾಂತರ ವ್ಯಕ್ತಪಡಿಸಲು ಅಸಮರ್ಥವಾಗಿರುವುದು
32. Feeling difficulty in explaining verbally. ಬಾಂಟು ಮಾತಿನಲ್ಲಿ ವಿವರಿಸಲು ಕಠಿಣವೆನಿಸುವುದು

33. To fear in expressing to the classmates due to controversies. ತರಗತಿಯಲ್ಲಿ ಚರ್ಚೆ ಮಾಡಲು ಹೆದರುವುದು
34. Difficult to understand teaching of teachers. ಶಿಕ್ಷಕರನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳಲು ಕಲಣವೆನಿಸುವುದು
35. To experience inconveniencies in classes. ತರಗತಿಯಲ್ಲಿ ಅನಾನುಕೂಲತೆಯ ಅನುಭವವಾಗುವುದು
36. Having very less freedom in classes. ತರಗತಿಯಲ್ಲಿ ತುಂಬಾ ಕಡಿಮೆ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ಹೊಂದಿರುವುದು
37. Existence of more controversies in classes. ತರಗತಿಯಲ್ಲಿ ತುಂಬಾ ವಾದಗಳಿರುವುದು
38. Not getting sufficient outside air & sunlight in the bedroom/study room. ಮಲಗುವ ಕೋಣೆ/ಓದುವ ಕೋಣೆ ಸಾಕಾಗುವಷ್ಟು ಗಾಳಿ ಮತ್ತು ಜಸಿಲು ದೊರಕದಿರುವುದು
39. Not getting sufficient outside air & sunlight in the classroom. ತರಗತಿಯಲ್ಲಿ ಸಾಕಾಗುವಷ್ಟು ಗಾಳಿ ಮತ್ತು ಜಸಿಲು ದೊರಕದಿರುವುದು
40. Necessity to secure part time job. ಅರೆಕಾಲಿಕ ವೃತ್ತಿಯನ್ನು ಹೊಂದುವ ಅವಶ್ಯಕತೆ ಇರುವುದು
41. Having very few chances for going to cinema. ಸಿನಿಮಾಗೆ ಹೋಗಲು ತುಂಬಾ ಕಡಿಮೆ ಅವಕಾಶಗಳಿರುವುದು
42. Slow in making friends. ಸ್ನೇಹಿತರನ್ನು ಮಾಡಿಕೊಳ್ಳುವುದರಲ್ಲಿ ನಿಧಾನವಾಗಿರುವುದು
43. Feeling inferior. ಕೀಳಲಮೆಯನ್ನು ಹೊಂದಿರುವುದು
44. Existence of the condition of great depression. ತುಂಬಾ ನಿರುತ್ಸಾಹದ ಪರಿಸ್ಥಿತಿ ಇರುವುದು
45. To feel difficulty in deciding things. ದೃಢ ನಿರ್ಧಾರಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳುವುದರಲ್ಲಿ ಕಲಣವೆನಿಸುವುದು
46. To be illusioned on moral questions. ನೀತಿ ತತ್ವದ ಪ್ರಶ್ನೆಗಳಿಂದ ಭ್ರಮೆಗೊಳಗಾಗುವುದು
47. Parents being of old ideology. ಪಾಲಕರು ಹಳೆಯ ವಿಚಾರದವರಾಗಿರುವುದು
48. Being criticized by parents. ಪಾಲಕರಿಂದ ನಿಂದನೆಗೊಳಗಾಗಿರುವುದು
49. Parents being in favour of brother or sister. ಪಾಲಕರು ಸಹೋದರ/ಸಹೋದರಿಯರೊಂದಿಗೆ ಪ್ರೀತಿ/ಒಲವಿನಿರುವುದು
50. Problem with mother. ತಾಯಿ ಜೊತೆ ಸಮಸ್ಯೆ
51. Death of somebody in the family. ಕುಟುಂಬದಲ್ಲಿ ಯಾರಾದರೂ ಸಾವಿರಿಸಿರುವುದು
