

# Comparative Study on Adjustment Ability of Special and Normal Adolescents

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## **ABSTRACT**

This paper is concerned to the comparative study on adjustment ability of special and normal adolescents. The present study out of 22 districts of Punjab, one district Ludhiana was selected randomly. The present study, out of 22 districts in Punjab, only one district Ludhiana was selected randomly. Thereafter, 20 special students and 20 normal students of secondary school were selected on purposive basis from that district. A standardized tool was used for the present investigation: Adjustment inventory for school students by A.K.P. Sinha and R.P. Singh (1993) was used by the researcher for collection of Data. The data were analyzed statistically by using Mean, SD and 't'-ratio.

**Keywords:** Adjustment ability, Special, Normal Adolescents

Man is a social animal. He has a unique sense of belongingness to a social environment. While living as a member of a social group, he has to come into contact with people and situations to which he has sometimes to subdue and on which he has sometimes full control. His smooth living depends upon how well he can attain a degree of inner harmony in his intrapersonal and interpersonal relationships. The concept of adjustment means adaptations of physical environment as well as to social demands. No human can live apart from

his physical environment. There is an action and reaction chain going on between the individual and his environment. Then there are social pressure and demands of socialization. To this may be added the individual's personal demands such as the satisfaction of physiological needs. All these complex functions of the person demands adjustment.

Adjustment as a process is of major interest to psychologists who want to understand a person and his behaviour. The way one adjusts himself to his external environment at any point of time depends upon the interaction between the biological factors in growth and his social experiences. The dictionary meaning of the word 'adjustment' is to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus when we make an adjustment between two things, we adapt or modify one or both them to correspond to each

Access this article online	
Publisher	Website: <a href="http://www.ndpublisher.in">http://www.ndpublisher.in</a>
	DOI: 10.5958/2230-7311.2016.00044.1

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other. In some situation one of the factors may not be changeable and so the one which is, has to be modified in some way to suit each other. The term adjustment is refers to a harmonious relationship between the person and environment. The degree of harmony depends upon two things as first is certain potentiality within a person and second is character of the environment. A person is said to have adjusted when he is so related to reasonably adequate environment that he is relatively happy, efficient and has a degree of social feeling. He is supposed to do at a particular movement but also sometimes leads to indiscipline and in some cases even to anti-social manifestation. Poor adjustment at home and school lead a student to perversion and juvenile delinquency. Children and Adolescence face different problems at home, schools and society at large.

Adolescence refers to the period of development and adjustment during the transitional period between childhood and adulthood. This period emerges from childhood and merges into adulthood. During this period, the establishment of childhood goes ways and a revolutionary process of change starts. In fact, it is period of revolutionary change. It is markedly a period of grooving up, during which the child develops into a man or women. Adolescence is the most important and critical period of individual's development with which the teacher has to deal. Adolescents have to face various difficult situations and education should be organized to enable them to face all these problems of life. The adolescents have to be so educated that they should also build up their life in a way that they may successfully bring about the welfare of the society. Parents, teachers and educationists have a vital role to play in the life of the adolescents. They can build their life in a successful manner. Parents and teachers can help adolescents to adjust to their responsibilities. By understanding the needs of adolescents, the teacher and administrator can frame curriculum, school policies and mythology of teaching for adolescents.

To help the normal and special children in making adjustment with the changing environment is one of the important aims of education. Adjustment is dependent on the person. Persons who have physical defects or deformities may develop various types of complexes

and frustrations. Persons such as the blind, the deaf and certain types of feeble-minded are recognized by society to require a special kind of environment or a modification of their surroundings in order to permit adjustment. Normal person possesses healthy philosophy of life that governs his conducts and activities. Normal person is said to be adjusted when he is so related to a reasonably adequate environment that he is relatively happy, efficient and has a proper degree of social feelings.

### **Concept of Adjustment**

The concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from Darwin's (1859) theory of evolution. In those days, the concept was purely biological and he used the term adaptation. Most of the biologist uses the term adaptation strictly for physical demands of the environment but psychologist's see the term of adjustment for varying conditions of social or interpersonal relation in the society.

