

SOCIAL ADJUSTMENT LEVEL OF ADOLESCENT SCHOOL LEARNERS – AN ANALYSIS

Chattu Mondal

Ph.D Scholar, Department of Education, Jadavpur University, West Bengal (India)

Paper Received On: 25 NOV 2021

Peer Reviewed On: 30 NOV 2021

Published On: 1 DEC 2021

Abstract

Social adjustment is an important aspect in an adolescent life when a person adjusts to every situation only they can lead a wonderful life. Every human being seeks adjustment to various situations. He constantly makes efforts to adjustment him or herself to his or her surroundings because a wholesome adjustment is essential for leading a happy, comfortable life and going satisfaction. The main focus of the present study is to find out the level of social adjustment among adolescent school learners. For this purpose descriptive survey method of research was used. A sample of 500 adolescent students of secondary and higher secondary standard was selected by using random sampling technique and the data were collected using the 'Social Adjustment Inventory' developed by Dr. Roma Pal (1985) which has 60 items. Mean, S.D, and t-test statistical techniques were employed to analysis and interpret the results. The major findings of the study are there is no significant different between mean score among adolescent students on the basis of gender, age, educational status and habitat.

Keywords: *Social Adjustment, Adolescent, School learners*



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

Introduction:

Social adjustment has been considered as one of the major contributing psychological factor in characterizing individuals. The pupils have to develop the adjustment ability which in turn will make the individuals to grow as responsible citizens of the society. According to Plato "Man is a social culture", therefore every individual has to adjust in society. Social adjustment is the capacity to fabricate a decent relationship to stay away from exploitations from others. Social adjustment is defined as the ability to build a good relationship with others as well as to discriminate from different others, as every individuals in the society tries best to adjust in all situations of life. So all these are equally applicable in case of adolescent learners in the secondary standard. In this stage they cannot accept the stress and storm as

well as they are much sensitive about relations of life. They just struggle and face conflicts in their life. Sometimes they set aside and gone from others and remain engage in negative thinking and behaviour. Due to the lack of fine-tuning, they lack a fundamental route in adjustment during this period. So social adjustment is very much important in the contemporary world. Social adjustment means adjustment with family, peers and neighbours as well as with the academic achievement (Aggarwal & Bhalla, 2012). Archana (2011) found that mental health of adolescents and ethical adjustment have a positive connection. In the study of Veereshwar (1979) it was found that among urban and rural girls there is a significant difference in the area of family adjustment.

Adjustment is the psychological process of adapting to, coping with, and managing the problems, challenges, and demands of everyday life. Adjustment to educational environment is a major element to predict educational achievement. Many researchers such as Abdullah, et al, 2009; Bryant, 2000; Enoches, 2006; Wintre, 2000 proved that problems of adjustment initiate most common during first academic year of students. Researchers tried to name and quantify specific social goals through surveying students about specific social behaviors (Wentzel, 2000). Family has a significant role in child adjustment, in conformity to the values of family, in different fields. A family is a system which binds its members with sincere attitudes, values, attachment and well-being and also in adjustment and achievements of its members (Tomar, 2014).

A study in South Africa students found adjustment insignificant with academic performance as compared to the other psychological variables (Bodovski, 2010). A study conducted in Jammu Kashmir region found average health and social adjustment among girls and low adjustment in emotional area whereas boys found to average in social adjustment and low in health and emotional adjustment. Overall there was no significant difference between the boys and girls. Significant difference found among urban and rural areas students (Bhat, 2014). Family environment and adjustment has significant role in academic achievement and students from nuclear family system found to have better adjustment as compare to students from joint family system at secondary level (Hussain et al, 2008). Singh (2006), the study examined the effect of socio, emotional and socio-emotional climate of the school and sex on the adjustment of students along with their interactional effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school. Parmar (2012) on his study found that gender and social category are significantly effect on adjustment of secondary school students.

