

## **A STUDY ON THE EMOTIONAL, SOCIAL AND EDUCATIONAL ADJUSTMENT OF HIGHER SECONDARY SCHOOL STUDENTS**

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### **Abstract**

*The present study had been conducted on a sample of 266 students from Higher Secondary students from various schools of Tirunelveli district to find out the significant difference between Emotional, Social and Educational adjustment of Higher Secondary School students. Random sampling technique has been used for this study. To measure the Emotional, Social and Educational adjustment of higher secondary school students the researcher has used standardized adjustment questionnaire prepared by Dr. A.K.P.Sinha and Dr. R.P. Singh, for measuring adjustment level of secondary school students. The tool contains 60 items under the three dimensions emotional, social, and educational. Each dimension has 20 statements. The findings of the study were, there is a significant difference in the emotional adjustment of arts and science group higher secondary students.*

### **Introduction**

The adjustment refers to the psychological process through which people manage or cope with the demands and challenges of everyday life. It is organizational behavior in life situations at home, at school, at work in budding up and in aging. It helps one to maintain out basic impulses at reasonable levels, to believe in one's abilities and to achieve desired goals. Thus, the adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical, and vocational dimensions. Adjustment problem is a crucial issue of the modern world which needs to be minimized as far as possible. It is only then that we can develop well-balanced personalities among the students, especially among Higher Secondary School students.

### **Need and Significance of the Study**

School adjustment describes the well being of the child as they settle into school and is typically measured by children's perceptions or attitudes towards school, their level of anxiety, behavior in the classroom, and performance on tasks. Adjustment is influenced by family and child factors, children's before school experiences, their relationships with peers and the teacher, and aspects of the classroom environment. The dimensions of adjustment in school include Adjustment to the building and school routine, Adjustment to academic, co-curricular activities, Psychological adjustment, Adjustment to and within the self and Social Change. Adolescence is the period of stressful transition from childhood to adults, which

provides an opportunity for a lot of adjustment problems. This study is intended to assess the adjustment of adolescents in the Emotional, Social, and Educational dimensions.

### **Review of Related Literature**

**Raju.M.V.R and Khaja Rahamtulla.T (2007)** examined the adjustment problems of school students from urban and rural schools of Visakhapatnam district. Adjustment is a process by which a living organism maintains, a balance between the needs and the circumstances. The variables included for the study apart from adjustment (family, social, academic, financial, and emotional) are age, gender, class, type of school, etc. The study has been conducted on a sample of 461 students (197 boys, 264 girls) randomly selected from the various government and private schools from urban and rural areas of Visakhapatnam district, Andhra Pradesh. A standardized questionnaire developed by Jain (1972) was adopted for this study. The data were analyzed to examine the influence of individual factors on adjustment variables. The main findings of the study have shown 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. Parental education and occupation of the school children also significantly influenced adjustment.

**Manju Gehlawat (2011)** studied the adjustment among high school students with respect to their gender. No significant differences were found in the emotional, social, educational adjustment of students with respect to their gender.

**Vandana Chauhan (2013)** studied that there is a significant difference in adjustment of higher secondary schools students and Female students have better adjustment level when compared to the male students.

### **Objective of the Study**

1. To study the significant difference in the emotional, social and educational adjustment of higher secondary schools students with respect to the gender, age, class, group, and locality.

### **Hypothesis of the Study**

1. There is no significant difference in the emotional, social and educational adjustment of higher secondary schools students with respect to the gender, age, class, group and locality.

### **Methodology**

Survey method has used in this study.

### **Sampling Technique and Sample Size**

Random sampling technique has been used for this study, and the sample size was 266. Data has been collected from 266 higher secondary school students in Tirunelveli district.

### Tool Used for the Study

The researcher has used standardized adjustment questionnaire prepared by Dr. A.K.P.Sinha and Dr. R.P. Singh, for measuring adjustment level of higher secondary school students. The questionnaire contains 60 items under the three dimensions emotional, social and educational. Each dimension has 20 items.

#### Description of Adjustment Inventory

Sections	Dimensions of adjustment	Numbers of items
A	Emotional	20
B	Social	20
C	Educational	20
<b>Total</b>		60

#### Adjustment Inventory Scored as Follows

Responses	Scoring
Yes	3
Sometimes	2
No	1

### Meaning of the Symbols and Explanation of the areas

#### A- Emotional adjustment

High scores indicate unstable emotion. Students with low scores tend to be emotionally stable.

#### B- Social adjustment

Individuals scoring high are submissive and revering. Low scores indicate aggressive behavior.

#### C- Educational adjustment

Scoring high is poorly adjusted with their curricular and co-curricular programs. The person with low scores is interested in school programs.

### Analysis and Interpretation

#### Emotional Adjustment

**Table 1 Significant Difference in the Emotional Adjustment of Higher Secondary Students with Respect to Gender, Age, Class, Group and Locality**

Variables	Category	N	Mean	S.D	t-value	p-value	Significant at 0.05 Level
Gender	Male	133	39.71	6.97	1.470	0.14	NS
	Female	133	40.84	5.45			
Age	17	83	40.02	5.16	0.44	0.66	NS
	Above 17	183	40.39	6.72			

Class	11 <sup>th</sup> std	93	40.25	4.97	0.16	0.87	NS
	12 <sup>th</sup> Std	173	40.29	6.88			
Group	Arts	191	39.83	6.56	1.86	0.04	S
	Science	75	41.41	5.32			
Locality	Rural	189	39.82	6.58	1.87	0.04	S
	Urban	77	41.40	5.30			

Since the p-value is greater than 0.05, the null hypothesis is accepted. Hence there is no significant difference in the emotional adjustment of higher secondary students with respect to gender, age, and class.

