



SOCIAL ADJUSTMENT OF ADOLESCENT STUDENTS IN SCHOOLS OF HARYANA

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Abstract

Adolescence is a stage of stress and storm. It is a stage where various kinds of development takes place in an individual leaving him in dismay of his identity. The individual at this point of time tries to build up more social relationship and is seen to be involved more closely in his peer group. Social adjustment refers to a process of interaction between the needs of a person and demands of the social environment. Therefore, it may be described as a person's harmonious relationship with his social world. Keeping this in mind, a study was conducted in the district of Haryana to determine if there is a difference in the social adjustment levels of the adolescent students studying in the private and the government schools of Haryana.

Keywords: *Adjustment, Adolescents, Social Adjustment*



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I. Introduction

Adolescence has been termed as the age of stress and storm. It is the most important period of human life. Poets have described it as the spring of life of human being and an important era in the total life span. The word adolescence comes from a Greek word 'adolescere' which means 'to grow to maturity'. A number of definitions have been given by psychologists from time to time. Some psychologists define it as the transitional period of life. The child experiences a number of changes in this transitional period. The period runs between childhood and adulthood and is sometimes called the period of teenage.

According to A.T. Jersild, "*Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically.*" Some psychologists believe it as the period when an individual is capable of begetting offspring. It means when power of reproducing its own kind is attained by the individual then we can say that he/she has become an adolescent. Dorothy Rogers defines adolescence as, "a process rather than a period, a process of achieving the attitudes and beliefs needed for effective

participation in the society.” The age of early adolescence is the critical age of the development of self-concept and it changes the concept of “self” profoundly (Dudovitz, Li, & Chung, 2013).

Social adjustment as an important indication of psychology health is a topic attracting the attention of many psychologists. Social growth is the most important aspect of one’s development and it is acquired through the relationship with others especially with the parents, peers and the teachers, and it is the assessing criterion of social growth related to the person’s adjustment with him/herself and others (Hartup & Rubin, 2013). Dhingra et. Al. (2005) assert that adjustment is a continuous process through which one changes his/her behavior so as to adjust with his/her environment, others, and himself. The basic objective of adjustment is to set a balance between one’s wishes and social expectations that affects all aspects of one’s life. As a result, the person can respond properly to all environmental stimuli to acquire his favorable stimuli and reinforcement.

Although adjustment contains many aspects like social, emotional, physical and educational dimensions; the best aspect is social adjustment which is the prerequisite to all other aspects of adjustment (Mazaheri, Baghban, & Fatehizadeh, 2006). Emotional and social adjustment resulting from positive self-concept can provide the person with some kind of ability to face the difficulties, and higher self- esteem strengthens one’s ability to efficiently tackle with the psychological pressures (Wilbum & Smith, 2005). The research studies have showed that student s’ academic achievement can be predicted on the base of the students’ social adjustment, and social adjustment can affect the academic achievement. The study conducted by Ray & Elliot (2006) showed that self-concept and social skills can be considered as the assessing factors of adjustment and some groups showed higher social adjustment and academic performance as they had higher social skills and positive self-concept.

Asper Ladd et.al. (1997) peer acceptance, bilateral friendship and collaboration among young children can predict with surity their adjustment in the school in future. Thus it seems to be immensely important to analyze the levels of social adjustment of the adolescent students.

II. Objectives of the Study

The objective of the study was to analyze the difference if any, in the social adjustment of adolescent students studying in Private and Government Schools of Haryana.

III. Hypothesis

H₀: There is no significant difference between the social adjustment of adolescent students studying in Private and Government Schools of Haryana

IV. Research Design

The research design was essentially descriptive in nature. Survey method was used to obtain persistent and precise information concerning the current status of the phenomenon and draw conclusions.

- *Sample*

The study was carried out in 6 schools of Gurugram district of Haryana using the technique of simple random sampling. Gurugram was chosen due to its easy accessibility to the researcher. The experimental sampling students were primarily derived from the district of Gurugram. As the schools were comparatively more urban centered, but the composition of the students in the sample schools included students of rural and village background also. Thus, total sample of 180 students from the secondary level were chosen for the study. An effort was made to have equal representations from both government and the private schools for comparative purposes.

- *Tools Used*

The Emotional Maturity Scale (EMS) developed by **Dr. Mahesh Bharagava and Dr. Yashvir Singh** was used by the researcher. EMS measured five major categories of Emotional Maturity as under:

- Emotional Stability,
- Emotional Progression,
- Social Adjustment,
- Personality Integration and
- Independence

The tool was a five point likert scale having five distinct categories to select from.

- *Analysis of the data*

Analysis of data means categorizing, ordering and summarizing of data for obtaining answer to research questions. The purpose of analysis is to reduce the data to intelligible and interpretable form so that the relation of research problem can be studied and stated. It involves breaking down the existing complex factors into simpler parts and placing the parts together in a new arrangement for the purpose of interpretation. The mean and the standard deviation of standard scores attained by the adolescent students of government and private schools for the component i.e., social adjustment of Emotional Maturity Scale (EMS) were determined. The t-value was worked out for the determination of whether an observed difference of such means was of considerable magnitude that it cannot be attributed to chance

factors or sampling variations or not. The significance level for the t- test was taken to be 0.05. The values obtained from the t-test are listed in the table below:

Table 1: The Calculated Values of Mean, S.D., t-value for Social Adjustment on EMS

Area	School type	N	Mean	Standard Deviation	t-value
Social Adjustment	Government	180	17.36	2.06	0.79
	Private	180	17.13	1.93	

The interpretation according to the guidelines revealed that the adolescent students of government schools scored 17.36 mean and the adolescent students of private schools scored 17.13 mean for the component namely social adjustment in the Emotional Maturity Scale. The sampled adolescent students of both the schools were moderately stable in their emotional maturity level which indicates that they are able to adjust well socially. Since, the table value of t for df = 178 at 0.05 level of significance was 1.97, therefore, the null hypothesis stands accepted.

V. Findings of the Study

The null hypothesis stands accepted highlighting no significant difference between the social adjustment levels of adolescent students studying in private and government schools in Gurugram. Thus, it may be inferred that the level of social adjustment of the adolescents is similar irrespective of the type of school they are studying in.

VI. Conclusion

It may be concluded from the calculations and the discussions above that the social adjustment levels of the students studying in government and private schools of Gurugram is almost similar. The equivalence of mean values highlight the similar levels of social adjustment of students in both the type of schools.

VII. References

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