

Emotional Adjustment among urban and rural secondary school students

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Abstract

The present investigation in to find out the Emotional Adjustment of Secondary School Students in Relation to their urban and rural students boys and girls. The sample consisted of 120 secondary school students out of which 60 where boys and 60 where girls. For this purpose of investigation “Adjustment Inventory for school students” by A.K.P. Sinha and R.P. Sinha was used. The obtained data were analyzed through ‘t’ test to know the mean difference between secondary school students in relation to their area urban and rural, boys and girls . The result shows that there is no significant difference in Emotional adjustment of boys and girls, urban and rural area secondary school student.

Key Words: Emotional Adjustment, Student, Urban, Rural

Adjustment can be viewed from two angles. The first view being 'adjustment as an achievement' means how efficiently an individual can perform his/her duties in different circumstances such as military, education, business and other social activities. The second view is 'adjustment as a process', which is of major importance to psychologists, teachers and parents. The process of adjustment starts from birth of the child and continues till death. Thus, we see that adjustment means reactions to the demands and Pressures of social environment imposed upon the individual. The demands may be external (social and educational) or internal (emotional) to which the individual has to react. These two types of demands sometimes clash with each other and consequently make the adjustment a complicated process for the individual. Psychologists have interpreted adjustment from two important points of views. One adjustment as an achievement and another adjustment as a process. Frequent, intense and apparently unjustified emotional outbursts lead others to judge the individual as "Immature". Suppression of emotional expression results in moodiness which tends to make the individual rude, un co-operative and pre-occupied with self. A satisfactory state of personal and emotional adjustment may be said to exist when an individual's physical and Psychological needs can be satisfied by socially acceptable patterns of behavior. Child's emotions exercise a potent influence upon his attitudes and behavior. Unbridled emotional reactions may therefore, interfere seriously with young person's power to use the freedom of decision making and behavior. Those students whose pattern satisfied with their life styles, whose urges and desires are met with satisfactions tends to enjoy life to the fullest and become emotionally adjusted. Some students adjust well to the college environment whereas others struggle with the transition some leaving school entirely

Crandall et al. (1960) highlighted that parental factor and child rearing techniques are very important in shaping the cognitive development of children. Parental practices which engender emotional security and low anxiety, independence and high internalized goals for achievement are associated with accelerated cognitive development. Mothers who value achievement, set high achievement standards, and reward their children for satisfactory performance have boys and girls who have high achievement. Cattell and Dreger (1974) explained that if the children perceive the mother's child rearing practices which help them to build a positive self concept then they will develop such traits as self confidence, self esteem and the ability to see themselves realistically. They can then assess their relationships with others accurately and this leads to good social adjustment. Kala (1986) designed an investigation to study personality development and adjustment of pre-adolescent children born to working and non-working women from higher socio economic status families. Sample of 60 children (30 from working and 30 from non-working mothers) was selected. There were equal number of boys and girls. Tool used were, Locus of Control Scale by Pentel; Pre- adolescent Adjustment Scale by Pareek and others and SES inventory by Jagawar. Descriptive statistics and Analysis of Variance were used for data analysis and drawing conclusions. Major findings of the study were (1) Girls from the working mothers' group and boys from the non-working mothers' group showed better adjustment with peers. (2) The boys from the non-working group were better adjusted to teachers than those from working group. The girls from both the groups did not differ in adjustment to teachers (3) The girls from the working group were better adjusted at home than those of non-working. The boys from the two groups did not differ significantly in home adjustment. (4) The two groups of children did not differ in the locus of control. Jain and Jandu (1998) tried to study the school adjustment of adolescent girls and boys of employed and non-employed mothers. A sample of 240 students from 12 government non co-educational schools of Udaipur city was

