

EMOTIONAL AND SOCIAL ADJUSTMENT OF ADOLESCENT LEARNERS

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ABSTRACT

The present study aims to assess the Emotional and Social Adjustment of adolescent's boys and girls of working and non-working mothers. For this purpose 80 students from Senior Secondary Schools and College of Kurukshetra. The result showed that adolescent's children of working and non-working mothers differ significantly on emotional and social adjustment but adolescent children of non-working mothers have better adjustment than adolescent of working mothers.

KEYWORDS: Adjustment, adolescents, working and non-working mothers.

INTRODUCTION

Family plays a unique role in all round development of a child. It is the home that the child first experiences the meaning of love and affection within the family atmosphere. Parents also play a key role in the personality development of the child. Mother's role is of paramount importance because she is the child's best instructor, fully responsible for child's early socialization and for setting a well mental and emotional foundation. It has been firmly established that most of the mothers in these days expect better adjustment of their children in the society. It is due to the reason that they utilise most of their time for all round development of their children. Even if when a child becomes an adult, mother's role remains the same but the perception of mother's and other family member's changes because he/she been reached at the stage of adolescence

SIGNIFICANCE OF THE STUDY

Taking the job by women raises the social status of the family in general and of working women in particular. How their dual role as housewives and employed women affects various aspects of the personality, adjustment, achievement of their children. Mother who are only housewives whether educated or illiterate give a definite shape to the personality of their children. As adolescent is a

period of stress and strain there is a need of studying adjustment of their children. The present study revealed the emotional and social adjustment of adolescent boys and girls of working and non-working mothers.

STATEMENT OF THE PROBLEM

Emotional and social adjustment of adolescent learners

OBJECTIVES OF THE STUDY

1. To study the difference in emotional adjustment of adolescent learners of working and non-working mothers.
2. To study the difference in social adjustment of adolescent learners of working and non-working mothers.

HYPOTHESES OF THE STUDY

1. There may exist significant difference in emotional adjustment of adolescent learners of working and non-working mothers.
2. There may exist significant difference in social adjustment of adolescent boys and girls of working and non-working mothers.

RESEARCH METHODOLOGY

The survey method was applied in the present study.

POPULATION AND SAMPLE

A random sample of 80 students of 12th class and college was selected from 7 senior secondary schools and 1 college of Kurukshetra. The sample comprised of 40 adolescent boys and 40 adolescent girls. Out of 40 adolescent boys, 20 were of working mothers and 20 were of non-working mothers. Out of adolescent girls, 20 were of working mothers and the remaining 20 were of non-working mothers. Thus in total, 40 adolescents were sons and daughters of working mothers, While 40 were sons and daughters of non-working mothers.

TOOLS USED

The following standardized tools were used for data collection.

- (1) Adjustment Inventory for School Student (AISS) by LK.P Sinha and R.P. Singh (1993).

DATA COLLECTION

Data were collected by the investigator by visiting the different schools and college. The purpose and importance of the tests were explained to the students to create a rapport with them and to

motivate them in giving true responses to various items in the test. The test was administered one by one. Then, those were scored according to the procedure laid down in respective manuals.

Statistical Techniques Used: F-test was used for the data analysis

DATA ANALYSIS AND INTERPRETATION

TABLE-1: Mean Emotional Adjustment Scores of Adolescent Boys and Girls of working and Non-Working Mothers

Adolescents	Working Mothers (A1)	Non-working Mothers (A2)
Boys (B1)	16.45	17.15
Girls (B2)	17.75	18.20

TABLE -2: Summary of Anova of Emotional Adjustment Scores of Adolescent Boys and Girls of working and Non-working Mothers (N=80)

Sources of variation	df	S.S	M.S	F-ratio	Sig/n.s
1. Mother (Working & non-working)	2-1=1	0.330625	0.330625	12.902439	
2. Adolescent (Boys & Girls)	1	1.380625	1.380625	53.878048	
3. Interaction (mothers Adolescents)	1	0.025625	0.025625	0.0442605	
4. Within	4-1=3	1.736875	0.5789583		

INTERPRETATION

Table shows that F-ratio for the main effect of adolescent children of working & non-working mothers on emotional adjustment is 12.90, which is greater than the table value at 1/156 df against 01 level of significance. It is significant. Thus, hypothesis is accepted. It means adolescent boys and girls of working and non-working mothers differ adjustment. It shows that adolescent boys and girls of non-working mothers have better emotional adjustment as compared to boys and girls of working mothers. It might be because of the reason that adolescent boys and girls of non-working mothers get proper looking after and those boys and girls can discuss their emotional problems quite frequently with their mothers because of their easy access.

