

Effect Of Permissive And Controlled School Environment On The Social And Emotional Adjustment Of The Students

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Abstract

This research paper explored the effect of school environment on the adjustment of the secondary school students. The objective of the paper was to see the effect of two type of school environments 'permissiveness' and 'controlled' on the social and emotional adjustment of the students. Survey method was used to conduct this research. 200 secondary school students were included in this study from ten secondary schools of Dehradun. Sample was selected on the basis of randomization. Adjustment Inventory for School Students developed by A.K.P. Sinha and R.P. Singh and School Environment Inventory developed by K.S. Misra was used for data collection. Mean, S.D. and analysis of variance were used for data analysis. Through the analysis of the data it was found that level of social and emotional adjustment among secondary school students was average. Students showed almost similar level in both the areas of adjustment. Permissive school environment affected the social adjustment of secondary school students but it did not affect the emotional adjustment of the students. Controlled school environment affected the emotional adjustment of girls, rural students and urban students. But no significant effect of controlled school environment was found on the emotional adjustment of boys. Besides, social adjustment of the students was not affected by the controlled school environment.

Keywords: Control, Emotional Adjustment, Permissiveness, Social Adjustment, School Environment.

• Introduction

Decades ago it was said that the destiny of India is shaped in its classrooms. This statement justifies the importance of the classroom or school in the life of a child or a nation. School is the place where the child gets his formal education and for this education a particular environment is created for the optimum development of the child. School environment is the psycho-social climate of the school which includes the facilities, values, behaviour of the members of the school etc. As stated by **Taniugari (1967)**, "School environment is defined as a relatively enduring quality of the internal environment of an institution in the shape of facilities that are experienced by its members and that influence their behaviour and achievement. It can be described in the terms of the values or a particular set of characteristics of the institution".

The day a child admits in the school, its environment begins to influence all the aspects of his personality, whether it is physical, mental, social or emotional. There are many evidence to justify the role of school environment for the development of the students. **Korir & Kipkemboi (2014)** found that school environment made significant contribution to the students' academic performance. **Okafor, Maina, Stephen, & Ohambele (2016)** observed that performance of students would improve with the provision of adequate and conducive school environment. **Mahmood, & Gondal (2017)** found that school environment had positive impact on students' achievement. **Kurniawan, Effendi, & Dwita (2018)** found that there was a significant influence of school environment on students' learning motivation and students' learning outcomes.

Sharma & Patidar (2018) found that school environment had significant effect personality traits viz. - superiority complex, inferiority complex, adventure ness and self-confidence. **Naakaa, Abah, & Atondo (2019)** found that nearness of school to noisy facilities, classroom size, library facilities and power supply influenced the performance of mathematics students. **Rasool (2019)** found that private secondary school students differed significantly on acceptance dimension of school environment while as on composite score both government and private secondary school students did not differ significantly.

Aforesaid studies clearly shows that the school environment is an important factor and it affects various factors of the students. The researcher believes that the school environment specially permissive and controlled environment may affect

the social and emotional adjustment of the students. To get the answer of this question the researcher tried to study the effect of permissive and controlled school environment on the social and emotional adjustment of the students.

● Objectives of the study

1. To study the social and emotional adjustment of the secondary school students.
2. To investigate the effect of permissive school environment on the social and emotional adjustment of the secondary school boys.
3. To investigate the effect of controlled school environment on the social and emotional adjustment of the secondary school boys.
4. To investigate the effect of permissive school environment on the social and emotional adjustment of the secondary school girls.
5. To investigate the effect of controlled school environment on the social and emotional adjustment of the secondary school girls.
6. To investigate the effect of permissive school environment on the social and emotional adjustment of the secondary school students of rural area.
7. To investigate the effect of controlled school environment on the social and emotional adjustment of the secondary school students of rural area.
8. To investigate the effect of permissive school environment on the social and emotional adjustment of the secondary school students of urban area.
9. To investigate the effect of controlled school environment on the social and emotional adjustment of the secondary school students of urban area.

● Hypotheses of the study

1. There will be no significant effect of permissive school environment on the social and emotional adjustment of the secondary school boys.
2. There will be no significant effect of controlled school environment on the social and emotional adjustment of the secondary school boys.
3. There will be no significant effect of permissive school environment on the social and emotional adjustment of the secondary school girls.
4. There will be no significant effect of controlled school environment on the social and emotional adjustment of the secondary school girls.
5. There will be no significant effect of permissive school environment on the social and emotional adjustment of the secondary school students of rural area.
6. There will be no significant effect of controlled school environment on the social and emotional adjustment of the secondary school students of rural area.
7. There will be no significant effect of permissive school environment on the social and emotional adjustment of the secondary school students of urban area.
8. There will be no significant effect of controlled school environment on the social and emotional adjustment of the secondary school students of urban area.

