

MENTAL HEALTH AMONG ADOLESCENT SCHOOL LEARNERS AND ITS IMPACT ON THEIR SOCIAL ADJUSTMENT

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SYNOPSIS

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SYNOPSIS

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Chapter- I: Introduction

Mental health is defined as "the emotional and spiritual strength that allows us to enjoy life while enduring sorrow, misery, and disappointment" (Roul & Bihari, 2015). It is a sense of well-being as well as the belief in one's own worth and dignity. It is influenced by both our genetic heritage and our prior experiences" (WHO). Mental health and social adaptability are vital aspects of human life. Individual development on all levels is only feasible if one's mental health is in good shape. Society is a place where every human being is fostered and meets their various needs through connection with one another. The nature of our contact and socialization process is influenced by our mental health to some extent.

Mental health refers to a condition of well-being in which a person recognises his or her own potential, is able to cope with everyday stressors, is able to work efficiently and fruitfully, and therefore, is able to contribute to his or her community (WHO, 2001). A positive sensation of well-being is defined as mental wellness. When confronted with various types of challenging life situations, an individual's mental health refers to how they think, feel, and act. A mentally healthy person can deal with stress and despair easily and make decisions (Panchal, 2013).

Social Adjustment:

Plato claims that "Human beings are social culture," thus everyone must adapt to society. Social adjustment is the ability to develop favourable relationships in order to avoid being exploited by others. Every person in the community tries their hardest to adjust to any environment they find themselves in, social adjustment is described as the ability to develop positive relationships with others as well as differentiate from different others. Social adjustment has been identified as a fundamental psychological aspect in characterizing persons. Students must have the capacity to adapt, which will enable them to evolve as responsible citizens. As a result, all of these are equally appropriate to adolescent secondary school students. They cannot endure the stress and storm at this period because they are overly sensitive to interpersonal relationships. They simply struggle and endure challenges in their lives. They may isolate themselves from others and indulge in negative thoughts and behaviour at times. They lack a fundamental route in

adjustment throughout this stage due to a lack of fine-tuning. As a result, social adjustment is critical in today's environment.

The techniques to adjust as a process are defined and explained, as a procedure by which a person adjusts to himself and his surroundings, regardless of the quality of the adaptation or its success or failure. It is a pattern of behaviour that is observed in everyday situations such as at home, school, job, growing up, and ageing. It aids in controlling fundamental urges, trusting in one's own abilities, and accomplishing desired outcomes. As a result, adjustment encourages self-directed intellectual, emotional, social, physical, and occupational development and progress. The psychological process by which people manage or deal with the demands and obstacles of daily life is known as adjustment. It signifies conformity and is concerned with how a person adjusts to his surroundings and life's demands (Ogoemeka, 2012).

Bhagia (1966) researched school adjustment concerns and discovered that girls much surpassed boys in terms of adjusting to the school's general environment and organizational components. In terms of adjusting to instructors, classmates, and oneself, students in rural schools outperformed those in urban institutions. Rural children scored better in the emotional, health, and school adjustment categories, whereas urban kids scored higher in the aesthetic adjustment category (Pandey, 1979). There were no significant variations in social maturity, emotional adjustment or social adjustment between male and female college students (Suther, 2015).

Suman Lata and Sharma (2014) discovered a positive relationship between adolescent mental health and educational environment. Shokeen (2017) discovered a favourable significant association between teenage mental health and social adjustment in their study. Kannan (2005) discovered that female students have stronger social skills than male pupils. She also discovered that pupils from nuclear families have stronger social skills than students from joint families.

Statement of the problem:

The present investigator studied in depth to seek whether any research on mental health and its impact on social adjustment of adolescent students held in West Bengal particularly in rural areas. But even after a long review the present investigator did not found such study. Therefore, there is a knowledge gap in this particular area in West Bengal. Hence the present investigator,

on the basis of above research evidences, the problem stated as “***Mental Health among Adolescent School learners and its impact on their Social Adjustment***”.

Objectives of the study:

1. To investigate the level of mental health among adolescent school learners on the basis of gender.
2. To investigate the level of mental health among adolescent school learners according to their caste.
3. To investigate the level of mental health among adolescent school learners depending on the present education status.
4. To investigate the level of mental health among adolescent school students based on their father's academic qualifications.
5. To investigate the level of mental health among adolescent school students based on their father's occupation.
6. To investigate the level of mental health among adolescent school students based on their mother's academic qualifications.
7. To investigate the level of mental health among adolescent school learners based on their mother's occupation.
8. To investigate the level of mental health among adolescent school learners based on their family types.
9. To study the level of mental health among adolescent school students according to their birth order.
10. To determine the level of mental health among adolescent school students based on their family's monthly income.
11. To investigate the level of mental health among adolescent school learners in relation to their habitat.
12. To determine the level of social adjustment among adolescent school learners in terms of their gender.
13. To determine the level of social adjustment among adolescent school learners based on caste.

14. To measure the level of social adjustment among adolescent school learners according to present education status.
15. To determine the level of social adjustment among adolescent school learners in relation to their father's academic qualifications.
16. To determine the level of social adjustment among adolescent school learners based on their father's occupation.
17. To determine the level of social adjustment among adolescent school learners based on their mother's educational qualifications.
18. To determine the level of social adjustment among adolescent school learners based on their mother's occupation.
19. To determine the level of social adjustment among adolescent school learners based on their family types.
20. To determine the level of social adjustment among adolescent school learners based on their birth order.
21. To measure the level of social adjustment among adolescent school learners according to their monthly familial income.
22. To measure the level of social adjustment among adolescent school learners with regard to their habitat.
23. To find out the relationship between mental health and social adjustment among adolescent school learners.

Hypotheses:

H₀1: There is no significant mean difference in the level of mental health among adolescent school learners on the basis of their gender.

H₀2: There is no significant mean difference in the level of mental health condition among adolescent school learners on the basis of their caste.

H₀3: There is no significant mean difference in the level of mental health among adolescent school learners on the basis of the present educational status.

H₀4: There is no significant mean difference among adolescent school students' mental health based on their father's educational qualification.

H₀5: There is no significant mean difference among adolescent school learners' mental health based on their father's occupation.

H₀6: There is no significant mean difference in the level of mental health among adolescent school learners on the basis of their mother's educational qualification.

H₀7: There is no significant mean difference among adolescent school learners' mental health based on their mother's occupation.

H₀8: There is no significant mean difference in the level of mental health among adolescent school learners on the basis of their family type.

H₀9: There is no significant mean difference in the level of mental health among adolescent school learners on the basis of their birth order.

H₀10: There is no significant mean difference in the level of mental health status among adolescent school learners on the basis of their family monthly income.

