

An analysis of adjustment level among higher secondary school students.

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Abstract

The present study is proposed to observe the adjustment level problems of school students from urban and rural schools of Bhavnagar district Gujarat. An adjustment is a change in a person's behaviour or thinking. Adjustment is a process by which a living organism maintains a balance between the needs and the surroundings. The variables included for the study of adjustment (social, academic, and emotional) age, gender, class, type of school etc. The study was conducted on a sample of 100 students (50 boys, 50 girls) casually selected from the government and private school from urban and rural area of Bhavnagar district, Gujarat. A standardized questionnaire developed by Prof. A.K.P. Sinha and Prof. R.P. Singh from Patna, Bihar India, was adopted for this study known as Adjustment Inventory for School Students (AISS)-ss English version. The questions were to be answered in 'Yes' or 'No'. The data was analyzed to examine the influence of individual factors on adjustment variables. Adjustment scale by A.K.P. Sinha and R.P. Singh was used for the purpose of data collection. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. The measurements of adjustment with school atmosphere, self - motivation, relationship with peers, support of teachers and involvement of parents in adjustment were also studied. Items within measurements were also studied separately to understand the influence of micro-level factors across schools, residential area, grade and gender. Findings revealed that the adjustment with school atmosphere, self - motivation of students to make efforts for academic progress and support of teachers are the most serious extents influencing school adjustment. The 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.

Key Words: Higher secondary school students, Emotional adjustment, Social adjustment, Academic adjustment, rural students and urban students.

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I. Introduction

Adjustment is as deep-rooted as human race on earth. During early days the thought was purely biological and drawing used the duration as adaptation firmly for physical demands of the environment but, later Psychologists use the term adjustment for changing situations of social or interpersonal relations in the humanity. The term 'adjustment' can be defined as the process of finding and adapting modes of behavior appropriate to the setting or to change the environment.

Adjustment of a student is associated to attain at a balanced state between his needs and satisfaction. Needs of the individual are multidimensional. Students have good adjustment in all the aspects of their life if there is balance between their academic, intellectual, emotional, social and other needs and their satisfaction. The situation that offers few obstacles makes the person fight to overcome them. The adjustment process is affected and modified by the individual's experiences.

Adjustment during the age of adolescence will control to a large extent what he or she will be as a person as an adult. Adjustment indicates a continuous interaction between the person and his situation, each making demands on the other. At times adjustment is accomplished when the person profits and accepts conditions, which are beyond his power to change. Sometimes it is achieved when the environment profits to the person's positive activities. In most cases adjustment is conciliation between these two limits and maladjustment is a failure to achieve a suitable settlement.

School adjustment has been construed historically in terms of children's academic progress or achievement (Birch & Ladd, 1996). The term adjustment is often used as a synonym for accommodation and adaptation. Strictly speaking, the term symbolizes the results of balance, which may be affecting by either of these processes (Monroe, 1990). Good (1959) states that adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment. Shafer (1961) emphasized 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. Kulshrestha (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress, we might think of adjustment as involving not only children's progress and achievement but also their attitudes toward school, anxieties, loneliness, social support, and academic motivation (e.g., engagement, avoidance, absences) (Birch & Ladd, 1996; Roeser, 1998; Roeser et al., 1998). 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 method, the individual also makes efforts to keep pleasant relationships with the environment.

The school is the major socialization institution for any child. It is the child's first contract with the world outside the house. From early 12 years a child spends 5 to 7 hours a day in the school. School is one the most important foundation pillars on which the child's personality develops. Children learn proficiencies in various abilities like, learning process and homework, social communications, handling emotion, and the management of day to day interactions at home and school. In reality, the growing child is dependent on the immediate environment i.e. the house and the school to meet his growth needs. The concern therefore extends to how the school facilities can be enhanced and improved to meet the growth needs of the children.

According to Aggrawal (2004) the adjustment of adolescent very much depends on the fulfillment of their significant specific needs that consist of physical needs, emotional needs, social needs, intellectual needs, moral needs and vocational needs. It may be helpful, therefore, to devote a little more space to two important qualities of adjustment. First, it is a process that involves continuous changes and the second people develop consistent pattern of adjustment to these constant changes. Students make many transitions during their years of schooling: from home to school, middle to high school, and high school to college or work. These transitions are usually major events in the lives of students and parents. According to Stanley hall, "adolescence is a period of great stress and strain, storm and strife". It is a period of rapid physical growth, mental and emotional development. The adolescents have the need of social security. They want recognition in the society. They face some problems like social problems, emotional problems, health problem, sex problem, problem of leisure and environmental problem.

