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A STUDY ON ADJUSTMENT OF ADOLESCENT STUDENTS IN RURAL HIGH SCHOOLS IN KOLAR DISTRICT

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ABSTRACT

The purpose of this investigation is to examine the Adjustment among adolescents belonging to rural high schools of Kolar District, Karnataka in relation to sex and class. The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collects, analyze and interpret varied kinds of numerical data obtained from the subjects. A sample of 180 high school students belonging to Kolar district was selected using stratified random sampling technique. Data was collected through Adjustment Inventory for School Students (AISS) developed by Dr. A.K.P. Sinha and Dr. R.P. Singh (2004) along with personal proforma. The collected data was analyzed utilizing independent 't' test and the level of significance was fixed at 0.05 and 0.01 confidence level. From the present study, the 't' test analysis results shows that there was a significant difference in the Emotional, Social, Educational and Overall Adjustment of adolescent boys and girls. Further it was also confirmed that there was a significant difference in the adjustment of adolescent students studying in class 8th and Class 9th standard. The class 9th standard adolescents have better adjustment than class 8th standard adolescents. The study suggests that teachers should understand children's personal character and abilities and should organize such activities that improve children's adjustment.

Keywords: Emotional, Social and Educational, Adjustment, Adolescent Students, High Schools.

INTRODUCTION

The word Adolescence is from the Latin word *adolescere* which means to grow up, according to Macmillan Dictionary (Macmillan, 1981). Adolescence is the transitional phase of growth and development between childhood and adulthood from age 10 to 19 years, according to the World Health Organization. In this stage, there are many physical changes occurring in students due to hormonal development or changes in the body. The changes were seen in physiological aspects like height, weight, body posture, muscular growth and growth in body composition in students in adolescence. The system of human bodies like circulatory system, respiration system, nervous system, muscular system and digestive systems changes in this phase of development for students which can be notified during school time by teachers. This is one of the stages where students sometimes may not understand the gap between rights and wrong due to which they make major mistakes and face many small problems in school as well in society. Students need more support from school as well as from home to exchange their ideas and plan for execution in the right way. Parents and teachers should justify these ideas and planning as per their experience will be more helpful for students to select the same. Both teachers as well as parents play a middleman role during this phase. Students will be more benefited to progress in the right direction which develops their personality in a positive way of life.

Adolescence is a multifaceted phase for which there are numerous definitions. The term adolescence originated from the Latin word '*adolescere*', which means to grow or to mature (Paludi, 2002). It is defined as a transitional life phase of human development that usually happens during the period from puberty to maturity in adulthood (Erikson, 1968). During the industrialization period, children's rights became more important, and adolescence emerged as a developmental phase (Richter, 2006).

The concept of adjustment is as old as the human race on earth. 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. Psychologists have interpreted adjustment from two important points of view: One is adjustment as an achievement and another adjustment as a process. The first point of view emphasizes the quality of efficiency of adjustment and the second lays emphasis on the process by which an individual adjusts in his external environment. Adjustment is defined as the harmonious relationship with the environment involving the ability to satisfy most of one's needs and meet most of the demands, both physical and social, that are put upon one. In the present study adjustment is taken in the context of classroom and school adjustment. Majority of India still lives in villages and so the topic of rural education in India is of utmost importance. A survey named the Annual Status of Education Report (ASER) shows that even though the number of rural students attending schools is rising, more than half of the students in fifth grade are unable to read a second grade textbook and are not able to solve simple mathematical problems. Though efforts are being made, they are not in the right direction. Today we are witnessing many talents whose roots are in villages. But still the ratio of successful doctors, engineers, accountants from rural areas is very less in comparison to those of town areas.



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Singh (2016) study was intended to examine the adjustment problems of school students of Faridabad district of Haryana. It was concluded that adjustment of the students was closely related to their emotional intelligence. Rajkumar; Saravanan and Anbarasi (2016) studied the effect of academic- related factors on adjustment problems in adolescents. It was concluded that, factors like increasing age, type of school, medium of instruction and type of accommodation was significantly affecting the coping nature of the adjustment related problems. Rehman and Singh (2015) analyzed the study of effect of family type on adjustment level in social, emotional and educational areas of adolescents of school in Ghaziabad. It was concluded that, the girls were found better adjusted than boys. Counseling programs and better family environment in nuclear family can be helpful for adolescents to increase their adjustment level. From the above studies it was found that very few researches conducted on Adjustment of Adolescents in India as well as abroad. The Adjustment is most important social factor for adolescent children.

