

ADJUSTMENTS AND DEPRESSION OF ADOLESCENTS

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ABSTRACT

The purpose of the present study was to explore whether there is any relation between adolescent adjustment and depression of students in relation to types of institution, types of medium and family structure. This study was conducted on 160 respondents of age 10-19 years, selected purposively from different areas of Chittagong district. The Bangla version of adolescent adjustment scale (Sarkar & Khanam, 2008) and Depression scale (Rahman & Uddin, 2005) were used to measure adjustment and depression of adolescents. The findings of the present study showed that mean score of adolescent's personal, social adjustment and depression was 63.31, 44.55 and 81.24, respectively. Mean of college students was more than school students, mean score of Bangla medium students was more than English medium students, and mean score of joint family adolescent was more than nuclear family students. In addition, there was significant interaction effect between types of medium and family structure, among types of institution, types of medium and types of family structure on personal adjustment. Similar significant interaction effect on depression was also observed among the responders. Detail statistical analyses furthermore showed significant positive correlation between personal and social adjustment, significant negative correlation between personal adjustment and depression, social adjustment and depression. The results have been constructed in the light of past studies and the findings of the present study have both theoretical and practical implication.

Key Words: *Adolescent, Personal adjustment, Social Adjustment, Depression*

INTRODUCTION

Adolescence is a period of storm and stress where an adolescent has to adjust with different circumstances, such as bodily changes, parents, new school, and friends. To deal with these phenomena, adolescent may undergo different stressful situations. Several researches indicated stressful life events associated with hopelessness, anger, frustration, anxiety and depression in adolescent (Fresco, Alloy, & Reilly-Harrington, 2006). So, adjustment is paramount matter in adolescent for flourishing his/her talent and efficiency. In self-determination theory (SDT), this research concentrates on why stressful life event is related to adjustment. In SDT perspective, an adolescent has two psychological resources such as perceived control and perceived competence (Deci & Ryan, 1985; Ryan & Deci, 2000). Perceived control means of what actions and events connect to desired versus undesired

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outcome (Skinner, Wellborn, & Connell, 1990) and perceived competence is a trust in one's capability to affect those outcomes (Harter, 1982). Both concepts evidence consistent associations with emotional adjustment (Uhrlass, Schofield, Coles, & Gibb, 2009). Uhrlass, Schofield, Coles, & Gibb (2009) reported that adolescent with lower perceived control showed more depression.

The term adolescence comes from the Latin word 'adolescere' that means to grow or to grow to maturity. It is a transitional stage of growth and development between childhood and adulthood. The World Health Organization (WHO) (2017) defined adolescent as any people who are belongs between ages 10 and 19.

Adjustment refers to the behavioral process of balancing conflicting needs, or needs challenged by obstacles in the environment. Adolescents always adjust to their environment. For example, when they are stimulated by their psychological need, they make friend, watch movie, pass free time with friends, and try to be adult person. Adjusting problems appears when there is an inability to make a normal adjustment to some need, pressure or stress in the environment. Successful adjustment is apex to having a high quality of life. Those who are unable to adjust well are more likely to have clinical anxiety or depression (Ward & Kennedy, 1994) as well as experience feelings of hopelessness.

Depression (major depressive disorder) is a common and serious medical illness of low mood and aversion to activity, and it can negatively affect a person's thoughts, behavior, tendencies, feelings, and sense of well-being. It results from different phenomena such as bereavement, physical change, peer pressure, adjusting problem in school, neglected, mental abuse, physical abuse, sexual abuse and unequal parental treatment. Therefore, depression affects teen's socialization, family relations, and performance at school. It can also lead to a variety of emotional and physical problems and can decrease a person's ability to function at work and at home. In case of extreme depression, adolescent may commit suicide which was third leading cause of death (Centre for Diseases Control, WISQARS, 2016).

Bhakta (2016) researched on adjustment level of students and its relation with academic achievement using 150 students. Their result indicated that 82% students of HSC level had average level of adjustment. They found a significant correlation between adjustment and academic achievement. They also found significant difference in level of adjustment between male and female, rural and urban and arts and science class.