Schools (Carlson & Matthes, 1987) develop cultures and ways of doing things which become unique to each particular school. McBurney and O'Reilly (1985) highlighted the diversity among schools and established that no one model fits all areas. Sher (1977) stated that the political reaction and cultural uniformity of rural areas support stable conditions. According to Boyd and Immegart (1977), change is difficult due to isolation, traditional and localized values, and scarcity of resources. In urban areas schools tend to be viewed as vehicles for bringing about societal change; however, in rural areas schools are seen as mechanisms for community cohesion and continuity (Boyd & Immegart, 1977).

In adjustment, the two crucial factors are the individual and the environment. In the study of the individual, the considerations are the heredity and biological factors, the psychological factors, and the quality of socialization given to him or her. Whereas, the environment includes all the social factors. Each single from the time he or she steps out of the family and goes to school makes a long run of adjustments between the complete unique behavior and the atmosphere.

Four causes disturb the influence that friends have on students' school adjustment: need for approval, identification, self-enhancement, and need to be correct. Students want to be liked, so they try to please friends and involve in actions that friends will support it. Identification means the need to think and act like friends. Self-enhancement means that students relate themselves socially with friends and judge their abilities partly on the basis of these associations. Need to be correct refer to a student's desire to hold correct beliefs. Trusted friends are considered to be important sources of information for approving beliefs. Students can concentrate on what their friends are saying to receive a better kind of the situation, rather than judging the correctness of the source. Research supports the stimulus of each of these motives (Berndt & Keefe, 1996).

II. Review Of Literature

Basu (2012) aimed to investigate the adjustment abilities of secondary school students and found that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school.

Roy and Mitra (2012) examined the pattern of adjustment among early and late adolescent school students. The study revealed that early and late adolescents group differed significantly from each other in the home, health and social areas of adjustment. Girls showed better adjustment than boys.

Maureen et.al. (2011) made a study on school adjustment in relation to academic achievement and gender which revealed that there were no significant differences between girls and boys in school adjustment

Velmurugan and Balakrishnan (2011) examined the relationship between the social adjustment and self-concept of the higher secondary school students with respect to gender and locality and they found that social adjustment is independent upon gender and locality. The correlation coefficient between social adjustment and self-concept is found to be negligible.

academic achievement with the objective to study relationship between emotional intelligence and academic achievement of male and female students of arts and science stream by taking a sample of 300 students from Meerut region through cluster random sampling technique and found that the male scheduled caste students having high emotional intelligence and academically superior to their counterpart; there was significant difference between mean achievement scores of male scheduled caste students of arts and science stream having high and low emotional intelligence; there was no significant difference between mean achievement scores of female scheduled caste students of arts stream having high and low emotional intelligence.

Choudhary (2009) studied family patterns and academic achievement of students and found that students from urban joint family were better in academic achievement than the students coming from rural joint family; students coming from urban nuclear family were better in academic achievement than the students coming from rural nuclear families; urban students were better in academic achievement than rural students.

Gurubasappa (2009) studied intelligence and self-concept as correlates of academic achievement of secondary school students with the objective to find out the relationship between academic achievement with intelligence and self-concept by taking a sample of 400 students and found that there was high significant correlation between academic achievement with intelligence and self-concept; there was significant difference in the academic achievement of students with different levels of intelligence and self-concept; there was significant difference in the academic achievement of students in context of gender, type of school, medium of instruction, locality and socio economic status.

Surekha (2008) studied relationship between students' adjustment and academic achievement and found that boys and girls from private schools were well adjusted and academically performed better than boys and girls from government schools; co-efficient of correlation between students' adjustment and academic achievement was -0.29, which was significant at 0.01 level, which indicates that low scores in adjustment tend to accompany with high scores in academic achievement.

Talukdar et al. (2008) studied the adjustment problems of adolescent students and found that on overall adjustment male student were better than female students; social adjustment was average in both the sexes but emotional adjustment of both the groups was unsatisfactory

Raju et al. (2007) examined the adjustment problems of school students from urban and rural schools of Visakhapatnam district and found that the adjustment of school children was primarily dependent on the school variables like the class in which they were studying, the medium of instruction present in the school, and the type of management of the school. School children residing in urban area made better adjustment than student's residing in rural area.

Singh (2006) examined the effects of socio, emotional and socio emotional climate of the school and sex on the adjustment of students along with their interactions effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school

Mehrotra (2004) studied difference in personality profile of male and female candidates as revealed by thematic apperception test responses and indicates that girls were better equipped with qualities like organizing ability, power of expression, social adaptability, sense of responsibility and determination whereas boys were high in effective intelligence, self-confidence and courage.

