
A COMPARATIVE STUDY OF ADJUSTMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SEX AND SOCIO-ECONOMIC STATUS

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INTRODUCTION

With the passage of time, the needs for human beings are growing. Our society is developing society. We are faced with contradictions & hence face difficulty in adjustment with environment. Man lives by adjusting himself in the changing circumstances of the society. One of the important aim of education is to help the individual for better adjustment, which leads to happiness of the individual. An individual feel a sort of emotional tension, uneasiness & restlessness when he does not or cannot adjust himself in the social environment. The destiny of any country depends upon her youth (Adolescents) India cannot be an exception to the statement so it is of vital importance to the dynamic society. Every individual attempts to adjust to physical needs such as hunger & thirst & protection from danger. Unless a person is not able to adjust himself to the environment, he/she can not develop his/her wholesome personality. The present study is related with the group of college students. The personal and social adjustment play important role in the personality growth of adolescents.

From psychological point of view, problem of adjustment, Adjustment is the process by which the motives of an individual or an organization are satisfied. Personality adjustment refers a harmonious relationship between the person & the environment. A person feels adjusted when his needs, physical, psychological and social are satisfied. These needs may be in field of home, school and the society to which the individual belong.

MEANING OF ADJUSTMENT: The concept of adjustment is originally biological as propounded in Darwin's theory of 'Natural Selection and Adaption'. The concepts of adaptation was borrowed by psychology & named as adjustment. But the psychologist or educationist is more concerned with psychological survival. Just as a person adopts to physical demands arising from living or interdependently with others. Similar is the needs adjust to psychological set up.

A literal meaning of adjustment is arranged or 'settlement' (arrangement). Human beings who are able to adjust to the physical, social, economical, educational with environment are called 'well adjusted' & those who are not able to adjust is called Maladjusted. In psychology we can define these terms as normal or abnormal.

Adjustment according to dictionary of psychology is "Any operation whereby an organism becomes more favourable related to the environment or to the entire situation, external and internal". According to Lehner & Kube, "Adjustment is a process in which cause & effect relationship be obtained". According to Gates, "Adjustment is a process in which a person varies his behaviour to produce a more harmonious relationship between himself and his environment". Crow & Crow, "An individual's adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment". So dictionary meaning of adjustment is "to fit" "to make correspondent", "to adopt" or "to accommodate". We can say that adjustment takes place when there is reasonable harmony, balance or equilibrium between the demands of environment and this balance or equilibrium which we call adjustment is consultancy sought. In the concept of adjustment, environment also plays an important role. Environment means all the social, emotional, moral, economical, physical and intellectual

conditions which influence the development of the individual. So environment, consciously or unconsciously moulds the behaviour and personality of the child. Besides the demands of one's basic needs, society also demands a particular mode of behaviour from its member when one thinks only to fulfill one's needs by setting aside the norm ethics and cultural traditions of one's society. One is not going to adjust one's environment. Here adjustment also needs one's conformity to the requirement of one's culture society. In this way, adjustment does not only cater to one's own needs also the demands of the society. If the students unable to adjust and his needs don't fulfill, he becomes maladjusted and it may affect his academic achievement. As adolescent period is the period of stress and strains and this is the period when the individual develops physically, mentally, emotionally and socially. The individual who has high adjustment capacity becomes successful in academic activities. The problem of unrest in the students is mostly due to their maladjustment in various fields. Either it is in homes or at schools or at any other field. Development of personality seems to be associated with the nature of the adjustment of an individual with himself or the environment in which one feels that one's needs have been fulfilled and one's behaviour confirms to the requirement of the culture of the society he belongs to.

Adjustment in such a way, is a state of person where he tries to keep his needs in way of gratification within the requirements of various situations in his environment. One should remember that only a well adjusted student can take full advantage from his studies according to his age, interest and aptitude and socio-economic status etc. As Arkoff says, "It is the interaction between a person and his environment". In other words in adjustment both personal and environmental factors work side by side. Following conclusions can be drawn 1. Adjustment is the process that takes person to lead a happy and well contented life. 2. Adjustment helps in keeping balance between one's needs and capacity to meet these needs. 3. Adjustment persuades to change one's way of life according to demand of the situation. 4. Adjustment gives strength and ability to bring desirable changes in the conditions of one's environment.

