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## RESEARCH ARTICLE

### A STUDY ON EMOTIONAL, SOCIAL AND EDUCATIONAL ADJUSTMENT AMONG STUDENTS OF HIGHER SECONDARY SCHOOLS

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#### ABSTRACT

**Introduction:** Adolescence is a transitional period from childhood to adulthood and is considered as a period of 'storm and stress' which is characterized by many changes and challenges. Because of their rapid growth and development, most adolescents experience adjustment difficulties in emotional, social and/or educational aspects of their life. **Aims & Objectives:** The present study is taken up to find out the Emotional, Social and Educational adjustments of Higher Secondary Students and if there is any gender difference in their adjustment level. The sample comprised of 200 (16-18 years) adolescents drawn from eight schools of Prayagraj City. **Material & Method:** The Adjustment Inventory for School Students (AISS) developed by Sinha & Singh (2007) was administered to assess the adjustment levels of the Higher Secondary Students. The sample comprised of 200 Higher secondary students further classified into two groups: male (n=111) and female (n=89) in the age range of 16-18 years, respectively. Participants were chosen from Eight Schools of Prayagraj. **Results:** The findings of the study revealed that Female students are emotionally unstable in comparison to the male students but female students are good in their social adjustment and they are interested in school programmes while male students are poor in their social adjustment and they are poorly in adjusting with their curricular and cocurricular programmes.

#### INTRODUCTION

In the present 21st century, the age of growing communication system, education is an important tool, to bridge the gap between the past and the present. Education nurtures a person in all spheres of life. Man can be aware of the happenings around him and mould his career. Presently 'to mould' can be understood as 'to accommodate', 'to adapt', 'to adjust' to external and internal environments. Hence, education can be described as the process of adjustment all through the life. In the unending process of adjustments, fortunate is the person who has the ability to overcome all the influences, irrespective of the age he lives in.

**Adjustment:** Adjustment is the process by which a living organism sustains a balance between the needs and the circumstances. Kulshrestha (1979) elucidated that, the adjustment process is a way in which the Individual makes an effort to deal with stress, tensions, conflicts etc., and meet his or her needs. In human life, adolescence is the most vital period. It is the bridge period between childhood and adulthood. Adolescent stands at the crossroads of deciding factors of life, during this crucial period, to decide which path he / she should tread on.

Hence, setting goals for himself / her self becomes even more difficult. In such critical conditions, adolescents may come across many difficulties. These difficulties are the root causes of many problems. In such circumstances the adolescent has to integrate and emphasize the relation between the internal and external conditions to get along. This 'getting along' in life is termed as 'adjustment'. Today adjustment is a buzz word creating turmoil in all age groups. This turmoil results in sprouting up of interrelated problems. In the present study, the investigator is interested to explore the adjustment problems of students of higher secondary Schools

**Adjustment Problems:** Adolescence is one of the most turbulent periods in one's life. It is a period when one becomes sexually mature and gets integrated into the Society. A wide variety of physical changes take place in adolescence. These changes relate to, stature and various emotional issues in the adolescents. They also result in various psychological changes, especially the impacts of early and late maturation on individuals' physical and psychological adjustment. Adolescence has traditionally been viewed as beginning with the onset of puberty, rapid spurt in physical growth accompanied by sexual maturation, and as ending when individuals assume the responsibilities associated with adult

life- marriage, entry into the work force and so on. Adolescence is a period where a number of problems and disorders are experienced. Board of intermediate education 5 says as far as Indian adolescents are concerned they are very much under the dominant control of their parents and other elders of the family. All important decisions pertaining to life and education are taken by them. To that effect, the Indian youth generally remain prisoners of time and environment. This strange social situation unfolds a new environment which in turn creates stressful situation for the student youth powerfully, influencing their behaviour, students commonly encounter the problems related to home, school, physique, emotions, education, health, personal, social-relations, identity crisis, conduct disorders, adolescents role confusion, suicide, ragging, egocentrism, delinquency, career choice, teenage pregnancy, sexual behavior, problems of early marriage, and parenting among adolescents, generation gap, conflicts with parents and peers etc.

