Effect of Strategies in Enhancing Social Adjustment Among Middle School Students

P. Nirmala Devi	Dr. M. Parimala Fathima
Research scholar, Lecturer, DIET, Pudukkotai	Research Coordinator, Alagappa University College of Education , Karaikudi.

ABSTRACT *Emotional Maturity is the key to a happy , fulfilled life. Without which, the individual falls an easy prey to the dependencies and insecurities. Social Adjustment is one of the components of Emotional Maturity. The behavior of children at school is a crucial element in their overall social adjustment. The present investigation has been undertaken in order to the study the effect of strategies in enhancing social adjustment among middle school students. Simple Experimental Design was used in this study. Social Adjustment scale was developed by investigator. This study reveals that the students under the stage of adolescence (above age 12) lack in social adjustment. Strategies were developed by investigator is useful for developing social adjustment among middle school students.*

INTRODUCTION

Middle school students are under the stage of adolescence seems to be the formative stage. Middle childhood is a time of dramatic physical, cognitive, emotional, and social change (Cole & Cole, 1993).Children develops on many levels, entering new endeavors and worlds daily. They begin to learn how to establish healthy relationships, find socially acceptable ways to engage in activities that interest them, and make their way through school. However, a number of children experience more trials than their peers .Some are unable to find solid emotional and social ground as they progress through their developmental stages. An inability to "fit it" can have behavioral manifestations that cause significant difficulty for both children themselves and those around them. When a child's behavior violates the accepted norms at home, at school, or in the community can result, such as suspensions or expulsions from school. Lot of opportunities and avenue are there to get them social maladjustment. Hence the researcher selected this problem to enhance Social Adjustment among middle school students by using new approaches and strategies.

STATEMENT OF THE PROBLEM

The problem selected for the present investigation is " **Effect of Strategies in Enhancing Social Adjustment among Middle School Students".**

OBJECTIVES OF THE STDUDY

- To find identify the level of social adjustment among middle school students.
- To develop and implement the strategies to enhance social adjustment.
- To assess the level of Social Adjustment after the implementation of strategies.
- To find out and analyses the effect of these strategies.

HYPOTHESIS

- There is no significant difference between achievement scores of pre test and post test in social adjustment.
- There is no significant difference between Social Adjustment of the boys and girls in pre test score.
- There is no significant difference between Social Adjustment of the boys and girls in post test score.

DELIMITATION OF THE STUDY

The study will be confined only on 8th standard students in PUMS, Kanniapuram, Dindigul District.

Social Adjustment is to be assessed only on the basis of selected tool.

RESEARCH METHOD

Experimental Design (Pre test – Treatment- Post test) has been used.

Sample selection

19 (11 Male + 08 Female) students are studying VIII standard in PUMS, Kanniapuram, Sanarpatti Block in Dindigul District were selected as a sample for present investigation.

Tool Preparation:

The investigator prepared Social Adjustment Questionnaire. The question consists of 20 items. All the 20 items were given to educational experts for refining and also given to 5 students in K.R. Higher Secondary School, Oddanchatram to find out the understanding level of the students. After experts" opinion and students response, some items were modified and some items were rearranged and finally 20 items were retained. The tool has three points like Always, Rarely and Never. The score for the items was 2, 1 and 0. The maximum score is 40 and the minimum will be zero. It includes three dimensions. The dimension of the tool is given in the following table.

S.No	Dimension of the Tool	Positive Item	Negative Item
1.	Individual Adjustment	1	4,12,14,16
2.	Adjustment with Family	11,15,17	6,20
3.	Adjustment with School	5,7,9,13	2
4.	Adjustment with Society	3,8,18	10,19
Total No. Items : 20			

Statistical Technique

Percentage analysis and
t test

PLANNING OF INTERVENTION

The investigator planned for intervention as follows.

- The students" strength of the classroom is very small, so the investigator taken all the students of standard

VIII in Panchayat Union Middle School , Kanniapuram, Sanarpatti Union in Dindigul district as sample.

