



ISSN: 0976-3031

Available Online at <http://www.recentscientific.com>

CODEN: IJRSFP (USA)

International Journal of Recent Scientific Research
Vol. 9, Issue, 11(A), pp. 29443-29446, November, 2018

**International Journal of
Recent Scientific
Research**

DOI: 10.24327/IJRSR

Research Article

A STUDY ON ADJUSTMENT LEVEL OF HIGHER SECONDARY SCHOOL STUDENTS

Usha K

Bharathiyar University, Coimbatore - 641 046 Tamilnadu., India

DOI: <http://dx.doi.org/10.24327/ijrsr.2018.0911.2863>

ARTICLE INFO

Article History:

Received 4th August, 2018
Received in revised form 25th
September, 2018
Accepted 23rd October, 2018
Published online 28th November, 2018

Key Words:

Adolescence, higher secondary school
students, Adjustment

ABSTRACT

Adolescence is a crucial period which faces manifold problems of recognition with their parents, peer groups, teachers and all other members of the society. The major problems that usually involved with these age groups are substance abuse, internalizing disorders (depression, anxiety) and externalizing disorders (delinquency, aggression, educational difficulties, truancy). Present study was undertaken to investigate the significance of adjustment among higher secondary school students. The study was Conducted on 100 higher secondary school students selected from Government Schools. During this course of this study an attempt was made to establish evidence concerning the reliability and validity of the five adjustment subsections included within the student form of the Adjustment Inventory which is constructed by the Investigator. The five subsections are: 1. Home Adjustment 2. School Adjustment 3. Emotional Adjustment 4. Social Adjustment and 5. Health Adjustment. Mean, S.D and 't' stat were used to test the relationship and significance of difference between the variables.

Copyright © Usha K, 2018, this is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

The problem of adjustment is a vital problem of the modern world especially among the youth or adolescents. According to the Theory of Evolution (Darwin, 1859) only those who adapt successfully survive, those who fail to adapt die out. Adjustment is thus very important for the success of individual. Adjustment is the relationship which comes to be established between the individual and the environment. Every individual plays certain position in his social relations. Adjustment is a continuous process of maintaining harmony with attributes of individual and environmental conditions which surround him (Dunn, 1963). Adjustment is satisfactory relationship between individual and environment in respect of five areas of Adjustment i.e. home, health, social, emotional and education (Setia, 1991). Adjustment is the harmonious relationship with environment in which most of the individual's needs are satisfied in socially acceptable ways and resulting in forms of behaviour which may range from passive conformity to rigorous actions (Srivastava, 1996). Adjustment is a process by which a living organism acquires a particular way of acting or behaving or changes an existing form of behaviour or action (Parameswaran & Beena, 2004). The term adjustment in this study mostly refers to the degree of capacity by which an individual tries to cope with inner tensions, needs, conflicts, frustration and is simultaneously able to bring coordination between his inner demands and those imposed by the outer

world. Unless a person is not able to adjust himself to the environment, he/she cannot develop his/her wholesome personality. Adolescence has been described by Stanley Hall as 'the period of storm and stress of human life'. It is a very crucial period of one's life which covers roughly from 12-18 years. Adolescence is not an exception and it is also associated with some problems. By 2025, the world's population is expected to include more than 830 million people at an age of 12-18 years¹.

The society is rapidly changing and becoming complex. The adjustment in society is becoming difficult for the people. They are making efforts to adjust and satisfy their needs. The problem of adjustment is of gigantic importance for all the people especially to the students who should be helped in developing good adjustment besides the intellectual progress. Development of technology has shown its effect on every aspect of society. Adjustment is another name for equilibrium. Equilibrium is the universal, or that which has nothing external to derange it. Adjustment problem occurs when there is an inability to make own decision to some need or stress which occur in the environment both internally and externally. In India, adolescents constitute 21.4 percent of the population, comprising one fifth of the total population. Nowadays, because of rapid industrialization and urbanization majority of parents are employed and live in unitary setup, so unavoidably they get less time to look after their children.

*Corresponding author: **Usha K**

Bharathiyar University, Coimbatore.,-641 046 Tamilnadu., India

Under these circumstances, these maladjustment problems and psychiatric problems are on the rise. Most of the epidemiological survey on school going children and adolescents has reported a wide variation (20-33%) in the prevalence of psychosocial problems. In a study on current opinion in psychiatry in India, the author found that the incidence rate or epidemiology of adolescent mental health disorder is about 10% in India. A study was conducted to find out the recent statistics of India about adjustment problems.