**Emotional Adjustment:** It refers to an individual's adaptation in emotional relationships within and with other people, both inside and outside of school, as reflected in the individual's attitudes and behavior

**Social Adjustment:** Social adjustment is an effort made by an individual to cope with standards, morals and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value

**Educational Adjustment:** Students experience several different situations during their educational life. They face considerable challenges in the educational system while coming to higher education level. They have to adjust with all these changes for Improving academic performance as it is considered the greatest achievement by the administrators, parents and the Society. Thus Educational adjustment is the ability of the students to cope with curricular and co-curricular activities of the school

**Students Higher Secondary School:** Students of Higher Secondary Schools are those students who are studying in standard XI and XII.

## MATERIALS AND METHODS

**Sample:** The sample comprised of 200 Higher secondary students further classified into two groups: male (n=111) and female (n=89) in the age range of 16-18 years, respectively. Participants were chosen from Eight Schools of Payagraj City.

They are

- YMCA centenary school and college, Allahabad
- Girls High School, Allahabad
- Balbarthi School, Allahabad
- Benhur High School and College,
- St. Joseph's College, Allahabad
- St. Mary's Convent Inter College, Allahabad
- IPEM International School, Allahabad
- Bishop Johnson School and College, Allahabad

**Measurements:** Adjustment Inventory for School Students (AISS) has been used. This survey was prepared by E.K.P Sinha and R.P. Singh (1993) and it was standardized in Iran by Karami (2001).

It has 60 questions and assesses the adjustment of high school students (14-18) in 3 fields; emotional, social and education (each contains 20 questions). Zero is allocated for who answered adjustment, and one for who answered maladjustment. In Persian version, the validity of the questionnaire acquired through test-retest method in /93 level (Karami, 2001). It is self-administering inventory. Before the study was undertaken the selected Students of Higher Secondary Schools were assured that their information will be kept strictly confidential. Students participating in the study were given information about the nature of study. The inventory can be scored by hand only. For any answer indicative of adjustment Zero is given, otherwise a score of one is awarded.

- **Emotional adjustment:** High Score indicate unstable emotions. Students with low score tend to be emotionally stable
- **Social Adjustment:** Individuals scoring high are submissive and retiring (socially not adjusted) low scores indicates socially adjusted
- **Education Adjustment:** Individuals scoring high are poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes.

## RESULTS AND DISCUSSION

Table 1 (a) indicates that approximately 5.40% male students of higher secondary schools possess a good level of adjustment, 41.44% students are average, 35.13% students are unsatisfactory and 18.01 students are very unsatisfactory in the level of adjustment while Table 1 (b) indicates that approximately 7.86 %female students of higher secondary schools have good level of adjustment, 47.44% students are average, 38.20% students are unsatisfactory and 6.74% students are very unsatisfactory in their level of adjustment. The high score of male students (35.13 + 17.01= 52.14) indicates that they are poor in their adjustment in comparison to female (38.20 + 6.74 = 44.94) students of higher secondary schools who got lower scores.

As per the analysis of emotional adjustment, percentage distribution level of adjustment of students are grouped by male and female was determined. It can be inferred from Table 2 (a&b), that 1.80% male students are excellent in their emotional adjustment while there is no female that represents excellent in their adjustment level. It also indicates 11.71% of male&14.60 % female students show good level of adjustment while 32.43 % of male &14.60 % female students show average level of adjustment. It can also be seen that 27.02% of male &47.19 % female students show unsatisfactory in their level of adjustment while 27.02 % male &23.59 % female students suffer from severe adjustment problems. Hence the result indicates female students have high scores (47.19+23.59 = 70.78) than male students (27.02 + 27.02 = 54.04) which means female students have unstable emotion in comparison to male students. It can be inferred from Table 3 (a &b), that 0% male students are excellent in their social adjustment while 1.12% female represents excellent in their adjustment level. It also indicates 6.30 % of male&16.85 % female students show good level of adjustment while 35.13 % of male &20.08 % female students show average level of adjustment. It can also be seen that 33.33% of male &39.32 % female students show

**Table 1. (a) Classification of adjustment in terms of Categories – Male**

Excellent A	Good B	Average C	Unsatisfactory D	Very Unsatisfactory E
0-5	6-12	13-21	22-30	30 & above
Nil	5.40%	41.44%	35.13%	18.01%