NEED AND IMPORTANCE OF THE STUDY

Adolescence is a period of span of growth and development of all the internal and external organs of the body. Students who are at the beginning of adolescence period are from 13 years of age and generally they are at the high school level of learning, may be from standard 9. Secondary level of education is the gateway for higher education in the life of a student. So, students at this stage should have good adjustment as well as mental health in order to achieve the ultimate educational levels. Good mental health and adjustment of students is essential for their continued educational growth and for creating a good emotional climate in the school where they spend many hours. This will help the teachers to predict objectively, the causes of maladjustment and poorer achievement among adolescents. After knowing the causative factors remedial measures to improve upon them can be undertaken. Thus, present work will be an endeavor in this respect.

STATEMENT OF THE PROBLEM

The topic identified for the current investigation is on “A Study on Adjustment of Adolescent Students in Rural High Schools in Kolar District.”

PURPOSE OF THE STUDY

The purpose of this investigation is to examine the Adjustment among Adolescent students who belong to rural high schools in Kolar District in relation to sex and class.

OBJECTIVES OF THE STUDY

1. To find out the difference in the Adjustment of Adolescents belonging to rural high schools with regard to sex.
2. To find out the difference in the Adjustment of Adolescents belonging to rural high schools with regard to class.

RESEARCH HYPOTHESES

The following hypotheses guided the study:

1. There is no significant difference in the Emotional, Social, Educational and Overall Adjustment of Adolescent boys and girls from rural high Schools of Kolar District.
2. There is no significant difference in the Emotional, Social, Educational and Overall Adjustment of Adolescent students studying in 8th and 9th class from rural high Schools of Kolar District.

METHODOLOGY

The current research was followed by descriptive survey method and quantitative approach as the substantial method of the study. In a quantitative method, the researcher collects, analyze and interpret varied kinds of numerical data obtained from the subjects. A sample of 180 high school adolescents belonging to rural high schools of Kolar District was selected using stratified random sampling technique. Data was collected through Adjustment Inventory for School Students (AISS) developed by Dr. A.K.P. Sinha and Dr. R.P. Singh (2004) along with personal proforma. The collected data was analyzed utilizing independent ‘t’ test and the level of significance was fixed at 0.05 confidence level.



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DATA ANALYSIS AND INTERPRETATION

Table 1: Number, Mean, Standard Deviation, 't' value and Level of Significance of Emotional, Social and Educational Adjustment Scores of adolescent boys and girls.

Variable	Sex	N	Mean	Standard Deviation	't' Value	Sig. Level
Emotional	Boys	90	4.988	2.716	3.98	*
	Girls	90	3.655	1.643		
Social	Boys	90	6.133	2.254	3.91	*
	Girls	90	5.066	1.261		
Educational	Boys	90	4.111	3.491	4.19	*
	Girls	90	2.400	1.667		
Adjustment (Total)	Boys	90	15.233	6.609	5.21	*
	Girls	90	11.122	3.489		

*Significant at 0.05 level of confidence

From the above table-1, it can be seen that the obtained 't' values 3.98, 3.91, 4.19 and 5.21 are greater than the table value 1.98 (df=178) at 0.05 level of significance and it is found significant at 0.05 level. Hence the null hypothesis has been **rejected** and the alternate hypothesis is formulated that is, "there is a significant difference in Emotional, Social, Educational and Overall Adjustment of adolescent boys and girls." The adolescent girls (M=3.655) had better emotional adjustment than adolescent boys (M=4.988); the adolescent girls (M=5.066) had better social adjustment than adolescent boys (M=6.133); the adolescent girls (M=2.400) had better educational adjustment than adolescent boys (M=4.111); likewise, the adolescent girls (M=11.122) had better overall adjustment than adolescent boys (M=15.233). The adolescent girls had better emotional, social, educational and overall adjustment than adolescent boys. The same is represented in graphical presentation in Fig.1.

