

STUDY OF ADJUSTMENT AMONG SENIOR SECONDARY SCHOOL STUDENTS

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Abstract: This study was conducted to examine the effect of adjustment on the senior secondary school students of Aligarh district. The sample of 220 11th class students was selected from government and private 10+2 schools located in the rural and urban areas of district. Tool for collecting the data included Adjustment Inventory for School Students constructed and standardized by A.K.P. Sinha and R.P. Singh (1971). The data were analyzed using descriptive and inferential statistics. The findings of the study revealed that there is significant difference in adjustment of senior secondary school students across gender (male and female), locale (rural and urban), academic stream (science and social sciences) and types of school (government and private). The findings of the study may be used in devising skill training programme to develop a harmony between need and circumstances of the individual.

Index Terms: Adjustment, gender, locale, academic stream.

INTRODUCTION

Education is a complex and comprehensive process of bringing out psychological and behavioural 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.

Conceptual framework

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-justare, is the process by which one balances needs and the obstacles in his or her 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 behaviour by which all creatures maintain an equilibrium between their needs and demand an 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 Behavioural 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.

Review of the related literatures

Kaur (2012) investigated the problems of adjustment in relation to achievement, sex and locality. He found that girls have more adjustment power than boys while locality does not influence adjustment power. Sangeeta and Chirag (2012) found that female college students have more adjustment problems in comparison to male college students. Gul and Ganai (2015) found that female graduate students have more problems related to their overall adjustment than male students. Enochs and Roland (2006) studied 511 male and female university students in the first year, where he studied the nature of the environment, gender and the relation with level adjustment of social in the university, the result indicate out that males are more adjusted than females. Gupta and Sadh's (2012) reported that that no significant difference exists between boys and girls regarding different dimensions of adjustment as well as in total adjustment. Basu, S. (2012) conducted a study on adjustment of secondary school students and found that adjustment of female secondary school students is significantly better than that of male secondary school students. Chauhan (2013) conducted a study on study on adjustment of higher secondary school students of Durg district. The t-test results indicate that there is significant difference in adjustment of higher secondary school's students and female students have good adjustment level when compared to the male students. Lama (2010) reported that there is a great tendency for female students to experience adjustment problems more than males. This finding implies that male students are better adjusted in overall adjustment on the campus as compared to female students. Kurvilla (2006) reported that urban were well adjusted than rural students in all areas of adjustment problems. Chamyal and Manral (2017) have reported that (i) urban students are better adjusted than rural students.(ii) private school student are better adjusted than government school students. Peerzada (2013) designed a study to compare the adjustment of science and social science higher secondary school teachers in different area like home adjustment, school adjustment, emotional adjustment etc. and showed that the social science teachers have more adjustment problems than science teachers. Sherafat and Murthy (2016) in a study found that private school students are more adjusted than government school students on overall adjustment measure. The review of the related literatures indicates the inconsistencies in the findings of the earlier researches. This compels the present researcher to carry this investigation to ascertain the relationships and differences between the variables in hand. The present investigation will fill the void of knowledge.

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.

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).

Delimitations of the study

The study has been delimited to:

1. The senior secondary school students studying in 11th class only.
2. Size of sample was delimited to 220 only.
3. Adjustment is taken as the dependent variable.
4. Gender (male and female), locality (rural and urban), academic stream (science and social science) and types of the schools (government and private) are taken as independent variables.
5. The tools used to gather data were:
 - Adjustment Inventory for School Students by Sinha and Singh (1971)

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.