52. Choosing the best subject for college. ಕಾಲೇಜಿಗಾಗಿ ಒಳ್ಳೆಯ ವಿಷಯಗಳನ್ನು ಆಯ್ಕೆ ಮಾಡುವುದು
53. Choosing the best subject for preparation of job & occupation. ನೌಕರಿಯ ತಯಾರಿಗಾಗಿ ಒಳ್ಳೆಯ ವಿಷಯಗಳನ್ನು ಆಯ್ಕೆ ಮಾಡುವುದು
54. Getting necessary training for any occupation. ಯಾವುದೇ ಉದ್ಯೋಗಕ್ಕೆ ಅವಶ್ಯಕತೆಯಿರುವ ತರಬೇತಿಯನ್ನು ಪಡೆಯುವುದು
55. Not liking the school. ಶಾಲೆಯನ್ನು ಇಷ್ಟಪಡದಿರುವುದು
56. Not being interested in studies. ಸ್ವಂತ ಅಭ್ಯಾಸದಲ್ಲಿ ಆಸಕ್ತಿ ಇಲ್ಲದಿರುವುದು
57. A necessity of working too much in few subjects. ಕೆಲವೊಂದು ವಿಷಯಗಳಲ್ಲಿ ತುಂಬಾ ಕೆಲಸ ಮಾಡುವ ಅವಶ್ಯಕತೆ ಇರುವುದು
58. Being unable to move freely with some teacher. ಕೆಲವು ಶಿಕ್ಷಕರ ಜೊತೆಗೆ ನಡೆಯಲು ಅಸಮರ್ಥರಾಗಿರುವುದು
59. Finding school/college education difficult. ಶಾಲೆ/ಕಾಲೇಜು ಶಿಕ್ಷಣವನ್ನು ಕಷ್ಟವಾಗಿರುವುದು
60. Not having good complexion & beauty. ಒಳ್ಳೆಯ ಮೈಬಣ್ಣ ಮತ್ತು ಸೌಜರ್ಯವನ್ನು ಹೊಂದಿರುವುದು
61. Being weak & delicate. ಶರೀರವು ಬಲಹೀನವಾಗಿರುವುದು
62. Being very short in height. ಎತ್ತರದಲ್ಲಿ ತುಂಬಾ ಕಡಿಮೆ ಇರುವುದು
63. Being very tall. ತುಂಬಾ ಎತ್ತರವಾಗಿರುವುದು
64. Living with relatives. ಸಂಬಂಧಿಕರೊಂದಿಗೆ ವಾಸಿಸುವುದು
65. Not having any personal room. ಯಾವುದೇ ವೈಯಕ್ತಿಕ ಕೋಣೆ ಇಲ್ಲದಿರುವುದು
66. Not having any place for welcoming friends. ಸ್ನೇಹಿತರನ್ನು ಸ್ವಾಗತಿಸಲು/ಕರೆಯಲು/ಭೇಟಿಯಾಗಲು ಸ್ಥಳ ದೊರಕದಿರುವುದು
67. Family does not have a cycle or any other vehicle. ಕುಟುಂಬದಲ್ಲಿ ಸೈಕಲ್ ಅಥವಾ ಬೇರೆ ಯಾವುದೇ ವಾಹನ ಇಲ್ಲದಿರುವುದು
68. Not being permitted to use the cycle of the house. ಮನೆಯ ಸೈಕಲನ್ನು ಉಪಯೋಗಿಸಲು ಅನುಮತಿ ದೊರಕದಿರುವುದು
69. To be criticized by others. ಬೇರೆಯವರಿಂದ ನಿಂದನೆಗೊಳಗಾಗುವುದು
70. Ownself being separated in academic works. ಓದುವ ಕೆಲಸದಲ್ಲಿ ತಮ್ಮನ್ನೇ ಬೇರ್ಪಡಿಸುವುದು
71. Feeling oneself very lonely. ತುಂಬಾ ಒಂಟಿತನವನ್ನು ಅನುಭವಿಸುವುದು
72. Being unable to understand the actions by Ownself. ತಮ್ಮಿಂದ ಮಾಡಲ್ಪಟ್ಟ ಅನೇಕ ಕಾರ್ಯಗಳ ಮಹತ್ವವನ್ನು ತಿಳಿಯಲು ಅಸಮರ್ಥರಾಗಿರುವುದು

73. To remain unhappy for most of the time. ಹೆಚ್ಚಿನ ಸಮಯ ದುಃಖಯಾಲಿರುವುದು
74. Being greedy. ಅತಿಯಾದ ಆಸೆ
75. Deceiving classmates. ತರಗತಿಯಲ್ಲಿ ಸಹಪಾಠಿಗಳಿಗೆ ಮೋಸಮಾಡುವುದು
