



A Comparative Study Of The Adjustment Of Secondary School Students

Orushi Saxena, (Research Scholar) College of Education, IIMT University Meerut.

Dr. Sarita Goswami, College of Education, IIMT University Meerut.

Abstract

Education is the ability to meet one's life. How the child adjusts with varying situations determines the success of life. The child's adjustment is determined by a number of factors like Home, Social, Educational and Financial adjustment. The investigator here aims to make a comparative study on the adjustment of secondary school students. The study was conducted using survey method. A total of 400 students, of which 200 were boys and 200 girls constituted the sample for the study. They were selected from Ten secondary schools of Sambhal district by giving due representation to class (IX and X) and gender. Adjustment inventory prepared and standardized by the investigator was used to measure adjustment of secondary school students. Percentage analysis and t test were used as the statistical techniques for the study. The analysis revealed that level of adjustment of secondary school students is average. It was also found that significant difference exists in the emotional adjustment of boys and girls and no significant difference was found between male and female secondary school students with regard to Family, Social, Educational and Financial adjustment.

Keywords: Adjustment, Family Adjustment, Social Adjustment, Emotional Adjustment, Home Adjustment

Introduction

The term 'Adjustment' has been borrowed from a biological concept of adaptation to emphasize the individual's struggle to get along or survive in his or her social and physical environment. Well-adjusted students usually value what they are learning, are positively involved in classroom activities and receive high grades. Rogers and Dymond stated that the degree of self-acceptance an individual experiences is positively related to his/her level of psychological adjustment. Hence, the researcher keen interest in this area and the research problem is stated as 'Adjustment Behaviour among the School Students'. The concept of adjustment was first given by Darwin, who used it as adaptation "to survive in the physical

world". Adjustment and adaptation are frequently used in the same sense. Initially "adaptation" was used by person at meant to attempt to survive in physical conditions of environment .later on psychology come out with the new term Adjustment with a broader concept. New Adjustment means behavioural reaction to personal demands and socialadjustment is commonly used in our everyday life. It is equally popular in the discipline of psychology, sociology and education. Life is a continuous series of change and challenges. Everyone is facing such situations for his survival or growth. Different persons use differentways to satisfy these needs. The strategy used by the individual to manage this is called adjustment. Sometimes, the efforts of the individual are successful and satisfying, then it is acase of good adjustment. But if a person meets frustration in his efforts continuously, the personality adjustment may not be proper, then it might be a case of maladjustment.

Review of Related Literature

Manju Gehlawat (2011) studied the adjustment among high school students with respect to their gender. No signicant differences were found in the emotional, social, educational and the total adjustment of students with respect to their gender. M.Y. Ganai and Muhammad Ashraf Mir (2013) were found No signicant difference between male and female college students in terms of total scores obtained on the adjustment scale. The two groups also do not differ in terms of scores obtained separately on any dimension of the adjustment scale. Furthermore the two groups showed no signicant difference in terms of their academic achievement.

Joymalya Paramank (2014) examined adjustment ability among secondary school students in relation to gender and residence. The sample consists of 400 class X students with 200 boys and 200 girls which were drawn randomly from different schools of Smbhal districts, Uttar Pradesh. The investigators have constructed and validate an Adjustment Inventory (AI) for school students to collect the necessary data. The study revealed that thereis no signicant difference between adjustments of students residing either at urban or ruralarea. But on the other hand the mean adjustment score of girls is higher than those from boys which indicate that the girls are better adjusted as compared to their boys' counterpart.

Sangeeta and Chirag (2012) found that male college students have less adjustment problems in comparison to female college students. Kaur (2022) found that girls have moreadjustment power than boys while locality does not influence adjustment power.

Areas or aspects of adjustment

The main areas or aspects of the adjustment are the following;

1- Health Adjustment: one is said to be so adjusted with regard to one's health and physicaldevelopment. If a child's physical development and abilities are in conformity with those of his age mates and he doesn't feel any difficulty in his progress due to some defects or in capabilities in his physical organs he enjoys full opportunity of being adjusted

2- Emotional adjustment: emotions play a leading role in one's adjustment to self and his environment. An individual is said to be emotionally adjusted if he is able to express his emotions in a proper way at a proper time. It requires one's balanced emotional developments and proper training in the outlet of emotions.