1. Adjustment Inventory for School Students by Sinha and Singh (1971)

Adjustment Inventory for School Students has been constructed and standardized by A.K.P. Sinha and R.P. Singh (1971). The inventory measures the adjustment of secondary school students in three areas of adjustment - emotional, social and educational. The inventory contains 60 items, 20 items in each area of adjustment. 20 items measure emotional adjustment, 20 items measure social adjustment and 20 items measure educational adjustment. Emotional adjustment: High scores indicate unstable emotion. Students with low scores tend to be emotionally stable. Social Adjustment: Individuals scoring high are submissive and retiring. Low scores indicate aggressive behaviour. Educational Adjustment: Individual scoring high are poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes. The high score at each sub-scale and total test are considered as the syndrome for maladjustment. The tool is highly reliable and valid. The coefficient of reliability by Split half, Test retest and KR formula - 20 are respectively .95, .93 and .94 and coefficient of validity with hostel superintendent ratings of adjusted students is .51.

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.

RESULTS AND DISCUSSION

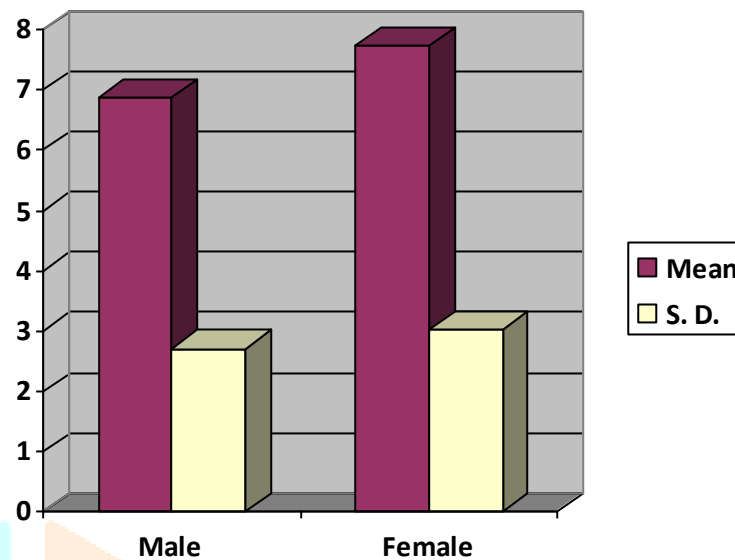
The comparison of the samples on the selected variable was done by testing the significance of difference between their means by using t-tests. The results are presented in the following tables:

- 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		

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).

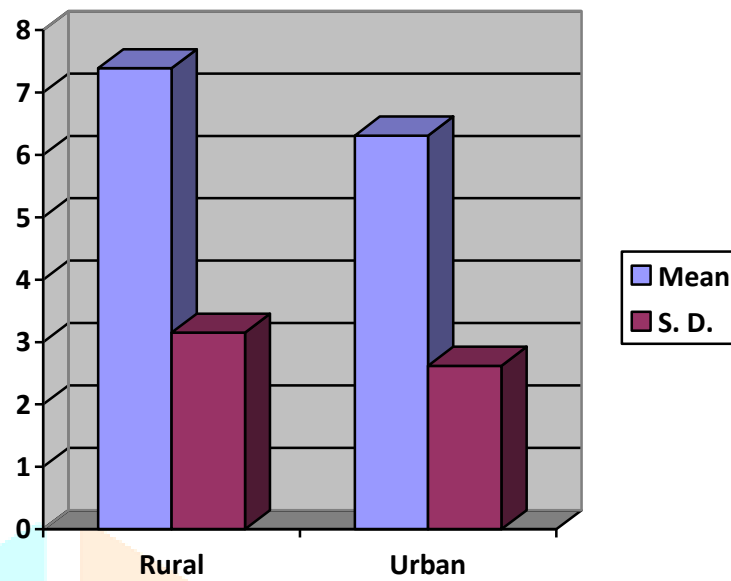


H₂. There is no significant difference in the adjustment of senior secondary school students across locale (rural and urban).

Table No. 2
Comparison of adjustment across 'locale'

Variables	Respondents	N	Mean	S.Ds	t-value	Level of Significance
Locale	Rural	105	7.39	3.15	2.75	.01
	Urban	115	6.31	2.62		

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).

