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Comparative study of adjustment among secondary school students

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ABSTRACT :

Being able to confront life is what education is all about. The success of life depends on how well the kid adapts to different circumstances. The Numerous variables, such as home, social, educational, and financial changes, influence a child's adjustment. The researcher here intends to conduct a comparative analysis of how secondary school pupils adapt. The research was conducted in this manner: conducted using the survey approach. The sample consisted of 275 pupils, including 151 boys and 124 girls. the research. They were chosen by giving due representation to eight secondary schools in the Thiruvananthapuram region. The investigator's adaptation inventory, which was developed and standardized, was used to assess gender and class (vi, vii, and viii). the adaptation of secondary school pupils. The statistical methods used in the research were t tests and percentage analysis. The study showed that the degree to which high school kids adapt is about average. It was also discovered that there was a considerable amount of There is a disparity between the way males and females handle their emotions, and there are no notable distinctions between them. female secondary school pupils' adjustment in terms of family, social life, education, and finances.

Keywords: Adjustment, Home Adjustment, Social Adjustment, Emotional Adjustment, Family Adjustment.

Introduction

The word "adjustment" describes an ongoing process by which that a person adjusts their behavior to create a more peaceful bond between him and the surroundings. the definition of adaptation in its strictest sense represents the outcomes of equilibrium, which are subject to change. by means of adjustment or adaptation. The way in which The individual either gets along in their physical or social environment. Adaptation is necessary for a good social atmosphere. Since The environment is always changing, day to day. specific needs that need to be met or accommodated the surroundings. Therefore, maintaining a balance is what adjustment is all about. a peaceful bond between humans and the environment this bodily surroundings and the individuals who make it up or social atmosphere, (Crow & Crow, 1956). The growth of the is greatly influenced by adaptation. kid. Academic accomplishment was defined by Trow (1956) as "the ability to gain knowledge or the extent to which one is proficient in something" assignments at school, which are often evaluated using standardized exams and measured in terms of a grade or units based on students' performance." Regarding academic performance Multiple factors influence it, which makes me worried. The kid's behavior adjusts to the changing environments of home, school, changes in society, finances, and emotions A person's education may be affected by their circumstances. accomplishment. The study conducted by Isabella (2010) examined the importance of the connection between academic success and social The financial situation of students enrolled in the B.Ed program. 158 aspiring teachers were chosen at random for the investigation. Changed The socioeconomic standing of Kuppaswamy was measured using his scale. gather information. It demonstrated that there was no notable the connection between scholastic success as well as the socioeconomic circumstances of students pursuing a B.Ed. Mohanraj Additionally, Latha (2005) examined the link between academic, home adjustment, and familial atmosphere accomplishment in teenagers. The investigation was having a similar age and home environment. The Using the Moos and Moos family, the sample was evaluated. Bell's adjustment inventory and the environment scale. Family The environment seemed to have an impact on how well one adjusted at home, as well as one's academic achievement. One more study Reddy (1976) performed his study utilizing Rao's academic. The academic adjustment is determined by a sentence completion device and an achievement inventory. strongly correlated with academic success of Raju and Rahamtulla (2007) discovered that pupils at school are The majority of school-aged children's adjustments are contingent upon the factors related to education, such as the class and medium of instruction of teaching and the manner in which the school is managed. The school's occupation and parent education Additionally, it was discovered that children have an impact on how well people adapt to change the students.

Objectives

The study's goals were as follows:

1. Determining the degree to which secondary schools are adapting students in school.
2. To compare secondary schools for girls and boys students who are adjusting to their families.
3. to contrast the secondary education of boys and girls students' social adaptation.
4. Comparing secondary schools for males and females pupils in instructional adjustment.

5. To compare the secondary schools for boys and girls students undergoing financial counseling.
6. To compare the secondary schools for boys and girls students' emotional adjustment.

