

**STUDY ON ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS
OF BHORANJ BLOCK OF HAMIRPUR DISTRICT IN HIMACHAL
PRADESH**

A

RESEARCH PROJECT

SUBMITTED TO

**RAJ RAJESHWARI EDUCATION SOCIETY, MANSUI, VILLAGE
CHORAB, P.O. BHOTA, TEHSIL BARSAR, DISTRICT HAMIRPUR
HIMACHAL PRADESH-176041**

MARCH, 2024



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Recognized By NRC-NCTE, New Deldi & Affiliated to H.P. University, Shimla and H.P. Board of School Education, Dharamshala (H.P.)

Courses Offered: B.Ed. and D.El.Ed. (Both Two Year Programmes) & Year of Establishment: August 13, 2006

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CERTIFICATE

It is hereby certified that the research work incorporated in the present Project entitled, “*STUDY ON ADJUSTMENT AMONG SECONDARY SCHOOL STUDENTS OF BHRANJ BLOCK OF HAMIRPUR DISTRICT IN HIMACHAL PRADESH*” was conducted by Mr. Ajay Kumar (Lecturer in Education) & Mrs. Shilpa Sandal (Lecturer in Education) in the capacity of principal investigator and investigator. This Research Project is their own original work. They are employees of Raj Rajeshwari College of Education, Governed by Raj Rajeshwari Education Society, Village Chorab (Mansui), P.O. Bhota, Tehsil Barsar, District Hamirpur (HP) - 176041. The said Project was financed by Raj Rajeshwari Education Society and submitted to us after completion on dated March, 30, 2024 and hence approved by Raj Rajeshwari Education Society.

Date: March 30, 2024

Kulbir Singh

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AKNOWLEDGEMENT

Firstly, I am thankful to the almighty God, without his blessing this research study would not have come to completion.

With deep sincerity I am highly grateful to the Governing body of the College, Sh. Manjit Singh (Chairman), Smt. Arvind Kaur Rani (President) and Sh. Kulbir Singh, (Secretary) to bestow and faith in me to carry out this project.

I express my sincere gratitude to Dr. Raj Kumar Dhiman, Principal of Raj Rajeshwari College of Education, who contributed to this research work with his invaluable input from time to time.

I am extremely thankful to Mrs. Shilpa Sandal, Lecturer in Education as well as my co-investigator for her valuable input, tireless efforts and continuous support for the completion of this project.

I am also highly thankful to Teaching and Non- Teaching staff of the college, who contributed to this research for their invaluable time, ideas and suggestions.

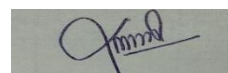
I am extremely thankful to Sh. Sardari Lal Changra, Ms. Shashi Bala and all other members of IQAC for their valuable input during the discussion on the project report.

I also express my sincere thanks to all known and unknown, who helped me during collection of data for this research work. Their enthusiastic efforts and willingness to take on significant responsibility to ensure the timely completion of data collection process and positive motivation for completion of my research work.

I also extend my sincere gratitude and appreciation to the students, teaching and non - teaching staff of various intuitions of Bhoranj Block across the District Hamirpur of Himachal Pradesh, who contributed to this research, their invaluable time, ideas and suggestions. Without their help and support, it was difficult to fulfill the objectives of present research work.

I am highly indebted to my family specially my parents, my brothers and my wife Chanchal kumari for their co-operation and inspiration for carrying out my research work.

Lastly, I am thankful to all those who are directly or indirectly involved in my research work.



Place: Bhota

(Mr. Ajay Kumar)

Dated: March 30, 2024

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CHAPTER-I

THEORETICAL ORIENTATION

INTRODUCTION

Human beings all around the world are living with an earnest desire to achieve further and further through innovating new things, which makes life more comfortable. For leading a serene and valuable life, present century demands many-sided, creative and enthusiastic personalities. The most credible weapon which helps us for making our life comfortable, successful and self sufficient in this world is Education. **According to Nelson Mandela**, the former president of South Africa, “Education is the most powerful weapon which you can use to change the world”. Education is the foundation for the social, cultural, technological and economic evolution of a country.

The aim of education is not exclusively the development of learned and trained personals; it also aims in the production of self-knowledgeable, brilliant, matured and inspired personalities. **The National Policy on Education (NPE 1986)** points out that “Education is the unique investment for the present and future”. All over the world education is exceptionally acclaimed as the best pre requisite for human advancement. Each nation is striving to achieve the goal of “Education for All” by enhancing participation, better condition of schooling and student achievement.

India, who has the second largest education system in the world, also recognizes the need for an educated and skilled population for the socio economic prosperity of the country. The growth of Indian economy in the recent past and the compulsion to sustain it is forcing the Indian Government to accelerate the process of developing the Indian education system. Massive reforms are being done by the Government of India to transform India’s education system from a mediocre to a world-class system. In the process of the reconstruction of education, stress is given by the educators to the importance of quality researches which have policy implications to the Indian education system.

Adjustment is the process by which an individual or group establishes a harmonious healthy relationship with its physical or social environment. Adjustment is a universal and

continuous process. Most of our day to day activities are related to adjustment and adaptation. We arrange many machines in such a way that their functionality increases. Adjustment in this sense means to organize and organize something in such a way that the purpose for which it is made can be fulfilled. Adjustment is also called adjustment, adjustment or adaptation. Adjustment is made up of two words – even and organizing. Therefore, adjustment means orderliness or the process of adapting the circumstances in a good way so that the needs of the person are met, mental conflicts do not arise. Many needs drive a person towards the achievement of the goal. When a person achieves his goal easily, then he feels satisfaction, otherwise, he feels disappointment and dissatisfaction. Generally this process of adjustment goes on continuously in the life of the person.

The term adjustment is often used as a synonym for accommodation and adaptation. It is used to emphasize the individuals struggle to survive in his or her social and physical environment. Adjustment, derived from the Latin word ad-just is, is the process by which one balances needs and the obstacles in his or her environment. The term adjustment refers to the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. In Encyclopedia Britannica, it is stated that adjustment (in psychology) is the process of behavior by which all creatures maintain equilibrium between their needs and demand an obstacles to the environments. It is therefore a harmonious relationship with the environment involving the ability to satisfy most of one's need and meet most of the demands both physical and social that are put upon one. Thus we may say that adjustment is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs. In other words, adjustment is a state in the condition of harmony arrived at by a person whom we call well-adjusted.

CONCEPT OF ADJUSTMENT

To change oneself and adjust with environment to establish harmonious relation is adjustment. The process of adjustment starts right from the birth of the child and continues till one's death. The concept of adjustment is as old as human race on earth, systematic emergence of this concept starts from Darwin. In those days the concept was purely biological and used the term adaptation. Insects and germs, in comparison to human beings, cannot with stand the hazards of changing conditions in the environment and as the season changes, Insects die. Hundreds of species of insects and germs perish as soon as the winter begins.

