



A STUDY OF SOCIAL RELATIONSHIPS AND ADJUSTMENT AMONG URBAN SCHOOL CHILDREN WITH SPECIAL REFERENCE TO BHOPAL

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Abstract: This study focuses on urban school children in Bhopal city of Madhya Pradesh who came from diverse socio-economic and cultural backgrounds, adjusting and negotiating with each other within the school spaces. The primary objective of the study is to explore social relationships and adjustment among urban school children in Bhopal. For the present study, 300 respondents were selected from two Govt. Secondary schools of Bhopal by using stratified random sampling. Both primary and secondary methods of data collection were used. The study is based on a descriptive research design. The results show that through strong social values of the school, strong social relationships and personalities can be developed among school children. Social values also are beneficial for making adjustments among urban school children, especially those who are newcomers to the school.

Keywords: Social Relationships, Adjustment, Social Values, Social Institutions, Education, Personalities.

Introduction: Every society has a structure called social structure. Social structure is an organised pattern of social relationships and social institutions like education, religion, family, polity and marriage etc. Social institutions are interconnected with each other through social relationships. Social relationships are the relationships between two or more people, groups or organisations. Social relationships involve a large number of social, physical and verbal interactions that create an environment for the exchange of emotions, ideas etc. Society maintains social relationships through social norms, values, organisations, social groups, social institutions, families, schools, political parties, social roles and societal values etc. The individuals of society are emotionally attached to these social norms and social roles. Adjustment is also important for harmonious and satisfying social interactions and relations. Among all social relationships in school, the most important social relationship is cooperation and has a great value than the competition. The children in school learn cooperation, friendship and respect for others through small group activities. The learning with cooperation encourages the school children and inculcates in them the value of social relationships. Through cooperation, the school children can solve their day-to-day problems by forming small teams and groups. The understanding of the social world is developed through home, culture, family, community and school. The present study is about the social relationships and adjustment among urban school children with special reference to Bhopal city. The objective of the study is to explore social relationships in urban school children and their adjustment within these social relationships. The focus will be on the social relationships between school children, between children and teachers and how these relationships develop social values and personalities of urban school children.

Review of Literature: For the present study the researcher has consulted various research journals, books on sociology and many online blogs and pieces of information relating to the theme of the present study. Following literature is available.

1. Edward W. Morris (2005). The author explores attitudes about white identity in Texas Middle school composed predominantly of African Americans, Latinos, and Asians. His analysis focused on three main areas of Texas Middle school at Mathews: disciplinary procedures, teacher perceptions of students and student interactions and peer culture. These categories emerge largely from his day-to-day interactions at school and have focused on them because they represent the most important areas of this interaction regarding whiteness, gender, class, gender and schooling. The interest of the author was to study daily life in school and more stress was on how educational processes unfold on the level of daily interactions like every decision made by teachers, understandings formed and modified through continuing contacts, the adoption of certain styles of dress, behaviour and speech by students, the emergence of friendship, disagreements and perceptions. For his study, the author selected three areas that he considered most prominent. The first teacher perceptions of students highlight how teachers interpreted white students at Mathews and how these interpretations mattered for students' educational experiences. The second area disciplinary processes composed the most palpable mode of daily teacher-student conflict. Through teacher-student interaction we can see the complicated ways in which whiteness, even in a minority context and differentiated by class, gender can gain educational centrality. The final area examined was the interactions and culture formed by the students at Mathews. All these themes emerge from patterns of interactions at the school, and all interconnect through the web of these interactions- youth culture and identity. Mathew's Middle school is a predominately minority urban school where the author focused on white students in the predominately non-white. The urban setting of the school brings a new angle to the study of race,



class and gender inequality in education. The author's book explores the ways in which whiteness serves as a source of privilege as well as how class, gender, style and location alter this privilege.

2. Kay A. Keiser and Laura E. Schulte (2009). Their study compared the school climate of two elementary schools, one urban and one suburban, by measuring 179 fourth and fifth-grade students and 65 teachers' perceptions of their school's ethical climates. The Elementary School Ethical Climate Index (ESECI) was utilized to factor perceptions into teacher to student, student to teacher/learning environment, and student to student interactions. For each of the ESECI subscales, two-way analyses of variance (ANOVAs) were conducted with a respondent factor (student or teacher/staff) and a community type factor (urban or suburban). The results explored that teacher praise students for excellent work, teachers help to improve their study habits, make students feel safe etc. Also, students follow directions, participate in-class activities, are respectful to their teachers. The results also show students help their classmates even if it means more work for themselves encourage their classmates to do their best etc.

