



"A COMPARATIVE STUDY OF PERSONALITY NEEDS AND ADJUSTMENT OF GIRLS STUDYING IN UNISEX AND CO-EDUCATIONAL COLLEGE"

Dr. Lalit Mohan Sharma

Research Guide, Department of Education, C.M.J University, Jorabat, Meghalaya.

Husna Bano

Research Scholar, Department of Education, C.M.J University, Jorabat, Meghalaya.

Abstract

Education is a continuous process. From the beginning of human history, it has evolved, diversified, and increased its reach and extent. It is society's most potent instrument for spreading ideas and ensuring the growth of free human beings as a result of gains in knowledge, social and cultural transformation, political aspirations, and the ability to face future difficulties. Education is a national responsibility that aims to convert a stale society into one that is vibrant and committed to growth and progress. The development of human resources, which includes the development of attitudes, aptitudes, and knowledge and skill capacities, is believed to be the primary function of education. It offers you the ability to adjust to changing circumstances with strength and resilience.

Key Words: *Immense Variety, Growth of free human being, Resilance.*

1.1 INTRODUCTION

Education has been defined in a variety of ways, based on the social demands of the community. Education is the process of developing desirable habits, abilities, and attitudes that contribute to a person's ability to be a decent citizen. During the educational process, we strive to influence young children's behavior in accordance with national principles and aims. In a nutshell, education is the molding or changing of a person's behavior in order to achieve proper social adjustment.

Every country develops its educational system in order to express and promote its unique socio-cultural identity as well as to address contemporary concerns. Colleges and other educational institutions are the formal way of training students to meet challenges. Educational institutions have the ability to influence and lead society in a desired direction, as well as influence an individual's entire personality and create an environment that is conducive to those exciting experiences that have a positive and developmental impact on a student's thinking and perception. The educational system is the most effective mechanism for developing a desirable system of values and norms that equips individuals with the analytical ability to see things in a rational and realistic way. The two types of educational institutions are Unisex and Co-educational educational institutes. Unisex colleges are distinct institutions for ladies and boys where they are educated separately. These colleges have a distinct atmosphere created by girls for girls and boys for boys.

Another perspective is that of Sigmund Freud, who characterized character as comprising of three components: the id, the conscience, and the super sense of self. Regardless of the way that every one of these areas of the all out character has its own capacities, properties, parts, working standards, dynamism, and systems, they collaborate so intently that it is troublesome, if certainly feasible, to unravel their belongings and gauge their general commitments to man's conduct. Conduct is quite often the aftereffect of collaboration between these three frameworks; one framework infrequently works autonomously of the other two.

Character, as indicated by Sullivan, is a completely speculative develops, a "figment" that can't be noticed or examined outside of relational co-operations. The relational setting, not the individual, is the examination unit. Relational occasions, as opposed to intrapsychic occasions, make up the character's design. Just when the individual is acting because of at least one people does the character arise? These people don't need to be available; indeed, they can be imaginary or nonexistent.

The immense variety of ideas that Gardon Allport will acknowledge as having some useful part in the portrayal of human conduct epitomizes his mixture. He sees the cycles alluded to by these ideas working inside the life form in a progressive design, with the more broad typically outweighing the more explicit. He considers ideas as segmental as explicit reflexes and as wide as cardinal characteristics or the program to pass some significance in getting conduct, and he sees the cycles alluded to by these ideas working inside the living being in a various leveled style, with the more broad generally outweighing the more explicit. Allport (1937-1961) recommends that every one of the accompanying thoughts holds some utility in his most unequivocal introductions of his hypothesis: adapted reaction, propensity, quality, self, and character.