H₀11: There is no significant mean difference in the level of mental health status among adolescent school learners on the basis of habitat.

H₀12: There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of their gender.

H₀13: There is no significant mean difference in the level of social adjustment among adolescent school students on the basis of their caste.

H₀14: There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of their present educational status.

H₀15: There is no significant mean difference in level of social adjustment among adolescent school learners on the basis of their father's educational qualification.

H₀16: There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of their father's occupation.

H₀17: There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of their mother's educational qualification.

H₀18: There is no significant mean difference in the level of social adjustment among adolescent school students on the basis of their mother's occupation.

H₀19: There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of their family type.

H₀20: There is no significant mean difference in the level of social adjustment among adolescent school students on the basis of their birth order.

H₀21: There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of their family monthly income.

H₀22: There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of their habitat.

H₀23: There is no significant correlation between adolescent school learners' mental health and their social adjustment.

Chapter- II: Review of related literature:

Title	Name of Researcher/ Researchers	Major objectives and methodology	Findings	Journal and publication
<i>"A study of Mental Health of Hindi and English medium students"</i>	Srivastava et. al. (1999)	To investigate at the mental health of 80 students in Haridwar's English and Hindi language schools in the 11th and 12th grades.	Compared to English medium pupils, Hindi medium students had superior mental health.	Journal of Educational Research and Extension, 36(3), 1999.
<i>"A study of Mental health of high school students in Thiruvapur District"</i>	Arulkumar & William	To find out how mental health affects high school students in Tamilnadu's Thiruvapur District, as well as if there were any significant disparities in mental health across comparable subgroups of students. For this purpose, a random sampling procedure was used to choose a sample of 300 pupils. Jagadish and Srivastava's 'Mental Health Inventory' (Revised 1996) was employed by the investigator.	The mean mental health score among the subgroup of pupils did not differ significantly based on their gender, geography, or kind of school they attended.	International Journal of Informative Research, 4(10), 2017

“Mental health of school going boys and girls adolescents in secondary school of Delhi”	Roul, S.K.,& Bihari, S.	The purpose of this study was to see if there was a difference in mean scores between boys and teenage girls in secondary schools on several aspects of mental health and across all dimensions of mental health. Method: The researchers employed a descriptive survey approach to conduct their research. The study relied on the Jagdish & Srivastava standardized ‘Mental Health Inventory (1986)’.	There was no significant difference in the mean scores of boys and girls adolescents on the dimensions of mental health.	Indian Journal of Research, 4(6), 2015.
<i>“To Study the Mental Health of Senior Secondary Students in Relation to Their Social Intelligence”</i>	Bartwal, R. S	To compare and contrast the mental health of male and female senior secondary students, as well as to investigate the link between mental health and social intelligence in rural and urban upper secondary students. Method: The investigator employed the descriptive survey approach and random sampling technique to gather data and in order to collect data, the investigator utilized the 'Mental Health Battery' (Sing & Gupta) and the 'Social Intelligence Scale' (Chaddha& Ganesan).	The researcher discovered that there was no substantial variation in mental health based on their habitat and gender.	IOSR Journal of Humanities Studies, 19(2), 2014
“A study of mental health and socio-economic status among youth”	Lal, R., Sharma, S., &Kumar,R	To look at the mental health and socioeconomic status of young people. The study was quantified using the ‘Mental Health Inventory (Jagdish and Srivastava, 1983)’, and their socioeconomic position was determined using family income.	In comparison to the low-income participants, the statistically examined results showed that people from high-income families have better mental health.	The International Research Journal of Social Science & Management, 3(06), 2013
“Mental health among adolescents”	Sankar, R., Wani, ., &Indumathi, R.	To determine the mental health status of adolescent boys and girls. Method: The research included a total of 40 individuals, split into two groups of 20 each (Boys and Girls). Dr. Jagdish and Dr. Srivastava devised and standardized the 'Mental Health Inventory,' which was used to measure mental health.	The findings revealed a significant mean difference in mental health scores between boys and girls, with boys having a greater level of mental health than girls.	The International Journal of Indian Psychology, 4(3), 2017.
<i>“Impact of Gender, Locality and Type of family on Mental Health Among Adolescents”,</i>	Raj, A.A.	To assess the impact of gender, locality & type of family on mental health of adolescents & to study the interaction between gender, locality and type family with regard to mental health. The data collected by using random sampling technique. To assess the mental health the investigator used the ‘Mental Health Inventory’ (Jagdish & Srivastava, 1985).	According to the findings of the study, adolescents from nuclear families had better mental health than adolescents from joint families. Female adolescents’ mental health was superior to male adolescents’ mental health. Adolescents in urban areas had better mental health than those in rural areas, and there was a substantial interaction effect between locality and family type.	New Horizon Journal of Teacher Education, 2(1), 2017

<i>“Mental Health of Secondary School Students in Relation to gender and local”</i>	Singh, K	To compare the mental health of rural and urban secondary school students, as well as to compare the mental health of boys and girls in secondary school. Method: the descriptive survey method employed and Purposive sampling technique used for select the sample and assessed the mental health of student, ‘Mental Health Scale’ (S. P. Anand) has taken by the investigator.	There was a substantial mean difference in mental health between boys and girls in secondary school, but no significant difference in mental health between urban and rural pupils.	Journal of Emerging Technologies And Innovative Research, 5(1), 2018
<i>“Mental health of secondary school students in relation to family climate”</i>	Singh, A., & Devi, S.	To investigate secondary school students' mental health and family climate, as well as the link between mental health and family climate among government-aided school students. Data was collected using a purposeful sampling strategy through ‘Mental Health Battery’ (Singh & Gupta).	Mental health and the family climate of secondary school children have a substantial favourable association.	International Journal of Research In Social Science
<i>“Mental health difficulties in early adolescents: a comparison of two cross sectional studies in England from 2009-2014”</i>	Fink, E., Patalay, Et Al.	The goal of this study was to assess at how mental health problems in early adolescence changed in England from 2009 to 2014. Method: The research was conducted in a cross-sectional manner. Participants filled out the ‘Strengths and Difficulties Questionnaire’ to describe their mental health issues. Gender, age, ethnicity, socioeconomic status, and other factors all have a role in the current study's health results.	In general, adolescent mental health problems were comparable in 2009 and 2014. In 2014, compared to 2009, there was a considerable increase in emotional issues in females and a decrease in total difficulties in boys.	Journal Of Adolescents Health, 56, 2015.
<i>“A study of mental health among high school students”</i>	Senad, R. R	To examine emotional stability, over all level of adjustment and the mental health among school going adolescents. Random sampling technique was used to collects the data and the investigator employed ‘Mental Health Battery’ (Singh & Gupta).	Boys showed stronger emotional stability than female pupils, and girls had better overall adjustment, and there was no significant difference in mental health between school-aged boys and girls, according to the research findings.	The International Journal of Indian Psychology, 6(2), 2018.
‘Factor Affecting Adolescents Mental Health’	Lok, N., Bademli, K., &Canbaz, M.	The goal of this research was to evaluate the mental health of secondary school students. Data was collected using Goldberg's 1972 'General Health Questionnaire' (GHQ-12). The data were gathered by the researchers utilising a face-to-face interview procedure in a classroom setting.	The core family accounted for 39.8% of the students. According to the results of the Adolescent General Health Questionnaire, 41.47 percent of the adolescents scored below 2.58, while 52 percent scored 2 or higher, indicating that the group was at risk for mental health.	Journal of Depressive Anxiety, 6(4), 2017.
<i>“A Study of Mental Health of High School Students in Relation to Sex and Habitation”</i>	Kaur, S., Niwas, R., & Rai, V. K.	To see whether there is a difference between boys and girls, rural and urban high school pupils, and to see if there was an interaction effect between sex and location on mental health. The investigator was collects the data from six districts of Punjab. The researcher used the ‘Mental Health Scale’	Male and female students had similar mental health, there was a significant difference between rural and urban students, and there was no significant interaction impact between sex and habitation on school students' mental	Scholarly Research Journal for Humanity Science &English