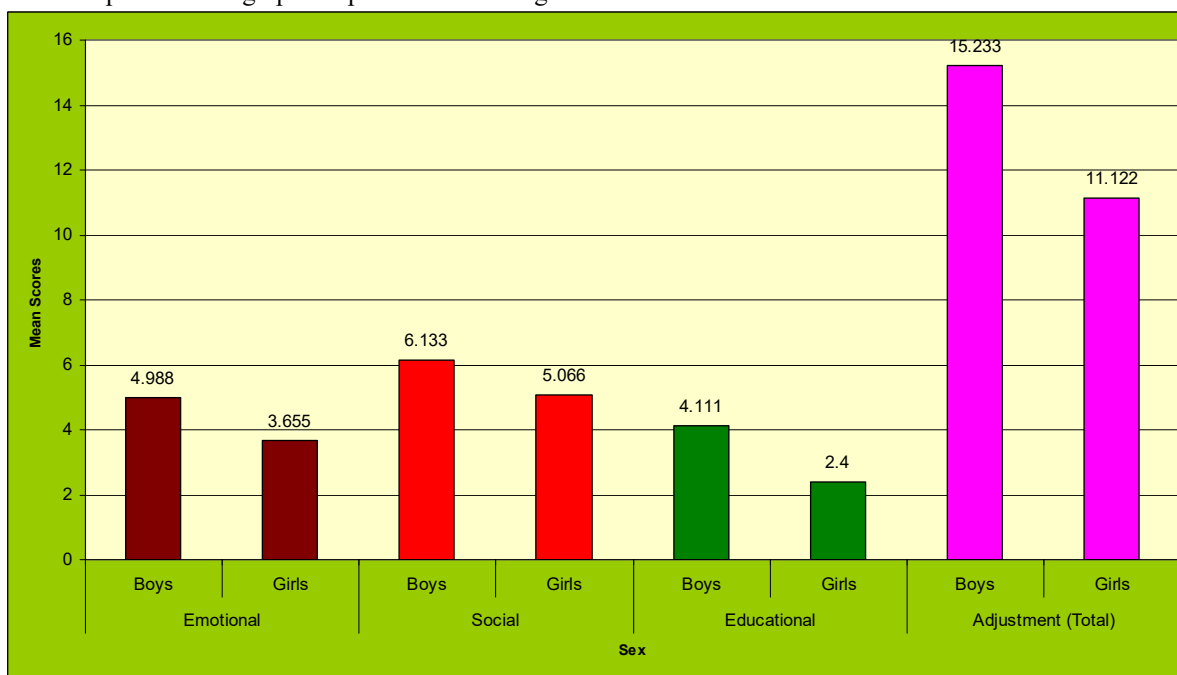


Fig.1

Bar Graph shows Mean scores in the Emotional, Social, Educational and Overall Adjustment of adolescent students in relation to their sex.



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Table-2: Number, Mean, Standard Deviation, ‘t’ Value and Level of Significance of Emotional, Social and Educational Adjustment of adolescent students of Class 8th and Class 9th standard.

Variable	Class	N	Mean	Standard Deviation	‘t’ Value	Sig. Level
Emotional	Class 8 th	90	4.533	2.380	1.21	NS
	Class 9 th	90	4.111	2.285		
Social	Class 8 th	90	5.833	1.973	1.65	NS
	Class 9 th	90	5.366	1.801		
Educational	Class 8 th	90	3.666	3.197	1.94	NS
	Class 9 th	90	2.844	2.426		
Overall Adjustment	Class 8 th	90	14.033	5.967	2.04	*
	Class 9 th	90	12.322	5.227		

*Significant at 0.05 level; ^{NS}Not Significant.

From the above table-2, it can be seen that the obtained ‘t’ value 2.04 is greater than the table value 1.98 (df=178) at 0.05 level of confidence. Hence the null hypothesis has been **rejected** and alternate hypothesis has been accepted that is, “there is a significant difference in Overall Adjustment of adolescent students studying in Class 8th and 9th standard.” The overall adjustment of adolescent students studying in Class 9th standard (M=12.322) had higher than the students studying in Class 8th standard (M=14.033).

It can also inferred that the obtained ‘t’ values 1.21, 1.65 and 1.94 are less than the table value 1.98 (df=178) at 0.05 level of significance and it is not significant even at 0.05 level. Hence, the null hypothesis is **accepted** that “there is no significant difference in the Emotional, Social and Educational Adjustment of adolescent students studying in Class 8th and 9th standard.” The same is represented in graphical presentation in Fig 2.

