

# Educational And Emotional Adjustment Of School Students Of Shimla District

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**Abstract:** This study was conducted to study the educational and emotional adjustment of senior secondary school students of Shimla district. Sample of the study consisted of 120 (60 of each gender as well as area) school students on which Adjustment Inventory (inventory consisted of 20 items out of which items related to educational and emotional are 10 and 10 respectively) constructed by investigator herself was administered. For the analysis and interpretation of data the Analysis of Variance (ANOVA) was applied and 't' test was used where required. School students differed significantly in educational adjustment w.r.t. their gender, but do not differed significantly in emotional adjustment. School students not differed significantly in emotional adjustment w.r.t. their area, but differed to some extent in educational adjustment. Gender x area had no combined effect on educational and emotional adjustment of school students even at 0.05 level of significance.

**Keywords:** Educational Adjustment, Emotional Adjustment and Secondary School Students.

## I. INTRODUCTION

Education can be considered as the base of all development. Educational system is beneficial for the whole society and nation as well. In general sense education is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research or simply through auto didacticism. A man without education is considered like a beast. Education in its real sense is to humanize humanity and make life progressive, cultured and civilized. The world is using increasingly education as an instrument for all round development. It has been accepted as one of the primary needs of every human being. That is why the Article 26 of the Universal Declaration of Human Rights proclaimed by the General Assembly of the United Nations Organization in 1948 in its opening paragraph stated, "Everyone has the right to education."

## EDUCATIONAL ADJUSTMENT

The term educational adjustment means the concept of education, as helping, growth and change in an individual so

that they may be better equipped to deal with the various factors of the environment affecting him/her. It is the adaptation of the person to the educational environment/institute. Educational adjustment of an individual is what he/she seeks in the school environment and what he/she is more likely to do in school situation. It means how an individual is imparting his/her duties towards his/her education and whether he/she is able to get his/her goal or not.

## EMOTIONAL ADJUSTMENT

A balanced personality is one which is emotionally adjusted. Every instinct is followed by some emotions and in their way various emotions play an important role in the personality of an individual. Emotional adjustment (also referred to as personal adjustment or psychological adjustment) is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation. An example would be maintaining emotional control and coping behavior in the face of an identity crisis. This capacity is an important aspect of mental health and where it is compromised, or not developed, psychopathology and mental disorder can result.

## SIGNIFICANCE OF THE STUDY

Education is that process through which we can bring out the potentialities or capacity of an individual or a child. Due to lack of adjustment students become easily frustrated. They start believing that they cannot do well in their studies and they develop negative beliefs. The students enrolled in secondary classes are experiencing the 'storms and stresses' of adolescence, a very critical stage of their lives. During this period, they keep vacillating between being children and being adults. Being a phase of rapid growth and development during which physical, sexual and emotional changes occur, adjustment problems are at their peak during this period. They become frustrated and give up their study easily. As we know completion of study is very necessary for the students as well for the nation. Investigation of adjustment on the basis of certain demographic variables is very important in order to provide certain ways and means to improve or promote their adjustment so that they can excel in their studies.

## OBJECTIVES OF THE STUDY

- ✓ To study and compare educational adjustment of students in relation to their gender.
- ✓ To study and compare educational adjustment of students in relation to their area.
- ✓ To study double interaction effect of gender and area on educational adjustment of students.
- ✓ To study and compare emotional adjustment of students in relation to their gender.
- ✓ To study and compare emotional adjustment of students in relation to their area.
- ✓ To study double interaction effect of gender and area on emotional adjustment of students.

## HYPOTHESES OF THE STUDY

- ✓ Educational adjustment of school students will not differ significantly with respect to their gender.
- ✓ Educational adjustment of school students will not differ significantly with respect to their area.
- ✓ Educational adjustment of school students will not interact significantly with respect to their gender and area.
- ✓ Emotional adjustment of school students will not differ significantly with respect to their gender.
- ✓ Emotional adjustment of school students will not differ significantly with respect to their area.
- ✓ Emotional adjustment of school students will not interact significantly with respect to their gender and area.

## DELIMITATIONS OF THE STUDY

- ✓ The study was delimited to the Shimla District of Himachal Pradesh.
- ✓ The study was delimited to the government senior secondary schools of rural and urban areas of Shimla District.
- ✓ The study was delimited to the male and female students of secondary school students.