The improvement of a character sets aside time, and the person's character design is framed through continuous contact with himself and the climate outside. Legacy, organs, physiology, climate, and individual factors are largely broad segments that impact the interaction of character arrangement. Each individual is brought into the world with explicit properties or attributes that the person gets from their folks. He varies from every one of his folks since he is a hereditarily new blend. He acquires a common habitat, including the air, the inhales, the water, the land, the greenery, the minerals, and the animals found on the earth, notwithstanding his psychological and real legacy. Every individual is additionally naturally introduced to a social legacy, a human and innovation climate that is the consequence of human work and society. Dialects, customs, ethics, religions, abilities, expressions, methods of reasoning, social organizations, and mechanical instruments and hardware make up this social legacy. Man would thus be able to be viewed as remaining amidst a three-dimensional climate: normal, human, and specialized, on account of his legacy.

1.1.1 THE CONCEPT OF ADJUSTMENT

A student's adjustment is linked to achieving a balance between his wants and fulfillment needs, which are multidimensional. Frustrations, tension, and anxiety are reduced to a minimum while making a good adjustment. If there is a balance between academic, intellectual, emotional, social, and other needs and fulfillment, students adjust well in all aspects of their lives.

For higher academic accomplishment and an effective educational method, adjustment is a critical aspect. Secondary school kids are in the midst of adolescence, which is a critical time in their lives. In all aspects of development, a variety of physical and psychological changes occur. Physical, intellectual, emotional, social, moral, and other aspects of growth and development are all intertwined. The development of the nervous system has an impact on the development of intellectual abilities. Physical growth has an impact on a person's overall makeup. As a result, it is thought that correct adjustment is critical for adolescent behavior to be normal. The adjustment process begins with the child's birth and continues until his death. Adjustment is as old as the human species on our planet.

1.1.2 CONCEPT OF CO-EDUCATION

"Co-education, often known as 'mixed sex education,' refers to the education of boys and girls in the same institution on an equal footing." Mudaliar Commission (Mudaliar Commission).

"In co-education, boys and girls shall be taught the same courses at the same time, in the same place, by the same faculty, using the same techniques, and under the same regime," according to Encyclopaedia Britannica.

“If the sexes were educated together, we would have the healthy, moral, and intellectual impetus of sex over stimulating and refining all faculties, without the undue thrill of senses that occurs in the current system of isolation.”

-Elizabeth Cady Stanton is a writer.

In ancient Greece, the famous Greek philosopher Plato advocated for a co-educational system. He believed that co-education would foster a sense of brotherhood among boys and girls. He argued that it was the only way for both of them to become valuable members of society. Co-education did not exist in the ancient Hindu educational system. However, it is currently extremely popular in India. The steady evolution of women's education demonstrates the critical importance of co-education if we want to encourage literacy among women and offer them with real equality of opportunity. The Smt. Hans Mehta Committee on Co-education (1962) suggested that co-education be adopted as the general pattern at the basic level, with a strong publicity campaign to overcome opposition. Following the Universalization of Elementary Education (UEE), the fundamental goal has been to enhance equality of opportunity for all disadvantaged groups, including girls. Co-education has numerous benefits, including making female pupils bolder and brighter by removing self-defeatism and self-created pessimism and broadening their personality. It lowers the cost of keeping separate staff and infrastructure for boys and girls. It promotes a healthy and competitive environment among students by encouraging and cultivating a relationship of mutual respect between both genders. As a result, it socializes students by preparing them for the real world.

The strongest predictor of a child's educational outcomes is family participation. This factor was linked to children's motivation to learn, attention, task persistence, receptive vocabulary skills, and a lack of behavioral issues. Family participation in schooling has been found as a positive component in the learning of young children. As a result, technology is an important part of educational policies and early childhood programs. Much of the research on parent participation and children's achievement has focused on the link between specific parent involvement behaviors and children's achievement. Parental involvement in school (for example, with school activities, direct communication with teachers and administrators) is linked to higher math and reading achievement. Family involvement in their children's educational experiences at home (e.g., supervision and monitoring, daily conversations about schools) has been linked to higher reading and writing achievement scores, as well as higher report card grades.

