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"ADJUSTMENT AND EMOTIONAL PROBLEMS OF
SCHOOL STUDENTS"



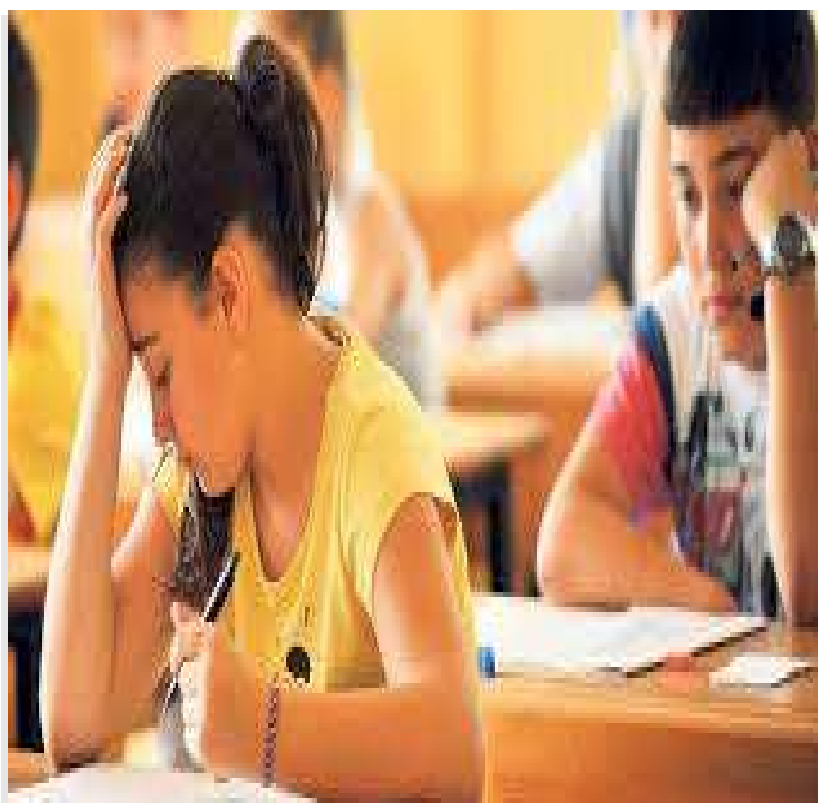
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ABSTRACT:

The present study is intended to examine the adjustment problems of school students from urban and rural schools of Kurukshetra district, Haryana. 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 (family, social, academic, financial and emotional) are age, gender, class, type of school etc. The study was conducted on a sample of 461 students (197 boys, 264 girls) randomly selected from the various government and private schools from urban and rural areas of Kurukshetra district, Haryana. A standardized questionnaire developed by Jain (1972) was adopted for this study. The data was

analyzed to examine the influence of individual factors on adjustment variables. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

KEYWORDS

Adjustment And Emotional Problems, Parental education and occupation .

INTRODUCTION:

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.

Emotional intelligence is a combination of competencies. These skills contribute to a person's ability to manage and monitor his or her own emotions, to correctly gauge the emotional state of others and to influence opinions.

G.S.Hall has called this period as "period of strain and stress" fought with many problems but other psychologists have laid emphasis on the cultural conditions as the causes of problems is adolescence.

Many psychologists have studied problems of adolescence since a long time but systematic studies were conducted for the first time by G.S Hall in 1904.

Chang (1999) studied the help seeking behavior for adjustment problems among Chinese high school students in Taiwan. The result of this study indicated that Chinese adolescents, most frequently report adjustment problems regarding their studies or career and they tend to seek help from friends and families rather than formal helping resources.

In adjustment, the two crucial factors are the individual and the environment. In the study of the individual, the considerations are the heredity and biological factors, the psychological factors, and the quality of socialization given to him or her. Whereas, the environment includes all the social factors.

Every individual from the time he or she steps out of the family and goes to school makes to a long series of adjustments between the whole unique personality and the environment. The ardent desire of each boy and girl to become an individual person having a healthy physique, a growing intellectual ability, a greater degree of emotional poise and increased participation in social groups, such characteristics enhance one's personality. Even parents, teachers and other significant members of the society to which

Person belongs will encourage this desire. The school is the major socialization institution for any child. It is the child's first contract with the world outside the house. For nearly 12 years a child spends 5 to 7 hours a day in the school. School is one the most important foundation pillars on which the child's personality develops. Children learn proficiencies in various abilities like, learning process and home work, social communications, handling emotion, and the management of day to day interactions at home and school. In reality, the growing child is dependent on the immediate environment i.e. the house and the school to meet his growth needs. The concern, therefore" extends to how the school facilities can be enhanced and improved to meet the growth needs of the children.

A review of the studies carried out in the field of adjustment as reported in the three surveys of educational research edited by Buch (1991) reveals that no systematic attempt has yet been made to develop a tool for the assessment of adjustment problems of school students.

OBJECTIVES

To examine the adjustment problems among school children from different schools. To examine the influence of demographic variables like age, gender, class, medium of instruction, types of schools, parents' education, parents' occupation, on the adjustment problems of school children.

Method

Sample

The sample consists of 461 students from sixth to tenth class 197 boys and 264 girls. The sample boys including 132 from Hindi medium schools and 65 from English medium schools. Out of 264 girls, 211 were studying in Hindi medium schools and 53 in English medium schools. The mean age is 13.88 years, boys = 14.20 and girls = 13.77 years.

