

A Study of Adjustment among High School Students in Relation to their Class and Gender

Azaleabelle Tongper War Nongbri

Assistant Professor, Department of Education, Seng Khasi College, Shillong, India

Abstract: Adolescence is an important period in life which is called the transitional period of life. Adolescence is the period in which a child gets physical, emotional and mental maturity. About this time, there appears a sense of self dependence accompanied by a feeling of responsibilities among them. A student's life is a continuous series of change and challenges. Adjusting to constant changes in their internal as well as external environment becomes a major challenge for the adolescents. However, it is vital to channelize their energies to attain the goal of education system. The present study aims to find out the level of Emotional, Social and Educational Adjustment of Secondary School Students in relation to class and gender. The Adjustment Inventory for School Students by A.K.P. Sinha and R. P. Singh was used for the purpose of data collection. A sample of 300 students were randomly selected from various schools in East Khasi Hills District of Meghalaya and the data collected was analysed using statistical measures of Mean, Standard Deviation and t-test.

Keywords: Adjustment, Class, Gender, Secondary School Students.

1. Introduction

Adjustment can be viewed from two angles. Firstly, adjustment may be viewed as an achievement or how well a person handles his conflicts and overcomes the resulting tension. Secondly, adjustment may be looked upon as a process as to how a person adjusts or compromises to his conflicts. A well-adjusted child enjoys his school environment in a positive manner and not by twisting his personality in an unhealthy way. But when we are unable to provide situations in the school, which can enable the students to satisfy their needs, both high and low achievers react differently and adjustment problems arise. Thus, the adjustment problems always result from creation of needs and their non-fulfillment.

Most of the problems centering adolescents are physical appearance, health and physical development, marks scored, relationship with members of their families, their teachers, and peer of both sexes and home adjustment. This maladjustment may lead to absenteeism, truancy, low achievement and other unworthy habits of children (Subramanyam, 1986).

Everyone is facing such situations for his survival or growth. Different persons use different ways to satisfy these needs. The strategy used by the individual to manage this is called adjustment. Sometimes, the efforts of the individual are successful and satisfying, then it is a case of good adjustment. But if a person meet frustration in his efforts continuously, the

personality adjustment may not be proper, then it might be a case of maladjustment.

Education is the ability to meet life's situation. It is a character-building process enhancing one's personality and making his/her rational capable, respective and intelligently independent. The child adjustment is determined by a large number of factors, both personal and environment in nature. All human beings possess the ability to stand back and observe themselves. Now in the field of education it seems to have become very important, as many other factors seem to depend on this reflective quality.

Education is said to be the most powerful equalizer of people's endowments, with which they expand the horizon of life choices, grasp economic opportunities, gain higher living standards, pursue happiness, and enjoy a life of well-being. It acts as the foundation upon which one can build the rest of their life. Education is considered to be not only a means of improving one's own life but also that of others around one. Therein lies the importance of wholesome education in a child's life. In today's multi-cultural world, education necessitates adjustment. Children with different abilities, different skills, different backgrounds, and different cultures get educated together, providing them an opportunity to hone their adjustment skills thus acting as a training ground for the rest of their lives. During school life, a child has to learn to co-exist and cooperate with students and teachers of different religions, different cultures, different opinions and a different outlook towards life. The students enrolled in secondary classes are experiencing the 'storms and stresses' of adolescence, a very critical stage of their lives. During this period, they keep vacillating between being children and being adults. Though adjustment is a major concern at all life stages, it becomes especially critical at the stage of adolescence. Being a phase of rapid growth and development during which physical, sexual and emotional changes occur, adjustment problems are at their peak during this period. Most adolescents experience adjustment difficulties in emotional, social and/or educational aspects of their lives. Given the importance of adolescents' educational adjustment, a key question for those concerned with improving adolescent functioning is what we can do to increase adolescents' levels of educational functioning.

