Social adjustment of higher secondary school students

S. Jaikumar and R. Muthumanickam

Department of Education, Annamalai University, Annamalai Nagar – 608 002, Tamil Nadu, India.

Published online 25 April 2010

Abstract

In the present study social adjustment of higher secondary school students was investigated. Roma Pal (1985) Social adjustment inventory have been administered to a random sample of 600 higher secondary school students. It is found that there is a significant difference between male and female students on their social adjustment. There is no significant difference between joint family and nuclear family students and students in the first and second birth order and third and above birth order on their social adjustment. © 2010 IJRSR. All rights reserved.

Keywords: Random Sample, Student, Family, Birth, Social adjustment

1. Introduction

The imperative character of education for individual growth in the social development it is now accepted by everyone. Investment in the education of youth is considered as most vital in all nations. The meaning of education is given as, “bring up or leading or making manifestation of the inherent potentialities in a pupil.” Broadly speaking, education refers to any act or experience that has a formative effect on the personal life of an individual. The end product of education shall be well balanced personality. A well-balanced person is well adjusted to the demands of the environment. “Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment or the changes in the environment,” (Good, 1959).

Students who pursue higher secondary course are in the adolescent stage. “Adolescence is considered as the time when a ‘new birth’ occurred in the personality of the individual, because rapid and marked changes occur in an individual at this time, transforming him an individual having totally new personality” (Hurlock, 1950). The adolescent is a problem to himself than others. He is not adjusted to his new role in life and as a result he is confused, uncertain, anxious and maladjusted.

Review of related literature

Harris, (2007) showed the intra- personal and interpersonal attributes, attitudes and behaviours necessary to develop emotional and social leadership within the school community.

The book provides a range of person centred strategies for building communities of professionally committed, relationally competent. Kannan (2006) found that female students are better adjusted than male students. Students belongs to nuclear family showed better adjustment than students belongs to joint family.

Objectives of the study

The following were the objectives:

1. To find out the levels of the social adjustment of the following higher secondary school students.
   a. Total Higher secondary school students
   b. Male students
   c. Female students
   d. Students from Joint family
   e. Students from Nuclear family
   f. Students in the first and second birth order
   g. Students in third and above birth order

2. To find out the significant difference between the following groups of higher secondary school students on their social adjustment
   a. Gender (male /female)
   b. Family type (Joint/ Nuclear)
   c. Birth order (Students in first and second birth order/ students in third and above birth order).

Hypotheses

Following hypotheses were tested.

1. Social adjustment of following higher secondary school students is high,
a. Total Higher secondary school students  
b. Male students  
c. Female students  
d. Students from Joint family  
e. Students from Nuclear family  
f. Students in the first and second birth order  
g. Students in third and above birth order  

2. There is significant difference between the following groups of students on their social adjustment.  
a. Gender (male /female)  
b. Family type (Joint /Nuclear)  
c. Birth order (students in first and second birth order/ Students in third and above birth order).  

(i) Descriptive analysis – Social Adjustment  
The investigators divided the students into three groups namely high, average and low based on social adjustment scores by applying normal curve technique. In this study, based on normal curve student secured scores in between 91.98 to 104.28 (-1σ to +1σ) is classified as student with average social adjustment. Table –1 reveals the mean and standard deviation values. The calculated mean values are less than 104.28 and more than 91-98. Therefore it is found that higher secondary school students in irrespective of their gender, family type and birth order have average social adjustment.  