1.2 REVIEW OF RELATED LITERATURE

In his next significant examination on co-training, **Dale (1969)** found that blended schools were more powerful than single-sex schools in each way mentally, attitudinally, and socially than single-sex schools. He saw that the presence of young ladies in blended schools made young men more obliging in their conduct. The intense discipline, obsession with scholastic work, and significant degree of care for details, which were regularly communicated by both male and female understudies and educators, prompted the foundation of single-sexual orientation schools. He additionally found that understudies in blended schools appeared to be less worried about school than understudies in single-sex schools, and that blended schools had higher accomplishment than single-sex schools.

Gupta, Sushma (1990) The current investigation views at tutoring as a factor in young adult females' social change across various financial levels. It was found that juvenile females going to a metropolitan school had much preferable social change over young ladies going to a country school. Young adult young ladies in non-public schools have much preferable social change over those in state funded schools. Teen young ladies in co-instructive schools had much preferable social change over juvenile young ladies in young ladies' schools. When contrasted with young ladies in Hindi-medium schools, juvenile young ladies in English-medium schools had much better friendly change. The social change of adolescent young ladies was decidedly affected by fathers' and moms' tutoring.

As indicated by **James G. Hairdresser and Paul Delfabbro (2000)**, the degree of home struggle over essential homegrown issue and the parent's overall mentality toward the youngster's companions were the most grounded indicators of adolescent change. At the point when the information was separated into parent-kid sex dyads (mother-child, mother-girl, father-child, father-girl), it was found that the dad's discernments were the most remarkable indicator of teen male change.

H. Singh (2003) led an examination looking at male and female teachers' feelings of anxiety in association with their character needs and change. I To look at the feelings of anxiety of male and female optional school and college educators from provincial and metropolitan regions. (ii) To analyze the feelings of anxiety of exceptionally and ineffectively changed male educators with those of profoundly and inadequately changed female instructors. (iii) To analyze the feelings of anxiety of male instructors (with high and low character requests) to their female partners. (iv) To decide the association between P.N. also, stress in male and female optional school and college educators. (v) To decide the relationship among male and female optional school and school educators' change and stress. (vi) To decide how each P.N., when joined with change, can be utilized to foresee pressure in male and female educators.

As per **Mohan Raj et al. (2005)**, the family climate affects both home change and scholarly accomplishment. He considered there to be as firm, coordinated, objective situated, and zeroed in on upright strict issues with negligible clash. Home change was affected by union, struggle, control, scholarly social direction, and autonomy in the family setting. Scholarly achievement was connected to the family climate's freedom and struggle areas. The impression of home and environmental elements shifts among young men and females. They reached the resolution that scholarly accomplishment was emphatically connected to insight as far as traditional capacity.

Karla G. Van Leeuwen and associates (2006): In a delegate populace, this examination explores five kinds of character coherence: underlying, mean-level, singular level, differential, and impassive. In the two examples, there indicated primary coherence. The character showed was basically steady all through the board. A huge part had a predictable characteristic profile, demonstrating impassive solidness, while mean-level character changes were minor. Hereditary and non-shared ecological elements hereditary qualities represented most of the progression discoveries.

In an examination, **Bogunovic Blanka and Polovina Nada (2007)** found that family incitement is brought about by the impact of the family's social and instructive profile, just as dynamic parental mentalities toward their youngsters' schooling and accomplishment. They took a gander at the children's perspectives toward tutoring and attempted to sort out which elements of the family climate are well on the way to impact the improvement of instructive yearnings, like mentalities toward school and learning, instructive interests, and plans for advanced education. The discoveries uncovered a connection between great psychological and instructive conditions in the home and an uplifting outlook toward school, significant standards, and intellectual and scholarly interests in extracurricular exercises.

