



# Factors Affecting Adjustment Among Secondary School Students

Dr. D. Nagaraja Kumari<sup>1\*</sup>, S. Mary Kamala<sup>2</sup>

## Abstract

Adjustment is the process by which living organism maintains a balance between its needs and the circumstances that influence the satisfactions of these needs. It is the process of finding and adopting modes of behavior suitable to the environment or the change in the environment. It is a process by which an individual learns certain ways of behavior to cope with the situation which he/she attains through harmony with his/her home, school and social environment balancing his/her emotions. The present study is an attempt to explore the factors affecting the adjustment of secondary school students in Visakhapatnam district of Andhra Pradesh. The investigators made an attempt to know the influence of certain demographic variables like gender, location of the school, type of school management, occupation of parents and parental income on the adjustment of students in secondary schools. Descriptive Survey method has been used in this study. The sample consisting of 1200 students (580 boys and 620 girls) from various secondary schools of Visakhapatnam district has been selected using stratified random sampling method. The data were collected using an Adjustment Inventory developed and standardized by the investigators to measure the adjustment of secondary school students in four areas – Home adjustment, School adjustment, Social adjustment and Emotional adjustment. The tool consists of 60 items (15 items from each one of the four areas) to find out the perceptions of students of Classes 9 and 10 towards their adjustment. The data were analyzed using different statistical techniques like means, standard deviations, t-test and one way Analysis of Variance (ANOVA). The findings of the study revealed that the variables gender and the location of the school have positive impact on the adjustment of students. However, the type of school management, occupation of parents and parental income have no influence on the adjustment of students. The study has suggested that home and school environment should be congenial for students to perform better in academics.

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## Introduction

Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs (Shaffer, 1961). It is used to emphasize individual's struggle to live or survive in his/her social and physical environment. It is a process by which an individual learns certain ways of behavior to cope with the situation which he/she attains through harmony with his/her home, school and social environment. According to Good, C. V. (1959), 'Adjustment' is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment (Mangal, S.K. 2002, p.490). The term,

'adjustment' is often used as a synonym for accommodation and adaptation. Strictly speaking, the term denotes the results of equilibrium, which may be affected by either of these processes (Monroe, 2007). Every situation may need different types of adjustment. If an individual fails to adjust himself to the situations, then the problem arises. It may be any one of the psychological sequences like conflict, frustration, undesirable emotions, aggression and violence. In the study of adjustment, the individual and the environment are the two crucial factors that play a significant role. With regard to the individual, the considerations are the heredity and biological factors, the psychological factors

**\*Corresponding Author:** - Dr. D. Nagaraja Kumari

**Address:** -<sup>1</sup>Associate Professor, IASE & Chairperson, BOS in Education (PG) Department of Education, Andhra University, VISAKHAPATNAM, A.P.

<sup>2</sup>Research Scholar, Department of Education, Andhra University, VISAKHAPATNAM, A.P

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and the quality of socialization given to him/her. On the other hand, the environment includes all the social factors. Every individual from the time he/she steps out of the family and goes to school is subjected to a long series of adjustments between the unique personality and the environment. Each boy and girl gets a passionate desire to become an individual person having a healthy physique, a growing intellectual ability, a greater degree of emotional balance and increased participation in social groups. Such characteristics enhance one's personality. Even parents, teachers and other significant members of the society to which people belong to, should encourage this kind of a desire among the students.

### Areas of adjustment

There are four important areas or dimensions of adjustment, viz., the Home adjustment, the School adjustment, the Social adjustment and the Emotional adjustment.

Home is first social institution where a child needs to be adjusted. When a child becomes aware of other individuals who comprise his social environment at home, he tends to regard them as a means through which he may attain personal satisfaction. From the very beginning he imitates the speaking and eating habits of his family and gradually reflects attitudes learned in the home towards elders. The behavior, good or bad, exhibited at home will be carried by the child into the relationships with persons outside the home. Thus the family attitudes become an important consideration in the adjustment of a child.

