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## A Study on Adjustment Problems of IX Standard Students in Khowai District

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### Abstract

The school is the child's first contact with the world outside the house, where the growing child is dependent on the immediate environment i.e. the house and the school to manage, handle, and meet their growth needs. It is the place where the student gets along and learns to survive in his or her mini society, depending on their adjustment. The present investigation is to examine the adjustment problems of IX standard students studying in secondary schools, Khowai district in the state of Tripura. For this investigation, descriptive survey method was employed, selecting a sample of 200 students studying class IX in Khowai district. Adjustment Inventory for School Students by Sinha and Singh (1971) was used to collect the data, and analyzed the collected data using 't' test. The findings revealed significant difference on the basis of locality and type of family at 0.01 level of significance, and no significant difference was found with respect to gender in their adjustment problems. The study concludes that both parents and teachers should provide opportunity to the students to express in handling their capabilities and cope up with the adjustment problems.

**Keywords:** Adjustment, adjustment problem, education, students.

### Introduction

Education is a comprehensive and complex process aiming at bringing about not only the change in knowledge and skill, but also change in attitude, behavior, values, needs and several other variables which are psychological and behavioral in nature. The purpose of education is human development. As human beings become conscious about the things in their environment, their needs increases, and with the increased needs, the problem of adjustment takes place in society. Adjustment therefore has been considered as an index to integration, a harmonious behavior of the individual by which other individuals of the society recognize the person as well adjusted (Pathak, 1990). Adjustment can be referred as a continual process by which a person varies one's behavior to produce a more harmonious relationship between self and the environment. How an individual gets along or survives in his or her physical or social environment depends on adjustment. It is an adjustment which is responsible for the organization of behavior and life satisfaction everywhere. Adjustment as a process describes and explains the ways and means of an individual's adaptation to himself and his environment without reference to the quality of such adjustment of its outcome in terms of success and failure.

Adjustment may refer to the state of harmonious relationship between the problem and individual, under specific conditions. Adjustment of students starts in their school

environment, trying to manage or handle self in the academic setting. It is a process in which students vary their behavior, try to socialize themselves, to produce a more harmonious relationship between self and their mini environment. Their adjustment involves with a large part of school life, and it is important to understand what influences this factor. Children learn proficiencies in various abilities like, learning process and homework, social communications, handling emotions, and managing the day to day interactions at home and school. In reality, the growing child is dependent on the immediate environment i.e. the house and the school to meet his growth needs. Educational adjustment refers to how an individual is imparting his/her duties towards education, and whether they are able to achieve their goal or not; Social adjustment is the adjustment in the social situation; and Emotional adjustment, a dynamic inner adjustment that operates for the satisfaction and welfare of the individual.

Adjustment problems are sorts of challenges that can occur when individual have difficulty in coping with a stressful life. And it is still being experienced by many even after the pandemic period, which includes physical/mental/relationship issues. Considering these views, it was felt to study the adjustment problems of secondary school students, delimiting to only class IX students, belonging to Khowai district in the state of Tripura on the basis of gender, locality, and type of family.

### Objectives of the Study

The following were the objectives formulated for the study:

- i). To find out the levels of Social, Emotional, and Educational adjustment problems of IX standard students residing at Khowai District.
- ii). To compare the adjustment problems of IX standard students with respect to:
  - a) Gender
  - b) Locality
  - c) Type of Family

### Hypotheses of the Study

The following alternative hypotheses were formulated to examine the objectives:

**H<sub>1</sub>:** There exists a significant difference between IX standard boys and girls in their adjustment problems.

**H<sub>2</sub>:** There exists a significant difference between rural and urban IX standard students in their adjustment problems.

**H<sub>3</sub>:** IX standard students from nuclear families and joint families differ significantly in their adjustment problems.

### Review of Related Literature

Rajkumari and Babita (2022) <sup>[10]</sup> study showed that girl students of secondary schools are found educationally less adjusted than male students of secondary schools. Tripathy and Swain (2022) <sup>[13]</sup> study suggested that teachers should provide individualized introduction in the special classes, and schools should provide adequate learning environments for slow learners. Studies by Kumar Bunker (2021) <sup>[7]</sup>, and Sharma and Dhakad (2020) <sup>[11]</sup> showed no significant difference in emotional, social and educational adjustment of urban and rural secondary school students. Whereas Kaur and Gupta (2021) <sup>[6]</sup> found a significant difference in adjustment of senior secondary school students across gender, locale, and stream. A study on educational adjustment among primary school children, by Panchal and Desai (2021) <sup>[8]</sup> revealed boys primary school children having more educational adjustment than girls, and no significant difference was found with regards to the gender and among the primary school children of 5<sup>th</sup> standard and 7<sup>th</sup> standard.

