

Behavioural Style of Adolescents in Relation to their Adjustment

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Abstract: Education contributes significantly to national development. Education is necessary for the survival of the society and therefore must also cater to the complete development of man and to make him a well adjusted person in the world. Education aims at the harmonious development of an individual. Education contributes significantly to national development. Education is necessary for the survival of the society and therefore must also cater to the complete development of a man and to make him a very well adjusted person in the world. Education should aim at harmonious development of an individual. A harmonious balance should be kept between feeling, knowing and doing. In this study descriptive survey method is done. Research design depends upon the types of research, Best (1983, pg25) classified all research into three types namely historical, descriptive and experimental. Descriptive research deals with the present status of phenomenon under study. It tries to answer questions through the analysis of variables relationship. The present investigation fell under the category of descriptive research. Fox (Lemans & Mehrens, 1971) categories all the research into various categories namely historical, survey, descriptive. The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you was effectively address the research problem; The study has been under taken to gain new insights into behavioural style, and adjustment of adolescents with regard to certain selected variables like tactics, view, morality, self-adjustment, peer group-adjustment and school-adjustment of adolescents.. It is found that individuals differ in behavioural style dimensions in levels of adjustment and their relationship. However, the difference is not significant enough with regard to most of the variables selected for the study, tactics, view, morality, self-adjustment, peer group-adjustment and school-adjustment of adolescents. It can be inferred that Adolescents have grown up significantly to meet the challenges of adjustment problems. This development could be due to the influence of spread of literacy, mass media and similar other factors. The instant access to day to day events might have helped the adolescents to acquire the needed skills and strategies to meet the day to day adjustment problems. Self-adjustment, peer group-adjustment and school-adjustment did not have a significant influence on the behavioural style of adolescents. This could be because of small family norms adopted. However, type of school makes a significant difference in the decision making of adolescents. In schools under government management, less importance is given to spoon feeding methods where as in schools under private management students get few opportunities to think independently and arrive at suitable decisions on their own. Behaviour factors of adolescents influence their decision making process It is because the decision making styles adopted by individuals have the foundation in the personality makeup of the individual. There is no significant difference in behavioural style of adolescents' girls and boys. Much behaviour in day to day life goes a long way with the adjustment process. This could be because of the present educational system which is highly independent of personality factors as it stresses more on rote memory and reproduction skills at examination situations rather than all-round development of personality. There is no significant difference in the level of adjustment of adolescents' girls and boys. This could be because of the present educational system which gives little scope for development of adjustment skills. There is no significant relationship between behavioural styles and levels adjustment of adolescents' girls and boys. It may be because of the present education system which is highly structured towards academic excellence alone and better grades at the final academic results. Hence the behavioural styles and levels adjustment naturally function independent of each other. It can be understood that the gap in the behavioural factors that are seen before 80s are gradually disappearing and at present adolescents are uniform in their personality factors irrespective of order of birth and economic background.

Keywords: Education, Behavioural style, Adjustment, Adolescents, I.C.S.E, U.P, Correlation

1. Objectives

- 1) To study and compare the behavioural style of adolescents' girls and boys.
- 2) To study and compare the levels of adjustment of adolescents' girls and boys
- 3) To find out relationship between behavioural style and level of adjustment of adolescents' girls and boys.

2. Hypothesis

- 1) There is no significant difference in behavioural style of adolescents' girls and boys.
- 2) There is no significant difference in the level of adjustment of adolescents' girls and boys.
- 3) There is no significant relationship between behavioural styles and levels adjustment of adolescents' girls and boys.

3. Technical terms

- 1) **Education** – Education is the process of facilitating learning or the acquisition of knowledge skills value beliefs and habits.
- 2) **Behavioural style** – According to tools which measure interpersonal behavioural style, Behaviour orientation scale (BOS) is a measure of Machiavellian Belief and attitude towards of an individual in interpersonal relationship. The term Machiavellian stands for someone who views and manipulates others for his own purpose. In this study it is used as a “behavioural style ”of the adolescents in the context of three aspects 1-tactics, 2-morality, 3-views
- 3) **Adjustment** - Adjustment is the behavioural process of balancing conflicting needs, or needs against obstacles in the environment. The objective of this scale is to locate good and poor adjustment to self, to peer group and to school of adolescents.

