



A Study of Adjustment of Secondary Schools Students (of CBSE and UK board) in relation to their Socio Economic Status

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1. INTRODUCTION

The education is greatly essential for the growth and development of individual as well as society.

“Education means to enable the child to find out ultimate truth..... making truth its own and giving expression to it.”

(R.N. Tagore)

Education in India follows a uniform structure of school education which is known as the 10+2 system.

Secondary Education¹

Secondary education serves as a bridge between elementary and higher education and prepares young person between the age group of 14-18 for entry into higher education. Secondary education is the gateway for prosperity, for transforming the economy and establishing social justice in any country. It opens the world to the youth of the country and

contributes to socio-economic development of the community. Secondary education is a crucial stage in the educational hierarchy as it prepares the students for higher education.

1. Anand,C.I.(1997). "Secondary Education:a Trend Report in Fifth Survey of Educational Research:1988-93, New Delhi:NCERT,pp.313-323

Adjustment

Adjustment of a person is directly connected with needs and problems of life. A well adjusted person is supposed to be physically, emotionally and socially adjusted. Adjustment refers to a condition or state in which one feel that one's need have been (or will be) fulfilled and one's behaviour confirms to the requirement of his society and culture.

Carter V. Good¹ (1959) states that adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment.

Adjustment and Socio economic Status:

The Socioeconomic status of a family is considered to have significant bearing on development and growth of its family members. The Socioeconomic status is significantly related to the various ways of adjustment. A well adjusted individual's feels satisfied with his surroundings. He fits well at home, family and other social places.

1. Good,Carter V.,ed(1959) Dictionary of Education.New York:Mc Graw-Hill Company,p.149.

1.1 Origin Of Problem

The secondary school students faces a wide range of difficulties and problems in the adjustment of their personal, educational and social life i.e. they faces adjustment difficulties and challenges because they belong to that crucial period so that in the words of **Stanley Hall**,

“It is a period of great, stress and strain, Storm and strike”

The secondary school students also faces a wide range of difficulties and problems related to their adjustment. They also faces so many challenges. The socio economic status of secondary school students also affect the adjustment of students. Adolescence is considered to be the period of social adjustment, but the emotions and interests of adolescents changes so rapidly that they feel a little difficulty in adjusting with any social group.

Therefore it is necessary to made some efforts to develop strategic plan for recommending to the school and parents to improve the emotional adjustment of children and hence helping the secondary school students to make this period a more adjusting and enjoyable time leading to success in their life.

1.2 Statement Of The Problem :-

“A study of adjustment of secondary school students (of CBSE and UK board) in relation to their socio economic status. (Raipur block of District Dehradun).

1.3 Objectives:-

Researcher has formed following objectives for the study:-

1. To study the level of adjustment among secondary school girls / boys of CBSE and UK board.
2. To study the level of adjustment among boys and girls of CBSE and UK board.

3. To find the adjustment of secondary school students of CBSE Board / UK board (boys and girls) in relation to their socio economic status.

1.4 **Hypothesis:-**

Following hypothesis are constructed in the null form:-

1. There is no significant difference in adjustment level of secondary schools girls/ boys of CBSE and UK board.
2. There is no significant difference between adjustment level of students (i.e boys and girls) of CBSE and UK board.
3. There is no significant relationship between adjustment and socio economic status of secondary school students of CBSE board and UK board.

1.5 **Definitions Of The Operational Terms:**

The certain important terms and concepts worded in the statement of the Problem are –

- a. Adjustment
- b. Secondary school students
- c. Socio Economic Status

Adjustment:

Adjustment in the words of **Shaffer¹, (1961)** “It is the process by which a living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs.”

“Adjustment means the modification to compare for or meet special conditions”.

