Development and Effectiveness of Social Adjustment Scale for Urban Adolescence

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ABSTRACT: Adolescence is a phase of the life which is generally can be considered as "re-birth" as many physiological, emotional, cognitive changes takes place. It is the phase of a life where there is a change in the personality of an individual takes place. Erikson and Marcia have considered this phase as identity formation or confusion phase. According to Piaget, there is spurt in the cognitive development of individual at this age. Moreover, it is also the phase wherein individual is under the influence of peer group rather than the parents or elders. Therefore, an individual is always faced with conflict and struggle related to needs and satisfaction especially with his social environment. An individual has to reconcile with his conflict and struggle and thus maintain equilibrium which is generally called adjustment. Though, there are several areas of adjustment like school, home, emotional, educational and personal but, most important is the social adjustment of adolescence especially in light of the present contemporary society. The investigator self-designed and standardized the social adjustment scale on the urban population in the age group of 13-17 years. Thereafter, tool was administered to 246 students taken from heterogeneous schools. The number of male and female participated in the study was 131 and 115. The result obtained was that majority of the male and female fall in the moderate category of social adjustment. Moreover, there was no significant difference between the female and male students on social adjustment.

KEYWORDS: Adjustment, Social adjustment, adolescence, students, gender.

1 BACKGROUND

Man is a social being surrounded by numerous problems which are proclaimed daily, in living colour and in a best-selling literature of turmoil, alienation and despair challenging his adjustment. Adjustment is as old as human race on earth. The history of adjustment actually begins with early man's awareness of the extremely deviant and disturbed individual. The concept of adjustment originated in biology and has been derived from Darwin's theory of evolution in the mid eighteenth century which was later on borrowed by the psychologists and renewed which is considered as an index of integration between needs and satisfaction and its related to achievement, social acceptance, age, sex, economic security and moral standards [17]. Darwin (1859) in his theory of evolution says, *"Life presents a continuous chain of struggle for existence and survivals"*[9]. Darwin used the term as adaptation strictly for physical demands of the environment but psychologists use the term adjustment for varying conditions of social of interpersonal relations in the society. Attainment of goal or satisfaction of needs and thus arriving at a balanced state between his needs and satisfaction is often termed as adjustment. Adjustment is often used as synonym for accommodation and adaptation. Strictly speaking, term denotes the results of equilibrium, which may be effect by either of these processes. It used to emphasis the individual struggle to survive in his or her social and physical environment. The word adjustment is commonly mean to fit, make suitable, adapt, arrange, modify and harmonize. When we

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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 factor may not be changeable and so one which is has to be modified in some way to suit the other. The term adjustment can be defined as the process of finding and adapting modes of behaviour suitable to the environment or to change the environment. The adjustment means reactions to the demands and pressures of social environment imposed upon the individual. The demands may be external (social and educational) or internal (emotional) to which the individual has to react. These two types of demands sometimes clash with each other and consequently make the adjustment a complicated process for the individual. Individual needs differ from person to person and from time to time. Accordingly he adjusts himself in the immediate environment to meet his needs. Needs of the adolescents are multidimensional, they will have good adjustment in all the aspects of their life if there is balance between their intellectual, emotional, social and other needs and their satisfaction. This leads to lack of control over emotions and it results in emotional instability. Adjustment consists of two types of processes. The first one is fitting oneself into given circumstances and the second one is changing circumstances to fit one's needs. Hence adjustment is important in one's life. Adjustment during the period of adolescence will determine to a large extent what he or she will as a person as an adult. An individual is said to be adjusted in environment if there is harmony among this needs that are attainable. The other thing is that these goals should be socially desirable. So, it is the harmony of the internal with the external. The extension of a ladder by a suitable length to reach an upper story window is a good example of such an adjustment. Wearing of clothes according to the requirements of the season is another such example as ordinarily, it is beyond our capacity to change the season according to our clothes. As an individual, person adapts to physical demands, he also adapt to social pressures i.e. to demands that arise living interdependently with other person. Adjustment means behavioural reaction to personal demands and social pressures. Good adjustment is essential so that an individual grows fully and also contributes to society. A maladjustment parson has frustrations, conflicts and is not able to lead contended lire. This is a common experience that a physical healthy person is less susceptible to disease than a physically weak one. Similarly a well-adjusted person is better able to withstand psychological stress and social pressures than one who is maladjusted. A well-adjusted person possesses good mental health and hence able to maintain a balance between his biological, psychological and social needs.

