

Adjustment of adolescent students studying in Government and non-government Senior Secondary Schools

Sheetal

Research Scholar, JJT University, Rajasthan, India

Abstract

The purpose of present study was to know the adjustment level of adolescent students studying in Govt. and Non Govt. Senior secondary schools of South Haryana. The study was conducted on 600 (300 male +300 female) adolescent students of Senior Secondary Schools of South Haryana. Adjustment Inventory developed by Dr. A. K. P. Sinha was used to measure adjustment level. The results of study show that there is no significant difference in anxiety level of students of Govt. and Non Govt. Senior Secondary Schools. It was found that there is no significant difference between the adjustment of adolescent students of govt. and the non govt. senior secondary schools. It is also found that there is a significant difference between the adjustment of adolescent male and female of students of govt. schools at significance level 0.05. Adolescent female students of govt. and non govt. senior secondary schools have significant differences in adjustment level.

Keywords: Non-Government, Senior Secondary, Adolescent Students Studying

Introduction

Human needs are vital, indispensable and urgently requisite. One feels adjusted to the extent one's needs are gratified. The individual tries to bring changes in his circumstances in order to overcome the difficulties in the realization of his needs. Sometimes he reduces the quantum of his needs so that he may feel satisfied within the limited recourses of his environment. In this way he tries to keep a balance between his needs and capacity of realizing these needs. Therefore, the individuals who are able to adjust themselves in the changed situations in their environment can live in perfect harmony and lead a happy life.

Gates and Jersild (1948) define adjustment as "A continual process in which a person varies his behavior to produce a more harmonious relationship between himself and his environment". (PP.614-15)

So we can say that adjustment as a signal of harmonious relationship between a man and his environment.

In the developing countries most of the adolescents suffer from the adjustment problems. The parental expectations imposed on the children are so high. These aspects influence the personality of the individual. One of the problems faced by the educational institutions is the maladjusted behavior shown by some students. It is not uncommon to find some students suffering from anxiety, stress, insecurity, mild depression and other related problems which affect their various aspects of personality.

Teachers and parents play an important role for their children to overcome the problems of adjustment. The teacher who recognizes the causes of maladjustment of the individual and provide educational programs to develop healthy personal development. Fundamental to healthy personal development is a feeling of security. It is essential, therefore, that the school program promotes feelings of security rather than of anxiety in the learner nor should the learner's worries be

transferred to their teachers. Teachers, parents and school age learners all need a sense of security as they work together.

Areas of Adjustment

An individual's adjustment should consist of personal as well as environmental factors. These two broad aspects of adjustment can further be subdivided into smaller aspects of personal and environmental factors. Adjustment in this way, although seeming to be global characteristics may have different aspects or dimensions. Arkoff (1968 in) in his book: "adjustment and mental health have suggested family adjustment, school or college adjustment, vocational adjustment and marriage adjustment as the important areas of adjustment.

Recently Joshi and Pandey (Joshy and Panday, 1964) in their research study have given the following 11 areas or dimensions of an individual's adjustment (school or college students). Health and physical Development finance, living conditions and employment, social and recreational activities, social, psychological relation, Moral and Religious, Home and family future vocational and educational are some areas of an individual's adjustment. So adjustment is a state in which one feels that one's needs have been fulfilled and one's behavior conforms to the requirements of the culture of the society he belongs to.

Justification of the Study

The Present study is an attempt to know about adjustment between adolescent girls and boys. We know that adolescent stage is full of tension. At this stage various changes take place. With these changes in the personality of an individual he has to adjust his growing age, adjustment at home and in the society. Over expectation of parents with regard to their performance, rapid physical, mental and emotional development becomes causes of poor adjustment. So this

study may help in understanding the reasons for poor performance and maladjustment of students having various types of personalities and level of causing anxiety. The results of the study may help the teachers and parents to understand the student’s needs and solve the problems in a better way. Since a limited number of researches that focused on adjustment levels of adolescents in India have been done and because of the seriousness of its consequences, it was considered important to explore this issue further.

Objectives of the Study

To compare the adjustment of adolescent students of Government and Non-Government of Senior secondary schools of South Haryana.

To compare the adjustment of adolescent male and female students of Govt. senior secondary schools of South Haryana.

To compare the adjustment of adolescent male and female students of Non Govt. Senior secondary schools of South Haryana.

To compare the emotional, social and educational adjustment of adolescent students of Govt. and Non Govt. Senior secondary schools of South Haryana.

Hypotheses of the Study

1. There is no significant difference between the adjustment of adolescent students of Govt. and Non Govt. Senior secondary schools of South Haryana.
2. There is no significant difference between the adjustment of adolescent male and female students of Govt. senior secondary schools of South Haryana.
3. There is no significant difference between the adjustment of adolescent male and female students of Non Govt. Senior secondary schools of South Haryana.
4. There is no significant difference between emotional, social and educational adjustment of adolescent students of Govt. and Non Govt. Senior secondary schools of South Haryana.

Methodology

Descriptive survey method was used for the present study.

Sample: A sample of 600 Adolescents (300 male and 300 female) selected from 10+1 stage studying in senior secondary schools of South Haryana. The random sampling technique was used for the present study.

Tool Used: Adjustment Inventory developed by Dr. A.K. P. Sinha was used to measure the adjustment level.

