

Adjustment of Higher Secondary Students of NCR (National Capital Region)

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ABSTRACT

Maladjustment in any way leads to lot of social, psychological and behavioural problems. Present research paper is an attempt to find out the difference in the level of adjustment of male and female higher secondary students of NCR region, so that the measures are taken at school level to enhance the levels of adjustment amongst school students enabling them to become better performers at school and to deal with gender biases prevalent in Indian system. For this study a sample of 200 higher secondary students (100 female students and 100 male students from higher secondary classes) was selected with the help of stratified random sampling method from Ghaziabad and Gautam Budh Nagar of Uttar Pradesh, India. For collection of data A.I.S.S(Adjustment Inventory For School Students) by Prof. A.K.P. Sinha and Prof .R.P. Singh (published by National Psychological Corporation, Agra, India) was administered on selected sample. With the help of this study significance of differences with respect to emotional adjustment, social adjustment, educational adjustment and total adjustment between female and male higher secondary students, is analyzed. These differences in adjustment between male and female students were compared with the help of statistical Analysis: mean, standard deviation and t value. Analyses of data revealed that significant differences exist at .05 and .01 levels between male and female higher secondary students only in the area of social adjustment.

Keywords: *Adjustment, Education, Schools Students, National Capital Region.*

In Indian schools major thrust is usually on academics; even in the name of holistic educational patterns of education and development it is observed that areas like emotional development and positive adjustment are often ignored. However over and again multiple researches across the world have proved that greater adaptability provides better chances of survival. According to a study perpetrating and experiencing bullying were associated with poorer psychosocial adjustment ($P < .001$); however, different patterns of association occurred among bullies, those

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bullied, and those who both bullied others and were bullied themselves (T. R. Nansel and others in 2004). It could be argued that the individual competencies of emotional adjustment, social adjustment, educational adjustment of students in schools determine their overall success in school. The ability of adolescents to manage their emotions and behaviours and to make meaning in friendships is an important prerequisite for school readiness and academic success. Escalating aggressive behaviour, poor academic grades, increasing anti-social problems, rising incidences of bullying in schools are the indicators of inadequate adjustment.

Another reason for maladjustment is the changing family patterns where a child has everything available for him and no one to share with leads to troubles and maladjustment. Rapid shift in the structure of Indian families in the past decade from joint families to nuclear families, than from two kids to single kid, further with one parent working to both the parents working has made mediums like television and internet responsible for the psycho-socio-emotional development of the child. These mediums may have merits to their account but unguided influence of media leaves unwanted impressions on the vulnerable minds of the adolescents; therefore the role of the schools in the psycho-socio-emotional development of the adolescents has widened.

A.T. Jersield in his book “Psychology of adolescence” (1963) defines, “Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically.” The period of adolescence is considered as crucial and significant period of an individual’s life. Psychologically, adolescence is the age when the individual becomes integrated into the society of the adults. It is at this stage a child feels equal to the elders. The cognitive development, typical of an adolescent’s thinking, enables him engage in abstract thinking, makes him/her more opinioned and leads to greater involvement in social relationships. This age of adolescence is the most discussed period of one’s life it is characterized by many things such egocentrism, teenage identity, emotional turmoil and turbulence etc.

Good (1959) sates that adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. Kulshrestha (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress tensions, conflicts etc., and meet his or her needs. In this process, the individual also makes efforts to maintain harmonious relationships with the environment.

Adjustment is the predictor of success and growth of a student. Adjustment according to Webster is the establishment of satisfactory relationships as representing harmony, conformance, adaptations or the like. In general, the adjustment process has four parts: (1) a need or motive in the form of a strong persistent stimulus, (2) the thwarting or non-fulfillment of this need, (3) varied activity, or exploratory behaviour accompanied by problem solving, and (4) some

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response that removes or at least reduces the initiating stimulus that brings satisfaction and completes the process of adjustment, at least temporarily.

Educators and schools today need to produce high achieving, productive and healthy students which can be achieved through a balance of cognitive and emotional domains of learning. Entry into the secondary school is a trajectory changing event that represents a convergence of physical, mental, social, familial and social developments. Clearly, there is reason to be concerned about the well-being of early adolescents. Educators often underestimate the importance of developing students' abilities to adapt and get along with people; however, students' learning abilities depend on their experience of their ability to adapt and cope with people. In a nutshell, confidence and positive outlook plays a crucial role in seeking to solutions to everyday problems and for life adaptation. Educators often underestimate the importance of these demands, but, in reality, children's energy for learning depends on the nature of these coping experiences. When adolescents enter the middle school level, the problems they confront may challenge their coping skills and are often the main reason for their experiencing pressure. Thus, it is important that middle school education brings with it opportunities and demands to learn to adapt and cope.

