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## “An analysis of Social and Emotional Adjustment of Students studying in secondary schools of Allahabad”

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### ABSTRACT:

*This paper investigated the “An analysis of Adjustment of Students studying in secondary schools of Allahabad”. Descriptive survey method was used to achieve the objectives of the study. The sample of the study comprised of 600 students studying in senior secondary schools of Allahabad district. Social and emotional Adjustment inventory by Roma Pal was used. Findings showed that significant difference in social adjustment in student studying in government and private higher secondary school. The direction of difference was in favour of private school students. Significant difference in the emotional adjustment score of students studying in Government and Private Senior secondary schools of Allahabad district. The direction of the difference was in favour of private school students. Results also indicate No significant difference in the emotional adjustment score of male and female students studying in secondary schools of Allahabad district. No significant difference in the social adjustment score of male and female students studying in secondary school. It means that there is similar level of social adjustment in male and female student studying in secondary school. Thus, the results indicate that government schools students have similar social adjustment.*

**Key Words:** Social and emotional Adjustment, secondary school student

### INTRODUCTION:

Adjustment and adaptation represent a perspective for viewing and understanding human behavior. Psychologists are generally more interested ‘psychological survival’ or adjustment, rather than ‘physiological survival’. In other words, as Lazarus (1961, 1969) states, in psychology, behavior is interpreted as personal adjustment to demand or pressure. The psychological pressure (1966) describes can be divided into two kinds. The first kind is physical and social environmental that result from having to live interdependently with other people. The second kind are internal, resulting in part from the biological make-up of human beings, which requires specific physical conditions for comfort and survival, and in part from the individual having learned to ask for specific types of social conditions, such as approval and achievement (Erikson, 1950). From early childhood, humans are confronted with the demands of other persons. At first, the social demands concern relatively simple actions. As the individual matures, social demands become more complex. The precise pattern of what must be learned varies with the culture, and even from family to family. Failure to adjust with social demands, typically, results in distressing consequences, depending on the cultural importance accorded to these demands (Rotter, 1966). The effect of external demands cannot be fully understood

without reference to the motivating forces that develop in the individual. External demands gain their force from the fact that needs, desires and motives of importance would be endangered if the demands if the demands were ignored. The things we do are not only a result of external or physical demands or social pressures, but depend also on our prior attempts to gratify internal needs, drives or motives (Haber, 1958). Adjustment can also be described in terms of two aspects that reflect on different purpose (Lazarus 1961-1969). The first is concerned with efficiency. It describes adjustment as an achievement. If describing adjustment in terms of achievement, we should also consider criteria to determine the quality of adjustment. It is obvious that such criteria have been provided by the culture of every society in terms of a value system. It is important to note that elements of value systems differ from one culture to another (Mead, 1982). However, there are number of problems in applying these criteria to the adjustment of an individual. Due to cultural variation in standards, a person may be considered well adjusted by one criterion and poorly adjusted by another. Overall, there has been increasing dissatisfaction with the 'achievement approach' to adjustment because of the many problems it raises. To speak of 'good' or 'bad' requires some value judgment concerning how we should feel or act. Therefore, it is preferable to consider 'adjustment' as a 'processes'. In analysis of behavior as a process of adjustment, it is possible to take a longitudinal view of 'adjustment' and consider the genesis of the characteristic ways in which a person copes with demands made upon him/her. The process of adjustment is complicated because the ways an individual may respond to on demand can conflict with the requirements of another. Conflict may arise because tow internal needs are in opposition, because two external demands are incompatible, or because an internal need opposes an external demand (Lazarus, 1961, 1969). Conflict involves the simultaneous arousal of two or more incompatible response tendencies, in a situation where one response or the other must be made. Two conflicting impulses do not cancel each other, but rather create a state of increased derive and subjective tension; the result is observed to be an increase in restlessness and seemingly random activity. In conflict situations of concern in psychological adjustment, the unattractive aspects of the response possibilities create the greatest difficulties in making choice.