Bhagia (1966) studied the problems of school adjustment and observed that girls exceeded boys significantly in their adjustment to general environments and organizational aspects of the school. Rural school students exceeded urban school significantly in adjustment to their teachers, class mate and self. Pandey (1979) found that rural students secured better points in emotional, health and school adjustment areas whereas the urban students secured comparatively better marks in the aesthetic adjustment area. Suther (2015) found that there is no significant mean difference between male and female college students in social maturity, emotional adjustment and social adjustment.

Operational definition:

Social adjustment: The term adjustment is often used as a synonym for accommodation and adaptation. Here social adjustment means a harmonious relationship between peer groups, proper understanding of social needs and meeting the social requirements of school, home and society. Social adjustment requires the development of social activities and virtues in an individual. It also requires that one should be social enough to live in harmony with one's social beings and feel responsibility and obligation towards one's fellow humans, society and country.

Objectives:

1. To assess the level of Social adjustment among adolescence school learners on the basis of gender.
2. To assess the level of Social adjustment among adolescence school learners on the basis of age.
3. To assess the level of Social adjustment among adolescence school learners on the basis of present education status.
4. To assess the level of Social adjustment among adolescence school learners on the basis of habitat.

Hypotheses:

H₀₁: There will be no significant difference in the level of social adjustment among adolescence school learners on the basis of gender.

H₀₂: There will be no significant difference in the level of social adjustment among adolescence school learners on the basis of age.

H₀₃: There will be no significant difference in the level of social adjustment among adolescence school learners on the basis of present education status.

H₀4: There will be no significant difference in the level of social adjustment among adolescence school learners on the basis of habitat.

Methodology:

The present study aims to find out the level of social adjustment of adolescent school learners, the investigator employed descriptive survey method which included quantitative approach of data collection.

Sample and sampling technique:

The target population of this study was all the adolescent school learners in West Bengal. In this study for collection of data investigator was select 500 adolescent school students (250 boys and 250 girls) from different institution of Kolkata, south 24 Parganas, North 24 Parganas of West Bengal.

Data collection instrument:

To measure the level of social adjustment of adolescent school learners the investigator selects the tool ‘Social adjustment inventory’ (by Dr. Roma Pal, published from Agra psychological Research Cell, Agra, 1985). according to various judgment, like that the objectives, the span of time, availability of appropriate test, personal work skill, experience of the investigator, the nature of score and analysis the data, findings and discussion. Tools must possess a gratifying level of the following feature – reliability, validity, sensitivity, appropriateness, objectivity, feasibility and ethical standards (Fox, 1969).

The scoring system of the inventory is very easy. As mention earlier, each item has two responses i.e. ‘yes’ or ‘no’. For the subjects response of ‘yes’ score of 2 should be given and in case of ‘no’ response 1 score.

Statistical technique used:

Based on the nature of data collection through social adjustment inventory, the investigator employed needful statistical analysis technique (descriptive and inferential techniques) for test of the hypotheses.

Distribution the Data on the basis of Gender

variable	Group	Total number	Mean	Std. deviation	df	t	Remark
Gender of the learner	Male	250	92.04	8.59	49	0.8	Not significant at 0.05
	Female	250	91.40	8.23	8	4	

Interpretation: from the table its shows that the mean score of male students is 92.04 and female students is 91.40, SD score of male is 8.59 and female is 8.23 respectively for the social adjustment of adolescent school learners. Our calculated ‘t’ value is 0.84 (df=498) and the sig. (2- tailed) value is 0.40 which is statistically not significant at 0.05 level of significant hence the null hypothesis is not rejected. So there is no difference between the mean score of male and female students. But on the basis of result male students are better than female students in social adjustment.

