



A COMPARATIVE STUDY OF ADJUSTMENT OF SECONDARY SCHOOL STUDENTS OF SONIPAT DISTRICT

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ABSTRACT

The present study is an attempt to study the home adjustment level of boys and girls of secondary schools located in Sonipat District. The descriptive survey method of research was used for the proposed study. Sample comprising of 200 students, having 100 boys and 100 girls. The sample was selected by using Random sampling technique. The standardized test named Bell's Adjustment Inventory conduct by R.KOJHA was used as tool for study. There is no significance difference in the home, health, social and emotional adjustment between boys and girls of secondary school students.

KEY WORDS: Adjustment, Secondary School Students

INTRODUCTION

- Life is a continuous series of change and challenges. Everyone is facing such situations for his survival or growth. Different psychologists and the leaders of educational thoughts defined the process of adjustment in different terms. The concept of adjustment was first given by Darwin, who used it as adaptation 'to survive in the physical world'. Adjustment and adaptation are frequently used in the same sense. Initially, adaptation was used by person at meant to attempt to survive in physical conditions of environment. Later on psychology comes out with the new term Adjustment with a broader concept. New Adjustment means behavioral reaction to personal demands and social adjustment is commonly used in our everyday life. It is equally popular in the discipline of psychology, sociology and education. A well-adjusted person' basic needs like organic, emotional and social needs are fully satisfied or in the process of being satisfied. He does not suffer from emotional craving and social isolation. He feels reasonably secure and maintains his self-esteem in the society.

CHARACTERISTICS OF WELL ADJUSTED PERSON

- **Physically adjusted:** A well-adjusted individual enjoys wholesome adjustment in terms of his physical health, and physiological wellbeing. He is 'physically mature and sound in making relation to his age linked physical and physiological growth and development'.
- **Emotionally adjustment:** A well-adjusted individual demonstrates 'a well-balanced emotional behaviour'. He is able to express 'desirable emotions in a proper amount as per the needs of the situation and his own wellbeing'.
- **Socially adjusted:** A well-adjusted individual is a socially mature individual. He has the necessary development in terms of 'social competency and social obligations'. He knows his social environment and has a desire and 'capability to adjust his self to the demands of the social life'.

- **Awareness of one's own strengths and limitations:** A wellbeing person knows his strengths and weakness. He tries to gain from his assets in some areas while accepting limitations in the other.
- **Respecting one's self and the others:** Disliking one's self is a typical symptom of maladjustment. An adjusted individual has 'respect for one's self as well as of other'.
- **Adequate level of aspiration:** His level of aspiration is 'neither too low nor too high in comparison to his own strengths and abilities'. He does not try to reach for stars and also not repent by selecting an easier course for advancement.
- **Satisfaction of the basic needs:** His basic needs like organic, emotional and social needs are fully satisfied or in the process of being satisfied. He does not suffer from emotional craving and social isolation. He feels reasonably secure and maintains his self-esteem.

Different area of adjustment

- Home adjustment
- Health adjustment
- Social adjustment
- Emotional adjustment

RATIONALE OF THE STUDY

In this 21 Century, life is not so simple, as the society is changing day by day leading towards more sophisticated life style. Our lives are also becoming tougher and more complex. In this, so called sophisticated society and style lead a well-adjusted tension free simple life in cumbersome task. However, it is matter of great concern for the secondary school students who is on their adolescent stage. As the adolescent stage is the spring of life. It is a period when physical and mental changes take place. Due to which they cannot concentrate on the study effectively. At present it has been found that these problems are arised in mostly rural student. It is also seen that there is a difference in adjustment level of male and female students. So, that the researcher want to see the difference level of adjustment among them in the areas of (health, emotional, social and home adjustment). Therefore this study has been planned in this direction.

STATEMENT OF THE PROBLEM

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OPERATIONAL DEFINITION OF THE TERM OF USED

ADJUSTMENT

Adjustment is the process by which living organism maintains a balance between his need and the circumstances that influence the satisfaction of these need.

OBJECTIVES

- To compare the home adjustment level of boys and girls of secondary school student.
- To compare the health adjustment level of boys and girls of secondary school students
- To compare the social adjustment level of boys and girls of secondary school student.
- To compare the emotional adjustment level of boys and girls of secondary school students.

HYPOTHESES

- There is no significant difference in home adjustment between boys and girls of secondary school students.
- There is no significant difference in health adjustment between boys and girls of secondary school school

- There is no significant difference in social adjustment between boys and girls of secondary school students
- There is no significant difference in emotional adjustment between boys and girls of secondary school student.

Research Design

The descriptive survey method of research was used for the proposed study. This study involved the student of Secondary Schools located in Sonipat District.

Method of the Study

Descriptive survey method of survey was used.