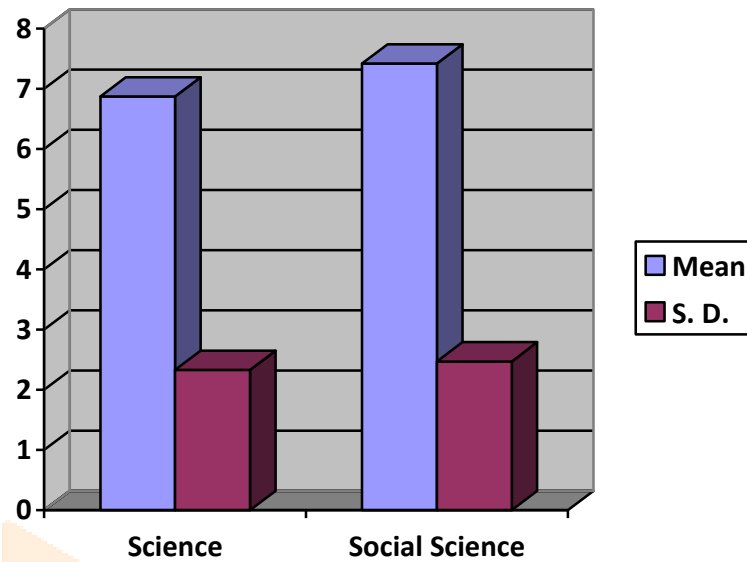


H₃. There is no significant difference in the adjustment of senior secondary school students across academic stream (science and social sciences)

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

Variables	Respondents	N	Mean	S.Ds	t-value	Level of Significance
Academic Stream	Science	100	6.87	2.33	1.70	.05
	Social Sciences	120	7.42	2.47		

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).

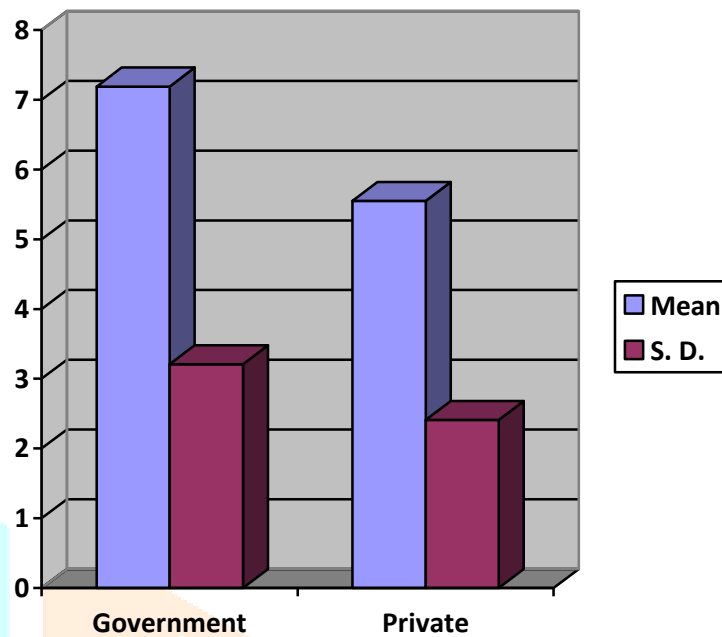


H₄. There is no significant difference in the adjustment of senior secondary school students across types of school (government and private).

Table No.4
Comparison of adjustment across 'types of school'

Variables	Respondents	N	Mean	S.Ds	t-value	Level of Significance
Types of School	Government	120	7.19	3.21	4.33	.01
	Private	100	5.55	2.41		

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 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).



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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 locale (rural and urban) favouring urban students.
3. There is significant difference in adjustment of senior secondary school students across academic stream (science and social sciences) favouring science stream students.
4. There is significant difference in adjustment of senior secondary school students across types of school (government and private) favouring private school students.

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