Tools

An adjustment scale developed by Jain (1972) was adopted for this study. It consists of the 50 items, which measure adjustment in five different areas: family adjustment, social adjustment, academic adjustment, financial adjustment and emotional adjustment. The students had to indicate if they experienced a particular described situation. The scoring of this scale involves counting the number of answers marked below the column 'YES' in all the areas of adjustment excepting Emotional Adjustment. Only statements that are marked in column 'YES' were counted to obtain score

on the particular dimension. For the Emotional Adjustment, the number of items marked 'NO' was counted to obtain a score. In this case, high a score indicated lesser emotional adjustment. A total adjustment score indicated lesser emotional adjustment. A total adjustment score can be calculated by summing the scores on the first four dimensions and subtracting from this total score on Emotional Adjustment.

Results and Discussion

Table 1: Age, Gender, Class and Medium of Instruction and Its Impact on Adjustment

		Age		Gender			Class			Medium of instruction			
		<13yrs	>13yrs	t	Boys	Girls	t	upp.pri	Sec	t	EM	TM	t
Dimension	M	n=180	n=280		n=180	n=280		n=180	n=280		n=118	n=342	
Family	M	7.60	7.54	.30	7.51	76.0	0.54	7.75	7.42	1.90*	7.59	7.59	.17
Adjustment	SD	2.50	1.74		1.81	1.91		1.92	1.82		1.94	1.84	
Social	M	7.97	8.21	1.44	7.94	8.25	1.86	8.07	8.15	.49	8.07	8.14	.34
Adjustment	SD	1.96	1.59		1.71	1.76		1.80	1.70		1.75	1.74	
Academic	M	8.05	8.24	2.08	8.11	8.21	0.56	8.13	8.19	.36	8.08	8.19	.56
Adjustment	SD	1.96	1.84		1.82	1.94		1.89	1.89		1.77	1.93	
Financial	M	7.49	7.64	.70	7.31	7.78	2.23*	7.59	7.57	.70	7.64	7.56	.33
Adjustment	SD	2.24	2.18		2.20	2.19		1.14	2.25		2.34	2.16	
Emotional	M	6.08	5.86	1.01	5.70	6.13	1.97*	5.96	5.94	.65	5.56	6.08	2.09
Adjustment	SD	2.42	2.25		2.38	2.26		2.33	2.31		2.63	2.19	

* $p < .05$ ** $p < .01$

Table 1 provides results regarding the influence of age on adjustment. It can be noted from the table that age does not have significant influences on adjustment. There are no significant differences between the two groups on any of the adjustment factors. It also provides the findings with regard to gender and adjustment of the students. The results indicated a significant influence of gender on adjustment. Significant difference is observed between boys and girls on the financial and emotional factors of adjustment.

On the financial adjustment dimension, girls have higher mean scores than the boys indicating that they have better financial adjustment. An examination of the individual items of the financial adjustment factor indicated that girl students as compared to boy students' feel their parents' fulfill their needs easily. This could be because parents of girl students tend to give more importance to the needs of their daughters. The emotional adjustment factor, as mentioned in the methodology chapter, is reverse scored, with a higher score indicating lesser adjustment. Thus, it can be observed that boys are significantly better adjusted than girls. The analysis of the individual items of the emotional adjustment dimensions indicated

that boys as compared to girls have not expressed any fear to go out alone in night, see a dead body or control their anger whenever things are not happening according to their wish. Similar findings are reported by Kasinath (1990) and Pradhan (1993). Table 1 also proves the results with regard to class and adjustment. The sample of students has been categorized into groups of the basis of the class in which, they are studying. The group labeled as Upper Primary group includes students studying between 5th and 10th standards while the group named Secondary includes students studying between 8th and 10th class. The table shows that the class has a significant influence on family adjustment. The students studying Upper primary have better family adjustment than their counterparts in Secondary classes. An analysis of the individual items shows that the former feel proud that their parents are educated, their family member take positive criticism in their future planned, feel that their parents, instead of accepting old familial traditions are modern and they do not hesitate to invite their friends to home. The findings indicate that pre-adolescent students are more influenced by their parents as they form the main role models for them. It is only when they enter into adolescence that they would experience peer pressure and associated specific opinions and attitudes about themselves and their family. It also provides results regarding the influence of medium of instruction on adjustment. The Medium of instruction has been categorized into two categories on the basis of the language in which instruction is provided to the students. Category 1 includes English medium while Category 2 includes Hindi medium. It can be observed from the table that medium of instruction has a significant influence on emotional adjustment. English medium students are better adjusted than Hindi medium students on this dimension. An examination of the individual items indicates that students from the English medium schools are not afraid to talk with others, do not feel jealous when somebody surpasses them, go out alone in the night or get angry when things do not go according to their wishes.

It is a common practice in English medium schools to provide training to their children to make oral presentations, face competition and control their negative emotions. Consequently, they are more likely to exhibit better emotional adjustment.

CONCLUSION

The adjustment of school children is determined by their gender, the class in which they are studying, the medium of instruction adopted in their school, the type of management of the school and their parent's education and occupation. Differences across the children with regard to their adjustment are noted" mainly with regard to the school in which they are studying. While family adjustment is higher in higher classes, academic adjustment, is better among children from schools that are founded by the government, and emotional adjustment is higher for students from English and privately managed schools. Further parental education and occupation significantly influenced the emotional adjustment of the school children.

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