

School Adjustment of secondary school students

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Abstract

The present investigation in to find out the School Adjustment of Secondary School Students in Relation to their gender 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 gender. The result shows that there is no significant difference in School adjustment of boys and girls, urban and rural area secondary school student.

Key Words: Adjustment, Student, Boys, Girls

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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.” In other words adjustment is a state in the condition of harmony arrived at by a person whom we call “well adjusted”. Also adjustment means achievement and which further means how efficiently an individual can perform this duties in different circumstances. 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. Adjustment is a continuous process to produce harmonious relationship between a man and his environment. Adjustment implies proper degree of social feelings and sense of social responsibility. Adjustment is a state, which promotes happiness and efficiency in an environment. Adjustment is a process through which a man can change his environment according to his needs. Adjustment leads to the modification of one’s behavior and attitude. This study is an effort to locate the adjustment problems of adolescents in the areas of social, emotional and educational adjustment. But before we discuss the adjustment problems of adolescents, we should have a clear understanding of the term adolescence. Adolescence is the most important and critical period of individual’s development. It is the period of rapid revolutionary changes in the individual’s physical, mental, moral, spiritual sex and social outlook. Adjustment, in psychology, refers to the behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. Human beings are able to adjust to the physical, social and psychological demands that arise from having inter dependability with other individual, Adjustment, as a process describes and explains the ways and means of an individual’s adaptation to his self and his environment without reference to the quality of such adjustment or its outcome in terms of success or failure. It is an organizational behavior in life situations at home, at school, at work in growing up and in ageing. It helps one to keep out basic impulses at tolerable levels, to believe in one’s own abilities and to achieve desired goals. Thus, adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical, and vocational dimensions. Adjustment refers to the psychological process through which people manage or cope with the demands and challenges of everyday life. It connotes conformity, it deals with the way an individual adapts to his environment and demand of life So 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. The present study is an effort in that direction it aims at studying some schools students’ related variables as they can serve predictor variables of school adjustment.

Kaur and Kaur (2016) studied Adjustment among Adolescent Girls Studying in Co-Educational and Non Co-Educational Schools and results of their study revealed that significant differences were found between the Adjustment of adolescent girls studying in co-educational and non co-educational schools for all the dimensions of adjustment i.e emotional, social and educational respectively. Adhiambo, Odwar and Mildred (2011) conducted a study on the relationship among School Adjustment, Gender and Academic Achievement amongst Secondary School Students in Kisumu District Kenya and results showed that there were no significant differences between girls and boys in school adjustment. Surekha (2008) conducted a study on relationship between student’s adjustment and academic achievement. The objectives were to study the adjustment problems and academic achievement of private and Government school

students. To study the adjustment problems of boys and girls studying in private and Government schools. To establish the relationship, if any, between adjustment problems and student's academic achievement. To study the mean differences, if any, between the level of adjustment (good, average and poor) of the students with their academic achievement. Findings of the study are that the students of private schools are better adjusted than students of Government schools. Boys of private schools are better adjusted than the boys of Government schools. Girls of private schools are better adjusted than the girls of Government schools. The students of private schools are better than students of Government schools in their academic achievement. Boys of private schools are better than the boys of Government schools in their academic achievement. Girls of private schools are better than girls of Government schools in their academic achievement. There is a significant negative relationship between the students' adjustment and academic achievement ($r = -0.29$, $df 113$). Good, average and poor adjustment groups significantly differ with respect to their academic achievement. Bajwa et al. (2006) compare personality adjustment and academic achievement of senior secondary students of co-educational and single gender schools and found that there was no significant difference between girls studying in co-educational and single gender schools on home, health, social and emotional adjustment; there was no significant difference between boys studying in co-educational and single gender schools on home, health, social and emotional adjustment; no significant difference between girls of co-educational and single gender schools on total adjustment. Usha (2007) studied emotional adjustment and family acceptance of the child as correlates for achievement and found that emotional adjustment and family acceptance of the child had a significant positive correlation with achievement in mathematics; boys and girls differ in their family acceptance and achievement but not in their emotional adjustment; rural and urban pupils differ significantly in their emotional adjustment; emotional adjustment and family acceptance of the child were effective factors contributing to academic achievement. Rajeswari & Eljo (2013) studied Emotional Adjustment of Adolescent School Students. The findings of the study revealed that there exists low level of emotional adjustment ability among the adolescent school students.

Objective of the study:

The purpose of the present study is the difference related to the School Adjustment of secondary school students in relation to their gender.

Hypothesis:

1. There is no significant difference between School adjustments of secondary school students in relation to their gender.
2. There is no significant difference between School adjustments of secondary school students in relation to their area.

Method

Participants:

The present study was carried out on secondary school students of Khultabad's secondary school. Total 120 secondary school students selected, out of 120, 60 were boys and 60 were girls secondary school students.

Materials:

In the present investigation measure the School Adjustment "Adjustment Inventory for school students" by A.K.P. Sinha and R.P.Sinha was used. The school adjustment inventory consists 60 items with yes or no response pattern. The reliability factor is Split Half 0.95 and test-retest 0.93

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& 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 different areas in Auranabad District including khultabad, were randomly selected & A.K.P. Sinha and R.P.Sinha “Adjustment Inventory for school students” 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: the Mean, SD and ‘t’ value of School adjustment of secondary school students among boys and girls.

Variable	No.	Mean	SD	Mean diff	SED	‘t’	Sig
Boys	60	30.15	6.38	2.22	1.35	1.641	NS
Girls	60	32.37	8.29				

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 school adjustment secondary school students among boys and girls. where boys mean was 30.15 & SD was 6.38 and girls mean was 32.37 & SD was 8.29 and difference between their ‘t’ values was 1.641 it was no significance at 0.05 level. The result shows that there is no significant mean difference school Adjustment of Secondary School Student in boys and girls. Thus the null hypothesis, 1 which states “ There is no significant difference in the school adjustment level of secondary school students with respects to their school adjustment ”no difference between boys and girls.

Table 2: Mean, SD and ‘t’ value of School adjustment of secondary school students among urban and rural.

Variable	No.	Mean	SD	Mean diff	SED	‘t’	Sig
Urban	60	32.28	7.04	2.05	1.35	1.515	NS
Rural	60	30.23	7.76				

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 school adjustment secondary school students among urban and rural. where urban mean was 32.28 & SD was 7.04 and rural mean was 30.23 & SD was 7.76 and difference between their ‘t’ values was 1.515 it was no significance at 0.05 level. The result shows that there is no significant mean difference school adjustment of secondary school student in urban and rural. Thus the null hypothesis, 2 which states “there is no significant difference in the school adjustment level of secondary school students with respects to their school adjustment” no difference between urban area students and rural area students.

Conclusion:

We can conclude by data analysis as follows:

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

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