



A Comparative Study on the Adjustment of Secondary School Students in South 24 Pargana District

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ABSTRACT: The goal of this study was to determine how adjustment affected the senior secondary school students in the South 24 Pargana district. 220 11th graders were chosen as a sample from government and private 10+2 schools in the district's rural and urban districts. A.K.P. Sinha and R.P. Singh's (1971) Adjustment Inventory for School Students was one of the tools used to get the data. Descriptive and inferential statistics were applied to the data analysis. The study's conclusions showed that senior secondary school pupils' adjustment varied significantly depending on their gender (male and female), location (rural and urban), academic stream (science and social sciences), and kind of school (government or private). The study's findings may be applied to the development of skill-training programs to create a balance between an individual's needs and circumstances

KEYWORDS: Adjustment, gender, locale, academic stream..

I. INTRODUCTION

Education is a complex and comprehensive process of bringing out psychological and behavioral change in individual. It plays a transformative role as it fosters, in some sense, change, adaptation and helps individuals in developing a harmoniously adjustable personality. Each and every situation of life demands that the person concerned should be able to perform effectively in accordance with some guiding principles and should be able to strike a balance among various forces. It helps one to keep out basic impulses at tolerable levels, to believe in one's own abilities and to achieve desired goals. Psychologically, adjustment helps the organism to cope with the demands and pressures of the outside world as well as the needs, desires and conflicts experiences from within. Thus, adjustment helps for self-initiated growth and development along

intellectual, emotional, social, physical, and vocational dimensions. Herbert Spencer (1864) in his words says "Life is the continuous adjustment of internal and external relations". Lack of proper adjustment not only affects the normal growth but also their academic growth. It is established fact that adjustment to school and educational achievement of the child is immensely influenced by a variety of personal, family characteristics and social trends. In the words of Coleman, James C. "Adjustment is the outcome of the individuals attempt to deal with the stress and meet his needs, also his efforts to maintain harmonious relationship with the environment." The present century is an era of revolutionary changes and to cope up and adjust with such dynamic environment, one has to make changes in self or his environment. If the individual does not keep pace with the changing time and make change in himself then succumb to the environmental pressure.

II. REVIEW OF THE RELATED LITERATURES

Gaikward (2015) conducted a study on 147 college students from arts and science departments and concluded that emotional intelligence is not positively correlated to social adjustment.

Sulaiman (2013) conducted a study on 323 students from Sultan Qaboos University and found positive correlation between emotional intelligence and psychological adjustment.

Punia and Sangwan (2011) conducted a study on 120 students from Hisar district of Haryana and found significant positive relation between emotional intelligence and adjustment.

Pandey and Anand (2010) conducted a study and found that emotional intelligence was positively associated to marital adjustment.

Abdullah, Elias, Mahyuddin, and Uli (2009) conducted a study on 250 first year students attending various undergraduate programmes at Malaysian Public University and concluded that



adjustment was significant predictor of emotional intelligence.

Chen, Lin and Tu (2006) conducted a study on 1060 senior high school students in Tiwan and Anhui province in mainland China. A positive and modest correlation was found between the emotion.

Adeyemo, (2005) conduction a study on 200 students concluded that there is significant positive relationship between emotional intelligence and adjustment. onal intelligence and life.

Singh (2015) conducted a study on 150 college students from science and arts stream from Bhivani district of Haryana. He found no significant relationship between mental health and adjustment.

Kaur (2014) conducted a study on 100 secondary school students from Gurdaspur district of Punjab and found a significant positive relation between adjustment and mental health.

Sinha (2012) conducted a study on 37 male prisoners of district South 24 pargana of Jharkhand and found significant association between adjustment and mental health of the prisoners

III. OBJECTIVES

In the light of the review of the literatures, the present investigation was conducted with the following objectives:

1. To compare secondary school students across gender (boys and girls) on the measure of adjustment.
2. To compare secondary school students across locale (rural and urban) on the measure of adjustment.
3. To compare secondary school students across academic stream (science and social sciences) on the measure of adjustment
4. To compare secondary school students across type of schools (government and private).on the measure of adjustment.

IV. HYPOTHESES

Based on the review of literatures and aforementioned objectives the present study formulated the following hypotheses:

- H1. There is no significant difference in the adjustment of senior secondary school students across gender (boys and girls).
- H2. There is no significant difference in the adjustment of senior secondary school students across locale (rural and urban).

H3. There is no significant difference in the adjustment of senior secondary school students across academic stream (science and social sciences).

H4. There is no significant difference in the adjustment of senior secondary school students across types of school (government and private).