There are controversies over adjustment and academic achievement. For example, previous works on adjustment and academic achievement of high school students showed significant difference between male and female, Government and Private school and rural and urban school students and positive correlation between adjustment and academic achievement (Yellalah, 2012; Ganai & Mir, 2013). However, contradiction was also there, males had more adjusted than female's students (Enochs & Roland, 2006). Similarly,

Surekha (2008) reported that student of private schools had better adjusted and academic achievement than students of government schools and a negative relationship between the students' adjustment & academic achievement. Raju & Rahamtulla (2007) worked on adjustment problems among school students in relation to age, gender, class, type of school using 461 students and reported that there was no significance difference between age (below 13 to above 13 years), gender (male and female), types of school (private and Government) and medium of instruction (English and Telugu).

Biswas, Bhattacharjee & Mukherjee (2018) worked on quality of life among adolescents studying in Bengali and English medium schools of Siliguri, India. They found that Bangla medium school and late adolescent students had better life quality than English medium and early and middle adolescent's students. Kannan (2005) found that female students had better adjusted than male students and students belong to nuclear family showed better adjustment than students belong to joint family. On the contrary, Jayachandran (2008) showed that students belong to joint family are more adjusted than the students belong to nuclear family. However, Rani, & Khajuria (2017) found no significant difference between nuclear and joint family in relation to education, social and emotional adjustment. Similar results were reported by Kurup, Geetha & Prasanth (2016) that adolescent in nuclear family had better understanding, psychosocial adjustment and coping skill to face the life situation than adolescent in joint family.

Madhuchandra (2017) worked on anxiety and depression among school and college going adolescents using 113 adolescents in India. They concluded that there was no significant difference between school and college going adolescent in relation to depression, anxiety and gender. But depression was higher than anxiety among school and college going adolescent. Similar studies conducted by Narayan *et al.*, (2016) showed that the level of anxiety was more than depression, female had more depression than male and college students were highly depressed, anxious and stressed.

Family structure greatly affects adolescent's adjustment. For example, adolescent who live in single mother family showed more depression than adolescent in non-divorced and joint family (Breivik & Olweus, 2006). Furthermore, Pathak *et al.* (2011) reported that the behavioral and emotional problems were higher among girls than boys because of marital conflict between parents.

Family may be of different types (i.e. nuclear family, joint family, monogamous family, polygamous family, step family, single parent family, matrifocal family), however, in this study, data were collected from two types of family, named nuclear (consisting of two usually heterosexual parents and their children (one or more) and joint family (a type of extended family composed of parents, their children, and the children's spouses and offspring in one household). Institutions refer to mechanisms of social order governing the behavior of a set of individuals within a given community. It has social purpose, transcending individuals and intentions by mediating the rules that govern living behavior. In the present research, only school and colleges were selected as institutions. A medium

of instruction is a language used in teaching which may or may not be the official language of the country or territory. Medium of instruction may be Bangla or English. It depends on school or college curriculum and motto.

Adolescent is an apex transitional stage of a human life. In this stage, they enter into a new stage (childhood to adulthood). Here they have to adjust with different emotional, social and physical turmoil and conflicting situation such as adjustment with parent, school or college, peer group, physiological changes, new behavior pattern,. All these are very summit issues that they need to adjust. Proper adjustment depends on different phenomena such as friendly family environment, mutual relation with parents, good friends, and proper guideline by teacher. Lack of proper adjustment, adolescent cannot control of their emotion and encounter different types of unexpected problems such as depression, anxiety, frustration, juvenile delinquency etc. in extreme case they may commit suicidal attempt. Therefore, to be happy and flourish their efficacy and talent, adjustment is zenith aspect. Several previous reports on adolescent adjustment and depression from different aspects (Bhakta 2016; Yellalah 2012; Bhungaria & Kaji 2014; Breivik & Olweus 2006) showed very much contradictory results. To verify, clarify and extend their concept, further works adolescent adjustment and depression in relation to types of institution, medium of institution, and family structure are inevitable. Most of the studies discussed so far have been done in western culture, but in Bangladesh there were only a very few studies.