#### REVIEW RELATED TO HOME ENVIRONMENT:

Studies reviewed provided ample evidence about the adjustment of students. After going through related literature, In this study adjustment of students studying in higher secondary schools were compared on mentioned variable. Thus, it is clear from the above description that the present study is quite different from the other studies and it may probe into the causes of difference among the students studying in secondary schools with respect to adjustment. The detail of Some study is described in the following.

**Devi, (2011)** "a study of adjustment of students in relation to personality and achievement motivation "Healthy Adjustment is necessary for normal growth of an individual in the life and education. Education trains persons for healthy adjustment in various life situations of the present and future. This logic implies that education and adjustment are interlinked and complementary to each other. Therefore, it is imperative for educators and researchers to understand the trends in adolescents' adjustment and the factors contributing to their good mental health. The study conducted by the investigator was a sincere attempt to understand the

problems of adjustment faced by adolescents in areas- Emotional, Social, Educational and General/ Total sphere. Educational personnel can review and plan for reforms in school educational programmes accordingly it would help in developing social and emotional maturity among the learning youth. The sample consisted of 699 students studying in high school classes in the state of Haryana. To study student's adjustment in the educational, social and emotional areas in relation to their personality and achievement motivation three tests - Adjustment inventory for school students A.K.P. Sinha and R.P. Singh, Agra; Eysenck's Personality Questionnaire (Junior) for E and N Hindi adaptation by Dagar and Achievement Motivation Test- P. Mehta, Delhi were applied. It was found that achievement motivation has no effect on the adjustment, Extraversion has positive effect on social, educational and general adjustment and Neuroticism has negative effect on the emotional, social, educational and general adjustments. Effect of other secondary aspects on adjustment like sex and school location are also analyzed and found that rural students proved better than the urban students on social, Educational and General/Total adjustment.

**Vishnu (2012)** "Adjustment Level Of Secondary School Going Students In Rural Area." The present research studies principally aimed to examine the adjustment level of secondary school going Boys and Girls Student in rural area. In this research, Student's gender is independent variables and adjustment level is dependent variable. This study is comparative among school going Boys and Girls student in the terms of their home adjustment, health adjustment, social adjustment, emotional adjustment, school adjustment. The study is completed on sample 80 in secondary school going Student (40 Boys and 40 Girls Student) at studying in 9th class. This sample is collected from rural area. A.K.Singh and A.Sen Gupta's High-School Adjustment Inventory is used for home adjustment, health adjustment, social adjustment, emotional adjustment, school adjustment this five adjustment areas measured. Lastly the study resulted that, 1) No significant difference among secondary school going Boys and Girls student in rural area in the terms of their home adjustment, social adjustment, school adjustment level. 2) Significant difference among secondary school going Boys and Girls student in rural area in the terms of their health adjustment, emotional adjustment level.

**Hu Wenhua, Zhang Zhe (2013)** International students' adjustment problems at university: a critical literature review. Adaptation to the new environment is critical for international students' successful engagement with their learning at university. Identifying factors that influence their adaptation will be of great significance to help improve their adjustment. This paper critically reviews previous literature that investigated issues that hinder international undergraduate students' adaptation at university. The literature search was carried out across four databases, i.e. Education Resources Information Centre (ERIC), British Education Index (BEI), Australian Education Index (AEI) and Scopus, by drawing on techniques adopted in both systematic literature review and naturalistic literature review. The problems identified in the literature are categorized into five groups: personal psychological issues, academic issues, socio-cultural issues, general living issues and English language proficiency, among which English language proficiency, financial problem, academic progress and homesickness seem to face most international students, though there has not been a consensus yet among researchers about the magnitude of these problems.

**OBJECTIVES:**

1. To compare the adjustment of students studying in Government and private secondary schools of Allahabad.
2. To compare the adjustment of students studying in secondary schools of Allahabad on the basis of gender.

**HYPOTHESIS:**

1. There will be no significant difference in the adjustment of students studying in Government and private senior secondary schools of Allahabad.
2. There will be no significant difference in the adjustment of students studying in secondary schools of Allahabad on the basis of gender.