(James Drever² in 1952)

There are three types of adjustment

1. Emotional adjustment
2. Social adjustment
3. Educational adjustment

1. S.K.Mangal.(2011), 'Advanced Educaiyonal Psychology' 2nd ed.PHI Learning Private Limited., New Delhi,491p.

2. Drever, James, **A Dictionary of Psychology**, Middle sex: Penguin Books, 1952, p.10.

Secondary School students

It usually provides educational instructions for students during the period from age 14 to 18. it is the term most frequently used to designate the second stage of formal schooling commencing at the age of 14 or 15 and concluding between the ages of 18 and 19

Socio Economic Status

Usually SES categorized into 3 category :

- High SES
- Middle SES
- Low SES

Family income, caste, family educational status. Father's occupation, mother's occupation, family type, family size, school environment are the socio economic factors.

1.6 Delimitations:-

1. The study can be conducted to all secondary school students but it is delimited to CBSE and UK board only.
2. The study can be conducted to all secondary students (CBSE and UK) board of Dehradun district but due to lack of sources and time researcher delimited her study to Raipur block only.
3. The study can be delimited to 9th and 10th class students of CBSE and UK Board

2. RESEARCH DESIGN AND METHODOLOGY

Research Design

Research design is a choice of an investigator about the components of his project and development of certain components for the design. It is a planning stage of research which is usually made logically visualizing its practicability.

“Research design is a mapping strategy. It is essentially a statement of the object of the inquiry and the strategies for collecting the evidences, analyzing the evidence and reporting the findings.”

2.1 RESEARCH METHOD

Research methodology involves the systematic procedures by which the researcher starts from the initial identification of the problem to its final conclusion. The role of the methodology is to carry on the research work in a scientific and valid manner.

There are three types of educational research –

1. Historical Research
2. Descriptive Research (Quantitative Research)
3. Experimental Research

2.2 Methods used in the present study

In this study the researcher has applied descriptive cum survey method, because descriptive cum survey is designed to obtain relevant and precise information concerning current status of phenomena. A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are developing.

2.3 Population

Population or universe means, the entire mass of observation, which is the parent group from which a sample is to be formed. The sample observations provide only an estimate of the population characteristics. But in research methodology population means the characteristics of a specific group

Population of the present study¹

The present study will consist every students of class 9th of Raipur Block. Total number of students of class IX in Raipur Block is – considered as the population of the study

1. Obtained from District Education Office (district D.dun)

2.4 Sampling

Sampling is indispensable technique of behavioral research. The research work cannot be undertaken without use of sampling. So sampling means selection of individual from the population in such a way that every individual has the equal chance to be taken into the sample.

Methods of sampling¹

1. Non probability sampling
2. Probability sampling

A random sampling is one in which each element of the population has an equal and independent chance of being included in the sample.

2.5 Sample design

The simple random sampling technique has been adopted for the conduction of the study, it means that every number has equal chances of getting selected from the entire population.

. 1. Cochran, W.G. 1963, "Sampling Technique." Indian Edition, Bombay: Asian Publishing House, 413pp

The study was conducted on 120 students of class 9th from various Secondary schools of Raipur block of Dehradun which have a great variety in terms of board (i.e CBSE and UK board). 60 boys and 60 girls of the age 14 – 16 were taken into considerations.

The students belong to the following school –

TABLE 1

S. No	Name of Schools	Boys	Girls	Total
1.	CBSE Schools	30	30	60
2.	UK Schools	30	30	60
Total		60	60	120

2.6 Variables :-The variables of the present study are :

1. Independent variable – Socio economic status
2. Dependent variable – Adjustment

2.7 Selection of Research Tools

The researcher make a thorough study of related literature and make best possible effort to understand to requirement of tool for his study and also take the helps of internet in order to select best test for his study and found following standardized tools appropriate for the said topic

1. Adjustment inventory for school students
2. Socio economic status index

2.8 Administration of Tools

1. **Adjustment inventory for school students (AISS-SS)** developed by Dr. A.K.P. Sinha and R.P.Singh.

The inventory is used for Hindi speaking students for segregating well adjusted secondary school students from poorly adjusted students in three areas of adjustment ,Emotional, Social and educational.

The adjustment inventory consists of 60 items, 20 items in each of the three areas of adjustment. Every item requires student's response in two alternatives, Yes or No. The test is highly reliable.