3- Social adjustment: How far one is adjusted can be ascertained by social development and adaptability to the social environment social adjustment requires the development of social qualities and virtues in an individual. It also requires that one should be social enough to live in harmony with one's social beings and feel responsibility and obligation towards one's fellow beings society and country.

4- Home adjustment: home is the source of greatest satisfaction and security to its so member's. the relationships among the family members and their ways of behavior play leading role in the adjustment of a child. All problematic and delinquent behaviour is the result of that adjustment and maladjustment to a great extent is the product of faculty bearing an uncongenial atmosphere at home.

Educational Implications

In present, revolutionary changes are taking place in different elds and to cope up with such environment adjustment becomes necessary. To keep pace with the changing society, one has to make changes in our self or his environment. If the individual does not keep pace with the changing time, he is thrown back in the society. So the individual has to constantly make change in him to make the adjustment possible. Adjustment in psychology, the behavioural process by which humans and other animals maintain an equilibrium among their various needs or between their needs and the obstacles of their environments. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Hungry people, for example, are stimulated by their physiological state to seek food. When they eat, they reduce the stimulating condition that impelled them to activity, and they are thereby adjusted to this particular need. Though sometimes, we face problems in making Emotional, Social & Educational adjustments. They are important to maintain personal as well as social peace and harmony. The learner adjusts actively in the school environment rather than passively adjusting to the school's program. Adjustment is essentially a process of re-learning. Although a variety of factors influence adjustments, directly or indirectly, many mal adjustment are primarily the result of unfortunate learning experiences.

Objectives of the study

The following were the objectives formulated for the study:

- 1-To find out the level of adjustment of secondary school students.
- 2-To compare male and female secondary school students on family adjustment.
- 3-To compare male and female secondary school students on social adjustment.
- 4-To compare male and female secondary school students on educational adjustment.
- 5-To compare male and female secondary school students on financial adjustment.

Hypotheses of the study

1. There is a significant difference in the family adjustment ability between boys and girls students.
2. There is a significant difference in the social adjustment ability between boys and girls students
3. There is a significant difference in the educational adjustment ability between boys and girls students
4. There is a significant difference in the financial adjustment between boys and girls students.

Methodology of the Study

Method of the Study: The researcher adopted the survey method to collect the relevant data from desired areas.

Population:

A population is any group of individuals in which a or more characteristics are the same. For the present study, 10 schools of Sambhal district of Chandausi have been selected. 400 students from ten schools have been selected. Among the students there are 200 boys and 200 girls.

Sample:

The present study sample consists of people studying in schools in urban areas of Sambhal district of Uttar Pradesh state.

Sample size:

Two Hundred Higher Secondary In The Present Study The Students Were Selected At Random On The Basis Of Criteria.

Sampling Techniques:

Researchers Using Random Sampling Sample selection techniques.

Research Tools Used:

The following research tools used for collection of data.

- Personal Data sheet developed by the Researchers.

- Adjustment Inventory (1967) constructed and standardized by Bhattacharya.

Delimitations Of The Study

- 1- The present study is confined to secondary school students studying of Sambhal district only.
- 2- Study is delimited up to those schools who are affiliated to Senior Secondary School Education Board only.
- 3- Size of sample was delimited to 400 only.

Analysis and interpretation of data

The quantitative and qualitative data analysis both objectives and hypotheses wise undertaken and the details are as presented below;

HO.1. There is a significant difference in the family adjustment ability between boys and girls students.

Table No.1 Comparison of adjustment across 'gender'

Variables	Respondents	N	Mean	S.Ds	t-value	Level of Significance
Gender	Boys	200	17.01	2.09	2.63	0.202
	Girls	200	17.53	1.93		

Means and S.Ds of male and female senior secondary school students on the measure of adjustment are 17.01 & 17.53 and 2.09 & 1.93 respectively. When the t-test was applied to compare the mean scores of both the groups, t-value is found to be 2.63 which is significant at .05 level of significance, suggesting that adjustment significantly differ in case of senior secondary boys and girls. This significant difference favouring boys might be due to their tendency to take more responsibility for success than for failure, adaptive nature for maintaining confidence and self-worth resulting into development of better self-esteem and proper adjustment. Hence the null hypothesis H_0 is rejected and it may be reframed as

there is a significant difference in the adjustment of senior secondary school students across gender (male and female)