**SOCIAL AND EMOTIONAL ADJUSTMENT:**

The term adjustment is equally important when job stress and satisfaction are discussed. It has been defined by Oxford dictionary as the process of positioning, regulating, arranging, or adapting etc. According to L.S. Shaffer, "Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs". In all senses, adjustment implies a satisfactory adaptation to the demands of day-to-day life and keeping a balance between need and capacity to realize needs. As long as the balance is maintained, a person remains adjusted. The very moment, it is disturbed he drifts towards maladjustment. Thus, adjustment is a dynamic concept and is both influenced by and exerts an influence on the personality of an individual. The internal (personal) and external (environmental) aspects of an individual are in constant interaction during the process of adjustment. However, as a personality trait, adjustment is an individual characteristic. Different individuals adapt/adjust differently in similar environmental situation. Adjustment involves a reaction of the person to the demands imposed upon him or how an individual manages to cope with various demands and processes of life. A healthy, well adjusted person can live smoothly even in stressful and difficult conditions through the process of adjustment. The Physical Education teachers who start their careers enthusiastically, devote all their time to the profession, are dedicated to their jobs, may be susceptible to job stress which further results into 'dissatisfaction' and difficulty in adjustment. A well adjusted person possesses the characteristics of awareness of his own strengths and limitations, respecting one's self and others, an adequate level of aspiration etc. Such a person is, thus, an asset to himself and his organization and a boon to the society whereas a stressed, dissatisfied and maladjusted personality brings misfortune to one's self and discomfort to others and proves to be a liability.

**Secondary School**

Secondary school is an educational institution where the second stage of the three schooling periods, known as secondary education and usually compulsory up to a specified age takes place. There are very many different types of secondary school, and the language used varies around the world. Children usually go to secondary school between the ages of 11 and 16 years and end

between the ages of 16 and 18 years, although there is considerable variation from country to country.

**Government School:** Schools run by government are known as government schools.

**Private School:** Schools in which financial assistance is not provided by government but managed by private agency is known as Private Schools.

## RESEARCH METHOD

The present study belongs to the category of descriptive field survey type of research and includes composite characteristics of causal comparative survey research.

### Population, Sample and sampling procedure of the Study

The sample of the study will be comprised of 600 students studying in senior secondary schools of Allahabad district. For selecting the sample, stratified random technique has been used. Following table showing sample distribution of the study.

**Table 1 Showing distribution of the sample with respect to school board, gender, types of schools and area**

Board	Gender	School	Urban	Rural	Total
UP Board (20 school)	Male	Government	80	70	150
		Private	80	70	150
		Sub-Total	160	140	<b>300</b>
	Female	Government	80	70	150
		Private	80	70	150
		Sub-Total	160	140	<b>300</b>
	Total	Government	75	75	150
		Private	225	225	450
		Sub-Total	<b>300</b>	<b>300</b>	<b>600</b>

**Tools used:** Social and emotional Adjustment inventory by Roma Pal was used.

## DATA ANALYSIS AND INTERPRETATION:

**Objective 1** To compare the adjustment of students studying in Government and Private Senior secondary schools of Allahabad district

**Hypothesis 1** There will be no significant difference in the adjustment of students studying in Government and private secondary schools of Allahabad.

The first objective of the study to compare the (social and emotional) adjustment of students studying in Government and Private Senior secondary schools of Allahabad district. In order to find out whether here exists any significant difference in the adjustment of students studying in Government and private senior secondary schools of Allahabad, inferential statistics t-test was computed and the results of analysis are shown in the table to 2.

Table 2 Comparison of social adjustment of Adolescents studying in government and private higher secondary schools of Allahabad District

Variable	School	Mean	S. D	t-value
Social Adjustment	Private	47.29	8.61	2.37*
	Government	45.63	8.57	
Emotional Adjustment	Private	46.96	6.99	2.61*
	Government	45.55	6.22	

\* Significant at .05 levels

Observation of the table 2 shows that mean and S.D. of social adjustment of students studying in Government and private Higher secondary schools are 47.29; 8.61 and 45.63; 8.57 and calculated t-value is 2.37. This calculated t-value is greater than the table value at.05 level. This indicates that there is significant difference in the social adjustment score of students studying in Government and private higher secondary school. It means that there is significant difference in social adjustment in student studying in government and private higher secondary school. The direction of difference was in favour of private school students. Thus the result indicates that government schools students have better social adjustment. Contrary result was reported by Singh (1978) in this study, he noticed that the superior children did not differ from the average children in their social adjustment.