Therefore, the main objective of this study was to investigate whether there is any relationship between adjustment and depression of adolescent. Specific objectives of the study were to find out adolescent's personal, social adjustment and depression level in Chittagong district, to see whether adolescent personal adjustment vary according to types of institution, types of medium and family structure, to examine whether adolescent social adjustment vary according to types of institution, types of medium and family structure, and to know whether depression of adolescent vary according to types of institution, types of medium and family structure.

MATERIALS AND METHODS

Sample Size

For the present study, two-stages sampling procedure was used.

a. Institution Selection

Schools and colleges were selected purposively from Chittagong district, Bangladesh. Participants were taken from Agrabad Balika Bidyalay, Bakalia Government High School, Bakolia Thana, Chittagong Model School and College, Chittagong Collegiate School and College, Chittagong Cantonment Public College, Hathazari Government University College and Halishahar Cantonment Public School & College.

b. Respondents Selection

For the present study, 160 students of age 10-19 years were selected by purposive sampling technique from different Bangla and English medium schools and colleges. The respondents were categorized equally into groups on the basis of family structure, types of institution, and types of medium. Among responders, 80 students were from schools (Class six to SSC; 40 from Bangla medium and 40 from English medium) and 80 students were from college (40 from Bangla medium and 40 from English medium). Again among 40 students of each group 20 were from nuclear and 20 were from joint family.

Measuring instruments/scales

a. Adolescent Adjustment scale

The adolescent adjustment scale developed by Reddy (1964) and the Bangla version translated by Sarkar & Khanam (2008) were used in this study. This scale has 85 items which were Likert type scale. Each item has three response alternatives. The scale indicates a person's high and low adjustment. It also measures personal and social adjustment. Items on personal adjustment measure neurotic tendencies, feelings of inferiority, guilt, personal worth and attitude toward future and social adjustment measure the adjustment towards home and school environment. Odd-even reliability coefficients were .84 and .95 for personal and social adjustment respectively. Scores on both parts were also found significantly correlated. After calculating Pearson correlation, pretest and posttest reliability was found .72. The inventory has been validated against teacher ratings. Bells adjustment inventory, California personal and social adjustment inventory, parents rating and by comparing the adjustment scores of delinquent and no-delinquent groups. The face validity of the scale was determined by the teachers of the Psychology department. Each items response is given weight ranging from 0 to 2. Points were given in proportion to the frequency of behavior- 'always' a score of 2, 'sometimes' a score of 1 and 'never' was given a score of 0. The total score indicates personal and social adjustment. High score indicate better adjustment and low score indicate lower adjustment.

b. Depression scale

The scale developed by Rahman & Uddin (2005) was used as depression scale (DS). The DS scale is a 30 items Likert type scale, each item having 5 response alternatives. The response options are 'not at all applicable' (1), 'not applicable' (2), 'moderately applicable' (3), 'somewhat applicable' (4) and 'fully applicable' (5). All items were scored in positive direction, higher scores indicate higher level of depression. Highest score in this scale is 150 and lowest is 30. It has four levels of severity norm. These are minimal (30-100 score), mild (101-114 score), moderate (115-123 score) and severe (123-150 score). The cut-off point of screening norm is 93.5, means individuals obtaining the score of 93.5 (or 94) or above are designated as depressed. The split-half reliability (Guttman split-half $r = .76$) and

test-retest reliability ($r = .59$) found of the depression scale. Concurrent validity ranged from .37 to .55 and construct validity found .71.

Procedure

The main purpose of the present study was to collect information about the adjustment and depression of school and college adolescents. For this reason, participants were selected purposively from different areas in Chittagong district. Before administration of the questionnaire, necessary rapport was established with respondents. Then the questionnaires were administered to each of the 160 respondents individually. The participants were requested to express their actual feelings and thoughts regarding the adjustment and depression. They were also requested not to omit any item in the scale and they were encouraged to answer all the items by telling that, there is no right or wrong answer to any item. There was no time limit for the respondents to answer all the items of the scale. After completing of their tasks, the answered questionnaires were collected from them. Finally, they were given thanks for their sincere co-operation.

