Study of Fear and Adjustment among Secondary School Students

1*Mr. Som Nath, 2Dr. Kuldip Puri

1M.ed Student (2012-2014), U.S.O.L. Punjab University, Chandigarh.
2Associate Professor, U.S.O.L. Punjab University, Chandigarh.
Email: coolsomnath10@gmail.com

Chapter I

Introduction

Education is the hope and dream of every man and education has to prove men to face the unknown, unpredictable and uncertain tomorrow. Education can change the face of culture, countries and citizens. Education is a great source and power. Education is a designed process to promote the harmonious development of the person, capable of exercising such responsibilities in the society as this power allow and directed towards the merger of the individual self with his universal self as the final end.

1. Fear

Human being is always active in any work but some time his feeling is positive and sometime his feeling is negative. Fear is also negative feeling. We know that feeling is changeable but fear is very critical feeling. It makes man unproductive. Human being faces many fear situations. We can also say that when scared from any objective, time person, fear come in any body. Fear is vital response to physical and emotional danger. If we did not feel it, we couldn’t protect ourselves from legitimate threats, but often we fear situations that are from life or death and thus hang back for no good reason. Traumas or bad experience can trigger a fear response within us that is hard to quell. Will Smith says Fear is not real. The only place that fear can exit is not our thought of the future. It is a product of our imagination causing us to fear things that do not at present and may not ever exit that is near insanity.

We can say that fear is only man’s emotion or feeling. Fear effect on our future. It effects on our mind body, work and achievement of life. Fear makes than unpredictable. So we can say that Fear is very dangerous emotion. It result is always in negative.

1.2 Adjustment

Life is a continuous process of overcoming process of overcoming difficulties or of making adjustment. No sooner is one adjustment made than another arises, successful adjustment is necessary for living ‘Adjustment or Die’ is the law of life.

The concept of adjustment was originally biological one was used in adapts to Theory of Evolution (1909). In biology, it was termed as adaptation. A person adapts to his physiological demands, he also has to adapt to the social demands. This concept of adaption has been named adjustment.

Adjustment is defined as the conformity to group standards. It is defined as a continuous process of maintaining harmony among the attributes of the individual and environmental conditions which surrounds him. It involves the fulfillment of potential for personality and social satisfactory life. Adjustment also implies social adaptability or the ability to get along with people and to attain and maintain harmonized relationship in family, community, school workshop or office.

Life would be simple indeed if our needs were immediately and automatically satisfied and there will be little cause for maladjustment. Unfortunately life is very complex in this progressing age. Thus giving rise to complex motives. There are many desires which are antagonistic to each other and they destroy the mental balance and give rise to conflicts.
1.3 Characteristics of Adjustment

The term ‘well adjustment’ is usually used synonymously with mental health. When we say a person is well adjusted, we mean he is mentally healthy and the mentally ill person is said to be mal-adjusted. Mentioned below are some of the important characteristics of adjustment:

1. **Self knowledge:** The well adjusted person has some awareness of his own motives, desires, ambitions, feelings and so on. An important part of self knowledge is the ability to appraise realistically one’s assets and liabilities. The well adjusted individual is able to fit his abilities to particular tasks in lying with their abilities.

2. **Self-Esteem:** Self esteem consists of the feeling one has about himself and his abilities to function effectively in society.

3. **Feeling of Security:** The well adjusted person is an accepted part of the society. He is for the most part, comfortable with other people and react with spontaneous of freedom of action in different social situation. He has the ability to laugh and smile freely and naturally and yet he can express hostile or aggressive feeling when necessary.

4. **Ability to accept and give:** Affection and another aspect of adjustment involved the ability to form satisfying relationship with other people. The well adjusted individual has some sensitivity for the need and feeling of others. He doesn’t make unrealistic demands upon for the gratification of his own needs.

5. **Satisfaction of bodily desires:** A well adjusted person has healthy attitude towards bodily functions. He can accept their functions and yet is not pre occupied by them. He has the ability to drive pleasure from the physical things in life and does not feel excessive needs for indulgence.

6. **Ability to be productive and happy:** The mentally healthy person is generally productive and happy. He is able to use his ability, measure or ample, in productive activity whether it being actual physical work or in relationship with other people. He enters into the business of living with certain amount of just and enthusiasm.

7. **Absence of tension and hyper activity:** The well adjustment person does not suffer from anxiety and tension and hyper sensitiveness.

   The word adjustment derived from Latin word ad-juxta, means regulating adapting or settling in a variety or contexts. In psychology, the behavioral process of balancing conflicting needs or need against obstacles in the environment is defined as adjustment.

1.4 Nature of Adjustment

The concept of adjustment was originally biological one and was concerned with adaptation to physical environment is course, a person’s important concern, but he has also to adjust to social pressures and demands of socialization that are inherent in living interpedently with other persons. There are also the demands from a person’s internal nature, his psychological needs like needs to belong to get esteem, to self actualize, to get in combination and in interactive fashion that influence the psychological functioning and adjustment of person.

1.5 Process of Adjustment

The process of adjustment is complicated because a person’s interaction with one demand may come in conflict with the requirement of another. Conflict can arise either because two internal need are in opposition or because two external demands are incompatible with each other or because an internal need opposes an extract demand conflict present special problems of adjustment satisfaction of one need as opposed to other need may not provide full satisfaction on the other hand failure to gratify a strong need or to respond to a strong external demand may result in painful tension. There tensions can disturb psychological comfort, produce physical symptoms or result in abnormal behavior.

   a) We can understand adjustment as an achievement and as a process Adjustment may be viewed as achievement or how well a person handles his conflicts and overcomes the resulting tension from another angle, adjustment may be looked upon as a process or how a person adjusts to his conflicts. It the first case, we ask whether a person’s adjustment is adequate and efficient, in the second case, we ask how does he adjust or what are the modes of his adjustment to various demands.

   b) Adjustment as Psychological Process is of major interest to psychologists who want to understand a person and his behavior. The way one tried to adjust himself and to his external environment at any point of time depends upon interaction between the biological faction in growth and his social experiences.