- 4) **Adolescents** – students between 16 to 18 years of age studying in I.C.S.E or U.P boards will be considered as adolescent in this study.
- 5) **I.C.S.E** – school in which financial assistance is not provided by government or run by non – government are known as I.C.S.E board
- 6) **U.P**- Uttar Pradesh board of high school and intermediate education is a board of school education in Uttar Pradesh state of India. Under this board, schools run by government
- 7) **Correlation**- is a statistical measurement of the relationship between two variables. Possible correlations range from +1 to -1. A zero correlation indicates that there is no relationship between the variables. A correlation of -1 indicates a perfect negative correlation, meaning that as one variable goes up, the other goes down. A correlation of +1 indicates a perfect positive correlation, meaning that both variables move in the same direction together.

Sampling procedure - Simple Stratified Random Technique was used to select the sample.

Locale of the study – Out of the 23 districts in the state of Uttar Pradesh, Allahabad Districts was randomly selected for this study. Four schools were selected randomly for the study.

Population - The population of the study will be all the adolescents studying in class X1 in I.C.S.E and U.P boards of Allahabad city.

Sample distribution- The researcher has randomly selected a sample of 200 adolescents from I.C.S.E. and U.P. boards schools of Allahabad districts using stratified random sampling technique

Tools

- 1) **Behaviour Orientation Scale (BOS)** (A measure of interpersonal behavioural style) constructed and standardized by Praveen Kumar Jha. This test consists of 41 items based on interpersonal behavioural style. Out of 41 items-15 items measure tactics, 21 items measure general views and the rest 5 items measure morality. The Test is consists of 41 items. Each item of the scale is to be based on five consecutive points, i.e. strongly agree, agree, undecided, disagree and strongly agree.
- 2) **Adolescent Adjustment Scale constructed and standardized by Smt. R. Dubey**. - This test consist 80 statement from 3 aspects of adjustments .These adjustment are as follow-1)self-adjustment, 2)peer-adjustment, 3)school-adjustment. Out of 80 items, 30 items indicate self-adjustment, 30 items indicate adjustment to the peer-group and other 20 items indicate school-adjustment. Fifty percent are positive statement showing good adjustment and fifty percent are negative statements showing poor adjustment in each area. Test is consists of 80 items. Every statement has two alternatives ‘yes’ and ‘no’.

4. Statistical procedure

Mean, Standard Deviation, t-test and Coefficient of Correlation was be used to interpret the result.

5. Result and discussion

Table 3.1 (A): Showing Mean, S.Ds, and t-ratio of behavioural style of adolescents’ girls and boys

Behavioral Style	Gender	Mean	Standard Deviation	t-test	Significance
	Girls	119.3	17.35	0.815	Not significant
	Boys	118.7	14.08		

At 0.05 level

Observation of the table 3.1(a) shows that mean and S.D of Behavioural style of adolescent girls are 119.3, 17.35 and boys are 118.7, 14.08 and t- value was 0.815. This value is lower than the table values for 198 degree of freedom at .05 levels. This indicates that behavioural style of adolescent Girls and Boys studying in I.C.S.E. or U.P. board of Allahabad district are similar at. It is evident from the above cited table that Behavioural style of adolescent Girls and Boys are not significant from each other with respect to their Behavioural Style. Therefore, the hypothesis H_0 , “There exists no significant difference in the Behavioural style of adolescent Boys and Girls” is accepted. This finding is in contrast with the findings of Qidwai, et.al (2010) A Survey from a Developing Country, boys & girls do not differ significantly with respect to their Behavioural Style. This may be due to equal opportunity given to both gender upbringing is similar, Home Environment to School Environment is similar. Parent attitude is changed; they provide equal experience to both. It is a time of profound changes and occasional turmoil. Considerable biological change occurs as both genders attain sexual and physical maturity. At the same time, these physiological changes are rivaled by important social, emotional and cognitive changes that occur as girls and boys strive for independence and move toward adulthood (Feldman, 2002, p. 388).