Hypotheses

The hypotheses made for the study were as follows:

study:

- 1-The degree of secondary school students varies modification.
- 2-Differences between boys and girls in secondary school their degree of family integration.
- 3-Secondary school pupils of both sexes differ in terms of their degree of social adaptation.
- 4-Secondary school pupils of both genders vary in their degree of educational adaptation.
- 5-Differences between male and female high school students are seen in their degree of financial adaptation.
- 6-There are differences between male and female high school students in Their degree of emotional adjustment.

Methodology of study

The methodology is the method or approach used to do the research. The survey approach was determined to be the best option for the research.

Sample

Representative samples of 275 secondary pupils (Boys from eight secondary schools, 151 males and 124 girls) were chosen. The study used schools in the Thiruvananthapuram area. Gender was given fair representation as a factor of pupils. Table 1 lists the components of the sample in that order.

Tools used for study

The adjustment inventory was prepared and standardized by the investigator. The adaptation of the was measured by the investigator. Students in secondary school. There are five items in this inventory. Dimensions such as family, school, financial, personal, and integration into society. The reliability coefficient was determined to be 0.74.

Statistical Methods

The statistical methods used by the researcher were as follows:

for the purpose of the research.

1. Analysis of percentages
2. T test

Data analysis

According to the initial examination, the percentage distribution of leveling students according to their class assignments made a decision. From Table 2, it may be concluded that 53% of class VI and 52% of class V are represented. 54% of students in class VIII and the majority of class VII pupils exhibit moderate symptoms. The degree of family adaptation, with 40% of class VI and 10% of 12% of pupils in grade VIII and class VII exhibit a low level of adaptation to family life. Additionally, it may be observed that 7% of students in class VI, 38% in class VII, and 34% in class VIII exhibit high levels of performance. The degree to which a family has adapted. Consequently, the majority of the respondents were at the intermediate level of family. The poor family adjustment in the. According to pupils in grades VII and VIII, they were prone to family issues.

S.No.	Variables	Number of students (275)
1	Class	
	VI	101
	VII	139
2	VIII	35
	Sex	
	Male	151
	Female	124

Table no1 sample distribution

Table 2 shows that 65% of class VI and 68% of class VII are represented. The majority of students in class VIII (63%) exhibit moderate proficiency. The class VI students had a 26% social adjustment rate, while the class VII students had a 22% rate. 23% of pupils in grade VIII and grade IX exhibit a low degree of fitting into society. In addition, 9% of Class VI students were observed to 10% of ninth graders and 14% of tenth graders exhibit high levels of achievement. The degree of social adaptation. As a result, the vast majority of the survey revealed that respondents were at the medium level of social adaptation. According to Table 2, 67% of students in Class VI, 61% of those in Class VII, and 69% of those in Class VIII are enrolled. Students in class VIII have an average level of education. 4% of class VI, 17% of class VII, and 14% of class VIII are undergoing adjustments. The percentage of pupils in class VIII who have a poor level of education modification. Additionally, 13% of class VI and 22% of class VII students were found to be at risk. 17% of students in class VIII and 12% of those in class IX demonstrate a high level of modifications to the curriculum. The majority of respondents were determined to be at the middle level of education modification. The less adjusted pupils are at the lower grades of school, the more likely they are to have a significant impact on the academic performance of as mentioned in the study by Adhiambo, Odwar, students and the variations in the school, according to Mildred (2011). Between the high and low achievers, adjustment can occur. As seen in Table 2, 56% of class VI and 61% of 63% of pupils

in class VIII and class VII exhibit a moderate degree of proficiency of financial adjustment, while 24% of class VI, 24% of The majority of pupils in class VII (31%) exhibit a low level of financial change. Additionally, 18% of class students can be seen. 21% of pupils in class VII and 23% of students in class VIII exhibit strong VI degree of educational adaptation. The majority of The majority of respondents were determined to be at the intermediate level of financial modification. The table shows that 59% of class VI and 67% of class VII are 66% of the students in Class VIII and Class IX exhibit moderate behavior. 26% of class VII and 18% of class VI students, respectively, are at the same level of emotional adjustment. Fourteen percent of students in grade VIII and a low percentage of those in grade IX exhibit a low level of emotional adaptation. Additionally, 17% of 3% of class VIII and 9% of class VII students are in class VI. high degree of emotional stability. The majority of the Respondents were determined to have a moderate degree of emotional adaptation. The ground floor for emotion The modification suggests that several participants in this study might have experience physical exertion, mental stress, and poor health competition, collaborative projects, and other things.