Delhi the capital of India, and its adjoining areas are referred to as national capital region that have seen tremendous growth in recent years. Major part of the population living in NCR and immigrated from other states and cities mostly in search of employment is diverse in nature. With the help of present study adjustment of male and female higher secondary students living in national capital region is examined

With the help of the present work differences between male and female higher secondary school students (living in national capital region) with respect to adjustment is studied. Based on the aforementioned rationale which states the importance of adjustment on school learning and overall development of secondary school students, present study aims to understand the difference between female and male higher secondary students with respect to emotional, social, educational adjustment and total adjustment.

Hypotheses

- i) There is no significant difference between Emotional adjustment of the female and male higher secondary students of NCR (National Capital Region of India).
- ii) There is no significant difference between Social adjustment of the female and male higher secondary students of NCR (National Capital Region of India).
- iii) There is no significant difference between Educational adjustment of the female and male higher secondary male students of NCR (National Capital Region of India).
- iv) There is no significant difference between total adjustment of the female and male higher secondary students of NCR(National Capital Region of India).

METHOD

Technique

For the present work of research data related to aspects of adjustment has been collected from higher secondary students of different schools of NCR (National Capital Region of India) with the help of random sampling method. To analyze the data and draw conclusions statistical techniques such mean, standard deviation and t test has been used.

Sample

A sample of 100 female higher secondary students and 100 male higher secondary students was collected from with the help of stratified random sampling method from different schools like DPS Indirapuram, Ghaziabad, Mahamaya girls Intercollege Noida, Panchsheel Balak Inter college Noida (NCR). After explaining the purpose of the study, instructions with regards to the filling of questionnaires related to adjustment were given before actual filling of questionnaires.

Tools

For the collection of data it is quite necessary to adopt a systematic procedure. For every type of research, there is a need of certain instruments to explore new fields. The instruments employed for the data collection are called tools. The following test was used to collect the data.

Adjustment Inventory for School Students -English by A. K. P. Sinha and R. P. Singh published by National Psychological Corporation, Agra

ADJUSTMENT INVENTORY FOR SCHOOL STUDENTS

(Adjustment Inventory for School Students -English A. K. P. Sinha and R. P. Singh)

The “Adjustment inventory for school students” has been constructed by A.K.P Sinha (Ex-Professor and H.O.D Dept. of Psy. Pt. Ravi Shankar Shukla university) and R.P Singh (Ex-Professor and H.O.D Dept. of Edu. Patna University). The inventory seeks to segregate well-adjusted secondary school students (age group 14-18 years) from poorly adjusted students in the areas of adjustment: emotional, social and educational.

Sample

The 60 items inventory, in its final form, was administered to a randomly selected representative sample of 1950 (1200 boys and 750 girls) from class IX to grade XI pupils of 40 schools of Bihar. The distributions of score were tested for normality by applying chi-square technique. The distributions did not depart significantly from normality.

Sr.No	Method Used	Emotional	Social	Educational	Total
1.	Split-Half	0.94	0.93	0.96	0.95
2.	Test-Retest	0.96	0.90	0.93	0.93
3.	K-R Formula	0.92	0.92	0.96	0.94

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RELIABILITY- coefficient of reliability was determined by (i) split-half method, (ii) test-retest method, and (iii) K-R formula-20.

RELIABILITY COEFFICIENTS OF THE INVENTORY

VALIDITY- In item analysis validity coefficients were determined for each item by bi-serial correlation method and only such items were retained which yielded bi-serial correlation with both the criteria (i) total score and (ii) area score, significant level being .001.

CORRELATION MATRIX OF THREE AREAS OF ADJUSTMENT

Sr.no.	Adjustment Areas	I	II	III
1.	Emotional	–	20	19
2.	Social	20	–	24
3.	Educational	19	24	–

NORMS- Percentile norms were computed for both males and females of all the three areas (emotional, social and educational) of adjustment separately as also for the whole inventory.

MEANING OF THE SYMBOLS AND EXPLANATION OF THE AREAS-

- (a) Emotional Adjustment: High score indicate unstable emotion. Students with low scores tend to be emotionally stable.
- (b) Social Adjustment: Individuals scoring high are submissive and retiring. Low scores indicate aggressive behaviour.
- (c) Educational Adjustment: Individuals scoring high are poorly adjusted with their curricular programs. Persons with low scores are interested in school programs.

SCORING OF THE TEST-

Scoring of the test data was done with the help of scoring table provided in the manual.

Procedure

The data was collected by the investigator personally. The students were asked to give reliable responses and they were assured that the information given would be kept confidential and so they were requested to be bold, sincere in answering the questions.