<table>
<thead>
<tr>
<th>Sub –Sample</th>
<th>N</th>
<th>Mean Max. 120</th>
<th>S.D</th>
<th>Average Level</th>
<th>Level of social Adjustment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire sample</td>
<td>600</td>
<td>98.14</td>
<td>6.15</td>
<td>91.98 to 104.28</td>
<td>Average</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>300</td>
<td>96.36</td>
<td>6.25</td>
<td>91.98 to 104.28</td>
<td>Average</td>
</tr>
<tr>
<td>Female</td>
<td>300</td>
<td>99.92</td>
<td>5.52</td>
<td>91.98 to 104.28</td>
<td>Average</td>
</tr>
<tr>
<td>Family Type</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joint</td>
<td>133</td>
<td>98.11</td>
<td>5.91</td>
<td>91.98 to 104.28</td>
<td>Average</td>
</tr>
<tr>
<td>Nuclear</td>
<td>487</td>
<td>98.15</td>
<td>6.21</td>
<td>91.98 to 104.28</td>
<td>Average</td>
</tr>
<tr>
<td>Birth Order</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First and second</td>
<td>493</td>
<td>98.29</td>
<td>6.15</td>
<td>91.98 to 104.28</td>
<td>Average</td>
</tr>
<tr>
<td>Third and above</td>
<td>107</td>
<td>97.48</td>
<td>6.14</td>
<td>91.98 to 104.28</td>
<td>Average</td>
</tr>
</tbody>
</table>

Method of study  
The present study aims at finding out the social adjustment of higher secondary school students. Therefore, the normative survey method has been used in the study.  

Tools used  
Social adjustment inventory standardized by Roma pal (1985) was used in the present study.  

Sample of the study  
The random sampling technique was used by the investigators for the selection of 600 higher secondary school students in Salem District of Tamil Nadu, India.  

Statistical Techniques Used  
Descriptive analysis and Differential analysis were used in the present study to test the hypotheses and interpret the data.  

(ii) Differential Analysis – Social Adjustment  
Table 2 shows the mean, standard deviation and ‘t’ values for the social adjustment scores of the higher secondary school students based on their gender, family type and birth order. Therefore, it is found that the male and female higher secondary school students differ significantly in the social adjustment although their social adjustments are at average level. Table-2 further reveals that ‘t’ value calculated for the students from joint family and nuclear family is 0.05 which is lower than the table value of 1.96 to be significant at 0.05 level of significance. Therefore, it is found that the joint family and nuclear family higher secondary school students do not differ significantly in social adjustment, value calculated for the students in the first and second birth order and students in the third and above birth order is 1.24, (Table –2) which is lower than the table value of 1.96 to be significant at 0.05 level of significance. Therefore, it is found that the higher secondary school students in first and second birth order and third and above birth order do not differ significantly in their social adjustment, although their social adjustment is at average level.
The social adjustment mean scores of first and second birth order is slightly higher than that of third and above birth order students.

**Findings**

1. The following are the main findings of the study.
2. Social adjustment of higher secondary school students is average irrespective of their gender, family type and birth order.
3. The male and female students on social adjustment differ significantly on their social adjustment.
4. The students belonging to joint and nuclear family do not differ significantly in their social adjustment.
5. Students in first and second birth order and students in third and above birth order do not differ significantly in social adjustment.

**References**


Kannan, G. (2005) Socio-psychological Correlates of Adjustment of XI Standard Students, Ph.D. (Education), Annamalai University, Tamil nadu, India.


<table>
<thead>
<tr>
<th>Sub –Sample</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire sample</td>
<td>600</td>
<td>98.14</td>
<td>6.15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>300</td>
<td>96.36</td>
<td>6.25</td>
<td>7.41</td>
<td>Significant at 0.01</td>
</tr>
<tr>
<td>Female</td>
<td>300</td>
<td>99.92</td>
<td>5.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Type</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joint</td>
<td>113</td>
<td>98.11</td>
<td>5.91</td>
<td>0.05</td>
<td>Not significant at 0.05</td>
</tr>
<tr>
<td>Nuclear</td>
<td>487</td>
<td>98.15</td>
<td>6.21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birth Order</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First and second</td>
<td>493</td>
<td>98.29</td>
<td>6.15</td>
<td>1.24</td>
<td>Not significant at 0.05</td>
</tr>
<tr>
<td>Third and above</td>
<td>107</td>
<td>97.48</td>
<td>6.14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>