In general, there are three broad types of adjective process in the event of a conflict between a person internal needs, satiates and environmental demands.
1. The person may modify or the internal impulse.

2. The persons may escapes through unconscious resources to mental mechanisms like fantasy, cooperation, projection. We cannot call any of the modes of adjustment as the most superior. None of them used in isolation, to the exclusion of other in helpful in adjustment. Excessive use of any one of them is likely to be mal adaptive. The human beings in order to reconcile their needs or the environmental demands must modify or inhibit their own impulse. Sometimes, another or modify the environment at other times and use some mental mechanism at the other time and at times a combination or all the three.

1.6 Areas of Adjustments

1. **Home: Adjustment:** Parents, siblings, relationship greatly affects the adjustment to the children. Poor parent children relationship is harmful for the person himself and the country too, because the contribution of each and every individual is needed in the progress of the nation.

2. **Health Adjustment:** Sound health is the source of satisfaction. A person who has physical defects or deformities many develops various types of complexes and frustrations. The result is mala-adjustment.

3. **Emotional Adjustment:** A person is emotionally adjustment if he expresses proper emotions in proper situation in proper form. An emotionally stable person may be well adjustment and emotionally condition cause mental disorders and mala-adjustment.

4. **Social Adjustment:** Area of social adjustment is influenced by social maturation of the person maturity in social relationships means to establish and relations with family, neighbors, playmates, class fellows, teachers and other members of the socially mature person behaves in accordance with social norms, customs traditions. He never engages himself in antisocial activities.

5. **School Adjustment:** Healthy environment is the school helps the person in making school adjustment. Satisfaction of child with the behavior of the class fellow, teacher and head of institutions, method of teaching, discipline, time table, and co-curricular activities influences his adjustment.

6. It is generally accepted that adjustment is the most related to the intelligence of the person. But the intelligence alone is not for the personality, adjustment of the individual one tends to think that intelligent are likely to be better adjustment as they can solve their problems easily and effectively as compared to dull.

1.7 Definitions of Adjustment

Gate (1950) defines adjustment as a continuous process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment.

According to Good (1950), “Adjustment is the process of finding and adapting the modes of behavior suitable to the environment or the change in the environment”.

Adams (1975) gave a behavioral definition of adjustment. He defines adjustment as he efficiency with which individual generates the reward and avoids the negatives reward or punishments.

Baring (1996) adjustment is a process by which living organism maintains a balance between his need and circumstances that influence the satisfaction of these needs.

Merrian Webster’s Collegiate Dictionary (2001) describes adjustment as the act of or process of adjusting. It is state of being adjusted to one another. It is a means by which things are adjustment one to another and it is a corrections or modification to reflect to actual conditions.

1.8 Need and Significance of the Study

It study has own result and significance Fear is common effect on everybody. Every student feels fear and wanted the fear adjustment. This study gives some very effective knowledge. Solve themselves many problems of future life. This study is going upon rural and urban students. It shows they handle the problem and what the main importance of Adjustment. It gives the root of their mind. Teacher helps them student. But study gives help to teacher in many emotional conditions.

1.9 Statement of the Problem

STUDY OF FEAR AND ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS

1.10 Delimitation of Study:

1. The present study is delimited to 200 of school students of urban and rural area.
The area is delimited to Amritsar District of Punjab only.

1.1 Objectives

1. To study the incidence of fear among secondary school students.
2. To study the adjustment of secondary school students.
3. To study the relationship between fear and adjustment among secondary school students.

1.12 Hypotheses

1. There is no significant difference in incidence of fear among secondary school students in relation to gender.
2. There is no significant difference in incidence of fear among secondary school students in relation to locale.
3. There is no significant difference in adjustment of secondary school students in relation to gender.
4. There is no significant difference in adjustment of secondary school students in relation to locale.
5. There is no significant difference in incidence of fear among secondary school students in relation to adjustment.

CHAPTER II

REVIEW OF RELATED STUDIES

Review of related literature is a task calling for deep insight. It also minimize the risk of dead-ends rejected topics, rejected studies, wasted efforts or previous investigator.

According to Best and Khan, (2005) “Practically all human knowledge can be found in books and libraries. Unlike other animals, that start a new with each generation man builds upon the accumulated and recorded knowledge of the past. His constant adding to the vast store of knowledge makes possible progress in all areas of human Endeavour”.

Kaul (2006) Review is the related literature besides allowing the researcher to acquaint himself with current knowledge the field or area in which he is going to conduct his research, serve the following specific purpose:

1. The review of the literature enables the researcher to define the limits of his field. The knowledge of literature brings the researches up to date on the work which others have done and thus to state the objectives clearly and concisely.
2. By reviewing the related literature the researches can avoid unfruitful and useless area.
3. Through the review of the literature, the researchers can avoid unintentional duplication of well establish findings.
4. The review of the literature gives the researcher an understanding of the research methodology.
5. It helps the research to know about the tools and instrument which proved to be useful and promising in previous studies.

Studies related with topic are describe under head

Witte (1992) found that Fear is negatively-violence emotion, accompanied by a high level of arousal and is elicited by a threat is received to be significant and personally relevant. Fear is very complex.

Vasanthal (1993) studied adjustment problems of adolescent student in relation to their achievement found a significant positive correlation between adjustment and achievement on intelligence.

Sadrossadat (1995) found that adjustment has wide area. Psycho social and cultural adjustment always has great role in every student life without adjustment never develops his thoughts area.

Baratha (1997) found that girls are better adjustment than boys. Educationally high achiever students have better adjustment in home environment than the educationally backward students.

Osofsky (1999) found that main reason of violence is fear. Fear is emotional part of human mind. Brain is working with complexity.