The 't' test result reveals that there is a significant difference in the emotional adjustment of arts group and science group higher secondary students. The mean value of higher secondary students from science group is higher than that of the students from arts group in their emotional adjustment. High scores indicated that unstable emotion. Students with low scores tend to be emotionally stable.

The 't' test result reveals that there is a significant difference in the emotional adjustment of the rural area and the urban area higher secondary students. The mean value of students from the urban group is higher than the students from the rural group in their emotional adjustment. High scores indicate unstable emotion. Students with low scores indicate emotionally stable.

### Social Adjustment

**Table 2 Significant Difference in the Social Adjustment of Higher Secondary Students with Respect to Gender, Age, Class, Group and Locality**

Variables	Category	N	Mean	S.D	t-value	p-value	Significant at .05 Level
Gender	Male	133	39.09	5.32	0.41	0.68	NS
	Female	133	40.71	5.48			
Age	17	83	39.70	3.95	0.15	0.8	NS
	Above 17	183	39.99	6.01			
Class	11 <sup>th</sup> standard	93	39.83	3.95	0.16	0.8	NS
	12 <sup>th</sup> Standard	173	39.94	6.11			
Group	Arts	191	39.63	5.52	1.31	0.19	NS
	Science	75	40.60	5.24			
Locality	Rural	189	39.58	5.51	1.53	0.12	NS
	Urban	77	40.70	5.25			

Since the p-value is greater than 0.05, the null hypothesis is accepted. Hence there is no significant difference in the social adjustment of higher secondary students with respect to gender, age, class, group, and locality.

From their mean scores, individuals scoring high are submissive and revering. Low scores indicate aggressive behavior.

## Educational Adjustment

**Table 3 Significant Difference in the Educational Adjustment of Higher Secondary Students with Respect to Gender, Age, Class, Group and Locality**

Variables	Category	N	Mean	S.D	t-value	p-value	Significant at .05 Level
Gender	Male	133	39.05	5.59	0.14	0.88	NS
	Female	133	40.02	4.55			
Age	17	83	39.60	3.84	0.15	0.81	NS
	Above 17	183	39.50	5.60			
Class	11 <sup>th</sup> standard	93	39.66	3.74	0.29	0.77	NS
	12 <sup>th</sup> Standard	173	39.47	5.72			
Group	Arts	191	39.48	5.25	0.29	0.77	NS
	Science	75	39.68	4.75			
Locality	Rural	189	39.58	5.29	0.21	0.83	NS
	Urban	77	39.43	4.68			

Since the p-value is greater than 0.05, the null hypothesis is accepted. Hence there is no significant difference in the educational adjustment of higher secondary students with respect to gender, age, class, group, and locality.

From the mean scores, students with high scores are involved in curricular and co-curricular programs. Students with low scores are interested in school programs.

## Major Findings and Discussion

The 't' test result reveals that there is a significant difference in the emotional adjustment of arts group science group higher secondary students. This may be due to the reason that the students from the arts group are having fewer burdens in their studies when compared to the science group students who are supposed to be conscious of their practical classes. Too much of emotional instability is seen in science students because of too many responsibilities.

The 't' test result reveals that there is a significant difference in the emotional adjustment of higher secondary students from rural area and higher secondary students from urban area. This may be due to the fact that the students from rural area are having fewer burdens in their studies when compared to the urban group students who are much conscious about their technological developments. Too much of emotional instability is seen in urban area students who are always spending their time in social media.

The 't' test result reveals that there is no significant difference in the social adjustment of higher secondary students with respect to gender, age, class, group, and locality. From the mean scores, individuals scoring high are submissive and revering. Low scores indicate aggressive behaviour.

The 't' test result reveals that there is no significant difference in the educational adjustment of higher secondary students with respect to gender, age, class, group and locality.

From the mean scores, a student scoring high is poorly adjusted with their curricular and co-curricular programs. Students with low scores are interested in school programs.

### **Suggestions that can help reduce adjustment problems**

1. First of all, the Parents, Teachers, and Society must be aware enough about the problems faced by the higher secondary school students. They must try seriously to provide a suitable environment for proper adjustment in all aspects of life.
2. The family has to create such an climate so that their children can express their opinion without hesitation. Also, parents have to take care of both boys and girls equally.
3. Students should be allowed to express their ideas and discuss their problems with school authorities. It develops self-confidence and mental satisfaction among the students.
4. The school has to organize various co-curricular activities like NCC/NSS Exhibitions, Fairs and Healthy competitions that would develop desirable social qualities considerate and cooperation, which in turn help them to adjust well.
5. There is badly a need for guidance and counseling cell for each school which would serve to assist students in coping and adjusting to school life and sex education
6. The students must have a good company of friends where they can engage themselves in some creative work.
7. Moral, Value, and sex education must be provided to the students so that they can realize the social qualities.
8. The present students are immensely in need of controlling their emotions for which mental health education classes may be very supportive. It would further increase their positive attitude towards life and be able to adjust to any situation.

### **Conclusion**

The adjustment of school children is determined by their gender, age, class, group, and locality. The human being is considered as a rational being. But in the grip of emotions, people behave like immature. Emotional adjustment is a significant task because, adjustment during emotions lead to normal behavior, whereas maladjustment leads to abnormal behavior. Social adjustment is an endeavor made by an individual to address the standards, values, and desires of a society. Adjustment and the academic achievement of higher secondary school students have their relationship. This study revealed that these three dimensions of adjustment should be noticed and studied to avoid the maladjusted behavior of higher secondary school students. Proper adjustment techniques should be taught.

**References**

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