As the children start going to school, they face many challenges. Personal challenges occur as children take new identity at school. Children face the challenges to adjust to the strange building, new teachers, new academic activities; and they need to mix with the more diverse group of children. Successful adjustment to school largely depends on the past experiences of children during their stay at home and on the skills and knowledge of children.

Social adjustment implies relatively broad base of operations. A young person's social adjustment reflects the influence upon him of his experiences in the more specific adjustment areas; but goes beyond them as the adolescent

attempts to the entire human interrelationships by which he is constantly and consistently stimulated. A young person's social adjustments is not a thing apart; but is closely linked with his adjustment to his home and school relationships. It usually follows that a boy or a girl who experiences normal and well integrated home and school life carries over into all his/her other associations a similar wholesomeness of attitude and control of behavior.

Emotional adjustment is the maintenance of emotional equilibrium in the face of internal and external stressors. It is facilitated by cognitive processes of acceptance and adaptation. It is the ability of a person to achieve self-satisfaction within different activities. Emotions play quite a significant role in guiding and directing behaviour of a person. Every instinct is followed by some emotion and in this way; various emotions play an important role in the personality of an individual. A balanced personality is one, which is emotionally adjusted. Emotionally guided personality is not only sound in nature but also disciplined in manner.

Children learn proficiencies in various abilities such as social communications, handling emotions and the management of day to day interactions at home as well as school. In reality, the growing child is dependent on the immediate environment i.e. the home and the school to meet the needs of his/her growth. The concern, therefore, extends to how the facilities at home and in the school can be improved to meet the needs of the children for their healthy growth.

### Adjustment as a process

'Adjustment as a process' lays emphasis on the process by which an individual adjusts to his external environment. It is important, especially from teachers' point of view. Students' adjustment largely depends on their interaction with the external environment in which they live. They always try to adjust to it. Piaget has studied the adjustive process from different angles. He uses the term assimilation and accommodation to represent the alternation of oneself or environment as a means of adjustment. A person who carries his values and standards of conduct without any change and maintains these in spite of major changes in the



social climate is called assimilator. The person who takes his standards from his social context and changes his beliefs in accordance with the altered values of the society is called accommodator. In order to adjust successfully in society, a person has to resort to both the devices, i.e., assimilation and accommodation.

### Characteristics of a well-adjusted person

A healthy and well-adjusted person should possess/display some observable behavioral patterns. These behavioral patterns must be in accordance with the social expectations of an individual. These patterns include:

- Maturity in thinking
- Emotional balance
- Warm and understanding towards others
- Free from tension due to routine events
- Independent in decision making

People of all ages have needs which they try to satisfy. When they are unable to satisfy their needs, they feel frustrated. Such situations call for maladjustment. In most cases, the human beings are able to adjust themselves successfully.

### Review of Related Studies

A review of the studies carried out in the field of adjustment reported that there are factors such as home and social environment that influence the adjustment of school students to a great extent.

**Hemant Kumar Bunker (2021)** conducted a study to investigate whether there is any significant relationship between adjustment of secondary school students from urban and rural areas. The sample consists of 120 secondary school students from 2 schools in Ahmedabad District, Gujarat, India. The tool used for the present study were School Adjustment Inventory developed by A.K.P. Sinha and R.P. Singh (2007). The results revealed that there is no significant difference in emotional, Social and Educational adjustment of urban and rural secondary school student. Further, the study revealed that gender has no influence on the adjustment of students.