● Delimitations of the study

1. This study has been delimited to 10 secondary schools of Dehradun.
2. This study has been delimited to a sample of 200 secondary school students.
3. This study has been delimited to the effect of permissive and controlled school environment but other dimensions of the school environment scale has not been included.

● Method

Survey method has been employed in the present study.

● Variables

1. Social and emotional adjustment are the dependent variable of the present study.
2. Permissive and controlled school environment are the independent variable of this study.

● Research tools

1. Adjustment Inventory for School Students developed by A.K.P. Sinha and R.P. Singh has been used. There are three dimensions of the adjustment, which are – social, emotional and educational. But the researcher has used only two

dimensions of this inventory i.e. social and emotional. The low score indicates the high adjustment while the high score indicates low adjustment.

2. School Environment Inventory developed by K.S. Misra has been used. This inventory measures the school environment in terms of six dimensions, which are – creative stimulation, cognitive encouragement, permissiveness, acceptance, rejection and control. But the researcher has used only permissiveness and control dimensions of the inventory.

• Sample and sampling technique

Stratified random sampling technique has been employed to select 200 secondary school students from rural and urban area of district Dehradun. At first stage, the investigator selected ten secondary schools randomly using lottery method. At the second stage, the required sample was selected randomly. The sampling frame work is as follows:

Sampling Framework				
Secondary School Students	Area	Gender	Final Sample	Total
	Rural	Male	50	100
		Female	50	
	Urban	Male	50	100
		Female	50	
	Total		200	200

• Statistical analysis

Mean, S.D. and analysis of variance have been used for the statistical analysis.

• Analysis and interpretation of data

Table – 1 Mean and S.D. of the Social and Emotional Adjustment of the Secondary School Students

Study of the Social and Emotional Adjustment	Variable	N	Mean	S.D.
	Social Adjustment	200	6.48	2.16
	Emotional Adjustment	200	6.74	1.83

The table 1 shows the Mean and S.D. of the social and emotional adjustment of the secondary school students. From the table it is clear that the Mean and S.D. of social adjustment of secondary school students is 6.48 and 2.16 respectively. The mean value shows that secondary school students have average social adjustment. Similarly, the Mean and S.D. of emotional adjustment of secondary school students is 6.74 and 1.83 respectively. The mean value indicates that secondary school students have average emotional adjustment. Both of the mean values show that secondary school students have almost equal adjustment in social and emotional area but these students are a bit more socially adjusted than emotionally adjusted.

Table – 2.1: Mean and S.D. of the Effect of Permissive School Environment on the Social and Emotional Adjustment of Secondary School Boys

Variable	Levels of Permissive School Environment	N	Mean	S.D.
Social Adjustment	High	55	6.76	1.15
	Average	29	6.86	1.18
	Low	16	9.56	1.99
Emotional Adjustment	High	55	6.60	1.69
	Average	29	6.65	1.39
	Low	16	6.31	1.49

The table 2.1 shows that 55, 29 and 16 secondary school boys receive permissive school environment. The mean values of the social adjustment of secondary school boys having high, average and low permissive school environment are 6.76, 6.86 and 9.56 respectively. These mean values indicate that secondary school boys having high and average permissive school environment are average socially adjusted while the secondary school boys having low permissive school environment have unsatisfactory social adjustment. On the other hand, the mean values of the emotional adjustment of secondary school boys having high, average and low permissive school environment are 6.60, 6.65 and 6.31 respectively.

These mean values indicate that secondary school boys having high, average and low permissive school environment have average emotional adjustment.

Table – 2.2 Analysis of Variance of the Effect of Permissive School Environment on the Social and Emotional Adjustment of Secondary School Boys

Variable	Source	df	SS	MS	F-value	Results
Social Adjustment	Between Group	2	102.927	51.4635	29.14**	Significant
	Within Group	97	171.313	1.7661		
Emotional Adjustment	Between Group	2	1.3208	0.6604	0.260	Insignificant
	Within Group	97	243.189	2.5071		

** = Significant at 0.01 Level of Significance.

The table 2.2 shows that the first F-value for the effect of permissive school environment on the social adjustment of secondary school boys has been found 29.14, which has been found significant at 0.01 level of significance. It indicates that permissive school environment affects the social adjustment of secondary school boys significantly.