MATERIALS AND METHODS

Statement of the Problem

The present study is stated as “A Study on Adjustment Level of Higher Secondary School Students”

Objectives of the study

1. To evaluate the adjustment problems among male and female students.
2. To know the mental health of the students and to know the degree of personal adjustment.
3. To measure general level and various types of adjustments of the students.
4. To measure the adjustment of the students.
5. To determine the adjustment of students and help them to improve
6. To assess adjustment patterns with regard to (i) Home (ii) School (iii) Emotional (iv) Social and (v) Health for both male and female students.
7. To study the adjustment problems faced by the higher secondary school students.

Hypotheses

1. There is no significant difference between in the adjustment level of higher secondary school boys and girls.
2. There is no significant difference between in the home adjustment level of higher secondary school boys and girls.
3. There is no significant difference between in the school adjustment level of higher secondary school boys and girls.
4. There is no significant difference between in the emotional adjustment level of higher secondary school boys and girls.
5. There is no significant difference between in the social adjustment level of higher secondary school boys and girls.
6. There is no significant difference between in the health adjustment level of higher secondary school boys and girls.

Method of the Study

The normative survey method has been followed to find out the adjustment level of higher secondary school students. The purposive sampling technique has been followed for the present study.

Tools

Adjustment Inventory developed by K. Usha (the Investigator) was used for the purpose of data collection. This inventory includes five dimensions viz. home, school, social, emotional

and heal the adjustment. Each dimension has 10 questions, which are to be answered “Agree”, “Neutral” and “Disagree”. For each “Agree” responses 3 scores is to be given, for each “Neutral” responses 2 scores is to be given and, for each “Disagree” responses 1 scores is to be given.

Sample of the study

The sample includes 100 higher secondary students (50 male and 50 female) studying in government schools at Thanjavur District in Tamilnadu.

Statistical analysis

The data collected from the sample has been subjected to Descriptive and Differential analysis.

Data analysis and Interpretation

Table 1 Showing the Mean, S.D and T- test value of higher secondary school boys and girls for overall adjustment

Variable	Sex	N	Mean	S.D	t- value
Adjustment level	Boys	50	109.21	9.48	4.47
	Girls	50	125.7	8.50	

Table No. 1 shows the mean scores, standard deviation, and T-test value between Boys(N=50) and Girls (N =50) of higher secondary school students in overall adjustment. The above table divulged that significant difference between the adjustment level of the higher secondary school boys and girls in the overall adjustment. Hence the hypothesis is rejected.

Table 2 Showing the Mean, S.D and T- test value of higher secondary school boys and girls for Home adjustment

Variable	Sex	N	Mean	S.D	t- value
Home Adjustment	Boys	50	108.5	6.57	0.011
	Girls	50	118.1	10.29	

Table no.2 shows the mean scores, standard deviation, and T-test value between higher secondary school boys and girls students in dimension of HOME ADJUSTMENT. Since, the T-test value is 0.011, which is less than the critical t-value i.e. 0.1. Hence the hypothesis is accepted. The result reveals that there is no significant difference present between boys and girls students in their level of home adjustment. This can also be observed by the Mean values of both the groups (i.e. boys=108.5, girls=118.1).

Table 3 Showing the Mean, S.D and T- test value of higher secondary school boys and girls for school adjustment

Variable	Sex	N	Mean	S.D	t- value
School Adjustment	Boys	50	101.4	12.08	0.053
	Girls	50	113.2	13.35	

Table no.3 shows the mean scores, standard deviation, and T-test value between higher secondary school boys and girls students in dimension of School Adjustment. Since, the T-test value is 0.053, which is less than the critical t-value i.e. 0.1. Hence the hypothesis is accepted. The result reveals that there is no significant difference between higher secondary school boys and girls students in their level of school adjustment too. This can also be observed by the Mean values of both the groups (i.e. Boys=101.4, Girls= 113.2).

Table 4 Showing the Mean, S.D and T- test value of higher secondary school boys and girls for emotional adjustment

Variable	Sex	N	Mean	S.D	t- value
Emotional Adjustment	Boys	50	99.7	16.24	0.92
	Girls	50	110.3	9.56	

Table no.4 shows the mean scores, standard deviation, and T-test value between higher secondary school boys and girls students in dimension of Emotional Adjustment. The T-test value is 0.92, which is less than the critical t-value range i.e. 0.01. Hence the hypothesis is accepted. The result reveals that there is a no significant difference between higher secondary school boys and girls students. This can also be observed by the Mean values of both the groups (i.e. Boys = 99.7, Girls=110.3). This study shows that girls are satisfactorily adjusted emotionally than boys. Girls were better adjusted than boys in emotional adjustment area.

Table 5 Showing the Mean, S.D and T- test value of higher secondary school boys and girls for social adjustment

Variable	Sex	N	Mean	S.D	t- value
social Adjustment	Boys	50	105.7	24.34	0.236
	Girls	50	112.4	15.54	

Table no.5 shows the mean scores, standard deviation, and T-test value between boys and girls students in dimension of Social Adjustment. The T-test value is 0.236, which is less than the critical t-value range i.e. 0.1. Hence the hypothesis is accepted. The result reveals that there is no significant difference between boys and girls students. This can also be observed by the Mean values of both the groups (i.e. boys=105.7, girls=112.4). Girls face more adjustment problems in social relationships as compared to boys.