		(Vijay Kumar Roy) to measure the mental health.	health, according to the researcher.	Language, 2(12), 2015.
<i>“Mental Health among Higher Secondary School Students”</i>	Malliga, T., & Jayachandran, P.	Gender, number of siblings, family type, birth order, and location were used to assess the mental health of higher secondary school students. In this study, 93 samples were selected from special schools in Chennai using a stratified random selection strategy. The investigators employed the 'Mental Health Scale,' which was created by the investigators, to measure mental health.	The findings revealed that mental health differed significantly depending on gender, number of siblings, family type, birth order, and geographic location. Stress levels in girls are shown to be higher than in boys. When compared to joint families, nuclear families are observed to have greater levels of anxiety. Urban residents were shown to have greater anxiety and stress levels than those who lived in rural areas.	International Journal of Educational Research Studies, III (XIV), 2018.
<i>“To Study The Mental Health among School Students”</i>	Niak, D.	The study's main purpose was to look at the mental health of pupils in school. The investigator 100 students were selected as the samples from two school of Dharmपुरi. The samples were selected purposively using by 'PGI Health Questionnaire' (Verma & Pershad). According to the nature of the data, statistical analysis was performed utilising statistical software.	Results: According to the findings of the study, almost half of the students (57%) had poor mental health according to the PGI health questionnaire.	Indian Journal of Positive Psychology, 8(1), 2017.
<i>“Mental Health of School Going Adolescents: A Comparative Study”</i>	Kumar, N., & Grewal, K. K.	To compare male and female senior secondary students in the arts and sciences, as well as students from rural and urban regions, in terms of mental health. A total of 200 senior secondary school students were included in this research. The sample was selected randomly and data collected using by 'Mental Health Inventory' (Jagadish & Srivatava), the investigator different types of statistical techniques were used to test the hypotheses on the basis of research objectives.	In terms of mental health, the study showed no significant differences between teenage boys and girls, scientific and humanities group students, and rural and urban adolescent school students.	Scholarly Research Journal for Interdisciplinary Studies, II (XV), 2014.
<i>“Mental Health of High School Students: A Comparative Study”</i>	Nanda, A. K.	A mental health measure devised by the investigator, as well as interview schedules for parents, teachers, and the headmaster, were used to investigate the mental health of high school pupils. For data analysis, the study used arithmetic mean, standard deviation, t-test, and quartile deviation.	Female students were shown to have higher mental health than male pupils, according to the study. Mental health was equal in urban and ashram schools, although female students in rural schools had greater mental health than male pupils. The researcher also discovered that Students in the general category had better mental health than students in the scheduled caste, scheduled tribes, and first generation learners, but pupils in the scheduled caste had	Indian Journal of Review, 56(1), 2001.

			better mental health than scheduled tribes students.	
“Behavioural and Emotional Problems of Adolescents Relationship with Academic Achievement”	Ahmad, A., Khalique, N., & Khan, Z.	To examine at emotional and behavioural difficulties in pupils and to see whether there is a relationship between the two. The data was collected via a survey approach using a random sample procedure. The survey included 410 pupils in Aligarh's urban and rural regions, ranging in age from 10 to 19.	In the whole study, there was no significant difference between urban and rural male students in terms of emotional behavioural issues. It was also shown that there was a significant relationship between male adolescent emotion and their problematic conduct.	Indian Journal of Community Health, 18 (2), 2007.
“Mental Health Risk among the Socially Disadvantaged High School Students: Initial observations”	Rao, V. N., & Parthasarathy, R.	To study the mental health risks among scheduled caste and scheduled tribes students. Method: The researchers devised an interview schedule and employed Goldberg's (1972) ‘Standardised General Health Questionnaire’, as well as Kuppaswamy's socioeconomic scales, to collect data. A total of 120 high school students from Bangalore were included in the sample. The subjects were chosen using a random selection procedure.	Result: The findings revealed that pupils from scheduled castes and scheduled tribes were more vulnerable to mental health problems than students from lower and lower middle economic strata. Non-scheduled caste and scheduled tribes pupils in middle and students in upper middle school faced more mental health risks than students from scheduled castes and tribes.	Indian Journal Of Psychiatry Reviews, 40, 1993.
“Mental health as a correlate of intelligence, education, academic achievement and socio-economic status”	Magotra, H. P.	To determine the degree of relationship between the criteria chosen and the students' mental health, as well as to analyse the effects of gender, educational levels, and socioeconomic position on mental health. For collects the date the investigator used ‘General Intelligence Test’, ‘Mental Health Inventory’ And ‘Socio Economic Questionnaire’.	Girls possess better mental health than boys, intelligence and physical health are very influence in the students’ mental health.	Ph. D thesis, Third Survey In Education, New Delhi: NCERT, 1982.
“Mental health of high school students”	Anand, S. P.	The purpose of this study is to know about high school students' mental health. For collects the data the researcher used likert type mental health scale.	Adolescent mental health positively correlated with educational improvement and parents’ occupational status.	Indian Educational Review, 24(2), 1989.
“A study of mental health of secondary school students of Ahmedabad City”	Shastri, M. C.	Objective: To investigate the students' mental health scores, as well as the effects of their gender, standard, and educational achievement on their mental health. To assess the mental health the investigator used ‘Mental Health Battery’(Dr. Shastri). For statistical analysis used the mean, S.D, etc.	Result: Out of total sample 8.43% have medium, 25.68% have lower level and 15.89% have higher level of mental health. The pupils’ mental health was unaffected by their gender, standard. The mental health of the students with higher educational achievement was better than the students with lower educational achievement.	International journal of education for human services, 2010.