Sample

Sample of the students is selected from Sonapat district. It was of 200 students, out of them 100 are boys and 100 are girls. The sample was selected by using Random sampling technique.

Tool

The standardized test named “**Bell’s Adjustment Inventory**” conduct by **(R.KOJHA, 1994)** was used as tool for study.

Statically Technique

Calculation of mean, calculation of standard deviation and calculation of t- value techniques were used for calculation of data.

ANALYSIS AND INTERPRETATION

The results have been interpreted in following sections:

1.1 Comparison of home adjustment between boys and girls of secondary school students.

Table No. – 1

Student	N	Mean	S.D	T-value	Level of significance	
Boys	100	11.85	6.23	0.83	0.05	0.01
Girls	100	11.56	5.88		1.96	2.58

Interpretation

Inspection of above table-1 reveals that mean scores of boys and girls group indexed by Bell’s Adjustment Inventory are 11.85 and 11.56 with respective standard deviation of 6.23 and 5.88. The obtained ‘t’ ratio is 0.83 which is less than the critical value of ‘t’ which is 1.96 at the level of significance 0.05 and at the level of significance 0.01 that is (2.58). So, (Ho) null hypothesis is accepted. It reveals that two groups of school students do not different significantly with regard to their home adjustment.

The fig 1.1 shows that the mean score of boys and girls are 11.85 and 11.56 respectively .S.D score of boys and girls are 6.23 and 5.88 respectively and t-value of boys and girls are 0.83.

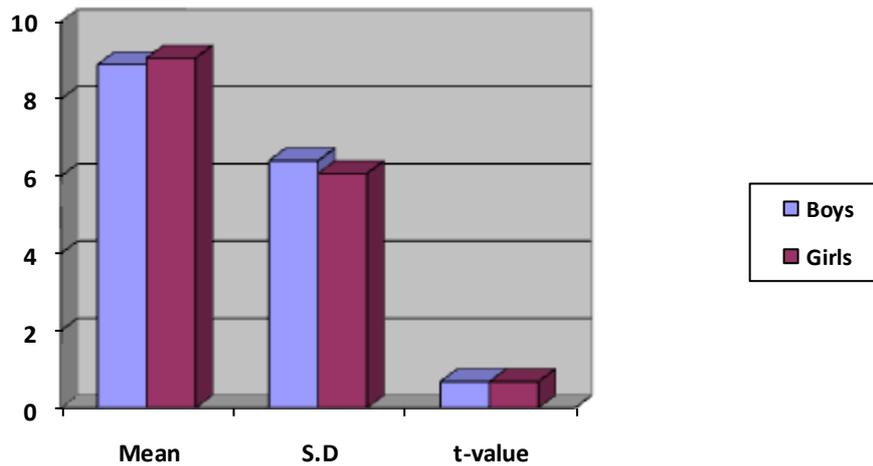
1.2 Comparison of health adjustment between boys and girls of secondary school students.

Table No. – 2

Student	N	Mean	S.D	T-value	Level of significance	
Boys	100	8.89	6.40	0.68	0.05	0.01
Girls	100	9.06	6.07		1.96	2.58

Interpretation

Interpretation of above table-2 reveals that mean scores of boys and girls group indexed by Bell’s .Adjustment 1nventory are 8.89 and 9.06 with respective standard deviation of 6.40 and 6.07. The obtained ‘t’ ratio is 0.68 which is less than the critical value of ‘t’ which is 1.96 at the level of significance 0.05 and at the level of significance 0.01 that is (2.58). So, (Ho) null hypothesis is accepted. It reveals that two groups of school student do not different significantly with regard to their health adjustment.



The fig 4.2 shows that the mean score of boys and girls are 8.89 and 9.06 respectively .S.D score of boys and girls are 6.40and 6.07 respectively and t-value of boys and girls are 0.68.

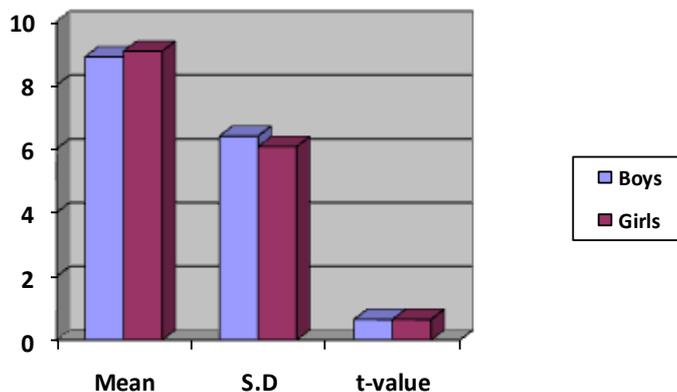
1.3 Comparison of social adjustment between boys and girls of secondary school students.