Souza (2001) found that adjustment is healthy step of personality but shyness is emotion. It is great problem of high school students. This age students have growing up their emotions very high speed. Shyness is great problems of their open behavior and positive behavior.

Bali (2001) studied the, “A study of adjustment and academic achievement in relation to parent child relation among IXth class students” found that there are negative correlation between adjustment and academic achievement with parent child relationship.
Manjuwant and Mohan (2002) adjustment problems and academic achievement of adolescent boy and girls studying in single sex and co-education school” concluded that the boys of single sex school and co-educational schools did not differ significantly in emotional, social and total adjustment than girls of co-educational schools.

Wang (2003) found that Graduate students wanted only satisfied with happy life forms the adjustment. Their education changes their mind so they satisfied in any country of the world.

Ming and Frederick (2005) studied “Predicate change in adolescent adjustment from change in marital problems” and concluded that increase in marital distress is harmful for adolescent adjustment as increase in marital conflicts and consequently harmful environment at home.

Shalun and Audichya (2006), “Compared the adjustment of rural adolescents” There was a significant difference in emotional adjustment of boys and girls where as no significant differences were found in school, social and educational adjustment of boys and girls.

Jokson (2009), “Parenting efficiency and the early school adjustment of poor and near poor black children” Children with more problem behavior in kindergarten had lower scorer on the adoptive language inventory. In addition, better adaptive language associated with having mother with higher education attainment and having a mother with higher earnings.


Gauri Bhatacharyia (2000) the school adjustment of South Asian immigrant children in the United States. The study revealed several barriers school adjustment. The emphasis on upholding the family is reputation and the fear of losing face after compounded children is frustration over their lack of school success.


Raju (2007) found that adjustment problems among secondary school students is critical condition of the every contrary student always wants very early adjustment but this is not good decision of the life. Every student needs good guidelines.

Kaminski (2010) found that significant fear is always come with emotion feeling with future planning. It is important part of emotion.

Veloyudhan (2010) found that it is behavioral emotion everyone feel the fear but always some condition are some but some are different but Fear comes in always critical situation.

Ramdhian (2011) found that fear makes child violent. Child wants the security some time security is main reason of violence. So it is saying that fear effect on child behavior.

Khan (2012) found that stress is main reason of fear. Adolescent child always face the fear because it is growing period. So many thoughts came in that time. Its effects make the personality of child.

Manning (2013) found that fear is an emotion. First time of any movement of life fear comes in everyone. Its effects make the human personality. Its effects always negative but some time positive in life circumstances. It effects on every human’s work.

Vijayakumari (2014) studied correlates of academic achievement of secondary school students with the objective to study the relationship of adjustment and academic achievement by taking a sample of 400 students of IXth class through stratified sampling technique and found that academic achievement was positively related to adjustment.

Thakkar (2014) studied academic achievement, adjustment and study habits of rural and urban students and found that there was no significant relationship in academic achievement and study habits for rural and urban students; there was positive significant difference between rural and urban students in adjustment areas of home, family, emotional and total but in the areas of social and educational adjustment the difference was not significant; there was no significant correlation between academic achievement and adjustment among rural and urban locality; a positive significant difference between low and high achieving students in the areas of home and family, personal and emotional, education, health and total adjustment; in social adjustment there was no significant difference between low and high achieving groups. On the urban locality, there was no significant difference between low achieving and high achieving students in all the five dimensions of adjustment; there was no significant difference between rural and urban boys with regards to academic achievement; adjustment pattern showed that urban boys were slightly better adjusted than their rural counter parts in the areas of home, family, personal, emotional and health adjustment; rural boys were slightly better adjusted in comparison to the urban students in the area of social adjustment; significant difference was observed between rural boys and urban boys in the areas of home, family, personal, emotional and health adjustment.
2.1 Conclusion:

From the above studies we conclude that Fear has own effect. It gives the students more stress and strain. Its effort on their development. Some time fear effect on their adjustment. Fear of fact all aspects like social development, emotional development, educational development etc. Fear effect on the personality. Fear adjustment is very important matter. The present study has been conceived with certain question to be answered with empirical evidence from secondary school students of Amritsar.

CHAPTER III

METHOD AND PROCEDURE

In a systematic investigation of the data after the selection of variable and statement of the problem, the research worker has to decide about the method, procedure and technique to be used for collecting, analyzing and interpreting the data need for study. Hence, the present chapter deals with method and procedure of investigation. It gives a brief description of the tool and technique employed for the collection of data.

The purpose of present investigation was to explore the Fear and Adjustment among the secondary school students. In order to achieve the objective of the study, it was required to select a comprehensive sample of secondary school students and necessary tools for the requisite information. This chapter is devoted to the discussion on the method of the study design, sample procedure and statistical techniques used to analyze the data.

3.1 Research Method

Descriptive survey method was used in the present study. Descriptive method of research, records, analyses and interprets condition that exist. It involves same type of comparisons and centrists and attempts to discover relationship between existing and non manipulated variables, Descriptive research studies are designed to obtain pertinent and whenever possible, to draw valid conclusion from facts discovered. It also entails the formulation of important principles of knowledge and solutions of significant problems concerning local, state national and international issues. Descriptive studies can further be of following types: Survey, Inter relationship and development studies out of this descriptive survey method was used to collect data regarding study of Fear and Adjustment among the secondary school students.

3.2 Sample

Sample is a technique by which relatively small number of individual, objects or events in selected and analyzed in order to find out something about the entire population from which it was selected.