Table 6 Showing the Mean, S.D and T- test value of higher secondary school boys and girls for health adjustment

Variable	Sex	N	Mean	S.D	t- value
Health Adjustment	Boys	50	106.8	11.13	0.032
	Girls	50	116	9.66	

Table no.6 shows the mean scores, standard deviation, and T-test value between boys and girls students in dimension of HEALTH ADJUSTMENT. Since, the T-test value is 0.032, which is less than the critical t-value i.e. 0.1. Hence the hypothesis is accepted. The result reveals that there is no significant difference present between boys and girls students in their level of health adjustment. This can also be observed by the Mean values of both the groups (i.e. boys=106.8, girls=116). There is a significant difference between health adjustment of boys and girls students. It was found that boys were better adjusted as compared to girls in the areas of health adjustment.

RESULTS

1. There is significant difference between in the adjustment level of higher secondary school boys and girls.
2. There is no significant difference between in the home adjustment level of higher secondary school boys and girls.
3. There is no significant difference between in the school adjustment level of higher secondary school boys and girls.
4. There is no significant difference between in the emotional adjustment level of higher secondary school boys and girls.

5. There is no significant difference between in the social adjustment level of higher secondary school boys and girls.
6. There is no significant difference between in the health adjustment level of higher secondary school boys and girls.

Remedial measures for adjustment of the students

Educational institute and teacher shoulder has the responsibility to develop the personality of the students ensuring that to provide healthy environment to be well adjusted. If for some reasons a few students seem to be maladjusted then steps or measures should be taken in the direction which can help them solve their problems.

Therefore, following points can be taken into consideration by institution/ teacher for helping the adjustment process of every student:

1. Atmosphere that allows good mental health programmes for students to practice must be provided by the school or teacher.
2. Team and individual activities should be encouraged.
3. Co- curricular and extracurricular activities should be so organized that all get a chance to display their talents and get recognized by the others.
4. Instruction methods should be made student centered, interesting and innovative so that they attend the needs of each individual student.
5. Provide an environment that permits young people to feel free to express themselves and put forth their best efforts as individual and as a group.

CONCLUSION

On the basis of this study it can be concluded that there is a significant difference between the level of adjustment in higher secondary school boys and girls students. Girls and boys also differ in each domain of adjustment. There was not much difference found in Home and Social domain, but a high level of difference in adjustment of girls and boys was found in School, Emotional and Health Conditions. Adjustment is very important as it is a process by which an individual learns certain ways of behaviour to cope with situation. So, education authorities and parents should pay attention to minimize the adjustment problems of school going students. Appropriate interventions programs can be planned to assist higher secondary school students who have problems in coping with the demands and challenges which can create stress and tension to their life in campus. General information on perceived academic, social and cultural issues in campus environment should be provided in order to make students transition smooth. School administration should organize health awareness programs. They should be made too aware about the available resources and services so that the students can easily take benefit from them.

References

1. Aavik A, Aavik T and korgesaar J. (2006). Parenting practices and personal values; comparison between parents of institutionalized and non institutionalized adolescents, TRAMES. Vol 10(1). 44-56
2. Adams J F. (2000), understanding adolescents: current developments in adolescent's psychology. 4th edition. Allyn and Bacon, Inc.

3. Agarwal, R. N., (2003), Adjustment problems of adolescent boys as perceived by parents, teachers and pupil. A Survey of Research in Education, M.S. Uni, Baroda.
4. Best J.W. (1977) "Research in Education" New Delhi Prentice Hall of India Pvt., Ltd.,
5. Darwin, C. (1959). *The origin of Species*. London: Murray. J.
6. Leelavathi, H.R. (1987). *Factors influencing adolescent adjustment* M.Sc. Thesis, University Agric. Sci. Dhanbad
7. Mishra, S. K., and Singh, R. D. 1998. Personality adjustment of graduates with reference to their socioeconomic status.
8. Rahamtullah, K. (2007). Adjustment among adolescent. *Journal of social science research*, 2, 53-64.
9. Singh, A.k. (1995). *A study of parent-child relationship and adjustment problem among preadolescent*. An unpublished Ph.D. thesis, L.N.M.U. Darbhanga.

How to cite this article:

Usha K.2018, A Study on Adjustment Level of Higher Secondary School Students. *Int J Recent Sci Res*. 9(11), pp. 29443-29446.
DOI: <http://dx.doi.org/10.24327/ijrsr.2018.0911.2863>
