

## Social Adjustment among urban and rural students

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### Abstract

The present investigation in to find out the Social 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. Sinhawas 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 significant difference in social adjustment of urban & rural secondary school students at 0.05 level. It means urban area students are social adjustment better than rural area students. and there is significant difference in social adjustment of boys & girls secondary school students at 0.05 level. It means girls are social adjustment better than boys.

**Key Words:** Social Adjustment, Boys, Girls, Urban, Rural

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Social adjustment is the most difficult developmental task of students' life. This adjustment has to be done with members of the opposite sex in a relationship that never existed before and to adults outside the family and school environments. Early adults are a period of social expansion and development. found that females scored higher than males on reading recognition and comprehension tests after controlling family background factors. Social adjustment as an important indication of psychology health is a topic attracting the attention of many psychologists. Social growth is the most important aspect of one's development and it is acquired through the relationship with others especially with the parents, peers and the teachers, and it is the assessing criterion of social growth related to the person's adjustment with him/herself and others (Hartup & Rubin, 2013). On the other hand, living in a human society has stemmed from a set of values and expectations paradigm, and to meet one's expectations and value framework a person needs a sufficient amount of adjustment. Without adjustment, the person is not able to meet many of his/her basic needs. If one is incompatible with the society properly, he will feel isolated.

Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. Adjustment is the satisfactory relationship, as representing harmony, conformance, adaptation or the like. An individual's adjustment is adequate, wholesome or healthy to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment. (Crow and Crow (1965) Adjustment is a signal of harmonious relationship between a man and his environment. One has to adjust one-self to the prevailing circumstances. When we adjust ourselves by this means we are changing in some way to adapt or accommodate ourselves in order to meet certain demands of our environment. The conditions in the environment are in a continuous realm of changes. We change our nature in order to fit ourselves in the realm of nature. Thus the process of adjustment is a continuous one. The individuals who are able to adjust themselves in changed situations in their environment can live in perfect harmony and lead a happy life. In this way, adjustment, as a psychological term, is a new name for the term adaptation used in biological world. Basically, adjustment implies a satisfactory adaptation to the demands of day-to-day life.

Ahluwalia and Kalia (1984) aimed at finding out whether there were significant differences among rural and urban adolescents in values, adjustment, intelligence and personality. They found that urban adolescent boys scored significantly higher mean scores on home, school, social and total adjustment. Jack, M. (1998) studied social adjustment for adolescents at risk of school failure. Explores the social support of at risk students including who provides each of and types of social support and the effect of particular type of social support on school performance outcomes. Results of survey analysis from 296 middle school and 229 high school students enrolled in communities in school programmes indicate that parents and adult and caretaker are major source of social adjustment for both student groups. Analysis of school outcomes data indicates that particular type of social adjustment is associated with different desirable school outcomes. Poduska (1980) concluded that adjustment is the ability to select appropriate and effective measures to meet the demands of the environment while maintaining a healthy attitude towards the circumstances. Thirugnanasambandam (1990) noticed that adjustment is a person's interaction with his environment. Boys have significantly greater scores on the social adjustment scale than the girls. Tribal difference was also found in social adjustment. Sharma's (1972) results showed that there were significant differences among the overachievers, average achievers and

underachievers with regard to their adjustment in school, home and social fronts. The overachievers were better adjusted than the underachievers in all their areas of adjustment. Badami and Goswami (1973) found that social adjustment is significantly associated with school achievement and that social adjustment may be attained through efforts. Saun (1980) studied the adolescents of high school and intermediate colleges and noted that the male high achievers were more adjusted than the low achievers but a significant difference existed between the high and low achieving females in their social and educational areas of adjustment. Ahluwalia and Kalia (1987) found that high achievers have less adjustment problems in the school adjustment area in comparison to low achievers. No significant difference was observed on social adjustment between these groups. Female high achievers were found to be better adjusted socially. Veeraraghwan (1986) in a study on 65 schools of Delhi found that high performance schools as compared to average and low performance schools showed relatively more open climate, with groups being open and principal control being less as compared to low performance schools. Further, it was found that the better the organizational climate, the higher was the adjustment of students to all areas of life viz. home, health, social, emotional and educational areas.

#### ***Objective of the study***

The purpose of the present study is the difference related to the Social adjustment of secondary school students in relation to their living area.

#### ***Hypothesis:***

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

### **Method**

**Participants:** The present study was carried out on secondary school students of Aurangabad District. Total 120 secondary school students were selected from Khultabad and different schools of Aurangabad district. Out of 120, 60 were urban and 60 were rural area secondary school students.

**Materials :** In the present investigation measure the Social adjustment “Adjustment Inventory for school students” by A.K.P. Sinha and R.P. Sinha was used. The Social adjustment consists 60 items, 20 items there social adjustment with yes or no response pattern. The reliability factor is Split Half 0.93, test-retest 0.90 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 different areas in Aurangabad district, were randomly selected. “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:**

The main objective of present study was to do study of Social Adjustment of The secondary school students among urban and rural area. In it statistical ‘t’ method was used and their correlation was measured. Results discussions of present study are as under:

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

Variable	No.	Mean	SD	Mean diff	SED	't'	Sig
Urban	60	11.88	2.22	1.08	0.45	2.402	0.05
Rural	60	10.80	2.70				

Significant at 0.05 level.

The above result table No.1 we can see that 't' test was used to know the level of Social adjustment secondary school students among urban and rural. Where urban mean was 11.88 & SD was 2.22 and rural mean was 10.80 & SD was 2.70 and difference between their 't' values was 2.402 it was significance at 0.05 level. The result shows that there is significant mean difference social adjustment of secondary school student in urban and rural. Thus the null hypothesis, 1 which states "there is no significant difference in the Social adjustment" Here null hypothesis was rejected and result shows that the Social adjustment is better urban area students than rural area students because Social activities, family supports, joint family culture, responsibility awareness, different group communication, education and good socialization and other.

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

Variable	No.	Mean	SD	Mean diff	SED	't'	Sig
Boys	60	10.73	2.36	1.22	0.44	2.715	0.05
Girls	60	11.95	2.55				

Significant at 0.05 level.

The above result table No.2 we can see that 't' test was used to know the level of Social Adjustment secondary school students among boys and girls. where boys mean was 10.73 & SD was 2.36 and girls mean was 11.95 & SD was 2.55 and difference between their 't' values was 2.715 it was significance at 0.05 level. Thus the null hypothesis, 2 which states "there is no significant difference in the Social adjustment" Here null hypothesis was rejected and result shows that the Social adjustment is better girl than boys because home environment, family supports, joint family culture, responsibility awareness, government policy impact and social involvement than boys.

**Conclusion:**

There is significant mean difference in Social adjustment of secondary school students in relation to their living area Social adjustment is better urban area students than rural area students because Social activities, family supports, joint family culture, responsibility awareness, different group communication, education and good socialization and other. There is significant mean difference in social adjustment of secondary school students in relation to their gender Social adjustment is better girl than boys because home environment, family supports, joint family culture, responsibility awareness, government policy impact and social involvement than boys.

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