The second F-value for the effect of permissive school environment on the emotional adjustment of secondary school boys has been found 0.260, which has not been found significant even at 0.05 level of significance. It shows that permissive school environment does not influence the emotional adjustment of secondary school boys significantly.

Thus, the null hypotheses that *“There will be no significant effect of permissive school environment on the social and emotional adjustment of the secondary school boys”* is partly rejected and partly accepted.

Table – 3.1 Mean and S.D. of the Effect of Controlled School Environment on the Social and Emotional Adjustment of Secondary School Boys

Variable	Levels of Controlled School Environment	N	Mean	S.D.
Social Adjustment	High	50	7.24	1.61
	Average	44	7.09	1.65
	Low	06	8.33	2.06
Emotional Adjustment	High	50	6.62	1.45
	Average	44	6.56	1.73
	Low	06	6.16	1.47

The table 3.1 shows that 50, 44 and 06 secondary school boys belong to controlled school environment. The mean values of the social adjustment of secondary school boys having high, average and low controlled school environment are 7.24, 7.09 and 8.33 respectively. These mean values indicate that secondary school boys having high and average controlled school environment have average social adjustment while the secondary school boys having low controlled school environment have unsatisfactory social adjustment. On the other hand, the mean values of the emotional adjustment of secondary school boys having high, average and low controlled school environment are 6.62, 6.56 and 6.16 respectively. These mean values indicate that secondary school boys having high, average and low controlled school environment have average emotional adjustment.

Table – 3.2 Analysis of Variance of the Effect of Controlled School Environment on the Social and Emotional Adjustment of Secondary School Boys

Variable	Source	df	SS	MS	F-value	Results
Social Adjustment	Between Group	2	8.1503	4.0752	1.490	Insignificant
	Within Group	97	266.089	2.7432		
Emotional Adjustment	Between Group	2	1.1012	0.5506	0.220	Insignificant
	Within Group	97	243.408	2.5094		

The table 3.2 shows that the first F-value for the effect of controlled school environment on the social adjustment of secondary school boys has been found 1.490, which has not been found significant even at 0.05 level of significance. It shows that controlled school environment does not put a significant effect on the social adjustment of secondary school boys.

The second F-value for the effect of controlled school environment on the emotional adjustment of secondary school boys has been found 0.220, which has also not been found significant even at 0.05 level of significance. It indicates that controlled school environment does not put a significant influence on the emotional adjustment of secondary school boys.

Thus, the null hypotheses that *“There will be no significant effect of controlled school environment on the social and emotional adjustment of the secondary school boys”* is altogether accepted.

Table – 4.1 Mean and S.D. of the Effect of Permissive School Environment on the Social and Emotional Adjustment of Secondary School Girls

Variable	Levels of Permissive School Environment	N	Mean	S.D.
Social Adjustment	High	62	5.31	1.65
	Average	27	5.48	1.91
	Low	11	8.63	4.22
Emotional Adjustment	High	62	6.91	2.08
	Average	27	6.85	2.19
	Low	11	7.00	1.67

The table 4.1 shows that 62, 27 and 11 secondary school girls have permissive school environment. The mean values of the social adjustment of secondary school girls having high, average and low permissive school environment are 5.31, 5.48 and 8.63 respectively. These mean values indicate that secondary school girls having high and average permissive school environment have average social adjustment while the secondary school girls having low permissive school environment have unsatisfactory social adjustment. On the other hand, the mean values of the emotional adjustment of secondary school girls having high, average and low permissive school environment are 6.91, 6.85 and 7.00 respectively. These mean values indicate that secondary school girls having high, average and low permissive school environment have average emotional adjustment.

Table – 4.2 Analysis of Variance of the Effect of Permissive School Environment on the Social and Emotional Adjustment of Secondary School Girls

Variable	Source	df	SS	MS	F-value	Results
Social Adjustment	Between Group	2	105.696	52.8482	11.640**	Significant
	Within Group	97	440.463	4.5409		
Emotional Adjustment	Between Group	2	0.1858	0.0929	0.020	Insignificant
	Within Group	97	418.004	4.3093		

** = Significant at 0.01 Level of Significance.

The table 4.2 shows that the first F-value for the effect of permissive school environment on the social adjustment of secondary school girls has been found 11.640, which has been found significant at 0.01 level of significance. It indicates that permissive school environment put a significant influence on the social adjustment of secondary school girls.

