



A COMPARATIVE STUDY OF ADJUSTMENT OF ADOLESCENTS OF GOVERNMENT AND PRIVATE SCHOOLS

Jyoti Khanna

Abstract

One of the most subtle issues that have provoked heated worldwide debates in the educational and instruction arena today in the way to enhance achievement outcomes of school students. Researchers, scholars, and stakeholders in the education industry seem to be resolute in their efforts at determining the best approach that can enhance student achievement outcomes. Jimoh (2000) describe education as the totality of the experiences made available to individuals, in formal or informal situations to make them develop a rounded personality and to be useful to themselves and the society at large. And development of personality of the child's depends on the adjustment with the environment. To help the pupil in making the changing environment is one of the important aims of education. Adjustment helps in having integrated and balanced personality.

Keywords: adjustment, adolescents, personality, achievement, development.

Introduction:

Adjustment is the interaction between a person and his environment. How one adjusts in a particular situation depends upon one's personal characteristics as also the circumstances of the situation. In other words, both personal and environmental factors work side by side in adjustment. An individual is adjusted if he is adjusted to himself and to his environment.

The term adjustment is often used as a synonym for accommodation and adaptation. Strictly speaking, the term denotes the results of equilibrium, which may be affected by either of these processes (Monroe, 1990). It is used to emphasize the individual's struggle to along or

survive in his or her social and physical environment. **Good** (1959) states that adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. **Shafer** (1961) emphasized that adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. **Kulshrestha** (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress.

James Drever (1952):- Adjustment means the modification to compensate for or meet special conditions.

Webster (1951):- Adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like.

Carter V. Good (1959):- Adjustment is the process of finding and adopting modes of behavior suitable to the environment of the changes in the environment.

Shaffer (1961):- Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.

Vanhaller(1970):- We can think of adjustment as psychological survival in much the same way as the biologist uses the term adaptation to describe physiological survival.

Types of adjustments:

Emotional Adjustment: A person is emotionally adjusted if he expresses proper emotion in a proper situation and in a proper form. An emotionally stable person may be well adjusted and emotionally unstable conditions cause mental disorders and maladjustments.

Social Adjustment: Area of social adjustment is influenced by social maturity of the person. Maturity in social relationship means to establish good relations with family, neighbours, playmates, class-fellows, teachers and other members of the society. Socially mature person behaves in accordance with social norms, customs and traditions. He never engages himself in anti-social activities.

Educational Adjustment:- Individuals scoring high are poorly adjusted with their curricular and co-curricular programs. Persons with low scores are interested in school programs

Objectives of the study:

- 1; To compare the adjustment of government and private school's adolescents.
- 2: To compare the adjustment [emotional] of government and private school's adolescents.
- 3: To compare the adjustment [social] of government and private school's adolescents.
- 4: To compare the adjustment [educational] of government and private school's adolescents.

Hypothesis of the study:

- 1: There is no significant difference between the adjustment of government and private school's adolescents
- 2: There is no significant difference between the adjustment [emotional] of government and private school's adolescents
- 3: There is no significant difference between the adjustment [social] of government and private school's adolescents
- 4: There is no significant difference between the adjustment [educational] of government and private school's adolescents

Tool used:

To test the adjustment of the adolescents **Adjustment Inventory for school students (AISS)** by **A.K.P.Sinha and R.P.Singh** is used.

Hypothesis: 1

- 1: There is no significant difference between the adjustment of government and private school's adolescents

Degree of freedom = 598

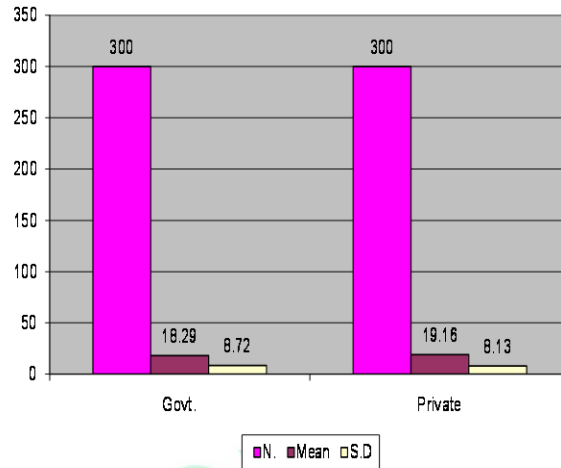
At 0.05 level critical value of 't'=1.96

At 0.01 level critical value of 't'=2.59

In table Adjustment of

Govt. & Private School's Adolescents

are indicated.



Classification of group	No. of Adolescents	Mean	S.D	't' value	Level of Significance
Govt.	300	18.29	8.72	1.26	0.05 & 0.01
Private	300	19.16	8.13		

Critical value of 't' at significance level of 0.05 and 0.01 is 1.96 and 2.59 respectively. Calculated value is lesser than critical value at both levels. Therefore no significant difference is found in adjustment of govt. & private school's adolescents

Hypothesis :2

There is no significant difference between the adjustment [emotional] of government and private school's adolescents

Classification of group	No. adolescents	Mean	S.D	T Value	Level of Significance
Govt.	300	7.11	3.96	0.73	0.05 & 0.01
Private	300	7.34	3.79		

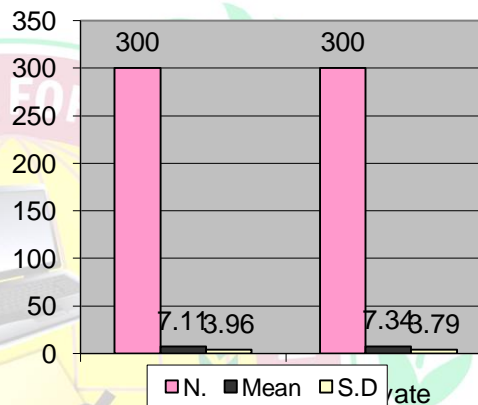
Degree of freedom = 598

At 0.05 level critical value of 't'=1.96

At 0.01 level critical value of 't'=2.59

Analysis-

Adjustment(Emotional) of govt. & private school's adolescents are indicated.