RESULTS AND DISCUSSION

Adjustment and Depression Scores

Data obtained from questionnaires were analyzed by using F-test and Pearson product moment correlation. All statistical analyses were carried out using the statistical program SPSS version 16.0 for window. The mean of personal adjustment score of adolescents was 63.31 ($SD = 22.55$); social adjustment score was 44.55 ($SD = 19.77$) and depression score was 81.24 ($SD = 26.73$) (Table 1).

TABLE 1: DESCRIPTIVE STATISTICS OF PERSONAL ADJUSTMENT, SOCIAL ADJUSTMENT AND DEPRESSION (N = 160)

	Minimum	Maximum	Mean	SD
Personal Adjustment	18	95	63.31	22.55
Social Adjustment	10	73	44.55	19.77
Depression	32	136	81.24	26.73

Personal adjustment of adolescents

Personal adjustment scores based on types of institution, types of medium and family structure indicated that the that mean personal adjustment score of school students was 44.32 ($SD = 14.70$), college was 82.29 ($SD = 8.802$), indicating that college students had better personal adjustment over school students (Table 2). Mean personal adjustment score of institution in Bangla and English medium were 65.96 ($SD = 21.05$) and 60.65 ($SD = 23.79$), respectively; students studying in Bangla medium had more personal adjustment than the students of English medium. Finally, Mean personal adjustment score of students

ADJUSTMENTS AND DEPRESSION OF ADOLESCENT

in nuclear family was 57.06 ($SD = 24.12$) while that of joint family was 69.55 ($SD = 19.05$), suggesting that students in joint family had better personal adjustment than nuclear family. The differences observed among the mean values (analyzed by ANOVA) were statistically significant (Table 3).

TABLE 2: DESCRIPTIVE STATISTICS OF PERSONAL ADJUSTMENT SCORES ACCORDING TO TYPES OF INSTITUTION, TYPES OF MEDIUM AND FAMILY STRUCTURE

Types of Institution	Types of Medium		Family Structure		
	Bangla	English	Nuclear	Joint	Total
School	M = 48.37 SD = 13.75	M = 40.27 SD = 14.68	M = 77.45 SD = 8.91	M = 54.87 SD = 5.15	M = 44.32 SD = 14.70
College	M = 83.55 SD = 8.60	M = 81.02 SD = 8.92	M = 87.13 SD = 5.42	M = 86.75 SD = 4.36	M = 82.29 SD = 8.80
Total	M = 65.96 SD = 21.05	M = 60.65 SD = 23.79	M = 57.06 SD = 24.12	M = 69.55 SD = 19.05	M = 63.31 SD = 22.55

TABLE 3: SUMMARY OF THE ANALYSIS OF VARIANCE OF PERSONAL ADJUSTMENT SCORES ACCORDING TO TYPES OF INSTITUTION, TYPES OF MEDIUM AND FAMILY STRUCTURE

Sources of Variations	SS	df	MS	F	Sig. Level
Types of Institution (A)	57646.06	1	57646.06	665.99	.01
Types of Medium (B)	1128.91	1	1128.91	13.04	.01
Family Structure (C)	6237.51	1	6237.51	72.06	.01
A*B	310.81	1	310.81	3.59	.06
A*C	316.41	1	316.41	3.65	.06
B*C	1260.01	1	1260.01	14.56	.01
A*B*C	787.66	1	787.66	9.10	.03
Error	13156.65	152	86.56		
Total	722073.00	160			

The statistical analyses clearly showed that institution, medium and family structures had significant effect on personal adjustment ($F = 665.99$, $df = 1, 152$, $p < .01$; $F = 13.04$, $df = (1, 152)$, $p < .01$; $F = 72.02$, $df = 1, 152$, $p < .01$, respectively). The results also showed a significant interaction effect between types of medium and family structure ($F = 14.56$, $df = 1, 152$, $p < .01$). However, types of institution and types of medium and types of institution and family structure had no significant effect on personal adjustment (Table 3).

On the other hand, significant interaction effect was found among the types of institution, types of medium and family structure ($F = 9.10, df = 1, 152, p < .03$).