Neelakshi A Lavakare, Ph.D. (2008) In the change of defilements, there are various foundation contemplations to consider. The examination endeavored to distinguish the components that impact teen change. He found - The individual change status was a phenomenal pointer of substantial sicknesses and conduct issues when the individual change was high both actually and mentally. The quantity of sicknesses and social issues was insignificant. Teenagers with nonworking moms acclimated to society better than those with working moms. Actual afflictions showed significant class disparities, with higher classes, like XI and XII, having less actual issues than lower classes. At the point when it came to conduct issues, guidelines IX and X uncovered more fever issues than the more established principles. The more established gathering (17 to 18 years) had more conduct issues than the more youthful ones (14 to 16 years).

Indeed, even in the twenty-first century, as per **Kamlesh Singh et al. (2009)**, the mental and social settings in India contain many biased practices and customs: settlement, youngster marriage, lack of education,

physical and mental maltreatment, etc. Indian females may experience the ill effects of low confidence and mental trouble because of their social remaining as peasants. Therefore, it is basic to investigate the psychosocial and social difficulties that Indian young ladies experience to give opportune rectifications that will empower them to have a critical influence in building the future town society. The discoveries recommend that specific conditions, like hindering conventional practices, conflicting circumstances, and sex separation, affect the improvement of young ladies' characters.

Dr. Swaleha S Pathan (January 2011) dissected the assessments of 1106 understudies in a couple of single-sex and co-instructive junior universities in Pune city in her article "A Comparative Study of Students Attitude Towards Co-training From Single-sex And Coeducation Junior College From Pune City." The specialist accumulated quantitative and subjective information utilizing the survey cum mentality scale and meetings. The discoveries uncovered that by far most of understudies in both coeducational and single-sex organizations supported the coeducational framework with objective thinking for their disparities. Youth is the stage between late adolescence and arriving at actual development, which is went with sexual development. To accomplish adolescence, a young person goes through physical and mental changes. During this time, the kid's character goes through huge changes, bringing about a total change. These progressions are credited to sexual development, which is normally made and socially acknowledged, as indicated by Stanley Hall (1904) in his book "Tempest and Stress." This is the point at which the youngster is erratic, passionate, unsound, and capricious, as Hall has called it as "flaring youth" and a period of tempest and stress. The young adult, as indicated by Erikson(1968), is encountering a character emergency.

Mazid, Safia Mattoo, Nadhia Hussain (2012): The motivation behind this investigation on character and scholastic execution in young people was to investigate the special commitment of character qualities (amiability, fearlessness, and aspiration) to scholarly execution, to look at the connection between character, sex, and scholastic execution in teenagers, and to evaluate the connection between school type, character, and scholastic execution. The discoveries showed a solid connection between the three qualities of character, specifically friendliness, fearlessness, and desire. Regardless of whether public or private, the kind of school extensively affects the scholarly accomplishment of respondents. The kind of school went to by male respondents was comparably emphatically connected to their scholastic achievement. The kind of school and the respondents' fearlessness were found to have a critical affiliation. On account of male respondents in non-public schools and female respondents in government schools, character characteristics (friendliness, self-assurance, and aspiration) and scholastic accomplishment were found to considerably affect one another.

Brinda B. Sharma (2013) researched the cultural area of pre-adulthood, tracking down that the home climate and companion setting are huge as far as standardizing and positive turn of events. The two guys and females are influenced by appearance tension; in any case the strength of these associations is frequently directed by sexual orientation. The investigation investigated whether neuroticism is a huge indicator of joy. Sex variations in body mental self portrait and responsiveness to relational pressure, especially with regards to family, have been exhibited deductively.

1.3 OBJECTIVES OF THE STUDY

The study is intended to achieve and realise the following goals:

- a) To compare the Personality needs of girls in co-educational and unisex colleges.
- b) This goal was broken down into ten sub-goals.
- c) To compare the achievement needs of girls in co-educational and unisex colleges.
- d) To compare the Exhibition needs of girls in co-educational and unisex colleges.

