SOCIAL AND EDUCATIONAL ADJUSTMENT AMONG THE SECONDARY SCHOOL STUDENTS WITH RESPECT TO GENDER, RESIDENCE AND SOCIAL CLASSES

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Adjustment, social adjustment, educational adjustment, Gender, Residence.

Abstract

Adjustment is one of the important parts in whole human life. Everyone needs adjustment to living healthy and every human being seeks adjustment to various situations. Healthy Adjustment is necessary for normal growth of an individual in the life and education. Adjustment is a process by which a living organism maintains a balance between the needs and the conditions. In every sphere of life, starting from birth till death we need healthy adjustment. The aim of this study was to compare the Social and educational adjustment among the secondary school students. Here Adjustment Inventory developed and standardized by K. P.Sinha and R. P. Singh (1971) was used to collection data. The sample consists of 100 female and 50 male students from five secondary schools in Purulia district, West Bengal, India selected randomly.

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The study revealed that female school students are socially more adjusted than male school students and female school students are educationally more adjusted than male school students. On the other side this study also found that rural school students are socially more adjusted than urban school students and urban school students are educationally more adjusted than rural school students.

1. Introduction:

Human beings are the supreme creation of the God endowed with the capacity of reasoning and thinking. By these virtues, he is able to make adequate adjustments with himself and his surroundings (**Gupta & Mehtani, 2017**). The term 'Adjustment' has been borrowed from a biological concept of adaptation to emphasize the individual's struggle to get along or survive in his or her social and physical environment (**Himabindu, 2012**). **Good (1959)** sates that adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. **Shafer (1961)** emphasized that adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Adjustment plays a vital role in development of child. The term adjustment refers to a continual process by which a person varies his behaviour to produce a more harmonious relationship between and environment. Adjustment helps us to keep balance between our needs and the capacity to meet these needs. It is the process by which an individual attempts to deal with stress, tensions, conflicts etc., to meet one's needs. The individual in the due course can maintain harmonious relationships with the environment in the process of adjustment (**Devika. R, 2013**). Adjustment can be viewed from two angles. The first view being 'adjustment as an achievement' means how efficiently an individual can perform his/her duties in different circumstances such as military, education, business and other social activities. The second view is 'adjustment as a process', which is of major importance to psychologists, teachers and parents. The process of adjustment starts from birth of the child and

continues till death (**Gil, 2014**). To live a balance and healthy life we need to be adjusting broadly three areas these are: Family and home, School, and Society. If we are adjust our self with different condition then the life become joyful and healthy. There are different types of adjustment like social adjustment, educational adjustment emotional adjustment etc. Social and educational adjustments are very crucial for human development. Especially in secondary level these two types of adjustment plays a vital role. Social adjustment is influenced by social maturity of the person. Maturity in social relationship means to establish good relations with family, neighbours', 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. Educational adjustment means how an individual is imparting his duties towards his education and whether he is able to get his goal or not (**Bhagat, 2016**).

2. Statement of the Problem:

The problem for the present study is specifically stated as below:

"Social and Educational Adjustment among the Secondary School Students: An Empirical Study".

3. Review of Related Literature:

Singh (2006) the study examined the effects of socio, emotional and socio emotional climate of the school and sex on the adjustment of students along with their interactional effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school. **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. **Parmar Gira B. (2012)** the study has been conducted to know the adjustment of secondary school students of Gandhi nagar district. In the study effect of gender and category on the adjustment of secondary school students. **Makwana (2013)** conducted a study on Adjustment of the Secondary School Students among Urban and Rural Area in Ahmedabad District and result shows that there is no significant difference in Adjustment of Urban and Rural student, boys and Girls and Urban and Rural Girls. But there is significant difference in Adjustment of Urban & Rural boys at 0.05 level. **Paramanik, Saha &**

Mondal (2014) conducted a study on Adjustment of secondary school students with 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. **Rani (2015)** investigated study on Comparative Study of Adjustment of Secondary School Students and found that there was no significant difference in the adjustment level between boys and girls. **Bhagat (2016)** Start a Comparative study of adjustment among secondary school boys and girls. The results of the present study showed that overall adjustments of girls are greater than boys. Girls are found emotionally and educationally more adjusted than their counterparts. Boys are found socially more adjusted.