Social adjustment is the process whereby the individual attempts to maintain of further his security, comforts, status of creative in calcinations in the face of the ever changing conditions. It means bringing about changes in the habitual conduct or behaviour which necessary of an individual as a social is being (Warren, 1934). As pointed by the Adler " a socially well-adjusted person is not only efficient and happy in his environment but also he must have a sense of social feeling, i.e. he must be cooperative and sympathetic"[7]. It therefore, includes adjustment to the family his circle of friends being and cannot be with himself without the society in which he is bor. A socially well-adjusted person is capable of establishing satisfactory contacts with others and feels comfortable in the presence of other. His outlook on life is so socially oriented rather than self-seeking in nature. In a modern society there is a general tendency to desire high social position. It has been pointed out by psychologists that people who get adequate satisfaction out of their position in society tend to be adaptable and superior in social adjustment. Good social adjustment is important at every stage of human development, but it is special significance lines lies during adolescence period. Social adjustment further implies social responsibilities as well as senses of duty towards the fellow men and the willingness to contribution to social welfare. Good social adjustment therefore signifies that the individual is able to adjust easily to people in other words it implies that one is likeable self-confident and effective in social relationships. Good social adjustment is important at even stage of human development but its special significance lies. Social adjustment is the degree to which the child has developed a harmonious relationship by adapting herself/himself into the social environment. Most of the scales related to adjustment were made on overall adjustment rather than areas like educational, home, school, emotional, social of children. Since, social adjustment is an essential aspect of adjustment and the children of the rural or urban background in the range of 13-17 years are now reporting more of social adjustment problem. Therefore, the study was done to (i) develop social adjustment scale and thus (ii) find out the level of social adjustment especially of the children in the age group of 13-17 years. (iii) Further it was examined whether there is a difference in the social adjustment of female and male children.

2 METHOD

2.1 Participants

Delhi as an educational centre had schools run by different management ranging from purely government to entirely private. Even within government there are several classifications like central government, state government, semi-government, schools run by local bodies, defence welfare society etc. As a result a heterogeneous population generally studies in these schools. Delhi is divided educationally in nine districts and multistage random sampling technique was adopted to select schools giving adequate representation to all types of school. The sample consisted of 457 students in the first phase of tool development and 246 students in the second phase. In the first phase out of 457 students 215 were females and 242 were

males with age ranging from 13-17 years (M=15.2 and S.D 0.75) whereas in second phase out of the total students of 246 students 115 were females and 131 were males with age ranging from 14-16 years(M= 14.9 and S.D=0.62). As the purpose was to develop the social adjustment scale for children normative survey method was adopted by the investigator.

2.2   Procedures

2.2.1 Construction of Scale

2.2.1.1 Technique Adopted: There is always a controversy exists over the relative merits of different models in summated scale construction. The procedure of summated ratings described by Likert (1932) is probably the most influential and frequently employed method. This is due mainly to the relative simplicity of the technique involved and the comparative case in administering scoring the Likert type scales. More significantly, studies which have compared the Likert procedure with alternatives as Guttman scale, Thurstone scale, the semantic differential scale have consistently shown that attitude measures developed by the Likert procedure is more reliable and functions more effective as predictor of behaviour [1],[8], [3],[12]. For developing the present 'scale' thus the standard procedures and statistical techniques suggested by Edwards for the summated method was used. The social adjustment scale Social Adjustment Scale (SAS) is designed as a five point Likert type forcing assessing the social adjustment of the subjects. The SAS is self-administering if the examinee fully understands directions. It can be administered individually or in a group setting. The procedure for construction of the scale is described under the following headings:

2.2.2.2Planning of the Scale: The research scholar reviews the literature on the procedure of developing a tool. Thereafter, he looks at some of the tools being developed including the ones which he was using in the study by going through their manual. Even he consulted few esteemed people in the field who had the experience of developing a tool. Thereafter, extensive review of the documents and researches available on the concept of social adjustment was undertaken especially to operationally define it. For this researcher looks into the books, dictionary of psychology encyclopaedia, journals, articles based on social adjustment, various tools developed on adjustment specially Bell's Adjustment Inventory(BAI) and tried to find out how the other researchers (outside India), had defined it? Based on the definitions available on social adjustment, researcher in consultation with experts operationally defined the term for the study. Since the study was in relation to parenting style, after acquiring the expert's opinion a list of factors were sorted out which influence social adjustment. The items were constructed based on the identified factors that influence the social adjustment of the children in his day to day life. Therefore, the factors which affect the social adjustment of secondary students are: Parents, siblings, peer group, teachers, school environment, classroom environment, social gatherings, and neighbours.

2.2.2.3The Item Pool: After taking the decision about the technique of scale construction the investigator constructed the items. The initial pool of items gathered by referring to the standard literature on the subject.The statements for the items were obtained from existing tools on adjustment especially Bell's Adjustment Inventory along with various research papers, editorials, books and other material that dealt with area. All together 123 items were constructed covering all the factors.The precautions based on the informal criteria suggested by various experts were taken in to consideration while preparing and while editing the statements [10],[4],[2],[19],[18]. These are:

> The statements which referred to the past rather than the present were avoided.
> Factual statement or capable of being interpreted as factual were not included.
> The statement irrelevant to the psychological object under consideration was not included.
> Such statement were selected which covered the entire range of the affective scale of interest.
> The statements which were likely to be endorsed by almost everyone or by almost none were not included.
> The statements which might be interpreted in more than one way were avoided.
> The language of the statements was kept simple, clear and direct.
> The statements were kept short rarely exceeding twenty words.
> Statements containing universals such as all, always, none/ never were avoided.
> It was seen that each statement contained only one complete thought.
> Statements were in the form of simple sentences rather than complex sentences.
> Uncommon vocabulary which might not be understood was avoided.
> The use of double negatives was avoided.
> Double barrelled statements were discarded.
> Words such as only, just, merely etc., were used with care and moderation in writing statements in each sub scale.

The initial lists of statements were revised many times after a lot of rethinking by the research investigatorspecifically to check the duplication of items, language ambiguity and items are apt in terms of measuring social adjustment or maladjustment.The application of the above mentioned criterion pruned the list to smaller number of statements. After further reviewing the statement it was found out that some items were rejected on the basis of: clarity, grammatical error and some of the statements response were difficult to get.The intention was to keep equal number of positive and negative statements.In order to ascertain the internal consistency of the items and to eventually improve the scale, the draft was sent to 11 judges for their comments.While submitting the scale to experts following questions were also asked? (1)Which of the items are framed in accordance to the operational definition? (2)Which of the items are not in accordance or unreasonable to ask from the students? (3)Which of the statements are positive and negative? (4) What will be the most appropriate options? (5) What will be the scoring pattern of each statement in the scale? The criteria of item acceptance was that if majority of the expertswere in agreement as per the Q.No.1, 2 and 3 asked, it would be accepted as the item worth to be in the scale. Upon their suggestion, number of statements was rejected while others were improved upon. Finally, the list contained 78 statements; divided into positive and negative items. Since majority of the tool available on adjustment were either two-point or three point scale, therefore, researcher in consultation with experts decided for five point rating scale.