The mean social adjustment score of school and college students were 27.84 ($SD = 11.32$), 61.26 ($SD = 9.62$), respectively, indicating that college students had more social adjustment than school students (Table 4). Mean social adjustment score of institution in Bangla medium was 44.87 ($SD = 18.55$) and English medium was 44.22 ($SD = 21.02$). Mean social adjustment score of students in nuclear family was 38.21 ($SD = 20.08$) and joint family was 50.89 ($SD = 17.37$), suggesting that students in joint family showed more social adjustment than nuclear family.

TABLE 4: DESCRIPTIVE STATISTICS OF SOCIAL ADJUSTMENT SCORES ACCORDING TO TYPES OF INSTITUTION, TYPES OF MEDIUM AND FAMILY STRUCTURE

Types of Institution	Types of Medium		Family Structure		Total
	Bangla	English	Nuclear	Joint	
School	M = 30.28 SD = 10.98	M = 25.40 SD = 11.27	M = 19.83 SD = 7.21	M = 35.85 SD = 8.72	M = 27.84 SD = 11.32
College	M = 59.48 SD = 11.80	M = 63.05 SD = 6.44	M = 56.60 SD = 8.45	M = 65.93 SD = 8.44	M = 61.26 SD = 9.62
Total	M = 44.87 SD = 18.55	M = 44.22 SD = 21.02	M = 38.21 SD = 20.08	M = 50.89 SD = 17.37	M = 44.55 SD = 19.77

TABLE 5: SUMMARY OF THE ANALYSIS OF VARIANCE OF SOCIAL ADJUSTMENT SCORES ACCORDING TO TYPES OF INSTITUTION, TYPES OF MEDIUM AND FAMILY STRUCTURE

Sources of Variations	SS	df	MS	F	Sig. Level
Types of Institution (A)	44689.22	1	44689.22	698.03	.01
Types of Medium (B)	16.90	1	16.90	.26	.61
Family Structure (C)	6426.22	1	6426.22	100.38	.01
A*B	714.02	1	714.02	11.15	.01
A*C	448.90	1	448.90	7.01	.01
B*C	9.02	1	9.02	.14	.71
A*B*C	90.00	1	90.00	1.41	.24
Error	9731.30	152	64.02		
Total	379678.00	160			

ADJUSTMENTS AND DEPRESSION OF ADOLESCENT

Although types of institution and family structure had significant effect on social adjustment ($F = 100.38, df = 1, 152, p < .01$; $F = 698.03, df = 1, 152, p < .01$, respectively), types of medium had no significant effect on social adjustment. (Table 5). Furthermore, there was a significant interaction effect between types of institution and types of medium ($F = 11.15, df = 1, 152, p < .01$); types of institution and family structure ($F = 7.01, df = 1, 152, p < .01$). But types of medium and family structure had no significant effect on social adjustment. And finally, the result indicates no significant interaction effect among between types of institution, types of medium and family structure.

Depression of adolescent The mean depression score of school and college students were 106.47 ($SD = 25.09$), and 64.20 ($SD = 20.47$), respectively. These scores indicated that school students had more depression than college students. Similarly, students in nuclear family had more depression (DS 98.13 ($SD = 21.35$)) over students of joint family (DS 64.36 ($SD = 20.12$)). However, there were no significant differences between students studying in Bangla and English medium (82.16 ($SD = 26.79$) versus 80.33 ($SD = 26.81$)) (Table 6).

TABLE 6: DESCRIPTIVE STATISTICS OF DEPRESSION SCORES ACCORDING TO TYPES OF INSTITUTION, TYPES OF MEDIUM AND FAMILY STRUCTURE

Types of Institution	Types of Medium		Family Structure		Total
	Bangla	English	Nuclear	Joint	
School	M = 98.83 SD = 20.70	M = 98.23 SD = 20.76	M = 114.27 SD = 17.25	M = 82.77 SD = 7.31	M = 106.47 SD = 25.09
College	M = 65.50 SD = 21.34	M = 62.42 SD = 19.17	M = 81.98 SD = 9.55	M = 45.95 SD = 8.44	M = 64.20 SD = 20.47
Total	M = 82.16 SD = 26.79	M = 80.33 SD = 26.81	M = 98.13 SD = 21.35	M = 64.36 SD = 20.12	M = 81.24 SD = 26.73

Significant effect on depression has also been observed with types of institution ($F = 372.70, df = 1, 152, p < .01$) and family structure ($F = 355.65, df = 1, 152, p < .01$) (Table 7). However, types of medium interaction effect between types of institution and types of medium, types of institution and family structure and types of medium and family structure had no significant effect on depression.