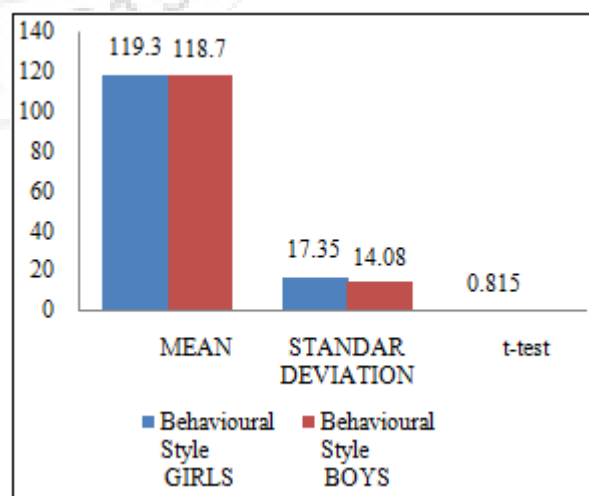


Figure 3.1(a): Behavioural style of adolescents’ girls and boys

Above graph 3.1(a) shows that mean and S.D of Behavioural style of adolescent girls are 119.3, 17.35 and boys are 118.7,

14.08 and t- value was 0.815. This value is lower than the table values for 198 degree of freedom at .05 levels.

Table 3.1(B): Showing Mean, S.Ds, and t-ratio of behavioural style of adolescents’ girls and boys factor wise.

No.	Factors	Category	Mean	S.D	t-test	Significance
94	Tactics	Girls	46.903	6.188	0.0262	Not significant
106		Boys	44.830	6.625		
94	View	Girls	57.870	11.587	0.1983	
106		Boys	59.375	9.587		
94	Morality	Girls	13.526	3.688	0.3699	
106		Boys	14.084	3.068		

At 0.05 level

Observation of the table 3.1(b) shows that mean, S.D and t-value of Behavioural style of adolescent girls and boys having three factors they are Tactics, View, Morality. Total 200 respondents participated in the study .Out of 200 respondents, 94 responses are girls and 106 responses are boys studying in I.C.S.E or U.P. boards. The mean and S.D of tactics Girls are 46.903, 6.188 and the mean and S.D of tactics boys are 44.830, 6.625 ant t-value was 0.0262. The mean and S.D of view of girls are 57.870, 11.587 and the mean and S.D of view of boys are 59.375, 9.587 ant t-value was 0.1983. The mean and S.D of morality of girls are 13.526, 3.688 and the mean and S.D of morality of boys are 14.084, 3.068 ant t-value was 0.3699. This value is lower than the table values for 198 degree of freedom at .05 levels. This indicates that behavioural style of adolescent girls and boys studying in I.C.S.E. or U.P. board of Allahabad district are similar. It is evident from the above cited table that Behavioural style of adolescent Girls and Boys are not significant from each other with respect to their Behavioural Style. Therefore, the hypothesis Ho1, “There exists no significant difference in the Behavioural Style of Adolescent

Boys and Girls” is accepted. This finding is in contrast with the findings of Qidwai, et.al (2010) A Survey from a Developing Country, boys & girls do not differ significantly with respect to their Behavioural Style. Most adolescent with lifestyle issues fell in the age group of 16–18 years. Females were more depressed than males and had more sleep problems. Substance abuse and other addictions were documented more in males. Watching television or listening to music was stated as the most common late night activity (61.8%) and therefore was also referred to as the contributory factor for less than eight hours of sleep each day. (58.9%) of the respondents are getting less than eight hours of sleep daily. (41.5%) of the respondents who felt depressed sought treatment for it. Quite a few of them were also indulged in substance abuse and other addictions. Only (16.8%) of the respondents opined that physical activity is essential for health. Thirty-five adolescents out of all the respondents were smoking cigarettes currently, whereas 7% of the respondents chewed paan (areca nut). Peer pressure was the most common reason (37.1%) to start smoking. This survey does not differ significantly with respect to their Behavioural Style. This may be due to equal opportunity given to both gender upbringing is similar, Home Environment to School Environment is similar. Parent attitude is changed; they provide equal experience to both. It is a time of profound changes and occasional turmoil. Considerable biological change occurs as both genders attain sexual and physical maturity. At the same time, these physiological changes are rivaled by important social, emotional and cognitive changes that occur as girls and boys strive for independence and move toward adulthood (Feldman, 2002, p. 388).