<i>“A study of mental health of higher secondary students of Gujarat state”</i>	Patal, A. R.	To determine the degree of mental health among secondary students and to investigate the effects of their gender, standard, and area stream on mental health. The investigator used the descriptive survey method and collects the data through ‘Mental Health Scale’ (self developed).	There was no significant mean difference among the pupils based on gender, standard, stream, or resident location.	Ph. D thesis, Kadi Sarva Viswa Vidhyalaya, Gujarat.
<i>“Relationship between mental health and some family characteristics of middle class school going adolescent”</i>	Sarkar, A. K.	The purpose of this research is to examine at the relationship between children's mental health and their family's traits. The investigator collects the data through self developed questionnaire ‘Mental Health Inventory’, ‘Children’s Interview Scheduled and Bio-Data Sheet’.	The mental health of children from a joint family is better than that of children from a nuclear or detached family, and there is no correlation between family structure and the mental health of students.	Ph. D thesis, Third Survey in Education, New Delhi, NCERT, 1979.
<i>“An investigation into the mental health of higher secondary school students in relation to certain variables”</i>	Purohit, Y. B.	The purpose of this research is to investigate at the mental health of higher secondary students in connection to their gender, location, standard, and caste. Descriptive survey method was used, the investigator collects the data from XI and XII standard students through ‘Mental Health Scale’, SES scale and Emotional intelligence scale.	The result found that area, stream, caste, socio- economic status dose not effect on students mental health and gender ,emotional intelligence significantly influence on their mental health.	Ph. D thesis, sardar patal university, Gujarat, 2010.t
<i>“Influence of home and social environment on the mental health status of children”</i>	Manjuvani, E.	To measure the effects of the home and school environment on mental health. The data were collected from students studying 8 th to 10 th standard from Andhra Pradesh. The investigator used ‘Home Environment’, ‘School Environment’ and ‘Mental Health Inventory’.	The investigator found that there significant correlation exists among home environment, school environment and mental health.	Ph. D thesis, Fifth Survey In Education, New Delhi, NCERT, 1990.
<i>“Mental Health and Factors Related to Mental Health among Pakistani University Students”</i>	Irfan, U.	The goal of this study is to explore more about university students' mental health and general well-being in Karachi, Pakistan, as well as the variables that contribute to their mental health problems. Method: Data was obtained using a quantitative research approach, with participants filling out five distinct standardised surveys.	Result: The outcomes of this study demonstrated a favourable association between mental health and self-esteem, an association between extraversion and mental health, and a large gender disparity. Male students fared better than female students in terms of mental health.	Ph. D Thesis, University of Canterbury, New Zealand, 2016.
<i>“Prevalence of Emotional and Behavioural Problems among Primary School Children in Karachi”</i>	Syed, E. U., & Hussein, S. A., & Haidry	To identify whether or not school-going children in Pakistan have emotional and behavioural problems. Method: The investigator conducted a cross sectional. The data was collected through ‘Strength Difficulties Questionnaire (SDQ)’. For this study investigator has taken ‘Pakistan – multi informant survey method.	Result: The prevalence of child mental health problems was higher than in other state study reports, according to the findings. Between male and female children, there was a significant difference in the prevalence of mental health problems.	Indian Journal of Paediatrics, 76(6), 2009.

<i>“Mental Health in School”</i>	Taylor, L., & Adelman, H. S.	The goal of this research is to examine the mental health of students in school.	The researcher’s opinion that the role of school, home and community life should be plays a vital role in students to overcome stressful life by mental health activities. If educational institutions were help to fulfil student’s educational mission, Control must be exercised over social, emotional, and physical health issues, as well as other learning barriers.	Adolescent Medicine, 7(2), 1996.
<i>“Child and Adolescent Mental Health in Latin America and the Caribbean: Problems, Progress and Policy Research”</i>	Belfer, M. L., & Rohde, L. A.	The purpose of this study is to know more about the mental health of Latin American children and adolescents. Method: The researcher conducted this study among 1251 Brazilian school going children aged 7-14 years.	Result: The findings highlighted a pressing need for child mental health specialists to collaborate with schools in order to educate teachers so that they can recognise and manage the most common child psychiatric issues.	Review of Panamsalud Publication, Pan American Journal of Public Health, 18(4/5), 2005.
<i>“Studies on Child and Adolescent Mental Health in Iceland”</i>	Hannesdottir, H.	To investigate emotional and behavioural issues in Icelandic children and adolescents, as well as variations in demographic background factors between the general population and children and adolescents who have received psychiatric treatment. Method: The sample was taken using a stratified random sampling procedure. The investigator employed the 'Child Behaviour Checklist (4-18)' and 'Youth Self Report (11-18)' to examine the mental health of children and adolescents.	Result: Young boys were shown to have higher levels of aggressive behaviour syndrome than young girls. Boys between the ages of 4 and 11 had higher delinquent behaviour syndrome scores than females between the ages of 11 and 16. Anxiety/ depressive syndrome scores were more common among both gender. Girls were more possessed in attention problems and social adjustment problems than boys in adolescent periods.	Turn YliopistonJulkaisuja Annals University, Turkuensis, Doctorial Thesis, Turku, 2001.
<i>“Mental Health Problems among Adolescents”</i>	Granrud, M. D.	To analyze and compare gender differences in adolescent depression symptoms, as well as the relationship between family conflict and economy, and to explain the interactions between teenage boys with mental health difficulties and the Public Health Nurse (PHN). Method: Data was collected from a sample utilising the 'Interviewed Scheduled' approach, which combined quantitative and qualitative methodologies. Descriptive statistics and multiple regression were used to analyse the data.	Result: When it came to reporting mental health difficulties, there was a gender difference between boys and girls. Boys were superior than females. The boys had a difficult time expressing their mental health issues and seeing PHNs. The PHN is essential in promoting adolescent mental health.	Faculty of Health, Science And Technology, Doctoral Thesis, Karlstad University Studies, 2019.
<i>“Depression among</i>	Wirback, T.	The goal of this study was to learn more about the social and gender disparities in depression among young adults	Low childhood social status increased the risk of depression in teenagers;	Department of Public Health