MEANING OF SOCIO-ECONOMIC STATUS

Social and economic variable are commonly regarded as one of the prime importance for acceptance and rejection of pupils by their classmates. The isolated and the rejected are expected to emerge due to unfavourable socio-economic status in the family. Socio-economic status play an important role in the personality development of the child. It serves foundation for future development. There exists difference in behaviour patterns in families of different socio-economic status. Lee and Leader reported that "socio-economic status" of the family effects the child's developing personality both directly or indirectly". Directly because it determines what social class standard the parents will accept and what child's training methods they will adopt. And indirectly, it determines where and how the family line with them. The physical environment including such factor as size, general conditions of furnishing and neighbourhood in which the home is located, do influence the parental attitudes and this is in turn affect the child. A boy or girl coming from poor family or urban slum or a rural household does not have the same social pose at school, like a boy or a girl coming from rich family background. Many inequality factor arise from environment differences in the family of different socio-economic status.

Students coming from poor families find themselves ashamed in various forms of socio-economic insecurity. It has a significant effect over their adjustment patterns, whereas boys and girls coming from the upper socio-economic status find themselves socially and economically secure.

The importance of knowledge about the social environment of the individual is being increasingly realized by research workers in the field of social sciences. Economist realized long back, the socio-economic background of the individual shows the need for measuring this variable in the last decade.

Attempts have been made to estimate the 'socio-economic status of an individual on the basis of three assumptions 1. There is a class structure in society. 2. Status position are determined by few commonly accepted symbolic characteristic. 3. These characteristics can be sealed and combined by using statistical procedure. Socio economic status means pertaining to both social and economic conditions or phases. It indicates the social and economic background of the family of an individual. This includes social educational, occupational, cultural and financial status of the parents. It gives a clear picture of the social and economic status of the person in particular group. In the International Directory of Education SES has been defined as 'person's position in any given group', society or culture as determined by wealth, occupation, education and social class. According to the Funk & Wagnall's New standard dictionary 'status' defined as "Mode of existence as regards to some special set of circumstance". Good defines socio-economic status as the level indicative of both social and economic achievement of an individual or group. However, the term socio-economic status can be broadly defined the three important variables i.e. Education, occupation and income which contributes to the socio-economic status as parents in common area.

SIGNIFICANCE OF THE STUDY

At present, it has been found that the individual feels maladjusted in one area or the other because of the complexities of the modern of science and technology. Moreover, it is an age of competitions. All these factors contribute in developing tension in the individual. It also causes the low achievement of the individuals and their personality adjustment, so they may be given proper guidance. Being a social animal, man needs society and to remain in society he has to adjust with the values of society. Without social adjustment, man can't live happily. As much adjustment is required for an individual or humanity, same is for a student. The present study that inclined, the researcher has certain relevance to the field of education for the future remedies of the school students in relation to the cognitive aspects. The researcher carefully selected the problem which was completely based on the cognitive aspects to find out the real relationship of adjustment of high, middle and low level of socio-economic status of students. Individual behaviour is always goal oriented and these goals can be met only in the environment. In order to develop innate potentialities of an individual certain external factors are quite responsible. The adjustment factor may be one of them which helps the individuals to become better in his socio-economic group. If the individual is not well adjusted in the society, School, College, home as well as ethics of life. So adjustment plays a key role in SES. For this, the well adjusted students should be recognized and necessary remedies should be suggested for them, so that a good anticipation can be made for future. Thus it is necessary for the teachers, guidance workers as well as the parents to know about the differences brought in adjustment of the students due to their SES level.

OBJECTIVES OF THE STUDY

Aims and objectives of the study give us direction, motivate our action and evaluate our results and above all help us to reach the destination. Thus, in any study the formulation of aims and objectives is very essential. Therefore, investigator carried out the study with the following objectives in mind.

1. To compare the total adjustment of high SES boys and high SES girls of secondary level.
2. To compare the total adjustment of low SES boys and low SES girls of secondary level.
3. To compare the total adjustment of boys and girls of secondary school level.
4. To compare the total adjustment of high and low SES boys.
5. To compare the total adjustment of high and low SES girls.

HYPOTHESES

1. There would be no significant difference in the total adjustment of high SES boys and high SES girls of secondary school level.
2. There would be no significant difference in the total adjustment of low SES boys and low SES girls of secondary school level.
3. There would be no significant difference in the total adjustment of boys and girls of secondary school level.
4. There would be no significant difference in the total adjustment of high and low SES boys at the secondary school level.
5. There would be no significant difference in the total adjustment of high and low SES girls of secondary school level.