Man among the living beings, has the highest capacities to adapt to new situations. Man as a social animal not only adapts to physical demands but he also adjusts to social pressures in the society. Biologists used the term adaptation strictly for physical demands of the environment but psychologists use the term adjustment for varying conditions of social or interpersonal relations in the society. Thus, one can say that adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demands may be external or internal to whom the individual has to react: observe the life of a child, he is asked to do this and not to do other things. Child has to follow to certain beliefs and set of values which the family follows. One's personality develops in the continuous process of interaction with his family and environment. There are other demands which may be termed as internal as hunger, water, oxygen, and sleep etc. If one do not fulfill the internal demands one feel uncomfortable with the development of the child, these physiological demand go on increasing and become more complex. Thus, well-adjusted person is like water which changes shape according to circumstances and find its own way. To study adjustment problems and procedure researcher has selected the problem as slated in statement of a problem

MEANING AND DEFINITIONS OF ADJUSTMENT

The term adjustment is often used as a synonym for accommodation and adaptation (**Monroe 2007**). It is used to emphasize the individual's struggle to survive in his or her social and physical environment. Adjustment, derived from the Latin word ad-justare, is the process by which one balances needs and the obstacles in his or her environment. In **Encyclopedia Britannica (1768, Vol. I)** it is stated that adjustment (in psychology) is the process of behavior by which all creatures maintain equilibrium between their needs and demand and obstacles to the environments. 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 (**Shaffer, 1961**). Adjustment refers to "psychological process of adapting to, coping with, and managing the problems, challenges and demands of everyday life" (**Halogen and Shamrock, 1997**) stated that adjustment is a harmonious relationship with the environment in which most individual's needs are satisfied in socially acceptable ways.

AREAS OR ASPECT OF ADJUSTMENT

Individual's adjustment consists of personal and environmental components. In addition to these two areas of adjustment, it can be further subdivided into smaller areas of personal and environmental factors. Generally speaking, there are three areas where an individual requires to be well adjusted in order to live a balanced life. These areas are:

- Family or home.
- School, colleges and universities.
- Society.

Some other areas of adjustment:

a) HEALTH ADJUSTMENT

The constructive or metabolic effectiveness of the human being is known as health. In people, health adjustment is the expertise of an individual or group to alter and self-overseeing while at the same time confronting mental, physical or social difficulties. In the 1948th constitution, the World wellbeing association clarifies wellbeing in its more extensive sense. It can be characterized as a condition of finish physical, mental and social prosperity: not simply the nonattendance of infection or lightness. Wellbeing is that adjusted state of the living life form in which the fundamental, agreeable execution of the imperative capacities watches out for the safeguarding of the life form and the typical advancement of the person. The individual is said to be balanced concerning his/her wellbeing and physical improvement just if his/her substantial advancement and capacity are an inconsistency with other persons, equivalent of his ages and he doesn't feel any trouble in the process because of a few deformities or lack of ability in his physical organ. He appreciates the full chance of being balanced.

b) EMOTIONAL ADJUSTMENT

Emotional adjustment is a vital job because adjustment during emotions guides towards a normal behavior, whereas mal-adjustment during emotions leads to abnormal behavior. Emotions are always classified as the prime movers of behavior. These encouraging states are accumulating houses of power, which may work for strong force and efficiency and strong interruption of mental life.

There are many illustrations where even extremely intelligent people are not succeeding to manage their emotions and some average intelligent persons manage their emotions efficiently and pleasantly. It is known as emotional intelligence. During emotions, the person released enough

energy to meet the challenges and help him to carry out very tough jobs which he cannot do in usual circumstances. Emotions arouse the self of an individual and make him conquer a sluggish position. But many times emotions may be a great obstacle for adjustment.

Human is considered as a reasonable and rational being. But in the grasp of emotions person behave undeveloped. Some persons may collapse totally, cannot take appropriate decisions, and many people even collapse in harsh emotional arousal, because of serious changes in bodily systems such as heart, lungs, brain, etc. The human organs may get paralyzed and sometimes even death may occur. Many psychological changes like anxiety, phobias, obsessions, hysteria, etc. also occurred in the human body. Emotions may hinder the studies of scholars and vocations of people. In some persons, emotions may lead to serious offences, because people mislay reasoning power and their capability to organize behavior is trammled. Therefore, emotional control and management are extremely vital for an adjusted life.

c) SOCIAL ADJUSTMENT

Social Adjustment necessitates the expansion of social quality virtue in a human being. The social adjustment also requires that we should be social enough to live in harmony with other social beings and feel responsibility and commitment towards ones fellow beings socially and emotionally. In other words, we can say that social adjustment is an attempt made by a human being to cope with the norms, ethics and requirements of society in order to be accepted. Psychologists frequently make use of word adjustment to explain a variety of communal and interpersonal relations in civilization. Deficiency in psychosocial functioning is the scantling characteristic of schizophrenia. In individuals with bipolar disorder, a deficit of social adjustment is seen. In the viewpoint of Plato is man is a social animal. He stays in society and shaped perspectives about the individuals around us. It is the responsibility of every individual to make a conscious effort to behave in keeping with the norms of society so that we can adjust with others.

d) EDUCATIONAL ADJUSTMENT

An educational adjustment is something that the school does specifically to help a child to learn for the purpose of the Education. All adjustments being made should maximize the child's ability to achieve educational outcomes. Through the school's normal progress review processes, the effectiveness of adjustment in terms of planned outcomes will be discussed.

According to Shaffer, “Adjustment is the process by which living organism maintain a balance between with his needs and the circumstances that influence the satisfaction of these needs.

e) HOME ADJUSTMENT

None of an individual born adjusted or maladjusted, it is his corporeal, psychological and sentimental perspectives that are influenced and concentrating by the matter of surroundings in which he found himself that adjustment or maladjustment steadily developed. Since ancient times family is the longstanding and the most crucial of all the societies that humanity has devised to control and unified his behavior as he struggles to gratify his basic needs. In order to comprehend the impact of the family on the individual, it is vital to understand the family and its functions. It has been confirmed by many philosophers and researchers that if a family connection has been good, not only during the early days of life but also during adolescence, the human being will build up into a well-adjusted person. Socialization of the child is presumed to be an important role of family.

f) OCCUPATIONAL ADJUSTMENT

In the adjustment of adults, their profession plays an enormous role. Occupational adjustment is the person’s adjustment to their work and job. Lack of occupational adjustment in an individual leads a person toward failure; especially the economic conditions of the person and their family are distorted. Mal-adjustment also affects the mental health of the person.

CHARACTERISTICS OF A WELL-ADJUSTED PERSON

A healthy and well-adjusted person should possess/display some observable behavioral patterns. These behavioral patterns must be in accordance with the social expectations of an individual. These patterns include:

I. RESPECTING ONE’S SELF AND OTHERS

Dislikes of one’s self is a typical symptom of maladjustment. An adjusted individual has respects for one’s self as well as for others

II. AN ADEQUATE LEVEL OF ASPIRATION

His level of aspiration is neither too low nor too high in comparison to his strengths and abilities. He doesn't try to reach for stars and also not repent by selecting an easier course for his advancement.

III. SATISFACTION OF THE BASIC NEEDS

His basic needs like organic, emotional and social needs are fully satisfied or in the process of being satisfied. He doesn't suffer from emotional craving and social isolation. He feels reasonably secure and maintains his self-esteem.

IV. DOESN'T POSSESS CRITICAL OR FAULT FINDING ATTITUDE

He knows how to appreciate the goodness in the objects, persons or activities. He doesn't try to search for the weakness and faults. His observation is a scientific one rather than critical or punitive. He likes the people and admires their qualities and wins their effect on.

V. FLEXIBILITY OF HIS BEHAVIOR

He is not rigid in his attitude or way of living. He can accommodate or so adopt himself in the changed circumstances by making necessary changes in his behavior.

