



# School Adjustment of the secondary school students in relation to their gender

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## Abstract

The present study aims to investigate whether there is any significant relationship between adjustment of secondary school students. In this survey study, the investigators used stratified random sampling technique for selecting the sample from the population. The stratification was done on the basis of gender and area of the students. The sample consists of 120 secondary school students from 2 schools in Ahmedabad District, Gujarat, India. The tools used for the present study were School Adjustment Inventory developed by A.K.P. Sinha and R.P. Singh (2007). The statistical techniques used for analyzing the data for the present study was 't' test used. The result shows that there is no significant difference in emotional, Social and Educational adjustment of urban and rural secondary school student. There is no significant difference in emotional, Social and Educational adjustment of boys and girls of secondary school students.

Keywords: Emotional Adjustment, Social Adjustment, Educational Adjustment, urban, rural, boys and girls.

## Introduction:

Adjustment is a popular expression used by people in day to day life. For example, while traveling in a - bus Or a train, we often hear or use this term; even when a guest comes to stay with us for a few days we have to adjust him/her in our house. Though sometimes we face problems in making these adjustments, they are important to maintain personal as well as social peace and harmony. Thus adjustment maintains peace and harmony in home, school, and society and in the country. So Adjustment can be defined as a psychological process. It frequently involves coping with new standards and values. In the technical language of psychology,

getting along with the members of the society as best as one can is called adjustment. The present study is an effort in that direction it aims at studying some schools students' related variables as they can serve predictor variables of school adjustment.

Adjustment :

Adjustment is the process by which a living organism maintains a balance between the needs and the circumstances. Kulshrestha (1979) explained that, the adjustment process is a way in which the Individual attempts to deal with stress, tensions, conflicts, etc., and meet his or her needs. In this process, the individual also make efforts to maintain harmonious relationship with the environment. L.F. Shaffer (1961) explained that, adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.

**Emotional Adjustment** It refers to an individual's adaptation in emotional relationships within and with other people, both inside and outside the school, as reflected in the individual's attitudes and behaviour.

**Social Adjustment** It refers to an individual's adaptation in social relationships with other people, both inside and outside the school, as reflected in the individual's attitudes and behaviour.

### **Secondary School Students:**

Secondary School Students are those students who are studying in standard IX and X in the higher secondary school students in Ahmedabad District, Gujarat, India.

Kasinath (2003) studied interactive effect of mental health, school adjustment and socio economic status on academic achievement with the objective to find out the difference among students who were well adjusted and mal-adjusted to school environment differ in their academic achievement by taking a sample of 200 students (102 boys and 98 girls) with the age range of 15-16 years and found that mental health had significant determinant effect on achievement in school subjects; students having better social and emotional adjustment attain good academic scores.

Bookman (1996) studied academic adjustment in relation to scholastic achievement of secondary school pupils by taking a sample of 545 senior secondary school students and found that academic adjustment was significantly related to the scholastic performance; the scholastic performance and locality were unrelated; there was no difference among the subjects from urban, semi-urban and rural localities with regard to scholastic performance.

Singh (2010) studied mental health in relation to spiritual intelligence, altruism, school environment and academic achievement of senior secondary students and found that male students had significantly higher level of academic achievement than female students; students residing in urban area had significantly higher academic achievement than students residing in rural area; academic achievement of students studying in aided schools was significantly higher than students studying in government schools; academic achievement of students studying in unaided schools was significantly higher than students studying in government school; academic achievement of students studying in aided schools was significantly higher than students studying in unaided schools.

Thakkar (2003) studied academic achievement, adjustment and study habits of rural and urban students and found that there was no significant relationship in academic achievement and study habits for rural and urban students; there was positive significant difference between rural and urban students in adjustment areas of home, family, emotional and total but in the areas of social and educational adjustment the difference was not significant; there was no significant correlation between academic achievement and adjustment among rural and urban locality; a positive significant difference between low and high achieving students in the areas of home and family, personal and emotional, education, health and total adjustment; in social adjustment there was no significant difference between low and high achieving groups. On the urban locality, there was no significant difference between low achieving and high achieving students in all the five dimensions of adjustment; there was no significant difference between rural and urban boys with regards to academic achievement; adjustment pattern showed that urban boys were slightly better adjusted than their rural counter parts in the areas of home, family, personal, emotional and health adjustment; rural boys were slightly better adjusted in comparison to the urban students in the area of social adjustment; significant difference was observed between rural boys and urban boys in the areas of home, family, personal, emotional and health adjustment.

Jdaitawi M.T. et al (2011), Department of Counseling and Psychology, College of Arts and Science University Utara Malaysia, Emotional Intelligence in Modifying Social and Academic Adjustment among First Year University Students in North Jordan. The present study examines the influence of emotional intelligence training in increasing social and academic adjustment among first year university students in North Jordan. A total number of 289 first year university students who were randomly selected from the two universities in North Jordan comprised both the experimental and control group. The results of the study

indicate significant mean differences between the two groups having emotional intelligence as a variable.