The concept of Adjustment was first given by Darwin who used it as an adaptation to survive in physical world. Human

beings are able to adjust to the physical, social and psychological demands that arise from having inter dependability with other individual. Adjustment is an organizational behaviour in life situations at home, at school, at work in growing up and in ageing. It is the course of behaviour, an individual follows in relation to the demands of internal, external and social environment. For this study, adjustment is a satisfactory relationship between individual and the environment in respect to three the three areas of adjustment – social adjustment, emotional adjustment and educational adjustment.

We human being attempt and struggle to adjust to the physical needs such as hunger and protection from harm. We also try to satisfy psychological needs as those for emotional security, acceptance etc. With various needs and requirements to satisfy and live a luxurious life in such complex environment, there is process of interaction between ourselves and our environment. In this process we either try and struggle to modify our surroundings or we try to keep our own complex environment neat and clean. Their adjustments can be said as harmony between person and his environment and maladjustment between the person and his environment. An individual confronts quite a number of adjustment problems, which have a direct impact in reducing the general efficiency of the individual. Individual having problems are not able to achieve the academic pursuits commensurate with their intellectual capabilities.

2. Definition

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

In the words of Coleman, James C., “Adjustment is the outcome of the individual’s attempts to deal with the stress and meet his needs: also, his efforts to maintain harmonious relationships with the environment.”

“Adjustment” can be defined as a process of altering one’s behaviour to reach a harmonious relationship with their environment. This is typically a response brought about by some type of change that has taken place. The stress of this change causes one to try to reach a new type of balance or homeostasis between the individual (both inwardly and outwardly), and with their environment.

Crow and Crow (1956): As individual 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.

Warren (1934): Adjustment refers to any operation whereby an organism or organ becomes more favourably related to the environment or to the entire situation, environmental and internal.

James, Drever (1952): Adjustment means the modification to

compensate for or meet special conditions.

Carter V. Good (1959): Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment.

3. Need of the study

The school is the major socialization institution for any child. In reality, the growing child is dependent on the immediate environment, i.e. the house and the school to meet his growth needs. The concern therefore extends to how the school facilities can be enhanced and improved to meet the growth needs of the children. Adjustment is a learning process and an able teacher would bring about adjustment in a positive way, which strengthens the personality of a child. It seems, over the years, very limited amount of research has been done on adjustment problems of adolescents. Most of the problems centering adolescents are physical appearance, health and physical development, marks scored, relationship with members of their families, their teachers, and peer of both sexes and home adjustment. This maladjustment may lead to absenteeism, truancy, low achievement and other unworthy habits of children (Subramanyam, 1986). There is a need to explore the adjustment problems of school going adolescents and the influence of various demographic factors on their adjustment abilities.

As the children start school, they face many challenges. Personal challenges occur as children take new identity at school. Children face the challenges to adjust to the strange building, new teachers, new academic activities, and they need to mix with the new and more diverse group of children.

At school, daily schedule is more structured, with more formal rules. Children are faced with large groups of children of different ages and size especially during assembly and playtime, and they are confronted with the challenges of making new friends. Toilets are often located away from classrooms and play areas. There are more buildings and bigger playgrounds. Thus, a child confront with a totally new environment as compare to home. Successful adjustment to school largely depends on past experiences at home and on children skills and knowledge (Dockett, Perry & Tracey, 1997; Fabian, 2000).

An individual need emotional adjustment, social adjustment as well as educational adjustment also. Good adjustment helps him to overcome from different difficulties. It helps to make good relationship with the society, with peer group. It will make the good relation with school and himself or herself also. Adjustment is a continuous demand a changes in the environment is inevitable with every situation or environment adolescents have to adjust to make good social relationship to improve academic achievement, to avoid emotional imbalance. Gates & Jersild (1948) Adjustment is a continuous process in which a person varies his behaviour to produce a more harmonious relationship between himself & his environment. Adjustment of a student is related to arriving at a

balanced state between his needs and satisfaction. Need of individual are multidimensional. Good adjustment is realistic and satisfying. Students have good adjustment in all aspect of their life if there is balance between their academic-intellectual, emotional, social and other needs and their satisfaction. Individual-excellence is possible on one hand by inculcating, cultivating and developing scientific attitude and a spirit of enquiry in the minds of the young and on the other hand by promoting creativity and innovative even in them to deal with any challenging demands.