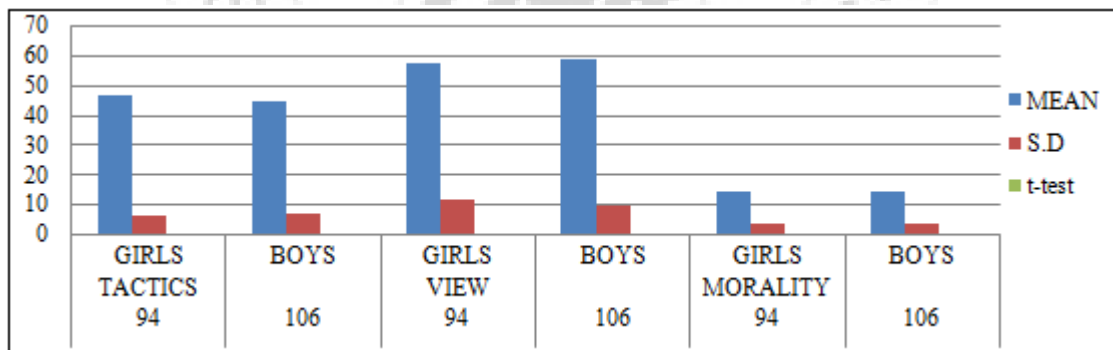


Figure 3.1(b): Behavioural style of adolescents’ girls and boys factor wise

Above graph 3.1(b) shows that mean, S.D and t-value of Behavioural style of adolescent girls and boys having three factors they are Tactics, View, and Morality. The mean and S.D of tactics girls are 46.903, 6.188 and the mean and S.D of tactics boys are 44.830, 6.625 ant t-value was 0.0262. The mean and S.D of view of Girls are 57.870, 11.587 and the mean and S.D of view of boys are 59.375, 9.587 ant t-value was 0.1983. The mean and S.D of morality of girls are 13.526, 3.688 and the mean and S.D of morality of boys are 14.084, 3.068 ant t-value was 0.3699.

Table 3.2(A): Showing Mean, S.Ds, and t-ratio of level of adjustment of adolescents’ girls and boys.

Adjustment	Gender	Mean	Standard Deviation	t-test	Significance
	Girls	53.33	9.463		
Boys	53.92	9.815			

At 0.05 level

Observation of the table 3.2(a) shows that mean and S.D of Adjustment of adolescent girls are 53.33, 9.463 and boys are 53.92, 9.815 and t- value was 0.823. This value is lower than the table values for 198 degree of freedom at .05 levels. This indicates that Adjustment of Adolescent Girls and Boys studying in I.C.S.E. or U.P. board of Allahabad district are

similar. It is evident from the above cited table that Adjustment of Adolescent Girls and Boys are not significant from each other with respect to their Adjustment. Therefore, the hypothesis H_0 , "There exists no significant difference in the Adjustment of Adolescent Boys and Girls" is accepted. This finding is in contrast with the findings of Qidwai, et.al (2010)- A Survey from a Developing Country, boys & girls do not differ significantly with respect to their Behavioural Style. This may be due to equal opportunity given to both gender upbringing is similar, Home Environment to School Environment is similar. Parent attitude is changed; they provide equal experience to both. It is a time of profound changes and occasional turmoil. Considerable biological change occurs as both genders attain sexual and physical maturity. At the same time, these physiological changes are rivaled by important social, emotional and cognitive changes that occur as girls and boys strive for independence and move toward adulthood (Feldman, 2002, p. 388).

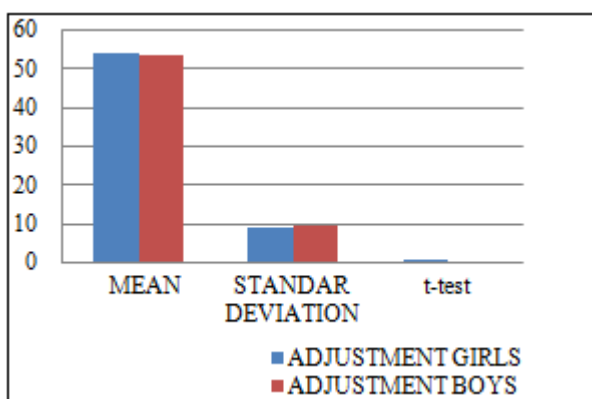


Figure 3.2 (a): Adjustment of adolescents' girls and boys

Above graph 3.2(a) shows that mean and S.D of Adjustment of adolescent girls are 53.33, 9.463 and boys are 53.92, 9.815 and t- value was 0.823.

