



A Study Of Adjustment Among Secondary School Students Of Jaipur District

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Abstract

The purpose of present study was to find out the adjustment of secondary school students. The design of this study is descriptive in nature. The sample of 100 secondary school students of Jaipur district were selected by using random sampling technique. The data was collected by using Adjustment Inventory for School Students constructed and standardized by A.K.P. Sinha and R.P. Singh (1971). For analysis the collected data t-test was used as statistical technique. The findings of present study revealed that there is no significant difference in adjustment among secondary school students in relation to their gender, locale and type of school.

Keywords: Adjustment, gender, locale

INTRODUCTION

Education is a comprehensive process of bringing about psychological and behavioral changes in the individual. It plays a transformative role as it promotes change and adaptation, in some sense, and helps individuals develop a harmoniously adjustable personality. Every situation in life demands that the person concerned should be able to perform effectively according to certain guiding principles and should be able to strike a balance between different forces.

It helps one to overcome basic impulses at tolerable levels, believe in one's abilities and achieve desired goals. Psychologically, adjustment helps the organism to cope with the demands and pressures of the outside world as well as needs, desires, and conflict experiences. Thus, adjustment helps in self-initiated growth and development along the intellectual, emotional, social, physical and occupational dimensions.

Adjustment is the process by which an individual or group establishes a harmonious healthy relationship with its physical or social environment. Adjustment is a universal and continuous process. Most of our day to day activities are related to adjustment and adaptation. We arrange many machines in such a way that their functionality increases. Adjustment in this sense means to organize and organize something in such a way that the purpose for which it is made can be fulfilled. Adjustment is also called adjustment, adjustment or adaptation. Adjustment is made up of two words – even and organizing. Therefore, adjustment means orderliness or the process of adapting the circumstances in a good way so that the needs of the person are met, mental conflicts do not arise. Many

needs drive a person towards the achievement of the goal. When a person achieves his goal easily, then he feels satisfaction, otherwise, he feels disappointment and dissatisfaction. Generally this process of adjustment goes on continuously in the life of the person.

The term adjustment is often used as a synonym for accommodation and adaptation. It is used to emphasize the individuals struggle to survive in his or her social and physical environment. Adjustment, derived from the Latin word ad-just are, is the process by which one balances needs and the obstacles in his or her environment. The term adjustment refers to the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. In Encyclopaedia Britannica, it is stated that adjustment (in psychology) is the process of behaviour by which all creatures maintain an equilibrium between their needs and demand an obstacles to the environments. It is therefore a harmonious relationship with the environment involving the ability to satisfy most of one's need and meet most of the demands both physical and social that are put upon one. Thus we may say that adjustment is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs. In other words, adjustment is a state in the condition of harmony arrived at by a person whom we call well-adjusted.

Objectives

1. To study the adjustment among secondary school students in relation to their gender (boys and girls).
2. To study the adjustment among secondary school students in relation to their locale (rural and urban).
3. To study the adjustment among secondary school students in relation to their type of schools (government and private).

Hypotheses

1. There is no significant difference in adjustment among secondary school students in relation to their gender (boys and girls).
2. There is no significant difference in adjustment among secondary school students in relation to their locale (rural and urban).
3. There is no significant difference in adjustment among secondary school students in relation to their type of schools (government and private).

Research Methodology

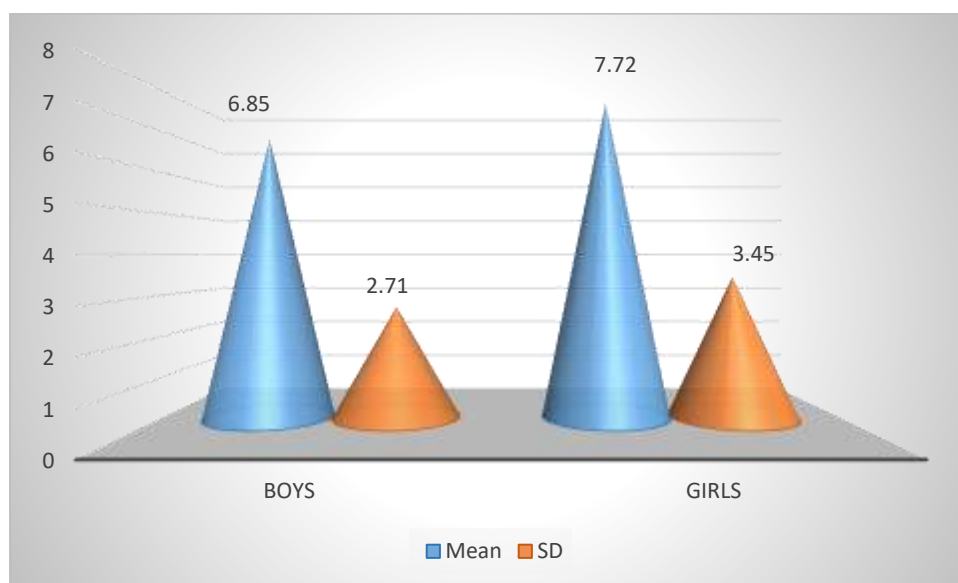
The study was designed on descriptive research methodology. Survey method was used for the study. A sample of 100 students were chosen by using random sampling techniques. Tool for collecting the data included Adjustment Inventory for School Students constructed and standardized by A.K.P. Sinha and R.P. Singh (1971). The Data were analysed using statistical technique such as mean, SD and Critical Ratio.

Result and Discussion

1. There is no significant difference in adjustment among secondary school students in relation to their gender (boys and girls).