Educational adjustment is the capacity of a person to respond to the educational environment it in clefs curricular and co-corrector activates. The major part of adolescent life is spent in the school one of the important functions of schooling is to help the pupils to develop those capabilities that may help them to make effective adjustment in life. A well-adjusted person has very few things to complain about. Poor school adjustment leads to low academic achievement, behavioural problems and even school dropout. Unless the problems of adjustment are diagnosed it is impossible to undertake remedial measures. The onset of adolescents various from culture to culture, depending on the socio-economic condition of the society.

So proper guidance is needed for adequate adjustment in school, home and society. The sound mental health is one of the first requisite conditions of development. Adolescence is marked with a number of problems which affect the mental health. The study of adolescence is very important in order to preserve, cure and prevent incidences of male adjustment.

From the above point of view, it is pertinent to see the level of adjustment of the students whether their adjustment process is going on a balanced and positive way.

4. Objective

1. To study the adjustment of secondary school students.
2. To compare the adjustment between male and female secondary school students.
3. To compare the adjustment between class IX and class X students.

5. Hypothesis

1. There is no significant difference in adjustment between male and female secondary school students. (H01)
2. There is no significant difference in emotional adjustment between male and female secondary school students. (H02)
3. There is no significant difference in social adjustment between male and female secondary school students. (H03)
4. There is no significant difference in educational adjustment between male and female secondary school students. (H04)
5. There is no significant difference in adjustment of class IX and class X. (H05)
6. There is no significant difference in emotional adjustment between class IX and class X. (H06)
7. There is no significant difference in social adjustment between class IX and class X. (H07)

8. There is no significant difference in educational adjustment between class IX and class X. (H08)

6. Methodology

Descriptive survey method of research was used for this study.

Sample: For the present study, 300 students (75 boys and 75 girls from class IX and 75 boys and 75 girls from class X) were randomly selected from various Schools in East Khasi Hills, Meghalaya.

Tool used: "Adjustment Inventory for School Students" constructed by A. K. P. Sinha and R.P. Singh with 60 items equally distributed on Emotional, Social, Educational adjustments was used for total adjustment scores.

7. Review of related literature

Norris M. Haynes examined the relationship between specific self-concept dimensions and school adjustment in three areas: (a) general classroom behaviour, (b) group participation, and (c) attitude toward authority, as assessed by teachers. The sample consisted of 142 American middle-school children who attended four inner-city public schools. The results showed that significant bivariate correlations existed between each self-concept dimension on the Tennessee Self-Concept Scale and the three behavioural domains studied. Stepwise multiple regression procedures also indicated strong individual and combined predictive power among the self-concept dimensions.

Leon Niebrzydowski & Grazyna Poraj investigates interpersonal relations of high ability children with peers in the same class. Subjects were eighth grade students who, eight years earlier, had started school at the age of 6, because they had demonstrated outstanding abilities while in nursery school. Of the 51 students from 40 elementary schools in the industrial town of Lodz, 27 were girls and 24 boys. Research instruments included the Chart of Students' Behaviour, Raven's Matrices, Choynowski's TZT, the sociometric technique of j. L. Moreno and school records including marks. The majority of the students tested displayed high or very high achievement and appropriate interpersonal relations with peers. However, a small group of about one quarter of the total group displayed low achievement and low social acceptance, although they were of high ability.

Talukdar (2008) using the "Adjustment Inventory for School Students" constructed by A.K.P.Sinha and R.P. Singh, studied the adjustment problems of adolescent students and found that on overall adjustment, male student were better than female students; social adjustment was average in both the sexes but emotional adjustment of both the groups was unsatisfactory.

A.Hameed and K.K.Thahira (2010) studied Emotional Maturity and Social Adjustment of student teachers. 600 student teachers were selected from different Teacher Training Institutes of Malappuram District of Kerala. The tools used for the present study were Scale of Emotional Maturity and Social

Adjustment Scale. The results indicated that Male Student Teachers were more Emotionally Matured and Socially Adjusted than Female Student Teachers. There is a positive relationship between Emotional Maturity and Social Adjustment of student teachers.