The second F-value for the effect of permissive school environment on the emotional adjustment of secondary school girls has been found 0.020, which has not been found significant even at 0.05 level of significance. It shows that permissive school environment does not influence the emotional adjustment of secondary school girls significantly.

Thus, the null hypotheses that *“There will be no significant effect of permissive school environment on the social and emotional adjustment of the secondary school girls”* is partly rejected and partly accepted.

Table – 5.1 Mean and S.D. of the Effect of Controlled School Environment on the Social and Emotional Adjustment of Secondary School Girls

Variable	Levels of Controlled School Environment	N	Mean	S.D.
Social Adjustment	High	51	5.49	2.21
	Average	32	5.68	2.00
	Low	17	6.47	3.20
Emotional Adjustment	High	51	7.66	1.86
	Average	32	6.78	1.69
	Low	17	4.88	1.86

The table 5.1 shows that 51, 32 and 17 secondary school girls have controlled school environment. The mean values of the social adjustment of secondary school girls having high, average and low controlled school environment are 5.49, 5.68 and 6.47 respectively. These mean values indicate that secondary school girls having high, average and controlled school environment have average social adjustment. On the other hand, the mean values of the emotional adjustment of secondary

school girls having high, average and low controlled school environment are 7.66, 6.78 and 4.88 respectively. These mean values indicate that secondary school girls having high and average controlled school environment have average emotional adjustment while the girls who have low controlled school environment have good emotional adjustment.

Table – 5.2: Analysis of Variance of the Effect of Controlled School Environment on the Social and Emotional Adjustment of Secondary School Girls

Variable	Source	df	SS	MS	F-value	Results
Social Adjustment	Between Group	2	12.3046	6.1523	1.120	Insignificant
	Within Group	97	533.855	5.5037		
Emotional Adjustment	Between Group	2	99.6232	49.8116	15.17**	Significant
	Within Group	97	318.5668	3.2842		

** = Significant at 0.01 Level of Significance.

The table 5.2 shows that the first F-value for the effect of controlled school environment on the social adjustment of secondary school girls has been found 1.120, which has not been found significant even at 0.05 level of significance. It indicates that controlled school environment does not put a significant effect on the social adjustment of secondary school girls.

The second F-value for the effect of controlled school environment on the emotional adjustment of secondary school girls has been found 15.17, which has been found significant at 0.01 level of significance. It shows that controlled school environment influence the emotional adjustment of secondary school girls significantly.

Thus, the null hypotheses that *“There will be no significant effect of controlled school environment on the social and emotional adjustment of the secondary school girls”* is partly rejected and partly accepted.

Table – 6.1 Mean and S.D. of the Effect of Permissive School Environment on the Social and Emotional Adjustment of Secondary School Students of Rural Area

Variable	Levels of Permissive School Environment	N	Mean	S.D.
Social Adjustment	High	59	5.57	1.43
	Average	27	5.62	1.39
	Low	14	8.71	2.87
Emotional Adjustment	High	59	5.83	1.34
	Average	27	5.81	1.14
	Low	14	6.28	1.43

The table 6.1 shows that 59, 27 and 14 secondary school students of rural area have permissive school environment. The mean values of the social adjustment of secondary school students of rural area having high, average and low permissive school environment are 5.57, 5.62 and 8.71 respectively. These mean values indicate that secondary school students of rural area having high and average permissive school environment are average socially adjusted while the secondary school students of rural area having low permissive school environment have unsatisfactory social adjustment. On the other hand, the mean values of the emotional adjustment of secondary school students of rural area having high, average and low permissive school environment are 5.83, 5.81 and 6.28 respectively. These mean values indicate that secondary school students of rural area having high, average and low permissive school environment have average emotional adjustment.

Table – 6.2 Analysis of Variance of the Effect of Permissive School Environment on the Social and Emotional Adjustment of Secondary School Students of Rural Area

Variable	Source	df	SS	MS	F-value	Results
Social Adjustment	Between Group	2	117.3498	58.6749	20.65**	Significant
	Within Group	97	275.5602	2.8408		
Emotional Adjustment	Between Group	2	2.5537	1.2768	0.750	Insignificant
	Within Group	97	165.2363	1.7035		

** = Significant at 0.01 Level of Significance.

The table 6.2 shows that the first F-value for the effect of permissive school environment on the social adjustment of secondary school students of rural area has been found 20.65, which has been found significant at 0.01 level of

significance. It shows that permissive school environment affects the social adjustment of secondary school students of rural area significantly.

