A Study of Adjustment Problems of Rural and Urban Secondary School Students of South Kashmir

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Abstract: *The present study was conducted to explore the level of adjustment pattern of rural and urban secondary school students of South Kashmir. 400 Higher Secondary School Students were selected by using random sampling technique. Adjustment Inventory developed by A. K. Singh and A. S. Gupta was used for data collection. Whole data was collected from four Districts of South Kashmir viz. Pulwama, Anantnag, Shopian and Kulgam. The collected data was subjected to statistical treatment by using percentage, Mean, Standard Deviation and 't' test. Results revealed thatexists no significant difference between rural and urban adolescents on all the dimensions of Adjustment Inventory. Identical level of adjustment problem was observed among rural and urban secondary school students. Thus, locality seems insignificant impact on the level of adjustment pattern of the respondents.*

Key words: Adjustment Pattern, Rural students, Urban Students.

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INTRODUCTION: Adjustment is a dynamic and continuous process. It is as old as human civilization. For living a happy and prosperous life adjustment is a pre-requisite condition. 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. Adjustment is a process by which an individual learns certain ways of behaviour through which he enters into a relationship of harmony with his environment. Thus, he tried to lead a life acceptable standard of life in society. In its simplest form the term adjustment means that we should accommodate ourselves in order to fit certain demands of our environment. It also deals with how we make such accommodations and how successful we will represent the resilience to our problems. In this regard Norman Talent (1989) opines as, "*Adjustment refers to changes in our ways of behaving to meet the changing demands of our environment*". Thus, adjustment processes concerning human beings have hand in glow relationship with human nature. It is adjustment which is responsible for the organization of the behaviour and life satisfaction at everywhere. We are deeply influenced by adjustment whether it is good or bad. However the concept of adjustment has attracted the attention of students in both rural and urban areas. A well-adjusted person is very much in need because he/she is the one whose needs and life satisfaction are integrated within the sense of social feelings and acceptance of social responsibility on their other side, those who fail in adjustment process may be labelled as psychologically unstable. Attempting to trace sharp differences and of rural background studying in the schools contrasts between the two type of social situated in urban areas. phenomena, rural and urban largely to the basic differences as in occupational differences, environmental differences, difference in the size of communities, difference in the density of population, references in the heterogeneity and homogeneity of the population.Apart from the above mentioned evidence, the prevalence of political turmoil in the Kashmir Valley has left people in trauma. Almost each and every section of the valley has badly affected during the last three decades. The psychological profile of the inhabitants is decreasing day by day. The fear, mal-adjust, neurotic tendencies are developing in a rampant extent.   The geo-political impact of the division of the state needs to be examined carefully to assess the feasibility of solutions that are being currently offered by various groups and individuals. According the investigator tried to explore the present in same area. Consequently, large number of studies has been conducted on the level of adjustment pattern of the students. However, numerable are related to rural urban dichotomy of the respondents. Simultaneously, there results are reported in diversified generalisations. Some studies consider significant impact of locality on the level of adjustment pattern of the respondents and some consider insignificant impact; notable studies are; **"Srivastava, P. M. (2012), Pan, A. D. (2012), Smith, I. G. (2015), Bala, G. S. (2013), Goud, A. B., (2017), Yellaiah, S. L. (2012), Kusum, A. (2003), Vandana, C. &Malla, B. (2013), Thoker, A. A. (2016), Yellaiah, S. L. (2012), Vandana, C. &Malla, B. (2013), Thomas W. Farmer, Matthew J. Irvin, Jana H. Thompson (2006), Srivastava, P. M. (2012)"**. Therefore, keeping this diversified arguments and generalisations under considerationefforts have been made by the present researcher to study the research problem as:

1.1: STATEMENT OF THE PROBLEM: The statement of research problem for the present study is as under:

"A Study of Adjustment Problems of Rural and Urban Secondary School Students of South Kashmir"

1.2: OBJECTIVES OF THE STUDY: The present study has been conducted with the following objectives:

1) To study the adjustment problem of rural and urban secondary school students on following dimensions:
   a) Home Adjustment (HA)
   b) School Adjustment (SA)
   c) Health Adjustment (HA)
   d) Social Adjustment (SA) and
   e) Emotional Adjustment (EA)