**Table 1. (a). Classification of adjustment in terms of Categories – Female**

Excellent A	Good B	Average C	Unsatisfactory D	Very Unsatisfactory E
0-5	6-14	13-22	23-31	31& above
Nil	7.86 %	47.19 %	38.20 %	6.74 %

**Table 2 (a). Emotional Adjustment of Male students**

Excellent A	Good B	Average C	Unsatisfactory D	Very Unsatisfactory E
1& below	2-4	5-7	8-10	11& above
1.80%	11.71 %	32.43 %	27.02 %	27.02 %

**Table 2 (b). Emotional Adjustment of Female students**

Excellent A	Good B	Average C	Unsatisfactory D	Very Unsatisfactory E
1& below	2-5	6-7	8-10	11& above
Nil	14.60 %	14.60 %	47.19 %	23.59 %

**Table 3 (a) Social Adjustment of Male students**

Excellent A	Good B	Average C	Unsatisfactory D	Very Unsatisfactory E
2 & below	3-4	5-7	8-10	11& above
Nil	6.30 %	35.13 %	33.33 %	25.22 %

**Table 3 (b). Social Adjustment of Female students**

Excellent A	Good B	Average C	Unsatisfactory D	Very Unsatisfactory E
2 & below	3-5	6-7	8-10	11& above
1.12%	16.85 %	20.08 %	39.32 %	14.60 %

**Table 4 (a). Educational Adjustment of Male students**

Excellent A	Good B	Average C	Unsatisfactory D	Very Unsatisfactory E
2 & below	3-4	5 -7	8-10	11& above
4.50%	22.52 %	38.73 %	28.82 %	5.40 %

**Table 4(b). Educational Adjustment of Female students**

Excellent A	Good B	Average C	Unsatisfactory D	Very Unsatisfactory E
2 & below	3-4	5 -7	8-10	11& above
8.98 %	31.46 %	41.57 %	11.23 %	6.74%

unsatisfactory in their level of adjustment while 25.22 % male & 14.60% female students suffer from severe adjustment problems. Hence the result indicates male students have high scores ((33.33+25.22= 58.55%) than female students (39.32+14.60= 53.92%) which means male students have less social adjustment in comparison to female students.

**Educational Adjustment of Male students:** Table 4 (a & b) represents, that 4.50% male students are excellent in their educational adjustment while 8.98 % female represents excellent in their adjustment level. It also indicates 22.52% of male & 31.46 % female students show good level of adjustment while 38.73 % of male & 41.57 % female students show

average level of adjustment. It can also be seen that 28.82 % of male & 11.23 % female students show unsatisfactory in their level of adjustment while 5.40 % male & 6.74% female students suffer from severe adjustment problems. Hence the result indicates male students have high scores ((28.82 +5.40= 34.22%) than female students (11.23+6.74= 17.97%) which means male students are poorly adjusted with their curricular and co-curricular programmes while female students are interested in school programmes.

**Findings of the study:** The results indicate that female students are unstable in their emotions in comparison to male students of higher secondary schools.

- Male students have less social adjustment than female students of higher secondary schools
- Male students are poorly adjusted with their curricular and co-curricular programmes while female students are interested in school programmes.

**Educational Implications:** Teachers can play a crucial role in increasing the adjustment of students. Yoga and meditation, healthy group activities, various programs like NCC, cultural competitions, sports etc. can be incorporated into the school curriculum in order to improve the emotional adjustment of students.

### Conclusion

The study calls for school authorities to initiate adjustment programs for the secondary school children. Orientation programs, social activities, student organizations should be arranged in the school environment itself to promote overall adjustment in children. Hence a positive, free, open and friendly atmosphere for students to interact freely with the teachers should be maintained. A good school climate thus gains much significance in making the students a better individual who can meet the challenging demands of life. A range of programs according to the diverse student needs should be organized in the schools.

Parents should be made aware about their role in making the child better adjusted personalities. Guidance and Counselling center, academic advisor, financial aid programs, and tutoring programs should be offered to address various student needs. Providing adequate rest, socializing, physical activity and recreation can improve the wellbeing and adjustment of students. Thus adjustment 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.

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