



A STUDY OF SOCIAL ADJUSTMENT OF ADOLESCENTS IN RELATION TO GENDER, LOCALE AND ACADEMIC ACHIEVEMENT.

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Abstract

This study investigates the social adjustment of adolescents in relation to gender, locale, and academic achievement. Adolescence marks a crucial period characterized by significant social, cognitive, and emotional adjustments, influencing long-term well-being and life outcomes. Drawing upon existing literature and theories of adolescent development, this research aims to explore how gender, locale (urban vs. rural), and academic achievement shape adolescents' social adjustment.

In this research work, the investigator employed the survey method that is a type of descriptive method of research. To study the social adjustment of the adolescent of Vijaypur zone, the entire group of the adolescent belonging to Vijaypur zone will make the population of his research study. For employing the simple random technique Investigator used lottery method. A Sample of 120 Adolescent Students was selected from Vijaypur zone.

Anticipated outcomes include insights into gender differences in social adjustment patterns, disparities between urban and rural adolescents, and the correlation between academic achievement and social adjustment. Factors influencing social adjustment, such as family dynamics and community support, will also be examined.

This study's findings hold implications for educators, policymakers, and mental health professionals, informing targeted interventions to promote positive social development among adolescents. By understanding the complexities of adolescent social adjustment, this research seeks to contribute to evidence-based strategies aimed at fostering resilience and well-being during this critical developmental stage.

Keywords: Social adjustment, Academic achievement, adolescents, social development

INTRODUCTION

Image of adolescent as a time of storm and stress intense moodiness with the self has permeated both professional and lay perspectives on this development period. The most common forms are a lifelong commitment between man and woman. Social adjustment in an adolescent life is full of excitement and

happiness but the family structure effect the social adjustment of an adolescent. Social adjustment requires the development of social qualities and virtues in an individual sometime we face problem in making these social adjustment but they are important to mention personal as well as social peace and harmony. Thus social adjustment mentions peace and harmony at home, school and society in the country. The social Adjustment become a complicated process for the individual. Cooperates such as the ability to interact with other, interpersonal and human relationship, the ability to adapt oneself to social activities which entails confirming the rules and regulation of the society.

MEANING OF ADJUSTMENT

Adjustment is defined as a continuous process in which person varies his behavior to produce a more harmonious relationship between himself and his environment. A person is said to be well adjusted who maintain a balance between his changing needs and his changing environment in the society. The dictionary meaning of Adjustment is to change, adapt and modify.

Adjustment is a common and used in everyday life. Adjustment and accommodation are needed in all walks of life. Life is a continuous process of changes and challenges. Every person is facing such situations for his survival or growth which arise as a result of individuals physiological, sociological and psychological needs. It is equally popular in disciplines of Psychology, Sociology and Education. Different persons use different ways to satisfy their needs. Adjustment and adaptations are frequently used in the same sense. Initially, "Adjustment" was used by biologist. It means an attempt to survive in physical conditions of environment. Later on, behavioral Psychologist come out with the new term. "Adjustment" denoting a broader concept i.e; Adjustment means behavioral reactions to personal demands and social pressures,

DEFINITIONS OF ADJUSTMENT

- * Webster : "Adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like."
- * C.V. Good : "Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment."
- * Shaffer : "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 ."

CHARACTERISTICS OF ADJUSTMENT

- Adjustment helps us to keep balance between our needs and the capacity to meet these needs.
- Adjustment implies changes in our thinking and way to the demands of the situation.
- It gives us ability to desirable changes in the state of our environment.
- Adjustment is sociological as well as psychological.
- It is multidimensional.
- Adjustment learn us happiness and contentment.

ADJUSTMENT MECHANISMS

- * Individual adopt certain ways and means to adjust to the environment around them, solve the problems confronting them and deal with the anxiety including and conflicting processes of life, using "Adjustment Mechanisms".
- * An adjustment mechanism may be defined as any habitual method of overcoming blocks, reaching goals, satisfying motives, relieving frustration and maintaining equilibrium.