The population of present study was school students studying in class VIII to +2 from different schools of Amritsar (Punjab). In the present sample of 200 students both boys and girls, was collected through stratified random sampling technique from government and recognize school of Amritsar. Out of 200 sample of students 100 students (50 boys and 50 girls) were taken from government school 100 students (50 boys and 50 girls) taken from recognize school. The schools from where data was collected are enlisted in table 3.1

<table>
<thead>
<tr>
<th>S No.</th>
<th>Name of the School</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government High School, Verka, Amritsar</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Shri Guru Hargobind High School Chawinda Devi Amritsar</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 3.1 The distribution of the sample in terms of type of school and gender
3.3 Data Collection

The investigation requested the principal of different school to grant his permission to collect from their respective school, institution for filling the questionnaire were given before to the students by the investigator students were told to answer truthfully. They were assured that the information given by them would not be revealed to any on. However if they themselves wanted some information regarding their response they are welcome to contact the researcher.

In this way the investigator collect data from respective school. The principals, teacher and students of each school were very cooperative. The investigator did not find big difficulty while data collection.

3.4 Research Tool Used

The selection of suitable tools is a vital importance for successful research. The success of any research endeavor is largely dependent upon the tools which are used for data collection. The selection of suitable tool for a particular study depends upon various considerations such as objectives of study, availability of suitable test, personal competence of the research test, personal competence of the research to administer, score and interpret results. The following tools were selected and used by the investigator in the present study.

I Fear checklist (FCL) Dr. (Mrs.) Ravinder Kaur the checklist of fear has been designed for use with Hindi or English knowing adolescents of India. It has 182 items as is necessary and as the normal practice is space was provided for the subjects to mention the particulars relating to their age, sex, school etc.

This checklist consists of items which reflects common human fears of different kind of objects, situation and activities of which you are afraid of and of which you have been afraid for 2 or 3 years. This information is being elicited from you just for research purpose. It is our request to you to be honest is supplying the information while giving this information, to the best of your knowledge of your own fears. Put a tick mark on the items which represent object, situations or activities or which you are afraid and do not put any kind of mark on any items that does not symbolize your fears. These directions were stated on the front page of the tool itself.

Determination of reliability: Reliability was calculated by split half method and test retest method. The even numbered items scores of 200 pupils was correlated with this score on add numbered items. After applying spearmen brown properly formulas the reliability Coefficient was found to 84. The checklist was read ministered to 200 students after about 2 month. Test retest coefficient was 0.78, which is high and indicates the stability of scores establishing the validity. The validity of the checklist was determined through concurrent validation procedure. The validation coefficient of the check-list was found to be 0.78.

Instructions for Administer the check list
The administration of the checklist is very simple. It is practically self-administering. After distribution the copies of the checklist, the examiner should call attention to the instructions appearing on the front page of the inventory and ask them to read carefully. The instruction clearly explains how to respond. He may read loudly before the pupils.

1. Any doubt raised by any pupil should be removed, and every effort should be made to convince them that his responses will be used only for research purposes.

2. If the meanings of the certain words are not clear to the student, they should be made clear to them.

3. Students should not be related very close to the students; they should be allowed to converse with one another while responding to the checklist.

4. There is no time limit. It has been found that every student can complete the checklist in 10-12 minutes.

**Scoring and Interpretation**

The checklist yields a total score for an individual. The scoring consists of one point for each tick marked fear object. The simple counts of tick marked fear objects represent the total fear of the pupil.

**Interpretation of Score**

<table>
<thead>
<tr>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>111-140</td>
<td>Highly fearful</td>
</tr>
<tr>
<td>71-110</td>
<td>Fearful</td>
</tr>
<tr>
<td>41-70</td>
<td>Average</td>
</tr>
<tr>
<td>25-40</td>
<td>Less fearful</td>
</tr>
<tr>
<td>0-24</td>
<td>Least fearful</td>
</tr>
</tbody>
</table>

**3.5 Research Tool**

**Adjustment Inventory for School Students (AISS) A.K.P Sinha (Retired) and R.P Singh (Retired)**

The Adjustment Inventory has been designed for use with Hindi knowing school students of India. The inventory seeks to segregate well-adjusted secondary school students (age group 14 to 18 years) from poorly adjusted students in the three areas of adjustment: Emotional, Social, and Educational. This inventory consisted of 60 items, 20 items in each area of adjustment.

**Table 3.2**

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

**Reliability:** Coefficient of reliability was determined by (i) split-half method II Test retest method and (III) K-A Formula-20, Table 1 give the reliability coefficients of the total tests by different methods.

**Table 3.3 Reliability coefficients of the inventory**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Method Used</th>
<th>Emotional</th>
<th>Social</th>
<th>Educational</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Split-half</td>
<td>0.94</td>
<td>0.93</td>
<td>0.96</td>
<td>0.95</td>
</tr>
<tr>
<td>2</td>
<td>Test – retest</td>
<td>0.96</td>
<td>0.90</td>
<td>0.93</td>
<td>0.93</td>
</tr>
</tbody>
</table>
Validity: In item – analysis validity coefficients were determined for each item by biserial correlation method and only such items were retained which yielded biserial correlation with both the criteria 1. Total score and (II) area score significant level being .001.

Inter-correlations among the three areas of the inventory were calculated. The correlation matrix is being presented in Table.

Table 3.4 Correlation Matrix of the Three Areas

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Adjustment</th>
<th>I</th>
<th>II</th>
<th>III</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Emotional</td>
<td>-</td>
<td>20</td>
<td>.19</td>
</tr>
<tr>
<td>2</td>
<td>Social</td>
<td>20</td>
<td>-</td>
<td>.24</td>
</tr>
<tr>
<td>3</td>
<td>Educational</td>
<td>.19</td>
<td>.24</td>
<td>-</td>
</tr>
</tbody>
</table>

3.6 Instructions for Administration

1. It is self administering inventory. The examiner should read the instructions given on the front page and the examinees should also them silently along with the examiner.
2. There is no time limit for answering it ordinarily and individual takes 10 minutes in completing the test.
3. Examiner should be instructed to interpret the meaning of the sentences themselves; however, meaning of the difficult words if any should be given by the examiner.
4. Co-operation of the examinees in answering the inventory is very essential. The examiner should assure them that this answer and scores will be treated with strict confidential.
5. The examiners should indicate frankly and honestly the purpose of the test if and when any question regarding this is raised by examinees.
6. There is no need of telling why letters and number are placed before the questions. If a question is asked about these the examiners should tell the meaning of the letters.