Parmar G. B.(2012) used the “Adjustment Inventory for School Students” constructed by A.K.P.Sinha and R.P. Singh and studied the adjustment of secondary school students of Gandhi Nagar District, Gujrat. In the study no differences were found between boys and girls on adjustment. Besides, similarities were also found on adjustment of urban and rural students.

Vandanachauhan, (2013) studied on 111 higher secondary students of Durg District, to ascertain their adjustment. The t-test results indicate that there is significant difference in adjustment of higher secondary school’s students and Female students have good adjustment level when compared to the male students.

Yellaiah, (2012) studied the relation between adjustment and academic achievement of 300 students studying in class IX from various government and private schools, rural and urban areas of Mahabubnagar district in Andhra Pradesh. The study conclude that adjustment and Academic Achievement cause significant difference between male and female students, Government and Private Schools students and Rural and urban school students do not cause any significant difference between Adjustment and Academic Achievement. It is found that there is a low positive relationship between Adjustment and Academic Achievement.

Sharma (1972) conducted a comparative study of adjustment of over-and underachievers. Results showed that there were significant differences among the over-achievers, average-achievers, and under-achievers with regard to their adjustment in the school, home, social, religious and miscellaneous areas.

Bhatt L. J; Patel P.M.; Patel, M.M; and Parikh, D S (1961) took upon an indepth study on “Inquiry in to Psychological factors related to Adolescent Adjustment. (Faculty of Education and Psychology) Major Findings: 1) The correlation coefficient between the three areas of adjustment viz emotional, social and family are significant. 2) Sex and community (urban and rural) were found to influence family adjustment scores 3) Age did not influence scores in any of the three areas of adjustment 4) The Psychological factors which had significant relationship with emotional adjustment were neurosis and dominance submission scale of Bernreuter’s 5) The factors which were found to be related to social adjustment were neurosis, self-sufficiency and dominance submission scale of Bernreuter’s Personality inventory, normal neurotic dimension of Eysenck’s personality inventory, social interest scores on conservative radical scale and study habits. 6) The psychological factors which are found to be related to family adjustment were neurosis, introversion-extroversion and dominance submission scale.

Kakkar, A. (1964) of Allahabad University made a study on

“Adjustment Problems of Adolescents”. Study was done on a random sample of class XI student from the nine higher secondary schools in Alahabad. The result showed that 43% cases had serious adjustment problems. The school area posed the greater number of problems while in the home area adolescents are over dependent on parents. In social areas how to be popular and how to get along with others worried the adolescents. The positive inter co-relation between the different areas of adjustment showed that problems that disturbed the psychic equilibrium in area brought about disturbances in other areas too. Adjustment problem were seen to have adversely affected the learning efficiency of adolescents. On a comparison of the findings of investigation with those of an American study, it was found that the social problems reflected cultural differences. The school problems are more serious than their counterparts in U.S.

Agarwal R.N (1970) of Agra undertook a study for his Ph.D. in Education titled “Adjustment Problem of Pupils of secondary schools – Adjustment Problems of secondary school pupil as perceived and judged by parents, Teacher and Pupils themselves” Major Findings are: 1) Adjustment problem in home, school and social areas as perceived by pupil decrease with age. Whereas in case of emotional and health areas they increase. 2) Most of the mean differences between different socio-economic strata group in health and home areas and between upper and lower socio economic groups are found to be significantly different. 3) Number of pupils overall adjustment problems in different areas except home are highest for upper socio economic group and lowest for the lower. 4) In general homogeneity in the nature of adjustment problems increases with age, and it is found the highest in emotional area and lowest in school area.

Parekh, R. (1982) studied on “The social background and problems of Adolescents” and found that adolescent years did not seem to be stressful. The period of transition for an adolescent appeared to be smooth because of the support of the family and the respect that they had for their elders. They had also high reliance on the family. The study further revealed that sex played a significant role in determining the behavior patterns of adolescents. The socioeconomic background of the adolescents seemed to have great impact on their problems.

