

A STUDY ON ADJUSTMENT OF HIGHER SECONDARY STUDENTS

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Abstract

Education is the ability to meet one's life. How the child adjusts with varying situations determines the success of life. The child's adjustment is determined by a number of factors like Home, Social, Educational and Financial adjustment. The investigator here aims to make a study on the adjustment of higher secondary students. The study was conducted using survey method. A present study was conducted on 260 higher secondary students, of which 139 were male and 121 female constituted the sample for the study. They were selected from higher secondary schools of Vellore district by giving due representation to class (XII) on the basis of gender, locality of school, type of management, religion, caste, parental qualification and parental occupation. Adjustment Inventory standardized by A.K.P.Sinha and R.P. Singh, was used to measure adjustment of higher secondary students. The data were computed with mean, SD, t test and F test were used as the statistical techniques for the study. The t test and F test result indicate that there is no significant difference exists in the gender, locality of school, type of management, religion, caste, parental qualification and parental occupation on the adjustment of higher secondary students.

Introduction

The term adjustment in very strict sense denotes the results of equilibrium, which may be affected by either accommodation or adaptation. How the individual gets along or survives in his or her physical or social environment depends on adjustment. As the conditions in the environment changes constantly, every individual needs to modify or accommodate oneself with the environment. Thus adjustment is the maintenance of a harmonious relationship between man and the environment and the persons who comprise his physical or social environment, (Crow & Crow, 1956).

Adjustment plays a vital role in the development of the child. Trow (1956) defined academic achievement as "knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a

grade or units based on pupils' performance". As far as the academic achievement is concerned, multiple factors influence it. How the child adapts to the varying conditions of home, school, emotions, financial matters and the changing social conditions may create an impact on one's academic achievement. Raju and Rahamtulla (2007) found that adjustment of school children primarily depends on the school variables like the class in which they study, medium of instruction and type of management of the school. Parental education and occupation of the schoolchildren were also found to influence the adjustment of students.

Adjustment is an important state of the person, which influences the relationships with others. The concept of adjustment refers to active and creative efforts to live effectively. This requires gaining skills through interaction with one's world acquiring a degree of control over one's daily life successfully meeting life's challenges, self-understanding and the ability to make accurate judgments about people and places (Newman and Newman, 1981)

Human beings are the supreme creation of the God endowed with the capacity of reasoning and thinking. By these virtues, he is able to make adequate adjustments with himself and his surroundings. Many times he has to resolve the conflicts between the strong desires or motives. He has to overcome them and adjust to the reality in a realistic way. The individuals who are able to adjust themselves to the changing circumstances in their environment can live in perfect harmony and lead a happy and well-adjusted life. Adjustment plays a pivotal role in the development of an individual. If a man is not well adjusted then his personality development is hindered and he becomes maladjusted. As adjustment gives an individual strength and ability to bring desirable changes in the condition of his or her environment, so it can be considered as an important phenomenon of human life.

Adjustment means reaction to the demands and pressures of social environment imposed upon an individual. It starts at one's birth and goes on without stop till one's death. Adjustment refers to "psychological process of adapting to, coping with, and managing the problems, challenges and demands of everyday life" (Halonen and Santrock, 1997)

Adjustment and adaptation are frequently used in the same sense. Initially „adaptation“ was used by person at meant to attempt to survive in physical conditions of environment .later on psychology come out with the new term Adjustment with a broader concept. New Adjustment means behavioral reaction to personal demands and social adjustment is commonly used in our everyday life. It is equally popular in the discipline of psychology, sociology and education. Life is a continuous series of change and challenges. Everyone is facing such situations for his survival or growth. Different persons use different ways to satisfy these needs. The strategy used by the individual to manage this is called adjustment. Sometimes, the efforts of the individual are successful and satisfying, then it is a case of good adjustment.

Methodology

This study utilized survey techniques due to its descriptive as well as differential statistics. Means, SDs, t test and F test were used on the adjustment scores of higher secondary students under study. The data was computed using SPSS version 20. This section is comprised of sample, research tool and procedure of the data collection.