Scoring: Inventory can be scored by hand only. For any answer indicative of adjustment zero is given, otherwise a score of one is awarded. Table 8 show the key response indicative of lack of adjustment.

Inventory is designed to be an aid in counseling school students of age group 14-18 years whose personal problems pertain to any of the three areas included in the test, the use of deonagari letters A, B and C corresponding to Emotional adjustment, social adjustment and Education adjustment enables the test user to discover readily questions relating to each measure. The total score indicates the general adjustment states.

3.7 Statistical Techniques used

The data thus obtained was subjected statistical analysis. The following statistical tools were used.

1. Descriptive analysis as mean, median and standard deviation were used wherever required.
2. Graphical presentations such as bar diagram were used.
3. Independent t-test and two way analysis of variance were used for different comparisons.
CHAPTER IV
ANALYSIS AND INTERPRETATION

This chapter deals with the analysis of the data that has been collected through field work from the secondary school students. The interpretation of the findings has also been given.

Adjustment among secondary school students

Table 4.1 shows the mean scores and standard deviation on adjustment for the secondary school students.

<table>
<thead>
<tr>
<th>Areas of Adjustment</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Adjustment</td>
<td>200</td>
<td>14.05</td>
<td>3.92</td>
</tr>
<tr>
<td>Social Adjustment</td>
<td>200</td>
<td>11.62</td>
<td>2.65</td>
</tr>
<tr>
<td>Educational Adjustment</td>
<td>200</td>
<td>13.56</td>
<td>3.33</td>
</tr>
<tr>
<td>Total Adjustment</td>
<td>200</td>
<td>39.23</td>
<td>7.95</td>
</tr>
</tbody>
</table>

Fig. No. 4.1

The mean score on emotional adjustment was computed as 14.05 with standard deviation of 3.92. This indicates that the group has (C) average level of emotional adjustment. The mean score on social adjustment came out to be 11.62 with standard deviation of 2.65. As per the norms given in the test the sample in this study indicates having (B) good level of social adjustment. The mean score on educational adjustment is 13.56 with standard deviation of 3.33 which shows that the group is having (C) average level of educational adjustment. The mean score on total adjustment was found to be 39.23 with standard deviation of 7.954. It indicates that the group of students has (E) very unsatisfactory level of total adjustment.

Incidence of Fear among Secondary School Students

Table 4.2 exhibits the mean scores and standard deviation on the incidence of fear among the secondary school students.
The mean score on the incidence of fear among secondary school students was found out to be 80.55. The standard deviation was computed to be 45.00.

As per the inventory on incidence of fear, the group falls in the category of having fearful level of incidence of fear. The gender and locale specific findings on the incidence of fear in the sample have been explained in following pages.

### Incidence of Fear in Relation to Gender

Table 4.3 exhibits the mean scores, standard deviation and t ratio on the incidence of fear among the secondary school students in relation to gender.

**Table 4.3 Mean standard Deviation and t-value on scores on incidence of fear among male and female secondary school students**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Gender</th>
<th>No. of students</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear</td>
<td>Boys</td>
<td>100</td>
<td>62.57</td>
<td>40.41</td>
<td>6.15**</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>100</td>
<td>98.33</td>
<td>42.24</td>
<td></td>
</tr>
</tbody>
</table>

**df= 100+100-2=198**

**denotes significance at .01 level.

The mean score on incidence of fear among boys was found to be 62.67 with standard deviation of 40.415. The mean scores on incidence of fear among girls were found to be 98.33 with standard deviation 42.24. The difference between the mean scores on fear for boys and girls students came out to be 35.76. The t-ratio was computed and was found to be 6.15. At the degree of freedom 198, the t-ratio is significant at 0.01 level. It implies that the incidence of fear differs significantly in case of boys and girls. Because the mean score of girls is higher than the mean scores of boys it can be concluded that incidence of fear is more in case of girls as compared to boys studying in the secondary schools.
Hence the hypothesis 1 which states that “there is no significant difference in incidence of fear among secondary school students is relation to gender is not accepted.

Incidence of Fear in Relation to Locale

Table 4.4 exhibits the mean scores, standard deviation and t ratio on the incidence of fear among the secondary school students in relation to locale.

Table 4.4 Mean standard deviation and t-value of the scores on incidence of fear among urban and rural secondary school students

<table>
<thead>
<tr>
<th>Variable</th>
<th>Locale</th>
<th>No. of students</th>
<th>Mean</th>
<th>Std deviation</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear</td>
<td>Urban</td>
<td>100</td>
<td>78.27</td>
<td>45.93</td>
<td>0.71</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>100</td>
<td>82.83</td>
<td>44.16</td>
<td></td>
</tr>
</tbody>
</table>

df= 100+100-2=198

The mean score on incidence of fear among urban students was found to be 78.27 with standard deviation of 45.93. The mean scores on incidence of fear among rural students were found to be 82.83 with standard deviation 44.16. The difference between the mean scores on fear for urban and rural students came out to be 4.56. The t-ratio was computed and was found to be 0.71. At the degree of freedom 198, the t-ratio is not significant. It implies that the incidence of fear does not differ significantly in case of urban and rural students.

Hence the hypothesis 2 which states that “there is no significant difference in incidence of fear among secondary school students is relation to locale is accepted.

Adjustment among Students in Relation to Gender

Table 4.5 exhibits the mean scores, standard deviation and t ratio on adjustment among the secondary school students in relation to gender.
### Table 4.5 Mean standard deviation and t-value on scores of adjustment among male and female secondary school students.

