



SOCIAL AND EMOTIONAL ADJUSTEMENT OF SECONDARY SCHOOL PUPILS

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Abstract:

Socio-emotional adjustment plays an important role in student's personality. Maladjustment causes too much frustration and conflicts and makes them difficult to solve their problems in the school and daily life. So it is very important to have a study on adjustment of school students. Social and emotional development is the most important aspect of each individual's development. The present study was conducted on the social and emotional adjustment of secondary school pupils. The sample of the present study has taken from 100 (50 Boys&50 Girls) Secondary school students and adopted Normative Survey Method. Indian Adaptation of Bells Adjustment Inventory developed by Dr. Latha Sharma was administered for the present study. The data were be analysed using statistical measures of Mean , Standard deviation, and t- test.

Key words : Social Adjustment, Emotional Adjustment, Secondary School Pupils

Introduction:

Adjustment implies a satisfactory adaptation of an individual to the demands of day to day life. In this rapid changing world adjustment is a persistent feature of human personality. Unless a person is not able to adjust himself to the environment he/she cannot develop his/her wholesome personality. A man of adjusting nature can lead a cheerful and wholesome life but a less adjusting nature always leads a depressed and unhealthy life. Adjustment is a process by which an individual learns certain ways of behaviour to cope with the situation which he/she attains through harmony with his/her environment. They have to adjust with their own changes in personality on one side and the changing socio-economic environment on the other side.

Review of related literature:

In the present study the investigator has reviewed the researches done in the field of social and emotional adjustment of secondary school pupils. Roy, Ekka and Ara(2019) observed that Girl students were better adjusted in all areas of adjustment than Boy students. Lama (2017) reported that there is a great tendency for female students to experience adjustment problems more than males. Rahamtullah (2009) stated that boys are significantly better adjusted than girls on the emotional adjustment area. Kurvilla (2008) reported that urban were well adjusted than rural students in all areas of adjustment problems.. Shalu and Audichya (2006) assessed and compared the school adjustment of 60 rural adolescents with reference to their emotional and social sphere.

They reported a significant difference was observed in social and emotional adjustment. Jain and Jandu (1998) conducted a study on adjustment areas on a sample of 240 students (14-19 years). Adjustment inventory for school students developed by Sinha and Singh (1984) was used to measure the adjustment of the students. They found that girls were better adjusted than boys. Muni and Pavigrahi (1997) conducted a study on emotional, social and total areas of adjustment. They found that girls were better adjusted in the all the areas of adjustment pattern than boys. Based on the above reviews the investigator also intended to study the Social and Emotional Adjustment of Secondary School Pupils.

Need and Importance of the study:

Adjustment implies a satisfactory adaptation of an individual to the demands of day-to-day life. It is a process that helps a person to lead a happy and contented life while maintaining a balance between his needs and capacity to fulfill them. It enables him to change his way of life according to the demand .so if the situation and gives him the strength and ability to bring about the necessary changes in the condition of his environment. Emotional adjustment is important role in one's personality. Students who have failed to reach a satisfactory level of emotional adjustment will have to face difficulties in their school and day today life. They will be the victims of frustration and conflicts with the peers and teachers.

The social and emotional adjustment may vary among students of the different classes. Students are moving from primary classes to higher level of education to high school which is considered as most important period for them as well as to their family members in the view of carrier opportunities and goals .As they progress from one class to the other more the expectation, pressure from family members, peer group and the environment they are, is more likely to influence them and lead to stress and may not be able to adjust with certain aspects in life. So, in this context the study aims at assessing the social and emotional adjustment of secondary school pupils.

Title of the study : A study of the Social and Emotional Adjustment of Secondary School Pupils”

Objectives of the study:

1. To study the level of Social and Emotional Adjustment of Secondary School pupils and to classify them..
2. To study the relationship between Social and Emotional Adjustment of secondary school pupils.
3. To study the differences in social and emotional adjustment of secondary school pupils in relation to certain variables like...
 - (i) Gender (Male/Female)
 - (ii) Locality (Rural/Urban)
 - (iii) Parental Education(Literate/Illiterate)

Hypotheses of the study:

1. Secondary school pupils differ in their levels of Social and Emotional Adjustment .
2. There would be no relationship between Social and Emotional adjustment of secondary school pupils.
3. There would be no significant difference between social and emotional adjustment of male and female secondary school pupils.
4. There would be no significant difference between social and emotional adjustment of rural and urban secondary school pupils.
5. There would be no significant difference between social and emotional adjustment of literate and illiterate parental education of secondary school pupils

Sampling Technique:

The sample for this study will be 100 Secondary school pupils belonging to Krishna district. For this study the investigators used stratified random sample technique.

Method of Research:

The investigators were conducted following the normative survey method.

Tool Used :

Bell's Adjustment Inventory developed by Dr. Latha Sharma was used as a research tool for the selection of data. This questionnaire consisted of 40 items.