Thus, we see that adjustment means reactions to the demand and Pressure of social environment imposed upon the individual. The demand may be (external e.g. environment or internal e.g. hunger, water, air and sleep etc.) to which the individual has to react. These two types of demands sometimes clash with each other and consequently make the adjustment to complicated process for the individual. Psychologist have interpreted adjustment from two important point of views one adjustment as an achievement and another adjustment as process. The first point of view emphasizes the quality of efficiency of an individual where he can perform his duties in different circumstances and the second lay emphasis on the process by which an individual adjusts his external environment. The term adjustment refers to harmonious relationship between the individual and the environment. The complex structure and functioning of society proved to be too toxic for individual adjustment capacities. Adjustment problem are increasing day by day and have challenged the parent's teacher as well as public. There are five types of adjustment emotional adjustment, social adjustment, educational adjustment, home adjustment, psychological adjustment. An individual not born adjusted or maladjustment so

education helps people to adjust and to adopt himself to his own need and demands of the society. If an individual could not adjust he will have adverse effects on the learning and the behavior this is not only hinders him from doing whatever. We are supposed to do at a particular moment but also some times need to indiscipline and in some case even antisocial manifestation. Poor adjustment juvenile delinquency of higher secondary students faces different problem at home, school and society large.

Adjustment in psychological like adaptation in biology refers to an individual relationship with his environment. The way he attempt his own drives, desires, and the demands or restraints of the environment. The individual must adjust to his physical and social environment in order to live happily and meaningful moreover people in there live adjust with their live adjust with their problem in a variety of ways.

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

To help the pupil making adjustment with the changing environment is one of the important aims of education. Efficiency of a teacher is also influenced. By adjustment, adjustments help in having integrated and balanced person ability.

Adjustment may be defined as a state of life. When the individual is more or less in harmony with personal, biological, social and psychological need and with the demands of the physical environment components. The industries revolution in the latter half of 19<sup>th</sup> century has changed the social economic conditions. In society and revolutionary changes have brought along with a number of problems in different walk of life as well as different dimension on of the adjustment.

### **Adjustment as Achievement**

Adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances. Business, military, education and the social activities need efficient and well-adjusted men for the progress of the nation.

If we interpret adjustment as achievement, then we will have to set the criteria to judge the quality of adjustment.

### **Adjustment as Process**

Adjustment as a process is of major importance for psychologists, teachers and parents. To analyses the process we should study the development of an individual longitudinally from his birth onwards. The child, at the time of his birth, is absolutely dependent on others for the satisfaction of his needs, but gradually with the age he learns to control his needs. His adjustment largely depends on his interaction with the external environment in which he lives. When the child is born, the world, for him is a big buzzing, blooming confusion. He cannot differentiate among the various objects of his environment but as he matures he comes to learn to articulate the details of his environment through the process of sensation, perception and conception. The child in his infancy can respond and think about only concrete objects of his environment. The process of abstraction comes afterwards. The young children lack the capacity of self-control of the instinctive impulses. Anything which appears to their senses bright they try to take hold of it. Their development is purely on instinctive level. The nature of adjective process is decided by a number of factors, particularly, internal needs and external demands of the child. When a conflict occurs between internal needs and external demands, in such conditions, there are three alternatives, one the individual may inhibit or modify his internal need or demand and second, he can alter the environment and can satisfy his demands and third alternative is that he can use some mental mechanism to escape from the conflicting situation and may be able to maintain the balance of his personality.

Piaget (1952) has studied the adjective process from different angles. He used the term accommodation and assimilation to represent the alternation of on-self or environment as a means of adjustment. A person who carries his values and standard of conduct without may change and maintains these in spite of major changes in the social climate, is called assimilator. The man, who takes his standard from social context and changes his beliefs in accordance with the altered values of the society, is called accommodator.

## Meaning of Adjustment

Adjustment implies to maintain a balance between the needs and the circumstances that influence the satisfaction of the needs. Adjustment Involves the ability to solve one's personal problem in socially acceptable and constructive way adjustment is most adequately conceived of as the smooth harmonious, functioning of the whole individual -physical, chronological, sociological and ethical- to achieve fulfillment of his potentialities. Adjustment is a process of satisfying one's needs rather than something fixed and static, involving virtually all aspects of human behavior. The response elicited by stimuli of frustration is called adjustment.