The major findings of the study by Bhatt and Chothani (2021) <sup>[2]</sup> have shown that adjustment of school children is primarily dependent on the school variables like the medium of instruction present in the school, and gender of the children also significantly influenced adjustment problem. Kadapatti and Meena (2020) <sup>[5]</sup> comparative study found a significant difference in association with the classification of respondents by age group, revealing that both boys and girls are similar in educational adjustment related to attention span, understanding the lecture and interests in the academics.

### Methodology

**Sample:** Descriptive survey method has been employed for the present study. Sample of 200 class IX students were selected using random stratified sampling technique.

**Tool:** Adjustment Inventory for School Students by Sinha and Singh (1971) <sup>[12]</sup> was used for the present study. The inventory contains 60 items, where 20 items measures emotional adjustment, 20 items measures social adjustment and 20 items measures educational adjustment.

### Statistical Analysis

The data was analyzed using the Mean, SD, and 't' test.

### Analysis and Interpretation of Data

#### To find out the Levels of Social, Emotional, and Educational Adjustment Problems of IX Standard Students

**Table 1:** Mean, S.D, and levels of adjustment problems with respect to their dimensions

Dimension	Mean	SD	Order of Levels
Social	2.04	2.53	III
Emotional	2.18	2.88	II
Educational	2.25	2.95	I

From the above table-1, it is found that IX standard students seem to have many educational adjustment problems, and maybe they are still trying to get adjusted since the pandemic situations. The scores also convey that, may be the students are with unstable emotion and have emotional adjustment problems. It is seen that in three dimensions IX standard students have less social adjustment problems when compared to educational and emotional adjustment problems.

#### Hypothesis-1

There exists a significant difference between IX standard boys and girls in their adjustment problems.

**Table 2:** Mean, SD, and 't' value of boys and girls in adjustment problems

Variable	N	Mean	SD	't' value
Boys	95	27.55	6.48	0.9
Girls	105	28.27	6.12	

df=198 P at 0.01 level is 2.60, Not significant at 0.01

According to table-2, there is no significant difference between IX standard boys and girls in their adjustment problems. It can also be seen from the mean score, that the girls are facing a little more adjustment problems when compared to that of boys. The difference is not significant as the 't' value (0.9) is less than table value (2.60) at 0.01 level of significance.

There is no significant difference between IX standard boys and girls in their adjustment problems. And the hypothesis rejected.

#### Hypothesis-2

There exists a significant difference between rural and urban IX standard students in their adjustment problems.

**Table 3:** Mean, SD, and 't' value of rural and urban school students in adjustment problems

Variable	N	Mean	SD	't' value
Rural	130	26.11	6.67	7.22
Urban	70	31.31	3.58	

df=198 P at 0.01 level is 2.60, Significant at 0.01

It is clearly evident from the above table-3 that the difference is significant between rural and urban school students in their adjustment problems. Urban students are found with facing more adjustment problems when compared to rural IX standard students. The difference is significant as the 't' calculated value (7.22) is greater than 't' table value at 0.01 level of significance.

There exists a significant difference between rural and urban IX standard students in their adjustment problems. Therefore the hypothesis is accepted.

### Hypothesis-3

IX standard students from nuclear families and joint families differ significantly in their adjustment problems.

**Table 4:** Mean, SD, and 't' value of the type of family in adjustment problems

Variable	N	Mean	SD	't' value
Joint family	81	29.33	5.64	2.70
Nuclear family	119	26.98	6.54	

$d=198$  P at 0.01 level is 2.60, Significant at 0.01

According to table-4, it can be seen that IX standard students from nuclear families and joint families differ significantly in their adjustment problems. The difference is significant as the 't' calculated value (2.70) is greater than 't' table value at 0.01 level of significance. It is seen that school students from joint families are facing more adjustment problems than students from nuclear families.

Therefore, IX standard students from nuclear families and joint families differ significantly in their adjustment problems. Thus, the hypothesis is accepted.

### Discussion

From the findings, the first hypothesis was rejected showing no significant difference among the IX standard students in their adjustment problems on the basis of gender. Studies by Sharma and Saini (2013) and Devika (2014) [3] were in favour of present findings with regard to social and educational adjustment, but not with emotional adjustment. The second and third hypotheses were accepted showing significant difference in their adjustment problems on the basis of locality and type of family. The findings were in sync with the findings of Prajapati (2019) and Basu (2012) [1].

### Conclusion

The findings of the present study conclude that, urban students are facing more adjustment problems when compared to rural IX standard students. And the students from joint families are facing more adjustment problems than students from nuclear families. Hence, both, the parents and teachers should provide opportunity to the students to express in handling their capabilities and cope up with the adjustment problems.

### Educational implications

To utilize the capacities, capabilities, and potentialities of the child, awareness must be provided both to parents as well as teachers, especially by training about required psychological aspects of the child. As no differences were found between boys and girls in their adjustment problems, it is suggested that not only girls, boys also must be provided with better home environments and educational facilities for their better adjustment. Schools should organize competitive programmes for students so that they can explore their talent and capabilities, and learn to get adjusted in any environment.

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