Scoring Procedure:

Each item of the scale possessed two alternative answers that is 'Yes' and 'No'. For each 'Yes' responses 1 score is to be given and are not concerned to the 'No' responses.

Data Analysis :**objective 1**

To study the level of Social and Emotional Adjustment of Secondary School pupils and to classify them.

Table : 1 *The mean, % of Mean, S.D. and 1/5th of Mean of the total sample of the social and Emotional Adjustment of Secondary School pupils.*

<i>N</i>	<i>Mean</i>	<i>% of Mean</i>	<i>S.D</i>	<i>1/5th of Mean</i>
100	21.31	53.27	4.23	10.65

Interpretation:

Secondary school pupils were found to have moderately stable on their level of social and emotional adjustment and sample was found to be homogenous. Since 1/5th of mean value was more than the S.D value.

Classification

The minimum possible score on the social and emotional adjustment is 0 and maximum possible score is 40. The range is 40. It is divided into four categories starting with Extremely stable, Moderately stable, Unstable, Extremely unstable. Each class has the interval of 9, except the extremely unstable category which provides for only ten.

Table : 2 *Classification of the levels of social and emotional adjustment of secondary school pupils*

<i>category</i>	<i>Score scale</i>	<i>No of students</i>	<i>%</i>
<i>Extremely stable</i>	0-9	3	3%
<i>Moderately stable</i>	10-19	65	65%
<i>Unstable</i>	20-29	32	32%
<i>Extremely unstable</i>	30-40	0	-

Interpretation: Sixty five percent of the pupil have moderately stable , Only 3% of the pupil were extremely stable and 32% of the pupil were unstable on their level of social and emotional adjustment

Objective : 2.

To study the relationship between Social and Emotional Adjustment of secondary school pupils.

Table: 3

Relationship between Social and Emotional adjustment of secondary school pupils

Variable	N	DF	r-value
Social adjustment	100	N – 2 = 98	0.112 NS
Emotional adjustment			

NS: Not Significant

r- table df 98 at 0.05 is 0.195.

Interpretation: From the above table we can infer that there is no relationship between Social and Emotional Adjustment of Secondary School Pupils. Hence the hypotheses is accepted.

Objective :3

To study the differences in Social and Emotional Adjustment of Secondary School Pupils in relation to certain variables like...

- (i) Gender (Male/Female)
- (ii) Locality (Rural/Urban)
- (iii) Parental Education(Literate/Illiterate)

Table : 4 *Table showing the variable wise distribution Mean, S.D. and t - value for the Social and Emotional Adjustment of Secondary School Pupils.*

<i>Sl. No</i>	<i>Variable</i>	<i>Type</i>	<i>N</i>	<i>Mean</i>	<i>S.D</i>	<i>t-value</i>
1	Gender	Male	50	21.31	4.23	0.008 NS
		Female	50	21.47	4.34	
2	Locality	Rural	50	21.6	4.37	0.248 NS
		Urban	50	21.02	4.11	
3	Parental Education	Literate	78	21.41	4.19	0.434 NS
		Illiterate	22	21.25	4.21	

NS: Not Significant t- table df 98 at 0.05 is 2.00

Interpretation: From the above table we can infer that there is no significant difference between the male and female, rural and urban, literate and illiterate parents of secondary school pupils on their social and emotional adjustment. Hence, the hypotheses is accepted.

Educational Implications :

The present study may help the parents, teachers and administrators to have knowledge of the Social and Emotional development of their children and students and help them in building a well balanced personality. Social and Emotional development is one of the major aspects of human growth and development. Emotions like anger, fear, love etc. play a great role in the development of child's personality. Not only his physical growth and development is linked with his emotional makeup, but his intellectual, social, moral and aesthetic development are also controlled by his emotional behavior and experiences. The overall importance of emotional experiences in the life of a human being makes it quite essential to know about the emotions. Emotional development reaches its maximum in adulthood. During this stage, generally all individuals attain emotional maturity. The study will benefit the school children to have a kind attention towards their social and emotional development will make them aware about the importance of the present fast changing global world.

Discussion and Conclusion:

The secondary school pupils are at a very precarious stage of their lives wherein they are still in the process of exploring their place and role in society. It is at this stage of their lives that they are most in need of their adjustment abilities. All the concerned stakeholders ought to chalk out a plan of action whereby the adjustment skills are honed and differences arising due to various demographic factors are minimized. This calls for priority based action on the part of academicians, policy makers, families and all the concerned stakeholders to devise measures to facilitate better adjustment skills among the secondary school students. The secondary school students are at a very precarious stage of their lives wherein they are still in the process of exploring their place and role in society. Based on the analysis of the data, concluded that the secondary school pupils were found to have moderately stable on their level of social and emotional adjustment. Another interesting finding is that the male and female, rural and urban, literate and illiterate parents did not differ significantly on their adjustment levels. Another noticeable finding is that there is no relationship between social and emotional adjustment of secondary school pupils.

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