TABLE 7: SUMMARY OF THE ANALYSIS OF VARIANCE OF DEPRESSION SCORES ACCORDING TO TYPES OF INSTITUTION, TYPES OF MEDIUM AND FAMILY STRUCTURE

Sources of Variations	SS	df	MS	F	Sig. Level
Types of Institution (A)	47782.66	1	47782.66	372.70	.01
Types of Medium (B)	135.06	1	135.06	1.05	.31
Family Structure (C)	45596.26	1	45596.26	355.65	.01
A*B	61.26	1	61.26	.48	.49
A*C	204.76	1	204.76	1.60	.21
B*C	10.51	1	10.51	.08	.77
A*B*C	327.76	1	327.76	2.56	.11
Error	19487.25	152	128.21		
Total	1169693.00	160			

Correlation of Adjustment and Depression

Detail statistical analyses clearly indicates that there is a significant positive correlation between personal and social adjustment ($r = .81, p < .01$) (Table 8). This observation suggests that with increasing personal adjustment, social adjustment increases. But there is a significant negative correlation between personal adjustment and depression ($r = -.72, p < .01$), indicating that depression decreases with increasing personal adjustment (Table 8). Furthermore, there is a significant negative correlation between social adjustment and depression ($r = -.76, p < .01$). This means that with increasing social adjustment depression decreases. Similar observations have also been reported previously (Flamm & Grolnick, 2013; Seguin *et al.*, 2013). Adolescent is the period of adjusting with different life events. If any adolescent fail to adjust with personal and social life then he/she may suffer from different psychological problems such as depression, anxiety etc.

TABLE 8: PEARSON'S CORRELATION AMONG PERSONAL, SOCIAL ADJUSTMENT AND DEPRESSION OF ADOLESCENTS

Variables	Personal Adjustment	Social Adjustment	Depression
Personal Adjustment			
Social Adjustment	.81*		
Depression	-.72*	-.76*	

**Significant at the .01 level (two-tailed)

The first objective of the present study was to find out adolescent's personal, social and depression level of Chittagong district. Result shows students of school and college had an average level of personal ($M = 63.31, SD = 22.55$) and social adjustment ($M = 44.55, SD =$

19.77), corroborated with the results of Bhakta (2016). In case of depression, the mean score of students was $81. \pm 26.73$, which indicate minimal level of depression. Considering the screening norm of the scale 35 (21.87%) (scoring 94-136) of the students designated as depressed. Among them 81.87% (scoring 30-100) were minimal, 4.37% were mild (with score 101-114), 3.75% were moderate (scoring 115-123) and 10% were (scoring 123-150) depressed, very similar to previously reported data (Rimmer, Halikas, & Schuckit, 1982).

The second objective of the present study was to see whether adolescent personal adjustment varies according to types of institution, types of medium and family structure. The mean score indicate that adolescent who study in college level ($M = 86.75, \pm 4.36$) had more personal adjustment than school level ($M = 54.87, \pm 5.15$). In school level, most of the students remain in early adolescent. In this stage, most of the adolescent has to adjust with different circumstances such as puberty, physical, psychological and social changes. But for early adolescent face more difficulty than late adolescent. Because, when a student enters into college level, who have already overcome the puberty, can cope with different challenging situations faced in school, and therefore, personal adjustment is better among college students than school students. Students who study in institution of Bangla medium ($M = 65.96, \pm 21.05$) had more personal adjustment than English medium ($M = 60.65, \pm 23.79$). This result is similar to Biswas, Bhattacharjee & Mukherjee (2018). Research suggested that many advantages can be achieved by beginning primary education in the student's home and language (Benson 2010). According to Qorro (2006), only the language well understood by teachers and students can effectively function as the language of instruction. This is because teachers and students are able to discuss, debate, ask and answer questions, ask for clarification and therefore, help constructing and generating knowledge. These activities are a prerequisite to learning and quality education. Accordingly, we observed that students of Bangla medium had more personal adjustment than English medium students as their mother tongue is Bangla.