V. METHODOLOGY

This study utilized survey techniques due to its descriptive nature. This section is comprised of sample, research tool and procedure of the data collection. **Sample** The present study was carried out on senior secondary school students of Aligarh district. The sample of 220 11th class students were randomly selected from government and private schools located in rural and urban areas of said district. The ages of the students ranged from 16 to 17 years.

Tool used :The researcher used the following tool for collecting the data to study the research in hand.

Procedure of data collection: The researcher collected the data personally with prior permission of the schools and concerned teachers. The administration of the tool viz., Adjustment Inventory for School Students by Sinha and Singh (1971) was completed following the instructions given by the author of the tool.

Analysis of the data :Descriptive statistics (Mean, Standard Deviations) were computed and the inferential statistics („t“ test) was employed to compare the means of the students across said variable.

VI. RESULTS AND DISCUSSION

Adjustment: Concept and Definitions

The term adjustment is often used as a synonym for accommodation and adaptation (Monroe 2007). It is used to emphasize the individual's struggle to survive in his or her social and physical environment. Adjustment, derived from the Latin word ad-just are, is the process by which one balances needs and the obstacles in his or her

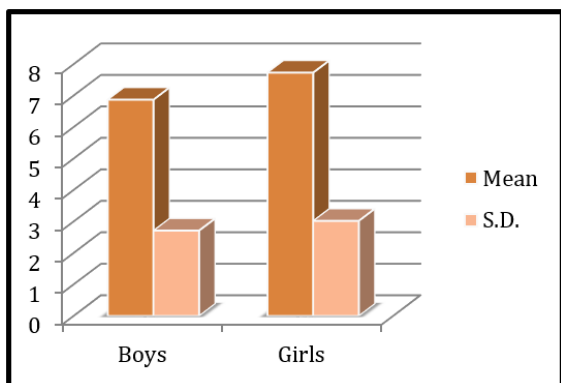


Figure1: Comparison of adjustment across 'gender'

environment. The term adjustment refers to the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs (Shaffer, 1961). In Encyclopedia Britannica (1768, Vol. I) it is stated that adjustment (in psychology) is the process of behavior by which all creatures maintain equilibrium between their needs and demand obstacles to the environments. It is therefore a harmonious relationship with the environment involving the ability to satisfy most of one's need and meet most of the demands both physical and social that are put upon one. (Dictionary of Behavioral Science, edited by Benjamin W. Wolman.) Thus we may say that adjustment is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs. In other words, adjustment is a state in the condition of harmony arrived at by a person whom we call "well adjusted". Operationally adjustment is defined as the scores obtained by the students in three areas of adjustment i.e. Emotional, Social and Educational through the adjustment inventory prepared by Dr. A.K.P. Sinha and Dr. R.P. Singh.

The comparison of the samples on the selected variable was done by testing the significance of difference between their means by using t-tests. The results are presented in the following tables: **H1.** There is no significant difference in the adjustment of senior secondary school students across gender (boys and girls).

Table No.1 Comparison of adjustment across 'gender'

Variables	Respondents	N	Mean	S.Ds	t-value	Level of Significance
Gender	Boys	120	6.87	2.71	2.21	.05
	Girls	100	7.73	3.02		

Source: Author calculation

Means and S.Ds of male and female senior secondary school students on the measure of adjustment are 6.87 & 7.73 and 2.71 & 3.02 respectively. When the t-test was applied to compare the mean scores of both the groups, t-value is found to be 2.21 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. This result is in consonance with the researches of Sangeeta and Chirag (2012) and Gul and Ganai (2015). 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).

H2. There is no significant difference in the adjustment of senior secondary school students across locale (rural and urban).

Table No.1 Comparison of adjustment across 'locale'

Source: Author calculation

Perusal of the table-2 reveals that mean scores of adjustment for rural and urban students are 7.39 and 6.31 and their S.Ds are 3.15 and 2.62 respectively. When the t-test was applied to compare the mean scores of both the groups, t-value is found to 2.75 which is significant at .01 level favouring urban senior secondary school students. This significant result suggests that urban senior secondary school students are better adjusted than their rural counterparts. The reason for their better adjustment might be due to relatively more facilities available to test their intellect in academic and non-academic activities leading to satisfaction and mental peace in comparison to their rural fellowmen. This result is in agreement with the researches of Kurvilla (2006) and Chamyal and Manral (2017). Hence the null hypothesis 2 (H2) is rejected and it may be reframed



as there is a significant difference in the adjustment of senior secondary school students across locale (rural and urban).