RESEARCH METHODOLOGY

Descriptive research method to be used.

Sample

In order to carry out the investigation a sample of 200 boys and girls studying in class IX and X were selected from different schools namely

- a. Govt. Senior Secondary School, Model Colony Yamunanagar .
- b. Sarswati Public School, Jagadhri.
- c. D.A.V. Public School, Yamunanagar.
- d. Govt. Senior Secondary School, Camp Yamunanagar

The schools were fairly representative of the urban schools of Haryana. The students studying in these schools come from different socio-economic status group. Random sampling technique was used and all the 200 students were considered in the investigation.

TOOL USED

Having selected the sample, the next task was to choose suitable tools for the collection of data.

- a. Adjustment inventory for school students by Dr. A.K. Sinha and Dr. R.P. Singh.
- b. Socio-Economic Status scale by Rajeev Bhardwaj.

STATISTICAL TECHNIQUE TO BE USED

The following statistical techniques are employed to analyze the data.

The significance of difference between the mean adjustment scores of various groups were calculated by utilizing the 't'-test.

STATISTICAL ANALYSIS & INTERPRETATION OF DATA

The present study was made to have a comparative study of adjustment of secondary level students in relation to SES and SEX. The data was analyzed.

The data

- To compare the adjustment high SES boys and SEX and high SES girls of secondary level.
- To compare the adjustment of low SES boys and SEX and high SES girls of secondary level.
- To compare the adjustment of boys and girls of secondary level.

Table 4.1

Showing the significance of difference between mean adjustment scores of high SES boys and girls at secondary level

Groups	N	Mean Adjustment Scores	S.D.	S.ED	t- ratio
High SES boys	50	65.6	3.30	0.62	2.74
High SES girls	50	67.3	2.89		

From table 4.1, it is observed that the t-value of 2.74 with a df.98 is significant both at .01 level (2.63) and .05 levels (1.98), which mean that the mean difference between the two means of high SES boys (65.6) and 3.30 boys High SES girls (67.3) significantly different. So, the girls of high SES with mean 67.3 have significantly more adjustment than the boys of high SES with mean 65.6. Hence, our first hypothesis, which states that there is no significant difference between the adjustment of high SES boys and girls is rejected. So high SES girls have more adjustment than SES boys.

Table 4.2

Showing the significance of difference between mean adjustment scores of low SES boys and girls at secondary level

Groups	N	Mean Adjustment Scores	S.D.	S.ED	t- ratio
Low SES boys	50	60.4	2.40	0.63	0.31
Low SES girls	50	60.2	3.82		

From table 4.2, it is observed that the mean adjustment scores of low SES boys and girls are 60.4 and 60.2 respectively. t-value 0.31 with a df. Of 98 is not significant both at .01 level (2.63) and .05 level (1.98). It means that there is no significant difference between the mean adjustment scores of the low SES boys and girls. So, our second hypothesis, which states that scores of low there is no significant difference between the mean adjustment SES boys and girls, accepted.

So there is no difference between the adjustment of low SES boys and girls.

In order to see the whether there is any gender based difference in the adjustment data was further analysed.

Table 4.3

Showing the significance of difference between mean adjustment score of boys and girls at secondary level

Groups	N	Mean Adjustment Scores	S.D.	S.ED	t- ratio
Boys	50	63.8	3.72	0.63	3.65
Girls	50	66.1	2.54		

From the table 4.3, it is observed that the mean adjustment scores of boys and girls are 63.8 and 66.1

respectively. The obtained t—value of 3.65 which is significant both at .01 level (2.63) and .05 level (1.98) of that there is no significance. Hence our third hypothesis, which states of boys and girls at secondary adjustment than boys with mean 63.8.

Table 4.4

Showing the significance of difference between mean adjustment scores of high and low SES boys at secondary level

Groups	N	Mean Adjustment Scores	S.D.	S.ED	t- ratio
High SES	50	65.6	3.30	0.57	9.82
Low SES	50	60.0	2.40		

From the table 4.4 it is observed that the t value of 9.82 with a df of 98 is significant both at 0.01 level (2.63) and .05 level (1.98) which means that the difference the two means of high (65.6) and low (60.4) SES boys is significantly different. So the boys of high SES with mean 65.6 are significantly more adjusted than the low SES boys with mean 60.4. Hence our hypothesis, which states that there would be no significant difference between the mean adjustment of boys and high and low SES, is **rejected**. So the high SES boys are more adjusted than low SES boys.