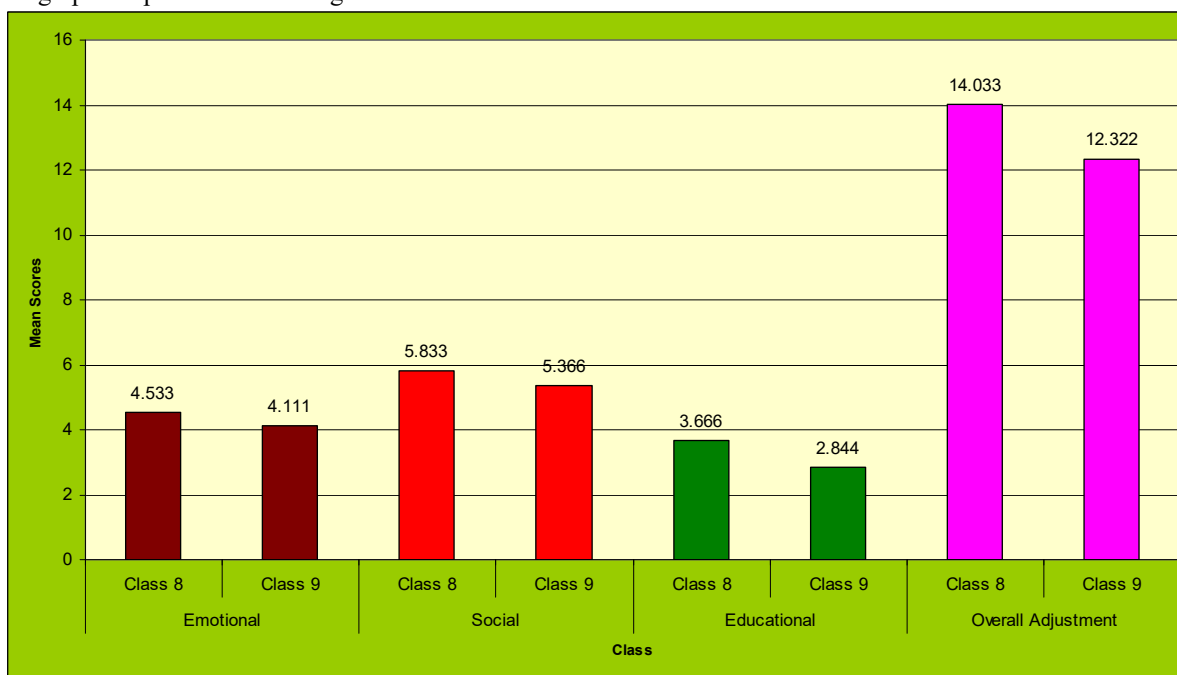


Fig.2

Bar Graph shows mean scores in the Emotional, Social and Educational Adjustment of adolescent students in relation to their Class.



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RESULTS

1. There was a significant difference in Emotional, Social Educational and Overall Adjustment of adolescent boys and girls. The adolescent girls had better emotional, social, educational and overall adjustment than adolescent boys.
2. There was a significant difference in Overall Adjustment of adolescent students studying in Class 8th and 9th standard. The overall adjustment of adolescent students studying in Class 9th standard had better than the students studying in Class 8th standard. Further it also seen that there was no significant difference in the Emotional, Social and Educational Adjustment of adolescent students studying in Class 8th and 9th standard.

CONCLUSION AND EDUCATIONAL IMPLICATIONS

From the present study, the 't' test analysis results shows that there was a significant difference in the Emotional, Social, Educational and Overall Adjustment of adolescent boys and girls. The schools should provide Interaction between parents and children should be increased because this may be helpful for the proper development of family environment and will be helpful in students' emotional, personal, social and educational adjustment. Teachers should understand children's personal character and abilities and should organise such activities that improve children's adjustment.

The 't' test result also shows that there was a significant differences in the adjustment of adolescent students studying in class 8 and Class 9 standard. The class 9 standard adolescents have better adjustment than class 8 standard adolescents. Well planned programs of physical and mental health should be started in rural educational institutions. The rural school parents have to be guided on how they have to care and educate their children in the changing scenario. The parents should be oriented about the needs of the changing social set up, problems of the children, and various procedures for the proper development of the children. The relationship which parents establish with their children has a powerful influence on the all round development of the children. Parents should understand the problems of their children at home and outside home. Parents should create a congenial environment at home which may help the children to be emotionally balanced and stable. Opportunities should be given to the children to realize that they too have their own independent existence, which can build self-confidence in them. This in turn consequently will reduce their behavioural problems and enhance their ability for adjustment.

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