SOCIAL ADJUSTMENT

Social 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. It is determined by how adequately that individuals place the social role that is expected from him and personal satisfaction he derived from playing this role. Socially mature person behave in accordance with social norms, tradition, social quality as patient, kindness, respect for other. It can be defined as having meaningful relationship and interactions. It is an effort made by an individual to cope with standards, values and needs of society in order to be accepted .It can be defined as a psychological process. It involve coping with new standard and value.

DEFINITIONS OF SOCIAL ADJUSTMENT

* Warren, 1934: Social Adjustment refers to the ‘change in habitual conduct or behavior which an individual must make in order to fit into the community in which he lives’.

* Adler, 1930: “A socially well adjusted person is not only efficient and happy in his environment but also he must have a sense of social feeling, i.e ; he must be cooperative and sympathetic”.

NATURE OF SOCIAL ADJUSTMENT

As social beings we live in a society, we form opinions about others and others have opinions about us. Everybody wants acceptance and recognition from and within society. We try to behave according to the norms of the society so that we can adjust with others. But it is not an easy task as the personality of each individual is a unique organization. This organization has to make special efforts to adjust with others unique organizations, which we call society. Actually adjustment is a wider term used in various spheres of life. For example, if an individual is well adjusted in his family environment, his family adjustment will be good. So before defining social adjustment it is necessary for us to restrict the area of social adjustment. In other words we can say that social adjustment is the direction we, the teachers, try to install adjustment skill in our students. As teachers we should emphasis on the adjustment of the student in the school. It is the teacher's responsibility to help the student cope with the existing situations of the school. For this we should contribute to improving the social environment of the school. Psychologists use the term adjustment of varying conditions of social and interpersonal relations in the society.

Thus we see that adjustment means reaction to the demands and pressures of the social environment imposed upon the individual. Whenever two types of demands come into conflict with each other and resultant in an adjustment being made, a complicated process for the individual, then some special problems of adjustment arise.

PERCEPTION AND SOCIAL ADJUSTMENT

Impartial perception is needed for social adjustment. The processes of behavior e.g. learning, maturation, sensation, perception and motivation are significant in our life because they contribute to the process of adjustment. The way we interact with people depends to a great extent upon how we perceive them and how we interpret their behavior. The perceptions about people - what we think, what they are like - influence the way we respond to them. If you perceive that a student is hostile, you are unlikely to interact or adjust with him/her. Your behavior in a group is certainly different from the behavior when in alone. Group affects an individual's behavior. The mere presence of others affects our performance. How do we come to know about other people? Our social perceptions of others are initially based on the information we obtain about them - in some instances the attribution (inferences) we make about the causes for their behavior. It is, of course, important to have accurate knowledge of others before deciding on the kind of possible interactions with them. Our perceptions of others' personalities and feelings guide us in deciding the way we respond to them

and what sort of relationships we have with them. Knowledge about others influences our adjustment with them.

IMPRESSION FORMATION AND SOCIAL ADJUSTMENT

We shall first discuss 'impression' as a cognitive process. Impression formation is the process by which information about others is converted into more or less enduring cognition or thoughts about them. When we first meet someone, we usually have access to information how the person looks and where he/she works and what he/she says. These categories and their perceived interrelationship form the basic cognitive framework by which we understand others and try to adjust with them.

STATEMENT OF THE PROBLEM

The problem undertaken by the investigator is stated as “A Study of Social Adjustment of Adolescents in relation to their gender, locale and academic achievement”

RATIONALE OF THE STUDY

Human are the social animal. Without society human cannot live. Adjustment with society is necessary for human life. Adolescence is the most complex stage in the human life. Society reaction towards adolescents is changing time by time, some they treated as child some time society expect them as an adult, which makes difficulties to the adolescents to adjustment with society. Social adjustment with respect to gender, location and academic achievement gives an idea to the society and institutions how to tackle the adolescents and how to help them in their development.