Table 3.2(B): Showing Mean, S.Ds, and t-ratio of level of adjustment of adolescents' girls and boys factor wise.

No.	Factors	Category	Mean	S.D	t-test	Significance
94	Self- Adj	Girls	19.559	3.229	0.4177	Not significant
106		Boys	19.943	4.061		
94	Peer- Adj	Girls	21.623	3.225	0.3511	
106		Boys	21	3.135		
94	School- Adj	Girls	13.129	2.767	0.9358	
106		Boys	13.122	2.881		

At 0.05 level

Observation of the table 3.2(b) shows that mean, S.D and t-value of Adjustment of adolescent girls and boys having three factors Self-Adjustment, Peer-Adjustment, School-Adjustment. Total 200 respondents participated in the study .Out of 200 respondents, 94 responses are Girls and 106 responses are Boys studying in I.C.S.E or U.P. boards. The mean and S.D of Self-Adjustment girls are 19.559, 3.229 and the mean and S.D of Self-Adjustment boys are 19.943, 4.061 ant t-value was 0.4177. The mean and S.D of Peer-

Adjustment of girls are 21.623, 3.225 and the mean and S.D of view of boys are 21, 3.135 ant t-value was 0.3511. The mean and S.D of School-Adjustment of girls are 13.129, 2.767 and the mean and S.D of School-Adjustment of boys are 13.122, 2.881 ant t-value was 0.9358. This value is lower than the table values for 198 degree of freedom at .05 levels. This indicates that Adjustment of adolescent Girls and Boys studying in I.C.S.E. or U.P. board of Allahabad district are similar. It is evident from the above cited table that Adjustment Style of Adolescent Girls and Boys are not significant from each other with respect to their Adjustment. Therefore, the hypothesis H_0 , "There exists no significant difference in the Behavioural style of adolescent Boys and Girls" is accepted. This finding is in contrast with the findings of Qidwai, et.al (2010)-. A Survey from a Developing Country, boys & girls do not differ significantly with respect to their Behavioural Style. Most adolescent with lifestyle issues fell in the age group of 16–18 years. Females were more depressed than males and had more sleep problems. Substance abuse and other addictions were documented more in males. Watching television or listening to music was stated as the most common late night activity (61.8%) and therefore was also referred to as the contributory factor for less than eight hours of sleep each day. (58.9%) of the respondents are getting less than eight hours of sleep daily. (41.5%) of the respondents who felt depressed sought treatment for it. Quite a few of them were also indulged in substance abuse and other addictions. Only (16.8%) of the respondents opined that physical activity is essential for health. Thirty-five adolescents out of all the respondents were smoking cigarettes currently, whereas 7% of the respondents chewed paan (areca nut). Peer pressure was the most common reason (37.1%) to start smoking. These surveys do not differ significantly with respect to their Adjustment. This may be due to equal opportunity given to both genders upbringing is similar, Home Environment to School Environment is similar. Parent attitude is changed; they provide equal experience to both. Families provide the social, cultural and emotional support that youth need to function well in school. Schools provide equal opportunities for children's positive interactions with significant adults and other adolescents to enhance their home experiences and to support their continued development and related learning. It is a time of profound changes and occasional turmoil. Considerable biological change occurs as both genders attain sexual and physical maturity. At the same time, these physiological changes are rivaled by important social, emotional and cognitive changes that occur as girls and boys strive for independence and move toward adulthood (Feldman, 2002, p. 388). They are facing similar kind of problems i) Problems with regard to comparison of age periods. ii) Problems-64- associated with sexual maturing. iii) Problems associated with changing attitudes. iv)Problems associated with effect of environmental conditions.