2.2.2.4 Pilot Study: At the pilot testing stage the instruments (tests, questionnaires, observation schedules, etc.) are administered to a sample of the kinds of individuals that will be required to respond in the final data collection. The two main purposes of most pilot studies are:

• To assess whether a questionnaire has been designed in a manner that will elicit the required information from the respondents. This process allows weaknesses in the questionnaire to be detected so that they can be removed before the final form is prepared. Typical weaknesses that are found in questionnaires include:

❖ Ambiguities in the phrasing of questions.

❖ Excessive complexity in the language that has been used.

❖ Inappropriate response categories for some questions.

❖ Some questions are redundant.

• To assess whether test items can be understood by the students, that the items are pitched at the appropriate level of complexity, provide a stable measure of student ability (assessed by the 'Reliability Index'), and lead to the construction of total test scores that are meaningful in terms of the student ability being examined (assessed by the 'Validity Index'). Typical weaknesses that are found in tests include:

❖ Some items have either no correct answer or more than one correct answer.

❖ Some distractors in multiple choice items are not functioning.

❖ Some items measure abilities different from the ability measured by other items (assessed by the 'Discrimination Index').

❖ Some items contain internal 'tricks' that result in high ability students performing worse than low ability students.

At the same time that the instruments are subjected to pilot testing, it is desirable to assess the effectiveness of the data collection procedures being used. These procedures include the steps to be followed for ensuring that the correct number of instruments with appropriate identification numbers on them for student. Furthermore, there are procedures for selecting and then administering the questionnaires to the students (all students, one class of students, or a random sub-sample of students within a selected school). These activities address the following important questions: Are any problems evident in the procedures? How can the procedures be improved? The same can be said about the procedures for entering data, cleaning data, and merging files. This work is usually undertaken by the planning office data processing unit, but again the results of the pilot testing experience can help to 'de-bug' the procedures. Once the instruments and procedures have been finalized, the main data collection can begin. A pilot test was carried out. During pilot study the tool was given to sample of 60 students of diverse background from private and government schools of secondary level. Only three items were rejected as students have objection related to it. In two or three items students have difficult in understanding the words which were modified.

2.2.2.5 The Try-out: The draft with 75 items was administered on standard conditions on a sample of 217 secondary school pupils who were randomly selected. The subjects were chosen randomly from different kinds of school. These schools are from east and south district of Delhi. Necessary instructions for pupils were printed on the scale. The procedure for marking the responses was more clearly explained by giving instructions to the respondents.The first part of the test intended to collect personal information of the people such as name, sex, age, subject, name of school etc. In each statement of the scale the subjects had to decide how far each statement in the scale is true to their case and it provides a measure of the adjustment they possess. As per the instructions the pupils were required to respond on a five responses category namely "All the Time", "Most of the Time", "Sometimes" "Rarely" and "Never". Student was required to put a tick mark (√) on any one of the five

response categories which according to student best reflects their experience or behaviour. The time requires for completing the social adjustment scale ranges an average of 25-30 minutes. The 217 text books thus obtained were scrutinized. Some booklets (15 in number) were incomplete in some respect or the other and as such were discarded. The remaining booklets were reduced for facilitating computations for items analysis.

(v) Scoring Scheme: For scoring the scale a negative item in the scale a score of 5–All the Time, 4-Most of the Time, 3-Sometimes 2-Rarely and 1- Never. Scoring scheme was reversed for the positive items. The weight age assigned for each response category on the position positive and negative items shown in table.

Table 1: Scoring Scheme for Social Adjustment Scale

S.No	Type of Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Negative	5	4	3	2	1
2	Positive	1	2	3	4	5

A total score for each subject taking the test can be obtained summing the value of each item checked by investigator. Thus, the increase score would indicate higher degree of maladjusted.

2.2.2.6The Item Analysis: Item analysis is the basis for rejecting statements which are inappropriate. As a first step, for each item, the number of pupils making response were found out and presented in the form of a frequency table. The scored items were arranged in a descending order on the basis of the total score.As suggested by Edwards [9] 27% of the subjects with the highest total scores and also 27% of the subjects with the lowest total scores were taken.The scripts of 200 respondents were scored and arranged in ascending order based on the total scores obtained by the respondent 54 scripts getting the highest scores (top 27 per cent) and 54 getting the lowest scores (bottom 27 per cent) were taken from the upper and lower groups.

