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A Study of Social Adjustment of the Students Studying in Secondary and Higher Secondary School in Relation to Certain Variables

ABSTRACT ::

The present study is intended to examine the social adjustment of secondary and higher secondary school students. 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 are gender and academic level. The study was conducted on a sample of 160 students (80 boys, 80 girls) randomly selected from the various secondary and higher secondary school. A standardized questionnaire developed by A.K.Singh and A.Sengupta was adopted for this study. The data was analyzed to examine the influence of individual factors on adjustment variables. 't' test was used for calculation. The results shows that there is no significant mean difference in relation to boys and girls, and there is no significant mean difference in relation to secondary and higher secondary level students.

Introduction : -

Adolescence is a time of dramatic physical, cognitive, emotional and social change (Cole & Cole 1993). Children develop on many levels, entering new endeavors and worlds daily. They begin to learn how to establish healthy relationships, find socially acceptable ways to engage in activities that interest them, and make their way through school. However, a number of children experience more trials than their peer (Ford & Coleman 1999). Some are unable to find solid emotional and social ground as they progress through their developmental stages. An inability to "Fit it" can have behavioral manifestations thus cause significant difficulty for both children themselves and those around them. When a child's behaviors violates the accepted norms at home, at school or in the community, negative repercussions can results, such as suspensions or expulsions from school.

May children with disabilities encounter additional hurdles that complicate this difficult time of adolescence. As they approach adolescence, when being like their peer is a high priority, many disabilities set children apart in the ways they look, learn, or interest with other, presenting additional challenges to positive social adjustment. Some kinds of disabilities-particularly emotional disturbances, attention deficit or attention deficit/ hyperactivity disorder (ADD/ADHD) and autism-are especially associated with social adjustment difficulties. The increased challenges of disabilities and their implications results in children with disabilities facing a greater risk than their peers without disabilities for poor out comes.

2. Objectives:

1. To study of social adjustment of students in relation to their gender.
2. To study of social adjustment of students in relation to academic level.

3. Hypothesis:

1. There is no significant mean difference between the score of social adjustment of students in relation to their gender.
2. There is no significant mean difference between the score of social adjustment of students in relation to academic level.

4. Method:

1. Sample:

In the present study sample was selected randomly. We taken 80 boys who were studying in secondary and higher secondary school and also 80 girls who were studying in secondary and

higher secondary schools, total 160 sample was selected in this study.

Approximately 220 sample was selected in each category for the research study. After disposing off incomplete and nuclear details, a total of 160 sample was selected as per primary planning.

2. Tools:

In order to measure the social adjustment of the students who were studying in secondary and higher secondary school. We used a adjustment inventory (HSAI) was prepared by A.K.Singh and A.Sengupta. There are 150 items. The Retest reliability is at the rate of 0.76 and the divided reliability is at the rate of 0.83. The validity of the scale of social adjustment is at the rate of 0.68 with compared bell adjustment inventory.

5. Statistical Calculations:

Obtained information analyzed as per mean, SD & 't' test method. And hence, internal effect on the independent factors was examined.

6. Result and Discussion:

Table-1
Showing mean, SD & 't' value of social adjustment score of boys and girls.

Sr.No	Group	N	Mean	SD	't' Value	Table Value	Level of sign.
1.	Boys	80	18.35	3.12	0.83	1.97	NS
2.	Girls	80	17.95	2.97			

As can be seen from table that 't' value of 0.83 is not significant at 0.05 level. This means that the two groups under the study differ not significantly in relation to social adjustment. The mean score of boys group is 18.35 as against the mean score of 17.95 of the girls group. It should be remembered here that, according to scoring pattern, higher score indicate good adjustment. Thus from the result it could be said that the boys group is doing little more adjustment than girls group. The hypothesis that "There is no significant mean difference between the score of social adjustment of students in relation to their gender" is accepted.

Table-2
Showing mean, SD & 't' value of social adjustment score of secondary and higher secondary students.

Sr.No	Group	N	Mean	SD	't' Value	Table Value	Level of sign.
1.	Secondary	80	18.13	3.22	0.10	1.97	NS
2.	Higher Secondary	80	18.18	2.88			

As can be seen from table that 't' value of 0.10 is not significant at 0.05 level. This means that the two groups under study differ not significantly in relation to social adjustment. The mean score of secondary students group is 18.13 as against the mean score of 18.18 of higher secondary students. It should be remembered that, according to scoring pattern, higher score indicate good adjustment. Thus from the result it could be said that the higher secondary students is doing little more adjustment than secondary students. The hypothesis that "There is no significant mean difference between the score of social adjustment of students in relation to academic level" is accepted.

7. Conclusions:

1. There is no significant mean difference in relation to boys and girls.

2. There is no significant mean difference in relation to secondary and higher secondary level students.

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