Bhatia, K.T. (1984) studied “The emotional, personal and social problems of adjustment of adolescents” which revealed that some adolescents 38 were sometimes being treated like adults and sometimes like children. The study revealed that a large majority of adolescents preferred co-education institution and mixed parties with members of both sexes. The adolescents preferred to have friends of the opposite sex; the study also found that quite a large number of adolescents had gained sex education through books, magazines and friends. Adolescents were hesitant to favor sex instruction in school.

Pandit, I.; (1985) made “A study of Psychological needs and self-concept of adolescents and their bearing on adjustment. Some major findings of his study were 1) There were

significant difference between perceived self and ideal self and social self of adolescents. 2) Adjustment of adolescents in home, health, social, emotional and school areas are significantly different 3) Out of five areas of adjustment school adjustment was most satisfactory followed by home, health, emotional and social adjustment respectively 4) Result for self-concept of adolescent boys and girls showed that boys had a higher regard for the attribute and qualities, which they perceive as possessed by them than girls. 5) The study found that the social and emotional adjustment of adolescent boys were more satisfactory than that of adolescent girls.

8. Analysis and interpretation of data

Data analysis and interpretation is the process of assigning meaning to the collected information and determining the conclusions, significance and implications of the findings. It is an important and exciting step in the process of research. According to C. R. Kothari (1989), "The term analysis refers to the computation of measures along with searching for patterns of relationship that exist among data-groups". Analysis involves estimating the values of unknown parameters of the population and testing of hypotheses for drawing inferences.

Table 1
Distribution of the samples

class	male	female	total
IX	75	75	150
X	75	75	150
Total			300

The above table shows the distribution of sample students. Total sample size was 300, with 75 number of male and 75 number of female in class IX and 75 number of male and 75 number of female in class X.

Table 2
Overall Adjustment of Male and Female students

S. no.	Description	Male	Percentage	Female	Percentage
1.	Excellent	0	0%	1	0.7%
2.	Good	47	31.3%	11	7.3%
3.	Average	93	62%	113	75.3%
4.	Unsatisfactory	9	6%	25	16.7%
5	Very Unsatisfactory	1	0.7%	0	0%
	Total	150	100%	150	100%

The above table shows 0% male and 0.7% female has excellent adjustment, 62% male, 75% female has average adjustment, and 0.7% male and 0% female has very unsatisfactory adjustment.

Table 3
Adjustment of class IX school students

S. no.	Description	Male	Percentage	Female	Percentage
1.	Excellent	0	0%	0	0%
2.	Good	24	32%	8	10.7%
3.	Average	49	65.3%	55	73.3%
4.	Unsatisfactory	2	2.7%	12	16%
5	Very Unsatisfactory	0	0%	0	0%
	Total	75	100%	75	100%

The table above shows no students of class IX has excellent or very unsatisfactory adjustment. While 65.3% male and 73.3% female students of class IX has average adjustment.

Table 4
Adjustment of class X students

S. no.	Description	Male	Percentage	Female	Percentage
1.	Excellent	0	0%	1	1.3%
2.	Good	21	28%	4	5.3%
3.	Average	48	64%	55	73.3%
4.	Unsatisfactory	6	8%	15	20%
5.	Very Unsatisfactory	0	0%	0	0%
	Total	75	100%	75	100%

The above table shows that only 1.3% female students of class X has excellent adjustment, 64% male and 73.3% female have average adjustment and none has very unsatisfactory adjustment.

Table 5
Emotional adjustment of Male and Female students

S. no.	Description	Male	Percentage	Female	Percentage
1.	Excellent	1	0.7	0	0%
2.	Good	27	18%	4	2.7%
3.	Average	73	48.7%	69	46%
4.	Unsatisfactory	35	23.3%	66	44%
5.	Very Unsatisfactory	14	9.3%	11	7.3%
	Total	150	100%	150	100%

The above table shows the emotional adjustment of male and female students. 0.7% male and 0% female students have excellent emotional adjustment, 48.7% male and 46% female students have average emotional adjustment and 9.3% male and 7.3% female students have very unsatisfactory emotional adjustment.