VI. CAPABLE OF STRUGGLING WITH ODD CIRCUMSTANCES

He is not easily overwhelmed by the odd circumstance. He has sufficient will and courage to resist and fight against odds. He has inherent drives to master his environment rather than passively accept it.

VII. A REALISTIC PERCEPTION OF THE WORLD

He holds a realistic vision and doesn't fly necessarily in the world of ideas and imagination. He always plans, thinks and acts on the real footing.

VIII. FEELING AT HOME WITH HIS SURROUNDINGS

A well adjusted individual feels satisfied with his surroundings. He fits well at his home, family, neighborhood and other social places. As a student he likes his school- school mates, teachers and feels satisfied with his daily routine. When he enters a profession, he has a love for it and he maintained his zeal and enthusiasm in his profession to despite heavy odds.

IX. AN ADEQUATE PHILOSOPHY OF LIFE

A well adjusted person has his own philosophy of life which he tries to observe while keeping in view the demand of the change situation and circumstances. He weaves the philosophy around the demand of his society culture and his own self so that he may not come in clash with his environment on the one hand and his environment on the one hand and his self on the other

People of all ages have needs which they try to satisfy. When they are unable to satisfy their needs, they feel frustrated. Such situations call for maladjustment. In most cases, the human beings are able to adjust themselves successfully.

REVIEW OF RELATED LITERATURE

Review of related literature is significant aspect of any research work to know, what others have learned from similar research situations and to help in the formation of hypotheses for the study. As Fox (1969) ^[50] pointed out, it becomes part of the accumulated knowledge in the field. A literature review is a body of text that aims to review the critical points of current knowledge including substantive findings as well as theoretical and methodological contribution to a particular topic. The review of the related literature is an essential aspect of research, the planning of the study and time spend in such a survey is invariably a wise investment and a substantive through sophisticated research. “Good research is good because it advance our collective understanding, a researcher or scholar needs to understand what has been done before, the strengths and weaknesses of existing studies and what they might been literature review are secondary sources, and as such, do not report and new or original experiment work.”

John W. Best (1977) ^[71] stated that, “a brief summary of previous research and the writing of recognized experts provide evidence that is already known, and what is still unknown and untested. Since effective research must be based upon past knowledge, this step is to eliminate the duplication of what has been done, and provides useful hypothesis and helpful suggestion for significant investigation”. In view of the significance of related studies as stated by John W. Best, an attempt has been made to review the related literature variable-wise for conducting meaningful piece of research.

STUDIES CONDUCTED ON ADJUSTMENT OF SECONDARY SCHOOL STUDENTS

The review of related studies conducted on **adjustment of secondary school students** has been presented as under:

REVIEW OF RELATED LITERATURE

Singh et al. (1992) carried out a study to compare the emotional adjustment of Santal under graduate students with non-Santal undergraduate students. Results showed that no significant difference existed between them with respect to their emotional adjustment.

Muni & Pavagrahi (1997) conducted a study on emotional, social and total areas of adjustment. Sample consisted of 80 students (40 boys and 40 girls) from two different schools of Berhampur (Orissa). Results showed that girls were better adjusted than boys in all the areas of adjustment.

Kuruvilla (2000) studied the interaction of emotional adjustment and achievement in Biology of secondary school students, results showed that emotional adjustment had a significant effect on achievement in Biology in secondary school students.

Sindhu (2005) studied teacher's motivation, student adjustment and their academic achievement with the objective to compare school adjustment of boys and girls and their achievement level by taking a sample of 680 students of 10th class from Kendriya Vidyalayas through stratified random sampling technique and found no significant difference in the achievement of boys and girls; better liking of teachers contributed to better achievement of boys; girls displayed superior adjustment as compared to boys.

Kurvilla (2006) reported that urban were well adjusted than rural students in all areas of adjustment problems.

Enochs & Roland (2006) studied 511 male and female university students in the first year, where he studied the nature of the environment, gender and the relation with level adjustment of social in the university, the result indicate out that males are more adjusted than females.

Raju & Rahamtulla (2007) intended to examine the adjustment capacity of school students and found that adjustment of school children is primarily dependent on the school variables like the

class in which they are studying, the medium of instruction, and the type of management of the school.

Usha (2007) conducted a study on emotional adjustment and family acceptance of the child: correlates for achievement. The major findings of the study were: i) the study revealed that emotional adjustment and family acceptance of the child have a positive significant correlation with achievement in mathematics for the total sample and sub samples. ii) it is also found that boys and girls differ in their family acceptance and achievement but not in their emotional adjustment. iii) Rural and urban pupil differs significantly in their emotional adjustment, family acceptance and achievement in mathematics. Thus, it is found that emotional adjustment and family acceptance of the child are effective factors contributing to academic achievement.

Sridevi et al. (2008) studied relationship of emotional intelligence, adjustment, self-concept and scholastic achievement of higher secondary students and found that there was a positive relationship between emotional intelligence, adjustment, self-concept and review of Related Literature 35 achievement of higher secondary students.

Huseain et al. (2008) examined the level of academic stress and overall adjustment among Public and Government high school students and also to see relationship between the two variables (academic stress and adjustment). For that purpose 100 students of class IX were selected randomly from two different schools out of which 50 were taken from Public and the remaining 50 were taken from Government school Sinha. And Sinha scale for measuring academic stress was used to see the magnitude of stress and Sinha and Singh Adjustment Inventory for school students was used to examine level of adjustment among the students. Results indicated that magnitude of academic stress was significantly higher among the Public school students whereas Government school students were significantly better in terms of their level of adjustment. However, inverse but significant relationships between academic stress and adjustment were found for both the group of students and for each type of school.

Lama (2010) reported that there is a great tendency for female students to experience adjustment problems more than males. This finding implies that male students are better adjusted in overall adjustment on the campus as compared to female students.

Gehlawat (2011) conducted a study on adjustment among high school students in relations to their gender and found no significant difference in the emotional, social, educational and the total adjustment of students with respect to their gender.

Maureen et.al. (2011) made a study on school adjustment in relation to academic achievement and gender which revealed that there were no significant differences between girls and boys in school adjustment.

Roy & Mitra (2012) examined the pattern of adjustment among early and late adolescent school students. The study revealed that early and late adolescents groups differed significantly from each other in the home, health and social areas of adjustment. Girls showed better adjustment than boys.

Basu (2012) aimed to investigate the adjustment abilities of secondary school students and found that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in schools.

Louis & Emerson (2012) identified adjustment difficulties of high, coeducational and convent schools were chosen and a student database comprising of 500 adolescent children was prepared. From this source list, 101 boys and 103 girls within age groups 14- 18 years were chosen randomly. Students with behavioural problems, poor academic performances and health issues were excluded to ensure homogeneity. After obtaining informed consent, a self-report inventory -The Adjustment Inventory for School Students (AISS) was administered to small student groups over a period of 1 month to understand perceived adjustment. Scoring was done manually and descriptive statistics, Pearson correlations and the „t“ test, were used to analyze data. Findings revealed that there were problems noted across emotional, social and educational domains in both boys and girls. However, there were no significant gender differences. Brief scheduled interviews with children after test administration revealed contributing stress factors that have lead to maladjustment. In conclusion, adolescents present as a vulnerable group of children and therefore this is an important implication for parents and significant other professionals who need to help students develop adequate coping skills.

Kaur (2012) investigated the problems of adjustment in relation to achievement, sex and locality. He found that girls have more adjustment power than boys while locality does not influence adjustment power.