## OPERATIONAL DEFINITIONS OF THE TERM USED

- ✓ Educational Adjustment: It is the adaptation of the person to the educational environment.
- ✓ Emotional Adjustment: It refers to the problems of defeat in different social situations, anxieties, fear of examination, darkness and inferiority complex etc.
- ✓ Gender: it refers to sex of male and female secondary school students
- ✓ Area: it consist of rural and urban areas of Shimla District which are defined as follows:  
*Urban Area:* Areas which have been notified as Municipal Corporation or Municipal Committee or Notified Area Committee, Nagar Panchayats.  
*Rural Area:* The area which is governed by Gram Panchayats and notified as rural area by the state government.

## II. REVIEWS OF RELATED LITERATURE

*Singh et al. (1992)* carried out a study to compare the emotional adjustment of Santal under graduate students with non-Santal undergraduate students. Results showed that no significant difference existed between them with respect to their emotional adjustment.

*Muni and Pavigrahi (1997)* conducted a study on emotional, social and total areas of adjustment. Sample consisted of 80 students (40 boys and 40 girls) from two different schools of Berhampur (Orissa). Results showed that girls were better adjusted than boys in all the areas of adjustment.

*Kuruvilla (2000)* studied the interaction of emotional adjustment and achievement in Biology of secondary school students, results showed that emotional adjustment had a significant effect on achievement in Biology in secondary school students.

*Sindhu (2005)* studied teacher's motivation, student adjustment and their academic achievement with the objective to compare school adjustment of boys and girls and their achievement level by taking a sample of 680 students of 10<sup>th</sup> class from Kendriya Vidyalayas through stratified random sampling technique and found no significant difference in the achievement of boys and girls; better liking of teachers contributed to better achievement of boys; girls displayed superior adjustment as compared to boys.

*Usha (2007)* conducted a study on emotional adjustment and family acceptance of the child: correlates for achievement. The major findings of the study were: i) the study revealed that emotional adjustment and family acceptance of the child have a positive significant correlation with achievement in mathematics for the total sample and sub samples. ii) it is also found that boys and girls differ in their family acceptance and achievement but not in their emotional adjustment. iii) Rural and urban pupil differs significantly in their emotional adjustment, family acceptance and achievement in mathematics. Thus, it is found that emotional adjustment and family acceptance of the child are effective factors contributing to academic achievement.

*Sridevi et al. (2008)* studied relationship of emotional intelligence, adjustment, self-concept and scholastic

achievement of higher secondary students and found that there was a positive relationship between emotional intelligence, adjustment, self-concept and review of Related Literature 35 achievement of higher secondary students.

*Huseain et al. (2008)* examined the level of academic stress and overall adjustment among Public and Government high school students and also to see relationship between the two variables (academic stress and adjustment). For that purpose 100 students of class IX were selected randomly from two different schools out of which 50 were taken from Public and the remaining 50 were taken from Government school Sinha. And Sinha scale for measuring academic stress was used to see the magnitude of stress and Sinha and Singh Adjustment Inventory for school students was used to examine level of adjustment among the students. Results indicated that magnitude of academic stress was significantly higher among the Public school students whereas Government school students were significantly better in terms of their level of adjustment. However, inverse but significant relationships between academic stress and adjustment were found for both the group of students and for each type of school.

*Gehlawat (2011)* conducted a study on adjustment among high school students in relations to their gender and found no significant difference in the emotional, social, educational and the total adjustment of students with respect to their gender.

*Louis and Emerson (2012)* identified adjustment difficulties of high school students within a city. Ten schools, comprising of children from urban, rural, coeducational and convent schools were chosen and a student database comprising of 500 adolescent children was prepared. From this source list, 101 boys and 103 girls within age groups 14-18 years were chosen randomly. Students with behavioral problems, poor academic performances and health issues were excluded to ensure homogeneity. After obtaining informed consent, a self-report inventory -The Adjustment Inventory for School Students (AISS) was administered to small student groups over a period of 1 month to understand perceived adjustment. Scoring was done manually and descriptive statistics, Pearson correlations and the 't' test, were used to analyze data. Findings revealed that there were problems noted across emotional, social and educational domains in both boys and girls. However, there were no significant gender differences. Brief scheduled interviews with children after test administration revealed contributing stress factors that have lead to maladjustment. In conclusion, adolescents present as a vulnerable group of children and therefore this is an important implication for parents and significant other professionals who need to help students develop adequate coping skills.

*Basu (2012)* investigated the adjustment abilities of secondary school students. The Adjustment Inventory for School Students (AISS) developed by Sinha & Singh was employed to assess the adjustment level of the students. The study was carried out on a sample of 120 secondary school students, keeping in mind various demographic factors. The survey method of research was employed to collect the requisite data. The data so collected was analyzed using statistical measures of Mean, Standard deviation and t- test. The findings of the present study reveal that there exist highly significant differences between the adjustment of secondary

school students when compared on the basis of gender, type of family structure and medium of instruction in school.