OPERATIONAL DEFINITIONS OF THE TERM USED

Gender: Gender is the range of characteristics pertaining to, and differentiating between, masculinity and feminine. In the present study gender means boys and girls falling under adolescent age.

Academic achievement: It is the knowledge attained or skill developed in the school subjects usually designated by test scores or by marks obtained by students. In the present study marks obtained by adolescent students in their previous session was taken as their academic achievement.

Locale: A locale is the definitions of the subset of a user's environment that depends on language and cultural conventions. In this study the term locale means area of residence i.e; urban and rural.

Adolescence: A young person who has undergone puberty but who has not reached full maturity, teenager. The adolescence grows up to become the adult. The word adolescence and adult come from form of the same Latin word adolescre meaning to “grow up”. A young person usually between the age of 12 to 19 teenagers, youth these objectives means of relating two characteristics of early period of growth and development. In this study the term adolescents means the students falling under adolescent age between 12 to 19.

OBJECTIVES OF THE STUDY

- 1.To study the gender difference in social adjustment of adolescent.
2. To study the locale difference in social adjustment of adolescent.
3. To study the difference in social adjustment of high and low academic achievement of adolescent.

HYPOTHESIS OF THE STUDY

1. There will be no significant gender difference in social adjustment of adolescents.
2. There will be no significant locale difference in social adjustment of adolescents.
3. There will be no significant difference in social adjustment of adolescents in relation to their high and low academic achievement.

DELIMITATION OF THE STUDY

1. The study is delimited to adolescent age group only.
2. The study is delimited to the sample of 120 only.
3. The study is delimited to Vijaypur zone only.

REVIEW OF LITERATURE

Randoll and Bohnet (2009) “Organized Activity Involvement, Depressive Symptoms, and Social Adjustment in Adolescents: Ethnicity and Socioeconomic Status as Moderators.” The current cross-sectional study investigated the links between various dimensions of organized activity involvement and depressive symptoms, loneliness, and peer victimization in an ethnically and economically diverse sample of adolescents (N = 152; 58% female).

Dr. Nirmala Devi (2011): “A study of Adjustment in relation to Personality and Achievement Motivation.” The study conducted by the investigator was a sincere attempt to understand the problem of adjustment faced by adolescence in areas – Emotional, Social and Educational and General /topic sphere.

Kaur and Yakkaldevi (2012) The present study was aimed to study the “Guidance needs of adolescents in relation to gender, locale and type of school.” The sample for the study consisted of 200 students of 9th grade of Ludhiana District. Guidance needs Inventory by J. S. Grewal was used to study the guidance needs of adolescents.

Sasikala (2013) In the light of the findings obtained, the investigator suggests that the parents should keep the fact in their mind that mother’s employment has significant relation with the personal and social adjustment of adolescents, especially on girl children as well as on urban adolescents. So both the parents and the teachers should take care of the individual with maximum care, love, protection etc.

Makwana & Kaji (2014) conducted a study on “Adjustment of Secondary School Students in Relation to their Gender and residence” and result shows that there is significant difference in Social adjustment of boys & girls secondary school students at 0.05 levels. It means boys are Social adjustment better than girls.

Mondal (2014) “Adjustment of Secondary School Students with Respect to Gender and Residence”.The present work aims at studying the adjustment ability among secondary school students in relation to gender and residence.

Suthar (2015) “Social Adjustment of College Students in Relation to Gender”. The present investigation is to find out the difference in the social adjustment of college students with regard to their gender.

Ahmad Gul (2015) “Impact of Socio-Emotional Adjustment on Academic Achievement of Adolescent Girls in Jammu and Kashmir”. The study examined the impact of socio- emotional adjustment on academic achievement of adolescent girls of Jammu and Kashmir. The purpose of the investigation was to study the relationship and effect of socio – emotional adjustment on academic achievement among adolescent girls.

Raminder Singh (2016): “Stress among School going Adolescents in relation to Psychological Hardiness”. The present study was designed to investigate the stress among school-going adolescents in relation to psychological hardiness and also to study the gender and locale-wise differences in various dimensions and components of stress.