Sangeeta & Chirag (2012) found that female college students have more adjustment problems in comparison to male college students.

Gaur (2013) investigated and established the adjustment problem related to home, health, emotional, social and school adjustment of the high and low girl student achievers. The descriptive survey method has been adopted to carry out the study. Higher secondary adjustment inventory (HSAI) prepared by A.K. Singh and A. S. Gupta was used to collect the data and applied on selected 100 girl student High and low achievers have been selected on the basis of their higher secondary board examination result by random sampling method. The analysis of data and the results indicates towards the importance of adjustment problems related to home, health, emotional, social, school etc. Low achievers problem needs an urgent solution and the society required well adjusted and mentally healthy citizens.

Magana & Kaji (2014) result shows that there is no significant difference between boys and girls secondary school students on the basis of home, school and emotional dimensions. But there is significant difference between boys and girls secondary school students at 0.05 levels in social adjustment. It means that social adjustment of girls is less than boys.

Nidhi & Kermane (2015) studied the adjustment problems of college students in relation to gender, socio-economic status and academic achievement. The findings of the study revealed that there was no significant difference found in adjustment problems of students with high academic achievement and those with low academic achievement. There exists a negative relationship between adjustment problems and achievement.

Gul & Ganai (2015) found that female graduate students have more problems related to their overall adjustment than male students.

Rehman & Singh (2015) analyzed the effect of family type on adjustment level in social, emotional and educational areas of adolescents of school in Ghaziabad. The present cross-sectional study was carried out in schools of Ghaziabad. The sample was made through stratified random

sampling method. The sample included 80 boys and 80 girls, aged between 14-18 years, which were further categorized in the group of 40 boys & 40 girls for both Joint and Nuclear Family. A 2x2 factorial design and ANOVA were used for statistical treatment of data. The F-ratio for family type and gender were found statistically significant at $P < 0.05$.

Adolescents of joint family were found more adjusted. The girls were found better adjusted than boys. Counselling programs and better family environment in nuclear family can be helpful for adolescents to increase their adjustment level.

Bhagat (2017) showed that male students of secondary schools are found educationally greater adjusted than female students of secondary school. Govt. school students are found educationally less adjusted than private school students and no significant difference is found in the self-efficacy of secondary school students in relation to their gender and type of school.

Chamyal & Manral (2017) have reported that (i) urban students are better adjusted than rural students.(ii) private school student are better adjusted than government school students.

Akande & Ikediashi (2018) indicated that secondary school students had a low level of emotional adjustment and also revealed that there was no significant difference in the level of student's emotional adjustment on the basis of gender or school type.

Bunker (2021) conducted a study to investigate whether there is any significant relationship between adjustment of secondary school students from urban and rural areas. The results revealed that there is no significant difference in emotional, Social and Educational adjustment of urban and rural secondary school student. Further, the study revealed that gender has no influence on the adjustment of students.

Syed Inshaallah Tahir, Insha Rasool, Shazia Jan (2022) conducted a descriptive study on Home environment and Social adjustment of Secondary School students of Kashmir. When students were assessed based on their geographic location (urban vs. rural), it was evident that rural secondary school students had better home contexts and social adaptations than their urban counterparts.

Patial & Patial (2023), after administering a social adjustment inventory to assess different levels of social adjustment among secondary school students found that there is no significant difference in adjustment among different students.

RESEARCH QUESTIONS

In view of the review of the related literature it becomes crystal clear that there is scarcity of studies on adjustment in general and secondary school students in particular in India. Hence, the present study is very much needed and justified. The present study addressed the following research questions:

- I. Is there any difference on adjustment among secondary school students with respect to their gender?
- II. Is there any difference on educational adjustment of secondary school students with respect to their gender?
- III. Is there any difference on emotional adjustment of secondary school students with respect to their gender?
- IV. Is there any difference on social adjustment of secondary school students with respect to their gender?

SIGNIFICANCE OF THE PRESENT STUDY

Adjustment can be interpreted as both process and the outcome of that process in the form of some attainment or achievement. When a poor child studies under the street light owing to no electricity at his home, he is said to be in the process of adjustment. What he attains in terms of success in his examination or the fulfillment of his ambition or pride in his achievement is the result of his self and the environment. According to Darwin's theory of evolution, those species which adapted successfully to the demands of living, survived and multiplied while others died out. So, the students should change or modify themselves in some way or the other to fit into or accommodate themselves to their environment. But this present generation students lack the tendency of adjustment and they don't know the value or importance of adjustment with themselves and their environment. There is a need for the study of adjustment level of the students under these circumstances. Hence, the researchers have decided to analyze these adjustment levels in this study.

STATEMENT OF THE PROBLEM

In view of the above mentioned research questions the problem of the study was stated as,
“A Study of adjustment among secondary school students.”

OBJECTIVES AND HYPOTHESIS OF THE STUDY:

This section deals with objectives and hypotheses which were framed to carry out the present study:

OBJECTIVES

- I. To study the significant difference on adjustment among secondary school students with respect to their gender.
- II. To study the significant difference on educational adjustment of secondary school students with respect to their gender.
- III. To study the significant difference on emotional adjustment of secondary school students with respect to their gender.
- IV. To study the significant difference on social adjustment of secondary school students with respect to their gender.

HYPOTHESIS

- I. There will be no significant difference on adjustment among secondary school students with respect to their gender.
- II. There will be no significant difference on educational adjustment of secondary school students with respect to their gender.
- III. There will be no significant difference on emotional adjustment of secondary school students with respect to their gender.
- IV. There will be no significant difference on social adjustment of secondary school students with respect to their gender.

DELIMITATIONS OF THE STUDY

The present study was delimited in its scope and extent with respect to the followings:

- I. The study was delimited to the secondary school students of Bhoranj Block of Hamirpur district of Himachal Pradesh.
- II. The study was delimited to only one dependent variable i.e. adjustment and one independent variables i.e. Gender.
- III. The study was delimited with regard to the size of the sample. The study involved the sample of 100 students of 9th, 10th, 10+1 and 10+2 standard.
- IV. The study was delimited to simple random technique of probability sampling.
- V. The study was delimited to the use of one research tool viz. Adjustment Inventory for School Students by A.K.P. Sinha and R.P. Singh (1971).
- VI. The study was delimited to statistical techniques of Mean, Standard Deviation, the 't'-test.
- VII. The study was delimited to in terms of time and money resources.

OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

The terms which were frequently used in the present study has been defined operationally as follows:

Adjustment

It simply refers to the process by which a living organism maintains a balance between the needs and the circumstances.

Educational Adjustment

It refers to an individual's adaptation in educational relationship within and with other people, both inside and outside the school, as reflected in the individual's attitude and behavior.

Emotional Adjustment

It refers to an individual's adaptation in emotional relationship within and with other people, both inside and outside the school, as reflected in the individual's attitude and behavior.

Social Adjustment

It refers to an individual's adaptation in social relationship with other people, both inside and outside the school, as reflected in the individual's attitude and behavior.

Govt. Secondary School

It simply means the schools providing secondary education after elementary education which are entirely maintained and controlled by the Government

Students

It refers to the person, who is studying at a school, college or university,

Gender

It simply refers to the sex of the subject i.e. male and female.