Gender of the Learner * Level of Social Adjustment Crosstabulation

			Level of Social Adjustment			Total
			Poor	Average	Good	
Gender of the Learner	Male	Count	28	188	34	250
		% of Total	5.6%	37.6%	6.8%	50.0%
	Female	Count	30	190	30	250
		% of Total	6.0%	38.0%	6.0%	50.0%
Total		Count	58	378	64	500
		% of Total	11.6%	75.6%	12.8%	100.0%

From the above table it is observed that out of 250 male students under study, 34 students (6.8%) have good level of social adjustment, 188 students (37.6%) of them have average level of social adjustment and 28 students (5.6%) have poor level of social adjustment. Similarly out of 250 female students under study, 30 (6.0%) students have better level of

social adjustment, 190 (38.0%) students of them have average level of social adjustment and 30 (6.0%) students have poor level of social adjustment. The result shows that male students have better level of social adjustment than female students.

Distribution the Data on the basis of age

Variable	Group	Total Number	Mean	Std. Deviation	df	T	Remark
Age of the Learner	14 to 16 Year	319	91.47	8.39	498	-0.88	Not Significant at 0.05 Level
	16+ to 18 Year	181	92.16	8.44			

Interpretation: the table shows that the mean score of the students of age group 14 to 16 year is 91.47 and 16+ to 18 year students is 92.16, the SD score of 14 to 16 year age group students is 8.39 and 16+ to 18 year age group students is 8.44 respectively for the social adjustment of adolescent school learners. Our calculated ‘t’ value is -0.88 (df=498) and the sig. (2- tailed) value is 0.379 which is statistically not significant at 0.05 level of significant hence the null hypothesis is accepted. So there is no significant difference between the mean score of two age group students.

Age of the Learner * Level of Social Adjustment Crosstabulation

			Level of Social Adjustment			Total
			Poor	Average	Good	
Age of the Learner	14 to 16 Years	Count	39	243	37	319
		% of Total	7.8%	48.6%	7.4%	63.8%
	16+ to 18 Years	Count	19	135	27	181
		% of Total	3.8%	27.0%	5.4%	36.2%
	Total	Count	58	378	64	500
		% of Total	11.6%	75.6%	12.8%	100.0%

From the above table it is observed that out of 319 students belonged to the age group of 14 to 16 year. Within this group 37 students (7.4%) have good level of social adjustment, 243 students (48.6%) of them have average level of social adjustment and 39 students (7.8%) have poor level of social adjustment. Similarly out of 181 students belonged to the age group of 16+ to 18 year under study, 27 (5.4%) students have good level of social adjustment, 135

Copyright © 2021, Scholarly Research Journal for Humanity Science & English Language

(27.0%) students of them have average level of social adjustment and 19 (3.8%) students have poor level of social adjustment. We concluded those junior age groups are better in social adjustment than senior age group students.

Distribution the Data on the basis of educational status

Variable	Group	Total number	Mean	Std. deviation	df	t	Remark
Educational status of the learner	Class IX and X	227	91.81	8.14	498	0.230	Not significant at 0.05 level
	Class XI and XII	273	91.64	8.64			

Interpretation: the table shows that the mean score of class IX and X students are 91.81 and class XI and XII students are 91.64. The SD score of class IX and X students are 8.14 and class XI and XII students are 8.64 respectively. Our calculated 't' value is 0.23 (df=498) and the sig. (2-tailed) value is 0.81 which is statistically not significant at 0.05 level of significant hence the null hypothesis is not rejected. So there is no significant difference between the mean score of secondary standard and higher secondary standard students. But IX and X standard students are favorable in social adjustment than XI and XII standard students.