## Adjustment Depends on Factors

- Previous experience
- The source of frustration
- Ability to cope with situation
- The strength of motivation

## The Dictionary Meaning of Adjustment

The word adjustment is to is to fit, make suitable, adapt arrange, modify or make correspondent the relationship which become establishment am heritage or organism, the environment and the personality is adjustment.

## Meaning and Definitions of Adjustment

The dictionary meaning of the word 'adjustment' is, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus, when we make an adjustment between two things, we adapt or modify one or both of them to correspond to each other. In some situations one of the factors may not be changeable and so the one which is, has to be modified in some way to suit the other. The extension of a ladder by a suitable length to reach an upper story widow is a good example of such an adjustment. Wearing of clothes according to the requirements of the seasons is another such example as ordinarily, it is beyond our capacity to change the seasons according to our clothes. Modern technology has, of course, made it possible to adjust the temperature inside dwelling houses and workplaces to harmonize with our needs.

There has been a continuous struggle between the needs of the individual and the external forces since time immemorial. According to Darwin's (1959) theory of evolution, those species which adapted successfully to the demands of living, survived and multiplied while others who did not, died out. Therefore, the adaptation or changing of oneself or one's surroundings according to the demands of the external environment became the basic need for our survival. It is as true today with all of us as it was with the Darwin's primitive species. Those of us who can adapt or adjust to the needs of changing conditions can live happily and successfully, while others either vanishes, lead to miserable lives or prove a nuisance to society. However, the concept of adjustment is not so simple as adaptation. Psychologists and scholars differ considerable in interpreting its meaning and nature as can be seen from the following definitions:

**According to Drewer (1952),** "Adjustment means the modification to compensate for or meet special conditions."

**According to Webster (1951),** "Adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like."

**According to Good (1959),** "Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment."

**According to Shaffer (1961),** "Adjustment is the process by which a living organism maintains a balance between its needs and the circumstance that influence the satisfaction of these needs."

## Assumptions of Adjustment

1. The adjustment is directly connected with the concept of needs, in this is referred to the adequacy of behavior pattern which the individual adopts for satisfying his need with in the frame work of the rules, regulations and norms of the social grouped in which he finds himself. If he fails to do so, he involves himself conflicts with the social order and the leads himself in the midst of many more problem of

adjustment.

2. The next assumptions are that there are some situations which invent ably produce maladaptive patterns of behavior.

**For example:** The organisms, either human or rat, which is raised in an environment deprived of sensory simulation will show disorganized. Behavior some possible consequence of this condition is poor. Learning ability, more emotional behavior and poor sexual adjustment.

3. The role of society is crucial in developing and maintaining patterns of adjustment. Society after determines what pattern of behavior reinforced species the condition and learning society or culture is not the only factors in the adjustment process and a definition of adjustment in terms of society or culture is misleading maladjustment as deviation from social norms violation of role expectancy method by which society so its problems are all indicated of abnormal behavior but they are not the ultimate criteria.
4. Adjustment involves "high frequency of positive reinforcement" the while adjustment is not strictly biological phenomenon, biological variables are important in the adjustment process carefully consideration will biological variables do not completely determines pattern of adjustment. They do limit and influence behavior, individual differences in biological factors frequency due to genetic factors can predispose and individual's to certain pattern of behavior. There are some evidences that an individual difference in predisposition is a necessary condition for the development of schizophrenia a severe behavioral disorder. Biological factors are always important in understanding the nature of behavior.

## **Area of Adjustment**

### **1. Emotional Adjustment**

Emotions play a leading role in one's adjustment to self and his environment. An individual is said to be

emotionally adjusted if he is able to express his emotions in a proper way at a proper time it required one's balanced emotional development and proper training in the outlet of emotions

### **2. Social Adjustment**

How for one is adjusted can be as curtained by ones' school development and adopt ability to the social environment. It requires maturity in social relationship. Maturity means to established good relationship with family, neighbors', classmates and other member of the society.

### **3. Educational Adjustment**

Education adjustment involves student healthy adjustment in the field of education. A student is said to be adjusted if he or she has high degree of intrinsic interest has a positive attitude towards the and has the ability to concentrate for a reasonable length on performance of his/her academic achievement.