CHAPTER-2

METHODOLOGY AND PROCEDURE

Webster has viewed methodology as, “The science of method or arrangement”. Research methods are of extremely significant in research process. Theorists describe the various steps of the plan to be implemented in solving a research problem such as, the manner in which the problems are formulated, the definition of terms, the selection of subjects for investigations, the validation of data gathering kind of tools, the collection of the data for investigation and the process of drawing inferences and generalization of findings of research. Methodology and procedure is very essential for the success of any work and it is very important for the success of research. After having received the literature related to the research problem, next task of the investigation was to select a method and procedure suitable for the research study. The present chapter describes the methodology and procedure, which has been followed in the present study.

RESEARCH METHOD

There are several research methods- the Historical, Normative Survey, Experimental, the Casual –Comparative, the Case Study and Genetic Method. Each method is used in appropriate situation depending upon the nature of the problem. The present study was conducted through descriptive survey method of research. This research method is most commonly used in educational research. The investigator collects the data to explore the nature of existing conditions to decide the relationship that exists between specific events. Many times, survey study intends to understand and explain the phenomena in a natural setting to provide information to government and other organization or compare different demographic groups or see the cause and effect relationship to make exact prediction. For this purpose it needs responses directly from the respondents of selected population. In general the kind of information required, determines the nature of geographical area of data collection for investigation and whether it is a extensive or intensive, one extensive survey is carried out when investigators intends to make generalization, whereas, intensive survey was practiced for making estimation. Survey research methods demand various tools to collect the data from samples and these ranges from observation, interview and questionnaire. In the present study data regarding the adjustment of secondary school students of

Bhoranj block of Hamirpur district of Himachal Pradesh with their gender was collected through random technique of probability sampling.

SAMPLING

Sampling is essential for every research work, as one cannot take the entire population since it consumes much time, energy and adds to difficulties and cost. Nevertheless a sample can yield reliable result, if it is a true representative of the population which is unbiased and of adequate size. Sampling is a technique of significant small group, from a population which included the entire essential element needed for the investigation in hand. A sample is the representative of the whole universe. Sampling is a kind of indispensable technique in behavioral research; the research work can't be undertaken without the process of sampling. The concept of sampling has been introduced with a view to making the research findings economical, precise and accurate.

W.G. Cochran: reflected about the term sampling as, "In every branch of science we lack the resources, to study more than a fragment is the sample and a phenomenon is the population." The sample observations are applied to the phenomena i.e. generalization.

David, S. Fox: revealed regarding the term sampling as, "In the social sciences, it is not possible to collect data from every respondent to our society but only from some fractional part of the respondents. The process of selecting the fractional part is called sampling."

TYPES OF SAMPLING

There are two types of sampling viz. probability sampling and non-probability sampling.

Probability Sampling: Probability samplings methods are those where the units are drawn randomly by providing equal probability to all. The probability sampling can be made by using the following techniques:

- (i) Simple random sampling
- (ii) Systematic sampling
- (iii) Stratified sampling
- (iv) Multistage sampling
- (v) Cluster sampling

Non-Probability Sampling: Non-Probability sampling methods are those where the units are selected on the considerations of convenience of judgment of the researcher. The techniques of Non – Probability Sampling includes:

- (I) Incidental or Accidental sampling
- (ii) Purposive Sampling
- (iii) Quota Sampling
- (iv) Judge mental Sampling

In the present simple random technique of probability sampling was used for data collection.

POPULATION

Population is a group of individuals or items that share one or more characteristics from which data can be collected and analyzed. Population is the statistical concept which means a group of large number of units from which a smaller group of a few units is selected and used for achieving some purpose. According to Kerlinger (1978) population is generally defined as “all the members of any defined class of people, events or object”. The Population is defined in term of their specific characteristics. In educational researches they are called “Target Population,” more often defined as “all the members of a real or a hypothetical set of people, event objects or other units”. It is a large group scattered over a small group concentrated in limited narrow area. Population is homogeneous with regard to characteristics. Hence, each heterogeneous population can have homogeneous population means the totality of these units. On the other hand when population is vaguely defined, it becomes difficult to judge what units are to be considered when taking the sample. Van Dalen (1973) suggested that “conclusions cannot be drawn concerning a population until the nature of units that comprise it, is clearly identified”. He further observed that many investigators produce disappointing results because they use available population frame without investigating the units that were used to compile and without ascertaining whether all members of population were included. Sometimes, they select unit list that are out of data, or duplication or do not adequately represent the population of the study. Keeping in the view of the

above, all the students of 9th, 10th, 10+1 and 10+2 standard in government secondary schools of Bhoranj Block of Hamirpur district of Himachal Pradesh constitute the population of current study.

SAMPLING FRAME

Selection of a sample from a given population for investigation it is very essential to comprise a complete, accurate and up to-date list of the entire units in the population. Such a list is known as sample frame. In the current study, all the secondary school students of government secondary schools belonging to block Bhoranj of Hamirpur district formulated the sample frame.

THE SAMPLE

Sampling is the basis of any scientific investigation. Since in educational research it is neither practically neither expedient nor scientifically desirable technique of sampling is employed in which instead of every unit of population being tapped only a part of population is drawn.

Sampling is the basis of all statistical methodology of research. It is not possible to encompass the entire population in order to collect data for any research problem. One has to delimit the sample to be selected from the population under study and devise appropriate tool for measuring the attribute concerned.

In the present study the sample was drawn from 05 Government Secondary Schools situated in area of Bhoranj Block of Hamirpur District of Himachal Pradesh. Due to paucity of time and limited scope of the study, the schools were selected conveniently. A total of 100 students, of which 50 were boys and 50 girls constituted the sample for the study. They were selected from five secondary schools of Bhoranj Block of Hamirpur district by giving due representation to class (IX, X, +1 and +2) and gender. From each school a sample of 10 boys and 10 girls were selected randomly.

SAMPLE STRUCTURE

The institution wise distribution of the sample pertaining to different districts has been given in the following table.

Table-1
Institution –Wise Distribution of the Sample

Sr. No.	Name of School	No. of Boys	No. of Girls
1.	Govt. Sr. Sec. School, Ladraur	10	10
2.	Govt. Sr. Sec. School, Patta	10	10
3.	Govt. Sr. Sec. School, Bhareri	10	10
4.	Govt. Sr. Sec. School, Bhoranj	10	10
5.	Govt. High School, Barara	10	10
Total		50	50

RESEARCH TOOL USED

Every scientific research is processed through certain well designed tools. The investigator may use different type of devices, which in technical language are called “tools” and “instrument”. Tools are nothing but the instrument that helps the research to gather data. In the present study for describing the adjustment among secondary school students: Adjustment Inventory for School Students has been constructed and standardized by A.K.P. Sinha and R.P. Singh (1971). The inventory measures the adjustment of secondary school students in three areas of adjustment - emotional, social and educational. The inventory contains 60 items, 20 items in each area of adjustment. 20 items measure emotional adjustment, 20 items measure social adjustment and 20 items measure educational adjustment. Emotional adjustment: High scores indicate unstable emotion. Students with low scores tend to be emotionally stable. Social Adjustment: Individuals

scoring high are submissive and retiring. Low scores indicate aggressive behavior. Educational Adjustment: Individuals scoring high are poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes. The high score at each sub- scale and total test are considered as the syndrome for maladjustment. The tool is highly reliable and valid.

ADMINISTRATION OF TOOL

Keeping in view the objectives of the present study the investigator collected the data with the prior permission of the principals of the concerned institutions mentioned in Table 3.3.1. The adjustment inventory was administrated on students. The students were intimated adequately about the purpose of data collection and perfect General instructions for filling the inventory were given to the students and then Xeroxed copies of the questionnaire were distributed among the students. After all the students have inked their responses, the Xeroxed copies of the questionnaire were collected by the researcher.

