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A Study Of Adjustment Among Students Studying In Secondary Schools Of District Rajouri.

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Abstract

This study aims to examine the adjustment issues faced by students in Secondary School Students of District Rajouri. Adjustment refers to the ongoing process of adapting to one's environment and maintaining a dynamic equilibrium in personality. It plays a crucial role in various aspects of a student's life. The study focuses on assessing students' adjustment levels across five key areas: home, health, social, emotional, and educational. A sample of 200 students from different degree colleges in Jammu city was selected for the study. The Adjustment Inventory for Secondary School Students standardized by A.K.P. Sinha and R.P. Singh (2012) was used as the research tool. The collected data was analyzed using statistical techniques such as mean, standard deviation, and critical ratio. The findings revealed a significant difference in adjustment levels between male and female students, with boys demonstrating better adjustment across all five areas.

Key words: - Adjustment, home adjustment, health adjustment, social adjustment, emotional adjustment, educational adjustment, Gender

INTRODUCTION

In today's fast-changing world, adjustment is a crucial aspect of human personality. An individual who cannot adapt to their environment may struggle to develop a well-rounded personality. A person with a flexible and adaptable nature can lead a fulfilling and content life, whereas someone who finds it difficult to adjust may experience stress and dissatisfaction. Adjustment is a continuous process through which individuals learn specific behavioral strategies to navigate their surroundings, enabling them to achieve harmony with their environment.

The transition from secondary school to college or other higher education institutions can be a challenging and stressful phase for students. While college life is an exciting period filled with significant transitions, it also requires students to adapt to personal changes and a shifting socio-economic environment.

In recent years, increasing attention has been given to the challenges adolescents face while transitioning to college. Socio-emotional difficulties often accompany this phase, contributing to the fact that only half of the students who enroll in college complete their degree within the stipulated time, while the rest drop out at some point. Many of society's frustrations regarding life, work, and relationships stem from unrealistic expectations.

Adjustment serves as an inherent mechanism that helps individuals cope with life's challenges. It is considered an indicator of social harmony, enabling a person to integrate well into society and be recognized as a well-adjusted individual. In modern society, life is becoming increasingly complex and full of contradictions. Only those who can adapt effectively can avoid psychological stress, which, if unaddressed, can lead to maladjustment. The ability to adjust during late adolescence plays a significant role in shaping an individual's future. This stage is often described as a period of intense stress and turmoil due to rapid physical and psychological changes. Every cultural group has certain expectations from individuals based on their stage of development. Successfully meeting these developmental challenges leads to happiness and prepares individuals for future success, whereas failure can result in dissatisfaction and hinder personal growth.

REVIEW OF RELATED LITERATURE

Annie (2010) aimed to explore the connection between academic achievement and socioeconomic status among B.Ed. student teachers. The study's sample included 158 randomly selected B.Ed. student teachers from Lady Willingdon Institute of Advanced Study in Education. The research utilized the Modified Kuppuswamy Socioeconomic Status Scale (1999) to collect data. The results indicated no significant relationship between academic achievement and the socioeconomic status of B.Ed. student teachers.

Bimla (2019) conducted a comparative study on the adjustment of college-going students. The objective was to assess how students' adjustment varied based on gender, location, and academic stream. Using a normative survey method, the study selected 200 students from rural and urban areas in Haridwar through stratified random sampling, including 100 male and female students. The analysis, performed using the mean, standard deviation, and t-test, revealed significant differences in family, health, and emotional adjustment between male and female students. Furthermore, rural students demonstrated better adjustment in home, health, social, and emotional aspects, while urban students were better adjusted in the educational domain. However, no significant differences were found in adjustment levels between science and non-science students.

Hemant Kumar Bunker (2021) examined the adjustment levels of secondary school students from urban and rural areas. The study included a sample of 120 secondary school students from two schools in Ahmedabad District, Gujarat, using the School Adjustment Inventory developed by A.K.P. Sinha and R.P. Singh (2007). The findings indicated no significant differences in emotional, social, and educational adjustment between urban and rural students. Additionally, gender was found to have no influence on students' adjustment levels.

Choudhary & Verma (2022) conducted a study on the influence of peer support on educational adjustment in first-year college students. A sample of 150 students from three universities in Uttar Pradesh participated in the study. The results highlighted that students with strong peer support networks demonstrated better academic performance, greater participation in extracurricular activities, and lower levels of academic stress.