76. Not having rapport with any brother or sister. 'ಹೋದರ ಅಥವಾ ಸಹೋದರಿಯರ ಜೊತೆಗೆ ವಿಶ್ವಾಸದಿಂದ ಇಲ್ಲದಿರುವುದು
77. Necessity of knowing more regarding education in colleges. ಕಾಲೇಜು ಶಿಕ್ಷಣದ ಬಗ್ಗೆ ಹೆಚ್ಚು ವಿಷಯಗಳನ್ನು ತಿಳಿದುಕೊಳ್ಳುವ ಅವಶ್ಯಕತೆ ಇರುವುದು
78. Feeling difficulty in the writing answers or notes. ಉತ್ತರ/ನೋಟ ಬರೆಯುವಲ್ಲಿ ಕಠಿಣವೆನಿಸುವುದು
79. Lack of impressive personality in teacher. ಶಿಕ್ಷಕರಲ್ಲಿ ಪ್ರಭಾವಿತ್ವ ವ್ಯಕ್ತಿತ್ವ ಇಲ್ಲದಿರುವುದು
80. Lack of interest of teachers in students. ಶಿಕ್ಷಕರು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ನಿರೀಕ್ಷೆಯನ್ನು ಹೊಂದಿರುವುದು
81. Teachers not having cordial relations with students. ಶಿಕ್ಷಕರು ವಿದ್ಯಾರ್ಥಿಯರೊಂದಿಗೆ ಪ್ರೀತಿಪೂರ್ವಕ ಸಂಬಂಧವನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳದಿರುವುದು
82. Not getting personal help from teachers. ಶಿಕ್ಷಕರಿಂದ ವೈಯಕ್ತಿಕ ಸಹಾಯ ದೊರಕದಿರುವುದು
83. Feeling difficulty in hearing. ಕಿವಿ ಕೇಳಿಸುವುದರಲ್ಲಿ ಕಠಿಣವೆನಿಸುವುದು
84. Stammering & stuttering in speaking. ಮಾತನಾಡುವುದರಲ್ಲಿ ಉಗ್ಗಿಸುವುದು / ತೊಂದಲಿರುವುದು
85. Having specific diseases of Asthama (respiratory disease). ನಿಶ್ಚಿತ ರೋಗಗಳಾದ ಅಸ್ತಮಾ (ಉಸಿರಾಟದ ತೊಂದರೆ) ಇರಬಹುದು
86. Having physical diseases related to hormonal imbalance. ಗ್ರಂಥಿಗಳ ಅಸಮತೋಲನದಿಂದಾಗಿ ದೈಹಿಕ ತೊಂದರೆ / ರೋಗಗಳು ಕಾಣುವುದು
87. Having disease relating to sex organs. ಜನನಾಂಗಗಳಿಗೆ ಸಂಬಂಧಿತ ಖಾಂಖಲಿಗಳನ್ನು ಹೊಂದಿರುವುದು
88. Mother & Father working very hard. ತಂದೆ-ತಾಯಿಗಳು ಅತ್ಯಂತ ಕಷ್ಟಪಟ್ಟು ಕೆಲಸ ಮಾಡುವುದು
89. Shortage of certain facilities at home. ಮನೆಯಲ್ಲಿ ಕೆಲವೊಂದು ಸೌಲಭ್ಯಗಳ ಕೊರತೆ ಇರುವುದು
90. Do not like my neighbour. ಸ್ವಂತ ನೆರೆಹೊರೆಯವರನ್ನು ಇಷ್ಟಪಡದಿರುವುದು
91. Like to live in a separate neighbourhood. ಬೇರೆ ನೆರೆಹೊರೆಯವರ ಜೊತೆ ವಾಸಿಸಲು ಇಷ್ಟಪಡುವುದು
92. To feel ashamed for the house in which we live. ನಾವು ವಾಸಿಸುವ ಮನೆಯ ಬಗ್ಗೆ ಸಂಕೋಚದ ಭಾವನೆ ಇರುವುದು
93. Being very careless regarding possession & clothes. ಸ್ವಂತ ವಸ್ತು ಮತ್ತು ಉಡುಪುಗಳ ಬಗ್ಗೆ ನಿರ್ಲಕ್ಷ್ಯತೆಯಾಗಿರುವುದು
94. Desire of becoming more popular. ತುಂಬಾ ಪ್ರಸಿದ್ಧವಾಗಬೇಕೆಂಬ ಇಚ್ಛೆಯನ್ನು ಹೊಂದಿರುವುದು
