



Pattern of Adjustment Among School Going Adolescents of Tripura

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ABSTRACT

The present study was intended to ascertain the adjustment pattern among school going adolescents of Tripura. For this purpose a total of 200 adolescents were randomly selected from different schools of Tripura, a North Eastern state of India. Among the 200 school going adolescents, 100 were girl students and the rest were boy students. In order to assess the adjustment pattern among the students, Bell's Adjustment Inventory by Dr. R. K. Ojha was used. Results revealed that girls had better adjustment pattern in comparison to their boy counterparts. Moreover the findings showed significant correlation in the adjustment pattern of the study subjects.

KEYWORDS : Adjustment, School Students, Adolescent

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Adolescence is a time of disorientation and discovery. Adolescence is the period of teenage years between 13 and 19 and it is the transitional stage from childhood to adulthood. However, the physical and psychological changes that occur in adolescence can start earlier, during the preteen or "teen" years i.e. ages 9 through 12. The transitional period can create many issues of independence and self-identity. Adolescents experiences tough choices and that includes schoolwork, sexuality, drugs, alcohol and their social life. Peer groups, romantic interests and external appearance tend to naturally increase in importance for some time during a teen's journey toward adulthood. According to Crow and Crow (1956) "children, adolescents and adults all are faced with the problems of ordering their attitudes and behaviour that they achieve maximum success and satisfaction in their home, school work and social activities without interfering with and limiting the interests, ambitions and activities of other members of the group." Thus, unless the person concerned does not make satisfactory adjustment, his/her normal pattern of behaviour is disrupted and also affects all phases of his/her life.

Adjustment is defined as the behavioural process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. The problems of adjustment in adolescence include adjustment to physical growth, home and school environment, mental competition, emotional disturbances and the larger society etc. The adjustment to physical growth includes adjustment with their bodily changes like fatness, tallness, facial features, thinness, general physical appearance, ache, hair, scar on face, lack of size, lack of muscular strength for boys, unusual facial features, ache, scars, bowed legs, etc. Adjustment to emotional disturbances in the adolescent period is very necessary due to the rapidly changing physical structures, abnormal functioning of the nervous system, glandular systems and widening social experiences. Home adjustment includes adjustment of adolescents with their parents as well as with other family members. During adolescent period, an individual seek independence while parents become more conscious and display more restrictions for their children which leads to argument and difficulty in parent-child relationships. Social adjustment includes an effort to cope with standards, values and needs of a society in order to be accepted in the society.

The school is the major socialization institution for any child. It is the child's first exposure with the world outside the house. Adolescents also face adjustment problem at schools as most of the adolescents usually spend seven to eight hours in the school. The common prob-

lem which adolescent school students experience at school is teacher-student communication problem, high competition, relationship with peers, etc. Adhiambo, Odwar and Mildred (2013) in their study revealed that there is no significant difference between girls and boys in school adjustment; however, there are significant differences between high achievers and low achievers in dedication, absorption, engagement and school adjustment. Similarly research conducted by Mahmoudi (2011) revealed that gender had no differential influence over adjustment scores in home, health, emotional, and social areas. Ningamma, B. C. & Armin, M. (2010) conducted research on the relationship between adjustment and self-esteem among adolescents and revealed that school academic self-esteem had positive influence on the health adjustment of the students. Reuger et al. (2008) demonstrated gender differences in the relationship between social support and several indices of student adjustment, and provided evidence for the importance of considering gender differences in planning future research related to social support. Chauhan (2013) studied that there is significant difference in adjustment of higher secondary school students and female students have good adjustment level when compared with the male students.

Objectives: The aims of the present research were

- 1) to examine the impact of gender on the adjustment pattern of school going adolescents.
- 2) to ascertain the relationship among the different areas of the adjustment of the school going adolescents.

Hypotheses: To fulfil the objectives of the study the following hypotheses were framed:

- 1) There is a significant difference between boys and girls with regard to their home adjustment.
- 2) There is a significant difference between boys and girls with regard to their health adjustment.
- 3) There is a significant difference between boys and girls with regard to their social adjustment.
- 4) There is a significant difference between boys and girls with regard to their emotional adjustment.
- 5) There is a significant difference between boys and girls with regard to their overall adjustment pattern.
- 6) There is a significant correlation between different areas of adjustment of the school going adolescents.