Janardhanam and Vinayaga (2020) investigated the adjustment of college students in Chittoor District, Andhra Pradesh. A sample of 60 college students was selected, and data was gathered using the Adjustment Inventory developed by A.K.P. Sinha and R.P. Singh (1968). The study found significant differences in adjustment based on gender, age, and the nature of the academic course.

Lee and Ahn (2020) developed and tested a structural model for college adjustment among undergraduate students. Data collection took place from November 2019 to January 2020, with questionnaires distributed to 300 students, of which 290 responses were analyzed. The model fit indices were $\chi^2 = 427.707$ ($p < 0.001$), $DF = 173$, $\chi^2/DF = 2.47$, $GFI = 0.88$, $AGFI = 0.84$, $CFI = 0.91$, $IFI = 0.92$, $SRMR = 0.07$, and $RMSEA =$

0.07, all of which were acceptable. Seven of the thirteen paths in the final model were significant. The key factors influencing college adjustment were social support ($r = 0.39$) and ego-identity ($\beta = 0.73$), explaining 57.1% of the variance. The study suggested that students' adjustment is shaped by their social environment, including family, friends, and professors, as well as their ability to strengthen their ego-identity.

Nair & Menon (2022) explored the effect of digital learning environments on students' educational and social adjustment. The study, conducted in Kerala, included 250 students who had transitioned to online learning due to the COVID-19 pandemic. Results showed that students who had access to digital resources and peer support adjusted better to online learning, while those with limited resources faced challenges in academic and social engagement.

Pandey & Sharma (2021) conducted a comparative study on general intelligence and adjustment among college students. Data was collected from 500 students in various degree colleges in Ujjain City using a stratified random sampling method. The study analyzed the data using the mean, standard deviation, and t-test. While no significant differences were found in general intelligence scores between male and female students, there were notable differences in home, health, and emotional adjustment. Urban students scored higher in general intelligence than their rural counterparts, while rural students exhibited better adjustment in home, health, social, and emotional aspects. Conversely, urban students showed better educational adjustment. Science students outperformed arts students in general intelligence, but no significant differences were found between science and non-science students in adjustment.

Patel & Roy (2023) examined the impact of mindfulness training on college students' psychological and academic adjustment. A randomized controlled trial involving 120 students from Maharashtra was conducted. The study revealed that students who received mindfulness training exhibited reduced academic stress, improved emotional regulation, and enhanced overall adjustment compared to those in the control group.

Rajendran & Kaliappan (2019) examined the role of stress management training in improving the academic adjustment of college students. A sample of 200 students from Tamil Nadu was selected using a quasi-experimental research design. The study revealed that students who underwent stress management training showed significant improvement in their academic adjustment, self-efficacy, and coping mechanisms compared to those who did not receive training.

Sharma & Yadav (2021) explored the impact of self-esteem on social and emotional adjustment among undergraduate students. The study employed a correlational design with a sample of 180 students from various colleges in Rajasthan. Results showed that students with higher self-esteem reported better emotional and social adjustment, while those with lower self-esteem faced difficulties in interpersonal relationships and academic engagement.

Sutu et al. (2019) explored the impact of adjustment and deviancy on creativity. The study included 348 participants and employed various creativity measures, such as self-reported, informant-reported, occupational, and behavioral creativity assessments. Both longitudinal and cross-sectional research designs were used. The analysis indicated that individuals with high normative personality profiles demonstrated greater creativity. However, no link was found between personality profile normativeness and laboratory-based behavioral measures of occupational creativity. The study discussed different interpretations of the adjustment-creativity relationship, particularly in the context of implicit creativity theories and personal biases. Ultimately, it was concluded that deviancy does not contribute to creativity.

Syed Inshaallah Tahir, Insha Rasool, & Shazia Jan (2022) conducted a descriptive study on the relationship between home environment and social adjustment among secondary school students in Kashmir. The study involved 300 students, and data was collected using a self-constructed questionnaire. The findings indicated a significant association between home environment and students' social adjustment. Additionally, male and female students exhibited significantly different mean scores in home environment and social adjustment. Furthermore, rural students demonstrated better home environments and social adjustment compared to their urban counterparts.

Zareena and Vatsala (2011) examined how adjustment problems, time management, parental education, and socioeconomic status influenced student achievement. The study focused on a sample of 80 eighth-grade students. The Time Management Scale by T.P. Kamala and the Adjustment Inventory by Mallika were used for data collection. The results indicated that none of the studied variables—adjustment problems, time management, parental education, or socioeconomic status—had any significant impact on students' academic achievement.