95. Do not like anyone. ಬೇರೆ ಯಾರನ್ನೂ ಇಷ್ಟಪಡದಿರುವುದು
96. Not being loved by anyone. ಬೇರೆ ಯಾರಿಂದಲೂ ಪ್ರೀತಿಸಲ್ಪಡಲಾಗಿರುವುದು
97. To live away from a person you like. ನೀವು ಇಷ್ಟಪಡದಿರುವಂತಹ ವ್ಯಕ್ತಿಯಿಂದ ದೂರ ವಾಸಿಸುವುದು
98. Way of exaggerating experiences & situation. ಅನುಭವ/ಪರಿಸ್ಥಿತಿಗಳನ್ನು ದೊಡ್ಡದಾಗಿ ತೋರುವಂತೆ ಮಾಡುವುದು
99. Not having any merry time or comfort. ಯಾವುದೇ ಮೋಜು ಅಥವಾ ನೆಮ್ಮದಿ / ಸುಖವನ್ನು ಹೊಂದದಿರುವುದು
100. Lack of self-confidence. ಆತ್ಮವಿಶ್ವಾಸದ ಕೊರತೆ ಇರುವುದು
101. Telling lie at times without any sense. ಕೆಲವೊಮ್ಮೆ ಯಾವುದೇ ಪರಿಣಾಮವಿಲ್ಲದೆ ಸುಳ್ಳು ಹೇಳುವುದು
102. Unable to give up any bad habit. ಯಾವುದೇ ದುರಭ್ಯಾಸವನ್ನು ತೊರೆಯಲು ಅಸಮರ್ಥರಾಗಿರುವುದು
103. Lack of self-control. ಸ್ವಂತ ಹಿತೋಚ್ಛೆಯ ಕೊರತೆಯಿರುವುದು
104. Having struggle as my ideas are different from my parents. 'ಸ್ವಂತ ವಿಚಾರ ಮತ್ತು ತಂದೆ-ತಾಯಿಯ ವಿಚಾರಗಳ ನಡುವೆ ಕಾದಾಟವಿರುವುದು
105. To have a desire of being in a nuclear family. ವಿಭಕ್ತ ಕುಟುಂಬವನ್ನು ಹೊಂದುವ ಅಭಿಲಾಷೆಯಿರುವುದು
106. Lack of training for any work. ಯಾವುದೇ ಕೆಲಸಕ್ಕೆ ತರಬೇತಿಯ ಕೊರತೆಯಿರುವುದು
107. Lack of experience in doing work. ಕೆಲಸ ಮಾಡಲು ಅನುಭವದ ಕೊರತೆ ಇರುವುದು
108. To be doubtful of having ability to do any good job. ಯಾವುದೇ ಒಳ್ಳೆಯ ಕೆಲಸ ಮಾಡಲು ಸಾಮರ್ಥ್ಯದ ಬಗ್ಗೆ ಸಂಶಯವನ್ನು ಹೊಂದಿರುವುದು
109. Not being interested in studying. ಅಭ್ಯಾಸದಲ್ಲಿ ಆಸಕ್ತಿ ಇಲ್ಲದಿರುವುದು
110. Having poor memory. ಜ್ಞಾಪಕ ಶಕ್ತಿಯು ಬಲಹೀನವಾಗಿರುವುದು
111. Retarded or behind in studies. ಅಭ್ಯಾಸದಲ್ಲಿ ನಿಧಾನವಾಗಿರುವುದು
112. Worrying for class/grades/distinction in the examination. ಪರೀಕ್ಷೆಯ ಅಂಕಗಳ ಬಗ್ಗೆ ಚಿಂತಿತರಾಗಿರುವುದು

113. Teachers not paying attention towards the difficulty of students. ಶಿಕ್ಷಕರು ವಿದ್ಯಾರ್ಥಿಗಳ ಸಮಸ್ಯೆಯ ಬಗ್ಗೆ ಗಮನ ಹಲಸದಿರುವುದು
114. Lack of good teachers. ಬಹಳಷ್ಟು ಶಿಕ್ಷಕರು ನುಲತವಲ್ಲದಿರುವುದು
115. Judging the ability by academic achievement/distinction/grades which is faulty system. ತಪ್ಪಾದ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಸಾಮರ್ಥ್ಯ ಹಂಚಿಕೆಯ ಬಗ್ಗೆ ಇತ್ಯರ್ಥಗೊಳಿಸುವುದು