While calculating the significance of Means Calculated value of 't' is obtained 0.73. Critical value of 't' at significance level of 0.05 and 0.01 is 1.96 and 2.59 respectively. Calculated value is lesser than critical value at both levels. Therefore no significant difference is found in emotional Adjustment of Govt. & Private School's Adolescents..

Hypothesis: 3

There is no significant difference between the adjustment [social] of government and private school's adolescents

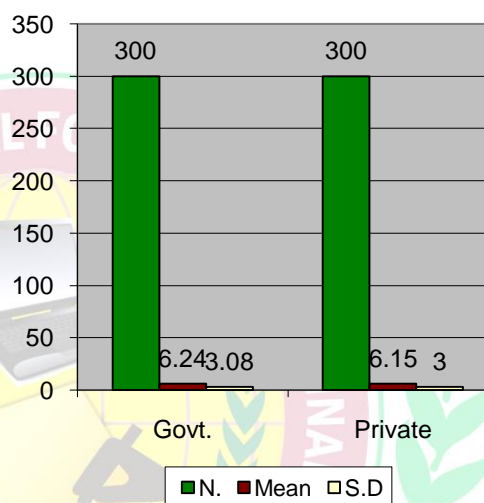
Classification of group	No of adolescents	Mean	S.D	T Value	Level of Significance
Govt.	300	6.24	3.08	0.36	0.05 & 0.01
Private	300	6.15	3.00		

Degree of freedom = 598

At 0.05 level critical value of 't'=1.96

At 0.01 level critical value of 't'=2.59

Analysis- Adjustment (Social) of govt. & private school's adolescents are indicated.



While calculating the significance of Means Calculated value of 't' is obtained 0.36. Critical value of 't' at significance level of 0.05 and 0.01 is 1.96 and 2.59 respectively. Calculated value is lesser than critical value at both levels. Therefore no significant difference is found in social Adjustment of Govt. & Private School's Adolescents

Hypothesis: 4

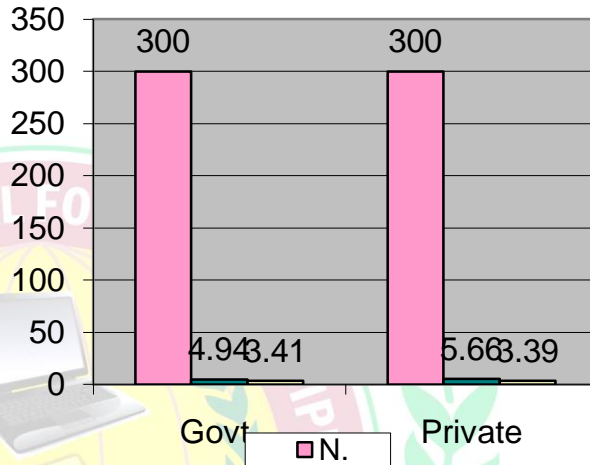
There is no significant difference between the adjustment [educational] of government and private school's adolescents

Classification of group	No. of Adolescents	Mean	S.D	't' value	Level of Significance
Govt.	300	4.94	3.41	2.58	0.05 & 0.01
Private	300	5.66	3.39		

Degree of freedom = 598

At 0.05 level critical value of 't'=1.96

At 0.01 level critical value of 't'=2.59



Analysis-

Adjustment

(Educational) of govt. & private school's adolescents are indicated.

While calculating the significance of Means Calculated value 't' is obtained 2.58. Critical value of 't' at significance level of 0.05 and 0.01 levels is 1.96 and 2.59 respectively. Calculated value of T is greater than critical value at 0.05 and lesser at 0.01 levels. Therefore significant difference is found in educational Adjustment of Govt. & Private School's Adolescents at 0.05 and no significant difference is found in educational Adjustment of Govt. & Private School's Adolescents at 0.01 levels.

CONCLUSIONS:

1: It is concluded that the null hypothesis that there is no significant difference between the adjustment of govt. & private school's adolescents is selected.

2: It is concluded that the null hypothesis that there is no significant difference between the emotional adjustment of govt. & private school's adolescents is selected

3: It is concluded that the null hypothesis that there is no significant difference between the social adjustment of govt. & private school's adolescents is selected.

4: It is concluded that the null hypothesis that there is no significant difference between the educational adjustment of govt. & private school's adolescents is selected at 0.01 level and significant difference between the educational adjustment of govt. & private school's adolescents is rejected at 0.05 levels.

REFERENCES:

1: Buch M.B. (Edu.)2001, "**Sixth Survey of Research in Education**", NCERT New Delhi Publication.2: **Chauhan,S.S.(1988). Advanced Educational psychology** e w Delhi:Vikas Publishing house Pvt,Ltd.

3: Garrett, Henry E.. (1969). *Statistics in Psychology and Education*. Bombay

4: Wood Worth R.S. (1976) : "**Experimental Psychology**", Oxford Publishing Company, New Delhi.