The second F-value for the effect of permissive school environment on the emotional adjustment of secondary school students of rural area has been found 0.750, which has not been found significant even at 0.05 level of significance. It indicates that permissive school environment does not influence the emotional adjustment of secondary school students of rural area significantly.

Thus, the null hypotheses that *“There will be no significant effect of permissive school environment on the social and emotional adjustment of the secondary school students of rural area”* is partly rejected and partly accepted.

Table – 7.1 Mean and S.D. of the Effect of Controlled School Environment on the Social and Emotional Adjustment of Secondary School Students of Rural Area

Variable	Levels of Controlled School Environment	N	Mean	S.D.
Social Adjustment	High	52	6.04	1.82
	Average	41	6.09	2.02
	Low	07	5.57	3.10
Emotional Adjustment	High	52	6.31	1.28
	Average	41	5.63	1.16
	Low	07	4.29	0.48

The table 7.1 shows that 52, 41 and 07 secondary school students of rural area have controlled school environment. The mean values of the social adjustment of secondary school students of rural area having high, average and low controlled school environment are 6.04, 6.09 and 5.57 respectively. These mean values indicate that secondary school students of rural area having high, average and low controlled school environment have average social adjustment. On the other hand, the mean values of the emotional adjustment of secondary school students of rural area having high, average and low controlled school environment are 6.31, 5.63 and 4.29 respectively. These mean values indicate that secondary school students of rural area having high and average controlled school environment have average emotional adjustment while the students having low controlled school environment have good emotional adjustment.

Table – 7.2 Analysis of Variance of the Effect of Controlled School Environment on the Social and Emotional Adjustment of Secondary School Students of Rural Area

Variable	Source	df	SS	MS	F-value	Results
Social Adjustment	Between Group	2	1.6629	0.8314	0.210	Insignificant
	Within Group	97	391.2471	4.0335		
Emotional Adjustment	Between Group	2	29.7723	14.8862	10.46**	Significant
	Within Group	97	138.0177	1.4229		

** = *Significant at 0.01 Level of Significance.*

The table 7.2 shows that the first F-value for the effect of controlled school environment on the social adjustment of secondary school students of rural area has been found 0.210, which has not been found significant even at 0.05 level of significance. It shows that controlled school environment does not put a significant effect on the social adjustment of secondary school students of rural area.

The second F-value for the effect of controlled school environment on the emotional adjustment of secondary school students of rural area has been found 10.46, which has been found significant at 0.01 level of significance. It shows that controlled school environment put a significant influence on the emotional adjustment of secondary school students of rural area.

Thus, the null hypotheses that *“There will be no significant effect of controlled school environment on the social and emotional adjustment of the secondary school students of rural area”* is partly rejected and partly accepted.

Table – 8.1 Mean and S.D. of the Effect of Permissive School Environment on the Social and Emotional Adjustment of Secondary School Students of Urban Area

Variable	Levels of Permissive School Environment	N	Mean	S.D.
Social Adjustment	High	58	6.41	1.69
	Average	29	6.72	1.83
	Low	13	9.69	3.30
Emotional Adjustment	High	58	7.72	1.93
	Average	29	7.62	1.89
	Low	13	6.92	1.70

The table 8.1 shows that 58, 29 and 13 secondary school students of urban area have permissive school environment. The mean values of the social adjustment of secondary school students of urban area having high, average and low permissive school environment are 6.41, 6.72 and 9.69 respectively. These mean values indicate that secondary school students of urban area having high and average permissive school environment have average social adjustment while the secondary school students of urban area having low permissive school environment have unsatisfactory social adjustment. On the other hand, the mean values of the emotional adjustment of secondary school students of urban area having high, average and low permissive school environment are 7.72, 7.62 and 6.92 respectively. These mean values indicate that secondary school students of urban area having high, average and low permissive school environment have average emotional adjustment.

Table – 8.2 Analysis of Variance of the Effect of Permissive School Environment on the Social and Emotional Adjustment of Secondary School Students of Urban Area

Variable	Source	df	SS	MS	F-value	Results
Social Adjustment	Between Group	2	115.8787	57.9394	14.54**	Significant
	Within Group	97	386.6313	3.9859		
Emotional Adjustment	Between Group	2	6.8531	3.4266	0.950	Insignificant
	Within Group	97	349.3369	3.6014		

** = Significant at 0.01 Level of Significance.

The table 8.2 shows that the first F-value for the effect of permissive school environment on the social adjustment of secondary school students of urban area has been found 14.54, which has been found significant at 0.01 level of significance. It indicates that permissive school environment has a significant effect on the social adjustment of secondary school students of urban area.