OBJECTIVES OF THE STUDY

- 1.To study the significant differences in adjustment between Girls and Boys students studying in Secondary Schools of District Rajouri.
- 2.To study the significant differences in Home Adjustment among Girls and Boys students studying in Secondary Schools of District Rajouri.
- 3.To study the significant differences in Health adjustment among Girls and Boys students studying in Secondary Schools of District Rajouri.
- 4.To study the significant differences in Social Adjustment among Girls and Boys students studying in Secondary Schools of District Rajouri.
- 5.To study the significant differences in Emotional Adjustment among Girls and Boys students studying in Secondary Schools of District Rajouri.
- 6.To study the significant differences in Educational Adjustment among Girls and Boys students studying in Secondary Schools of District Rajouri.

HYPOTHESIS OF THE STUDY

- 1.There will be significant differences in adjustment among Girls and Boys students studying in Secondary Schools of District Rajouri.
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- 6.There will be significant differences in educational adjustment among Girls and Boys students studying in Secondary Schools of District Rajouri.

DELIMITATIONS OF THE STUDY

The present study is subject to the following delimitations:

1. The study is conducted on a sample of only 200 students
2. It is restricted to the geographical area of Rajouri.
3. The sample consists of 100 male and 100 female students enrolled in secondary schools within District Rajouri.

RESEARCH METHODOLOGY

For this study, a sample of 200 students was selected from various secondary schools in District Rajouri. The researcher utilized the Adjustment Inventory for College Students developed by A.K.P. Sinha and R.P. Singh (2012) as the primary tool for data collection.

SCORING PROCEDURE

The responses provided by students on the inventory and the corresponding answer sheet were evaluated using a standardized scoring key. Each section had a separate transparent scoring key, and only the responses marked within the designated circles were considered. Each valid response was assigned a weightage of one (1) point.

STATISTICAL TECHNIQUES USED

The following statistical methods were employed for data analysis:

- ❖ Mean
- ❖ Standard Deviation
- ❖ Critical Ratio

ANALYSIS AND INTERPRETATION OF DATA

Table A: - Showing critical ratio between the adjustment among Girls and Boys students studying in Secondary Schools of District Rajouri.

CATEGORY	N	MEAN	S.D	CRITICAL RATIO	LEVEL OF SIGNIFICANCE
Girls	100	55.76	1.003	17.13	Significant at 0.01
Boys	100	50.74	2.75		

INTERPRETATION

It is evident from table 4.1 that the calculated value of critical ratio come out to be 17.13 is greater than 2.58 at 0.01 level of significance. This indicates that when the adjustment among girls and boys of degree colleges are compared, significant differences have been obtained.

Table B: - Showing critical ratio between the home adjustment among Girls and Boys students studying in Secondary Schools of District Rajouri.

CATEGORY	N	MEAN	S.D	CRITICAL RATIO	LEVEL OF SIGNIFICANCE
Girls	100	9.16	1.61	4.23	Significant at 0.01
Boys	100	8.42	0.097		

INTERPRETATION

It is evident from table B that the calculated value of critical ratio comes out to be 4.23 which is greater than 2.58 level of significance. Table indicates the mean score of girls i.e., M=9.16 is higher than the mean score of boys i.e., M=8.42. But as per the manual individual scoring high in home area tend to be unsatisfactory adjusted towards their home surroundings. So, the above result reveals that better adjusted to the home area of adjustment as compared to girls. This indicates that when girls and boys of degree colleges have been compared based on home adjustment, significant difference has been obtained.

Table C: - Showing critical ratio between the health adjustment among Girls and Boys students studying in Secondary Schools of District Rajouri.

CATEGORY	N	MEAN	S.D	CRITICAL RATIO	LEVEL OF SIGNIFICANCE
Girls	100	7.95	0.9	8.15	Significant at 0.01
Boys	100	7.20	0.2		

INTERPRETATION

It is evident from table C that the calculated value of critical ratio comes out to be 8.15 which is greater than 2.58 at 0.01 level of significance. Table indicates the mean score of girls i.e., M=7.95 is higher than the mean score of boys i.e., M= 7.20. But as per the manual individuals having high scales in health area reflect unsatisfactory adjustment. So, the above result reveals that boys are better adjusted to the health area of adjustment as compared to girls. The results reveal that there is a significant difference between Health adjustment of Girls and Boys studying in Secondary Schools of District Rajouri.