**Riddhi Jasmatbhai Kasundra & Dr. I.S. Singh (2020)** conducted a study to know the adjustment among secondary school students. It also aimed to check adjustment with

reference to gender and residence area. Adjustment Inventory for School Students (AISS) by Dr. A.K.P. Sinha and Dr. R. P. Singh (2019) was used for collection of data. The sample constituted 120 secondary school students, out of which 60 were boy students (30 urban area and 30 rural area) and 60 were girl students (30 urban area and 30 rural area). The data were collected from Rajkot District. The data was scored, analyzed as per the manual. The data were analyzed using inferential statistics. The result showed that (i) There is no significant difference between the mean score of adjustment among the boy and girl students, (ii) There is no significant difference between the mean score of adjustment among the secondary school students of urban and rural areas; and (iii) There is significant difference in the interactive effect of the mean scores of adjustment among the gender and residence area. The results revealed that boys from urban area secondary schools have good adjustment as compared to girls from urban secondary schools.

**Lakshmi Talukdar (2019)** conducted a study on the adjustment problems of specially abled children with reference to Emotional Intelligence and their attitude towards computer technology. The researcher used Descriptive Survey method for the present investigation. The sample of the study consists of 200 specially abled children (100 deaf and dumb and 100 blind children). The sample was drawn using Purposive sampling technique. The researcher used three research tools, viz., (i) Bell's Adjustment Inventory by R.K. Ojah; (ii) Emotional Intelligence Scale by Dr. Arun Kumar Singh and Dr. Shruti Narain; and (iii) Computer Attitude Scale by Dr. Tahira Khatoun and Manika Sharma. The data were analyzed using descriptive analysis. Mean Score values, Standard Deviations, t-tests and Pearson's Coefficient of correlations were calculated to interpret data.

The findings of the study revealed that though both vision and speech are primary sense organs and important for people; but the vision is more important than the speech in adjusting oneself with environment as well as to perform other activities. The study also revealed that there is significant difference between deaf/dumb boys and girls in some areas of



adjustment, emotional intelligence and attitude towards computer technology. The findings of the study also revealed that there is no problem of adjustment for boys and girls in respect of home environment. However, there is significant difference between specially abled boys and girls in respect of health, social and emotional adjustment.

**Gill (2014)** conducted a study on educational, social and emotional adjustment of visual handicapped students of a special school at Faridabad. The findings of the study revealed that there was no significant difference in the educational adjustment of boys and girls studying in the special school. The study also revealed that there was no significant difference in the social and emotional adjustment of boys and girls studying in the special school.

### **Need and Importance of the study**

Adjustment plays a significant role in the life of an individual. One should adjust oneself to his/her own environment or the circumstances in which he/she lives. The secondary stage of education is considered an important stage in the educational ladder. At this stage, children follow the suggestions of their parents in decision making; and participate in socially acceptable activities. Sometimes students take decisions at their own during this stage; and try to implement them. This is also the stage of ambiguity during which they need to take the support and assistance from the parents and teachers. Keeping in view the changes of the students in the pre-adolescence stage, the investigator felt it desirable to investigate on the problems of Adjustment among students of secondary schools. From the review of related studies, it is understood that there are studies on the factors influencing the adjustment of students; and also on the relationship between adjustment and academic performance of students. But the researcher did not come across studies on the adjustment of students with different dimensions of adjustment. Hence, the researcher felt that there is a need to understand the problems of adjustment of secondary school students with reference to four dimensions, viz., the Home adjustment, the School adjustment, the Social adjustment and the Emotional adjustment. Further, the investigator proposed to study the influence of

different demographical variables such as gender, location of the institution, type of school management, occupation of parents and parental income on the adjustment of secondary school students. The study is also intended to identify the problems faced by the students with regard to their adjustment in different contexts; and suggest ways and means of overcoming these problems. The present study is an attempt in this direction.

### **Objectives of the study**

1. To study the problems of adjustment among secondary school students.
2. To examine the influence of demographic variables – gender, location of the school, type of school management, occupation of parents and parental income on the adjustment of secondary school students.