2. **Socio-Economic Status Index (SESI)** developed by Verma, R.P, Saxena, P.C and Mishra, Usha (2005)

The Socio-Economic Status Index measures the socio-economic status of the subjects in terms of family status, parents education, occupation, income caste, dwelling area, possession of few prestigious commodities, membership of famous clubs, political affiliation etc. It also gives weightage to income tax as well as wealth tax payers. The test is reliable and valid

2.9 Statistical Method

In this study researcher used the following statistical methods to analyzing and interpreting data expressed in numerical form.

1. Mean

$$M = \frac{\sum X}{N}$$

Where $\sum X$ = sum of all the values in a series

N = Number of scores

\sum (sign) is the sum

2. Standard deviation

$$\text{Standard deviation (S.D)} \sigma = \sqrt{\frac{\sum x^2}{N}}$$

Where, $x = X - M$ (deviation of raw score from the mean)

N = No. of scores

3. T – test

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

M_1 = Mean of first sample

M_2 = Mean of Second sample

σ_1 = S.D. of first sample

σ_2 = S.D. of second sample

N_1 = size of first sample

N_2 = size of second sample

4. Coefficient of correlation

$$r = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

$x = X - M_x$

$y = Y - M_y$

$\sum xy$ = product of paired deviations

x^2 and y^2 square of deviations

3. CONCLUSIONS

3.1 Conclusions regarding the study

On the basis of analysis of data validation of the hypothesis, the following conclusion may be drawn as follows:-

1. There was no significant difference in adjustment level of secondary school girls of CBSE and UK Board in terms of emotional and social adjustment but in terms of educational adjustment the CBSE girls were showing **excellent** educational adjustment whereas UK board girls were showing **good** educational adjustment, it may be due to because, the CBSE schools provide better facilities and environment for studies in comparison to UK board schools.
2. There was no significant difference in Adjustment level of secondary school boys of CBSE and UK Board in terms of emotional and educational adjustment but in terms of social adjustment the CBSE board boys were showing **average** social adjustment whereas UK board boys were showing **unsatisfactory** social adjustment, it may be due to as CBSE board is taken as or take both type of students HMT as well as EMT, both type of economic background can be seen in these school.
3. There was **no difference** between adjustment level of SSS of CBSE and UK board , it may be due to both the boards (i.e. CBSE and UK) are having same curriculum pattern.
4. There was **slight and negligible correlation** observed between asjtlement and SES of SSS of CBSE board due to their parents are well educated and hence provide better guidance and support to their childrens.
5. There was **slight correlation** observed between adjustment and SES of SSS of UK board because they are not economically stable

3.2 Suggestions for Further Study:

1. The present study is limited to Dehradun district but it can be done on other district and on wide area.
2. There is a lack of time, money and sources, researchers find the results on a base of small sample. For future researches the sample can be taken as large.
3. Study can also “find the relationship between adjustment and socio economic status of SSS of CBSE and Uttaranchal board students”.

3.3 Educational Implications

1. Students should be encourage to participate in other activities like, debates, seminar, sports, quiz competitions, dance competitions etc. which can improve the adjustment of the students
2. The family structure exerts a great influence on child’s personality, so parents can gave proper attention to their child.
3. Teachers should play a role of counsellor and should encourage the students to participate in group activities which will help them to interact, understand emotions and share their feelings with fellow student.

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APPENDIX

<u>S.No</u>	<u>Abbreviation /Sign</u>	<u>Meaning</u>
i.	AISS-ss	Adjustment Inventory for School Students
ii	SESI	Socio-Economic Status Index
iii	CBSE	Central Board of Secondary Education
iv.	UK	Uttarakhand
v.	SES	Socio Economic Status
vi.	SSS	Secondary School Students
vii.	i.e	That is
viii	Eg.	Example
ix	HMT	Hindi medium Type
x	EMT	English medium type
xi	M	Mean
xii	S.D.	Standard Deviation
xiii	r	Coefficient of co-rrrelation