Group	Mean	SD	t-value	Level of Significance
Boys	6.85	2.71	1.45	0.05
Girls	7.72	3.45		

It clear from the above table Means and S.Ds of boys and girls secondary school students on the measure of adjustment are 6.85 & 7.72 and 2.71 & 3.45 respectively. When the t-test was applied to compare the mean scores of both the groups, t-value is found to be 1.45 which is not significant at .05 level of significance. Hence the null hypothesis “there is no significant difference in the adjustment of secondary school students in relation to their gender (boys and girls)” is accepted.

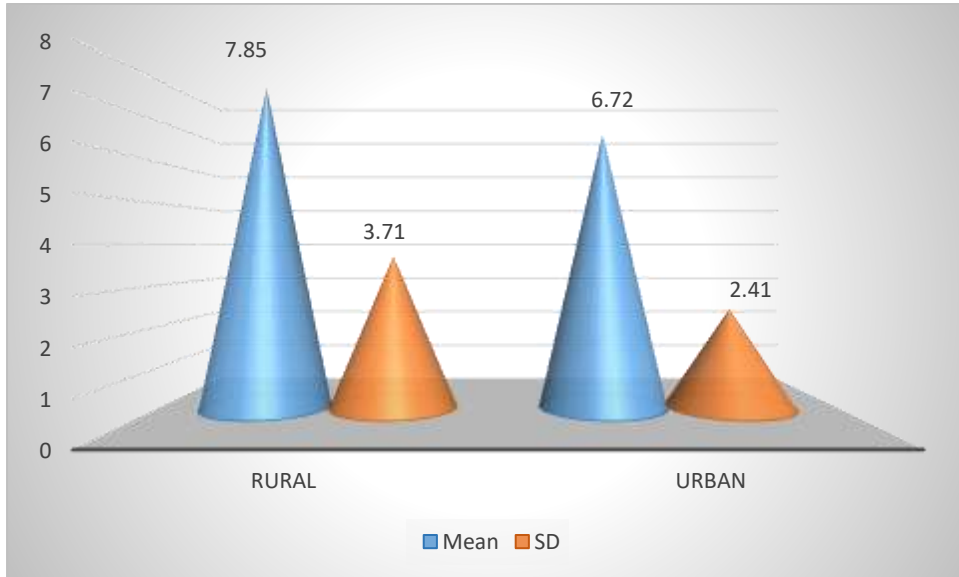


2. There is no significant difference in adjustment among secondary school students in relation to their locale (rural and urban).

Group	Mean	SD	t-value	Level of Significance
Rural	7.85	3.71	1.80	0.05
Urban	6.72	2.41		

It clear from the above table mean scores of adjustment for rural and urban students are 7.85 and 6.72 and their S.Ds are 3.71 and 2.41 respectively. When the t-test

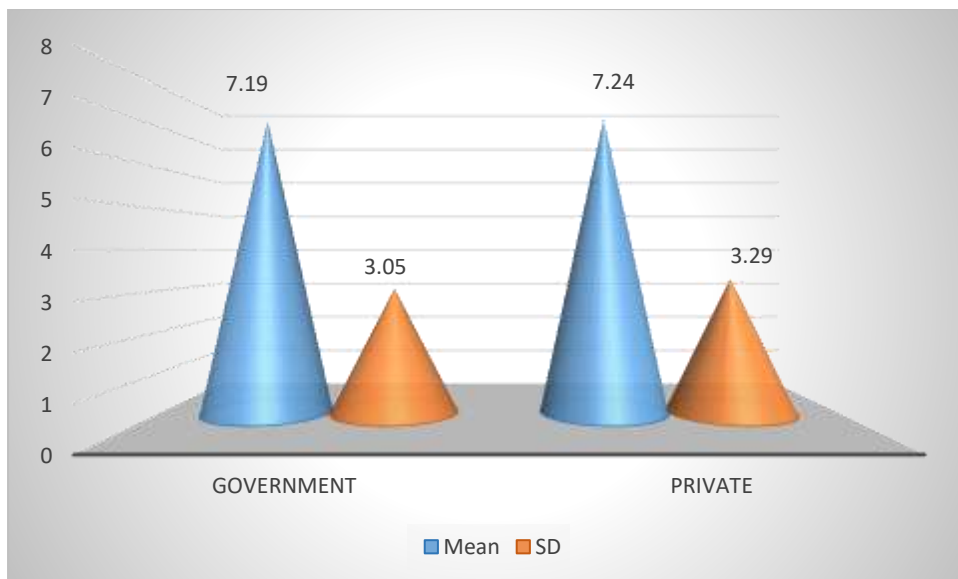
was applied to compare the mean scores of both the groups, t-value is found to 1.80 which is not significant at .05 level. Hence the null hypothesis “there is no significant difference in the adjustment of secondary school students in relation to their locale (rural and urban)” is accepted.



3. There is no significant difference in adjustment among secondary school students in relation to their type of schools (government and private).

Group	Mean	SD	t-value	Level of Significance
Government	7.19	3.05	0.07	0.05
Private	7.24	3.29		

It clear from the above table that mean scores of adjustment for government and private secondary school students are 7.19 and 5.55 and their S.Ds are 3.21 and 2.41 respectively. When the t-test was applied to compare the mean scores of both the groups, t-value is found to be 0.07 which is not significant at .05 level of significance. Hence the null hypothesis “there is no significant difference in the adjustment of secondary school students in relation to their types of school (government and private)” is accepted.



Findings

1. There was found no significant difference in adjustment among secondary school students in relation to their gender (boys and girls).
2. There was found no significant difference in adjustment among secondary school students in relation to their locale (rural and urban).
3. There was found no significant difference in adjustment among secondary school students in relation to their type of schools (government and private).

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