Table D: - Showing critical ratio between the social adjustment among Girls and Boys students studying in Degree Colleges of Jammu city.

CATEGORY	N	MEAN	S.D	CRITICAL RATIO	LEVEL OF SIGNIFICANCE
Girls	100	10.01	2.007	3.27	Significant at 0.01
Boys	100	9.35	0.273		

INTERPRETATION

It is evident from table D that the calculated value of critical ratio comes out to be 3.27 which is greater than 2.58 at 0.01 level of significance. The table indicates the mean score of girls i.e., $M=10.01$ is higher than the mean score of boys i.e., $M=9.35$. But as per manual individuals scoring low are submissive and retiring. High scores indicate aggressive behavior. So, the above result reveals that boys are better adjusted to the social area of adjustment as compared to the boys.

Table E: - There will be significant differences on Emotional adjustment among Girls and Boys students studying in Secondary Schools of District Rajouri.

CATEGORY	N	MEAN	S.D	CRITICAL RATIO	LEVEL OF SIGNIFICANCE
Girls	100	17.75	0.68	15.61	Significant at 0.01
Boys	100	15.71	0.8		

INTERPERTATION

It is evident from table E that the calculated value of critical ratio comes out to be 15.61 which is greater than 2.58 at 0.01 level of significance. The table indicates the mean score of girls i.e., $M= 17.45$ is higher than the mean score of boys i.e., $M=15.71$. But as per the manual high score indicate unstable emotional. Individuals with low scores tend to be emotionally stable. So, the above result reveals that boys are better adjusted in emotional area of adjustment as compared to girls.

Table F: - Showing critical ratio between the educational adjustment among Girls and Boys students studying in Secondary Schools of District Rajouri.

CATEGORY	N	MEAN	S.D	CRITICAL RATIO	LEVEL OF SIGNIFICANCE
Girls	100	11.58	1.042	11.54	Significant at 0.01
Boys	100	10.38	0.0297		

INTERPRETATION

It is evident from table F that the calculated value of critical ratio comes to 11.54 which is greater than 2.58 at 0.05 level of significance. Table indicates the mean score of girls i.e., $M= 11.58$ is higher than the mean score of boys i.e., $M= 10.38$. But as per the manual individuals score are poorly adjusted towards curricular and co-curricular programmes. People with low scores are interested in educational activities. So, the above result reveals that boys are better adjusted in the educational area of adjustment as compared to girls.

FINDINGS OF THE STUDY

1. Significant difference has been found in the adjustment among boys and girls studying in Secondary Schools of District Rajouri.
2. Significant difference has been found in the home adjustment among boys and girls studying in Secondary Schools of District Rajouri.
3. Significant differences have been found in the health adjustment among boys and girls studying in Secondary Schools of District Rajouri..
4. Significant difference has been found in the social adjustment among boys and girls studying in Secondary Schools of District Rajouri.
5. Significant difference has been found in the emotional adjustment among boys and girls studying in Secondary Schools of District Rajouri.
6. Significant difference has been found in the educational adjustment among boys and girls studying in Secondary Schools of District Rajouri.

EDUCATIONAL IMPLICATIONS

The present study has its implication for teachers, educational administrators, curriculum frames and parents.

1. 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.
2. The college environment should be cordial and congenial.
3. There should be proper provision of co-curricular activities in the Secondary Schools.
4. Parents should have knowledge of the school environment and facilities before getting their wards admitted to Secondary Schools
5. Administrators should appoint well-qualified staff.
6. Teachers should provide a congenial environment and equal opportunity for all students for exploration.
7. College authorities and parents should pay attention to minimize the adjustment problems of secondary schools going students.
8. Appropriate interventions programs can be planned to assist college students who have problems in coping with the demands and challenges which can create stress and tension to their life on campus.
9. General information on perceived academic, social and cultural issues in school environment should be provided to make students transition smooth.
10. The college authorities should give specific attention to students' financial needs as serious financial problems could leave a negative impact on their adjustment in Secondary Schools
11. College administration should organize health awareness programs. They should be made aware of the available resources and services so that the students can easily benefit from them.

CONCLUSION

The finding of the current study indicated that there is a significant difference in adjustment between boys and girls studying in Secondary Schools of District Rajouri.. It was also found that boys are more adjusted than girls. The results call for action from families, academicians, policy makers and stakeholders, all are taking necessary decisions to facilitate better adjustment skills among students studying in Secondary Schools of District Rajouri.

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