<table>
<thead>
<tr>
<th>Areas of Adjustment</th>
<th>Gender</th>
<th>No. of students</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Adjustment</td>
<td>Boys</td>
<td>100</td>
<td>14.13</td>
<td>3.89</td>
<td>0.28</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>100</td>
<td>13.97</td>
<td>3.97</td>
<td></td>
</tr>
<tr>
<td>Social Adjustment</td>
<td>Boys</td>
<td>100</td>
<td>12.21</td>
<td>2.77</td>
<td>3.21</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>100</td>
<td>11.03</td>
<td>2.39</td>
<td></td>
</tr>
<tr>
<td>Educational Adjustment</td>
<td>Boys</td>
<td>100</td>
<td>13.37</td>
<td>3.50</td>
<td>0.80</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>100</td>
<td>13.75</td>
<td>3.16</td>
<td></td>
</tr>
<tr>
<td>Total Adjustment</td>
<td>Boys</td>
<td>100</td>
<td>34.71</td>
<td>8.14</td>
<td>0.85</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>100</td>
<td>38.75</td>
<td>7.76</td>
<td></td>
</tr>
</tbody>
</table>

**df= 198**

**denotes significance at .01 level.

![Mean Score Chart](https://www.scischolars.com/journals/index.php/ijpre/)
The mean scores of emotional adjustment for the boys were found to be 14.13 with standard deviation of 3.89. The mean scores of emotional adjustment for girls were 13.97 with standard deviation of 3.97. The difference between the mean score on educational adjustment among boys and girls came out to be 0.16. The t ratio was computed and found to be 0.28. At the degree of freedom 198 t ratio is not significant. It means that there is no difference in emotional adjustment among boys and girls in this sample.

The mean scores of social adjustment for the boys were found to be 12.21 with standard deviation of 2.77. The mean scores of social adjustment for girls were 11.03 with standard deviation of 2.39. The difference between the mean score on social adjustment among boys and girls came out to be 1.18. The t ratio was computed and found to be 3.21. At the degree of freedom 198 t ratio is significant at .01 level. Because the mean score of boys on social adjustment is higher than the mean scores of girls it can be concluded that social adjustment among girls is higher than the social adjustment of boys.

The mean scores of educational adjustment for the boys were found to be 13.37 with standard deviation of 3.50. The mean scores of educational adjustment for girls were 13.75 with standard deviation of 3.16. The difference between the mean score on educational adjustment among boys and girls came out to be 0.38. The t ratio was computed and found to be 0.80. At the degree of freedom 198 t ratio is not significant. It means that there is no difference in educational adjustment among boys and girls in this sample.

The mean scores of total adjustment for the boys were found to be 34.71 with standard deviation of 8.14. The mean scores of total adjustment for girls was 38.75 with standard deviation of 7.76. The difference between the mean score on total adjustment among boys and girls came out to be 4.04. The t ratio was computed and found to be 0.85. At the degree of freedom 198 t ratio is not significant. It means that there is no difference in total adjustment among boys and girls in this sample.

It can be noted that the boys and girls differ significantly only in case of social adjustment. They do not differ significantly on emotional, educational and total adjustment.

Hence the hypothesis 3 which states that there is no significant difference of adjustment among secondary school students in relation to gender is partially accepted.

Adjustment among Students in Relation to Locale

Table 4.6 exhibits the mean scores, standard deviation and t ratio on adjustment among the secondary school students in relation to locale.

**Table 4.6 Mean standard deviation and t-value on scores of adjustment among urban and rural secondary school students.**

<table>
<thead>
<tr>
<th>Area of Adjustment</th>
<th>Area</th>
<th>No. of students</th>
<th>Mean</th>
<th>Std deviation</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Adjustment</td>
<td>Urban</td>
<td>100</td>
<td>13.84</td>
<td>4.08</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>100</td>
<td>14.26</td>
<td>3.76</td>
<td></td>
</tr>
<tr>
<td>Social Adjustment</td>
<td>Urban</td>
<td>100</td>
<td>10.93</td>
<td>2.48</td>
<td>3.79</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>100</td>
<td>12.31</td>
<td>2.65</td>
<td></td>
</tr>
<tr>
<td>Educational Adjustment</td>
<td>Urban</td>
<td>100</td>
<td>13.36</td>
<td>3.33</td>
<td>0.84</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>100</td>
<td>13.76</td>
<td>3.31</td>
<td></td>
</tr>
<tr>
<td>Total Adjustment</td>
<td>Urban</td>
<td>100</td>
<td>33.76</td>
<td>8.26</td>
<td>1.97</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
<td>100</td>
<td>40.33</td>
<td>7.51</td>
<td></td>
</tr>
</tbody>
</table>

df= 198

**denotes significance at .01 level.
The mean scores of emotional adjustment for the urban students was found to be 13.84 with standard deviation of 4.08. The mean scores of emotional adjustment for the rural students was 14.26 with standard deviation of 3.76. The difference between the mean score on educational adjustment among urban and rural students came out to be 0.42. The t ratio was computed and found to be 0.75. At the degree of freedom ‘198’, t ratio is not significant. It means that there is no difference in emotional adjustment among urban and rural students in this sample.

The mean scores of social adjustment for the urban students was found to be 10.93 with standard deviation of 2.48. The mean scores of social adjustment for rural students was 12.31 with standard deviation of 2.65. The difference between the mean score on social adjustment among urban and rural students came out to be 1.38. The t ratio was computed and found to be 3.79. At the degree of freedom 198 t ratio is significant at .01 levels. Because the mean score of rural students on social adjustment is higher than the mean scores of urban students it can be concluded that social adjustment among urban students is higher than the social adjustment of rural students.

