

A STUDY OF CERTAIN AREAS OF ADJUSTMENT OF HIGHER SECONDARY SCHOOL'S STUDENTS IN RELATION TO HABITAT

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I. INTRODUCTION

M.V.R. Raju and T. Khaja Rahamtulla (2007) to examine the adjustment problems of school students from urban and rural schools of Visakhapatnam district. Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances. The variables included for the study apart from adjustment (family, social, academic, financial and emotional) are age, gender, class, type of school etc. The study was conducted on a sample of 461 students (197 boys, 264 girls) randomly selected from the various government and private schools from urban and rural areas of Visakhapatnam district, Andhra Pradesh. A standardized questionnaire developed by Jain (1972) was adopted for this study. The data was analyzed to examine the influence of individual factors on adjustment variables. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment. Manju Gehlawat (2011) to study the adjustment among high school students with respect to their gender. No significant differences were found in the emotional, social, educational and the total adjustment of students with respect to their gender. Thomas W. Farmer, Matthew J. Irvin, Jana H.

Thompson (2006) examined the relationship between end-of-year grades and the academic, behavioral, and social characteristics of rural African American youth. Participants included 392 7th and 8th grade students from 2 rural middle schools in the south. Participants were African American and were from 2 communities that have child poverty rates exceeding 50% for public school students. Girls were more likely to have positive characteristics than boys. Academic, behavioral, and social difficulties were linked to low end-of-year grades, and positive characteristics were linked to high grades. Implications for supporting low-achieving African American students from low-resource communities are discussed. Dr. M.Y. Ganai and Muhammad Ashraf Mir (2013) were found No significant difference between male and female college students in terms of total scores obtained on the adjustment scale. The two groups also do not differ in terms of scores obtained separately on any dimension of the adjustment scale. Furthermore the two groups showed no

significant difference in terms of their academic achievement. Yellaiah (2012) found that adjustment and academic achievement cause significant difference between male and female student. Government and private schools students and rural and urban school student do not cause difference between adjustment and academic achievement. It is also found that there is a low positive relationship between adjustment and academic achievement. Sanandraj & Thomas (1984) investigated sex differences in masculinity, femininity and its relationship to self-esteem, personal adjustment and social adjustment. They found that there was a significant sex difference in masculine-feminine orientation of the sample. Agarwal (2003) conducted a comparative study of adolescents' level of adjustment in relation to the academic success and failure. It was found that successful adolescents were significantly superior in their social emotions and educational adjustment in comparison to unsuccessful ad descents. Singh (2006) examined the effects of socio, emotional and socio emotional climate of the school and sex on the adjustment of students along with their interactions effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school. Parmar Gira B. (2012) the study has been conducted to know the adjustment of secondary school students of Gandhinagar district. In the study effect of gender and category on the adjustment of secondary school students. Vandana Chauhan (2013) studied 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.

II. STATEMENT OF PROBLEM

In the present research main aim is to study and compare certain areas of adjustment of the students in relation to habitat. The exact problem of the present research is as under: "A study of certain areas of adjustment of higher secondary school's students in relation to habitat"

III. OBJECTIVES OF THE STUDY

The main objective of the present research is to study and compare certain areas of adjustment like Home adjustment, Health adjustment, Emotional adjustment, Social adjustment and Overall adjustment between urban and rural students of higher secondary school.

IV. HYPOTHESIS OF THE STUDY

The main hypothesis of the present research is as under: There will be no significant difference between urban and rural students of higher secondary schools in relation to certain areas of adjustment like Home adjustment, Health adjustment, Emotional adjustment, Social adjustment and Overall adjustment.

V. SAMPLE OF THE STUDY

In the present research 100 urban and 100 rural higher secondary schools students were randomly selected from the urban and rural areas of Ahmedabad District.

VI. VARIABLE OF THE STUDY

In the present research work habitat is considered as independent variable and scores of certain areas of adjustment like Home adjustment, Health adjustment, Emotional adjustment, Social adjustment and Overall adjustment of higher secondary school students is considered as dependent variable.

VII. TOOLS

In the present research Adjustment Inventory of R.K. Ojha was used for data collection.

A. Reliability and validity

Reliability:

The adjustment inventory possesses high reliability. The reliability coefficients were determined by split-half and test-retest method. For split-half, the correlation between odd and even items was calculated and corrected by the Spearman-Brown formula. Similarly, in case of test-retest method, the inventory was again administered on a sample of 200 students after a period of two months. The reliability coefficients are shown in Table

Method	Home	Health	Social	Emotional
Split-Half	0.84	0.81	0.87	0.89
Test-Retest	0.91	0.90	0.89	0.92

Validity:

The adjustment inventory was validated against K. Kumar's Adjustment inventory. The two inventory scores yielded positive correlations. This study was conducted on a sample of 400 cases of four educational groups. Pearson's r is given in Table 2.

