

## **A STUDY OF EMOTIONAL, SOCIAL AND EDUCATIONAL ADJUSTMENT OF SENIOR SECONDARY STUDENTS OF PANCHKULA**

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### **Abstract**

Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances. For living a happy and prosperous life adjustment is a pre-requisite condition. In every sphere of life, starting from birth till death we need healthy adjustment. The present study was conducted with the purpose to compare adjustment of senior secondary school students of Panchkula. The study was conducted on a sample of 200 students of 11th class studying in Government and Private Schools of Panchkula. Adjustment Inventory constructed and standardized by A. K. P. Sinha and R. P. Singh (1971) was used to collect data. The collected data was analyzed with the help of 't' test. The results of the present study showed that overall adjustments of girls are better than boys. Girls are found emotionally, socially, educationally more adjusted than their counterparts. Urban students are found to be more emotionally, socially, educationally adjusted than their rural counterparts.

**Keywords: Adjustment, emotional adjustment, social adjustment, educational adjustment.**

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## INTRODUCTION

Adjustment is a process by which an individual attempts to cope with master and transcend the challenges of the life by utilizing a variety of techniques and strategies. It is a process behavior by which man keeps equilibrium among his various needs and the obstacles of environments. “Adjustment would be harmonious relationship of an individual to his enrollment which affords him a comfortable live devoid of strain, stress, conflict and frustration”. (Rao 1990)

The term adjustment in this study mostly by refers to the degree of capacity by which an individual tries to cope with inner tension, need conflict, frustration and is simultaneously able to bring co-ordination between his inner demands and those imposed by the outer world (external demands). A well adjusted person is one who does not get affected adversely by the interaction such as conflicts, emotions etc. and whose personality development goes through a healthy course of socialization (Mohiuddin 1975).

From the cultural point of view of adjustment is assessed when an individual is accepted by his cultural group i.e. if he conforms to his group’s contention, mores, ideas etc. if he does not conform the group’s mores customs, conventions etc. he is rejected by the group and considered maladjusted.

Psychology to have interpreted adjustment from two points of views: one adjustment as an achievement and another adjustment as a process. The first point of view emphasizes the quality or efficiency of an individual where he can perform his duties in different circumstances and the second lays emphasis on the process by which an individual adjust in his external environment. The term adjustment refers to a harmonious relationship between the individual and the environment. Piaget used the term accommodation and assimilation to represent the alternations of oneself or environment as a means of adjustment. Adjustment would be harmonious relationship of an individual to his environment which offers him comfortable life.

Adjustment of a student is related to arriving at a balanced state between his needs and satisfaction. The needs of individual are multi-dimensional. Students need good adjustment in all the aspects of their life; a harmonious balance between their academic, intellectual, emotional,

and social and other needs and their satisfaction. The situation that offers few barriers makes the person struggle to overcome them. The adjustment process is affected and modified by the individual's experiences. There is a continuous struggle between the needs of the individual and the forces outside his environment. It consists in the reduction of inner needs, stances and strains. Individual needs differ from person to person and from time to time. Accordingly he adjusts himself in the immediate environment to meet his needs. This leads to lack of control over emotions and its results in emotional instability. Adequate emotional adjustment and willingness to learn to meet the requirements of the environment are fundamental success in life.

### **Adjustment as an Achievement or Process**

Adjustment can be interpreted as both, process and the out time of that process in the form of some attainment or achievement. When a poor child studies under street light because he / she has no lighting arrangement at home, he is said to be in process of adjustment. What he attains in terms of success in his examination or the fulfillment of his ambition or pride in his achievement is nothing but the result of his adjustment to himself and his environment. Thus, adjustment as on achievement means how the effectiveness with which on individual can function in changed circumstances and is as such, related to his adequacy and regarded as an achievement that is accomplished either badly or well (Lazarus, 1976). Adjustment as a process describes and explains the ways and means of individual's adaption to his self and his environment without reference to the quality of such adjustment of its outcome in terms of success and failure. It only shows how individual or groups of people cope under changing circumstances. And what factors influence this adjustment. It starts one's birth could go on without stop till one's death. A person as well as his environment is constantly changing, as also are his need in accordance with the demands of the changing external environment. Consequently, the process terms of an individual's adjustment can be expected to change from situation to situation and according to Akron (1982), there is nothing like satisfactorily or complete adjustment which can be achieved one owned for all time. It is something that is constantly achieved and re-achieved by us. Adjustment is two ways process and involves not only the process of felting oneself into available circumstances but also the process of changing the circumstances to fit one's need writes:

*“The concept of adjustment implies a constant interaction between the person and his environment, each making demands on the other. Sometimes adjustment is accomplished when the person yields and accepts conditions which are beyond his power to change. Sometimes it is achieved when the environment yields to the person’s constructive activities. In most cases adjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise (White, 1956)”*

**The important areas of adjustment are as**

- Social Adjustment
- Emotional Adjustment
- School Adjustment

**Social Adjustment:** Adjustment with other in the society is called social intelligence. Social adjustment is influenced by social maturity of the person. Maturity in social relationship means to establish good relations with family, neighbors’, playmates, class-fellow, teachers and the members of the society. Social adjustment is the adjustment in the social situation. It is adjustment in all types of status and roles in all the social institution.