Table 6
Social Adjustment on Male and Female Students

S. no.	Description	Male	Percentage	Female	Percentage
1.	Excellent	3	2%	3	2%
2.	Good	79	52.7%	33	22%
3.	Average	59	39.3%	94	62.7%
4.	Unsatisfactory	6	4%	19	12.7%
5.	Very Unsatisfactory	2	1.3%	1	0.7%
	Total	150	100%	150	100%

The above table shows the social adjustment of male and female students. 2% male and 2% female students have excellent social adjustment, 39.3% male and 62.7% female students have average social adjustment and 1.3% male and 0.7% female students have very unsatisfactory social adjustment.

Table 7
Educational Adjustment on Male and Female Students

S. no.	Description	Male	Percentage	Female	Percentage
1.	Excellent	107	71.3%	91	60%
2.	Good	43	28.7%	56	37.3%
3.	Average	0	0%	3	2%
4.	Unsatisfactory	0	0%	0	0%
5.	Very Unsatisfactory	0	0%	0	0%
	Total	150	100%	100	100%

Table 8
 Mean, SD and t value of Adjustment of male and female students

Variable	Gender	N	Mean	Std. Deviation	't' value	Remark
Overall Adjustment	Male	150	16.39	3.504	3.078	Significant at 0.05 level
	Female	150	17.70	3.877		

Table 9
 Mean, SD, and t value of Emotional Adjustment of male and female students

Variable	Gender	N	Mean	Std. Deviation	't' value	Remark
Emotional Adjustment	Male	150	7.15	2.312	2.150	Significant at 0.05 level
	Female	150	7.68	1.971		

Table 10
 Mean, SD, and t value of Social Adjustment of male and female students

Variable	Gender	N	Mean	Std. Deviation	't' value	Remark
Social Adjustment	Male	150	5.34	1.554	1.897	Significant at 0.05 level
	Female	150	5.69	1.671		

Table 11
 Mean, SD, and t value of Educational Adjustment of male and female students

Variable	Gender	N	Mean	Std. Deviation	't' value	Remark
Educational Adjustment	Male	150	2.20	0.666	2.195	Significant at 0.05 level
	Female	150	2.39	0.801		

Table 12
 Mean, SD, and t value of adjustment of class IX and class X students

Variable	Class	N	Mean	Std. Deviation	't' value	Remark
Overall Adjustment	IX	150	16.77	3.762	-1.249	Not Significant at 0.05 level
	X	150	17.31	3.726		

Table 13
 Mean, SD and t value of Emotional adjustment of class IX and class X students

Variable	Class	N	Mean	Std. Deviation	't' value	Remark
Emotional Adjustment	IX	150	7.33	2.359	-0.694	Not Significant at 0.05 level
	X	150	7.50	1.948		

The above table shows the educational adjustment of male and female students. 71.3% male and 60% female students have excellent educational adjustment, 0% male and 2% female students have average educational adjustment and no one has very unsatisfactory educational adjustment.

The table 8 shows the mean of the adjustment of male and female students were 16.39 and 17.70 respectively, and the Standard Deviation were 3.504 and 3.877. The obtained 't' value is 3.078 significant at 0.05 level. Hence it is concluded the male and female students differ significantly in the overall adjustment.

The table 9 shows the mean of the emotional adjustment of male and female students were 7.15 and 7.68 respectively, and the Standard Deviation were 2.312 and 1.971. The obtained 't' value is 2.150 significant at 0.05 level. Hence it is concluded the male and female students differ significantly in the emotional adjustment.

The table 10 shows the mean of the social adjustment of male and female students were 5.34 and 5.69 respectively, and the Standard Deviation were 1.554 and 1.671. The obtained 't' value is 1.897 significant at 0.05 level. Hence it is concluded the male and female students differ significantly in the social adjustment.

The table 11 shows the mean of the educational adjustment of male and female students were 2.20 and 2.39 respectively,

and the Standard Deviation were 0.666 and 0.801. The obtained 't' value is 2.195 significant at 0.05 level. Hence it is concluded the male and female students differ significantly in the educational adjustment.