Educational status of the Learner * Level of Social Adjustment Crosstabulation

			Level of Social Adjustment			Total
			Poor	Average	Good	
Educational status of the Learner	Class IX and X	Count	22	177	28	227
		% of Total	4.4%	35.4%	5.6%	45.4%
	Class XI and XII	Count	36	201	36	273
		% of Total	7.2%	40.2%	7.2%	54.6%
Total		Count	58	378	64	500
		% of Total	11.6%	75.6%	12.8%	100.0%

According to the educational status, the level of mental health shows that out of 227 students of IX and X standard under study, 28 students (5.6%) have good level of social adjustment, 177 students (35.4%) of them have average level of social adjustment and 22 students (4.4%) have poor level of social adjustment. Similarly out of 273 students of XI and XII standard under study, 36 (7.2%) students have good level of social adjustment, 201 (40.2%) students of them have average level of social adjustment and 36 (7.2%) students have poor level of

social adjustment. Most of the students have poor level of mental health which includes 49% of the students out of total subjects.

Distribution the Data on the basis of habitat

Variable	Group	Total number	Mean	Std. deviation	df	t	Remark
habitat of the learner	Rural	372	92.12	8.18	498	1.80	Not significant at 0.05 level
	Urban	128	90.56	8.98			

Interpretation: from the table its shows that the mean score of rural students is 92.12 and urban students are 90.56, the SD score of rural students are 8.18 and urban students are 8.98 respectively for the mental health of adolescent school learners. Our calculated ‘t’ value is 1.80 (df=498) and the sig. (2- tailed) value is 0.07 which is statistically not significant at 0.05 level of significant hence the null hypothesis is not rejected. So there is no significant difference between the mean score of rural and urban students. On the basis of result, the rural students are more favorable than urban adolescent students in social adjustment.

Habitat of the Learner * Level of Social Adjustment Crosstabulation

			Level of Social Adjustment			Total
			Poor	Average	Good	
Habitat of the Learner	Rural	Count	41	282	49	372
		% of Total	8.2%	56.4%	9.8%	74.4%
	Urban	Count	17	96	15	128
		% of Total	3.4%	19.2%	3.0%	25.6%
Totals	Count	58	378	64	500	
	% of Total	11.6%	75.6%	12.8%	100.0%	

From the above table it is observed that out of 372 rural students under study, 49 students (9.8%) have good level of social adjustment, 282 students (56.4%) of them have average level of social adjustment and 41 students (8.2%) have poor level of social adjustment. Similarly out of 128 urban students under study, 15 (3.0%) students have good level of social adjustment, 96 (19.2%) students of them have average level of social adjustment and 17 (3.4%) students have poor level of social adjustment.

Major findings:

There is no significant difference in mean score among male and female students in their social adjustment. But male students are better than female students in social adjustment. Out

of 500 students under study, 64 students (34 male and 30 female) of them have good level of social adjustment, 378 students (188 male and 190 female) students have average and 58 students (28 male and 30 female) of them poor level of social adjustment.

There is no significant difference in mean score among the students of age group 14 to 16 years and 16+ to 18 years in their social adjustment. But 16+ to 18 years students are more favorable than the 14 to 16 years students. Out of 500 students under study, 64 students (37, 14 to 16 year and 27, 16+ to 18 year) of them have good level, 378 students (135, 14 to 16 year and 243, 16+ to 18 year) have average level and 58 students (39, 14 to 16 year and 19, 16+ to 18 year) of them have poor level of social adjustment.

There is no significant difference in mean score among IX – X standard students and XI- XII standard students in their social adjustment. Out of 500 students under study, 64 (28 IX-X standard and 36 XI-XII standard) students of them have good level, 378 (177 IX-X standard and 201 XI-XII standard) students have average level and 58 (36 IX-X standard and 22 XI-XII standard) students of them have poor level of social adjustment.

There is no significant difference in mean score among rural and urban students in their social adjustment. Out of 500 students under study, 64(49 rural and 15 urban) students have good level, 378 (282 rural and 96 urban) students of them have average level and 58 (41 rural, 17 urban) students of them have poor level of social adjustment.