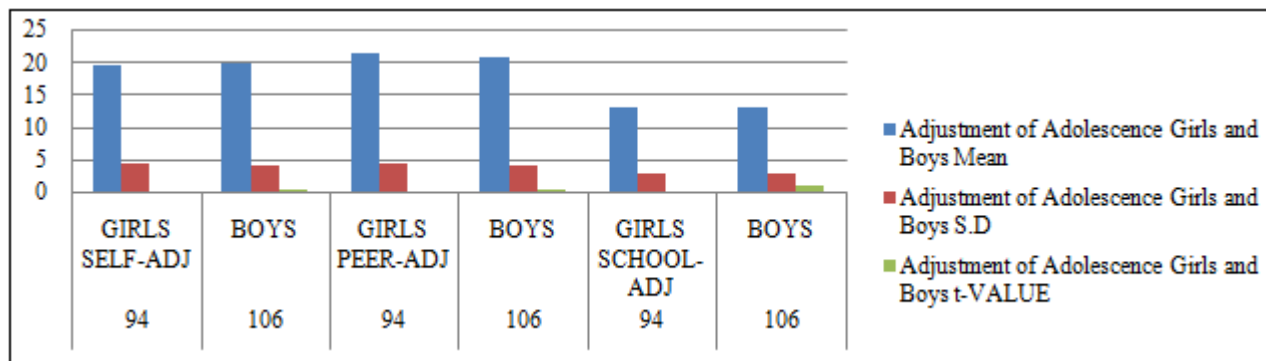


Figure 3.2 (b): Adjustment of adolescent's girls and boys factor wise

Above graph table 3.2(b) shows that mean, S.D and t-value of Adjustment of adolescent girls and boys having three factors Self-Adjustment, Peer-Adjustment, and School-Adjustment. The mean and S.D of Self-Adjustment girls are 19.559, 3.229 and the mean and S.D of Self-Adjustment boys are 19.943, 4.061 and t-value was 0.4177. The mean and S.D of Peer-Adjustment of girls are 21.623, 3.225 and the mean and S.D of view of boys are 21, 3.135 and t-value was 0.3511. The mean and S.D of School-Adjustment of girls are 13.129, 2.767 and the mean and S.D of School-Adjustment of boys are 13.122, 2.881 and t-value was 0.9358.

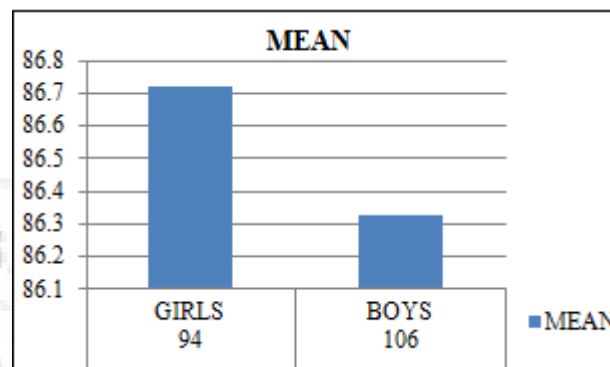


Figure 3.3: Overall mean of adolescent's girls and boys

Table 3.3: Showing overall mean of adolescent's girls and boys.

Number	Gender	Mean
94	Girls	86.723
106	Boys	86.325

At 0.05 level

Observation of the table 3.3 shows that overall mean of adolescent's girls and boys. The mean of girls are 86.723 and the mean of boys are 86.325. Out of 200 respondents, 94 responses are Girls and 106 responses are Boys studying in I.C.S.E or U.P. boards. This indicates that Behavioural style and Adjustment of Adolescent Girls and Boys studying in I.C.S.E. or U.P. board of Allahabad district are similar. This value is lower than the table values for 198 degree of freedom at 0.05 levels. This may be due to equal opportunity given to both gender upbringing is similar, Home Environment to School Environment is similar. Parent attitude is changed; they provide equal experience to both. It is a time of profound changes and occasional turmoil. Considerable biological change occurs as both genders attain sexual and physical maturity. At the same time, these physiological changes are rivaled by important social, emotional and cognitive changes that occur as girls and boys strive for independence and move toward adulthood (Feldman, 2002, p. 388).

Above graph 3.3 shows that overall mean of adolescent's girls and boys. The mean of girls was 86.723 and the mean of boys was 86.325.

Table 3.4(A): Showing correlation between behavioural style and adjustment of adolescents' girls and boys factor wise.