Additionally, the results indicate no significant differences between experimental and control group on social and academic adjustment variables. Supported by no significant mean difference according to gender between participants but the results indicate significant mean differences according to age between them. Although the descriptive statistics results show no significant differences as expected; the experimental group is revealed to be more effective with participants in all the research variables. Therefore, it is recommended that emotional intelligence training should be utilized as adjunct strategy in enhancing student social and academic adjustment among adolescents and adult students.

#### *Objective of the study:*

The main objectives of the study were as under:

The purpose of the present study is the difference related to the emotional, social and educational adjustment of secondary school students in relation to their living area.

- ✓ To find out whether there is any significant relationship between emotional, social, educational adjustments secondary school students in relation to urban and rural.
- ✓ To find out whether there is any significant relationship between Social, emotional, educational adjustment of secondary school boys and girls.

#### *Hypothesis:*

1. There is no significant difference between emotional, social and educational adjustments of secondary school students in urban and rural area.
2. There is no significant difference between emotional, social and educational adjustments of secondary school students in boys and girls.

#### **Limitations:**

This study was limited to secondary school students in Ahmedabad district of Gujarat. Students from government aided and self-financed secondary schools were only included in this study.

The survey method was employed and the questionnaires were used to collect the data.

The investigators used only the variable adjustment in the dimensions of social, emotional and educational adjustment.



**Methodology:**

The investigators have adopted the survey method of research to study the emotional, social, educational adjustment secondary school students in Ahmedabad district. The investigators used stratified random sampling technique for selecting the sample from the population. The stratification was done on the basis of gender and area of students. The sample consists of 120 of secondary school students from 2 schools in Ahmedabad district. The tools used for the present study were In order to measure the School Adjustment “Adjustment Inventory for school students” by A.K.P. Sinha and

R.P. Sinha (2007) was used. The statistical techniques used for analyzing the data for the present study were ‘t’ test used. The reliability factor is Split Half 0.95 and test- retest 0.93 & Validity In item-analysis validity coefficients were determined for each item by biserial correlation method and only such items were retained which yielded biserial correlation with both the criteria (i) total score and (ii) area score, significant level being.001.

*Procedure:*

The boys and Girls, who were studying in secondary School of different areas in Ahmedabad District, were randomly selected & School Adjustment “Adjustment Inventory for school students” by A.K.P. Sinha and R.P. Sinha (2007) was give & data was collected. The obtain data form 160 urban and rural were analyzed with the help of mean, SD and ‘t’ test.

**Results & Discussion:**

The main objective of present study was to do study of Adjustment of The secondary school students among urban and rural area. In it statistical ‘t’ method was used and their correlation was measured. Results discussions of present study are as under:

## Table No: 1

Showing the Mean, SD and ‘t’ value of emotional, social and educational adjustment of secondary school students among urban and rural area.

		Mean					
Variable	No.	Mean	SD	diff	SED	‘t’	Sig
Urban	60	39.56	4.13	0.38	0.82	0.465	NS
Rural	60	39.18	4.78				

Non significant at 0.05 levels.

The above result table No. 1 we can see that ‘t’ test was used to know the level of emotional, social

and educational adjustment of secondary school students among urban and rural area. Where urban area students mean was 39.56 & SD was 4.13 and rural area students mean was 39.18 & SD was 4.78 and difference between their 't' values was 0.465 it was no significance at 0.05 level. The result shows that there is no significant mean difference emotional, social and educational Adjustment of Secondary School Student in urban and rural area. Thus the null hypothesis, I which states "There is no significant difference in the emotional, social and educational adjustment level of secondary school students in urban and rural area" was accepted. It means that the emotional, social and educational adjustment of urban and rural secondary school students is of the same level.

Table No: 2

Showing the Mean, SD and 't' value of emotional, social and educational adjustment of secondary school students among boys and girls.

Variable	No.	Mean			SED	't'	Sig
		Mean	SD	diff			
Urban	60	40.13	4.73	1.52	0.81	1.869	NS
Rural	60	38.61	4.05				

Non significant at 0.05 levels.

The above result table No.2 we can see that 't' test was used to know the level of school adjustment secondary school students among boys and girls. Where boys mean was 40.13 & SD was 4.73 and girls mean was 38.61 & SD was 4.05 and difference between their 't' values was 1.869 it was no significance at 0.05 level. The result shows that there is no significant mean difference emotional, social and educational adjustment of secondary school student in boys and girls. Thus, the null hypothesis,2 which states "There is no significant difference in the emotional, social and educational adjustment level of secondary school students in boys girls" was accepted. It means that the school adjustment of boys and girls secondary school students is of the same level.

#### Conclusion:

We can conclude by data analysis as follows:

1. There is no significant mean difference in emotional, social and educational adjustment of secondary school students in relation to their living area.
2. There is no significant mean difference in emotional, social educational adjustment of secondary school students in relation to their gender boys and girls.

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