Table 4.5

Showing the significance of difference between mean adjustment scores of high and low SES girls at secondary level

Groups	N	Mean Adjustment Scores	S.D.	S.ED	t- ratio
High SES	50	67.3	2.89	0.677	10.48
Low SES	50	60.2	3.82		

From the table 4.5 it is observed that the 't' value of 10.48 with a df. of 98 is significant both at 0.01 level (2.63) and .05 level (1.98) which means of high (67.3) and low(60.2) SES girls is significantly different. So the girls of high SES with mean 67.3 are significantly more adjusted than the low SES girls with mean 60.2. Hence our hypothesis, which states that there would be no significant difference between the mean adjustment of girls of high and low SES, is **rejected** than low SES girls.

CONCLUSIONS

The conclusions from the present study may be stated as follows:

- There is a significant difference in the mean adjustment scores of high SES boys and girls at secondary level.
- There is no significant difference in the mean adjustment scores of low SES boys and girls at secondary level.
- There is significant difference in the mean adjustment scores of boys and girls at secondary level.
- There is a significant difference in the mean adjustment scores of high and low SES boys at secondary level.
- There is a significant difference in the mean adjustment scores of high and low SES girls at secondary level. abulated value at lated values greater than the t

Explanation

- In the table 4.1 calculated values greater than the tabulated value at .01 level,so we **reject** our null hypothesis. So there is significant difference between adjustment of high SES boys and high SES girls.

2. In table 4.2 calculated value is less than the tabulated value at .01 level so we **accept** our null hypothesis. So there is no significant difference between the adjustment of low SES boys and low SES girls.
3. In table 4.3 calculated value is greater than the tabulated value at .01 level so we reject our null hypothesis and there is significant difference between adjustment of boys and girls at secondary level. ed value is greater than the tabulated value at .01
4. In table 4.4 calculated value is greater than the tabulated value at .01 level so we **reject** our null hypothesis. There is significant difference between adjustment of high and low SES boys at secondary level level.
5. In table 4.5 calculated value is greater than the tabulated value at .01 level so we **reject** our null hypothesis. There is significant difference between adjustment of high and low SES girls at secondary level level.

EDUCATIONAL IMPLICATIONS

1. The study indicates that socio-economic status has no impact on the adjustment factors. Keeping this point in mind the persons concerned in educational practices should have the knowledge that everybody status, economic has some adjustment irrespective of caste, social status etc.
2. It is responsibility of the educationist to find out the creative children in the school and colleges. Then their personal and social adjustment should be followed up thoroughly by psychological tests and inventories. Immediate actions and remedies should be suggested to overcome, the difference faced by them.
3. The course of study should be prescribed by experts keeping in mind method of teaching should be made interesting by which they will develop self confidence in them.
4. The colleges and schools should be organized as the minimize the opportunity for failure and to give each students opportunity for feeling of success.
5. As the result of the study indicates that students coming from different levels of SES have no significant difference in their adjustment. It can be suggested that teacher in the class should treat all the students equally.
6. The teacher has to deal with and modify the various kinds of behaviour through training and practices. Therefore, the process of adjustment should be given prime importance.
7. Parents can also perform a vital role in adjustment of the children it has been said that home is the first institution of child, whatever the child learn in the family, practices in the school. If the child is well adjusted at home or in the family he will be well adjusted in the school. Therefore, parents should give attention towards the adjustment of their children.

Looking different educational implication of the study, the investigator can say that it is the responsibility of educational planners, administrators and professionals to device the ways and means to plan educational procedure which suited the mental, social and moral status of students with a proper degree of adjustment.

SUGGESTIONS FOR FURTHER RESEARCH

The suggestions for further research are as follows:

- >The investigator studied only secondary level students. Taking under graduate level another study can be done.
- >A study of adjustment can also be done comparing graduate and postgraduate students.
- > A study comparing the adjustment of rural and urban population also be done.

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- > Adjustment of the metro city population can also be compared to small city.
 - > A study comparing the adjustment of various facilities i.e. Arts, Science and Commerce can also be done.
 - > A study can also be done on adjustment in relation to the personality traits and intelligence level of population.
 - > The variables taken in the study were SES and Sex. Similar study can be done by taking some other Variables.
 - > The sample size was limited to 200 candidates only. Similar study can be done on a large scale

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