### **Hypotheses of the study**

1. There is no significant difference in the adjustment of boys and girls studying in secondary schools.
2. There is no significant difference in the adjustment of students studying in rural and urban secondary schools.
3. There is no significant difference in the adjustment of students studying in Government, Local Body and Private secondary schools.
4. There is no significant difference in the adjustment of students with their parents working as labourers, farmers and employees.
5. There is no significant difference in the adjustment of students with their parental income below 3 lakhs, between 3-5 lakhs and 5 lakhs & above.

### **Limitations of the study**

The study is limited to find out the adjustment of secondary school students studying in 40 secondary schools located in Visakhapatnam district of Andhra Pradesh. Further, the study is confined to find out the influence of five demographic variables, viz., gender, location of the school, the type of school management, occupation of parents and parental income on the adjustment of secondary school students.



## Methodology

### (a) Method of Research

The researchers followed the Survey Method of the descriptive research for the present investigation.

### (b) Sample

The sample of the study consists of 1200 students (580 boys and 620 girls) from Classes 9<sup>th</sup> and 10<sup>th</sup> studying in the selected secondary schools located in Visakhapatnam district of Andhra Pradesh using Stratified Random Sampling technique.

### (c) Research Tool

The researchers used a well prepared and standardized Adjustment Inventory as the research tool to collect data from the 9<sup>th</sup> and 10<sup>th</sup> class students of secondary schools for the present investigation.

### (d) Administration of the Tool

The research tool consisting of 60 items on four different dimensions of adjustment, viz., the Home adjustment, the School adjustment, the Social adjustment and the Emotional adjustment to 1200 students of Classes 9 and 10 from the selected secondary schools in Visakhapatnam district of Andhra Pradesh.

### (e) Statistical Techniques Used

The investigators used different statistical techniques such as Mean, Standard Deviation, the 't'- test and one-way Analysis of Variance (ANOVA) for data analysis and interpretation.

**Table** showing Mean, SD, and 't'/'F' values on the adjustment of secondary school students

S. No.	Variable		N	Mean	S.D.	t-ratio/ F-value	Result
1	Gender	Boys	580	184.71	45.91	2.67*	* Significant at 0.05 and 0.01 levels
		Girls	620	177.87	42.75		
2	Location of the school	Rural	730	176.28	42.02	5.89*	* Significant at 0.05 and 0.01 levels
		Urban	470	191.14	43.09		
3	Type of School Management	Government	180	181.83	42.13	0.012*	*Not Significant at 0.05 and 0.01 levels
		Local Body	740	184.18	42.12		
		Private	280	184.07	42.69		
4	Occupation of Parents	Labourers	330	185.14	42.18	0.013*	*Not Significant at 0.05 and 0.01 levels
		Farmers	480	186.81	43.68		
		Employees	390	187.27	41.75		
5	Parental Income	Below 3 lakhs	370	184.18	43.82	0.0012*	*Not Significant at 0.05 and 0.01 levels
		Between 3-5 lakhs	520	183.69	45.86		
		5 lakhs & above	310	183.53	43.88		

## Findings of the study

1. There is significant difference in the adjustment of boys and girls studying in secondary schools.
2. There is significant difference in the adjustment of students studying in rural and

urban secondary schools.

3. There is no significant difference in the adjustment of students studying in Government, Local Body and Private secondary schools.
4. There is no significant difference in the adjustment of students studying in Government, Local Body and Private secondary schools.
5. There is no significant difference in the adjustment of students studying in Government, Local Body and Private secondary schools

## Conclusions

From the findings of the study, it is concluded that boys studying in secondary schools have shown more problems of adjustment as compared to girls. In other words, girls exhibited better adjustment as compared to boys.

The students of urban secondary schools have shown more problems of adjustment as compared to their counterparts studying in rural secondary schools. In other words, students from rural secondary schools are better adjusted as compared to their counterparts from urban secondary schools.

However, the type of school management, occupation of parents and parental income have no influence on the adjustment of students in secondary schools.

## Recommendations

The study has suggested that home and school environment should be congenial for students to perform better in academics.

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