Sample

The present study was carried out on highdr secondary students of Vellore district. The sample of 260 from 12th class students were randomly selected from government with aided and private schools located in rural and urban areas of vellore district. The ages of the students ranged from 16 to 17 years.

Statistical Techniques Used

The data was analysed using descriptive as well as inferential statistics. Means and SDs were used on the adjustment scores of higher secondary students under study. Data was computed using SPSS version 20. Where as t test ad F test were employed to study difference between samples.

Objectives of the Study

- 1) To find out significant difference in adjustment between gender of higher secondary students.
- 2) To find out significant difference in adjustment between locality of school of higher secondary students.

- 3) To find out significant difference in adjustment between sub samples of type of management of higher secondary students.
- 4) To find out significant difference in adjustment between sub samples of religion of higher secondary students.
- 5) To find out significant difference in adjustment between sub samples of caste of higher secondary students.
- 6) To find out significant difference in adjustment between sub samples of parental qualification of higher secondary students.
- 7) To find out significant difference in adjustment between sub samples of parental occupation of higher secondary students.

Hypotheses of the Study

- 1) There will be no significant difference in adjustment between gender of higher secondary students.
- 2) There will be no significant difference in adjustment between locality of school of higher secondary students.
- 3) There will be no significant difference in adjustment between sub samples of type of management of higher secondary students.
- 4) There will be no significant difference in adjustment between sub samples of religion of higher secondary students.
- 5) There will be no significant difference in adjustment between sub samples of caste of higher secondary students.
- 6) There will be no significant difference in adjustment between sub samples of parental qualification of higher secondary students.
- 7) There will be no significant difference in adjustment between sub samples of parental occupation of higher secondary students.

Tool Used In The Present Study

The tool used in the present study is Adjustment Inventory by A.K.P.Sinha and R.P. Singh, National Psychological Corporation, Agra, New Delhi, India. This tool consists of as many as 60 statements and each statement has two responses i.e. 'Yes' or 'No'. The maximum score for this scale is 60 and 0 is the minimum score.

Differential Analysis**Gender and adjustment****TABLE 1**

‘t’ – VALUES BETWEEN GENDER OF HIGHER SECONDARY STUDENTS WITH RESPECT IN THEIR ADJUSTMENT

Gender	N	Mean	SD	‘t’ Value	Level of Significance
Male	139	46.38	7.42	0.890	NS
Female	121	47.22	7.68		

It is evident from Table 1, the calculated ‘t’ value is 0.890, which is not significant at 0.05 level. Hence, the framed null hypothesis was accepted and research hypothesis is rejected. It is inferred that there is no significant difference found between male and female higher secondary students with respect to their adjustment.

Locality of school and Adjustment**TABLE 2**

‘t’ – VALUES BETWEEN LOCALITY OF SCHOOL OF HIGHER SECONDARY STUDENTS WITH RESPECT IN THEIR ADJUSTMENT

LOCALITY OF SCHOOL	N	Mean	SD	‘t’ Value	Level of Significance
Rural	134	46.67	8.13	0.215	NS
Urban	126	46.88	6.88		

It is evident from Table 2, the calculated ‘t’ value is 0.215, which is not significant at 0.05 level. Hence, the framed null hypothesis was accepted and research hypothesis is rejected.

hypothesis is rejected. It is inferred that there is no significant difference found between rural and urban higher secondary students with respect to their adjustment.

Type of management and Adjustment

TABLE 3
‘F’ VALUES FOR ADJUSTMENT SCORES – HIGHER SECONDARY STUDENTS – BASED ON TYPE OF MANAGEMENT

Type of management	Sum of Squares	Mean Squares	df	‘F’ Value	Level of Significance
Between Groups	10.365	2	5.182	0.090	NS
Within Groups	14718.697	257	57.271		
Total	14729.062	259			

Table 3, the calculated ‘F’ value is 0.090, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of type of management with respect to their adjustment of higher secondary students.