1.4 HYPOTHESES OF THE STUDY:-

The investigator has formulated the following null hypothesis, which will be investigated under the current proposed study, based on various researches and observations, as well as the rationale offered (personality needs, adjustment, etc.). These hypotheses have been developed with the following goals in mind:

1. There is no discernible variation in the personality requirements of girls in unisex and co-educational colleges. This hypothesis was further broken down into ten sub-hypotheses: -
2. There is no discernible variation in the accomplishment requirements of girls in unisex and Co-educational colleges.

1.5 RESEARCH METHODOLOGY:-

There are a variety of approaches for investigating. It's tough to tell which strategy is the best because each has its own set of advantages and disadvantages. Furthermore, it is impossible to say if the research methods employed in one study are better or worse than those used in other studies. As a result, deciding on a study method has been problematic. The study, research resources, and other research methods are examples of research methods. The inquiry was able to apply the normative survey method of research for the current study as a result of these considerations. Descriptive research is another name for this strategy. The descriptive method is used to describe "what is." It entails describing, recording, analyzing, and interpreting current conditions. All of the procedures and qualities of the normative survey technique were used in this study, which are critical for the normative survey method of research.

1.5.1. POPULATION :-

All the Girls studying in unisex and co-educational colleges situated in Meerut district and affiliated to C.C.S. University constituted population of the study.

1.5.2. TOOLS USED :-

To measure the different variables following tools have been used in the present study :

1. To measure the personality needs Meenakshi Personality Inventory (MPI) constructed by Meenakshi Bhatnagar has been used.
2. To measure the Adjustment. Adjustment inventory for school students (AISS) constructed by A.K.P. Sinha and R.P. Sinha has been used.

1.5.3 Meenakshi Personality Inventory:-

Some Psychologists have conceptualised personality on the basis of Psychological needs of the individual. For example, Murray has postulated that due to the influence of environment, a special type of will, need or psychological needs grows within the individual, which compels him to behave in a specific direction. This influence of outer environment on an individual is of different types: so with the passage of time many specific demands are developed and become permanent in the personality of every person and take command of his entire behaviour. As for their nature Murray says, "A need is a construct which stands for a force (The Physicochemical nature of which is unknown) in the brain region of force which organizes perception, apperception, intellection, cognition and action in such a way as to transform in a certain direction in existing unsatisfying situation".

1.5.4 RELIABILITY AND VALIDITY OF MPI:-

The reliability of MPI was found out by its author through split-half method. The reliability of the half test thus, obtained, was corrected by applying spearman Brown prophecy formula for each separate need. In this way ten-co-efficient of reliability were obtained. The reliability strong of the scales was based on 100 answer sheets of a sample of 100 respondents selected from a total of 500 the method of selection being random. Needless, to say that these reliability indices provide evidence of internal consistence of the scales.

1.5.5 Reliability:-

The Co-efficient of reliability was determined by following methods given in table - 1.1

Table 1.1

Reliability Co-efficient of Inventory

S.N.	Method use	Emotional	Social	Educational	Total
1.	Spilt half	0.94	0.93	0.96	0.95
2.	Test-retest	0.96	0.90	0.93	0.93
3.	K.R. 21 Formula	0.92	0.96	0.96	0.94

The researcher could not come across any research which throws light on the personality needs of girls studying in unisex and co-educational colleges.

Table 1.2

Comparison of Emotional Adjustment of Girls studying in unisex and Co-educational colleges.

Name of Group	N	Mean	S.D.	t-value	Level of Significance .01 & .05
Girls studying in unisex colleges	50	18.38	1.11	.795	NS
Girls studying in co-educational colleges	50	18.64	2.03		

NS = Not significant

Table display analysed data regarding comparison of girls studying in unisex and co-educational colleges in terms of their Emotional adjustment. Obtained t-value (.795) is not significant at both level of confidence. As the minimum required t-value according to t-table at .05 level of significance should be equal to or more then 1.96 for 98 df. obtained t-value is less then the required t-value. It shows that two group of girls namely girls studying in unisex colleges and girls studying in co-educational colleges do not differ significantly in terms of their Emotional Adjustment.