"We assume that these two groups provide criterion groups in terms of which to evaluate the individual statement"[9].

These two groups provided the criterion groups for the purpose of item analysis. The scores obtained each item by these two groups were used for calculating the discriminating power of each item. The discriminating power was obtained calculating the 't' values using the formula recommended by Edwards[9]. The value of 't', thus obtained for each statement is a measure to the extent to which it differentiates between the high and low groups.The final 'scale' consisted of items selected on the merit of their values. Those items exceeding a t value equal to 1.96 (.05 level of significance) or above were retained in the final scale.

2.2.2.7SAS: Final Form-The final scale was thus comprised of 60statements out of which 32 are worded positively and 28 are worded negatively.The selected items were rearranged more or less in the positive and negative statements without any perceptible order or pattern. Care was taken to keep related or similar statements at some distance from one another. Thus, emerged the final form of the scale the social adjustment scale-preceded with an introductory note carrying instruction for respondents. The final 'scale' was subjected to statistical treatments in order to establish the norms, the reliability and validity. It was administered to 500 students but on scrutinizing the questionnaire it was found that 457 students had filled and completed it properly.

Table No. 2: Arrangement of Items in the Social Adjustment Scale

S.No.	Type of Items	Location of Items in the Scale	Total Items
1	Positive Items	1,2,4,5,7,9,11,13,15,17,19,21,22,23 25, 27, 29, 31 33,37,39,41,43,45,47,49,51, 53,55,56,57,59	32
2	Negative Items	3,6,8,10,12,14,16,18,20,24,26,28,30,32,34, 35,36,38,40,42,44,46,48,50,52,54,58,60	28
3	**Total Items**		**60**

(vii)TECHNICAL DATA:

Reliability: Determination of reliability is one of the major and important steps during the construction of any tool. The term reliability has two conditions, first it refers to the extent to which a test is internally consistent that is consistency of results, obtained throughout the test when administered once. It shows how accurately the test is measuring at a particular time. Second, reliability refers to the extent to which tools yields consistent results upon testing and retesting that is called precision. In other words how dependable is it for predictive purposes.

Method of Reliability: For determining the reliability of the SAS, the scores on the odd and the even items were taken separately on a sample of 457 subjects. The product moment co-efficient of correlation was computed between the scores on odd and even items. Split half reliability was computed on a sample of 457 students by applying Spearman Brown Formula. The reliability co-efficient thus obtained was 0.853. In case of Cronbach alpha, the reliability coefficient was found out to be 0.883. The Guttmann split half reliability yields .850.

Table No. 3: Measure of Reliability by Various Methods

S.No	Methods of Estimating Reliability	Sample of Subjects	Number of Items	Value
1	Cronbach's Alpha	457	60	.883
2	Spearman-Brown Coefficient	457	60	.853
3	Guttman Split Half	457	60	.850

Method of Validation: Validity is an important characteristic of a scientific instrument. If refers to the degree to which a test measures what it claims to measure.

Validity: The investigators depended on construct validity as this is often used in attitudinal testing (Edwards 1969). Further proper care was taken at the time of constructing items to maintain validity and by item analysis this was further ensured. The high discriminatory power of items (higher than 1.96 significant at 0.05 level) is a testimony to its internal consistency. The validity of the scale was assessed by finding correlations between the total scale score and the score on each item using the product moment method. Computed values of Pearson 'r' ranged from .168 to .503(correlation coefficient significant at .01 levels).High correlations show that the scales enjoy high validity.