The mean scores of educational adjustment for the urban students was found to be 13.36 with standard deviation of 3.33. The mean scores of educational adjustment for rural students was 13.76 with standard deviation of 3.31. The difference between the mean score on educational adjustment among urban and rural students came out to be 0.4. The t ratio was computed and found to be 0.84. At the degree of freedom 198 t ratio is not significant. It means that there is no difference in educational adjustment among urban and rural students in this sample.

The mean scores of total adjustment for the urban students was found to be 33.76 with standard deviation of 8.26. The mean scores of total adjustment for the rural students was 40.33 with standard deviation of 7.51. The difference between the mean score on total adjustment among urban and rural students came out to be 6.57. The t ratio was computed and found to be 1.97. At the degree of freedom 198 t ratio is significant at .05 levels. Because the mean score of rural students on total adjustment is higher than the mean scores of urban students it can be concluded that total adjustment among urban students is higher than the total adjustment of rural students in this sample.

It can be noted that the urban and rural students differ significantly in case of social adjustment and total adjustment scores. However they do not differ significantly on emotional and educational adjustment scores.

Hence the hypothesis 4 which states that there is no significant difference of adjustment among secondary school students in relation to locale is partially accepted.

Incidence of Fear and Adjustment

The sample was divided into two groups on the basis of scores obtained on fear scale .Top 27% (N=54) cases were labeled as high fear group and the bottom 27% cases (N= 54) were labeled as low fear group . The adjustment scores of high and low fear group were compared to know the difference.

Table 4.7 exhibits the mean scores, standard deviation and t ratio on adjustment among the secondary school students in relation to high and low incidence of fear levels.
Table 4.7 Mean Standard Deviation and t-value on adjustment score for high and low level fear groups

<table>
<thead>
<tr>
<th>Groups on levels of fear</th>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher</td>
<td>54</td>
<td>48.02</td>
<td>4.73</td>
<td>27.89</td>
</tr>
<tr>
<td>Lower</td>
<td>54</td>
<td>28.67</td>
<td>1.89</td>
<td></td>
</tr>
</tbody>
</table>

df = 54+54-2 = 106

**denotes significance at .01 level.

![Fig. 4.6a](image)

The mean scores on total adjustment for the group of students having high incidence of fear is 48.02 with standard deviation of 4.73. The mean scores on total adjustment for the group of students having low incidence of fear is 28.67 with standard deviation of 1.89. The difference between the mean scores on adjustment for high and low incidence of fear groups comes out to be 19.35. The t ratio was computed and was found to be 27.89. At the degree of freedom of 106, the t ratio is significant at .01 levels. As the higher scores on adjustment indicate lower levels of adjustment, we may conclude that the group of students having low incidence of fear shows better adjustment than the group of students having high incidence of fear.

Hence the hypothesis 5, which states that there is no significant difference in adjustment among secondary school students in relation to incidence of fear, is rejected.
CHAPTER V

CONCLUSION

5.1 Conclusion and Discussion
On the basis and interpretation of data following conclusions were drawn with respect to the objectives and Hypothesis of the study.

Conclusion
1. Fear feeling is coming every mind. It concluded that incidence of fear is more in case of girls as compared to boys studying in the secondary schools.
2. The incidence of fear does not differ significantly in case of urban and rural students.
3. There is no difference in emotional adjustment among boy and girl.
4. The social adjustment among girls is higher than the social adjustment of boy.
5. There is no difference in educational adjustment among boys and girls.
6. There is no difference in total adjustment among boys and girls.
7. There is no difference in emotional adjustment among urban and rural student.
8. The social adjustment among urban student is higher than the social adjustment of rural students.
9. There is no difference in educational adjustment among urban and rural students.
10. The total adjustment among urban students is higher than the total adjustment of rural students.
11. It is also concluded that the group of students having low incidence of fear show better adjustment than the group of students having incidence of fear.

5.2 Education Implications
1. Research study undertaken has wide application in the field of education. This study help together in understanding the behavior of the students to improve their academic achievement.
2. The present study helps the teachers to improve their method and thinking. This present study help the all kind of children whose feel the fear.
3. Teacher should adapt teaching method that will help the students to develop better Adjustment for Fear feeling.
4. It will help the children to make the mind for better Adjustment.
5. It will help the secondary school students to their Psychological development.
6. It will help all kind of children in study. It will make there is aptitude for higher study.

CHAPTER VI

SUMMARY

6.1 Conceptual Framework
Education is the hope and dream of every man and education has to prove men to face the unknown, unpredictable and uncertain tomorrow. Education can change the face of culture, countries and citizens. Education is a great source and power. Education is a designed process to promote the harmonious development of the person, capable of exercising such responsibilities in the society as this power allow and directed towards the merger of the individual self with his universal self as the final end. The main aim of education is to modify the behavior of the student according to the need and expectancy of the society. Human behavior is compared to many attributes is fear and Adjustment among secondary school students.

Fear
Human being is always active in any work but some time his feeling is negative. Fear is also negative feeling. We know that feeling is unchangeable but fear is very critical feeling. Fear is vital response to physical and emotional danger. If we did not feel it, we could not protect ourselves from legitimate threats, but often we fear situation that are form like as
death and thus hang back for no good reason so we can say that fear is very dangerous emotion. It result is always in negative.

Adjustment
Life is a continuous process of overcoming process of overcoming difficulties or of making adjustment. No sooner is one adjustment made than another arises, successful adjustment is necessary for living ‘Adjustment or Die’ is the law of life.

The term ‘well adjustment’ is usually used synonymously with mental health when we say a person is well adjusted. We mean he is mentally healthy and the mentally ill person is said to be mal adjusted.

6.2 Need and Significance of the Study
It study has own result and significance Fear is common effect on everybody. Every student feels fear and wanted the fear adjustment. This study gives some very effective knowledge. Solve themselves many problems of future life. This study is going upon rural and urban students. It shows they handle the problem and what the main importance of Adjustment. It gives the root of their mind. Teacher helps them student. But study gives help to teacher in many emotional conditions.