Table No.2 Comparison of adjustment across 'locale'

Variab les	Responde nts	N	Mea n	S.D s	t- valu e	Level of Significan ce
Gender	Rural	10 5	7.39	3.1 5	2.75	.01
	Urban	11 5	6.31	2.6 2		

source: Author calculation

Figure2: Comparison of adjustment across 'locale'

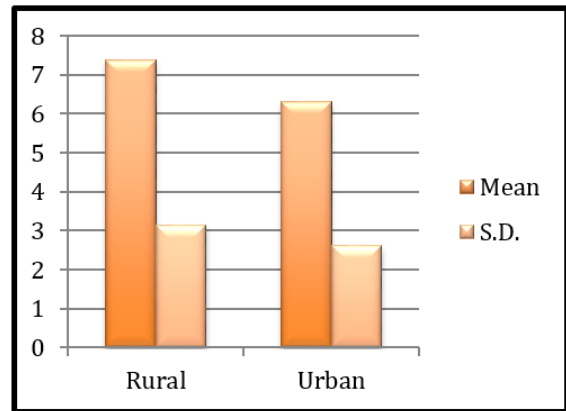


Figure2: Comparison of adjustment across 'locale'

H3. There is no significant difference in the adjustment of senior secondary school students across academic stream (science and social sciences

Table No.3 Comparison of adjustment across 'academic stream'

Variab les	Responde nts	N	Mea n	S.D s	t- valu e	Level of Significan ce
Academ ic Stream	Science	10 0	6.87	2.3 3	1.70	.05
	Social Sciences	12 0	7.42	2.4 7		

Source: Author calculation

Perusal of the table-3 reveals that there is a significant difference between the means of science and social science students of senior secondary school. This significant difference at .01 level of significance favouring science stream students suggests that academic stream influences adjustment of the students. The better adjustment favoring science stream students might be due to their greater performance and goal oriented approach resulting in overall adjustment. This result is in consonance with the research of Peerzada (2013). Hence the null hypothesis 3 (H3) is rejected and it may be reframed as there is a significant difference in the adjustment of senior secondary school students across academic stream (science and social sciences).

H4. There is no significant difference in the adjustment of senior secondary school students across types of school (government and private)

Table No.4 Comparison of adjustment across 'academic stream'

Varia bles	Respond ents	N	Me an	S. Ds	t- val ue	Level of Signific ance
Type s of Scho ol	Govern ment	12 0	7.1 9	3. 21	4.3 3	.01
	Private	10 0	5.5 5	2.4 1		

Source: Author calculation

Perusal of the table-4 reveals that mean scores of adjustment for government and private senior secondary school students are 7.19 and 5.55 and their S.Ds are 3.21 and 2.41 respectively. When the t-test was applied to compare the mean scores of both the groups, t-value is found to be 4.33 which is significant at .01 level of significance in favour of private school students. This means that types of the school significantly influences the adjustment of students. This significant result favoring private school students might be due to enhanced & improved facilities and skill training in social & emotional areas in private school resulting in the development of harmoniously balanced personality of the student. This result is in consonance with the

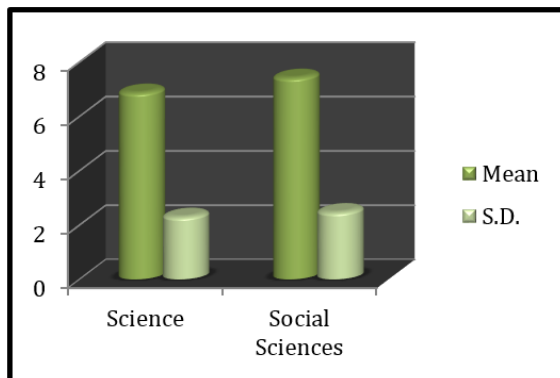


Figure3: Comparison of adjustment across ‘academic stream’

research of Sherafat and Murthy (2016). Hence the null hypothesis 4 (H4) is rejected and it may be reframed as there is a significant difference in the adjustment of senior secondary school students across types of school (government and private).

VII. CONCLUSION

On the basis of this study it can be concluded that there is a significant difference between the level of adjustment in higher secondary school boys and girls students. Girls and boys also differ in each domain of adjustment. There was not much difference found in Home and Social domain, but a high level of difference in adjustment of girls and boys was found in School, locale and academic streams. Adjustment is very important as it is a process by which an individual learns certain ways of behaviour to cope with situation. So, education authorities and parents should pay attention to minimize the adjustment problems of school going students. Appropriate interventions programs can be planned to assist higher secondary school students who have problems in coping with the demands and challenges which can create stress and tension to their life in campus. General information on perceived academic, social and cultural issues in campus environment should be provided in order to make students transition smooth. School administration should organize health awareness programs. They should be made too aware about the available resources and services so that the students can easily take benefit from them.

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