No.	Factors	Category	R-Value
94	Tactics	Girls	0.0371
106		Boys	
94	View	Girls	0.1831
106		Boys	
94	Morality	Girls	-0.0610
106		Boys	
94	Self-Adj	Girls	-0.0521
106		Boys	
94	Peer-Adj	Girls	-0.0831
106		Boys	
94	School-Adj	Girls	-0.2047
106		BOYS	

The Third objective of the study was to find out the relationship between behavioural style and level of adjustment of adolescents boys and girls (Intrinsic aspect of the Tactics, Views, Morality, Self-Adjustment, Peer group-Adjustment, School-Adjustment) Of Adolescents. Observation of the table 3.4(a) shows that coefficient of correlation between behavioural style and level of adjustment of adolescents' boys and girls (Intrinsic aspect of the Tactics, Views, Morality) are 0.0371, 0.1831, -0.0610 and Self-Adjustment, Peer group-Adjustment, School-Adjustment scores are -0.0521, -0.0831, -0.2047. The value of Tactics and Views was positively related to both the genders and the value of Morality, Self-Adjustment, and Peer group-Adjustment, School-Adjustment was negatively related to both the genders. The value of intrinsic aspect of

the Tactics, Views, Morality, Self-Adjustment, Peer group-Adjustment, School-Adjustment. It is also inferred that intrinsic aspect of the Tactics, Views, Morality, Self-Adjustment, Peer group-Adjustment, School-Adjustment are significant and positive at 0 .05 levels. It means intrinsic aspect of the Tactics, Views, Morality positively affect the Behavioural Style of Adolescents. The value of Self-Adjustment, Peer group-Adjustment, School-Adjustment .It is also inferred that Self-Adjustment, Peer group-Adjustment, School-Adjustment are significant and negative at 0.05 levels. It means Self-Adjustment, Peer group-Adjustment, School-Adjustment was affected the Behavioural Style of Adolescents. Therefore, the hypothesis Ho3, "There exists no significant relationship between behavioural styles and levels adjustment of adolescents' girls and boys. This finding is in contrast with the findings of Qidwai, et.al (2010)-Adolescent Lifestyle and Behaviour: A Survey from a Developing Country, boys & girls do not differ significantly with respect to their Behavioural Style. Most adolescent with lifestyle issues fell in the age group of 16–18 years. Females were more depressed than males and had more sleep problems. Substance abuse and other addictions were documented more in males. Watching television or listening to music was stated as the most common late night activity (61.8%) and therefore was also referred to as the contributory factor for less than eight hours of sleep each day. (58.9%) of the respondents are getting less than eight hours of sleep daily. (41.5%) of the respondents who felt depressed sought treatment for it. Quite a few of them were also indulged in substance abuse and other addictions. Only (16.8%) of the respondents opined that physical activity is essential for health. Thirty-five adolescents out of all the respondents were smoking cigarettes currently, whereas 7% of the respondents chewed paan (areca nut). Peer pressure was the most common reason (37.1%) to start smoking. This survey does not differ significantly with respect to their Behavioural Style. It may be because they are facing similar kind of problems i) Problems with regard to comparison of age periods. ii) Problems associated with sexual maturing. iii) Problems associated with changing attitudes .iv) Problems associated with effect of environmental conditions. It may be because of the present education system which is highly structured towards academic excellence alone and better grades at the final academic results. Hence the behavioural styles and levels adjustment naturally function independent of each other. This may be due to equal opportunity given to both gender upbringing is similar, Home Environment to School Environment is similar. Parent attitude is changed; they provide equal experience to both.

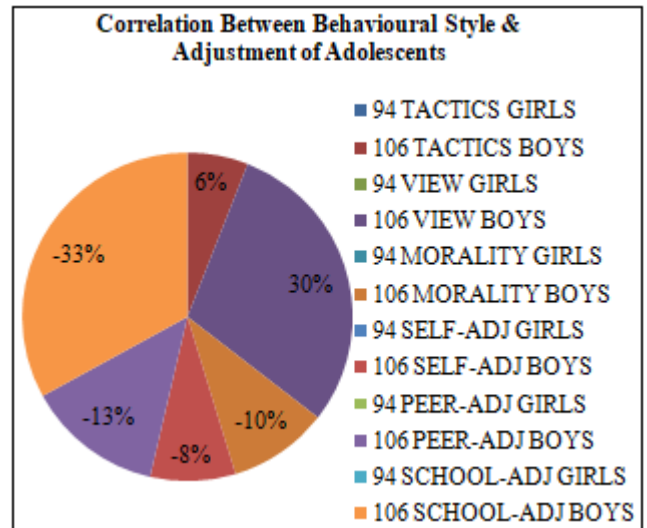


Figure 3.4(a): Correlation between behavioural style and adjustment of adolescent's girls and boys factor wise