Mean personal adjustment score of students in nuclear family was ($M = 57.06, \pm 24.12$) and joint family was ($M = 69.55, \pm 19.05$). This result is similar with Jayachandran (2008). But contradictory result was found by Kannan (2005) who found adolescent in nuclear family had better adjustment than joint family. On the other hand, Bhungaria & Kaji (2014) found no significance difference between nuclear and joint family from adjustment viewpoint. Adolescent in joint family have lot of opportunity to interact with other family members, especially with grandparents and have been reported to be better emotional and social with fewer behavioral problems (Dudly, 2012; Buchanan *et al.*, 2014) So, personal adjustment is better in joint family than nuclear family.

The third objective of the study was to see whether adolescent social adjustment varies according to types of institution, types of medium and family structure. The mean score indicate that adolescents who study in college level ($M = 61.26, \pm 9.62$) had more social adjustment than school level ($M = 54.87, \pm 5.15$). In school level, students may face hard time adjusting with physiological, social and environmental changes, however, students at

college level can cope with these changes easily. This is because college students have interaction with different people and environments, making them better social adjustment. However, types of medium had no significant effect on social adjustment, indicating that there was no significant difference between Bangla and English medium students according to social adjustment, as reported previously (Raju & Rahamtulla, 2007).

On the other hand, social adjustment is better in joint family ($M = 50.89, \pm 17.37$) than nuclear family ($M = 38.21, \pm 20.08$) which is in line with Hossain et al., (2017), but in contradiction with a few others (Rani & Khajuria, 2017; Kurup, Geetha & Prasanth, 2016). In joint family, adolescent can share their emotion, problem with other members relieving their tension, depression and frustration. But in nuclear family, most of the cases, couples work in different institutions and they usually do not have much time to be with their children. Behavior problem is high among adolescents in nuclear family and social adjustment is better in joint family.

The fourth objective of the study was to see whether depression of adolescent varies according to types of institution, types of medium and family structure. The mean score indicate that adolescent who study in school level ($M = 106.47, \pm 25.09$) had more depression than college level ($M = 64.20, \pm 20.47$). This result was supported by Granberg, Simons, Gibbons & Melby (2008); but contradictory result was found by Madhuchandra (2017) who reported there was no significant difference between school and college going adolescent in relation to depression. In school level, adolescent enters into puberty stage and in most cases they remain in stress and depression, and therefore, they have difficulties coping with personal and social challenges. But students enter in college after puberty stage and can easily adjust with these circumstances and have less depression than the depression observed with school students. On the other hand, depression was independent of types of medium at education institute.

Depression in students was higher among nuclear family ($M = 98.13, \pm 21.35$) than joint family ($M = 64.36, SD = 20.12$). This result was supported by Bayder and Brook-Gunn (1991); Breivik & Olweus (2006). In nuclear family, mother has to face difficulty in rearing her child, especially in absence of husband. In this time, mothers are busy to maintain household activities. She cannot take care properly. Her child may watch television, mobile, computer or interact with bad companies. And this situation may create many behavioral problems such as aggression, violence, depression, juvenile delinquent etc. But in joint family, adolescent may get rid of these problems. Especially, grandparent's role for developing healthy and productive child is a paramount matter. Adolescent can share their emotions and personal problems to his/her grandparents who can guide them in right direction in absence of or with grandchild's parents (Bayder & Brook-Gunn 1991). So, depression is higher among nuclear family than joint family.

To this end, we suggest that parents in nuclear family should spend more time with their children. Parents may also help their children to select best friend, school authority can provide counseling services and parents, teachers and school authority together should provide proper information about adolescent's physical and psychological changes. In addition, encouraged physical and social activities with friends or family can develop positive connections with others that will help to reducing depression and adjustment problems. Further works on adolescent adjustments in different psychological variables such as peer, school, cognitive, social, emotional adjustment with large samples in Bangladesh is worth considering a a comprehensive depiction and adolescent adjustment and depression phenomenon.

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