After completing the administration of the tools, the investigator thanked the students and school staff for their whole hearted cooperation.

STATISTICAL TECHNIQUE USED

The present study deals with qualitative data and in order to give it a meaning, analysis of the data Descriptive statistics (Mean, Standard Deviations) was computed and the inferential statistics ('t' test) was employed to compare the means of the students across said variable.

The 't'-Test

The 't'-Test was used in the present study to compare humour styles of secondary school teachers with their Personality Traits, Wellbeing, Gender and Age. The 't'-Test assesses whether the means of two groups are statistically different from each other. This analysis is suitable whenever we want to compare the means of two groups. The following formula was used to compute the 't' value:

$$t' = \frac{|M_1 - M_2|}{\sqrt{\frac{(SD_1)^2}{N_1} + \frac{(SD_2)^2}{N_2}}}$$

Where:

M_1 = Mean score of first group

M_2 = Mean score of second group

SD = Standard deviation of first group

SD_2 = Standard deviation of second group

N_1 = Sample size of first group

N_2 = Sample size of second group

Df (degree of freedom) was calculated by subtracting 2 from $N = (N_1 + N_2) - 2$

$= N - 2$

The 0.05 and 0.01 levels of significance were used for determining the significance of obtained 't' – values.

(i) Mean

The mean of a distribution is understood as the arithmetic average. It is perhaps the most familiar; most frequently used and well understood average. The mean of a set of observed scores is obtained by dividing the sum of all the values of scores by the total number of scores.

The formula to find out the mean:

$$M = \frac{\sum x}{N}$$

Where:

M = Mean

\sum = Sum

X = Score in distribution

N = Total Number of Score

(ii) Standard Deviation (S D)

The average of the squared deviations of the measures of the scores from their mean is known as the variance. The standard deviation is the positive square root of variance.

$$\sigma = \frac{\sqrt{\Sigma X^2}}{N}$$

Where:

σ = Standard Deviation

Σ = Sum

X^2 = Sum of the scored X

N = Total Number of score.

In which

X = deviation of the row score from the mean.

N = number of scores or measures.

CHAPTER-3

ANALYSIS AND INTERPRETATION OF DATA

INTRODUCTION

Analysis of data is considered to be most important stage and heart of the research work. It involves breaking down existing complex factor into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Analysis of data includes comparison of the outcome of the various treatments upon the several groups and the making of decision as to the achievement of goals of research. In the process of analysis and interpretation of data, the first step involves the organization of the data. Once the data is organized the researcher can be move to the second step in data analysis i.e. description. Only after the data has been organized and described, the researcher begins the final and most crucial step i.e. interpretation. Interpretation involves employing the findings, answering research questions and connecting significance to specific results.

The main function of analysis and interpretation of the data is to reveal useful information for decision making. Thus, the analysis and interpretation of the data collected for study is important to draw out significant conclusions. Importance of analysis and interpretation of the data has been beautifully described by following quote:

“Any piece of research is generally directed towards the solution of the problem and analysis as well as interpretation in the research helps to know the logical and inferential part of research”- Best & Khan (1993) ^[7].

Following the methodology and procedure described in the earlier chapter, the data on the Humour Styles, Personality Traits, Wellbeing, Gender and Age of 616 senior secondary teachers were collected from different Government Schools of Himachal Pradesh. This chapter presents the analysis and interpretation of obtained data in a systematic manner.

COMPARISON OF ADJUSTMENT AMONG SECONDARY SCHOOLS STUDENTS ON THEIR GENDER.

To compare the significance of difference between mean scores of Adjustment of Male and Female Students of Secondary Schools, Their means, standard Deviations and 't'-value was calculated. Detailed analysis is given in Table-2

Table-2

Significance of mean difference in the adjustment of secondary school students based on their gender

Adjustment	Number		Boys		Girls		df	't'-Value	Significance
	Boys	Girls	Mean	SD	Mean	SD			
Emotional	50	50	11.16	5.32	10.94	5.20	98	0.85	NS
Social	50	50	11.85	4.25	12.90	3.64	98	0.23	NS
Educational	50	50	11.57	4.99	10.36	3.85	98	0.20	NS
Overall	50	50	34.65	11.92	34.24	9.33	98	0.85	NS

NS = Not Significant

Table-2 indicates that calculated 't'- values were found to be 0.85, 0.23, 0.20 and 0.85 with respect to Emotional Adjustment, Social Adjustment, Educational Adjustment and Overall Adjustment, which are not significant. It means that students (Male and Female) of secondary school do not differ significantly with regard to their adjustment. **Magana and Kaji (2014) & Hemant Kumar Bunker (2021)** revealed that there is no significant difference in emotional, Social and Educational adjustment of urban and rural secondary school student. Further, the study revealed that gender has no influence on the adjustment of students.

Further, present study indicated that mean scores of male students shows their better adjustment as compared to their counterparts. Thus the null hypothesis that “There will be no significant difference on adjustment of secondary school students with respect to their gender” is accepted.

COMPARISON OF EDUCATIONAL ADJUSTMENT AMONG SECONDARY SCHOOLS STUDENTS ON THEIR GENDER.

To compare the significance of difference between mean scores of Educational Adjustment of Male and Female Students of Secondary Schools, Their means, standard Deviations and ‘t’-value was calculated. Detailed analysis is given in Table-3

Table-3

Significance of mean difference in the educational adjustment of secondary school students based on their gender

Adjustment	Number		Boys		Girls		df	‘t’-Value	Significance
	Boys	Girls	Mean	SD	Mean	SD			
Emotional	50	50	11.16	5.32	10.94	5.20	98	0.85	NS
Social	50	50	11.85	4.25	12.90	3.64	98	0.23	NS
Educational	50	50	11.57	4.99	10.36	3.85	98	0.20	NS
Overall	50	50	34.65	11.92	34.24	9.33	98	0.85	NS

NS = Not Significant

Table-3 indicates that calculated ‘t’- values were found to be 0.20 with respect to Educational Adjustment, which is not significant. It means that students (Male and Female) of secondary school do not differ significantly with regard to their educational adjustment.

Further, present study indicated that mean scores of male students shows their better educational adjustment as compared to their counterparts. Thus the null hypothesis that “There will be no significant difference on educational adjustment of secondary school students with respect to their gender” is accepted.

COMPARISON ON EMOTIONAL ADJUSTMENT AMONG SECONDARY SCHOOLS STUDENTS ON THEIR GENDER.

To compare the significance of difference between mean scores of Emotional Adjustment of Male and Female Students of Secondary Schools, Their means, standard Deviations and ‘t’-value was calculated. Detailed analysis is given in Table-4

Table-4

Significance of mean difference in the emotional adjustment of secondary school students based on their gender

Adjustment	Number		Boys		Girls		df	‘t’-Value	Significance
	Boys	Girls	Mean	SD	Mean	SD			
Emotional	50	50	11.16	5.32	10.94	5.20	98	0.85	NS
Social	50	50	11.85	4.25	12.90	3.64	98	0.23	NS
Educational	50	50	11.57	4.99	10.36	3.85	98	0.20	NS
Overall	50	50	34.65	11.92	34.24	9.33	98	0.85	NS

Table-4 indicates that calculated ‘t’- values were found to be 0.85 with respect to Emotional Adjustment, which is not significant. It means that students (Male and Female) of secondary school do not differ significantly with regard to their emotional adjustment.