selected. Among those 6 were govt. girls schools and 6 of boys schools. Boys and girls of 14-18 years age of employed and unemployed mothers were selected on the basis of chit system. Tools used were, Background Information Performa and Adjustment Inventory for School Students by Dr. Sinha and Singh. Data was analysed with the help of t-test. Major findings of the study were (1) There was no difference in the total adjustment between boys and girls of employed mothers (2) There was significant difference in the total adjustment between boys and girls of non-employed mothers. Girls were more adjustable than boys (3) No significant difference was found between boys and girls of employed mothers on emotional adjustment. (4) No significant difference was there between boys and girls of employed mothers on social adjustment (5) Significant difference was there between boys and girls of non-employed mothers on social area of adjustment. Girls were more adjustable . (6) Significant difference was there between boys and girls of employed mothers on educational area of adjustment. Girls were better in educational adjustment than boys. (7) No significant difference was there between boys and girls of non employed mothers in emotional area of adjustment (8) Girls of non employed mothers were better in educational adjustment than boys. Swain and Panda (1982) Studied adjustment difference among adolescent boys and girls at different levels of academic achievement. They found that girls with high academic achievement are better adjusted than the low academic achievement group. Furthermore, sex also influences the adjustment pattern of the adolescents. Middle achiever girls are more adjusted than middle achiever boys. Academic achievement has no role to play so far as the personal and social adjustment is concerned. The study suggested that adolescents of low academic achievement have less probability in different areas than the students belonging to middle and high academic achievement. Kumari Sushma (1990) found that in case of urban and rural delinquents and adults rural and urban offenders total adjustment was significantly correlated with social and emotional adjustments were significantly related with each other. In case of juvenile and adult female students no significant difference were observed in case of adjustment except in case of socio-economic status and health adjustment. Anderman, Eric, M. (2002) examined a study of emotional and social adjustment of rural and urban high school students. The study examined health adjustment of adolescents having school level differences in the relation between schools belonging the various outcome. In study 1, predictors of belonging were examined. Results indicated that belonging was lower in urban schools than in suburban schools and lower in schools that used busing practice than those that did not. In study 2, the relations between belonging and psychological outcomes were examined. The relations varied depending on the unit of analysis. Whereas individual students perceptions of belonging were inversely related to depression, social rejection and school problems, aggregated belonging was related to greater reports of social rejections and school problems and to higher grade point average. Shalu and Audichya (2006) assessed and compared the school adjustment of 60 rural adolescents with reference to their emotional and social sphere. The sample consisted of 30 rural boys and 30 rural girls between the age group of 15-18 years studying in government co-educational school only. The adjustment inventory for school students constructed by Sinha and Singh (1984) which was modified by the investigator was used for data collection. They reported a significant difference was observed in social and emotional adjustment. Sharma, P., & Saini, N., Denir Urberg (2004) study, examined the relation of friendship with the emotional adjustment for students, a sample of 618 adolescents results showed that a strong social relationship with a positive impact on the adjustment, but females are more impact than males in terms of the kind of social relationship.

Objective of the study:

The purpose of the present study is to assess the Emotional adjustment of secondary school students in relation to their living area.

Hypothesis:

1. There is no significant difference between Emotional adjustment of secondary school students in relation to their living area.
2. There is no significant difference between Emotional adjustment of secondary school students in relation to their Gender.

Method:

Participants:

To assess the Emotional adjustment of students, total 120 students were selected from different schools of Aurangabad. Out of 120 students, 60 students selected from urban and 60 students selected from rural areas of the Auranbad.

Materials:

In the present investigation measure the Emotional adjustment “Adjustment Inventory for school students” by A.K.P. Sinha and R.P. Sinha was used. The Emotional adjustment consists 60 items, 20 items there emotional adjustment with yes or no response pattern. The reliability factor is Split Half 0.94, test-retest 0.96 and K-R Formula-20 0.92 & validity for the In item-analysis validity coefficients were determined for each item by biserial correlation method and only such items were retained which yielded biserial correlation with both the criteria (i) total score and (ii) area score, significant level being .001.

Procedure:

The boys and Girls, who were studying in Secondary School of rural and urban areas in Aurangabad were randomly selected for this study. Adjustment Inventory for school students by A.K.P. Sinha and R.P. Sinha was given & data was collected. The obtain data form 120 boys and girls were analyzed with the help of mean, SD and ‘t’ test.

Results & Discussion

Table 1: Mean, SD and 't' value of Emotional adjustment of secondary school students among urban and rural.

Variable	No.	Mean	SD	Mean diff	SED	't'	Sig
Urban	60	9.25	3.69	0.4	0.66	0.606	NS
Rural	60	8.85	3.53				

Non significant at 0.05 level.

The above result table No.1 we can see that ‘t’ test was used to know the level of emotional adjustment secondary school students among urban and rural. Where urban mean was 9.25 & SD was 3.69 and rural mean was 8.85 & SD was 3.53 and difference between their ‘t’ values was 0.606 it was no significance at 0.05 level. The result shows that there is no significant mean difference emotional adjustment of secondary school student in urban and rural. Thus the null hypothesis, 1 which states “there is no significant difference in the emotional adjustment level of secondary school students with respects to their emotional adjustment” no difference between urban and rural area students.

Table 2: Mean, SD and 't' value of Emotional adjustment of secondary school students among boys and girls.

Variable	No.	Mean	SD	Mean diff	SED	't'	Sig
boys	60	9.85	3.25	0.27	0.65	0.406	NS
girls	60	9.58	3.90				

Non Significant at 0.05 level.

The above result table No.2 we can see that 't' test was used to know the level of Emotional Adjustment secondary school students among boys and girls. where boys mean was 9.85 & SD was 3.25 and girls mean was 9.58 & SD was 3.90 and difference between their 't' values was 0.406 it was significance at 0.05 level. Thus the null hypothesis, 2 which states "there is no significant difference in the Emotional adjustment level of secondary school student with respects to their Emotional adjustment. no difference between boys and girls.

Conclusion:

1. There is no significant mean difference in emotional adjustment of secondary school students in relation to their living area.
2. There is no significant mean difference in emotional adjustment of secondary school students in relation to their gender.

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