Religion and Adjustment

TABLE 4
‘F’ VALUES FOR ADJUSTMENT SCORES – HIGHER SECONDARY STUDENTS – BASED ON RELIGION

Religion	Sum of Squares	Mean Squares	df	‘F’ Value	Level of Significance
Between Groups	149.558	74.779	2	1.318	NS
Within Groups	14579.503	56.730	257		
Total	14729.062		259		

Table 4, the calculated 'F' value is 1.318, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of religion with respect to their adjustment of higher secondary students.

Caste and Adjustment

TABLE 5
'F' VALUES FOR ADJUSTMENT SCORES – HIGHER SECONDARY
STUDENTS – BASED ON CASTE

Religion	Sum of Squares	Mean Squares	df	'F' Value	Level of Significance
Between Groups	69.899	23.300	3	0.407	NS
Within Groups	14659.162	57.262	256		
Total	14729.062		259		

Table 5, the calculated 'F' value is 0.407, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of caste with respect to their adjustment of higher secondary students.

Parental qualification and Adjustment

TABLE 6
'F' VALUES FOR ADJUSTMENT SCORES – HIGHER SECONDARY
STUDENTS – BASED ON PARENTAL QUALIFICATION

Parental Qualification	Sum of Squares	Mean Squares	df	'F' Value	Level of Significance
Between Groups	149.558	74.779	2	0.495	NS
Within Groups	14579.503	56.730	257		

Total	14729.062		259		
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Table 6, the calculated 'F' value is 0.495, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of parental qualification with respect to their adjustment of higher secondary students.

Parental Occupation and Adjustment

TABLE 7

't' – VALUES BETWEEN PARENTAL OCCUPATION OF GRADUATE STUDENTS WITH RESPECT IN THEIR ADJUSTMENT

Parental occupation	N	Mean	SD	't' Value	Level of Significance
Employed	122	46.90	7.62	0.267	NS
Unemployed	138	46.65	7.49		

It is evident from Table 7, the calculated 't' value is 0.267, which is not significant at 0.05 level. Hence, the framed null hypothesis was accepted and research hypothesis is rejected. It is inferred that there is a no significant difference found between employed and unemployed of parental occupation with respect to their adjustment.

Major Findings of the Study

1. It is inferred that there is no significant difference found between male and female higher secondary students with respect to their adjustment.
2. It is inferred that there is no significant difference found between rural and urban higher secondary students with respect to their adjustment
3. It is inferred that there is no significant difference among sub samples of type of management with respect to their adjustment of higher secondary students.
4. It is inferred that there is no significant difference among sub samples of religion with respect to their adjustment of higher secondary students.

5. It is inferred that there is no significant difference among sub samples of caste with respect to their adjustment of higher secondary students.
6. It is inferred that there is no significant difference among sub samples of parental qualification with respect to their adjustment of higher secondary students.
7. It is inferred that there is a no significant difference found between employed and unemployed of parental occupation with respect to their adjustment.

Educational Implications

Teachers can play a crucial role in increasing the adjustment of students. Yoga and meditation, healthy group activities, various programs like NCC, cultural competitions, sports etc. can be incorporated into the school curriculum in order to improve the emotional adjustment of students.

Recommendations

The study calls for school authorities to initiate adjustment programs for the secondary school children. Orientation programs, social activities, student organizations should be arranged in the school environment itself to promote overall adjustment in children. Hence a positive, free, open and friendly atmosphere for students to interact freely with the teachers should be maintained. A good school climate thus gains much significance in making the students a better individual who can meet the challenging demands of life. A range of programs according to the diverse student needs should be organised in the schools. Parents should be made aware about their role in making the child better adjusted personalities. Guidance and Counselling center, academic advisor, financial aid programs, and tutoring programs should be offered to address various student needs. Providing adequate rest, socializing, physical activity and recreation can improve the wellbeing and adjustment of students.

References

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