Table No. – 3

1Student	N	Mean	S.D	T-value	Level of significance	
Boys	100	10.48	6.59	0.65	0.05	0.01
Girls	100	11.83	6.64		1.96	2.58

Interpretation

Interpretation of above table-3 reveals that mean scores of boys and girls group indexed by Bell’s .Adjustment 1nventory are 10.48 and 11.83 with respective standard deviation of 6.56 and 6.64. The obtained ‘t’ ratio is 0.65 which is less than the critical value of ‘t’ which is 1.96 at the level of significance 0.05 and at the level of significance 0.01 that is (2.58). So, (Ho) null hypothesis is accepted. It reveals that two groups of school student do not different significantly with regard to their social adjustment.



The fig 1.3 shows that the mean score of boys and girls are 10.48 and 11.83 respectively .S.D score of boys and girls are 6.56 and 6.64 respectively and t-value of boys and girls are 0.65.

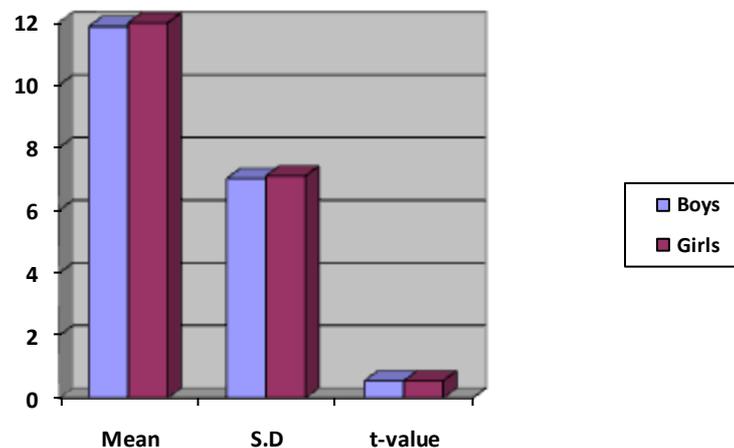
1.4 Comparison of emotional adjustment between boys and girls of secondary school students.

Table – 4

Student	N	Mean	S.D	T-value	Level of significance	
Boys	100	11.86	7.01	0.55	0.05	0.01
Girls	100	11.98	7.09		1.96	2.58

Interpretation

Inspection of above table – 4 reveals that mean scores of boys and girls group indexed by Bell’s Adjustment Inventory are 11.86 and 11.98 with respective standard deviation of 7.01 and 7.09. The obtained ‘t’ ratio is 0.55 which is less than the critical value of ‘t’ which is 1.96 at the level of significance 0.05 and at the level of significance 0.01 that is (2.58). So, (Ho) null hypothesis is accepted. It shows that two group of school students do not differ significantly with regard to their emotional adjustment.



The fig 1.4 shows that the mean score of boys and girls are 11.86 and 11.98 respectively .S.D score of boys and girls are 7.1 and 7.09 respectively and t-value of boys and girls are 0.55.

FINDINGS

- It was found to be insignificant difference in health adjustment between boys and girls of secondary school students.
- It was found to be insignificant difference in the home adjustment between boys and girls of secondary school students.
- It was found non-significant difference in the social adjustment between boys and girls of secondary school students.
- It was found non-significant difference in the emotional adjustment between boys and girls of secondary school students.

FINDINGS

- There was found to be insignificant difference in health adjustment among boys and girls of secondary school students. But on the bases of the range score it was found that Girls are best adjusted in home area.

- There was found to be insignificant difference in the home adjustment among boys and girls of secondary school students. Both boys and girl are getting same score in health adjustment.
- There was found non-significant difference in the social adjustment among boys and girls of secondary school students. Both are equally adjusted on the bases on the range score.
- There was found non-significant difference in the emotional adjustment between boys and girls of secondary school students. But on the bases of the range score it was found that boys are best adjusted in emotional area.

CONCLUSION

The mean adjustment score of students of the present study reflected that the adjustment level is average. It was found that there was no significant difference in the adjustment level between boys and girls. From this study, it was also emerged clearly that there was no significant difference in the mean adjustment of boys and girls of secondary schools students in the Sonapat district. The reason could be that the students from different school had realized the importance of the adjustment. Different persons use different ways to satisfy these needs. The strategy used by the individual to manage this is called adjustment. So, if the efforts of the individual are successful and satisfying, then it is a case of good adjustment. But if a person meets frustrated in his efforts continuously, the personality adjustment may not be proper, and then it might be a case of maladjustment. A responsible and committed teacher should have capability to adjust his as well as his students self to the demands of the social Hence, the teachers should always try to make efforts for creating healthy environment in classrooms for better adjustment.

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