<i>Adolescents and Young Adults – Social and Gender Difference”</i>		and adolescents. Method:The Stockholm youth cohort was used to assess the probability of clinical depression in different social groups, while longitudinal survey data from the BROMS cohort was utilised to quantify depressive symptoms based on various social determinants.	social differences were more noticeable in self-reported depressive symptoms than clinical depression, and in a greater number of adolescents. Gender differences are a significant determinant in the development of diagnosed depression in children and adults.	Science, Doctorial Thesis, Karolinska Institute, Sweden, 2018.
<i>“Socioeconomic Status and Mental Health in Children and Adolescents”</i>	Boe, T.	To investigate the relation between socioeconomic status (SES) and mental health problems using a variety of SES variables, including family economics, parental education levels, and mental health domains. Method: This study was cross-sectional studies, which also contains a longitudinal sample. Mental health problems were defined on the ‘Strength and Difficulties Questionnaire (R. Goodman)’ by the researcher. Logistic regression analyses and multiple regressions were used.	Mental health problems are distributed according to family socioeconomic status, with more problems for those who are socioeconomically disadvantaged. Parental emotional well being, educational levels and parenting practices were associated between family socioeconomic status and childhood mental health problems.	Ph. D Thesis, University of Bergen, 2013.
<i>“Social Adjustment of College Students in Relation to Gender”</i>	Suthar, S. A.	To measure social maturity, emotional adjustment and social adjustment of male and female colleges students. Method: For data collecting, the survey approach was employed. R.C. Deva (1990) developed the ‘Social Adjustment Inventory’, which was given to college students from Mehsana’s numerous colleges.	Result: In terms of Social Maturity, Emotional Adjustment, and Social Adjustment, Male and female college students showed no significant differences.	The International Journal of Indian Psychology, 2(3), 2015
<i>“A Study on Social Adjustment of Adolescents”</i>	Ghatak, R.	To identify if there is a substantial variation in adolescent social adjustment by gender and location. Method: To collect data for this inquiry, a survey approach was used. The schools were chosen using purposeful selection, while the pupils were chosen using random sampling. Dr. Ashutosh Kumar’s ‘Social Adjustment Measure’ was used to gather data.	Results: There is a substantial difference in Adolescent Social Adjustment based on Gender, however there is no significant difference in Adolescent Social Adjustment based on Location (Urban and Rural).	International Journal of Scientific Development And Research, 3(8), 2018.
<i>“Social Adjustment of Higher Secondary Students”</i>	Anbalagan, S	To see if there was a substantial difference in social adjustment between XI and XII standard children in terms of class, gender, learning medium, and school type. Method: The researcher employed a survey method of research and selected students from higher secondary schools using a simple random sampling technique. The ‘Social Adjustment Inventory’ was used to collect the data (Dr. Roma Pal).	A considerable difference existed between boys and girls in terms of social adjustment. There was a substantial mean difference in social adjustment between government and non-government higher secondary school pupils based on medium of instruction.	An International Multidisciplinary Journal, 1(4), 2017.
<i>“Adjustment Problems among School going Adolescent Students”</i>	Thanikaivel, M ., & Priya, K.	1. Determine the degree of adjustment of male and female teenage students in the areas of home, health, social, emotional, and educational adjustment; 2. Determine the socioeconomic status of school-aged children in the research.	Results: Male students were shown to have a better overall adjustment than female pupils. In both groups, social adjustment was average. Many of the study’s findings were considered to be	International Journal of Multidisciplinary Research, 2(8), 2016.

		Method: To gather information about family background, income, trade, and understanding of enterprises, a systematic interview schedule and questionnaire were developed.	responsible for adolescent problems.	
<i>“A Comparative Study on Social Adjustment Among Tribal and Non Tribal Students”</i>	Das, J., & Deb, A. K.	To determine the social adjustment of tribal male and female students, non-tribal male and female students, tribal and non-tribal female students, tribal male and male students, and tribal male and male students. Method: The study's effective sample is made up of 120 respondents, 60 tribal and 60 non-tribal, who were chosen at random using a purposive sampling approach and are between the ages of 18 and 21. For data collection, Dr. Roma Pal's Manual for 'Social Adjustment Inventory' was employed.	Tribal female students performed considerably better than tribal male students in terms of social adjustment. Male and female non-tribal pupils differed from one another. Non-tribal female students did better in terms of social adjustment than non-tribal male pupils. Female tribal pupils adjusted better than non-tribal female students. In comparison to tribal male pupils, non-tribal male students exhibited better social adjustment.	IOSR Journal Of Humanities And Social Science, 12(3), 2013.
<i>“Social Adjustment Problems of School Going Academic Achievers”</i>	Srivastava, P. S.	The goal of this study is to investigate at school-aged teenagers' academic achievements as well as their social adjustment issues. Method: The data was gathered using 'Adjustment Inventory' for School Students' (Sinha and Singh, 1971) in a format of the descriptive survey design.	There was a substantial difference in social adjustment concerns between high and low academic achievers, male and female, Bengali and English medium academic achievers, but not between urban and rural academic achievers.	International Journal of Academic Research And Development, 3(1), 2018.
<i>“Social Adjustment Profile of Adolescents of Ludhiana City”</i>	Valentine, L., & Gulati, J. K.	To investigate the social adjustment profile of adolescents of Ludhiana city. Method: This study was carried out four govt. senior secondary schools of Ludhiana city. The researcher used 'Social Adjustment Inventory' (R. C. Deva) to measure adolescents adjustment. The data was analysed using the mean, standard deviation, t-test, and chi square test.	Result: From the study the researcher find out that there was no significance gender difference in social adjustment of adolescents.	International Journal of Sustainable Development, 2014.
<i>“Social Adjustment of Higher Secondary School Students”</i>	Jaikumar, S., & Muthumanickam, R.	1. Determine the level of social adjustment of male and female students, students from joint families, students from nuclear families, students in the first and second birth order, and students in the third and higher birth order. 2. To see whether there is a difference in gender (male/female), family type (joint/nuclear), and birth order (first and second birth order/third and above birth order). Method and Procedure: The study employed the normative survey approach. The data were collected using Roma Pal's (1985) standardised 'the Social adjustment inventory.' The technique of random sampling was applied.	Result: It was revealed that male and female students differed significantly in their social adjustment. There was no significant difference in social adjustment between students from joint families and students from nuclear families. It was also discovered that the type of social adjustment was nearly identical across students based on their birth order.	International Journal of Resent Scientific Research, 2010.

