



ADJUSTMENT BEHAVIOUR AMONG HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT

The main objective of this study is to find out the level of adjustment behaviour among higher secondary school students. Survey method was adopted to collect the relevant data for the present study. The 300 higher secondary school students were randomly selected in and around the Chennai and Thiruvallur Districts of Tamilnadu. Adjustment inventory Constructed and Standardized by Bhattacharya was used for collection of the data. To analyze the data mean, standard deviation, test-t and ANOVA was used. The major finding of the study reveals that most of the higher secondary school students have moderate level of adjustment behaviour. The study reveals that there is no significant difference in Adjustment behaviour among higher secondary school students based on Gender. The Adjustment Behaviour of urban students has been found to be higher than that of rural students. The results reveal that the Private school students have higher adjustment behaviour compared to their counterparts.

KEYWORDS : Adjustment Behaviour, Higher Secondary Students, Adjustment of School Environment, Dimensions of Adjustment

Introduction

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. Well-adjusted students usually value what they are learning, are positively involved in classroom activities and receive high grades. Rogers and Dymond stated that the degree of self-acceptance an individual experiences is positively related to his/her level of psychological adjustment. Hence, the researcher keen interest in this area and the research problem is stated as 'Adjustment Behaviour among the Higher Secondary School Students'.

The concept of adjustment was first given by Darwin, who used it as adaptation "to survive in the physical world". Adjustment and adaptation are frequently used in the same sense. Initially "adaptation" was used by person at meant to attempt to survive in physical conditions of environment. later on psychology come out with the new term Adjustment with a broader concept. New Adjustment means behavioural reaction to personal demands and social adjustment is commonly used in our everyday life. It is equally popular in the discipline of psychology, sociology and education. Life is a continuous series of change and challenges. Everyone is facing such situations for his survival or growth. Different persons use different ways to satisfy these needs. The strategy used by the individual to manage this is called adjustment. Sometimes, the efforts of the individual are successful and satisfying, then it is a case of good adjustment. But if a person meets frustration in his efforts continuously, the personality adjustment may not be proper, then it might be a case of maladjustment.

Review of Related Literature

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 and the total adjustment of students with respect to their gender. M.Y. Ganai and Muhammad Ashraf Mir (2013) were found No significant difference between male and female college students in terms of total scores obtained on the adjustment scale. The two groups also do not differ in terms of scores obtained separately on any dimension of the adjustment scale. Furthermore the two groups showed no significant difference in terms of their academic achievement.

Vasalampi *et al.* (2009) reported that Poor school adjustment leads to low academic achievement, behavioural problems, discordant educational aspirations and even school dropout. A number of studies have found the postulated positive relationship between self-acceptance and adjustment (Axelrod, & Alexander, 1957; Hanlon, Hofstaetter, & O'Connor, 1954; Martire & Hornberger, 1957; Shlien, Mosak, & Dreikurs, 1962; Turner & Vanderlippe, 1958;

Williams, 1962).

Adolescents account for about 1/5th of India's population (Anon, 2004). Recent researches suggest that more young people are beginning to report of mental health problems, as they perceive more stress. It is estimated that six to nine million children and adolescents in the United States have mental or behavioral problems. Indian Council of Medical Research reported that about 12.8 per cent of children (1-16 years) suffer from mental health problems. According to findings (Vawda, 2002) 69.56 per cent of adolescents had suicidal behavior due to parent-child problems, about 17.39 per cent due to partner relational problems, 8.69 per cent due to adjustment disorders and 4.35 per cent of children due to depression. Adolescents in disadvantaged communities are at elevated risk for exposure to multiple stressors, indicating high rates of crime and victimization, family poverty, family conflict, increased prevalence of deviant peers and school with inadequate resources (Gonzales *et al.*, 2001 & Seidman *et al.*, 1994).

Joymalya Paramank (2014) examined adjustment ability among secondary school students in relation to gender and residence. The sample consists of 471 class X students with 234 boys and 237 girls which were drawn randomly from different schools of Purulia districts, West Bengal. The investigators have constructed and validate an Adjustment Inventory (AI) for school students to collect the necessary data. The study revealed that there is no significant difference between adjustments of students residing either at urban or rural area. But on the other hand the mean adjustment score of girls is higher than those from boys which indicate that the girls are better adjusted as compared to their boys' counterpart.