3. Sumi Hollingworth and Louise Archer (2010). Their study is an empirical study that explores the experiences and identities of London school children. These children were identified by their schools as having a risk of a high dropping rate in education. Their paper highlights schools as important local places in urban children's identity construction. The local areas and schools have such a materialistic base that has a direct impact on children's identities as learners and their engagement with education. Their study analysed that urban school children's relationships to their school and local area are complex and contradictory, generating a feeling of attachment and positive identification, but also fear and disgust. Also, these feelings about the place and school impact on children's relationships to education

4. Robin M. Holmes (2012). His study is based on the study of 149 parochial- school students that were enrolled in kindergarten through eighth grade. His article analysed outdoor recess activities of school children in an urban setting. His study focused on how age, gender and size of playgroups influence their outdoor play preferences and also explored changes in children's activity preferences over a single recess period. The maximum number of children in his study have African, American and Hispanic ethnic heritages and lower socio-economic backgrounds. Also, both boys and girls spent most of the recess activities with their peers in spite of having different gender and age. These activities are helpful /beneficial for socialisation and development of healthy relationships between school children, teachers and administration

5. Parmar Vishal and S.M. Kaji (2014). The main purpose of their study is to find out the adjustment of boys and girls school students in Ahmadabad. The sample consisted of 120 boys and girl students out of which 60 were boys and 60 were girls. For the purpose of this study "Adjustment Inventory" was used. The objective of the study is the difference related to the total adjustment, school adjustment, home adjustment, social adjustment and emotional adjustment of school students in relation to boys and girls of Ahmadabad city. The result shows that there is a significant difference between total adjustment, social adjustment and emotional adjustment of school students in relation to boys and girls. The total, social and emotional adjustment is the high level of girls more than boys. Also, there is a significant difference between home adjustment of students in relation to boys and girls. The home adjustment is a high level for boys more than girls. There is no significant difference between school adjustment of school students in relation to boys and girls.

6. Rebecca N. Dudovitz et al (2017). The authors performed semi-structured interviews with 32 low-income minority youth(ages 17-22) conducted from May 2014-April 2015, about their social environments, self-concept development, social networks, and substance use decisions. All youth had previously participated three years prior in the RISE study, a cross-sectional study of 9th- 12th grade students who had applied for admission to high performing charter schools in low-income Los Angles communities. While focusing on school environments and social networks their results showed that school size had a great impact on friendship among the school children. Large schools might offer more opportunities to develop friendships. Youth feel a more powerful need to develop friendships into social groups in large schools, which actually reduced their exposure to diverse friendship groups. Small schools facilitated both adult and peer relationships. Authors also explored that academic tracking and extracurricular activities, such as participating in sports and school clubs, played an important role in sorting students into risky versus non-risky peer networks. While focusing on school ethos, the authors also analysed how their school ethos helped to shape their social networks and self-concept.

7. Donghui Zhang (2018). His study is based on ethnography. The author has conducted his fieldwork at Beijing public school. This study aims to study how rural migrant children in China negotiate and construct their identity vis-a-vis the school's local children. He based his study on social identity theory, this study explored that rural migrant children develop a strong non-local group identity as a response to the Hukou-based social policy and the occupation-based social hierarchies in contemporary China. This type of identity helps the migrant children to combat a sense of inferiority complex that is reinforced by their daily interactions with socially and



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economically more advantaged urban peers. However, this group-based identity forestalls intergroup contact and prevents the migrant children from successfully integrating into Chinese urban society and also urban schools.

8.Bo Hu (2018). This book investigates the implementation of education policy for rural-to-urban migrant children in the People's Republic of China (PRC). The focus is placed upon those migrant children studying in urban republic schools. Both qualitative and quantitative methods were used in the research. The qualitative data was collected from 69 in-depth interviews with local government officials and school teachers, as well as migrant children and their parents in Hangzhou and Changsha, two cities with a large number of migrant children. While focusing on the social integration of migrant children the author mentioned that social integration can be measured from four aspects: language, friendship, adjustment to norms and rules to mainstream society and discrimination. While focusing on the language it has been analysed that migrant children face difficulty in speaking Mandarin Chinese (language used in urban public schools) they speak in the local dialect. The interview of teachers, principals and children reported that urban and migrant children make strong friendships through mutual help with the study. While focusing on adjustment to new rules in urban schools, the migrant children have to follow the new rules in urban schools. These rules are the codes of conduct for the students in urban public schools. Regarding discrimination, it has been found that urban parents discriminate the migrant children but neither urban schools nor urban parents because this could have been problematic for the implementation of social integration policy.