The second F-value for the effect of permissive school environment on the emotional adjustment of secondary school students of urban area has been found 0.950, which has not been found significant even at 0.05 level of significance. It shows that permissive school environment does not put a significant influence on the emotional adjustment of secondary school students of urban area.

Thus, the null hypotheses that *“There will be no significant effect of permissive school environment on the social and emotional adjustment of the secondary school students of urban area”* is partly rejected and partly accepted.

Table – 9.1 Mean and S.D. of the Effect of Controlled School Environment on the Social and Emotional Adjustment of Secondary School Students of Urban Area

Variable	Levels of Controlled School Environment	N	Mean	S.D.
Social Adjustment	High	49	6.69	2.36
	Average	35	6.97	1.72
	Low	16	7.56	2.87
Emotional Adjustment	High	49	8.04	1.74
	Average	35	7.86	1.46
	Low	16	5.63	2.06

The table 9.1 shows that 49, 35 and 16 secondary school students of urban area have controlled school environment. The mean values of the social adjustment of secondary school students of urban area having high, average and low controlled school environment are 6.69, 6.97 and 7.56 respectively. These mean values show that secondary school students of urban area having high, average and low controlled school environment have average social adjustment. On the other hand, the

mean values of the emotional adjustment of secondary school students of urban area having high, average and low controlled school environment are 8.04, 7.86 and 5.63 respectively. These mean values show that secondary school students of urban area having high controlled school environment have unsatisfactory emotional adjustment while the students having average and low controlled school environment have average emotional adjustment.

Table – 9.2 Analysis of Variance of the Effect of Controlled School Environment on the Social and Emotional Adjustment of Secondary School Students of Urban Area

Variable	Source	df	SS	MS	F-value	Results
Social Adjustment	Between Group	2	9.1929	4.5965	0.900	Insignificant
	Within Group	97	493.3171	5.0857		
Emotional Adjustment	Between Group	2	74.2359	37.118	12.77**	Significant
	Within Group	97	281.9541	2.9067		

** = *Significant at 0.01 Level of Significance.*

The table 9.2 shows that the first F-value for the effect of controlled school environment on the social adjustment of secondary school students of urban area has been found 0.900, which has not been found significant even at 0.05 level of significance. It indicates that controlled school environment does not affect the social adjustment of secondary school students of urban area.

The second F-value for the effect of controlled school environment on the emotional adjustment of secondary school students of urban area has been found 12.77, which has been found significant at 0.01 level of significance. It shows that controlled school environment has a significant influence on the emotional adjustment of secondary school students of urban area.

Thus, the null hypotheses that *“There will be no significant effect of controlled school environment on the social and emotional adjustment of the secondary school students of urban area”* is partly rejected and partly accepted.

● Conclusion

It can be concluded from the above analysis and interpretation that the level of social and emotional adjustment among secondary school students is average. Students have showed almost similar level in both the areas of adjustment. In case of the effect of permissive school environment on the social and emotional adjustment, it has been observed that permissive school environment had affected the social adjustment of secondary school boys and girls as well as secondary school students of rural and urban area. It has been found that the students who have high permissive school environment are better socially adjusted as compared to those students who have average and low permissive school environment. On the other hand, permissive school environment has not affected the emotional adjustment of the students in any of the sample category.

With regard to the effect of controlled school environment on the social and emotional adjustment, it has been observed that controlled school environment had affected the emotional adjustment of secondary school girls as well as secondary school students of rural and urban area. It has been observed that the students who belong to low controlled school environment are better adjusted emotionally. Contrary to this, no significant effect of controlled school environment has been found on the emotional adjustment of secondary school boys. Similarly, social adjustment of these students has not been found affected by the controlled school environment.

● Educational implications

The findings of this study may be beneficial for teachers, parents, school authorities and students. On the broad sense, it has been observed that permissiveness has affected social adjustment and control has affected emotional adjustment of the students. In this regard, it can be stated that the school should provide high permissive school environment to the students so that they can be more socially adjusted. Teachers and parents should try to teach their children to learn the value of togetherness. Teachers should encourage the students to do the work in groups. This would aid them to be socially adjusted.

On the other hand, the school authorities should provide less controlled school environment to the students for better emotional adjustment. Students should be provided opportunities to express their views and emotions freely with their friends, teachers as well as parents. Freedom of expression is necessary but it should be interwoven with some control. This will help them to manage their emotions and feelings and consequently they will have good emotional adjustment.

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