Method:

Participants:

The study was carried out among 200 school going adolescents. The age range of the sample was 16-18 years and all of them were randomly selected from the 11th and 12th standard classes of different schools of Tripura. Out of 200 study subjects 50 % were girls and the rest 50% were boys.

Measure:

Bell's Adjustment Inventory: It is developed by Dr. R.K. Ojha (1999). It measures four different areas of adjustment viz. home, health, social and emotional adjustment. Each area has 35 questions (total 140 questions) and there are two options beside each statement-Yes and No. Here high score indicates lack of adjustment while low score indicates better adjustment. The reliability coefficients determined by split half method for home, health, social and emotional areas are 0.84, 0.81, 0.87 and 0.89 respectively and by test-retest method are 0.91, 0.90, 0.89 and 0.92 respectively. The validity coefficient of the inventory for home, health, social and emotional areas was 0.72, 0.79, 0.82 and 0.81 respectively.

Data Collection and Data Analysis:

For conducting this research, firstly permission from the authorities of different schools has been sought and then a tentative time schedule has been developed. After due permission, proper rapport was established with the subjects and data was collected through group administration method. For data analysis Mean, SD, t-test and Pearson Product Moment Correlation was employed.

Results and Discussions:

Table-1: Showing the comparison among adolescents (boys & girls) with regard to the four areas of adjustment.

Areas of Adjustment	Boys (N=100)		Girls (N=100)		't' value
	Mean	SD	Mean	SD	
Home	14.61	4.32	12.65	4.27	3.227***
Health	10.52	5.10	9.53	5.77	1.285*
Social	19.45	4.26	16.12	5.01	5.819***
Emotional	13.49	5.79	11.34	5.95	2.590**
Overall Adjustment	62.55	16.84	49.35	15.61	5.752***

***P<0.01, **P<0.05, *P>0.05(insignificant)

The results (table-1) showed significant gender differences in the area of home adjustment, social adjustment, and emotional adjustment. However in the dimension of health adjustment there is no significant difference among the school going adolescents. Therefore, first, third and fourth hypotheses have been accepted while the second hypothesis that is "There is a significant difference between boys and girls with regard to their health adjustment" has been rejected.

In case of overall adjustment of the school going adolescents the mean values of both the groups were found to be 62.55 & 49.34 along with SD values of 16.84 & 15.61 respectively. The 't' value was found to be 5.752 which is significant at 0.01 level. Therefore it accepts the fifth hypothesis, i.e., "There is a significant difference between boys and girls with regard to their overall adjustment pattern".

So it can be said that the girl students had better adjustment pattern in terms of their home, social and emotional adjustment as well as overall adjustment pattern, than boys. Hence it can be inferred that the girl students may have higher activity level, higher intelligence, higher endurance, more responsibility, more emotional stability, higher morality, less anxiety and dependence. The findings of Roy and Ghosh (2012) revealed that the girls had better adjustment pattern than boys in terms of their home, health and social areas of adjustment. Similarly, Paramanik, Saha and Mondal (2014) investigated the adjustment ability among secondary school students in relation to gender and residence and found that the mean adjustment score of girls had been found to be more than those from boys which further indicated that the girls are better adjusted as compared to their boy counterparts.

Table-2: Showing the correlation between different areas of adjustment of adolescents

Areas of Adjustment	Correlation and Levels of Significance			
	Home	Health	Social	Emotional
Home	-	.498 (0.01)	.389 (0.01)	.470 (0.01)
Health	.498 (0.01)	-	.329 (0.01)	.578 (0.01)
Social	.389 (0.01)	.329 (0.01)	-	.434 (0.01)
Emotional	.470 (0.01)	.578 (0.01)	.434 (0.01)	-

From table 2 it is evident that irrespective of gender differences the different areas of adjustment that is home, health, social and emotional adjustment of the study subjects are highly correlated (significant at 0.01 level). However, in depth analysis revealed that among the four areas of adjustment, home adjustment is mostly correlated with health (.498). However, interestingly the health adjustment of the school students is mostly correlated with their emotional adjustment (.578). Again social adjustment is also highly correlated with emotional adjustment (.434). Hence, the result accepts the sixth hypothesis "There is a significant correlation between different areas of adjustment of the school going adolescents".

Conclusion:

The findings revealed that the adolescent school going girls had better adjustment pattern than their counterparts. The results also revealed significant relationship between different areas of adjustment of the adolescents.

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