The mean score of emotional adjustment of girls studying in unisex colleges is 18.38 which is almost similar to the mean score of emotional adjustment of girls studying in co-educational colleges (18.64). This shows that two group of girls have similar emotional adjustment.

Discussion:-

On the basis of t-value which is not significant at both level of confidence and mean scores, it can be safely concluded that both group of girls have similar level of emotional adjustment. The researcher could not come across any research study which throws light on the emotional adjustment of girls studying in unisex and co-educational colleges.

Table 1.3

Comparison of Social adjustment of Girls studying in unisex and Co-educational colleges.

Name of Group	N	Mean Social	S.D.	t-value	Level of Significance .01 & .05
Girls studying in unisex colleges	50	11.64	.87		

Girls studying in co-educational colleges	50	14.78	1.85	10.90	**
---	----	-------	------	-------	----

** - .01 Level of significance

Table display analysed data regarding comparison of social adjustment of girls studying in unisex and co-educational colleges. Obtained t-value (10.90) is significant at .01 level of confidence for df - 98. As the minimum required t-value according to t-table at .01 level of confidence should be equal to or more than 2.58 for df - 98. Obtained t-value is more than the required t-value. It means girls studying in unisex colleges and girls studying in co-educational college differ significantly in term of their social adjustment. It also shows that if 100 samples are taken from same population in 99 cases the result would be similar to the present study.

The mean score of social adjustment of girls studying in co-educational colleges is 14.78 which are more than the mean score of social adjustment of girls studying in unisex colleges. This shows that the girls studying in co-educational colleges have high social adjustment than their counter part girls studying in unisex colleges.

Discussion:-

On the basis of t-value which is significant at .01 levels of confidence and the mean score, it can be safely concluded that the girls studying in co-educational colleges have high social adjustment than the girls studying in unisex colleges.

The researcher could not come across any research study which throws light on social Adjustment of girls studying in unisex colleges and co-educational colleges.

Table 1.4
Comparison of Educational adjustment of Girls studying in unisex and Co-educational colleges.

Name of Group	N	Mean	S.D.	t-value	Level of Significance .01 & .05
Girls studying in unisex colleges	50	14.76	1.90	19.71	**
Girls studying in co-educational colleges	50	17.48	1.81		

** - .01 Level of significance

Table display analysed data regarding comparison of Educational adjustment of girls studying in unisex and co-educational colleges. Obtained t-value (19.71) is significant at .01 level of confidence for df - 98 as the required minimum t-value to t-table at .01 level of confidence should be equal or more than 2.58 for df = 98. Obtained t-value is more than required t-value. It means girls studying in co-educational college and girls studying in unisex colleges differ significantly in their term of Educational adjustment. It also shows that if 100 sample are taken from same population in 99 cases the result would be similar to the present study.

The mean score of educational adjustment of girls studying in co-educational colleges is 17.48 which is more than the mean scores of educational adjustment of girls studying in unisex colleges. It shows that the girl studying in co-educational colleges have high educational adjustment then their counterpart girls studying in unisex colleges.

Discussion:-

On the basis of t-value which is significant at .01 level of confidence and the mean scores, it can be safely concluded that the girls studying in co-educational colleges have high educational adjustment than the girls studying in unisex colleges.

The researcher could not come across any research study which throw light on the educational adjustment of girls studying in unisex and co-educational colleges.

Table 1.5
Comparison of Adjustment of Girls studying in unisex and
Co-educational colleges.