116. Improper (defective) academic assessment. ಅಯೋಜ್ಯ (ನ್ಯೂನ್ಯ) ಲೇತಿಯ ಪಲೇಕ್ಷೆ
117. Weak or bad teeth. ಬಲಹೀನ ಅಥವಾ ಕೆಟ್ಟ ಹಲ್ಲು
118. Trouble of nose. ಮೂರು ಸಮಸ್ಯೆ
119. Trouble of ulcer. ಹುಣ್ಣಿನ ಸಮಸ್ಯೆ
120. Addiction to smoking (cigarette, bedi, etc.). ಧೂಮಪಾನ (ಸಿಗರೇಟ್, ಜೀಡಿ ಇತ್ಯಾದಿ)
121. Having pain in leg. ಕಾಲುನೋವು ಇರುವುದು
122. Having trouble due to physical handicap. ದೈಹಿಕ ಸಾಮರ್ಥ್ಯದ ಕೊರತೆಯಿಂದಾಗಿ ಸಮಸ್ಯೆಯನ್ನು ಹೊಂದಿರುವುದು
123. Borrowing money. ಹಣವನ್ನು ಕೇಳುವುದು
124. To work for own personal expenses. ಸ್ವಂತ ಖರ್ಚಿಗಾಗಿ ಕೆಲಸ ಮಾಡುವುದು
125. Getting low wages for my work. ಸ್ವಂತ ಕೆಲಸಕ್ಕೆ ಕಡಿಮೆ ಸಂಬಳ ಪಡೆಯುವುದು
126. I don't like the present job that I am working. ಸ್ವಂತದ ಸದ್ಯದ ಕಾರ್ಯವನ್ನು ಇಷ್ಟಪಡದಿರುವುದು
127. Getting fewer occasions for doing own desired work. ಇಷ್ಟಿಯ ಕೆಲಸವನ್ನು ನೇವೆಯನ್ನು ಮಾಡಲು ಕಡಿಮೆ ಸಂದರ್ಭಗಳನ್ನು ಹೊಂದಿರುವುದು
128. Lack of skills in athletics & sports. ಕ್ರೀಡೆಗಳಲ್ಲಿ ಜಾಣತನದ ಮತ್ತು ಸಮರ್ಥತೆಯ ಕೊರತೆ ಇರುವುದು
129. Not utilizing properly the leisure time. ಜಡುವಿನ ವೇಲಿಯನ್ನು ಸಲಯಾಲ ಉಪಯೋಗಿಸಲಾಗದಿರುವುದು
130. Being too much jealous or envious. ತುಂಬಾ ಹೊಣ್ಣೆಕಿಷ್ಟು ಅಥವಾ ಅಸೂಯೆ ಇರುವುದು
131. To speak or do any work without thinking. ವಿಚಾರ ಮಾಡದೇ ಮಾಡನಾಡುವುದು ಅಥವಾ ಯಾವುದೇ ಕೆಲಸ ಮಾಡುವುದು
132. To experience that nobody understands me. ನನ್ನನ್ನು ಯಾರೂ ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದಿಲ್ಲ ಎಂಬುದು ಅನುಭವಕ್ಕೆ ಬಂದಿರುವುದು
133. To feel difficulty in taking regarding own problems. ಸ್ವಂತ ಸಮಸ್ಯೆಗಳ ಬಗ್ಗೆ ಮಾತನಾಡಲು ಕಲಿವಿಸುವುದು
134. No one to hear my difficulties. ಸ್ವಂತ ಕಷ್ಟಗಳನ್ನು ಹೇಳಿಕೊಳ್ಳಲು ಯಾರೂ ಇಲ್ಲದಿರುವುದು
135. Facing too many problems. ತುಂಬಾ ಸಮಸ್ಯೆಗಳನ್ನು ಎದುರಿಸುತ್ತಿರುವುದು
136. Recollecting the sad childhood. ದುಃಖದ ಬಾಲ್ಯಾವಸ್ಥೆಯನ್ನು ಜ್ಞಾಪಿಸಿಕೊಳ್ಳುವುದು
137. To be troubled with dreadful dreams. ಭಯಂಕರವಾದ ಕನಸುಗಳಿಂದ ಸಮಸ್ಯೆಗೊಡಲಿರುವುದು
138. Idea of suicide. ಆತ್ಮಹತ್ಯೆಯ ವಿಚಾರ
139. Not being so honest as one should be. ಕೆಲವೊಮ್ಮೆ ನಾನು ಎಷ್ಟು ಪ್ರಾಮಾಣಿಕರಾಗಿರಬೇಕೋ ಅಷ್ಟು ಪ್ರಾಮಾಣಿಕವಾಗಲಿಲ್ಲದಿರುವುದು