S.No.	Adjustment		Class(VI)101 No/%	Class (VII)139 No/%	Class(VIII)101 No/%
1	Family	Low Average High	40/40 54/53 7/7	14/10 72/52 53/38	4/12 19/54 12/34
2	Social	Low Average High	26/26 66/65 9/9	30/22 94/68 15/10	8/23 22/63 5/14
3	Educational	Low Average High	20/20 68/67 13/13	24/17 85/61 30/22	5/14 24/69 6/17
4	Financial	Low Average High	26/26 57/56 18/18	25/18 85/61 29/21	5/14 22/63 8/23
5	Emotional	Low Average High	24/24 60/59 17/17	34/24 93/67 12/9	11/21 23/66 1/3

Table 2. Percentage of adjustment of secondary school students

The emotional impact of Table 3 is noticeably different. change in boys and girls ($t=2.04 > 1.96$). Nothing noteworthy. The family, social, and educational domains revealed disparities, as well as the adaptation of males and girls. This outcome is consistent with the Ganai et. al. (2013) study that showed that men and women. With regard to students, there is no discernible disparity. adjustment to the family, community, and education. The outcome is as follows: The current study differs from that of Ganai et al. (2013) because it revealed a substantial difference between boys and girls in terms of the emotional harmony. The research demonstrates that men. Compared to girls, students have improved their emotional regulation. The variation could be explained by the fact that girls are occasionally forced to control emotions, become perhaps an introvert who might be reluctant to express themselves. Yellaiah's (2012) In addition, the study pointed out that there are substantial differences between boys and girls in terms of their emotional well-being.

S.No.	Adjustment	Mean/SD	Male(151)	Female(124)	t-Value
1	Family	Mean/SD	8.09/1.78	7.98/1.97	0.45
2	Social	Mean/SD	6.94/2.01	7.15/2.01	-0.85
3	Educational	Mean/SD	6.58/2.05	6.33/1.99	1.03
4	Financial	Mean/SD	7.57/1.95	7.18/2.43	1.45
5	Emotional	Mean/SD	6.13/2.11	5.63/1.98	2.04*

Table 3. Difference in adjustment of male and female students

Finding for study

1. The extent to which secondary school pupils adapt average.
2. The emotional modification of boys and girls.
3. There was no noteworthy difference between the male and female subjects. and when it comes to girls in secondary school financial, educational, social, and familial adaptation.
4. Boys are more emotionally stable than girls.

Implications for Education

Teachers have a vital role in raising the number of students student adaptation. Yoga and meditation, nutritious group events, different programs like NCC, cultural. The may be included in competitions, sports, and other activities. the school curriculum in order to enhance the emotional Student adaptation.

Recommendations

It's needs to Providing adequate rest, socializing, physical activity and recreation can improve the wellbeing and adjustment of students.

Conclusion

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. It is the process by which an individual attempts to deal with stress, tensions, conflicts etc., to meet one's needs. The individual in the due course can maintain harmonious relationships with the environment in the process of adjustment. The study concluded that for this study population, despite the fact that there were no differences between male and female secondary school with regard to family, social, educational and financial adjustment, boys showed more emotional adjustment than girls. The percentage analysis reveals that secondary school students possess only a moderate level of adjustment for all dimensions of adjustment. A higher level of adjustment in every dimension of adjustment is shown only for a small number of students and this has to be seriously taken for the successful wellbeing of the individual. The study thus urges the need to develop and implement adjustment programs for the secondary school children. The difference in the emotional adjustment of male and female secondary schools students can manifest both the behavior and academic achievement of students.

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