Statistical techniques to be used: -

1. The following statistical techniques was used for analysis of data :-
2. Mean, S.D. was used to analyze the data.
3. The ‘t’ test, was worked out to find out the significance of difference between means & Interaction among different variables.
4. Line diagrams were used to depict the results pictorially.

Analysis and Interpretation of Data

Table 1: Significance of Difference in Mean Scores of Adjustment level of adolescent students of Govt. and Non Govt. Senior Secondary School.

Type of School	N	Mean	S.D.	df	t -Value	Result
Govt. School	300	17.50	8.59	598	1.77	N.S.
Non Govt. School	300	18.79	9.23			

df = 598 Value of significance at level 0.05= 1.96
Value of Significance at level 0.01 = 2.58

Table – 1 Shows the mean scores of Govt. and Non Govt. Schools are 17.50 and 18.79 respectively, and S.Ds are 8.59 and 9.23 respectively. The t value between mean scores of adjustment of adolescent students of Govt. and Non Govt. school is 1.77, which is less than the table value of ‘t’ at both significance level 0.05 and 0.01 Hence it is not -significant. Thus the hypothesis “There is no significant difference between adolescent students of Govt. and Non Govt.” is accepted.

Table 2: Significance of Difference in mean scores of adjustment of adolescent male and female students of Govt. School.

Group	Gender	N	Mean	S.D.	t -Value	Result
Govt. School	Male	150	18.54	9.33	2.15	Significant
	Female	150	16.43	=7.65		

df = 298 Value of significance at level 0.05= 1.96
Value of Significance at level 0.01 = 2.58

Table – 2 shows that t -value between mean scores of adjustment of adolescent male and female students of Govt. School is 2.15. Obtained ‘t’ value is greater than the table value of ‘t’ at significance level 0.05, hence it is significant. Thus the hypothesis “There is no significant difference between the adjustment of adolescent male and female students of Govt. School is rejected. It means adolescent male and female students of Govt. School are differing in adjustment level.

Table 3: Significance of Difference in mean scores of Adjustment of adolescent male and female students of Non Govt. Schools.

Group	Gender	N	Mean	S.D.	df	t -Value	Result
Non Govt. School	Male	150	18.37	8.45	298	0.79	N.S.
	Female	150	19.22	9.96			

df = 298 Value of significance at level 0.05= 1.96
Value of Significance at level 0.01 = 2.58

Table – 3 shows the mean scores of adolescent male and female students of non govt. schools are 18.37 and 19.22 respectively, and S.D.s are 8.45 and 9.96 respectively. The calculated t – value is 0.79; which is less than the table value of ‘t’ hence it is not -significant. Thus the hypothesis “There is no significant difference between the adjustment of adolescent male and female students studying in Non Govt. School” is accepted.

Table 4: Significance of difference between the scores of areas of adjustment of adolescent students of Govt. and Non Govt. schools.

Sr. No.	Variable	Area	Govt. School		Non Govt. School		df	t -Value	Result
			Mean	S.D	Mean	SD			
1	Adjustment	Emotional Adjustment	5.03	4.11	5.88	4.67	598	0.96	N.S.
2		Social Adjustment	7.14	2.69	7.30	2.85	598	0.73	N.S.
3		Educational Adjustment	5.50	3.36	5.98	3.77	598	1.6	N.S.

df = 598 Value of significance at level 0.05 = 1.96

Value of Significance at level 0.01 = 2.58

Table- 4 Researcher discussed all the areas of Adjustment of adolescent students of Govt. and Non Govt. schools and it is found that there is no significant difference between areas of adjustment (emotional, social and educational) of adolescent students of Govt. and Non Govt. schools. So null hypothesis, There is no significant difference between the emotional, social and educational adjustment of adolescent students of Govt. and Non Govt.” is accepted.

Conclusions

- There is no significant difference between the adjustment of adolescent students of govt. and the non govt. senior secondary schools.
- It is found that there is a significant difference between the adjustment of adolescent male and female of students of govt. schools at significance level 0.05.
- There is no significant difference between the adjustment of adolescent male and female students studying in Non Govt. School.
- As per the findings of the study it was concluded that there is no significant difference between different areas of adjustments.

References

1. Mathur SS. Educational psychology, Vinod Pustak Mandir, Agra-2. 2006.
2. Chauhan SS. Advanced Educational psychology. Vikas Publishing House Pvt. Ltd. New Delhi. 1978.
3. Mathur SS. Social Psychology. Vinod Pustak Mandir, Agra-2. 2007.
4. Mangal SK. Advanced educational psychology, Prentice – Hall of India Pvt. Ltd. New Delhi. 2007.
5. kinner S, Charles E. Educational Psychology, Prentice Hall of India Pvt Ltd. New Delhi. 2007.
6. Kulshreshtha SP. Educational Psychology, R. Lall Book Depot, Meerut. 2008.
7. Pandian U. Adjustment and Anxiety of B.ED Student-Teachers in Poducherry, Journal of Edutracks. 2013; 13(2):23-31.
8. Singh, Shashi Kala. Anxiety and Adjustment Pattern of High and Low Academic Achievers, Journal of Global Research, Analysis. 2013; 2(1):25-26.
9. International Online Journal of Education Sciences. 4(3), 519-528.