140. To be engaged in disputes. ವಿವಾದಗಳಲ್ಲಿ ತೊಡಲಿರುವುದು
141. To be inclined against attractions or greed. ಆಕರ್ಷಣೆ, ದುರಾಸೆ ಅಥವಾ ಅತಿಯಾಸೆಯತ್ತ ವಾಲಿರುವುದು
142. Feeling depression or trouble in mind. ಐನ್ಯತೆ ಅಥವಾ ಸಮಸ್ಯೆಯನ್ನು ಅನುಭವಿಸುವುದು
143. Friends not being greeted at home. ಮನೆಯಲ್ಲಿ ಸ್ನೇಹಿತರನ್ನು ಸ್ವಾಗತಿಸದೇ ಇರುವುದು
144. To talk regarding some problems at home. ಮನೆಯಲ್ಲಿ ಕೆಲವೊಂದು ಸಮಸ್ಯೆಗಳ ಬಗ್ಗೆ ಮಾತನಾಡುವುದು
145. Desire to leave home. ಮನೆಯನ್ನು ಜಡಬೇಕೆಂದು ಇಚ್ಛಿಸುವುದು
146. Not knowing what I really want. ನಿಜವಾಗಿಯೂ ನನಗೆ ಏನು ಬೇಕು ಎಂದು ತಿಳಿಯದಿರುವುದು
147. Opposition by family in my decision of job. ಕೆಲವು ಸ್ವಂತ ಯೋಜನೆಗಳಿಗೆ ಕುಟುಂಬದವರಿಂದ ಅಡ್ಡಿ ಉಂಟಾಗಿರುವುದು
148. Fear of doubt regarding future. ಭವಿಷ್ಯದ ಬಗ್ಗೆ ಸಂಶಯ ಅಥವಾ ಹೆದಲಿಕೆ
149. To be doubtful regarding military services. ಖಾಸರಿ ನೇವೆಯ ಬಗ್ಗೆ ಸಂಶಯ ಇರುವುದು
150. Students not being given sufficient responsibility. ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ತಕ್ಕಷ್ಟು ಜವಾಬ್ದಾರಿಯನ್ನು ಕೊಡದಿರುವುದು
151. Not having sufficient sincerity towards school. ಶಾಲೆಯತ್ತ ಸಾಕಾಗುವಷ್ಟು ಪ್ರಾಮಾಣಿಕತೆಯು ಇಲ್ಲದಿರುವುದು
152. Lack of attendance in school meetings. ಶಾಲೆಯ ಸಮಾರಂಭಗಳಲ್ಲಿ/ಸಭೆಗಳಲ್ಲಿ ತುಂಬಾ ಕಡಿಮೆ ಹಾಜರಿ ಇರುವುದು
153. Being not attractive to opposite sex. ಬೇರೆ ಅಂಗದವರಿಗೆ ಆಕರ್ಷಿತರಾಗದೇ ಇರುವುದು

154. Fear of having very close relation with other group (girl/boy) friend. ಬೀರೆ ಗುಂಪಿ (ಹುಡುಲಯರು / ಹುಡುಗರ) ನವರ ಜೊತೆಗೆ ತುಂಬಾ ನಿಕಟ/ಹತ್ತಿರದ ಸಂಬಂಧವನ್ನು ಹೊಂದಿರುವುದರ ಬಗ್ಗೆ ಹೆದರಿಕೆ



# **MENTAL HEALTH AND ADJUSTMENT PROBLEMS OF STUDENTS OF NAVODHAYA, CENTRAL AND STATE SCHOOLS**

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## **ABSTRACT**

Mental health and adjustment problems of 10<sup>th</sup> and PUC-II students of Navodhaya, Central and State schools revealed that only 52 percent had sound mental health. Students were better in positive self evaluation; autonomy and group-oriented attitudes but poor in perception