- The investigator conducted a pre test by using (Social Adjustment Questionnaire) and found out their level of social adjustment.
- The investigator prepared activities for enhancing their social adjustment among middle school students
- Planned and executed all the activities within the prescribed duration of the study.
- Instructions were given to students before executing each activity.
- Introduced content of activity and gave them enough time for learning.
- After completion of the activity, the students were allowed to discuss what they have learnt.
- The treatment i.e proposed intervention is to be conducted for two weeks.
- At the end, a post test was conducted and find out their level of social adjustment.

EXECUTION OF INTERVENTION
The Investigator planned 10 different activities to enhance social adjustment of middle school students. She designed the strategies into three different categories as given in the following table.

ACTIVITY: 1 Answer the Following
The question paper consists of 34 items (based on adjustment with self, family, friends and society was prepared by investigator and given to each student.

ACTIVITY: 2 Match the following
The sheet consist of 11 items) based on some skills like honesty responsibility, accept the ideas of others, cleanliness and obey the rules inside the classroom.

ACTIVITY: 3 Group Discussions
Students were divided three groups according to the strength of the class. The teacher gave different titles related to the value education like punctuality, cleanliness, hard work, cooperation, faith, adjustment with others etc.

ACTIVITY: 4 Story Reading and Discussion
The investigator divided the students into three groups. She gave three different stories cards and students were asked to read the stories and to find out the values in given stories.

MINOR GAMES
ACTIVITY: 5 making paper ships
ACTIVITY: 6 Paper Cutting
ACTIVITY: 7 pour the water into Bottle
ACTIVITY: 8 Finding the Leader of the Group
ACTIVITY: 9 touching the joints in our body
ACTIVITY: 10 making Network by using Rope

DATA ANALYSIS
Significant Difference between Pre Test and Post Test Scores of Middle School

Students in Social Adjustment

Test	Mean	SD	t value	Significance
Pre	11.79	3.17	29.43	S
Post	32.63	2.57		

The calculated t value is 29.43 is greater than the table value 2.101 at 0.05 level of significance, so the **investigator rejected the hypothesis "there is no significant difference between achievement scores of pre test and post test in Social Adjustment."**It reveals that, there is a significant difference between the pre test scores and post test scores in social adjustment of the total sample at 0.05 level of significance.

Significant Difference between the Social Adjustment of Boys and Girls in Pre Test

Group	Mean	SD	t value	Significance
Boys	12.45	3.36	0.49	NS
Girls	10.88	2.18		

The calculated t value is 0.49 is greater than the table value 2.110 at 0.05 level of significance. It reveals that, **"there is no significant difference between Social Adjustment of the boys and girls in pre test score.**

Significant Difference between the Social Adjustment of Boys and Girls in Post test

Group	Mean	SD	t value	Significance
Boys	33.18	2.24	0.53	NS
Girls	31.88	2.41		

The calculated t value is 0.53 is greater than the table value 2.101 at 0.05 level of significance. It reveals that**, "there is no significant difference between Social Adjustment of the boys and girls in post test score."**

FINDINGS OF THE STUDY
The minimum social adjustment score in the pre test was 22.5 % and maxim score was 55%.The minimum social adjustment score in the post test was 72.5 % and maximum score was 90 %.The mean of social adjustment in pre test was 11.79 and post test was 32.63.There is a significant difference between the pre test score and post test score in social adjustment of the total sample at 0.05 level of significance. There is no significant difference between social adjustment of the boys and girls in pre test score. There is no significant difference between social adjustment of the boys and girls in post test score. This study also indicates that, there is no gender difference in enhancing social adjustment. Hence the adopted interventional strategies were gender free.

CONCLUSION
The investigator enhanced social adjustment among middle students through applying strategies. Activities were implemented step by step; they focused different dimensions of social adjustment among students. During implementation, the students experienced various aspects in enhancing social adjustment. The students were enjoyed and participated in an active manner. Students were involved in various activities like group discussion, pair study, minor games, drawing, reading and writing.

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