Content Validity: Content validity refers to whether the specified domain of content is actually measured. It addresses the degree to which a measure contains what it ought to contain as a measure of a given construct, which usually means the items on the measures. Content validity is best assessed by subject matter experts or people thought to occupy higher levels of the construct being measured. Content validity is concerned with the relevancy of the contents or the items individually and as a whole. In the present study, as mentioned earlier, all the test items were evaluated by 11 experts. As per their suggestions some of the test items were either modified or dropped. This refers to the high degree of content validity.

Criterion related validity: It refers to how well an empirical measure predicts an outcome event that is external to it, that is how well it predicts a criterion. The concurrent type of criterion related validity evidence is produced when the test and criterion related validity evidence is produced when the test and criterion data are collected at the same time. By contrast, the predictive type of criterion related validity evidence is produced when the criterion data are collected at a later time. In general, this kind of validity is assessed by correlating scores on the empirical measure with scores based on the outcome event.

2.2.2.8Norms of the Scale: The scale was administered to the age group of 13-17 years to both the sexes of different socio-economic background.

Table 4: Comparison between Female and Male Social Adjustment

S.No	Gender	N	Mean	Std. Deviation	df	t
1	Female	215	141.0791	23.58536	455	.684
2	Male	242	140.1612	24.46004		

Table of Interpretation: The raw score obtained after tool was administered to sample of students, was converted to Z-score and corresponding T-score. Thereafter, entire Z –score was converted into five categories based on the point of inflexion of Normal Probability Curve (NPC). These five categories along with range of raw score, Z-score and T-score are presented in the following table:

Table 5: Level of Social Adjustment among the age group of students in the age group of 13-17 years

S.No	Range of Raw Score	Range of Z-score	Range of T-score	Level of Adjustment
1	Less than equal to 92	Above -2 σ	Less than equal to 30	Excellent
2	93-116	-1σ to -2 σ	31-40	High
3	117-164	-1σ to +1σ	41-60	Moderate
4	165-188	+1σ to +2 σ	61 -70	Low
5	Above 188	Above +2 σ	Above 70	Poor

3 RESULTS

The above tool was used to find out the level of social adjustment among adolescents. In regard to the objective related to finding the level of social adjustment among female and male students, the percentage wise analysis was done for the different level of social adjustment.

Table 6: Distribution of Female and Male Students on the Different Level of Social Adjustment

S.No.	Level of Social Adjustment	Gender of Students					
		Female		Male		Total	
		N	%	N	%	N	%
1.	Excellent	4	3.5	3	2.3	7	2.8
2.	High	20	17.4	16	12.2	36	14.6
3.	Moderate	71	61.7	94	71.8	165	67.1
4.	Low	18	15.7	18	13.7	36	14.6
5.	Poor	2	1.7	0	0	2	0.8

The table revealed that 61.7% of female students were in the moderate category of social adjustment whereas 17.4% of female students were in the high category of social adjustment. Only 15.7% of female students were in the low category of social adjustment. Merely 3.5% and 1.7% of female students were in the excellent and poor category of social adjustment. It is further noted from the table that 71.8% of male students were in the moderate category of social adjustment whereas 13.7% were in the low category of social adjustment. Around 12.2% and 2.3% male students were in the high and excellent category of social adjustment. None of the male students were in the poor category of social adjustment. If we compare the percentage of female and male students on social adjustment, what we noticed that in the moderate category of social adjustment, male students (71.8%) had higher percentage than female students (61.7%). But, in case of high category female percentage (17.4%) was higher than the male (12.2%) and so was the case in low category. If we look into overall scenario, almost 67.8% of the total sample of students was in the moderate category of social adjustment whereas equal percentage (14.6%) of students was in high and low category of adjustment. Only, very small fraction of 2.8% of students was in excellent category and 0.8% in poor category of adjustment. This indicates majority of the female and male were having moderate level of social adjustment in his/her environment.
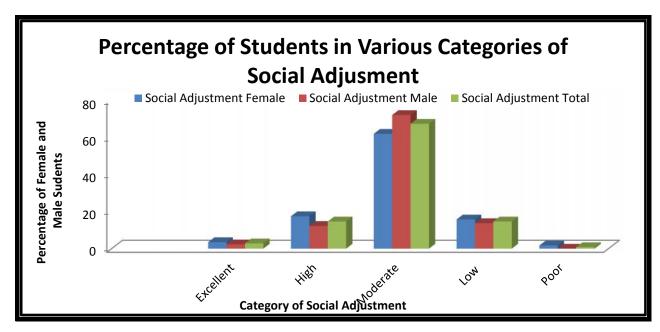
Fig.1 Comparison of Female and Male Students on Social Adjustment

