

**DEVELOPMENT, ENVIRONMENT &
EDUCATION: THE INDIAN
PERSPECTIVE**

EDITED BY

PRIYANKA DEY & JAYANTA METE

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Edited by Priyanka Dey & Jayanta Mete

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62/5834 Harplingegränd 110, LGH 1103. Älvsjö, 12573

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Call: +46 761508180

Email: info.redshine.se@europa.com

Website: www.redshine.se

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A STUDY ON PSYCHOLOGICAL STATUS OF ADOLESCENT
SCHOOL STUDENTS

Prasenjit Barman⁸



ABSTRACT:

Life presents a continuous chain of struggle for existence and survivals. The purpose of this study was to observe the difference, if any, on the adolescent boys school students. Subjects of this study were height-weight-matched one hundred fifty male Navodaya and Non Navodaya school students of three age categories (fifty students for each age group from each type of school). Six dimensions of self-concept, namely- behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction and three dimensions of adjustment inventory, namely- emotional adjustment, social adjustment and educational adjustment were the criterion measures. Mean, standard deviation (SD) and ANOVA followed by Post-Hoc LSD and independent t-test were the statistics used for data interpretation. In self-concept significance difference ($p < 0.05$) was observed between Navodaya and Non Navodaya students in behaviour and happiness and satisfaction of 13-year, 14-year and 15-year age groups. Difference was also observed in intellectual and school status and popularity in 13-year and 15-year age groups but not in 14-year group. However, in physical appearance and attributes in all three age group, difference was not significant. Difference was observed in 13-year age group in of anxiety but not in 14-year and 15-year age group of two different schools. In adjustment inventory significance difference ($p < 0.05$) was observed between Navodayaa and Non Navodayaa students in emotional adjustment, social adjustment and educational adjustment in the age group of 14-year and 15-year, 14-year and 14-year respectively. However, according to age there was a significant difference in emotional adjustment of 13 vs. 14 and 13 vs. 15-year age group but not in 14 vs. 15-year age. In social and educational adjustment the significant difference was not observed among the three age groups.

⁸ Assistant Professor, Department of Physical Education, Seva Bharati Mahavidyalaya, West Bengal, India