III. Objectives

- 1) To study the total adjustment of higher secondary students
- 2) To study the education adjustment of higher secondary students
- 3) To study the emotional adjustment of higher secondary students
- 4) To study the social adjustment of higher secondary students
- 5) To study the measure between rural students and urban students.
- 6) Students will be classified on the basis of their on their adjustment scores (test Adjustment Inventory for School Students, AISS English version).
- 7) To study the difference between male and female students.
- 8) To study the difference between government school and self-financed school.

IV. Method

Sample

Altogether 100 class XI-XII male and female students were randomly selected from two different types of schools of Bhavnagar, Gujarat. Out of 100 students, 50 were taken from private school from urban area and the remaining 50 were taken from government school from rural area.

Tools

For assessing adjustment level of students a 60 items composite questionnaire for assessing and examining the level of adjustment of the subjects, a scale developed by Sinha and Singh (1971) was administered on the

sample. The scale consists of items in three different areas namely emotional, social and educational with 20 items each.

Demographic Details

The present study includes data of 100 students (50 males and 50 females). Further it differentiates the comparison of geographical area, i.e. rural students and urban students. The data was collected from district of Bhavnagar, Gujarat India. It includes students aged of 16-17 years.

FINDINGS

Table: Showing results of female and male students score including both urban and rural area

Type of adjustment	Male Score	Female Score	Total Score
Emotional Adjustment	449	403	852
Social Adjustment	487	518	1,005
Educational Adjustment	528	545	1,073

The above findings suggest that male students are adapting Educational adjustment as their chief level of adjustment with 528 score. Comparing the score of all the three types of adjustment it can be seen clearly that the level of educational adjustment is high and the other two adjustment level score has low scale difference. The score obtained by the female students from both the rural area and urban areas it can be seen that the educational adjustment is higher, compare to the male students (F= 545 SCORE > M= 528 SCORE). Also, in female students the difference between the other two adjustment levels i.e. Emotional adjustment and Social adjustment the level score has high scale difference.

Comparing both male and female level of adjustment -

- 1) Emotional Adjustment: M= 449 score > F= 403 score, thus the emotional adjustment level of male students is higher compare to the female students.
- 2) Social Adjustment: M= 487 score < F= 518 score, thus the social adjustment level of females is higher compare to male students.
- 3) Educational Adjustment: M= 528 score < F= 545 score, thus the educational adjustment of females is higher compare to the male students.

Also, the above present table represents that comparing all the three adjustment levels of school going students, it can be seen that the Educational Adjustment is very high compare to the other two adjustment levels. After educational adjustment, with the help of results from the data collection it can be seen that the students are more likely to prefer social adjustments. Thus, the overall findings suggest that all the three variables are indirectly connected with one another. Therefore, finding suggests

Educational adjustment < Social Adjustment < Emotional Adjustment.

V. Results

What does total adjustment mean?

In psychology, total adjustment refers to the interactive process of balancing contradictory needs, or needs against difficulties in the environment

What does education adjustment mean?

Adjustments can be made to the way the curriculum is taught and the way students learn. When children reveal a range of social skills related with cooperation, initiating interactions or assertion, and self-control, they are more likely to adjust easily to school (educational adjustment).

An education adjustment, or accommodation, is an adjustment or alteration to an educational environment or practice that allows a student with a disability to have equal access to the educational experience.

What does emotional adjustment mean?

Emotional adjustment (also referred to as personal adjustment or psychological adjustment) is the maintenance of emotional stability in the face of internal and external stressors.

What does social adjustment mean?

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

What is the difference between government school and self-financed school?

Government schools are the education institutions that are owned by the private management. But the rules and regulations followed here are same as that of the public schools. The curriculum, study materials, syllabus, examinations, etc. for each class of education are done according to the government rules.

Private schools are also the education institutions where the students obtain education under the supervision of a teacher. These institutions are fully owned and controlled by the private management. But these institutions are still subject to the government rules to some extent, especially in the monetary respects.

In the present study, findings show that there is no significant difference between adjustment level among rural and the urban school going students. Finding suggest that there is minute difference between all the three adjustment areas, i.e. the level of adjustment in educational adjustment area is 37% in female where as 38% in male students, the level of adjustment in social adjustment area is 35% in female and 36% in male students, and the level of adjustment in emotional adjustment area is 28% in female and 26% in male student. In the present study the findings shows that the level of emotional adjustment is higher in female students compare to male students. Whereas the other two adjustment area, i.e. educational adjustment and social adjustment male possess higher level of adjustment compare to female students.

LIMITATIONS

- 1) Geographical area
- 2) Data of students
- 3) Sample size

The present findings cannot be generalized due to the limitation of data collected from the school, and the size of the sample only includes 100 students.

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