<i>“Adjustment problems among School students”</i>	Raju, M. R., & Rahamtulla, K.	To examine the school childrens' adjustment problems and the effects of demographic factors on the adjustment challenges of school pupils from various schools. Method: The data were collected using a 'Adjustment Scale' (Jain, 1972), and the data was evaluated to see how individual factors affected adjustment variables.	Result: The study's major findings indicated that school attributes such as the class in which they are enrolled, the school's medium of instruction, and the school's management style had the greatest effect on school children's adjustment. Adjustment was also impacted by parental education and the occupation of the schoolchildren.	Journal of The Indian Academy Of Applied Psychology, 33 (1), 2007.
<i>“Adjustment Behaviour among Higher Secondary School Students”</i>	Pachaiyappan, P., & Arumugam, B.	To determine the degree of adjustment behaviour among higher secondary pupils, taking into account gender, location, family type, and management style. Method: The investigator adapted the survey method to collect the data from govt. and privet schools. The samples were randomly selected in and around the Chennai. 'Adjustment Inventory' (Bhattacharya) used for collect the data.	The majority of students in higher secondary school showed a moderate level of adjustment behaviour. It was discovered that There was no significant difference in adjustment behaviour between boys and girls, urban students adjust better than rural students, and students from nuclear households adjust better than students from non-nuclear families.	Global Journal For Research Analysis, 6(6), 2017.
<i>“A Study of Adjustment Problems of College Student in Relation to Gender, Socio-Economic Status & Academic Achievement”</i>	Sengeeta and Chirag	To identify the adjustment problems of college students respected with economic status, gender, academic achievement, to study the relation between academic achievement and social adjustment. Method: The descriptive survey technique of research was utilised for this objective. A. K. P. Sinha and R. P. Singh's 'Adjustment Inventory for College Students' (AICS) and Kalia and Sahu's 'Socio Economic Status Scale (SESS)' were employed by the researcher.	The findings showed that college students had a decent degree of adjustment and that there is a significant relationship between academic achievement and college student adjustment. Significant disparities in college adjustment were discovered in connection to gender and socioeconomic background, according to the study.	International Journal of Behavioural Social And Sciences, 1(2), 2012.
<i>“Adjustment of Secondary School Students in Relation to their Gender”</i>	Mahesh, D., Makwana, & Kaji, S. M.	The purpose of this study is to examine how secondary school pupils adjust at home, at school, and in social and emotional situations depending on their gender. Method: The sample was chosen at random. The data were collected using R. S. Patel's 'Adjustment Inventory.' The mean, standard deviation, and t-test were used to analyse the data.	There was no significant mean difference in home adjustment, school adjustment, or emotional adjustment between male and female secondary school students, however there was a significant mean difference in social adjustment.	The International Journal of Indian Psychology, 2(1), 2014
<i>“Social Adjustment of Higher Secondary Students – An Analysis”</i>	Jayachandran, P.	Determine the amount of social adjustment and the relationships between social adjustment parameters among residential school pupils. Method: The data was collected via a survey approach using a random sample procedure. Investigator developed the "Social Adjustment Inventory" study instrument to collect data from the sample.	The result showed that residential school pupils have high social adjustment and it was shows that father's occupation and social adjustment are positive correlated.	Scholarly Research Journal For Humanity Science & English Language, 4(19), 2017.

<i>“Adjustment of Adolescents Residing in Urban, Sub-Urban and Rural areas- A Comparative Study”</i>	Chatterjee, M.	To compare the three groups of adolescent subjects residing at urban, sub urban and rural areas of West Bengal. Method: The data were collected using ‘General Information Schedule’ (Developed by The Investigator) & ‘Life Environment Integration Inventory’ (Dasgupta & Bose).	Rural inhabitants exhibiting better adjustment capacities in all the areas of adjustment as compared to the adolescents from urban and sub urban areas.	The International Journal of Emerging Technologies And Innovative Research, 5(7), 2018.
<i>“Social Adjustment of Adolescents in Relation to their Family Structure”</i>	Mathil, D.	To investigate the social adjustment of adolescents from nuclear and joint families, as well as to compare the social adjustment of boys and girls from nuclear and joint families. Method: Using survey method, the researcher conducted the whole study. The investigator utilised the 'Social Adjustment Inventory' (Sinha & Singh) to collect data from the samples who were chosen randomly.	there was no highly significant difference in social adjustment of adolescent student, but the students of nuclear family have better adjustment than joint family. Girls were better adjusted within society than boys' adolescent student from both the nuclear and joint family.	IJARIE, 2(6), 2016.
<i>“Adjustment of Secondary School students”</i>	Basu, S.	The aim of this investigation was to examine secondary school pupils' ability to adjust.	The researcher discovered that there were extremely significant variances in secondary school pupils' adjustment as a result of this investigation.	Scholarly Research Journal For Interdisciplinary Studies, 1(3), 2012.
<i>“A study on Adjustment of higher Secondary school students of Durg District”</i>	Chauhan, S. V.	The intention of this study is to explore how higher secondary students adjust to their schooling, emotional adjustment, and social adjustment. Method: A.K.P. Sinha and R.P. Singh constructed an adjustment scale that was used to collect data.	The findings revealed that there was a substantial difference in adjustment between male and female pupils in higher secondary school, with female pupils having a greater degree of adjustment than male students.	IOSR Journal of Research & Method In Education, 1(1), 2013.
<i>“A Study of Correlation Between Adjustment and Academic Achievement”</i>	Jain, P.	To determine a student's degree of adjustment as well as the relationship between adjustment and academic accomplishment. Method: The information was gathered using a self-made questionnaire. A total of 200 pupils from the class were chosen to participate in the research.	Adjustment and academic success have been found to have a beneficial association. Students with better adjustment with home, emotional, health and social.	International Journal of Social Relevance & Concern, 5(6), 2017.
<i>“A Study of Adjustment among Male and Female College Going Students”</i>	Babasaheb, R .R.	The purpose of this study was to examine at the home, social, emotional, and health adjustment of male and female college students. Method: Purposive sampling was used to acquire samples for this investigation. For data gathering, the ‘Bell Adjustment Inventory’ was employed.	According to the data, female students did better than male students in terms of home adjustment, social adjustment, emotional adjustment, and health adjustment.	The International Journal of Indian Psychology, 7(4), 2019.
<i>“Self Concept of Adolescents and its Relationship with their Social</i>	Das, P.	Determine the level of social and emotional adjustment of teenagers by gender and management variation, to determine the relationship between self concept and social and emotional adjustment problems in adolescents, to	There are considerable differences in pupils' social adjustment based on their gender and school type. The adolescent pupils' social and	Scholarly Research Journal For Interdisciplinary