HO.2. There is a significant difference in the social adjustment ability between boys and girls students

Table No.2 Comparison of social adjustment ability between boys and girls students

Variables	Respondents	N	Mean	S.Ds	t-value	Level of Significance
Gender	Boys	200	17.70	2.08	2.46	0.202
	Girls	200	17.26	1.89		

Means and S.Ds of male and female senior secondary school students on the measure of adjustment are 17.70 & 17.26 and 2.08 & 1.89 respectively. When the t-test was applied to compare the mean scores of both the groups, t-value is found to be 2.46 which is significant at .05 level of significance, suggesting that adjustment significantly differ in case of senior secondary boys and girls. Hence the null hypothesis 1(H1) is rejected and it may be reframed as there is a significant difference in the adjustment of senior secondary school students across gender (male and female)

HO.3. There is a significant difference in the educational adjustment ability between boys and girls students

Table No.3 Comparison of educational adjustment ability between boys and girls students

Variables	Respondents	N	Mean	S.Ds	t-value	Level of Significance
Gender	Boys	200	90.89	5.48	2.13	0.27
	Girls	200	89.17	8.95		

Means and S.Ds of male and female senior secondary school students on the measure of adjustment are 90.89 & 89.17 respectively. When the t-test was applied to compare the mean scores of both the groups, t-value is found to be 2.13 which is significant at .05 level of significance, suggesting that adjustment significantly differ in case of senior secondary boys and girls. Hence the null hypothesis 1(H1) is rejected and it may be reframed

as there is a significant difference in the adjustment of senior secondary school students across gender (male and female)

HO.4. There is a significant difference in the financial adjustment between boys and girls students.

Table No.4 Comparison of financial adjustment between boys and girls students.

Variables	Respondents	N	Mean	S.Ds	t-value	Level of Significance
Gender	Boys	200	90.4	5.26	2.01	0.06
	Girls	200	88.94	7.28		

Means and S.Ds of male and female senior secondary school students on the measure of adjustment are 90.4 & 88.94 and 5.26 & 7.28 respectively. When the t-test was applied to compare the mean scores of both the groups, t-value is found to be 2.01 which is significant at .05 level of significance, suggesting that adjustment significantly differ in case of senior secondary boys and girls. Hence the null hypothesis 1(H1) is rejected and it may be reframed as there is a significant difference in the adjustment of senior secondary school students across gender (male and female)

Findings

- 1- There is significant difference in adjustment of senior secondary school students across gender (male and female) favouring male students.
- 2- There is significant difference in adjustment of senior secondary school students across social adjustment ability between boys and girls students
- 3- There is significant difference in adjustment of senior secondary school students across types of school (government and private) favouring girls students.

References

1. Barber & Lyons (1994). Family processes and adolescent adjustment in intact and remarried families. *Journal of Youth and Adolescence*, 23, 421-436.
2. DeRosier, M. E., Kupersmidt, J. B., & Patterson, C. J. (1994). Children's academic and behavioral adjustment as a function of the chronicity and proximity of peer rejection. *Child Development*, 65, 1799-1813.
3. Dutta, M., Baratha, G., & Goswami, U. (1997). Home adjustment of adolescents. *Indian Psychological Review*, 48, 159-161.
4. Halonen, J. and Santrock, J. (1997). *Human Adjustment* (2nd ed). Madison Brown and Benchmark.
5. Juvonen, J., Nishina, A., & Graham, S. (2000). Peer harassment, psychological adjustment, and school functioning in early adolescence. *Journal of Educational Psychology*, 92, 349-359.
6. Musitu, G., Estévez, E., & Emler, N. (2007). Adjustment problems in the family and school context, attitude towards authority, and violent behaviour at school in adolescence. *Adolescence*, 42, 779-794.
7. Sinha, A.K.P and Singh, R.P. (1995). *Adjustment Inventory for School Students*. National Psychological Corporation, Agra.
8. Woolfolk, A. (2001). *Educational Psychology*, Eight editions. USA: Allyn and Bacon.