4. Delimitations of the Study:

(A) Geographical Area

The investigation was delimited to only Purulia district of West Bengal India.

(B) Level of Education

The study was restricted to the secondary school students (Only Class- X) in Purulia district of West Bengal.

5. Objectives of the Study:

The study was conducted with the following objectives:

1.   To study the education adjustment of secondary school students.

2.   To study the social adjustment of secondary school students.

6. Hypotheses of the Study:

A hypothesis is an assumption to be tested. The null hypotheses for the present study are as follows:

Ho$_1$: There is no significant difference exists between male and female school students with regard to social adjustment.

Ho$_2$: There is no significant difference exists between male and female schools students with regard to educational adjustment.

Ho$_3$: There is no significant difference exists between rural and urban students with regard to social adjustment

Ho$_4$: There is no significant difference exists between rural and urban school students with regard to educational adjustment.

Ho$_5$: There is no significant difference on the basis of social class (General, S.C., S.T. and O.B.C.) of the school students with regard to social adjustment.

Ho$_6$: There is no significant difference on the basis of social class (General, S.C., S.T. and O.B.C.) of the school students with regard to educational adjustment.

7. Population of the Study:

All the secondary schools students (Class- X) in Purulia district of West Bengal (India) are comprised the population of this study.

8. Sample and Sampling os the Study:

Five Secondary school of Purulia districts, West Bengal were selected randomly. The samples are consisted with 50 male and 100 female of 10th standard students. Here stratified random sampling technique was adopted. The sample profile is given in Table-1.   **Table 1: Sample profile**

	Urban	Rural	**Total**
Male	7	43	**50**
Female	40	60	**100**
Total	**47**	**103**	**150**

9. Tools of the Study:

Adjustment Inventory developed and standardized by K. P. Sinha and R. P. Singh (1971) (**Sinha KP, Singh RP, 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. Here only 40 items related to Social and educational adjustments were used as tools of the study

Statistical Techniques Used:

In the present study, the statistical techniques used were as under:-

  i.   Mean
 ii.   Standard deviation
iii.   Significance of difference between means (t-test)
 iv.   ANOVA

10. Analysis of the Data:

Descriptive Statistics

Descriptive statistics help us to simply large amounts of data in a sensible way. Each descriptive statistic reduces lots of data into a simpler summary. Here we present our descriptive data (Table 2) in the form of Mean, standard deviation (SD) and correlation along with 't' critical ratio.

Table-2 Showing mean and SD along with t- critical ratio

Category	Gender	N	M	SD	df	t- value
Social Adjustment	Male	50	6.56	2.75	148	2.95*
	Feamle	100	8.34	3.80		
Educational Adjustment	Male	50	11.5	4.46	148	7.21*
	Female	100	7.14	2.89		

Significant at 0.05 level,   ** *Not significant at 0.05 level.*

Table-3 Showing mean and SD along with t- critical ratio

Category	Area	N	M	SD	df	t- value
Social Adjustment	Rural	103	8.49	3.74		1.73**
	Urban	47	7.41	3.46	148	
Educational Adjustment	Rural	103	9.34	4.41		3.47*
	Urban	47	6.96	2.42	148	

Significant at 0.05 level,   ** *Not significant at 0.05 level.*

Table-4 Summary of ANOVA result (Social Adjustment)

Sl. No	Variables	Source of Variation	df	Sum of Square	Mean Square	F-value
1	Social Class	Between Groups	3	45.147	15.049	1.183**
		Within Groups	146	1857.226	12.721	
		Total	149	1902.373		

**Significant at 0.05 level,*   **Not significant at 0.05 level*

Table 5. Summary of ANOVA result (Educational Adjustment)

Sl.	Variables	Source of	df	Sum of	Mean	F-value

No		Variation		Square	Square	
1	Social Class	Between Groups	3	50.070	16.690	1.020**
		Within Groups	146	2388.123	16.357	
		Total	149	2438.193		

**Significant at 0.05 level,*   ***Not significant at 0.05 level*

11. Results and Discussion:

Testing of Ho₁:

The mean social adjustment scores for male school students is 6.56 (S.D= 2.75) and for female school students is 8.34 (S.D=3.8) respectively. From Table 2, it is observed that the calculated 't' value (2.95) is greater than the table value (2.58 at 0.01 level & 1.96 at 0.05 level). So, it can be concluded that there is significant difference exist in the social adjustment of Male and Female school students. In view of the above Ho₁ is rejected. From the table -2 it is also found that female school students are socially more adjusted than male school students (High score indicate good social adjustment).