Further, present study indicated that mean scores of male students shows their better adjustment as compared to their counterparts. Thus the null hypothesis that “There will be no significant difference on emotional adjustment of secondary school students with respect to their gender” is accepted.

COMPARISON ON SOCIAL ADJUSTMENT AMONG SECONDARY SCHOOLS STUDENTS ON THEIR GENDER.

To compare the significance of difference between mean scores of Emotional Adjustment of Male and Female Students of Secondary Schools, Their means, standard Deviations and ‘t’-value was calculated. Detailed analysis is given in Table-5

Table-5

Significance of mean difference in the social adjustment of secondary school students based on their gender

Adjustment	Number		Boys		Girls		df	‘t’-Value	Significance
	Boys	Girls	Mean	SD	Mean	SD			
Emotional	50	50	11.16	5.32	10.94	5.20	98	0.85	NS
Social	50	50	11.85	4.25	12.90	3.64	98	0.23	NS
Educational	50	50	11.57	4.99	10.36	3.85	98	0.20	NS
Overall	50	50	34.65	11.92	34.24	9.33	98	0.85	NS

Table-5 indicates that calculated ‘t’- values were found to be 0.23 with respect to Social Adjustment, which is not significant. It means that students (Male and Female) of secondary school do not differ significantly with regard to their social adjustment.

Further, present study indicated that mean scores of girls students shows their better adjustment as compared to their counterparts. Thus the null hypothesis that “There will be no significant difference on educational adjustment of secondary school students with respect to their gender” is accepted.

CHAPATER-4

CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This chapter gives an account of conclusions logically drawn from analysis and interpretation of data in terms of summery of the findings of the present study, its educational implications and meaningful suggestions for future researchers.

CONCLUSIONS

The present study aimed to contribute to the research on adjustment of secondary school students with relation to their gender. On the basis of the finding of the study, the following conclusions were drawn:

Comparison on Adjustment of Male and Female Students of Secondary Schools.

No significant difference was found between male and female students of secondary school students with regard to their adjustment. However, mean scores of male students shows their better adjustment as compared to their counterparts. Further, the study revealed that gender has no influence on the adjustment of students.

Comparison on Educational Adjustment of Male and Female Students of Secondary Schools.

No significant difference was found between male and female students of secondary school students with regard to their educational adjustment. However, mean scores of male students shows their better educational adjustment as compared to female students. Further, the study revealed that gender has no influence on the educational adjustment of students.

Comparison on Emotional Adjustment of Male and Female Students of Secondary Schools.

No significant difference was found between male and female students of secondary school students with regard to their emotional adjustment. However, mean scores of male students shows their better emotional adjustment as compared to their counterpart. Further, the study revealed that gender has no influence on the emotional adjustment of students.

Comparison on Social Adjustment of Male and Female Students of Secondary Schools.

No significant difference was found between male and female students of secondary school students with regard to their social adjustment. However, mean scores of female students shows

their better social adjustment as compared to male students. Further, the study revealed that gender has no influence on the educational adjustment of students.

EDUCATIONAL IMPLICATIONS

Every scientific investigation contributes in numerous ways. The findings of the study have important bearings for teachers, curriculum designers, training colleges and educational planners. On the basis of findings, the present study may also contribute to the field of education fruitfully as discussed in the following paragraphs:

Teachers can play a crucial role in enhancing the adjustment of students. Yoga and Meditation, healthy group activities, various programmes like NCC, cultural competitions and sports etc. can be introduced into the school curriculum in order to improve the adjustment of the students.

The present study calls for school authorities to initiate adjustment programmes for secondary school students. Orientation programmes, social activities, student organization should be arranged in the school environment itself to promote overall adjustment among students. Hence, a positive, free, open and friendly atmosphere for students to interact freely with 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 need of the students should be organized in the school.

Parents should be made aware about their role in making the child better adjusted personalities.

Guidance and counseling centre, academic advisor, financial aid programmes and tutoring programmes should be offered to address various students' needs.

Providing adequate rest, socializing, physical activities and recreation can improve the wellbeing and adjustment of the students.

The present study will be helpful to teachers and teacher educators in conducting more researches in depth unexplored aspects of adjustment.

Besides the above, the investigator feels that there is urgent need to study the adjustment of secondary school students with their personality traits, wellbeing, gender and age in depth so that more realities regarding their adjustment may come to the light and responsive education may be designed to empower them in various ways.

FUTURE SCOPE

Keeping in mind the findings of the present study, it may surely play a catalytic role in enhancing teaching-learning process. The present research will help to predict the essential qualities of a charismatic teacher as well as it may be helpful to enhance academic achievements. As Voss & Gruber (2006) mentioned, if lecturers know what their students expect, they may be able to adapt their behaviour to their students' underlying expectations, which should have a positive impact on their perceived service quality and their levels of satisfaction. In order to gain further insight into students' perspectives, the purpose of the study is to develop an interest in teaching as well as in learning according to the need of students.

SUGGESTIONS FOR FURTHER RESEARCH

Any research work cannot be said the final, because it is very difficult for a researcher to touch the all the aspects of the problem. On the basis of the experience gained from conducting the present study, the following suggestions may be offered for further research:

1. Similar type of study may be conducted on college and university students.
2. Similar type of study may be on private school students.
3. A comparative study can be conducted on adjustment of government secondary school students and private secondary school students.
4. Link between adjustment and achievement may be examined.
5. Adjustment of secondary school students may be investigated in relation to certain demographic and organizational variables.
6. Adjustment may be studied at college level teachers of any two States of India.
7. Impact of adjustment may be investigated on the academic achievement of the students.
8. Cross-cultural study may be attempted to discuss the impact of culture on adjustment of students.

Conclusion:

Adjustment is the process by which a living organism maintains the balance between its needs and the circumstances that influence the satisfaction of these needs. It is the process by

which an individual attempt to deal with stress, tension, conflict etc., to meet one's needs. The individual in the due course can maintain harmonious relationship 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 students with regard to educational, emotional and social adjustment, boys showed their better educational and emotional adjustment as compared to girls while girls showed their better social adjustment than boys. 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 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 programmes for secondary school students.


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APPENDICES

 <small>T.M. Regd. No. 564838 Copyright Regd. No. © A-7325/2005 Dt. 13.5.05</small>	Consumable Booklet of AISS-ss (English Version)
Prof. A. K. P. Sinha (Raipur) Prof. R. P. Singh (Patna)	

Please fill up the following informations : Dated

Name _____

Age _____ **Gender :** **Boy** ☐ **Girl** ☐

Name of the School _____

Class _____ **District** _____

INSTRUCTIONS

On the next pages, there are some statements covering your school problems, which have three responses alternatives '**Always**' and '**Sometimes**' and '**Never**'. Read every statements carefully and decide whether you want to answer it with. If your answer is in "Always", then tick the right mark ☒ under "Always", if in "Sometimes", tick the right mark ☒ under "Sometimes" and if in "Never", tick the right mark ☒ under "Never". Remember your answer will be told to any person, so please give the correct answer without hesitation. You may take your own time, but try to finish it as soon as possible.

Your responses will be kept confidential.