The instructions were explained and then the students were instructed to complete both the tests at the earliest. This was done to ensure spontaneous and genuine responses. Other queries were answered and explained clearly.

RESULTS

Upon interpretation of the data collected with the help Adjustment Inventory of School Students following facts are revealed.

Table: 1 showing Mean, standard deviation, t value and its significance of Male and Female higher secondary students on Emotional Adjustment.

Population	Mean	Standard Deviation	t value	Level of significance
Male (N=100)	5.68	3.2	0.027	Not significant even at .05 levels
Female (N=100)	5.86	2.57		

According to table-1 Mean of male higher students is 5.68 and for female higher secondary students is 5.86 on emotional adjustment whereas on S.D for male higher secondary students is 3.2 and S.D for female higher secondary students is 2.57. Upon calculating the t value the score of .027 was received which is not significant even at .05 levels.

Table: 2 showing Mean, standard deviation, t value and its significance of Male and Female higher secondary students on Social Adjustment.

Population	Mean	Standard Deviation	t value	Level of significance
Male (N=100)	5.46	3.33	4.15	significant both at .05 and 0.01 levels
Female (N=100)	6.24	2.96		

According to table-2 on the dimension of social adjustment mean of male higher secondary students is 5.46 and 6.24 of female higher secondary students. Value of S.D for male higher secondary students is 3.33 and 2.96 for female higher secondary students. t value calculated is 4.15 which is higher than critical value both at .05 and .01 levels indicating significant difference between male and female higher secondary students.

Table: 3 showing Mean, standard deviation, t value and its significance of Male and Female higher secondary students on Educational Adjustment.

Population	Mean	Standard Deviation	t value	Level of significance
Male (N=100)	6.29	3.87	0.47	Not significant even at .05 levels
Female (N=100)	5.88	2.10		

Results shown in table-3 on educational adjustment male higher secondary students have a mean of 6.29 and female higher secondary students have a mean of 5.88, value of S.D for male

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students is 3.87 and for female students it is 3.10. Thus t value is 0.47 which is insignificant even at .05 levels.

Table: 4 showing Mean, standard deviation, t value and its significance of Male and Female higher secondary students on Total Adjustment.

Population	Mean	Standard Deviation	t value	Level of significance
Male (N=100)	17.3	8.8	1.04	Not significant even at .05 levels
Female (N=100)	17.76	5.77		

Table-4 showing results of male and female higher secondary students with respect to total adjustment. Mean of male higher secondary students is 17.3 and for female higher secondary student is 17.76. S.D of male higher secondary students is 8.8 and for female higher secondary students is 5.77; the calculated t value is 1.04 which is less than critical value even at .05 levels.

DISCUSSION

In psychological research, adjustment refers both to an achievement or outcome as well as a process. As an achievement, psychological adjustment is a phrase used to denote positive mental health. The concept of positive mental health is detailed extensively in Jahoda's classic conceptualization and refers to an individual's state of mind and overall well-being. The process conceptualization of psychological adjustment reflects whether an individual is able to cope effectively with the demands of the environmental context as well as with the stress created by these demands. Thus, as a process, psychological adjustment reflects the relative adaptation of an individual to changing environmental conditions. Psychological adjustment is a popular outcome measure in psychological research, and often measures such as self-esteem or the absence of distress, anxiety or depression are used as indicators of adjustment. Researchers may also measure an individuals' level of adjustment or well-being in response to some stressful event, such as divorce, or as the absence of deviant behavior, such as drinking or drug use.

Analyses of the results reveal that there is no significant difference between male higher secondary students and female higher secondary students with respect to emotional adjustment. This suggests that level of emotional adjustment of male and female students is similar and they do not differ with regards to their ability of emotional adjustment (also referred to as personal adjustment or psychological adjustment). Emotional adjustment is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation. An example would be maintaining emotional control and coping behavior in the face of an identity crisis. This capacity is an important aspect of mental health and where it is compromised, or not developed, psychopathology and mental disorder can result. Therefore the hypotheses "that there is no significant difference between

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Emotional adjustment of the higher secondary female students (N=100) and higher secondary male students (N=100) of NCR (National Capital Region of India)" is accepted.

Our second hypotheses "there is no significant difference between Social adjustment of the higher secondary female students (N=100) and higher secondary male students (N=100) of NCR (National Capital Region of India)" stands rejected because significant differences exist between male and female higher secondary students with respect to social adjustment both at .05 and .01 levels of significance. Social adjustment is the achievement of balance in social relationships usually aided by the appropriate application of social skills. Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value. In the technical language of psychology "getting along with the members of society as best one can" is called adjustment. According to the data of the present study mean value of female higher secondary students is higher than the male higher secondary students manifesting their greater ability for this process of "getting along with the members of society as best one can".