9. Nicole Leach (2018). His study analysed the role peer social interactions play in school communities. The aim of his study is to examine friendships, cliques, and crowds in school community learning environments. His study areas for data collection are two high schools in an urban, Midwestern city (Franklin High School and Central High School). The observation sample for this study included 231 Franklin students (68% females) and 201 Lincoln students (49% females). The sample represented the racial demographics of each school. A purposive sampling method was used. 20 Franklin and 20 Lincoln students were interviewed. Observation and semi-structured interviews with students were conducted to understand peer bonds in school communities and to understand the qualities and characteristics of peer bonds. The study shows that the Franklin students have shared specific values that they use for their personality development in school and in their life. Students also discussed with their teachers, administrators and principals that they have developed the school culture in such a way that help the students in decision making, communication and engagement and enquiry learning. Lincoln students also believed that their school had a unique set of values that were common to all students and that these values are important for both schools and in personal life. Both schools also mentioned about shared identity, shared success, shared failure, caring for peers, investment in peer success etc. are helpful in making strong bonds between peers.

Objectives

- To study social relationships and adjustment among urban school children in Bhopal city.
- To study socio-cultural environment in urban schools of Bhopal city.
- To study values among urban school children of Bhopal city.

Hypotheses

- Stronger the social values in school stronger will be the personality of school children.
- Stronger the social relationships stronger will be the values among urban schoolchildren.
- Stronger social values develop good moral behaviour among urban school children.

Research Methodology: Research methodology is very important for objective social research. By using proper research methodology, the researcher can obtain valid, reliable and objective results. This study has been conducted in two govt. secondary schools of Bhopal city, 9th and 10th-grade students were interviewed. For the present study, the researcher used both primary and secondary sources of data. For secondary data, the researcher consulted books, journals and internet etc. The primary data has been collected by the researcher by using, interview, schedule and observation methods. The sample size for the present study is 300. The researcher had used **stratified random sampling** and **descriptive research design** for the present study.

Analysis of Data

After the collection of data, the researcher had analysed data carefully by classifying, coding, editing and tabulation so that useful information can be discovered and necessary conclusions can be drawn that are helpful for society.

Results and discussions: Results are the presentations of data, findings and investigations. Discussions explain and interpret the findings of the present study by comparing them with findings of previous studies. The findings of the present study were conducted in two govt. secondary Schools of Bhopal by interviewing 300 respondents (both male and female students) can be presented in tabular form.

**Table.1 Distribution of respondents according to their sex**

S. No	Sex	Frequency	Percentage
1	Male	175	58.33%
2	Females	125	41.66%
	Total	300	100%

Table.1 shows that out of 300 respondents 175 (58.33%) were males and 125 (41.66%) were females.

Table.2 Distribution of respondents according to their age

S. No	Age	Frequency	Percentage
1	14 years	150	50%
2	15 years	150	50%
	Total	300	100%

Table.2 shows that 150 (50%) of respondents had 14 years age and 150 (50%) of respondents were 15 years. All the respondents were secondary school children.

Table.3 Distribution of respondents according to their religion

S. No.	Religion	Frequency	Percentage
1	Muslims	75	25%
2	Hindus	80	26%
3	Sikhs	70	23.33%
4	Others	75	25%
	Total	300	100%

Table.3 explores that for the present study maximum 80(26%) were Hindus, 75(25%) were Muslims, 75(25%) were from other religions, and minimum respondents 70 (23%) of respondents belonged to Sikh religion

Table.4 Distribution of respondents according to their income

S. No	Income	Frequency	Percentage
1	20,000-30,000	90	30%
2	31,000-40,000	80	26.66%
3	41,000-50,000	70	23.33%
4	51,000-60,000	60	20%
	Total	300	100%

Table.4 reveals that maximum respondents 90(30%) were from the lowest income group 20,000 -30,000 and minimum respondents 60(20%) respondents were from lowest income group 51,000-60,000

Table.5 Distribution of respondents regarding their help for school friends/ peers

Do you help your peers/ school friends in studies?	Frequency	Percentage
Yes	275	91.66%
No	25	8.33%
Total	300	100%

Table.5 explores that maximum respondent 275(91.66%) said they help their peers in studies. They responded that they learn and work with their peers, school friends cooperatively so that they together achieve success in their studies. Minimum respondents said they believe in individual learning and responded no.