The table 12 shows the mean of the adjustment of class IX and class X students were 16.77 and 17.31 respectively, and the Standard Deviation were 3.762 and 3.726. The obtained 't' value is -1.249 not significant at 0.05 level. Hence it is concluded the class IX and class X students do not differ significantly in the overall adjustment.

The table 13 shows the mean of the emotional adjustment of class IX and class X students were 7.33 and 7.50 respectively, and the Standard Deviation were 2.359 and 1.948. The obtained 't' value is -0.694 not significant at 0.05 level. Hence it is concluded the class IX and class X students do not differ significantly in the emotional adjustment.

The table 14 shows the mean of the social adjustment of class IX and class X students were 5.35 and 5.69 respectively, and the Standard Deviation were 1.699 and 1.524. The obtained 't' value is -1.824 not significant at 0.05 level. Hence it is concluded the class IX and class X students do not differ significantly in the social adjustment.

The table 15 shows the mean of the educational adjustment of class IX and class X students were 2.23 and 2.35 respectively, and the Standard Deviation were 0.772 and 0.706.

Table 14
Mean, SD, and t value of Social adjustment of class IX and class X students

Variable	Class	N	Mean	Std. Deviation	't' value	Remark
Social Adjustment	IX	150	5.35	1.699	-1.824	Not Significant at 0.05 level
	X	150	5.69	1.524		

Table 15
Mean, SD and t value of Educational adjustment of class IX and class X students

Variable	Class	N	Mean	Std. Deviation	't' value	Remark
Educational adjustment	IX	150	2.23	0.772	-1.405	Not Significant at 0.05 level
	X	150	2.35	0.706		

The obtained 't' value is -1.405 not significant at 0.05 level. Hence it is concluded the class IX and class X students do not differ significantly in the educational adjustment.

9. Conclusion

Life presents a continuous chain of struggle for adjustment. Adjustments are the outcome of the individual's attempt to deal with stress and meet with needs: also, his efforts to maintain harmonious relationships with the environment. Every individual from the time he or she steps out of the family and goes to school makes to a long series of adjustments between the whole unique personality and the environment. The ardent desire of each boy and girl to become an individual person having a healthy physique, a growing intellectual ability, a greater degree of emotional poise and increased participation in social groups, such characteristics enhance one's personality. Even parents, teachers and other significant members of the society to which person belong will encourage this desire.

The findings of this study show that while there is no significant difference in the adjustment of class IX and class X students, there is significant difference in the adjustment of male and female students. The study also shows that a majority of students have poor overall adjustment. While the study shows 0% male and 0.7% female has excellent adjustment, 62% male, 75% female has average adjustment, and 0.7% male and 0% female has very unsatisfactory adjustment, It also indicates that no students of class IX has excellent or very unsatisfactory adjustment, while 65.3% male and 73.3% female students of class IX has average adjustment.

This calls for priority-based action on the part of teachers, families and all the concerned stakeholders to devise measures to facilitate better adjustment skills among the secondary school students. The secondary school students are at a very uncertain stage of their lives wherein they are still in the process of exploring their place and role in society. It is at this stage of their lives that they are most in need of their adjustment abilities. All the concerned stakeholders ought to chalk out a plan of action whereby the adjustment skills are improved and differences arising due to various factors are minimized.

According to smith, H.C. 'A good adjustment is one which is both realistic and satisfying. At least in a long run, it reduces to a minimum the frustrations, the tensions and anxieties which a person must endure'. So, if the students in the adolescence period have good adjustment, then there is a possibility for good academic performance. But if they have any adjustment

problem then counselling and continuous assistance is necessary, which will play a vital role in providing adequate coping skill with the situation. Students should be given an opportunity to express their ideas and discuss their problems with school authorities. It develops self-confidence and mental satisfaction among the students. Play hobbies, excursions, discussions etc. provide excellent opportunities to explore and express their feelings. These should be organised for developing good mental health of students and their healthy adjustment. Parents and teachers should provide intellectual, social and emotional support to children at the time of stress and tension. In this way students will be enabling to recognise their strong and weak characteristics to avoid unnecessary aspirations.

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