Name of Group	N	Mean	S.D.	t-value	Level of Significance .01 & .05
Girls studying in unisex colleges	50	44	2.29	10.51	**
Girls studying in co-educational colleges	50	50	4.8		

** - .01 Level of significance

Table display analysed data regarding the comparison of girls studying in unisex and co-educational colleges in term of their adjustment obtained t-value (10.51) is significant at .01 level of confidence for df - 98. As the minimum required t-value according to t-table at .01 level of confidence should be equal to or more then 2.58 for 98 df. Obtained t-value is more then the required t-value. It means girls studying in unisex colleges and girls studying in co-educational colleges differ significantly in term of their adjustment. It also shows that if 100 samples are taken from same population in 99 cases the result would be similar to the present study.

1.6 CONCLUSIONS

1. The girls studying in unisex colleges and co-educational college have similar exhibition need nurturance need and personality needs as a whole.
2. The girls studying in unisex colleges have higher personality needs than their counter part girls studying in co-educational colleges in terms of achievement need, dominance need, abasement need and endurance need.
3. The girls studying in co-educational colleges have higher personality needs than their counterparts girls studying in unisex college in terms of autonomy need, affiliation need, succourness need, aggression need.
4. The girls studying in co-educational colleges have better social adjustment, educational adjustment and adjustment as a whole, where as regarding emotional adjustment girls studying in unisex and co-educational college have equal level of adjustment.

The findings of this study will be useful to educational and psychological researchers who are conducting research on the personality needs and adjustment of secondary school pupils:

1. The findings of this study will assist principals of co-educational and unisex schools in understanding distinct personality demands as well as the causes of poor social, educational, and overall adjustment.
2. The findings of this study will assist leaders of unisex institutions in determining the cause of poor adjustment among female students. They should assist girls in only girls educational institutions in improving their social, educational, and overall adjustment. Teachers at both types of institutions should work with the females to help them build stronger personalities.

3. The findings of this study will be beneficial to those involved in institutional policymaking.

BIBLIOGRAPHY

1. Sharma H.L; (2005) "Study of Adjustment among institutional Delinquents in relation to their types Disabilities and Impairments, Vol. 19(1), pp- 23-39.
2. Singh, H; (2003) "A comparative study of stress among male and female teachers in relation to their Personality Needs and adjustment", Indian Educational abstracts Vol. 3, No. 2, pp- 87-88.
3. Singh, Harendra (2010), A study of stress Personality Needs and adjustment, Meerut : International Publishing House.
4. Singh, S.K.; Chanarakanta and Singh R.P. (2000) "Personality patterns of Secondary female teachers". Indian Journal of Psychometry and Education, Vol. 31, No. 2, pp-137.189.
5. Starzyk, Katherine B; Reddon, John R. and Friel, Jon P. (2000) "Need structure, Leisure motivation and Psychosocial adjustment among young offenders and high school students: Journal of Offender Rehabilitation, Vol. 31, No. 1/2, pp-168-74.
6. Talukdar, Narendra, Narayan, and Talukdar, mala Chaliha; (2008) "A study on adjustment problem of Adolscent students". Journal of Community Guidance and Research, Vol. 25, No. 3, pp - 267-271.
7. Agarwal, J.C. and Agarwal, S.P. (2008). Professional Education in India – Why, What and How. India: Doaba House.
8. Aggarwal, Y. P. (2010). Factual Methods: Concept, Application and Computation. New Delhi: Sterling Publishers Private Limited.
9. Aggrawal, A. K. (2011). A Study of Learning styles corresponding to Learner's Self-Concept. Shikshan Anveshika, Vol. 1(1), pp. 66-77.
10. Bhatia, K. K. (2008). Mental Foundation of Education. New Delhi: Kalyani Publishers.
11. Cherry, K. (2015). Murray's Theory of Psychogenic Needs. London: Sage Publication.
12. Mangal, S. K. (2010). Advanced Educational Psychology (2nd Ed).New Delhi: Prentice Hall of India.
13. Mehta A.C. (2003). Rudimentary Education in India: Where Do We Stand. New Delhi: NIEPA.