1.3: HYPOTHESIS: Based upon the above mentioned objectives, the following hypotheses were formulated:

1) There exists no significant difference between rural and urban secondary school students on following dimensions of adjustment pattern:
   a)   Home Adjustment (HA)
   b)   School Adjustment (SA)
   c)   Health Adjustment (HA)
   d)   Social Adjustment (SA) and
   e)   Emotional Adjustment (EA)

1.4: OPERATIONAL DEFINITIONS: The operational definition for the terms and variables included in the presents study are as under:

- ❖ **Adjustment Problems (AP):**Adjustment problems in the presents study refers the set of score achieved by the respondents on adjustment inventory developed by A. K. Singh and A. S. Gupta.
- ❖ **Urban Students (US):**Urban students in the present study refer those secondary school students who are reading in different Higher Secondary Schools of selected area. However, in the present study urban Higher Secondary School Students consists of those respondents who are living within the delimitation of Municipal (town) areas.
- ❖ **Rural Students (RS):** Rural students in the present study refer those secondary school students who are reading in different higher Secondary Schools of selected area. However, in the present study rural Higher Secondary School Students consists ofthose respondents who are living in village areas, located on the edges of selected District.

1.5: DELIMITATIONS OF THE STUDY: Keeping in view the availability of time, budget schedule and limited resources, the present study has been delimited to:

- ❖ Rural and urban dichotomy of the respondents.
- ❖ Secondary school students of the selected area.
- ❖ 15-22 age groups of the respondents.

.6: METHODOLOGY: Keeping in view the research evidences, objectives and hypotheses, the researcher found it suitable to go through descriptive survey method, through which data was collected. The reaming parameters involved in the presents study are as under: **1**

- ❖ **Sample:** The present investigation was carried out on a sample of 400 Secondary School students. These students were drawn from four districts of union Territory of Jammu and Kashmir viz. Anantnag, Shopian, Pulwama and Kulgam. A random

sampling technique was adopted to carry out the investigation. The age of the subjects was between 15-21 years.

❖ **Tools used:** Adjustment Inventory developed by A. K. Singh and A. S. Gupta was used for data collection. The inventory consists of below mentioned dimensions:
  a) Home Adjustment (HA)
  b) School Adjustment (HA)
  c) Health Adjustment (HA)
  d) Social Adjustment (HA) and
  e) Emotional Adjustment (HA)

1.7: STATISTICAL TECHNIQUES EMPLOYED: Information gathered was put to suitable statistical analysis by computing Percentage, Mean, S.D and test of significance (t-test).Besides, graphical representation has been made for easily facilitation of understanding. The statistical treatment has been bifurcated into below mentioned two SET's
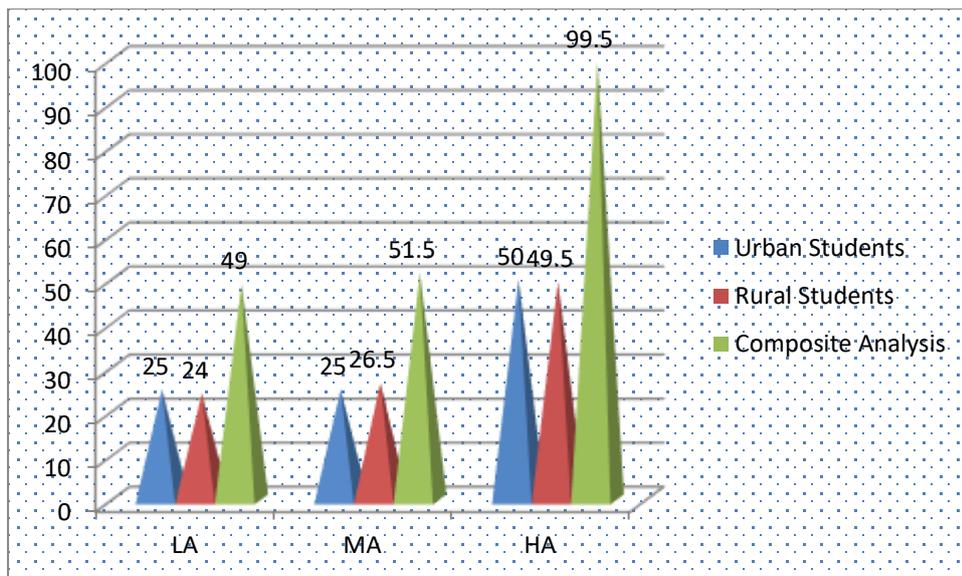
1.7.1: SET-I: Descriptive Analysis: In this SET-I, the data has been analysed with the help of descriptive characterises. The data in this SET-I, has been analysed with the help of percentage and frequency distribution. The detailed analysis is given as under:

Table 1.1: Showing the frequency and percent-wise distribution of rural and urban students on their various levels of adjustment pattern.

Category	LA		MA		HA	
	F	%	F	%	F	%
Urban Students	50	25	50	25	100	50
Rural Students	48	24	53	26.5	99	49.5
Composite Analysis	98	49	103	51.5	199	99.5

Index:
  ❖ LA= Low level of adjustment
  ❖ MA= Moderate level of adjustment
  ❖ HA=High level of adjustment

Index:
- ❖ LA= Low level of adjustment
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Fig. 1.1: Showing the graphical representation of rural and urban students on their various levels of adjustment pattern.

1.7.2: SET-II: Comparative Analysis: In this SET-II, The data has been analysed with the help of comparative analysis. The data in this SET-II, has been analysed with the help of Mean, SD and 't' value. Besides, graphical representation has been made for easily facilitation of understanding. The detailed analysis is given as under:

Table 1.2: Showing the means significant difference between rural and urban students on various dimensions of adjustment.

Category	USSS		RSSS		't' value	Level of Significance
	Mean	SD	Mean	SD		
HA@1	10.12	3.2	10.10	2.99	0.06**	P>0.05
SA@II	8.22	2.2	7.98	2.99	1.00**	P>0.05
HA@III	9.12	3.2	10.10	2.99	0.45**	P>0.05
SA@IV	8.10	2.5	8.12	3.04	0.26**	P>0.05
EA@V	8.10	3.2	8.74	2.98	0.64**	P>0.05

Index:
- ❖ *RSSS:Rural Secondary school students*
- ❖ *USSS:Urban Secondary School students*
- ❖ ***= Insignificant at 0.05 level of confidence*
- ❖ HA@1= *Home Adjustment*

- ❖ SA@II=*School Adjustment*
- ❖ HA@III= *Health Adjustment*
- ❖ SA@IV= *Social Adjustment*
- ❖ EA@V= *Emotional Adjustment*
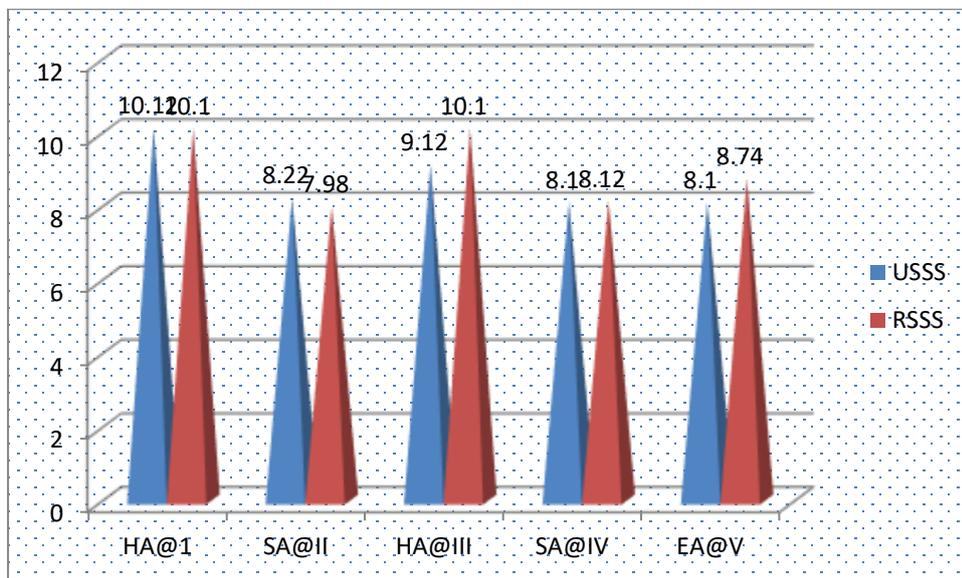
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- ❖ HA@1= *Home Adjustment*
- ❖ SA@II =*School Adjustment*
- ❖ HA@III = *Health Adjustment*
- ❖ SA@IV = *Social Adjustment*
- ❖ EA@V= *Emotional Adjustment*