Educational implication:

Presents human life slowly complicated day by day and they continuously struggle for adjustment with society, depend their own ability. Society is the place where every man bring out their skill, creativeness. So a person who is able to make a good adjustment, he or she considered as a well-adjusted and popular person within the society. Adolescent stage of human being is a vital and complicated than the other stage of life. For create successful adjustment ability within students in adolescent period, the parents, teachers, counselor and other senior person take important role to friendly communicate with adolescent students in any situation. The present study helps us to understand the nature or quality of social behaviour of adolescent school learners and we take easily an overall information picture about social adjustment of adolescent learners with like this study.

Reference

Abdullah, M. C., Elias, H., Mahyuddin, R., & Uli, J. (2009). Adjustment amongst first year students in a Malaysian University. European Journal of Social Sciences, 8(3), 496-505.

- Aggarwal, S., & Bhalla, V. (2012). *Gender Differences in Academic Achievement of Adolescents in Relation to Their Home Adjustment*. *International Journal of Human Services*, 2 (20).
- Anbalagan, S. (2017). *Social Adjustment of Higher Secondary Students*. *An International Multidisciplinary Journal*, 1(4), 1-8.
- Archana. (2011). *A Study of Mental Health of Adolescents in Relation to Moral Judgment, Intelligence and Personality*. Unpublished Ph.D Thesis. Department of Education and Community Service, Punjab University, Punjab.
- Bhagia, N. M. (1966). *Study of The Problem of School Adjustment and Developing in Adjustment Inventory*. Ph.D Education. (K.S.U.)
- Bhat, N. M. (2014). *A Study of Emotional Stability and Depression in Orphan Secondary School students*. *International Journal of Education and Psychological Research*. Retrieved From <http://Ijepr.Org/Doc/V3 Is2 June14/Ij20.Pdf>.
- Bodovski, K., & Youn, M. J. (2010). *Love, Discipline and Elementary School Achievement: The role of family emotional climate*. *Social Science Research*, 39(4), 585-595.
- Bryant, R. A., Harvey, A. G., Guthrie, R. M., & Moulds, M. L. (2000). *A Prospective Study of Psycho Physiological Arousal, Acute Stress Disorder, and Posttraumatic Stress Disorder*. *Journal of Abnormal Psychology*, 109 (2), 341.
- Enochs, W. K., & Roland, C. B. (2006). *Social Adjustment of College Freshmen: The Importance of Gender and Living Environment*. *College Student Journal*, 40(1), 63-74.
- Hussain, A., Kumar, A., & Husain, A. (2008). *Academic Stress and Adjustment among High School Students*. *Journal of the Indian Academy of Applied Psychology*, 34(9), 70-73.
- Pandey, J. (1979). *Adjustment Problems of Adolescents in Relation to their Personality Variables*. Unpublished Ph.D Thesis, Varanasi, B.H.U.
- Parmar Gira, B. (2012). *A Study of Adjustment of the Secondary School Students*. *International Indexed & Referred Research Journal*, 4(4).
- Singh, H. (2006). *Effect of Socio Emotional Climate of the School on the Adjustment of Students*. *Psycho Lingua*, 36(2), 133-143.
- Suthar, S. A. (2015). *Social Adjustment of College Students in Relation to Gender*. *The International Journal of Indian Psychology*, 2(3), 67-71.
- Tomar, A., & Giri, D. K. (2014). *A Comparative Study of the Effect of Values and Adjustment on Academic Achievement of Secondary Level Students of Joint Family and Nuclear Family*.
- Veereshwar, P. (1979). *Mental Health and Adjustment Problems of College Going Girls, Urban and Rural Department of Psychology*. Meerut University (ICSSR Financed). In *Forth Survey of Educational Research*, New Delhi, NCERT, 1983-88.
- Wentzel, K. R. (2000). *What is it that I am trying to achieve? Classroom Goals from a content perspective*. *Contemporary Educational Psychology*, 25(1), 105-115.
- Winter, M.G., & Yaffe, M. (2000). *First year Students Adjustment to University life as a function of relationships with parents*. *Journal of Adolescent Research*, 15(1), 9-37.