On educational adjustment difference is not significant even at .05 levels between male higher secondary students and female higher secondary. Therefore the third hypotheses of the present research work stating that there is no significant difference between Educational adjustment of the higher secondary female students (N=100) and higher secondary male students (N=100) of NCR(National Capital Region of India) is accepted. Students face many adjustments in school. From year to year, there are changes in teachers, classrooms, school and class rules and procedures, performance expectations, difficulty of the work, and peers. Their successes in negotiating these challenges predict school success. School adjustment has been construed historically in terms of children's academic progress or achievement (Birch & Ladd, 1996). This outcome is important, but being very limited it narrows the search for precursors and events in children's environments that may affect adjustment. On a broader level, we might think of adjustment as involving not only children's progress and achievement but also their attitudes toward school, anxieties, loneliness, social support, and academic motivation (e.g., engagement, avoidance, absences) (Birch & Ladd, 1996; Roeser, 1998; Roeser et al., 1998). Educational adjustment is an important dimension of total adjustment for any school going child and on this dimension no difference was found to exist between male and female higher secondary students even at .05 levels.

Adjustment is the relationship which comes to be established between the individual and the environment. Every individual plays certain position in his social relations. He is trained to play his role in such a way that his maximum needs will be fulfilled. So, he should play his role properly and get maximum satisfaction. If he does not play his role according to standards and training Home Environment received his needs may not be fulfilled and he may get frustrated. Adjustment is an important mechanism for the healthy survival and growth of any individual.

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Our sample includes male and female higher secondary students and on overall adjustment significant differences do not exist between male and female higher secondary students even at .05 levels. Hence, last hypotheses of the present study “there is no significant difference between total adjustment of the higher secondary female students (N=100) and higher secondary male students (N=100) of NCR (National Capital Region of India) is accepted.

CONCLUSION

Present research work explored the differences between male and female higher secondary students with respect to three aspects of adjustment female emotional, social, educational and total adjustment. Data revealed that significant differences exist at .05 and .01 levels between male and female higher secondary students only in social adjustment. It would not be an exaggeration to say to say that demographics of areas of adjoining areas of Delhi (called NCR) have undergone major transitions over a period of last 15 to 20 years; however irregularities are to be seen across this geographic region and unequal distribution of modern technological developments. Some parts of NCR are equipped with latest technologies and luxurious yet stressful lifestyle; whereas same old patterns of living continues in the interiors of these NCR regions. Gender biases are a prominent feature and classic feature of Indian culture which still prevails and influences child rearing patterns. Female counterparts of society are trained to adjust and adapt in any given situation where male have freedom and accessibility to everything. Hence the differences in social adjustment between male and female higher secondary can be attributed to the differences in the treatment of male and female child.

This study is limited in terms of selection of sample which is restricted only to NCR (national capital region and it is not big enough (N=200) to be able to generalize the outcomes of the study. Therefore in future similar study can be repeated with larger sample. Secondly focus of this research work is adjustment of higher secondary students and in future adjustment in relation to other variables can also be studied.

Adjustment can be interpreted as behavior that stresses how persons resolve their problems and the internal pressures to which they are subjected as biological and social organisms. One might say, in fact, that personality itself is made up largely of the more or less stable and organized processes of adjustment. The biological concept of adaptation has been borrowed by the psychologist and renamed adjustment. The psychologist is more concerned with what might be called "psychological survival" than physical survival. As in the case of the biological concept of adaptation, human behavior is interpreted as adjustments to demands or pressures. These demands are primarily social or interpersonal, and they influence the psychological structure and functioning of the person. It was said that adjustment involves a reaction of the person to demands imposed upon him. The psychological demands made upon the person can be classified into external and internal. It is clear that that lack of adjustment or adjustment level below a certain expected level leads to serious psychological disorders. M.V.R. Raju and T Khaja (2007)

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in their study explained that the adjustment of school children is determined by their gender, the class in which they are studying, the medium of instruction adopted in their school, the type of management of the school and their parents education and occupation; however levels of adjustment found to be almost similar between male and female higher secondary students except for social adjustment so differences amongst the school students with respect to levels of adjustment can be attributed to factors than gender.

Deficits in adjustment have implications for the healthy development of child and his/her future happiness and success. Therefore in schools it is upon teachers to be vigilant and notice cues and symptoms of maladjustment, and report them to the concerned authorities and take corrective measures. With the help of the present study we know that differences found between male and female students in the areas of academic achievement, emotional maturity etc is not due adjustment, but adjustment is merely the outcome of prevailing socio-cultural settings. Difference among these students, in the ability to handle social situations or social adjustment can be attributed to learning conditions provided to them in their immediate surroundings.

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Conflict of Interests

The author declared no conflict of interests.

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