Need and Significance of the Study

Adjustment behaviour of students directly influences the academic performance. There are certain factors that indirectly improve the adjustment. They are the school environment, social factors, education factors and psychological factor and, adjustment behaviour is positively related. Adjustment means reaction to the demands and pressures of social environment imposed upon an individual. The individual has to react to internal or external demands. Conflict among the various needs or demands of a person present a special problem of adjustment. Adjustment refers to active, creative efforts to live effectively. This requires gaining skills through interaction with one's world, acquiring a degree of control over one's daily life successfully meeting life's challenges, self-understanding and the ability to make accurate judgments about people and places. The adjustment first start from home and after that school is the main place as the student spends nearly twelve years in the school. When children begin school, their level of adjustment is evident and often flourishing. Today's children must

be given a proper environment so as to provide the chance to develop their adjustment behavior to the fullest extent possible; not only for the benefit of their own academic performance and future but also for the society. Thus a need for the study is to analyze adjustment of school students.

Objectives of the Study

1. To find out the level of Adjustment Behaviour among higher secondary students.
2. To find out the Adjustment Behaviour among higher secondary students with respect to
 - (a) Gender
 - (b) Locality
 - (c) Type of family
 - (d) Type of Management

Hypotheses of the Study

1. The level of Adjustment Behaviour among higher secondary students is moderate in nature.
2. There is no significant difference in Adjustment Behaviour among higher secondary school students with respect to
 - (a) Gender
 - (b) Locality
 - (d) Type of family
 - (f) Type of Management

Methodology of the Study

Method of the Study: The researcher adopted the survey method to collect the relevant data from desired areas.

Population: A population is any group of individuals that have one or more characteristics in common. In this study, the population refers to students studying higher secondary first year and second year in Government, Government Aided and Private schools from two Districts of Tamilnadu, namely Chennai and Thiruvallur.

Sample: The sample for the present study includes those who are studying 11th and 12th standard in Government, Government-aided and Private higher secondary schools in and around Chennai and Thiruvallur districts of Tamilnadu.

Sample size: In the present study three hundred higher secondary students were randomly selected on the basis of the random criteria.

Sampling Technique: The researcher to be used random sampling technique for selecting the sample.

Research Tools Used:

- The following research tools used for collection of data.
1. Personal Data sheet developed by the Researchers.
 2. Adjustment Inventory (1967) constructed and standardized by Bhattacharya.

Statistical Techniques Used:

The statistical techniques such as Percentage, Mean, Standard deviation, t- test and F-test, was used for analysis of data.

Data Analysis and Interpretation

Table 1: The Level of Adjustment Behaviour among Higher Secondary School Students

Level of Adjustment Behaviour	Frequency	Percentage
Low	101	33.66
Moderate	117	39.00
High	82	27.34

From the above table it is clear that the most of the higher secondary school students have (39%) moderate level of Adjustment

Behaviour. The study also reveals 27.34% of students have high and the 33.66% of students have low level of Adjustment Behaviour. Hence the null hypothesis is accepted.

Table 2: Adjustment Behaviour among Higher Secondary School Students with respect to Gender

Gender	N	Mean	Standard Deviation	t-value	Level of Significance
Boys	150	121.72	7.600	1.874	NS
Girls	150	123.61	9.711		

Form the above table, the calculated t-value is 1.874 less than the table value (1.96). It is found that there is no significant difference between the boys and girls students adjustment behaviour. Hence the null hypothesis is accepted.

Table 3: Adjustment Behaviour among Higher Secondary School Students with respect to Locality

Locality	N	Mean	Standard Deviation	t-value	Level of Significance
Rural	150	121.31	8.577	2.712	0.01
Urban	150	124.02	8.750		

Form the above table, the calculated t- value is 2.712 greater than the table value (1.96). It is found that there is a significant difference between the rural and urban students adjustment behaviour. Hence the null hypothesis is rejected.