Fig. 1.2: Showing graphical representation of rural and urban students on their various Dimensions of adjustment pattern.

1.8: INTERPRETATION OF THE DATA: The analysed data has been interpreted as per the norm of the scale. Besides, the interpretation of the datahas been made as per the obtained results in the items of statistical treatment. The detailed interpretation and discussion of the results is reported as under:

1.8.1: SET-I: (Interpretation on the basis of Descriptive analysis): In this SET-I interpretation of the data has been as discussed per the results obtained results in the statistical treatment of the descriptive analysis. The detailed interpretation is reported as under:

The results presented in table 1.1:**(Please Refer Fig. 1.1)** gives information about the descriptive analysis of the respondents on the various levels of adjustment. The results reveal that among urban students (US) 25% (F=50) were seen with low level of adjustment. In the same category of the respondents (Urban Students), 25% (F=50) were reported with moderate

level of adjustment. In addition to this, it was seen that 50% (F=100) Urban Students (US) were revealed with high level of adjustment. While making the descriptive analysis of the rural respondents, it was seen that 25% (F=50) were seen with low level of adjustment. The results further indicate that the 26.5% (F=53) were seen with moderate level of adjustment. The results indicate that 49.5% (F=99), were seen with high level of adjustment. Coming towards the composite analysis of the respondents, it has been found that 49% (F=98) students were seen with low level of adjustment. In addition to this, it was found that 31.5% (F=103) were seen with moderate level of adjustment. Besides, it was found that 99.5% (F=199) were reported with low level of adjustment

1.8.2: SET-II: (Interpretation on the basis of Comparative Analysis): In this SET-II interpretation of the data has been as per the results obtained in the statistical treatment of the comparative analysis. The detailed interpretation is reported as under:

The results presented in table 1.2 **(Please Refer Fig. 1.2)** gives information about the mean significance difference between rural and urban adolescents on different diminutions of adjustment inventory. The detailed interpretation is given as under:

While slanting towards the first dimension **(HOME ADJUSTMENT-HA@1),** it has been observed that the mean score of urban adolescents were observed (M=10.12). In the same analysis the mean score of rural adolescents was reported (M=10.10). The comparative analysis indicates the mean score of both groups is relatively identical. Because, when the both groups were comparatively analysed it was found the 't' value came out to be 0.06, which is insignificant at 0.05 level of confidence. Thus, from the obtained results, it can be said that there is insignificant difference between the two groups of students on their home adjustment pattern. Both the group of students were observed with identical level of home adjustment. Thus, the perusal of the obtained results indicates that locality has insignificant impact on the level of home adjustment of the students.

Coming towards the second dimension **(SCHOOL ADJUSTMENT-SA@II),** it has been observed that the mean score of urban adolescents were observed (M=8.22). In the same analysis the mean score of rural adolescents was reported (M=7.98). The comparative analysis indicates the mean score of both groups is relatively identical. Because, when the both groups were comparatively analysed it was found the 't' value came out to be 1.00, which is insignificant at 0.05 level of confidence. Thus, from the obtained results, it can be said that there is insignificant difference between the two group of students on their school adjustment pattern. Both the group of students were observed with identical level of school adjustment. Thus, the perusal of the obtained results indicates that locality has insignificant impact on the level of school adjustment of the students.