*Gaur (2013)* investigated and established the adjustment problem related to home, health, emotional, social and school adjustment of the high and low girl student achievers. The descriptive survey method has been adopted to carry out the study. Higher secondary adjustment inventory (HSAI) prepared by A.K. Singh and A. S. Gupta was used to collect the data and applied on selected 100 girl student High and low achievers have been selected on the basis of their higher secondary board examination result by random sampling method. The analysis of data and the results indicates towards the importance of adjustment problems related to home, health, emotional, social, school etc. Low achievers problem needs an urgent solution and the society required well-adjusted and mentally healthy citizens.

*Rehman and Singh (2015)* analyzed the effect of family type on adjustment level in social, emotional and educational areas of adolescents of school in Ghaziabad. The present cross-sectional study was carried out in schools of Ghaziabad. The sample was made through stratified random sampling method. The sample included 80 boys and 80 girls, aged between 14-18 years, which were further categorized in the group of 40 boys & 40 girls for both Joint and Nuclear Family. A 2x2 factorial design and ANOVA were used for statistical treatment of data. The F-ratio for family type and gender were found statistically significant at  $P < 0.05$ . Adolescents of joint family were found more adjusted. The girls were found better adjusted than boys. Counseling programs and better family environment in nuclear family can be helpful for adolescents to increase their adjustment level.

*Bhagat (2016)* conducted a study with the purpose to compare adjustment of secondary school boys and girls. The study was conducted on a sample of 200 students of 9th class studying in Government and Private Schools of Samba district of Jammu Division. Adjustment Inventory constructed and standardized by K. P. Sinha and R. P. Singh (1971) was used to collect data. The collected data was analyzed with the help of 't' test. The results of the present study showed that overall adjustments of girls are greater than boys. Girls are found emotionally and educationally more adjusted than their counterparts. Boys are found socially more adjusted.

*Agarwal & Puri (2017)* conducted a comparative study of adjustment and happiness between girls and boys. Adolescence is a transition period in which many changes take place. It may be physical, psychological or emotional changes. During this stage, they look for autonomy from their parents and like to take independent decisions with regard to their education, living matters, Future, career etc. The main objective of the study was to see the difference in adjustment and happiness of higher secondary school boys and girls. The sample consisted of 60 students (30 Boys, 30 Girls). Tests used were Subjective Happiness Scale of Lyubomirsky and Lepper (1999) and Adjustment Inventory for school students (AISS) by Sinha and Singh (1971). After the data collection raw scores were analyzed using 't' test. Results revealed that the girls have a better adjustment than boys. There is a significant relationship between the total school adjustment of girls and boys.

III. MATERIALS AND METHODS

*Sample:* The final sample of the study consisted of 120 school students (60 of each gender and area) of government senior secondary schools of Shimla District.

*Tool employed for Data collection:* To collect the requisite data the investigator used the following tool:

*Adjustment Inventory* developed and constructed by the investigator herself.

The inventory has been designed to assess the levels of adjustment (educational and emotional) among adolescents and adults. Split half method was used to determine the reliability of the inventory. Component wise split half reliability was 0.013 and 0.4. The present inventory contains 20 items out of which 10 items are of educational adjustment and the remaining 10 items are of emotional adjustment which can be easily scored by hand. Inventory consists of 3 alternative responses for each statement that is 1) yes, 2) can't say and 3) no. For the purpose of scoring the statements are given a score of 2, 1 and 0 respectively. Hence the higher the score, the higher would be the level of adjustment and vice-versa.

*Statistical Technique used:* For the analysis and interpretation of data the Analysis of Variance (ANOVA) was applied.

ANALYSIS AND INTERPRETATION OF DATA

In order to study the main effects of type of gender and area of sampled school students on the adjustment inventory, statistical technique of analysis of variance (2x2), factorial design involving two levels of gender (i.e. male and female) and two types of area (i.e. rural and urban) was applied. Total scores and means of educational adjustment of school students with respect to their gender and area are given in the table 1 as follows.

Gender \ Area	Male	Female	Total
Rural	438 (14.60)	460 (15.33)	898 (14.96)
Urban	385 (12.83)	447 (14.90)	832 (13.86)
Total	823 (13.71)	907 (15.11)	1730 (14.41)

Table 1: Gender and Area-wise Total Scores and Means of Educational Adjustment of school students

Table 1 reveals that female of rural area have the highest mean score i.e. 15.33 and the male of urban area have the lowest mean scores i.e. 12.83.

Sources of Variance	Sum of Squares	df	Mean Square	'F'
Gender	58.79	1	58.79	6.86**
Area	36.29	1	36.29	4.23*
Gender x Area	13.35	1	13.35	1.56
Error Variance	994.74	116	8.57	.....
Total Sum of Squares	1103.17	119	.....	.....

