



A Study Of Effect Of Socio-Economic Status On Adjustment Of Senior Secondary Students

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ABSTRACT;

The purpose of this study was to explore the effect of socioeconomic status on adjustment of senior secondary students. The main purpose of the study was to study the adjustment of senior secondary student and to study the effect of socio-economic status on adjustment of senior secondary students with respect to their gender and type of school. By using the simple random sampling technique 200 senior secondary students selected as a sample for this study. The findings of the study revealed that there is no significant difference in adjustment of senior secondary student. There is significant difference in adjustment of senior secondary student with respect to type of school. It was also found that socioeconomic status does not affect the adjustment of the senior secondary students.

KEYWORDS:-Socio-economic status, Adjustment.

INTRODUCTION

Education is the backbone for the socio-economic development of a country and it needs to be developed and delivered in a way where it meets the basic needs of the society. As is known and understood globally that societies, communities, groups, states and people in general, since ages, have certain aspirations and expectations too from education and where ever it has been delivered, it has led to the advancement and no destruction of societies had ever taken place-be it European, Asian or African continents. Education has always been an instrument of growth and development. Education is not only related to academic but overall development of the individuals- intellectual and emotional- to be more specific.

Socio-Economic Status is an economic and sociological combined total measures of a person's work experiences and of an individual's or family's economic and social position relative to others, based on income, education and occupation.

Families with high socio-economic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high-quality child care, books, and toys to encourage

children in various learning activities at home. Families with low socio-economic status often lack the financial, social, and educational supports that characterize families with high socio-economic status. Poor families also may have inadequate or limited access to community resources that promote and support children's development and school readiness. Unemployed or low income parents tend to see themselves as incapable because they can- not meet the needs of their children and families. Inadequate resources create conflict in the home. Such a state of affairs may influence the adjustment of the child.

The socio-economic status of the student is important from psychological and educational perspectives because it is an important and significant determinant of adjustment. Psychologists, educationists and other social scientists have considered socio-economic status as correlate of many psychological characteristics and adjustment of individual.

From this point of view there is a need to study the effect of socio-economic status on the adjustment of senior secondary students.

REVIEW OF RELATED LITERATURE

Maghra et.al (2019) studied the effect of socio-economic status of parents on the academic performance of senior secondary school students in agricultural science in Taraba State, Nigeria. After analysis they concluded that father and mother's educational level influence the academic performance of students and family income has influence on the academic performance of students. **Ovansa (2017)** investigated the effect of socio-economic status on the academic performance of senior secondary school students and revealed that parent socio-economic status influenced the academic performance of the students. **Nidhi (2015)** studied the adjustment problems of college students in relation to gender, socio-economic status and academic achievement and found that college students have average adjustment; there was no significant difference in the adjustment problems of male and female college students. The students having low socio-economic status have more adjustment problems than that of high socio-economic college students. No significant difference was found in adjustment problems of high academic achievement and low academic achievement students. **Devika (2013)** conducted a comparative study of the adjustment of secondary school students. It was found that adjustment of secondary school students is average. It was also found that significant difference exists in the emotional adjustment of boys and girls and no significant difference was found between male and female secondary school students with regard to Family, Social, Educational and Financial adjustment. **Sangeeta and Chirag (2012)** in their study found that the college students of low socio economic status and low academic achievement have more adjustment problems than the students of high socio economic status and high academic achievement. Female college students have more adjustment problems than their male counter parts.

STATEMENT OF THE PROBLEM

“A study of effect of socio-economic status on adjustment of senior secondary students”

OBJECTIVES

- To study the adjustment of senior secondary student with respect to their gender and type of school.
- To study the effect of socio-economic status on adjustment of senior secondary students with respect to their gender and type of school.

HYPOTHESIS

- There is no significant difference in adjustment of senior secondary student with respect to their gender and type of school.
- There is no significant correlation between socio-economic status and adjustment of senior secondary students with respect to their gender and type of school.

OPERATIONAL DEFINITION OF THE KEY TERMS USED IN THE STUDY

Adjustment - The term adjustment refers to a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and the environment.

Socio- Economic Status SES means the position that an individual and his family occupies by means of education, income, material and cultural possessions and participation in social activity.

Senior Secondary School Student- In the present study students studying in 11th class has been considered as senior secondary school students.

RESEARCH METHODOLOGY

Methodology is the procedure or the technique used to conduct the research study. The descriptive survey method was found most appropriate for this study.

VARIABLE

Independent Variable:-Socio-economic Status

Dependent Variable:-Adjustment

POPULATION AND SAMPLE OF THE STUDY

All the students of senior secondary schools are the population of the study. The sample student of the study was 200 student of class 11th, where 100 were boy student and 100 were girl students. These are the sample size of the present study. The sample students were selected by using Simple random sampling technique.

TOOL USED FOR DATA COLLECTION

In the present study, standardized scale was used as Tool. Hence, keeping in view the main objectives of this study, the investigator used these tools:

- **Adjustment Inventory developed by A.K.P. Sinha and R.P. Singh**
- **Upadhyay-Saxena Socio-economic Status Scale (USSESS) Developed by Sunil Kumar Upadhyay and AlkaSaxena**

STATISTICAL TECHNIQUES

To analysing and interpreting the data co-efficient of correlation were used.

ANALYSIS AND INTERPRETATION

Hypothesis 1 - There is no significant difference in adjustment of senior secondary student with respect to their gender and type of school.

Table:1 Adjustment of senior secondary student with respect to their gender

Groups	N	Mean	S.D.	t value	Result
Boys	100	36.57	12.99	1.67	Accepted
Girls	100	33.78	10.47		

It is observed from the Table 1 that all the obtained 't' 1.67 values is less than the critical value of 't' 1.97 at 0.05 level of significance. Hence, the null hypothesis that "There is no significant difference in adjustment of senior secondary student with respect to their gender" is accepted.

It is interpreted here that there is no significant difference in adjustment of boys and girls students.

Table:2 Adjustment of senior secondary student with respect to type of school

Groups	N	Mean	S.D.	t value	Result
Government students	100	30.12	11.56	3.10	Rejected
Private Students	100	35.34	12.22		

It is observed from the Table 1 that all the obtained 't' 3.10 values is greater than the critical value of 't' 1.97 at 0.05 level of significance. Hence, the null hypothesis that "There is no significant difference in adjustment of senior secondary student with respect to type of school" is rejected.

It is interpreted here that there is significant difference in adjustment of government and private students.

Hypothesis 2 - There is no significant correlation between socio-economic status and adjustment of senior secondary students with respect to their gender and type of school.

Table: 3 correlation between socio-economic status and adjustment of senior secondary students with respect to their gender and type of school

Groups	Variables	N	'r' value
Boys	Socio-economic status	100	0.28
	Adjustment		
Girls	Socio-economic status	100	0.24
	Adjustment		
Government Students	Socio-economic status	100	0.36
	Adjustment		
Private Students	Socio-economic status	100	0.32
	Adjustment		

Table 3 shows the correlation between socio-economic status and adjustment of senior secondary students with respect to their gender and type of school, which was computed by the Pearson product-moment correlation coefficient. The computed r value are 0.28, 0.24, 0.36, and 0.32 which has found to be a definite but small correlation. Overall it can be said on the basis of the above discussion that the socio-economic status of students does not affect their adjustment with respect to their gender and type of school.

CONCLUSION

The paper discusses the effect of socioeconomic status on adjustment of students. The study shows that boys and girls are significantly not different in adjustment but on the other hand government and private students are significantly differ in adjustment. Applying correlation revealed that there is no significant correlation between socioeconomic status and adjustment of students.

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