



A STUDY OF ADJUSTMENT AMONG HIGH-SCHOOL STUDENTS.

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Abstract:

The process of psychological healing is dependent on individuals' interactions with their environment and how they fulfil their responsibilities in the context of their desires. People possess many complicated tendencies and unique working abilities. When these diverse tendencies and abilities align, it results in efficient and appropriate outcomes. Sample for the present study was constituted by 100 students on gender wise (50 female students, 50 male students) of 10+2 of Nagpur city. The random sampling method was used. Adjustment inventory for school students A.K.P. Sinha and R.P. Singh, Agra. There are 63 statement five areas which are home, health, social, Emotional and educational. In order to find out the significant difference mean, standard deviation, t-statistics has used in study. The study found that despite the fact that for this study population there were no differences between male and female school students with regard to home, health, social, Emotional and educational adjustment.

Key words: Adjustment, emotional, environment, process, school students, society, students

Introduction:

The process of psychological healing is dependent on individuals' interactions with their environment and how they fulfil their responsibilities in the context of their desires. People possess many complicated tendencies and unique working abilities. When these diverse tendencies and abilities align, it results in efficient and appropriate outcomes. Changes can be observed in their behaviour and psychology. They strive to create balance by integrating into society. This process of striving to maintain balance by integrating into society is known as adjustment.

Throughout history, human beings have relied on their abilities to overcome life's struggles. If we consider it, all living creatures strive to resist destruction and grow in accordance with their abilities to live their lives.

When living beings face a situation that requires them to adapt to their environment based on their nature, it is referred to as an adjustment process. All living beings are constantly engaged in adapting to their environment. Gates & Jersild (1948) Adjustment is a continuous process in which a person varies his behaviour to produce a more harmonious relationship between himself & his environment. Adjustment of a student is related to arriving at a balanced state between his needs and satisfaction. Need of individual are multidimensional. Good adjustment is realistic and satisfying. Students have good adjustment in all aspect of their life if there is balance between their academic-intellectual, emotional, social and other needs and their satisfaction.

The success of adjustment behaviour depends on how effectively living beings cope with external circumstances and fulfil their needs. From birth until death, living beings engage in a continuous process of adjustment that never ceases. Adjustment as an achievement means how the effectiveness with which an individual can function in changed circumstances and is



as such related to his adequacy and regarded as an achievement that is accomplished either badly or well (Lazarus, 1976).

All animals, excluding humans, exhibit a variety of adjustment mechanisms. Some animals adapt to their environment by camouflaging themselves to avoid predators, while others use their poisonous nature as a mechanism for survival and adjustment. However, these adaptive mechanisms are inherent in animals and are provided by nature.

There is no doubt that many animals can learn to some extent, but their adaptive mechanisms are largely based on simple tendencies.

Devika R. (2013) found that found that significant difference exists in the emotional adjustment of boys and girls and no significant difference was found between male and female secondary school students with regard to Family, Social, Educational and Financial adjustment.

SubhashS. And Sangita B. (2017) studied on 'A study on the adjustment and academic achievement of adolescents', found that, the study indicated that there were no significant differences between boys and girls in adjustment and academic achievement in adolescence period. The result also revealed that there was a significant difference among emotional adjustment, social adjustment, educational adjustment and academic achievement in adolescent period.

Method:

Objective:

- To study Adjustment of male and female high school students.
- To find out difference in Adjustment all area wise and gender wise.

Hypotheses:

On the basis of objective of the study the following hypotheses have been formulated-

- There is significant difference between male and female students in relation to over all adjustment.
- There is significant difference in the level home adjustment among male and female high school students
- There is significant difference in the level health adjustment among male and female high school students
- There is significant difference in the level social adjustment among male and female high school students
- There is significant difference in the level Emotional adjustment among male and female high school students
- There is significant difference in the level Educational adjustment among male and female high school students

Sample:

Sample for the present study was constituted by 100 students on gender wise (50 female students, 50 male students) of 10+2 of Nagpur city. The random sampling method was used.

Tools Used:

The following test was used for adjustment:



1. Adjustment inventory for school students A.K.P. Sinha and R.P. Singh, Agra. There are 63 statement five areas which are home, health, social, Emotional and educational.

Statistical Technique Used:

In order to find out the significant difference mean, standard deviation, t-statistics has used in study.

Findings and Discussion:

In order to test hypothesis framed with reference to objective of the study, data were analyzed using t test. The researcher arranged the data obtained by students. These results shown in the following table:

Table 1:

Mean, SD and t Ratio of group of male and female high school students on total score of Adjustment (N= 100)

Groups	N	Mean	SD	t	sig.
Male Students	50	31.98	10.95	0.47	NS
Female students	50	30.18	12.87		

****p<.01, *p<.05, NS= Not significant**

Interpretation:

Table no 1 indicates the 't'- value of female and male students of overall Adjustment is 0.47, not significant at 0.05 level. It means, significant mean different was not found between male and female high school students on overall adjustment score. Male high school students have shown slightly higher mean score than female high school students (31.98 >30.18) but this is negligible difference. We can say that there is no significance difference between male and female students in adjustment.