Observation also shows that mean and S.D. of emotional adjustment of students studying in Government and Private Senior secondary schools of Allahabad district are 46.96; 6.99 and 45.55; 6.22 and calculated t-value is 2.61. This calculated t-value is greater than the table value at.05 level. This indicates that there is significant difference in the emotional adjustment score of of students studying in Government and Private Senior secondary schools of Allahabad district. The direction of the difference was in favour of private school students. It means there is better emotional adjustment in government school students. Contrary result was reported by Singh (1978) in this study, he noticed that the superior children did not differ from the average children in their social adjustment.

Objective 2 To compare the adjustment of male and female students studying in secondary Senior secondary schools of Allahabad district.

Hypothesis 2 There will be no significant difference in the adjustment of students studying in secondary schools of Allahabad on the basis of gender.

The second objective of the study to compare the (social and emotional) adjustment of male and female students studying in secondary schools of Allahabad district. In order to find out whether here exists any significant difference in the adjustment of male and female students studying in secondary schools of Allahabad, inferential statistics t-test was computed and the results of analysis are shown in the table to 3.

Table 3 Comparison of adjustments of male and female studying in secondary schools of Allahabad District

Variable	Gender	Mean	S. D	t-value
Social Adjustment	Male	46.67	7.56	1.62
	Female	45.63	8.15	
Emotional Adjustment	Male	46.73	8.47	1.90
	Female	45.37	9.04	

\* Significant at .05 levels

Observation of the table 3 shows that mean and S.D. of social adjustment of male and female students studying in secondary schools are 46.67; 7.56 and 45.63; 8.15 and calculated t-value is 1.62. This calculated t-value is less than the table value at.05 level. This indicates that there is no significant difference in the social adjustment score of male and female students studying in secondary school. It means that there is similar level of social adjustment in male and female student studying in secondary school. Thus the results indicates that government schools students have similar social adjustment. Contrary result was reported by Singh (1978) in this study, he noticed that the superior children did not differ from the average children in their social adjustment. It was noticed a considerable influence of social adjustment on mathematics achievement of secondary school students.

Observation also shows that mean and S.D. of emotional adjustment of male and female students studying in secondary schools of Allahabad district are 46.73; 8.47 and 45.37; 9.04 and calculated t-value is 1.90. This calculated t-value is less than the table value at.05 level. This indicates that there is no significant difference in the emotional adjustment score of of male and female students studying in secondary schools of Allahabad district. It means there is similar in emotional adjustment in male and female students. Similar result was reported by Singh (1978) in this study, he noticed that the superior children did not differ from the average children in their social adjustment. It was noticed a considerable influence of social adjustment on mathematics achievement of secondary school students.

#### MAIN FINDINGS OF THE STUDY:

Significant difference in social adjustment in student studying in government and private higher secondary school. The direction of difference was in favour of private school students. Significant difference in the emotional adjustment score of students studying in Government and Private Senior secondary schools of Allahabad district. The direction of the difference was in favour of private school students.

No significant difference in the emotional adjustment score of of male and female students studying in secondary schools of Allahabad district. no significant difference in the social adjustment score of male and female students studying in secondary school. It means that there is similar level of social adjustment in male and female student studying in secondary school. Thus, the results indicate that government schools students have similar social adjustment.

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- iii. (Lazarus 1961). ..... 1969) infant's parents make demands upon him/her to gain acceptable behavior patterns and .... been borrowed by psychologists and renamed 'adjustment' (Lazarus 1961). ..... 1969) states, in psychology, behavior is interpreted as personal adjustment ... The psychological pressure (1966) describes can be divided into two kinds.
- iv. Julian B. Rotter (October 22, 1916 – January 6, 2014) was an American psychologist known for developing influential theories, including social learning
- v. Stickney Haber (b. 1963), and Eben Merriam Haber (b. 1966). Edgar Haber's career included positions at the National Institutes of Health (1958–1961)
- vi. Margaret Mead (December 16, 1901 – November 15, 1978) was an American cultural anthropologist who featured frequently as an author and speaker in the mass
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