Bhagat and Baliya (2016): “Self-Efficacy and Adjustment of Secondary School Students in Relation to their Gender and Academic Achievement.” The study was conducted with the purpose to see the self-efficacy and adjustment of secondary school students in relation to their gender and academic achievement.

Paivastegar (2017) “A comparative study of social adjustment and academic achievement in internet-user and internet-non-user students”. The aim of this study was to compare social a comparative study of social adjustment and academic achievement in internet-user and internet-non-user students.

Tripathy and Sahu (2018) “Gender: its effect on Adjustment Level of High School Students” The present investigation in to find out the Adjustment of High school students in Relation to their gender boys and girls.

Srivastava (2018) “social adjustment problems of school going academic achievement” The present study is focused on 'Social adjustment problems of school going academic achievers' with respect to their gender, locality, medium of instruction and academic achievement.

RESEARCH METHODOLOGY

In this research work, the investigator employed the survey method that is a type of descriptive method of research. To study the social adjustment of the adolescent of Vijaypur zone, the entire group of the adolescent belonging to Vijaypur zone will make the population of his research study. In the present study the High schools and Secondary school students in Vijaypur constituted the population. To accomplish the objectives of the investigation the investigator employed the Mean, Standard Deviation and T-test.

SAMPLING TECHNIQUE

The sampling technique that the researcher employed in the present research was simple random technique. In simple random technique each individual has equal and independent chance of being selected. Equal means that no individual is more likely to chosen than another. Independent means that the choice of one individual does not bias the researcher for or against the choice of another individual. For employing the simple random technique Investigator used lottery method. A Sample of 120 Adolescent Students was selected from Vijaypur zone.

TABLE 1. THE NUMBER OF HIGH SCHOOLS AND SECONDARY SCHOOLS SELECTED RANDOMLY FROM VIJAYPUR ZONE .

S. NO.	NAME OF SCHOOL	TYPE OF SCHOOL	NO. OF MALES	NO. OF FEMALES	TOTAL NO. OF STUDENTS
1.	Govt. higher secondary school, Vijaypur.	Govt.	13	12	25
2.	Jyoti public higher secondary school, Vijaypur.	Private.	10	15	25
3.	Bhargva public higher secondary school, Vijaypur.	Private	12	18	30
4.	Govt. girls high school, Gurha slathian, Vijaypur	Govt.	0	11	11
5.	Govt. higher secondary school, Gurha slathian, Vijaypur.	Govt.	6	3	9
6.	B.B.N institute of intellectuals, Vijaypur	Private	8	12	20
TOTAL			49	71	120

VARIABLE STUDIED

A variable is a concept or abstract idea that can be described in measurable terms. In research, this term refers to the measurable characteristics, qualities, traits, or attributes of a particular individual, object, or situation being studied. In the present study, three independent variables and one dependent variables were studied.

Independent variable:

*Gender.

*Locale.

*Academic Achievement.

Dependent Variable:

*Social Adjustment.

DESCRIPTION OF TOOL

The tool that the investigator employed in the present study was SAI (Social Adjustment Inventory). The present inventory is an useful device to assess social adjustment of Higher Secondary and College going pupils. This inventory can also be used for other age groups. Two type of scores, e.g., emotional and social adjustment can also be obtained. But it is better to get the scores of 'Social Adjustment' because emotional adjustment is a part of social adjustment. It was constructed by Dr. Roma Pal [Post Doctoral Fellow (Psychology), Agra University, Agra] in 1985. The inventory consisted of 60 items, 30 item in each area of adjustment with the response of "YES" or "NO".