Table 4: Adjustment Behaviour among Higher Secondary School Students with respect to Type of Management

Type of Management	N	Mean	Standard Deviation	t-value	Level of Significance
Government	100	121.43	8.702	0.410	NS
Government Aided	100	121.89	7.084		
Government	100	121.43	8.702	2.448	0.05
Private	100	124.67	9.972		
Government Aided	100	121.89	7.084	2.273	0.05
Private	100	124.67	9.972		

Form the above table, the calculated t- value is 0.410 less than the table value (1.96). It is found that there is no significant difference between the Government and Government Aided students' adjustment behaviour. Hence the null hypothesis is accepted.

Form the above table, the calculated t-value is 2.488 greater than the table value (1.96). It is found that there is a significant difference between the Government and private school students' adjustment behaviour. Hence the null hypothesis is rejected.

Form the above table, the calculated t-value is 2.273 greater than the table value (1.96). It is found that there is a significant difference between the Government aided and private school students' adjustment behaviour. Hence the null hypothesis is rejected.

Table 5: ANOVA for Adjustment Behaviour among Higher Secondary School Students with respect to Type of Management

Source of Variations	Sum of Squares	Mean Squares	df	F-value	Level of Significance
Between groups	614.587	307.293	2	4.091	0.01
With in groups	22308.410	75.112	297		
Total	22922.997		299		

The F- value from the table, is 4.091, it is found to be significant at 0.01 levels. It indicates that there is a significant difference in the adjustment among the secondary school with regard type of management. Hence the null hypothesis is rejected.

Major Findings of the Study

1. The study reveals that most of the higher secondary school

- students have moderate level of Adjustment Behaviour.
2. It was found that there is no significant difference between the boys and girls students in their adjustment behaviour.
 3. The urban higher secondary students have higher adjustment behaviour compared to rural students.
 4. It was found that there is no significant difference between the Government and Government Aided students' adjustment behaviour.
 5. The study reveals that private higher secondary school students have higher adjustment behaviour compared to Government School students.
 6. The study reveals that private higher secondary school students have higher adjustment behaviour compared to Government Aided School students.

Educational Implications

In present, revolutionary changes are taking place in different fields and to cope up with such environment adjustment becomes necessary. To keep pace with the changing society, one has to make changes in our self or his environment. If the individual does not keep pace with the changing time, he is thrown back in the society. So the individual has to constantly make change in him to make the adjustment possible. Adjustment in psychology, the behavioural process by which humans and other animals maintain an equilibrium among their various needs or between their needs and the obstacles of their environments. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Hungry people, for example, are stimulated by their physiological state to seek food. When they eat, they reduce the stimulating condition that impelled them to activity, and they are thereby adjusted to this particular need. Though sometimes, we face problems in making Emotional, Social & Educational adjustments. They are important to maintain personal as well as social peace and harmony. The learner adjusts actively in the school environment rather than passively adjusting to the school's program. Adjustment is essentially a process of re-learning. Although a variety of factors influence adjustments, directly or indirectly, many maladjustment are primarily the result of unfortunate learning experiences. Adjustment can be viewed from two angles. Firstly, adjustment may be viewed as an achievement or how well a person handles his conflicts and overcomes the resulting tension. Secondly, adjustment may be looked upon as a process as to how a person adjusts or compromises to his conflicts. Thus adjustment maintains peace and harmony in home, school, and society and in the country. So Adjustment can be defined as a psychological process. The teachers should provide congenial environment and equal opportunities to all students for exploration. The concept of adjustment initially was biological and it was termed as adaption. 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. Proper guidance and counseling services pertaining to all the areas of adjustment should be provided to students at all levels of education.

Conclusion

The concept of adjustment means adaption to physical environment as well as to social demands. No human being can live apart from his physical environment, there is action and reaction chain going on between the individual and his environment. Then there are social pressures and demands of socialization. To these may be added the individual's personal demand such as the satisfaction of physiological needs. All this compiled functioning of the person's demands 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. Now-a-day, school education laid more emphasis on the learning of knowledge rather than on student's frame of mind. In classroom students feel nervous anxious, frustrated, depressed and abused when instructors ignore their emotions. If student does not receive guidance from school authorities, teachers or their parents, or timely concern from their peers or siblings, their unstable emotions may result in behavioural disorders. This type of disorders may affect students' academic achievements and life adjustment.

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