F-ratio for the main effect of adolescent boys and girls on emotional adjustment is 53.87, which is significant at .01 levels. It means adolescent boys and girls differ significantly in emotional adjustment.

Further, mean emotional adjustment score of boys is 16.80., while the mean emotional adjustment score of girls 17.98. It shows that girls of working and non- working have better emotional adjustment as compared to boys of working and non-working mothers.

It might be because of the reason that adolescent boys have more mental tension about their future than the adolescent girls i.e. how to manage their own home, how to stand by their own feet. So they become emotionally less-adjusted than girls.

The findings of the study show that girls were more adjustable than boys in emotional area of adjustment in schools.

TABLE-3: Mean Social Adjustment Scores of Adolescent Boys and Girls of working and Non-Working Mothers

Adolescents	Working Mothers (A1)	Non-working Mothers (A2)
Boys (B1)	12.55	13.05
Girls (B2)	12.80	13.55

TABLE -4: Summary of Anova of Social Adjustment Scores of Adolescent Boys and Girls of working and Non-working Mothers (N=80)

Sources of variation	df	S.S	M.S	F-ratio	Sig/n.s
1. Mother (Working & non-working)	1	0.390625	0.390625	25	
2. Adolescent (Boys & Girls)	1	1.40625	0.140625	9	
3. Interaction (Mothers Adolescents)	1	0.015625	0.015625	0.0857143	
4. Within	3	0.546875	0.1822917		

INTERPRETATION

Table shows that F-ratio for the main effect of adolescent children of working and non-working

mothers on social adjustment is 25, which is greater than the table value at 1/156 df against .01 level of significance. So it is significant. Thus hypothesis is accepted. It means that adolescent boys and girls of working and non-working differ significantly in social adjustment.

Further, mean social adjustment score of adolescent boys of girls of working mothers is 12.63, while the mean social adjustment score of adolescent boys and girls of non-working mothers is 13.30. It shows that adolescent boys and girls of working mothers have less social adjustment as compared to boys and girls of non- working mothers.

It might be because of the reason that adolescent boys and girls of non-working mothers are well-acquainted with family life and get more amounts of love and affection from their mothers.

F-ratio for main effect of adolescent boys and girls on social adjustment is 9, which is significant at .01 levels. Thus hypothesis is accepted. It means adolescent boys and girls differ significantly on social adjustment.

Further, mean social adjustment score of boys is 12.80 while the mean social adjustment score of girls is 13.18. It shows that girls of working and non-working mothers have better social adjustment as compared to boys of working and non-working mothers.

It might be because of the reason that the difference of sex also influences social adjustment and behaviour. Green (1979) concluded on the basis of his study that as compared to boys, girls have more of tolerance, sacrifice, sympathy and other social qualities. He also found that boys have more of pugnacity in them as compared to girls. Girls play a tendency of self-defense on self-security. Boys use force but girls go through reasoning.

MAIN FINDINGS

These findings are concerned mean differences in emotional and social adjustment of adolescent boys and girls of working and nonworking mothers.

(a) Emotional Adjustment

- Adolescent children of working and non-working mothers differ significantly on emotional adjustment but adolescent children of non-working mothers have better adjustment than adolescent of working mothers.
- Boys and girls differ significantly on emotional adjustment but girls have better emotional adjustment than boys.

(b) Social Adjustment

- Adolescent children of working and non-working mothers differ significantly on social adjustment but adolescent children of non-working mothers have better social adjustment than working mothers.
- Boys and girls differ significantly on social adjustment but girls have better social adjustment than boys.

EDUCATIONAL IMPLICATIONS

Now a days society, the educational institutions, the schools, the colleges, the families are so complex that the adolescent boys and girls are facing a number of problems in their daily life in relation to their adjustment.

So the present study has its implications for teachers, parents and guidance bureaus.

Teacher should provide sex education for sex consciousness and to minimize the sex differences among adolescent boys and girls. He should organize group games, group discussions, debates, dramas, excursions as well as educational trips and develop social characteristics which are useful for successful adjustment. Parents should change their own attitudes towards adolescent children. They should fulfill their needs and should provide the knowledge of rich heritage, values, traditions, culture of the society etc.

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