TABLE 2. AREA WISE ITEM SERIAL NUMBER

S.NO.	AREAS OF ADJUSTMENT	ITEM SERIAL NUMBER	TOTAL NO.
1.	Emotional Adjustment.	1,3,4,7,8,9,12,15,,16,18,21,23,25,27,28,31,33,35,36,39,41,42,45,47,49,50,53,55,57,60.	30
2.	Social Adjustment.	2,5,6,10,11,13,14,17,19,20,22,24,26,29,30,32,34,37,38,40,43,44,46,48,51,52,54,56,58,59.	30
		TOTAL	60

RELIABILITY OF THE TOOL

For the determination of the reliability the inventory was administered to 300 pupils of Intermediate and college (Both Males and Females in equal number) and spilt half reliability has been calculated. The reliability, coefficient was .82 for the test retest reliability, the inventory was administered twice (with the interval of 1 month) to the 100 pupils of B.A. (Both Male and Female) and correlation coefficient was .87

VALIDITY OF THE TOOL

For the validity of emotional and social adjustment scales of this Inventory, the present inventory and Tiwari and Srivastava's Adjustment Inventory have been administered to a group of 150 undergraduate and post graduate students. The validity of the two inventory (only two scales) has come out to be .77 and .80 respectively.

SCORING OF THE TOOL

Scoring of The Social Adjustment Inventory by Dr. Roma Pal (1985) There are 60 statements followed by 'YES' or 'NO' responses. If respondent agree with the statement then tick mark before the column of 'Yes' and if respondent don't agree then tick mark before 'No'. Respond to all the statements without leaving any. The scoring system of the inventory is very simple. Each item has two response i.e; "Yes" or "No". For the subjects response of 'Yes' score of 2 should be given and in case of 'No' response 1 score. For getting the emotional adjustment scores (E.A.S) and social adjustment scores (S.A.S). For getting the composite scores of Social Adjustment, the total scores of emotional and social items should be added.

STATISTICAL RESULTS

Hypothesis 1: There will be no significant gender difference in social adjustment of adolescents.

Variable	N	Mean	S.D	SEm	SEdf	't'-value	Result
Male	60	93.18	5.89	0.76	0.83	4.28	Significant
Female	60	97.65	5.60	0.72			

Hypothesis 2: There will be no significant locale difference in social adjustment of adolescents.

Variable	N	Mean	S.D	SEm	SEdf	t-value	Result
Urban	60	95.96	6.58	0.85	0.88	0.99	Not Significant
Rural	60	94.86	5.68	0.73			

Hypothesis 3: There will be no significant difference in social adjustment of adolescents in relation to their high and low academic achievement.

Variable	N	Mean	S.D	SEm	SEdf	t-value	Results
High Achievers	48	94.37	5.91	0.85	0.88	1.31	Not Significant
Low Achievers	53	95.96	6.35	0.87			

FOR GENDER

Variable	N	Mean	S.D	SEm	SEdf	t-value	Results
Male	60	93.18	5.89	0.76	0.83	4.28	Significant
Female	60	97.65	5.60	0.72			

FOR LOCALE

Variable	N	Mean	S.D	SEm	SEdf	t-value	Result
Urban	60	95.96	6.58	0.85	0.88	0.99	Not Significant
Rural	60	94.86	5.68	0.73			

FOR ACADEMIC ACHIEVEMENT

Variable	N	Mean	S.D	SEm	SEdf	t-value	Results
High Achievers	48	94.37	5.91	0.85	0.88	1.31	Not Significant
Low Achievers	53	95.96	6.35	0.87			

FINDINGS

On the basis of result, the investigator arrived at following conclusions:

1. There is significant gender difference in social adjustment of adolescents.
2. There is no significant locale difference in social adjustment of adolescents.
3. There is no significant difference in social adjustment of adolescents in relation to their high and low academic achievement.

EDUCATIONAL IMPLICATIONS OF RESEARCH FINDING

On the basis of above findings and conclusions, the following implications can be drawn

1. Well planned programmes of social adjustment problems of adolescents should be started in all educational institutions.
2. Family and schools are needs to know how the adolescents are facing problems to adjust with society, which affect their education and their development.
3. Female adolescents must be given due care and cooperation to make better social adjustment.
4. Teacher should understand the adolescents students and their problems and take care of them is the way to increase social adjustment capacities of adolescent students.

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