Scoring:

Scoring of the inventory is most easy. You have to count the number of responses where the individual has encircled "Yes" only. For each encircled "Yes" response 1 score is to be given. The total number of "Yes" scores thus makes total score of the individual in the part. You are not concerned to the "No" and "?" response. The inventory is totally negative

inventory. When an individual answers in "Yes", it indicates his difficulties. If he answers in "No", it indicates that the individual has not such difficulty. If one answers in question mark "?" his answer is neither affirmative nor negative towards difficulties. Therefore, only "Yes" responses are scored to measure adjustment difficulty.

VIII. PROCEDURE

The main aim of the present research work is to study certain areas of adjustment of higher secondary schools students in relation to habitat. 100 urban and 100 rural students from were selected randomly from the various higher secondary schools of Ahmedabad District. Principals of the selected school were personally contacted. The permission for data collection was taken. In small manageable group of student rapport was established with them. They were instructed about the adjustment inventory which was being used for data collection. They were given Adjustment Inventory and answer sheet. After the completion of data collection the responses of each test were assigned scores according to the manual of adjustment inventory.

IX. STATISTICAL ANALYSIS

To find out the significance mean difference between urban and rural student of higher secondary schools with regards to the scores of certain areas of adjustment 't' test was used.

X. RESULTS AND DISCUSSION

Mean SD and t value of urban and rural higher secondary school student on certain areas of adjustment.

No	Areas of Adjustment	Group	N	Mean	SD	t	Level of Significant
1.	Home	Urban	10	12.8	3.64	4.95	.01
		Rural	10	15.08	2.80		
2.	Health	Urban	10	6.52	3.71	0.27	NS
		Rural	10	6.38	3.21		
3.	Emotional	Urban	10	17.70	4.54	0.65	NS
		Rural	10	17.34	3.23		
4.	Social	Urban	10	8.47	6.69	0.33	NS
		Rural	10	8.74	4.77		
5.	Overall	Urban	10	44.98	13.01	1.54	NS
		Rural	10	47.54	10.44		

In above Table an attempt is made to find out the significant difference between urban and rural higher secondary school students on certain areas of adjustment such Home adjustment, Health adjustment, Emotional adjustment, Social adjustment and Overall adjustment. Mean scores of urban higher secondary school students on home adjustment is 12.81 and SD is 3.64 and mean scores of rural higher secondary school students on home adjustment is 15.08 and SD is 2.80. The 't' value is 4.55 which is significant at .01 level. It means urban higher secondary school students differ significantly as compare to rural higher secondary school students on home adjustment. On home adjustment, urban and rural students differ significantly. It is true that rural students adjust better in home environment than urban students. Rural students get an opportunity to be with their parents. As compared to them urban students get less opportunities to mix an adjust with their parents. Mean scores of urban higher secondary school students on health adjustment is 6.52 and SD is 3.71 and mean scores of rural higher secondary school students on health adjustment is 6.38 and SD is 3.21. The 't' value is 0.27 which is not significant. It means urban higher secondary school students do not differ significantly as compare to rural higher secondary school students on health adjustment. On health adjustment, there is no significant difference between rural and urban students. It is quite likely that the health care advantages are equal in rural and urban area. Today Government has made provisions for maintaining both urban and rural area. Mean scores of urban higher secondary school students on emotional adjustment is 17.70 and SD is 4.54 and mean scores of rural higher secondary school students on emotional adjustment is 17.34 and SD is 3.23. The 't' value is 0.65 which is not significant. It means urban higher secondary school students do not differ significantly as compare to rural higher secondary school students on emotional adjustment. On emotional adjustment, there is no significant difference between rural and urban students. Both types of students get equal opportunity to acquired emotional maturity. They emotionally adjust with home environment because the environment is suitable to them. Mean scores of urban higher secondary school students on social adjustment is 8.47 and SD is 6.69 and mean scores of rural higher secondary school students on emotional adjustment is 8.74 and SD is 4.77. The 't' value is 0.33 which is not significant. It means urban higher secondary school students do not differ significantly as compare to rural higher secondary school students on social adjustment. On social adjustment dimension, the rural and urban students do not differ significantly. In urban and rural homes, socialization of children is almost similar. Both types of environment more helpful in learning social adjustment. Mean scores of urban higher secondary school students on overall adjustment is 44.98 and SD is 13.01 and mean scores of rural higher secondary school students on overall adjustment is 47.54 and SD is 10.44. The 't' value is 1.54 which is not significant. It means urban higher secondary school students do not differ significantly as compare to rural higher secondary school students on overall adjustment. On overall adjustment, there is no significant

difference between rural and urban students. In urban and rural areas parents take equal care to teach adjustment in different areas of life. Therefore, the overall adjustment is equal in rural and urban students.

XI. CONCLUSIONS

- Urban higher secondary school students differ significantly as compare to rural higher secondary school students on home adjustment.
- Urban higher secondary school students do not differ significantly as compare to rural higher secondary school students on health adjustment.
- Urban higher secondary school students do not differ significantly as compare to rural higher secondary school students on emotional adjustment.
- Urban higher secondary school students do not differ significantly as compare to rural higher secondary school students on social adjustment.
- Urban higher secondary school students do not differ significantly as compare to rural higher secondary school students on overall adjustment.

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