of reality, integration of personality and environmental mastery. Boys and girls did not differ in mental health status. However significantly higher percentage of girls of Central school and boys of Navodhaya had positive mental health. Tenth graders were significantly better than PUC-II students and significant differences were observed only among Navodhaya and Central school. Scheduled caste/tribe students had poor mental health.

Students of all three educational systems faced more problems on social psychological relations, vocation and educational issues, curriculum and teaching procedures. PUC-II students compared to tenth, boys than girls and scheduled caste/tribe students faced more adjustment problems. Age, type of family, ordinal position, sibling status and constellation, parental education, occupation and family income did not influence mental health and adjustment problems. Transition from school to college in case of state schools had no influence. Mental health was significantly correlated to adjustment problems indicating higher the problems, lower the mental health.

Students were drawn from three types of educational systems-Navodhaya, Central and State schools. Students studying state syllabus, were drawn from schools, Degree and Composite colleges. One each of three educational systems of Dharwad taluk with state schools of three categories was selected. Thus total of five schools/colleges with 227 students constituted the sample. Among them 107 were 10<sup>th</sup> and 120 PUC-II, 121 boys and 106 girls. Mental health was measured by Jagdish and Srivastava's (1983) Mental Health Inventory. Adjustment problems were measured by Joshi and Pandey's (2005) Problem Checklist. The associations between levels of mental health and adjustment problems with selected factors were tested by  $\chi^2$ , ANOVA and correlation.