<i>and Emotional Adjustment"</i>		investigate the high, average, and low self concepts of adolescents in relation to their social and emotional adjustment problems. Method: The research was carried out using a descriptive correlation method. The investigator employed the 'Children Self Concept Scale' (S. P. Ahluwalia) to measure self concept, and the 'Adjustment Inventory' (Sinha & Singh) to examine social adjustment.	emotional adjustment, as well as their self-concept, were found to have a significant negative relationship. There was a link between having a high, average and having poor social and emotional adjustment.	y Studies, 3(24), 2016.
<i>"Social Adjustment of Adolescents"</i>	Dutta, M., Baratha, G., & Goswami, U.	To study the social adjustment level of adolescents. Method: The researchers employed Sinha and Singh's 'Adjustment Inventory For College Students' to collect data (1980).	Result: In the social adjustment, there was no significant difference between boys and girls, according to the findings.	Indian Journal of Psychiatry Reviews, 50(2), 1998.
<i>"Sex Difference among School Children in the areas of Adjustment"</i>	Pathak, R. D.	To study the social and emotional adjustment among school children on the basis of sex, health. Method: The subject was selected random sampling technique by the investigator from six high school of Jabalpur in Madhya Pradesh. To measure the adjustment the investigator used Saxena's VyaktiyaParaks-Prashnavali(MA-62).	The researcher shows that in the health, social adjustment and emotional adjustment girls were facing not more favorable than the boys students. It was also found that there was positive correlation between the areas of adjustment.	Psychiatry Studies, 15, 1970.
<i>"Adolescent Adjustment Problems: The Role of Heritability and Family Environment"</i>	Narusyte, J.	From late childhood through early adulthood, researchers are looking into aggression as a possible mediator of genetic environment impacts on the link between parental criticism and adolescent antisocial behaviour. Method: This was a population-based research with a longitudinal design. The data was gathered using the TCHAD (Twin Study of Child and Adolescent Development).	The findings of this study demonstrated that familial circumstances affected antisocial behaviour that lasted from late childhood to early adulthood in both males and females. The genetic contributions to the link between parental criticism and antisocial behaviour in adolescents can be explained by heritable early adolescent aggression.	Department of Medical Epidemiology And Biostatistics Karolinska Institute, 2009.
<i>"Adolescent Adjustment in Rural Appalachian Youth"</i>	Atherton, R. G.	Determine the association between sixth-grade adjustment and social integration, feeling of belonging, and emotional risk-related dynamics in the middle school community's relational context. Method: The data for this study came from a larger group of participants in a longitudinal study that followed young adolescents from fifth to seventh grade.	The findings demonstrated that sixth-grade adjustment is linked to social integration, a sense of belonging. and emotional risk perceptions in middle school. It was also discovered that modification on the basis of gender had a significant effect.	Doctorial Thesis, University of North Carolina, 2009.
<i>"A study of Mental health"</i>	Shokeen, A.	To compare male and female senior secondary students' mental health and social adjustment, and to investigate the	The researcher discovered no major differences in the mental health and	An International

<i>and Social adjustment of Senior Secondary students”</i>		link between mental health and social adjustment in senior secondary pupils, both male and female Method: A descriptive survey design was utilised in this investigation. To measure mental health and social adjustment, researchers employed the ‘Mental Health Battery’ (Arun Kumar Singh &Alpana Sen Gupta) and ‘Social Adjustment Inventory (R.C. Deva)’.	social adjustment of secondary pupils in this investigation. It was shown that among adolescents, there is a positive substantial association between mental health and social adjustment.	Journal of Education And Applied Science, 8(1), 2017.
<i>“Mental Health of Secondary School Students in Relation to Social Adjustment”</i>	Bala, R.	To evaluate the association between mental health and social adjustment of rural and urban senior secondary students, as well as to compare the mental health and social adjustment of male and female senior secondary students from rural and urban settings. Method: A.K. Singh's 'Mental Health Inventory' was used to assess students' mental health, while R.C. Deva's 'Social Adjustment Inventory' was utilised to assess social adjustment. A descriptive survey was utilised as the method.	According to the researcher, there was no significant difference in mental health and social adjustment between male and female senior secondary students from rural and urban areas. Senior secondary students' mental health and social adjustment in rural and urban contexts were shown to have a favourable and substantial association.	Scholarly Research Journal For Interdisciplinary Studies, 6(8), 2018.
<i>“Mental Health and Social Adjustment among College Students”</i>	Pathak, Y. V.	To measure the mental health and social adjustment among college learners, 2) find out the correlation between mental health and social adjustment. Method: The investigator collected the data from students used by stratified random sampling method. The research instruments were ‘Mental Health Inventory’ (by D.J. Bhatt) & ‘Social Adjustment Inventory’ (by R. C. Deva).	Results: On the basis of mental health and social adjustment, the researcher identified that there was no substantial difference between boys and girls. The researcher also discovered that there is a significant correlation between mental health and social adaptability.	International Journal of Public Mental Health and Neurosciences, 1(1), 2014.
<i>“An Analysis on Mental Health and Social Adjustment issue among School Students: A Comparative Study”</i>	Patel, N. B.	The purpose of this study is to examine the mental health and social adjustment of Delhi's senior optional students, as well as the connection between mental health and social adjustment in teenagers. The researcher purposefully selected a sample for the study. For the inquiry, a survey approach was used. The 'Mental Health Battery' (A.K. Singh & A. S. Gupta) was used by the researcher and 'Social Adjustment Stock' (R. C. Deva) to determine the mental health and social adjustment of pupils.	In this study the researcher find out that, male students are mentally more healthy than the female students. There is no highly contrast, a higher correlation exists between male and female students in respect of mental health and the social adjustment.	In Journal of Advances and Scholarly Research In Allied Education, 2021.
<i>“A Study of Certain Psycho-Social Correlates of Mental Health Status of University Entrants of Kerala”</i>	Abraham, M.	To investigate the relationship between mental health and adjustment of university students on the basis of several psycho-social parameters. Method: The researcher used a stratified sampling strategy for the investigation. For data collection, the investigator designed a psychological needs checklist, a mental health scale, and a students adjustment inventory.	The study's findings revealed that adjustment and psycho-social variables were related to the students' mental health.	Ph. D Dissertation, University of Kerala, 1985.

Chapter- III Method and procedure

Descriptive survey method is used in social science and education. Survey method is favourable to a wide diversity of purpose. All crucial steps and qualities that have been specified as needed for the descriptive method of research have been gathered in the current investigation. For present study the population comprised of all the adolescent school learners (IX – XII) studying in West Bengal Board of Secondary and Higher Secondary Education (WBBSE & WBBHSE) in West Bengal.

For present study the investigator collects the data from 620 adolescent students and for accuracy of data the investigator selects finally 500 students (250 boys and 250 girls) after completion of all the inclusion and exclusion criteria according to the research authenticity. The samples were collected from IX-XII standard adolescent students, using non-probability (convenient) sampling technique from different schools of south 24 Parganas district and Kolkata metropolitan city of West Bengal.