**Emotional Adjustment:** Emotion adjustment is also called personal adjustment. Emotion is the current of energy that are within us. Emotion may be defined as the stirred up an organism involving internal and external changes in the body. Our emotions control our behavior. Emotion is a dynamic inner adjustment in the organism that operates for the Satisfaction and welfare of the individual. Parent and teachers are more responsible for the emotional adjustment of the child.

**Educational Adjustment:** Education is a process of development of habits, skills and attitudes which makes individual good citizen. Educational adjustment means how an individual is imparting his duties towards his education and whether he is able to get his goal or not. If an individual is unable to get good marks in the examination, he will face the problems to adjust himself in that educational environment while those students who get good marks in the examination feel better adjusted in their educational setup.

### **Review of Related Literature**

Related studies help in acquiring information about the studies done in the field. The knowledge of related literature enable us to know the means of getting to the frontier in the field of our problems until we have learnt what others have done in our area, we cannot develop a research project that will contribute to furthering knowledge in this field.

**Raju and Rahamtulla (2007)** conducted a study on Adjustment Problems among School Students and found that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Hussain, Kumar and Husain (2008) studied Academic Stress and Adjustment among High School Students and found that magnitude of academic stress was significantly higher among the Public school students whereas Government school students were significantly better in terms of their level of adjustment.

**Adhiambo, Odwar and Mildred (2011)** conducted a study on the relationship among School Adjustment, Gender and Academic Achievement amongst Secondary School Students in Kisumu District Kenya and their results showed that there were no significant differences between girls and boys in school adjustment. Devi (2011) conducted a study on a study of Adjustment of Students in relation to Personality and Achievement Motivation and found that achievement motivation has no effect on the adjustment.

**Velmurugan and Balakrishn (2011)** investigated self-concept of higher secondary students in relation to social adjustment and found that the level of social adjustment among the higher secondary school student is high. Louis & Emerson (2012) conducted a study on Adolescent Adjustment in High School Students: A Brief Report on Mid-Adolescence Transitioning and their findings revealed that there were problems noted across emotional, social and educational domains in both boys and girls. However, there were no significant gender differences.

**Yellaiah (2012)** investigated a study of Adjustment on Academic Achievement of High School Students and concluded that adjustment and Academic Achievement cause significant difference between male and female students, Government and Private Schools students and Rural and

urban school students do not cause any significant difference between Adjustment and Academic Achievement.

**Chauhan (2013)** conducted a study on adjustment of higher secondary school students of durg district and results indicated that there is significant difference in adjustment of higher secondary school's students and female students have good adjustment level when compared to the male students. Gupta (2013) conducted a study on Problems of Adjustment of Senior Secondary School Students and their results confirmed all the hypothesis of significant difference between the problems of adjustment among senior secondary school students.

**Mansingbhai & Patel (2013)** conducted a study on Adjustment and Academic Achievement of Higher Secondary School Student and their results revealed that male adolescent differ significantly on health, social and emotional adjustment as compare to female adolescent respect to gender and residence and study revealed that there is no significant difference between adjustments of students residing either at urban or rural area.

**Makwana & Kaji (2014)** conducted a study on Adjustment of Secondary School Students in Relation to their Gender and result shows that there is no significant difference in Home, School and Emotional adjustment of boys and girls secondary school student. But there is significant difference in Social adjustment of boys & girls secondary school students at 0.05 levels. It means boys are Social adjustment better than girls.

**Sandhu & Zarabi (2015)** conducted a study on Adjustment Patterns of Students with Learning Disability in Government Schools of Chandigarh and results indicate a deficit in all three areas of adjustment. The students show severe problems in educational adjustment while there are problems in emotional and social adjustment as well. We found 51.4 percent, 42.8 percent and 31.4 percent students at unsatisfactory level of educational, emotional and social adjustment respectively.

**Panth, Chaurasia & Gupta (2015)** investigated a Comparative study of Adjustment and Emotional Maturity between Gender and Stream of Undergraduate Student and result revealed

that the level of emotional maturity and adjustment of girls have high than boys and science students have high AICS and art students have high EMS. There were not significant differences between boys and girls AICS & EMS. There were significant difference between art & science student in EMS but not significant in AICS.

