



ORIGINAL RESEARCH PAPER

Education

INFLUENCE OF TYPE OF SCHOOL ON ADJUSTMENT OF HIGHER SECONDARY SCHOOL STUDENTS

KEY WORDS: Adjustment, students, education.

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ABSTRACT

Adjustment is the process by which living organism maintains a balance between his needs and the circumstances that influence the satisfactions of these needs. Home and school play vital role in the adjustment of an individual. School adjustment is the process of adapting to meet academic demands in the school environment. The main aim of the study was to find out the influence of type of school on adjustment of higher secondary school students. A descriptive survey method was adopted by the investigator to conduct this study. The investigator used the simple random sampling technique for selecting the sample. The representative sample consists of randomly selected 287 high students, studying ninth and tenth of high school students in Sankarankoil Taluk. The tool used in the study was adjustment. The finding of the study revealed that, i) 15.7% have low level, 74.6% have moderate level and 9.8% have high level of self-esteem of higher secondary students. ii) 12.2 % of to govt. school students have low level, 76.7% of them have average level and 11.1 of them have high level of adjustment. iii) 20.8% govt. aided school of students have low level, 74.0% of them have average level and 5.2% of them have high level of adjustment. iv) 23.3% of private school students have low level, 63.3% of them have average level and 13.3% of them have high level of adjustment. v) There is significant difference among Govt School, govt aided school and private school of higher secondary school students in their adjustment.

INTRODUCTION

Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances. According to Herbert Spencer 'Life is the continuous adjustment of internal relations to external relations.' The dictionary meaning of the word "adjustment" is to fit, make suitable, adapt, arrange, modify or harmonize. Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. According to L.S. Shaffer (1961) "Adjustment is the process by which living organism maintains a balance between his needs and the circumstances that influence the satisfactions of these needs. Home and school play vital role in the adjustment of an individual. School adjustment is the process of adapting to meet academic demands in the school environment. Every individual from the time he or she steps out of the family and goes to school makes a long series of adjustments with his/her environment. School adjustment consists of many different aspects such as academic achievement, school satisfaction, school engagement and pro social behaviour. Poor school adjustment leads to low academic achievement, behavioral problems, irrelevant educational aspirations and even school dropout. Generally Higher Secondary level students belong to adolescence stage. In this stage of development boys and girls enter into adolescence stage from the stage of infancy. As this stage physical, mental, emotional change invites various problems to their life, they fail to adjust properly with their family, society and school environment. If the needs of the adolescence are not fulfilled properly they suffer from various problems- mental complexity, conflicts and anxiety. They may affect their academic achievement. According to John Dewey Education is a continuous process of adjustment with ever changing environment. Education is an important process of adjustment. The more a student adjusts with the environment the more he/she gains learning capacity. As a result academic achievement is also heightened. In this respect it is important to know if there is any prominent influence on type of school on adjustment of higher secondary students.

SIGNIFICANCE OF THE STUDY

The school is the major socialization institution for any child. It is the child's first contact with the world outside the house. For nearly 12 years, a child spends 5 to 7 hours a day in the school. School is one of the most important foundation pillar on which the child's personality develops. Children learn proficiencies in various abilities like learning process and home work, social communications, handling emotion, and the management of day-to-day interactions at home and school. In reality, the growing child is dependent on the immediate environment i.e. the house and the school to meet his growth needs. The concern, therefore, extends to how the school facilities can be hence and improved to meet the growth needs of the children. Every individual from the

time he or she steps out of the family and goes to school makes a long series of adjustments between the whole unique personality and the environment. The ardent desire of each boy and girl to be co mean individual person having a healthy physique, a growing intellectual ability, greater degree of emotional poise and increased participation in social groups, such characteristics enhance one's personality (Singh, Tripathi & Mahato, 2014). Even parents, teachers and other significant members of the society to which the person belong will encourage this desire. According to C.V. Good (1959), Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment (Mangal, p.490). It is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Thus Adjustment influences the achievement and personality development of the students in school. Adjustment is vital for the progress of tribal students in ashram school. It implies a shift from the social set up of the community and its indigenous culture to the disciplined environment of a school and its academic activities. Since the community at large is educationally backward, the students are not familiar with the concept of school environment itself. With this background the investigator has select title on "Influence of type of school on adjustment of higher secondary school students"

OBJECTIVES OF THE STUDY

1. To find out the level of adjustment of higher secondary school students.
2. To find out the level of adjustment of higher secondary school students with respect to type of school.
3. To find out whether there is any significant difference in adjustment of higher secondary school students with respect to type of school.