To see whether gender act as determinant for the social adjustment, the mean difference between the female and male students on the variable social adjustment was computed.

Table7: Mean and S.D of Female and Male Students on Social Adjustment

S.No	Gender of Student	N	Mean	SD	t-value
1	Female	115	140.067	25.256	.010
	Male	131	140.038	22.698	

(Significant at .05 levels)

The table 7 shows that the calculated mean score of female students on the social adjustment scale was 140.067. The calculated mean score for male students was 140.038. The standard deviation for both the group was 25.256 and 22.698 respectively. The t-test was applied and calculated t-value comes out to be .010 which was less than the table value at df-244 at .05 level of significance. Hence, female and male students did not differ significantly on social adjustment. Thus the hypothesis **"there is a no significant difference in the social adjustment of female and male students" was accepted.**
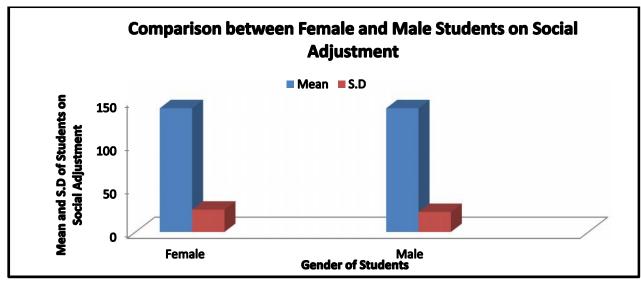

Fig. 2 Mean and S.D of Female and Male Students on Social adjustment Scale

4 DISCUSSIONS-CONCLUSIONS

The result obtained in regard to development of the scale on social adjustment is highly encouraging as it indicates a very high reliable and valid tool. In India there is hardly any tool which exclusively measures social adjustment. The result obtained was quite similar to other studies where social adjustment was average in both the sexes(Talukdar et al).The moderate level or average level of social adjustment of large sample of students has somehow triggered the need that school environment and its factor as well as home environment and its factor have to play a crucial role in moderation when the children are in a position of unbalanced situation and thus tries to reconcile with the needs and satisfaction so that child has better social adjustment in adult life. social adjustment indicates In regard to the gender as a determinant factor for social adjustment, result indicated that there is no significant difference between the female and male students. This is similar results what has been reported in other studies [16],[5],[14],[20]. The major limitation of the study was that data obtained has its base in urban whereas to get real picture related to social adjustment it is necessary that rural part of India and its population should be included to have wider acceptability of the tool.

Social adjustment is one of the crucial areas of adjustment especially in the age group of teen years or pre-adolescence or functionally adolescence. According to the Erikson (1968) it is the period of identity formation wherein child is in constant struggle between self and the outer world. Child wants to break free from the control of parents as well as from the norms of society and thus questions the norms of the home, society etc. On one hand, child wants to idealize himself or herself with the ideal self and on the other hand he faces lot of struggle wherein he idealizes himself with real self. There is a constant struggle between real self and ideal self. Child tries to balance between the two. An individual tries to maintain the equilibrium position in such phase. Sometimes he/she succeeds in doing it and other times it do not. This struggle of child led him/her to either well adjustment in the society otherwise maladjustment. The present social adjustment scale developed by the investigator has able to measure the social adjustment of children. The high value of inter-item and inter-total item correlation along with high reliability and validity indicate it is reliable tool to measure social adjustment. Though, tool has been in wide variety of population but still it needs to be tested in rural set up for wider acceptability.

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