Scoring Key

Sr. No.	Area	Raw Score	z-Score	Level of Adjustment
I.	Emotional			
II.	Social			
III.	Educational			
Total				

Estd. 1971

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NATIONAL PSYCHOLOGICAL CORPORATION

UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007

Sr. No.	Statements	Always	Sometimes	Never
1.	Are you always afraid of something in your school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Do you avoid meeting your classmates ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Do you forget soon what you have read ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Suppose, your classmates do something unreasonable unknowingly, do you immediately get angry with them ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Are you of a shy nature ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Are you afraid of examinations ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Do you worry your teacher scolding you for your mistakes ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Do you hesitate in asking a question when you don't understand something ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Is it difficult for you to understand the lessons taught in the class ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Are you jealous of those friends whom teachers appreciate very much ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	When some of your teachers are together, do you go there without any complex ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Can you note down the lessons taught in class correctly ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Do you envy those classmates whom you think better than you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Do you feel sometimes, as if you have no friend in your school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Do you yawn when lesson is taught in your class ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	When you see, some students talking themselves, do you think they are gossiping about you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Are you able to get friendly with everyone easily ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Are you satisfied with the method of teaching of your teachers of this school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Do you express your anger to others when you are not asked to come forward in any programme in your school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	When some students are together, do you join them freely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sr. No.	Statements	Always	Sometimes	Never
21.	Do you think that the teachers in school do not pay any attention to your problems ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Are you often sad and distressed in the school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Do you like to join your classmates working together ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Are you satisfied with the progress in your studies ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	Do you feel the teachers neglect you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	Do you try to attract the attention of your teacher to yourself in the class ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	Is it a burden for you to study something ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Do you get yourself worked up and try to harm a student when he complains against you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Do you often like to be alone ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Are your teachers always ready to solve your problems concerning your studies ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.	Are you often dissatisfied with your school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.	Do you establish a friendly relationship with the students in the school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.	Do your teachers in the school praise you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34.	Do you try to rationalise your mistake ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.	Do you like to sit in the front seats in the class ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36.	Do you often get less marks in examination ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37.	Do you resent it when your teachers ask you a question in the class ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38.	Do you have a friendly association with your fellow students ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39.	Do you like the idea of having more holidays in the school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40.	Do you get wild when one of your classmates jokes with you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sr. No.	Statements	Always	Sometimes	Never
41.	Do you openly take part in the school assemblies ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42.	Do you often quarrel with your classmates ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	Do you sometimes go home before the schools closes ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	Do you take part in the school sports ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45.	Do some of your teachers often keep on scolding you for the studies ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46.	Do you often have doubt on others in the schools ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47.	Are you shy of talking to the senior students in school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48.	Do you look at your teachers respectfully ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49.	Do you show impertinence (arrogance) towards something good sent by a mate with whom you don't get along well ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50.	Do you have some intimate friends in this school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51.	Do you pay attention to the lesson being taught in class ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52.	Do you develop resentful feelings towards your teachers when you get less marks ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53.	Are you always ready to help your classmates in every-way ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54.	Do you borrow books and magazines from the school library and read them ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55.	Are you often afraid meeting the senior students ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56.	Do you enjoy irritating other students in the school ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57.	Do you take part in the debates ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58.	Do you feel mentally depressed when you meet the senior students ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59.	Do you lend your books or note-books gladly when your classmates ask for it ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60.	Are you interested in the things regarding education ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ANNEXURE-B

DATA CHART

SR.NO.	CLASS				SEX	AGE	EMOTIONAL	SOCIAL	EDUCATIONAL	OVERALL ADJUSTMENT
	9th	10th	11	12						
1			11		F	15	7	9	8	24
2		10			F	14	5	11	7	23
3		10			F	16	4	8	7	19
4		10			F	14	4	13	8	25
5		10			F	14	7	13	12	32
6		10			M	14	6	12	7	25
7		10			M	14	8	17	10	29
8		10			M	15	4	10	8	22
9		10			M	14	3	11	7	21
10			11		M	16	6	14	8	28
11		10			M	15	6	11	11	28
12		10			M	15	6	10	9	25
13		10			M	14	6	10	8	24
14			11		M	16	5	12	9	26
15			11		M	16	5	6	4	15
16			11		F	15	3	9	5	17
17		10			F	14	11	15	19	45
18		10			F	15	3	9	5	17
19			11		F	15				
20			11		F	15				
21		10			M	14	15	13	6	34
22		10			M	14	18	14	5	37
23		10			M	15	15	13	7	35
24	9				M	13	8	9	10	27
25		10			M	14	16	13	7	36
26	9				M	14	10	8	8	26
27	9				M	13	9	9	8	26
28		10			F	15	10	14	8	32
29	9				F	13	16	12	9	37
30	9				F	13	15	8	7	30
31	9				F	13	17	14	7	38
32	9				F	13	20	14	9	43
33	9				F	14	20	13	11	44
34	9				F	13	16	10	12	38

35	9				F	13	14	10	10	34
36	9				F	14	17	10	8	35
37		10			F	16	17	15	22	57
38		10			F	14	9	11	17	37
39		10			F	15	10	17	9	36
40	9				M	14	14	13	21	48
41		10			M	14	20	24	21	65
42		10			M	16	18	20	21	59
43		10			M	15	21	23	23	67
44	9				M	14	12	8	12	32
45	9				M	14	13	10	11	34
46	9				M	14	14	11	19	44
47	9				M	14	11	7	14	32
48	9				M	14	8	12	10	30
49	9				M	14	13	13	18	44
50	9				M	14	28	17	18	63
51	9				M	13	9	13	17	39
52	9				M	13	8	5	12	25
53	9				M	13	15	12	8	35
54		10			F	14	15	16	9	40
55	9				F	13	11	10	7	28
56	9				F	13	10	11	11	32
57	9				F	13	11	11	9	31
58	9				F	13	10	11	8	29
59	9				F	13	10	13	10	33
60		10			F	14	11	11	13	35
61		10			F	13	9	15	9	33
62		10			F	14	13	17	11	41
63		10			F	14	10	15	14	39
64		10			F	13	8	10	8	26
65		10			F	14	9	10	7	26
66		10			F	14	13	15	10	38
67		10			F	14	13	13	9	35
68		10			F	14	7	14	14	35
69		10			F	14	6	12	11	29
70		10			M	14	4	7	11	22
71		10			M	14	9	6	13	28
72		10			M	15	8	6	14	28

73		10			M	14	6	8	9	23
74		10			M	14	4	11	9	24
75		10			M	14	10	17	16	43
76		10			M	14	12	10	13	44
77		10			M	15	14	17	12	43
78		10			M	14	14	16	26	56
79		10			M	14	5	5	12	22
80		10			M	14	17	14	10	41
81		10			M	14	5	5	12	22
82	9				M	13	15	13	9	37
83	9				M	13	17	14	10	41
84		10			F	14	16	11	19	46
85		10			F	14	19	11	15	45
86		10			F	13	16	13	17	46
87		10			M	14	15	13	9	37
88		10			M	14	16	13	9	38
89	9				M	14	10	14	6	30
90	9				M	14	13	9	11	33
91	9				M	14	9	15	6	30
92				12	F	14	3	18	7	28
93				12	F	16	5	14	8	27
94				12	F	16	14	26	12	52
95				12	M	16	7	7	15	29
96				12	F	16	9	10	6	24
97				12	F	15	10	15	8	33
98				12	F	16	5	23	13	41
99				12	F	17	27	19	14	60
100			11		F	16	7	9	9	25