



A Study on School Adjustment of Secondary School Students of Mysuru District

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Abstract

The study purports to find out whether there is a significant difference in the School Adjustment of Secondary School Students with respect to gender and type of school. 150 Students were selected adopting simple random sampling technique. The data was collected by researcher constructed tool and data was analysed adopting percentage analysis and t-test statistical technique. The study revealed that 32%, 43.33% and 24.67% of Secondary school students found to possess above average, average and below average level of School Adjustment respectively. It is also found that there is no significant difference in the School Adjustment of Secondary School students with respect to their gender and their type of school.

Key words: School Adjustment, Secondary School Students.

I. Introduction

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 makes 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.

School Adjustment refers to an individual's adaptation in school relationships with other people, both inside and outside the school, as reflected in the individual's attitudes and behavior.

School adjustment is a strong basis on which the students' progress and achievement depends. Many factors like attitude of the students towards school, loneliness, anxiety, social support, academic motivation, teacher's guidance, interpersonal relationship, relationship with peers and teachers, students' involvement in curricular and co-curricular activities, etc. have an impact up on the child's academic progress. The positive factors enhance the achievement whereas maladjustment among the students decreases the academic performance. This in turn helps them to solve any problems together and prevent them from being aliens towards each other.

II. Need for the study

School Adjustment is also very necessary for the students to cope up with the academic activities. With regard to current study, school adjustment process includes Emotional, Social and Educational Adjustment of students to school as a major institution of socialization taught to acquire proficiencies in various fields such as learning process, assignments for

home, class assignment, communication skills, control of emotions, solving educational, personal problems and managing daily interactions at school and home. If students fail to adjust in these important dimensions, then they are sure to face problems in interacting with their teachers, friends and other members associated with the institution. This maladjustment in the students would create hindrances to cope up with the school environment there by leading to poor academic performance.

Students who possess social, emotional and academic adjustment skills feel secure, comfortable and relaxed in any environment. They uphold more positivity towards school and its learning process with a sense of belongingness. They are less likely to feel anxious, fearful or upset. The well-adjusted students in school are always able to cope with day-to-day stress and conflict, as they are strong enough to deal with any kind of odd events happening in and around them in the school campus. They are communicative, interactive and obedient to the instructions provided to them and emotionally stable. No matter, whatever changes may occur in the school rules, procedures, changes in teachers, classrooms, performances, difficulty of work, change in peer groups, from year to year, but the well-adjusted students remain stable and get adapted to such situations. The child's personal experiences, characteristics, interconnections between home and school also influence his adjustment in school.

III. Objectives of the study

- To study the level of school adjustment of secondary school students.
- To study whether there is a significant difference in school adjustment of Male and Female secondary school students.
- To study whether there is a significant difference in school adjustment of government and private secondary school students.

IV. Hypotheses of the study

- There is no significant difference between the school adjustment of Male and Female secondary school students.
- There is no significant difference between the school adjustment of government and private secondary school students.

V. Variables of the study

Main Variable

- School Adjustment

Background Variable

- Types of School - Government and Private schools
- Gender: Male and Female students.

VI. METHODOLOGY:

The researcher has used the survey type of descriptive research method.

VII. Sample of the study

The population of the present research is secondary school students. For the present study random sampling technique was used to select the sample. Mysore south zone schools are randomly selected for the study. 150 students from government and private secondary schools were taken. The sample comprised of male and female students studying in 9th standard in Government & Private schools of Mysore south zone.

VIII. TOOL OF THE STUDY

The school Adjustment scale, constructed by researcher was used to collect the data. The scale found to possess 0.72 reliability.

IX. Statistical techniques used

Percentage and t-test, Statistical Techniques were used to analyze the data.

X. RESULTS AND INTERPRETATION:**Table No: 1 Level of school adjustment of secondary school Students.**

	F	Percentage
Above average	48	32%
Average	65	43.33%
Below average	37	24.67%

The table 1 shows that 32%, 43.33% and 24.67% of secondary school students possess above average, Average and below average level of School Adjustment respectively.

Table No: 2 Comparison of mean scores of school adjustment of male and female students.

Variable	Group	N	Mean	SD	df	t-value	significant
School Adjustment	Female	60	98.32	14.194	147	1.838	Not Significant
	Male	90	103.55	18.723			

The table 2 reveals that the obtained t-value (1.838) is less than table t-value (2.581) at 0.05 level. Therefore, the null hypothesis that there is no significant difference between school adjustment of Male & Female secondary school students is accepted. It means that boys and girls have same level of school adjustment.

Table no 3: Comparison of mean score of School Adjustment of Government and Private Secondary School students.

School Adjustment	Schools	Mean	N	Std. deviation	df	t-value	Significance at 0.05 level
	Government	230.30	90	47.723	146	3.142	Significant
	Private	239.07	60	36.708			

The table no 3 reveals that the obtained t-value (3.142) is greater than table t-value (1.79) at 0.01 level. Therefore, the null hypothesis that there is no significant difference between school adjustment of Government and private Secondary School Student is rejected. It means that Government and private Secondary School have different levels of school adjustment. The students from private schools found to possess high level of School Adjustment in comparison to Government school students.

XI. Findings of the study

The findings of the study are as follows.

- 32%, 43.33% and 24.67% of secondary school students possess above average, Average and below average level of School Adjustment.
- There is no significant difference between the School Adjustment of male and female secondary school students.
- The students from private schools found to possess high level of School Adjustment in comparison to Government school students.

XII. Educational Implications

The secondary school higher authorities and teachers should organize training programmes, self-development programmes, and personality development to enhance School Adjustment of secondary school students.

To ensure school adjustment development program, the concept of adjustment should be included in the curriculum. The educational institution could give a thought of including Sports and adjustment programs in their curriculum for improving school adjustment and faculty members with a high level of adjustment to inculcate and develop adjustment skills for the students.

XIII. Conclusion

In this era of competition, the level of achievement has become the main factor for progress in the personal, educational, and social life of an individual. As teachers are considered as the second parent of the students, the teachers play a vital role in shaping the behavior of future citizens. Who in turn contribute to the progress of the nation.

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