



Adjustment and Coping Behaviour Among School Children

KEYWORDS

Adjustment, Coping behavior, School children.

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ABSTRACT Education in the present world is intertwined with advancement of each general public. The most significant agency of education is school. But, now a day's children's confronting such a large number of issues inside the school life and also outside. Many studies founds that, this is due to lack of guidance and proper care from the teachers and their parents. To gear up their capability to deals the problem whichever they face, that will be the more effective solution from the supporter's side. Parents and academic experts should be aware about this issue and also facilitate opportunities to polish and re-modify their behavior. In the present study indent to investigate adjustment and coping behavior correlates the academic life of children's. Research findings and studies in relation to school children's adjustment and coping behavior, which up rise their behavior modification in all circumstances. Descriptive and Diagnostic Research Design was used for the study. Convenient sampling was applied. 50 children were selected from ST. Mary's Higher Secondary School, Edoor, Kerala. Adjustment Inventory scale by S. Bhattacharya (1967) was used to measure the level of Adjustment and Coping behavior check list by Jean.E.Disc Lewis (1998) was used to measure the level of coping behaviour. It was also associated with socio demographic variables.

INTRODUCTION

Adjustment

Adjustment is the behavioral procedure by which people and different creatures keep up balance among their different needs or between their necessities and the obstructions of their surroundings. A succession of conformity starts when a need is felt and finishes when it is fulfilled.

Coping behaviour

Coping is the process of managing taxing circumstances, expending effort to solve personal and interpersonal problems, and seeking to master, minimize, reduce or tolerate stress or conflict

School children

In this study school child implies, a child between the ages of 10-15 years and go to the organization for getting education.

Research Methodology:

This research work aimed to study the adjustment and coping behaviour among school children. **The Objectives of the Study** was to identify the Socio Demographic Profile of school children. To assess the Level of adjustment and coping behaviour of the respondents, to identify the factors associated with adjustment and coping behaviour of the respondents and to find out the relationship between key variables. The **Research Design** used for the study is Descriptive and diagnostic in nature. It describes the Socio Demographic Profile of the respondents and diagnosing the level of adjustment and coping behavior of school children. **Pilot Study** was done during the month of December 2015. **Pretest** was done in order to make Interview Schedule more clear, predictable and informative. Pretest was conducted among 10 respondents. It was carried out in February 2016. Through this researcher could avoid unnecessary questions in socio-demographic profile. Data collection was done from ST. Mary's higher secondary school, Edoor, Kerala.

Universe consisted of 120 school children s in **Sampling Technique** adopted for the selection of the respondents was simple random Sampling-lottery method. 50 respondents were selected for this study. **Criterion for Selecting the Respondents** was that they should be the children boys and girls, the age between 10-15 years those who are going school. Children's comes under the age of 10 years were rejected from the study as they didn't answer legitimately to the inquiries amid pre-test. Children's from other state were rejected, as they didn't comprehend the dialect.

Tools of Data Collection was Interview Schedule. The socio-demographic profile of the respondents 2 Standardized Tool were used for the study which **Adjustment Inventory** developed by S. Bhatta Charya and J.C Parikh (1967). The scale consists of 41 statements, in which 38 statements are negative and only 3 statements are positive. Four point scales (Always, Often, Sometimes, Never) was used to measure the level of adjustment score. For positive questions scoring attributes are 3, 2, 1, and 0. And the negative scoring attributes are 0, 1, 2, and 3. The possible maximum score is 123 and the minimum score is 0. The respondents were classified as No Adjustment problems (0-62), Low Level (63-83), Moderate Level (84-103), High level (104-123) of adjustment based on scores. **Coping behavior check list** developed by Jeane.E.Disc Lewis 1988. It is 46 statement 3 point scales. The minimum score is 0 and maximum score is 138. Higher the score higher the level of coping. The respondents are classified into three categories namely low level of coping behavior (0-46), moderate level of coping behavior (47-92) and high level of coping behavior (93-138).

Reliability: The reliability of the scale in Indian setting was done using Cornbachs Alpha (N-30) and it showed a satisfactory reliability of 0.71. **Validity** of the scale was established by authors.