### **4. School Adjustment**

Healthy environment in the school helps persons in making school adjustment. Satisfaction of the child with the behavior of his class fellows, teacher and head of institution time table, co-curricular activities influence his adjustment.

### **5. Occupational Adjustment**

Occupational world of adults determines their adjustment degree of satisfaction with the choice of occupational, working condition, financial satisfaction and chances for promotion and adjustment influence the total adjustment of the person.

### **6. Home Adjustment**

Relations of the child with his family member influence his adjustment. Home promotes satisfactions and security. Congenial environment in the home promotes home adjustment and uncongenial environment in the home maladjustment.

## **7. Health Adjustment**

Sound health is the source of the satisfaction and adjustment persons who have physical defects may develop various types of complexes and frustrations and the result is maladjustment.

### **Characteristics of well-adjusted person**

A Well-adjusted person is supposed to passes the following characteristics:

1. A realistic and accepting attitude towards himself most of the time.
2. This aspiration is in line with his strength and abilities.
3. Flexibility in behavior enables into accommodates or adopts himself as circumstances demand.
5. His basic needs are to his level of satisfaction. He doesn't suffer from emotional craving and social isolation. He feels reasonably secure and maintains self-esteem.

A well-adjusted person has:

- The ability to give affection
- The ability to accept affection
- The ability to be productive
- A realistic perception of the world and knowledge of when to worry and when to not worry.
- A well-adjusted person has the ability to weave his mind according to the demands of the society and makes his mental make-up according to the situation. He has the ability to master his environment rather than passively accept it.

### **Adjustment Programmer in School**

1. Achievement testing, interpretation and follow up.
2. Students participation in school management.
3. Individual interviewing and counseling.
4. Organization of rich co-curricular programmer

5. School community correlation.
6. Parent cooperation and education.
7. Diagnostic testing interpretation and follow up.
8. Individual and group remedial work.

### **Adolescence**

Adolescent is the one of the most turbulent period is one's life span especially in western culture. It is period when one becomes sexually mature and gets integrated into the society. We would first define adolescence and gets integrated into the society. We would first define adolescence and discuss and the different characteristics of adolescence. A wide variety of physical changes takes place in adolescence. These physical changes on include an adolescent and a wide variety of other physical changes. Various physical changes being about anxiety self-consciousness, changes in body image and various emotional changes in the adolescent. We would example the various psychological changes that arise due to physical changes; especially the impact of early and late maturation on individual's physical and psychological adjustment.

### **Meaning of Adolescence**

Meaning the term adolescence is derived from a Latin word 'adolescence' meaning 'to grow', 'to mature'. Now this term primarily implies to emerge or to 'achieve identity'. It is very difficult to define exactly the period of life which 'achieve identity'. It is very difficult to define exactly the period of life which constitutes adolescence. No sharp chronological boundaries. May be fixed to this period. Generally speaking, it covers a period of seven or eight years normally from 12 to 18 or 20 with large variations in many cases.

### **Characteristics of the Period of Adolescence**

1. **Combination of Opposites:** The adolescent is a combination of opposites, sometimes he is an altruist and sometimes a miser on the one hand. He behaves like a child in many ways and on the other hand he likes to be treated as an adult.

2. **Know it- all Attitudes:** The adolescent lacks experiences through he may exhibit a 'know -it- all' attitudes.
3. **Feeling of More Grown:** He regards himself as more suited than the adult and grown –up to frame rules, laws, codes and morals which will be just and true.
4. **Self-Speaker:** He is seeking his own place in the life around him.
5. **Maximum Growth of Intelligence:** The growth of intelligence reaches its maximum during this period.
6. **Group Work:** A group of adolescent set to a practical work with great zeal and works patiently.
7. **Hero Worship:** There is unlimited admiration for some adult whom he consider to be outstanding. An adolescent is essentially a worshiper.
8. **Sex Attraction:** Girls are more interested in boys than boy is interested in girls; of course both sexes are interested in the opposite sex.
9. **Day Dreams:** An adolescent exhibits exuberant imagination. This period I am characterized as period of day dreams.

### **Specific needs of adolescence**

#### **(a) Physical Needs**

1. Needs for enough nutrition for physical development.
2. Needs for the outlets for the utilization of abundant energy.
3. Needs for acquaintance with body development aspects.
4. Need for security.
5. Need for adventures life.