Table.6 Distribution of respondents how they help their peers

How do you help your peers?	Frequency	Percentage
By sharing books	150	50%
By sharing notebooks and pencils	80	26.66%
By other means	70	23.33%
Total	300	100%

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Table.6 analyses that 50 % respondents help their peers by giving them books, 26.66% respondents help by sharing pencils and notebooks and 23.33 respondents help by other means like help in completing their homework, assignments etc. The school children also replied that they believe in teamwork. They discourage individual learning but believe in working together. They encourage each other that develop their confidence level.

Table.7 Distribution of respondents in view of playing sports with their school friends.

Do you play sports with your school friends/ peers?	Frequency	Percentage
Yes	285	95%
No	15	5%
Total	300	100%

Table.7 explores that 95% of respondents play sports with their peers. They mentioned that they take part in all sports and school activities with their peers and school friends. They enjoy playing with each other. 15% of respondents don't take part in sports activities.

Table.8 Distribution of respondents in view of boys and girls should play sports jointly or make separate playgroups in their school.

Do you think boys and girls should play sports jointly or make separate groups?	Frequency	Percentage
Boys and girls should play jointly	32	10.66%
Boys and girls should make separate groups.	268	89.33%
Total	300	100%

Table.8 explores that 10.66% of respondents said that boys and girls should play jointly. Maximum 89.33% of respondents replied that boys and girls should play sports by making separate groups. They also mentioned that they enjoy playing sports based on their gender. Boys mostly play sports and other team games having strict rules and different roles, but girls play minor and cooperative games with less stringent regulations.

Gender-based sports activities will encourage gender socialisation among peers. Janet Lever (1978) studied fifth-grade children in three different communities. She found that boys play diverse games which were more complex than girls' games and plays. She attributed these differences to socialisation by parents, teachers and other adults. Barrie Thorne (1993) observed two different communities in California and Michigan where fourth and fifth-grade children sit in class and lunchrooms and play sports on the school grounds. Both boys and girls play separately. Playing separately was essential for them to develop gender identity.

Table. 9. Distribution of respondents given how they spend their vacant time in their school

How do you spend your vacant time in your school?	Frequency	Percentage
By sharing your lunch Tiffin	90	30%
By engaging in co-curricular activities	150	50%
By doing your home assignments	60	20%
Total	300	100%

Table.9 shows that a maximum of 50% of respondents spend their vacant time by engaging in co-curricular activities with their peers. 30% of respondents spend their vacant time sharing their lunch boxes with their school friends and 20% of respondents complete their home assignments during a vacant time in their school.

DOI: <http://ijmer.in.doi./2022/11.03.104>**Table .10 Distribution of respondents in view of their social relationship with the peers who are from different cultures and faith**

Tell about your social relationships with the peers who are from different cultures and faiths?	Frequency	Percentage
Accept	259	86.33%
Respect	41	13.66%
Total	300	100%

Table.10 analyses that 86.33% respondents said they accept all cultures, beliefs and faiths. They have an interest in learning about different cultures. They have a positive attitude about other cultures and believe in multiculturalism and diversity. 13.66% of respondents replied that they respect all cultures and have learned from their teachers the value of respect for all and good manners.

Table .11 Distribution of respondents because of their adjustment problems and who helps them.

Who helps you if you face any adjustment problems?	Frequency	Percentage
Teachers	150	50%
Peers	135	45%
Parents	15	5%
Total	300	100%

Table.11 explores that 50% of respondents said that it takes them time to adjust to the socio-cultural environment when they were newcomers. Still, their teachers help them by communicating with them, developing healthy habits, and creating the values of truth, cooperation, respect, friendship with our peers, etc. These values have developed our personalities. About 45% of respondents said their peers have helped them adjust by mutual give and cooperation, and 15% of respondents said their parents had helped them with adjustment problems.

Conclusion

The study has been conducted in Bhopal city of Madhya Pradesh. The Study's primary objective was to understand the social relationships and adjustment among urban school children in Bhopal city. Three hundred 9th and 10th-grade students were selected from two govt, secondary schools of Bhopal city using stratified random sampling. Both primary and secondary sources were also used for data collection. The study was based on the descriptive research design.

The analysis shows that 175 (58.33%) were males among three hundred respondents, and 125 (41.66%) were females between 14 and 15 years. Among them, maximum respondents 80 (26%) were Hindus and, minimum respondents 70 (23.33%) were Sikhs, 75(25%) were Muslims, and 75(25%) were from other religions. Maximum (30%) respondents belong to lower-income groups. The findings show that more vital social values develop stronger social relationships among urban school children. The strong social values and social relationships develop stronger personalities and good moral character among urban school children. Social relationships are cooperative irrespective of having different cultures and faiths. Students help their peers in their studies and respect their teachers. Teachers are helpful to their students in developing the values of friendship and respect for all.

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