Above pie graph 3.4(a) shows that the relationship between behavioural style and level of adjustment of adolescents boys and girls (Intrinsic aspect of the Tactics, Views, Morality, Self-Adjustment, Peer group-Adjustment, School-Adjustment) Of Adolescents. The percentage of tactic was 6% it is positively correlated to girls and boys. The percentage of view was 30% it is positively correlated to girls and boys. The percentage of morality was -10% it is negatively correlated to girls and boys. The percentage of Self-Adjustment was -8% it is negatively correlated to girls and boys. The percentage of Peer-Adjustment was -13% it is negatively correlated to girls and boys. The percentage of School-Adjustment was -33% it is negatively correlated to girls and boys. The percentage of Tactics and Views was positively related to both the genders and the value of Morality, Self-Adjustment, and Peer group-Adjustment, School-Adjustment was negatively related to both the genders.

Table 3.4(B): Showing correlation between behavioural style and adjustment of adolescent's girls and boys.

Category	No. of students	Gender	No. of girls& boys	r-value
Behavioral style	100	Girls	94	0.0973
		Boys	106	
Adjustment	100	Girls	94	
		Boys	106	

The Third objective of the study was to find out the relationship between behavioural style and level of adjustment of adolescents boys and girls (Intrinsic aspect of the Tactics, Views, Morality, Self-Adjustment, Peer group-Adjustment, School-Adjustment) Of Adolescents. Observation of the table 3.4(b) shows that coefficient of correlation between behavioural style and level of adjustment of adolescents' boys and girls (Intrinsic aspect of the Tactics, Views, Morality) are 0.0371, 0.1831, -0.0610 and Self-Adjustment, Peer group-Adjustment, School-Adjustment scores are -0.0521, -0.0831, -0.2047. The value of Intrinsic aspect of the Tactics, Views, Morality, Self-Adjustment, Peer group-Adjustment, School-Adjustment. It is also inferred that intrinsic aspect of the Tactics, Views, Morality, Self-Adjustment, Peer group-Adjustment, School-

Adjustment are significant and positive at 0 .05 levels. It means intrinsic aspect of the Tactics, Views, Morality positively affect the Behavioural Style of Adolescents. The value of Self-Adjustment, Peer group-Adjustment, School-Adjustment .It is also inferred that Self-Adjustment, Peer group-Adjustment, School-Adjustment are significant and negative at 0.05 levels. It means Self-Adjustment, Peer group-Adjustment, School-Adjustment is affected the Behavioural Style of Adolescents. . This finding is in contrast with the findings of Qidwai, et.al (2010) A Survey from a Developing Country, boys & girls do not differ significantly with respect to their Behavioural Style. This may be due to equal opportunity given to both gender upbringing is similar, Home Environment to School Environment is similar. Parent attitude is changed; they provide equal experience to both. It may be because of the present education system which is highly structured towards academic excellence alone and better grades at the final academic results. Hence the behavioural styles and levels adjustment naturally function independent of each other.

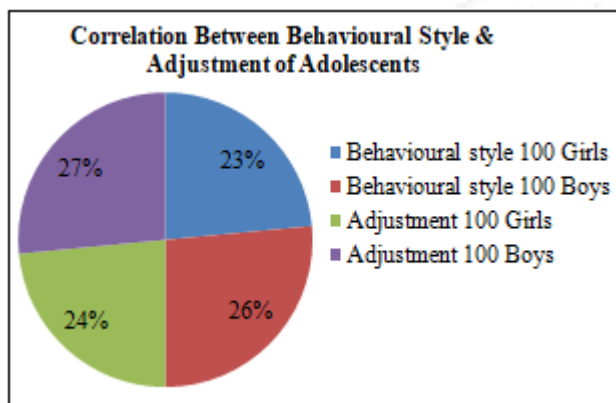


Figure 3.4(b): Correlation between behavioural style and adjustment of adolescent's girls and boys.

Above pie graph 3.4(b) shows that the relationship between behavioural style and level of adjustment of adolescents boys and girls of Adolescents. The percentages of behavioural style of adolescent's girls were 23% and boys were 26%. The percentages of Adjustment of adolescent's girls were 24% and boys were 27%. It is positively related to both the genders. This may be due to equal opportunity given to both gender upbringing is similar, Home Environment to School Environment is similar. Parent attitude is changed; they provide equal experience to both.

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