Tools of data collection:

General Information Schedule:

General information schedule or demographic data sheet composed of information about the students regarding their gender, age, caste, present educational status, father's educational background, mother's educational background, father's and mother's occupations, and family type, birth order, and monthly income of family, habitat.

Mental health inventory:

It is a survey that is descriptive in nature. The information was gathered from the sample using a tool/instrument called the Mental Health Inventory (MHI), which was created and developed by Jagadish and Srivastava (1986). There were 56 items in the inventory.

Social Adjustment Inventory:

Another research tool employed in this study is the Social Adjustment Inventory, which was standardised by Roma Pal (1985). There are 60 items on the scale. Although there is no time restriction on the inventory, it normally takes a subject 40-45 minutes to complete. The inventory can be used on an individual or group basis, with 60 items followed by 'Yes' or 'No' responses.

Chapter- IV Statistical analysis:

In this section, several statistical approaches are employed to analyse data. The investigator cleaned and quantified each data sheet after collecting it, then tabulated it on an excel sheet as systematically as possible. The data was examined using the Statistical Package for the Social Sciences (SPSS) tool. The investigator utilised following descriptive and inferential statistical measures based on the study's aims and hypotheses – mean, SD, t-test, F-test and Pearson correlation.

No. of the hypotheses	Hypotheses	Remarks
H ₀ 1	There is no significant mean difference in the level of mental health among adolescent school learners on the basis of gender	Rejected
H ₀ 2	There is no significant mean difference in the level of mental health status among adolescent school learners on the basis of caste	Rejected
H ₀ 3	There is no significant mean difference in the level of mental health status among adolescent school learners on the basis of present education status	Rejected
H ₀ 4	There is no significant mean difference in the level of mental health status among adolescent school learners on the basis of fathers' educational qualification	Accepted
H ₀ 5	There is no significant mean difference in the level of mental health status among adolescent school learners on the basis of fathers' occupation	Rejected
H ₀ 6	There is no significant mean difference in the level of mental health status among adolescent school learners on the basis of mothers' educational qualification	Rejected
H ₀ 7	There is no significant mean difference in the level of mental health status among adolescent school learners on the basis of mothers' occupation	Rejected
H ₀ 8	There is no significant mean difference in the level of mental health status among adolescent school learners on the basis of their types of family	Rejected
H ₀ 9	There is no significant mean difference in the level of mental health status among adolescent school learners on the basis of their birth order	Accepted
H ₀ 10	There is no significant mean difference in the level of mental health status among adolescent school learners on the basis of family monthly income	Rejected

H ₀ 11	There is no significant mean difference in the level of mental health status among adolescent school learners on the basis of habitat	Accepted
H ₀ 12	There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of gender	Accepted
H ₀ 13	There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of caste	Rejected
H ₀ 14	There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of present education status	Accepted
H ₀ 15	There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of fathers' education qualification	Accepted
H ₀ 16	There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of fathers' occupation	Accepted
H ₀ 17	There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of mothers' educational qualification.	Accepted
H ₀ 18	There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of mothers' occupation	Rejected
H ₀ 19	There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of their family type	Accepted
H ₀ 20	There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of birth order	Accepted
H ₀ 21	There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of their family monthly income	Accepted
H ₀ 22	There is no significant mean difference in the level of social adjustment among adolescent school learners on the basis of habitat	Accepted
H ₀ 23	There exists no significant correlation between mental health and social adjustment among adolescent school learners	Rejected

Chapter- V: Major findings

The main findings are as follows.

1. According to the statistical analysis, between adolescent boys and girls, girls are more mentally healthy than boys.
2. General caste students possess better mental health than the scheduled caste and other backward class students.
3. IX – X standard adolescent students possess better mental health than XI – XII standard adolescent students.
4. There is no considerable mean difference among adolescent students on the basis of their fathers' educational qualification.
5. The students, whose father hold govt. job/ service, they possess better mental health than the students those father is appointed in different work.
6. Significant mean difference was found among the students. The adolescent students whose mother have up to primary standard education, possess better mental health than other students in the study.
7. Whose mothers' are house wife, they possess more favorable mental health than the students whose mothers' are service holder or remain outside the family.
8. Students from joint families possess better mental health than students from nuclear and separated families.
9. No significant mean difference exists among respondents' mental health on the basis of their birth order.
10. A significant mean difference noticed in mental health of respondent students according to their family monthly income.
11. In respect of habitat, the researcher found that students from rural areas possess better mental health than the students from urban areas.
12. In terms of social adjustment, girls are more capable of adjusting to social situations than boys.
13. Scheduled caste students possess more favorable than general caste and other backward class students in social adjustment ability.

14. In favor of educational status of learners, Class IX – X students possess better social adjustment capacity than class XI – XII adolescent students.
15. Students whose father have up to primary level education, possess better social adjustment capacity than the other category students on the basis of their fathers' educational qualification.
16. The students, whose father hold govt. job/ service, driver and farmer / labour, they possess better ability for social adjustment than the students whose father is unemployed or private job holder.
17. It is found that the students, whose mother have post graduate education they possess poor ability in social adjustment than the other students under study.
18. On the basis of mothers' occupation, whose mother is house wife, they possess more favorable social adjustment capacity than the students whose mother service holder or maid servant.
19. Pupils from joint families possess better social adjustment capacity than pupils from nuclear families or separated families.
20. Regarding birth order, it is found that the students who are first child possess better social adjustment capacity than the students of 2nd, 3rd and above birth order.
21. When social adjustment was considered, whose family monthly income is within Rs 5000, they possess better social adjustment capacity than the students whose family monthly income within Rs 10000, within Rs 15000, and above Rs 15000.
22. In respect of habitat, the researcher found that students of rural areas possess better social adjustment ability than the students of urban areas.
23. From Pearson correlation analysis, the researcher found a positive correlation exists between mental health and social adjustment of adolescent school learners.

Conclusion:

The study has significant implications for parents, teachers, students, experts, educational planners, educational policymakers, counsellors, psychologists, religious bodies, and incoming researchers. First and foremost, it should be recognised that the adolescent era of human development is a challenging and critical period for students. The school authority should aware about mental health problems of these learners as well as how to support them for social and familial adjustment.

Family only can support a learner for development of his or her self - concept and self -respect. Without the parental support a child's social development will be hampered. On the other hand, a stable mental health is needed for social adjustment of the individual. Therefore, studying mental health and social adjustment capacity is needed from educational point of view. The teachers should be aware about these issues as well as their importance for development of learners' academic excellence and socialization skill.

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