\*\* Significant at 0.01 level of significance

Table 2: Summary of Analysis of Variance

MAIN EFFECTS

- ✓ *Main Effect of Gender:* Table 2 reveals that the calculated value of 'F' ratio for the main effect of gender of school students on educational adjustment is 6.86 for df 1 and 116, which is more than the 'F' table value at 0.01 level of significance. Hence, the hypothesis no.1 'Educational Adjustment of school students will not differ significantly with respect to their gender' is not retained. Thus, it is interpreted that male and female school students do not possess equal level of educational adjustment. Further the 't' value was calculated by applying 't' test and the obtained value is 2.62 at df 119 which is highly significant at 0.01 level of significance. Thus it is concluded that two group differ from each other significantly.
- ✓ *Main Effect of Area:* Table 2 reveals that the calculated value of 'F' ratio for the main effect of area of school students on educational adjustment is 4.23 for df 1 and 116, which is higher than the 'F' table value at 0.05 level of significance but, less than value at 0.01 level of significance. Hence, the hypothesis no.2 'Educational Adjustment of school students will not differ significantly with respect to their area' is not retained at 0.05 level of significance but retained at 0.01 level of significance. Thus, it is interpreted that school students belonging to rural and urban area possess equal level of educational adjustment to some extent.

INTERACTION EFFECT

*Interaction Effect of Gender and Area:* Table 2 reveals that the calculated value of 'F' ratio for the interaction effect of gender and area of school students on educational adjustment is 1.56 for df 1 and 116, which is less than the 'F' table value even at 0.05 level of significance. Hence the hypothesis no.3 'Educational adjustment of school students will not interact significantly with respect to their gender and area, is retained. Thus it is interpreted that male and female school students of rural and urban area do not interact significantly.

Total scores and means of emotional adjustment of school students with respect to their gender and area are given in the table 3 as follows.

Gender \ Area	Male	Female	Total
Rural	413 (13.76)	398 (13.26)	811 (13.51)
Urban	437 (14.56)	405 (13.50)	842 (14.03)
Total	850 (14.16)	803 (13.38)	1653 (13.77)

Table 3: Gender and Area-wise Total Scores and Means of Emotional Adjustment of school students

Table 3 reveals that male of urban area have the highest mean score i.e. 14.56 and the female of rural area have the lowest mean scores i.e. 13.26.

Sources of Variance	Sum of Squares	df	Mean Square	'F'
Gender	18.41	1	18.41	1.92
Area	8.01	1	8.01	0.84
Gender x Area	2.40	1	2.40	0.25
Error Variance	1110.11	116	9.57	.....
Total Sum of Squares	1138.93	119	.....	.....

Table 4: Summary of Analysis of Variance

#### MAIN EFFECTS

- ✓ *Main Effect of Gender:* Table 4 reveals that the calculated value of 'F' ratio for the main effect of gender of school students on emotional adjustment is 1.92 for df 1 and 116, which is less than the 'F' table value even at 0.05 level of significance. Hence, the hypothesis no.4 'Emotional adjustment of school students will not differ significantly with respect to their gender' is retained. Thus, it is interpreted that male and female school students possess equal level of emotional adjustment.
- ✓ *Main Effect of Area:* Table 4 reveals that the calculated value of 'F' ratio for the main effect of area of school students on emotional adjustment is 0.84 for df 1 and 116, which is less than the 'F' table value even at 0.05 level of significance. Hence, the hypothesis no.5 'Emotional adjustment of school students will not differ significantly with respect to their area' is retained. Thus, it is interpreted that school students belonging to rural and urban area possess equal level of emotional adjustment.

#### INTERACTION EFFECT

*Interaction Effect of Gender and Area:* Table 4 reveals that the calculated value of 'F' ratio for the interaction effect of gender and area of school students on emotional adjustment is 0.25 for df 1 and 116, which is less than the 'F' table value even at 0.05 level of significance. Hence, the hypothesis no.6 'Emotional adjustment of school students will not interact significantly with respect to their gender and area, is retained. Thus, it is interpreted that male and female school students of rural and urban area do not interact significantly.

#### CONCLUSIONS

- ✓ School students differed significantly in educational adjustment w.r.t. their gender.
- ✓ School students do not differed significantly in emotional adjustment w.r.t. their gender.
- ✓ School students not differed significantly in emotional adjustment w.r.t. their area, but differed to some extent in educational adjustment.
- ✓ Gender x area had no combined effect on educational and emotional adjustment of school students even at 0.05 level of significance.

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