#### **(b) Emotional and Psychological Needs-**

1. Needs for satisfaction of heightened emotions.
2. For recognition Need of self-identification.
3. Need for development concept.

#### **(c) Social Needs**

1. Needs for acceptance in the society.
2. Need for suitable peers.
3. Need for adjustment in the group and society.
4. Need for equal treatment.

#### **(d) Intellectual Need**

1. Need for the satisfaction of heightened curiosity.
2. Need for independent thinking.

#### **(e) Moral Aim**

1. Need for search values.
2. Need for equality.
3. Need for sound.

#### **(f) Vocational Need**

1. Need for practical experience.
2. Need for appropriate guidance.

### **Special Adolescence**

Children with special need include those with the physical sensory cognitive and learning challenges as well those with mental health issues, children with problem that are due to social cultural linguistic or family factor also have special need when a child special need moves into adolescence it is important to maintain or find the support services need to ensure a successful transition into adulthood, that first step can help families and professional to find available services.

### **Justification of the Study**

In our rapid life there have been many type of obstacles (difficulties) occur in the adjustment of life, but obstacles creates various adjustment problem during adolescents. Special psychological difficulties for retardates are found in day to day life like mild depression, feelings of worthlessness and helplessness are experienced. As adolescence grows older, he becomes lonely and unable to adjust in society. In evidence points towards the frustration of psychology and social needs which predispose some retardates to feel angry and rebellious?

As well as in family parents of such adolescence children developed guilt complex parental overprotection is a glaring example. Sometimes they do not encourage self-help; rather they continue to dress and feed the child up to an advanced age.

As a result, this type of behavior encourages a dependent style of interaction in the child. Mainly overprotection and denial of the parents invite adjustment difficulties of such type of children. So in this investigation, it will help the special and normal students belonging to the different background and which differ in the area of emotional, social and educational adjustment.

### **Statement of the Problem**

Comparative study on adjustment ability of special and normal adolescents

### **Operational Definitions**

#### **Adjustment**

Adjustment is a continual process in which a person various his behaviour to produce a more harmonies relationship between himself in environment.

#### **Special adolescent students**

In the present study this term refers to student with mentally retarded\deaf &dumb and chronological adolescents.

#### **Adolescents**

Adolescents are taken as the students of age group from 13 to 19 years.

#### **Objectives of the Study**

The study was conducted with the following objectives:

1. To study the adjustment ability of adolescent students.
2. To compare the adjustment ability in special and normal adolescent students of secondary schools.
3. To compare emotional adjustment ability in special and normal adolescent students of secondary schools.

4. To compare social adjustment ability in special and normal adolescent students of secondary schools.
5. To compare educational adjustment ability in special and normal adolescent students of secondary schools.

#### **Hypotheses of the Study**

The study was undertaken with the following hypotheses:

1. There exists no significant difference in adjustment ability of special and normal adolescent students.
2. There exists no significant difference in emotional adjustment ability of special and normal adolescent students.
3. There exists no significant difference in social adjustment ability of special and normal adolescent students.
4. There exists no significant difference in educational ability of special and normal adolescent students.

#### **Delimitations of the Study**

1. The present study was delimited only to Ludhiana District of Punjab.
2. The present study was delimited only to secondary school adolescent students.

#### **Method**

The present investigation has adopted Descriptive Survey method.

#### **Sample of the Study**

The present study, out of 22 districts in Punjab, only one district Ludhiana was selected randomly. Thereafter, 20 special students and 20 normal students of secondary school were selected on purposive basis from that district.

#### **Tool Used**

The standardized tool was used for the present investigation: Adjustment inventory for school

students" by A.K.P. Sinha and R.P. Singh (1993) was used by the researcher.

### **Statistical Techniques to be Used**

The statistical techniques were used to analyze the data: Mean, Standard deviation and t-test.

### **Data Collection**

The questionnaire was individually administered to the students through personal contact. The researcher was visit the Secondary Schools, meet the students and establish the rapport with them for the collection of required data.

### **Analysis and Interpretation of Data**

The hypothesis wise analysis of the present study is presented below:

#### **Hypothesis 1:**

There exists no significant difference in adjustment ability of special and normal adolescent students.