SUMMARY AND FINDINGS

1. Distribution of Respondents by Their Level of Adjustment Score

Among the respondents, majority (50%) has moderate level of Adjustment and 30% of respondents have low level of Adjustment. 14% of the respondents have high level of adjustment and the remaining 6% of the respondents have no adjustment.

2. Distribution of Respondents by Their Level of coping behaviour Score

The data shows that 84% of respondents have moderate level of coping behaviour and 16% of respondents have high level of coping behaviour.

3. Scoring on Adjustment and Coping behaviour based on socio demographic profile.

The Adjustment and coping behaviour were compared with Age by using t' test and class, Domiciliary and Order of birth of respondents using ANOVA to find out the factors associated with Adjustment and coping behaviour of respondents.

Table No:1- Adjustment and its Influencing Factors

S.No	Variable	t' / ANOVA	Significance
1	Age	t' Test	NS
2	Gender	t' Test	NS
3	Class	ANOVA	NS
4	Family Annual Income	t' Test	NS
5	Domiciliary	ANOVA	NS
6	Family Constellation	t' Test	NS
7	Order of Birth	ANOVA	NS
8	Boarding Status	t' Test	NS

NS - Not Significant,* - Significant at 5%

It is seen that the variables do not differ significantly with the Adjustment of respondents.

Table No:2- Coping behaviour and its Influencing Factors

S.No	Variable	t' / ANOVA	Significance
1	Age	t' Test	**
2	Gender	t' Test	NS
3	Class	ANOVA	NS
4	Family Annual Income	t' Test	NS
5	Domiciliary	ANOVA	NS
6	Family Constellation	t' Test	NS
7	Order of Birth	ANOVA	NS
8	Boarding Status	t' Test	NS

NS - Not Significant , ** 1% of significance

It is seen that, Age have significant association with the coping behaviour of respondents

Table No: 3 - Correlation between Adjustment and Coping Behaviour

	AdjustmentScore	Coping Behaviour Score
Adjustment score	1.000	0.210
Coping behaviour score	1.000	1.000

Correlation is not significant.

Correlation analysis was applied to find the degree of relationship between Adjustment and Coping behaviour. The correlation result shows that, there is no significant positive correlation between adjustment and coping behaviour. Hence the study reveals that as the adjustment level and the coping behaviour are correlated. Hence the study states that one has no influence on the other. Though correlation is not significant, the value shows that as adjustment increases coping behaviour also increases to a small extent.

IMPLICATIONS FOR SOCIAL WORK

The study moves the social worker in understanding the adjustment and coping behaviour among school children and that will be an assistance in actualizing programmes and managing understandingly with the school children's.

Roles and responsibilities:

School social worker can convey one of kind information and aptitudes to the educational system and the under-study administrations group. They are prepared psychological well-being experts who can help with emotional wellness concerns, behavioral concerns, positive behavioral bolster, scholarly and classroom bolster, meeting with instructors, guardians and heads and give individual and gathering directing/treatment. School social workers are instrumental in facilitating the mission of the schools which is to give a setting to educating, learning, and for the fulfillment of skill and certainty. They are enlisted by school regions to improve the locale's capacity to meet its scholastic mission, particularly where home, school and group coordinated effort is the way to making understudy progress.

The Social worker can provide following services for the development of children in schools and family's;

- Provide crisis intervention.
- Developing strategic intervention to expand scholastic achievement.
- Assist parents to get to programs accessible to understudies with exceptional needs.
- To encourage the parents support in their children's schools adjustment.
- Assisting with struggle determination and management.
- Assisting the children in understanding and tolerating self as well as other people.

CONCLUSION

The Wealth of a country is less in it's of temperate and characteristic assets yet it lies all the more quite in the kind and nature of the abundance of its kids and youth. It is they who will be the makers and shapers of a country's tomorrow. The Children of today will be grown-ups of tomorrow. Their quality and identity will decide the sort of pre-determination that beacons the country. Helping the child is important one when they are in crisis and school life can influence on children's development. This study can be concluded that as adjustment increases coping behaviour also increases with small extent.

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