6.3 Statement of the Problem
Study of fear and adjustment among secondary school students.

6.4 Delimitation of Study:
3. The present study is delimited to 200 of school students of urban and rural area.
4. The area is delimited to Amritsar District of Punjab only.

6.5 Objectives
1. To study the incidence of fear among in secondary school students.
2. To study the adjustment of secondary schools students
3. To study the relationship between fear and adjustment among secondary school students.

6.6 Hypotheses
1. There is no significant difference in incidence of fear among secondary school students in relation to gender.
2. There is no significant difference in incidence of fear among secondary school students in relation to locale.
3. There is no significant difference in adjustment of secondary school students in relation to gender.
4. There is no significant difference in adjustment of secondary school students in relation to locale.
5. There is no significant difference in incidence of fear among secondary school students in relation to adjustment.

6.7 Research Method
The study was conducted through descriptive survey method through research. The descriptive survey method has undoubtedly been the most popular and most widely used research method in education. This method requires sample for the conduct of the study with certain research tool for the conduct of the study.

6.8 Sample
In every research project it is only difficult but also impossible to include the whole population. Therefore every research resorts to sampling generally what the research worker does it to select a part of whole population to draw conclusion and make generalization about the whole based on the study of the represent active part of whole of the population.

The population of present study was school students studying in class VIII to +2 from different school of Amritsar (Punjab). In the present study some of 200 student both boys and girls was collected through stratified random sampling technique from government and private school of Amritsar. Out of 200 sample of students, 100 government students, 100 were taken from recognize school.

6.9 Data Collection
The data was collected 200 students of Amritsar for the purpose study the researches decided to collect data from one government school, one recognize school. The investigator requested the principal of different school to grant his permission data form their respective schools student were randomly selected. Instruction for filling questionnaire were
given before hand to the students by the investigator, student were told to answer truthfully. They were assured that the information given by them would not be revealed to any on. However if they themselves wanted some information regarding their response they are welcome to contact the researcher. In this way the investigator collected from respective school to principal, teachers and students of each school were very cooperative. The investigator did not find any difficulty while data collection.

6.10 Research Tool Used
1. Fear checklist Raivnder Kaur
2. Adjustment inventory for student A.K.P Sinha and R.P Singh

6.11 Scoring
1. Adjustment inventory (AISS-SS)
   Inventory can be scored by hand only for any answer indicative of adjustment zero otherwise score of one is award. The inventory is designed to be an aid in counseling school student of age group 14-18 years whose personal problems pertain to any of the three areas included in the test the use of Deonagari letters A, B and C corresponding to emotional adjustment, social adjustment and educational adjustment enable the test user to discover readily questions relating to each measure. The total score indicates the general adjustment status.

2. Fear checklist (FCL)
   The check list yields a total score for and individual the scoring consists of one point four each tick maker fear object. This simple counts of tick marked fear objects represent the total fear of the pupil.

6.12 Statistical Techniques used
The data thus obtained was subjected statistical analysis. The following statistical tools were used.
1. Descriptive analysis as mean, median and standard deviation were used wherever required.
2. Graphical presentations such as bar diagram were used.
3. Independent t-test and two way analysis of variance were used for different comparisons.

6.13 Suggestions for further Research
1. The present study was restricted to 200 school students. The finding of the study need revalidation and hence larger sample can be taken up in future study.
2. The study of the same nature can be taken for the college and university students also.
3. A similar study at different level can be conducted to make findings more reliable and valid.
4. More social and psychological variables can be taken up in the research design with may possibly influence Fear and adjustment study among the secondary school students among different population group in secondary and higher education.
5. Standardized test can be developed for assessment of fear and adjustment for Indian students.
6. The relationship between development of fear and adjustment can be studied to benefit student.
7. Their finding can also be helpful for trauma patients, school dropout children, domestic violence and those suffering from mental illness etc.
8. The kind of stressors and the method of coping deployed by adolescents and younger children can throw light on the ways we can as teaching guidance workers, parents and community worker can understand the world of children and developed resources and program to help them.
9. The present study was confined to Amritsar only. The study can be extended to other areas of Punjab and Haryana having similar schooling environment.
10. The present study will help in future of every child.
Bibliography


STUDY OF FEAR AND ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS

A DISSERTATION
SUBMITTED TO THE FACULTY OF EDUCATION,
PANJAB UNIVERSITY, CHANDIGARH
IN PARTIAL FULFILMENT OF
REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION
2012-2014

SUPERVISOR
Dr. Kuldip Puri
Associate Professor, U.S.O.L.
Panjab University, Chandigarh

INVESTIGATOR
Som Nath
M.Ed. (Student)
Enroll. No. 17316

UNIVERSITY SCHOOL OF OPEN LEARNING
PANJAB UNIVERSITY
CHANDIGARH

CERTIFICATE

This is to certify that Som Nath, Student of M.Ed. class, session 2013-14 has completed his Dissertation entitled “STUDY OF FEAR AND ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS” under my supervision for the degree of Master of Education.

Dr. Kuldip Puri
Associate Professor, U.S.O.L.
Panjab University, Chandigarh
ACKNOWLEDGEMENT

It has been my privilege to work under the Supervision of Dr. Kuldip Puri, USOL, Panjab University, Chandigarh. I express my heartfelt gratitude to his for his inspiration, painstaking efforts and scholarly gratitude placed at my disposal ungrudgingly. I am highly indebted to his for allowing me to drawn upon his valuable time and affection.

I would like to thank Professor Lalit Kumar Bansal, Chairperson, USOL, Panjab University, Chandigarh for providing appropriate administrative facilities.

I am grateful to my parents and special thanks to my family who helped me in the process of making this work a success.

I also acknowledge all the authors whose works I consulted and referred to in my dissertation.

My special thanks to Dr. Kuldip Puri for devoting his valuable time in completing my research.

Mr. Som Nath