Table 2:

Mean, SD and t Ratio of group of male and female high school students on score of Home, Health, Social, Emotional, Educational Adjustment (N= 100)

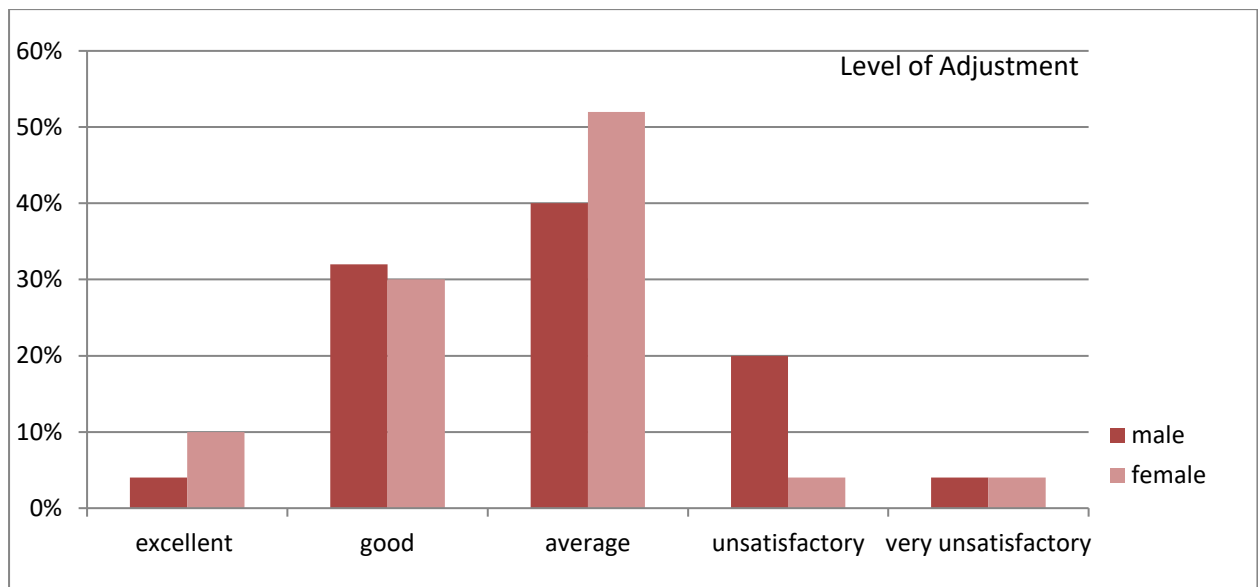
Adjustment	N	Mean	SD	t Value
Home	Male	6.1	2.73	0.14
	Female	6.2	2.85	
Health	Male	6.64	2.68	1.60
	Female	6.56	3.1	
Social	Male	6.12	2.61	0.79
	Female	5.68	2.68	
Emotional	Male	6.52	3.55	1.76
	Female	7.58	5.64	
Educational	Male	6.74	3.03	0.29
	Female	6.3	3.25	

****p<.01, *p<.05, NS= Not significant**

Interpretation:

Table n 2 shows Mean SD and t value score on Home, Health, Social, Emotional, Educational Adjustment (N= 100)

There is no significant mean difference was found in Home, Health, Social, Emotional, Educational Adjustment for the df 98. In Emotional adjustment it observed that the mean for female student is higher than male student (6.52 < 7.58) but this is negligible difference, also not proven statistically. So, there is no significant difference between male and female students in Home, Health, Social, Emotional, Educational Adjustment.



The above data is shown the level of adjustment 20% male students shows the unsatisfactory level and female shows 4% unsatisfactory level of adjustment. It can be said that male students are feeling unsatisfactory, in other hand female shows good adjustment. Based on the percentage analysis, it appears that the majority of students have an average level of adjustment across all dimensions.

Conclusion

The success of adjustment behaviour depends on how effectively living beings cope with external circumstances and fulfil their needs. From birth until death, living beings engage in a continuous process of adjustment that never ceases. A living being maintained an equilibrium between its demands and the external factors that affect how well those needs are met through the process of adjustment. In order to meet one's requirements, it is the process by which a person tries to deal with stress, tensions, disputes, etc. During the adjustment phase, the person might eventually sustain peaceful connections with the surroundings.

The study found that despite the fact that for this study population there were no differences between male and female school students with regard to home, health, social, Emotional and educational adjustment. Based on percentage analysis it papers that the majority of students have an average level of adjustment in all dimensions.

This suggests that there is an opportunity to support these students in improving their adjustment skills, as well as to further challenge those who have already demonstrated high levels of adaptation. To achieve this, it may be necessary to reframe the educational approach and provide additional resources and support for students. This could include implementing



counseling services, mentorship programs, or life skills training to help students develop resilience, coping mechanisms, and social-emotional competencies.

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