NULL HYPOTHESES OF THE STUDY

1. The level of adjustment of higher secondary school students is average.
2. The level of adjustment of higher secondary school students with respect to type of school is average
3. There no significant difference in adjustment of higher secondary students with respect to type of school.

METHOD OF THE STUDY

The Authors used Normative Survey method was found appropriate for this study. Since this study attempts to bring out relevant details from students regarding various expected outcomes of the systems of adjustment assessment in higher secondary schools. Normative Survey method was found

appropriate for this study.

SAMPLE TECHNIQUE

The Authors were used simple random sampling and samples are collected only from the students of higher secondary level in various schools located in and around Sankarankovil area which is located in Tirunelveli district, Tamil Nadu state, South India.

DELIMITATION OF THE STUDY

This study is delimited to the Sankarankoil Taluk, Tamilnadu, SouthIndia. This study is considering the higher secondary school students those who are studying in Tirunelveli only.

TOOLS

1. Adjustment Scale was prepared by investigator (Mr.R.Ramesh) and guide (Dr.V.Kasirajan)

ANALYSIS OF THE STUDY

1. To find out the level of adjustment of higher secondary school students

TABLE-1THE LEVEL OF ADJUSTMENT OF HIGHER SECONDARY SCHOOL STUDENTS

Variable	Low		Moderate		High	
	No	%	No	%	No	%
ADJUSTMENT	45	15.7	214	74.6	28	9.8

It is inferred that among higher secondary school students, 15.7% have low level, 74.6% have moderate level and 9.8% have high level of adjustment of higher secondary school students.

2. To find out the level of adjustment of high school students with respect to type of school.

TABLE-2 LEVEL OF ADJUSTMENT OF HIGH SCHOOL STUDENTS WITH RESPECT TO TYPE OF SCHOOL

Variable	Type of school	Low		Average		High	
		Count	%	Count	%	Count	%
ADJUSTMENT	Government	22	12.2	138	76.7	20	11.1
	Govt. Aided	16	20.8	57	74.0	4	5.2
	Private	7	23.3	19	63.3	4	13.3

It is inferred from the above table that, with regard to government school students 12.2 % of students have low level, 76.7% of students have average level and 11.1% of the students have high level of adjustment of higher secondary school students. With regard to Govt. aided school students, 20.8% of students have low level, 74.0% students have average level and 5.2% of the students have high level of adjustment of higher secondary school students. With regard to private school 23.3% of students have low level, 63.3% of the students have average level and 13.3% of the students have high level of adjustment of higher secondary school students.

Null Hypothesis 1

TABLE-3 ONE way ANOVA showing significant difference among government, aided and private higher secondary school students in their adjustment

Variable	Sources of variation	Sum of squares	df	Mean square	Calculate d 'f' value	Remarks
ADJUSTMENT	Between groups	4352.504	2	2176.252	5.914	S
	Within groups	104509.050	284	367.990		

It is inferred from the above table that the calculated 'f' value (5.914) is greater than the table value (3.04) for df (2,284) at 5% level of significance. Hence, the null hypothesis is rejected. It shows that there is significant difference among government, aided and

private higher secondary school students in their adjustment.

MAJOR FINDINGS

1. 15.7% have low level, 74.6% have moderate level and 9.8% have high level of self-esteem of higher secondary students.
2. 12.2 % of to govt. school students have low level, 76.7% of them have average level and 11.1of them have high level of adjustment.
3. 20.8% govt. aided school of students have low level, 74.0% of them have average level and 5.2% of them have high level of adjustment.
4. 23.3% of private school students have low level, 63.3% of them have average level and 13.3% of them have high level of adjustment.
5. There is significant difference among Govt School, govt aided school and private school of higher secondary school students in their adjustment.

INTERPRETATION

The 'F' test result shows that there is significant difference among type of school Govt School, aided school and private school of higher secondary school students in their adjustment. The government school students are better than other counterparts with respect to the government school teachers are the role models for their students hence they should be effectively trained to help their students avail maximum benefits and make better adjustments in their life.

RECOMMENDATION

Based on the findings for this study, it is recommended that teachers and counselling psychologist should encourages the development of a strong adjustment in the students through the provision of appropriate counselling intervention programmes and enabling environment. Schools must try to encourage and inculcate social qualities in the students so that they are better adjusted to the environment. Teachers are the role models for their students hence they should be effectively trained to help their students avail maximum benefits and make better adjustments in their life.

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