## **OBJECTIVES**

- To study the significant difference between emotional adjustment of boys and girls on of senior secondary school students.
- To study the significant difference between social adjustment of boys and girls on of senior secondary school students.
- To study the significant difference between educational adjustment of boys and girls of senior secondary school students.

## **HYPOTHESES**

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

## **SAMPLE**

For the present study a sample of 200 (100 girls and 100 boys) students of 11th class studying in government and private schools of Panchkula has been taken up by adopting simple random sampling technique.

## **TOOLS EMPLOYED**

Adjustment Inventory developed and standardized by A. K. P. Sinha and R. P. Singh (1971). The inventory contains 60 items, 20 items in each area of adjustment. 20 items measure Emotional adjustment, 20 items measure Social adjustment and 20 items measure Educational adjustment. Emotional Adjustment: High scores indicate unstable emotion. Students with low scores tend to

be emotionally stable. Social Adjustment: Individuals scoring high are submissive and revering. Low scores indicate aggressive behavior. Educational Adjustment: Individual scoring high is poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes. The statistical techniques used were Mean, Standard deviation & Significance of difference between means (t-test)

## INTERPRETATION AND RESULTS

**Table 1:** Significance of Difference between Means of Adjustment of Senior Secondary School Students

Category	Group	N	Mean	Sd	SE <sub>D</sub>	t-ratio	Level of Significance
Emotional Adjustment	Boys	100	6.02	3.15	0.269	4.90	P<.01
	Girls	100	7.34	2.87			
Social Adjustment	Boys	100	5.78	3.17	0.256	4.72	P<.01
	Girls	100	6.99	2.54			
Educational Adjustment	Boys	100	5.32	3.32	0.273	5.75	P<.01
	Girls	100	6.89	2.78			

Table 1 indicates that, t value is 4.90 which is significant at 0.01 level with  $df = 198$ . It shows that the mean scores of emotional adjustment of boys and girls differ significantly. Thus, the null hypothesis that there is no significant difference between emotional adjustment of boys and girls of senior secondary school students is rejected. Further, the mean score of emotional adjustment of girls is 7.34 which is significantly higher than that of boys whose mean score of emotional adjustment is 6.02. It may, therefore, be said that girls are emotionally more adjusted than their counter part boys.

It is evident that, t value is 4.72 which is significant at 0.01 level with  $df = 498$ . It shows that the mean scores of social adjustment of boys and girls students differ significantly. Thus, the null

hypothesis that there is no significant difference between social adjustment of boys and girls of senior secondary school students is rejected. Further, the mean score of social adjustment of girls is 6.99 which is significantly higher than that of boys whose mean score of social adjustment is 5.78. It may, therefore, be said that girls are socially more adjusted than their counterpart boys.

It is evident that value is 5.75 which is significant at 0.01 level with  $df = 498$ . It shows that the mean scores of educational adjustment of boys and girls students differ significantly. Thus, the null hypothesis that there is no significant difference between educational adjustment of boys and girls of senior secondary school students is rejected. Further, the mean score of educational adjustment of boys is 5.32 which is significantly higher than that of girls whose mean score of educational adjustment is 6.89. It may, therefore, be said that girls are educationally more adjusted than their counterpart boys.

### **CONCLUSIONS FROM THE STUDY**

- There is a significant gender difference in the emotional adjustment of senior secondary school students. Girls are found emotionally more adjusted than boys of Panchkula.
- There is a significant gender difference in the adjustment of senior secondary school students. This shows social adjustment of girls of senior secondary schools is greater than that of male students.
- The mean of educational adjustment of urban students of senior secondary schools is greater than that of rural students.

### **EDUCATIONAL IMPLICATIONS**

The results of the present study show significant gender differences in the adjustment of the secondary school students. The present study has its implication for teachers, educational administrators, curriculum framers and parents.

- The first responsibility of the parents and teachers should be to know the areas where the students lack adjustment and try to give better conditions for proper adjustment in every sphere. As gender differences exist in all the three areas of adjustment i.e., emotional, social and educational, the school should provide facilities for students for their better adjustment in all the three areas.

- Proper guidance and counseling services pertaining to all the three areas of adjustment should be provided to students. School environment must be cordial and congenial.
- There should be proper provision of co-curricular activities in the school.
- Parents should have knowledge of school environment and facilities before getting their wards admitted to schools.
- Administrators should appoint well-qualified staff.
- Teachers should provide congenial environment and equal opportunities to all students for exploration.

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