Testing of Ho₂:

The mean educational adjustment scores for male school students is 11.5 (S.D= 4.46) and for female school students is 7.14 (S.D=7.14) respectively. From Table 2, it is observed that the calculated 't' value (7.21) is greater than the table value (2.58 at 0.01 level & 1.96 at 0.05 level). So, it can be concluded that there is significant difference exist in the educational adjustment of Male and Female school students. In view of the above Ho₂ is rejected. From the table -2 it is also found that female school students are educationally more adjusted than male school students (Low score indicate good educational adjustment). The finding of this study is also corroborated with other findings of the studies done by **Bhagat, (2016).**

Testing of Ho₃:

The mean social adjustment scores for rural school students is 8.49 (S.D= 3.74) and for urban school students is 7.41 (S.D=3.46) respectively. From Table 3, it is observed that the calculated 't' value (1.73) is smaller than the table value (2.58 at 0.01 level & 1.96 at 0.05 level). So, it can be concluded that there is no significant difference exist in the social adjustment of

rural and urban school students. In view of the above Ho_3 is accepted and H_3 is rejected. From the table -3 it is also found that rural school students are socially more adjusted than urban school students (High score indicate good social adjustment).

Testing of Ho$_4$:

The mean educational adjustment scores for rural school students is 9.34 (S.D= 3.74) and for urban school students is 6.96 (S.D=2.42) respectively. From Table 3, it is observed that the calculated 't' value (3.47) is greater than the table value (2.58 at 0.01 level & 1.96 at 0.05 level). So, it can be concluded that there is significant difference exist in the educational adjustment of rural and urban school students. In view of the above Ho_4 is rejected. From the table -3 it is also found that urban school students are educationally more adjusted than rural school students (Low score indicate good educational adjustment.).

Testing of Ho$_5$:

From Table-4**,** it is observed that the computed social adjustment 'F'-value among general, OBC, SC and ST students is found (1.183) is smaller than table value (0.05=2.66, 0.01= 3.91 level). Therefore it is not significant at 0.01 and 0.05 level of significance. Hence the null hypothesis Ho5 is accepted and H7 is rejected. It means that there is no significance difference exists among General, OBC, SC and ST school student with regard to social adjustment.

Testing of Ho$_6$:

From Table -5**,** it is observed that the computed educational adjustment 'F'-value among general, OBC, SC and ST students is found (1.020) is smaller than table value (0.05=2.66, 0.01= 3.91 level). Therefore it is not significant at 0.01 and 0.05 level of significance. Hence the null hypothesis Ho6 is accepted and H6 is rejected. It means that there is no significance difference exists among General, OBC, SC and ST school student with regard to educational adjustment.

12. Conclusion of the study:

The major findings of this study revealed that there is significant difference exist in the social adjustment of Male and Female school students and there is significant difference exist in the educational adjustment of Male and Female school students. This study also found that there is

no significant difference exist in the social adjustment of rural and urban school students and there is significant difference exist in the educational adjustment of rural and urban school students. It is found that there is no significance difference exists among General, OBC, SC and ST school students with regard to social and educational adjustment. The study also revealed female school students are socially more adjusted than male school students and female school students are educationally more adjusted than male school students. On the other side this study also found that rural school students are socially more adjusted than urban school students and urban school students are educationally more adjusted than rural school students.

Adjustment is a necessary characteristic to be able to live peacefully in this world. "Somebody facing problem in adjustment". Adjustment problem starts from the birth and continues till death, various situations arise at home, School, college, and workplace. In the secondary level adjustment is very crucial for future development and in this stage every pupils needs psychological supports from their parents as well as teachers. So parents and teacher must provide more guidance and psychological care in their school study. In the level of secondary schools must organized various programme to improve the adjustment level of students with their peer group and society and as a teacher he/she must show their students how to adjust with other.

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