The perusal of the third dimension **(HEALTH ADJUSTMENT-SA@III),** it has been observed that the mean score of urban adolescents were observed (M=9.12). In the same analysis the mean score of rural adolescents was reported (M=10.10). The comparative analysis indicates the mean score of both groups is relatively identical. Because, when the both groups were comparatively analysed it was found the 't' value came out to be 0.45, which is insignificant at 0.05 level of confidence. Thus, from the obtained results, it can be said that there is insignificant difference between the two groups of students on their school adjustment pattern. Both the group of students were observed with identical level of health adjustment. Thus, the perusal of the obtained results indicates that locality has insignificant impact on the level of health adjustment of the students.

While pondering the fourth dimension **(SOCIAL ADJUSTMENT-SA@IV),** it has been observed that the mean score of urban adolescents were observed (M=8.10). In the same analysis the mean score of rural adolescents was reported (M=8.12). The comparative analysis indicates the mean score of both groups is relatively identical. Because, when the both groups were comparatively analysed it was found the 't' value came out to be 0.26, which is insignificant at 0.05 level of confidence (P>0.05). Thus, from the obtained results, it can be said that there exists insignificant difference between the two groups of students on their school adjustment pattern. Both the group of students were observed with identical level of Social adjustment. Thus, the perusal of the obtained results indicates that locality has insignificant impact on the level of social adjustment of the students.

While analysing the last dimension **(EMOTIONAL ADJUSTMENT-SA@V),** it has been observed that the mean score of urban adolescents were observed (M=8.10). In the same analysis the mean score of rural adolescents was reported (M=8.74). The comparative analysis indicates the mean score of both groups is relatively identical. Because, when the both groups were comparatively analysed it was found the 't' value came out to be 0.64, which is insignificant at 0.05 level of confidence (P>0.05). Thus, from the obtained results, it can be said that there exists insignificant difference between the two groups of students on their emotional adjustment pattern. Both the group of students were observed with identical level of emotional adjustment. Thus, the perusal of the obtained results indicates that locality has insignificant impact on the level of social adjustment of the students.

1.9. CONCLUSION OF THE STUDY: Present study was intended to explore the level of adjustment pattern of secondary school students in relation to their rural urban dichotomy. Keeping in view, no significant difference has been reported between rural and urban students on home, school health, social and emotional adjustment. Therefore, significant difference has been observed between rural and urban adolescents on their level of adjustment pattern. Accordingly, the status of the hypothesis has been reported as under:

❖ **Hypothesis (H_{o1}):** The speculative hypothesis was farmed as under:

"There exists no significant difference between rural and urban secondary school students on following dimensions of adjustment pattern:

- ❖ **Home Adjustment (HA)**
- ❖ **School Adjustment (SA)**
- ❖ **Health Adjustment (HA)**
- ❖ **Social Adjustment (SA) and**
- ❖ **Emotional Adjustment (EA)"**

ACCEPTED: "No significant difference has been reported between rural and urban adolescents on all the dimensions of Adjustment Inventory". In context to same, the null hypothesis stands **ACCEPTED".**

The glimpse of the previous studies also indicates significant difference on the basis of the adjustment pattern of the respondents. In the historicism approach the results are supported by host of the researcher. Notable among them are; **"Srivastava, P. M. (2012), Pan, A. D. (2012), Smith, I. G. (2015), Bala, G. S. (2013), Goud, A. B., (2017), Yellaiah, S. L. (2012), Kusum, A. (2003), Vandana, C. &Malla, B. (2013)"** .

1.10: EDUCATIONAL IMPLICATIONS: The study prompts towards the below mentioned implications:

- ❖ In order to enhance the level of adjustment at secondary school level, conferences and seminars regarding psychological profile of an individual should be explored.
- ❖ Confidence building measure should be adopted by school teachers regarding those students who are facing mal-adjustment.
- ❖ Psychotherapy cell should be installed, so that the service of counsellors may be fully employed for gaining the maximum level of adjustment as well as level of satisfaction among students, especially at secondary level.
- ❖ Environmental therapy should be provided for those students who are facing severe level of mal adjustment.
- ❖ Efforts should be made by parents to replace disruptive environment by congenial environment.
- ❖ Guidance and counselling should be made available at school level. So that those students who face school or educational mal-adjustment may be treated with the help of educational, vocational and personal guidance.

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