**Table 1: Statistical values of special and normal adolescents on adjustment**

Group	No	Mean	S.D.	't' value
Special Adolescents	20	27	3.80	
Normal Adolescents	20	26.9	4.64	0.07
df = 38 Not Significant				

The above table shows that the mean adjustment ability score of special adolescent students is 27 and SD is 3.80 respectively. The mean adjustment ability score of normal adolescent student is 26.9 and SD 4.64 respectively. The 't' value is 0.07 which is less than the corresponding table value at 0.05 level. From this it is inferred there is no significant difference in adjustment ability of special and normal adolescent students.

Therefore, there exists no significant difference in adjustment ability of special and normal adolescent students. So hypothesis is accepted.

### **Hypothesis 2**

There exists no significant difference in emotional adjustment ability of special and normal adolescent students.

**Table 2: Statistical values of special and normal adolescent on emotional adjustment**

Group	No.	Mean	S.D.	't' value
Special adolescents	20	3.9	3.43	
Normal adolescents	20	4.15	2.70	0.25
df = 38 Not Significant				

The above table shows that the mean adjustment ability score of special adolescent students is 3.9 and SD is 3.43 respectively. The mean adjustment ability score of normal adolescent student is 4.15 and SD 2.70 respectively. The 't' value is 0.25 which is less than the corresponding table value at 0.05 level. From this it is inferred there is no significant difference in adjustment ability of special and normal adolescent students.

Therefore, there exists no significant difference in emotional adjustment ability of special and normal adolescent students. So hypothesis is accepted.

### **Hypothesis 3**

There exists no significant difference in social ability of special and normal adolescent students.

**Table 3: Statistical values of special and normal adolescents on social adjustment**

Group	No.	Mean	S.D.	't' value
Special Adolescents	20	10.15	1.58	
Normal Adolescents	20	11.4	1.11	2.90
df = 38 Significant				

The above table shows that the mean adjustment ability score of special adolescent students is 10.15 and SD is 1.58 respectively. The mean adjustment ability score of normal adolescent student is 11.4 and SD 1.11 respectively. The 't' value is 2.90 which is more than the corresponding table value at 0.01 level. From this it is inferred there is significant difference in adjustment ability of special and normal adolescent students.

Therefore, there exists significant difference in social adjustment ability of special and normal adolescent students. So hypothesis is rejected.

#### **Hypothesis 4**

There exists no significant difference in educational adjustment ability of special and normal adolescent students.

**Table 4: Statistical values of special and normal adolescents on educational adjustment**

School	Count	Mean	S.D.	't' value
Special Adolescents	20	12.95	1.96	
Normal Adolescents	20	11.35	1.84	2.66
df =38 Significant				

The above table shows that the mean adjustment ability score of special adolescent students is 12.95 and SD is 1.96 respectively. The mean adjustment ability score of normal adolescent student is 11.35 and SD 1.84 respectively. The 't' value is 2.66 which is more than the corresponding table value at 0.05 level. From this it is inferred there is significant difference in adjustment ability of special and normal adolescent students.

Therefore, there exists significant difference in educational adjustment ability of special and normal adolescent students. So hypothesis is rejected.

#### **Main Findings**

- There exists no significant difference in adjustment ability of special and normal adolescent students.
- There exists no significant difference in emotional adjustment ability of special and normal adolescent students.
- There exists a significant difference in social adjustment ability of special and normal adolescent students.
- There exists a significant difference in educational adjustment ability of special and normal adolescent students.

#### **Educational Implications**

The mentally retired children require special education. The following principles should be followed in the education. Physical, emotional, intellectual and social maturity should be encouraged by employing appropriate measures.

- They need sympathetic behaviour from teachers to avoid fear, anxiety and frustration. They should be assigned simple task or easy work.
- They should be encouraged even on their future, proper recognition. Praise, affection and freedom of learning should be provided.
- The special classes and special school should be established according to the students' needs and requirements.
- The regular teacher should be familiar with the behavioral characteristic of special children for purpose of identifying and refreshing them to the psychologist for assessment.
- Teachers should develop a positive and optimistic view about the educability of such children.
- Teachers should avoid as far as possible labeling the child, passing on damaging, remarks and also see that the special peers behave in positive way with the child.
- Teachers should create favorable conditions in his class and the schools for social and academic integration of special children.

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